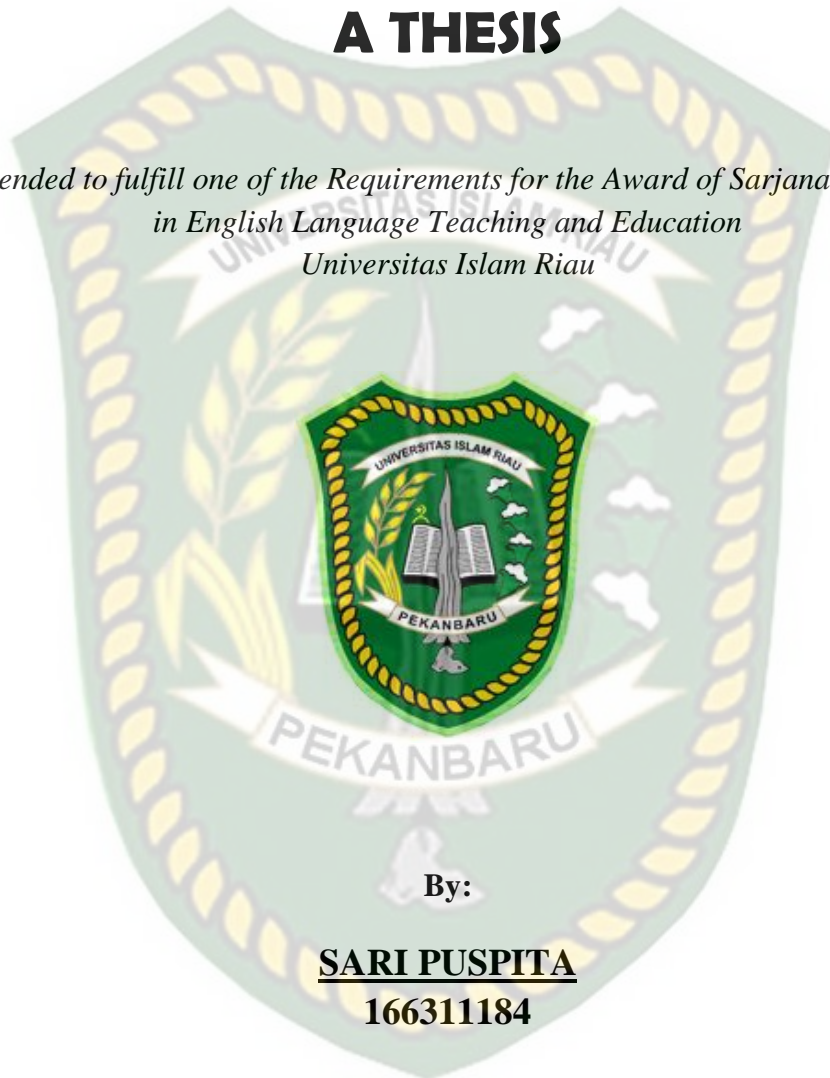


**THE EFFECT OF USING DESCRIBING PICTURE
TECHNIQUE TOWARDS STUDENTS' SPEAKING ABILITY**

A THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree
in English Language Teaching and Education
Universitas Islam Riau*



By:

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PEKANBARU
2021**


THESIS APPROVAL

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“THE EFFECT OF USING DESCRIBING PICTURE TECHNIQUE TOWARDS STUDENTS’ SPEAKING ABILITY”

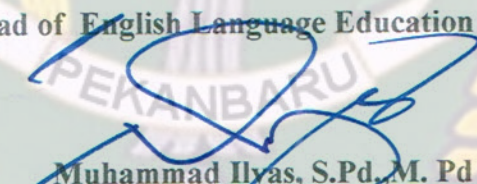
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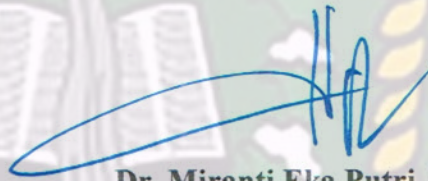
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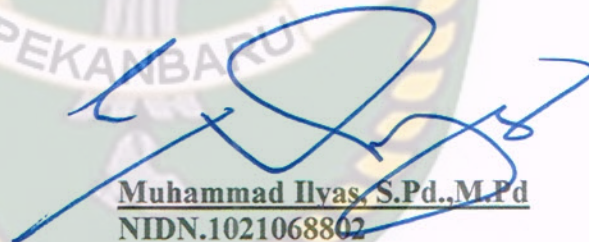


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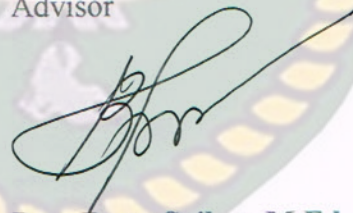
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TOWARDS STUDENTS' SPEAKING ABILITY AT SMAN 1
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It had been examined. This letter was mad to be used as it is needed.

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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
1	15 th October 2019	Discussed about title	Revised the title	
2	30 th October 2019	Revised chapter I	Complete the background of problem	
3	5 th December 2019	Revised chapter I and II	Complete the theories	
4	15 th January 2020	Revised chapter II and III	Complete the data	
5	13 th February 2020	Approved to join proposal seminar	The advisor signed the research	
6	2 nd July 2020	Join the proposal seminar	Join the proposal seminar	
7	12 th July 2020	Revised chapter III	Complete the data and formula	
8	30 th June 2021	Revised abstract and chapter IV	Complete the abstract	
9	31 th June 2021	Revised chapter IV and V	Revised the explanation of result	
10	1 st July 2021	Approved to join the thesis examination	The advisor signed the thesis	
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ABSTRACT

Sari Puspita, 2021. *The Effect of Describing Picture Technique Towards Students' Speaking Ability for First Grade Students at SMAN 1 Kampar Utara. PEKANBARU: English Language Education, Universitas Islam Riau.*

Keywords: *Describing Picture and Speaking ability.*

The objective of this research was to find out whether there is the effect of Describing Picture Technique towards Speaking Ability of the first grade students' at SMAN 1 Kampar Utara or not.

There are two variables of this research: the first variable or variable X is Describing Picture Technique as independent variable and the second variable or variable Y is teaching speaking ability as dependent variable. Before the variable Y gives a particular treatment, the pre-test is given and after the variable Y gives a particular treatment, the researcher takes post-test of variable X to know the effect of Describing Picture Technique in teaching speaking. This research involved two group of students, they were experimental group and Control group. The researcher subjects were the first grade students of X Science at SMAN 1 Kampar Utara. as population of this research. Grade X science contains 56 students were chosen as the sample. The experimental class belong to experimental group included of 28 students while the students of control class belong to control group was 28 students.

Furthermore the researcher findings included the result of the research, as follow: the analysis results of experimental class shows that the mean score at pre-test in experimental class from two raters was 65.00 and the mean score of post-test was 92.16. meanwhile, the analysis result of control class shows that mean score of pre-test in control class from two raters was 65.36 and the mean score of post-test was 86.18. it shows that the experimental class experiences improvement in their speaking test, and the hypothesis testing indicates that the score of the experimental class students Were higher than the control class. It can be seen that the value of sig.(2-tailed) 0.000 lower than value at the significant level 0.5. Furthermore, the hypothesis testing indicates that the score of the experimental; class students were significantly higher than that of class. So, Describing Picture Technique could be one of references in teaching material class.

ACKNOWLEDGMENT

By the name of Allah SWT, who has given blessing, grace, mercy and healthy to complete this study and to finish this thesis entitled “The Effect of Describing Picture Technique Towards Students’ Speaking Ability”.

In writing this thesis, the researcher believes that without having directed guidance, meaningful advice, love, and support from the people around me, thus thesis would never been finished. Therefore, the researcher would like to give them sincere and deep gratitude to:

1. **Prof. Dr. H. Syafrinaldi, S.H., M.C..L**, The Rector of Universitas Islam Riau.
2. **Dr. Hj. Sri Amnah, S.Pd., M.Si**, The Dean of Education and Teacher Training Faculty and all staffs of Universitas Islam Riau.
3. **Muhammad Ilyas, S.Pd., M.Pd**, The Head of English Education Department for his patience, constructive, time and comments in improving this thesis for its finalization.
4. **Sri Wahyuni, S.Pd., M.Pd**, The Secretary of English Education Department. Deep gratitude for her patience, constructive, time and comments and all the thing that she have already given for me to improving this final project thesis for its finalization.
5. **Dra. Betty Sailun, M.Ed**, My advisor. Deep gratitude for her supervision and guidance, thought, time, encouragement, supports and helps to finish this final project.

6. **All lectures** who has given theirs knowledge and information through learning process in the class.
7. **SMAN 1 KAMPAR UTARA** for allowing me to taken the research there. And also my special thanks to an English teacher, **Fidalia Mr, M.Ed** for her guidance, supervision, motivation, immense knowledge. Her support helped in doing this research.
8. My beloved parents, **Alm. Syamsudirman** and **Zamzimar**, my brother and my sister for their constant moral support and affection which helped me to achieve success in every sphere of life.
9. My beloved classmates, **C** for all memories we created since the first semester.

Finally the researcher really realizes that there are many weaknesses on this paper. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

My Allah Almighty, the lord of universe blesses you all. Aamiin.

Pekanbaru,
The researcher,

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

There are four language skills to be taught to the students, they are speaking, listening, reading and writing. From these four language skills, speaking might be the most important one to be learned because when students learn foreign language, it is considered to be successful if they can communicate effectively in their second or foreign language. Without speaking skill the students can't express their ideas and the teacher never knows what in their opinion.

Speaking is one of the four language skills that can be used to communicate. It is very important skill in foreign language learning. Students are expected to be competent and to be developed speaking skill in both formal and informal situations in English speaking. If the students always use English to share their feeling and their ideas they will speak English well and fluently.

Furthermore, speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. Speaking is one of the way used by people to communicate with others, then share our ideas. Speaking is the use of language verbally to communicate with other people. Speaking can be used to put ideas into words about feelings and intentions to make others find the message conveyed. It can also be said that speaking is a person's ability to express his ideas to others.

And then, Speaking is the process of giving and receiving information to others. through speaking we can communicate well so what we say can be understood by others. Speaking not only used in communicate but we can speak for interaction, performance and sharing information, knowledge and share our ideas each other. It is very important in our social activity.

In some situations, speaking is used to give instructions or to get things done. For example to describe things or someone, to complain about people behavior and others. In the teaching and learning process if the students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. So, speaking should be learn and should be practicing in the classroom. The students must try to speak in English lesson to make them communicate in English.

Based on the explanation above to improving students speaking ability the teacher must use a good technique. There are many technique that can be used in teaching speaking, such as; role play, language games, information gaps, pair work, describing picture, scramble sentence and many others to make teaching and learning more active and more effective. So, the technique can facilitate the students to speak English. the researcher choose describing picture to teach speaking skill, because with describing picture the students will be easier to express their ideas. With describing picture they can reflect on image, when they see. So if they can express their ideas of course they will speak and teacher can know what they are mean.

In this research, the researcher use describing picture technique. According to Kidler (1992:1), “As a media pictures can help the researcher to make the students interest and enjoy to learn especially English. Moreover, pictures can present the real situation”. It means that by using picture, the students can imagine the abstract to be real situation. The researcher is interested in conducting an experiment research on the teaching of speaking in using describing picture. In this research the researcher give the students free picture or what a picture they want to describe. Based on this the researcher hopes with the pictures can improve students speaking ability. From this technique the researcher wants to know the effect of teaching speaking using describing picture.

Using pictures as a media for teaching English can be applied in schools. In this research, the researcher choose SMAN 1 KAMPAR UTARA as a place to know the effect of using describing picture to improve their speaking ability. SMAN 1 KAMPAR UTARA is located at Pekanbaru-Bangkinang street, Airtiris Kampar district. SMAN 1 KAMPAR UTARA use curriculum 2013 in teaching learning process.

Teaching and learning process at SMAN 1 KAMPAR UTARA based on the syllabus. The syllabus in curriculum 2013 is expected to be creative in developing material and managing the learning process. This very helpful for teachers in improving students’ ability especially in speaking. they are many type of the text in this syllabus such as descriptive text, passive voice and report. So based on this syllabus this research can be applying in senior high school because the researcher want use descriptive text for describing the picture.

In this modern era, the use of visual media is very useful in improving students' ability in teaching and learning process. This media very helpful to motivated the students to learn and speak. And then visual media very interesting to the students and they can enjoyed in teaching and learning process. That is why the researcher choose visual media as picture to help students improve their speaking skill.

Based on the experience researcher during observed, the researcher found some problems related to speaking. First, the teacher has given an explanation to the students and students must to discuss in groups. Second, students had less opportunity to speak English in class because the teacher has spoken more than the students. Third, the teacher mostly used the work book and course book, so the students did not know the meaning of the words, how to speak or say it in the right context in English. Fourth, students learn speaking from reading aloud a dialogue, practicing to make their own conversation with peers and presenting it in front of the class. And the other problem the students just gave a little response when they were asked in English (low participant) this problem because they think English is difficult to say, this is a bad effect of this problem.

Based on this research have differences with the other research. This research focus on the effect use describing picture in descriptive text at senior high school but in the other research at junior high school. So, the researcher want to know the effect of this technique in speaking ability at senior high school. the researcher hope this technique interest to apply in this school and can improve their speaking ability.

Finally, based on the explanation above, the researcher is interested in conducting a research entitled: **“The Effect Of Using Describing Picture Technique Towards Students’ Speaking Ability.**

1.2 Setting of the Problem

The students at SMAN 1 KAMPAR UTARA has many problems to communicate using English in their daily activities in the class.

First, the teacher has given an explanation to the students and students must to discuss in groups. In this case the teacher use difficult vocabulary so the student confused to understand what the teachers say. After that the teacher use Indonesian language and the students can understand but this not good to their speaking ability this can make them lazy to communicate with English and they are can’t speak English well.

Second, they had low self confidence. So when presented their presentation they were so nervous, did not clear to explain their idea, some of them mixed with mother tongue in explanation their topic, and they were afraid making mistake so that is way they did not have braveness in speaking English.

Third, the teacher mostly used the work book and course book. So, the students did not know the meaning of the words, how to speak or say it in the right context in English. The students just answer the question from the course book so they are not need to speak English. They are just write they answer in the course book.

Fourth, students learn speaking from reading aloud a dialogue, practicing to make their own conversation with peers and presenting it in front of the class. If they are not read a dialogue they can't speak English well because sometimes they are just say what they see. They did not know how to say the words well.

Fifth, the students think English is difficult to say, this case because they are never practicing their own to speak English. They are confused how to speak English well, they are shy to express their idea in English and they are can't answer if the teacher ask something to them. The students just can shut up and listen the teacher if they are teaching English this problem a bad effect for them.

1.3 Limitation of the Problem

This research is limited to the teaching of English to the first students of SMAN 1 KAMPAR UTARA in academic year of 2019/2020. The research focused of the effect from using Describing Picture technique to improving students speaking ability.

1.4 Formulation of the Problem

Based on the limitation of the problem as stated, the research question are formulated as follows: Is there significant effect by using describing picture towards students' speaking ability in the first grade students at SMAN 1 KAMPAR UTARA?

1.5 Objective of the Research

Based on the problem the question as stated, the objective of this research can be described as in the following: To know whether there is a significant of the effect of describing picture towards students' speaking ability in the first grade at SMAN 1 KAMPAR UTARA.

1.6 Significant of the Research

For researcher:

1. To know the effectiveness of describing pictures technique to improve students speaking ability at SMAN 1 KAMPAR UTARA.
2. To get more knowledge about a better learning model for teaching speaking.
3. To get more experience in teaching and learning process, especially by using classroom action research.

For teacher:

1. To help the teacher teach speaking by using describing picture
2. To give teacher input about alternative and better models of learning in teaching speaking which could help students in speaking activities.

For students:

1. To solve students problem in English and give them a good effect

2. To make students more active, enjoy, and interest in the teaching process.

1.7 Definition of the Key Terms

1. Describing Picture

Describing pictures is one of cooperative learning types that support individual participant and is applicable to all grade levels. It is effective for lessons where parallel groups of students work on the same problem set or other activity (Spencer Kagan 1992:61)

2. Speaking

Speaking is the process of building and sharing meaning through the use of verbal symbols, in a variety of contexts. (Chaney: 1998) in (Kayi: 2006:1) speaking one of the four language skills that has purpose to convey the idea or message to the listener.

3. Speaking ability

Speaking ability is language skill that is developed in child life, which is produced by listening skill, and at that period speaking ability is learned (Tarigan: 19903-4).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance theories

2.1.1 Nature of Speaking

Speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. Speaking is one of the way used by people to communicate with others, then share our ideas.

Speaking is one of important aspects that should be mastered by the students in learning language. Through speaking, the students can express their idea, feeling, and opinion by producing sounds or utterances. It makes them able to communicate and interact with the society by using the language. According to Bailey (2003:48) says that speaking is a process of producing verbal utterance which is done to deliver meaning. It can be concluded that speaking is a process in sharing idea and opinion in oral language which is situated face to face interaction for making communication in the society.

