

THE EFFECT DESCRIBE AND DRAW TECHNIQUE TOWARD STUDENTS' SPEAKING SKILL

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ABSTRACT

Speaking skill is one of the skill that students need to have. However, there are several factors that make students not master speaking, that was students feel ashamed to express opinions, afraid to making mistakes. One of them in students of MTsN 3 Indragiri Hilir. This problem be the background of the problem in this research. To find out the effect of dscribe and draw techniques, researchers used experimental research with pre-experimental designs. The data collection technique in this research was a test using oral test as instrument. The sample of this research was 25 students of VII MTsN 3 Indragiri Hilir. After getting the data using the oral test, the researcher found that describe and draw technique given effect on students' speaking skill, score of post-test (76.44) better then pre-test (66,32), and indicated by some factors, students more active, enjoy , brave. And with the result t-observed was 22.0 while the t-table was 2.06 to 5. % and 2.81 for 1%. The t-observed score was higher than t-table . Based on the result, H₀ (null hypothesis) is rejected and H₁ (alternative hypothesis) is accepted. It also means that describe and draw technique was given effect toward students' speaking skill at grade VII of MTsN 3 Indragiri Hilir in academic years 2020/2021.

Keyword: *Describe and draw Technique, Speaking Skill.*

INTRODUCTION

English is international language which is used by some countries, and this is very much needed. It is tool for verbal and written communication the notion of communicate is meant to understand and express information, thoughts, feelings, and develop science, technology and culture by using that language. It is given an important place in educational of Indonesia. There are four skills in English that you should be learned, such as listening, speaking, reading and writing.

One of the most important skills that students must mastered is speaking. Speaking skill will be needed in the future, and as the challenge the world of study or work. Speaking shows that the students to communicate their opinions, feelings, and

expression using English. For example when you are on holiday abroad, we can use it to communicate with others and it is also acceptable for all field work. It is an activity that is used in a daily communication.

According to Harmer (2007: 132) in Lorika Malasari (2018) speaking is an activity where the students have oppourtunities to active the various elemnts of language which means that they will be able to use words and pharases fluently without very much consiously. So, based on the explanation above, it can be concluded that speaking is a skill that people can do by using words, sentences and other elements, so that students can communicate well. Speaking is a set of sounds spoken by one and understood by other people. That means conveying thoughts or opinions. Speaking is a productive skill because it generates ideas, messages and suggestions and we need to practice.

Talking about MTsN 3 Indragiri Hilir, still many studentscan speak English, but don't want to speak. It happens because of many factors, like they are afraid of making mistake, lack of vocabulary, feeling embarrassed with friends such as students less active in learning. So, students can not express what they want to convey

Therefore, researcher used describe and draw techniques, to know the effect of the technique. Accoring to Harmer (1998) in Aliyah (2018) descibe and draw technique is a teaching which make students easier to descibe something and make learning proses more enjoyble and the can speak smootly. The speaker describes in enough detail for the listener to reproduce it accurately, the listener can not look at what the speaker is describing, the speaker can not look to see how well the listener is doing

LITERATURE REVIEW

1. Describe and draw Technique

Describe and draw technique, one of the techniques that can stimulate students to be more active in class, providing stimulate students can speak fluently, so that students can more express their ideas or opinions, all students can have opportunity to practice speaking in class. According to Harmer (1998) in Aliyah (2018) descibe and draw technique is a teaching which make students easier to descibe something and make learning proses more enjoyble and the can speak smootly. This technique can make

children more often communicate with friends, be active in learning, especially in speaking.

According to Harmer (2007) Nurita Tria Febriani (2018) says that describe and draw is a technique where a students describes a picture and classmates who are paired must draw without the same picture seeing the original. The technique of describing and drawing the teaching and learning process becomes more fun and makes it easier for students to describe something or train students to speak. In speaking, attractive image media can be used. This will make things even more interesting to talk about anything and can also be used in creating situations for clearer speaking classes.

2. Speaking Skill

Speaking is one of the abilities that must be possessed, with the ability to speak we can interact, provide or provide information to someone. Speaking is consists of producing systematic verbal utterances to convey meaning and oral skill. According to Brown (2004: 140), speaking is a productive skill that can be directly and empiricially. It means speaking is intercation directly to say something with another.

In speaking, it requires two or more people, so that we can exchange information, and also can express ideas with the other person, in communication or conversation, two people are exchanging information or they have a communication or conversation need. Harmer (2007) in M. Imam Marsyito (2014) also states that when speakers want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate speaking as an ability to converse or to express a sequence of ideas fluently.

3. The purpose of Speaking

Speaking is very important, one of which is to communicate. According (Tarigan, 2008: 30-36) in Hartati (2016) describe that speaking has many purposes, that are :

1. To inform

To inform means that the speaker wants to inform and share ideas, information, process feeling or opinion to the hearer and give knowledge as well in particular purpose. In thi case, the speaker just wants to inform about a fact.

2. To entertain

To entertain means that the speaker wants to make the hearer feels happy with the materials which are selected primarily based on their entertainment value. For example when the teacher told about story to students, the parents told the funny story to their children. By doing it, speaking will be more interesting to be heard by the listeners.

3. To persuade

To persuade means that the speaker tries to confirm the hearer to do something in certain activity. The teacher has to make a good teaching to the students by giving them example in delivering material. From the example, the students can be understand the mindset the lesson and be active to join the lesson. The activities need the actions to make the listener interested to perform the actions in which the speaker wants.

