The Use of Describing Picture Strategy in Improving the Students' Speaking Ability at UPTD SMPN 22 Barru

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ABSTRACT

The purpose of this study is to improve students speaking skill because the describing picture strategy method is a good method to improve students speaking skill, students self-confidence is also better able to build, students can also be more active in class and learn in English. The researcher use pre-experimental to carry out their research. The population in this study were all students eight class of SMPN 22 Barru for academic year 2021-2022. The researcher took one class of the second grade students at SMPN 22 Barru as the sample. It was class VIII-1 consisted of 32 students. The researcher used a oral test as the instrument to get the data. To collect the data, the researcher gave students twice test, there are pre-test and post-test. The researcher gave directions to students namely describing picture in the class with a minimum speaking duration of 5 minutes for the pre-test. The researcher asked the students to describe norally the picture which given by the researcher for the post-test.The results of the data analysis of the students average scores obtained by researchers during the study were 38.3 in pre-test and 83.92 in post-test. The speaking ability of class VIII-1 students at UPTD SMPN 22 Barru improved after being taught using describing picture strategy. This is reinforced by the results of the t-test where H_0 is rejected and H_1 is accepted.

Keywords: Speaking, Describing Picture, Population

Introduction

Improving students English skills can be done through various teaching strategies, such as cooperative activities, role playing, creative activities and drawing. All of these strategies can help students actively practice their English in the classroom. However, students often experience some difficulties in speaking English. The author believes that

speaking English as a foreign language is a difficult subject for young learners to master. There are several reasons why this subject is difficult for students. They are shy and nervous to speak and take part in the conversation if the teacher asks them to speak. Therefore, teachers find it difficult to invite students to speak in class activities.

Huebner (2019), "picture, one of the visual aids, is any kind of picture presentation". Picture can be designed and used in educational materials to reveal personal identity texts. The media will make it easier for students or teachers to master the material presented. In addition, students can practice speaking fluently by using correct pronunciation in explaining the contents of the picture in front of the class.

Learning materials in the learning process offer advantages, namely making learning more interesting, learning materials clearer, learning methods more varied. Learning to speak in junior high school can be done with many media to help students express themselves, such as: pictures, cards, sheets of paper, etc. The researcher chose describing pictures to learn to speak in descriptive text, because students with describing pictures were easier to express themselves, able to express ideas. Illustrated images allow them to reflect on the image when they see it. So if they can express their ideas, they will speak naturally and the teacher will know what the students mean.

In reality, there arestill many students difficult to speak in English like students in SMP Negeri 22 Barru class VIII. Most of them could not speak English well because several reason. Firstly, they shy to speak in English in front of their class. Secondly, they lack vocabulary so that their speech lacks words and thirdly not confidence. Pictures can use to stimulus the student to more active, and pictures helpful for teaching activity especially in conversation class. So, they accustomed to express their ideas in English. Describing pictures is one activity in teaching speaking. The purpose of this activity is train to students imagination and retell story in speaking English. Munadi in Jaya Nur Iman (2016) says that pictures make it easy for people to catch ideas or information conveyed in them clearly, more than if merely expressed verbally. When the students observe pictures, they are able to speak more and build new ideas. Based on the explanation above, the researcher is interested to conduct research about " The strategy of picture description in improving the students' speaking ability"

Based on the background, it shows that the students of SMP Negeri 22 Barru still difficult to expres their idea to speaking because they afraid of making mistake. Therefore, the researcher wants to offer a solution to improve their speaking ability throught strategy of picture description. The researcher formulate a research question as

follow :" Are the use of a describing picture strategy can improve the students speaking ability in UPTD SMPN 22 Barru ?"

Solahudin (2019), describing picture is useful for training students" imagination and retell story in speaking English. The real object of picture has a good starting point for the students in practicing the language. Moreover, it brings a variety of communication activities. The use of pictures should be appropriate with the students" level and it is visible by the students (Harmer, 2017). Hamalik (2018), pictures are the effective visual media that are very important and easy. They can fasilitate students to catch the ideas clearly. According to Huebner (2019), " Picture, one of the visual aids, is every type of pictorial presentation". And according to Charles W. Kreidler (2017)," As a media pictures can help the teacher to make the students interest and enjoy to learn especially English. Moreover, pictures can present the real situation". It means that by using picture, the students can imagine the abstract to be real situation.

