

**IMPROVING STUDENTS' SPEAKING ACHIEVEMENT IN
DESCRIPTIVE TEXT BY APPLYING PICTURE IN THE SECOND
GRADE OF JUNIOR HIGH SCHOOL**

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Abstract

This research concerned with the improving students' speaking achievement in descriptive text by applying picture in the second grade of junior high school. The objective of the research was to find out whether applying picture improves the students' speaking achievement in descriptive text in the second grade of Junior High School. It was conducted by applying Classroom Action Research which was carried out in two cycles in six meetings. The subject of this research was the second grade students' class VIII of SMP Negeri 1 Kisaran which consisted of 36 students. The instrument for collecting data were speaking test, observation sheet, interview, and diary notes. The techniques for data analysis were quantitative and qualitative data. In analyzing data, the mean for the students' score in orientation test was 57.16, for the cycle I test was 68.63, and for the cycle II test was 79 and total percentage of the students who got improvement from the orientation test up to cycle II test was 85.72. The result of this research showed that by applying picture significantly improved students' speaking achievement in descriptive text.

Keywords: Descriptive Text, Picture, Students' Speaking Achievement

INTRODUCTION

There are four main skills in English. Those are reading, listening, speaking, and writing. Reading and listening are called receptive skill, in which people need the ability to receive written or spoken language when they do it.

While speaking and writing are called productive skill because when people do it, they need the ability to produce written or spoken language (Harmer, 1998:44).

Huebner Theodore said “ Language is essentially speech, and speech is basically communication by sounds”. And according to him, speaking is a skill used by someone in daily life communication whether at school or outside. It consists of competence in sending and receiving messages. Speaking itself is an interaction process between the speaker and listener. So, the students should have the ability to speak English in order that they can communicate with others.

Based on researcher’s experience in SMP Negeri 1 Kisaran, many students could not speak well. The students were not interested in speaking, speechless, and did not give attention to the teaching and learning process. The students also did not understand about the characteristics of Descriptive Text. They did not know and understand what Descriptive Text is actually and how to make Descriptive Text in using picture. This situation happened because the teacher did not use an interactive media that can help the students understand the lesson better. The teacher just asked their students to open the exercise book, read the task, and then do the exercise. This kind of teaching method did not enhance students’ learning process.

In this research, the writer chooses Descriptive text as the lesson topic to make the direct of speaking based on the text and context. Therefore, in this research, the writer tries to investigate “Improving Students’ Speaking Achievement in Descriptive Text by Applying Picture in the Second Grade of Junior High School”.

Based on the background of the research, the problem of this research is formulated in the form of question as stated below:

“How to improve students’ speaking achievement in descriptive text by applying picture in the second grade of Junior High School?”

The scope in this research is limited only for speaking in teaching of descriptive text while the media used is picture. The study is conducted by classroom action research.

The objective of this research is to find out whether applying picture improves the students' speaking achievement in descriptive text in the second grade of Junior High School.

The findings of this research are expected to be useful for:

- 1) The teacher to provide a better teaching strategy, especially teaching of descriptive text.
- 2) English learners to enlarge their knowledge to speak English and to improve their speaking achievement by applying picture.
- 3) The readers who want to improve their knowledge about teaching and learning speaking.

Based on Shady (<http://allinterview.com/Catagories/Engineering/Industrial-Engineering/Improving.htm>), improving is going through better work environment to reach. They are GOOD, BETTER, BEST.

- 1) Doing a work in a simple way is called good.
- 2) Doing a work in a different way but in a correct manner is called better.
- 3) Doing a work in a different way with a great quality and correctly is called "The Best".

Crossing these in a step by step process is called Improving.

In this study the students' achievement concerns in speaking. So, the students' speaking achievement is about the accomplishing goals of teaching and learning of speaking especially by effort, skill, courage, etc. that can be observed by seeing the students' performance in using English.

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. In addition, Hughes (2002:135) states that:

- 1) Speaking is fundamentally an interactive task.
- 2) Speaking happens under real-time processing constrains.
- 3) Speaking is more fundamentally linked to the individual who produces it than the written form is.

Thus, it is concluded that speaking is the cognitive, linguistic and motor skill to use language in expressing opinion, ideas, perception, and feeling interactively with other speaker(s) of language.

In teaching speaking, teacher should recognize to the students that speaking involves three areas of knowledge. They are:

- 1) Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.
- 2) Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).
- 3) Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

According to Knapp (2000), Descriptive text is a text that enables the categorization or classification of an almost infinite range of experiences, observations and allows us to know them either objectively or subjectively, depending on the learning area or intent of the writer. Students describe when they are:

- 1) Talking or writing about a picture.
- 2) Writing about a character or place in a story.
- 3) Reporting on an animal.

