

THE USE OF DESCRIBE AND DRAW TECHNIQUE IN IMPROVING SPEAKING SKILL

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ABSTRACT

This research was aimed at figuring out whether or not it was effective to use describe and draw technique to improve speaking skills of the tenth grade students of SMA Aisyiyah 1 Palembang. This research applied a pre-experimental research design in line with One-Group Pretest-Posttest. The population of the study was the tenth grade students of SMA Aisyiyah 1 Palembang and 19 of them used as the samples chosen by using convenience sampling technique. To analyze the data, the researchers used Match T-test. The results showed that t-test obtained was 4.209 and it was higher than the critical value of t-table was 2.101 with (df) n= 18 at the level of significance 0.05 (5%) for two-tailed test which indicated that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. Since t-obtained was higher than the value of t-table, it can be glean from that Describe and Draw Technique was effective in improving speaking skills of the tenth grade students of SMA Aisyiyah 1 Palembang.

Keywords: describe and draw technique; speaking skills; speaking achievement

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Introduction

English is the language that is most frequently spoken, when some people from several different countries come together for conferences, discussions, and social gathering. This is why it is crucial to be able to communicate in English. In Indonesia, English is studied in formal and non- formal education by language students. Alwasilah (1997) cited in Mappiasse and Johari (2014) states that English

has been recognized as the most significant foreign language in Indonesia since the 1980s, and this has witnessed tremendous growth since the early 1990s (p.117). There are four skills in learning English that students should be learned such as listening, speaking, reading, and writing. The discussion in this research focus on speaking, because the mastery of the English speaking skill is a priority for many foreign language students.

According to Haidara (2016), speaking is one of the productive skills that enables us to convey or to express something in a spoken language. It is the skill to interact orally with others by sharing with them one's point of views and feelings in different situations that take place in the real time. According to Harmer (2007), speaking is an activity where the students have opportunities to activate the various elements of language, which means that they will be able to use words and phrases fluently without very much consciously (p.132). Moreover, it can be stated that speaking is a communication process because language students must be able to express their minds and feelings when they are speaking.

In teaching and learning English, speaking skill is the essential basic skill to communicate, and it is the most challenging skill to learn. According to Shumin (2002), cited by Oradee (2012), speaking English is the most difficult for students. In particular, EFL students often stammer when speaking English. This result from students' lack of exposure to authentic English language environments that allow them to use English for communication and expression. Furthermore, students are not exposed to the cultures of native English speakers. Speaking is the most important and essential skill (p.533).

In learning English speaking skill, some students will make mistake when they attempt to utter words, phrases or sentences. Speaking mistakes cannot be fixed by themselves, therefore, an explanation is required. According to Tuan and Mai (2015), there are some speaking problems that teacher can encounter when students talking in the classroom. The first problem that the students often encounter is inhibition. When students try to say things in a foreign language in the

classroom they are often inhibited. They are worried about making mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts. Secondly, learners often complain that they cannot think of anything to say and they have no motivation to express themselves. Another problem in speaking class is that participation is low or uneven. In a large group, each student will have very little talking time because only one participant can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while others speak very little or not at all. Finally, when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them (p.10).

In accordance with the researchers' experience in teaching practice, the researcher found some problems with students' speaking skill. When the teacher explains the material, they are difficult to understand because English is not familiar in Indonesia. Therefore they keep silent, and no interaction between them. They felt nervous about speaking in front of the class because they are afraid to make mistakes when they spoke English. Besides that, the researcher found students difficult to pronounce the words because they lack vocabulary and rarely listen to anything related to English. Another problem is that the learning and teaching process were less attractive. The teacher only teaches with books, and there is no variation in the teaching and learning process, therefore students feel bored and are not interested in learning English.

In addition, Haidara (2016), suggested that in order to overcome the shyness, fear of making mistakes, hesitation, lack of confidence while speaking English, the students are encouraged to:

- (1) stop bearing in mind that the English language is difficult to understand,
- (2) stop worrying much about what other persons see their spoken English,
- (3) stop underestimating themselves
- (4) stop thinking much about mistakes

