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)

A Final Project

Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Islamic Education in English Language Education

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MOTTO

“Be PATIENT is key of SUCCESS”

“The SAFETY of human is who could guard their SPEECH”

“Verily, a long with every HARDSHIP is RELIEF”

---

1 Aizh Bin Abdullah Al-Qarni, Jadilah Wanita Yang Paling Bahagia Wahai Kaum Wanita Jangan Bersedih. (Bandung: Irsyad Baitus Salam, 2005), p. 34.
2 Ibid., p. 56.
DEDICATION

This thesis is dedicated to:

-beloved mother, *Ibu Yatmiati* and beloved father *Bapak Ali Sugianto*,
  You are the best supporter for the researcher.

-beloved family, elder brothers, sisters and nephew,
  *Mas M. Faisa Riza, S.E* and his wife *Mbak Eny Puji Rianti, S.Pd,*
  *Mas M. Yauma Izza, S.E* and my beloved nephew *Enriz Nayla Shufa*.
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All the praises belongs to the king of life Allah SWT, the most merciful and the most graceful until this thesis can be completely finished. 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 2010/2011 Academic Year) is a thesis for readers who want to know the effectiveness of using describing picture to improve students’ speaking skill in descriptive text. Describing picture is one of technique/method that can be used in teaching learning process especially in the teaching of speaking in descriptive text. It can help students to build their confidence and give them idea to what they should say when they must describe something. For teachers, the use of describing picture can help the students more easy to describe something using English.

The researcher realizes that she can not complete this thesis without support, cooperation, help and encouragement from a lot of people. Therefore, the researcher would like to extend her appreciation to all of them, especially to:

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Finally, the researcher realizes that this thesis is far from being perfect; therefore, the researcher will happily accept constructive criticism in order to
make it better. The researcher hopes that this thesis would be helpful and beneficial to everyone. Amen

Semarang, 6 Desember 2010
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ABSTRACT


Keywords: Effectiveness, Describing Picture, Speaking, Descriptive Text, and Experimental Study.

Background of this study is an effort to know which technique is suitable to use in teaching speaking. Teaching a foreign language is considered to be one of the most challenging teaching practices. In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mindsets say foreign language is difficult to learn because most of them know nothing from the start. Usually, students know nothing how to express what they want to say. Students who have learned English for several years have not been can communicate used English. So the researcher thought that there should be a solution to cope with that problem. The researcher tried to use describing picture as a method to improve students’ speaking skill especially in descriptive text.

This study is about the use of describing picture as technique/method to improve student’s speaking skill in descriptive text of the eighth grade students of SMP H. Isriati Semarang in the 2010/2011 academic year. The statement of the problem in this study is; how effective is describing picture to improve students’ speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang? The objective of the study was to know the effectiveness of using describing picture to improve students speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang in the academic year 2010/2011.

The population of the research was the eighth grade students of SMP H. Isriati Semarang. The research methodology was an experimental research, which conducted in two classes; the experimental group (VIII A) and control group (VIII C) as sample. The VIII A was taught by using describing picture, while the VIII C was taught without describing picture (Direct Method). The writer gave speaking test to gather the data. The test had been tried out to find out the validity, reliability, difficulty level, and discriminating power before it was used to gather the data. The formula that was used to analyze the data was t-test. It was used to determine whether or not there was a significance difference between students’ score in experimental group and students’ score in control group.
After the data had been collected by using test, it was found that t-test was (4.348), whereas the t-table was (2.01) for α = 5%. The t-test score was higher than the t-table (4.348 > 2.01). It was meant that Ha (alternative hypotheses) was accepted while Ho (null hypotheses) was rejected. Since t-test score was higher than the t-table, describing picture was effective technique/method in improving students’ speaking skill in descriptive text at the eighth grade students of SMP H. Isriati Semarang.
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CHAPTER 1
INTRODUCTION

A. Research Background

Language of communication occurs in daily activity as a text. This is true in any spoken and written language. Language represents medium of most communication comprehended by people in the entire world. Language as medium of communication has two types, they are written and spoken. Spoken language can be manifested in oration, dialogue, presentation, etc. Written language can be manifested in letter, news, short message, short story, novel, etc. Language is very important to express something and to communicate with other.

The principles of verses of the Qur’an about the importance of language can be understood from the analysis of Divine revelation, especially in the part of education which is received by Prophet Muhammad SAW and stated in Qur’an Surah Ar-Rumm in verse 22:

“And among his signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are signs for those who know”

The verse above shows that language is very important to people in entire world. Language is important to communicate with other people. Especially English language, it is an important language that is used by people in the world. People around the world speak English to communicate. By learning English, people can communicate to other people

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around the world, because English is the number one international language. People realize that they need knowledge to survive their lives. The knowledge that is needed is not only from their country but also from other countries. To make relationship with them, people need English for communication because English is one of the international languages that have an important role in the international communication.

Speaking is one of the important aspects in learning language, because speaking is the important tool for communication. Without speaking skill students will be a dumb. The teacher never knows the purpose of student’s mean.

The principles of verses of the Qur’an about the important to speak always the truth be understood from the analysis of Divine revelation, which is received by Prophet Muhammad SAW and stated in Qur’an Surah Al-Ahzab in verse 70:

> “O you who believe! Keep your duty to Allah and fear Him, and speak (always) the truth”

The verse above shows that people must speak always the truth, because if people misspoke with other, can make their relation unbelief with them. Furthermore, Allah asks people to speak always the truth.

From communicative pragmatic view of the language classroom, listening and speaking skill are closely intertwined. More often than not, ESL curricula that treat oral communication skill will simply be labeled as “listening /speaking” courses. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. In the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc) are

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often followed or preceded by various forms of oral production on the part of students.6

In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mindsets say foreign language is difficult to learn because most of them know nothing from the start. Usually, students know nothing how to express what they want to say.7

The reasons of learning are to change students’ intellectuality, morality and societal attitude. To reach the reason, the students interact with circle of learn that arranged by teacher in the learning process. There are two aspects in learning methodology such as; learning method and learning media as tools to help students in learning process. While, judgment is tool to measure or determine standard of achievement on the reason of learning.8

“Learning media” in learning process gives advantages to make learning more attractive, material of learning more clearly, learning methods more have variation.9

Learning speaking at junior high school can be done with many media to help students in speaking skill such as: pictures, cards, paper sheet etc. The researcher chooses describing picture to teach speaking in descriptive text, because with describing picture the students will be easier to express their ideas. With the 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 the purpose of student’s mean.

Considering the above matter, the researcher is interested in conducting an experiment research on the teaching of speaking in descriptive text using describing picture. In this research the researcher gives some interest and familiar pictures. And the researcher hopes with the

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7 Siti Tarwiyah, *Game Songs and Practical Ideas to Teach Language a Supplementary Book for Language Teachers*, p. 4.
pictures can improve student’s speaking skill. From this technique the researcher wants to know the result of teaching speaking using describing picture especially in descriptive text.

B. Reason for Choosing the Topic

Teaching a foreign language is considered to be one of the most challenging teaching practices. In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mindsets say foreign language is difficult to learn because most of them know nothing from the start. Usually, students know nothing how to express what they want to say.

Teacher in that case needs to be responsive to the classroom situation in order to take an accurate measurement. The classroom atmosphere should be sufficiently relaxed so that learners are engaged activity in every activities lead to a better performance of their language skills, listening, speaking, writing and reading. Games and songs in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Based on the background of the study above, the problem in this research is to know the effectiveness of using describing picture to improve students speaking skill in descriptive text.

Describing picture is one of methods, so the researcher wants using this method to improve students speaking skill in descriptive text. The researcher hopes this technique can help the students to gain self-confidence in speaking English especially to practice describing things in descriptive text.

C. Research Question

“How effective is describing picture to improve students speaking skill in descriptive text at the 8th grade students of SMP H. Isriati Semarang in the academic year 2010/2011?”

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7 SitiTarwiyah, op. cit., p. 4.
D. **Objective of the Study**

To know the effectiveness of using describing picture to improve students speaking skill in descriptive text at the 8th grade students of SMP H. Isriati Semarang in the academic year 2010/2011.

E. **Pedagogical Significance**

The researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes:

1. For the researcher
   
   To add more knowledge about discourse study especially about this method in descriptive text.

2. For the students
   
   It will be helper for students to improve their speaking skill especially in descriptive text.

3. For the teacher
   
   As an additional reference that may be useful for the teacher that good learning strategy and using of media can be interesting in teaching and learning process.

4. For educational institution
   
   It will make a right decision to use a new method to support teaching and learning process in SMP H. Isriati Semarang in order to get better output.

5. For the next researcher
   
   The result of this research can be used as previous research in his/her research.

F. **Scope of Research**

The scope of the study, the writer limits this study as follows:

1. The topic is limited to the effectiveness of using describing picture to improve students speaking skill in descriptive text.
2. The study is an experimental study.

3. The population is limited to the eight grade students of SMP H. Isriati Semarang in the academic year of 2010/2011.

G. Definition of Key Terms

To avoid misunderstanding, the writer presents the following definition of the key terms:

1. Effectiveness
   Effectiveness is producing the result that one wants.\textsuperscript{11}

2. Describing Picture
   Describing picture is one of activity in learning speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students’ imagination and retell story in speaking English. \textsuperscript{12}

3. Speaking
   Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.\textsuperscript{13}

4. Descriptive text
   Description is a genre which has social function to describe a particular person, place or thing.\textsuperscript{14}


\textsuperscript{13} Jeremy Harmer, \textit{The Practice of English Language Teaching}. (Great Britain: Pearson Education Limited, 2001), 3\textsuperscript{rd} Ed., p. 39.

5. Experimental study

Experimental study is kind of research that is used to establish a cause and effect relationship between two phenomena. The writer aims to establish that one variable, independent variable causes changes in another variable, the dependent variable. According to Hasan Sadily, experiment is a trial to prove fidelity of hypothesis or to get stability of something that still confuse based on the method.\textsuperscript{15}

CHAPTER II
REVIEW OF RELATED LITERATURE

A. Speaking

1. Definition of Speaking Skill

   In *Webster New World Dictionary*, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.\(^6\) Skill is ability to do something well.\(^7\)

   Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.\(^8\)

   Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.\(^9\)

   Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language.

   Depending on the formality and importance of the speech situation (and their own personal linguistic propensities), the learners may also attempt to monitor their output. In conversations and other

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interactive speech events, the speakers must attend to the feedback from their interlocutors and observe the rules of discourse used in the target culture. Phonological considerations add to the difficulty of the task, especially for adult learners, as speakers strive to achieve “good” pronunciation. The speed of such interaction is also an issue because there may not be adequate time for processing either outgoing speech or incoming messages at the typical rate of native-speaker interaction. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives people to attempt to speak fluently and correctly. There is a dynamic tension caused by the competing needs for fluency and accuracy during natural speech.\textsuperscript{20}

People can define speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be a dumb and never know everybody’s means.

