

**IMPLEMENTING DESCRIBE AND DRAW TECHNIQUE TO IMPROVE
STUDENTS' ABILITY IN SPEAKING
(A Classroom Action Research at Eight Grade Students of SMP Negeri 36
Mukomuko in the Academic Year 2017/2018)**

THESIS

**Submitted as a Partial Requirements for the Degree of *Sarjana* (S.Pd)
In Study Program of English Education**



By :

RIRIN NURJANAH

NIM : 131 623 1495

**STUDY PROGRAM OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TADRIS
STATE INSTITUTE OF ISLAMIC STUDIES (IAIN)BENGKULU
2019**



**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Jl. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax. (0736) 51771 Bengkulu

RATIFICATION

This is to certify the *Sarjana* thesis entitled **"IMPLEMENTING DESCRIBE AND DRAW TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN SPEAKING"** (*A Classroom Action Research at Eight Grade Students of SMP Negeri 36 Mukomuko in the Academic Year 2017/2018*) by Ririn Nurjanah has been approved by the Board of Thesis Examiners as the requirement for the degree of *Sarjana* in State Institute For Islamic Studies (IAIN) Bengkulu.

Chairwoman
Nurlaili, M.Pd.I
NIP. 197507022000032002

Secretary
Dedi Efrizal, M.Pd
NIDN. 2013129001

Examiner I
Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001

Examiner II
Deti Lismayanti, M.Hum
NIP. 197712222009012006

Bengkulu, July 2019

**Approved by the Dean of Tarbiyah and Tadris Faculty
IAIN Bengkulu**



Dr. Zubaedi, M.Ag., M.Pd
NIP. 196903081996031005



**KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI BENGKULU
FAKULTAS TARBIYAH DAN TADRIS**

Jl. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax. (0736) 51771 Bengkulu

ADVISOR SHEET

Subject : Thesis of Ririn Nurjanah
NIM : 1316231495

To : The Dean of Tarbiyah and Tadris Faculty
IAIN Bengkulu
In Bengkulu

Assalamu'alaikum Wr. Wb

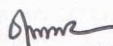
After reading thoroughly and giving necessary advice, herewith as the advisors,
we state that the thesis of:

Name : Ririn Nurjanah
NIM : 131 623 1495
Title : Implementing Describe and Draw Technique to Improve
Students' Ability in Speaking (A Classroom Action
Research at Eight Grade Students of SMP Negeri 36
Mukomuko in the Academic Year 2017/2018)

Has already fulfilled the requirements to be presented before The Board of
Examiners (Munaqosyah) to gain Bachelor Degree in IAIN Bengkulu. Thank you
for the attention.

Wassalamu'alaikum Wr. Wb

First Advisor


Dr. Syamsul Rizal, M.Pd
NIP. 196901291999031001

Bengkulu,.....

Second Advisor


Dr. H. An Akbariono, M.Pd
NIP. 197509252001121004

PRONOUNCEMENT

Name : Ririn Nurjanah
NIM : 131 623 1495
Study Program : Tadris Bahasa Inggris (TBI)
Faculty : Tarbiyah and Tadris

The Researcher hereby sincerely state that the thesis titled “**Implementing Describe and Draw Technique to Improve Students’ Ability in Speaking (A Classroom Action Research at Eight Grade Students of SMP Negeri 36 Mukomuko in the Academic Year 2017/2018)**” is the researcher real masterpiece. The things out of the researcher masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that this thesis has discrepancies, the researcher is willing to take the academic sanctions in the form of repealing this thesis and academic degree.

Bengkulu, 2018
Stated by



Ririn Nurjanah
NIM : 131 623 1495

MOTTOS

”Al Waqiah”

“Good Habits for a Great Life”

“Never underestimate the power of your mind to change your destiny”

DEDICATIONS

This thesis is dedicated to:

1. Allah SWT, as the only of my God, the researcher would like to say Alhamdulillah to Allah SWT, who has given me blessing, healthy, strongness, and believeness, in finishing this thesis.
2. My beloved parents, father (Sunardi) and mother (Jaenah) thank you for your support advice, suggest, give the motivation and pray to God for all i have done to reach my future life. Do you know how wide the sky is? I love you all more than that, mom and dad.
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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus researcher would like to express her deepest thanks to all those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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5. Dr. Ali Akbarjono, M.Pd., as the second advisor for her precious advices, corrections and help to revise the mistake during the entire process of writing this thesis
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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Bengkulu, 2018

The Researcher

RIRIN NURJANAH
NIM : 1316231495

ABSTRACT

Ririn Nurjanah. 2018.

Implementing Describe and Draw Technique to Improve Students' Ability in Speaking (A Classroom Action Research at Eight Grade Students of SMP Negeri 36 Mukomuko in the Academic Year 2017/2018).

Thesis. English Letters Study Program, Islamic Education and Tadris Faculty.

Advisors: 1. Dr. Syamsul Rizal, M.Pd, 2. Dr. Ali Akbarjono, M.Pd.

Key words: *Describe and Draw Technique, Speaking.*

The main purpose of this study is to find out whether there is improvement of students' speaking ability at eight grade students of SMP Negeri 36 Mukomuko in the academic year 2017/2018. Almost of students at SMP Negeri 36 Mukomuko has difficulties in speaking ability. The main problem was difficult that happen during teaching and learning speaking process. Most of them felt difficult to speak English well. It was caused by many factors. In conducting this research, the researcher use classroom action research (CAR) as the method of the research. She taught English speaking using describe and draw technique at SMP Negeri 36 Mukomuko. This research consist of two cycles, consisting of four phases: planning, action, observation, reflection. Each cycle was conducted in three meetings, so the researcher conducted this research in six meetings for one month and five days. To collect and analyze the data, the researcher use observation, interview, documentation and test the students achievements in pre test and post test in order to support the data collected. The result of this research shows that using describe and draw technique at eight grade students of SMP Negeri 36 Mukomuko can improve their speaking. The students responses showed that they were interested in learning speaking throught describe and draw technique. Moreover, the students in pre test and post test showed a significant improvement. The students mean score in pre test 55,24, the mean score of post test I was 64,76, and the mean score post II was 73,52. From this result, the researcher conclude that describe and draw technique at eight grade students of SMP Negeri 36 Mukomuko in the academic year 2017/2018 can improve students' ability in speaking.

ABSTRAK

Ririn Nurjanah. 2018.

Implementing Describe and Draw Technique to Improve Students' Ability in Speaking (A Classroom Action Research at Eight Grade Students of SMP Negeri 36 Mukomuko in the Academic Year 2017/2018). Skripsi. Tadris Bahasa Inggris. Fakultas Tarbiyah dan Tadris

Pembimbing : 1. Dr. Syamsul Rizal, M.Pd, 2. Dr. Ali Akbarjono, M.Pd.

Kata Kunci : *Describe and Draw Technique, Speaking*

Tujuan utama dari penelitian ini adalah untuk mengetahui apakah ada peningkatan kemampuan berbicara siswa pada kelas VIII SMP Negeri 36 Mukomuko pada tahun akademik 2017/2018. Hampir semua siswa di SMP Negeri 36 Mukomuko memiliki kesulitan dalam kemampuan berbicara. Masalah utama adalah kesulitan yang terjadi selama proses mengajar dan belajar berbicara. Sebagian besar dari mereka merasa sulit untuk berbahasa Inggris dengan baik. Hal ini disebabkan oleh banyak faktor. Didalam menuntun penelitian ini, peneliti menggunakan classroom action research (CAR) sebagai metode penelitian. Dia mengajar berbicara dalam bahasa Inggris di SMP Negeri 36 Mukomuko. Penelitian ini terdiri dari dua siklus, terdiri dari empat fase yaitu: perencanaan, tindakan, observasi, dan refleksi. Masing-masing siklus terdiri dari tiga pertemuan, sehingga peneliti menuntun penelitian ini dalam enam kali pertemuan selama satu bulan lima hari. Untuk mengumpulkan dan menganalisa data, peneliti menggunakan observasi, interview, documentation, dan test menggunakan prestasi siswa dalam pre test dan post test agar mendukung data-data yang telah dikumpulkan. Hasil dari penelitian ini menunjukkan bahwa penggunaan describe and draw technique di SMP Negeri 36 Mukomuko bisa meningkatkan berbicara mereka, respon siswa menunjukkan peningkatan yang signifikan. Rata-rata nilai siswa dalam pre test adalah 55,24, rata-rata siswa dalam post test I adalah 64,76, dan rata-rata post test II adalah 73,52. Dari hasil ini menyimpulkan bahwa penggunaan describe and draw technique di SMP Negeri 36 Mukomuko di Tahun Akademik 2017/2018 bisa meningkatkan kemampuan siswa dalam berbicara.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is a means of communication with the fellow of human being. Here, it is not used for daily conversation but also in education, research and science both speak and write. Considering those function of language, people study language both formal or in class and informal or out side the class. It is support by Sri, language is conveying our minds, opinions, sense and emotions to other people.¹

English is one International language, which has an important role around the world in many aspect of life. And also, it is widely used in mass media and oral communication as means of exchanging information including science, education, and technology reasons. In fact, most of people from all over the world used English for their communication. Based on paul, English education help enable them to fight for the independence of their countries and them get their ideas on freedom and self government.²

In Indonesia where English is neither the second language. It also teach as the first foreign language for practical necessary used of communication. English language is teach at elementary school, junior high school, senior high school until in university. It means, English is

¹Sreekumar, S., & Sajitha, M. A. (2011). *Language & linguistics*. India: SDE. P. 5.

