

**IMPROVING STUDENT'S SPEAKING SKILL THROUGH DESCRIBING
PICTURE TECHNIQUE AT THE EIGHTH GRADE STUDENTS
AT MTs MIFTAHUL ULUM KARANGDURIN**

Oleh:

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Abstrak: Describing picture is one of activity in learning speaking English. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English. Related to the background of the study above, the researcher formulates the problem of the study as follow: 1) How can Describing picture technique improve students' speaking skill at the Eighth Grade Students of MTs Miftahul Ulum Karangdurin?, 2) How is the improvement skill speaking of the Eighth Grade Students of MTs Miftahul Ulum Karangdurin through Describing picture technique?. It used Classroom Action Research. From the findings, it could be concluded that the students' speaking skill could be improved through describing picture technique. The improvement could be seen from the increase of the students' average speaking scores. The average point 42% in preliminary studies, to 63% in Cycle 1, and 89% in cycle 2. The percentage of the students who reached the minimum passing degree (KKM, 65) increased as well. Describing picture technique also enhanced the students' motivation in teaching and learning process that was proved by the increase of the students' involvement in speaking class. They were 45, 7 % and 60% in cycle 1 and 65, 7% and 80% in cycle 2. In addition, based on the questionnaires gave to the students, 93% students responded positively to the implementation of describing picture technique.

Keywords: Describing picture technique, speaking

INTRODUCTION

Speaking is one of the important aspects in learning language, because speaking is the important tool for communication. Without speaking skill students was a dumb. The teacher never knows the purpose of students' mean. Teaching a foreign language is considered to be one of the most challenging teaching practices. In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mindsets say foreign language is difficult to learn because most of them know nothing from the start. Usually, students know nothing how to express what they want to say. Teacher in that case needs to be responsive to the classroom situation in order to take an accurate measurement. The classroom atmosphere should be sufficiently relaxed so that learners are engaged activity in every activities lead to a better performance of their language skills, listening, speaking, writing and reading. Techniques and songs in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes (Brown, 2001:127).

Based on the researcher's preliminary study at the eighth grade students of MTs Miftahul Ulum Karangdurin, the researcher found that there were still many problems faced by the students in learning speaking in the class. When the researcher asked the students whether they liked English speaking, most of the students answered that they got difficulties in learning speaking, on researcher analysis, the students' problems are shy and hard to speak because they are lack of vocabularies, not knowing what to speak, all of them happened to the students because they seldom practiced speaking English with their friends in the classroom or outside the classroom, so here the researcher should provide an enjoyable and interesting technique or method that make the students interested in learning English, specially English speaking.

Related to the problems above, the researcher should choose the best technique in teaching speaking to the students. There are several techniques which could be used by the teacher for teaching speaking. The technique should be interesting to interest students in teaching learning process. One of the teaching techniques in teaching speaking is describing picture. Describing picture is one of activity in learning speaking English. In this activity, students must describe pictures

in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English (M.Solahudin, 2009:99).

Related to the background of the study above, the researcher formulates the problem of the study as follow: 1) How can Describing picture technique improve students' speaking skill at the Eighth Grade Students of MTs Miftahul Ulum Karangdurin?, 2) How is the improvement skill speaking of the Eighth Grade Students of MTs Miftahul Ulum Karangdurin through Describing picture technique?.

REVIEW OF RELATED LITERATURE

Teaching Speaking

Teaching is not just delivering material to students. Teaching is a process of changing the behavior of students intellectually, attitudes and skills. Therefore, the teacher must have a special ability in designing and implementing learning strategies that are considered compatible with the interests, talents and in accordance with the level of student growth and teaching is one of ways to develop students' behavior, characteristic, belief, ability and attitude in real life(H.Douglas Brown (2007: 123).

Speaking is one of the central elements of communication. In English foreign Language teaching, it is an aspect that needs a special attention and instruction. In order to provide effective instruction, it is necessary for teachers of English foreign language to examine the factors, conditions, and components that underline speaking effectiveness to help learners speak English fluently and appropriately. It means that speaking is the way to communicate and gave information to the listener or a group of listeners (Brown, 2001:140).

The main objective in learning speaking is to develop the student's ability to communicate in the target language. The characteristics of speaking success activity are talking a lot; the learners have to get as much as possible the period of time to talk. Speaking means that people' ability to use the language in appropriate ways. Speaking is also productive skill in language. It means that people should produce some information orally not in passive way. From this case, the students not only study English as a foreign language, bur also wants to know more about the people who speak English and the place where English is spoken. In learning speaking the

students are expected to be able to express their speaking at the pre-advanced level of proficiency, such as to debate, interview, give a speech, present a topic in a seminar and many others. John W. Creswell (2008: 25) states that Speaking is one of productive language skills that need learning process. Moreover, for the eighth language such as English, learners need environment where they could express or practice their language. The process of language not only occurs in formal condition, but also informal condition, it is more important to the eighth language.

