THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY ON THE SPEAKING ABILITY OF JUNIOR HIGH SCHOOL STUDENT

Nia Margaretha*¹, Mai Zuniati*² , Umar Alfaruq A.H*³
niamargareta888@gmail.com*¹, maizuniati84@gmail.com*²,alfaruqedu@gmail.com*³
English Language Education
University of Ma'arif Lampung

ABSTRACT

The problems that hinder students from learning to speak English area lack of vocabulary, pronunciation, grammar, and interest. The aim of this study is to find out speaking ability and the implementation of describing pictures strategy. This research was a case study that obtained data from the English teacher and students in grade 8 of MTs (Islamic Junior High School) Ma'arif Roudlotut Tholibin Metro Lampung. In addition, the data were analyzed by using interactive data analysis namely data reduction, data presentation, and conclusion. The results found that the student's speaking abilityneeds to be guided and improved. Thus, describing pictures strategy was implemented to guide and improve students' speaking abilities especially in increasing vocabulary, and improving pronunciation, grammar, and interest. The essential finding lies in assisting the activity given by the teacher to the students in each stage of the strategy. This research implies that assisting students in learning English could lead to better results for the students. The teacher obtains analternative learning strategy in teaching speaking. Moreover, the students can improve their speaking ability.In addition,this research suggests further investigation in terms of examining this strategy to another language aspect so that more comprehensive results will be achieved.

INTRODUCTION

In teaching and learning English speaking is one of the most important skills. The topic of this research is English speaking. In today's world, English is a second language which is an international language. With the development of the times, everyone in Indonesia is obliged to learn English. All aspects of life use the international language,namely English. English has become a global language when interacting, connecting, and conveying information about the world. So that makes English a very important position(baiti latifa & elise muryanti, 2022).The aim of this study is to find out speaking ability and the implementation of describing pictures strategy. In addition, all aspects of the world already use English. Some of the obstacles faced by students during the process of teaching and learning English is the feeling of worry and fear of being wrong when they speak English. Furthermore, feelings of embarrassment arise when other students

pay attention to them when using English. And another obstacle is that students complain because they can't remember what they want to say. So they don't have the motivation to express themselves. This statement is supported by (Susanthi, 2020) who said that often students cannot say anything in front of the teacher because they choose topics they are not good at. The majority of people who learn English have the same reason that they learn to speak English to try to speak english. If there is a failure of learning to speak then the class will be boring, less interesting, less fun, and class quiet.

There are several studies that aim to improve speaking, one of which is a study entitled "The Implementation of Fishbowl Strategy in Teaching English Speaking". The aim of this research is to describe the procedure of fishbowl strategy in teaching speaking English(Yustiati & Azwan, n.d.). The similarity with this research is that they both examine speaking but the difference lies in the strategy and the research uses describing pictures strategy. According Solahudin (2009),the speaking learning model is divided into several types of club class, conversation on the way, discussions group, and describing pictures(Pratiwi & Ayu, 2020a). Picture is one of the effective strategies in teaching writing because the implementation of this strategy is combined with writing process approach and the four teaching and learning stages (Ajunge, n.d.). Series of pictures have some advantages in teaching writing. According to Solahudin(2009) showing or describing pictures is useful for training students in imagination and retell. For pictures used must be appropiate to the student's level and visible to students, Harmer(Muzaro'ah et al., n.d.).

So far, researchers have made observations about the implementation of describing pictures in MTs. (Islamic Junior High School) Ma'arifRoudlotutTholibin Metro Lampung That way, the researcher chooses the technique of describing pictures in teaching speak, because with this technique students will be able to express their ideas are easier and they can reflect on the pictures they see.To assist teachers in carrying out instructions and achieving material objectives, they can use several teaching materials as a source of teaching and learning activities in class (Ayu, M, 2018) can be applied to teach students to speak English using interesting materials, media, and many techniques. Can be used in teaching english in first thing that can motivate students to learn English one of them is describing pictures strategy.

