DEVELOPING STUDENTS' SPEAKING SKILL OF GRADE XI AT SMAN 2 TOLITOLI BY USING DESCRIBING PICTURE

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ABSTRACT

This study is about the use of describing picture as method to develope students' speaking skill of the eleventh grade students of SMA Negeri 2 Tolitoli in the 2016/2017 academic year. The design of this research is pre experimental research. The sample of this research is the eleventh grade students that consist of 31 students. The data obtained from pre test and post test. In the pre test it is found that mean score of the student are 34,19 and in the post test are 69,67. Computation of the data t_{count} results is 19,86 which means higher than t_{table} is 2,042. The result indicates that there is an improvement in students' speaking ability by using describing picture. It can be concluded that improving speaking skill by using picture is effective.

Key word : Developing, Speaking Skill, Describing Picture

ABSTRAK

Penelitian ini membahas tentang penggunaan gambaran sebagai metode untuk mengembangkan kemampuan berbicara siswa pada kelas XI SMA Negeri 2 Tolitoli pada tahun akademik 2017/2018. Rancangan penelitian ini adalah penelitian pra eksperimental. Sampel penelitian ini adalah siswa kelas XI yang terdiri dari 31 siswa. Data yang diperoleh dari pre test dan post test. Pada tes awal ditemukan bahwa rata-rata skor siswa adalah 34,19 dan pada post test adalah 69,67. Perhitungan penghitungan t_{hitung} data adalah 19,86 yang berarti lebih besar daripada t_{tabel} yaitu 2.042. Hasilnya menunjukkan bahwa ada peningkatan kemampuan berbicara siswa dengan menggunakan gambaran penggambaran. Dapat disimpulkan bahwa meningkatkan kemampuan berbicara dengan menggunakan gambaran efektif.

Kata kunci : meningkatkan, kemampuan berbicara, menggambarkan gambar

1. Introduction

Speaking is the productive skill. It could not be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback. Speaking could not be separated from pronunciation as it encourages learners to learn the English sounds.

Speaking has been regarded as merely implementation and variation, outside the domain of language and linguistic proper. Linguistic theory has mostly developed in abstraction from context of use and source of diversity. Speakers talk in order to have some effect on their listener. It is the result of teaching learning process. Students' skill in conversation is core aspect in teaching speaking, it becomes vitally aspect in language teaching learning success if language function as a system for expression meaning and the successful in speaking is measured through someone ability to carry out a conversation in the

language. We confess that there are many proponent factors that influence teaching speaking success and there are many obstacle factors why it is not running well.

On the other hand, speaking can be called as oral communication and speaking is one of skills in English learning. This become one important subject that teacher should given. That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class.

There are some definitions and perspectives of speaking proposed by some experts. To start with, Jeremy Harmer (2001) state that 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.

According to *Webster New World Dictionary*, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech. Skill is ability to do something well.

Then, Cameron (2001:40) states that speaking is the active use of language to express meanings so that other people can make sense of them. She adds that attention to precise details of language is required to speak in foreign language in order to share understandings with other people.

Another expert, Chaney(1998) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

According to Scott Thornbury (2005) speaking is a so much part of daily life that people take it for granted.

Tarigan (1990:3-4) defines that speaking is a language skill that is developed in child life, which is produced by listening skill, and at that period speaking skill is learned.

Based on Competence Based Curriculum speaking is one of the four basic competences that the students should gain well. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Departemen Pendidikan Nasional, 2004). In carrying out speaking, students face some difficulties one of them is about language its self. In fact, most of students get difficulties to speak even though they have a lot of vocabularies and have written them well. The problems are afraid for students to make mistakes.

According to Ladouse (in Nunan, 1991: 23) speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Furthermore, Wilson (1983:5) defines speaking as development of the relationship between speaker and listener.

Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention what they are saying. Thus, the students can learn better on how to require the ability to converse or to express their ideas fluently with precise vocabularies and good or acceptable pronunciation.

