

**USING *DESCRIBE AND DRAW TECHNIQUE* IN INCREASING
THE TENTH GRADE STUDENTS' SPEAKING SKILL
AT SMA AISYIYAH 1 PALEMBANG**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG
NOVEMBER 2023**

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THESIS

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By

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Palembang, 29 November 2022

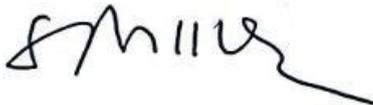
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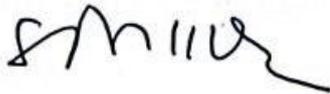
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Menyatakan bahwa skripsi berjudul :

“Using Describe and Draw Technique in Increasing The Tenth Grade Students’ Speaking Skill at SMA Aisyiyah 1 Palembang”

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila dikemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, 30 November 2022

Yang menyatakan,



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MOTTO AND DEDICATION

MOTTO:

- ❖ **Don't be afraid to make mistake, you can't learn anything from being perfect.**

DEDICATION:

This is dedicated to the people who have supported me and always there for me throughout my education. Without the support, advice, and guidance of the following people, this study would not have been completed. Therefore, I dedicated this thesis to them as my deepest gratitude.

- ❖ **My beloved mother, Muryati. A strong and graceful soul who taught me to be kind to everyone, and believe in hard work. Thank you so much for your pray, your sacrifices, your love, your support, your advice, and all of meaningful things that you gave to me. I do love you bu.**
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ABSTRACT

Utami, Diah Alip. 2022. Using *Describe and Draw Technique* in Increasing the Tenth Grade Students' Speaking Skill at SMA Aisyiyah 1 Palembang. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education of *Universitas Muhammadiyah Palembang*. Advisors: (I) Masagus Sulaiman, S.Pd., M.Pd. and (II) Sherly Marliasari, S.Pd., M.Pd.

Keywords: Describe and Draw, Speaking Skill, English.

The objective of this study was to find out the whether or not it was effective to use Describe and Draw to increase the speaking skill for the tenth grade students of SMA Aisyiyah 1 Palembang in the academic year of 2021/2022. The researcher used pre-experimental method of research with One-Group Pretest-Posttest Design. The population of the study was the tenth grade students of SMA Aisyiyah 1 Palembang in the academic year 2021/2022 with the total 19 students as the samples. The sample was chosen by using convenience sampling. The data obtained were analyzed by using Match T-test. The result of 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. It could be concluded that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected, because t-obtained was higher than the value of t-table. It means that it was effective of using Describe and Draw Technique to increase the speaking skill of the tenth grade students of SMA Aisyiyah 1 Palembang in the academic year of 2021/2022.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

“In the Name of Allah the Most Gracious and the Most Merciful”

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Furthermore, the researcher realizes this thesis still need constructive critics and suggestions from the readers in order to make it perfect, and hopefully it can be useful for the readers, especially for the students of English Education.

Palembang, 30 November 2022

The Researcher,

DA

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CHAPTER I

INTRODUCTION

This chapter presents background, formulation of the problem, objective of the study, significance of the study, research hypotheses

A. Background

Language is an essential aspect of communication. Using a good language is significant for communication fluently and the desired purpose. Besides using good language for communication, speaking skill is also necessary. Nowadays, for mastering of speaking language needs to be mastered by the students in learning English. English is the international language used by several countries. Toker (1999) cited in Mappiasse and Bin Sihes (2014) states that Since World War II, English has become a popular language and is being recognized for global interaction, especially when nations that speak different languages are involved in business and diplomatic relations (p.115). Therefore, based on the explanation above, it can be concluded that English has a vital role worldwide in many aspects of life.

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 Bin Sihes (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 to speak english, some students will make mistake when they attempt to utter words, phrases or sentences. Speaking mistakes can not 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 addition based on the researcher's 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 pronoun 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.

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, and (4) stop thinking much about mistakes. For the more, they should practice and use English as much as they can without caring much about mistakes. They should know and understand that no one is perfect, perfection is impossible and they should not have to always think of mistakes as bad or negative things because people learn from the mistakes they make.