Meanwhile by Bygateviews that speaking is the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into considerations the fact that “A speech takes place under the pressure of time”. Secondly, conditions connected with a mutual relationship between two person. So, based on this

theories speaking is very important to know situations when we want to speak with other people.

According to Thornbury (2005: 10), speaking is an ability to manage turn-taking on the use of production strategies. Thus speaking is used to express their ideas and to communicate with other people, when people can do reading skill, listening and writing skill by themselves without somebody joining with them then however in speaking skill people need interlocutor to do this activity.

In addition, definition of speaking by Chaney (1998) adds the speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of contexts. Verbal symbols involve producing or uttering words through talking. While non verbal symbols involve gestures, facial expressions, eye contact, and body language. All of these aspects influence in the speaking process. Speaking is so complex, because involves both a command of certain skills and several different types of knowledge.

Then, according to Fulcher (2003: 22) in testing second language, speaking is the ability to communicate and the steady development of speech. In speaking, they usually make mistakes in grammar or pronunciation. Speaking is an essential tool for communicating, thinking and learning. It shapes, modifies, extends, and organizes thought. Teacher plays an important role in structuring the type of environment that will promote effective oral language development. They can establish a classroom tone, which promotes openness, respects and trust. If the right activities are taught in the right way, speaking in class can be a lot of fun,

raising general learner motivation and making the English language classroom a fun.

Speaking is one the most important aspects that should be mastered by the students in learning language. Through speaking, the students can express their idea, feeling, and opinion by producing sounds. It makes them able to communicate and interact with the society by using the language. Why is learning and teaching speaking very important? Basically, the concept of learning and teaching speaking is the way delivering or expressing different language expression without the effects of their mother language.

The best way in mastering spoken English as a foreign language for Indonesian is to speak is regularly in actual communication. We cannot master speaking ability of a foreign language without a lot of practice. The learning process is repetitive course of actions. We have to be constantly doing it in order to master it. From the definition we can make conclusion speaking is skill that allows someone to express her/his ideas to others. She or he can do it directly and spontaneously. Moreover speaking is the active and productive skill.

2.1.1.1 Type of speaking

According to Brown (2010:184), stated that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of speaking classroom activities as follow:

1. Imitative

The first type of speaking performance is imitative activity. This activity is guide teacher to uses drilling in the teaching process. Teacher ask students to drill word in which students simply repeat a phrase or structure for clarity and accuracy. That activity is to get the opportunity to listen orally repeat a few words.

2. Intensive

This category leads the students to produce the language by themselves. The language production is in the form of responding to teacher' questions or interacting with others, this technique focuses on a small range of grammatical or phonological competences.

3. Responsive

Responsive performance in speaking is meant by being able to give replies to the questions or comments in meaningful in authentic. It is includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments.

4. Transactional

In this case transactional is more done in the dialogue. It is aimed at conveying or exchanging specific information, an extended from of responsive language. For example here is conversation which is done in pair work.

5. Interpersonal

Like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationship that for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or misunderstood.

6. Extensive

Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

2.1.1.2 Components of speaking

In mastering speaking skill, there are some components that should be considered by the students. The components influence the way they speak by using the language. According to Cohen (1994:266) states that there are some important components in speaking skill. They are (1) fluency; smooth flow of speech with the use of rhetorical devices to mark discourse pattern. (2) grammar; control of complex and simple construction. (3) pragmatic competence; use of conversation devices to get the message across and to compensate for gaps. (4) pronunciation; degree of influence of native-language phonological features. (5) sociolinguistic competence; use of appropriate social registers, cultural references, and idioms. (6) vocabulary; breadth of vocabulary and knowledge of vocabulary

in field of interest or expertise. By knowing those aspects above the students will be able to practice their speaking ability in real communications and situations.

2.1.1.3 Purpose of speaking

The main purpose of speaking is to communicate. In order to conveying thought effectively the speaker must understand the meaning of anything will be said and also can evaluate the effect of communication to the listener. Basically speaking has three general meanings Tarigan in Laksana (2016) there are:

A. To inform

The way to speak is to inform. It means to speak, we as speakers inform the listener what we want. And by speaking we can inform or share our ideas when we want to express our ideas.

B. To entertain

By speaking we can know how people are feeling whether they are sad or happy. In this condition, people can entertain others by talking in funny stories with jokes or humor.

C. To persuade

People speak to persuade something. By speaking we can ask others to do or not do certain actions.

2.1.1.4 Importance of speaking

The importance of speaking ability is not only in daily life, but also takes important roles in the process of language learning. According to the Oxford advanced learner's Dictionary (2008:426), speak means to say words to say or to talk about something, to have a conversation with somebody, to address somebody in word etc. People do communication for some reasons. Harmer states the reasons why everyone needs to speak, as follows:

A. They want to say something

What is used here is a general way to suggest that the speakers make definite decisions to address other people. Speaking may be forced upon them but we can still say that they feel the need to speak otherwise they would keep silent.

B. They have some communicative purpose

Speakers say things because they want something happens as a result of what they say. They want their listeners to give some information to express pleasure they may decide to be rude or flatter. To agree or complain in each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

C. They select from their language store

Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose, they will select (from the "store" of the language they possess) the language they think is appropriate for this purpose.

The ability to speak a foreign language is the most pressed skill because someone who can speak a language will also be able to understand it. Lado in Kusmaryati (2009), define of speaking as the ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language. Speaking skill is a matter which needs very special attention. No matter how great an idea is if not communicated properly it cannot be effective.

2.1.1.5 Principles for teaching speaking

Teaching speaking is difficult because the students need to practice speaking in English. Teaching speaking has some principle as a guide to teach. This principle will help the teacher in designed the technique that will be used in speaking class and help the students are comfortable in producing English orally. Brown (2001:275-276) proposes seven principles for designed speaking techniques. They are:

- a. Use techniques that cover spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency. In teaching speaking, we must have the objective of teaching. It must give the students opportunities to develop their speaking skill. we should use meaningful strategy or technique which suitable with students' needs to help the students in developing their accuracy and fluency in speaking.

- b. Provide motivating techniques. The teacher should reflect the students to see how to the activity will benefit for them. We should provide interesting technique to motivated the students in participating in class.
- c. Encourage the use of authentic language in meaningful contexts. Preparing authentic language is difficult because it need extra energy and creativity. Providing relevant and meaningful authentic language contexts give the students experience with the language in outside class.
- d. Provide appropriate feedback and correction. The teacher should give useful feedback for the students to help them learn and grow. When give feedback, the teacher make the students comprehend and allow them to analyze their mistake. Feedback can gotten outside of the classroom.
- e. Capitalize on the natural link between speaking and listening. Speaking and listening are integrated skill. The two skills can reinforce each other. Skill in producing language is often initiated trough comprehension.
- f. Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, and to change the subject. The teacher can design speaking techniques that allow the students to initiate language.
- g. Encourage the development of speaking strategies. The teacher should develop speaking strategies to help the students be aware and have a chance to practice oral communication. The speaking strategies as follows:

- 1) Asking for clarification (what?)
- 2) Asking someone to repeat something (excuse me?)

2.1.2 Teaching speaking at senior high school (SMA/MA)

Teaching speaking is one of challenging activities for teacher, because to teach speaking teacher must design learning activities as well as possible. In teaching speaking, teacher also suggested using an appropriate strategy to support this activity. This strategy is expected to encourage students to be active and attractive in learning.

Besides that, teacher also has to know the principles for teaching speaking. It is very required for teacher to follow this Principle to make easy in teaching. According to Brown (2000) there are some principles for teaching speaking English as follow:

First, teacher will focus on fluency and accuracy of the students in speaking. In teaching speaking, a teacher should not only teach how students to speak fluently but also he/she should teach students how to arrange good sentences, correct in pronounce the words, and choose appropriate words.

Second, prepare intrinsically motivating technique. A teacher should provide a planning of learning activities that use a unique technique. The technique which will be chosen is expected to appeal to students ultimate goals and interest, to make students to know the reasons they do those activities and they can get benefit from it.

Third, encourage the use of authentic language in meaningful context. It is not easy to create a meaningful interaction. It will need energy and creativity to design authentic context and meaningful interaction. But by using storehouse of teacher material it can be done. Even drills can be structured to provide a sense of authenticity.

Fourth, provide appropriate feedback and correction when students get error, teacher can give the corrective feed, because feedback on students error can help them to not to do the same error next.

Fifth, capitalize on the natural link between speaking and listening. Teacher can integrate speaking and listening, because these two skills can reinforce each other. Actually there are many interactive techniques that involve speaking will also included listening.

Sixth, give students opportunities to initiate oral communication. A teacher must allow students to initiate language. The teacher duties are only asking the students questions, giving direction and providing information. They have conditioned only to "speak when spoken to" part of oral communication competence is the ability to initiate conversations. Nominate topics, to ask questions, to control conversation, and to change the subject.

Seventh, encourage the development of speaking strategies. The concept of strategic competence is one that few beginning language students are aware of. There are some strategies in classroom activities that can be one in which students become aware of, such strategies as asking for clarification (what), asking

someone to repeat something (excuse me?), Using fillers (I mean, well) using conversation maintenance cues (Uh huh, right. Yeah. Okay), getting someone attention (Hey, so) using paraphrases for structures one can't produce, using nonverbal expressions to convey meaning etc.

Basically, teaching of speaking must be oriented to practice students able to speak. This principle is expected to be used by teacher as the main references in planning and implementing the activity.

2.2 Describing pictures

2.2.1 Nature of picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it orally. The purpose of this activity are to train students imagination and retell story in speaking English.

Picture are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Picture as aids are clearly in dispensable for language teacher since they can be used in so many ways. The teacher can teach vocabulary easily through pictures it means blackboard drawing, wall pictures, chart and flashcard.

According to Krcelic and Matijevic (2015: 111) using visuals encourages students to use their imagination, as the same picture can be interpreted in many

different ways. Visuals give an insight into the world and help students to “think out the box”. Moreover, they can be used to enhance students participation and create a positive attitude towards English. As a visual media pictures can help the teacher to make the students interested and enjoy to learning especially to learn English. The image, painted, drawn, and photographed is a media visual or picture. The main advantages of the picture is its obvious visibility to students. Using pictures can bring benefits to teaching as they promote students interest in acquiring a foreign language.

Picture is one of the visual aid. Pictures are used to support and help a teacher to interest the student because it is considered as a part of visual aids that have many functions in the teaching process. A number of experts propose their opinions and ideals related to the picture. A picture is the description of what something is like Collin (1997) picture is a visual representation of something, such a person of scene, produced a surface as photograph, painting, etc. so, picture is a visual presentation of something such as person or scene and it can be painting, photograph, drawn or map. Goodman (2000) adds picture is a set of scene or context to give information. They are also common in everyday life. Picture can also be of key importance in communicative and interactive classroom.

According to Hamalik (1980:27) pictures are visual media that are very important and easy. Pictures are more effective because they can make students able to catch the idea is clearly. Burn (1975:11) states that pictures will help us to initiate a new topic or catch students interested as they look and talk about them.

Lado (1983) adds that picture can be use to produce more systematic cultural experience necessary for a full understanding and use of language. According to Jin (2008) adds the five primary reason of using picture: it easy to prepare, to organize, interesting and meaningful authentic.

In addition, according to Thornbury (2006) explains that picture can illustrate the script of conversation in other that we can memorize easily. It means that a text such as narrative, descriptive and procedure could be illustrated in the picture to make it easy to memorize. The use of media can boot the language teaching to be more active. Harmer stated (2007) that a range of objects, pictures and other thing can be used as instructional media to present and manipulate language and to involve students in the activities. Actually, there are a lot of media that can be used in teaching English. One of them can be from pictures. Used of the pictures as teaching method is expected to gain students interested in learning speaking. The use of media is aimed to enable students to get the lesson and enjoyable classroom activity to encourage students motivation and interest. And pictures are expected to help teacher in teaching learning English. Picture also helped the students to explain the events on the pictures. Students can guess what it is about, and students can say something based on the pictures. From the explanation above pictures are helpful in teaching and learning speaking.

2.2.2 Teaching speaking by Describing picture

Bailey in Arkavazi and Nosratinia (2018: 1094) said that from the four skill in English language, speaking is one of the skill needed. The teaching of

speaking skill should be figured as central in foreign language pedagogy. Fauziati (2015: 101) define that the goal of teaching skill is communicative efficiency. It means that learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation. Grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

In English learning process, the students often find some problems. The problems frequently found is that their native language causes them difficult to use the English foreign language. Other reason is because lack of low motivation to practice the second language, especially English in speaking. They are also shy and afraid to take part of practice in their speaking. The thing interesting about the materials, and media between others including the method in teaching English is the first motivated the students to learn English and many method can be applied to teach them are describing picture.

However, describing picture is good media to teaching learning in English classroom. Picture is the interest media for students to express and comprehend meaning in English learning. Visual media can help in speaking activities as learners will share their feelings and inspiration. They provide the learners with the opportunity to speak in order to develop their speaking skills. Using picture can present the real situation. It means that through by using picture, the students can imagine the abstract to be real situation. This technique on media picture is so easy to used. The teacher make students more interest and active in learning process.

2.3 Relevance studies

Researchers on information transfer have been conducted by some experts. They observed the implementation of information transfer in language teaching and its result.

First, Ana KasmidarSyafitri (2017) “The use of Describing Pictures to improve Speaking Ability of the eight grade of MTS AL-MUTTAQIN PEKANBARU (A classroom action research of the eight grade of MTS AL-MUTTAQIN PEKANBARU)” Based on the findings and discussion of the students speaking ability by describing pictures during the two cycles of the classroom action research, it can be concluded that describing pictures improved students speaking ability at the eighth grade of Mts Al-MuttaqinPekanbaru the findings showed that students speaking ability and the indicators – pronunciation, vocabulary, fluency, and comprehension got better improved in each cycle of the research.

In addition, the researcher and the collaborator also observed that there were opinions from students that supported the improvement of speakingability. The first opinion was motivation. By applying describing pictures, the students had willingness to have discussion on the materials given. The second opinion was technique. The students believed that describing picture was better technique for them to develop and improve their speaking ability. This technique also made them speak. The third opinion was students participation. The classroom activity better improved the students participation to become more active in teaching

learning process. The students got involved in investigating and presenting the materials. The fourth factor was students confidence. The students attitudes were very positive toward the teachers guidance since they got many benefits dealt with the process of getting information and improving speaking ability. As it was done in this research, the researcher tried hard to have good confidence toward the students. The researcher made the class atmosphere enjoyable, so the students did not feel shy to speak up in the classroom.

Second, Inta Aulia Asfa (2010) “The effectiveness of using describing picture to improve students’ speaking skill in descriptive text (An experimental research at the eighth grade students of SMP H. Isriati Semarang in the Academic year of 2010/2011)” based on the finding and discussion in chapter IV, it could be concluded that the use of describing picture in the teaching of speaking in descriptive text was effective. It was proved by the obtained score of t-test. The t-test showed that t-score 4.348 was higher than t-table 2.01. it meant that H_a was accepted and H_o was rejected. Since the t-score was higher than t-table, there was a significant difference in the achievement between students in class VIII a who were taught speaking in descriptive text using describing picture and students in class VIII B who were taught speaking in descriptive text without using describing picture technique. The average score of experimental group was 76.83 and the average score of control group was 67. It meant that the experimental group (class VIII A) was better than the control group (class VIII C).

Third, Anggia Murni (2018) “The use of describing picture strategy to improve students’ English speaking skill” based on the results, the conclusions of the study can be drawn as follows:

1. The use describing picture strategy improve students’ English speaking skill. This can be understood by the mean score of pre-test and post-test. The score of pre-test and post-test showed a significant difference. Furthermore, the effect of describing picture strategy is not only obtained by the students achievement, but it is also obtained by students responses in questionnaire. The result showed that the students are interested in the strategy.
2. There are students problems in learning speaking using describing picture strategy. First, many students could not apply grammar correctly when they speak by using the strategy. Second, the students are difficult to understand English when their friends speak English using describing picture.

