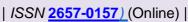# MAJESTY

MASPUL JOURNAL OF ENGLISH STUDIES

Improving Students' Speaking Ability by Using Describing Pictures at the First Year of SMK Negeri 3 Enrekang

Hasan[1], Aminullah[2], Ismail[3], Dian Firdiani[4]

Universitas Muhammadiyah Enrekang, Indonesia

Correspondence Email: achank.hasan80@gmail.com

ARTICLE INFO

ABSTRACT

This research studies about improving students' speaking ability by using describing pictures at the first year of SMK Negeri 3 Enrekang. The problem statement of this research was "does the use of describing pictures improve the students speaking ability at the first year of SMK Negeri 3 Enrekang. The objective of this research was intended to know whether or not using describing pictures can improve the students' speaking ability at the first year of SMK Negeri 3 Enrekang.

This research applied quasi experimental method with one class of experimental group and one class in control group. The researcher used pre-test and post-test in collecting data. The research sample was the students of the first year they were Administrasi Perkantoran 1 and administrasi perkantoran 2. Class consists of 20 students, so the researcher took probability sample that was cluster sampling technique. The data analyzed by finding the mean score. For collecting data, the researcher used instrument namely oral test to measure the students' speaking ability. The result of this research showed that the student' speaking ability was low classification in pre-test with the mean score 56.34 for experimental class and the mean score of control class was 52.74 and it was poor categorized. However after doing the treatment by using describing pictures they got good classification for experimental group (73.28) and still poor for control group (55.78) in post-test. The data was analyzed by using T-test and the result showed that the T-test value (7.023) was higher than T-table (2.042). It means that there was a significance different of students' speaking ability before and after the treatment through the application of describing pictures. It concluded that describing pictures can be used in improving speaking ability of the students.

@Majesty Journal, 2022

INTRODUCTION

Many English teachers make efforts to make their class interesting with various methods, techniques with instruments and interesting material in order to stimulate the students to learn language skills effectively. In oral English class for example, the teacher should prepare interesting learning activity so that the students can practice English as well as possible. They should create good classroom environment. They should build their students self-confidence. In other words, the teacher's responsibility is to create a situation that provides opportunities to stimulate the students to communicate well.

In relation to the speaking skill, the success in a foreign language teaching depends not only on the quality of the basic program but also on the flexibility and the ability of the teacher in managing and using the program including the technique in presenting interesting material. The teacher in this case has to choose the alternative technique or strategy in the English language teaching.

The fact in learning English shows that the ability of speaking English fluently in the school is still low. Therefore the English teacher should look for searching and creating a good technique or models in presenting materials, in order to increase the students' interest and self-confidence, gain the improvement in teaching and learning process and at the end improve the students' ability in speaking. It is sometimes found that in English course and meeting class, the research finds that the members of English course are enthusiastic to hold these activities, so the research is interested to use this technique in teaching speaking. The research really hopes that by this technique, the students are not reluctant to speak and they can have high self-confidence and high interest to increase their speaking ability.

METHOD

In this research, the researcher would apply queasy experimental design. Students would divide into two parts namely experimental group and control group. (L.R.Gay:2006). Both class was being given pre-test and post test to measure students' speaking. Experimental group would given treatment by using picture whether control group only use the conventional methods as the comparing with the experimenting, by this consideration, the researcher would see the difference of achievement between experiment and control group.

The researcher would use simple cluster sampling technique which takes the first year as a sample was class Administrasi Perkantoran 1and Administrasi Perkantoran 2 as a sample. The total sample of this research described as follows as: 20 students as experimental group and 20 students as a control group.

Table 1. Sample students of SMK Negeri 3 Enrekang

Number	Class	Sample
1	Adm. Perkantoran 1	20
2	Adm. Perkantoran 2	20
	Total	40

RESULT AND DISCUSSION

The description of the collected data through the test as explained in the previous section showed that the students' speaking ability was improved

after the treatment by using describing picture especially for experimental group. It was proved by the mean score of post-test for experimental group was higher than the mean score of pretest for experimental group (73.28 > 56.34) there was significant from average level into good level. The post-test score of experimental group also showed that there was students' speaking ability.

