

AN ANALYSIS OF STUDENTS' ABILITY IN SPEAKING THROUGH DESCRIBING AND DRAWING TECHNIQUE AT EIGHTH GRADE OF SMP SWASTA BUNGA MAWAR

By Reita Solagracia Telaumbanua

4
AN ANALYSIS OF STUDENTS' ABILITY IN SPEAKING
THROUGH DESCRIBING AND DRAWING TECHNIQUE
AT EIGHTH GRADE OF SMP SWASTA BUNGA MAWAR

UNDERGRADUATE THESIS



by:

REITA SOLAGRACIA TELAUMBANUA

Student's ID Number: 202108059

11
ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NIAS
2024

15
CHAPTER I
INTRODUCTION

1.1 The Background of the Problem

Speaking impossible separated in our life because speaking was very important ability to interrelated with other people. When we speak, we use the language to convey something to the listener. It is supported by Nasyatul (2021: 11) said that speaking in general meaning is a skill to convey the idea to other people use spoken language. Speaking is the foremost skill for the effectiveness of communication (Leong and Ahmadi, 2017 in Welli et al., 2018:369). To support the experts' opinions above (Sty slamet, 2007: 12 in Nasyatul, 2021: 11) said that speaking is the activity of expressing the thought, sense and desires which need to be expressed to people in the form of speech.

Based the expert's opinions about the speaking above, the writer can conclude that speaking is the potential from someone to convey their ideas, feelings in the form of speech so that their can interact to people.

In English Learning, students studied English to be able speak in English with their friends. According to (Harmer, 2007 in Yoana 2022:66) there were four abilities we need to acquire in order to become proficient in English language: speaking, reading, writing, and listening. Speaking is a skill that needs to be continuously practiced when learning English. Students must try to comprehend and practice speaking to another.

In *Merdeka Belajar Kurikulum* at the eighth grade of SMP Swasta Bunga Mawar explain also that the one achievement in learning English is the students were able to speak orally. Especially, to compose the short and simple oral descriptive texts about person, animals, and things by gave attention to social function, the generic structures, and the language features of descriptive text that were appropriate to the context of their use.

However, in fact when the researcher did the directly interviewed with English teacher on April 20th, 2024 at SMP Swasta Bunga Mawar, the researcher found were students have problems to compose the short

and simple descriptive text orally. The teacher said that some of students have the difficultness to convey their ideas clear and fluently, their understanding of grammar is still Low, when they tried to speak, they have the limited vocabulary, they also not bold to speak in English in front of their teacher and friends or afraid being wrong, for example When the teacher ask them to describe something in English some of students just kept silent or no response. From this interviewed, the researcher can concluded that few of students were not able to speak in English, especially to describing something with clearly and fluently.

Depending on the background of the problem above the researcher was conducted the research to knew more detailed information and describe the phenomena occurred, especially about the students ability in speaking through describing and drawing technique. The researcher did the research by the title “An Analysis of students’ Ability in Speaking Through Describing and Drawing Technique at Eighth Grade of SMP Swasta Bunga Mawar”

1.2 Focus of the Research

As shown from the background above, the focuses of this research were;

- a. To describe the students’ ability in speaking through describing and drawing technique at eighth Grade of SMP Swasta Bunga Mawar.
- b. To find out the reason students able to describe person through describing and drawing technique at eighth grade of SMP Swasta Bunga Mawar.

1.3 Formulation of the Problem

Depending on the research focuses above, the research questions were created as follows:

- a. How were students’ ability in speaking through describing and drawing technique at eighth grade of SMP Swasta Bunga Mawar?
- b. Why did students able to describe person through describing and drawing technique at eighth grade of SMP Swasta Bunga Mawar?

1.4 Objectives of the Research

The purposes of this research were to describe the students' ability in speaking, and to find out the reason students able to describe person through describing and drawing technique at eighth grade of SMP Swasta Bunga Mawar.

1.5 Significance of the Problem

This research consisted two parts of significance were as follows:

1.5.1 Theoretically,

This research was useful for further research related students' ability in speaking.

1.5.2 Practically,

- a. For the educators, the findings of this study be comparison for the teachers to used describing and drawing technique in teaching students to speak in English.
- b. For the students, students can find out how far their able to speak used describing and drawing technique.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

2.1.1 The Concept of Speaking Skill

a. The Definition of Speaking Skill

Speaking is a necessary skill that students must acquire since it allows them to communicate ideas, convince others to believe what we are saying, demonstrate our abilities, and show others how we may express ourselves. Moat in Fatimah et al. (2021) state that speaking show to be a crucial skill that the learner should get. This is a one important ability that must be studied and mastered by the students because it is the fundamental of learning a language.

There are definitions of speaking from the experts that will help us to understand about speaking. First of all, according by Nunan in Fatimah et al. (2021) Speaking is an oral skill that involves the use of verbal language to convey the meaning. Nunan continues that speaking is the ability to communicate thoughts and sense to another with orally. When students speak the verbal communication is use. Second according to Thornbury in Indah (2019: 8) says that speaking is activity to express ideas with listeners. Third, According by Kathleen in Baiq (2018 :17) states that Speaking is the capacity to utter words when practicing a language. One of the most crucial skills that students need to acquire is speaking. It's because speaking allows us to assess how well pupils can produced target language.

Based on the previous explanation, the researcher can draw the conclusion that speaking skill is crucial capacity to express our thought, sense in words to listener.

b. The Types of Speaking

There are a variety of speaking based state from Brown in Ufiyah et al (2019: 149) are as follows:

1. Imitative

Speaking in an imitative manner simply means copying a word, phrase, or even a whole sentence.

