IMPROVING STUDENTS' SPEAKING ABILITY USING DESCRIBING PICTURE OF THE SECOND GRADE OF SMA NEGERI LAENMANEN

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Abstract

This study was designed due to a consideration that English speaking is a difficult subject to be mastered by young learners and using a right teaching strategy is important to improve their English speaking skill. The study explored the effect of using describing picture strategy on the students" improvement of English speaking at the second grade students of SMA Negeri Laenmanen and found out the students" problem in learning speaking using describing picture. The study was conducted at SMA Negeri Laenmanen involving 9 students in second grade (class XII). Using quantitative data, the study collected the data through cycle I, cycle II, and questionnaire. The result in this research was indicated that there was improvement of the students' speaking skill. It was indicated by the students' mean score of cycle I (26, 22). Scoring the students vocabulary, fluency, pronunciation and comprehension and in classification six students got poor and three students got very poor. Then in percentage there were six students got poor 67.00% and tree students got very poor 33.00%.Was greater than cycleII (42, 77), in classification seven students got very good score and two students god good score, then in percentage there were seven students god very good score 70.00% and two students got good score 30.00%.This means that the use of describing picture strategy improves students" English speaking skill. In addition, based on the students' responses in questionnaire, they considered that describing picture is an effective and suitable strategy in teaching English speaking skill. This finding conform the previous research finding that describing picture can help students to improve students' English speaking skill.

Keywords: *describing picture, students' speaking skill*

A.INTRODUCTION

Speaking skill is an act of talking, it is defined as a skill which allows us to communicate effectively. This skill gives us the ability to convey information verbally and in a way that the listener can understand. Improving students 'speaking skill can be done through some teaching strategies, such as, cooperative activities, role play, creative task, drilling, and describing pictures. There are many definitions of speaking have been proposed by some experts. Speaking is productive language skill (Siahaan, 2008:95). It means that speaking is a person's skill to produce sounds that exists at the meaning and be understood by other people, So that able to create of good communication. Furthermore, speaking is the use of language communicate with other (Fulcher, 2003:23), speakers of English have to be able to speak in different genres and situation (Harmer, 2007). Brown (2004) defines speaking as productive skill that can be directly and observed empirically.

Rahmi Aulia Nurdini, (2018) entitle*; The use of picture to improve student's English speaking skill.* In his research She said that this research show that using picture is one of an excellent way to create an exciting learning process, so the students can understand the lesson

more efficiently and can be more enthusiastic to speak English to others. The use of pictures has enabled students to practice speaking English regularly even outside the class, to memorize the material better and to improve their English speaking skills. To investigate the use of pictures to teach English speaking or conversation interestingly and more efficiently. This study found that teaching English speaking or conversation for students using picture media is an excellent way to improve their ability in speaking English as well as to trigger the students' motivation. Students do not feel bored and enjoy as long as learning English in the classroom. This situation is different when a teacher does not use any media for teaching. Kamlasi (2019) noted that the students still make errors on linguistic category on spoken English. Thus, English is still difficult for students. For the next researchers, hopefully, this can be used as references to develop research dealing with the method enhancement for teaching speaking skills to analyze the theory deeper and further.

Arum Styarini, (2017) entitle*; Improving Speaking Skills through Pictures for Grade VIII Students of SMPN 2 Tempel*. In his research She said that this research applied time triangulation and investigator triangulation. The actions implemented in this research were using pictures in the teaching and learning process of speaking, implementing picture-based activities, giving feedback to students' performances, accustoming students to open the dictionary, and some other activities (actions). The research showed that the use of pictures in the teaching and learning process of speaking was believed to be effective to improve the students' speaking skills. The research also showed that the improvement on the teaching and learning process affected the improvement on the students' speaking skills. The first data were quantitative data in the form of the students' speaking scores from Pre-test and Post-test; they were analyzed by comparing the means of each test to find out the improvement of the students' achievement in speaking. The improvement of the students' speaking ability can be identified from the improvement in speaking achievement; the students' ability in making a dialogue and monologue with correct grammar and organization; the students' ability in expressing their ideas using appropriate vocabulary; and increase in their fluency, pronunciation and accuracy.