²Verghese, C. P. (2007). *Teaching english as second language*. New Delhi: Sterling. P. 2.

quite significant for Indonesia in the future. And also the government always makes efforts to improve the quality of English teaching.

In learning English, there are four important skills that students have to be mastered. They are listening, speaking, reading, and writing. Here the following discussion in this research is mainly focused on speaking. Thus, it is a process in which a speaker tries to speak or tell what is in mind correctly. Besides that, speaking is a communication process because the language learner must be able to express their mind and feel when they are speaking. Based on Sari, this makes them an important object of assessment as well and speaking skills are an important part of the curriculum in language teaching.³

The other side speaking is an interaction process among people. It means, the achievement of good speaking activity is when the people who interact can understand each other. Therefore, transferring information also can be easy to get the purpose of speaking by expressing of ideas and conveying of messages to listener.

To get the objective data, the researcher did preliminary research by observation, on November, 29th 2017 at eight grade students of SMP Negeri 36 Mukomuko. Based on result of the observation, researcher found some problems on students' speaking ability, namely; mark of the students' English speaking score was low. It was shown by students' score ability in English score test which was low with the mean score of 55,24

³Luoma, S. (2009). *Assessing speaking*. New York: Cambridge University Press. P. 1.

but the KKM (criteria based curriculum) of English lesson in that school is 70,00. Proven, when the teacher asked the students to understand speak up the group of the word, they were still confused and the teacher asked them to replay the teachers' pronounce. Another problem is most of the students were lack of vocabularies. Proven, they felt difficult to speak English well. students were afraid of making mistakes. Proven, they consider if they made some mistake, the teacher would be angry and their friends would laugh at them. The students were lack of practice. It was because they were shy to speak freely. Another problem is the process of teaching and learning seems less interesting, where teachers taught English only used one technique in learning, so students feel bear and not motivation in learning English.⁴

Beside the observation, the researcher also did the interview one of the English teacher in SMP Negeri 36 Mukomuko. He said that students' speaking ability at eight grade students of SMP Negeri 36 Mukomuko were still low. It was caused by there was nothing development in learning English, and facility in learning English was not supported enough, so they got low motivation.⁵

Therefore, it is important to focus on teaching learning technique to solve their problems. As we know, there are many technique in teaching

⁴Students of SMP Negeri 36 Mukomuko, on November, 29th 2017 in Academic Year 2017/2018.

⁵Almasri, English Teacher of SMP Negeri 36 Mukomuko, on November, 29th 2017 in Academic Year 2017/2018.

speaking for example ask and answer, describe and draw, discussion, guessing, remembering, role play, and English debate. Describe and draw technique is where one student describes a picture and pair classmate has to draw the same picture without looking at the original. Thus, this technique is to make students easier to describe something, and make learner process more enjoyable. Here, pictures are one of the visual aids that can be used in teaching speaking. Therefore, it makes something more interesting for the students. It also can be used in creating situation for speaking classess more clearly.

The reason why the researcher choose SMP Negeri 36 Mukomuko because the researcher believe that using the describe and draw technique can improve students' ability in speaking. In the describe and draw techniques focus on students to express their ideas while speaking or drawing. So, they have the opportunity of communicating in the target language of topic discussed in order to the students feel more enjoy in speaking.

Based on the problems, the researcher feel necessary to conduct this research to get technique in the Implementing Describe and Draw Technique to Improve Students Ability in Speaking (A Classroom Action Research at Eight Grade Students of SMP Negeri 36 Mukomuko in the Academic Year 2017/2018).

B. Identification of Problem

Based on the background above, the problems could be identified as follows: (a) mark of students were low; (b) the students were lack of vocabularies; (c) the students were afraid of making mistakes; (d) the students were lack of practice; (e) the students were low of motivation; (f) the process of teaching English teacher seems less interesting.

C. Limitation of Problem

The limitation of this research focused on Implementing Describe and Draw Technique to Improve Students' Ability in Speaking (A Classroom Action Research at Eight Grade Students of SMP Negeri 36 Mukomuko in Academic Year 2017/2018).

D. Research Question

Based on the limitation of the problems, the research question formulated as follow: How can the implementing describe and draw technique improve students' ability in speaking at the eight grade students of SMP Negeri 36 Mukomuko?

E. Objective of Research

The objective of this research was to find out how describe and draw technique could improve students' speaking ability at eighth grade of SMP Negeri 36 Mukomuko.

F. Significance of Research

The result of this research could be contributed some benefits for students, teachers, school and for the other researcher. Here are benefits:

1. Students

The students could be motivated students to increase their interest in learning English since they would found out that learning English is not always difficult to learn. Other than that, their improvement of interest in learning English would help them English well. And thus increase their Speaking skill.

2. Teachers

The teacher could given them a description about how to teach and to motivate the students to learn about English especially in speaking learning. And thus, the used of technique, in this context “describe and draw technique” would be a good alternative or variation in teaching speaking, where it would make the students enjoy following the lesson.

3. School

The researcher hopes that from this research could gave input for school about the using of describe and draw technique in teaching English speaking and could be useful for the students in general.

4. Other Researchers

It could gave the view to the other researchers that the research had contribution in teaching speaking.

G. Definition of Key Terms

1. Speaking is a proficiency of using the language orally. It means that how the students explore their ideas in speak language. It is a way of students in sharing and giving their idea without feeling fear or

mistake or embarrasse. It means that whenever or wherever the students are not be feeling afraid of anything to speak or to practice their English.

2. Describe and draw technique is where one student describes a picture and pair has to draw the same picture without looking at the original. 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.

CHAPTER II

LITERATURE REVIEW

A. Definition of Speaking

Speaking skill is an ability to express opinion, teach and feel to other people both directly and indirectly. It is productive skill that must be mastered by the students in learning language in order to be good communicator.

Some definition of speaking is state by some experts. They are *first*; speaking is consists of producing systematic verbal utterances to convey meaning and a productive aural / oral skill.⁶ It means that it is an ability of producing a language orally; *second*, speaking is effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test and productive skill that can be directly and empirically observed, those observations are invariably color by the accuracy.⁷ In speaking activities, the speaker and interlocutor have to understand with each other; *third*, speaking is at that time the skill is learn and a language skill which is develop on children's life before listening skill.⁸

⁶ Mart, C. T. (2012). Developing speaking skill through reading. *International Journal of English Linguistics*. 2 (6), 91.

⁷ Brown, H. D. (2004). *Language assessment principles and classroom practices*. United States of America: Longman. P. 140.

⁸ Tarigan, H. G. (2008). *Berbicara sebagai suatu keterampilan bahasa*. Bandung: Angkasa Bandung. P. 3.

Fourth, speaking is one of the main elements of communication. In EFL teaching, this is an aspect that requires special attention and instruction. To provide effective teaching, it is necessary for EFL teachers to carefully examine the factors, conditions, and components that underlie speaking effectiveness.⁹

Based on the definition of speaking above it can be concluded that speaking can be describe into some skill oral communication. It is one of the verbal utterances to convey the meaning and one of media to interacting with other people. It is a way of students in sharing and giving their idea without feeling fear or mistake or embarrassed. It means that whenever or wherever the students are not be feeling afraid of anything to speak or to practice their English.

B. Characteristics of Speaking

Speaking skill is seen as some what difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention an accuracy or fluency.

According to Dunkel, Flowerdew & Miller, Richards and Ur, there are characteristics of speak language could make oral performance easy as

⁹ Richards, J. C., & Renandya, W. A. (2002). *Methodology in language teaching an anthology of current practice*. New York: Cambridge University Press. P. 210.

well as in some cases difficult. They are as follows:¹⁰ (1) Clustering, learners can organize their output both cognitively and physically through such clustering. (2) Redundancy, the speaker has an opportunity to make meaning clearer through the redundancy of language. (3) Reduced forms, contractions, elisions, reduced vowels, etc and all form special problem in teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them. (4) Performance variables, one of advantages of speak language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections.

(5) Colloquial language, make sure your students are reasonably well acquainted with the word, idioms, and phrases of colloquial language and that they get practice in producing these forms. (6) Rate of delivery, one of our tasks in teaching speak English is to help learners achieve an acceptable speed along with other attributes of fluency. (7) Stress, rhythm, and intonation, this is the most important characteristic of English pronunciation. It is intonation patterns convey important messages. (8) Interaction, as noted in the previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.

¹⁰ Brown, H. D. (2007). *Teaching by principle an interactive approach to language pedagogy*. (3rd ed). San Francisco: Longman. P. 304-306

This analysis shows how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the speak language in the classroom, he/she needs them to take part in a process where not only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are make clear. For example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

C. Function of Speaking

In speaking activity students are hoped to be able in communicating with other people because through speaking ability the students can express their ideas and know more about the information they need.

Various efforts have been made to classify speech functions in human interactions. Brown and Yule in Richards (2008) make a useful difference between interactional speaking functions (where it functions to build and maintain social relations), and transactional functions (which focus on the exchange of information).¹¹

In this research, the researcher explain three function of speaking that usually used in both inside and outside classroom, based on Brown and Yule's framework of speaking. They are *first*, speaking as interaction, this refers to what we normally mean by "conversation" describes

¹¹ Richards, J. C. (2008). *Teaching listening and speaking from theory to practice*. New York: Cambridge University Press. P. 21-27.

interaction which serves a primarily social function. When students meet their friends, they exchange greeting, engage in small talk, recount recent experiences about teaching and learning process in classroom, and so on because they wish to be friendly and to establish a comfortable zone of interaction with other.