2. Intensive

Language production involves brief spoken language segments intended to showcase proficiency in certain grammatical, phrasal, or phonological relationships (including prosodic features like intonation, stress, and junction) for instance, reads dialogue completion and sentence aloud. Stated differently, intensive is one who deduces meaning from the substance of the discourse.

3. Responsive

In a restricted sense, responsiveness involves only brief conversations, polite greetings, small conversations, straightforward requests, and remarks. It also involves contact and test understanding. It denotes that the instructor is imparting knowledge on how to answer and discuss an issue or comment.

4. Interactive

The key differences between responsive and interactive speaking are duration complexity, which might involve several individuals or exchanges at times. Few examples: role plays, games, interview, and discussion.

5. Extensive

When someone engages in extensive oral output, such as speech, oral presentations, or story-telling, they either completely eliminate or severely restrict the option for spoken participation from the audience (possibly to non-verbal reactions). Put differently, this kind requires greater engagement and activity from the listeners.

¹ Based on explanation above the researcher can conclude that in speaking we can classify the speaking consists of five kinds. These kinds explains the speaker in a certain situation when interact with the listener.

c. Elements of Speaking

According to Brown in Ainina et al. (2021:5) speaking consists with some elements as follows:

1. Fluency

When the speaker is fluent, they can communicate clearly, swiftly, and accurately with others.

2. Comprehension

This is the speakers can understand a whole content of speech or the purposes from the speech.

3. Grammar

This is the element where the speaker express words or the structure of their sentence.

4. Vocabulary

This is the basic concepts to build the sentences. Someone speaking needs a large vocabulary in order to communicate well

5. Pronunciation

This is the important element in speaking because speaking in a clear way will help listeners to understand what the speaker says.

From elements, it can be concluded that speaking is one crucial skill to communicate with people and the speakers should understand about this parts.

d. Assessment of Speaking

Based on Brown in Hari (2017: 29-31) there are some indicators can be assed of students speaking skill as follows:

Table 2.1 Indicator of speaking by Brown in Hari (2017)

Aspects	Score	Indicators
Vocabulary	1	Student uses only the basic vocabulary
	2	Student uses the limited vocabulary
	3	Student uses a variety of vocabulary
	4	Student uses a variety of vocabulary and never make the errors to choice the word
Grammar	1	Student Frequent makes the errors grammar

	2	Student sometimes makes the errors grammar
	3	Student makes the clear grammar but some grammatical errors
	4	Student makes the clear grammar
Fluency	1	Student frequent hesitate when speaking so that interferes the communication
	2	Student sometimes hesitate when speaking, so that interferes the communication
	3	Student smoothly when speaking, with little interferes the communication
	4	Student smoothly when speaking without interferes the communication
Pronunciation	1	Student frequent makes the pronunciation problem
	2	Student sometimes makes the pronunciation problem
	3	Student makes the clear pronunciation
	4	Student always makes the clear pronunciation

From the table above, the researcher views that there are few indicators of speaking. They are Vocabulary, Grammar, Fluency, and Pronunciation.

.1.2. The Concept of Describing and Drawing Technique

a. Describing and Drawing Technique

Harmer in Elsa (2023:8) states that educating learners to describe and draw things is way to help them speak more fluently and enjoy the process of learning. Student's use this method are more likely to talk to their classmates and participate active in learning, particularly when it comes to speaking. Elsa (2023:8) states describing and drawing technique students describe the image and the other friends draw the picture based the pair's instruction and when draw the picture cannot be see the original image. This technique makes the process in learning be delight and convenient to train the pupils in speaking. And then, the image also use to help pupils to talk about anything.

Based the explanation from the expert above, it can concluded describing and drawing technique uses image to support in learning process. One student describe the image and the another students should

draw it without seeing the image original. This technique make student interact to each other, especially to speak in English.

b. The Procedure of Describing and Drawing Technique

According by Harmer in Elsa (2023:8), in pair one student describe the image and friend just draw the picture without looking at the image. Describing and drawing technique is unique technique, because makes them enjoying to speaking. There are procedures in describing and drawing technique:

- a. The researcher invite the students to pairs.
- b. The researcher give time for the students to determine who describe and who draw the picture between them.
- c. The researcher give the picture for the students who describe the picture and a piece of paper to the students who draw the picture.
- d. The researcher give the instruction for students to turn backs each other.
- e. The students describe the picture to their friend without share the picture, and their friend draw the picture based on what their hear from the describer.
- f. After that, the researcher invite the students to discuss together about the picture with their pairs.
- g. And the last, the researcher invite the students one by one to describe the picture in front of the class.

c. The Advantages of Describing and Drawing Technique

We can see some advantages of this technique in learning English, especially in speaking. According to Elsa (2023:9-10) this technique can enhance the students vocabulary, the learning process be more attractive, not stuffy, Student can enthusiastic in learning, enhance their self-confidence, make the student interact with their friend, this technique can excite the student to speak fluently, and give the motivate the students to speak. Beside that (Suldania et al., 2021: 57) states this technique construct them to active in learning, especially in speaking. Moreover, Ririn (2019: 17) also said that describing and drawing technique create the learning

process be comfortable and make the students convenient to describing something.