2.4 Conceptual Framework

In this reresearch, the researcher presents the conceptual framework in the following below :

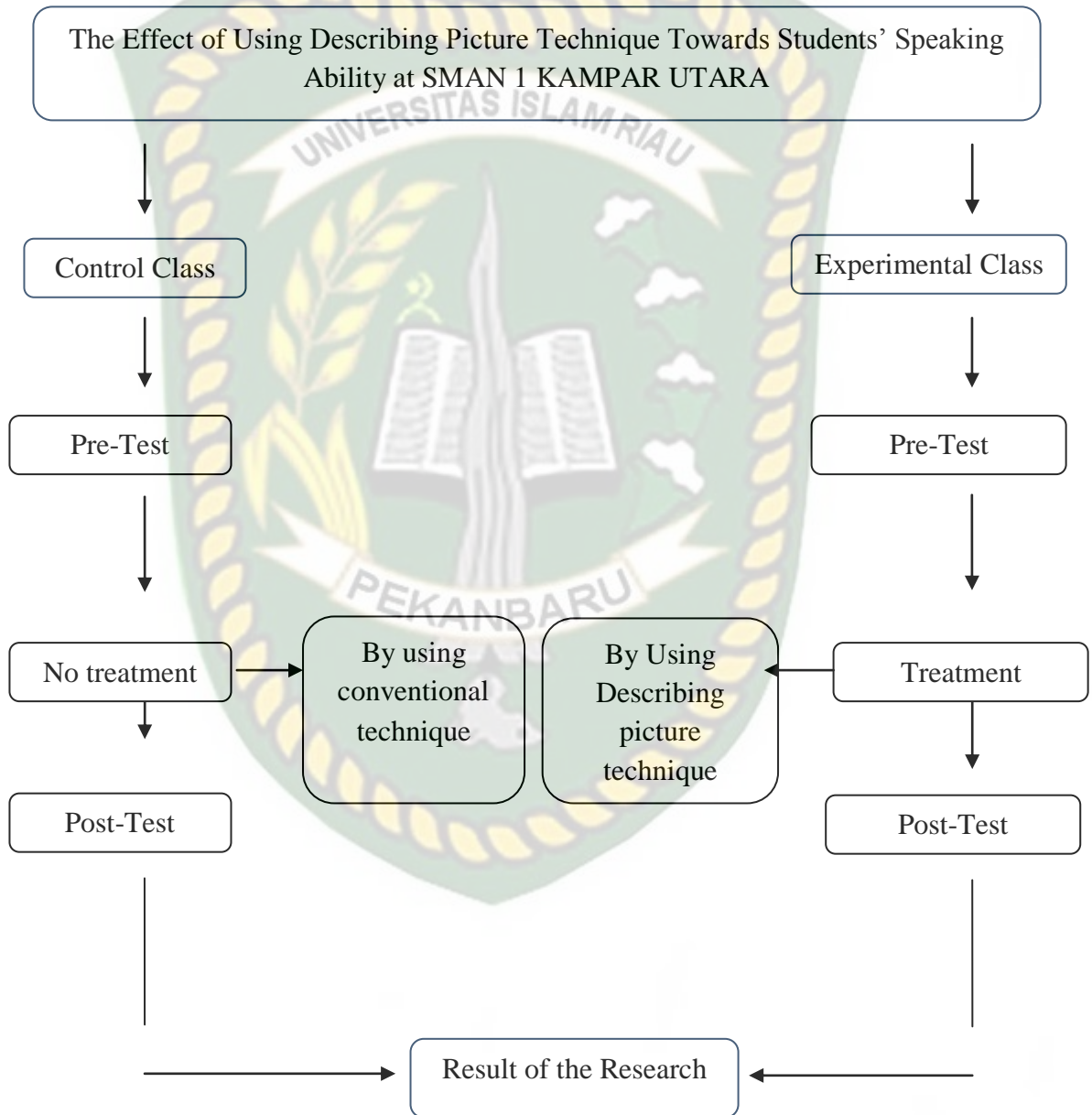


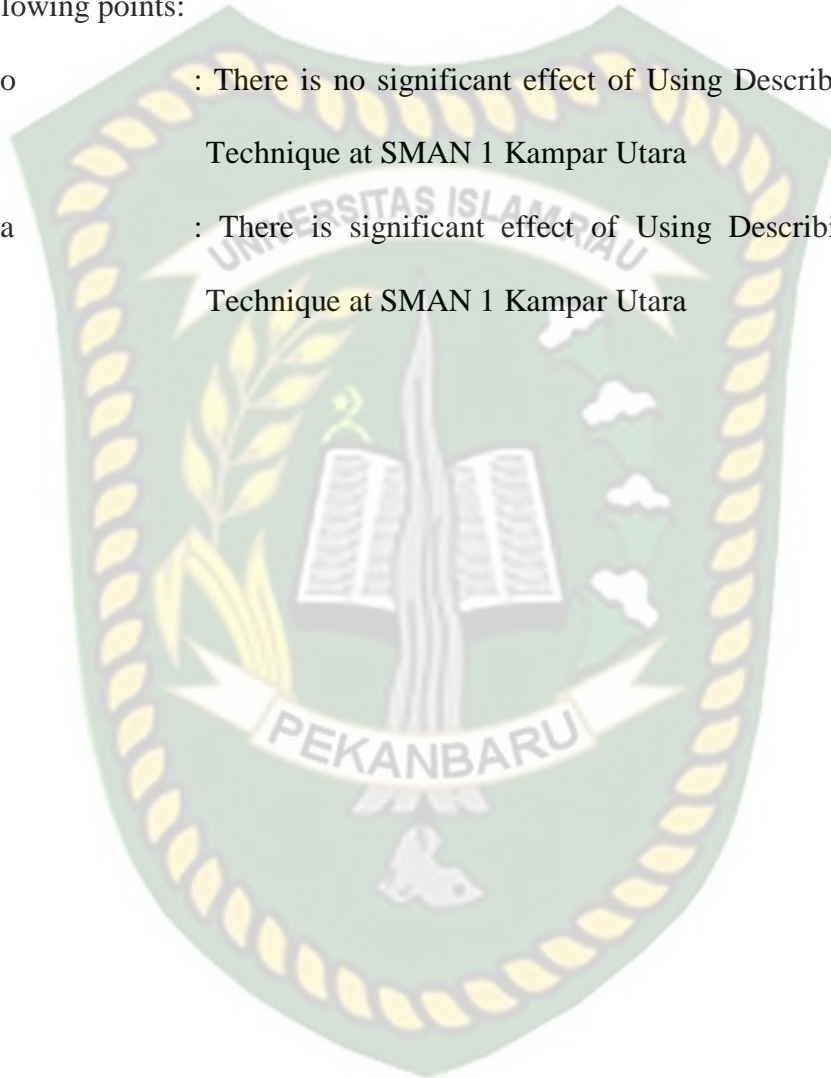
Figure 2.4 Conceptual Framework

2.5 Hypothesis

There were two types of the hypothesis consist in this research. They were as following points:

Ho : There is no significant effect of Using Describing Picture Technique at SMAN 1 Kampar Utara

Ha : There is significant effect of Using Describing Picture Technique at SMAN 1 Kampar Utara



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher conducted this research by using quantitative research approach. In this research there were two groups or two classes of subject that was involved. They are experimental group and control group. The experimental group was taught using describing picture technique while the control group was taught without describing picture technique. Both experimental and control group speaking ability were measured before and after being exposed to a treatment by using pre-test and post-test. The design of the study was taken from Ary (2006) that can be seen at the table below:

Table 3.1

The Research Design Experimental Group

CLASS	Pre-test	Treatment	Post-test
Experimental class	Y1	X	Y2
Control class	Y1	-	Y2

The experimental group was the tenth graders of SMAN 1 Kampar in science class, while the control group was in social class. Y1 on the table mean pre-test, then X was considered as treatment namely the teaching process by using describing picture. This treatment only given to experimental group, while the

control group are taught using conventional teaching without using describing picture. Next, Y2 was known as post-test. This one was given to students of experimental and control group after the process of teaching. By using this form of research, the researcher could analyze the influence of experimental treatment by comparing students of experimental and control group pre-test and post-test score. The effectiveness would be identified after knowing the significant difference between the students speaking ability of experimental and control group after the process of teaching.

3.2 Time and Location of the Research

The research will be conducted at SMAN 1 Kampar Utara. It is located at Pekanbaru-Bangkinang street, Airtiris Kampar district. The time of this research will be started on February 2021.

Table 3.2 schedule of Research

No	Meeting	Date/Month/Year	Action
1	1 st Meeting	February 2 nd , 2021	Taking Pre-test
2	2 nd Meeting	February 3 rd , 2021	The teacher gave students some of questions from the Pre-test and ask students to answer the question.
3	3 rd Meeting	February 15 th , 2021	The teacher gave material about Descriptive text.
4	4 th Meeting	February 18 th , 2021	The teacher ask students to review and make sure the students remember about the material last week and the teacher

			asked the students speak inn front of class.
5	5 th Meeting	February 19 th , 2021	The teacher gave material about Danau Toba.
6	6 th Meeting	February 26 th , 2021	Taking Post-test.

3.3 Research Population and Sample

3.3.1 The Population

The population of this research will be the first grade students at SMAN 1 Kampar Utara academic year 2020-2021. There were 2 class science and 2 class social. A population was a set (or collection) of all elements possessing one or more attribute of interest. In line with Arikunto (1998:115) that states the whole subject research was called population of research.

Table 3.3.1 The population

Classes	Table of students
X science 1	28
X science 2	28
X social 1	29
X social 2	29
Total	114

3.3.2 The sample

Sample was a small group of people selected to represent the much larger entire population from which it was drawn. To take the sample, researcher must surely that the sample can represent all characteristics from population. As states by Sugiyono (2018:81) “sample must represent the population”


Table 3.3.2 Sample of the research


Class	Total of students
X science 1 (experimental group)	28
X science 2 (control group)	28
Total	56

3.4 Instrument of the research

The researcher collected the data by using speaking test, treatment, and speaking test. In carrying out this research, it is necessary to clarify the variable will use in analyzing the data. There are two variables, variable X and Y. variable X is the effect of using describing picture technique. Variable Y is the students ability in speaking.

Table 3.4 Instrument of the research

No	Meeting	Topic	Student activity
1.	Pre-test (1 st meeting)	Descriptive Text	<ul style="list-style-type: none"> - The teacher asked the students to describe about National Monument - The teacher record the students sounds.
2.	Treatment (Meeting 1)	Descriptive text	<ul style="list-style-type: none"> - The teacher gave a picture about Monument National - The students see the picture - Collecting information about the picture - After that the students describe it.
3.	Treatment (Meeting 2)	Descriptive text	<ul style="list-style-type: none"> - The students make a group - The teacher gave a picture  <ul style="list-style-type: none"> - The students see the picture - The students discuss in group - The students describe about Borobudur temple - The students speak in front of the class.
4.	Pre-test (Meeting 3)	Descriptive Text	<ul style="list-style-type: none"> - The teacher asked the students to review and make sure remember about material last week - The students must describe again about Borobudur temple and speak in front of

			class.
5.	Treatment (Meeting 4)	Descriptive text	<ul style="list-style-type: none"> - The teacher gave a picture about danautoba  <ul style="list-style-type: none"> - The students describe it.
6.	Post Test	Descriptive text	<ul style="list-style-type: none"> - The students bring a picture about their favorite place - The students describe the picture - The teacher record their sounds.

The research instrument for this research using spoken test. The researcher collecting the data by using pre-test and post-test to know the students speaking ability based on material. The students give pre-test before they get treatment. The researcher give for students. The researcher record them when they talking. After finish the researcher analyzes their recorder. The purpose of this test is to know students speaking ability before treatment by using describing picture technique.

After giving pre-test, the researcher give the treatments by using describing picture technique (in experimental class only) the researcher conducted the treatments in fourth meeting.

3.4.1 Variable X (Describing Picture Technique)

Based on the background of the problem, this research consist of two variables. They are variable X and variable Y. variable X of this research is describing picture technique that influences students speaking ability.

3.4.2 The indicator of variable Y (speaking Ability)

Variable Y of this research is students speaking ability that influenced by describing picture technique. So, in this research the researcher tried to figure out the effect of describing picture technique towards students speaking ability.

3.4.3 Validity of the instrument

The validity means a tool measurement which used to get data validity (Sugiyono,2011,p.172). by far the most complex criterion of an effective test and arguably the most important principle is validity, “the extent to which inferences made from assessment result are appropriate, meaningful and useful in terms of the purpose of the assessment” (Gronlund, 1998, p. 226).

3.4.4 Reliability of instrument

A reliability test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results Brown (2004).

3.5 Data Collection Technique

In this research the data will be collected by checking the attendance of students. The purpose is to know the students speaking ability before treatment.

3.5.1 Pre-test

The researcher took the test without applying the describing picture technique. The data directly was taken by the researcher without applying treatment to the students. It was used to know basic knowledge of speaking ability.

3.5.2 Treatment

After give pre-test, the researcher did treatment the form treatment used describing picture technique. The treatment was conducted forth meeting the procedures of the research.

3.5.3 Post-test

After did the treatment process and learning process were finished the researcher got post-test data by students to speak orally and the results of a sound recording about the topic that have been given by the researcher.

3.6 Data Analysis Technique

Table 3.6 Analytic oral language scoring rubric

No	Aspect	Score	Explanation
1.	Pronunciation	1-4 5-8 9-12 13-16 17-20	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. Accent is intelligible though often quite faulty Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously Foreign. Errors in pronunciation are quite rare. Equivalent to and fully accepted by educated native speakers.
2.	Vocabulary	1-4 5-8 9-12 13-16 17-20	Speaking vocabulary inadequate to express anything but the most elementary needs. Has speaking vocabulary sufficient to express himself simply with some circumlocutions. Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad to grope for a word. Can understand and participate in any conversation within the range of this experience with a high degree of precision of vocabulary. Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural reference.
3.	Comprehension	1-4 5-8 9-12 13-16 17-20	Within the possibility of his very poor language knowledge. Can obtain the idea of most dialogues of non technical subject. Comprehension is rather complete at common rate of talk. Can understand some dialogues inside the distance of his experience. Equivalent is learned of native speaker.

4.	Grammar	1-4	Error in grammar is frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		5-8	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
		9-12	Control of grammar is good. It can be conclude that to speak the language with structural enough to respondent clearly in most formal and informal dialogues.
		13-16	Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.
		17-20	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. Equivalent the aimofa knowledgeable native speaker.
5.	Fluency	1-4	No specific fluency descriptions refer to other four language areas for implied level of fluency.
		5-8	Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.
		9-12	Can discuss particular interest of competence with reasonable ease, rarely has to grope for works.
		13-16	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		17-20	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

(Brown 2004: 173)

Table 3.6 indicator of speaking ability

No	Indicator assessed	Score
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		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					
3	Comprehension					
4	Grammar					
5	Fluency					

(Brown:2004)

Table 3.6 Classification of students speaking ability

Value	Level of achievement
80-100	Excellent
60-70	Good
56-65	Sufficient
40-55	Fairly sufficient
>39	Poor

(Adopted from Faidah)

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This research was conducted to know the effect of implementation Describing Picture Technique in Teaching Speaking Ability at SMAN 1 Kampar Utara. A set of test to found out the score of the students' achievement in speaking ability.

The researcher used two classes to assume to be equal and homogenous statistically in order was conducted the research. Then, the research explained into the classroom and gave the same material, for length of the time, but different treatment.

4.1.1 Pre-Test

The pre-test carried out to determine the early background ability of the students selected as the sample. It was held for find out the experimental and control group at the same level before applied a new technique for the experimental group and the material was the test. The first meeting, teacher asked the students to describe about some place and students speak in the front of the class. After students doing a pre-test, teacher explained about Descriptive text, as material. The objective in this meeting was to gave the students clear understand about how to describe something by giving examples.

a. Data Presentation of Pre-Test in Control Class

**Table 4.1 The Total of Students' Speaking in Pre-Test in Control Class
from two Rater**

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	73	71	144	72
2	Students 2	73	69	142	71
3	Students 3	74	71	145	73
4	Students 4	73	73	146	73
5	Students 5	70	71	141	71
6	Students 6	67	72	139	70
7	Students 7	70	70	140	70
8	Students 8	72	66	138	69
9	Students 9	72	68	140	70
10	Students 10	68	66	134	67
11	Students 11	68	62	130	65
12	Students 12	62	60	122	61
13	Students 13	60	60	120	60
14	Students 14	60	63	123	62
15	Students 15	56	61	117	59
16	Students 16	56	60	116	58
17	Students 17	59	61	120	60
18	Students 18	59	61	120	60
19	Students 19	58	63	121	61
20	Students 20	68	63	131	66
21	Students 21	67	59	126	63
22	Students 22	68	61	129	65
23	Students 23	73	63	136	68
24	Students 24	73	61	134	67
25	Students 25	70	58	128	64
26	Students 26	62	65	127	64
27	Students 27	62	66	128	64
28	Students 28	58	65	123	62
				Highest	73
				Lowest	58
				Total	1830
				Average	65,36

The first analysis was the students' score of pre-test in control group which has done to know the ability of students' in their speaking. The researcher

presented the students' speaking on pre-test, the result as follows; the highest score was 73 and lowest score was 58. Moreover, in control class, the total score that 28 students were 1830 and the average score they were 65.36 point.