2. Teaching Speaking

Teaching and learning process of English in Junior High School is based on the school based curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

a. Language as a means of communication is used to express meaning grammatically.

b. Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.21

One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

3. The Roles of the Teacher in Speaking Class

Speaking is a means to communicate with other people; it can be done in monologues or dialogues. So the role of speaking in human life is so important, because human can not live normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is so difficult for the teacher to make them speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak.

The role of teacher in the classroom can affect the success of teaching and learning process. According to Diane in Ratna, the teacher facilitates communication in the classroom. In this role, one of the major responsibilities is to establish situations likely to promote

communication. Teachers should play such of different roles in teaching speaking. Harmer states the roles as follow:

a. Prompter: Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However, the teacher may be able to see the activity progress by offering discrete suggestion.  

b. Participant: Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students’ engagement, and generally maintain creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.  

c. Feedback provider: When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.

4. The Importance of Speaking

In learning English, speaking is important to support students’ ability to use the language. As one of language skill, speaking has given

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22Ratna Irtatik, *The Use of Role Play to Improve Students’ Transactional Skill (A Classroom Action Research with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in the Academic Year of 2008/2009)*, (Semarang: IAIN, 2009), p. 11
an important contribution to human work. The important speaking can be seen in people daily activities and business activities.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

As skill that enables people to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words they genuinely want to communicate something to achieve particular end.26

5. Models of Teaching Speaking

Average person who want learn English language, most certainly they have same reason. It is can speak English. So, they learn English language to try speaking English. Usually, failure of learn speaking cause bore situation in the class, unattractive, less fun and silent in the class. There are many models of learning speaking. According to M. Solahudin in Kiat-Kiat Praktis Belajar Speaking, there are some models of learning speaking as follows:

a. Main class and study club

It is better for meeting with the teacher in the class twice a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students’ advisor in the class. The teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning, it held to repeat the material study in the class by senior. Because the senior is not teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not

different with main class, because the reason of study is to explain material learning.\textsuperscript{27}

b. Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.\textsuperscript{28}

c. Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking’s program only talking about easy topic. Because this discussion just to train the students to speak English. The purpose of discussion is to train the students to speak English more clearly.\textsuperscript{29}

d. Describing 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. The purposes of this activity are to train students’ imagination and retell story in speaking English. \textsuperscript{30}

Those are models that Solahudin offers to use in speaking class, and as the title of this research, the researcher chooses the last model. The researcher thinks that describing picture is suitable to improve students’ speaking skill in descriptive text because the purposes of these activities are to train students’ imagination and describe something in speaking English. Usually, students can’t speak anything because they have not idea. The researcher hopes that picture can help students to speak English, because students


\textsuperscript{28} Ibid., p. 88.

\textsuperscript{29} Ibid., p. 92-93.

\textsuperscript{30} Ibid., p. 99.
will be easier to say when they see. The writer will make this activity more attractive and make students get enjoyable in the class.

B. Kinds of Genre

Culture context created genres that every text has communicative purpose, generic structure, and characteristic of linguistics. Harmer states that Genre is a type of writing which members of discourse community would instantly recognize for what is was. Each genre has specific language features. According to Gerrot and Wignel, there are kinds of genre:

1. Spoof

Spoof is genre which has social function to retell an event with a humorous twist.

2. Recount

Recount is genre which has social function to retell event for the purpose of informing or entertaining.

3. Report

Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment.

4. Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the case.

34 Ibid., p. 197.
5. News Item

News item is a genre which has social function to inform the readers, listeners, or viewer about events of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.  

8. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description is a genre which has social function to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.

12. Discussion

Discussion is a genre which has social function to present (at least) two points of view about an issue.

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35 Ibid., p. 204.
36 Ibid., p. 206.
37 Ibid., p. 208.
13. Review

Review is a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts and ballet.\textsuperscript{38}

One of the aims of speaking is giving information and understanding to the other. Consequently, people have to know the elements of speaking before speak in order to avoid misunderstanding. There are many elements in speaking kind of genre. Such as function of the text, generic structure, language competent, use of tense, etc.

C. Descriptive Text

Descriptive is kind of text which describes a particular person, place, things.\textsuperscript{39} In descriptive text, the researcher usually uses the simple present tense.

The purpose of descriptive text is to describe something, someone or a place.

1. Generic structure

The structure of a text is called generic structure. One way in understanding descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in Junior High School is divided into the following two elements, namely identification and description.

a. Identification

This part identifies phenomenon to be described. Identification usually answers the following questions:

1) What is the topic of the text?
2) What is the text about?

\textsuperscript{38} Ibid., p. 217.
\textsuperscript{39} Ibid., p. 208.
b. Description

This part describes parts, qualities and characteristics. For examples; describes about ‘My Cat’. The characteristics ‘My Cat’ can different with the other Cat.

2. Language Focus

a. Nouns

Noun is word that is the name of a thing, quality, person, etc and can be the subject or object of a verb.\(^4\)

For examples: teacher, house, my cat, etc.

b. Simple present tense

Grammar is one of language competences which have an important role in communication. Studying grammar is studying something which tells people how to speak and write correctly. Average person thing that grammar less important to speak English, but the researcher thing that grammar important to speak English, because grammar can make their sentences easier understandable by other people. Advisable, the teacher give grammar to students if they have braveness and familiar with speak English, because it will help them to get motivation. They will thing that speak English is easy to them. Simple grammar very suitable to students that they have not braveness and familiar with speak English. The verbs usually used in a description are “have” (have, has) and “to be” (am, is, are). The tense is the simple present.

1) Definition of Simple Present Tense

The present tense indicates that an action is present, now, relative to the speaker or writer. Generally, it is used to

describe actions that are factual or habitual things that occur in
the present but that are not necessarily happening right now.41

2) Complete List of Simple Present Form

a) Use 1 Repeated Actions

Use the simple Present to express the idea that an
action is repeated or usual. The action can be a habit, a
hobby, a daily event, a scheduled event or something that
often happens. It can also be something a person often
forgets or usually does not do.42

Examples:

(1) My classes begin at nine.
(2) I study for two hours every night.
(3) He always eats a sandwich for lunch.43

b) Use 2 Facts or Generalizations

The Simple Present can also indicate the speaker
believes that a fact was true before, is true now, and will be
ture in the future. It is not important if the speaker is correct

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41 http://www.learnenglish.de. In Association with the Learn English Network, 5 April 2010
42 http://www.learnenglish.de. In Association with the Learn English Network, 5 April 2010
about the fact. It is also used to make generalizations about people or things.44

Examples:

(1) Water **consists** of hydrogen and oxygen.
(2) Most animals **kill** only for food.
(3) The world **is** round.45

c) Use 3 Scheduled Events in the Near Future

Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.46

Examples:

(1) The train **leaves** tonight at 6 PM.
(2) The bus **does not arrive** at 11 AM, it **arrives** at 11 PM.
(3) When **do** we **board** the plane?

d) Use 4 Now (Non-Continuous Verbs)

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44 [http://www.learnenglish.de](http://www.learnenglish.de). In Association with the Learn English Network, 5 April 2010
45 Betty Schrampfer Azar, *op. cit.*, p. 11.
46 [http://www.learnenglish.de](http://www.learnenglish.de). In Association with the Learn English Network, 5 April 2010
Speakers sometimes use the Simple Present to express the idea that an action is happening or is not happening now. This can only be done with Non-Continuous Verbs and certain Mixed Verbs.

Examples:

1. I am here now.
2. She is not here now.
3. He needs help right now.

3) Present tense and habitual activities are frequently signalled by time expressions such as the following:

<table>
<thead>
<tr>
<th>All the time</th>
<th>Every mount</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>Every semester</td>
<td>Rarely</td>
</tr>
<tr>
<td>Every class</td>
<td>Every week</td>
<td>Sometimes</td>
</tr>
<tr>
<td>Every day</td>
<td>Every year</td>
<td>Usually</td>
</tr>
<tr>
<td>Every holiday</td>
<td>Most of the time</td>
<td>Only</td>
</tr>
<tr>
<td>Every our</td>
<td>never</td>
<td>Etc.</td>
</tr>
</tbody>
</table>

47. In Association with the Learn English Network, 5 April 2010

e. Relating verbs

The function of relating verbs are to give information about subject. For examples; My mum is really cool, It has very thick fur, etc.

f. Thinking verbs and feeling verbs

The function of thinking verbs and feeling verbs are to express personal opinion the writer about subject. For examples; Police believe the suspect is armed, I think it is a clever animal, etc.

g. Action verbs

For examples; Our puppy bites our shoes, etc.

h. Adverbials

Adverbials are to give addition information about that behaviour.\(^{49}\)

i. Figurative language

Figurative language is used not in the ordinary literal sense but in an imaginative way.\(^{50}\)

Such as; simile, metaphor. For examples; John is white as chalk, sat tight, etc.\(^{51}\)

3. The Example of Descriptive Text

My Pet

Identification:

I have a pet. It is a dog, and I call it Brownie.

Description:

Brownie is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When, I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get a long well, and never fight maybe because Brownie does not bark a

\(^{49}\) Ibid, p. 53

\(^{50}\) Oxford University Press, op. cit., p. 154.

\(^{51}\) Department Pendidikan Nasional, loc. cit., p. 53.
lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.  

D. Describing Picture in Language Learning

1. General Concept of Describing Pictures

In *Webster New World Dictionary*, describe is say what somebody or something is like. Describing picture is one of activity in learning speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students’ imagination and retell story in speaking English.

This method is to make students easier to describe something, and make learner process more enjoyable.

Pictures 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.

2. Types of Pictures

According to Jeremy Harmer, pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustration, and projected slide.

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a. Flashcard

It is a small card which teacher can hold up for students to see. Flashcards are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

b. Large wall picture

It is big enough for everyone to see detail. Some time teachers use large wall pictures, when pointing to detail of a picture to elicit a response.

c. Cue card

It is a small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests.

d. Photograph or illustration

It is a photo or image that depicts a situation or people in action. The teachers use it to make the situation or the action clear. Photograph can be found in the book, newspaper, magazine, etc.

e. Projected slide

In the multimedia class, the teachers also use it to teach. Sometimes the teachers use it to show the images in the big form.\textsuperscript{56}

3. Kinds of Picture game

There are various types of game. Broadly, they involve: comparing and contrasting pictures; considering differences or similarities; considering possible relationship between pictures, such as narrative sequence; describing key features so that some one else may identify them or represent them in similar way. Most of the games involve the learners in the relatively free use of all the language at their

\textsuperscript{56}Ibid., p. 137.
command. There are games and variations here for all levels of proficiency.

a. Predicting Pictures

<table>
<thead>
<tr>
<th>Language</th>
<th>Future with going to. Exclamations of pleasure (e.g. Marvellous!) and of regret (e.g. What a pity!).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Listening and speaking</td>
</tr>
<tr>
<td>Control</td>
<td>Guided</td>
</tr>
<tr>
<td>Level</td>
<td>Beginners/intermediate</td>
</tr>
<tr>
<td>Time</td>
<td>10-15 minutes</td>
</tr>
<tr>
<td>Materials</td>
<td>Magazine or catalogue pictures, pieces of card.</td>
</tr>
</tbody>
</table>

Preparation:

Collects 15-20 pictures of objects from catalogue or magazine. Alternatively you may draw them. The pictures from “happy twin” (game 3) may be used. Mount your pictures on pieces of card which are all the same size.

