

USING DESCRIBING PICTURE AS A STRATEGY IN IMPROVING STUDENTS' SPEAKING ABILITY

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Abstrak

Penelitian ini dirancang dengan pertimbangan bahwa berbicara bahasa Inggris adalah mata pelajaran yang sulit untuk dikuasai oleh pelajar muda dan menggunakan strategi pengajaran yang tepat adalah penting untuk meningkatkan keterampilan berbicara bahasa Inggris mereka. Penelitian ini mengeksplorasi pengaruh penggunaan strategi gambar deskriptif terhadap peningkatan keterampilan berbicara bahasa Inggris siswa dan menemukan masalah siswa dalam belajar berbicara menggunakan strategi gambar deskriptif. Penelitian dilakukan di SMP NEGERI 1 Allu Sengka dengan melibatkan 24 siswa kelas II (kelas VIII-A). Dengan menggunakan pendekatan kuantitatif dan desain penelitian pre-experimental, penelitian ini mengumpulkan data melalui angket tes awal, tes akhir, dan angket, setelah mengolah data peneliti mendapatkan nilai rata-rata tes akhir lebih besar dari nilai rata-rata tes awal, yaitu $65.50 > 52,33$. Analisis data menggunakan data uji sampel berpasangan menunjukkan bahwa nilai sig 2 (tailed) adalah 0,00 artinya lebih kecil dari 0,05. Dengan demikian, data menunjukkan bahwa hipotesis alternatif (H_a) diterima. Ini berarti bahwa penggunaan strategi mendeskripsikan gambar meningkatkan kemampuan berbicara bahasa Inggris siswa. Selain itu, berdasarkan tanggapan siswa dalam angket melalui google form, mereka menilai bahwa mendeskripsikan gambar merupakan strategi yang efektif dan cocok dalam mengajarkan keterampilan berbicara bahasa Inggris. Temuan ini sesuai dengan temuan penelitian sebelumnya bahwa mendeskripsikan gambar dapat membantu siswa untuk meningkatkan kemampuan berbicara bahasa Inggris siswa.

Kata Kunci: *Menggambarkan strategi bergambar, Meningkatkan Bahasa Inggris, Kemampuan Berbicara*

Abstrak

This study was designed with the consideration that speaking English was a complex subject for young learners to master, and using appropriate teaching strategies was essential to improve their English speaking skills. This study explores the effect of using a descriptive picture strategy on enhancing students' English speaking skills and finds students' problems in learning to speak using a descriptive picture strategy. The research was conducted at SMP NEGERI 1

Bontonompo Selatan and involved 24 students in class II (class VIII-A). By using a quantitative approach and a research design, this study collects data through pre-test, post-test, and questionnaires. After processing the data, the researcher got the post-test average value greater than the pre-test average value, which was $65 > 52.33$. Data analysis was used paired sample test data shows that the value of sig 2 (tailed) is 0.00, meaning it was less than 0.05. Thus, the data showed that the alternative hypothesis (H_a) is accepted. This means that using the strategy of describing pictures improved students' English speaking skills. In addition, based on students' responses to the questionnaire via a Google form, they considered that describing pictures was an effective and suitable strategy in teaching English speaking skills. This finding follows the findings of a previous study that describing pictures can help students improve their English speaking skills.

Keywords: Describing picture strategy, Improving English, Speaking Ability

INTRODUCTION

Speaking a language was one of the urgent aspects of language learning because this very important communication tool. Students without spoken English would be stupid. The teacher never knows the purpose of his student's cruelty. The interaction between these two modes of performance was very strongly applied to dialogue, the industry's most popular category of discourse. In the classroom, even relatively one-way types of verbal input (speech, lecture, etc.) often follow or precede various forms of student oral production (Frederick, Douglass., 2014). Students had a considerably higher chance of understanding others, being understood, and receiving what they wanted and needed from people around them if they spoke more languages. Speaking is crucial because of this yet some issues that students encounter include. Simon (2021) discovered that speaking included interaction to convey meaning. Producing, receiving, and processing information are all part of it. When someone speaks, they interact and convey their thoughts and emotions through language. It was the process of passing information from one person to another. Putra (2017) discovered that, along with listening, reading, and writing, speaking was one of the four necessary abilities for learning a foreign language. It had been covered since the beginning of school. Because the language was power, action, and a way of speaking, the ability to speak was essential for communicating with others, conveying ideas, opinions, information, or feelings to others, expressing their thoughts and desires, and socializing to communicate or interact. Speaking English was not simply because the students must master several elements, they were vocabulary, grammar, pronunciation, fluency, and so on (Syarifuddin, Salmia and Hasyim, Irmawaty, 2019). Teaching speaking was necessary because the teacher must make students active and brave to speak English in daily life.