(See appendix 7)

b. Data Presentation of Pre-Test in Experimental Class

Table 4.2 The Total of Students' Speaking in Pre-Test in Experimental Class from two Rater

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	74	67	141	71
2	Students 2	72	67	139	70
3	Students 3	74	68	142	71
4	Students 4	72	72	144	72
5	Students 5	70	72	142	71
6	Students 6	76	67	143	72
7	Students 7	76	68	144	72
8	Students 8	64	71	135	68
9	Students 9	67	71	138	69
10	Students 10	66	67	133	67
11	Students 11	62	64	126	63
12	Students 12	62	59	121	61
13	Students 13	62	57	119	60
14	Students 14	64	59	123	62
15	Students 15	61	59	120	60
16	Students 16	60	55	115	58
17	Students 17	68	53	121	61
18	Students 18	68	54	122	61
19	Students 19	72	57	129	65
20	Students 20	71	59	130	65
21	Students 21	63	65	128	64
22	Students 22	63	67	130	65
23	Students 23	61	67	128	64
24	Students 24	58	66	124	62
25	Students 25	58	70	128	64
26	Students 26	70	57	127	64
27	Students 27	68	57	125	63
28	Students 28	66	57	123	62
				Highest	72

				Lowest	58
				Total	1820
				Average	65,00

The students' result in speaking ability, particular in pre-test in experimental class, as follows the highest score was 72 and the lowest score was 58. Moreover, in experimental class, the total score that 28 students were 1820 and the average score was 65.00 points. (See Appendix 8)

4.1.2 Treatment

The treatment was conducted for the experimental group only. The treatment of teaching through Describing Picture Technique as follows: The treatment only gave the experimental class, the steps were:

1. Meeting 1

The first meeting was conducted on February, 3rd 2021. In early minutes, checking attendance list, giving motivation, and gave evaluation about introduce the material in pre-test activity was done. The first step is observing. The students were guided to see, observe the picture related the material about Descriptive Text (National Monument). The second step is questioning. The students were guided to answer teacher's questions related with the picture that had been given by the teacher in observing step. The third step is collecting information. The students were guided to collected information about the material how to describe place, person, or something. After that, the teacher gave a conclusion from the lesson and giving close greeting.

2. Meeting 2

The second meeting was conducted on February, 15th 2021. In early minutes, checking attendance list, giving motivation and gave the material about Borobudur Temple. The first step observing. The teacher asked the students to observe the picture in group. The students were guided to see and observe the picture related Borobudur Temple. The second step is questioning. The students were guided to answer the others group question related the picture had been given by the teacher in observing step. The third step is collecting information. The students were guided to gave the information from the others group questions. The fourth step is associating. The students were guided to analyze the questions and try to make a text based on the picture. The last step is communicating. The students were guided to describing the picture in front of the class based on information their collecting. After that, the teacher gave a conclusion from the lesson and giving close with greeting.

3. Meeting 3

The third meeting was conducted on February, 18th 2021. The teacher ask students to review and make sure the students remember about the material last week and after that the teacher asked the student speak in front of the class one by one to describe Borobudur Temple related about the topic yesterday using Describing Picture Technique. In the last 5 minutes, the teacher gave conclusion from the lesson and closed the meeting.

4. Meeting 4

The fourth meeting was conducted on February, 19th 2021. In early minutes, checking attendance list, giving motivation, and gave new topic about Descriptive Text. The first step is observing. The teacher asked the students to observe difference picture. The students were guided to see and observe the picture. The picture related of Danau Toba. The second step is questioning. The students were guided to answer the teachers' question related the picture had been given by the teacher in observing step. The third step is communicating. The students were guided to describing about Danau Toba to make their speaking ability well. After that, the teacher gave a conclusion from the lesson and giving close with greeting.

4.1.3 Post-Test

After treatment, this test administered in order to know the students' achievement after following the learning-teaching process by implementing Describing Picture Technique. A Spoken test as the post-test conducted on the last meeting. In the last meeting, The researcher gave instruction for the students to describe the picture they have chosen which was monitored by the researcher. And the researcher recorded while the students did post-test. Then, the result of students' video recorder at post-test to find out whether or not significant improvement which was made by the researcher for the students after implemented the steps of Describing Picture Technique in teaching English speaking skill.

a. Data Presentation of Post-Test in Control Class

Table 4.3 The Total of Students Speaking in Post-Test in Control Class from two Rater

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	82	78	160	80
2	Students 2	82	78	160	80
3	Students 3	82	77	159	80
4	Students 4	90	83	173	87
5	Students 5	91	83	174	87
6	Students 6	92	86	178	89
7	Students 7	86	89	175	88
8	Students 8	86	88	174	87
9	Students 9	83	87	170	85
10	Students 10	84	88	172	86
11	Students 11	85	87	172	86
12	Students 12	86	84	170	85
13	Students 13	85	85	170	85
14	Students 14	86	83	169	85
15	Students 15	90	85	175	88
16	Students 16	89	88	177	89
17	Students 17	89	89	178	89
18	Students 18	88	89	177	89
19	Students 19	88	88	176	88
20	Students 20	87	87	174	87
21	Students 21	86	84	170	85
22	Students 22	90	83	173	87
23	Students 23	86	84	170	85
24	Students 24	86	92	178	89
25	Students 25	89	92	181	91
26	Students 26	89	86	175	88
27	Students 27	88	86	174	87
28	Students 28	87	85	172	86
				Highest	91
				Lowest	80
				Total	2413
				Average	86,18

The students' in speaking ability, particularly in post-test of control class, as follows; the highest score was 91 and the lowest score was 80 Moreover, in

control class the total score that 28 students were 2413 and the average score they were 86.18 point. (See Appendix 9)

b. Data Presentation of Post-Test in Experimental Class

Table 4.4 The Total of Students' Speaking in Post-Test in Experimental Class from Two Rater

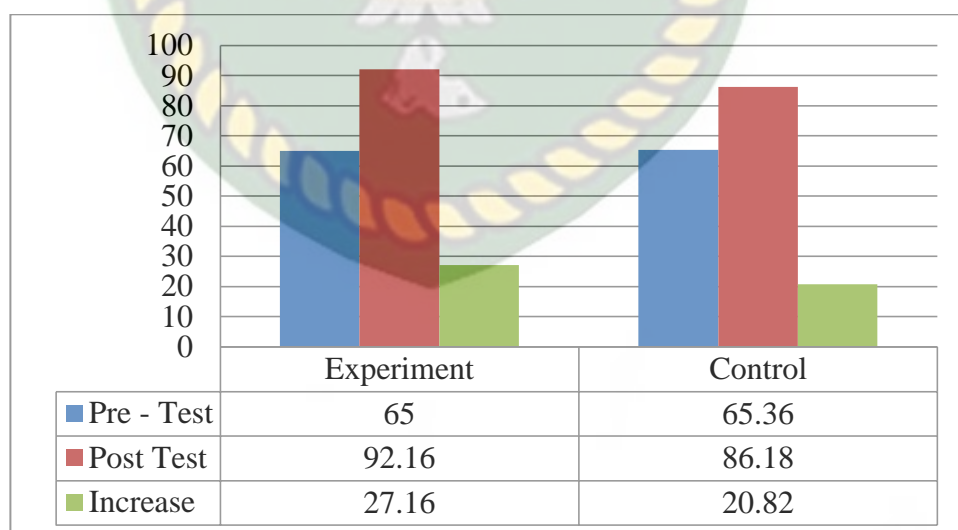
No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	92	94	186	93
2	Students 2	92	94	186	93
3	Students 3	92	94	186	93
4	Students 4	92	94	186	93
5	Students 5	92	94	186	93
6	Students 6	88	90	178	89
7	Students 7	87	90	177	89
8	Students 8	96	90	186	93
9	Students 9	96	88	184	92
10	Students 10	96	88	184	92
11	Students 11	89	92	181	91
12	Students 12	89	93	182	91
13	Students 13	93	94	187	94
14	Students 14	94	95	189	95
15	Students 15	92	93	185	93
16	Students 16	93	92	185	93
17	Students 17	93	91	184	92
18	Students 18	90	91	181	91
19	Students 19	89	91	180	90
20	Students 20	94	91	185	93
21	Students 21	92	94	186	93
22	Students 22	91	95	186	93
23	Students 23	92	94	186	93
24	Students 24	92	94	186	93
25	Students 25	95	93	188	94
26	Students 26	91	94	185	93
27	Students 27	91	93	184	92
28	Students 28	90	92	182	91
				Highest	95
				Lowest	88
				Total	2580,5
				Average	92,17

The students' in speaking ability, particularly in post-test of experimental class, as follows; the highest score was 95 and the lowest score was 88 Moreover, in control class, the total score that 28 students were 2580,5 and the average score they were 92.17 point. (See Appendix 10).

4.1.4 The Increasing Students' Mean Score of Pre-test and Post-test in Control and Experimental Class

Based on the calculation, the researcher got the mean score of pre-test and post-test in control class and experimental class. Furthermore, the increased of students score between control and experiment class can be seen in the diagram below:

Figure 4.1 The Increasing Students' Mean Score of Pre-Test and Post-test in Control and Experimental Class



From figure 4.1, it can be seen the mean score of pre-test in control class was 65,36 and mean score of post-test was 86,18. While the mean score of pre-

test in experimental class was 65 and after the students were given the treatment by implementing Describing Picture technique, the mean of post-test become 92,16. It can be summarized that there was a significant effect of Describing Picture technique on students' speaking ability at SMAN 1 Kampar Utara.

Table 4.5 The Aspects of Speaking Achieved by the Students in Pre-Test in Control Class from Two Raters

No	Student's Name	Assessment at Pre-Test				
		G	V	C	F	P
1	Students 1	29	29	29	28	29
2	Students 2	29	29	29	26	29
3	Students 3	29	29	30	28	29
4	Students 4	29	28	29	29	31
5	Students 5	29	28	27	26	31
6	Students 6	29	27	28	24	31
7	Students 7	29	28	29	24	30
8	Students 8	29	28	26	25	30
9	Students 9	29	27	27	28	29
10	Students 10	27	28	24	27	28
11	Students 11	27	27	23	25	28
12	Students 12	24	24	23	25	26
13	Students 13	24	24	22	24	26
14	Students 14	24	25	23	25	26
15	Students 15	22	23	23	25	24
16	Students 16	22	22	24	24	24
17	Students 17	23	24	25	23	25
18	Students 18	24	23	25	24	24
19	Students 19	24	23	24	26	24
20	Students 20	26	25	27	26	27
21	Students 21	25	25	24	25	27
22	Students 22	25	25	28	24	27
23	Students 23	28	25	28	25	30
24	Students 24	28	25	26	25	30
25	Students 25	27	25	25	25	26
26	Students 26	24	24	26	28	25
27	Students 27	25	24	26	28	25
28	Students 28	25	23	25	24	26
Total		735	717	725	716	767
Percentage		20,08%	19,59%	19,80%	19,56%	20,95%

Based on the table 4.5, it shows that there was 20.08% mastered in grammar, 19.59% mastered in vocabulary, 19.80% mastered in comprehension, 19.56% mastered in fluency and 20.95% mastered in pronunciation.

Table 4.6. The Aspects of Speaking Achieved by the students in Post-Test in Control Class from Two Raters

No	Student's Name	Assessment at Pre-Test				
		G	V	C	F	P
1	Students 1	36	32	32	33	37
2	Students 2	36	32	32	33	37
3	Students 3	35	32	32	33	37
4	Students 4	35	35	35	33	37
5	Students 5	35	35	35	33	37
6	Students 6	34	35	34	34	37
7	Students 7	34	35	35	35	37
8	Students 8	37	35	38	35	39
9	Students 9	38	35	37	35	38
10	Students 10	38	36	35	37	38
11	Students 11	36	33	33	37	37
12	Students 12	35	33	33	36	36
13	Students 13	37	34	34	37	36
14	Students 14	37	34	33	36	37
15	Students 15	38	35	32	35	37
16	Students 16	38	36	34	35	38
17	Students 17	39	35	35	36	37
18	Students 18	38	34	35	35	37
19	Students 19	37	35	36	34	35
20	Students 20	38	37	37	34	35
21	Students 21	37	35	36	33	35
22	Students 22	37	35	36	33	33
23	Students 23	37	36	36	34	33
24	Students 24	40	37	37	35	35
25	Students 25	40	38	37	35	37
26	Students 26	35	34	36	36	36
27	Students 27	35	34	36	36	36
28	Students 28	35	34	35	36	35
Total		1027	971	976	974	1019
Percentage		20,67%	19,54%	19,64%	19,60%	20,51%

Based on the table 4.6, it shows that there was 20.67% mastered in grammar, 19.54% mastered in vocabulary, 19.64% mastered in comprehension, 19.60% mastered in fluency and 20.51% mastered in pronunciation.

Table 4.7 The Aspects of Speaking Achieved by the students in Pre-Test in Experimental from Two Raters

No	Student's Name	Assessment at Pre-Test				
		G	V	C	F	P
1	Students 1	29	28	28	27	29
2	Students 2	29	28	28	25	29
3	Students 3	30	28	28	27	29
4	Students 4	30	28	28	28	30
5	Students 5	30	28	28	26	30
6	Students 6	31	29	29	25	29
7	Students 7	31	29	30	25	29
8	Students 8	29	26	27	24	29
9	Students 9	29	26	26	28	29
10	Students 10	28	25	24	28	28
11	Students 11	26	26	23	25	26
12	Students 12	23	25	22	25	26
13	Students 13	23	26	22	23	25
14	Students 14	24	25	24	24	26
15	Students 15	23	23	24	24	26
16	Students 16	22	22	23	23	25
17	Students 17	25	24	24	22	26
18	Students 18	25	24	24	23	26
19	Students 19	27	26	25	25	26
20	Students 20	27	26	26	25	26
21	Students 21	26	26	24	24	28
22	Students 22	26	24	28	24	28
23	Students 23	25	25	28	24	26
24	Students 24	24	25	25	24	26
25	Students 25	26	26	25	25	26
26	Students 26	25	25	25	26	26
27	Students 27	25	23	25	26	26
28	Students 28	25	23	25	23	27
Total		743	719	718	698	762
Percentage		20,41%	19,75%	19,72%	19,17%	20,93%

Based on the table 4.7, it shows that there was 20.41% mastered in grammar, 19.75% mastered in vocabulary, 19.72% mastered in incomprehension, 19.17% mastered in fluency and 20,93% mastered in pronunciation.

Table 4.8 The Aspects of Speaking Achieved by the Students in Post-Test in Experimental from to the Two Raters

No	Student's Name	Assessment at Pre-Test				
		G	V	C	F	P
1	Students 1	35	34	34	35	38
2	Students 2	35	35	34	34	38
3	Students 3	35	35	34	34	38
4	Students 4	37	37	37	34	39
5	Students 5	37	37	37	35	39
6	Students 6	37	36	35	36	38
7	Students 7	36	35	34	34	37
8	Students 8	36	35	34	34	37
9	Students 9	33	33	35	34	36
10	Students 10	33	33	35	35	36
11	Students 11	34	35	37	35	36
12	Students 12	35	35	37	35	37
13	Students 13	37	36	34	35	37
14	Students 14	37	37	35	35	37
15	Students 15	36	39	35	34	39
16	Students 16	36	36	35	36	38
17	Students 17	38	36	35	35	36
18	Students 18	36	37	35	35	36
19	Students 19	35	37	36	35	36
20	Students 20	35	35	37	34	37
21	Students 21	36	35	38	34	37
22	Students 22	39	36	38	34	38
23	Students 23	37	36	37	34	36
24	Students 24	36	37	37	34	36
25	Students 25	37	38	35	36	36
26	Students 26	37	36	35	37	38
27	Students 27	35	37	36	36	37
28	Students 28	35	35	35	36	38
Total		1005	1003	996	975	1041
Percentage		20,01%	19,98%	19,84%	19,42%	20,73%

Based on the table 4.8, it shows that there was 20.01% mastered in grammar, 19.98% mastered in vocabulary, 19.84% mastered in comprehension, 19.42% mastered in fluency and 20.73% mastered in pronunciation.

From the data, it can be summarized that students' at SMAN 1 Kampar Utara was mastered in the aspects of speaking. It can be seen after treatment students able to apply the aspects of speaking. In brief, every student was higher score in speaking. On the other hand, for the next researcher should be mastered how to improve students' speaking based on aspect.

4.1.5 Independent Sample T-Test

After the researcher analyzed the data of the students, the researcher found out the compare average between score in post test of experimental class and score in control class by using independent t-test.

Table 4.9 Output SPSS of Research

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Speaking Ability	Equal variances assumed	4.874	.032	10.	54	.000	5.982	.575	4.829	7.135
	Equal variances not assumed			10.	40.	.000	5.982	.575	4.820	7.144

Based on output SPSS 25 version of the research, Independent Sample T-Test shows levene's test to know the same variance.

Ho= Variance Population Identic.

Ha= Variance Population not Identic.

If Sig Tcalculate > 0.05, Ho is accepted.

If sig Tcalculate < 0.05, Ha is accepted.

On the other hand, from the data can be seen that tcalculate obtained 10.400 will be compare to ttable, df= 54. It can be concluded that ttable is higher than tcalculate. In other word, it can be read $10.4 < 54$. Based on the score the researcher concluded that Ho is rejected and Ha is accepted. In brief, there is significant effect of Describing Picture technique toward speaking ability of the first year students at SMAN 1 Kampar Utara.