LITERATURE RIVIEW
The Concept Of Teaching Learning
Teaching Learning English
Teaching is the teacher's job. Teaching can also be interpreted as an activity related to children that results in the learning process or any effort that can create a conducive situation aimed at learning activities for students(Ichsan, 2016). According Hamalik, teaching is a process of applying knowledge to students and managing conditions to create a calm environment for students to learn(Pryatna et al., 2020).

All aspects of life using the international language,namely english. English has become a global language when interacting, connecting, and conveying information about the world. So that makes English has a very important position(baiti latifa & elise muryanti, 2022). In Indonesia, English is called an

International language that is indirectly the strongest in the educational world. Why is it so, since most science and technology in any field is written in English, so English or foreign language will provide a way for indonesians to spread and develop science on Indonesia(Alfarisy, 2021a).So, teaching speaking is giving instruction to a person in order to communicate.

Teaching Learning English in SMP/MTs.

In this day and age, the science that must be learned is English. Because around us the use of English is already a lot. Therefore, in order to understand it, we must be able to master it(Singestecia et al., 2018). In this industrial revolution 4.0, mastery of foreign languages, especially English will be the door of the goal so that the Indonesian people can interact as citizens of the world. In a copy of the attachment of the minister of education and culture number 69 of 2013 explains that " external challenges are among others related to the flow of globalization and various issues related to environtmental problems, technological and information advances, the rise of creative and cultural industries and the developmentof education at the international level." From this this basis, the basic competence of Junior and Senior High School English subjects is the opportunity to learn English as the language of intruction for international communication which is carried out in the spirit of learning(Alfarisy, 2021b).

The purpose of English subjects is to improve communication compentence so that graduates can speak and read all English literacy. English subjects for SMP/MTs are targeted so that students can reach a functional level that can be useful in their lives both in terms of oral communication and written communication(2018). English subjects improved in Junior High School are compulsory subjects and English is included as subjects during the national exam(Erlianti et al., 2021). Then, teaching learning english in SMP is a compulsory subject.

The Concept of Speaking

Before the discussion about speaking begins, it is necesary to have a clear understanding of speaking. What is speaking? Why is, to many people speaking difficult? What is necessity of teaching speaking to the students? And what kinds of activities can teachers of speaking do in classroom? Such questions will be more specifically discussed in this section.

Understanding Speaking

One of the important speaking skills that must be mastered is speaking. Speaking is all activities carried out to convey ideas orally (Yuiarty & Purwanto, 2019). (Rahman Hakim, 2018) Babies begin to understand the speaker's facial expressions, tone of voice and hand signals since the baby is 3 months old (Azizah, 2017). At the age of 7-12 months the child shows his movements to express his desire. Then at the age of 18 months they have started to use one syllable and the age of 2 years the child is able to assemble a sentence of 2 words the child begins to have a longer dialogue at the age of more that 3 years(Kurniati, 2017).

Speaking can be said as process of interacting with other people. Burns and Joyce also suggests that children can be done in a way such as asking someone about something they want to ask someone else to to expand their government, explaining to him, expressing a form of social process with the people around him and exchanging information. Ideas with

What makes speaking difficult

According Marsis and Anisa to Alvika dkk (2019) said, every child who is normal or experiencing normal growth gets a language, namely the mother tongue in the early days of his life, unless there is a disturbance in the child(Puspita et al., 2019). Language skills in different children there are those who are able to speak perfectly and there are also children who are unable speak perfectly. According Chaer to Riska, there are 2 causes of language disorders, the first being disorders due to medical factors, namely disorders due to abnormalities in brain function or abnormalities in speech tools. The second is due to environmental factors such as being excluded or isolated from the community's living environment(Damayanti, n.d.). Many students feel insecure because their learning is still traditional, namely one-way communication, students also find it difficult to memorize the vocabulaty contained in english, so the are embarrassed to speak English by adding vocabulaty(Dewi & Zuniati, 2021).