Like other experts, Erton (2010) says that there is a closed connection among the personality of the students, style, and technique to make the students successful

in academic performance (p.115). As a good teacher should be creative to create interesting English classes to avoid students' laziness in foreign language teaching and learning-process. To overcome such the problem, an effective technique is much needed. One of the effective techniques in increasing speaking ability is Describe and Draw technique. Describe is defined as to give details about something to someone, an example of describe is someone giving information about her pet. Draw is defined as to activity make lines, pictures, or figures with a drawing tool. Describe and Draw is one popular information-gap activity. According to Harmer (2007), an information gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, because they have different information, there is a "gap" between them. In Describe and Draw activity, one student has a picture which they must not show their partner and will give instructions and descriptions related to picture. The other student draw based on they heard without looking the original picture (p.129). Febrianty (2018) states that describe and draw technique is where one student describes a picture and a pair of classmates has to draw the same picture without looking at the original (p.7). Thus, this technique is to make students easier to describe something and make the learning process more enjoyable. Here, pictures are one of the visual aids used in teaching speaking. Therefore, it creates something more interesting for the students.

Speaking

Speaking is a way to communicate with others to transfer or exchange pieces of information. Speaking is also an activity where human beings use their opinions to convey ideas, suggestions, knowledge, new information, feeling, etc. According to Brown (2004), speaking is a productive skill that can be directly and empirically observed. Those observations are invariable colored by the accuracy and effectiveness of a test-taker listening skill, which necessarily compromises the reliability and validity of an oral production test (p.140). Moreover, Pratiwi and Ayu (2020) state that speaking is an interactive task that happens under real-time processing constraints. It means that they will be able to use words and phrases

fluently without much conscious thought. Effective speakers need to be able to process language in their heads and put it into coherent order so that it comes out in forms that are comprehensible and convey the meaning and contexts that are intended (p.39). While Akhyak and Indramawan (2013), speaking is one of the main goals in learning English because it is the skill to transfer some ideas to others clearly and correctly (p.76).

Describe and Draw Technique

According to Harmer (2007) describe and draw technique is where one student describes a picture, and a paired classmate has to draw the same picture without looking at the original. It allows the children to use drawing to develop, create, communicate, and record their thoughts (p.8). In the teaching process, one can use pictures as visual learning media. Pictures can arouse students' attention, and it can be eased achievement for understanding and remembering information in pictures.

Beyginia (2018) states that describe and draw is the activity where one student has a picture they must not show to their partner. The partner has to draw the picture without looking at the original picture, so the one with the picture will give instructions and descriptions, and his partner will ask questions and draw the picture (p.108).

Method

This research applied pre-experimental research design, in term of One-Group Pretest-Posttest. The researchers investigated the differences both pretest and posttest scores before and after giving treatment by using Describe and Draw Technique. Two variables were taken, independent and dependent variables. Sugiyono (2018) states that independent variable is a variable that affects the dependent variable or is the cause of changes in the dependent variable. In comparison, dependent variable is influenced by the independent variable or is the

result of an independent variable (p.39). The Independent variable of this research was describe and draw technique, while the dependent variable of this research was students' speaking skills.

In addition, this research employed all of the tenth grade students of SMA Aisyiyah 1 Palembang as the population of the study. Arikunto (2006), population is all elements of the investigated subject (p.130). In contrast, Alvi (2015) states that a population is all the members who meet the particular criterion specified for a research investigation (p.10). The researchers took 19 students as the sample of the study by through convenience sampling technique with one class deliberately choose as the sample class. To collect the data, the researchers used test, Arikunto (2006) states that test is a series of questions or exercises used to find out the students' skill, knowledge, intelligence, talent, of and individual or group (p.150). The purpose of the test is to know the result in the influence of using *describe and draw technique* in speaking achievement. The test was given twice to the students. The test consists of pretest and posttest. The test items in the pretest are the same as those of posttest, because the purpose of giving them is to know progress of the students' speaking skill achievement before and after treatment.

In analyzing the data, the researchers used Score Range and Matched T-Test. For Score Range, the researchers divide the score into five criteria such as pronunciation, grammar, vocabulary, fluency, and comprehensibility. It based on an interval scales by Brown (2004). For Matched T-Test, it was used to know the significant between students' achievement in the pretest and in the posttest, as suggested by Syahri, Sulaiman and Susanti (2017) who say that Match T-Test usually only measures the significant differences between the pretest and posttest scores in one sample class study.

Findings

Students' Score in Pretest

The pretest was given to the students before they were taught speaking through *describe and draw technique*. In the pretest, the highest score was 17.5 obtained by one student and the lowest score in the pretest was 6 that obtained by one student and the average score was 11.39. The results in the pretest were assessed by two raters. The results in the pretest can be seen in Table 1.

