

IMPROVING THE SPEAKING SKILLS BY USING PICTURE SERIES

Siti Julaihah

Politeknik Penerbangan Surabaya

E-mail : Sitijulaihah@gmail.com

Abstract

Background of this study is an effort to know which technique is suitable to use in teaching speaking. 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 and 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. Students who have learned English for several years have not been can communicate used English. So the researcher thought that there should be a solution to cope with that problem. The researcher tried to use describing picture as a method to improve students' speaking skill especially in descriptive text.

Keywords : Effectiveness, Describing Picture, Speaking

PRELIMINARY

The language of communication is displayed as text in everyday activities. This applies to all spoken and written language. The language is most communication that people around the world understand. There are two types of languages as communication media. Spoken language includes language, dialogue, and presentations. Written language is displayed in letters, messages, short messages, short stories, novels, and more. Words are very important in expressing them communicate with someone else.

Speaking is one of the most important aspects in learning language, because speaking is the important tool for communication. Without speaking skill, students will be a dumb. The teacher never knows the purpose of student's mean.

In Indonesia, students are usually afraid to take foreign language courses. They can easily feel discouraged and unmotivated. Their way of thinking says it's difficult to learn a foreign language because most people don't know anything from the beginning. Students usually don't know how to express what they want to say. The reasons of learning are to change students' intellectuality, morality and societal attitude. To reach the reason, the

students interact with circle of learn that arranged by teacher in the learning process. There are two aspects in learning methodology such as; learning method and learning media as tools to help students in learning process. While, judgment is tool to measure or determine standard of achievement on the reason of learning.

Learning media" in learning process gives advantages to make learning more attractive, material of learning more clearly, learning methods more have variation, Learning to speak in school can be done using many media to help students speak, such as photos, cards, and sheets of paper. Researchers choose descriptive images to teach them to speak descriptive text as a descriptive image makes it easier for students to express their thoughts. With descriptive pictures, they can think of the picture when they see it. So if they can express their thoughts, they speak naturally and the teacher can see the purpose of the student.

With the above questions in mind, researchers are enthusiastic about conducting experimental research on teaching to speak with descriptive text and descriptive images. In this study, researchers provide some interesting and famous photographs. And researchers want images to be able to improve students' summit abilities. From this technique, researchers want to learn the consequences of speaking with descriptive images, especially in descriptive text.

METHOD

In this research, the researcher will focus on improving students speaking skill in descriptive text. Considering the purpose of the research and the nature of the problems, this research is a quantitative one. Scientific research has to use methodology the method used is an absorptive of the study and can be counted as scientific. The researcher uses experiment design to identify the effectiveness of using describing picture to improve students' speaking skill in descriptive text in cadet Politeknik Penerbangan Surabaya in Intermediate English courses Aircraft Engineering Study Program. Subject of this research are students of A class (24 students) and C class (24 students).

Experimental Research

According to Arikunto Suharsimi, experiment is the way to look for the cause of relationship "abusability" between experiment class and this experiment aims at identifying

increase the effectiveness of using describing picture technique to improve students speaking skill in descriptive text.

An experimental research involved two groups: experimental group and control group. The experimental and control group are consisting of Aircraft Engineering. An experimental group received a new treatment while control group received a usual treatment. According to Nunan, experiment is designed to collect data in such a way that threats to the reliability and validity of the research are ministered. This study used pre-test and post-test.

The design of the experiment could be described as follows:

$$\begin{array}{r} E 01 X 02 \\ \hline C 03 Y 04 \end{array}$$

Adopted from Arikunto.

Where:

E = experimental group

C = control group

01 = pre-test for experimental group

02 = post test for experimental group

03 = pre-test for control group

04 = post test for control group

X = treatment by using describing picture

Y = treatment without using describing picture

From the design above, subjects of research were grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects was first checked by pre-testing them (01 and 03). Then, the experimental treatment (describing by using describing picture) was applied to the experimental group, while the control group was describing without describing picture. The results of post-test (02 and 04) were then computed statistically.

Activities should be conducted in experimental and control class as follows:

1) The Activities of Experimental Group

a) Pre-test

Pre-test was given before the treatments. First, there researcher came to the class. Then, he explained to the students what they had to do. Finally, she distributed the instruments and asked them to do the test.

b) Activities in Experimental Group

There were some activities in experimental group (Class A) as follows:

Table 1. Experimental Group

No	Activities	Time Allotment
1	a) Teacher explains about descriptive text and gives example about descriptive text to the students. b) Teacher describes picture in front of class as example to the students. c) Teacher divides students to be five groups and every group consists of five students. d) Teacher asks students to discuss about the picture and make descriptive text from the picture (under teacher controlled). e) Teacher asks one student from every group to describe the picture in front of class.	3x45' 3x45'
2	a) Teacher divides students in pair. b) Teacher gives each pair two different pictures. Tell them not to look at each other's picture. c) Teacher asks A to describe his or her picture, and asks B to draw it. d) Teacher Asks B to do the same as what A does after B has finished drawing. e) Teacher asks them to compare their picture with the original	3x45'
3	a) Teacher divides students in pair. b) Teacher gives each pair two different pictures. Tell them not to look at each other's picture. c) Teacher asks A to describe his or her picture, and asks B to draw it. Teacher Asks B to do the same as what A does after B has finished drawing. d) Teacher asks them to compare their picture with the original.	2x45'

c) Post-test

Post - test was held after all treatments were conducted. This test was used to measure students' achievement after they were given treatments. The result of test was analyzed