The Problems of Learning Speaking

In learning speaking, students often get a problem to talk. There are some possible problems faced by the students in learning speaking, they are:

a. Mother tongue

Mother tongue is the first language spoken by the people where they lived and it is very difficult to forget because it has been a habit for them. So, it influences to the eighth language which the students learn, they may tend to always use their first language because it is easier or it feels unnatural to speak to another in foreign language and they would feel less exposed if they are speaking mother tongue.

b. Pronunciation

Pronunciation is the important one in speaking because it is the way when students produce the words to speak. The error of pronunciation was a problem to other people especially for the foreigners; wrong pronunciation was wrong understanding, that's why pronunciation is a must for the students to learn.

c. Grammar

Grammar is The science which treats of the principles of language, the study of forms of speech, and their relations to one another, the art concerned with the right use and application of the rules of a language, in speaking or writing. Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language exercises to teach well. Grammar is not the most exciting subject in the world, but it is important. Many job applications and cover letters are passed over because the application did not use proper grammar. Grammar used to be taught using a language book, learning about parts of speech and doing language such as diagramming sentences. Now grammar is usually taught with writing, and it is taught through mini-lessons. It may also be taught in

literature circles when teachers discuss with students how an author writes or a character's speech pattern. When you teach grammar with these methods, students are more likely to remember the grammar rules and apply them to their everyday life.

d. Vocabulary

Vocabulary is one of the important factors in teaching and learning English besides sound system, grammar, and culture. And the one prerequisite for increasing vocabulary is a desire to learn. Not just a desire to learn words, but a desire to know more about any subject that comes one's way. Students who want to learn English as their first foreign language have to learn those elements first. There are several definitions of vocabulary:

- Vocabulary is a collection of words arranged in alphabetical order and briefly explained.
- Vocabulary is a list or group of words and phrases, usually in alphabetical order
- What a word means depends upon how it is used. This is the basic reason why vocabulary should be studied in context.

From the definitions above, the writer could conclude that vocabulary is a group of words arranged in alphabetical order and briefly explained and should be studied in context. Words become meaningful only when studied and in context, that is with all the other words which surround them and gave them their meaning.

Types of Pictures

Pictures are one of the visual aids that could be used in teaching speaking. It makes something more interesting for the students. It also could be used in creating situation for speaking classes more clearly. Picture as aids are clearly in dispensable for language teacher since they could be used in so many ways. The teacher could teach vocabulary easily through pictures it means blackboard drawing, wall pictures, chart and flashcard (M. Solahudin, 2009:99).

According to Jeremy Harmer, pictures could be in form of flashcard, large wall pictures, cue cards, photographs or illustration, and projected slide.

a. Flashcard

It is a small card which teacher could hold up for students to see. Flashcards are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

b. Large wall picture

It is big enough for everyone to see detail. Some time teachers use large wall pictures, when pointing to detail of a picture to elicit a response.

c. Cue card

It is a small card which students use in pair or group work. Teachers put students in pair or groups and gave them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests.

d. Photograph or illustration

It is a photo or image that depicts a situation or people in action. The teachers use it to make the situation or the action clear. Photograph could be found in the book, newspaper, magazine, etc.

e. Projected slide

In the multimedia class, the teachers also use it to teach. Sometimes the teachers use it to show the images in the big form.

Using Pictures in Language Learning

There are several methods in teaching learning speaking. Pictures one of the ways to explain a real situation. It is very simple visual aids that could be picked up from the newspaper, magazine, internet, book, etc.

a. The use of pictures in teaching speaking

Teacher is the most important factor in teaching learning, especially in English subject. He or she must have an ability to make an interesting class. Picture is one of teaching media that could make the students enjoy the lesson. Ideally, each classroom should have a file of pictures which could be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.

b. The advantages of using pictures in teaching speaking

A picture is an excellent media in which this could be done pictures arouse play fullness to the students because pictures are interesting. The provide variety of

fun and techniques, furthermore, it also means that the use of picture may offer parallel opportunities both for teacher-students and students' interaction.

Garlic and Elli state the benefit of using picture as follow:

a. Pictures are inexpensive and widely available.

The teacher could find picture easily, for example in the books, magazine, and newspaper, etc.

b. Pictures provide common experiences for an entire group of students.

It means by using picture, teacher could involve all of students in his or her class.

c. Pictures could help prevent misunderstanding.

