

**THE EFFECTIVENESS OF USING DESCRIBE AND DRAW  
TECHNIQUE TO IMPROVE STUDENTS SPEAKING ABILITY IN  
DESCRIPTIVE TEXT**

**THESIS**



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2018**

## DECLARATION

I declare that this thesis does not contain material which has been accept for the award of any other degree or diploma in any university, nor does it contain material previously published or written by any other person, except where due reference is made in the text of the thesis.

Pancor, 09<sup>th</sup> July 2018  
  
Nur Laeli Hidayatul Hizbi

**APPROVAL**

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## ABSTRACT

This research aimed at examining the effectiveness of Describe and Draw Technique in teaching speaking ability. Design this research was a pre-experimental research with pre-test and post-test design. It was conducted at the eleventh graders of *MA NW Suralaga* in the school year 2017-2018. The sample consist 28 students. The data was collected using oral test. The data were analyzed by using statistics 22 for windows. The result of descriptive statistics indicated that Describe and Draw Technique was effective with the mean score of post-test 73.64 was higher than mean score of pre-test 48.50. For hypothesis testing using paired-sample t-test at significance (2-tailed) value level of analyzing data was .00, it was lower than .05, it means the alternatif hypothesis of this study was accepted. Therefor, Describe and Draw Technique is effective in teaching speaking skills for the eleventh graders of *MA NW Suralaga* in the school year 2017-2018. Considering process and results of this research, the present researcher suggested that the English teacher use Describe and Draw Technique in teaching speaking especially in descriptive text.

**Key Words:** *Describe and Draw Technique, speaking ability.*

## ABSTRAK

Penelitian ini bertujuan untuk menguji keefektifan *Describe and Draw Technique* dalam mengajar kemampuan berbicara. Desain penelitian ini adalah penelitian pra-eksperimen dengan desain *pre-test* dan *post-test*. Itu dilakukan di kelas sebelas SMA MA NW Suralaga pada tahun ajaran 2017-2018. Sampel terdiri dari 28 siswa. Data ini diambil menggunakan tes berbicara. Data dianalisis dengan menggunakan statistik 22 untuk windows. Hasil statistik deskriptif menunjukkan *Describe and Draw Technique* efektif dengan nilai rata-rata *post-test* 73,64 lebih tinggi dari skor rata-rata *pre-test* 48,50. Untuk pengujian hipotesis menggunakan *paired sample t-test* pada tingkat signifikansi (*2-tailed*) nilai dari analisis data adalah 0,00, itu lebih rendah dari 0,05, itu berarti hipotesis alternatif dari penelitian ini diterima. Oleh karena itu, *Describe and Draw Technique* efektif dalam mengajar keterampilan berbicara untuk kelas sebelas MA NW Suralaga pada tahun ajaran 2017-2018. Mempertimbangkan proses dan hasil penelitian ini, peneliti yang hadir menyarankan bahwa guru bahasa Inggris menggunakan *Describe and Draw Technique* dalam pengajaran berbicara khususnya di tes deskripsi.

**Kata Kunci:** *Describe and Draw Technique*, kemampuan berbicara.

## DEDICATION

This Thesis is Dedicated to:

- My beloved parents (Mr. Masri, S. Hi and Mrs. Kalsum) for their endless love, pray, care, and everything they have given for me.
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**MOTTO**

No Pain No Gain  
Kerja Keras, Ikhtiar dan Do'a



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Selong, July 14<sup>th</sup> 2018

Nur Laeli Hidayatul Hizbi

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# **CHAPTER 1**

## **INTRODUCTION**

### **A. Background of the Study**

Language is a tool to share idea, expressions, and feeling to other people. Language as a tool of communication has two types, they are written and spoken. Spoken language can be manifested in oration, dialogue, presentation, etc. Written language can be manifested in letter, news, short message, short story, novel, etc. Languages very importan to express something and to communicate with other.

English is one of the most important languages in the world because it is the widest International language used by many peoples to transfer information, such as knowledge, science, and technology. English in some countries are supposed as the second language and it is used as a communication device in any formal place, such as schools, universities, offices, and visitor places.

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.

Speaking is a kind of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to

communicate that needs to be accomplished. In other words, the goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency.

As language learners who had learned English intensively, the students should be able to interact orally with each other through English. Unfortunately, most of the students have difficulty in their speaking production. From the observation, the students often had difficulty in pronouncing English words by making some errors. Besides, they also had inadequate ability in mastering the English vocabulary and functional expressions so that they had no idea to speak. Furthermore, the students had problems with the motivation and self-confidence. They looked apathetic and inhibited with the activities that involve oral skills. Many of them felt afraid of being criticized and humiliated in front of their partners. As the result, they avoided being part of this kind of activities. The teaching and learning habit also takes a part in causing this condition worse. There was no adequate exercise for the students to develop their oral skill so that they were not used to speaking and had no motivation.

Pictures are one of the visual aids that can be in teaching speaking. It makes something more interesting for the students. They not afraid again to make a mistake, because they can motivate each others and more enthusiast. It also can be used in creating situation or speaking classes more clearly.

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 though we can not reading, writing, and listening. Not only to express our feeling but also speaking is the way we can get the job. So that is why speaking is very important to us.

### **B. Scope of the Study**

The subject of this study was limited to the eleventh graders of *MA NW Suralaga* in the school year 2017-2018 and the object of this study was the effectiveness of “Describe and Draw” technique in comprehending descriptive text.

### **C. Statements of the Problem**

Based on the background of the problem, the present researcher formulated the statement of the problems as follows:

1. Is Describe and Draw technique effective in comprehending speaking ability in descriptive text for the eleventh graders at *MA NW Suralaga* in the school year 2017-2018?
2. How is the effectiveness of Describe and Draw technique in comprehending speaking ability in descriptive text for the eleventh graders at *MA NW Suralaga* in the school year 2017-2018?

### **D. Purpose of the Study**

Based on the statement of the problem above, the purposes of the study were:

1. To know the effectiveness of “Describe and Draw” technique in comprehending speaking ability in descriptive text for the eleventh graders of



*MA NW Suralaga* in the school year 2017-2018.