From the explanations of experts above describing and drawing technique have eleven advantages in teaching speaking there are: enhance the students vocabulary, the learning process be more attractive, not stuffy, Student can enthusiastic in learning, enhance their self-confidence, make the student interact with their friend, excite the student to speak fluently, motivate the students to speak, construct them to active in learning, create the learning be comfortable, and make the students convenient to describing something.

d. The Disadvantages of Describing and Drawing Technique

Huda in Elsa (2023:10) states there are disadvantages of describing and drawing technique as follows:

1. Teacher makes ready the picture because each group gets it.
2. And the picture share for students

2.1.3. The Concept of Descriptive Text

a. The Definition of Descriptive Text

This is one type of text to describe place, people, animal and things based what we look. According to Atiek (2018:59) states this type of text to describe a place, people, animal and things either the appearance, smell, or texture. According to Fakeye (2016) in Frescha (2020:23) the image arranging in verbally or written form with systematically. It means that to give information by describe an object (particular place, person or thing). Meanwhile, according to Masitoh and Suprijadi (2015) in Frescha (2020:22) state person, place, thing will be describe it can explain about their character and personality.

Depending that explanations, it concluded that descriptive text is a type of text to give the details about place, people, and things. From this text we can know about person, place, and things specifically.

b. The Generic Structure of Descriptive Text

According to Zulaikha, et al (2018) in Frescha (2020:24) the structures of this text as follows:

1. Identification

This usually use to introducing subject as well as specific. Like person, thing, and place.

2. Description

It is has function to support the identification like how the object look like.

c. The Purpose of Descriptive Text

Some purposes from this text, as follows :

1. To give the information about person, place, and thing.
2. To explain a person, place, and thing in detail or specific.

19

d. Language Features of Descriptive Text

10

There are some language features of descriptive text, as follows:

1. Specific Participant

Contain a certain object, is uncommon and is one of a kind, for examples, “My family, Bali Island, Sorake Beach”

2. Adjectives

Adjective is describing noun. For example, “beautiful, handsome, spicy, etc.”

3. Auxiliary Verbs

Auxiliary verbs contains of the ownerships has and have and to be is, am, are. Has for subject (he, she, it) and have for subject (I, you, we, they) meanwhile to be is for subject (he, she, it), to be are for subject (you, we, they) and to be am for subject I. For example, “She has a doll”, “I have a car”, “I am diligent”, “He is a boy”.

4. Action Verbs

Verbs that indicates activity. For example, “walk, catch, cut, take, run, scratch, make etc.” For example, “my cat always scratch sofa”, “my father walk in the morning”.

5. Simple Present Tense

To makes this text we use this tense to express simple sentences in our daily activity, habitual and facts.

e. The Examples of Descriptive Text

Artist



He is artist. People call him **Sule**. His long name is Entis Sutisna. Sule has a round face, black eyes, long blond hair, flat nose, and slanting eyes. He is very popular in Indonesia television program “Talk Show” as a funny comedian. Indonesia People like him because his entertains people. (Source Sufianti Thesis 2019)

Lion



The lion is a powerful and majestic animal, known as the king of the jungle. It is iconic golden mane and strong, muscular body. Lion is a symbol strength and courage. It is a social animal, living and hunting in groups, with a dominant male leading and protecting its territory. (Source Brillo.net 2023)

2.2 Conceptual Framework

This research departs from the researcher's desire to know the students' ability in speaking and to find out the reason students are able to describe a person through describing and drawing techniques. In *Kurikulum Merdeka Belajar* at the eighth grade of SMP Swasta Bunga Mawar, the researcher saw that speaking is one of the achievements in English learning with the expectation that students are able to compose short and simple oral descriptive texts about people, animals, and things by paying attention to social function, the generic structures, and the language features of descriptive text that were appropriate to the context of their use. However, in reality, there are still students who are not able to compose it.

In this research, it will start by compiling data collection instruments, namely tests, interviews, and observations. After that, the researcher will come to school to do the test, interview, and observation on the students according to the time and schedule that has been determined with the school. After the data is collected, the researcher continues to analyze the data with quantitative and qualitative techniques, then interprets it by making a report.

The researcher will conduct this research using the following conceptual framework:

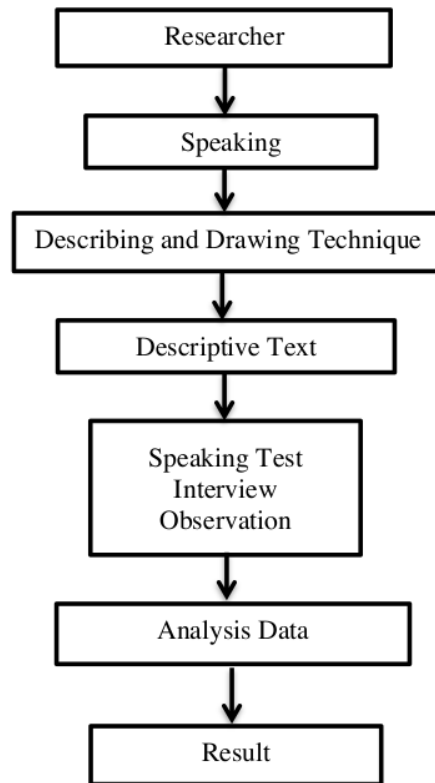


Figure 3.1 Conceptual Framework

CHAPTER III

8 RESEARCH METHODS

3.1 Approach and Type of the Research

To implement research, it used a qualitative research approach. According to Muhhamad (2021:34) state that qualitative research is type of study that has purpose to comprehend the situations of a context by providing thorough and in-depth descriptions of the circumstances around an event that occurs in the research area, or the natural context (natural environment).