Table 1. Students' Scores in Pretest

Number of Students	Rater 1					Rater 2					A	D	D ²		
	T					T									
	Scores					Scores									
	F	G	V	P	C	F	G	V	P	C					
1	3	2	4	3	3	15	3	2	3	2	12	13.5	3	9	
2	2	1	2	1	1	7	1	1	1	1	6	6.5	1	1	
3	4	3	4	3	3	17	3	3	4	3	3	16	16.5	1	1
4	2	1	3	2	3	11	3	2	3	3	3	14	12.5	3	9
5	2	2	1	2	2	9	2	2	1	2	2	9	9	0	0
6	2	1	2	3	2	10	3	2	2	3	3	13	11.5	3	9
7	1	1	2	2	2	8	1	1	2	1	1	6	7	2	4
8	3	3	4	3	4	17	4	3	4	3	4	18	17.5	1	1
9	2	1	1	2	2	8	2	1	1	2	2	8	8	0	0
10	3	2	3	3	3	14	2	2	3	3	3	13	13.5	1	1
11	3	2	4	3	4	16	3	2	4	3	4	16	16	0	0
12	2	2	3	3	3	13	3	1	2	2	3	11	12	2	4
13	3	2	3	2	2	12	2	1	2	2	2	9	10.5	3	9
14	1	1	2	2	2	8	1	1	1	1	1	5	6.5	3	9
15	3	2	3	3	3	14	3	1	2	2	2	10	12	4	16
16	3	2	2	3	2	12	3	2	2	3	2	12	12	0	0
17	2	2	3	3	3	13	2	1	2	2	3	10	11.5	3	9

18 3 2 3 3 3 14 4 2 3 3 3 15 14.5 1 1

19 1 1 2 1 2 7 1 1 1 1 1 5 6 2 4

Average $216.5 / 19 = 11.39$ $\sum D^2 = 87$

Students' Score in Posttest

The posttest was given to the students after they were taught speaking through *describe and draw technique*. In the posttest, the higher score was 21. There were two students who got 21 and the lowest score was 11 obtained by one student, and the average score of posttest was 16.02. The result in the posttest were assessed by two raters. The results in the posttest can be seen in Table 2.

Table 2. Students' Scores in Posttest

Number of Students	Rater 1					Rater 2							A	D	D ²
	T					T									
	Scores					Scores									
	F	G	V	P	C	F	G	V	P	C					
1	4	3	5	3	20	4	3	5	3	3	18	19	2	4	
2	3	2	3	3	13	3	2	3	2	2	12	12.5	1	1	
3	4	4	5	4	21	5	3	5	4	4	21	21	0	0	
4	3	2	4	3	16	3	2	5	4	4	18	17	2	4	
5	3	2	3	3	14	4	2	4	3	3	16	15	2	4	
6	3	2	3	3	14	4	3	3	3	3	16	15	2	4	
7	2	2	3	2	12	2	2	3	2	2	11	11.5	1	1	
8	4	3	5	4	20	5	3	5	4	5	22	21	2	4	
9	3	2	2	3	13	3	2	2	3	3	13	13	0	0	
10	4	3	4	3	18	3	3	4	3	3	16	17	2	4	
11	4	3	4	3	18	4	4	5	4	4	21	19.5	3	9	
12	3	3	4	4	18	3	2	3	3	4	15	16.5	3	9	
13	4	3	4	3	17	3	2	3	3	3	14	15.5	3	9	
14	2	2	3	3	13	2	2	3	2	2	11	12	2	4	
15	4	3	4	4	19	4	2	3	3	3	15	17	4	16	

16	4	3	3	4	17	4	3	3	3	3	16	16.5	1	1
17	3	3	4	4	18	3	2	3	3	3	14	16	4	16
18	4	3	4	3	17	4	3	5	4	4	20	18.5	3	9
19	2	2	3	2	11	2	2	3	2	2	11	11	0	0
Average 304.5/19=16.02 $\sum D^2=99$														

The Result of Using Matched T-Test

The Matched T-Test calculation was 4.209. Meanwhile, the critical value of 5% significance level was 2.101. It could be concluded that the value if t-obtained was higher than the value of t-table (23). To be clear, Table 3 was illustrated.

