

Jimmy Cromico  
 Institut Agama Islam Darul A'mal Lampung  
 e-mail: [cromicojimmy@gmail.com](mailto:cromicojimmy@gmail.com)

## **IMPROVING SPEAKING SKILL THROUGH PICTURE DESCRIBING TECHNIQUE**

### **ABSTRACT:**

The use of pictures to improve students' speaking skills is important because it can have a significant impact on the learning process, especially in English classes that have been conducted in some schools. Students may understand the English text, but they cannot speak English fluently. Sometimes it is difficult to say what they are thinking because they are missing two or three important words. Using pictures can also create an interesting situation in the classroom. The purpose of this study is to find out students' speaking ability in picture description, because pictures are a good visual aid for classroom learning. As media, pictures can help the teacher to arouse students' interest and enjoyment in learning, especially in teaching English. The research method in this study is Classroom Action Research (CAR), which aims to improve students' speaking ability. The subject of this research is the tenth grade students in Senior High School 1 Trimurjo Central Lampung. There are four classes in the tenth grade, but the researcher chooses one of these classes. To conduct this research, the researcher chooses class X C, which consists of 22 students. Action research is research conducted by the teacher in the classroom to solve a problem or improve the teaching or learning process. In this research, the researcher conducts 2 cycles. If the first cycle failed, it is continued in the second cycle. It is carried out until the students' speaking skills improve. Students' activity in performing cycle I and II is very active. It means that the picture description method can improve students' activity. The result of student activity in cycle I and cycle II is increasing. This can be seen from the progress of student activities from pretest to cycle I and cycle II. Students' attention to teacher's explanations increased from 77% to 91%, students' asking/answering questions increased from 68% to 82%, students' ability to solve the task increased from 82% to 86%, and students' activity in class increased from 82% to 91%. Thus, the technique of describing pictures makes it easy for students to improve their speaking skills and can increase students' scores on speaking. The progress from the pretest to Cycle I and Cycle II is evident. The average score in pre-test is 62.72 and in cycle I is 68.40, while in cycle II it is 72.40. Therefore, it can be concluded that the picture description method can improve students' speaking skill.

**Keywords:** Speaking Skill, Pictures, Descriptive Technique

### **INTRODUCTION**

As one of the language English is very important in this world because it becomes an international language and as a global language which is learned by countries in this world. In practical English are mentioned four skills which must be mastered by the students. The four skills of English as language are listening, speaking, reading and writing. Speaking is one of the important skill besides four skill, teaching speaking very important for the students to improve the knowledge and communicative skill.

When the students learning speaking, they often find some problems. Some of them are shy and afraid to take part in conversation, some of students find the difficulties how to pronounce the words, the students also have low vocabulary, then the students are not confident when they speak in front of the class. There are some factors can cause the problems of the students.

Interesting about the material, and the media among others including the technique in teaching English and many technique can be applied to teach them including describing picture.

By using the pictures it will be important because it may give a significant impact in the classroom when the teacher explain the material, especially in teaching English skills that had been conducted in some schools. The students actually understand English text but they do not have skill to speak up in English fluently. Sometimes, it is difficult to say what they are thinking because they are missing two or three important words. By using the picture may also create an interesting situation in the classroom for the students.

Bygate tells, “speaking one of the skill which deserve attention every bit as much as literary skill, in both first and second language. It is the skill which the students are frequently judged. It is also the vehicle par excellent of social solidarity, of social ranking, of professional advancement and of business”. It indicates that as one of the language skills, speaking should get the attention role in our society.

Meanwhile, Donough and Shaw state, “There are some reasons for speaking involved expressing ideas and opinions: expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. Besides, fluency, accuracy and confidence are important goal in speaking”. Therefore, as a language skill, speaking becomes an important component to master by the students as the main tool of verbal communication because it is a way to express ideas and opinions directly what we have in our minds.

Based on that opinion, speaking skill is a skill in expressing ideas, feelings or something that can be shared with spoken language or by communicating with all the people. Speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person. Moreover, speaking cannot be dissociated from listening aspect, because speaking involves speaker and listener.