Based on another conversation with a student from SMP Negeri 1 Bontonompo Selatan eighth grade. She claimed that speaking was particularly challenging since she was unsure of what to say, had trouble pronouncing things, and was bored. In addition, he had a limited ability to retain words, was bashful, and was frightened to talk in English for fear of making a mistake. According to interviews with English teachers at SMP Negeri 1, Bontonompo Selatan stated that some children struggle with speaking English fluently. In the following example, whatever supports this claim was learned by English students and teachers. Students struggle to learn English, especially when it comes to speaking. Most students believe that speaking English was challenging. This argument seems backed by the fact that, although taking lessons in it, they

hardly ever use the language in daily interactions and that, in addition to being too lazy to practice their English, they are also too shy to speak in front of others since there aren't enough of them doing it. They continue to speak in their dialect, and other students mistakenly believe that English is just another language. They consequently believe that learning English, particularly speaking, is not necessary for them. According to Nur Iman (2016), An English language learning exercise involved defining pictures. Students will describe the picture in front of the class during this exercise. Each student was given a picture to explain. This activity was developed to inspire students to use their imaginations and tell stories in English. To make the description process easier for students and improve their educational experience, this strategy was designed. During speaking engagements, a picture can be provided as visual support. Students become interested in it. Additionally, it may be used to create situations that could make studying more understandable. The review and research framework may be used to deduce the following study goals: to determine the role of image strategy in the growth of student's communication skills and to find out what the students think about the description of the use of images.

According to Rachman (2018), Speaking was a producing talent that can be directly examined empirically, but the reliability and validity of oral production assessments are inextricably linked to the precision and validity of candidates' listening abilities. According to Dewi (2016), In his work "The Practice of English Language Teaching," Harmer identified two aspects of speaking that the speaker must take into account. According to Leong (2017), Speaking is the activity of conveying the speaker's message to the listener. When learning English, spoken language is necessary to support students' ability to use the language. As a language ability, spoken language makes a crucial contribution to human work. According to Noprival (2016), Speaking is the most decisive skill for English learners because it is the ability to interact and communicate with others. The target of speaking can generate words and phrases when communicating with other people to acquire and share information. To master oral skills, students should develop their oral communication skills. An image, according to Merriam-Webster, is a creation made by a variety of methods (such as painting, drawing, or photography). Different Pictures Using various techniques, a Merriam-Webster image is a design or representation (such as painting, drawing, or photography). According to Wijayanti (2019), All allowed visual aids include photographs, graphics, cue cards, projected slides, big wall pictures, flashcards, and more. Murni (2018) Said pictures are a fantastic tool for developing a lively and interesting learning environment. They offer a variety of engaging activities as well as concurrent opportunities for interaction between students and teachers.

METHOD

This study used a pre-experimental approach, with a pre-test-post-test group design. To produce more accurate post-treatment outcomes, learning was tested before and after therapy and compared to a pre-treatment context. Students in second grade at SMP NEGERI 1 Bontonompo Selatan during the academic year 2022–2023 made up the population of this study. There were 120 kids in one eighth-grade class, which included VIII A, VIII B, VIII C, and VIII D. Total sampling was one form of sampling technique frequently employed in scientific study, therefore the researcher used it to select a sample from the community in which she was present above.

The main purpose of purposive sampling was to produce a sample that can logically be considered representative of the population (Mukhsin et al., 2017). The researcher chooses one

class as the sample, namely VIII-A. This class consists of 24 students with 12 females and 12 males. The source data in this research was pre-test, post-test, and questionnaire, the researcher used the SPSS windows V26 application and google Forms to analyze the data and display it in the research findings.