2. To know how effective “Describe and Draw” technique in comprehending speaking ability in descriptive text for the eleventh graders of *MA NW Suralaga* in the school year 2017-2018.

#### **E. Significance of the Study**

The result of this study were expected to give any contribution theoretically and practically.

1. Theoretically

The result of this study was expected to gave constructive contribution for students, teacher or institution to improve teaching and learning process, especially in teaching English speaking through Describe and Draw Technique.

2. Practically

These were the partically benefit of the study that can be taken by applying this technique:

- a. For the researcher

To add more knowledge about discourse study especially for this technique in descriptive text.

- b. For the students

It will be helped the students to improve their speaking skill especially in descriptive text.

c. For the teacher

As an additional reference that may be useful for the teacher that good learning strategy and using of media can be interesting in teaching and learning process.

d. For school

It will make a right decision to use a new method to support and learning process in *MA NW Suralaga* in order to get better output.

## **CHAPTER II**

### **REVIEW OF LITERATURE AND HYPOTHESIS**

#### **A. Speaking**

##### 1. The Concept of Speaking

Speaking has important part in human life. People use their speaking skill i order to communicate with others. Speaking is one of four languages skills that important to be completed.

Scott Thornbury (2005, p.1) stated that “Speaking is so much a part of daily life that people take it for the granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers of politicians-may product even more than that”. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.

Brown (1994) defines speakers s an interactive process of constucting meaning that involves producting, receiving and processing information.people will have to be able to speak in a range of different genres and situation, and they will have to be able to use range of convertional and repair strategies. They will need to be able to survive in typical functional exchange.

Depending of the formalty and importance of the speech situation (and their own personal linguistic propensities), the learners may also attempt to monitor their output. In conversation and other interactive speech events, the speakers must attend to the feedback from their interlocutors and observe the

rules of discourse used in the target culture. Phonological considerations add to the difficulty of the task, especially for adult learners, as speakers strive to achieve “good” pronunciation. The speed of such interaction is also an issue because there may not be adequate time for processing either outgoing speech or incoming messages at the typical rate of native speakers interaction. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives people to attempt to speak fluently and correctly. There is a dynamic tension caused by the competing needs for fluency and accuracy during natural speech.

People can define the speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be a dumb and never know everybody's means.

## 2. The Importance of Speaking

In learning English, speaking is important to support students' ability to use the language. As one of the language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

As skill that enables people to produce utterances, when genuinely communicative, speaking is desire and purpose driven, in other words they genuinely want to communicate something to achieve particular end.

### 3. Teaching speaking at Senior High School

Teaching English is not only teach the students, how to speak English as the foreigner. Mainly, teacher should guide the students through example such as; how to pronounce the words or involve the students to produce the words by repetition and other. The main goal of teaching speaking is drilled the students speaking as a foreigner.

A teacher should be able to choose the effective techniques of teaching speaking to expose every particular material since all techniques have their advantages and disadvantages. Harmer (2003, p. 5) states that “a teacher has to be able to perform as controller, organizer, prompter, participant, resource, tutor, observer and model”. Thus, a teacher should be able act in different ways, not only as a teacher, but also as a guide, controller, even as a model. The teacher lets the students do what they should to do. In this case, students are the central of the class.

### 4. Assessment of Speaking

Assessing speaking means how the teacher give score of speaking to students. In this research, the researcher assessed the students' speaking using Brown's theory. According to Brown (2001, pp.406-407) here is oral proficiency test scoring categories:

a. Grammar

- 1) Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
- 2) Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
- 3) Control grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversation and practical, social, and professional topics.
- 4) Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
- 5) Equivalent to that of an educated native speaker.

b. Vocabulary

- 1) Speaking vocabulary inadequate to express anything but the most elementary needs.
- 2) Has speaking vocabulary sufficient to express him simply with some circumlocutions.
- 3) Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that the speaker rarely has to guess for a word.
- 4) Can understand and participate in any conversation within the range of his experience with high degree of precision of vocabulary.

- 5) Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.

c. Comprehension

- 1) Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
- 2) Can get the gist of most conversations of non technical subjects (i., topics that require no specialization knowledge.
- 3) Comprehension is quite complete at a normal rate of speech.
- 4) Can understand any conversation within the range of his experience.
- 5) Equivalent to that of an educated native speaker.

d. Fluency

- 1) No specific fluency description. Refer to other four language areas for implied level of fluency.
- 2) Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
- 3) Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
- 4) Able to use the language fluently, on all levels normally pertinent to professional needs. Can participate in any conversation within the range of his experience with a high degree of fluency.
- 5) Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

e. Pronunciation

- 1) Errors in punctuation are frequent but can be understood by a native speakers used to dealing with foreigners attempting to speak his language.
- 2) Accent is intelligible though often quite faulty
- 3) Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
- 4) Errors in pronunciation are quite rare.
- 5) Equivalent to and fully accepted by educated native speakers.

Assessing speaking should be based on the given material of instruction referring to the goal and objectives, in assessing speaking there some components which are usually tested; grammar, vocabulary, fluency, listening, comprehension, pronunciation and etc. The goal of teaching speaking skill is communicative efficiency.

5. Micro and Macro of Speaking Skill

1. Micro of Speaking Skill

In speaking there are some aspects that have to be considered. Brown (2003) has summarized all those aspects into two main skills' they are the micro and macro skills of speaking. The micro skills are:

- 1) Produce differences among English phonemes and allophonic variants;
- 2) Produce chunks of language of different lengths;
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythm structure, and intonation contours;
- 4) Produce reduced forms of words and phrases;



- 5) Use an adequate number of lexical units (words) to accomplish pragmatics purposes;
- 6) Produce fluent speech at different rates of delivery;
- 7) Monitor one's own oral production and use various strategic devices pauses, fillers, self corrections, backtracking to enhance the clarity of the messages;
- 8) Use grammatical word classes (nouns, verb, etc) systems (e.g., tense agreement, pluralization), word order, patterns, rules, and elliptical forms;
- 9) Produce speech in natural constituents; in appropriate phrases, pause groups, breath groups, and sentence constituents.
- 10) Express a particular meaning in different grammatical forms; and
- 11) Use cohesive devices in spoken discourse.