Second, speaking as transaction, this type of speaking refers to situation where the focus is on what is said or do. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. Brown and Yule distinguish two different types of speaking as transaction. They are as follow: (a) situations where the focus is on giving and receiving information and where the participants focus primarily on what is said and received, (b) transactions which focus on obtaining goods or services.

Third, speaking as performance, this refers to public speaking that is, speaking which transmits information before audiences such as morning conversation, public announcements, and speech. Speaking as performance tends to be in the form of monolog rather than dialog often follows a recognizable format and is closer to written language than a conversational language. Similarly, it is often evaluated according to its effectiveness or impact to the listener, something which is unlikely to happen with speaking interaction or transaction.

D. Factors to be Successful in Speaking

In speaking achievement there are five elements that students have to use. They are pronunciation, grammar, vocabulary, fluency and comprehension. It should be remembered this assistant response is very cultural specific, and is not prized by speaker in many other languages communities.

As Harris in Kusuma (2012) stated that those five items as follows:¹² (1) Pronunciation, it include the segmental features-vowels and consonants and the stress and intonation patterns. (2) Grammar, it was one of three English components and also one of speaking abilities to support and help students to was a good achievement in communicating well. (3) Vocabulary, it was one of five speaking achievement components, which has an important role in English speaking ability. (4) Fluency, the students can be called mastered of English or have a good achievement in English if they can speak fluently. It means the students' fluency in English as a sign that they are master of English. (5) Comprehension, it was ability to understand. Comprehension here was closely related to good pronunciation, mastering grammar well, has a great deal with vocabularies and fluency too. The five factor of speaking achievment above have important role in speaking. By mastering all the factors, people can produce good speech.

¹² Kusuma, F. W. (2012). *Improving students' speaking ability through story telling*. Unpublished thesis, Bengkulu: Faculty of Tarbiyah STAIN Bengkulu. P. 12.

No language skill is so difficult to assess with precision as speaking achievement, and for this reason it seemed wise to defer our consideration of oral production tests until last. Moreover, some of the problems involved in the evaluation of speaking skill occur in other forms of language testing. Like other skills, speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates.

E. Types of Classroom Speaking Performance

With the obvious connection between listening and speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom:¹³ (1) Imitative, a very limited part of speaking time in class can be legitimately spent to produce a “human record” speech, where, for example, students practice an intonation contour or try to determine a particular vocal sound. This type of imitation is done not for the purpose of meaningful interaction, but to focus on certain elements of the form of language. (2) Intensive, intensive speaking goes beyond an imitative step to include speaking performance designed to practice some phonological or grammatical aspect of language. Intensive speaking can be an initiative on its own, or it can even form paired work activities, where students “learn” certain forms of language. (3) Responsive, lots of student speeches in responsive classes: short answers

¹³ Brown, Op. Cit. P. 327-330

to teacher-student questions or comments. This reply is usually sufficient and does not extend to dialogue.

(4) Transactional (dialogue), transactional language carried out for the purpose of conveying or exchanging certain information, is an extension of responsive language. (5) Interpersonal (dialogue), the mention in the previous form of conversation is chapter on interpersonal dialogue, carry out is more for the purpose of maintaining social relationships than for information and transmission of facts. The relationship between the interlocutor, casual style, and sarcasm is the linguistic code in this conversation and learners need to learn how these features. (6) Extensive (monologue), finally, extensive monologue in the form of oral reports, summaries, or perhaps a short speech to be given to students at intermediate to advanced level. Here the register is more deliberative and formal. This monologue can be a plan or impromptu.

F. Teaching Speaking

1. The Aims of Teaching Speaking

The aims of teaching speaking are produce the English speech sound and sound pattern, use words and sentences stress, intonation pattern and rhythm of the second language, select the appropriate words and sentence according to the proper setting, audience, situation and subject matter, organize their though in a meaningful and logical sequence, use language as a means of expressing values and

judgments, use the language quickly and confidently with natural pauses which is called fluency.

There are many problems in teaching speaking. It is about how ask to speak up in the class. They are namely; first, inhibition, some degree or real-time exposure to the audience is needed when speaking; second, nothing to say, even if they are not inhibited prevent you often hear learners complain that they can not think of anything to say; third, low or uneven participation, only one participant could talk at a one time if he or she was to be heard and in a large group; fourth, mother-tongue use, in classes where all, or a number of, the learners share some mother tongue, they may tend to use it.¹⁴

The students in learning English must recognize problems and their causes in speaking. By doing so, the students are expected to avoid the problems of speaking in order to be able to speak fluently and correctly.

2. The Activities in Teaching Speaking

In teaching English there are many activities. They are as follows:¹⁵ (1) Information gaps (elementary/intermediate), two speakers have different information sections. It is a useful activity in which one person has information that the other lacks. (2) Survey (elementary), one way to providing conversation and opinion exchange

¹⁴Ur, P. (2009). *A course in language teaching practice and theory*. New York: Cambridge University Press. P. 121.

¹⁵Harmer, J. (2001). *How to teach english*. England: Longman. P. 88- 92.

is to get students to conduct questionnaires and surveys. (3) Discussion (Intermediate/upper intermediate), most teachers hope that they would be able to organize discussions in their classroom, especially if the exchange of opinions triggers the use of language fluently spontaneously. (4) Role-play (upper intermediate/advance), this is an activity where students are asked to act accordingly and imagine that they are in different situation.

G. The Definition of Describe and Draw Technique

According to Harmer in Huda (2015) for various communication activities, pictures are very useful especially when they have games such as describe and draw. Where classmates in pairs must draw the same picture without seeing the original and one student describes a picture. Beside that, describe and draw technique is make learner process more enjoyable and to make students easier to describe something. Here, in teaching speaking one can use visual aids, namely pictures. It makes something more interesting to talk. This can also be used in creating a situation for a clearer speaking class.¹⁶

According to Harmer, describe and draw technique is where one student has a picture that he or she can not show to his or her partner (teacher sometimes like to use surreal paintings of empty doors on the beach, trains coming out of fireplaces etc). What the couple has to do is

¹⁶Huda, F. (2015). Teaching speaking using describe and draw technique. *Journal of Cakrawala Pendidikan Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan*. 17 (2), 160.

draw a picture without seeing the original, so that the person who has the picture would give instructions and descriptions, and the ‘artist’ would ask questions.¹⁷

Beside that, describe and draw technique many give highly motivating (if use only very occasionally), there is a real purpose for the communication taking place (the information gap, completion of the task), and almost any language can be use.

In the book *Asyik Belajar Dengan Pakem: Bahasa Inggris*, describe and draw technique is draw a series of objects or geometric shapes (house, animal, creatures of imagination, triangles, etc) on a piece of paper. Hide the image so students can not see it. Then give verbal instructions gradually to the students to draw the same picture. Make this activity more student centere by asking students to be painter/artist who directs his friend to draw the same as he or she is drawing. Remind students to drawing objects or objects that can be describe. Encourage students to ask the painter to repeat or clarifying information that is not clear. This activity can also do in pairs or in groups.¹⁸

¹⁷Harmer, Op. Cit, p. 88

¹⁸USAID. (2006). *Asyik belajar dengan pakem bahasa inggri*. Jakarta: Managing Basic Education. P. 26-27

H. The Procedures Using Describe and Draw Technique

The procedures or steps using describe and draw technique are as follows:¹⁹ *First*, who speaks and who listens is determined. Then, the listener has a pencil and paper then the speaker has a diagram. *Second*, the speaker explains in sufficient detail that the listener can accurately reproduce the diagram. The speaker can not look to see how well the listener is doing and the listener can not look at what the speaker is describing. *Third*, when done, place the two diagrams next to each other and make corrections, swap roles and try another. *Fourth*, back later to the first diagram, but with the speaker and listener's role reversed.

If students' sayings are not good enough, students can draw several shapes and place them in a certain position. Images would not be displayed to others. After that, the students write it down first if necessary and make a picture description.

I. Implementing Teaching Speaking Using Describe and Draw Technique

There are three activities in implementing speaking in the class, those are pre speaking, while speaking, and post speaking:²⁰

1. Pre Speaking

Pre speaking activity is useful for prepare speaking. Along prepare speaking, teacher can decide purpose and prepare before the materials

¹⁹Percival, S. (2005). *The practical guide to revision techniques. (1st ed)*. Great Britain: Network Educational Press. P. 36-38

²⁰*Ibid.*

of speaking. It is very important to prepare and decide the background knowledge or overall meaning as describe and draw technique. So, the students must know what is good and what is the purpose of understanding speaking. In the describe and draw technique, students must actively speak and draw what is describe. Teacher have a role to choose who is to speak and who is to listen. The speaker has the diagram and the listener has a pencil and paper.

2. While Speaking

While speaking is the speaker describes the diagram in enough detail for the listener to reproduce it accurately. The listener can not look at what the speaker describing, the speaker can not look to see how well the listener is doing.