Speaking has a complex skill requiring the simultaneous use of a number of different abilities, which often develop at the different rates. J. B Heaton states, four or five components are generally recognized in analyzing the speech process:

- 1) Pronunciation

As stated by Harmer, if students want to be able to speak fluently in English, they need to be able pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. From the level of word pronunciation, the second language learners regularly have problems distinguishing between sounds in the new language that do not exist in languages they already know.

- 2) Grammar

It is obvious that in order be able to speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds and sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.

- 3) Vocabulary

As we know, vocabulary is a basic element in language. It is single words, set phrases, variable phrases, phrasal verb, and idioms. It clear that limited vocabulary mastery makes conversation virtually impossible.

- 4) Fluency

In the simple terms, fluency is the ability to talk freely without too much stopping and hesitating. Meanwhile, according to Gower et- al, fluency can be thought of as ‘the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with all the resources and abilities they have got, regardless of grammatical and other mistakes.

- 5) Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

Therefore, there are many elements which should be comprehended by the students in speaking process. All the skills should be mastered and applied well during the speaking process in order to be a good speaker.

Assessment of speaking is the activities undertaken to acquire and streamline the information about the speaking learning outcomes of the students at grade level during and after the teaching and learning activities. Harris mentions, "speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates". Harris mentions that there are five components are generally recognize in analysis of speech process. That is pronunciation, fluency, vocabulary, comprehension and grammar.

Describing picture is one of activity in learning speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The function of describing picture are to practice describing things and using preposition of position, to practice listening and speaking to direction, to train students' imagination and retell story in speaking English. This approach is designed to make it easier for students to describe things and make the learning process more enjoyable.

The picture describing technique relies heavily on visual aids to convey ideas. The purpose of picture describing technique is to get the students to inform, persuade, and entertain with little verbal participation from the teacher. When using picture describing technique, the teacher plans and delivers an oral presentation in a manner that allows much participation from the students.

Pictures are one of the visual aids that can be used in speaking lessons. Because it makes more fun for students. It can also be used to bring clarity to situations in speaking classes. Pictures as tools are clearly indispensable for language teachers as they serve multiple purposes. Teachers can easily communicate vocabulary using pictures, ie. H. Through chalkboard drawings, murals, diagrams, and index cards.

The conceptual framework shows the process of the research to improve the students' speaking skill by using picture describing technique that students will be more interested in speaking when they are given certain topics. Through picture describing technique they will be able to express their ideas and vocabularies. In applying that technique, firstly, the teacher makes planning, action, observation and reflection. In this action, the teacher will apply steps of picture describing technique to improve the students' learning activities and students' score in speaking skill.

From the reasons above, the researcher would like to use the picture which is fun and joy for interacting students in learning process. The researcher decides the title of research is "Improving Speaking Skill Through Describing Picture Technique Among the Tenth Grade Students of Senior High School 1 Trimurjo Central Lampung". The researcher hopes with the pictures can improve student's speaking skill.

## **METHOD**

In doing the research the researcher used the Classroom Action Research (CAR) which is focused to improve students' speaking skill. This research was conducted in the Senior High School 1 Trimurjo which is located in Trimurjo Central Lampung. There are four classes in the tenth grade, but the researcher chose one of these classes. To conduct this study, the researcher chose class X C, which consists of 22 students. In this study, the researcher investigated the students' speaking skill as the research object.

