

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.¹ Skill is ability to do something well.²

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.³

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.⁴

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

¹David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 593.

²Oxford University Press, *Oxford Learner's Pocket Dictionary*, (New York: Pindar Graphics Origination Scarborough, 1995), p. 403.

³David Nunan, Guralnik, *loc. cit.*, p. 39.

⁴Scott Thornbury, *How to Teach Speaking*, (Longman, Pearson education limited 2005), p. 1.

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.⁵

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.

⁵ Jack C. Richards, *New Ways in Teaching Speaking*, (USA: Pantagraph Printing, Bloomington, Illinois, 1994), p. 1.

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.⁶

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

⁶Jeremy Harmer, *The Practice of English Language Teaching*, (Great Britain: Pearson Education Limited, 2001), 3rd Ed, p. 271

communication.⁷ 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.⁸
- 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.⁹
- 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.¹⁰

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

⁷Ratna 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

⁸Jeremy Harmer, *op. cit.*, p. 275-276.

⁹*Ibid.*, p. 276.

¹⁰*Ibid.*, p. 276.

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.¹¹

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

¹¹Jo McDonough and Christopher Shaw, *Materials and Method in ELT ; A Teacher's Guide*, (UK: Blackwell Publishing Ltd, 1993), p. 134.

different with main class, because the reason of study is to explain material learning.¹²

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.¹³

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.¹⁴

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.¹⁵

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

¹² M. Solahudin, *Kiat-Kiat Praktis Belajar Speaking*, (Jogjakarta: Diva Press, 2009), p.

¹³ *Ibid.*, p. 88.

¹⁴ *Ibid.*, p. 92-93.

¹⁵ *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.¹⁶ Harmer states that Genre is a type of writing which members of discourse community would instantly recognize for what it was.¹⁷ Each genre has specific language features. According to Gerrot and Wignel, there are kinds of genre:¹⁸

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.¹⁹

¹⁶ Department Pendidikan Nasional, *Standar Kompetensi Mata Pelajaran Bahasa Inggris Kurikulum 2004*, (Jakarta: Balitbang Depdiknas, 2004), p. 74.

¹⁷ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p. 113.

¹⁸ Gerrot and Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook*, (Australia: Gred Stabler AEE, 1998), p. 192.

¹⁹ *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.²⁰

8. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.²¹

9. Description

Description is a genre which has social function to describe a particular person, place or thing.²²

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.

²⁰ *Ibid.*, p. 204.

²¹ *Ibid.*, p. 206.

²² *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.²³

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.²⁴ 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?

²³ *Ibid.*, p. 217.

²⁴ *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.²⁵

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

²⁵ Oxford University Press, *op. cit.*, p. 281.

describe actions that are factual or habitual things that occur in the present but that are not necessarily happening right now.²⁶

2) Complete List of Simple Present Form

a) Use 1 Repeated Actions

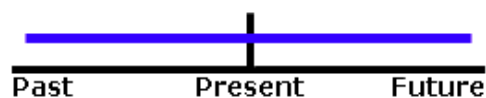


Use the simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.²⁷

Examples:

- (1) My classes **begin** at nine.
- (2) I **study** for two hours every night.
- (3) He always **eats** a sandwich for lunch.²⁸

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 true in the future. It is not important if the speaker is correct

²⁶ <http://www.learnenglish.de>. In Association with the Learn English Network, 5 April 2010

²⁷ <http://www.learnenglish.de>. In Association with the Learn English Network, 5 April 2010

²⁸ Betty Schramper Azar, *Understanding and Using English Grammar*, (United States of America: Prentice Hall Regents Prentice-Hall Inc, 1989), p. 11.

about the fact. It is also used to make generalizations about people or things.²⁹

Examples:

- (1) Water **consists** of hydrogen and oxygen.
- (2) Most animals **kill** only for food.
- (3) The world **is** round.³⁰

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.³¹

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)



²⁹ <http://www.learnenglish.de>. In Association with the Learn English Network, 5 April 2010

³⁰ Betty Schramper Azar, *op. cit.*, p. 11.

³¹ <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:

All the time	Every month	Often
Always	Every semester	Rarely
Every class	Every week	Sometimes
Every day	Every year	Usually
Every holiday	Most of the time	Only
Every our	never	Etc. ³²

c. Adjectives

Adjectives are used to describe the characteristics of the topic and the parts. The characteristics can be the size (big), color (brown, blue), or the quality (clean). For example, the adjectives big and clean describe the classroom.

d. Noun phrases

Detailed noun phrase to give information about subject. For examples; It was a large open rowboat, a sweet young lady, etc.³³

2010 ³² <http://www.learnenglish.de>. In Association with the Learn English Network, 5 April

³³ Department Pendidikan Nasional, *op. cit.*, p. 53.

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.³⁴

i. Figurative language

Figurative language is used not in the ordinary literal sense but in an imaginative way.³⁵

Such as; simile, metaphor. For examples; John is white as chalk, sat tight, etc.³⁶

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

³⁴ *Ibid*, p. 53

³⁵ Oxford University Press, *op. cit.*, p. 154.

³⁶ 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.³⁷

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.³⁸ 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.³⁹

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.⁴⁰

³⁷ *Ibid.*, p. 54.

³⁸ Oxford University Press, *op. cit.*, p. 116.

³⁹ M. Solahudin, *op. cit.*, p. 99.

⁴⁰ Jeremy Harmer, *op. cit.*, p. 136.

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.⁴¹

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

⁴¹*Ibid.*, p. 137.

command. There are games and variations here for all levels of proficiency.

a. Predicting Pictures

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

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!⁴²

b. Describe and Identify the Picture

Language	Describing details of the picture;
Skills	Listening and speaking
Control	Free
Level	Intermediate/advanced
Time	15-20 minutes
Materials	Pictures and drawing

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.⁴³

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

⁴² Wright Andrew, *Games for Language Learning*, (Australia: Cambridge University Press, 1983), p. 16-17.

⁴³ *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.⁴⁴

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.

⁴⁴Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2009), p. 106.

Gerlach and Elly state the benefit of using picture as follow:⁴⁵

- 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.⁴⁶

- 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

⁴⁵ Gerlach and Elly, *Teaching and Media: a Systematic Approach*, (New Jersey: Prentice Hall, 1980), p. 277.

⁴⁶ 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 it self 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 example of strategy or method that can used as individual or collaboration with the other strategy based on the necessity.⁴⁷

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.⁴⁸

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.

⁴⁷ Ismail SM, *Strategi Pembelajaran Agama Islam Bebas Paikem*, (Semarang: RaSAIL Media Group, 2008), p. 94.

⁴⁸ 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.⁴⁹

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.⁵⁰

⁴⁹ Dian Mayang Sari, *Teaching English Using Still Pictures to Improve Their Fluency in Speaking of the Seventh Grade of SMP N 1 Sukorejo Kendal in Academic Year 2008/2009*, (IKIP:2008/2009)

⁵⁰ Yulis Megawati, *Using Picture in Teaching Writing Descriptive Text a Case of the Eight Grade Students of SMP Islam Sudirman Banyubiru in the Academic Year 2008/2009*, (IKIP: 2008/2009)

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.⁵¹

⁵¹Abdul Mufid, *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)*, IAIN Walisongo: 2008/2009

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.⁵²

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”

⁵²Sudjana, *Metode Statistika*, (Bandung: PT. Transito Bandung, 2002), p. 221-222.