Thus foreign language learners should pay special attention to these factors because these factors can experience understanding when learning to speak. The key to a good relationship in each individual is communication, everyone is expected to undrestand what is conveyed by the sender of the message through communication both verbally and in writing(Selani, n.d.). In learning a language, especially English, children will usually have difficulty in speaking. The causes of speaking difficulties are the difficulty of expressing ideas verbally, lack o masteryof grammar, not understanding sbout the process and lack of courage for fear of making mistakes(Sari, 2019).

The purpose of teaching speaking skill based on the curriculum

The Education Unit Level Curriculum (KTSP) is an educational curriculum designed and realized in each education unit in Indonesia. KTSP is legally mandated by mandated by law number 20 of 2005 concerning the national education system which is described in government regulation number 19 of 2005 concerning national education standards, graduate competency standards, educators and education personnel standarads, facilities and infrastructure standards, management standards, financing standards and educational assessment standards, but now the KTSP curriculum is refined into the 2013 curriculum(Zaini, n.d.).

The purpose of the 2013 curriculum is tp prepare to live as citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the nation, state and world civilization(Sriwahyuni, 2016). In the selection of teaching materials must be considered because teaching materials must be abke to really encourage the achievement of learning objectives, namely competency standards and basic competencies, then the selection of teaching materials must be related to these two goals(Romansyah, 2016). In the process of learning English, there are several types of media and learning resources can help students in the contextual English learning process. The main focus in learning regional English a communication, communication is interpersonal, transactional and functional communication both orally and in writing because the media and learning resources are only as aids(Sriwahyuni, 2016).

Speaking activities in the classroom

An international language that has an important role in aspects of world life is English. The main skills in english there are 4, namely speaking, reading, writing, and listening. The basic foundation for developing reading, writing, and listening skills is speaking. Because speaking is oral communication and is an important component in learning english(Rahman Hakim, 2018). Speaking activities in the classroom, a teacher usually determines the topic, distributes turns, gives feedback and asks questions.

Teaching and learning activities do not only lie with the teacher but students also participate in these activities. Learning is a teaching and learning interaction process whose purpose is to overcome student boredom(Rahmat, 2018).Then the teacher can use any learning method so that learning activities make students not bored, such as the teacher ordering students to hear and read the dialogue and then practice with a partner listening to the dialogue, listening or reading. And ask a partner, make sentences, and memorize vocabulary.

English speaking ability

One of the important speaking skills that must be mastered is speaking. Speaking is all activities carried out to convey ideas orally (Yuiarty & Purwanto, 2019). Speaking is the delivery of ideas and information in various conditions orally (Pratiwi & Ayu, 2020b). It can be concluded that speaking is a process of conveying ideas and thoughts orally. Language is a means of communication. Language is also reffered to as a tool to covey something. Therefore, language has an important role in communicating and interacting language and communication have a close realtionship so that both are reflected in the definition of language.In Indonesian, English is a foreign language that is usually studied in schools and is useful for communicating with foreign people. The main communication medium for the British public, Canada, Australia, and many other countries, uses English(Chairina, 2019). English is an international language that is useful for connecting people with the world in various aspects(Megawati, 2016). The Ministry of National Education spitulates that all Indonesian students must have the ability to understand and express information, thoughts, feeling, and develop science, technology, and culture using English both orally and in writing(Naiborhu, 2019). Therefore, English is an important language which is included as an international language in the world.

The Concept of Picture
All Kinds of Pictures

There are 5 types of pictures, namely: Flash card,Large wall pictures, Cue cards, A photo or illustration, and Projected slides. First Flash card, flash card is a small card that is used to dig into water, grammar, recognize different sentences or learn vocabulary. Second Large wall pictures,with large and clear pictures can be used by the teacher to get students' attention. Third Cue cards, Cue card is a small card whose function is to work in groups or in pairs. A cue card is used by the teacher to provoke students to say a sentence. Fourth A photo or illustration, a photo or illustration is a photo that shows a situation and condition of the person who is acting this photo can be found in books, newspapers, magazines and so on. And the last Projected slides, projected slides are usually used by the teacher when teaching in the multimedia class of the field, the teacher also uses a slide projector to make the picture look bigger(ANGGIA, 2018).

