THE USE OF DESCRIBING PICTURES IN TEACHING SPEAKING TO THE SEVENTH GRADE STUDENTS

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Abstract

This research attempted to know about the use describing pictures in teaching speaking and to know about the students' speaking progress after implementing describing pictures in teaching speaking to the seventh grade students. Describing pictures can motivate the students to learn English and it can can help the teacher to make them interest and enjoy to learn especially speaking, According to Kidler and Huebner, "As a media pictures can help the teacher to make the students interest and enjoy to learn, especially English. Moreover, pictures can present the real situation". It is expected that the students can increase their speaking. Moreover, describing pictures can also be used to stimulate the students' imagination and to motivate them in learning English, especially in speaking progress.

Key words : *Describing pictures, teaching speaking*

Abstrak

Penelitian ini bertujuan untuk mengetahui penggunaan pendeskripsian gambar dalam pengajaran berbicara bahasa Inggris dan untuk mengetahui kemajuan kemampuan siswa dalam berbicara bahasa Inggris setelah diajarkan menggunakan media pendeskripsian gambar. Pendeskripsian gambar dapat memotifasi siswa untuk belajar bahasa Inggris dan juga dapat membantu guru untuk membuat siswa tertarik dan nyaman untuk belajar, terutama dalam berbicara, Menurut Kidler dan Huebner,"Sebagai media pembelajaran, gambar dapat membantu guru untuk membuat siswa tertarik dan nyaman untuk belajar, terutama bahasa Inggris. Terlebih lagi, gambar dapat menyajikan situasi yang nyata". Ini diharapkan bahwa siswa dapat meningkatkan kemampuan berbicara mereka. Serta, Pendeskripsian gambar dapat digunakan untuk merangsang imajinasi dan motifasi mereka untuk belajar bahasa Inggris, terutama dalam kemempuan berbicara.

Kata Kunci : *Pendeskripsian gambar, Mengajar bahasa Inggris*

Introduction

Speaking is one of important skill besides four other skill, teaching speaking very important for the students to improve their knowledge and communicative skill. 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). *Teaching Oral Communication in Grades K-8.* Boston: Allyn and Bacon).

While another expert, Theodore Huebner said "Language is essentially speech, and speech is basically communication by sounds". According to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages (Huebner, *Audio Visual Technique in Teaching Foreign Language*, 1990 : 5).

In learning speaking, the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is because lack of motivation to practice the second language, especially English in conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students. Interesting about the material, and the media among others including the technique in teaching English is the first can be motivated the students to learn English and many techniques can be applied to teach them including describing pictures.

The researcher chooses the describing pictures because Pictures are good visual aid in teaching learning in the classroom. According to Huebner (1990:37), " 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 to learn especially English. Moreover, pictures can present the real situation". It means that by using picture, the students can imagine the abstract to be real situation.

Findings and Discussions

In this research, the researcher used three kinds of instruments, namely observation, questionnaire and students' test. 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 condition.

Findings

- **Result of Analysis in the First Meeting.**

    It was the first time, the teacher used describing picture in teaching speaking in 7B class. In doing this activity, the teacher explained clearly but some of students still confused, and during teaching learning activity, they started to understand the use of describing picture in teaching speaking. The situation in the class was very enjoyable and some of students were interested to learn, even though the class became crowded. This technique could make students to start speaking in English. The teacher gave them several tests that consisted of vocabulary or mentioning word and pronoun.

Table 1.1

Aspect	Day 1			
student	Pronoun	Vocabulary	Grammar	Fluency
very poor	5	8	-	-
poor	25	18	-	-
Fair	7	10	-	-
Good	-	1	-	-
Very good	-	-	-	-
Total	37 students	37 students	-	-

According to the table 1.1 above, it could be seen for 37 students who got pronounce very poor: 5 students, poor 25 students, Fair: 7, Good: 0 and very good 0. For vocabulary, the results were very poor: 8 students, poor: 18 students, Fair: 10, Good: 1 student and very good 0. It meant that many students get lack of vocabulary or mentioning things in the picture and for

pronunciation, they still need correction. So, the teacher suggested them to bring dictionary in the next meeting.

- **Result of Analysis in the Second Meeting.**

    In the second meeting, the teacher explained it clearly and the students had understood with the material. The situation in the class was very enjoyable and actively even though the class became crowded. This technique could make students speak in English. Some students in 7B begun bravely to speak English The teacher gave the student tests that were vocabulary and pronunciation.

Tabel 1.2

Aspects A student	Day 2			
	Pronoun	Vocabulary	Grammar	Fluency
Very poor	14	18	-	-
Poor	18	12	-	-
Fair	-	2	-	-
Good	-	-	-	-
Very good	-	-	-	-
Total	32 Students	32 Students	-	-

According to the table 1.2 above, it could be seen for 32 students who got pronounce very poor: 0 students, poor 14 students, Fair: 18, Good: 0 and very good 0. For vocabulary, the results were very poor: 0 students, poor: 18 students, Fair: 12, Good: 2 students and very good 0. It meant that many students begun to be understood about vocabulary or in the mentioning thing in the picture and for pronunciation they still needed corrections but some students in 7B begun brave to speak English.