3. Post Speaking

Post speaking in implementing describe and draw technique is when students finish put the two diagrams next to each other and make any corrections, the swap roles and try a different one. Expect that, teacher should comment on what they have been talking about and describe. Thus, in learning to speak, students gain general knowledge about the topics and vocabulary use in speaking. This exercise is very important to sharpen students' ability in speaking.

J. Some Related Previous Studies

In doing research, it is necessary to enclose review of previous studies to avoid replication. Some similar studie as have been conduct to

find out the implementation of describe and draw to improve mastery English speaking.

The first previous study was the study that have done by Feri Huda, “Teaching Speaking Using Describe and Draw Technique at STKIP PGRI Blitar in 2015.” In this research, the students’ problems in learning speak such as feeling embarrassed to speak, having low motivation, lacking confidence, feeling afraid of making mistakes etc. Actually, they understand about topic or speaking material but they are difficult to share and express their ideas to others. Based on the above problems the writer discusses one of good techniques to teach speaking. This is describe and draw technique. The technique has many elements of speech activity that are ideal and provide high motivation if used properly. And it has a real purpose for communication that occurs and almost all languages can be used. After the research applied describe and draw technique, the learners could more motived. In conclusion, describe and draw technique helped the learners to develop their speaking skill.²¹

The second previous study was the study have done by Ferli Angga Pratama, et.al, “ Implementing Listen and Draw Technique to Improve Students’ Listening Comprehension to Second Grade Students of SMP Negeri 3 Terbanggi Besar Lampung Tengah in Academic Year of 2013/2014.” The purpose of this research was to investigate whether the use of implementing listen and draw technique can improve students’

²¹Huda, F. Op. Cit. P.157

listening comprehension. This research applied a pre-experimental design, namely the design of one group of pre-test and post-test conducted in one class. The researcher found that teaching listening can be used in listening and draw techniques. The result of the mean students' score indicate that students' improves from 69,05 up to 85,95. Researchers suggests English teachers to use listen and draw technique as a medium in teaching and learning activities. In conclusion that there is a significant positive improvement of using listen and draw technique to improve students' listening comprehension of the second grade at SMP Negeri 3 Terbanggi Besar Lampung Tengah.²²

The previous studies are discussing about the utilizing technique as technique to teaching technique. But, here the writer provides further contribution in term of exploiting describe and draw to enhance students speaking. It means describe and draw technique can be implement as teaching technique to improve and increase students speaking.

²²Pratama, F. A., Sukirlan, M., & Suka, R. G. (2016). Implementing listen and draw technique to improve students' listening comprehension. *Journal Article*, 5 (1), 1.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher applied Classroom Action Research (CAR) with cycle model. This research was expected to improve eight year students' ability in speaking by implementing describe and draw technique. According to Arikunto in Hartini (2015) CAR is consist of three words, those are classroom, action, research.²³ CAR is a reflection in the form of action on lerning activities that are deliberately raise and occur in a class. In line with the ideas David Hopkins, a Classroom Action Research is a form of self-reflective in quiry under taken by participants in a social (including educational) situation in order to improve the rationality and justice of their own social or educational practices, their understanding of these practices and the situations in which practices are carried out.²⁴

Classroom Action Research is one of some descriptive researcher with aims to solve some problems in right now situation. In generally, CAR is a research in fact situation to search problem solving. This CAR research used for repair situation.²⁵ CAR is qualitative research although the data which is collective is quantitative where the text is words

²³Hartini, R. (2015). *Penelitian tindak kelas(PTK)*. Bengkulu: IAIN Bengkulu. P. 3

²⁴Kunandar. (2008). *Langkah mudah penelitian tindak kelas*. Jakarta: Rajawali Pers. P. 45-46

²⁵Sam's, R. H. (2010). *Model penelitian tindak kelas*. Yogyakarta: Teras. P. 5

descriptive, the research is prior instrument to collective data, process is important such as product. Attention researcher is focused on the understanding an event or effect of the research. Classroom Action Research has aim, that is to develop some skills or new phenomenological way and to solve problems with direct applying in world work or another actual world.²⁶ Therefore, a classroom action research is intend to solve problem in a classroom, in this research the problem encountered by eight year students of SMP Negeri 36 Mukomuko.

B. Setting of the Research

There was no population and sample in an action research, but it was known as setting of the research. It was a place where the research was conducted. Furthermore, the setting of the research was at SMP Negeri 36 Mukomuko which located on the road of Air Hitam, Mukomuko, Bengkulu Utara.

C. Subject of the Research

The researcher would conducted this research at the eighth grade students of SMP Negeri 36 Mukomuko in academic year 2017/2018. Subject of the research was consisted of 21 students: 7 males and 14 females. At this school, the students were rarely learning speaking when studying English. So, speaking activities were not common for the students. Because of that, we need to found suitable technique such as describe and draw technique to improve their speaking ability

²⁶Narbuko, C., & Achmadi, H. A. (2010). *Metodologi penelitian*. Jakarta: Bumi Aksara.

D. Instrument of the Research

In conducting the research, the research would use some research instruments that support each other. It would be in forms of: check list, guide interview list, documentation, and speaking test.

1. Check List

Check list was an instrument that serves as a tool in collecting the necessary data, it could be a closed list of contents, then the respondent keeps a check on the answer column.

2. Guide Interview List

Guide interview list was a tool used to obtain data description in the purpose of research by means of question and answer between the interviewer with the respondent, in this case question and answer do systematically, was planned, and refers to the purpose of research conduct. In this case the interviewer wants to know some information from the principal, English teachers and students about the teaching and learning process of English.

3. Documentation

Documentation was some information such as the students' attendance list and students' score list. Those all would be needed. To support this, photograph would be used. It is one of instruments in which capture the activities in the classroom.

4. Speaking Test

Test was a process to measure students' ability and knowledge about the material was given. In this research, the test divide two stages that were pre-test and post-test. Pre-test was held to find out achievement at the starting point or before the treatment. Treatment, in this research the research would conduct a treatment through describe and draw technique. While, post-test would be aim to see the improvement or different achievement after teach speaking skill through describe and draw technique. In this study researcher used the speaking test in his study as an instrument for collecting data. This test is a post test every cycle. There are 5 images that must be described. There are fruits, animals, plants, parts of the body, parts of the house, buildings, vegetables, work, transportation. The researcher took this item based on a book that was relevant to the material given to students during the teaching and learning process at this researcher. Research also focused on 5 criteria, namely: pronunciation, grammar, vocabulary, fluency, and comprehension.

E. Technique in Collecting the Data

The data collection activities would be conducted through several steps. First, the researcher would fulfill some formal administrative procedures to get the school principal's permission to conduct the research. As soon as the permission was given, the researcher would come to the school to make an appointment of collecting data. To collect the

data that was need, the researcher would do these several technique. The data was collected by observation, interview, documentation, and test:

1. Observation

Observation would useful to gain the information about the condition of the teaching and learning process in the classroom. This observation was in form of mini observation or interview guidance for teacher. Observation in this research was conducted at the initial stage of this research that was at the time of pre-research.

2. Interview

The researcher asked the teachers to know students' difficulties in English speaking, students' condition involving in English class activity, and the describe and draw technique used by the teacher in teaching English speaking.

3. Documentation

Documentation would act of the supplying of documents or reference. The aim of documentation would to show activities do during teaching and learning process in speaking skill. The researcher would print in some information such as the students' attendance list and students' score list. Beside, the important moment during the research would needed to be captured. The photograph would useful as supporting evidences for the research.

4. Test

In conducting this research, the researcher would use a speaking test and blank sheet, then student A was asked to describe and student B draw what was described. The test describes what was used to measure competencies, knowledge, intelligence, and talent, abilities possessed by individuals or groups.

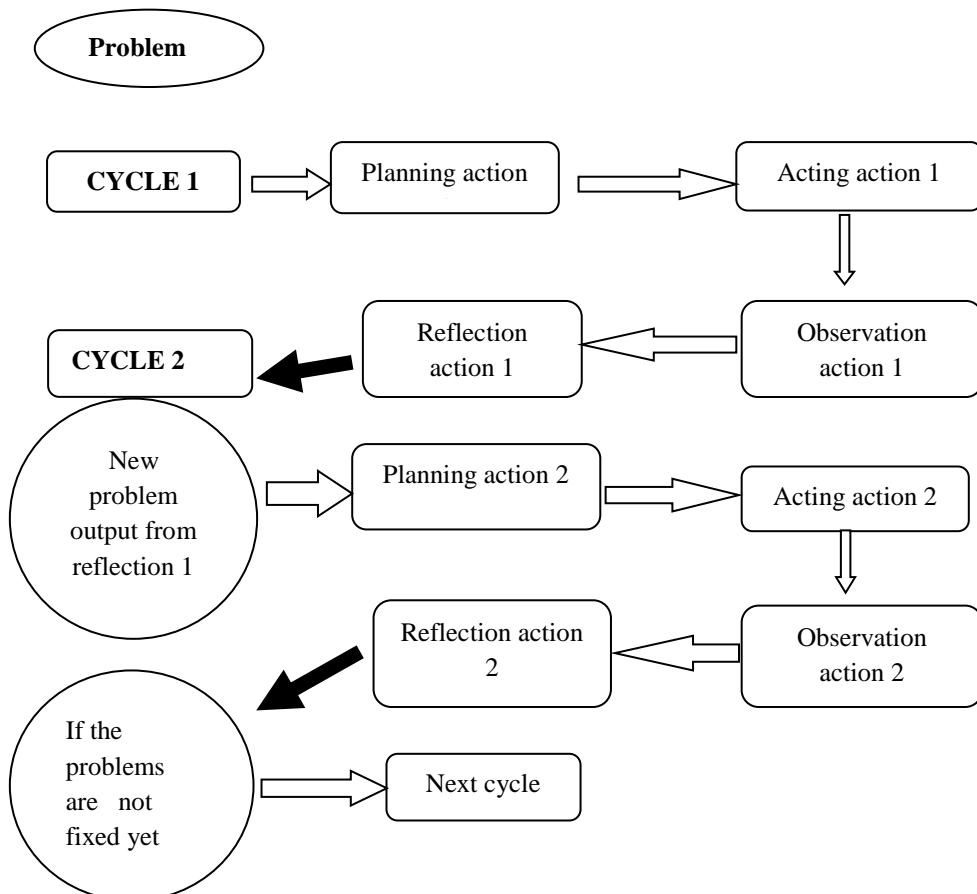
F. Research Procedures

Systematic procedure was important for a research in order all the steps could be done in correct sequences. The procedures were start from pre-test, and the treatments in some cycles which focused on the process of solving problem and making students' improvement.