Procedure:

Class, group or pair work.

The learners should first familiarize themselves with the pictures on the cards. Then mix all the pictures and lay them in a pile, face down. Players take it in turns to try to predict the next picture: if they are right they take it and if they are wrong they place it at the bottom of the pack, e.g.

Learner 1: It’s going to be typewriter. No! What a pity! (What a shame!) (puts it underneath the pack)
Learner 2: It’s going to be a kettle. Yes, it’s mine! Marvelous!57

b. Describe and Identify the Picture

<table>
<thead>
<tr>
<th>Language</th>
<th>Describing details of the picture;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Listening and speaking</td>
</tr>
<tr>
<td>Control</td>
<td>Free</td>
</tr>
<tr>
<td>Level</td>
<td>Intermediate/advanced</td>
</tr>
<tr>
<td>Time</td>
<td>15-20 minutes</td>
</tr>
<tr>
<td>Materials</td>
<td>Pictures and drawing</td>
</tr>
</tbody>
</table>

Preparation:

Either teacher need one picture with a lot of detail in it: for example, the famous Bruegel painting which shows children playing 60 different games would be ideal! Or you need a collection of pictures which might be, for example, a page of comic strip pictures. You, or one of your students, could draw about 20 small drawings on one piece of paper.

Procedure:

Pair work,

One learner thinks of one detail and then describes it so that his/her partner can identify it by pointing to or marking the picture.58

Those are kind of games that Andrew offers to make the teacher teaching more comfortable. The researcher chooses the second game to make describing picture more attractive. So, the researcher thinks that describing picture can help the students to gain self-confidence in speaking English especially to practice

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57 Wright Andrew, Games for Language Learning, (Australia: Cambridge University Press, 1983), p. 16-17.
58 Ibid., p. 32.
describing things in descriptive text. Correlation with the point of this study; that is students’ speaking skill improvement especially in descriptive text, and will give a significant contribution for students’ improvement in speaking especially in descriptive text. Then the researcher wants to find the effectiveness of using describing picture to improve students’ speaking skill in descriptive text.

4. **Function of Using Pictures in Language Learning**

There are several methods in teaching learning speaking. Picture is one of the ways to explain a real situation. It is very simple visual aids that can be picked up from the newspaper, magazine, internet, book, etc.

a. The use of pictures in teaching speaking

Teacher is the most important actor in teaching learning, especially in English subject. He or she must have an ability to make an interesting class. Picture is one of teaching media that can make the students enjoy the lesson.

Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.\(^\text{59}\)

b. The advantages of using pictures in teaching speaking

A picture is an excellent media in which this can be done pictures arouse play fullness to the students because pictures are interesting. The provide variety of fun and games, furthermore, it also means that the use of picture may offer parallel opportunities both for teacher-students and students’ interaction.

Gerlach and Elly state the benefit of using picture as follow:60

1) Pictures are inexpensive and widely available.
   The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.

2) Pictures provide common experiences for an entire group of students.
   It means by using picture, teacher can involve all of students in his or her class.

3) Pictures can help prevent misunderstanding.
   It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students’ perception and teachers’ perception.

4) Pictures help the students to focus attention to the subject and make students active.

5. Describing Picture to Teach Speaking

The functions of describing picture are to practice describing things and using preposition of position, to practice listening and speaking to direction, to train students’ imagination and retell story in speaking English.61

a. The benefits of using describing picture

   Pictures are all right for beginner and for young learner.

   There are many benefits of describing pictures in a teaching process, they are:

   1) Learning becomes more interactive

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61 Siti Tarwiyah, *Game Songs and Practical Ideas to Teach Language a Supplementary Book for Language Teachers*, p. 53.
2) The length of time required can be reduced
3) The instruction be more interesting
4) The quality of learning can be improved
5) The positive attitude of students toward what they are learning and the process itself can be enhanced.

b. The weakness of using describing pictures
   1) Teacher needs an extra time to prepare pictures
   2) Teacher should give handout the photocopied pictures to the students

c. The procedures of describing picture

   Study is doing something. Study can be maximum if students more of using the five senses, because they can more attractive to express something with their five senses. Describing picture is a method that very easy to play it. This method is very suitable to students in Junior High School. If the students are given describing picture, they used their five senses more maximum, because they used eyes to saw the picture, used ears to listen what their partner said, used mouth to describe the picture. So, the researcher hopes with using describing picture, students more active in the class. There are steps of application in describing picture according to Ismail in Strategi Pembelajaran Agama Islam Berbasis Paikem as follows:

   1) The teacher prepares picture according to the topic or material of subject.
   2) The teacher asks students to examined the picture accuracy.
   3) The teacher divides students in groups.
   4) The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture (necessary limitation of the time).
   5) Then, every group make sentences and writes on the black board.
6) After that, every group describes their picture.

7) Clarification/ conclusion/ teacher reflection.

This is an example of a strategy or method that can be used as individual or collaboration with the other strategy based on the necessity. 62

The researcher hopes describing picture be successes. So, the researcher must prepare preparations that used in this technique. And the researcher also prepares the procedures to give regulations to the students, so that students can be understood with the researcher hope. There are preparations and procedures that used in describing picture.

1) Preparation:

If want this technique more comfortable, must prepare material that used in drawing picture technique before give this technique to students. And there are some preparations: Select from magazines, internet, books, any pictures which show a number of different objects, the objects should be clear in shape and the pictures should preferably. It is amusing if the objects are bizarre in some way—but this is not essential. 63

Alternatively, the language can be limited if the original is a simple line drawing or the language may be specialised if the original is a technical diagram.

2) Procedures:

There are some procedures of describing picture to teach speaking especially in descriptive text, they are:

a) Let the class work in pairs.

b) Give each pair two different pictures. Tell them not to look at each other’s picture.

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63 Wright Andrew, *op. cit.*, p. 20.
c) Ask A to describe his or her picture, and ask B to draw it. Ask B to do the same as what A does after B has finished drawing.
d) Have them to compare their picture with the original.
3) The example of describing picture

Learner 1: There is a square table in the picture. It is in the middle of the picture.
Learner 2: About here?
Learner 3: Yes...well, a little further down.
Learner 4: It is like that?
Learner 5: No, no quite, the legs are too long.

When the “artist” and his “patron” have done as much as they can, the original and the copy should be compared, e.g.
Learner 2: Oh, the table legs are too long!
Learner 1: I told you they were. But you wouldn’t change them!

These are the preparations and procedures of describing picture. Although this method can make students crowded, the researcher hopes this technique make students more active and no bored in the class. And the researcher hope describing picture can be successful in Junior High School and useful to the students.

E. PREVIOUS RESEARCH

This research is supported by some researches below:

There are three previous researches related to this study. First research was conducted by Dian Mayang Sari (05410080), student of English Education and Art Faculty IKIP PGRI Semarang under the title “Teaching English Using Still Picture to Improve Their Fluency in Speaking of the Seventh Grade of SMP N O1 Sukorejo Kendal in Academic Year 2008/2009” This research is to find out the technique
of teacher in teaching speaking using still picture, to know the ability of the student in speaking, to identify the problem faced by the teacher and the students in teaching learning process of speaking using still picture to improve their fluency in speaking, and to suggest some possible solutions of the problems. The type of the research is descriptive qualitative and methods of collecting data are observation and test. Meanwhile, the instrument of collecting data is recording the students’ performance. Based on the result of the study, it suggested that teaching using still pictures could improve their fluency in speaking and was effective.64

The second research was conducted by Yulis Megawati (054100126), student of English Education and Art Faculty IKIP PGRI Semarang under the title “Using Pictures in Teaching Writing Descriptive Text a Case of the Eight Grade Students of SMP Islam Sudirman Banyubiru in the Academic Year 2008/2009”. The objectives of the study are to find out the students ability and significances between the students ability in writing descriptive text who were taught using pictures and without using pictures. This study was an experimental research. The numbers of students are 40 students. The experimental group consists of 20 students, and control group consists of 20 students. The instrument used in this study was test consists of a set of picture contained 16 pictures. Based on the result of the study, it was suggested that by using pictures teacher could improve the students’ ability that applying pictures in teaching writing descriptive text was effective. In other word, the pictures give possible contribution in improving the writing skill.65

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The third research was conducted by Abdul Mufid (3104217), student of English Education Departement Program of Tarbiyah Faculty IAIN Walisongo Semarang under the title “The Effectiveness of Using Pictures in Teaching Writing Narrative Text (An Experimental Study at the Eight Grade Students of MTs Nurul Huda Banyuputih Batang in the Academic Year of 2008/2009)”.

The objective of this study is to know the effectiveness of using pictures in teaching writing narrative text. This research is a quantitative research using experimental method. Subject of this research are 88 students that are divided into two classes, namely control class (44) and experimental class (44). The writer used cluster random sampling technique to determine the sample.

The writer collected the data using test and observation. Furthermore, the data was analyzed by using descriptive statistical analysis technique and the hypothesis used t-test. Hypothesis test shows that learning narrative text using pictures is more effective to improve students’ ability. This can be seen from the result test score, it shows that the experimental class which was given treatment using pictures as media of learning got higher score that is 76.41 compared with the control class who did not given the same treatment. This class got 69.95.

Consequently, learning writing narrative text using pictures as media is more effective when it is applied in the process of learning English than the conventional learning (a class which is not given the same treatment).

The result of this study is expected to be information and inputs for the institution, teachers, students and all of the circles to improve students’ achievement.66

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To reinforce the result of the effectiveness of using picture, the researcher will try to do another research related to them. The researcher will do another research to teach speaking in descriptive text using describing picture.

This research will be true experimental research. The researcher will conduct the research with 8th grade students of SMP H. Isriati Semarang. So, the difference between this research and my research will be in method using picture, research methodology, setting and participants. In those three studies, my research will be further research of those studies in order to improve students’ speaking skill.

F. HYPOTHESIS

Hypothesis testing will bring the conclusion to accept or reject the hypothesis. Thus there are two options, so that in the formulation one of the choices can detail specified and easier to do. Consequently, it uses the formulation to whatever extent necessary.67

In this research, the writer trusts that there is a significant difference of grade in speaking test achieved by the students who have been taught using describing picture from those who have been taught without using describing picture.

Based on the result of those literature review and previous research, the writer concludes that “there will be significant different (Ha) speaking skill in descriptive text between the students who are taught by describing picture and those who are taught without using describing picture”

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter discussed sources of data, time and setting of research, subject of research, variables and indicators of research, research design, instruments, procedures of experimentation, scoring technique, method of data analysis, and research procedures.

A. Time and Setting

This research was conducted on the first semester in the academic year of 2010/2011 for about 1 month began from 27 September up to 26 October 2010. It was conducted in SMP H. Isriati Semarang, which was located on Jalan Abdul Rohman Saleh No. 285 Semarang.

B. The Subject of the Research

This study was conducted in SMP H. Isriati located at Jalan Abdul Rohman Saleh No. 285 Semarang. The subjects of this study were the eighth grade students of SMP H. Isriati in 2010/2011 academic year. This study was conducted in first semester. To limitation of time, the researcher did not take all students as the subjects of the study, but drew a sample.