4.1.6 Descriptive Statistic

Table 4.10 Descriptive Statistics Pre-Test and Post-Test Experimental Class and Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	28	58	72	65.00	4.323
Post-test Experiment	28	89	95	92.16	1.421
Pre-test Control	28	58	73	65.36	4.598
Post-test Control	28	80	91	86.18	2.692
Valid N (listwise)	28				

Based on the table 4.10, it can be seen there are two classes is experimental and control class. Experimental class has 28 students and mean score of pre-test is 65.00 and post-test is 92.16, standard deviation of pre-test 4.323 and post-test 1.421. Then, control class has 28 students and mean score of pre-test is 65.36 and post-test is 86.18, standard deviation of pre-test is 4.598 and post-test is 2.692

Based on explanation above, it can be concluded between that the score of experimental and control class has different score. The scores of experimental class were higher than control class.

4.2 Data Interpretation

In this discussion was focused on the result of the research and the data analysis which is the effect of Describing Picture technique of students' speaking ability.

It can be analyzed that the increasing of the students' speaking in the experimental class which was taught by implementing Describing Picture Technique. The mean score was 92.16. On the other hand, the control class was 86.18. In brief, the Describing Picture technique increase students' score in speaking ability.

4.3 Hypothesis Testing

After the calculation the data of used SPSS 25 version of the research, it can be seen sig Tcalculate in Equality of Variances is 10.400. It can be summarized that Ho is accepted because $10.400 > 0.05$. In brief, it means the variance population identic.

On the other hand, from the data can be seen that tcalculate obtained -0.277 will be compare to ttable, $df = 54$. It can be concluded that ttable is higher than tcalculate. In other word, it can be read $10.4 < 54$. Based on the score the researcher concluded that Ho is rejected and Ha is accepted. In brief, there is significant effect of using Describing picture technique toward speaking ability of the first year students at SMAN 1 Kampar Utara.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the conclusion drawn from research. It also presents a suggestion for students, teachers, and other researchers as well. This chapter is divided into two parts: conclusion and suggestion.

5.1 Conclusion

Based on some of theories about describing picture technique and the researcher was conducted this research, the researcher concluded this technique can solve the problems related to speaking ability. The researcher found this technique very helpful for the students to improve their speaking ability. The student more active in learning english teaching and enjoy to practiced speaking in teaching and learning process.

After the reseacher applied describing picture technique in speaking in teaching learning process the teacher found some problems. The first problem is students reluctant to speak up in the classroom because difficult to pronounce the words. Second, the students afraid to making mistake when speak English, the student not confident . The use Describing Picture Technique very helpful to students' speaking ability.

Based on the data analysis, research findings, and discussion on the previous chapter, the researcher concluded the mean score of pre-test control group was 80.51 and pre-test experimental group was 78.60 the mean score of

post-test experimental group was 91.89 and control group was 86.85. It can be summarized that by using Describing Picture Technique gave any significant effect towards students' speaking at SMAN 1 Kampar Utara. In brief, there was significant effect between control and experimental group.

5.2 Suggestion

Based on the findings of this research, the researcher would like to give some suggestions to futures action and more effective to apply this technique in teaching learning.

5.3.1 For the Students

The researcher suggests to students more attention in their pronunciation and confidence. The students do not need to be shy or reluctant to speak. As the teacher, they have to support to the students in increasing their speaking ability. Teaching English through Describing Picture Technique in the learning process becomes interesting given by the teacher. The teacher should be able to create creative activity and made an enjoyable situation in classroom to help students generalize theirs memory and automatically can improve the students speaking ability. The implementation Describing Picture Technique guide students to be able express their ideas and practice speaking confidently and systematically.

5.3.2 For the English Teacher

As the teacher, they have to support to the students in increasing their speaking ability. Teaching English by implementing Describing Picture Technique, the process of teaching become interesting that is given by the teacher. The teacher should be able to create creative activity and made an enjoyable situation in learning process to help students express their ideas and automatically can improve the students speaking ability. The implementation of Describing Picture Technique guides the students to able express their ideas and practice speaking confidently and systematically.

5.3.3 For the Next Researcher

This thesis is hopefully providing meaningful reference for those who are interested in concluding research. This thesis can be used in carrying out the next researcher as references their writing, to add some theory and learn about how implementing Describing Picture Technique in teaching process. The researcher hopes that the next researcher should be creative and innovative to apply this technique in their research.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Problem

There are four language skills to be taught to the students, they are speaking, listening, reading and writing. From these four language skills, speaking might be the most important one to be learned because when students learn foreign language, it is considered to be successful if they can communicate effectively in their second or foreign language. Without speaking skill the students can't express their ideas and the teacher never knows what in their opinion.

Speaking is one of the four language skills that can be used to communicate. It is very important skill in foreign language learning. Students are expected to be competent and to be developed speaking skill in both formal and informal situations in English speaking. If the students always use English to share their feeling and their ideas they will speak English well and fluently.

Furthermore, speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. Speaking is one of the way used by people to communicate with others, then share our ideas. Speaking is the use of language verbally to communicate with other people. Speaking can be used to put ideas into words about feelings and intentions to make others find the message conveyed. It can also be said that speaking is a person's ability to express his ideas to others.

And then, Speaking is the process of giving and receiving information to others. through speaking we can communicate well so what we say can be understood by others. Speaking not only used in communicate but we can speak for interaction, performance and sharing information, knowledge and share our ideas each other. It is very important in our social activity.

In some situations, speaking is used to give instructions or to get things done. For example to describe things or someone, to complain about people behavior and others. In the teaching and learning process if the students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their interest in learning. So, speaking should be learn and should be practicing in the classroom. The students must try to speak in English lesson to make them communicate in English.

Based on the explanation above to improving students speaking ability the teacher must use a good technique. There are many technique that can be used in teaching speaking, such as; role play, language games, information gaps, pair work, describing picture, scramble sentence and many others to make teaching and learning more active and more effective. So, the technique can facilitate the students to speak English. the researcher choose describing picture to teach speaking skill, because with describing picture the students will be easier to express their ideas. With describing picture they can reflect on image, when they see. So if they can express their ideas of course they will speak and teacher can know what they are mean.

In this research, the researcher use describing picture technique. According to Kidler (1992:1), “As a media pictures can help the researcher to make the students interest and enjoy to learn especially English. Moreover, pictures can present the real situation”. It means that by using picture, the students can imagine the abstract to be real situation. The researcher is interested in conducting an experiment research on the teaching of speaking in using describing picture. In this research the researcher give the students free picture or what a picture they want to describe. Based on this the researcher hopes with the pictures can improve students speaking ability. From this technique the researcher wants to know the effect of teaching speaking using describing picture.

Using pictures as a media for teaching English can be applied in schools. In this research, the researcher choose SMAN 1 KAMPAR UTARA as a place to know the effect of using describing picture to improve their speaking ability. SMAN 1 KAMPAR UTARA is located at Pekanbaru-Bangkinang street, Airtiris Kampar district. SMAN 1 KAMPAR UTARA use curriculum 2013 in teaching learning process.

Teaching and learning process at SMAN 1 KAMPAR UTARA based on the syllabus. The syllabus in curriculum 2013 is expected to be creative in developing material and managing the learning process. This very helpful for teachers in improving students’ ability especially in speaking. they are many type of the text in this syllabus such as descriptive text, passive voice and report. So based on this syllabus this research can be applying in senior high school because the researcher want use descriptive text for describing the picture.

In this modern era, the use of visual media is very useful in improving students' ability in teaching and learning process. This media very helpful to motivated the students to learn and speak. And then visual media very interesting to the students and they can enjoyed in teaching and learning process. That is why the researcher choose visual media as picture to help students improve their speaking skill.

Based on the experience researcher during observed, the researcher found some problems related to speaking. First, the teacher has given an explanation to the students and students must to discuss in groups. Second, students had less opportunity to speak English in class because the teacher has spoken more than the students. Third, the teacher mostly used the work book and course book, so the students did not know the meaning of the words, how to speak or say it in the right context in English. Fourth, students learn speaking from reading aloud a dialogue, practicing to make their own conversation with peers and presenting it in front of the class. And the other problem the students just gave a little response when they were asked in English (low participant) this problem because they think English is difficult to say, this is a bad effect of this problem.

Based on this research have differences with the other research. This research focus on the effect use describing picture in descriptive text at senior high school but in the other research at junior high school. So, the researcher want to know the effect of this technique in speaking ability at senior high school. the researcher hope this technique interest to apply in this school and can improve their speaking ability.

Finally, based on the explanation above, the researcher is interested in conducting a research entitled: **“The Effect Of Using Describing Picture Technique Towards Students’ Speaking Ability.**

1.2 Setting of the Problem

The students at SMAN 1 KAMPAR UTARA has many problems to communicate using English in their daily activities in the class.

First, the teacher has given an explanation to the students and students must to discuss in groups. In this case the teacher use difficult vocabulary so the student confused to understand what the teachers say. After that the teacher use Indonesian language and the students can understand but this not good to their speaking ability this can make them lazy to communicate with English and they are can’t speak English well.

Second, they had low self confidence. So when presented their presentation they were so nervous, did not clear to explain their idea, some of them mixed with mother tongue in explanation their topic, and they were afraid making mistake so that is way they did not have braveness in speaking English.

Third, the teacher mostly used the work book and course book. So, the students did not know the meaning of the words, how to speak or say it in the right context in English. The students just answer the question from the course book so they are not need to speak English. They are just write they answer in the course book.

Fourth, students learn speaking from reading aloud a dialogue, practicing to make their own conversation with peers and presenting it in front of the class. If they are not read a dialogue they can't speak English well because sometimes they are just say what they see. They did not know how to say the words well.

Fifth, the students think English is difficult to say, this case because they are never practicing their own to speak English. They are confused how to speak English well, they are shy to express their idea in English and they are can't answer if the teacher ask something to them. The students just can shut up and listen the teacher if they are teaching English this problem a bad effect for them.

1.3 Limitation of the Problem

This research is limited to the teaching of English to the first students of SMAN 1 KAMPAR UTARA in academic year of 2019/2020. The research focused of the effect from using Describing Picture technique to improving students speaking ability.

1.4 Formulation of the Problem

Based on the limitation of the problem as stated, the research question are formulated as follows: Is there significant effect by using describing picture towards students' speaking ability in the first grade students at SMAN 1 KAMPAR UTARA?

1.5 Objective of the Research

Based on the problem the question as stated, the objective of this research can be described as in the following: To know whether there is a significant of the effect of describing picture towards students' speaking ability in the first grade at SMAN 1 KAMPAR UTARA.

1.6 Significant of the Research

For researcher:

1. To know the effectiveness of describing pictures technique to improve students speaking ability at SMAN 1 KAMPAR UTARA.
2. To get more knowledge about a better learning model for teaching speaking.
3. To get more experience in teaching and learning process, especially by using classroom action research.

For teacher:

1. To help the teacher teach speaking by using describing picture
2. To give teacher input about alternative and better models of learning in teaching speaking which could help students in speaking activities.

For students:

1. To solve students problem in English and give them a good effect

2. To make students more active, enjoy, and interest in the teaching process.

1.7 Definition of the Key Terms

1. Describing Picture

Describing pictures is one of cooperative learning types that support individual participant and is applicable to all grade levels. It is effective for lessons where parallel groups of students work on the same problem set or other activity (Spencer Kagan 1992:61)

2. Speaking

Speaking is the process of building and sharing meaning through the use of verbal symbols, in a variety of contexts. (Chaney: 1998) in (Kayi: 2006:1) speaking one of the four language skills that has purpose to convey the idea or message to the listener.

3. Speaking ability

Speaking ability is language skill that is developed in child life, which is produced by listening skill, and at that period speaking ability is learned (Tarigan: 19903-4).

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevance theories

2.1.1 Nature of Speaking

Speaking is what we say to what we see, feel and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. Speaking is one of the way used by people to communicate with others, then share our ideas.

Speaking is one of important aspects that should be mastered by the students in learning language. Through speaking, the students can express their idea, feeling, and opinion by producing sounds or utterances. It makes them able to communicate and interact with the society by using the language. According to Bailey (2003:48) says that speaking is a process of producing verbal utterance which is done to deliver meaning. It can be concluded that speaking is a process in sharing idea and opinion in oral language which is situated face to face interaction for making communication in the society.

Meanwhile by Bygateviews that speaking is the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into considerations the fact that “A speech takes place under the pressure of time”. Secondly, conditions connected with a mutual relationship between two person. So, based on this

theories speaking is very important to know situations when we want to speak with other people.

According to Thornbury (2005: 10), speaking is an ability to manage turn-taking on the use of production strategies. Thus speaking is used to express their ideas and to communicate with other people, when people can do reading skill, listening and writing skill by themselves without somebody joining with them then however in speaking skill people need interlocutor to do this activity.

In addition, definition of speaking by Chaney (1998) adds the speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol in a variety of contexts. Verbal symbols involve producing or uttering words through talking. While non verbal symbols involve gestures, facial expressions, eye contact, and body language. All of these aspects influence in the speaking process. Speaking is so complex, because involves both a command of certain skills and several different types of knowledge.

Then, according to Fulcher (2003: 22) in testing second language, speaking is the ability to communicate and the steady development of speech. In speaking, they usually make mistakes in grammar or pronunciation. Speaking is an essential tool for communicating, thinking and learning. It shapes, modifies, extends, and organizes thought. Teacher plays an important role in structuring the type of environment that will promote effective oral language development. They can establish a classroom tone, which promotes openness, respects and trust. If the right activities are taught in the right way, speaking in class can be a lot of fun,

raising general learner motivation and making the English language classroom a fun.

Speaking is one the most important aspects that should be mastered by the students in learning language. Through speaking, the students can express their idea, feeling, and opinion by producing sounds. It makes them able to communicate and interact with the society by using the language. Why is learning and teaching speaking very important? Basically, the concept of learning and teaching speaking is the way delivering or expressing different language expression without the effects of their mother language.

The best way in mastering spoken English as a foreign language for Indonesian is to speak is regularly in actual communication. We cannot master speaking ability of a foreign language without a lot of practice. The learning process is repetitive course of actions. We have to be constantly doing it in order to master it. From the definition we can make conclusion speaking is skill that allows someone to express her/his ideas to others. She or he can do it directly and spontaneously. Moreover speaking is the active and productive skill.

2.1.1.1 Type of speaking

According to Brown (2010:184), stated that much of our language teaching is devoted to instruction in mastering English conversation. He classifies the types of speaking classroom activities as follow:

1. Imitative

The first type of speaking performance is imitative activity. This activity is guide teacher to uses drilling in the teaching process. Teacher ask students to drill word in which students simply repeat a phrase or structure for clarity and accuracy. That activity is to get the opportunity to listen orally repeat a few words.

2. Intensive

This category leads the students to produce the language by themselves. The language production is in the form of responding to teacher' questions or interacting with others, this technique focuses on a small range of grammatical or phonological competences.

3. Responsive

Responsive performance in speaking is meant by being able to give replies to the questions or comments in meaningful in authentic. It is includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments.

4. Transactional

In this case transactional is more done in the dialogue. It is aimed at conveying or exchanging specific information, an extended from of responsive language. For example here is conversation which is done in pair work.

5. Interpersonal

Like in the transactional, interpersonal speaking here is also carried out in a dialogue. It is purposed for maintaining social relationship that for the transmission of facts and information. These conversations are little trickier for learners because they can involve some factors such as, slang, ellipsis, sarcasm, a casual register, etc. This often makes the learners find it difficult to understand the language, or misunderstood.

6. Extensive

Extensive speaking here mostly in the form of monologue, in the practice, the advanced levels are called on to give extended monologue in the form of oral reports, summaries, or perhaps short speeches.

2.1.1.2 Components of speaking

In mastering speaking skill, there are some components that should be considered by the students. The components influence the way they speak by using the language. According to Cohen (1994:266) states that there are some important components in speaking skill. They are (1) fluency; smooth flow of speech with the use of rhetorical devices to mark discourse pattern. (2) grammar; control of complex and simple construction. (3) pragmatic competence; use of conversation devices to get the message across and to compensate for gaps. (4) pronunciation; degree of influence of native-language phonological features. (5) sociolinguistic competence; use of appropriate social registers, cultural references, and idioms. (6) vocabulary; breadth of vocabulary and knowledge of vocabulary

in field of interest or expertise. By knowing those aspects above the students will be able to practice their speaking ability in real communications and situations.

2.1.1.3 Purpose of speaking

The main purpose of speaking is to communicate. In order to conveying thought effectively the speaker must understand the meaning of anything will be said and also can evaluate the effect of communication to the listener. Basically speaking has three general meanings Tarigan in Laksana (2016) there are:

A. To inform

The way to speak is to inform. It means to speak, we as speakers inform the listener what we want. And by speaking we can inform or share our ideas when we want to express our ideas.

B. To entertain

By speaking we can know how people are feeling whether they are sad or happy. In this condition, people can entertain others by talking in funny stories with jokes or humor.

C. To persuade

People speak to persuade something. By speaking we can ask others to do or not do certain actions.

2.1.1.4 Importance of speaking

The importance of speaking ability is not only in daily life, but also takes important roles in the process of language learning. According to the Oxford advanced learner's Dictionary (2008:426), speak means to say words to say or to talk about something, to have a conversation with somebody, to address somebody in word etc. People do communication for some reasons. Harmer states the reasons why everyone needs to speak, as follows:

A. They want to say something

What is used here is a general way to suggest that the speakers make definite decisions to address other people. Speaking may be forced upon them but we can still say that they feel the need to speak otherwise they would keep silent.