Evison (2017) said that a picture is the description of what something looks like. Picture is representation of something such as person or scene. They are also common in everyday life. Moreover, Burn (2018) states that pictures will help us to initiate a new topic or catch student"s interest as they look and talk about them.

Brown (2016) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking consists of producing systematic verbal utterances to convey meaning (Nunan, 2019). It means that speaking is a productive skill that requires the speakers to produce words or sentences with particular meaning that can be received and comprehended by the listeners.

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan & Guralnik, 2019).

Describing pictures is one of the activities in learning to speak English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell stories in speaking English. (Solahudin, 2019). Based on the studies that had been stated above, the use of pictures is important because it may give a significant impact on the teachinglearning process, especially in teaching English skills

that had been conducted in some schools. The use of pictures may also create an interesting situation in the classroom. Because of that, the researcher was interested to conduct classroom action research to improves students speaking ability by describing pictures strategy.

Method

Researchers use pre-experimental to carry out their research. (Sugiyono, 2014), said that Pre-experimental design is a design that includes only one group or class that is given pre and post-test. This one group pretest and posttest design was carried out on one group without a control or comparison group. Researchers provide care for the eight grade of SMP Negeri 22 Barru. The researcher employed pre-experimental design that applies one group pre-test and post test design.

The researcher took one class of the second grade students at SMP Negeri 22 Barru as the sample. It was Class VIII-I consisted of 21 students. The sampling of the study is taken based on the statement from Arikunto (2002) stated that if the sample is less than 100, then it is taken at all. If the sample is greater than 100, then it can be taken among 10-15% or 20-25%. Consequently, the writer took 21 sample in the study. The sample of the study was not random sampling but the writer used intact classes. Spatz (2005) stated, "random 40 sample is subset of population chosen so that all samples of the specified size have an equal probability of being selected." According to Mackey and Gass (2005) "intact classes are commonly and often by necessity used in research for the sake of convenience." Therefore, the sample of this study used intact classes. The sample was only one class. The class was treated as experimental group. There was no control group because the writer used preexperimental research in the study that compared the students" score in pre-test (before conducting the treatment) and post-test (after conducting the treatment).

Finding and Discussion

A.   Findings

B.   Findings was obtain through the speaking test at the Eight Grade students of UPTD SMPN 22 BARRU academic year 2021/2022. The researcher was applied all previous activity to students started from giving a pretest, teaching as long as 4 meetings and gave them a posttest. After that, it was continued by analyzing their score between pretest and posttest before and after treatment. After analyzing the data, the researcher found the students score and tabulated in the following parts.

Pretest

The following figure describes the classification of the student's score in the pretest.

Table 4. 1The percentage of students score of speaking ability in pretest

Score	Predicate	Classification	F	%
94-100	A	Very good	-	%
86-93	A-			
78-85	B+	Good	22	68,75%
70-77	B			
62-69	B-			
54-61	C+	Fair	-	%
47-55	C			
38-46	C-			
29-37	D+	Poor	10	31,25%
0-28	D			
		TOTAL	32	100%

Posttest

The following figure describes the classification of the student's score in the pos-test.

Table 4. 2 The percentage student's score of speaking ability in posttest

Score	Predicate	Classification	F	%

Score	Grade	Classification	Frequency	Percentage
94-100 86-93	A A-	Very good	19	59,37%
78-85 70-77 62-69	B+ B B-	Good	9	28,13%
54-61 47-55 38-46	C+ C C-	Fair	-	-
29-37 0-28	D+ D	Poor	4	12,5%
	TOTAL		32	100%

1. Mean Score and standard deviation of pretest and posttest

a. mean score and difference score

Table 4. 3The mean score and difference score pretest and posttest

Class	Mean Score		Gain score
	Pretest	Posttest	
VIII-1	55,78	77,19	21,41

C. Discussion

In this study, the researcher used a pre-experimental method with a one group pre-test and post-test design. Researchers conducted four meetings in offline classes through face to face. The researcher chose one class, which was taught to use the strategy of

describing picture. This method is one way to improving students speaking ability at UPTD SMPN 22 BARRU. The use of picture describing strategies in offline classes can make learning easier and this method can help students understand the material easily. In this process, the researcher teaches speaking with picture material through the describing picture strategy method. The researcher hopes that using this method can make the learning process make students more understanding and more confident.