According to Erton (2012), there is a closed coonection 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. The researcher realizes that English is essential therefore that students can compete in this global era. Studying English also gives language students the advantage to get job opportunities at international levels. For those reasons, the researcher wants to motivate students therefore that they have an interest in learning English they can enjoy the class with enthusiasm. It is essential to focus on the teaching-learning method to solve their problem.

Therefore, the researcher used Describe and Draw Technique to find out the effectiveness of the teaching and learning process. 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). Describe and Draw Technique has been proved by Ririn. Ririn (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.

In addition, *Describe and Draw Technique* have advantages. There are :

1. The teacher can see the various capabilities of students at the same time.
2. The learning process becomes more attractive.

3. Interaction between classmates and peers during Describe and Draw activity allows introverted students to speak out.
4. Describe and Draw allows for the exchange of knowledge between students.

Regarding the students' problem in speaking skill, the researcher conducted a study to solve the problem using "*Describe and Draw Technique*". Describe and Draw is a technique to improve students' speaking skills where students work in pairs, the one as a speaker and the other as a listener. The speaker should describe the picture which must not show to their partner, and the listener should draw the same picture without looking original picture. After finishing the drawing, ask the listener to do the same as what the speaker does. Then they should compare their result with the original picture. In Describe and Draw students can get the opportunity to explore their speaking with their mate.

The reason why the researcher chose this title is to make students interested and excited in learning English speaking skill, for easier about learning English speaking skill, because this technique gives students an opportunity to practice communicating between classmates and peers during Describe and Draw activity allows introverted students to speak out.

Since the researcher conducted teaching practice and observation at SMA Aisyiyah 1 Palembang, the researcher found some problems in teaching English especially in speaking skill. The problem was found in Tenth Grade students. It could be seen from the Tenth Grade students' achievement speaking skill score, there are 75% of the students had the low English scores, less than 75 minimum mastery criteria (KKM).

Considering the problems above, this research investigates the students, especially for the Tenth Grade Students at SMA Aisyiyah 1 Palembang as sample because based on the problems of learning English that have been found particularly in speaking skill in Tenth Grade and the material that will be taught related to Tenth Grade lesson plan.

Based on the statement above, the researcher is interested in conducting a research entitled: **“USING DESCRIBE AND DRAW TECHNIQUE IN INCREASING THE TENTH GRADE STUDENTS’ SPEAKING SKILL AT SMA AISYIYAH 1 PALEMBANG”**

B. Formulation of the Problem

The problem of this study is formulated into the following question, “is it effective of using Describe and Draw Technique to increase the speaking skill of the tenth grade students of SMA Aisyiyah 1 Palembang in the academic year of 2021/2022?”

C. Objective of the Study

The objective of the study was to find out the whether or not it was effective to use Describe and Draw to increase the speaking skill for the tenth grade students of SMA Aisyiyah 1 Palembang in the academic year of 2021/2022.

D. Significance of the Study

The researcher expected, this study would give the benefit for the researcher, for the teachers of English, for the students, and for other researchers.

1. For the teacher of English

This technique is expected to be useful for English teachers to get an alternative solution to teaching speaking.

2. For the students

It is hoped that the result can Improve students' skill to speak English and make them interested in learning English.

3. For the other researchers

The researcher hopes this study can help other researchers who need references related to this study.

E. Research Hypotheses

According to Arikunto (2013), the hypothesis is a tentative answer to the research problem (p.110). The hypotheses of the study will be proposed in terms of null hypothesis (H_0) and alternative hypothesis (H_a) they are as follows:

1. Null Hypothesis: (H_0) it was not effective of using Describe and Draw Technique to increase the speaking skill of the tenth grade students of SMA Aisyiyah 1 Palembang.
2. Alternative Hypothesis: (H_a) it was effective of using Describe and Draw Technique to increase the speaking skill of the tenth grade students of SMA Aisyiyah 1 Palembang.