Puguh Karsono, (2013) entitle; *using pictures in improving the speaking ability of the grade eight-A students of SMP Negeri 1 Anggana.* In his research She said that The researcher commonly did remedial program almost for every single mate rial to upgrade the students' scores so that they will be able to pass through the floating score determined. The research showed that the implementation of using picture media could give an improvement on students' speaking ability and students' participation. The research Included preliminary study prior to analyzing and identifying the problem, followed by planning, acting, observing, and reflecting. To observe the data of students' mastery in speaking, the researcher obtains from students' scores of speaking test that was given for every single cycle. The cycle would be stopped in condition the students have achieved the criteria of this study. In so doing, the researcher compares the result of data analysis with the criteria of this study. If all criteria have been achieved, the action is stop but if it is not, the research is continued to the next cycle by improving and revising the plan. The researcher told the students whether they had to improve their speaking skill to solve their problem of that inadequacy of speaking competence. In order to avoid inappropriateness of students' phenomena in learning speaking in the class, the researcher was helped by a collaborator to observe the teacher performance

as well the students' activities. In so doing, the collaborator is facilitated with sheets of observation for students and teachers.

B. METHODS

In this research the researcher uses quantitative data. The objectives of this study is to know how describing pictures improve the students' English speaking ability and finding out the students' problem in learning speaking using describing picture. Instrument is a tool used for obtaining the data needed. To gather the data, the researcher used test to describe the picture and it done in front of the class and the researcher made a video. Therefore, the researcher prepare one picture for each student and prepare 25 questions of questionnaire. The data collection to obtain data needed, the researcher used classroom action research follows the stages of research in which the improving of the action consist of several cycles. Each cycle consists of the stages of planning, action, observing and reflecting. The data analysis is as mentioned earlier, this research is a quantitative data to improve the problem of students' speaking ability. Therefore, the researcher applied the following steps is scoring classification, finding out the mean score, calculating the percentage and made recording. Classroom action research is an action research conducted by teachers in the classroom. Classroom action research is a research aimed to improve the quality of learning practice that focus on improving student' speaking using picture in the class. Besides that, classroom action research is one of strategies for solving problem which use real action and develop capabilities to detect and solve the problem. This research would conducted in two cycles to solve the problems found in the speaking process. In the first and second cycle, it consists of four phases, namely planning, action, observation, and reflection. If the first cycle is done and is not successful it will be repeated in the second cycle to correct the short coming and weaknesses in the first cycle of learning so as to increase student speaking. According to Suharsimi Arikunto (2008:16),classroom action research model outlines four stages which are common to known, namely; planning, Action, observation, reflection. Classroom action is a method of finding out what the best way in the classroom. So that, we can improve students ability in learning process. This aim of classroom action research is to improve the teachers' teaching their own classroom or school. While there is no requirement that the findings be generalized to other situation, the results can add to knowledge base.

C. RESULT AND DISCUSSION

This research is a quantitative research using classroom action research. The aim is to find out the result of speaking English language of the second grade students of SMA Negeri Laenmanen by using describing picture. The research method is used to help the students in improving their speaking skill. This research will be conducted in two cycles to solve problems found in the speaking skill. In the first cycle and the second cycle which consist of four stages, namely planning, action, observation, and reflection. If the first cycle is done and it doesn't work, it will be repeated in the cycle two to correct the deficiencies and weakness of learning in cycle I so that it can improve student speaking skill. The following results are described as follows:

1. The Students' Score incycle I

The researcher gave one picture to the students as the first test to know the students speaking skill. Every students describe the picture in front of the class then the researcher recorded the student's answers. After giving the test to the students, the researcher found out the result of the students' speaking skill based on criteria of speaking skill which are accuracy, fluency, content and pronunciation before giving treatment. The result was shown in the following table:

TABLE 1

THE STUDENTS' SCORE IN CYCLE I

No.	Initial students	Vocabulary	Fluency	Pronunciation	Comprehension	Total (X1)
1	AN	3	3	3	2	11
2	DD	2	2	3	3	10
3	IS	4	3	3	3	13
4	MT	2	2	2	2	8
5	MG	3	3	3	3	12
6	NT	4	4	3	3	14
7	NR	2	2	2	2	8
8	NW	2	3	3	2	10
9	UP	2	2	2	2	8
			$\frac{\sum x}{N}$			10,44

After knowing the students' score in cycle I based on the criteria on speaking skill which are vocabulary, fluency, pronunciation and comprehension. The following table below is to know students speaking score in cycle I:

TABLE 2
THE STUDENTS' SPEAKING SCORE IN CYCLE I

No.	Name	Cycle I of Students (X_1)			
		Max Score	Total Score (X_1)	$(X_1)^2$	Classification
1	AN	40	28	784	Poor
2	DD	40	25	625	Poor
3	IS	40	33	1089	Poor
4	MT	40	20	400	Verry poor
5	MG	40	30	900	Poor
6	NT	40	35	1225	Poor
7	NR	40	20	400	Verry poor
8	NW	40	25	625	Poor
9	UP	40	20	400	Verry poor
Total			236	6448	

Based on the table above about students' speaking skill in cycle I we can know the frequency of the classification score by looking at the following table:

TABLE 3
THE RATE PERCENTAGE OF THE FREQUENCY OF THE CYCLE I

No.	Classification	Score	Frequency of cycle I	Percentage of Cycle I
1	Verry Good	4	0	0%
2	Good	3	0	0%
3	Fair	2	0	0%
4	Poor	1	6	67.00%
5	Verry Poor	0	3	33.00%
Total			9	100%

As the illustrated in the table above, the average score of students' prior speaking skill before using the picture. There were six students got poor score and three got very poor score. So the mean score of students in cycle I described below:

$$X = \frac{236}{9}$$
X=26, 22

Thus, the mean score (x1) of cycle I is 26.22

Based on the result of the cycle I, the data showed that the average score of the cycle Iis 26.22. From that analyzing, it had shown all of the students' skill in speaking still was very low because the students only got poor and very poor score. The total score in cycle I was low. They generally have low score in comprehension that they spoke ungrammatically with very limited speaking vocabularies as well as in fluency since they spoke unnaturally with manypauses.

2. Implementation Of Classroom Action Research (CAR)

1) CYCLE I

a. Reflection

After collecting the data, the researcher analysed the data of techng learning proccess in the classroom. In this part, the researcher sad that the teacher had still difficult to improve their speaking skill because the teacher still used method translation and memorize of words. In this part the students still confuse in speaking skill using describing picture. So, the researcher had to still reflect the improper implementation of using describing picture.Here, the researcher found the problem from result of field notes of teaching learning process. First, the teacher still had difficulties in managing the classroom through describing picture. In this part the researcher did to walk around the class to check students" equipment and asked them to be ready to learn. Second, the material was too longer to be understood. To solve this problem, the researcher would explains the material by using describing picture in the classroom it is that the students were interested and enthusiastic in learning speaking English using describing picture. In this case, teaching learning process wwould be fun as it's the principle of describing picture.

Based on the reflecting above, this cycle must be continuing in the next cycle. It must be more efforts in reinforcing students" improvement in speaking skill through describing picture. This effort was done in the next lesson plan of cycle 2.

b. Planning

Planning was the arrangement for doing something. In planning, it was considered everything that was related to the action that would be done and it was also prepared everything that needed in teaching and learning process. There were activities in planning. They were:

1. The researcher prepare the quesionnare that give to the sudents' to know their capacity in improving English speaking skill through describing picture.
2. The researcher prepared the lesson plan
3. The researcher prepared the material that explained to the students based on the material that given to them.

c. Action

The first cycle was conducted on Tuesday, January 19th 2022 .It had been done during 1 week in one cycle which consisted of one meeting.