1. Population

Population can be defined as a group to whom the researcher would like to generalize the result of the study. The population of the research was the eight grade students of SMP H. Isriati Semarang. Each class consists of twenty six or twenty seven students. The total population was 124 students.

2. Sample

A sample is a group in research study on which information is obtain. Because the population of the study is big and in other that students

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undisturbed, the researcher chooses the cluster random sampling in determining the sample of the study. This technique is similar with simple random sampling, but simple random sampling used individual selected, cluster random sampling used class selected. In it, the subjects were regarded that each of them has the equal chance to be chosen as the sample. This is the effective way of determining the sample of the study. Class VIII A was taken as the control class and VIII C was taken as experimental class.

C. Variables and Indicators of Research

According to Fred D. Kerlinger as cited by Arikunto, that all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments).69

This research, that used describing picture as method in teaching speaking in descriptive text, had two variables. Those variables were:

1. The independent variable

The independent variable is the major variable which the researcher hopes to investigate. It is the variable which is selected, manipulated, and measured by the researcher.70 The independent variable of this research was the using describing picture.

2. The dependent variable

The dependent variable, on the other hand, is the variable which the researcher observe and measure to determine the effect of the independent variable.71 The dependent variable of this research was improvement students’ speaking skill in descriptive text.

---

71 Ibid, page:15
3. Schematic of indicator variable:

<table>
<thead>
<tr>
<th>Independent Variable (Describing Picture)</th>
<th>Dependent Variable (Improvement Students’ Speaking Skill in Descriptive Text)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sub-Variable</strong></td>
<td><strong>Sub-Variable</strong></td>
</tr>
<tr>
<td>1) Let the class work in pairs.</td>
<td>1) Students can work in pairs.</td>
</tr>
<tr>
<td>2) Give each pair two different pictures.</td>
<td>2) Each pair delivered two different pictures. They can’t look the picture of</td>
</tr>
<tr>
<td>Tell them not to look at each other’s</td>
<td>their friends.</td>
</tr>
<tr>
<td>picture.</td>
<td>3) A can describes his/her picture, and B draws it. A to do the same as what</td>
</tr>
<tr>
<td>3) Ask A to describe his or her picture,</td>
<td>A does after B has finished drawing.</td>
</tr>
<tr>
<td>and ask B to draw it. Ask B to do the</td>
<td>4) They compare their picture with the original.</td>
</tr>
<tr>
<td>same as what A does after B has finished</td>
<td></td>
</tr>
<tr>
<td>drawing.</td>
<td>5) Students can describe the picture with good pronunciation.</td>
</tr>
<tr>
<td>4) Have them to compare their picture with</td>
<td>6) Students can describe the picture with good grammar.</td>
</tr>
<tr>
<td>the original.</td>
<td>7) Students can describe the picture with good</td>
</tr>
<tr>
<td>5) Improve students’ pronunciation.</td>
<td></td>
</tr>
<tr>
<td>6) Improve students’ grammar.</td>
<td></td>
</tr>
<tr>
<td>7) Improve students’ vocabulary.</td>
<td></td>
</tr>
</tbody>
</table>
8) Improve students’ fluency.
9) Improve students’ comprehension

8) Students can describe the picture with good fluency.
9) Students’ can describe the picture with good comprehension.

Success Indicators of using describing picture to improve students’ speaking skill in descriptive text are as follows:

a. The improvement of students’ speaking skill in descriptive text through the use of describing picture.
b. Students’ speaking achievement with the minimum standard of score (KKM) speaking 6.7

D. Research Design

In this research, the researcher will focus on improving students speaking skill in descriptive text. Considering the purpose of the research and the nature of the problems, this research is a quantitative one. A scientific research has to use methodology the method used is an absorptive of the study and can be counted as scientific. The researcher uses experiment design to identify the effectiveness of using describing picture to improve students’ speaking skill in descriptive text in SMP H. Isriati Semarang at the eighth grade in the academic year 2010/2011. Subject of this research are students of A class (24 students) and C class (24 students).

1. Experimental Research

According to Arikunto Suharsimi, experiment is the way to look for the cause of relationship “causebility” between experiment class and
This experiment aims at identifying increase the effectiveness of using describing picture technique to improve students’ speaking skill in descriptive text.

Experimental research is one of the most powerful research methodologies that researchers can use. Many types of research that might be used, the experiment is the best way to establish cause-and-effect relationships among variables. Yet experiments are not always easy to conduct.\footnote{Suharsimi Arikunto, \textit{op. cit.}, p. 3.}

An experimental research involved two groups: experimental group and control group. The experimental and control group are consisting of eight grade students of SMP H. Isriati. An experimental group received a new treatment while control group received a usual treatment. According to Nunan, experiment is designed to collect data in such a way that threats to the reliability and validity of the research are ministered.\footnote{Jack R. Fraenkle, Norman E. Wallen, \textit{op. cit.}, p. 267.} This study used pre-test and post-test.

The design of the experiment could be described as follows:

\[
\begin{array}{c}
E \ 01 \ X \ 02 \\
C \ 03 \ Y \ 04
\end{array}
\]


Where:

\begin{align*}
E &= \text{experimental group} \\
C &= \text{control group} \\
01 &= \text{pre-test for experimental group} \\
02 &= \text{post test for experimental group} \\
03 &= \text{pre-test for control group} \\
04 &= \text{post test for control group} \\
X &= \text{treatment by using describing picture} \\
Y &= \text{treatment without using describing picture}
\end{align*}
From the design above, subjects of research were grouped into an experimental group (top line) and a control group (bottom line). The quality of subjects was first checked by pre-testing them (01 and 03). Then, the experimental treatment (describing by using describing picture) was applied to the experimental group, while the control group was describing without describing picture. The results of post-test (02 and 04) were then computed statistically.

Activities should be conducted in experimental and control class as follows:

1. The Activities of Experimental Group
   a) Pre-test

Pre-test was given before the treatments. First, the researcher came to the class. Then, he explained to the students what they had to do. Finally, she distributed the instruments and asked them to do the test.

b) Activities in Experimental Group

There were some activities in experimental group (Class VIII A) as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a) Teacher explains about descriptive text and gives example about descriptive text to the students.</td>
<td>3x45’</td>
</tr>
<tr>
<td></td>
<td>b) Teacher describes picture in front of class as example to the students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c) Teacher divides students to be five groups and every group consists of five students.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d) Teacher asks students to discuss about the picture and make descriptive text</td>
<td></td>
</tr>
</tbody>
</table>
from the picture (under teacher controlled).

e) Teacher asks one student from every group to describe the picture in front of class.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2 | a) Teacher divides students in pair.  
b) Teacher gives each pair two different pictures. Tell them not to look at each other’s picture.  
c) Teacher asks A to describe his or her picture, and asks B to draw it. Teacher asks B to do the same as what A does after B has finished drawing.  
d) Teacher asks them to compare their picture with the original. | 3x45’ |

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 3 | a) Teacher divides students in pair.  
b) Teacher gives each pair two different pictures. Tell them not to look at each other’s picture.  
c) Teacher asks A to describe his or her picture, and asks B to draw it. Teacher asks B to do the same as what A does after B has finished drawing.  
d) Teacher asks them to compare their picture with the original. | 2x45’ |

3) Post-test

Post-test was held after all treatments were conducted. This test was used to measure students’ achievement after they
were given treatments. The result of test was analyzed statistically.

2. The Activities of Control Group

a) Pre-test

Pre-test was given before the treatment. First, the researcher came to the class. Then, he explained to the students what they had to do. Finally, he distributed the instruments and asked them to do the test.

b) Activities for control group

There were some activities in control group (class VIII C) as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allotment</th>
</tr>
</thead>
</table>
| 1  | a) Teacher explains about descriptive text and gives example about descriptive text to the students.  
    b) Teacher asks students to make descriptive text. | 3x45’ |
| 2  | a) Teacher divides students in pair.  
    b) Teacher asks A to describe something to the couple (topic given by teacher). After that, teacher asks the couple to do the same what A does. | 3x45’ |
| 3  | a) Teacher divides students in pair.  
    b) Teacher asks A to describe something to the couple (topic given by teacher). After that, teacher asks the couple to do the same what A does. | 2x45’ |
c) Post-test

Post-test was held after all treatments were conducted. This test was used to measure students’ ability after they were given treatments. The result of test was analyzed statistically.

E. Methods of Data Collection and Analysis

1. Source of Data

The data of this research were gathered from the oral test of students’ in pre-test and post-test through using describing picture technique to improve student speaking skill in descriptive text and the documentation of students’ previous summative test score.

2. Methods of Collecting Data

a. Test

Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group.\(^7\) In order to discover how students are thinking and using the target language (English). The researcher will conduct oral test in describing picture. The form of the test was direct test item of speaking because the researcher put the students in pairs and asked them to describe picture and the couple (A) of the pairs draw the picture that the couple(B) said, than asks (B) to do the same what (A) does. The pictures are picture of places (bedroom, living room, dining room, etc), person (thin man, fat man, tall man, short man, etc) and animals (tiger, cat, bird, etc). The researcher analyzed the result of the test and gave score. Harmer states that a test item is direct if it asks candidates to perform the communicative skill which is being test. The test will be conducted to both control class and experimental class which consist of 24 students of control class and 24 students of experiment class in form of descriptive text to evaluate students’

speaking before and after the treatment. The scoring system will pay attention to the five aspects of speaking scoring; grammar, vocabulary, fluency, pronunciation, and comprehension.

Test is used to measure the person’s competence and to achieve the objective. The data was collected by giving speaking test. Speaking was conducted twice, there are pre-test and post-test. The form of the test is direct speaking test and the teacher gave scores on pronunciation, grammar, vocabulary, fluency, and comprehension.

b. Documentation

Another data is needed to help the researcher in this research. In addition to do that, data will be collected through documentation of the students’ previous examination score from the school. It will be used to validate the sample. Documentation of students’ speaking test recording is used to evaluate students’ speaking skill.

F. Scoring Technique

The researcher gave speaking test to the students to analyze their scores on pronunciation, grammar, vocabulary, fluency, and comprehension.

In giving scores to the students, the researcher used analytic scale which categorized by some categories and the researcher follows these scoring criteria for each category. This analytic score has five items and each item scores five. So, the maximum score is 25. But it will be multiplied with 4, so the final maximum score will be 100.

