

The Use of Describing Picture in Teaching Speaking Skill

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Abstract

This study aims to determine the use of picture descriptions in teaching speaking English and to determine the progress of students' ability in speaking English after being taught using picture description media. The population of this research is the eleventh-grade students of religion two MA Al Amiriyyah Blokagung Banyuwangi. Describing pictures can motivate students to learn English and can also help teachers to make students interested and comfortable in learning, especially in speaking, according to Kidler and Huebner, "As a learning medium, pictures can help teachers to make students interested and comfortable learning. especially English. What's more, pictures can present real situations". It is expected that students can improve their speaking skills. Also, describing pictures can be used to stimulate their imagination and motivation to learn English, especially in speaking skills. This study uses the Qualitative method. Data collection techniques using observation, interviews, and documentation.

Keyword: *Speaking, Teaching Speaking, Describing Picture.*

A. Introduction

Speaking in English is very important for students to be able to improve their knowledge and communicative skills. According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. (Chaney, A., & Burke, T. (1998: 13).

In learning English, students need to master four language skills. Namely listening, speaking, reading, and writing. Listening and reading skills are considered receptive skills while speaking and writing skills are considered productive skills. All of the four skills are considered important. But of the four skills, speaking is something more important than the others. The success of someone can see from the ability of how smooth a person can carry out conversations fluently, in the process of speaking

involving the creation, reception, and processing of information. Speaking is very important because we can master the skills of speaking, we can have conversations with others, exchange ideas, and exchange information.

In improving speaking, students can finish by learning many strategies, such as cooperative activities, role play, creative tasks, drilling, and describing pictures. All the strategies above, it can help students to active learning in the classroom. That way students can find out the level of difficulty they experience. Researcher found that speaking English was learning a foreign language that was difficult to learn for listeners who were beginners. Having speaking skills is not as easy as imagined. Many people are good at writing, but when asked to convey their writing in oral form the results are not so good. And vice versa, many people can speak well, but encounter obstacles when asked to write their ideas. In line with this, Arsjad and Mukti (1993: 1) argue that sometimes the subject matter delivered by someone is quite interesting, but because the presentation is less interesting, the results are less satisfying.

Therefore, speaking skills need to be continuously trained. Tarigan (1998: 43) states that speaking skills are mechanistic skills. The more practice of speaking the more mastered the speaking skills. The notion that anyone can speak by themselves has led to the development of speaking skills is often ignored. This is the reason why speaking is difficult for students. This problem also arises with eleventh-grade students of religion two of *Ma Al Amiriyyah Blokagung Banyuwangi* in academic years 2019/2020.

In the process of learning to speak, the eleventh-grade students of religion two of *MA Al Amiriyyah Blokagung Banyuwangi* often encounter several problems. The problem that is often found is native language causes difficulty using foreign languages. Another reason is the lack of motivation to practice a second language, especially English in conversation. They lack confidence when the teacher tells them to speak

English in front of the class. They are also too shy and afraid to take part in the conversation.

From the observations, it can be proven that the eleventh-grade students of Religion *MA Al Amiriyyah Blokagung Banyuwangi* are still less confident in speaking English. It can be seen when the teacher asks to speak in front of the class the students still feel scared and ashamed because students still have difficulty in speaking English, lack of words they know, and lack of openness in daily life. Therefore, the teacher uses description pictures to make it easier for students to improve speaking in English.

The researcher chose to describe pictures in this study because pictures are a good visual tool for learning in class and can attract students to pay more attention. According to Huebner (1990, p.37), "A picture, one of the visual aids, is every type of pictorial presentation." And according to Kidler (1992:1)," As a media pictures can help the teacher to make the students interest and enjoy learning especially English. Moreover, pictures can present the real situation". Pictures can be designed and used in teaching material in expressing personal identity text. The media will facilitate the capture of students or teachers to master the material presented. So, that way students can practice fluently using a pronunciation that he can explain in front of the class using pictures.

In the learning process, a teacher must be able to direct his students and think more creatively in a comfortable learning process. It can be applied using pictures. This process is effective, so researcher in research can implement student speaking. Using the strategy of describing pictures is one alternative technique that can easily be given to students. Students can learn with more enthusiasm and creativity, especially in class eleventh grade students of religion two of *MA Al Amiriyyah Blokagung Banyuwangi*.