## 2. Macro of Speaking Skill

The macro of speaking skill simply the speaker's focus on the large elements, discourse, function, style cohesion, nonverbal communication and strategic opinion. Later those skills can be used in teaching speaking as well as assessing speaking. The macro skills are:

- 1) Appropriately accomplish communicative functions according situations, participants, and goals;
- 2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversations rules, floor keeping and building interrupting, and other sociolinguistics features in face or face conversations;

- 3) Convey links and connections between events and communication such as relations as vocal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification;
- 4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language; and
- 5) Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you (Brown, 2003).

#### 6. Describe and Draw Technique

##### a. The concepts of Describe and Draw Technique

According to Harmer (2007, p.135) “Describe and Draw Technique is where one student describe a picture and a paired classmate has to draw the same picture without looking at the original”.

Harmer (2007, p. 135) states that “Pictures are extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describe and draw activities. When a student describe a picture and a paired classmate has to draw the same picture without looking at the original”.

##### b. The Procedure to Teach Speaking by Describe and Draw Technique

There kinds the procedures of Describe and Draw Technique to teaching speaking in the classroom, they were:

### 1) Contents

Pictures about suitable with the topic , Blank sheet for drawing, and one sets of drawing (Pencil, eraser, and pencil color)

### 2) Preparation

This is an activity for two people or two teams. Each person or team needs to have one of the sets of drawings and one sheet to draw on.

### Method

“Make the students work in pairs. In this activity, one student has a picture which they must not show their partner” (Harmer, 2007). Ask A to describe his or her picture, and ask B to draw it. Ask B to do the same as what A does after B has finished drawing. Have them to compare their picture with the original.

### c. Advantages and Disadvantages of Describe and Draw Technique

#### 1) Advantages

(1) Students to be brave to speak without feeling afraid of making mistake, having high motivation, and having better self confidence.

(2) Students become very interesting.

(3) Students are more understand because they are very enthusiast.

(4) Process of the study are very interesting.

#### 2) Disadvantages

(1) Teacher should prepare many of pictures because every student gets a different picture.

(2) Teacher should give a picture as a handout to the students.

## **B. Relevant of Study**

This research is supported by some researcher below:

There are two previous researcher related to this study. First research was conducted Feri Huda, lecture of STKIP PGRI Blitar under the title “Teaching Speaking Using Describe and Draw Technique” This research is to find out the technique of teacher in teaching speaking using describe and draw technique, to know the ability of the students in speaking, to identify the problem faced by the teacher and the students in teaching learning process of speaking using describe and draw technique, and to suggest some possible solutions of the problems.

The second research was conducted by Dian Mayang Sari (05410080), student of English Education and Art Faculty IKIP PGRI Semarang under the title “Teaching English Using Still Picture To Improve Their Fluency in Speaking of the Seventh Grade of *SMP N 01 Sukarejo Kendal* in Academic Year 2008/2009” This research is to find out the technique of teacher in teaching speaking using still picture, to know the ability of the students in speaking, to identify the problem faced by the teacher and the students in teaching learning process of speaking using still picture to improve their fluency in speaking, and to suggest some possible solutions of the problems. The type of the research is descriptive qualitative and methods of collecting data re observation and test. Meanwhile, the instrument of collecting data is recording the students’ performance. Based on the result of the study, it suggested that teaching using still pictures could improve their fluency in speaking and was effective.

### C. Theoretical Framework

Speaking is one of skill which has to be mastered by students. But some students speaking ability of senior high school, especially in *MA NW Suralaga* are weak and English Speaking fears for them. The technique that teacher always uses in teaching speaking in three phases technique. In this research the writer using Describe and Draw Technique. It is caused by using Describe and Draw Technique, students will enjoy the teaching learning process. If the students enjoy the learning process, they will input material easily without compulsively.

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structure of the target language.

A descriptive text is a text that describes the feature of someone, something, or a certain place. Descriptive text is introduced at the first year of junior high school then continued until senior high school, but the student find some difficulties in learning descriptive text. In the descriptive text, the researcher usually uses the simple present tense.

Describe and Draw technique in speaking is to help students easy to understand what the other students said. It is interesting for the students, because of it is simple form and easy to be understood. The step of this technique: Ask A to describe his or her picture about descriptive text, and ask B to draw it. Ask B to do the same as what A does after B has finished drawing. Have them to compare their picture with the original.

#### **D. Hypothesis**

Hypothesis of this research was formulated: “Describe and Draw Technique was significantly effective in teaching speaking ability at the eleventh grade of *MA NW Suralaga* in the school year 2017-2018.

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Research Design

The research method used in this study was pre-experimental design. Sugiyono (2011, p. 72) stated that “divided experimental research design into four, namely pre-experimental, true experimental, factorial experimental and quasi experimental”. In this research, researcher used pre-experimental design. The researcher investigated the differences both pre-test and post-test result before and after giving treatment by using Describe and Draw Technique. It was explained in **figure 1.**



Where:

$Y_1$  = Pre-test

X = Treatment

$Y_2$  = Post-test

*Figure 1. One-Group Pretest-Posttest Design*

##### B. Setting of the Study

The setting of this research was at *MA NW Suralaga for the eleventh graders in the academic year 2017-2018*. It has been conducted about two months from April to May.

### **C. Population and Sample of the Study**

This part discussed about population and sample of the study

#### **1. Population of the Study**

In this research the population of the study was the eleventh graders of *MA NW Suralaga* in the school year 2017-2018. In the eleventh graders of *MA NW Suralaga* only one class. The class was XI Social class.

#### **2. Sample of the Study**

In this case, sample was representative. The researcher usually appoints how many population was representative as a sample before. In this case, the present researcher took one class as the sample of the study, the present researcher took in XI Social class, the class consisted of 28 sampling.

### **D. Data Collection**

#### **1. Identificaton of Variable**

In this research, the researcher investigated the effectiveness of using Describe and Draw Technique to improve students speaking ability in descriptive text. This research was pre-experimental design contained of one variable that is speaking ability.