The design of classroom action research based on Kemmis and Taggart was illustrated in the following figure:²⁷

²⁷Sam's. Op. Cit. P.73

Figure 3.1
Design of Classroom Action Research



The figure 3.1, above could be explain as the following description:

1. Pre-test

Pre-test was activity that the researcher does before implement the action. In this stage, the researcher gave a pre-test to the students in form of speaking test by using instrument which was been preparing by the researcher. The aim of the pre-test was used to know the initial score of the students' ability in exploration speaking before they got some actions from the researcher by using describe and draw technique.

2. Actions

Actions were a set of process of giving some treatments to the students in order to solve their problems and making some improvement in their skills. Based on chart 1, the steps could be developed as follows:

Cycle 1

a. Planning

Planning was the first activity in the action that the researcher did to prepare everything to make the lesson more structured. Some activities should be researcher did in the planning stage are: (1) Identifying the issue to be change. It means that the researcher were discussion with the teacher about the students' condition and discussion with the students about their usual habit of learning activities; (2) Informing: the research informed the prepared lesson plan, class, documentation, blank sheet, and anything; (3) Organizing: the researcher organized some kinds of activities which were regarded very important for research development.

b. Acting

a) Pre-Activity

In pre-activity the researcher acted the action before started to teach speaking to the students, such as: (1) The researcher gave greeting to the students. (2) The researcher checked

attendance of the students. (3) The researcher gave knowledge related to the topics which were to be discussed.

b) Whilst Activity

In whilst activity, the researcher carried out the process of teaching and learning activity through describe and draw technique:

1. Pre Speaking: (a) The researcher explained about describe and draw technique, describe technique was focus on the describe an already creat picture and draw technique was focus on drawing as describe. (b) The researcher gave the paper of exercises to the students in the class. (c) The researcher asked to the students to draw some shapes and could place them in certain positions. The picture should not be show to others. (d) The researcher asked the students to make a description of the picture and write it down first if it was necessary. (e) The researcher asked students to pair or group. (f) The researcher asked the readiness for students to start doing the exercises decrbe and draw.
2. While Speaking: (a) The researcher asked the student to tell the picture or read the descriptions make, while the other students listen and draw. (b) The researcher asked the student to repeated procedure with other students.

3. Post Speaking: (a) After all students describe and draw. Then, the picture was checked whether it was the same as or not with the picture that had been describe. (b) The researcher gave comments from what they were describe and draw. (c) The researcher asked to the students to conclude the meaning of the words from the context of describe.

c) Post Activity

The students were given test and asked them to did the test that related with topic. After the students finish in did the test, the teacher asked the students the difficulties they might face during the learning process then the teacher concluded the lesson.

c. Observation

Observation was the researcher's activity to analyze the result of the action. In other word, in this stage, the researcher collected data from the action and planning that had been prepare, include all of what the students do in the classroom during the action based on observation instrument that made by the researcher.

d. Reflection

Reflection in this stage was the researcher's activity to evaluate the first cycle of the process. The researcher evaluated the action that had been given to the students, included evaluation about

quality, quantity, time, student's score, and everything. In this process, the researcher had to do as an improvement in the next cycle based on the result and experience in the cycle one in order to give significant progress in the process of teaching and learning during the action.

Cycle 2

In cycle two would be held as well as the first cycle, and it was based on the result of the cycle one.

G. Technique of Data Analysis

In analysis the data of this research, the researcher used speaking test. There were two tests, pre-test and post-test that the researcher gave the pre-test and post-test of this research. The research consists of six meetings. They were being two steps, first the data gain from the post-test from cycle 1 and cycle 2. Second, the researcher was applied describe and draw technique to improve students' ability in speaking. In every cycle, it gave a test for measure to improve the students. Third, the students got post-test. Then the researcher compares them in order to know the result of this study.

1. Analyzing Data of Pre-Test and Post-Test

After collecting, the data is analyzed by the researcher in steps below. Knowing the students' individual score, by the formula:

$$S = \frac{\textit{Score of acquisition}}{\textit{Maximum score}} \times 100$$

Where:

S : score

(Kunandar, 2013)

Then after the researcher know the score the researcher want to know percentage test completeness by students. The researcher used the formula as follow:

$$p = \frac{f}{N} \times 100\%$$

f : frequency

N : total of frequencies

p : percentage number

(Sudijono, 2015)

After that, the researcher want to know the mean score by students, the researcher used the following formula:

$$M = \frac{\sum x}{N}$$

where:

M = mean score

$\sum x$ = final score

N = the number of students

(Sudijono, 2015)

After that, to investigate the improvement make by the students, the researcher used the following formula:

$$R = H - L$$

Where:

R = range / the improvement make by the students

H = highest score / the score of the last cycle test

L = lowest score / the score of the pre-test

(Sudijono, 2015)

2. Analyzing Data of Score Students' Ability in Speaking Test

In the research the researcher divide the score into five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency, and comprehensibility. It based on Harris in Kusuma the score used an interval scales as below:²⁸

²⁸ Kusuma, *Op. Cit.* 38- 45.

Table 3.1
Rating Scale of Speaking Skill

Criteria	Score	Component in Scoring Test
Pronunciation	5	Speech consist of almost appropriate pronunciation
	4	Speech consist of hardly in correct pronunciation
	3	Speech consist of some inappropriate pronunciation
	2	Speech consist of mostly inappropriate pronunciation
	1	Speech consist of poor pronunciation
Grammar	5	Make few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or world-order errors which do not, however, obscure
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning
	2	Grammar and word-order error make comprehension difficult. Must often rephrase sentence and/or restrict himself to basic pattern
	1	Errors in grammar and word order so severe as to make conversation virtually unintelligible
Vocabulary	5	Use or wide range of vocabulary teach previously
	4	Sometimes uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate inadequacies
	2	Misuse of word and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make
Fluency	5	Speech is quite flowing style, mostly easy to understand
	4	Speech of speech seems to be slightly affect by language

		problem
	3	Speed and fluency are rather strongly affect by language problems
	2	Usually hesitant; often forced into silence by language limitation
	1	Speech is so halting and fragmentary as to make conversation virtually impossible
Comprehension	5	Ideas highly organized, covers all of the elements of speaking
	4	Ideas well organized, covers all of the elements of speaking
	3	Ideas well organized, covers almost all of the elements of speaking
	2	Idea less organized, covers only the main elements of the speaking problem in practicing conversation
	1	Unorganized ideas, a lot of missing parts of the element.

Source: Harris in Kusuma (unpublish thesis, Bengkulu: 2012).

The scale of 0 up to 100 used to make the scoring easier. Here the maximum rate a student's was 25 and minimum rate students was 5. Then, score of objects were interpreted by consulting with the following interval of five scale the students' score based on the scoring at SMP Negeri 36 Mukomuko:

Table 3.2
The Score Distribution

Score Interval	Category
91-100	Excellent

81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
<50	Very Poor

Source: Harris in Kusuma (unpublished thesis, Bengkulu: 2012)

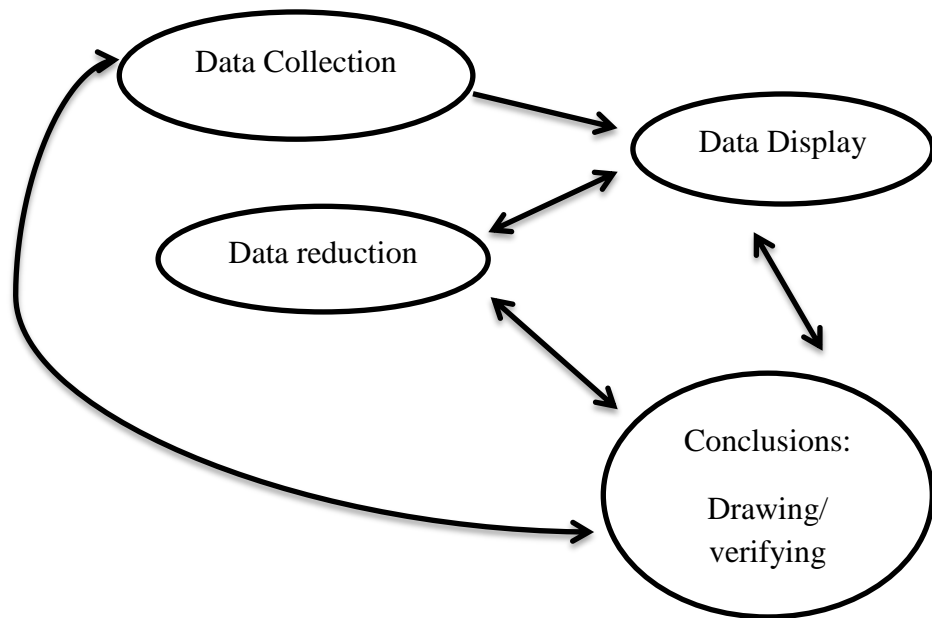
In this research, the students would be hoped to get the score upper to moderate category. It means this research would be finish if the students got a good or very good score category. In additional, the target was 70-100 students' mean score.