B. Review of Related Literature

One of the theoretical foundations of one of the researchers from Yulis Megawati (054100126), student of English Education and Art Faculty IKIP PGRI Semarang under the title *Using Pictures in Teaching Writing Descriptive Text a Case of the Eighth Grade Students of SMP Islam Sudirman Banyubiru in the Academic Year 2008/2009*. The objectives of the study are to find out the students' ability and significances between the students' ability in writing descriptive text who were taught using pictures and without using pictures. This study was experimental research. The numbers of students are 40 students. The experimental group consists of 20 students, and the control group consists of 20 students. The instrument used in this study was test consists of a set of pictures that contained 16 pictures.

Based on the result of the study, it was suggested that by using pictures teachers could improve the students' ability that applying pictures in teaching writing the descriptive text was effective. In other words, the pictures give a possible contribution to improving writing skills. In this study, there are similarities with researchers, namely the objectives and results. The purpose of this study is both to see the ability of students to improve learning outcomes achieved by using pictures. The learning outcomes of using this method can improve students' abilities in the teaching and learning process, while the difference is in the method, the researcher uses the qualitative method, while in this study using experimental.

C. Method

In this research, the researcher will focus on speaking skills by describing pictures. Considering the purpose of the research and the nature of the problems, this research is a descriptive qualitative. Scientific research has to use methodology the method used is absorptive of the study and can be counted as scientific. The researcher uses observations,

in-depth, open-ended interviews, and written documents to identify the effectiveness of using describing pictures to improve students' speaking skill in eleventh grade religion two of *MA Al Amiriyyah* in academic years 2019/2020. The subject of this research are students of 32 students.

The qualitative research method is a research method that is descriptive in nature, uses analysis, refers to data, uses existing theories as supporting material, and produces a theory. Another opinion suggests that qualitative research is a type of social science research that collects and works with non-numerical data and which seeks to interpret the meaning of this data so that it can help us understand social life through the study of targeted populations or places. Qualitative research methods are subjective from the perspective of the participants in a descriptive manner so that the results cannot be generalized. In other words, this research method is more of a clear description of a problem following the facts in the field.

Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. Qualitative research is the opposite of quantitative research, which involves collecting and analyzing numerical data for statistical analysis. Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data. Common approaches include grounded theory, ethnography, action research, phenomenological research, and narrative research. They share some similarities but emphasize different aims and perspectives.

There are three kinds of methods that will be used in qualitative research, namely observation, interviews, and documentation. So the three methods are the process of analyzing the collected data.

1. Observation

From observations made by researchers in the eleventh class of religion two *MA Al Amiriyyah Blokagung Banyuwangi*, the researcher found several problems that students experienced, namely students were still not brave enough to speak English because they lacked the vocabulary and other things they experienced were embarrassed, afraid, and a lack of self-confidence. That way the teacher uses the describing puzzle technique to improve the students' speaking ability.

2. Interview

Personally, the researcher asked questions to the teacher and four students from thirty students in class eleven religions two *MA Al Amiriyyah Blokagung Banyuwangi*. The technical interviews conducted between teachers and students were different. Interviews with teachers were conducted at the *MA Al Amiriyyah Blokagung Banyuwangi* office when the teacher finished teaching in class, with the researcher asking the question and the teacher answering the question, then the researcher recorded all the answers the teacher answered onto a sheet of paper. For technical interviews with students of the eleven religions of the two *MA Al Amiriyyah Blokagung Banyuwangi*, it was conducted in the dormitory they shared with, because during this pandemic the teaching and learning time at school was very ineffective, so the interview was conducted in the dormitory they shared with, namely the *Syafa'atul Qur'an* Dormitory PP. North Princess with code Y.

3. Documentation

Other data are needed to assist the researcher in this study. Besides, data will be collected through documentation data from observations and when researcher interview teachers and students of the eleventh-grade religion of *MA Al Amiriyyah Blokagung Banyuwangi*. It will be used to validate the data.

D. Result and Discussion

In this research, the researcher used three kinds of instruments, namely observation, questionnaire, and documentation. The researcher observed all activities in the classroom and observed the process of teaching speaking using describing pictures. The researcher tried to explain the result of the observation based on the real and natural conditions.