Analytic scoring of speaking could be seen on the following figures:

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>5</td>
<td>Have few traces of foreign accent.</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Always intelligible, though one is conscious of a definite accent</td>
</tr>
<tr>
<td>Level</td>
<td>Pronunciation</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------------</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Very hard to understand because of pronunciation problems, must frequently be asked to repeat.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Pronunciation problems so severe as to make speech virtually unintelligible.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Grammar</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Makes few (if any) noticeable errors of grammar and word order.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Make frequent errors of grammar and word order which occasionally obscure meaning.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Errors in grammar and word order so severe as to make speech virtually unintelligible.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Vocabulary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Use of vocabulary and idioms is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Speed as fluent and effortless as that of a native speaker.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Speed of the speech seems to be slightly affected by language problem.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Speed and fluency are rather strongly affected by language problems.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Usually hesitant; often forced into silent by language limitations.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Speech is so halting and fragmentary as to make conversation virtually</td>
<td></td>
</tr>
</tbody>
</table>

**Fluency**

<table>
<thead>
<tr>
<th></th>
<th>Virtually that of a native speaker.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate</td>
</tr>
<tr>
<td>3</td>
<td>Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.</td>
</tr>
<tr>
<td>2</td>
<td>Misuse of word and very limited vocabulary make comprehension quite difficult.</td>
</tr>
<tr>
<td>1</td>
<td>Vocabulary limitations so extreme as to make conversation virtually impossible.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>5</td>
</tr>
<tr>
<td>---------------</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

Based on “*Testing English as a Second Language*”\textsuperscript{77}

---

**G. Methods of Data Analysis**

There are three kinds of test that will be held in experimental research, they are pre-requisite test, try-out test, item analysis, and hypothesis test. So there must be three process of analyzing the data collected from test.

1. **Pre-requisite Test**

   Before the researcher determines the sample, the researcher should conduct a homogeneity test by choosing 2 classes with cluster

random sampling. Before testing the hypothesis that is to compare the
difference of students’ academic achievement using t-test formula, there
is a prerequisite test to know the legality of the sample. Here, the
normality and homogeneity test are employed.

This test conducted to determine whether the data are
homogenous or not. After conducted the test, data analysis was carried
out to find out the data normality and the homogeneity of sample. It was
meant to check if the research result met the requirement of good
research or not. Data analysis discussed two main things:
a) Test of data normality

The first step that had to be done before doing the research
was to test the data normality. It was aimed to know whether the data
came from normal distribution or not. The researcher used Chi-
Square formula, as follows:

\[ X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i} \]

Cited from Sudjana.78

Where:

- \( X^2 \) = Chi-Square
- \( O_i \) = Frequency that was obtained from data
- \( E_i \) = Frequency that was hoped
- \( k \) = the sum of interval class

If the obtained score was lower than t-table score by using
5% alpha of significance, Ho was accepted. It was meant that Ha
was rejected.

b) Test of homogeneity

It was meant to get the assumption that sample of research came from a same condition or homogenous. The researcher used the formula as follows:

\[ F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}} \]

Cited from Sugiono. 79

2. Try out Test

According to Mouly in Tiowati, a try out test is necessary since the result will be used to make sure that the measuring instrument has such characteristics as validity and reliability. 80 The instrument to be tried out was the composition test. The result of test was used to find out the validity and reliability.

a) Validity

Heaton states that validity is the extent to which it measure what is supposed to measure and nothing else. 81 The result was consulted to critical score for r-product moment. If the obtained coefficient of correlation was higher than the critical score for r-product moment, it meant that a paragraph was valid at 5% alpha level significance.

To calculate the validity, the researcher used the formula as follows:

\[ r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\left[N \sum X^2 - (\sum X)^2\right]\left[N \sum Y^2 - (\sum Y)^2\right]}} \]

80 Husni Mubarok, The Effectiveness of Animated Film as Media in the Teaching of Narrative Writing (An Experimental Research at the Tenth Grade Students of MA Futuhiyyah 2 Demak in 2009/2010 Academic Year). (Semarang: IAIN WAlisongo, 2009), p. 32.
Where:

\[ r_{xy} \] = the correlation of the scores on two halves of the test

\[ N \] = the number of the students in each group

\[ X \] = the score of each component of speaking scoring

\[ Y \] = the sum of all dialogue’s score

\[ \sum X \] = the sum of total X score in each group

\[ \sum Y \] = the sum of total score from each student

\[ \sum XY \] = the sum of multiple score from each student with the total score

\[ \sum X^2 \] = the sum of the square score in each component of speaking

\[ \sum Y^2 \] = the sum of all dialogue’s score square

b) Reliability

Reliability refers to the stability or the consistency of the test scores. Heaton states that reliability is a necessary characteristic of any good test; for it to be valid at all, a test must first be reliable as a measuring instrument. In this study, the reliability of the test was measured by comparing the obtained score with \( r \)-score product moment. Thus, if the obtained score was higher than the table \( r \)-score, it could be said that the test was reliable.

To calculate the reliability of the test, the researcher used the formula as follows:

\[
r_{11} = \left( \frac{k}{k-1} \right) \left[ 1 - \frac{\sum \sigma_y^2}{\sigma^2} \right]
\]

Cited from Arikunto.\(^82\)

---

\(^{82}\) Suharsimi Arikunto, \textit{op.cit.}, p. 170.

\(^{83}\) J. B. Heaton, \textit{op.cit.}, p.155.

\(^{84}\) Suharsimi Arikunto, \textit{loc. cit.}, p. 196.
Where:

- \( r_{11} \) = index reliability
- \( k \) = number of items
- \( \sum \sigma_i^2 \) = items variance
- \( \sigma_t \) = total variance

To find out the variance of each item, the formula was:

\[
\sigma_i^2 = \frac{\sum X^2 - \left(\frac{\sum X}{N}\right)^2}{N}
\]

To find out the total variance, the formula was:

\[
\sigma_t^2 = \frac{\sum Y^2 - \left(\frac{Y}{N}\right)^2}{N}
\]

3. Item Analysis

After scoring the try-out test, item analysis was carried out to find out the effectiveness of the items. It was meant to check whether each item met the requirement of good test item or not. Item two analysis discussed main things:

a) Difficulty Level

Heaton states that “the index of difficulty of an item simply shows how easy or difficult the particular item proved in the test”.

If the teacher knows deeply about item difficulty in making a test, he can make his test easy, medium, or difficult.

To know the item difficulty, the writer used the formula:

\[
P = \frac{B}{JS}
\]

Where:

- \( P \) = index of difficulty

---

85 J. B. Heaton, op. cit., p.172.
B = the number of students who answer an item correctly

JS = the total number of students

The index of difficulty level can be classified as follows:

- $0.00 \leq P < 0.30$ is difficult
- $0.30 \leq P < 0.70$ is medium
- $0.70 \leq P < 1.00$ is easy

Cited from Sukestiyarno and Wardono.\textsuperscript{86}

b) Discriminating Power

Item of discrimination power tells how well the item performs in separating the better students from the poorer students. If the good students tend to do well on an item and the poor students do badly on the same item, then the item is a good one because it distinguishes the good students from the bad students. Heaton states, “The discrimination index of an item indicated the extent to which the item discriminated between the tested, separating the more able tested from the less able. The index of discriminating power told the researcher if students who perform well on the whole test tended to do well or badly on each item in the test.”\textsuperscript{87}

To calculate the index of discriminating power, the researcher used the formula:

$$D = \frac{B_A - B_B}{J_A - J_B} = P_A - P_B$$

Taken from Arikunto.\textsuperscript{88}

Where:

- $J_A$ = Number of all students in the upper group
- $J_B$ = Number of all students in the lower group


\textsuperscript{87} J. B. Heaton, \textit{op.cit.}, p.173.

\[ B_a = \text{Number of students in the upper group who answered the item correctly} \]
\[ B_b = \text{Number of students in the lower group who answered the item correctly} \]
\[ P_a = \text{The proportion of the upper group who answered the item correctly} \]
\[ P_b = \text{The proportion of the lower group who answered the item correctly} \]

The criteria of determining the index of discriminating are below:
\[ D = 0.00 \pm 0.20 : \text{Poor} \]
\[ D = 0.21 \pm 0.40 : \text{Satisfactory} \]
\[ D = 0.41 \pm 0.70 : \text{Good} \]
\[ D = 0.71 \pm 1.00 : \text{Excellent} \]

c) Hypothesis Test

Firstly, the test was done in both groups, experimental and control group. Secondly, the result of the test was scored by using analytic scale. Thirdly, the means score of the two groups were determined. Finally, the two means were compared by applying t-test formula. T-test was used to differentiate if the students’ result of students’ speaking skill in descriptive text by using describing picture and without using describing picture was significant or not.

\[
t = \frac{\overline{x}_1 - \overline{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}\]

Where:

\[
s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}\]
Cited from Sudjana.\textsuperscript{89}

Where:

\[ \bar{x}_1 = \text{the mean score of the experimental group} \]
\[ \bar{x}_2 = \text{the mean score of control group} \]
\[ n_1 = \text{the number of the experimental group} \]
\[ n_2 = \text{the number of the control group} \]
\[ s = \text{standard deviation} \]
\[ s^2 = \text{variance} \]

If the obtained score was higher than t-table score by using 5\% alpha of significance, Ho was rejected. It meant that Ha was accepted: “There was a significant difference in speaking achievement between the experimental and control group.”

\textsuperscript{89} Sudjana, \textit{op.cit.}, p. 239.
CHAPTER IV
FINDINGS AND DISCUSSION

This chapter presents the data that was collected during the experimental research. First analysis focuses on the homogeneity of the sample; the second analysis focuses on the validity, reliability, index difficulty, and discriminating power of instruments. And the third analysis represents the result of pre-test and post-test that was done both in experimental and control group.

A. First Analysis

The first analysis was homogeneity test of the sample. That was previous summative score of students of VIII A as experimental group and students of VIII C as control group. The analysis was meant to get the homogeneous class of VIII A and VIII C. In this research, the homogeneity of the test was measured by comparing the obtained score \( (F_{\text{score}}) \) with \( F_{\text{table}} \). Thus, if the obtained score \( (F_{\text{score}}) \) was lower than the \( F_{\text{table}} \) or equal, it could be said that the Ho was accepted. It meant those the classes were homogeneous. The analysis of homogeneity test could be seen in table I.

<table>
<thead>
<tr>
<th>Variant Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>1626</td>
<td>1572</td>
</tr>
<tr>
<td>N</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>( \bar{X} )</td>
<td>67.75</td>
<td>65.50</td>
</tr>
<tr>
<td>Variants (s2)</td>
<td>83.59</td>
<td>66.52</td>
</tr>
<tr>
<td>Standart deviation (s)</td>
<td>9.14</td>
<td>8.16</td>
</tr>
</tbody>
</table>

By knowing the mean and the variance, the researcher was able to test the similarity of the two variants with the homogeneity test from students’ previous score between VIII A and VIII C. The computation of the test of homogeneity as follows:
\[ F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}} \]
\[ = \frac{83.5900}{66.5200} \]
\[ = 1.257 \]

On a 5% with df numerator (nb - 1) = 24 – 1 = 23 and df denominator (nk – 1) = 24 – 1 = 23, it was found \( F_{\text{table}} = 2.31 \). Because of \( F_{\text{score}} \leq F_{\text{table}} / 1.257 \leq 2.31 \), so it could be concluded that both VIII A and VIII C had no differences. The result showed both groups had similar variants (homogenous).

**B. Second Analysis**

The second analysis was meant to get a valid and reliable instrument for investigation. Try out tests were conducted for VIII B of SMP H. Isriati Semarang. Class VIII B consisted of 40 respondents. They were given a try out using the instrument that will be used in control and experiment class. The following is the interpretation of the try out test to find out the validity and reliability of the instrument.