3. Analyzing Data of Interview and Observation

The researcher conducted interview to collected data by asking the teacher and students orally to had direct information about teaching and learning process. According Mile and Huberman, analysis qualitative data was the comprehension of relationship about social phenomena.²⁹

²⁹ Miles, M. B., Huberman, A. M., & Saldana, J. M. (2014). *Qualitative data analysis a methods sourcebook. (3rd ed)*. United States America: SAGE. P. 173-175.

Figure 3.2
Analysis Qualitative Data



Source: Miles and Huberman (2014)

1. Data reduction was the process of reducing the data occurring repeatedly. Reducing the data means summarizing, choosing them anything, focusing on the important things, finding the topic and the form. The data reduce in this study have data found in the interview transcript.
2. Data display was after data reduction the next step the analyzing the data. It was the process displaying of the data in the form of the table or easy so that it got more understand able.
3. Conclusion was the last step to analyzing that is drawing or verifying of the result research.

The researcher used check list to get data. The observation sheet used to know the activities during teaching and learning process, such as how teacher explain the material, what was the students' respond and how is the students' work in the doing test. The analyzing of the data the used data display and make in the table, diagram, and checklist table.

The researcher used camera and note book to got picture and write about thing and students activity while implementation of describe and draw technique in teaching and learning process to support the observation. The analyzing of the data is selection and choosing the picture in drawing condition of research.

CHAPTER IV

RESULT AND DISCUSSION

A. Result

The result of the research was presented in this chapter. The result showed that describe and draw technique could improve students' speaking ability at eighth grade of SMP Negeri 36 Mukomuko in academic year 2017/2018. The improvement could be seen from the comparison between pre-test and post-test result.

The students' improvement in speaking was obtained by comparing the percentage of student speaking ability in each cycle. This research were divided into three stages, they were pre-test, cycle I, cycle II. It was presented in the following section:

1. Pre-test

The students were given a pre-test in order to know their score in did the English speaking test. Before did the action, the researcher applied pre-test in order to measure students' speaking ability. It informed students' ability in speaking test before the researcher applied describe and draw technique. In table form, the students' score on pre-test could be seen as follow:

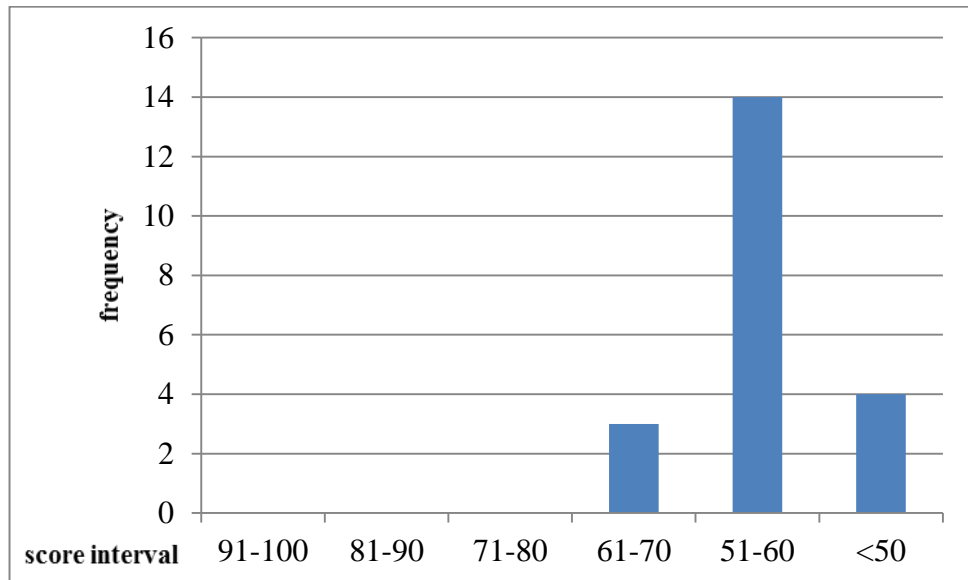
The score distribution on pre-test could be seen on table 4.1 below:

Table 4.1
The Distribution of Students' English Speaking Ability in Pre-test

Score Interval	Category	Pre-test	
		Frequency (f)	Percentage (p)
91-100	Excellent	0	0 %
81-90	Very Good	0	0%
71-80	Good	0	0%
61-70	Fair	3	14%
51-60	Poor	14	67%
<50	Very Poor	4	19%
Total		N = 21	$\Sigma p = 100\%$

Based on table above, the students' score on pre-test were low or poor. There was 19% very poor category (achieved by 4 students), 67% poor or low category (achieved by 14 students), 14% fair category (achieved by 3 students) and there was no students on good, very good and excellent category.

Figure 4.1
The students' Speaking Score in Pre-test



Based on figure 4.1, the students' ability in did the English speaking test were poor with score interval 51-60. It meant that the researcher should increase the students' ability in did the speaking test by using describe and draw technique, otherwise could increase the students' score in English speaking test.

2. Cycle I

a. Planning

Based on the students' scores on pre-test, it showed students' ability on English speaking skill was very poor, poor and fair. It was about 19% on very poor category, 67% on poor category and 14% on fair. It was assumed the researcher needed to use effective technique to increase the students' score in English speaking skill.

Describe and Draw Technique was proposed as the effective technique to solve the problem that appeared in teaching and learning process of English speaking. To support the process, the researcher had prepared everything related to this cycle. The researcher had arranged to: (1). Determined suitable material or topic which would be presented in the classroom. The material or topic in this cycle was about descriptive text. (2). Prepared a lesson plan for teaching in the classroom (see appendix). (3). Prepared the exercises sheet for cycle I. (4). Prepared camera for documentation.

b. Acting

In this stage, the researcher applied Describe and Draw Technique which had been taken to solve the problem. In did the action, the researcher divided the action in teaching speaking skill into three steps. They were pre-activities, while-activities, and post- activities. The implementation process could be seen as follow:

(1). Pre - activities: (a). The researcher gave greeting. (b). The researcher checked the students' attendance list. (c).The researcher asked the students' readiness and asking them to pray. (d). The researcher gave brainstorming the students about the topic of teaching material.

(2). While-activities: (a.) The researcher selected a topic in teaching and learning process. (b.) The researcher said "class" and

the students answer “yes” about three minutes took the students’ attention so that they were more concentration. (c). The researcher used “micro lecturer” when gave English material about ten minutes. (d). The researcher gave the exercises sheets about the material “descriptive text” to the students. (e). The researcher gave about ten minutes to students for understanding the exercises that was given to them. (f). The researcher asked to the students for readiness in speaking. (g). The researcher played the describe and draw about the topic. (h). The researcher gave about two minutes to see at the answer of the exercises. (i). The researcher replayed the describe and draw about two and three times. (j). The researcher gave few minutes finished the exercises.

(3). Post-activities: (a). The researcher concluded the material and reflection the teaching process about what they feel and their difficulties during activities.(b). The researcher gave the students time to ask questions. (c). The researcher gave appreciation and motivation to the students.(d). The researcher closed the lesson by praying and saying good bye.

c. Observation

In this stage, the researcher did an observation to find out the effect of implementation by using students’ score and exercises sheet. Then the researcher evaluated the result.

The result of action during teaching and learning process of English speaking skill by using Describe and Draw Technique, the researcher found increment on some students such as their score.

d. Reflection

In this stage, the researcher found difficulties that faced by the students, such as some English pronunciation, words pattern, sentence grammar, native speaker accent, low students' motivation and low students' score. The result of students' score and exercises sheet would be analyzed to measure the success level of the acting action on cycle I. the result taken as the consideration for next cycles whether the next cycles were needed.