#### **2. Definition of Variable**

##### **a. Describe and Draw**

Describe and Draw Technique is where one student describe a picture and a paired classmate has to draw the same picture without looking at the original. (Harmer : 2007, p, 135). This was an activity for two people or two teams. Each person or team needs to have one of sets



of drawings and one sheet to draw on. In this activity, one student has a picture which they must not show their partner (Harmer : 2007).

b. Students Speaking Ability

Speaking is “the process of building and sharing through the use of verbal and non-verbal symbols, in a variety of contexts” (Chaney, 1998. P. 13). According to Undewood (1997, p. 11) says that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion.

3. Instrument

Instrument is a tool which will be used for collecting the data. The instrument that were used in this research was test. According to Arikunto (1998, p.136) says that research method is a way used to collect the data, but instrument is tool used to collect the data. She further says that instrument is a set of questions or exercises or other tools which are used to measure skill, knowledge, intelligence, achievement, and attitude of someone or a group of people .

Brown (2004, p.47) states that achievement test is related directly to class room lesson, units or event total curriculum. In this research, the present researcher used oral test to measure the students’ speaking in teaching speaking ability at Social class especially for the second semester in academic year 2017-2018.

After the students did the instruction, the researcher marked the scheme the students’ score, which consisted of accuracy of accent, grammar, vocabulary, fluency, and comprehension.

Table 01

*Scoring Rubric of Student's Speaking Ability*

<b>Elements</b>	<b>Score</b>	<b>Criteria</b>
Fluency	5	Speak very fluently, native-like fluency.
	4	Speak less fluently due to few problems of vocabulary.
	3	Occasionally have problems in speaking due to selection of words, so that there are several pauses during speaking.
	2	Regular pauses and hesitancy.
	1	Very slow speaking due to serious language problems.
Grammar	5	Very few mistakes without deducing the meaning of information.
	4	Occasionally making mistakes, e.g. order of words, but the meaning can be understood.
	3	Making several mistakes, thus repetition is necessary to strengthen meaning.
	2	Making many mistakes, so that meaning is unclear.
	1	Making regular mistakes so that it is difficult to understand.
Vocabulary	5	Accurate selection of words, native speaker-like.
	4	Very few mistakes in word selection, but it does not

		deduce the meaning.
	3	Occasionally uses inaccurate words, so that clarification of meaning is necessary.
	2	Regular wrong uses of words which make meaning difficult to understand.
	1	Serious problems in using accurate words, so that it is unable to understand.
Pronunciation	5	Accurate pronunciation with native-like accent.
	4	Accurate pronunciation with mother tongue accent.
	3	Good pronunciation with one or two mistakes.
	2	Having problems in pronunciation, thus it is difficult to comprehend.
	1	Having problems in pronunciation, thus it is unable to comprehend.
Comprehension	5	Very good understanding of the material so that the story could be expressed nicely.
	4	Good understanding of the material, but occasionally make repetitions in expressing the story.
	3	Having comprehension problems, but not serious and directly understand after having some repetitions so that the story could be expressed.
	2	Having difficulties to comprehend the material so that unable to express the story.
	1	Unable to comprehend the material so that unable to

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express the story.

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(Brown, 2004)

*Table 02*  
*Scoring Interpretation*

<b>Score</b>	<b>Category</b>
80-100	Very high
60-79	High
40-59	Modest
20-39	Low
00-39	Very low

(Moedjito, 2016)

#### 4. Techniques of Collecting Data

##### a) Pre-test

Before teaching process, the present researcher gave pre-test for the students to know the students basic knowledge in speaking.

##### b) Treatment

The present researcher treat the students by applying Describe and Draw Technique in teaching speaking ability. Treatment will be done in twice for one month.

##### c) Post-test

After giving the treatment, the present researcher gave post-test to the class investigated. This was done to know the effectiveness of describe and draw technique in teaching speaking ability.

## **E. Data Analysis**

### 1. Descriptive Statistics

In this study, the present researcher used the descriptive statistics to analyze the data. The present researcher finds the mean score (M) and standard deviation (SD) of students' score. To get mean score of pre-test and post-test, the present researcher has used SPSS 22 for windows.

## 2. Statistics Required for Testing Hypothesis

There are two statistics required for testing hypothesis; those were normal distribution test and homogeneity test which both statistics were analyze by using SPSS 22 for windows.

### a. Normality Testing

Normality testing was used to know whether or not the data has normal distribution. To know the data was normal or not. Moreover, the data was said to be normal if the values of the significance is higher then  $(p) = .05$ . based on the result One-Sample Shapiro-Wilk, all of the values of Shapiro-Wilk in pre-test and post-test were higher than the values of the significant  $(p) = .05$ . The value Shapiro-Wilk in pre-test was .117 while the value of significance in post-test was .084. it implied tht the data was normal.

### b. Homogeneity Testing

Homogeneity was conducted to know whether the obtained data of the sample was homogenous or not. Moreover, the data was said to be homogenous if the values of the level significant is greater than  $p = .05$ . Based on the calculation of One-Way ANOVA, the significant values in pre-test was .963 in post-test was .821. it means that the data was homogenous.

## 3. Testing Hypothesis

The result of data can be shown after the present researcher compares the result of pre-test and post-test. Furthermore, to analyze the hypothesis

testing which is aimed to know whether the null hypothesis was accepted or not, the present researcher used Paired-Samples T-Test using SPSS 22 for windows.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result**

##### 1. Descriptive statistics

In this section, the present researcher found the description about the teaching speaking on the eleventh graders of *MA NW Suralaga*, the present researcher conducting pre-test, treatment, and post-test from 28 students, Describe and Draw as the technique in teaching speaking. In collecting the data the present researcher used oral test as the instrument. Before being taught using describe and draw technique, the present researcher gave the pre-test. After conducting pre-test, the treatment was performed in twice meetings. At the end of the research, the present researcher gave post-test to know the achievement of students, after the treatment was given. To find out the mean and the standard deviation of each pre-test and post-test, the results of pre-test and post-test were computed using SPSS Statistics 22 for Windows. Based on the result of the calculation, the present researcher found that there was difference of students' teaching speaking before and after having been taught by using Describe and Draw tTechnique. It was shown that the standard deviation of pre test was 3.29 and post test 4.55 (see appendix 07). In addition, the mean score of pre-test was 48.50 while in post-test was 73.64 (see appendix 07). The mean scores of post-test was higher than the mean scores of pre-test, it intended that the Describe and Draw Technique had an effect in teaching Vocabulary.