B. They have some communicative purpose

Speakers say things because they want something happens as a result of what they say. They want their listeners to give some information to express pleasure they may decide to be rude or flatter. To agree or complain in each of these cases they are interested in achieving this communicative purpose what is important the message they wish to convey and the effect they want it to have.

C. They select from their language store

Speakers have an infinite capacity to create new sentences. In order to achieve this communication purpose, they will select (from the "store" of the language they possess) the language they think is appropriate for this purpose.

The ability to speak a foreign language is the most pressed skill because someone who can speak a language will also be able to understand it. Lado in Kusmaryati (2009), define of speaking as the ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language. Speaking skill is a matter which needs very special attention. No matter how great an idea is if not communicated properly it cannot be effective.

2.1.1.5 Principles for teaching speaking

Teaching speaking is difficult because the students need to practice speaking in English. Teaching speaking has some principle as a guide to teach. This principle will help the teacher in designed the technique that will be used in speaking class and help the students are comfortable in producing English orally. Brown (2001:275-276) proposes seven principles for designed speaking techniques. They are:

- a. Use techniques that cover spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning and fluency. In teaching speaking, we must have the objective of teaching. It must give the students opportunities to develop their speaking skill. we should use meaningful strategy or technique which suitable with students' needs to help the students in developing their accuracy and fluency in speaking.

- b. Provide motivating techniques. The teacher should reflect the students to see how to the activity will benefit for them. We should provide interesting technique to motivated the students in participating in class.
- c. Encourage the use of authentic language in meaningful contexts. Preparing authentic language is difficult because it need extra energy and creativity. Providing relevant and meaningful authentic language contexts give the students experience with the language in outside class.
- d. Provide appropriate feedback and correction. The teacher should give useful feedback for the students to help them learn and grow. When give feedback, the teacher make the students comprehend and allow them to analyze their mistake. Feedback can gotten outside of the classroom.
- e. Capitalize on the natural link between speaking and listening. Speaking and listening are integrated skill. The two skills can reinforce each other. Skill in producing language is often initiated trough comprehension.
- f. Give students opportunities to initiate oral communication. Part of oral communication competence is the ability to initiate conversations, and to change the subject. The teacher can design speaking techniques that allow the students to initiate language.
- g. Encourage the development of speaking strategies. The teacher should develop speaking strategies to help the students be aware and have a chance to practice oral communication. The speaking strategies as follows:

- 1) Asking for clarification (what?)
- 2) Asking someone to repeat something (excuse me?)

2.1.2 Teaching speaking at senior high school (SMA/MA)

Teaching speaking is one of challenging activities for teacher, because to teach speaking teacher must designed learning activities as well as possible. In teaching speaking, teacher also suggested using an appropriate strategy to support this activity. This strategy is expected to encourage students to be active and attractive in learning.

Besides that, teacher also has to know the principles for teaching speaking. It is very required for teacher to follow this Principle to make easy in teaching. According to Brown (2000) there are some principles for teaching speaking English as follow:

First, teacher will focus on fluency and accuracy of the students in speaking. In teaching speaking, a teacher should not only teach how students to speak fluently but also he/she should teach students how to arrange good sentences, correct in pronounce the words, and choose appropriate words.

Second, prepare intrinsically motivating technique. A teacher should provide a planning of learning activities that use a unique technique. The technique which will be chosen is expected to appeal to students ultimate goals and interest, to make students to know the reasons they do those activities and they can get benefit from it.

Third, encourage the use of authentic language in meaningful context. It is not easy to create a meaningful interaction. It will need energy and creativity to design authentic context and meaningful interaction. But by using storehouse of teacher material it can be done. Even drills can be structured to provide a sense of authenticity.

Fourth, provide appropriate feedback and correction when students get error, teacher can give the corrective feed, because feedback on students error can help them to not to do the same error next.

Fifth, capitalize on the natural link between speaking and listening. Teacher can integrate speaking and listening, because these two skills can reinforce each other. Actually there are many interactive techniques that involve speaking will also included listening.

Sixth, give students opportunities to initiate oral communication. A teacher must allow students to initiate language. The teacher duties are only asking the students questions, giving direction and providing information. They have conditioned only to "speak when spoken to" part of oral communication competence is the ability to initiate conversations. Nominate topics, to ask questions, to control conversation, and to change the subject.

Seventh, encourage the development of speaking strategies. The concept of strategic competence is one that few beginning language students are aware of. There are some strategies in classroom activities that can be one in which students become aware of, such strategies as asking for clarification (what), asking

someone to repeat something (excuse me?), Using fillers (I mean, well) using conversation maintenance cues (Uh huh, right. Yeah. Okay), getting someone attention (Hey, so) using paraphrases for structures one can't produce, using nonverbal expressions to convey meaning etc.

Basically, teaching of speaking must be oriented to practice students able to speak. This principle is expected to be used by teacher as the main references in planning and implementing the activity.

2.2 Describing pictures

2.2.1 Nature of picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it orally. The purpose of this activity are to train students imagination and retell story in speaking English.

Picture are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Picture as aids are clearly in dispensable for language teacher since they can be used in so many ways. The teacher can teach vocabulary easily through pictures it means blackboard drawing, wall pictures, chart and flashcard.

According to Krcelic and Matijevic (2015: 111) using visuals encourages students to use their imagination, as the same picture can be interpreted in many

different ways. Visuals give an insight into the world and help students to “think out the box”. Moreover, they can be used to enhance students participation and create a positive attitude towards English. As a visual media pictures can help the teacher to make the students interested and enjoy to learning especially to learn English. The image, painted, drawn, and photographed is a media visual or picture. The main advantages of the picture is its obvious visibility to students. Using pictures can bring benefits to teaching as they promote students interest in acquiring a foreign language.

Picture is one of the visual aid. Pictures are used to support and help a teacher to interest the student because it is considered as a part of visual aids that have many functions in the teaching process. A number of experts propose their opinions and ideals related to the picture. A picture is the description of what something is like Collin (1997) picture is a visual representation of something, such a person of scene, produced a surface as photograph, painting, etc. so, picture is a visual presentation of something such as person or scene and it can be painting, photograph, drawn or map. Goodman (2000) adds picture is a set of scene or context to give information. They are also common in everyday life. Picture can also be of key importance in communicative and interactive classroom.

According to Hamalik (1980:27) pictures are visual media that are very important and easy. Pictures are more effective because they can make students able to catch the idea is clearly. Burn (1975:11) states that pictures will help us to initiate a new topic or catch students interested as they look and talk about them.

Lado (1983) adds that picture can be use to produce more systematic cultural experience necessary for a full understanding and use of language. According to Jin (2008) adds the five primary reason of using picture: it easy to prepare, to organize, interesting and meaningful authentic.

In addition, according to Thornbury (2006) explains that picture can illustrate the script of conversation in other that we can memorize easily. It means that a text such as narrative, descriptive and procedure could be illustrated in the picture to make it easy to memorize. The use of media can boot the language teaching to be more active. Harmer stated (2007) that a range of objects, pictures and other thing can be used as instructional media to present and manipulate language and to involve students in the activities. Actually, there are a lot of media that can be used in teaching English. One of them can be from pictures. Used of the pictures as teaching method is expected to gain students interested in learning speaking. The use of media is aimed to enable students to get the lesson and enjoyable classroom activity to encourage students motivation and interest. And pictures are expected to help teacher in teaching learning English. Picture also helped the students to explain the events on the pictures. Students can guess what it is about, and students can say something based on the pictures. From the explanation above pictures are helpful in teaching and learning speaking.

2.2.2 Teaching speaking by Describing picture

Bailey in Arkavazi and Nosratinia (2018: 1094) said that from the four skill in English language, speaking is one of the skill needed. The teaching of

speaking skill should be figured as central in foreign language pedagogy. Fauziati (2015: 101) define that the goal of teaching skill is communicative efficiency. It means that learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation. Grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

In English learning process, the students often find some problems. The problems frequently found is that their native language causes them difficult to use the English foreign language. Other reason is because lack of low motivation to practice the second language, especially English in speaking. They are also shy and afraid to take part of practice in their speaking. The thing interesting about the materials, and media between others including the method in teaching English is the first motivated the students to learn English and many method can be applied to teach them are describing picture.

However, describing picture is good media to teaching learning in English classroom. Picture is the interest media for students to express and comprehend meaning in English learning. Visual media can help in speaking activities as learners will share their feelings and inspiration. They provide the learners with the opportunity to speak in order to develop their speaking skills. Using picture can present the real situation. It means that through by using picture, the students can imagine the abstract to be real situation. This technique on media picture is so easy to used. The teacher make students more interest and active in learning process.

2.3 Relevance studies

Researchers on information transfer have been conducted by some experts. They observed the implementation of information transfer in language teaching and its result.

First, Ana KasmidarSyafitri (2017) “The use of Describing Pictures to improve Speaking Ability of the eight grade of MTS AL-MUTTAQIN PEKANBARU (A classroom action research of the eight grade of MTS AL-MUTTAQIN PEKANBARU)” Based on the findings and discussion of the students speaking ability by describing pictures during the two cycles of the classroom action research, it can be concluded that describing pictures improved students speaking ability at the eighth grade of Mts Al-MuttaqinPekanbaru the findings showed that students speaking ability and the indicators – pronunciation, vocabulary, fluency, and comprehension got better improved in each cycle of the research.

In addition, the researcher and the collaborator also observed that there were opinions from students that supported the improvement of speakingability. The first opinion was motivation. By applying describing pictures, the students had willingness to have discussion on the materials given. The second opinion was technique. The students believed that describing picture was better technique for them to develop and improve their speaking ability. This technique also made them speak. The third opinion was students participation. The classroom activity better improved the students participation to become more active in teaching

learning process. The students got involved in investigating and presenting the materials. The fourth factor was students confidence. The students attitudes were very positive toward the teachers guidance since they got many benefits dealt with the process of getting information and improving speaking ability. As it was done in this research, the researcher tried hard to have good confidence toward the students. The researcher made the class atmosphere enjoyable, so the students did not feel shy to speak up in the classroom.

Second, Inta Aulia Asfa (2010) “The effectiveness of using describing picture to improve students’ speaking skill in descriptive text (An experimental research at the eighth grade students of SMP H. Isriati Semarang in the Academic year of 2010/2011)” based on the finding and discussion in chapter IV, it could be concluded that the use of describing picture in the teaching of speaking in descriptive text was effective. It was proved by the obtained score of t-test. The t-test showed that t-score 4.348 was higher than t-table 2.01. it meant that H_a was accepted and H_o was rejected. Since the t-score was higher than t-table, there was a significant difference in the achievement between students in class VIII a who were taught speaking in descriptive text using describing picture and students in class VIII B who were taught speaking in descriptive text without using describing picture technique. The average score of experimental group was 76.83 and the average score of control group was 67. It meant that the experimental group (class VIII A) was better than the control group (class VIII C).

Third, Anggia Murni (2018) “The use of describing picture strategy to improve students’ English speaking skill” based on the results, the conclusions of the study can be drawn as follows:

1. The use describing picture strategy improve students’ English speaking skill. This can be understood by the mean score of pre-test and post-test. The score of pre-test and post-test showed a significant difference. Furthermore, the effect of describing picture strategy is not only obtained by the students achievement, but it is also obtained by students responses in questionnaire. The result showed that the students are interested in the strategy.
2. There are students problems in learning speaking using describing picture strategy. First, many students could not apply grammar correctly when they speak by using the strategy. Second, the students are difficult to understand English when their friends speak English using describing picture.

2.4 Conceptual Framework

In this reresearch, the researcher presents the conceptual framework in the following below :

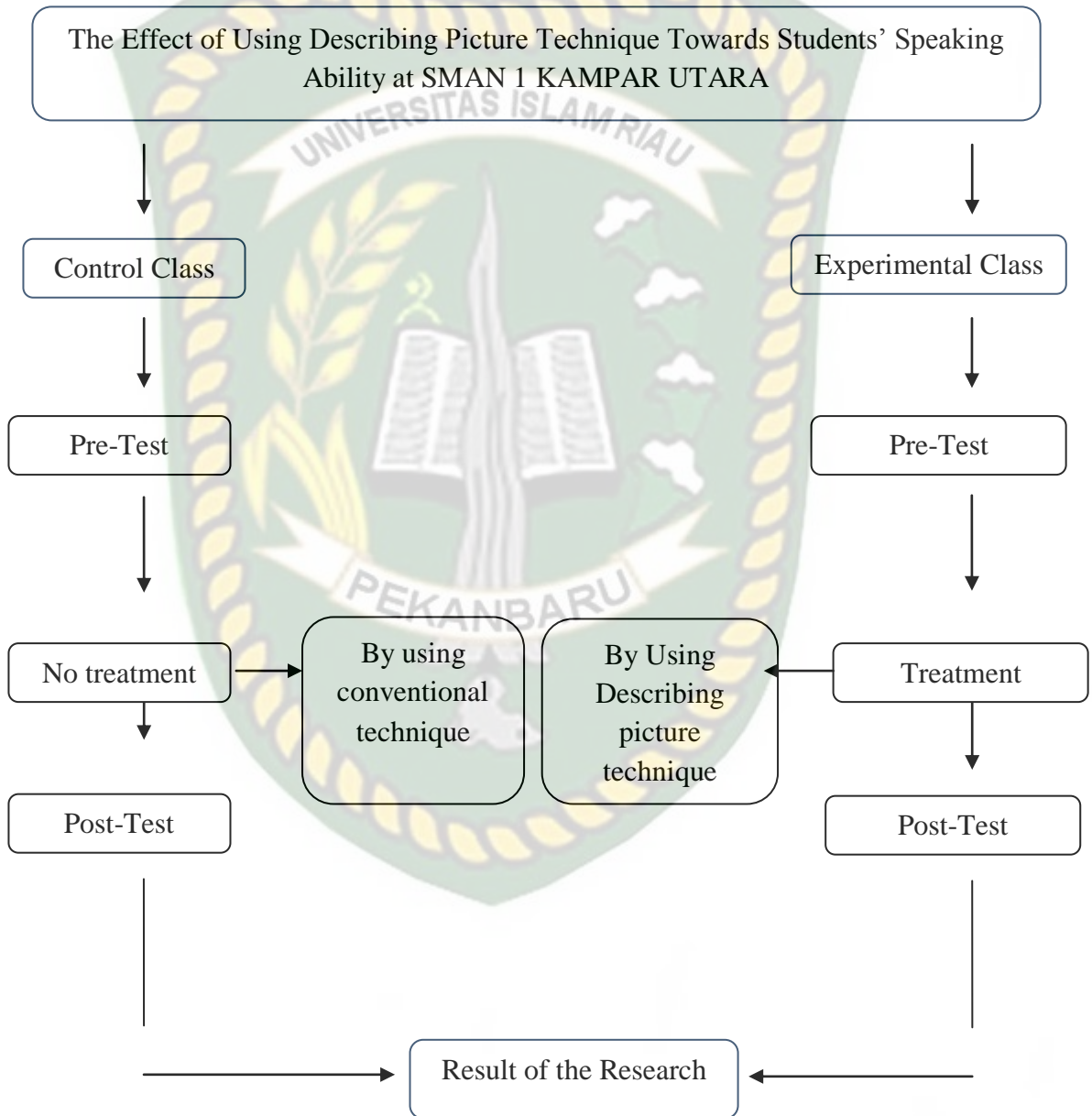


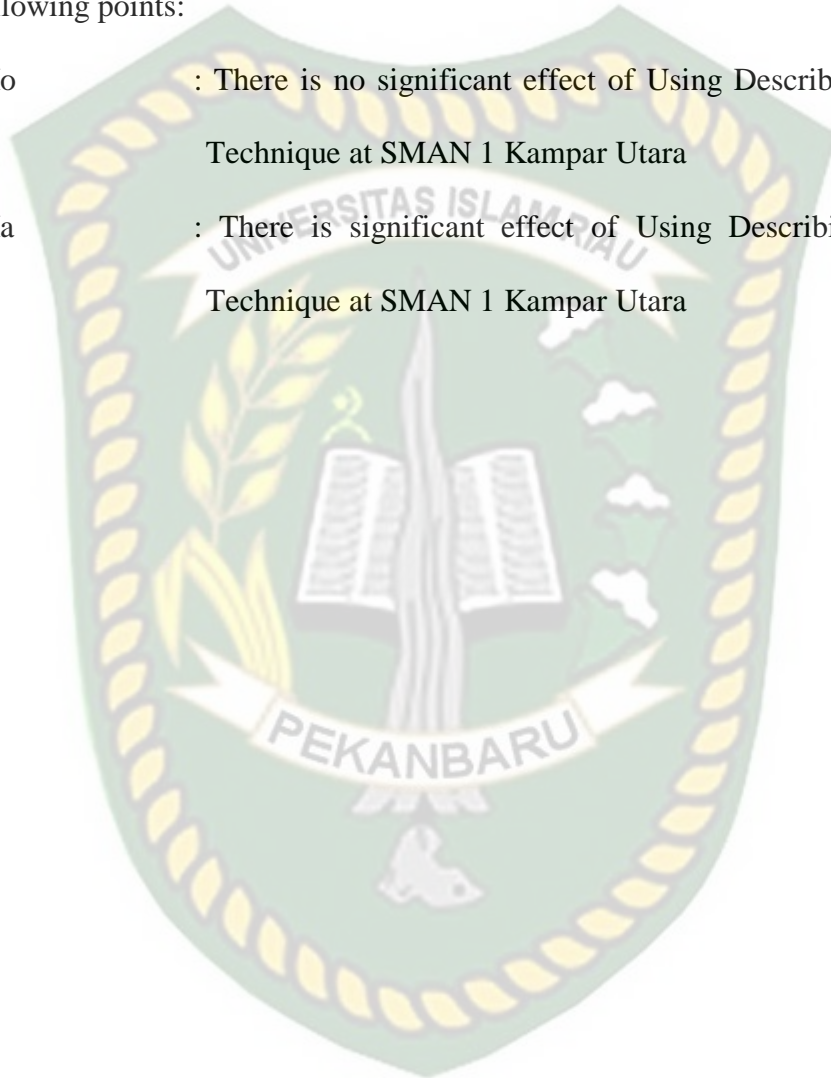
Figure 2.4 Conceptual Framework

2.5 Hypothesis

There were two types of the hypothesis consist in this research. They were as following points:

Ho : There is no significant effect of Using Describing Picture Technique at SMAN 1 Kampar Utara

Ha : There is significant effect of Using Describing Picture Technique at SMAN 1 Kampar Utara



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher conducted this research by using quantitative research approach. In this research there were two groups or two classes of subject that was involved. They are experimental group and control group. The experimental group was taught using describing picture technique while the control group was taught without describing picture technique. Both experimental and control group speaking ability were measured before and after being exposed to a treatment by using pre-test and post-test. The design of the study was taken from Ary (2006) that can be seen at the table below:

Table 3.1

The Research Design Experimental Group

CLASS	Pre-test	Treatment	Post-test
Experimental class	Y1	X	Y2
Control class	Y1	-	Y2

The experimental group was the tenth graders of SMAN 1 Kampar in science class, while the control group was in social class. Y1 on the table mean pre-test, then X was considered as treatment namely the teaching process by using describing picture. This treatment only given to experimental group, while the

control group are taught using conventional teaching without using describing picture. Next, Y2 was known as post-test. This one was given to students of experimental and control group after the process of teaching. By using this form of research, the researcher could analyze the influence of experimental treatment by comparing students of experimental and control group pre-test and post-test score. The effectiveness would be identified after knowing the significant difference between the students speaking ability of experimental and control group after the process of teaching.

3.2 Time and Location of the Research

The research will be conducted at SMAN 1 Kampar Utara. It is located at Pekanbaru-Bangkinang street, Airtiris Kampar district. The time of this research will be started on February 2021.

Table 3.2 schedule of Research

No	Meeting	Date/Month/Year	Action
1	1 st Meeting	February 2 nd , 2021	Taking Pre-test
2	2 nd Meeting	February 3 rd , 2021	The teacher gave students some of questions from the Pre-test and ask students to answer the question.
3	3 rd Meeting	February 15 th , 2021	The teacher gave material about Descriptive text.
4	4 th Meeting	February 18 th , 2021	The teacher ask students to review and make sure the students remember about the material last week and the teacher

			asked the students speak inn front of class.
5	5 th Meeting	February 19 th , 2021	The teacher gave material about Danau Toba.
6	6 th Meeting	February 26 th , 2021	Taking Post-test.

3.3 Research Population and Sample

3.3.1 The Population

The population of this research will be the first grade students at SMAN 1 Kampar Utara academic year 2020-2021. There were 2 class science and 2 class social. A population was a set (or collection) of all elements possessing one or more attribute of interest. In line with Arikunto (1998:115) that states the whole subject research was called population of research.

Table 3.3.1 The population

Classes	Table of students
X science 1	28
X science 2	28
X social 1	29
X social 2	29
Total	114

3.3.2 The sample

Sample was a small group of people selected to represent the much larger entire population from which it was drawn. To take the sample, researcher must surely that the sample can represent all characteristics from population. As states by Sugiyono (2018:81) “sample must represent the population”


Table 3.3.2 Sample of the research


Class	Total of students
X science 1 (experimental group)	28
X science 2 (control group)	28
Total	56

3.4 Instrument of the research

The researcher collected the data by using speaking test, treatment, and speaking test. In carrying out this research, it is necessary to clarify the variable will use in analyzing the data. There are two variables, variable X and Y. variable X is the effect of using describing picture technique. Variable Y is the students ability in speaking.

Table 3.4 Instrument of the research

No	Meeting	Topic	Student activity
1.	Pre-test (1 st meeting)	Descriptive Text	<ul style="list-style-type: none"> - The teacher asked the students to describe about National Monument - The teacher record the students sounds.
2.	Treatment (Meeting 1)	Descriptive text	<ul style="list-style-type: none"> - The teacher gave a picture about Monument National - The students see the picture - Collecting information about the picture - After that the students describe it.
3.	Treatment (Meeting 2)	Descriptive text	<ul style="list-style-type: none"> - The students make a group - The teacher gave a picture  <ul style="list-style-type: none"> - The students see the picture - The students discuss in group - The students describe about Borobudur temple - The students speak in front of the class.
4.	Pre-test (Meeting 3)	Descriptive Text	<ul style="list-style-type: none"> - The teacher asked the students to review and make sure remember about material last week - The students must describe again about Borobudur temple and speak in front of

			class.
5.	Treatment (Meeting 4)	Descriptive text	<ul style="list-style-type: none"> - The teacher gave a picture about danautoba  <ul style="list-style-type: none"> - The students describe it.
6.	Post Test	Descriptive text	<ul style="list-style-type: none"> - The students bring a picture about their favorite place - The students describe the picture - The teacher record their sounds.

The research instrument for this research using spoken test. The researcher collecting the data by using pre-test and post-test to know the students speaking ability based on material. The students give pre-test before they get treatment. The researcher give for students. The researcher record them when they talking. After finish the researcher analyzes their recorder. The purpose of this test is to know students speaking ability before treatment by using describing picture technique.

After giving pre-test, the researcher give the treatments by using describing picture technique (in experimental class only) the researcher conducted the treatments in fourth meeting.

3.4.1 Variable X (Describing Picture Technique)

Based on the background of the problem, this research consist of two variables. They are variable X and variable Y. variable X of this research is describing picture technique that influences students speaking ability.

3.4.2 The indicator of variable Y (speaking Ability)

Variable Y of this research is students speaking ability that influenced by describing picture technique. So, in this research the researcher tried to figure out the effect of describing picture technique towards students speaking ability.

3.4.3 Validity of the instrument

The validity means a tool measurement which used to get data validity (Sugiyono,2011,p.172). by far the most complex criterion of an effective test and arguably the most important principle is validity, “the extent to which inferences made from assessment result are appropriate, meaningful and useful in terms of the purpose of the assessment” (Gronlund, 1998, p. 226).

3.4.4 Reliability of instrument

A reliability test is consistent and dependable. If you give the same test to the same student or matched students on two different occasions, the test should yield similar results Brown (2004).

3.5 Data Collection Technique

In this research the data will be collected by checking the attendance of students. The purpose is to know the students speaking ability before treatment.

3.5.1 Pre-test

The researcher took the test without applying the describing picture technique. The data directly was taken by the researcher without applying treatment to the students. It was used to know basic knowledge of speaking ability.

3.5.2 Treatment

After give pre-test, the researcher did treatment the form treatment used describing picture technique. The treatment was conducted forth meeting the procedures of the research.

3.5.3 Post-test

After did the treatment process and learning process were finished the researcher got post-test data by students to speak orally and the results of a sound recording about the topic that have been given by the researcher.

3.6 Data Analysis Technique

Table 3.6 Analytic oral language scoring rubric

No	Aspect	Score	Explanation
1.	Pronunciation	1-4 5-8 9-12 13-16 17-20	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language. Accent is intelligible though often quite faulty Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously Foreign. Errors in pronunciation are quite rare. Equivalent to and fully accepted by educated native speakers.
2.	Vocabulary	1-4 5-8 9-12 13-16 17-20	Speaking vocabulary inadequate to express anything but the most elementary needs. Has speaking vocabulary sufficient to express himself simply with some circumlocutions. Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad to grope for a word. Can understand and participate in any conversation within the range of this experience with a high degree of precision of vocabulary. Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural reference.
3.	Comprehension	1-4 5-8 9-12 13-16 17-20	Within the possibility of his very poor language knowledge. Can obtain the idea of most dialogues of non technical subject. Comprehension is rather complete at common rate of talk. Can understand some dialogues inside the distance of his experience. Equivalent is learned of native speaker.

4.	Grammar	1-4	Error in grammar is frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		5-8	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.
		9-12	Control of grammar is good. It can be conclude that to speak the language with structural enough to respondent clearly in most formal and informal dialogues.
		13-16	Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation on practical, social, and professional topics.
		17-20	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. Equivalent the aimofa knowledgeable native speaker.
5.	Fluency	1-4	No specific fluency descriptions refer to other four language areas for implied level of fluency.
		5-8	Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.
		9-12	Can discuss particular interest of competence with reasonable ease, rarely has to grope for works.
		13-16	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		17-20	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

(Brown 2004: 173)

Table 3.6 indicator of speaking ability

No	Indicator assessed	Score
----	--------------------	-------

		1	2	3	4	5
1	Pronunciation					
2	Vocabulary					
3	Comprehension					
4	Grammar					
5	Fluency					

(Brown:2004)

Table 3.6 Classification of students speaking ability

Value	Level of achievement
80-100	Excellent
60-70	Good
56-65	Sufficient
40-55	Fairly sufficient
>39	Poor

(Adopted from Faidah)

CHAPTER IV

RESEARCH FINDINGS

4.1 Data Presentation

This research was conducted to know the effect of implementation Describing Picture Technique in Teaching Speaking Ability at SMAN 1 Kampar Utara. A set of test to found out the score of the students' achievement in speaking ability.

The researcher used two classes to assume to be equal and homogenous statistically in order was conducted the research. Then, the research explained into the classroom and gave the same material, for length of the time, but different treatment.

4.1.1 Pre-Test

The pre-test carried out to determine the early background ability of the students selected as the sample. It was held for find out the experimental and control group at the same level before applied a new technique for the experimental group and the material was the test. The first meeting, teacher asked the students to describe about some place and students speak in the front of the class. After students doing a pre-test, teacher explained about Descriptive text, as material. The objective in this meeting was to gave the students clear understand about how to describe something by giving examples.

a. Data Presentation of Pre-Test in Control Class

**Table 4.1 The Total of Students' Speaking in Pre-Test in Control Class
from two Rater**

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	73	71	144	72
2	Students 2	73	69	142	71
3	Students 3	74	71	145	73
4	Students 4	73	73	146	73
5	Students 5	70	71	141	71
6	Students 6	67	72	139	70
7	Students 7	70	70	140	70
8	Students 8	72	66	138	69
9	Students 9	72	68	140	70
10	Students 10	68	66	134	67
11	Students 11	68	62	130	65
12	Students 12	62	60	122	61
13	Students 13	60	60	120	60
14	Students 14	60	63	123	62
15	Students 15	56	61	117	59
16	Students 16	56	60	116	58
17	Students 17	59	61	120	60
18	Students 18	59	61	120	60
19	Students 19	58	63	121	61
20	Students 20	68	63	131	66
21	Students 21	67	59	126	63
22	Students 22	68	61	129	65
23	Students 23	73	63	136	68
24	Students 24	73	61	134	67
25	Students 25	70	58	128	64
26	Students 26	62	65	127	64
27	Students 27	62	66	128	64
28	Students 28	58	65	123	62
				Highest	73
				Lowest	58
				Total	1830
				Average	65,36

The first analysis was the students' score of pre-test in control group which has done to know the ability of students' in their speaking. The researcher

presented the students' speaking on pre-test, the result as follows; the highest score was 73 and lowest score was 58. Moreover, in control class, the total score that 28 students were 1830 and the average score they were 65.36 point.

(See appendix 7)

b. Data Presentation of Pre-Test in Experimental Class

Table 4.2 The Total of Students' Speaking in Pre-Test in Experimental Class from two Rater

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	74	67	141	71
2	Students 2	72	67	139	70
3	Students 3	74	68	142	71
4	Students 4	72	72	144	72
5	Students 5	70	72	142	71
6	Students 6	76	67	143	72
7	Students 7	76	68	144	72
8	Students 8	64	71	135	68
9	Students 9	67	71	138	69
10	Students 10	66	67	133	67
11	Students 11	62	64	126	63
12	Students 12	62	59	121	61
13	Students 13	62	57	119	60
14	Students 14	64	59	123	62
15	Students 15	61	59	120	60
16	Students 16	60	55	115	58
17	Students 17	68	53	121	61
18	Students 18	68	54	122	61
19	Students 19	72	57	129	65
20	Students 20	71	59	130	65
21	Students 21	63	65	128	64
22	Students 22	63	67	130	65
23	Students 23	61	67	128	64
24	Students 24	58	66	124	62
25	Students 25	58	70	128	64
26	Students 26	70	57	127	64
27	Students 27	68	57	125	63
28	Students 28	66	57	123	62
				Highest	72

				Lowest	58
				Total	1820
				Average	65,00

The students' result in speaking ability, particular in pre-test in experimental class, as follows the highest score was 72 and the lowest score was 58. Moreover, in experimental class, the total score that 28 students were 1820 and the average score was 65.00 points. (See Appendix 8)

4.1.2 Treatment

The treatment was conducted for the experimental group only. The treatment of teaching through Describing Picture Technique as follows: The treatment only gave the experimental class, the steps were:

1. Meeting 1

The first meeting was conducted on February, 3rd 2021. In early minutes, checking attendance list, giving motivation, and gave evaluation about introduce the material in pre-test activity was done. The first step is observing. The students were guided to see, observe the picture related the material about Descriptive Text (National Monument). The second step is questioning. The students were guided to answer teacher's questions related with the picture that had been given by the teacher in observing step. The third step is collecting information. The students were guided to collected information about the material how to describe place, person, or something. After that, the teacher gave a conclusion from the lesson and giving close greeting.

2. Meeting 2

The second meeting was conducted on February, 15th 2021. In early minutes, checking attendance list, giving motivation and gave the material about Borobudur Temple. The first step observing. The teacher asked the students to observe the picture in group. The students were guided to see and observe the picture related Borobudur Temple. The second step is questioning. The students were guided to answer the others group question related the picture had been given by the teacher in observing step. The third step is collecting information. The students were guided to gave the information from the others group questions. The fourth step is associating. The students were guided to analyze the questions and try to make a text based on the picture. The last step is communicating. The students were guided to describing the picture in front of the class based on information their collecting. After that, the teacher gave a conclusion from the lesson and giving close with greeting.

3. Meeting 3

The third meeting was conducted on February, 18th 2021. The teacher ask students to review and make sure the students remember about the material last week and after that the teacher asked the student speak in front of the class one by one to describe Borobudur Temple related about the topic yesterday using Describing Picture Technique. In the last 5 minutes, the teacher gave conclusion from the lesson and closed the meeting.

4. Meeting 4

The fourth meeting was conducted on February, 19th 2021. In early minutes, checking attendance list, giving motivation, and gave new topic about Descriptive Text. The first step is observing. The teacher asked the students to observe difference picture. The students were guided to see and observe the picture. The picture related of Danau Toba. The second step is questioning. The students were guided to answer the teachers' question related the picture had been given by the teacher in observing step. The third step is communicating. The students were guided to describing about Danau Toba to make their speaking ability well. After that, the teacher gave a conclusion from the lesson and giving close with greeting.