1. **Validity of Try Out Test**

   The speaking items consist of five items. They are pronunciation, vocabulary, grammar, fluency, and comprehension. From the try out test that was conducted, it was obtained that all speaking items were valid. For example, the item analysis of relevance was obtained \( r_{xy} \) 0.5 for \( \alpha = 5 \% \) with \( N = 40 \). It would be obtained 0.403. Since the result of the instruments validity was higher than the critical score, it was considered that the instruments were valid. The complete computation and the sample of computation are as below.

   **The Computation of Item Validity Using Describing Picture**

   Formula:

   \[ r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum X^2 - (\sum X)^2)(N \sum Y^2 - (\sum Y)^2)}} \]
Criteria:
The item is valid if $r_{xy} > r_{table}$

Calculation:
Below is the example of the item validity of number 1.

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>X</th>
<th>Y</th>
<th>$X^2$</th>
<th>$Y^2$</th>
<th>XY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T - 31</td>
<td>3</td>
<td>17</td>
<td>16</td>
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<td>51</td>
</tr>
<tr>
<td>2</td>
<td>T - 1</td>
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<td>18</td>
<td>16</td>
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<td>72</td>
</tr>
<tr>
<td>3</td>
<td>T - 4</td>
<td>3</td>
<td>15</td>
<td>9</td>
<td>225</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>T - 6</td>
<td>3</td>
<td>17</td>
<td>9</td>
<td>289</td>
<td>51</td>
</tr>
<tr>
<td>5</td>
<td>T - 40</td>
<td>3</td>
<td>18</td>
<td>9</td>
<td>324</td>
<td>54</td>
</tr>
<tr>
<td>6</td>
<td>T - 25</td>
<td>4</td>
<td>20</td>
<td>16</td>
<td>400</td>
<td>80</td>
</tr>
<tr>
<td>7</td>
<td>T - 27</td>
<td>4</td>
<td>16</td>
<td>16</td>
<td>256</td>
<td>64</td>
</tr>
<tr>
<td>8</td>
<td>T - 23</td>
<td>3</td>
<td>19</td>
<td>9</td>
<td>361</td>
<td>57</td>
</tr>
<tr>
<td>9</td>
<td>T - 3</td>
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<td>17</td>
<td>9</td>
<td>289</td>
<td>51</td>
</tr>
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<td>10</td>
<td>T - 15</td>
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<td>19</td>
<td>9</td>
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<td>57</td>
</tr>
<tr>
<td>11</td>
<td>T - 2</td>
<td>3</td>
<td>19</td>
<td>9</td>
<td>361</td>
<td>57</td>
</tr>
<tr>
<td>12</td>
<td>T - 19</td>
<td>3</td>
<td>18</td>
<td>9</td>
<td>324</td>
<td>54</td>
</tr>
<tr>
<td>13</td>
<td>T - 26</td>
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<td>19</td>
<td>9</td>
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</tr>
<tr>
<td>14</td>
<td>T - 32</td>
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<td>20</td>
<td>16</td>
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<td>9</td>
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<td>18</td>
<td>9</td>
<td>324</td>
<td>54</td>
</tr>
<tr>
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<td>3</td>
<td>17</td>
<td>9</td>
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<td>T - 9</td>
<td>4</td>
<td>20</td>
<td>16</td>
<td>400</td>
<td>80</td>
</tr>
<tr>
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<td>20</td>
<td>9</td>
<td>400</td>
<td>60</td>
</tr>
<tr>
<td>23</td>
<td>T - 10</td>
<td>3</td>
<td>20</td>
<td>9</td>
<td>400</td>
<td>60</td>
</tr>
<tr>
<td>24</td>
<td>T - 37</td>
<td>3</td>
<td>16</td>
<td>9</td>
<td>256</td>
<td>48</td>
</tr>
<tr>
<td>25</td>
<td>T - 20</td>
<td>3</td>
<td>17</td>
<td>9</td>
<td>289</td>
<td>51</td>
</tr>
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<td>26</td>
<td>T - 21</td>
<td>4</td>
<td>20</td>
<td>16</td>
<td>400</td>
<td>80</td>
</tr>
<tr>
<td>27</td>
<td>T - 5</td>
<td>4</td>
<td>18</td>
<td>16</td>
<td>324</td>
<td>72</td>
</tr>
<tr>
<td>28</td>
<td>T - 29</td>
<td>3</td>
<td>19</td>
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<td>361</td>
<td>57</td>
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<td>29</td>
<td>T - 8</td>
<td>4</td>
<td>20</td>
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<td>400</td>
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<td>30</td>
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<td>9</td>
<td>324</td>
<td>54</td>
</tr>
<tr>
<td>31</td>
<td>T - 18</td>
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<td>18</td>
<td>4</td>
<td>324</td>
<td>36</td>
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<td>9</td>
<td>361</td>
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<tr>
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<td>36</td>
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<td>9</td>
<td>256</td>
<td>48</td>
</tr>
<tr>
<td>Sum</td>
<td>128</td>
<td>718</td>
<td>422</td>
<td>12992</td>
<td>2315</td>
<td></td>
</tr>
</tbody>
</table>

Where: \( N = 40 \) \( X^2 = 422 \) \( X = 128 \) \( Y^2 = 12992 \) \( Y = 718 \) \( \Sigma XY = 2315 \)

\[
r_{xy} = \frac{(40 \times 2315) - (128)(718)}{\sqrt{(40 \times 422) - (128)^2} \sqrt{(40 \times 12992) - (718)^2}}
\]

\[
= 0.5
\]

Because of \( r_{xy} > r_{table} \), \( 0.5 > 0.403 \) so item number 1 is valid.

2. **Reliability of Try Out Test**

After validity items had been done, the next analysis was to test the reliability of instrument. It was done to find out whether a test had higher critical score and gave the stability or consistency of the test scores or not. From the computation of reliability of the try out instruments using describing picture, it was obtained 0.5, for \( \alpha = 5\% \) with \( N = 40 \). It was obtained 0.312. It could be concluded that the instruments that were used in this research was reliable. The complete analysis and the computation as follow:

**The Computation of Reliability Using Describing Picture**

Formula:

\[
r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_{b^2}}{\sigma_{r^2}} \right)
\]

Criteria:

The try out is reliable if \( r_{11} > r_{table} \)

Calculation:

\[
\sigma_{r^2} = \frac{\sum Y^2 - (\bar{Y})^2}{N}
\]

\[
12992 - \frac{(718)^2}{40}
\]

\[
\sigma_{b^2} = \frac{12992 - (718)^2}{40}
\]
Variance

\[ \sigma_{b1}^2 = \frac{\sum X^2 - (\Sigma X)^2}{N} \]

\[ \sigma_{b1}^2 = \frac{422 - (128)^2}{40} = 0.3 \]

\[ \sigma_{b2}^2 = \frac{564 - (148)^2}{40} = 0.4 \]

\[ \sigma_{b3}^2 = \frac{581 - (149)^2}{40} = 0.65 \]

\[ \sigma_{b4}^2 = \frac{559 - (147)^2}{40} = 0.4 \]

\[ \sigma_{b5}^2 = \frac{547 - (145)^2}{40} = 0.5 \]

\[ \Sigma b_k^2 = 2.25 \]

Index Reliability

\[ r_{11} = \left( \frac{5}{5-1} \right) \left( 1 - \frac{2.25}{3} \right) \]

\[ = 0.313 \]

The result shows that 0.313 is more than 0.312, it meant that the items of instrument were valid.

3. **Discriminating Power of Try Out Test**

The discriminating power of the five items analysis of speaking was satisfied. It showed that all speaking items had strong discrimination. The complete analysis and the sample of computation as follow.
The Computation of Discriminating Power

Formula:

\[ D = \frac{B_A}{J_A} - \frac{B_B}{J_B} = P_A - P_B \]

Criteria:

- D = 0.00 – 0.20 : Poor
- D = 0.21 – 0.40 : Satisfactory
- D = 0.41 – 0.70 : Good
- D = 0.71 – 1.00 : Excellent

Calculation:

Below is the example of the computation of discriminating power on item number 1.

\[ D = \frac{10}{24} - \frac{1}{26} = 0.42 - 0.04 = 0.38 \]

The result obtained D = 0.38

Because of the result is between 0.21 – 0.40. So the item number 1 is satisfactory.

4. Difficulty Level of Try Out Test

From the computation of difficulty level of the five items analysis of speaking, it was found that the difficulty level is medium. So, it could be concluded that the final total items analysis for the instruments were categorized satisfactory. The sample of computation is as follow.

The Computation of Difficulty Index

Formula:

\[ P = \frac{B}{JS} \]

Criteria:

- 0.00 ≤ P < 0.30 is difficult
0.30 ≤ P < 0.70 is medium
0.70 ≤ P < 1.00 is easy

Calculation:
Below is the example of the computation of difficulty level on item number 1.

\[ B = 15 \]
\[ JS = 40 \]

So:

\[ P = \frac{15}{40} = 0.375 \]

The result obtained \( P = 0.375 \). Because of the result is between 0.30 – 0.70, so the item number 1 is medium.

C. Third Analysis

The third analysis represents the result of pre-test and post-test that was done both in experimental and control group. This analysis will answer the research question “How effective is describing picture to improve students’ speaking skill in descriptive text?” We can conclude describing picture is effective when the result of post test of the experimental class (using describing picture) and control class (using conventional technique) has significant differences or the assumption that those classes is equal is not fulfilled.

Before the researcher tested the hypothesis that had been mentioned in the chapter three, the researcher analyzed and tested hypothesis prerequisites which contained of normality test and homogeneity test. Third analysis dealt with normality test, homogeneity test, and t-test (test of difference two variants) in pre-test and post-test.

1. Analysis of Pre-test

The experimental group (VIII A) was given a pre-test on October 5, 2010 and control group (class VIII C) was given a pre-test
also on October 5, 2010. They were asked to make a conversation based on situations that were given to them.

a. **Test of Normality**

Test of normality was used to find out whether data of control and experimental group which had been collected from the research come from normal distribution normal or not. The result computation of Chi-square \( X^2 \) then was compared with table of Chi-square \( X^2 \) by using 5\% alpha of significance. If \( X^2 \) < \( X^2 \) meant that the data spread of research result distributed normally.

Based on the research result of VIII C students in the control group before they were taught speaking in descriptive text without describing picture, they reached the maximum score 84 and minimum score 56. The stretches of score were 28. So, there were 6 classes with length of classes 5. From the computation of frequency distribution, it was found \( \sum f_i x_i \) = 1567, and \( \sum f_i x_i^2 \) = 103511. So, the average score \( \bar{X} \) was 65,3 and the standard deviation (S) was 7,22. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-square \( X^2 \).