In this study, the researcher used Classroom Action Research (CAR). According to Anne Burns, classroom action research is research conducted by the teacher in the classroom to solve a problem or improve the teaching or learning process; therefore, classroom action research is

research whose main goal is to solve students' problems and involves a group of students with the aim of improving the teaching and learning process so that students' outcomes also improve. In this study, the researcher conducted 2 cycles. If the first cycle failed, it continued in the second cycle. It was conducted until the students' writing skills improved. According to Mills, a cycle consists of four phases: Planning, Action, Observation, and Reflection." Cyclical action research in the classroom is presented below:

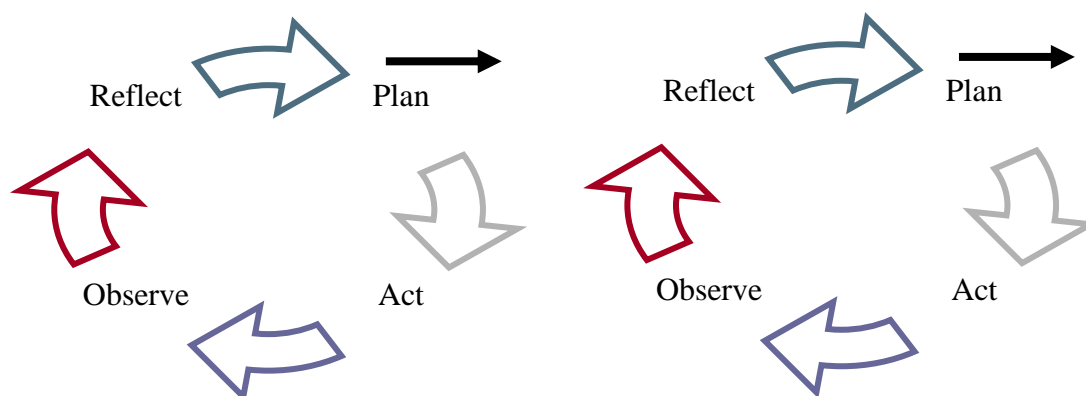


Figure 1: The Cyclical Classroom Action Research by Jean McNiff's Model

#### Cycle I

##### a. Planning

Planning is the first step in any activity. It was done before the researcher started her action research. This plan is used during the research in each cycle and revised based on the students' improvements. The activity is as follows:

1. Preparing the lesson plan, learning media and materials
2. Preparing the type of learning.
3. Preparing the observation instrument.

##### b. Action

The second step in this research is acting. In this step, the researcher carried out the planning and participated in some meetings. The activity is as follows:

- 1) Activities before coming to class
  - a) The students do prayer and greeting
  - b) Checking the attendance list.
  - c) The researcher tell the material to the students.
- 2) During the teaching process
  - a) Applying the lesson plan.
  - b) The researcher starts the lesson by welcoming the students, praying together and checking the students' attendance list.
  - c) Explaining the topic; the topic was a descriptive text that explains the details of the topic.
- 3) After class activities
  - a) The researcher asks the students to tell about their difficulties of the lesson.
  - b) The researcher and students finish the material together.
  - c) The researcher gives a grade to the students.
  - d) The lesson was ended with a prayer.

##### c. Observation

The third step is observation. In observation, the researcher must be able to analyze the learning process, the students' activities, the material and the result of the action based on the observation sheet prepared. The important things in the teaching-learning process are noted by the observer

##### d. Reflect

The last step in this process is reflection. The researcher analyzed and discussed the observation results during the teaching-learning process to identify the weaknesses and strengths of the actions in this step.

## Cycle II

### a. Planning

Planning is the first step in any activity. In cycle II, the researcher focused on addressing the weaknesses in cycle 1. The following are the steps the researcher took in planning:

- 1) The author continued the activities that were done in the first cycle.
- 2) The author prepared the lesson plan, learning media, and materials.
- 3) The author prepared the observation instrument.
- 4) The author determined the evaluation instrument of the test (pre-test and post-test).

### b. Acting

As in the first cycle, there are 3 activities in teaching and learning process: before teaching, during teaching and after teaching.

#### 1. Pre-lesson activities

- a) Prayer and greeting the students.
- b) Checking the attendance list.
- c) The author selected the material to be taught.