1. Result of Analysis in the First Meeting

At the first meeting, researchers conducted observations at the *MA Al Amiriyyah* school on Thursday, 23rd July 2020, especially for the eleventh-grade students of Religion II. That is when the teacher is carrying out the teaching and learning process using the describing picture technique to improve the students' speaking ability. In the teaching and learning process, the teacher explains clearly but some students are still confused, and during the teaching and learning activities, they begin to understand the use of depicting pictures in teaching speaking. With this technique, the situation in the classroom becomes very pleasant and some students are interested in learning, even though the class becomes crowded. This technique can make students start speaking in English.

2. Result of Analysis in the Second Meeting

At the second meeting, researchers conducted another observation in the eleventh class of Religion two *MA Al Amiriyyah Blokagung Banyuwangi* on Sunday 26th July 2020. In this observation, the teacher was conducting written and oral tests on the eleventh-grade students of religion two *MA Al Amiriyyah Blokagung Banyuwangi*, to test the results of using picture describing techniques to improve students' speaking ability.

3. Result of Analysis in the Third Meeting

At the next meeting, this time the researcher conducted an interview with the eleventh grade English teacher of Religion II *MA Al Amiriyyah Blokagung Banyuwangi* on Sunday, 26th July 2020. With the

aim of knowing how to use describing pictures to improve students' speaking ability, especially in the eleventh-grade students of Religion Two MA Al Amiriyyah Blokagung Banyuwangi. The interviews conducted by researchers with the eleventh-grade teachers of Religion two MA Al Amiriyyah Blokagung Banyuwangi, Miss Liya, namely:

- a. Why do teachers use describing pictures in speaking class?
- b. What is the purpose of the teacher using describing pictures in teaching speaking?
- c. How does the teacher implement describing pictures in teaching speaking?
- d. What techniques did the teacher use before describing pictures?
- e. What is the result or impact of using describing pictures in teaching speaking?
- f. What are the positive and negative impacts of using describing pictures in teaching speaking?
- g. Have you ever had a written test or an oral test? And what are the results of the test?

4. Result of Analysis in the Fourth Meeting

At the next meeting, researchers conducted interviews with eleventh-grade students of Religion II MA Al Amiriyyah Blokagung Banyuwangi on Tuesday 28th July 2020. With the aim of knowing how to use the describing picture to improve the speaking ability of students of grade eleven Religion II MA Al Amiriyyah Blokagung Banyuwangi. The interviews conducted by researchers with eleventh-grade students of Religion Two MA Al Amiriyyah Blokagung Banyuwangi, namely:

- a. What is the impact of using describing pictures in learning to speak English?
- b. What are the positive and negative impacts of using describing pictures in learning to speak English?
- c. How about speaking your English after using picture describing?

5. Results of interviews with English teachers

a The results of interviews with the English teacher of the eleventh-grade religion students of MA Al Amiriyyah Blokagung Banyuwangi, namely:

- a. Because the Teacher needs the easy way to improve the student speaking ability. Through the describing picture, students will get many words or vocabulary. Besides, that students will be interested in describing picture strategy.
 - b. Besides improving their speaking skill, they will easy to imagine the picture. Students will find the meaning of the picture. Besides, that describing picture strategy can add the vocabulary and find the new vocabulary.
 - c. By showing the pictures in front of the student through media or paper, after that teacher asks every student to describe the picture based on the topic of the picture.
 - d. Previously the teacher used
 - Role Play - Presentation - discussion the topic
6. The student will be interested in the learning process
- a. Describing a picture strategy will be able to build the basic speaking skills
 - b. Through the describing strategy, students will be able to imagine with their creativity
 - c. By describing picture students can improve their speaking because they will find many new vocabularies
7. Positive effect
- a. Student can catch the material faster because the teacher show pictures about the material being learned
 - b. Learning more impressed, because the student can observe the pictures directly that has prepared by the teacher
 - c. By analyzing the picture, can develop the power of logical reasoning

8. Negative effect

- a. Sometimes teacher find it difficult in the suitable picture and good quality based on the competency from the matter that will be a teacher
- b. If the teacher is not professional in class management, the possibility of the class will be confused
- c. They need a long time in the learning process
- d. They are needed facilities support, equipment, enough cost.
- e. Once, the results of the eleventh-grade students 'oral and written tests of Religion II *MA Al Amiriyyah Blokagung Banyuwangi* showed that using the describing picture technique could improve students' speaking ability, with their scores being better than using other techniques before.