It means by using pictures, teacher could explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students 'perception and teachers' perception.

d. Pictures help the students to focus attention to the subject and make students active.

Describing Picture to Teach Speaking

Pictures are all right for beginner and for young learner. There are many benefits of describing pictures in a teaching process, they are:

- 1) Learning becomes more interactive
- 2) The length of time required could be reduced
- 3) The instruction be more interesting
- 4) The quality of learning could be improved
- 5) The positive attitude of students toward what they are learning and the process itself could be enhanced.

Study is doing something. Study could be maximum if students more of using the five senses, because they could more attractive to express something with their five senses. Describing picture is a method that very easy to play it. This method is very suitable to students in Junior High School. If the students are given describing picture, they used their five senses more maximum, because they used eyes to saw the picture, used ears to listen what their partner said, used mouth to describe the picture. So, the researcher hopes with using describing picture, students more active in the class.

There are some steps of application in describing picture: The teacher prepares picture according to the topic or material of subject, The teacher asks students to examine the picture accuracy, The teacher divides students in group, The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture (necessary limitation of the time), Then, every group make sentences and writes on the black board, After that, every group describes their picture and Clarification or conclusion teacher reflection.

This is example of strategy or method that could used as individual or collaboration with the other strategy based on the necessity. The researcher hopes describing picture be successes. So, the researcher must prepare preparations that used in this technique. And the researcher also prepares the procedures to give regulations to the students, so that students could be understood with the researcher hope.

RESEARCH METHODOLOGY

The design of this research was Classroom Action Research. Kemmis and Mc Taggart (1993:5) stated that action research is trying out the ideas in practice as mean of improvement and increasing knowledge about the curriculum, teaching and learning.

Based on researcher's observation that the students of MTs Miftahul Ulum Karangdurin were still poor in speaking skill, therefore, the researcher planed to improve the students' speaking skill. This Classroom Action Research is implemented for the purpose of improving the eighth grade Students of MTs Miftahul Ulum Karangdurin through describing picture technique.

The data of this research was collected by using some techniques of data collection which include: interview, observation, test, and documentation. The data collected in this study consists of the information obtained during pre-research, the process and the results of action research implementation, and the results of the discussion between teacher and researcher. The application of data collection in this study is summarized in the table below:

No	The Steps of research	The objectives	The participant s	The techniques	The instrument
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1.	Preliminary Study	To know the problems faced by the students and teacher	1. Researcher 2. Teacher 3. Students	1. Interview 2. Observation	1. interview questions/ guide 2. Observation sheet
2.	Implementation	To solve the students' problems in speaking	1. Researcher 2. Teacher 3. Students	1. Observation 2. Documentation	1. observation sheet and field note 2. photograph of teaching and learning
3.	Result Discussion	To know the students' speaking improvement	1. Researcher 2. Teacher 3. Students	1. Test	1. speaking test through describing picture

Table 1: The Application of Data Collection

RESEACH FINDINGS AND DISCUSSION

In preliminary study, the researcher found that the eighth grade students of MTs Miftahul Ulum Karangdurin had serious problems in speaking ability. It was proved by the average score of the students' speaking test where there were only 47% of the students who passed the criteria of success and 10 (53%) students were failed. Based on the reasons, the researcher planned to develop describing picture technique to improve the students' speaking skill at the eighth grade students of MTs Miftahul Ulum Karangdurin.

After two cycles consisting of two meetings were conducted, the appropriate technique in teaching speaking encompassed the following steps: 1) leading the students to the topics by giving them some questions and showing the pictures, 2) connecting the topics with the students' daily life, 3) introducing the topic and explaining the instructional objectives, 4) explaining the use of describing picture technique, 5) getting the students to practice speaking asking about their things. 6) The researcher and the collaborator observed the students, 7) getting the students to practice in the class.

From the findings presented in the previous chapter, it could be concluded that the students' speaking skill could be improved through describing picture technique. The improvement could be seen from the increase of the students' average speaking scores. From the average point 42% in preliminary studies, to 63% in Cycle 1, and 89% in cycle 2. The percentage of the students who reached the minimum passing degree (KKM, 65) increased as well. The Students who succeeded obtaining the minimum passing degree (KKM, 65) were 63% in cycle 1 increased became 89% in cycle 2. While in the preliminary study were 42% (9 students) who reached the minimum passing degree. Describing picture technique also enhanced the students' motivation in teaching and learning process that was proved by the increase of the students' involvement in speaking class. They were 45, 7 % and 60% in cycle 1 and 65, 7% and 80% in cycle 2. In addition, based on the questionnaires gave to the students, 93% students responded positively to the implementation of describing picture technique.

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