#### 2. During the teaching process

- a) Applied the lesson plan.
- b) Starting the class by greeting the students, praying together and checking the students' attendance list.
- c) Giving explanation about the topic, the topic was descriptive text that explains about the detail of subject.
- d) Giving explanation about picture describing technique.
- e) Giving example about how to describe something by using picture describing technique.
- f) Giving pictures that will be described by the students.
- g) Asking the students to examine the picture accuracy.
- h) Asking students to write the vocabularies based on the result of their examined the picture.
- i) Asking students to describe their picture in front of the class.
- j) Giving clarification to the students' performance.
- k) Monitoring the students' activities in the class.
- l) Giving the students chance to ask anything they do not understand.

#### 3. Post Teaching Activities

- a) The researcher asked students to discuss the difficulties of the lesson.
- b) The researcher and students concluded the material together
- c) The researcher gave the score for students.
- d) The researcher closed the lesson by praying.

### c. Observing

The observing at the cycle II is almost the same with the observing at the cycle I

### d. Reflecting

The researcher corrected and analyzed the result of the action. In the step, the researcher compared the score distribution of pre-test and post-test, the researcher reviewed and reflected on the student's attitude whether it is positive or negative, enough in the second cycle or need for next cycle.

## Data collection

In collecting data, the author used the following technique:

### 1. Observation

The researcher used this method to obtain data about the students' activities, such as the students' speaking activities and how well the students participated. The activities of the teachers and students were observed and noted by the observer.

## 2. Test

The researcher used a pre-test and a post-test to determine the students' abilities before and after the treatment.

### a. Pretest

The pre-test was administered in the first session before the implementation of the technique to determine the students' level of speaking skill before the implementation of the action research.

### b. Post-test

The post-test was conducted in the last session after the application of the technique to determine whether the technique contributes well to the speaking skill of the students in the tenth grade of Senior High School 1 Trimurjo Central Lampung. The improvement could be known if the score of the posttest is higher than that of the pretest and the score could reach the top score.

## 3. Documentation

Documentation was needed to obtain the information from written sources or documents such as books, journals, and daily reports. The researcher used this method to obtain the data about the history of the school, the sum of teachers and students at Senior High School 1 Trimurjo Central Lampung.

## Data analysis

In this study, the researcher conducted the data analysis by taking the average score from the pretest and posttest results. To determine the improvement, the researcher compared the results of pretest and posttest after treatment. Then the results were compared to the minimum standard in that school of at least 70 points. In Cycle 1, some students were not successful, so the researcher conducted Cycle 2. The minimum cycle in CAR (Classroom Action Research) consists of two cycles. In cycle 2, if all students were successful, the cycles could be completed. to find the mean, the following formula is applied:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$ : The mean score

$\sum x$ : the sum of all points

N: the number of students

To calculate the percentage of students' score, the following formula is used:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$ : The mean score

$\sum x$ : the sum of all scores

N: the number of students

To calculate the percentage of the students' score, the formula which is used is as follows:

$$P = \frac{F}{N} \times 100$$

Notation:        P        : Rate Percentage  
                       F        : Frequency of the Correct Answer  
                       N        : The Total Number of Students

The success indicator is needed to determine the success of the process and the learning outcome. In this investigation, students are considered successful if they actively participate in the learning process and achieve at least 70 points, so that this investigation can be completed.

## DISCUSSION OF FINDING

Using the picture describing technique makes the students speaking score better than the pre-test. The comparison of the students speaking score can be seen in the following table:

**The Comparison of Students Speaking Score  
in Pre Test and Post Test I**

NO	Name Initial	Pre-Test Score	Post-Test I Score	Increasing	Explanation
1.	AW	55	60	5	Increased
2.	AY	70	75	5	Increased
3.	AN	70	75	5	Increased
4.	DA	65	70	5	Increased
5.	DA	65	70	5	Increased
6.	EV	55	60	5	Increased
7.	FU	70	75	5	Increased
8.	GO	60	65	5	Increased
9.	HA	70	75	5	Increased
10.	IN	65	70	5	Increased
11.	IL	60	70	5	Increased
12.	MA	60	65	5	Increased
13.	NA	60	65	5	Increased
14.	NK	55	60	5	Increased
15.	OW	60	65	5	Increased
16.	PA	60	70	5	Increased
17.	PE	70	75	5	Increased
18.	RS	55	60	5	Increased
19.	RA	70	75	5	Increased
20.	RD	60	70	5	Increased
21.	TB	60	65	5	Increased
22.	VA	65	70	5	Increased
Total		1380		1505	
High Score		70		75	
Low Score		55		60	
Average		62.73		68.40	