1) First meeting

The this meeting in the cycle I was conducted on wednesday, January 20th 2022. Iit was followed by 10 students. The researcher began the class by greeting, pray, chech the students' attendance and explain the materials about describing pivture based on lesson plan. After that the researcher gave one example about describing picture in front of the

class and the students were asked to described picture in front of the class. The researcher involved the studenyts to learn aboutimproving student's speaking ability by using describing picture**.**

The researcher explained to help the students to do the describing picture. They have 30 minutes to finished their task. After all of students finished thei work, the researcher invited the students to described after that they put their work on the table in front of the class and then the end of the lesson, the researche reviewed the material and gave the chanced to the students to asked some question that related to the material.

d. Observation

In this part, the researcher observed the class during the teaching learning proccess. The observaton was done in order to know the teching and learning activities, the students participant and the students response during the   teaching and learning process. The researcher used attendance list in observing the class.

TABLE 4
THE STUDENTS' SCORE IN CYCLE II

No.	Name	Vocabulary	Fluency	Pronunciation	Comprehension	Total (X1)
1	AN	5	5	4	3	17
2	DD	5	4	4	4	17
3	IS	5	5	5	4	19
4	MT	3	4	4	5	16
5	MG	4	5	5	4	18
6	NT	6	5	4	5	20
7	NR	4	5	3	3	15
8	NW	4	4	4	3	15
9	UP	4	5	4	3	16
Total				$X=\frac{\sum x}{N}$		=17

After knowing the students' score in cycle II based on the criteria on speaking skill which are vocabulary, fluency, pronunciation and comprehension. The following table below is to know students speaking score in cycle II on Cycle II of Students (X_2)

TABLE 5
THE STUDENTS' SPEAKING SCORE

No.	Name	Cycle II of Students (X_2)			
		Max Score	Total Score (X_2)	$(X_2)^2$	Classification
1	AN	40	43	1849	Very good
2	DD	40	43	1849	Very good
3	IS	40	48	2304	Very good
4	MT	40	40	160	Very good
5	MG	40	45	2025	Very good
6	NT	40	50	2500	Very good
7	NR	40	38	1444	Good
8	NW	40	38	1444	Good
9	UP	40	40	160	Very good
Total	$X = \frac{\sum x}{N}$		385	13,753	

Based on the table above about students' speaking skill in cycle II we can know the frequency of the classification score by looking at the following table:

TABLE 6
THE RATE PERCENTAGE OF THE FREQUENCY

No.	Classification	Score	Frequency of cycle II	Percentage of cycle II
1	Verry Good	4	7	70%
2	Good	3	2	30%
3	Fair	2	0	0%
4	Poor	1	0	0%
5	Verry poor	0	0	0%
Total	$X = \frac{\sum x}{N}$			100%

The table above shows the result of students' improvement in speaking skill after applying treatment through the describing picture. There were seven students' got very good score and four students' got good score. It means that the students' speaking skill had improved through the power of describing picture. The total score in cycle II was385. It

proved that there was improving of students' score in cycle I although is not really significant between the result of the total score in cycle I and cycle II. In addition, the result of cycle II showed that no students had fail classification.In this case, the researcher analysed the data of students' score in cycle II to know whether there is or no a different of students' achievement before and after learning process in using the describing picture in speakingskill.