According to Hornby (1987:631) a picture can be painting, drawing, sketch, or any work art. The forms and size also vary according to the product of the work. Picture has been used in relation to the teaching of foreign language like English.

To know students' speaking achievement, there are some criteria that must be considered. Brown, D.(2001, pp. 406-407) stated that there five general components of rules of speaking such as the following:

1) Grammar

The examiner is looking for a wide range of grammatical structures used accurately and appropriately.

2) Vocabulary

The ability to use the word effectively and to appropriate register.

3) Comprehension

Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.

4) Fluency

Is to do with speech continuity, which is if you are able spoken at normal rates, without having to stop or hesitate to find words or grammar.

5) Pronunciation

Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.

METHODOLOGY

This research was conducted in the form of classroom action research. The subjects of this research were students of grade VIII SMP Negeri 1 Kisaran. This research was conducted in two cycles, Cycle I and Cycle II. Each cycle consisted of three meetings, thus making the whole cycles six meetings in total.

The data used in this research were the quantitative & qualitative data. The instruments for the data collection were diary notes, interview, and observation sheets, and speaking tests (Orientation Test, Test I and Test II).

RESULT AND DISCUSSION

In this research, six meetings were conducted and one of them was for orientation test. The writer gave speaking test in the end of each cycle. In orientation test, the students got low scores. But from the beginning of first cycle

until the end of second cycle of this research, the students' speaking achievement was improved.

The improvement of the students' achievement in speaking by applying picture can be also seen from the mean of the students' score in every cycle test. The mean of students' score in the first meeting was the lowest of all meetings (57.16). It was the test which was done before the treatment of picture given. The mean of the cycle I test was increased from 57.16 to 68.63. And in the cycle II test the mean of students' score increased from 68.63 to 79. It means that the students' achievement in speaking improved.

The students' achievement in those three treatments has variation. In the orientation test, the lowest score was 45 and the highest one was 78. In the cycle I test, the lowest score was 55 and the highest one was 81. In the cycle II test, the lowest score was 65 and the highest one was 93.

The students were said pass the lesson if they got score 70 or up. The percentage of students who got the point up to 70 also showed the improvement of students' score from the first to the last meeting. In the orientation test; there was 8.33 % (3 students) who got up to 70 point. In cycle I test, there was 52.77 % (19 students) who got up to 70 point. It means that there was an improvement about 44.44 %. In the cycle II test, there was 88.88 % (32 students) who got up to 70 point. There was an improvement about 36.11 % from the cycle I test to cycle II test. And 80.55 % from the orientation test to cycle II test. Most of the students' score increased from the orientation test to the cycle II test.

The findings of this research showed that picture was able to improve the students' speaking achievement in descriptive text. It was proved by the data, which showed that the mean of the students in second cycle (79) was higher than in the first cycle (68.63) and also in orientation test (57.16).

Interview, observation sheet, diary notes supported that the media was able to improve students' achievement in speaking. It was shown by students' comments and attitude toward speaking. They were enthusiastic each day, the mistakes became less and less. Even day by day they were active and excited in teaching learning process.

The teacher motivated students to give the best, asked the students to give questions if they did not understand about the picture or about the vocabulary. The teacher moved from one students to another students to make sure that all the students participate. The teacher admonished the students who could not control their voice directly.

As a reflection, in the next time the teacher should improve her ability in teaching descriptive text in speaking by applying picture and the students must be active in speaking their opinions. Most of the students improved their scores from the first cycle to second cycle even though there were some students who did not get score improvement.

CONCLUSION AND SUGGESTIONS

Based on the result of the research, the conclusions are drawn as follows: Firstly, There was a significant improvement of students' speaking ability in Descriptive Text by Applying Picture. It was showed by the mean of the students' score: orientation test (57.16), test I (68.63), and test II (79). Besides, the information of the observation sheet, interview, and diary notes indicate that there is improvement in students' achievement in speaking descriptive text. And the last was the students felt more enjoyable and interested in learning speaking in Descriptive Text by Applying Picture. It was showed by their enthusiasm in speaking in two cycles in their respond while they were asked about the material.

The result of the research shows that by applying picture improves the students' achievement in speaking. These following suggestions are offered:

- 1) To English teacher, it is better to use picture in teaching speaking in descriptive text because it can improve the students' achievement.
- 2) To the students', it is suggested to use relevant topic to conduct further research by applying picture.
- 3) To all readers, may this research will bring you into good understanding how to improve students' speaking achievement in descriptive text by applying picture.

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ARTIKEL

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**Telah Diverifikasi dan Dinyatakan Memenuhi Syarat untuk diunggah pada
Jurnal Online**

Medan, Maret 2013

Menyetujui

Editor Artikel

Pembimbing Skripsi