**Table IV. 1 Table of the Observation Frequency of Control Group**

<table>
<thead>
<tr>
<th>Kelas</th>
<th>Bk</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>Luas Daerah</th>
<th>Ei</th>
<th>Oi</th>
<th>( \frac{(O_i - E_i)^2}{E_i} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>55.5</td>
<td>-1.36</td>
<td>-0.4125</td>
<td>1569</td>
<td>4.0</td>
<td>8</td>
<td>4.0532</td>
</tr>
<tr>
<td>60</td>
<td>60.5</td>
<td>-0.66</td>
<td>-0.2465</td>
<td>2581</td>
<td>6.2</td>
<td>6</td>
<td>0.0060</td>
</tr>
<tr>
<td>61</td>
<td>65.5</td>
<td>0.03</td>
<td>0.0115</td>
<td>2532</td>
<td>6.1</td>
<td>4</td>
<td>0.7091</td>
</tr>
<tr>
<td>70</td>
<td>70.5</td>
<td>0.72</td>
<td>0.2647</td>
<td>1566</td>
<td>3.8</td>
<td>4</td>
<td>0.0154</td>
</tr>
<tr>
<td>75</td>
<td>75.5</td>
<td>1.41</td>
<td>0.4213</td>
<td>0.0611</td>
<td>1.5</td>
<td>1</td>
<td>0.1485</td>
</tr>
</tbody>
</table>
| 80    | 80.5 | 2.11 | 0.4824 | }
Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with df 6 - 3 = 3, it was found $X^2_{table} = 7.82$. Because of $X^2_{score} < X^2_{table}$, so the initial data of control group distributed normally.

While from the result of VIII A students in experimental group, before they were taught speaking in descriptive text by using describing picture, was found that the maximum score was 80 and minimal score was 52. The stretches of score were 28. So, there were 6 classes with length of classes 5. From the computation of frequency distribution, it was found ($\Sigma f_i x_i$) =1556, and ($\Sigma f_i x_i^2$)= 102664. So, the average score ($\bar{X}$) was 64.833 and the standard deviation (S) was 8.805. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-square ($X^2_{score}$).

**Table IV. 2 Table of the Observation Frequency of Experimental Group**

<table>
<thead>
<tr>
<th>Kelas</th>
<th>Bk</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>Luas daerah</th>
<th>Ei</th>
<th>Oi</th>
<th>$\frac{(O_i - E_i)^2}{E_i}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>51.5</td>
<td>-1.51</td>
<td>-0.4350</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>56</td>
<td>-0.95</td>
<td>-0.3280</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>0.1805</td>
<td>4.3</td>
<td>4</td>
<td>0.0256</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>0.2226</td>
<td>5.3</td>
<td>3</td>
<td>1.0262</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>0.2004</td>
<td>4.8</td>
<td>5</td>
<td>0.0075</td>
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</tr>
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<td>76</td>
<td>0.1319</td>
<td>3.2</td>
<td>3</td>
<td>0.0087</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>0.0634</td>
<td>1.5</td>
<td>3</td>
<td>1.4363</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with df $6 - 3 = 3$, it was found $X^2_{table} = 7.82$. Because of $X^2_{score} < X^2_{table}$, so the initial data of experimental group distributed normally.

b. Test of Homogeneity

Test of homogeneity was done to know whether sample in the research come from population that had same variance or not. In this study, the homogeneity of the test was measured by comparing the obtained score ($F_{score}$) with $F_{table}$. Thus, if the obtained score ($F_{score}$) was lower than the $F_{table}$ or equal, it could be said that the Ho was accepted. It meant that the variance was homogeneous. The analysis of homogeneity test could be seen in table IV. 3.

Table. IV. 3 Test of Homogeneity (Pre-test)

<table>
<thead>
<tr>
<th>Variant Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>1556</td>
<td>1576</td>
</tr>
<tr>
<td>N</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>X</td>
<td>64.83</td>
<td>65.67</td>
</tr>
<tr>
<td>Variants (s2)</td>
<td>70.9275</td>
<td>62.4928</td>
</tr>
<tr>
<td>Standart deviation (s)</td>
<td>8.42</td>
<td>7.91</td>
</tr>
</tbody>
</table>

By knowing the mean and the variance, the researcher was able to test the similarity of the two variants in the pre-test between experimental and control group. The computation of the test of homogeneity as follows:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$
On a 5% with df numerator (nb - 1) = 24 – 1 = 23 and df denominator (nk – 1) = 24 – 1 = 23, it was found $F_{table} = 2.31$. Because of $F_{score} \leq F_{table}$, so it could be concluded that both experimental and control group had no differences. The result showed both groups had similar variants (homogenous).

c. Test of Difference Two Variants in Pre-test between Experiment and Control Group

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in pre-test score. So, to differentiate whether the students’ results of speaking in descriptive text in experimental and control group were significant or not, the researcher used t-test to test the hypothesis that had been mentioned in the chapter three. The researcher used formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Based on table IV. 3, first the researcher had to find out $S$ by using the formula above:

$$S = \sqrt{(24-1)70.9275 + (24-1)62.4900}$$
$$= \sqrt{24 + 24 - 2}$$

$$= 8$$

After $S$ was found, the next step was to measure t-test:
After getting t-test result, then it would be consulted to the critical score of $t_{table}$ to check whether the difference is significant or not. For $a = 5\%$ with df $24 + 24 - 2 = 46$, it was found $t_{table(0.975)(46)} = 2.01$. Because of $t_{score} < t_{table}$, so it could be concluded that there was no significance of difference between the experimental and control group. It meant that both experimental and control group had same condition before getting treatments.

2. Analysis of Post-test

The experimental group was given post test on October 23, 2010 and control group was given a post test also on October 23, 2010. Post-test was conducted after all treatments were done. Describing picture was used as technique in the teaching of speaking in descriptive text to students in experimental group. While for students in control group, they were given treatments without describing picture. Post-test was aimed to measure students’ ability after they got treatments. They were asked to describe the picture after they get the picture and the couple must draw the picture when the couple describes the picture.

a. Test of Normality

Test of normality was used to find out whether data of control and experimental group, which had been collected after they got treatments, come from normal distribution normal or not. The formula, that was used, was Chi-square. The result computation of Chi-square ($X^2_{score}$) then was compared with table of Chi-square ($X^2_{table}$) by using 5% alpha of significance. If $X^2_{score}$
< $X^2_{table}$ meant that the data spread of research result distributed normally.

Based on the research result of VIII C students in the control group after they got usual treatments in the teaching of speaking in descriptive text, they reached the maximum score 84 and minimum score 56. The stretches of score were 28. So, there were 6 classes with length of classes 5. From the computation of frequency distribution, it was found ($\Sigma f_i x_i$) = 1602, and ($\Sigma f_i x_i^2$) = 108296. So, the average score ($\bar{X}$) was 66.75 and the standard deviation (S) was 7.69. It meant that there was an improvement of students’ score after they got treatments. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-square ($X^2_{score}$).

**Table IV. 4 Table of the Observation Frequency of Control Group**

<table>
<thead>
<tr>
<th>Kelas</th>
<th>Bk</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>Luas daerah</th>
<th>Ei</th>
<th>Oi</th>
<th>$\frac{(O_i - E_i)^2}{E_i}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>56</td>
<td>55.5</td>
<td>-1.46</td>
<td>-0.4281</td>
<td>0.1365</td>
<td>3.3</td>
<td>6</td>
<td>2.2668</td>
</tr>
<tr>
<td>56</td>
<td>60</td>
<td>-0.81</td>
<td>-0.2916</td>
<td>0.2271</td>
<td>5.5</td>
<td>6</td>
<td>0.0554</td>
</tr>
<tr>
<td>61</td>
<td>65</td>
<td>-0.16</td>
<td>-0.0645</td>
<td>0.2515</td>
<td>6.0</td>
<td>6</td>
<td>0.0002</td>
</tr>
<tr>
<td>61</td>
<td>70</td>
<td>0.49</td>
<td>0.1869</td>
<td>0.1853</td>
<td>4.4</td>
<td>1</td>
<td>2.6709</td>
</tr>
<tr>
<td>71</td>
<td>75</td>
<td>1.14</td>
<td>0.3722</td>
<td>0.0908</td>
<td>2.2</td>
<td>4</td>
<td>1.5219</td>
</tr>
<tr>
<td>76</td>
<td>80</td>
<td>1.79</td>
<td>0.4630</td>
<td>0.0296</td>
<td>0.7</td>
<td>1</td>
<td>0.1183</td>
</tr>
<tr>
<td>81</td>
<td>85</td>
<td>2.44</td>
<td>0.4926</td>
<td>0.0296</td>
<td>0.7</td>
<td>1</td>
<td>0.1183</td>
</tr>
</tbody>
</table>

$X^2 = 6.6336$
Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with $dk = 6 - 3 = 3$, it was found $X^2_{table} = 7.82$. Because of $X^2_{score} < X^2_{table}$ $6.63 < 7.82$, so the data of control group after getting treatments distributed normally.

While from the result of VIII A students in experimental group, after they were taught by using describing picture, was found that the maximum score was 92 and minimal score was 64. The stretches of score were 28. So, there were 6 classes with length of classes 5. From the computation of frequency distribution, it was found ($\sum f_i x_i^2$) = 1834, and ($\sum f_i x_i^2$) = 141694. So, the average score ($\bar{X}$) was 76.42 and the standard deviation (S) was 8.1982. By seeing the average score of students in experimental group, it could be concluded that there was an improvement of students’ score after they got treatments by using describing picture. After counting the average score and standard deviation, table of observation frequency was needed to measure Chi-square($X^2_{score}$).

**Table IV. 5 Table of the Observation Frequency of Experimental Group**

<table>
<thead>
<tr>
<th>Kelas</th>
<th>Bk</th>
<th>Zi</th>
<th>P(Zi)</th>
<th>Luas Daerah</th>
<th>Ei</th>
<th>Oi</th>
<th>($O_i - E_i$)^2/E_i</th>
</tr>
</thead>
<tbody>
<tr>
<td>64</td>
<td>63</td>
<td>-1.58</td>
<td>-0.4424</td>
<td></td>
<td>0.1095</td>
<td>2.6</td>
<td>5</td>
</tr>
<tr>
<td>68</td>
<td>68.5</td>
<td>-0.97</td>
<td>-0.3329</td>
<td></td>
<td>0.1939</td>
<td>4.7</td>
<td>5</td>
</tr>
<tr>
<td>69</td>
<td>73</td>
<td>-0.36</td>
<td>-0.1390</td>
<td></td>
<td>0.2393</td>
<td>5.7</td>
<td>5</td>
</tr>
<tr>
<td>74</td>
<td>78</td>
<td>0.25</td>
<td>0.1003</td>
<td></td>
<td>0.2059</td>
<td>4.9</td>
<td>3</td>
</tr>
<tr>
<td>79</td>
<td>83</td>
<td>0.86</td>
<td>0.3062</td>
<td></td>
<td>0.1235</td>
<td>3.0</td>
<td>3</td>
</tr>
<tr>
<td>84</td>
<td>88</td>
<td>1.47</td>
<td>0.4297</td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Based on the Chi-square table ($X^2_{table}$) for 5% alpha of significance with df $6 - 3 = 3$, it was found $X^2_{table} = 7.82$. Because of $X^2_{score} < X^2_{table}$, $5.52 < 7.82$, so the data of experimental group after getting treatments distributed normally.

b. Test of Homogeneity

The researcher determined the mean and variance of the students’ score either in experimental or control group. By knowing the mean and variance, the writer was able to test the similarity of the two variance in the post-test between experimental and control group.