Therefore, to find and to describe the students' ability in speaking through describing and drawing technique, the researcher used the descriptive analysis which is type from qualitative research. There are other opinion from Maleong (2013) in Feny et.al (2022:3) defines this research have the purpose to comprehend situations related to the experiences of study. Such as perceptions, motivations, behavior, etc. And then, describing them in form of language. Meanwhile, According to (Nugrahani,2008) in Marinu (2023) state that the method of doing qualitative research offers descriptive data from the subjects and their behavior in the form of words spoken or written.

From the explanation above, this method used to describe depth the phenomena under the research. In this situations, the researcher did the direct contact with the informant in order to obtain the factual data.

3.2 Variable of the Research

The variable was the important one that should determine by the researcher. According to Syafrida (2022:16) state the research variables are components that have been determined by a researcher to be studied in order to obtain answers that have been formulated, namely in the form of research conclusions. It means that Variables was the main focus in research because without variable, the research was not run well being studied. Variables of this research were independent variable was describing and drawing technique while dependent variable was students' speaking ability.

12

3.3 Setting and Schedule of the Research

The research was conducted at eighth grade of SMP Swasta Bunga Mawar which located at Jalan Nilam No. 3, Kelurahan Ilir, Gunungsitoli. This research was conducted from July until August 2024.

3.4 Source of Data

The sources of data in this research were students class eighth consisted of 16 students, 5 men and 11 women. The students were tested to get the data about their ability in speaking and the students were interviewed and observed about the reason students able to describe person through describing and drawing technique.

3.5 Instruments of the Research

Instrument is important thing in implement the research. It is line with Purwanto (2018) in Hasan et al (2022) state that a research instrument is a equipment to obtain the data in research. It means that research instrument was designed in accordance with the basic objectives. The researcher use three types of instruments namely test Interview, and observation. Here the test used to asses students' ability in speaking to describe about person. According to Aiman et al. (2022:493) state that test is tool to measure the pupils' abilities in mastering the subject matter they teach to students. Moreover, the researcher used interview and observation to get the information about the reason students able to describe person through describing and drawing technique.

3.6 Data Collecting Technique

Three techniques to collecting the data as follows:

3.6.1 Test

A test is essentially tool that contains of tasks or questions that must be answers by the students to measure a certain aspect. The certain aspect here is the level of students' ability to master the material that has been presented. (Aiman et al., 2022). The following steps was used to conducted the test in the classroom:

- a. The researcher were required one by one to describe Mr. Jokowi picture orally in front of the class.

- b. The researcher gave time to each student for one until two minutes.
- c. During describing the picture of Jokowi the students may not use any text.
- d. And the students' video was taken during describing the picture.

3.6.2 Interview

From this way the data was collected face to face because the researcher give some questions to participants to be answer (Erga et al., 2022). The researcher prepare the questions to be answer by the informants, but the informants were asked to share their opinions and ideas freely, the researcher recorded the informants responses. The researcher strategically choose informants who involved to the research objective. The following steps used to conduct the interview:

- a. The researcher prepared the interview questions about advantages of describing and drawing technique.
- b. The researcher entered the class and did the interview.
- c. The researcher interviewed the students one by one.
- d. During the interview, the researcher recorded it.

3.6.3 Observation

Observation is an instrument used to collect the data based on what is seen, heard, and felt. Feny et. al (2022:21). This observation makes for students contained the advantages of describing and drawing technique. It can be seen in appendix 8.

8 3.7 Data Analysis Technique

In this research the data was analyzed used two techniques are as follows :

18 3.7.1 Analyzing the Quantitative Data

The quantitative data took from the test that researcher gave to the students. Then , evaluated it related scoring rubric of speaking skill in chapter 2 and calculated by using the formula from the Ministry of Education (2004: 15) in Windi and Harefa (2023) as follows:

$$TP = \frac{FB}{N} \times 100 \%$$

Which :

TP : Value

FB : Obtained score

N : Maximum score

To get the level of student's speaking skill the researcher classify the student's level of speaking. It is taken from Windi and Harefa as follows (2023):

Table 2.2 Classifications of Student's Speaking Skill

Classification	Score
Very Good	85-100
Good	75-84
Enough	60-74
Less	40-59
Fail	0-39

3.7.2 Qualitative Data

According to Miles and Huberman in Windi and Harefa (2023) the researcher analyzed the data with some steps:

a. Reduction of data

In reduction, the researcher classified and evaluated all data related the results of interview.

b. Data display

After the data obtained, it presented in tables, brief descriptions, charts, flowcharts or narratives.

c. Conclusion of data

Then, made the explanation of the data and give the inference.

In qualitative data the researcher analyzed the interview and observation used the formula by Rusman (2020) as follows:

$$P = \frac{F}{N} \times 100 \%$$

Which :

P : Percentage of students' response

F : Frequency of the students' response

N : Total number of students

CHAPTER IV
RESEARCH RESULTS AND DISCUSSION

4.1 Research Results

4.1.1 The Result of the Test

The researcher gave the test to SMP Swasta Bunga Mawar students at eighth grade. The speaking part of the test included the Descriptive Text topic. 16 students at SMP Swasta Bunga Mawar were used as respondents by the researcher. Following gathering data, the researcher assessed the results of the test.