Speaking is only an oral trail of abilities that it got from structure and vocabulary, Freeman (in Risnadedi, 2001: 56-57) stated that speaking ability more complex and difficult than people assume, and speaking study like study other cases in study of language, naturalize many case to language teachers.

Speaking is the productive skill. It cannot be separated from listening. When we speak we produce the text and it should be meaningful. In the nature of communication, we can find the speaker, the listener, the message and the feedback.

Speaking cannot be separated from pronunciation as it encourages learners to learn the English sound.

Assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of students' performance. Written work-from a jotted down phrase to a formal essay is performance that ultimately is assessed by self, teacher and possibly other students (Brown, 2003:4).

Brown (2003:141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. Those objectives may be classified in term of several types of speaking performance:

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is purely phonetic level of oral production, a number of prosodic, lexical and grammatical properties of language may be conclude in the criterion performance.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical of phonological relationship (such as prosodic element-intonation, stress, rhythm, juncture). Examples of extensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion limited picture-cued task including simple sequences and relationship up to the simple sentence level.

3. Responsive

Responsive assessment tasks included interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and a small talk, simple request and comments and the like.

Harmer (in Tarigan, 1990: 13) writes that when teaching speaking or producing skill, we can apply three major stage, those are:

1. introducing new language
2. practice
3. communicative activities.

When introducing new language, the teacher should find out the genre or the text, which is meaningful. In this stage teacher can ask students to pronounce the unfamiliar words, find out the meaning of the expression used in the text.

Other technique used for teaching speaking:

1. information gap by using pictures
2. by using photographs
3. by using song
4. by using mysterious thing
5. Educational drama which covers miming, role play, the empty chair, simulation.

Based on experience of the researcher, the students at SMAN 2 Tolitoli have problem in speaking skill. The problem is the first, when they speak always stammered. Second, when speak in front of the class delivery of information is not appropriate. And last, when they

speak often unclear, so that teachers and his or her friends did not know what the speakers' means. This problem can be solved by answering the research question *Can the use of describing picture improve students' speaking skill in descriptive text of the 11th grade students at SMAN 2 Tolitoli ?*

2. Method of the Research

The study it conducted in pre-experimental design with one group pretest-posttest design using quantitative approach. Experimental research is a scientific investigation in which the researchers manipulate one or more independent variables, control any other relevant variables, and observes the effect of the manipulation on the dependent variables (Ary et al, 2002: 276). Experimental research can be done in the laboratory, in the class and in the field. In this study, the experimental research had in the class with taking students as a population. This research will investigate the influence of describing picture as method in teaching speaking for the second grade students of SMAN 2 Tolitoli. The research design use by the researcher is pre experimental design in the form of one group, pretest-posttest design.

3. Findings and Discussion

3.1 The Result of Pretest

The researcher administered pretest to the student on July 19th 2017. It was conducted before giving treatment to them. It was very important to do in order to measure the students' speaking skill before the researcher taught describing picture. The result of the pretest presented in the following table:

Table 3.1 The Result of Pretest

No	Intial Name of Students	Comprehensi bility	Score	Qualification
1	ABL	2	40	Failed
2	AS	1	20	Failed
3	AF	1	20	Failed
4	AAM	1	20	Failed
5	AMS	2	40	Failed
6	AS	2	40	Failed
7	ATK	2	40	Failed
8	ATM	2	40	Failed
9	AR	2	40	Failed
10	DV	2	40	Failed
11	DS	2	40	Failed
12	FS	2	40	Failed
13	FM	2	40	Failed
14	FI	1	20	Failed
15	FA	1	20	Failed
16	FQ	1	20	Failed
17	FAN	2	40	Failed

18	GMN	2	40	Failed
19	IRF	2	40	Failed
20	JLT	2	40	Failed
21	NR	2	40	Failed
22	NW	2	40	Failed
23	NAF	2	40	Failed
24	PRW	1	20	Failed
25	RDY	1	20	Failed
26	SA	2	40	Failed
27	SD	2	40	Failed
28	SMR	2	40	Failed
29	SLV	1	20	Failed
30	TN	2	40	Failed
31	ZA	2	40	Failed
Total			1060	

Based on the data above it can be seen that there were 31 (100%) students fail category. It means that students need some treatment to improve the presentation score and category.