Definition of Describing Pictures

One of the learning activities in learning English is to describe pictures. In this lesson students must describe the picture in front of the class and each student is entitled to one picture and must be able to describe it. One of the objectives of this activity is to train students to express their imagination and tell stories by speaking english(As'ad, 2019). Picture is one of the effective strategies in teaching writing because the implementation of this strategy is combined with writing process approach and the four teaching and learning stages. Series of pictures have some advantages in teaching writing (Ajunge, n.d.).

First, pictures can translate abstract ideas into more realistic form. Second, pictures are easily obtained, for example, from schoolbooks, newspaper, and magazine. Third, pictures are usable in different kinds of academic levels. Fourth, pictures can save the teacher times and energy(Ajunge, n.d.). Showing or describing pictures is useful for training students in imagination and retell. For pictures used must be appropiate to the student's level and visible to students (Muzaro'ah et al., n.d.).

Procedure of describing pictures

Describing pictures is a method that is very easy to apply in class. If students learn to use the five senses, they can express something with their five senses. Students can use their eyes to see pictures, use their ears to hear what their partner is saying, use their mouths to describe pictures. Implementating language learning applications in English classes could improve students' self-reliance skills. The following are the steps to describe the picture according: teacher prepares a picture that fits the subject matter, the teacher asks the students to check the accuracy of the picture, the teacher divides the group how come, the teacher asks all group members to write vocabulary according to the picture, than, each group makes sentences and write them on the blackboard, and after that each group describes the picture by speaking English in front of class, and the last conclution(Pratiwi & Ayu, 2020c).

RESEARCH METHOD

The type of research used by the researcher is qualitative research. Qualitative research is a descriptive research method using analysis, reffering to data, using existing theories as supporting material, and generating theories(A. Hasyim & Puspita, 2021). The purpose of qualitative research is to describe events in a case(Gumilang, 2016). This research uses a case study research model. Then, qualitative research in a case study aim to delve into its discourse via various information sources(mega apriliyana, 2021). The research subject is the main resource person who can provide the required data information or become a target in a study. The subject in this study was Mrs. Marfu'atul Hasanah, S. Pd as an English teacher at MTs. Roudlotut Tholibin and the students 8th grade at MTs. MA'ARIF ROUDLOTUT THOLIBIN METRO.

Data collecting method that researchers use are observation and interview. The observation method is a method or method of collecting information or data which is carried out by conducting systematic observation and recordings of the phenomena that are being targeted for observation(Universitas Islam Negeri Sunan Kalijaga, Yogyakarta & Mania, 2008). The observation method is used to observe directly about to implementation describing pictures strategy to on the

English speaking ability (A Case Study at class VIII MTs. Roudlotut Tholibin). An interview is a meeting of two people to exchange information and ideas through question and answer, so that they can contribute to a particular topic(Prof. Dr. Sugiyono, 2017). The interview used by the researchers is a guided free interview, namely the interview method carried out by bringing guideliners which are only an outline of the things to be asked. Regarding this, the reseracher asked questions to the parties concerned, such as subject teachers and students. Those who will be interviewed to this researcher are subject teachers and students. Interviews can be conducted through structured interviews, unstructured interviews and can be face-to-face or by telephone.