- **Result of Analysis in the Third Meeting.**

    In the third meeting, the teacher explained clearly and the students had understood with the material. The situation in the class was very enjoyable and actively even though the class became crowded. This technique could make students speak in English. In this meeting, the teacher gave the students challenge to make a simple tense from the words that had been

found by them. The students asked about grammar and the teacher gave them clue. They could choose one of kinds in grammar, like present tense, past tense, or future. After He explained and taught about the material, he gave them tests that consisted of vocabulary, fluency, pronunciation, and grammar.

Tabel 1.3

Aspects	Day 3			
Students	Pronoun	Vocabulary	Grammar	Fluency
very poor	-	-	5	-
poor	7	26	25	33
Fair	-	11	7	4
Good	30	-	-	-
Very good	-	-	-	-
Total	37 students	37 students	37 students	37 students

According to the table 1.3 above, it could be seen that for 37 students who got pronounce very poor: 0 students, poor: 7 students, Fair: 30, Good: 0 and very good 0. For grammar, the results were very poor: 5 students, poor: 25 students, Fair: 7, Good: 0 students and very good 0. For vocabulary, the results were very poor: 0 students, poor: 26 students, Fair: 11, Good: 0 students and very good 0. For Fluency, the results were very poor: 0 students, poor: 33 students, Fair: 4, Good: 0 students and very good 0. It meant that many students understood about vocabulary or in the mentioning thing in the picture and for pronunciation they begun correct, for grammar they needed corrections but some of them know about tenses.

- **Result of Analysis in the Fourth Meeting.**

In the next meeting, the teacher explained clearly and the students had understood with the material. The situation in the class was very enjoyable and actively even though the class became crowded. In this meeting, the teacher gave the student about test to make them more understand. He gave them tests that consisted of vocabulary, fluency, pronunciation, and grammar.

Tabel 1.4

Aspect	Day 4			
Students	Pronoun	Vocabulary	Grammar	Fluency
very poor	-	-	-	-
poor	-	-	-	-
Fair	29	17	30	34
Good	8	18	7	3
Very good	-	2	-	-
Total	37	37	37	37

According to the table 1.4 above it could be seen that for 37 students who got pronounce very poor: 0 students, poor: 0 students, Fair: 29 students, Good: 8 and very good 0. For grammar, very poor: 0 students, poor: 0 students, Fair: 30 students, Good: 7 students and very good 0 students. For vocabulary, the result was very poor: 0 students, poor: 0 students, Fair: 17 students, Good: 18 students and very good 2 students. For Fluency, the result was very poor: 0 students, poor: 0 students, Fair: 34 students, Good: 3 students and very good 0 students. The teacher still helped the students when they got difficulties and for this activity the observer helped the teacher to monitor the students. The result of the students' speaking progress after implementing the describing pictures was better than before. This technique was very useful to give contribution in teaching speaking and the students bravely to speak and they were not shy any more.

- **Result of questionnaire**

The result of questionnaire, for the students learning speaking using describing pictures has beneficial to show their ability in speaking English. In line with Gerlach, & Elly.(1994), it stated that "A picture is an excellent media in which this can be done pictures arouse play fullness to the students because pictures are interesting". Pictures are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the

students. It also can be used in creating situation for speaking classes more clearly.

- **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. In addition, the students could express their opinion or idea.

    Describing pictures was a valuable method to teach speaking for the students to speak up. Moreover, the 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 the topic. These errors were tolerated and seen as natural to outcome the student's progress in speaking.

Discussions

- **Discussions of Analysis Teaching – Learning Activities**

    In this part, it would be described about the result of the use of describing pictures in teaching speaking that was presented by the teacher and the students' responses toward the teaching speaking using Describing Pictures.

- **The use of Describing Pictures in teaching 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 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 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 correction. It was hoped that this method would run well. Through describing pictures, students had the same opportunities as much as the other did.

- **The students' speaking progress after implementing describing pictures in teaching speaking to the seventh grade of Junior High School.**

The result of the students' speaking progress after implementing the describing picture is better. This technique was very useful to give contribution in teaching speaking and the students brave to speak and did not shy any more. In addition, the students can increase their speaking ability. Moreover, describing pictures can also be used to stimulate the students' imagination and to motivate them in learning English.

Conclusion

The conclusion was drawn based on the real phenomenon seen by the researcher during the observation. The teacher's role in teaching learning process is very important. He can choose a suitable or method in his way of teaching. It is done in order to make the class more alive and enjoyable. So, in the speaking class the teacher can choose some techniques or methods like as pictures. This techniques or methods can be applied in teaching speaking in junior high school. These are the conclusion of the research through describing pictures as follows:

- 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 good techniques in teaching speaking in the large class. The teacher explained the method, its goal in teaching learning process and the students' progress. This method also gave many chances to the students in delivering their ideas and opinion to discuss about the topic and opinion in teaching learning process. The teaching speaking runs well. In addition, 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 in order to get activity run well.

- The students' speaking progress after implementing describing pictures in teaching speaking was known from the students' test result and questionnaire sheet. The result of the students' speaking progress after

implementing the describing picture is better. This technique was very useful to give contribution in teaching speaking and the students brave to speak and did not shy any more. 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 reluctant, shy or fear. They were did not only practice their speaking English but also could develop their social skill when they interacted with others.

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