3.2 The Result of Posttest

Posttest was given to know the effect of the treatment by using describing picture, whether the treatment was successful or not. To know the result of the students score of speaking skill can be seen on the table below:

Table 3.2 The Result of Posttest

No	Intial Name of Students	Comprehensibility	Score	Qualification
1	ABL	3	60	Failed
2	AS	3	60	Failed
3	AF	3	60	Failed
4	AAM	3	60	Failed
5	AMS	3	60	Failed
6	AS	4	80	Successful
7	ATK	3	60	Failed
8	ATM	4	80	Successful
9	AR	4	80	Successful
10	DV	4	80	Successful
11	DS	4	80	Successful
12	FS	3	60	Failed
13	FM	3	60	Failed
14	FI	3	60	Failed
15	FA	3	60	Failed
16	FQ	3	60	Failed
17	FAN	4	80	Successful
18	GMN	4	80	Successful
19	IRF	4	80	Successful
20	JLT	4	80	Successful
21	NR	4	80	Successful
22	NW	3	60	Failed
23	NAF	4	80	Successful
24	PRW	2	40	Failed
25	RDY	3	60	Failed
26	SA	4	80	Successful
27	SD	4	80	Successful
28	SMR	4	80	Successful
29	SLV	4	80	Successful
30	TN	4	80	Successful
31	ZA	3	60	Failed
Total			2160	

Based on the data above it can be see that there were 15 (48,38%) students fail category and 16 (51,62%) students success category. It means that, the treatment can improve the presentation score and category.

4. Discussion

The purpose of this research was to find out whether the use of describing picture can improve students' speaking ability or not. This research was conducted at SMAN 2 Tolitoli. The purpose of pretest was to measure the students' improve speaking ability before giving treatment. In pretest, the researcher gave oral test. The result of pretest analyzed by using statistical analysis. The result of mean score of the students in the pretest 34,19. It indicates that students' speaking ability was relatively low.

Second step of this research, the researcher conducted the treatment. It was done three times of treatment. The researcher taught the students by using describing picture. This method was applied in order to train the students to improve their speaking ability. At the beginning of treatment, the researcher explained about describing picture. And than, the researcher divide the students into some group and every group consist of five until six students. After that, the researcher give every group one picture. Than, the researcher describe a picture in front of the class as a sample to the students. After that, the researcher ask the to discuss about the picture and finally the researcher ask one student from every group to describe the picture in front of the class. In the second and last meeting of treatment, the researcher do same like first meeting but the researcher did not explain again about describing picture.

At the end of meeting, the researcher distributes the same oral test used in pretest to check the result of the treatment. After conducted posttest, the researcher calculated and process their score. Based on the result was presented previously the mean score of posttest was 69,67. The students score in posttest was better than pretest. After getting the mean score of students in the pretest and posttest, the researcher continue to compute the mean deviation of students score in pretest and posttest. The result of mean differences is 35,48.

After counting the mean deviation, the researcher computed the square deviation of pretest and posttest was 9,9471955847. The final step, the researcher analyzed the data to find out the value of t_{count}. Based on the result of data analysis, it showed that the value of t_{count} 19,86 was higher than the value of t_{table} 2.042. It means that the hypothesis of the research was accepted and the null hypothesis was rejected. In the other hand, the students' speaking ability can be improve after giving them treatment materials by using describing picture.

5. Conclusion

Based on the result of the data analysis in the previous chapter, there is significance improvement between the result of pretest and posttest, where the mean score of posttest is 69,67 higher than the mean score of pretest that is 34,19. Then the data of both test were analyzed by using T-test, and the result showed that the T-test value 19,86 was greater than T-table value 2,042. It can be inferred that describing picture is very effective in improving students' speaking skill. Finally, the researcher can draw a conclusion that the students' speaking skill of the second grade at SMAN 2 Tolitoli in academic year 2016/2017 can be improve by using describing picture.

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