Data anlysis technique is the process in the process of collecting data systematically to facilitate researchers in obtaining conclusions. Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes , and other materials so that they can be easily understood and the findings can be informed to others. Qualitative data analysis in inductive, namely analysis based on the data obtained. The analysis consists of three streams of activities that occur simultancously, namely : data reduction, data presentation, conclution drawing/verification.Data reduction is defined as the process of seleting, focusing on simplifying, abstracting, and transforming rough data that emerges from written notes in the field. Data reducting takes place continously as long as a qualitative research-orented project takes places.After the data is reduced, then the next step is to display the data. The presentation of this data can be done in the form of tables, graphs, pictograms and the like. Through the presentation of the data, the data is organized, arranged in a pattern of relationships so that it will be easier to understand. Than, the conclusion drawn in this qualitative research is new findings that have never exited before. These findings can be in the form of a description or description of an object that was previously unclear, so that it is investigated into a clearer relationship and can be in the form of a hypothetical or theortical relationship(Prof. Dr. Sugiyono, 2017)

FINDING AND DISCUSSION

After the researchers conducted interviews and observations the researchers found 65% of the speaking ability of grade 8 MTs. Roudlotut Tholibin was quite good and 35% of grade 8 MTs. Roudlotut Tholibin needed guidance. Based on interviews with students there are several factors that hinder them :
a. lack of vocabulary in students
b. don't know the correct pronounciation
c. afraid the grammar doesn't match
d. Low interest in learning English
The following is a conversation transcript of students and researchers :

Subject	Trancription
R	Do you like learning English ?
S1	Do not like it much mrs.
S2	For me, actually like it but because my vocabulary is less, so I don't understand mrs.
R	What difficulties did you experience when learning English ?
S1	Many mrs, starting from dislike because they don't know the meaning and don't know how to pronounce it correctly mrs.

| S2 | Emmmm, I don,t understand how to compose English sentences correctly and I,m embarrassed because when I want to say it I,m afraid of being wrong and afraid of being laughed at by my classmates. |

Sample of the interview's trancript (Balqis Azizah Ali and Maria Ulfa)

The diagram below shows the percentage of students' English speaking ability in grade 8 MTs. Roudlotut Tholibin Metro.

Figure 1. Students' Speaking Ability
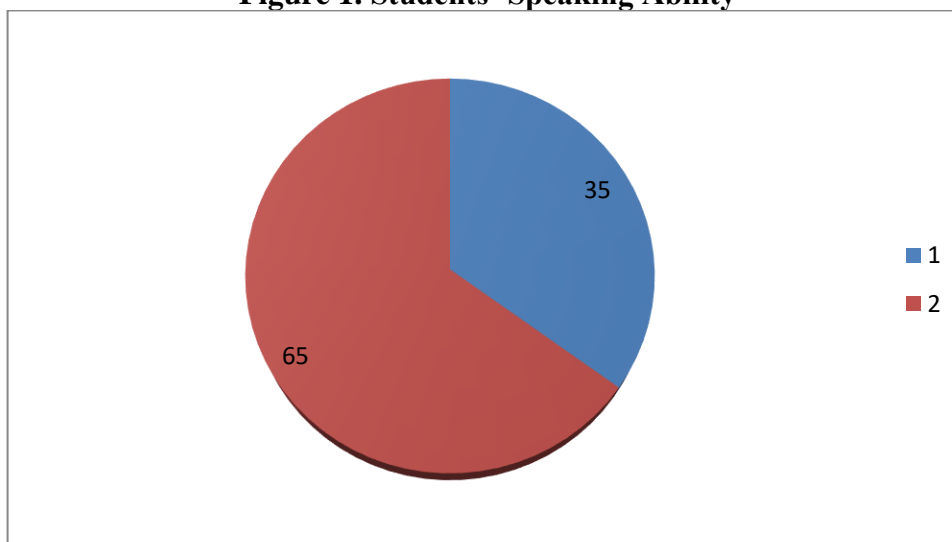
Based on the results of learning observations in the field using the strategy of describing pictures at MTs. Roudlotut Tholibin went well. The material presented in learning is to describe something with pictures. The strategy meeting describes the image applied in 1x meeting. The objectives achieved at this meeting are to find out the ability to speak english in grade 8 and to find out the application of the strategy to describe pictures in grade 8. Before starting the lesson the teacher opens with greetings, prays to start learning then checks presence. The teacher also tells about the purpose learning objectives, materials, core compentencies, indicators and KKM at the ongoing meeting the teacher also seemed to master the learning material describing pictures.

