

DESCRIBING PICTURE STRATEGY TO TEACH SPEAKING SKILLS TO THE SEVENTH-GRADE STUDENTS OF MADRASAH TSANAWIYAH QUR'ANIAH MATARAM**Arini ¹, Ardayati, ², Ayu Oktaviani ³**¹ ariniantika2019@gmail.com, ² ardayati470@yahoo.com, ³ damerayu13@gmail.com¹²³PGRI Silampari University**Abstract**

The aim of the study was to find out whether or not it is significantly effective to teach speaking by using describing picture strategy to the seventh-grade students of Madrasah Tsanawiyah Qur'aniah Mataram. The researcher used a Pre-Experimental design. The researcher used a performance test in the form of an oral test. The data were collected by using Brown's theory. The findings of this study are that significantly effective in teaching speaking by using the describing picture strategy to the seventh-grade students of Madrasah Tsanawiyah Qur'aniah Mataram.

Keywords: Teaching, Describing, Picture strategy, Speaking skill

INTRODUCTION

Teaching is a process of transferring knowledge and information from teachers to the learners. According to Brown (Ratnaningsih, 2016:4), "teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning". One of the teaching was English, English is an important language for all kinds of professional and personal goals. Understanding the importance of language will help people reach fluency and change their life. In teaching English any four skills listening, speaking, reading and writing. This research focused on speaking skill. Speaking is one of the four language skills (listening, speaking, reading and writing). Brown (2004:140) stated that, speaking is a productive skill that can be directly and empirically observed, those observations are invariably coloured by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. In teaching,

speaking using Describing pictures is one of the activities in learning to speak English. In this activity, every student gets one picture and they must describe it in front of the class. According to Solahudin (2009), describing pictures is useful for training students to “imagine and retell the story in speaking English According to Szkyke (1981:45), there are two kinds of pictures that are useful in teaching-learning processes as teaching aids; pictures of individual and situational pictures. The aim of the study was to find out whether or not it is significantly effective to teach speaking by using describing picture strategy to the seventh-grade students of Madrasah Tsanawiyah Qur’aniah Mataram.

METHOD/METODE

In this research, the researcher used a Pre-Experimental design. The aim of the research, is to investigate the effectiveness of describing picture strategy in teaching speaking. Pre-experimental research is also called a one-shot case. According to Latief (2014:96), the pre-experimental study is a study conducted without a control group. In this research, the group would give a pre-test before treatment. After the treatment is finished, the post-test is administered to see the achievement. The effectiveness of the instructional treatment is measured by comparing the average score of the pre-test and post-test. When it turns out that the post-test average score is significantly higher than the average score of the pre-test, then is concluded that the instructional treatment is effective.

The researcher used the one-group pretest-posttest design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment X to the subjects; (3) administering a posttest, again measuring the dependent variable. Differences attributed to the application of the experimental treatments were then evaluated by comparing the pretest and post-test score.

RESULT AND DISCUSSION

1. Result

The Result of the Research . On the first day, the researcher explained material about descriptive text to students in front of the class such as the meaning of descriptive text, the structure of descriptive text, and examples of descriptive text. Explanation of the material about this descriptive text was done on the first day of learning. Next, the researcher gave pre-test questions to students to work on in order to evaluate the results of students’ understanding of descriptive text before applying the describing pictures strategy.

Then on the second day, the researcher explained the procedure for describing animal pictures. The researcher explained the name of the animal, its type, class, and characteristics. This was done to increase students’ understanding in describing animal pictures through the describing pictures strategy.

Then on the third day, the researcher explained the procedure for describing the picture of an object. The researcher explained the name of the object, how to use the object, its use, and the things that the object can do. This was done to increase students’ understanding in describing the picture of an object through an describing pictures strategy.

Then on the fourth day, the researcher explained the procedure for describing a picture of a place. The researcher explained the name of the place, its function, and its characteristics. After carrying out several treatments through strategies to describe pictures of animals, objects, and places, the researcher gave post-test questions to students to work on. The purpose of giving post-test questions is to determine whether there was an increase after treatment using the describing pictures strategy.

After treatment from the first day to the fourth day, the pre-test and post-test results were obtained. The results of the pre-test are the students' understanding before using the describing pictures strategy. The post-test results were students' understanding after using the describing pictures strategy. The results obtained will be described below.

2. Discussion/Pembahasan

Based on the findings above, the researcher interpreted that after doing four times treatments by using describing pictures strategy could improve students' speaking skill. It could be seen the difference between the students' scores in the pre-test and post-test. In the pre-test, students most score was categorized as "failed", before they were taught descriptive text by using the describing pictures strategy. On the other hand, in the post-test, their highest score was categorized as "passed" after they were taught descriptive text by using the describing pictures strategy.

The highest score in the pre-test was 80 which was achieved by 1 student and the lowest score was 35 which was achieved by 1 student. The students had low achievement in the pre-test because they were not given adequate time to practice test questions. Therefore, when they did the test, they were surprised and confused. It could be seen in the pre-test score and 93% or 28 students out of 30 students who were categorised "failed" (see Appendix C). In addition, there were some factors that caused the students to "failed" in the pre-test. They didn't understand well about descriptive text and how to describe pictures. On the first day, the researcher explained material about descriptive text to students in front of the class such as the meaning of descriptive text, the structure of descriptive text, and examples of descriptive text. Then on the second day, the researcher explained descriptive text about cat. Then on the third day, the researcher explained descriptive text about bus. Then on the fourth day, the researcher explained descriptive text about my school.

CONCLUSION

It is significantly effective to teach speaking by using describing picture strategy to the seventh-grade students of Madrasah Tsanawiyah Qur'aniah Mataram

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