4. To discuss

To discuss means that the speaker wants to discuss something because the purpose of speaking is to make some decisions and planning. Discussion activity is believed to get more attention from the students because they have to solve a problem from the task which is given by the teacher

4. Type of Speaking

There are several types of speaking. According to Brown. H. Douglas (200: 271) shows that speaking can be related to five areas, namely:

1. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some.

2. Intensive

This is the students speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs

(group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, and the others.

3. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a kind of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful

4. Interactive

Interactive speaking is nearly similar to responsive speaking. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges or multiple participants. The interaction takes two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

5. Extensive

Teacher gives students extended monologues in the form of oral reports, summaries, and storytelling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

6. Transactional dialogue

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

5. Aspect of Speaking

According to Brown, (2004: 172-173) There are several aspects of speaking namely, Fluency, Comperhension, Grammar, Vocabulary, and Pronouncation

1. Pronunciation

It is the way for students to produce clearer language when they are speaking.

2. Grammar

It is needed for the students to arrange sentences in conversation both in written and oral forms.

3. Vocabulary

It is the knowledge of meaning of words.

4. Fluency

It is defined as the ability to speak communicatively, fluently and accurately.

5. Comprehension

The ability of knowledge and process stretches of discourse, to formulate representation of the sentence meaning.

RESEARCH METHOD

In this research used Pre-Experimental research design, with the one group pretest-posttest model that be supported by quantitative approach where according L.R Gay (2012) quantitative research is the collection and analysis of numerical data to describe, explain predict. And according to Hartono (2015) pre experimental research design is research without using a control class no other class will serve as a comparison class or control class (control group), as a comparison of the effectiveness of treatment in the form of application

This research was conducted in MTsN 3 Indragiri Hilir which is located in Teratai Street, Enok. The population was as well as the sample of this research 25 students grade seventh. It was held January-February 2021. Researcher used test to collect the data , pre-test before giving treatment and posttest after giving treatment.

Table 1. The Score Distribution of Speaking Skill

No.	Score Interval	Category
1	91 - 100	Excellent
2	81 - 90	Very good
3	71 - 80	Good
4	61_-70	fair
5	51 - 60	Poor

Adapted Oskarsson (1980) in Ulviana (2011)

FINDINGS AND DISCUSSION

Based on the data presentation, the researcher found out the data about students' speaking skill at the seven grade students of MTs N 3 Indragiri Hilir. The result of the pre-test of the students was 1,658 with mean score 66.32. The other word was still fair catagory. And

the result of the post-test of the students was 1,911 with mean score 76.44. The other word was good category or more detail it can be seen in the table below:

Table 2. Students' Scores in Pretest and Posttest

No	Students Score	
	Pre Test (X)	Post Test (Y)
1	69	79
2	60	76
3	67	77
4	64	78
5	67	78
6	67	77
7	63	76
8	65	78
9	66	75
10	68	77
11	69	75
12	67	76
13	66	77
14	67	76
15	66	76
16	65	77
17	66	77
18	68	76
19	66	77
20	69	76
21	65	75
22	68	76
23	66	75
24	68	76
25	68	75
Total	$\sum X = 1,658$	$\sum Y = 1,911$
Mean	66.32	76.44

Hypothesis Testing

This research answers the question about the effect describe and draw technique toward students speaking skill at MTsN 3 Indragiri Hilir. To get the answer of the question, researcher proposed alternative hypothesis (H0) and null hypothesis (H1) as bellow:

Ho = There was no significant effect of the implementation of describe and draw technique toward students' speaking skill.

H1 = There is a significant effect of the implementation of Describe and draw technique toward Students' speaking skill.

The criteria of hypothesis presentation stated that if t -observed greater (\geq) than t (table), null hypothesis was rejected and alternative hypothesis was accepted. On the other hand If t -observed was smaller ($<$) than (t table) null hypothesis is accepted and alternative Hypothesis is rejected. Based on the statistical calculation, the hypothesis result of the effect describes and draw technique toward students' speaking skill at VII grade of MTsN 3 Indragiri Hilir is:

$$\begin{aligned} t\text{-observed} &= (22.0) & t\text{-table} &= 5\% \ 2.06 \\ & & &= 1\% \ 2.81 \end{aligned}$$

The result, H_0 is rejected and H_1 is accepted. There was significant effect of implementation describe and draw technique toward students speaking skill.

CONCLUSION

Describe and draw technique is one of some technique can be used in teaching English especially, in speaking skill. Students can express their opinions, enjoy, and more active in learning. To know the effect of describe and draw technique toward students' speaking skill, the researcher conducted the research. After conducting the research in MTsN 3 Indragiri Hilir, the researcher found that t -observed is higher than t -table ($22.0 > 2.06$ or $22.0 > 2.81$) at the level of significant 5% or 1% with the degree freedom (df) = 24. It mean that null hypothesis was rejected (H_0) and the alternative hypothesis (H_1) is accepted. It also means that describe and draw technique was given effect toward students' speaking skill that studying descriptive text to VII grade students of MTsN 3 Indragiri Hilir. Based on the information above, it can be concluded that implementation of describe and draw technique toward students' speaking skill was applied well.

Some suggestions are offered for English teachers have to apply the Describe and Draw technique in learning to improve students speaking skill in teaching English; students should apply the describe and draw technique to solve their vocabulary. For example, making describe and draw activity after school with friends, so that can practice their speaking; and other researchers, it can be references to conduct a related research and to add and develop researcher's knowledge about development knowledge of various technicalities applied in teaching speaking in schools and will improve

students' speaking ability by using describe and draw technique and also can be an experience when teaching students.

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