Mean score of the cycle II:

$$X=\frac{\Sigma x}{N}$$

$$X=\frac{385}{9}$$

$$X = 42, 77$$

Thus, the mean score (X_2) of cycle II is 42, 77. Based on the result of the cycle II. The data shows that the mean score of the cycle II was 42, 77. From that analysing, it could be seen that most of the students' speaking was fair score. Although it still was fair score in cycle II but there was improvement when compare with score in cycle I.
The following table showed the percentage of the frequency in cycle I and Cycle II

TABLE 8
THE RATE PERCENTAGE OF THE FREQUENCY OF THE CYCLE I AND CYCLE II

No	Classification	Score	Frequency		Percentage	
			Cycle I	Cycle II	Cycle I	Cycle II
1.	Very Good	4	0	7	0%	70%
2.	Good	3	0	2	0%	30%
3.	Fair	2	0	0	0%	0%
4.	Poor	1	6	0	67%	0%
5.	Very Poor	0	3	0	33%	0%
Total	$X=\frac{\Sigma x}{N}$		9	9	100%	100%

The data of the table above indicated that the rate percentage of the cycle I. Three students' got very poor score (33.00. %), and six students got poor score (67.00%), while the rate percentage of the cycle II, seven students very good score (70%) and 2 students got good score (30%). The percentage in cycle II that students got very good and good was higher than percentage in cycle I that got very poor and poor score. It showed that students were able to improve the students' speaking skill after treatment by using the describing picture.
This part presented the result of data analysis about the implementation of using the power of describing picture to improve the students' speaking skill at SMA Negeri Laenmanen.

3) Implementation of Classroom Action Research (CAR)

1. CYCLE II

a. Planning

Planning was the arrangement for doing something. In planning, it was considered everything that was related to the action that would be done and it was also prepared everything that needed in teaching and learning process. There were many activities in planning. They were:

1. The researcher prepare the quesionnare that give to the sudents' to know their improvement of speaking skill in using describing picture The researcher prepared the lesson plan.
2. The researcher prepared the material that explained to the students based on the material that given to them.

b. Action

In this part was accomplished during one week in one cycle which conssted of one meeting. The implementstion of this cycle was done as same as in the first cycle.

1) First meeting

The this meeting in the cycle II was conducted on Tuesday, January 22th 2022. Iit was followed by 9 students. The researcher began the class by greeting, pray, chech the students' attendance and explain the materials about short story based on lesson plan. After that the researcher gave one example abouth describing picture in front of the class and the students were asked to described the picture in front of the class. The researcher involved the students to learn about meaning of describing picture.The researcher explained to help the students to do the task of describing picture. They have 30 minutes to finished their task. After all of students finished their work of describing picture then asked them to described in front of the class,and then the researcher invited the students to put their work on the table in front of the class and the end of the lesson, the researche reviewed the material and gave the chanced to the students to asked some question that related to the material.

4) The Analysis of questionnaire

In order to get the real data of the students' perception toward the use of describing picture to improve students' English speaking skill. The writer distributed the questionnaire to 12 students. It consisted of 20 questions in a close form. As mentioned in chapter III, The writer used the following formula:

$$p = \frac{F}{N} \text{ X100\%}$$

Notes: P = Percentage   N = Number of sample

F= Frequency   100% = Constant of value

Furthermore, the result of questionnaire will be elaborated in the following table:

TABLE 9
ANALYSIS OF QUESTIONNAIRE

No	Statements	Strongly agree		Agree		Disagree		Strongly Disagree	
		F	P	F	P	F	P	F	P
1	Describing picture is a news that I know in learning English speaking skill	12	57.14%	6	28.57%	3	14.29%	0	0
2	Describing picture is appropriate with teaching English speaking	10	47.62%	10	47.62%	1	4.76%	0	0
3	The learning process became more interesting by using Describing picture strategy.	11	53.38%	9	42.86%	1	4.76%	0	0
4	I became more enthusiastic to speak English in learning English speaking by using describing picture.	6	28.57%	14	66.67%	1	4.76%	0	0
5	By using describing picture I became more motivated in learning speaking.	8	38.10%	12	57.14%	1	4.76%	0	0
6	By using describing picture, I became more confident	7	33.33%	11	52.38%	2	9.52%	1	4.76%
7	By using describing picture, I could express the idea easily.	6	28.57%	13	61.91%	1	4.76%	1	4.76%
8	After learning English speaking by using describing Picture, my English speaking skill was improved.	5	23.81%	12	57.14%	4	19.05%	0	0
9	Learning English speaking by using describing picture could improve my vocabulary mastery.	5	23.81%	15	71.43%	1	4.76%	0	0
10	After learning English speaking by using describing picture, my English pronunciation got better.	3	14.29%	18	85.71%	0	0	0	0
11	By using describing picture, my grammar in English speaking was better.	0	0	2	9.52%	16	76.19%	3	14.29%
12	Describing picture is a boring.	2	9.52%	5	23.81%	6	28.57%	8	38.10%