Table 1 The written and oral test results of the eleventh-grade students of Religion II *MA Al Amiriyyah Blokagung Banyuwangi* before using the describing picture

No	Name	Score		Total	Average
		write	Oral		
1	Afifah Nur Irzaningsih	80	75	155	77,5
2	Alfina Lutfiatun Nadliroh	80	80	160	80
3	Ananda Marinta Entinar	75	75	150	75
4	Arini Rofiqotul A'la	80	80	160	80
5	Dewi Musfiroh	80	75	155	77,5
6	Dinar Fajarrani	80	70	150	75
7	Dini Febriyanti	75	70	145	72,5
8	Ella Sunaria	75	70	145	72,5
9	Elli Susanti	75	75	150	75
10	Elmas Maisya Al Bareza	80	80	160	80
11	Fadea Indah Nabila	75	75	150	75

12	Fadilah Intan Afkarina	75	80	155	77,5
13	Finka Oktaviana Putri	80	70	150	75
14	Fitri Fahmiyah	75	80	155	77,5
15	Ilok Faiqoh	80	80	160	80
16	Iva Nailil Afkarina	-	75	75	75
17	Khosiatun Hani'ah	80	75	155	77,5
18	Lailiyatul Barokah	75	80	155	77,5
19	Lintang Amalia Dewi	75	80	155	77,5
20	Luluk Arifatun Nisa	85	75	160	80
21	MarsyandaWenindyah	80	70	150	75
22	Mevilia Aninsya Dewi	80	75	155	77,5
23	Fiddin	80	70	150	75
24	Mutia Fitri Astuti	80	70	150	75
25	Nila Ulfi Khusniah	80	-	80	80
26	Nining Yunita Firdaus	75	80	155	77,5
27	Rif'atul Khasanah	85	75	160	80
28	Rossya Nabila	90	80	170	85
29	Rovikatus Sholihah	90	80	170	85
30	Syasya Fitri Maulida	-	85	85	85
31	Ulfitu UI Ulum	80	75	155	77,5
32	Zulfi Nafi' Salsabella	90	80	170	85

Table 2. The written and oral test results of the eleventh-grade students of religion two *MA Al Amiriyah Blokagung Banyuwangi* after using the describing picture

No	Name	Score		Total	Average
		write	Oral		
1	Afifah Nur Irzaningsih	90	-	90	90
2	Alfina Lutfiatun Nadliroh	90	80	170	85

3	Ananda Marinta Entinar	85	85	170	85
4	Arini Rofiqotul A'la	90	90	180	90
5	Dewi Musfiroh	90	85	175	87,5
6	Dinar Fajarrani	90	80	170	85
7	Dini Febriyanti	-	80	80	80
8	Ella Sunaria	85	80	165	82,5
9	Elli Susanti	85	85	170	85
10	Elmas Maisya Al Bareza	90	90	180	90
11	Fadea Indah Nabila	85	85	170	85
12	Fadilah Intan Afkarina	85	90	175	87,5
13	Finka Oktaviana Putri	90	80	170	85
14	Fitri Fahmiyah	85	85	170	85
15	Ilok Faiqoh	90	85	175	87,5
16	Iva Nailil Afkarina	90	85	175	87,5
17	Khosiatun Hani'ah	90	85	175	87,5
18	Lailiyatul Barokah	85	-	85	85
19	Lintang Amalia Dewi	90	80	170	85
20	Luluk Arifatun Nisa	85	80	165	82,5
21	Marsyanda Wenindyah Hamamina	90	-	90	90
22	Mevilia Aninsya Dewi	-	85	85	85
23	Mezhaluna Shofil Aula Fiddin	90	85	175	87,5
24	Mutia Fitri Astuti	-	-	-	-
25	Nila Ulfi Khusniah	90	80	170	85
26	Nining Yunita Firdaus	90	90	180	90
27	Rif'atul Khasanah	90	85	175	87,5
28	Rossya Nabila	90	80	170	85
29	Rovikatus Sholihah	90	-	90	90
30	Syasya Fitri Maulida	-	-	-	-