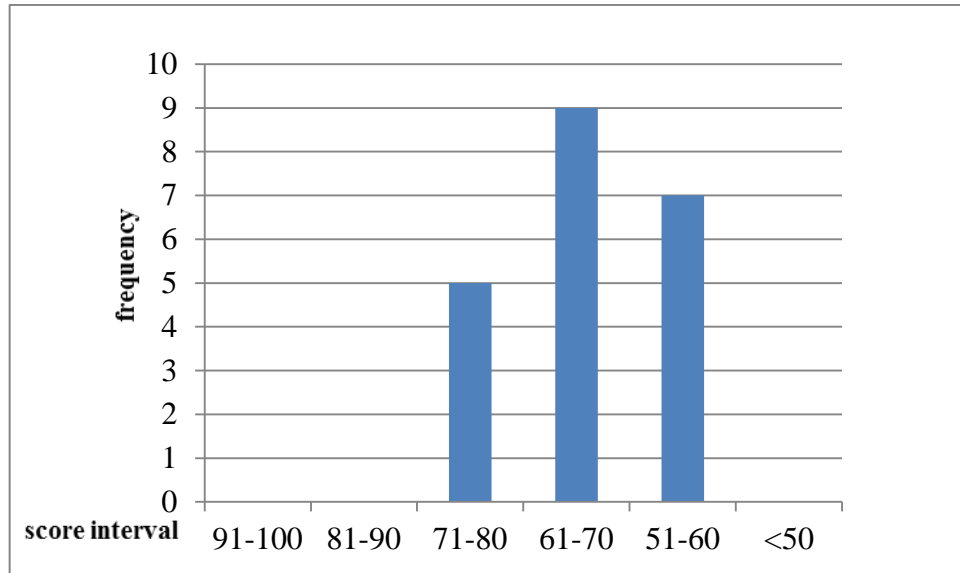
The students' score on cycle I was better than pre test. There was increment on the mean score of pre test (55,24) to cycle I (64,76). The increment scores could be seen as table follow:

Table 4.2
The Distribution of Students' English Speaking Ability in Cycle I

Scores Interval	Category	Cycle I	
		F	P
91-100	Excellent	0	0%
81-90	Very Good	0	0%
71-80	Good	5	24%
61-70	Fair	9	43%
51-60	Poor	7	33%
<50	Very Poor	0	0%

Based on the table 4.2, the students' score on cycle I were fair. There was consisted 0% very poor qualifications (achieved by 0 student), 33% poor qualifications (achieved by 7 students), 43% fair qualifications (achieved by 9 students), 24% good qualifications (achieved by 5 student), 0% very good qualifications (achieved by 0 student) and 0% excellent qualifications (achieved by 0 student).

Figure 4.2
The Students' Speaking Score in Cycle I



Based on the figure 4. 2, the students' ability on English speaking skill was still fair with score interval 61-70, but there was a little increment. Some of students' score still on poor or low and fair categories and little students got on good qualification.

The score distribution on cycle I could be seen on table 4.3 below:

Table 4.3
The Distribution of Students' Mastery Speaking Skill in Pre-Test and
Cycle I

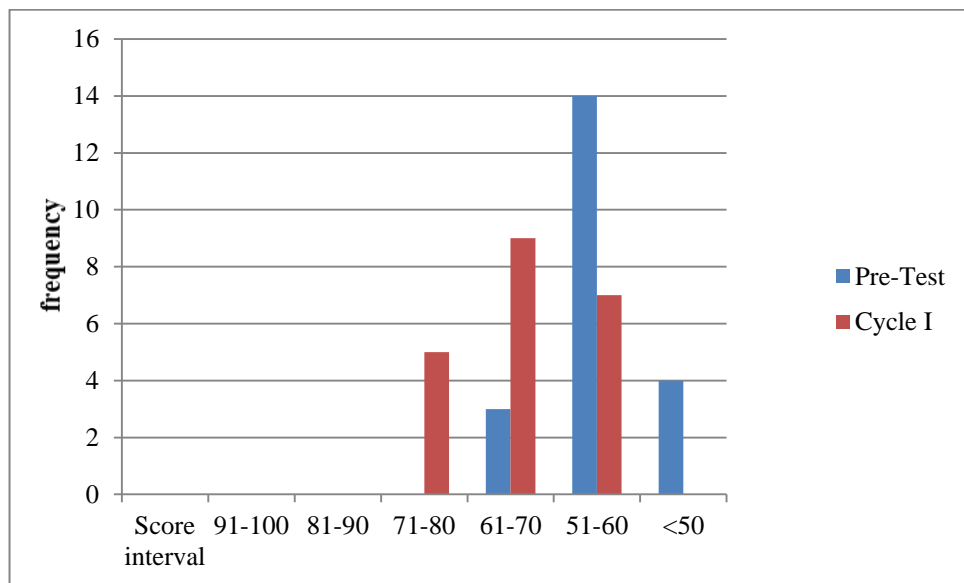
Scores interval	Category	Pre-Test		Cycle I	
		F	P	F	P
91-100	Excellent	0	0 %	0	0%
81-90	Very Good	0	0 %	0	0%
71-80	Good	0	0%	5	24%
61-70	Fair	3	14%	9	43%
51-60	Poor	14	67%	7	33%
<50	Very Poor	4	19%	0	0%

Based on the table 4.3, the students' score on pre-test there was no students on good, no very good and no excellent category. Then, score on pre-test were poor or low. There was 19% very poor category (achieved by 4 students), 67% poor or low category (achieved by 14 students), 14% fair category (achieved by 3 students) and the mean score was 55,24.

The students' score on cycle I no students on very good and excellent, but score on cycle I were fair. There was consisted 0% very poor qualifications (achieved by 0 student), 33% poor qualifications (achieved by 7 students), 43% fair qualifications (achieved by 9 students), 24% good qualifications (achieved by 5 student), 0% very good

qualifications (achieved by 0 student) and 0% excellent qualifications (achieved by 0 student) and the mean score was 64,76.

Figure 4.3
The Students' Speaking Score in Pre-Test and Cycle I



Based on figure 4.3, The students' score in pre-test were poor or low. Based on students' score in cycle I were fair. It could be seen improvement of the students in speaking. After giving the action, the students' ability in speaking were improved. It could in score interval. Where was the students' speaking ability was fair level

3. Cycle II

a. Planning

In this stage, the researcher identified the problem which appear in teaching and learning process and also found out an alternative way to solve the problems. Based on students' score in

cycle I, it showed some students' ability on speaking skill was still fair. It was about 43% some of students were still fair qualifications.

The following plans had been arranged by the researcher before the process of this cycle. At this stage, the researcher : (1). Determined suitable material or topic which would be presented in the classroom. The material or topic in this cycle was about descriptive text. (2). Prepared a lesson plan for teaching in the classroom (see appendix). (3). Prepared the exercises sheet for cycle II. (4). Prepared camera for documentation.

b. Acting

Just like cycle I, in this cycle the researcher also used the students' extra learning time for time effectiveness. The following activities were implemented in cycle II and these were based on the lesson plans the researcher had prepare before:

1. Pre-activities: (a). The researcher gave greeting. (b). The researcher checked the students' attendance list. (c). The researcher Asked the students' readiness and praying. (d).The researcher gave brainstorming the students about the topic of teaching material
2. While-activities: (a). The researcher selected a topic in teaching and learning process. (b). The researcher said "class" and the students answer "yes" about three minutes took the

students' attention so that they were more concentration. (c). The researcher gave the exercises sheets about the material "descriptive text" to the students. (d). The researcher gave about ten minutes to students for understanding the exercises that was given to them. (e). The researcher asked to the students for readiness in speaking the recording. (f). The researcher played the describe and draw about the topic. (g). The researcher gave about two minutes to see at the answer of the exercises. (h). The researcher replayed the recording about two and three times. (i). The researcher gave few minutes finished the exercises.

3. Post-activities: (a) The researcher concluded the material and reflection the teaching process about what they feel and their difficulties during activities. (b) The researcher gave the students time to ask questions. (c) The researcher gave appreciation and motivation to the students. (d) The researcher closed the lesson by praying and saying good bye.

c. Observation

In this stage, the researcher did an observation to find out the effect of implementation by using students' score. Then the researcher evaluated the result.

The result of action during teaching and learning process of English speaking skill using describe and draw technique, the

researcher found increment on some students such as their motivation and score.

Therefore, the researcher thought that this cycle still needed to be followed up for better improvement on their English speaking skill.

d. Reflection

In this section, the result of cycle I and cycle II would be reflected. As well as the reflection in cycle I, the researcher analyzed everything happened in this cycle related to the students' improvement in English speaking skill.

Based on the result of cycle II, it could be seen that there was improvement on the students' speaking ability but the students still got little difficulties in understand accent from native speaker and some words pattern. The students' motivation was also increase than in cycle I because the researcher always gave motivation to the students, whereas the mean score of the students' speaking skill in this pre test reached 55,24 from 64,76 in cycle I. It was clear that the students' speaking ability gained score or improved 73,52.