13	By using describing picture, English speaking became easier to be practiced.	3	14.29%	15	71.43%	1	4.76%	2	9.52%
14	I faced some difficulties in learning English speaking by using describing picture.	0	0	3	14.29%	14	66.67%	4	19.05
15	By using describing picture, the teacher could direct the learning instructions and express the materials Clearly.	7	33.33%	14	66.67%	0	0	0	0
16	By using describing picture, the atmosphere of the classroom became more comfortable.	8	38.10%	12	57.14%	1	4.76%	0	0
17	I could understand English easily by using describing picture.	0	0	1	4.76%	12	57.14%	8	38.10%
18	By using describing picture, I could speak English fluently.	2	9.52%	2	9.52%	13	61.91%	4	19.05%
19	The teacher had implemented describing picture well	11	52.38%	10	47.62%	0	0	0	0
20	By using describing picture, I could get many suggestions or opinion from my friends	8	38.10%	10	47.62%	2	9.52%	1	4.76%
21	I still could not speak English after the teacher used describing picture.	1	4.76%	5	23.81%	9	42.8 6%	6	28.57%
22	The assignments given in English speaking skill by using describing picture did not help me in mastering vocabulary in English	2	9.52%	4	19.05%	9	42.86%	6	28.57%
23	I could not concentrate in English speaking when the teacher used describing picture.	7	33.33%	5	23.81%	5	23.81%	4	19.05%
24	I like learning English speaking skill by using describing picture.	8	38.10%	11	52.38%	2	9.52%	0	0

25	After learning English speaking skill by using describing picture, I was motivated to learn English speaking skill in outside of the classroom.	5	23.81%	10	47.62%	5	23.81%	1	4.76%

Note:
F   : Frequency
P   : Percentage

Table 9 illustrates the percentage of each statement in the questionnaire. Overall, the students agree to the statements. There were five kinds of statement. First, the statements were about introduction of describing picture strategy. They were 1st and 2nd statements. In this statements, most of the participants strongly agree that describing picture is a new strategy which is appropriate with teaching English speaking skill. Second, they were about learning English speaking skill by   using describing picture; 3rd, 4th, 5th, 6th, 7th, 9th, 10th, 11th, 12th, 13th, 14th , 17th, 18th, 21st, 22nd, and 23rd statements . The strategy can motivate the students to learn English and it helps the teacher to make them interest and enjoy to learn especially speaking. A picture is one of the resources that can help the students to stimulate their interest and motivation (Wright, 1989). Therefore, most of the students agree that using describing picture improved their English speaking skill. Furthermore, all of the students also agree that the describing picture facilitated them to improve English vocabulary and pronunciation well, to express their ideas and to practice English speaking skill. In these statements, there were five statements in negative sentences; 12th, 14th 21st, 22nd, and 23rd statements. However, the participants disagree to the statements. The result showed that the students gave positive responses for the teaching describing picture based on the five statements. Third, the statements were about learning process. They were 15th, 19th, and 20th statements. Many participants agree to them. The teacher had implemented describing picture well. So that the teacher could direct the learning instructions and express the materials clearly and the students got feedback not only from the teacher but also from their friends.