The researchers saw that learning in class was going well. The teacher manages the class well and uses aids in the form of pictures and acts as a facilitator in helping overcome students' difficulties as well as explaining and giving examokes of material describing pictures. The teachers divides students into several groups and then gives pictures to each group, asks groups to compare pictures and mentions comparisons of pictures using english alternately. When students mention the comparisons in the pictures, there are some students who have difficulty prouncing English, the sentence structure is not quite right, and lack vocabulary. But the teacher still helps so that students still want to learn. Learning is completed on time, the teacher ends by giving criticism and suggestions the concluding and telling participants about the material to be discussed next week then praying and greeting. After the researcher observes learning in class the strategy of describing pictures can help reduce the factors that hinder students learning english.

First is lack of vocabulary. Lack of vocabulary in students can hinder students from learning English, especially speaking. In the strategy conducted by the teacher, the students were encourage to find the vocabulary of the picture. They were asked to mention the vocabulary related to the picture. This activity allows the students to find the vocabulary. The students' vocabularies were gradually increased. The more vocabulary students know, the easier it is for students to learn to speak English. So, the solution is that the teacher has to provide more pictures that contain English vocabulary. Second is the students don't know the correct pronounciation. One of the factors that hinders students learning to speak English is not knowing the correct pronounciation. This obstacle can make students feel embarassed when they want to say it, because if they say it wrong, all students will laugh at it. However this strategy allows the students to get guidance from the teacher whenever they were not sure with the pronunciation. The teacher immediately corrects the students pronunciation when they mispronounced it. This way ofcourse make the students to learn to pronounce the words correctly. The students will gradually know the correct pronounciation of the vocabulary from the teacher. Therefore, the guidance from the teacher is essential part in this strategy to avoid mispronunciation made by the students.

Third, the students were afraid that their the grammar doesn't match with the speaking topic. This is also an obstacle for students who are learning English. Based on interviews, the reason was fear. It is because they did not know how to arrange sentences corectly, they were afraid that what should be placed at the beginning upside down was placed at the end. However, in this describing picture strategy,the teacher guides the students when they got problem in making the sentence based on the picture they got. The teacher corrects their sentence. This activity allows the students to know the correct structure of the sentence. The teacher also motivates the students to not afraid in learning English. Fourth, the students had low interest in learning English. According to interview data, many students said that they did not like english for various reasons. The students argued that English is not really important since it is not used in their daily communication. The teacher motivates the students to keep learning English and put her effort in making learning English as fun as possible.

From the findings and discussion above, it is obvious that assisting the students in many activity will create better result for the students. Describing Picture Strategy is one of common and essential strategy, when it is conducted correctly, the students will get comprehensive learning of English. Assiting the students in each stage of describing picture stategy will help the students understand English language. The teacher assists the students in knowing the vocabulary, producing correct pronunciation of the vocabulary and composing correct structure of sentence based on the vocabulary they learned. The teacher conducts the strategy in interesting way, by motivating and supporting the students to learn step by step so they show good progress in learning english.

Conclusion

The implementation of the strategy of describing pictures in class 8 MTs. Roudlotut Tholibin Metro helps the students understand the vocabularies, their pronunciation and sentence construction. Based on the finding and discussion above 65% of the students' speaking ability was quite good and 35% needed

guidance.It can be concluded that the strategy of describing pictures helps to reduce the obstacles that occur in grade 8 students MTs. Roudlotut Tholibin Metro. This strategy helps the students to increase their vocabulary, improve their pronunciation, improve their grammar especially in constructing the sentence and improve their interest in learning english. The emphasis of this strategy lies on assistance from the teacher for each stage of the procedure. This research implies that assisting the students in learning english could lead better result for the students. However, there are some areas that are not investigated yet so the researchers suggest other researchers to examine this strategy experimentally in other language aspect to see whether it is proved that the keypoint of assistance really helpful in improving students' English language skill.

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