4.1.3 Post-Test

After treatment, this test administered in order to know the students' achievement after following the learning-teaching process by implementing Describing Picture Technique. A Spoken test as the post-test conducted on the last meeting. In the last meeting, The researcher gave instruction for the students to describe the picture they have chosen which was monitored by the researcher. And the researcher recorded while the students did post-test. Then, the result of students' video recorder at post-test to find out whether or not significant improvement which was made by the researcher for the students after implemented the steps of Describing Picture Technique in teaching English speaking skill.

a. Data Presentation of Post-Test in Control Class

Table 4.3 The Total of Students Speaking in Post-Test in Control Class from two Rater

No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	82	78	160	80
2	Students 2	82	78	160	80
3	Students 3	82	77	159	80
4	Students 4	90	83	173	87
5	Students 5	91	83	174	87
6	Students 6	92	86	178	89
7	Students 7	86	89	175	88
8	Students 8	86	88	174	87
9	Students 9	83	87	170	85
10	Students 10	84	88	172	86
11	Students 11	85	87	172	86
12	Students 12	86	84	170	85
13	Students 13	85	85	170	85
14	Students 14	86	83	169	85
15	Students 15	90	85	175	88
16	Students 16	89	88	177	89
17	Students 17	89	89	178	89
18	Students 18	88	89	177	89
19	Students 19	88	88	176	88
20	Students 20	87	87	174	87
21	Students 21	86	84	170	85
22	Students 22	90	83	173	87
23	Students 23	86	84	170	85
24	Students 24	86	92	178	89
25	Students 25	89	92	181	91
26	Students 26	89	86	175	88
27	Students 27	88	86	174	87
28	Students 28	87	85	172	86
				Highest	91
				Lowest	80
				Total	2413
				Average	86,18

The students' in speaking ability, particularly in post-test of control class, as follows; the highest score was 91 and the lowest score was 80 Moreover, in

control class the total score that 28 students were 2413 and the average score they were 86.18 point. (See Appendix 9)

b. Data Presentation of Post-Test in Experimental Class

Table 4.4 The Total of Students' Speaking in Post-Test in Experimental Class from Two Rater

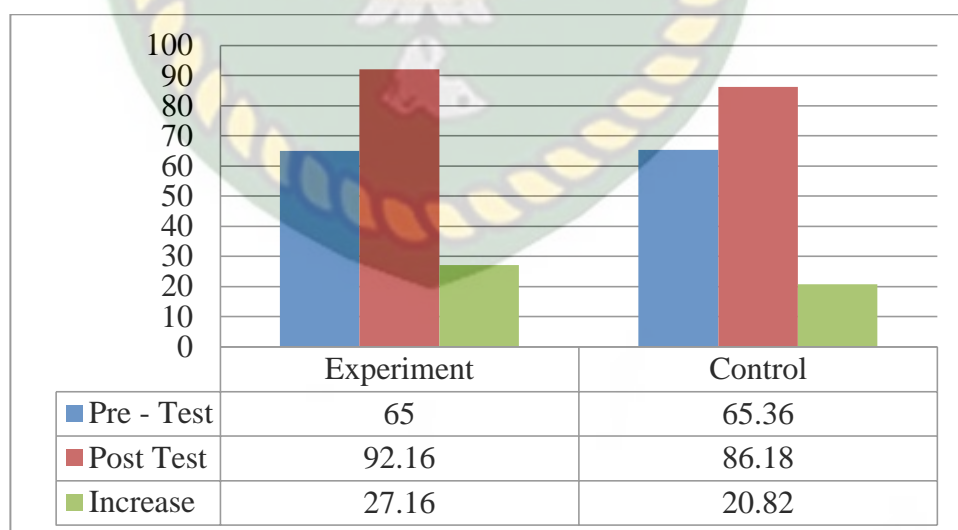
No	Name of Students	Rater 1	Rater 2	Total	Average
1	Students 1	92	94	186	93
2	Students 2	92	94	186	93
3	Students 3	92	94	186	93
4	Students 4	92	94	186	93
5	Students 5	92	94	186	93
6	Students 6	88	90	178	89
7	Students 7	87	90	177	89
8	Students 8	96	90	186	93
9	Students 9	96	88	184	92
10	Students 10	96	88	184	92
11	Students 11	89	92	181	91
12	Students 12	89	93	182	91
13	Students 13	93	94	187	94
14	Students 14	94	95	189	95
15	Students 15	92	93	185	93
16	Students 16	93	92	185	93
17	Students 17	93	91	184	92
18	Students 18	90	91	181	91
19	Students 19	89	91	180	90
20	Students 20	94	91	185	93
21	Students 21	92	94	186	93
22	Students 22	91	95	186	93
23	Students 23	92	94	186	93
24	Students 24	92	94	186	93
25	Students 25	95	93	188	94
26	Students 26	91	94	185	93
27	Students 27	91	93	184	92
28	Students 28	90	92	182	91
				Highest	95
				Lowest	88
				Total	2580,5
				Average	92,17

The students' in speaking ability, particularly in post-test of experimental class, as follows; the highest score was 95 and the lowest score was 88 Moreover, in control class, the total score that 28 students were 2580,5 and the average score they were 92.17 point. (See Appendix 10).

4.1.4 The Increasing Students' Mean Score of Pre-test and Post-test in Control and Experimental Class

Based on the calculation, the researcher got the mean score of pre-test and post-test in control class and experimental class. Furthermore, the increased of students score between control and experiment class can be seen in the diagram below:

Figure 4.1 The Increasing Students' Mean Score of Pre-Test and Post-test in Control and Experimental Class



From figure 4.1, it can be seen the mean score of pre-test in control class was 65,36 and mean score of post-test was 86,18. While the mean score of pre-

test in experimental class was 65 and after the students were given the treatment by implementing Describing Picture technique, the mean of post-test become 92,16. It can be summarized that there was a significant effect of Describing Picture technique on students' speaking ability at SMAN 1 Kampar Utara.

Table 4.5 The Aspects of Speaking Achieved by the Students in Pre-Test in Control Class from Two Raters

No	Student's Name	Assessment at Pre-Test				
		G	V	C	F	P
1	Students 1	29	29	29	28	29
2	Students 2	29	29	29	26	29
3	Students 3	29	29	30	28	29
4	Students 4	29	28	29	29	31
5	Students 5	29	28	27	26	31
6	Students 6	29	27	28	24	31
7	Students 7	29	28	29	24	30
8	Students 8	29	28	26	25	30
9	Students 9	29	27	27	28	29
10	Students 10	27	28	24	27	28
11	Students 11	27	27	23	25	28
12	Students 12	24	24	23	25	26
13	Students 13	24	24	22	24	26
14	Students 14	24	25	23	25	26
15	Students 15	22	23	23	25	24
16	Students 16	22	22	24	24	24
17	Students 17	23	24	25	23	25
18	Students 18	24	23	25	24	24
19	Students 19	24	23	24	26	24
20	Students 20	26	25	27	26	27
21	Students 21	25	25	24	25	27
22	Students 22	25	25	28	24	27
23	Students 23	28	25	28	25	30
24	Students 24	28	25	26	25	30
25	Students 25	27	25	25	25	26
26	Students 26	24	24	26	28	25
27	Students 27	25	24	26	28	25
28	Students 28	25	23	25	24	26
Total		735	717	725	716	767
Percentage		20,08%	19,59%	19,80%	19,56%	20,95%

Based on the table 4.5, it shows that there was 20.08% mastered in grammar, 19.59% mastered in vocabulary, 19.80% mastered in comprehension, 19.56% mastered in fluency and 20.95% mastered in pronunciation.

Table 4.6. The Aspects of Speaking Achieved by the students in Post-Test in Control Class from Two Raters

No	Student's Name	Assessment at Pre-Test				
		G	V	C	F	P
1	Students 1	36	32	32	33	37
2	Students 2	36	32	32	33	37
3	Students 3	35	32	32	33	37
4	Students 4	35	35	35	33	37
5	Students 5	35	35	35	33	37
6	Students 6	34	35	34	34	37
7	Students 7	34	35	35	35	37
8	Students 8	37	35	38	35	39
9	Students 9	38	35	37	35	38
10	Students 10	38	36	35	37	38
11	Students 11	36	33	33	37	37
12	Students 12	35	33	33	36	36
13	Students 13	37	34	34	37	36
14	Students 14	37	34	33	36	37
15	Students 15	38	35	32	35	37
16	Students 16	38	36	34	35	38
17	Students 17	39	35	35	36	37
18	Students 18	38	34	35	35	37
19	Students 19	37	35	36	34	35
20	Students 20	38	37	37	34	35
21	Students 21	37	35	36	33	35
22	Students 22	37	35	36	33	33
23	Students 23	37	36	36	34	33
24	Students 24	40	37	37	35	35
25	Students 25	40	38	37	35	37
26	Students 26	35	34	36	36	36
27	Students 27	35	34	36	36	36
28	Students 28	35	34	35	36	35
Total		1027	971	976	974	1019
Percentage		20,67%	19,54%	19,64%	19,60%	20,51%

Based on the table 4.6, it shows that there was 20.67% mastered in grammar, 19.54% mastered in vocabulary, 19.64% mastered in comprehension, 19.60% mastered in fluency and 20.51% mastered in pronunciation.

Table 4.7 The Aspects of Speaking Achieved by the students in Pre-Test in Experimental from Two Raters

No	Student's Name	Assessment at Pre-Test				
		G	V	C	F	P
1	Students 1	29	28	28	27	29
2	Students 2	29	28	28	25	29
3	Students 3	30	28	28	27	29
4	Students 4	30	28	28	28	30
5	Students 5	30	28	28	26	30
6	Students 6	31	29	29	25	29
7	Students 7	31	29	30	25	29
8	Students 8	29	26	27	24	29
9	Students 9	29	26	26	28	29
10	Students 10	28	25	24	28	28
11	Students 11	26	26	23	25	26
12	Students 12	23	25	22	25	26
13	Students 13	23	26	22	23	25
14	Students 14	24	25	24	24	26
15	Students 15	23	23	24	24	26
16	Students 16	22	22	23	23	25
17	Students 17	25	24	24	22	26
18	Students 18	25	24	24	23	26
19	Students 19	27	26	25	25	26
20	Students 20	27	26	26	25	26
21	Students 21	26	26	24	24	28
22	Students 22	26	24	28	24	28
23	Students 23	25	25	28	24	26
24	Students 24	24	25	25	24	26
25	Students 25	26	26	25	25	26
26	Students 26	25	25	25	26	26
27	Students 27	25	23	25	26	26
28	Students 28	25	23	25	23	27
Total		743	719	718	698	762
Percentage		20,41%	19,75%	19,72%	19,17%	20,93%

Based on the table 4.7, it shows that there was 20.41% mastered in grammar, 19.75% mastered in vocabulary, 19.72% mastered in incomprehension, 19.17% mastered in fluency and 20,93% mastered in pronunciation.

Table 4.8 The Aspects of Speaking Achieved by the Students in Post-Test in Experimental from to the Two Raters

No	Student's Name	Assessment at Pre-Test				
		G	V	C	F	P
1	Students 1	35	34	34	35	38
2	Students 2	35	35	34	34	38
3	Students 3	35	35	34	34	38
4	Students 4	37	37	37	34	39
5	Students 5	37	37	37	35	39
6	Students 6	37	36	35	36	38
7	Students 7	36	35	34	34	37
8	Students 8	36	35	34	34	37
9	Students 9	33	33	35	34	36
10	Students 10	33	33	35	35	36
11	Students 11	34	35	37	35	36
12	Students 12	35	35	37	35	37
13	Students 13	37	36	34	35	37
14	Students 14	37	37	35	35	37
15	Students 15	36	39	35	34	39
16	Students 16	36	36	35	36	38
17	Students 17	38	36	35	35	36
18	Students 18	36	37	35	35	36
19	Students 19	35	37	36	35	36
20	Students 20	35	35	37	34	37
21	Students 21	36	35	38	34	37
22	Students 22	39	36	38	34	38
23	Students 23	37	36	37	34	36
24	Students 24	36	37	37	34	36
25	Students 25	37	38	35	36	36
26	Students 26	37	36	35	37	38
27	Students 27	35	37	36	36	37
28	Students 28	35	35	35	36	38
Total		1005	1003	996	975	1041
Percentage		20,01%	19,98%	19,84%	19,42%	20,73%

Based on the table 4.8, it shows that there was 20.01% mastered in grammar, 19.98% mastered in vocabulary, 19.84% mastered in comprehension, 19.42% mastered in fluency and 20.73% mastered in pronunciation.

From the data, it can be summarized that students' at SMAN 1 Kampar Utara was mastered in the aspects of speaking. It can be seen after treatment students able to apply the aspects of speaking. In brief, every student was higher score in speaking. On the other hand, for the next researcher should be mastered how to improve students' speaking based on aspect.

4.1.5 Independent Sample T-Test

After the researcher analyzed the data of the students, the researcher found out the compare average between score in post test of experimental class and score in control class by using independent t-test.

Table 4.9 Output SPSS of Research

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper

Speaking Ability	Equal variances assumed	4.874	.032	10.	54	.000	5.982	.575	4.829	7.135
	Equal variances not assumed			10.	40.	.000	5.982	.575	4.820	7.144

Based on output SPSS 25 version of the research, Independent Sample T-Test shows levene's test to know the same variance.

Ho= Variance Population Identic.

Ha= Variance Population not Identic.

If Sig Tcalculate > 0.05, Ho is accepted.

If sig Tcalculate < 0.05, Ha is accepted.

On the other hand, from the data can be seen that tcalculate obtained 10.400 will be compare to ttable, df= 54. It can be concluded that ttable is higher than tcalculate. In other word, it can be read $10.4 < 54$. Based on the score the researcher concluded that Ho is rejected and Ha is accepted. In brief, there is significant effect of Describing Picture technique toward speaking ability of the first year students at SMAN 1 Kampar Utara.

4.1.6 Descriptive Statistic

Table 4.10 Descriptive Statistics Pre-Test and Post-Test Experimental Class and Control Class

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	28	58	72	65.00	4.323
Post-test Experiment	28	89	95	92.16	1.421
Pre-test Control	28	58	73	65.36	4.598
Post-test Control	28	80	91	86.18	2.692
Valid N (listwise)	28				

Based on the table 4.10, it can be seen there are two classes is experimental and control class. Experimental class has 28 students and mean score of pre-test is 65.00 and post-test is 92.16, standard deviation of pre-test 4.323 and post-test 1.421. Then, control class has 28 students and mean score of pre-test is 65.36 and post-test is 86.18, standard deviation of pre-test is 4.598 and post-test is 2.692

Based on explanation above, it can be concluded between that the score of experimental and control class has different score. The scores of experimental class were higher than control class.

4.2 Data Interpretation

In this discussion was focused on the result of the research and the data analysis which is the effect of Describing Picture technique of students' speaking ability.

It can be analyzed that the increasing of the students' speaking in the experimental class which was taught by implementing Describing Picture Technique. The mean score was 92.16. On the other hand, the control class was 86.18. In brief, the Describing Picture technique increase students' score in speaking ability.

4.3 Hypothesis Testing

After the calculation the data of used SPSS 25 version of the research, it can be seen sig Tcalculate in Equality of Variances is 10.400. It can be summarized that H_0 is accepted because $10.400 > 0.05$. In brief, it means the variance population identic.

On the other hand, from the data can be seen that tcalculate obtained -0.277 will be compare to ttable, $df = 54$. It can be concluded that ttable is higher than tcalculate. In other word, it can be read $10.4 < 54$. Based on the score the researcher concluded that H_0 is rejected and H_a is accepted. In brief, there is significant effect of using Describing picture technique toward speaking ability of the first year students at SMAN 1 Kampar Utara.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the conclusion drawn from research. It also presents a suggestion for students, teachers, and other researchers as well. This chapter is divided into two parts: conclusion and suggestion.

5.1 Conclusion

Based on some of theories about describing picture technique and the researcher was conducted this research, the researcher concluded this technique can solve the problems related to speaking ability. The researcher found this technique very helpful for the students to improve their speaking ability. The student more active in learning english teaching and enjoy to practiced speaking in teaching and learning process.

After the reseacher applied describing picture technique in speaking in teaching learning process the teacher found some problems. The first problem is students reluctant to speak up in the classroom because difficult to pronounce the words. Second, the students afraid to making mistake when speak English, the student not confident . The use Describing Picture Technique very helpful to students' speaking ability.

Based on the data analysis, research findings, and discussion on the previous chapter, the researcher concluded the mean score of pre-test control group was 80.51 and pre-test experimental group was 78.60 the mean score of

post-test experimental group was 91.89 and control group was 86.85. It can be summarized that by using Describing Picture Technique gave any significant effect towards students' speaking at SMAN 1 Kampar Utara. In brief, there was significant effect between control and experimental group.

5.2 Suggestion

Based on the findings of this research, the researcher would like to give some suggestions to futures action and more effective to apply this technique in teaching learning.

5.3.1 For the Students

The researcher suggests to students more attention in their pronunciation and confidence. The students do not need to be shy or reluctant to speak. As the teacher, they have to support to the students in increasing their speaking ability. Teaching English through Describing Picture Technique in the learning process becomes interesting given by the teacher. The teacher should be able to create creative activity and made an enjoyable situation in classroom to help students generalize theirs memory and automatically can improve the students speaking ability. The implementation Describing Picture Technique guide students to be able express their ideas and practice speaking confidently and systematically.

5.3.2 For the English Teacher

As the teacher, they have to support to the students in increasing their speaking ability. Teaching English by implementing Describing Picture Technique, the process of teaching become interesting that is given by the teacher. The teacher should be able to create creative activity and made an enjoyable situation in learning process to help students express their ideas and automatically can improve the students speaking ability. The implementation of Describing Picture Technique guides the students to able express their ideas and practice speaking confidently and systematically.

5.3.3 For the Next Researcher

This thesis is hopefully providing meaningful reference for those who are interested in concluding research. This thesis can be used in carrying out the next researcher as references their writing, to add some theory and learn about how implementing Describing Picture Technique in teaching process. The researcher hopes that the next researcher should be creative and innovative to apply this technique in their research.

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