In accordance with the research design, the student test was used by the researcher in answer to the first research focus. The researcher collaborated together to deliver it. The students did test with describing the picture about person in front of the class while record it by the researcher. The test was done on Tuesday, 30 July 2024. Following the researcher's recording, the researcher scored the students' ability in speaking used scoring rubric from Brown in Hari (2017) as follows:

Table 2.3 Students' Score of Speaking Test

No	Name of Students	V	G	F	P	Score	Range	Category
						FB/16x 100	Scores	Ranges
1	Edlyn Callysta	3	4	3	4	87	85-100	Very Good
2	Monica Zendrato	3	4	4	3	87	85-100	Very Good
3	Erik Larosa	3	4	3	3	81	75-84	Good
4	Qeren Lase	3	3	3	4	81	75-84	Good
5	Mission Waruwu	3	4	3	3	81	75-84	Good
6	Brigita Sarumaha	3	3	3	3	75	75-84	Good
7	Aneila Baene	3	3	3	3	75	75-84	Good
8	Agnes Waruwu	2	4	3	3	75	75-84	Good
9	Eunice Gea	2	4	3	3	75	75-84	Good
10	Kryrie Gulo	3	3	2	2	62	60-74	Enough
11	Cheryl Harefa	2	3	3	3	69	60-74	Enough
12	Mikha Daeli	3	3	3	2	69	60-74	Enough
13	Vina Laowo	2	3	3	2	62	60-74	Enough
14	Jonathan Waruwu	2	3	3	2	62	60-74	Enough

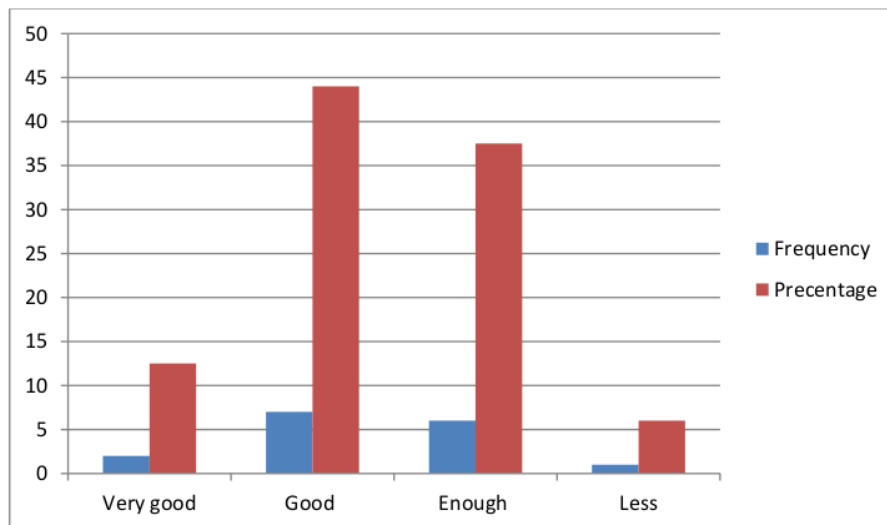
15	Christian Telaumbanua	2	3	3	3	69	60-74	Enough
16	Michael Sarumaha	3	3	1	2	56	40-59	Less

V : Vocabulary
G : Grammar
F : Fluency
P : Pronunciation

The table above shows the students' speaking score obtained from the results $FB/16 \times 100$. The data shows were 2 students with the category very good, 7 students with the category good, 6 students with category enough, and 1 student with category less. The following chart also display the students' score result:

Diagram 4.1

Percentage of Students' Speaking Scores



Based data above, it can be seen that 2 students (12.5%) achieved Very Good category, it proved by the student answer below:

Edlyn Callysta: I have a president in Indonesia. We call him Jokowi. His true Name is Jokowi dodo. He has a round face, sharp nose, fair skin, short hair, and black hair. He has a tall and thin body. He wears a neath clothes in formal meeting. He is a kind president from Indonesia.

From the students answer above, it shows that students uses a variety of vocabulary, student makes the clear grammar, student smoothly when speaking, with little interferes the communication, and student always makes the clear pronunciation.

Then, 7 students (44%) achieved Good category. It proved by the student answer below.

Erik Larosa : I have a president in Indonesia. We call him Jokowi. His true Name is Jokowi dodo. Jokowi dodo has a round face, sharp nose, fair skin, short hair, and black hair. Jokowi has a tall and thin body. He wears neath clothes in formal meeting. He is a kind president from Indonesia.

From the students answer above, it shows that student uses a variety of vocabulary, student makes the clear grammar, student smoothly when speaking with little interferes the communication, and student makes the clear pronunciation.

Then, 6 students (37.5%) students achieved Enough category. It proved by the student answer below:

Vina Laowo : I have a leader. His name is Joko Widodo. Jokowi has black hair, and he has slanting eyes. He is a leader of republic Indonesia.

From the students answer above, it shows that student uses the limited vocabulary, student makes the clear grammar but some grammatical errors, student smoothly when speaking with little interferes the communication, and student sometimes makes the pronunciation problem.

And then, 1 students (6%) student achieved Less category. It proved by the student answer below:

Michael Sarumaha : He is a president in this country. His name is Joko Widodo. Jokowi has a black hair, oval face, and slanting eyes. He is very kind and help many people in Indonesia. He has a big planning to bring Indonesia of international public.

From the students answer above, it shows that student uses a variety of vocabulary, student makes the clear grammar but some grammatical errors, student frequent hesitate when speaking so that interferes the communication, and student sometimes makes the pronunciation problem.

Furthermore, the researcher concluded that students' ability in speaking through describing and drawing technique in good category. there were 9 students who achieved high score, it means very good and good classifications, while 7 students who achieved low score it means enough and less classifications.