FINDINGS

Table 1. The classification post-test score

Score	Classification	Frequency	
		Pre-test	Post-test
80-100	Very Good	-	6
66-79	Good	6	6
56-65	Fair	2	7
40-55	Poor	11	5
≤39 ²⁵	Very Poor	5	-

(Primary Data: The Researcher 2022)

From the results of the pre-test, 5 students had very bad scores or in the <40 intervals, 11 students had scores in the 41-55 interval and were classified as poor, 2 students had scores in the 56-65 interval and were quite moderate, 6 students had scored on the interval 66-79 and classified as good and no students got a very good score or between 80-100. This means that the ability of students was still lacking in speaking. Based on the post-test results, no students received very low scores or scores in the range of 40; the remaining 5 students received low scores or scores in the range of 41–55; 7 students received scores in the range of 56–65, and were categorized as moderate; 6 students received scores in the range of 66–79 and are categorized as good, and 6 students received very good scores or scores in the range of 80–100.

The mean score of pre-test and post-test students:

1. *Mean score of pre-test:*

$$x = \frac{\text{sum of all values}}{\text{amount of data}} \quad x = \frac{\sum X}{n}$$

$$x = \frac{1256}{24}$$

$$x = 52.33$$

2. *Mean score of post-test*

$$x = \frac{\text{sum of all values}}{\text{amount of data}} \quad x = \frac{\sum X}{n}$$

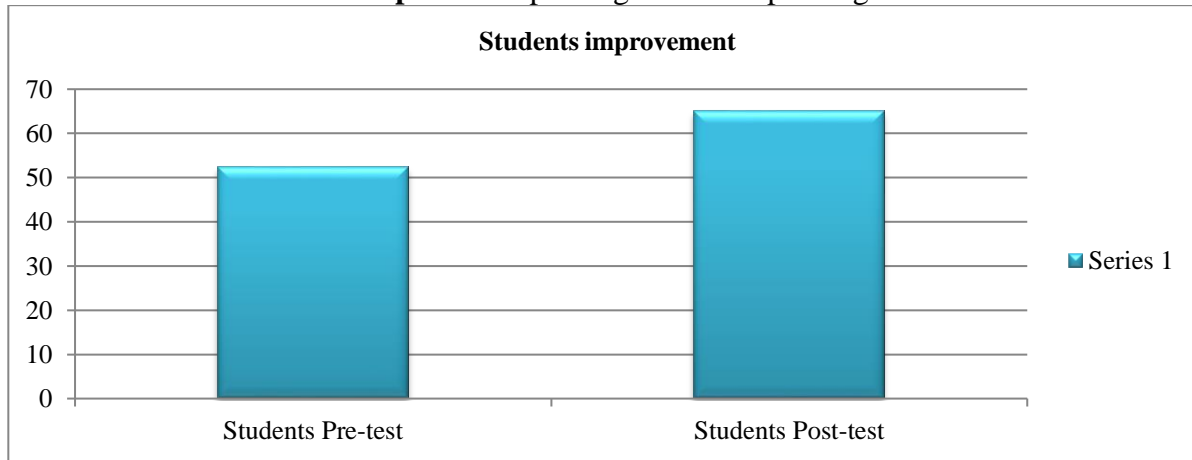
$$x = \frac{1572}{24}$$

$$x = 65.50$$

Based on the results of the combination of the aforementioned formulas, it can be inferred that the results of the average value of the two data, namely the pre-test or test conducted before receiving treatment were 52.33, meaning that it is in the moderate category, then after receiving treatment, a final test meeting is given to determine the effect of the treatment method describing the picture and the post-test score is 65.50, which is included in the good category, then from t

the aforementioned formulas. The following was a figure about increasing the score from pre-test to post-test:

Graphic 1. Improving students' speaking skills



(Primary Data: Sahruni 2022)

The increase in student scores from the pre-test to the post-test is depicted in Graphic 1 above. After the student had received treatment, the vocabulary exam was evaluated to determine the grade. When compared to the pre-test, the mean score considerably rose from 52.33 to 65.50 on the post-test. It has been demonstrated that employing descriptive pictures as a teaching tool boosted vocabulary by 24.21%.

Uji paired sample t-test

According to Singgih Santoso (2014), Based on the significance value (Sig.) of the SPSS output findings, which are as follows, the rules for making decisions in the paired sample t-test are as follows. The following are the results of the paired sample test in table 2.