## **B. Discussion**

The goal of this study were to find out the effectiveness in Describe and Draw Technique in comprehending speaking ability in descriptive text for the eleventh graders of *MA NW Suralaga* in the school year 2017-2018 and how is the effectiveness in Describe and Draw Technique in comprehending speaking ability in descriptive text for the eleventh graders of *MA NW Suralaga* in the school year 2017-2018.

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.

In this case, during Describe and Draw Technique instruction activities. The teacher give examples of describing picture on the paper as like house, tree, thing and explained them what will the student A and B did. After they understand it, the teacher then gives instructing to them to speak in front of the class with his or her partner to present the result of his or her understanding of the descriptive text that has been given. When presentation they will directly mentioned the picture with his or her finger gesture to describe thing on the picture. In this case the students so confident when describing the things with his or her gesture and they look so enjoy and smile when he or she describe that things. It is believed that Describe and Draw Technique is effective in joining teaching and learning process in *MA NW Suralaga* students.



The result of this research supported to a research about the effectiveness of Teaching Speaking Using Describe and Draw Technique which was conducted by Feri Huda (2015). This research is to find out the technique of teacher in teaching speaking using Describe and Draw Technique, to know the ability of the students in speaking, to identify the problem faced by the teacher and the students in teaching learning process of speaking using Describe and Draw Technique, and to suggest some possible solutions of the problems. The model of this research was similar with his research that was used Describe and Draw Technique as the technique in teaching students' speaking ability and the data were analyzed by using statistics. Describe and Draw Technique is a technique which recommended to apply in teaching English especially in speaking skill. In this case the language teacher can obtain the benefit from this in educating more active students' in order to be better communicators, and also always give the students' motivations and encouragement for making students' happy, interested to study more better than before which support by creative teacher, That is the way to be a professional teacher. Describe and Draw Technique is to assist the students in building confidence in doing instructional speaking skill in their classroom.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Referring to the result of the research, the researcher got some conclusion as follow:

1. The mean score of pre-test was lower than pos-test. It means that Describe and Draw Technique was effective in teaching speaking.
2. Describe and Draw Technique was significantly effective in teaching speaking ability. It can be seen fro, the result of paired-samples t-test where the sig. 2 tailed was lower than 0.05.

#### **B. Suggestion**

The succes in teaching does not depend on the lesson program only, but more important is how the teacher present the lesson and uses various approaches to manage the class more livy and enjoyable. Regarding to the teaching speaking by using communicative approach, the present researcher provides some suggestion for the teacher and students as follow:

For the teacher:

1. The teacher should choose the materials that are appropriate and not too difficult for the students.
2. Before assigning Describe and Dra Technique to the students, the teacher should make sure that the students have fully understood and have the information they need.

3. The teacher should present the language in an enjoyable, relaxed and understandable way.

For the students:

1. The students are hoped not to be shy in acting out their communication.
2. The students are hoped to be active and creative in enriching their vocabularies.
3. The students are hoped to speak english when they practice communication activities although it is hard for them
4. The students should ask to the teacher if there is something that they do not understand regarding to the communication activities.

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Appendix 01

SYLLABUS

School : MA NW SURALAGA  
 schedule : English  
 class / semester : XI / 2

Competency standards	Basic competencies	Learning materials	Cultural Values & Character Nations	Learning Activities	Indicators of Competence Achievement	Assessment	Time	Learning Resources
Listen 7. Understanding the meaning of formal and sustained transactional and interpersonal conversations (sustained) in the context of everyday life	7.1 Responding to meaning in an official and sustained interpersonal (to get things done) and interpersonal (social) conversation using accurate, fluent and acceptable speech verbs in the context of everyday life and engaging in speech acts: expressing attitudes toward something, expressing feelings of love, and express feelings of sadness	• <i>Responding to expressions of congratulating and complimenting</i>	• Religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring environment, social care, responsibility	<ul style="list-style-type: none"> <li>• Conduct literature studies to identify various expressions of attitudes and feelings and responses in groups.</li> <li>• Listening to classical interpersonal / transactional conversations through tape</li> <li>• Discuss speech acts used and responses in conversations that are heard in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Identify relationships among speakers</li> <li>• Identify the meaning of speech acts toward something</li> <li>• Responding to speech acts expressing an attitude toward something</li> <li>• Identify the meaning of speech acts expressing feelings of sadness</li> <li>• Responding to speech acts expressed feelings of sadness</li> <li>• Identify the meaning of speech acts expressing feelings of love</li> <li>• Responding to speech acts expressing feelings of love</li> <li>• Identify the context of the situation</li> </ul>	Written  (PG and Description)  Quiz  Exercise	1 x 45	Developing English Competencies for Grade XII Senior High School (SMA/MA) LKS Karisma Kamus Tape/CD Player OHP/LCD Foto/ Poster Gambar Majalah Internet
	7.2 Responding to meaning in formal and sustained conversation of transactions (to get things done) and interpersonal (social) affairs using oral language verbs accurately, fluently and acceptable in the context of everyday life and engaging in speech acts: expressing feelings of	• <i>Responding to descriptive texts</i>	• Religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly, love	<ul style="list-style-type: none"> <li>• Conduct literature studies to identify various expressions of feelings and responses in groups.</li> <li>• Listening to classical interpersonal / transactional conversations through tape</li> <li>• Discuss speech acts used and responses in conversations that are heard in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the meaning of speech acts expressing feelings of shame</li> <li>• Responding to speech acts expressing feelings of shame</li> <li>• Identify the meaning of speech acts expressing feelings of anger</li> <li>• Responding to speech acts expressing angry feelings</li> <li>• Identify the meaning of speech acts expressing feelings of annoyance</li> <li>• Responding to speech acts</li> </ul>	Written  (PG and Description)	2 x 45	Developing English Competencies for Grade XII Senior High School (SMA/MA) LKS Karisma Kamus Tape OHP/LCD Foto/ Poster