Statistically

2) The Activities of Control Group

a) Pre - test

Pre-test was given before the treatment. First, the researcher came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

b) The Activities of Control Group

Table 2. Experimental Group

No	Activities	Time Allotment
1	a) Teacher explains about descriptive text and gives example about descriptive text to the students. b) Teacher asks students to make descriptive text.	3x45'
2	a) Teacher divides students in pair. b) Teacher asks A to describe somethin to the couple (topic given by teacher). After that, teacher asks the couple to do the same what A does.	3x45'
3	a) Teacher divides students in pair. b) Teacher asks A to describe something to the couple (topic given by teacher). After that, teacher asks the couple to do the same what A does.	2x45'

c) Post-test

Post-test was held after all treatments were conducted. This test was used to measure students' ability after they were given treatments. The result of test was analyzed statistically.

Data Collection

1) Source of data

The data of this research were gathered from the oral test of students' in pre-test and post-test through using describing picture technique to improve student speaking skill in descriptive text and the documentation of students' previous summative test score.

2) Method collecting data

a) Test

Tes is a set of questions and exercises used to measure the achievement or capacity of the individual or group. In order to discover how students are thinking and using the target language (English). The researcher will conduct oral test in describing picture.

The form of the test was direct test item of speaking because the researcher put the students in pairs and asked them to describe picture and the couple (A) of the pairs draw the picture that the couple(B) said, than asks (B) to do the same what (A) does. The

pictures are picture of plane (cockpit, Turbine engine, Wing, Winglet, horizontal Stabilizer, Vertical Stabilizer, Rudder, Elevator, Flaps, Aileron, Spoiler, Slats, Fusealage).

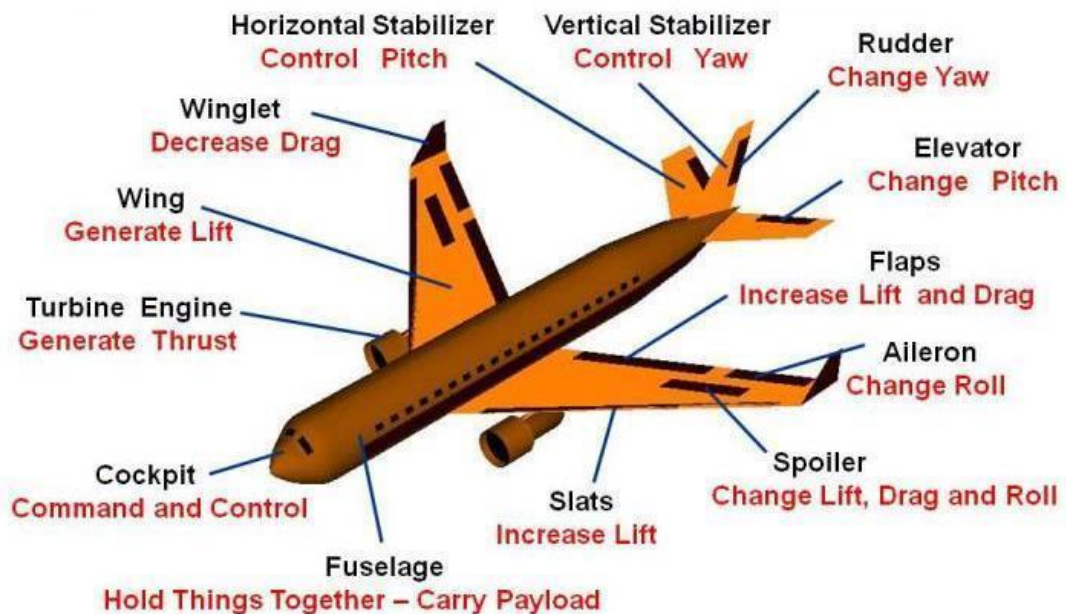


Figure 1. Airplane Parts

The researcher analyzed the result of the test and gave score. Harmer states that a test item is direct if it asks candidates to perform the communicative skill which is being test. The test will be conducted to both control class and experimental class which consist of 24 students of control class and 24 students of experiment class in form of descriptive text to evaluate students speaking before and after the treatment. The scoring system will pay attention to the five aspects of speaking scoring; grammar, vocabulary, fluency, pronunciation, and comprehension.

Test is used to measure the person's competence and to achieve the objective. The data was collected by giving speaking test. Speaking was conducted twice, there are pre-test and post-test. The form of the test is direct speaking test and the teacher gave scores on pronunciation, grammar, vocabulary, fluency, and comprehension.

b) Documentation

Another data is needed to help the researcher in this research. In addition to do that, data will be collected through documentation of the students' previous examination score

from the school. It will be used to validate the sample. Documentation of students' speaking test recording is used to evaluate students' speaking skill.