Table 2. Paired sample test

		Paired Differences			
		95% Confidence Interval of the Difference		df	Sig. (2-tailed)
		Lower	Upper		
Pair 1	Pre-test - Post-test	-16.599	-9.735	23	.000

Source IBM SPSS 26

The results of the data analysis of the paired sample t-test showed that the value of sig 2 tailed was 0.00 which means less than 0.05. The data shows that y2 has increased compared to y1 which means that the implementation of method x is successful. This means that the post-test value of students increases after being given treatment, namely describing pictures. Therefore, it can be concluded that the use of the strategy of describing pictures improves students' speaking ability.

7. Is the method of describing the image is difficult.
24 jawaban

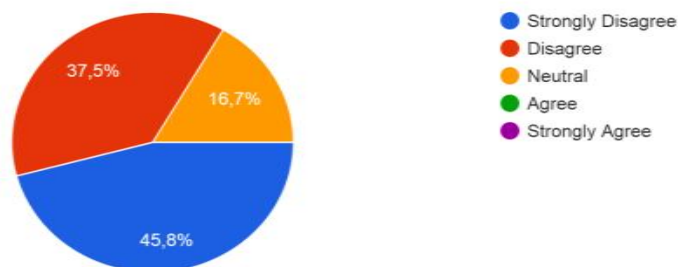


Figure 1. Data Analyzed from Google form 2022

From the results of filling out the perception questionnaire respondents, the indexes were 37.5% (disagree), 45.8% (Strongly Disagree), and 16.7% (Neutral).

DISCUSSION

To collect information, the researcher used tests. There are two tests: pre-test and post-test. Before the treatment, a preliminary test was conducted to measure the students' basic speaking skills before the researcher gave the treatment, namely the method of describing pictures to students. Researchers conducted a pre-test to determine the level of accuracy and understanding of students, after the test, there was an average pre-test score of 52.33 indicating that students' speaking skills were still lacking because most students scored below average. After the test, the researcher gave a treatment describing pictures for 4 weeks with 8 meetings where the researchers focused on speaking skills and students' understanding of their readings. The researcher applies the technique of describing the picture as a treatment to determine whether the independent learning technique through dialogue has succeeded in improving students' speaking skills or not, then after giving the treatment the researcher gave a post-test to find out whether the students' abilities increased after being given the treatment whether the students understood the learning that the researcher gave, the average post-test result was 65.50 which means it is in a good category and is seen as higher than the average value. The average pre-test means that the researcher has succeeded in applying the method of describing the picture to improve the speaking ability of students.

Based on the responses to the aforementioned perception questionnaire, it can be said that students have positive perceptions of this picture-description method. According to Sulastri., Ratnawati, and Hudriati, Andi (2022), the students like it because it encourages and aids teachers in igniting their students' interest in speaking English and in learning, especially speaking. The findings of this study are also supported by several earlier studies carried out by earlier researchers, specifically, research that observes from earlier research that some issues can be solved by employing the technique of describing the image, according to earlier researchers, specifically (Murni, 2018) This result supports a previous study's findings that students may improve their English-speaking skills by explaining pictures. However, the usage of descriptive graphics did have certain drawbacks. As a result of the exercise, several pupils discovered that

they were unable to effectively employ grammar when speaking. The kids have trouble comprehending what their classmates are saying when they describe an image in English. They were unable to speak English effectively and intently when the teacher used the approach.

CONCLUSION

Based on calculations, the mean pre-test score was 52.33, and the mean post-test score was 65.50, which describes how the model applied to the VIII A grade students at SMP NEGERI 1 Allu Sengka. The exam findings demonstrated a relationship between English speaking skills and strategy description picture. The method helped the pupils talk more fluently. Additionally, the value of sig 2 tailed was 0.00, which is smaller than 0.05, according to the results of the paired sample t-test data analysis. The results demonstrate that y_2 has increased in comparison to y_1 , indicating that technique X implementation was successful. This indicates that after receiving treatment, such as instruction on how to describe images, pupils do better on tests. The employment of the approach of describing pictures can therefore be said to enhance pupils' speaking ability.

Based on the results of the responses to the perceptual statements in the students' questionnaire on their perceptions of learning using the method of describing images, it can be concluded that students' perceptions of this method of describing images are good for improving students' speaking skills. Each statement in the questionnaire received an average of 80% of the students' responses agreeing with the statement, which leads to the conclusion that the strategy of describing pictures can additionally, the approach helps students express their thoughts and practice their English speaking ability while also helping them enhance their vocabulary and pronunciation in English. Consequently, the method has made the learning environment more engaging and enhanced the student's English speaking ability.

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