Table 3. The Comparison Scores between Pretest (X2) and Posttest(X1)

Number of Student s	Scores of Pretest (x ⁻²)	Scores of posttest (x ⁻¹)	D	D ²
1	13.5	19	-5.5	30
2	6.5	12.5	-6	36
3	16.5	21	-4.5	20
4	12.5	17	-4.5	20
5	9	15	-6	36
6	11.5	15	-3.5	12
7	7	11.5	-4.5	20
8	17.5	21	-3.5	12
9	8	13	-5	25
10	13.5	17	-3.5	12
11	16	19.5	-3.5	12
12	12	16.5	-4.5	20
13	10.5	15.5	-5	25
14	6.5	12	-5.5	30
15	12	17	-5	25

16	12	16.5	-4.5	20
17	11.5	16	-4.5	20
18	14.5	18.5	-4	16
19	6	11	-5	25
$\sum x^2 = 216.5 / 19 = 11.39$ $\sum x = 304.5 / 19 = 16.02$ $\sum D = 88$ $\sum D^2 = 416$				

After gaining the result of the pretest and the posttest done, the T-test analysis was done by using the Matched T-Test formula:

$$t_{obt} = \frac{\bar{x}_1 - \bar{x}_2}{SD}$$

Where;

X₂ = Pretest

Score X₁ =

Posttest

Score

D = Differences of X₁

and X₂ D² = Square of

D

t_{obt} = Final Result

$$\sqrt{416 - (0.052632)(7.744)18}$$

$$\sqrt{415.592418}$$

$$= \sqrt{23.0}$$

$$SD = 4.79$$

$$T_{obt} = \frac{4.63}{1.10}$$

$$t_{obt} = 4.209$$

Level significance 5% (0.05)

$$t_{tab} = df (n1) \quad t_{tab} = df (19 \ 1) \quad t_{tab} = df (18) \quad t_{tab} = 2.101$$
$$t_{obtained} > t_{table} \quad 4.209 > 2.101$$

From the students' mean score in the posttest and in the pretest, the Matched T-Test calculation showed that the value of t-obtained was 4.209, while value of t-table was 2.101. It could be concluded that the value of t- obtained (4.209) was higher than the value of t-table. It means that the null hypothesis (H_o) was rejected and the alternative hypothesis (H_a) was accepted.

Interpretation

This research is conducted to find out the significant difference score in speaking skill between students who are taught by using *describe and draw technique* and who are not. At the beginning of test the researcher gave the treatment by using describe and draw technique, the students speaking skill was still low and it was proved by pretest result. Most of the students in pretest were less of fluency when expressing their ideas in front of the class. After the researchers gave treatment by using Describe and Draw Technique the students' speaking skill had improved significantly and it was proved by the post test result.

As the matter of fact, the students who are taught by using describe and draw technique showed their progress in speaking skill, because the student who is given the freedom to speak and this technique can help the students to initiate the conversation. Describe and draw technique had an important role in improving students' speaking skill. The selection of this technique is based on consideration that relate to the lesson plan. Students often have to learn large amounts of information, which requires them to identify what is important and how different

ideas connect to one another. It is in line with Hizbi (2018) the result of the study discovered that Describe and Draw Technique significantly effective to be used for teaching speaking. Describe and Draw Technique is regarded as an alternative solution to traditional language teaching methods because in process of teaching and learning using Describe and Draw Technique students will be given topics as interesting as possible such as describing something that they are really like, when students are interested of the topic, certainly students will be more active in the learning process (p.27).

This research supported to a research about the effectiveness of teaching speaking by using describe and draw technique which was conducted by Febrianty (2018) which showed students' posttest score in the experimental class was 76.50, while the posttest score in control class was 60.27 which indicated that *describe and draw technique* was effective in improving students' speaking skill. It was also supported by Permadi (2019) states *describe and draw game* has significant effect toward students' speaking competence. There were significant difference scores between posttest of experimental and control group. Therefore, it is suggested that teachers adopt *describe and draw game* as game to teach English speaking skill to make students' more active and creative in expressing their ideas (p.33). In this case, the researchers believe that *describe and draw technique* was *effective* to improve the students' speaking skills, especially the tenth grade students of SMA Aisyiyah 1 Palembang.

Conclusion

In line with the results stated previously, the researchers concluded that describe and draw technique could increase the students' speaking skill achievements. It could be proved by looking at the mean score of pretest which was lower than posttest. It also can be seen from the value of t-obtained was 4.209 where the value of t-table is at significance level of 5% (0.05).

Moreover, t-obtained was higher than t-table which means that *describe and*

draw technique was significantly effective in teaching English especially in speaking skill of the tenth grade of SMA Aisyiyah 1 Palembang. The researchers believe that this technique can enlighten teacher and students' motivation in learning English speaking subject in the classroom activities

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