4.1.2 The Result of the Interview

Interview was conducted on Tuesday, 6 August 2024 after the researcher did the test. The researcher interviewed the students to find out the reason students' able to describe person through describing and drawing technique at the eighth grade of SMP Swasta Bunga Mawar, to answer the second focus of this study.

After the students' Answers the questions, the data were analyzed by the researcher with results below:

Table 2.4 Recapitulation of Students' Interview Response

No	Advantages of Describing and Drawing Technique	Frequency	The Number of Students	%
1	Enhance the students vocabulary	16	16	100%
2	The learning more attractive	16		100%
3	The learning process not stuffy	14		87%
4	Enthusiastic in learning	15		94%
5	Enhance Students self-confidence	15		94%
6	Make students interact with their friend	16		100%
7	Excite students to speak fluently	8		50%
8	Motivate students to speak	16		100%
9	Construct students to active in learning	16		100%
10	Learning process be comfortable	15		94%
11	Convenient to describing something	13		81%

Among 16 students in the eighth class of SMP Swasta Bunga Mawar, there were 16 students (100%) who stated describing and drawing technique enhance the students' vocabulary. It can be proved by the statement from the results of the researchers' interview with students as follows:

Researcher : *Apakah Teknik ini Meningkatkan Kosa katamu?*

Mission : *Iya, karena dari teknik ini saya bisa mengetahui kosakata yang sebelumnya belum saya tahu menjadi tahu contohnya: sharp nose.*

From the answer above, it can be proved that this technique enhance the students' vocabulary.

There were 16 students (100%) stated the learning more attractive. It can be proved by the statement from the results of the researcher's interview with students as follows:

Researcher : *Apakah pembelajaran lebih menarik menggunakan teknik ini?*

Mission : *Iya, karena teknik ini menarik misalnya saat melakukan pendeskripsian kepada teman.*

From the answer above, it can be proved that this technique makes the learning more attractive.

There were 14 students (87%) stated the learning process not stuffy. It can be proved by the statement from the results of the researchers' interview with students as follows:

Researcher : *Apakah proses pembelajaran tidak membosankan?*

Mission : *Tidak membosankan, karena tekniknya menarik.*

From the answer above, it can be proved that this technique makes the learning not stuffy.

There were 15 students (94%) stated their enthusiastic in learning. It can prove by the statement from the results of the researchers' interview with students as follows:

Researcher : *Apakah kamu bersemangat menggunakan teknik ini?*

Mission : *Iya, karena saya mencoba untuk bisa berbicara menggunakan bahasa Inggris*

From the answer above, it can be proved that this technique makes the students enthusiastic in learning.

There were 15 students (94%) stated enhance their self-confidence. It can prove by the statement from the results of the researchers' interview with students as follows:

Researcher : *Apakah teknik ini meningkatkan kepercayaan dirimu?*

Mission : *Iya, karena saya percaya diri saat mendeskripsikan gambar tersebut.*

From the answer above, it can be proved that this technique makes the students self-confidence.

There were 16 students (100%) stated make their interact with their friend. It can prove by the statement from the results of the researchers' interview with students as follows:

Researcher : *Apakah teknik ini membuatmu berinteraksi dengan temanmu?*

Mission : *Iya, karena dalam teknik ini satu orang yang mendeskripsikan dan satu orang yang menggambar.*

From the answer above, it can be proved that this technique makes the students interact with their friend.

There were 8 students (50%) stated excite them to speak fluently. It can be proved by the statement from the results of the researchers' interview with students as follows:

Researcher : *Apakah teknik ini membuatmu berbicara lancar?*

Mission : *Iya, karena ada gambar yang membantu saya untuk mendeskripsikannya.*

From the answer above, it can be proved that this technique excite the students to speak fluently.

There were 16 students (100%) who stated motivated them to speak. It can be proved by the statement from the results of the researchers' interview with students as follows:

Researcher : *Apakah teknik ini memotivasimu untuk berbicara?*
Mission : *Iya, karena saya ingin mendeskripsikan seseorang menggunakan bahasa inggris.*

From the answer above, it can be proved that this technique motivated the students to speak.

There were 16 students (100%) who stated construct them to active in learning. It can be proved by the statement from the results of the researchers' interview with students as follows:

Researcher : *Apakah teknik ini membangunmu aktif dalam pembelajaran?*
Mission : *Iya, karena membuat saya bisa berbicara bahasa inggris.*

From the answer above, it can be proved that ² this technique construct the students to active in learning.

There were 15 out of 16 students (94%) who stated the learning process be comfortable. It can be proved by the statement from the results of the researchers' interview with students as follows:

Researcher : *Apakah teknik ini menciptakan proses belajar menjadi nyaman?*
Mission : *Iya, karena saya bisa belajar bersama dengan teman yang saya sukai.*

From the answer above, it can be proved that this technique makes the learning process be comfortable.

The last advantage, there were 13 out of 16 students (81%) who stated their convenient to describing something. It can be proved by the statement from the results of the researchers' interview with the students as follows:

Researcher : *Apakah teknik ini membuat mudah untuk mendeskripsikan sesuatu?*

Mission : *Iya, karena sebelumnya sudah diajari dan ada gambar yang membantu untuk mendeskripsikannya.*

From the answer above, it can be proved that this technique makes the students convenient to describing something.