Competency standards	Basic competencies	Learning materials	Cultural Values & Character Nations	Learning Activities	Indicators of Competence Achievement	Assessment	Time	Learning Resources
	shame, express feelings of anger, and express feelings of annoyance		peace, love reading, caring environment, social care, responsibility		expressed irritation	Quiz  Exercise		Gambar Majalah Internet
8. Understanding the meaning of the text in the form of descriptive, narrative, spoof and hortatory exposition in the context of everyday life	8.1 Responding to meaning in short formal and unofficial functional text that uses verbal tongues accurately, fluently and acceptable in the context of everyday life	<ul style="list-style-type: none"> <li>• <b>Responding to expressions of congratulating and complimenting</b></li> <li>• <b>Responding to descriptive texts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring environment, social care, responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to an oral announcement</li> <li>• Discuss the contents of the text heard in pairs.</li> <li>• Discuss the form of spoken language based on the group's heard texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify certain information of the text being heard</li> </ul>	Written  (PG and Description)  Quiz  Exercise	1 x 45	Developing English Competencies for Grade XII Senior High School (SMA/MA) LKS Karisma Kamus Tape OHP/LCD Foto/ Poster Gambar Majalah Internet
	8.2 Expressing meaning in text is descriptive, narrative, spoof and hortatory exposition in the context of everyday life	<ul style="list-style-type: none"> <li>• <b>Responding to expressions of congratulating and complimenting</b></li> <li>• <b>Responding to narrative texts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to a descriptive text.</li> <li>• Discuss the contents of the text heard in pairs.</li> <li>• Conduct case building based on pro and con groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify figures that is heard</li> <li>• Identify descriptive text</li> <li>• Identify descriptive text sentences</li> </ul>	Written  (PG and Description)  Quiz	2 x 45	Developing English Competencies for Grade XII Senior High School (SMA/MA) LKS Karisma Kamus Tape OHP/LCD Foto/ Poster Gambar Majalah Internet

Competency standards	Basic competencies	Learning materials	Cultural Values & Character Nations	Learning Activities	Indicators of Competence Achievement	Assessment	Time	Learning Resources
			environment, social care, responsibility			Exercise		
Speaking 9. Express the meaning in the text of official transactional and interpersonal conversations and sustained in the context of everyday life	9.1 Revealing the meaning of formal, sustained conversations with formal, sustained speech oral language conversations in the context of everyday life and engaging in speech acts: expressing an attitude toward something , expressing feelings of love, and expressing feelings of sadness	• <b><i>Congratulating and complimenting</i></b>	• Religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring environment, social care, responsibility	• Play roles in groups	<ul style="list-style-type: none"> <li>• Using speech acts expressing an attitude toward something</li> <li>• Responding to speech acts expressing an attitude toward something</li> <li>• Using speech acts expressing feelings of love</li> <li>• Responding to speech acts expressing feelings of love</li> <li>• Using speech acts expressing feelings of sadness</li> <li>• Responding to speech acts expressing an attitude toward something, expressing feelings of love, and expressing feelings of sadness</li> </ul>	Performans	2 x 45	Developing English Competencies for Grade XII Senior High School (SMA/MA) LKS Karisma Kamus Tape OHP/LCD Foto/ Poster Gambar Majalah Internet
	9.2 Revealing the meaning of formal and sustained conversations in formal, sustained conversations (interpersonal) and interpersonal conversations that use the spoken language range accurately, fluently and acceptable in the context of everyday life and involve speech acts: expressing feelings of shame, expressed feelings of anger, and expressed feelings of annoyance	• <b><i>Performing a monologue of a descriptive text</i></b>	• Religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring environment, social care,	• Play roles in groups	<ul style="list-style-type: none"> <li>• Using speech acts expressing feelings of shame Responding to speech acts expressed feelings of shame</li> <li>• Using speech acts expressing anger</li> <li>• Responding to speech acts expressing feelings of shame, expressing feelings of anger, and expressing feelings of annoyance.</li> </ul>	Written  (PG and Description)  Exercise	1 x 45	Developing English Competencies for Grade XII Senior High School (SMA/MA) LKS Karisma Kamus Tape OHP/LCD Foto/ Poster Gambar Majalah Internet



Competency standards	Basic competencies	Learning materials	Cultural Values & Character Nations	Learning Activities	Indicators of Competence Achievement	Assessment	Time	Learning Resources
			responsibility			Quiz		
10 Expressing meaning in text is descriptive, narrative, spoof and hortatory exposition in the context of everyday life	10.1 Revealing the meaning of formal and unofficial short functional text by using the oral variety accurately, fluently and acceptable in the context of everyday life.	<ul style="list-style-type: none"> <li>• <i>Congratulating and complimenting</i></li> <li>• <i>Performing a monologue of a descriptive text</i></li> </ul>	<ul style="list-style-type: none"> <li>• Religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring environment, social care, responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an oral announcement in turn</li> </ul>	<ul style="list-style-type: none"> <li>• Use spoken language in delivering description text</li> </ul>	Exercise performance	2 x 45	Developing English Competencies for Grade XII Senior High School (SMA/MA) LKS Karisma Kamus Tape OHP/LCD Foto/ Poster Gambar Majalah Internet
	10.2 Expressing meaning in text is descriptive, narrative, spoof and hortatory exposition in the context of everyday life	<ul style="list-style-type: none"> <li>• <i>Congratulating and complimenting</i></li> <li>• <i>Performing a monologue of a descriptive text</i></li> </ul>	<ul style="list-style-type: none"> <li>• Religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring environment, social care, responsibility</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Debate</li> <li>• in groups</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting a descriptive-shaped monologue</li> <li>• Use "should" capital to make suggestions</li> </ul>	Exercise  Performans	2 x 45	Developing English Competencies for Grade XII Senior High School (SMA/MA) LKS Karisma Kamus Tape OHP/LCD Foto/ Poster Gambar Majalah Internet
Read 11 Express the	11.1 Responding to the meaning in the description text,	<ul style="list-style-type: none"> <li>• <i>Identifying meanings</i></li> </ul>	<ul style="list-style-type: none"> <li>• Religious, honest, tolerant,</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the contents of the text read in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading aloud is meaningful written discourse discussed with</li> </ul>	Performans	1 x 45	Developing English Competencies