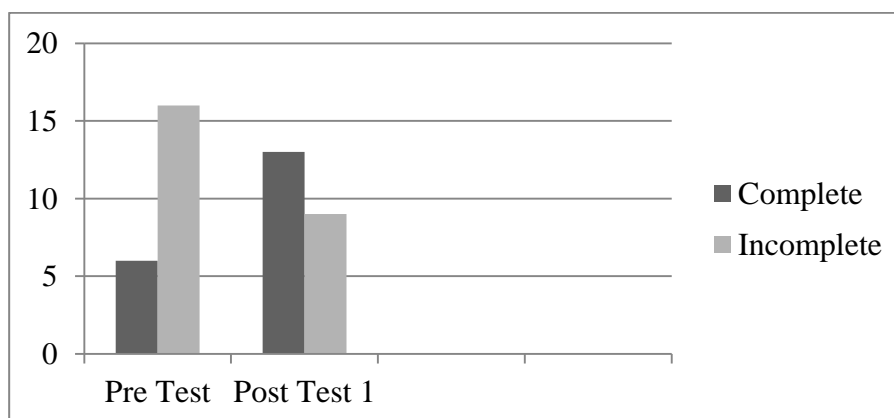
**The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I**

Interval	Pre-Test	Post-Test I	Explanation
$\geq 70$	6	13	Complete
$\leq 70$	16	9	Incomplete

<b>Total</b>	<b>22</b>	<b>22</b>	
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Then, the graph of comparison students speaking skill pre-test and post-test I score in cycle I could be seen as follow:

**The Comparison of Students' Pre-Test and Post-Test I Score in Cycle I**



From the above, it can be concluded that the students' fluency improved from the pretest to the posttest I. The average was 62.73 on the pretest and 68.40 on the posttest I. The improvement was 5.67 from the pretest to the posttest I.

### **The Comparison of the Students' speaking Score in Cycle II**

The result of the writing score in Cycle II as follow:

**The Comparison of Students speaking Score in Post Test I and Post Test II**

No	Name Initial	Post-Test I Score	Post-Test II Score	Increasing	Explanation
1.	AW	60	70	5	Increased
2.	AY	75	80	5	Increased
3.	AN	75	75	0	Constant
4.	DA	70	70	0	Constant
5.	DA	70	75	5	Increased
6.	EV	60	65	5	Increased
7.	FU	75	80	5	Increased
8.	GO	65	70	5	Increased
9.	HA	75	75	0	Constant
10.	IN	70	75	5	Increased
11.	IL	70	70	0	Constant
12.	MA	65	70	5	Increased
13.	NA	65	70	5	Increased
14.	NK	60	65	5	Increased
15.	OW	65	70	5	Increased
16.	PA	70	70	0	Constant
17.	PE	75	80	5	Increased