4.1.2 The Result of the Observation Sheet

Depending on the students' observation sheet, the advantages of this technique were 16 students (100%) response enhance the students vocabulary. Second, 16 students (100%) response learning more attractive. Third, 14 students (87%) response the learning process not stuffy. Fourth, 15 students (94%) response enthusiastic in learning. Fifth, 15 students (94%) response enhance the students' self-confidence. Sixth, 16 students (100%) response make students interact. Seventh, 8 students (50%) response excite students to speak fluently. Eighth, 16 students (100%) response motivate students to speak. Ninth, 16 students (100%) response construct students to active in learning. Tenth, 15 students (94%) response learning process be comfortable. And the last, 13 students (81%) response convenient to describing something. Observation sheet can be seen in the appendix 8.

4.2 Discussion

4.2.1 The Analysis and Interpretation of the Research Findings

4.2.1.1 The Analysis of Students' Ability in Speaking

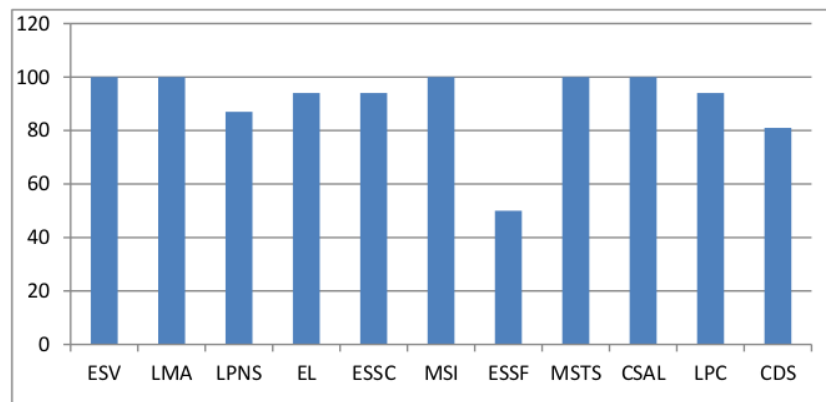
The data presented in previous tables (2.3.amd 2.4) as well as the explanation of the research findings, 2 students (12.5%) which achieved very good score in speaking because the students proficiency in speaking get the score 87, the another findings showed 7 students (44%) which achieved good score in speaking because the students proficiency in speaking get the scores 75 and 81. The another findings showed also 6 students (37.5%) got enough score in speaking because the students proficiency in speaking get the scores 62 and 69, and the last data showed that 1 students (6%) get the less score in speaking because the students proficiency in speaking get the score 56. So, it can be concluded some of

students had a good ability in speaking through describing and drawing technique.

4.2.1.2 The Reason Students' Able in Speaking Through Describing and Drawing Technique

To find the reason students' able in speaking through describing and drawing technique, the students were interviewed and observed by the researcher. According to table 2.5 and appendix 8 of data result, it is shown there were advantages of using describing and drawing technique, with the results shown in the diagram below:

Diagram 4.2 The percentage of Advantages Describing and Drawing Technique.



The full form of the abbreviation from the diagram above it can be seen below:

ESV = Enhance the students vocabulary

LMA = The learning more attractive

LPNS = The learning process not stuffy

EL = Enthusiastic in learning

ESSC = Enhance students self-confidence

MSI = Make students interact with their friend

ESSF = Excite students to speak fluently

MSTS = Motivate students to speak

CSAL = Construct students to active in learning

LPC = Learning process be comfortable

CDS = Convenient to describing something

From the diagram 4.2 above the advantages of describing and drawing technique in teaching speaking consist of eleven advantages. The first, 16 students (100%) stated this technique enhance the students vocabulary, this cause the students can know the new vocabulary such as sharp nose, black hair, brown eyes. Etc.

Second, 16 students (100%) stated this technique makes the learning more attractive, this cause the students describe person to their friend. Third, 16 students (100%) stated this technique makes them interact with their friend because the students did this technique in pairs, one of them describe the picture and the other drawing the picture based their heard from describer.

Fourth, 16 students (100%) stated this technique motivate them to speak, this cause some students said they want to describe person use English language. Fifth, 16 students (100%) stated this technique construct them to active in learning because makes them to speak in English.

Sixth, 15 students (94%) stated this technique makes the students enthusiastic in learning, it cause the students try to speak in English. Seventh, 15 students (94%) stated this technique enhance students self-confidence, it cause the students brave to describe the picture. Eighth, 15 students (94%) stated this technique makes the learning process be comfortable, it cause they can study together with their friends. Ninth, 14 students (87%) stated the learning process not stuffy, it cause the technique was interesting. Tenth, 13 students (81%) stated this technique makes convenient to describing something, it cause the students has been taught before to describe and there was pictures that help to describe it. And the last, 8 students (50%) stated this technique excite the students to speak fluently, it cause there was pictures that help students to describe it.

4.3 Implication of the Research Findings

The result of the study showed the significance of descriptive analysis in analysis of students' ability in speaking through describing and drawing technique. For the students, by carry out the research, it showed

the students ability in speaking. This gives the opportunity for students to known their ability in speaking through describing and drawing technique.

For the English teacher, the findings have some implication. The results indicate the learning progress of the students as well as their proficiency in speaking and advantages of describing and drawing technique. It will strengthen and support educators' capacity and knowledge to find the most effective technique for educating students in speaking.

4.4 The Research Findings Limitation

Depending on the researcher's experience in this research process, there are number of limits that can be some factors that must be considered by future researchers, because this research still far from perfect word. Some limits as follows:

- a) As a beginner, the researcher saw that the process of the research was uncompleted, still had the weaknesses and certainly require improvements in future researches.
- b) The research participants only focused to the 16 students at SMP Swasta Bunga Mawar.
- c) The researcher had limited experiences, references, and knowledge to doing this qualitative analysis.