<table>
<thead>
<tr>
<th>Variants Sources</th>
<th>Experimental G</th>
<th>Control G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>1844</td>
<td>1608</td>
</tr>
<tr>
<td>N</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>$X$</td>
<td>76.83</td>
<td>76.00</td>
</tr>
<tr>
<td>Variants ($S^2$)</td>
<td>69.5362</td>
<td>53.2174</td>
</tr>
<tr>
<td>Standart deviation ($S$)</td>
<td>8.34</td>
<td>7.30</td>
</tr>
</tbody>
</table>

The computation of the test of homogeneity as follows:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$

$$= \frac{69.5362}{53.2174}$$

$$= 1.307$$

On a 5% with df numerator (nb - 1) = 24 - 1 = 23 and df denominator (nk - 1) = 24 - 1 = 23, it was found $F_{table (0.025 / 23:23)}$ = 2.31. Because of $F_{score} \leq F_{table}$, $1.31 < 2.31$, so it could be concluded that both experimental and control group had no
differences. The result showed both groups had similar variance (homogenous).

c. Test of Difference Two Variants in Post-test between Experiment and Control Group

After counting standard deviation and variance, it could be concluded that both group have no differences in the test of similarity between two variances in post-test score. So, to differentiate if the students’ results of speaking in descriptive text in experimental and control group after getting treatments were significant or not, the researcher used t-test to test the hypothesis that had been mentioned in the chapter three. To see the difference between the experimental and control group, the researcher used formula:

$$t = \frac{x_1 - x_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:

$$S = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Based on table IV. 6, first the researcher had to find out $S$ by using the formula above:

$$S = \sqrt{\frac{(24-1)69.5362 + (24-1)53.2174}{24 + 24 - 2}} = 7.83434$$

After $S$ was found, the next step was to measure t-test:

$$t = \frac{76.83 - 76.00}{7.83434 \sqrt{\frac{1}{24} + \frac{1}{24}}} = 4.348$$

After getting t-test result, then it would be consulted to the critical score of $t_{table}$ to check whether the difference is
significant or not. For \( a = 5\% \) with df \( 24 + 24 - 2 = 46 \), it was found \( t_{\text{table}(0.95)|46} = 2.01 \). Because of \( t_{\text{score}} > t_{\text{table}} \), so it could be concluded that there was significance of difference between the experimental and control group. It meant that experimental group was better than control group after getting treatments.

Since the obtained t-score was higher than the critical score on the table, the difference was statistically significance. Therefore, based on the computation there was a significance difference between the teaching of speaking in descriptive text using describing picture and the teaching of speaking in descriptive text without describing picture for the eighth grade students of SMP H. Isriati Semarang. Teaching speaking in descriptive text using describing picture seemed to be more effective than teaching speaking in descriptive text without using describing picture. It can be seen from the result of the test where the students taught speaking in descriptive text by using describing picture got higher scores than the students taught speaking in descriptive text without describing picture.

**D. Discussions**

The data were obtained from the students’ achievement scores of the test of speaking in descriptive text. They were pre-test and post-test scores from the experimental and control group. The average score for experimental group was 64.833 (pre-test) and 76.833 (post-test). The average score for control group was 65.67 (pre-test) and 67.00 (post-test). The following was the simple tables of pre and post-test students’ average score and students’ average score of each speaking components.
Table IV. 7 The Pre-test and Post-test Students’ Average Scores of the Experimental and Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Group</th>
<th>The Average Percentage of Pre-test</th>
<th>The Average Percentage of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>64.83</td>
<td>76.83</td>
</tr>
<tr>
<td>2</td>
<td>Control</td>
<td>65.67</td>
<td>67.00</td>
</tr>
</tbody>
</table>

Table IV. 8 The Pre-test and Post-test Students’ Average Scores of the Experimental and Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Component of Speaking</th>
<th>Group</th>
<th>The Average Score of Pre-test</th>
<th>The Average Score of Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pronunciation</td>
<td>Experimental</td>
<td>3,3</td>
<td>3,6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3,3</td>
<td>3,3</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
<td>Experimental</td>
<td>3,3</td>
<td>3,9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3,4</td>
<td>3,5</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
<td>Experimental</td>
<td>3,3</td>
<td>4,1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3,5</td>
<td>3,6</td>
</tr>
<tr>
<td>4</td>
<td>Fluency</td>
<td>Experimental</td>
<td>2,9</td>
<td>3,6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3,1</td>
<td>3,0</td>
</tr>
<tr>
<td>5</td>
<td>Comprehension</td>
<td>Experimental</td>
<td>3,4</td>
<td>3,9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Control</td>
<td>3,3</td>
<td>3,2</td>
</tr>
</tbody>
</table>

1. Students’ Condition in Control Group

In this study, source of data that become as control group was class VIII C. In the control group, there was not a new treatment in a teaching learning process. They were given a usual treatment. They were taught speaking in descriptive text using conventional method. By making and memorizing the expressions of daily life in the teaching learning process, teacher had used a grammar translation method that
could not increase students’ speaking skill in descriptive text. Students could not enjoy in practicing their skill in speaking because they only make and memorize those expression that usually used in daily life without practice to use it as its function. It was proven with the control group’s average in the post-test (67.00) which was lower than the experimental group (76.83).

2. Students’ Condition in Experimental Group
   a. Analysis Students’ Speaking Before Treatment (Pre-test)

   In the pre-test, students’ ability in speaking in descriptive text was low. Pre-test was conducted before the treatment. From the result of pre-test, it was known that students faced many difficulties in speaking descriptive text. Sentences, which were used by students to convey the idea, were influenced by Indonesian language. Moreover they don’t know what should they say when they want to convey their meaning. Students’ ability was in low level when they had to arrange words to be a good sentence that comprehensible by considering main function. It meant that the idea was not clearly stated and the sentences were not well-organized to support the transformation of meaning. Students’ word voice (Pronunciation and fluency) was also far from being perfect. Not only the way they convey their idea was not clear but also there were many difficulties in grammar and vocabulary; therefore, students’ ability of speaking in descriptive text was hard to be understood. To minimize the number of students’ mistakes in their speaking, the researcher collected students’ speaking in writing form after they do their describing, gave correction, and returned the paper to them in the next day. From the correction of their mistakes, students’ were supposed to learn more and improve their ability in speaking descriptive text.
b. **Analysis Students’ Speaking After Treatment (Post-test)**

Based on the analysis of students’ ability, it was found that students’ ability after getting treatment was improved. In the treatment, students were describing something using describing picture that was in line with the function of some expressions they learn. The vocabulary choice, sentences’ arrangement, and the way they produce the word were good and relevance to the topic or (their meaning) so the meaning were easy to be understood. Their speaking was still comprehensible however; there were some mistakes in fluency and pronunciation.

The finding that shows students’ ability is namely the increasing of students’ average score. There were still some mistakes that students had made like fluency and pronunciation. But it was very human. So, it could be concluded that the implementation of using describing picture in the teaching of speaking in descriptive text was effective. It was proven with students’ average score in experimental group was higher than control group. By considering the students’ final score after getting treatment, the teaching of speaking in descriptive text using describing picture as method was better than without describing picture.

Based on t-test analysis that was done, it was found that the t-score (4.348) was higher than t-table by using 5% alpha of significance (2.01). Since $t_{score} > t_{table}$, it proved that there was a significant difference between the improvement of students achievement that was given a new treatment (describing picture) and the improvement of students achievement that was given a usual treatment.
3. The Advantages and Disadvantages of Using Describing Picture to Improve Students’ Speaking Skill in Descriptive Text

a. The Advantages of Using Describing Picture to Improve Students’ Speaking Skill in Descriptive Text.

After conducting the research, there were some advantages of using describing picture to improve students’ speaking skill in descriptive text:

1) Describing picture make learning becomes more interactive.
2) Describing picture make learning becomes more active, because pictures help the students to focus attention to the subject and make students active.
3) Describing picture can help prevent misunderstanding. It means by using pictures, teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students’ perception and teachers’ perception.
4) Studying is process doing something. Study can be maximum if students more of using the five senses, because they can more attractive to express something with their five senses. Describing picture is a method, that very easy to do it. And this method very suitable to students in Junior High School. If the students are given describing picture, they used their five senses more maximum, because they used eyes to saw the pictures, used ears to listen what their partner said, used mouth to describe the picture and also used hand to draw the picture.
5) Most of Indonesian students are lack of idea for what they should say and bravery to speak, because of that they are afraid for doing mistakes. Describing picture help students to be brave to speak up and express their idea through speaking. Because in describing picture, students can describe something with their friends. And it can help students build their confidences.
6) Speaking in descriptive text is students’ ability need to be able to convey their idea. Describing picture provides students to be easy to describe something, because they can see what will describe. And it can be familiarized through doing describing picture.

7) Describing picture is very helpful in teaching English speaking. Textbook is one of most important technique in succeeding the process of teaching learning and describing picture means helping teacher and student to get the aim or objective of the learning a certain language.

b. The Disadvantages of Using Describing Picture to Improve Students’ Speaking Skill in Descriptive Text.

The disadvantages were described below:

1) It spent a lot of time, because the students’ skill was too low, they can’t directly describe the picture after getting the picture that distributed by the teacher. They need time to prepare their descriptive text.

2) It was not easy enough to manage the class, because sometime the students will be very hysteric when they see their friends practicing in front of them. Their voice can disturb another class.

3) Teacher needs an extra time to prepare pictures and should give handout the photocopied pictures to the students.

E. Limitation of Research

The researcher realized that there were some hindrances and barriers in doing this research. The hindrances and barriers occurred was not caused by inability of the researcher but caused by the limitation of the research like time, fund, and equipment of research.
CHAPTER V
CONCLUSION AND SUGGESTION

5.1 Conclusions

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 Ha (alternative hypotheses) was accepted and Ho (null hypotheses) was rejected. Since the t-score was higher than the t-table, there was a significance 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 (direct method). 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).

5.2 Suggestions

From the conclusion above, there are some suggestions that are proposed by the researcher:

1. Teacher should use describing picture technique in the teaching of speaking in descriptive text, because it can help students express their idea through speaking. Using describing picture, students will be easier to express their ideas, they can reflect on image, when they see. So if they can express their ideas of course they will speak and we can know purpose of student’s mean. Using describing picture, students will not doubt to try to speak because describing picture is done by group or pair, so it can build students’ bravery to speak using English.
2. Teacher needs an extra time to prepare pictures. Teacher should give handout the photocopied pictures to the students.

3. Teacher should prepare the situations well. It means that before using describing picture in the teaching of speaking in descriptive text. It will be better if teacher makes sure that the situations and description that will be played by the students is not too easy and not too difficult. Moreover the situations must be suitable with the material in the students’ level.

4. Teacher should be able to manage the class that suddenly become so hysteric and hard to be controlled when some students make mistake in doing describing picture.

5.3 Closing

Thus, the thesis was made, the researcher is sure that this thesis is far from perfectness, because of that, constructive critic and advises are really expected. Finally, the researcher hopefully this thesis use for all us. amen
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