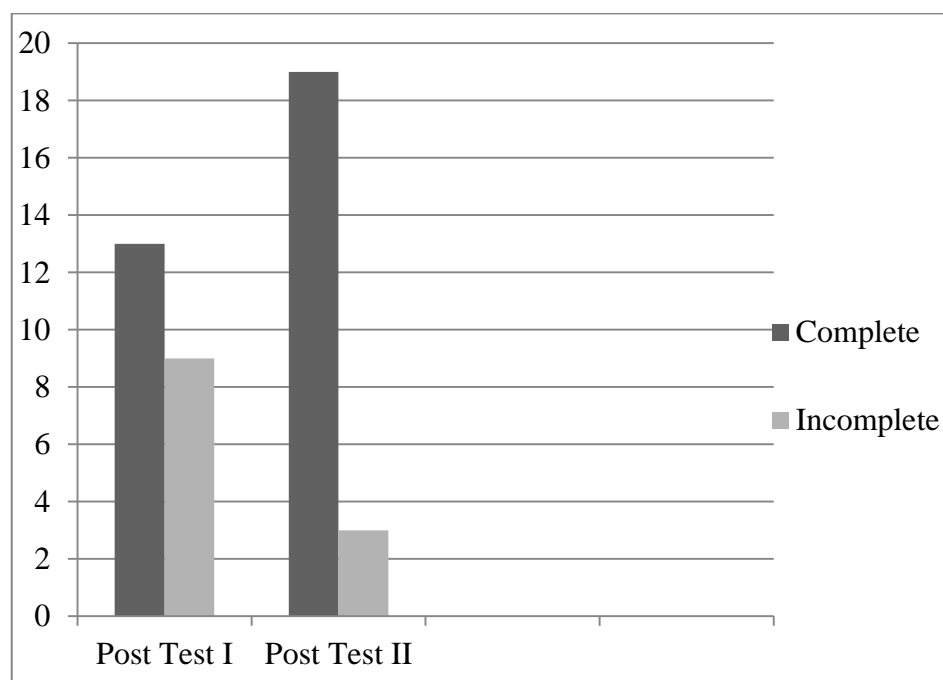
18.	RS	60	65	5	Increased
19.	RA	75	80	5	Increased
20.	RD	70	75	5	Increased
21.	TB	65	70	5	Increased
22.	VA	70	75	5	Increased
Total		1595	1505		
High Score		75	80		
Low Score		60	65		
Average		68.40	72.5		

### The Comparison of Students' Post-Test I Score in Cycle I and Post-Test II Score in Cycle II

Interval	Post-Test I	Post-Test II	Explanation
$\geq 70$	13	19	Complete
$\leq 70$	9	3	Incomplete
<b>Total</b>	<b>22</b>	<b>22</b>	

Then, the graph of comparison students writing descriptive text post-test I and post-test II score in cycle II could be seen as follow:

### The Comparison of Students Speaking Skill Post-Test I Score and Post-Test II Score in Cycle II



From the explanation above, it can be concluded that there was an improvement in the students' speaking score from post test I to post test II. In post test I, the average was 68.40 and in the post test II was 72.5. The improvement was 4.1 from post-test I to post-test II.

### The Result of the Research

The recapitulation of the students' improvement in the speaking score from pre test, post test I, post test II could be seen in the following table :

**The Recapitulation of Students' Improvement in speaking Skill Score**

No	Score		
	Pre-Test	Post-Test I	Post-Test II
1.	55	60	70
2.	70	75	80
3.	70	75	75
4.	65	70	70
5.	65	70	75
6.	55	60	65
7.	70	75	80
8.	60	65	70
9.	70	75	75
10.	65	70	75
11.	60	70	70
12.	60	65	70
13.	60	65	70
14.	55	60	65
15.	60	65	70
16.	60	70	70
17.	70	75	80
18.	55	60	65
19.	70	75	80
20.	60	70	75
21.	60	65	70
22.	65	70	75
Total	1380	1505	1595
Average	62.72	68.40	72.5

**The Recapitulation of Students' Pre-Test, Post-Test I Score in Cycle I and Post-Test II Score in Cycle II**

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
$\geq 70$	6	13	19	Complete
$\leq 70$	16	9	3	Incomplete
<b>Total</b>	<b>22</b>	<b>22</b>	<b>22</b>	

Based on the explanation above, it could be seen an improvement in the students' speaking score from Pre Test to post test I to post test II. In pre test, the average was 62.72 in post test I, the average was 68.40 and in the post test II was 72.5. The improvement was 5.67 from pre-test to post-test I then the improvement was 4.1 from post-test I to post-test II. In conclusion, the use of interactive learning technique can improve the students writing skill.