Competency standards	Basic competencies	Learning materials	Cultural Values & Character Nations	Learning Activities	Indicators of Competence Achievement	Assessment	Time	Learning Resources
meaning in the text in the form of descriptive, narrative, spoof and hortatory exposition in the context of everyday life and to access science	fluent and acceptable in the context of everyday life and to access science	<i>and information in a descriptive text</i>	disciplined, hard work, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring environment, social care, responsibility.	<ul style="list-style-type: none"> <li>Discuss the grammatical features used in the text read in groups.</li> </ul>	correct speech and intonation	<p>Written (PG dan Uraian)</p> <p>Quiz</p> <p>Exercise</p>		for Grade XII Senior High School (SMA/MA) LKS Karisma Kamus Tape OHP/LCD Foto/ Poster Gambar Majalah Internet
	11.2 Expressing meaning in text is descriptive, narrative, spoof and hortatory exposition in the context of everyday life	<ul style="list-style-type: none"> <li><i>Reading descriptive texts</i></li> </ul>	<ul style="list-style-type: none"> <li>Religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring environment, social care, responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud meaningful text exposition individually</li> <li>Discuss various aspects of text such as content, text structure, in groups.</li> <li>Practice using sentences that match reality</li> </ul>	<ul style="list-style-type: none"> <li>Identify the meaning of the image in the text being read</li> <li>Identify the given image</li> <li>Identify the rhetorical steps of the text</li> <li>Identify the purpose of the text being read</li> </ul>	<p>Performans</p> <p>Written (PG dan Uraian)</p> <p>Exercise</p> <p>Quiz</p>	2 x 45	Developing English Competencies for Grade XII Senior High School (SMA/MA) LKS Karisma Kamus Tape OHP/LCD Foto/ Poster Gambar Majalah Internet
Write 12 Expressing meaning in descriptive, narrative, spoof and	12.1 Revealing the meaning of writing using the variety of written language accurately, fluently and acceptable in the context of	<ul style="list-style-type: none"> <li><i>Developing a paragraph of a descriptive text based on the pictures</i></li> </ul>	<ul style="list-style-type: none"> <li>Religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, spirit of</li> </ul>	<ul style="list-style-type: none"> <li>Confidence (perseverance, optimism).</li> <li>Work-oriented (motivated, persistent / steadfast, determined, energetic).</li> </ul>	<ul style="list-style-type: none"> <li>Write paragraphs according to the given picture</li> <li>Use grammar, vocabulary, punctuation, spelling, and accurate grammar</li> </ul>	Exercise	2 x 45	Developing English Competencies for Grade XII Senior High School (SMA/MA) LKS Karisma

Competency standards	Basic competencies	Learning materials	Cultural Values & Character Nations	Learning Activities	Indicators of Competence Achievement	Assessment	Time	Learning Resources
hortatory exposition texts in the context of everyday life.	everyday life.		nationality, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring environment, social care, responsibility.	<ul style="list-style-type: none"> <li>• Risk takers (like challenges, able to lead)</li> <li>• Orientation to the future (have perspective for the future)</li> </ul>	<ul style="list-style-type: none"> <li>• Generate descriptive text sentences</li> </ul>	Work method		Kamus Tape OHP/LCD Foto/ Poster Gambar Majalah Internet
	12.2 Expressing meaning in text is descriptive, narrative, spoof and hortatory exposition in the context of everyday life.	<ul style="list-style-type: none"> <li>• <b>Writing descriptive texts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Religious, honest, tolerant, disciplined, hard work, independent, democratic, curiosity, spirit of nationality, love of the homeland, appreciate achievement, friendly, love peace, love reading, caring environment, social care, responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidence (perseverance, optimism).</li> <li>• Work-oriented (motivated, persistent / steadfast, determined, energetic).</li> <li>• Risk takers (like challenges, able to lead)</li> <li>• Orientation to the future (have perspective for the future)</li> </ul>	<ul style="list-style-type: none"> <li>• Make sentence description sentences</li> <li>• Correcting peers</li> <li>• Use present tens sentences in writing</li> <li>• Use complex sentences in making a sentence</li> <li>• Generate text in the form of descriptive text</li> </ul>	<p>Exercise</p> <p>Work method</p>	<p>2 x 45</p> <p>2 x 45</p>	Developing English Competencies for Grade XII Senior High School (SMA/MA) LKS Karisma Kamus Tape OHP/LCD Foto/ Poster Gambar Majalah Internet

Mengetahui,  
Kepala Madrasah,

H. M. W A J D I, S.Ag

Suralaga, 07 januari 2017  
Guru Mapel Bahasa Inggris,

RAWAN HIBA, S.S



## Appendix 02

### LESSON PLANE

NO	Steps	Activities	Times
1	Pre-test	The researcher gave the pre-test to the students before doing the treatment, which aimed to know the basic knowledge about speaking.	April 12 <sup>nd</sup> 2018 (09.00)
2	Treatment 01	Before the researcher gave them the material to the students. The reseacher asked them to answer what kind of this picture name and asked them about Descriptive text. Next, the teacher explained the material to the students. Kinds of the material that researcher gave was such as; article (a, an, the), and a little grammar that suitable on the picture what the researcher would gave to students in post-test. the researcher also gave them chance to asked something that they did not understand yet.	April 19 <sup>th</sup> 2018 (09.00)
	Treatment 02	The researcher explained what the technique is and how to applied the technique to the students. The researcher asked two students to come forward to gave an example to their friends. In order to the other students can understand. the researcher also gave them chance to asked something that they did not understand yet.	July 26 <sup>th</sup> 2018 (09.00)
3	Post-test	The researcher instucted the students to do Describe and Draw Technique. Finally the researcher successfully finished conducting the research.	May 03 <sup>td</sup> 2018 (09.00)