Besides that, based on the data in previous section, the students' speaking ability in experimental group and control group after the treatment is significantly different, where the students who used describing picture had higher score than the students in control group who did not use describing picture improve speaking ability. It was supported by the difference between the mean score of post-test in experimental group (73.28) was higher than the control group (55.78).

This research data indicated that the use of describing pictures improved students' speaking ability. Even though both using describing pictures and conventional technique (without pictures) could improve the students' speaking ability achievement, however, the use of pictures in speaking process gave better effect than the use of conventional technique. Allen et al (1997: 211) stated that learning to speak English as second language and foreign language is a lengthy process. First the students must carefully repeat models and imitate the teacher. They may memorize basic sentences to gain confidence in their ability to speak English. They may practice sentences and do oral drills. These activities are all preliminary to actual conversation. In a sense, these activities may be termed vocalizing. Students are truly speaking only when they are generating their own sentences. In the classroom the teacher should try to allow for some true speaking activity where the student should be encouraged to talk a great deal in class and to express their own ideas, not simply what the teacher tells to say.

Based on the statistic test in asymptotic significant (2-tailed) column, in pretest of experimental group and control group, the researcher found that the probability values was higher than alpha (α) (0.000> 0.05) which means that there was no significant difference in pre test between experimental group and control group. While on statistic post–test result for both groups. It showed that the probability value is higher than alpha (α) (0.000 > 0.05). The T-test value for post-test (7.023) was higher than T-table value (2.042). It means that H1 was accepted and H0 was rejected. It is concluded that there was significance difference between students' speaking ability who used describing picture and whom did not use describing picture (conventional technique). In order words, there was an improvement on the speaking ability after using describing picture at the first year of SMK Negeri 3 Enrekang Kabupaten Enrekang.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher came to the follow conclusions. The researcher concluded that use of the describing picture could improve speaking ability of the first year of SMK Negeri 3 Enrekang Kabupaten Enrekang. This statement could be proverb from their mean score in post-test (73.28) was higher than mean score in pre-test (58.34) and from the hypothesis that t-test value (7.023) was greater than t-table (2.024). It was

@Majesty Journal, 2022

concluded that null hypothesis (HO) rejected. It means that there was not significance between the students speaking ability after learning speaking by using describing picture and alternative hypothesis (HI) accepted. It means that there was significance between the students speaking ability after learning speaking by using describing pictures.

REFFERENCES

1) Allen, E. D. and Valette, R. M. 1997. *Classroom Technique: Foreign Languages and English as A Second Language*. New York: Harcourt Brace Jovanovish. Inc.

2) Anderson, Kenneth; Maclean, Joan; & Lynch, Tony. 2006. *Study Speaking: A Course in Spoken English for Academic Purposes (2nd ed.)*. Cambridge: Cambridge University Press.

3) Brown, H. H. 2001. *Teaching by Principles Second Edition*. San Francisco: San Francisco State University. Longman. Inc.

4) Di Pietro, Robert J. 1987. *Strategic Interaction: Learning Language through Scenarios*. New York: Cambridge University Press

5) Di Pietro, Robert J. 1987. *Strategic Interaction: Learning Language through Scenarios*. New York: Cambridge University Press

6) Depdikbud, 1996. *Petunjuk Teknis Pengajaran Bahasa Inggris*. Jakarta: Depdikbud.

7) Gay, L. R. 2006. *Educational Research, Competences for Analysis and Application*. New York: Merril Public Company

8) Gass, S. M and Selinker, L. 2001. *Second Language Acquisition: An Introductory Course*. New York: Lawrence Erlbaun Associates. Inc.

9) Nasruddin, Wakhid. 2010. *The effectiveness of Strategic Interaction Approach in Promoting Speaking Skill*. Unpublished Thesis. Malang: State University of Malang .

10) Nation, I.S.P. & Newton, Jonathan. 2009. *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.

11) Orion, G. F. 1988. Pronouncing American English: Sounds, Stress and Intonation. New York: Heinle & Heinle Publisher.

12) Pamela, Ann. Ludwia. 2010. *How to Speak English Language*. Online (http://www.Ehow.com/about How-to-speak-english-language.html) retrieved on 21 Dec 2020.