Nevertheless, there were some problems gained in using describing picture to improve students'" English speaking skill. They were proved by the response of the respondent on the questionnaire. The problems were showed by 11th, 17th, 18th, and 23th statements. They were many students could not apply grammar correctly when they speak by using the. The students are difficult to understand English when their friends speak English using describing picture. They could not speak English fluently and concentrate in speaking English when the teacher used describing picture strategy. Fourth, the statement was about assignment which was 22nd statement. The participants disagree that the assignment given could not help them to master English vocabulary and speaking. It showed that the students" gave the positive response to this study. Fifth, Evaluation statements. They were 21st, 23rd, 24th, and 25th. Most of the participants agree that they could speak English after the teacher applied describing picture. Moreover, they liked learning English speaking

skill by using the describing picture and motivated to study English speaking skill in inside and outside of the classroom. They using describing picture strategy improved their English speaking skill and it is an effective and suitable describing picture in teaching English speaking skill.

Based on the analysis of the data, the writer would like to discuss there are two research questions in this study. The first research question is "What is the effect of using describing picture strategy on the students" improvement of English speaking at the second grade students of SMA Negeri Laenmanen.

To answer the research question, the writer conducted tests and gave questionnaire to the students. The writer taught English speaking skill by using describing picture strategy. The cycle I were given to the students before the treatment, while the cycle II were given after the students finished the treatment.

The result of cycle I and cycle II showed a significant difference as explained in the data analysis part. Based on the calculation, the mean score of cycle I was 26, 22 and the cycle II was 41, 55. The result of test showed that there was an effect of describing picture strategy at English speaking skill. The students" speaking skill improved after using the describing picture. It was proved by mean score cycle I was higher than cycle II.

The describing picture was effective strategy in improving students speaking skill because the picture media really help the students to improve their skill in speaking. By using the strategy, they were easy to perform speaking so that they could improve their fluency, content, pronunciation, and grammar.

In addition, to answer the second research question; "What are the students" problems in learning speaking using describing picture?" The researcher distributed set of questionnaire to the students in collecting the data to get the real data about their perceptions toward improving students" English speaking skill by using describing picture and to find out the problem faced by the students in learning the speaking skill using the describing picture.

The result of questionnaire showed that describing picture strategy motivated the students to learn English and it helps the teacher to make them interested in English speaking and enjoy to learn especially speaking. Moreover, the strategy facilitated the students to improve English vocabulary and pronunciation well, express their ideas and practice English speaking skill. Therefore, the describing picture has changed the situation of the learning become interesting and enhanced students" English speaking skill.

However, based on the result of questionnaire, there are some problems obtained in using describing picture strategy to improve students" English speaking skill. The problems were showed by 11th, 17th, 18th, and 23th statements. First, many students could not apply grammar correctly when they speak by using the strategy. Second, the students are difficult to understand English when their friends speak English using describing picture. Third, they could not speak English fluently. Fourth, the students could not concentrate in English speaking when the teacher used describing picture because the classroom situation became noisier than usual.

The improvement of students' speaking skill through using the using describing picture. The discussion of the result of the data analysis showed that used the describing picture was effective e to improve the students speaking skill. It proved that there was an improvement of students' speaking skill by using the describing picture.

D. CONCLUSION

Based on the results of research and discussion, it can be concluded that, the use of describing picture has succeeded in improving the learning outcomes of the second class students of SMA Negeri Laenmanen 2021/2022, through the describing picture. The use of describing picture improve students' English speaking skill. This can be understood by the mean score of cycle I is 26, 22 and cycle II is 41, 55. The score of cycle I and cycle II showed a significant difference. Furthermore, the effect of describing picture is not only obtained by the students' achievement, but it is also obtained by students' responses in questioner. The result showed that the students are interested in the describing picture. There are students' problems in learning speaking using describing picture. First, many students could not apply grammar correctly when they speak by using picture. Second, the students are difficult to understand English when their friends speak English using describing picture. Third, they could not speak English fluently. Fourth, the students could not concentrate in speaking English when the teacher use describing picture because the classroom situation become more noisy than usual.

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