Table 4.4

The Distribution of Students' English Speaking Ability in Cycle II

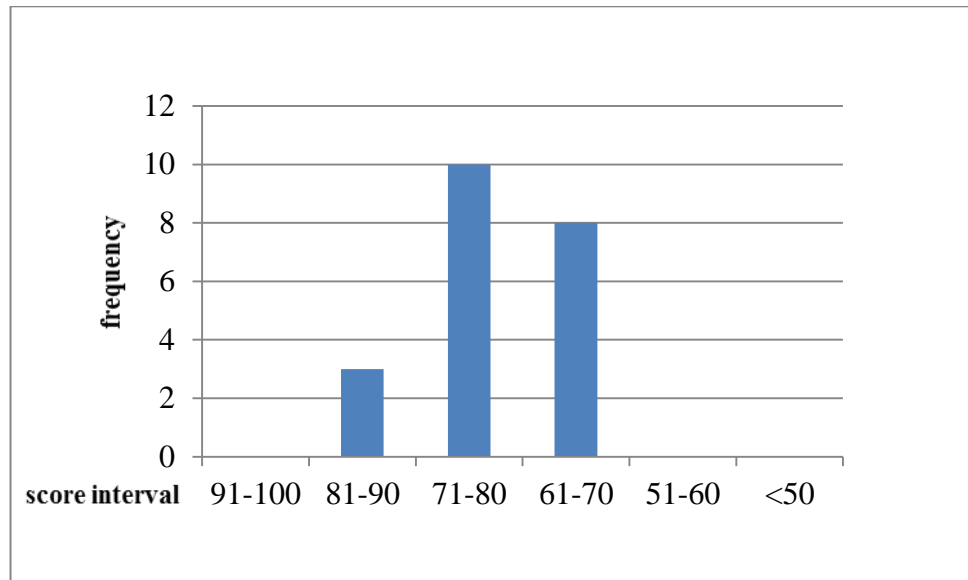
Score Interval	Category	Cycle II	
		F	P
91-100	Excellent	0	0%
81-90	Very Good	3	14%
71-80	Good	10	48%
61-70	Fair	8	38%
51-60	Poor	0	0%
<50	Very Poor	0	0%

Based on the table 4.4, the students' score on cycle II were good. There was 0% very poor category, 0% low or poor category (achieved by 0 students), 38% fair category (achieved by 8 students), 48% good category (achieved by 10 students), and 14% in very good category (achieved by 3 students).

See also figure 4.4, below for the students' speaking improvement in cycle II.

Figure 4.4

The Improvement of students' Speaking Ability in Cycle II.



Based on the figure 4.4, the students' ability in doing the English speaking test were good with score interval 71-80. It means that describe and draw technique increased the students' ability in did the speaking test.

The improvement of students' score in pre-test, cycle I, and cycle II, saw the table:

Table 4.5
The Distribution of Students' Speaking Skill from Pre-Test to Cycle I
and Cycle II

Score interval	Category	Pre-Test		Cycle I		Cycle II	
		F	P	F	P	F	P
91-100	Excellent	0	0%	0	0 %	0	0%
81-90	Very Good	0	0%	0	0%	3	14%
71-80	Good	0	0%	5	24%	10	48%
61-70	Fair	3	14%	9	43%	8	38%
51-60	Poor	14	67%	7	33%	0	0%
<50	Very Poor	4	19%	0	0%	0	0%

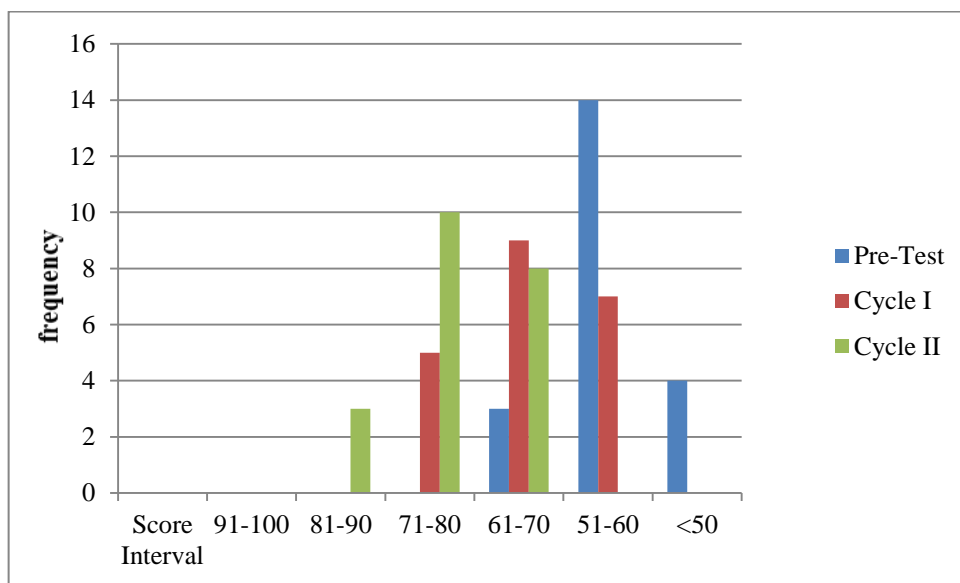
Based on table above, the students' score on pre-test were low or poor. There was 19% very poor category (achieved by 4 students), 67% poor or low category (achieved by 14 students), 14% fair category (achieved by 3 students), there was no students on good, very good, excellent category and the mean score was 55,24.

Then, the students' score on cycle I were fair. There was consisted 0% very poor qualifications (achieved by 0 student), 33% poor qualifications (achieved by 7 students), 43% fair qualifications (achieved

by 9 students), 24% good qualifications (achieved by 5 student), 0% very good qualifications (achieved by 0 student) and 0% excellent qualifications (achieved by 0 student) and the mean score 64,76.

Other than that, the students' score on cycle II were good. There was 0% very poor category, 0% low or poor category (achieved by 0 students), 38% fair category (achieved by 8 students), 48% good category (achieved by 10 students), and 14% in very good category (achieved by 3 students) and the mean score was 73,52.

Figure 4.5
The Improvement of students' Speaking Ability from Pre-Test to Cycle I and Cycle II:



Based on the figure 4.5, It could be seen improvement of the students in speaking ability. After giving the action, the students' ability in speaking were improved. It could in score interval. Where was the students' speaking ability was good category with score interval 71-80. It

means that describe and draw technique increased the students' ability in did the speaking test.

After that, to investigate the improvement made by the students, the researcher used the following formula:

$$\mathbf{R = H - L}$$

Where:

R = range / the improvement make by the students

H = highest score / the score of the last cycle test

L = lowest score / the score of the pre test

$$\mathbf{R = H - L}$$

$$\mathbf{= 73,52 - 55,24}$$

$$\mathbf{= 18,28}$$

So, the improvement made by the students was 18,28.

Based on figure 4.5, and the formula above, the students' ability on English speaking skill were good. There was improvement of students' score in every cycle from pre-test to cycle II. The researcher concluded that describe and draw technique was quite effective to improve students' ability in speaking at eight grade students of SMPN 36 Mukomuko in academic year 2017/ 2018.

B. Discussion

Based on the result of the research, it could be clearly seen that the result of pre-test and the whole cycles showed improvement on the students' ability in speaking. It could be seen from the mean score pre-test (55,24), cycle I (64,76), and cycle II (73,52). In other words, describe and draw technique could increase students' ability in speaking.

The students' ability in speaking at eight grade of SMP Negeri 36 Mukomuko before using describe and draw technique was still low. The result showed that there was students' achieved fair and good moreover in very good category. The higher score only achieved low or poor level. The mean score of pre-test was 55,24 from 21 students in the classroom with 4 students got in very low or poor category and 14 students in poor category, and 3 students in fair category. It meant that the students had to get more test to increase the students' ability in speaking. The mean score of cycle I was 64,76 with 5 students' achieved in good category, 9 students' got in fair category, 7 students got in poor category, and 0 students got in very poor category. It meant that just there was little increment from the pre-test and it need more cycle to improve the score in a speaking test. In cycle II, the mean score of cycle II was 73,52 with 3 students achieved in very good category, 10 students got in good category, 8 students got in fair category, 0 students got in low or poor category, and 0 students got in very poor category. It meant that there was increment from cycle II.

First, the result of students score on English speaking mastery ability in pre-test (55,24), cycle I (64,76), and cycle II (73,52). It was also assumed that describe and draw technique gave significant contribution in increasing students' ability on English speaking mastery. It meant that there was increment from pre-test to cycle II.

Second, the application of describe and draw technique made the students could do the exercises about speaking skill. Besides, describe and draw technique encouraged students' motivation in learning English speaking skill. Most of the students were active in answering the exercises on the paper. As the feedback, the students' score on English speaking were increment.

Based on the improvement of each cycle, using describe and draw technique could increase students' speaking skill. So the theory from Jeremy Harmer about describe and draw technique was true.

Third, the use of describe and draw technique gave significant increase to the students' ability in speaking at eight grade of SMP Negeri 36 Mukomuko in Academic Year 2017/ 2018.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter deals with the result of research and discussion based on the data analysis significant increase the ability of speaking English students' taught by using describe and draw technique at the eighth grade students SMP Negeri 36 Mukomuko, in academic year 2017/2018.

A. Conclusion

Before describe and draw technique was applied in the eight grade students of SMP Negeri 36 Mukomuko, they did not have big score in speaking. Because their teacher did not have special technique to teach speaking skill. So that the researcher applied describe and draw technique in SMP Negeri 36 Mukomuko. Describe and draw technique could help them to increase their score in speaking.

Based on the result on the previous chapter, the researcher concludes that describe and draw technique could improve the students' speaking skill. It could be proved by the mean score of pre-test (55,24), cycle I (64,76), and cycle II (73,52). Besides gave contribution on the students' speaking skill, these technique could help the motivation of the students to more confidence in did the speaking.

Based on the explanation above, the researcher concluded that describe and draw technique could improve students' speaking ability at eight grade of SMP Negeri 36 Mukomuko in Academic Year 2017/2018.

B. Recommendation

Based on the result and discussion on the previous chapter, the researcher suggested that English teacher should apply describe and draw technique to increase the students' score in English speaking skill and motivate the students' confidence in did the speaking in the classroom. For the students, the researcher suggested to apply describe and draw technique to do the speaking, in order to make them easier in do the English national examination. And also this research was hoped that this research can be used as the information for further research in speaking skill.

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