

IMPROVING STUDENTS' SPEAKING SKILLS THROUGH THE DESCRIBING METHOD

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Abstract

The purpose of this research is to improve students speaking ability in English Learning, and does the use of the description method improve students speaking skills, of SMA Negeri 1 Pamanukan has been applied effectively in the classroom. Method of the Research this study was applied in classroom action research. In the classroom action research, the teacher gives action to students. New research planning, or research results have not been implemented. This study is entitled Improving Students' Speaking Skills Through the Describing Method, using a descriptive method that aims to improve students' speaking skills using English.

Keywords: *Improving, skill, speaking, describing, method.*

INTRODUCTION

English is an international language and is used to communicate between countries. Because English is one of the international-based communication tools and as a foreign language that must be studied in schools and colleges because of the important role of English in this world, both for the first language and the second language.

Speaking is direct communication using English, while according to Ladouse (in Nunan, 1991: 23). Most students lack confidence in speaking in public, let alone speaking in English, so that students have speaking skills the teacher must anticipate students to continue to increase their vocabulary, because that is one way to train students to speak using English. In teaching speaking English, teachers can use this activity to make students have English speaking skills. So that they can speak English in their daily life and they can communicate fluently. Learning to speak is very important for everyone, in this modern era, having speaking skills is absolutely necessary, because speaking is very much needed in the international world. The benefit of self-talk is that we can dare to speak in public, broaden our horizons and hone our activeness in speaking.

Basically, English consists of four skills. They are listening, speaking, reading, and writing. Recently, speaking has played an increasingly important role in second/foreign language settings as a means of communication in daily life. It is supported by O'Malley and Pierce' (1996, p.57) finding that among of the four skills, speaking seems to be an important skill that a learner should acquire since one of the major responsibilities of any teacher working with English language learners is to enable students to communicate effectively through oral language. Descriptive is one kind of text that students will read in junior high school as the first material based on curriculum 2006. The use Speaking by using description techniques will greatly help students in increasing the courage to speak in public, increase knowledge, vocabulary and be active in speaking. Because most students lack confidence to speak in public, let alone speak in English because they have a limited vocabulary which makes it difficult for students to speak English, and also lack of motivation for students to learn to speak in English. Students must be able to interact verbally with each other through English. Therefore, with descriptive techniques, students are expected to be confident in speaking English, add insight, and can find new ideas or topics when speaking. An alternative way to improve speaking skills.

This technique help the students more easier to describe something. Furthermor, it will be enhanced students speaking confident and also more enjoyable in learning process. The most important in English is speaking. if we learn about reading, writing and listening without speaking its can be non sence, because speaking is the way we can express our feeling even thought. Not only to express our feeling but also speaking is the way we can get the job. So that is why speaking is very importat to us.

Based on the problems above, there are some difficulties in teaching speaking English. The difficulty of the learning process is usually faced by the teacher. The teacher must find some method to teaching English so that students are interested and not bored. Students also face difficulties. They don't realize that English is important to them. The students tend to study vocabulary, grammar, fluency, and pronunciation to improve their speaking skills. Based on explanation above, the author is interested in conducting a research entitled "Improving Student's Speaking Skills Through the Description Method for the eleventh grade of SMA Negeri 1 Pamanukan for Academic Year 2021/2022".

METHOD

A. Method of the Research

This study was applied in classroom action research. In the classroom action research, the teacher gives action to students. According to Arikunto and Suharjo Classroom action research is a form of accurate learning activity again.

This research aims to reveal efforts to improve the learning process by using the English description method. 36 students of class Eleven IPS 4, SMAN 1 Pamanukan. Then the use of class action research that is considered relevant in this study.

B. Population and Sample

The population of the research are 36 students' and I will be conduct this research in class XI IPS 4 for a treatment. For the population and sample we can see in table 3.2.

Table 3.2

Population and Sample

Class	Male	Female	Total
XI IPS 4	20	16	36

C. Instrument of the Research

The instrument of collecting data is used by the researcher to get the data observation by using.

1. Test: is used for getting data research result and students activities in teaching learning. There are two tests used in this research as follows:

Pre-test is done before implementing the Classroom Action Research.

Post-test is implemented after implementing the Classroom Action Research.

2. Non-Test:

Observations is a technique for collecting data about researcher and students activities in teaching and learning process. Then observation sheet is given based on reality in the classroom, the type of observation which is used in this research is direct observation.

Questionnaire it conducted both before and after implementing Classroom Action Research.

3. Documentation:

To collect all the data, a camera were utilized to record the students performance in the teaching and learning process.

D. Technique of Data Collection

1. Test

The researcher used an oral test for students. The test used in this case learning is pre-test and post-test.

- a. Pre-test is done before implementing the Classroom Action Research (CAR).
- b. Post-test is implemented after implementing the Classroom Action Research (CAR).

2. Non-test

- a. Observation

In this case, the researcher uses the unstructured observation to get the real condition in teaching learning process. During the observation, the researcher make the observation notes about situation in the class, covers teacher's performance in teaching speaking and students' speaking skills (such as;pronunciation, vocabulary, grammar, and their braveries to speak).

b. Questionnaire

It conducted both before and after implementing Classroom Action Research.

c. Documentation

The researcher used a camera to collect all the data. Camera were utilized to record the students' performance in the teaching and learning process.

RESULTS AND DISCUSSION

This research has yet to get results, because it is just a plan and has not been implemented.

CONCLUSION

The purpose of this research is to improve students speaking ability in English Learning, and does the use of the describing method improve students speaking skills, of SMA Negeri 1 Pamanukan has been applied effectively in the classroom.

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