**Appendix 03**

The Blue Print of Research Instrument

Core competence	Basic competence	Material	Indicator	Item		
				Form	Aspect	Scoring
Arranging the descriptive text, spoken and written, simple of people, animals and thing with pay attention to the social function, text structure, and element of language form, corectly appropriate of context.	Understanding social function, structure, and element of language from simple descriptive text, stating about people, animals, and things. In simple form. Appropriate in usage of context	Express the descriptive text or matters realting to people, animals, things and object.	A. Indicators 1. Students are able to understand the topic 2. Students are able to use descriptive text appropriately 3. Students are able to give information in spoken language	Spoken test (Oral Test)	1. Fluency 2. Grammar 3. Vocabulary 4. Pronunciation 5. comprehension	The scoring adapted from Moedjito



## Appendix 04

Instruction :

1. Make students work in group or individually.
2. Pointed two students to come forward :
  - In group (one people in one group)
  - Individual (pointed two students)
3. Give the two students different picture (animal, human, things, place, etc).
4. Ask them to not see the pictures each other.
5. Ask student A to describe his or her picture about; animal, human, things, place, etc.
6. Ask student B to draw what student A said.

Example

Student A : there are two kinds of picture, the first one is cloud and a ball.

Student B : Okey.

Student A : the first one is cloud. There are 3 of clouds in the right side

Student B : the size are same?

Student A : yes, the size are same. And the clouds make triangel.

Student B : how about the ball?

Student A : okey, there are two kinds of ball here, the first ball is basket ball and the second one is foot ball. That ball are in the left side.

Student B : so, what is the motif of that balls?

Student A : basket ball have two wave line and makes circle. And foot ball have many wave line in anywhere. Look a like football as usual.

Student B : okey. I'm finish.

7. When the student A and B have done as much as they can, the original picture and the copy should be compare.

Example

Student A : Oh, you are drawing so nice.

Student B : really?, but the wave line of the football are wrong.

8. Ask student B to do same like student A

Appendix 05

The Student' Speaking Score of Pre-Test

<b>NO</b>	<b>Students</b>	<b>Fluency</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Pronunciation</b>	<b>Comprehension</b>	<b>Raw Score</b>	<b>Final Score</b>
1	M	4	3	4	3	3	17	68
2	HH	4	3	4	3	3	17	68
3	RAP	4	3	4	3	3	17	68
4	IR	3	2	4	3	3	15	60
5	NMJ	3	2	3	3	3	14	56
6	MNH	1	3	3	2	3	12	48
7	MN	2	3	3	2	2	12	48
8	LDF	2	2	3	2	3	12	48
9	NI	2	2	2	2	3	11	44
10	MRM	2	2	3	2	2	11	44
11	JA	2	2	2	2	2	10	40
12	J	2	2	2	2	2	10	40
13	RA	2	2	2	2	2	10	40
14	AG	2	1	3	2	2	10	40
15	LN	2	1	2	2	2	9	36
16	N	1	1	2	2	3	9	36
17	NA	2	1	2	2	2	9	36
18	HS	1	2	2	2	2	9	36
19	R	2	2	2	1	2	9	36
20	ZA	2	2	2	1	2	9	36
21	LIH	2	1	2	1	3	9	36
22	RA	1	1	3	2	2	9	36

<b>23</b>	<b>TP</b>	2	1	3	1	2	9	36
<b>24</b>	<b>JH</b>	1	2	1	2	2	8	32
<b>25</b>	<b>SMR</b>	1	2	2	1	2	8	32
<b>26</b>	<b>LMF</b>	2	1	2	1	2	8	32
<b>27</b>	<b>FF</b>	1	1	3	1	2	8	32
<b>28</b>	<b>UC</b>	1	1	2	2	1	7	28
<b>TOTAL</b>							298	1192

Appendix 06

*The Student' Speaking Score of Post-Test*

<b>NO</b>	<b>Students</b>	<b>Fluency</b>	<b>Grammar</b>	<b>Vocabulary</b>	<b>Pronunciation</b>	<b>Comprehension</b>	<b>Raw Score</b>	<b>Final Score</b>
1	M	4	4	5	4	4	21	84
2	HH	4	4	4	3	3	18	72
3	IR	3	4	4	4	3	18	72
4	RAP	4	4	4	3	3	18	72
5	NMJ	3	2	3	4	3	15	60
6	NI	2	3	3	4	3	15	60
7	MNH	3	3	3	3	3	15	60
8	LDF	3	3	3	3	3	15	60
9	N	3	2	3	3	3	14	56
10	JA	2	2	3	3	3	13	52
11	LN	3	1	3	3	3	13	52
12	MN	3	3	3	2	2	13	52
13	R	3	2	3	3	2	13	52
14	ZA	2	2	3	3	3	13	52
15	J	3	2	2	3	2	12	48
16	MRM	2	2	3	3	2	12	48
17	LIH	2	1	3	3	3	12	48
18	LMF	2	1	3	3	3	12	48
19	HS	1	2	3	2	3	11	44
20	RA	2	2	2	3	2	11	44
21	UC	1	2	3	2	3	11	44
22	SMR	2	2	2	2	2	10	40

<b>23</b>	<b>RA</b>	1	2	3	2	2	10	40
<b>24</b>	<b>TP</b>	2	1	3	2	2	10	40
<b>25</b>	<b>FF</b>	1	2	3	2	2	10	40
<b>26</b>	<b>JH</b>	1	2	2	2	2	9	36
<b>27</b>	<b>NA</b>	2	1	2	2	2	9	36
<b>28</b>	<b>AG</b>	2	1	2	2	2	9	36
<b>TOTAL</b>							362	1448

## Appendix 07

### Descriptive Statistics

	N	Mean	Std. Deviation
Pretest	28	48.50	3.294
Posttest	28	73.64	4.556
Valid N (listwise)	28		

## Appendix 08

Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.131	28	.200 <sup>*</sup>	.941	28	.117
Posttest	.131	28	.200 <sup>*</sup>	.935	28	.084

a. Lilliefors Significance Correction

\*. This is a lower bound of the true significance.

## Appendix 09

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pretest	.002	1	26	.963
Posttest	.052	1	26	.821



## Appendix 10

### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	20.286	.713	.135	20.009	20.562	150.614	27	.000