Scoring Technique

The researcher gave speaking test to the students to analyze their scores on pronunciation, grammar, vocabulary, fluency, and comprehension.

In giving scores to the students, the researcher used analytic scale which categorized by some categories and the researcher follows these scoring criteria for each category. This analytic score has five items and each item scores five. So, the maximum score is 25. But it will be multiplied with 4, so the final maximum score will be 100. Analytic scoring of speaking could be seen on the following figures:

Table 3. Indicators Score listening

Aspects	Score	Description
Pronunciation	5	Have few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of a native speaker
	4	Speed of the speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations
	1	Speech is so halting and fragmentary as to make conversation virtual impossible
Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetitions
	1	Can not be said to understand even simple conversation virtually impossible

Based on "Testing English as a Second Language"

RESULTS AND DISCUSSION

The data were obtained from the students' achievement scores of the test of speaking in descriptive text. They were pre-test and post-test scores from the experimental and control

group. The average score for experimental group was 64.833 (pre-test) and 76.833 (post-test). The average score for control group was 65.67 (pre-test) and 67.00 (post-test). The following was the simple tables of pre and post-test students' average score and students' average score of each speaking components.

Table 4. The Pre-test and Post-test Students' Average Scores of the Experimental and Control Group

No	Group	The Average Percentage of Pre-test	The Average Percentage of Post-test
1	Experimental	64.83	76.83
2	Control	65.67	67.00

Table 5. The Pre-test and Post-test Students' Average Scores of the Experimental and Control Group

No	Component of Speaking	Group	The Average Percentage of Pre-test	The Average Percentage of Post-test
1	Pronunciation	Experimental	3,3	3,6
		Control	3,3	3,3
2	Grammar	Experimental	3,3	3,9
		Control	3,4	3,5
3	Vocabulary	Experimental	3,3	4,1
		Control	3,5	3,6
4	Fluency	Experimental	2,9	3,6
		Control	3,1	3,0
5	Comprehension	Experimental	3,4	3,9
		Control	3,3	3,2

Analysis Students' Speaking Before Treatment (Pre-test)

in the pre-test, students' ability in speaking in descriptive text was low. Pre-test was conducted before the treatment. From the result of pre-test, it was known that students faced many difficulties in speaking descriptive text. Sentences, which were used by students to convey the idea, were influenced by Indonesian language. Moreover, they don't know what should they say when they want to convey their meaning. Students' ability was in low level when they had to arrange words to be a good sentence that comprehensible by considering main function. It meant that the idea was not clearly stated and the sentences were not well organized to support the transformation of meaning. Students' word voice (Pronunciation and fluency) was also far from being perfect. Not only the way they convey their idea was not clear but also there were many difficulties in grammar and vocabulary; therefore, students' ability of speaking in descriptive text was hard to be understood. To minimize the number of

students' mistakes in their speaking, the researcher collected students' speaking in writing form after they do their describing, gave correction, and returned the paper to them in the next day. From the correction of their mistakes, students were supposed to learn more and improve their ability in speaking descriptive text.

Analysis Students' Speaking After Treatment (Post-test)

Based on the analysis of students' ability, it was found that students' ability after getting treatment was improved. In the treatment, students were describing something using describing picture that was in line with the function of some expressions they learn. The vocabulary choice, sentences' arrangement, and the way they produce the word were good and relevance to the topic or (their meaning) so the meaning was easy to be understood. Their speaking was still comprehensible however; there were some mistakes in fluency and pronunciation.

The finding that shows students' ability is namely the increasing of students' average score. There were still some mistakes that students had made like fluency and pronunciation. But it was very human. So, it could be concluded that the implementation of using describing picture in the teaching of speaking in descriptive text was effective. It was proven with students' average score in experimental group was higher than control group. By considering the students' final score after getting treatment, the teaching of speaking in descriptive text using describing picture as method was better than without describing picture.

Based on t-test analysis that was done, it was found that the t-score (4.348) was higher than t-table by using 5% alpha of significance (2.01). Since score $t > \text{table } t$, it proved that there was a significant difference between the improvement of students' achievement that was given a new treatment (describing picture) and the improvement of students' achievement that was given a usual treatment.

CLOSING

Based on the finding and discussion in chapter IV, it could be concluded that the use of describing picture in the teaching of speaking in descriptive text was effective. It was proved by the obtained score of t-test. The t-test showed that t-score 4.348 was higher than t-table 2.01. It meant that H_a (alternative hypotheses) was accepted and H_o (null hypotheses) was rejected.

Since the t-score was higher than the t-table, there was a significance difference in the achievement between students in class A who were taught speaking in descriptive text using describing picture and students in class VIII B who were taught speaking in descriptive text without using describing picture technique (direct method). The average score of experimental groups was 76.83 and the average score of control group was 67. It meant that the experimental group (class A) was better than the control group (class C).

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