### Interpretation the Result of Students' Activity in Cycle I and Cycle II

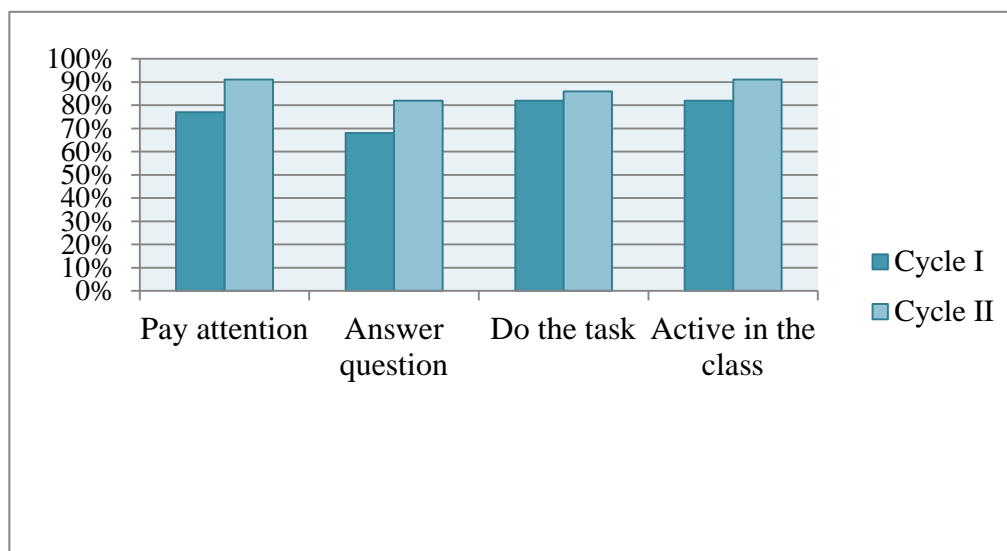
The result of the observation of the student activity

The result of the observation occurred when the learning process took place. The comparison of student activity in cycle I and cycle II can be seen in the following table:

**The Table of Students Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Pay attention of teacher explanation	17	77%	20	91%	14%
2	The students' ask/answer question	15	68%	18	82%	14%
3	The students are able to do the task	18	82%	19	86%	4%
4	The students are active in the class	18	82%	20	91%	9%

**Figure of Students' Result of Learning Activity in Cycle I and Cycle II**



Based on the above table and graph, it could be seen that students' activities improved during the learning process of Cycle I and Cycle II by using technology. This means that the Picture Describing Technique had a positive effect on improving the teaching-learning process. So it can be said that this research has been completed and does not need to be continued for the next cycle.

## DISCUSSION

The conceptual framework shows the process of research on improving students' speaking skill by using the picture description method, that students are more interested in speaking when they are given certain topics. Through the picture description method, they can express their ideas and vocabulary. When using this technique, the teacher first carries out planning, action, observation and reflection. In this process, the teacher applies the steps of the picture description method to improve students' learning activities and increase students' scores in speaking skill.

Based on the results of the learning process in two cycles, the researcher would like to describe the conclusion that students' speaking skill can be improved by the picture description method as follows:

1. The picture description method can be used as an alternative method in the learning process of speaking skill. Students' activity in doing cycle I and II is very active. It means that the picture description method can improve the students' activity. The result of student activity in cycle I and cycle II was increased. This can be seen from the progress of student activities from pre-test to cycle I and cycle II. Students' attention to teacher's explanations increased from 77% to 91%, students' asking/answering questions increased from 68% to 82%, students' ability to solve the task increased from 82% to 86%, and students' activity in class increased from 82% to 91%.

2. The picture description technique facilitates students' speaking skills. The picture description method is also able to increase students' scores in speaking. This is shown by the progress from the pretest to Cycle I and Cycle II. The average score in the pre-test is 62.72 and in cycle I it is 68.40, while in cycle II it is 72.40.

From the above table, it can be inferred that the picture describing technique can improve students' speaking ability. It can be seen that the score of the students increases.

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## Author Contribution

Jimmy Cromico performed the experiment.

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