31	Ulfitia UI Ulum	90	85	175	87,5
32	Zulfi Nafi' Salsabella	90	-	90	90

9. Results of interviews with four eleventh grade students of Religion

Two MA Al Amiriyyah Blokagung Banyuwangi

a. According to Zulfi Nafi 'Salsabella

In my opinion, learning English using pictures is easier to understand, and learning is more fun.

b. According to Mevilia Aninsya Dewi

In my opinion, learning English using pictures is more fun, less boring, and more responsive in terms of understanding

c. According to Maisya Al Bareza

In my opinion, learning English using pictures makes me and my friends more relaxed and quick to understand, and not boring.

d. According to Rofiqotul A'la

In my opinion, learning English using pictures is easier and less boring, because students are more likely to like interesting things, namely pictures.

According to the results of observations and interviews above.

Using describing pictures is very useful to show students' speaking ability. In line with Gerlach, & Elly. (1994), stated that "A picture is a very good medium in which this image can evoke fullness play to students because the image is attractive". Pictures are one of the visual aids that can be used in teaching speaking. It makes something more attractive to students. It can also be used in creating situations for the class to speak more clearly.

9. The result from the Observation checklist

Topics of the materials used in each meeting were materials that were familiar to the students. The topic of material seemed to be able to attract the students' attention. The students could find them in their

daily life and they were able to add the student's knowledge. Besides, students could express their opinion or idea.

Describing pictures was a valuable method to teach speaking for the students to speak up. Moreover, students also did their activity positively. They practice their ability to talk about the given topic. At the first, they were afraid and they still read their notes but later they could speak contemporaneously. They produced some errors in terms of grammar, vocabulary, and pronunciation. However, these errors did not prevent their understanding of the topic. These errors were tolerated and seen as natural to outcome the student's progress in speaking.

It was presented by the teacher. In line with the statement of Chaney, A., & Burke, T. (1998: 13) stated "Speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Based on the result of the observation, it could be said that the teacher had thought of speaking by using describing pictures in the right way. He had known how to use describing pictures in teaching speaking. The researcher observed from the beginning until the end of the lesson. Before delivering the method to the students, the teacher explained the method and its goal in the teaching-learning process. These errors were produced when they were in describing and making simple sentences in front of the class. In this case, the teacher did some corrections. It was hoped that this method would run well. Through describing pictures, students had the same opportunities as much as the others did.

E. Conclusion

The conclusion was drawn based on the real phenomenon seen by the researcher during the observation. The teacher's role in the teaching-learning process is very important. He can choose a suitable or method in his way of teaching. It is done to make the class more alive and enjoyable. So, in the speaking class, the teacher can choose some techniques or methods like pictures. These techniques or methods can

be applied in teaching speaking in Senior High School. These are the conclusion of the research by describing pictures as follows:

1. The use of describing pictures in teaching speaking was in the right way. He had known how to use describing pictures in teaching speaking. The researcher observed from the beginning until the end of the lesson. It could be one of the good techniques in teaching speaking in the large class. The teacher explained the method, its goal in the teaching-learning process, and the students' progress. This method also gave many chances to the students in delivering their ideas and opinion to discuss the topic and opinion in the teaching-learning process. The teaching speaking runs well. Besides, through this method, the class more alive, and all the components in the class were active both the teacher and students. However, using this method the teacher should know the right way based on the theory to get activity run well
2. The students' speaking progress after implementing describing pictures in teaching speaking was known from the students' test results and questionnaire sheet. The result of the students' speaking progress after implementing the describing picture is better. This technique was very useful to give a contribution in teaching speaking and the students brave to speak and did not shy anymore. In the questionnaire, most of the students answered that they were interested in English and like this method and only a few of the students answered that they are rather interested in English and they do not like this method. This method could create a relaxed atmosphere so that the students are motivated to speak without any reluctance, shyness, or fear. They did not only practice their speaking English but also could develop their social skill when they interacted with others.

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