The result of pre-test and post-test showed a significant difference as explained in the data analysis part. Based on the calculation, the mean score of pre-test was 55,78 and the post-test was 77,19. The result of test showed that there was an effect of describing picture strategy at English speaking ability. The students speaking skill improved after using the strategy. It was proved by mean score post-test was higher than pre-test.

This study supported the previous study by Asfa (2010) as English Language Education student of Walisong State Institute for Islamic Studies, Khamsiah (2016) as English Language Education student of University of Pasir Pengaraian, Karsono (2014) as teacher of SMPN 1 Anggana, and Wulandari (2012) as the student of English Education Department in Yogyakarta State University. They said that describing picture was effective strategy in improving students speaking skill because the picture media really help the students to improve their skill in speaking. By using the strategy, they were easy to perform speaking so that they could improve their fluency, content, pronunciation, and grammar.

There are several previous research phrases related to this study. According to Solahudin (2019), describing picture has a good starting point for the students in practicing the language. When researcher were conducting research by using describing picture strategy, the students can improved their speaking by degrees. The researcher commented that it was because the students had different backgrounds such as they were chosen students for favorite class or they liked English as a favorite lesson. This research is to find strategies and methods that can improve students speaking skills based on research findings. It is known that the students eight grade at SMPN 22 Barru can improve they speaking skill by using this strategy.As a result, we get the average score of students on the pre-test is 55,78 while the post-test is 77,19. It can be said that the describing picture strategy is one of the best strategy that can increase students

confidence in the learning process through offline class. This shows that the application of the describing picture strategy significantly improves the students speaking ability.

To improvement of the students speaking ability was also supported by some research findings those are: According toKreidler (2017), Describing Picture Strategy as a media picture can help the teacher to make the students' interest and enjoy to learn especially English. According to research conducted by researcher, there are similarities found in the study. That is the students look interest to learn english lesson because how to teach that is applied by researcher is enjoy and fun. It was proved by mean score post-test was higher than pre-test. Furthemore, the result of data analysis showed that the researcher found an increase between before and after being given treatment. There was a significant difference in the students mean scores. This shows that the application of the describing pictures strategy is effective in making students more confident and active in the learning process. This is evidenced by the difference in the scores of the pretest and posttest scores. The difference is 21,41 from pretest to posttest.

Picture can also be the important key in communicative and interactive classroom. According to Hamalik (2018), pictures are the effective visual media that are very important and easy. They can fasilitate students to catch the ideas clearly. The results of the research conducted by researcher in the eighth grade of SMPN 22 Barru is when the researcher gave the students treatment but the students did not finished the treatment, the researcher provide students with punishment that describe the picture in the classroom spontaneously. The result show that the students can catch the ideas clearly just by looking the pictures.

The use of pictures should be appropriate with the students level and it is visible by the students (Harmer, 2017). The results of the researcher is the researcher use a simple material for the students so that the students can easy to understand the learning material. For example the researcher use learning material like animals,humans,things and etc.

According to Huebner (2019), " picture, one of the visual aids, is every type of pictorial presentation". Evison (2017) said that a picture is the description of what something looks like. The results of the researcher is the researcher use picture and give to the students and describe it. The researcher directs the students to describing the picture that given by the researcher.

According to Burn (2018) states that pictures will help us to initiate a new topic or catch students interest as they look and talk about them. The result of the researcher is the researcher use a picture that the students already look in they real life. So, there is no new

topic but the students still interest for the study that given by the researcher.

Conclusion

Based on the result of the use of the describing pictures strategy in speaking ability. the researcher draws the conclusion as follows:

Therefore, the describing pictures strategy could be an effective approach in speaking ability and it could be used as an alternative choice in learning activity because this strategy is so easy to be implementation in speaking ability and could be used to improve the students speaking ability in describing something or describing pictures in daily life.

And then, the result can be seen the average score of the students speaking ability before and after being given the treatment. The average score of the post-test is higher than pre-test. The average score of pre-test is (55,78), the average score of post-test is (77,19). So there is progress from the pre-test and the post-test. It was clear that the describing pictures strategy will be able to improve the students speaking ability.

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