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

The research results' analysis was explained in the previous chapter can be concluded as follows:

1. The students' ability in speaking through describing and drawing technique at eighth grade of SMP Swasta Bunga Mawar were 2 students (12.5%) Very Good category, 7 students (44%) Good category, 6 students (37.5%) Enough category, and 1 student (6%) achieved Less category. There were 9 students achieved high score, it means very good and good classifications, while 7 students achieved low score it means enough and less classifications. It can be concluded the students' ability in speaking through describing and drawing technique in Good category.
2. The reason students were able to describe person through describing and drawing technique because this technique had eleven advantages. The first, enhance the students vocabulary. 16 students (100%) stated this technique enhance their vocabulary. Second, the learning more attractive. 16 students (100%) stated the learning was attractive. Third, make the students interact with their friend. 16 students (100%) stated this technique makes the them interact with their friend. Fourth, motivate the students to speak. 16 students (100%) stated this technique motivate students to speak in English. Fifth, construct the students to active in learning. 16 students (100%) stated this technique construct them to active in learning. Sixth, make the students enthusiastic in learning. 15 students (94%) stated this technique makes them enthusiastic in learning. Seventh, enhance the students self-confidence. 15 students (94%) stated, this technique enhance their self-confidence. Eighth, the learning process be comfortable. 15 students (94%) stated the learning process be comfortable. Ninth,

the learning process not stuffy. 14 students (87%) stated the learning process not stuffy. Tenth, convenient to describing something. 13 students (81%) stated this technique makes them convenient to describing something. And the last advantage was excite the students to speak fluently. 8 students (50%) stated this technique excite them to speak fluently.

The researcher can concluded the students' ability in speaking through describing and drawing technique was category good. And this technique had eleven advantages were enhance the students vocabulary, the learning more attractive, make the students interact with their friend, motivate the students to speak, construct students to active in learning, make the students enthusiastic in learning, enhance the students self-confidence, learning process be comfortable, the learning process not stuffy, convenient to describing something, and excite the students to speak fluently.

5.2. Recommendation

After doing the study, ² the researcher give the following suggestions:

1. The researcher suggest the teacher at SMP Swata Bunga Mawar create the situations in the classroom be enjoyable, especially in teaching speaking.
2. The researcher suggest students to be brave in convey their ideas in speaking.
3. For the future researcher, the researcher suggest to explore students ability in speaking through describing and drawing technique that had not been explore by the researcher in this research.

AN ANALYSIS OF STUDENTS' ABILITY IN SPEAKING THROUGH DESCRIBING AND DRAWING TECHNIQUE AT EIGHTH GRADE OF SMP SWASTA BUNGA MAWAR

ORIGINALITY REPORT

7%

SIMILARITY INDEX

PRIMARY SOURCES

- 1** repository.iainpalopo.ac.id
Internet 77 words — 1%
- 2** repository.radenintan.ac.id
Internet 62 words — 1%
- 3** eprints.walisongo.ac.id
Internet 42 words — 1%
- 4** Ainun Rahmin Zega, Hidayati Daeli, Hasrat S. Harefa, Kristof Martin E. Telaumbanua. "Improving Students' Writing Ability of Descriptive Text Through Running Dictation Technique at The Eighth Grade of UPTD SMP Negeri 4 Gunungsitoli in 2022/2023", Journal on Education, 2023
Crossref 40 words — 1%
- 5** digilib.uns.ac.id
Internet 30 words — < 1%
- 6** "Enhancing English Writing Skills among Native Spanish-Speaking Students through translanguaging: an Action Research at Liceo 7, Santiago, Chile", Pontificia Universidad Catolica de Chile, 2024
Crossref Posted Content 25 words — < 1%

repositori.uin-alauddin.ac.id

7	Internet	24 words — < 1%
8	archive.org Internet	17 words — < 1%
9	www.mdpi.com Internet	14 words — < 1%
10	digilib.iain-palangkaraya.ac.id Internet	13 words — < 1%
11	eprints.univpgri-palembang.ac.id Internet	13 words — < 1%
12	repository.uinsu.ac.id Internet	12 words — < 1%
13	iisr.icar.gov.in Internet	11 words — < 1%
14	repository.president.ac.id Internet	11 words — < 1%
15	repository.uir.ac.id Internet	11 words — < 1%
16	core.ac.uk Internet	10 words — < 1%
17	elibrary.tucl.edu.np Internet	10 words — < 1%
18	www.irobdevelopment.org Internet	10 words — < 1%
19	1library.net	

Internet

9 words — < 1%

20 dspace.uui.ac.id
Internet

9 words — < 1%

21 library.binus.ac.id
Internet

9 words — < 1%

22 eprints.uny.ac.id
Internet

8 words — < 1%

23 seajbel.com
Internet

8 words — < 1%

24 www.oapub.org
Internet

8 words — < 1%

25 [Dwi Cahyadi Wibowo, Betty Nur Dwi Jayanti, Valentinus Ola Beding. "IMPROVING THE RESULTS OF STUDENTS FREE POETRY WRITING SKILLS USING STRATEGI TULIS KINI, DI SINI", Journal of English Educational Study \(JEES\), 2019](#)
Crossref

7 words — < 1%

EXCLUDE QUOTES OFF

EXCLUDE SOURCES OFF

EXCLUDE BIBLIOGRAPHY ON

EXCLUDE MATCHES OFF