Improving Students' Speaking Skill through The Use of Describe and Draw Technique

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ABSTRAK
Penelitian ini bertujuan untuk mengetahui peningkatan Keterampilan Berbicara menggunakan *Describe and Draw* pada Media Sosial untuk Siswa Kelas X DPIB 2 SMK 4 Semarang. Penelitian melakukan di Kelas X DPIB 2 SMK 4 Semarang dengan jumlah 36 siswa. Menggunakan Jenis penelitian tindakan kelas (PTK) secara kolaboratif. Menggunkakan teknik *Describe and Draw* dengan model pembelajaran *Project-based Learning*. Penelitian tindakan kelas terdiri dari pra siklus, siklus I, dan siklus II. Pada Tahapan setiap siklus yaitu perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Teknik pengumpulan data menggunakan instrumen tes dan non tes. Hasil penelitian menunjukkan dari proyek video yang dibuat siswa, sebanyak 28%, dinyatakan tuntas KKM pada pembelajaran pra siklus, kemudian pada siklus I ketuntasan meningkat menjadi pada siklus I dengan jumlah ketercapaian 55%, kemudian pada siklus II meningkat menjadi 78%, dengan kategori sangat baik dan memenuhi kriteria ketuntasan. Capaian rata-rata hasil belajar peserta didik pada pra siklus mencapai 59 pada siklus I meningkat menjadi 69, pada siklus II meningkat menjadi 83. Dapat disimpulkan bahwa *Describe and Draw* meningkatkan keterampilan berbicara siswa dalam materi describing place untuk siswa kelas X DPIB 2 SMK N 4 Semarang.

Kata kunci: keterampilan berbicara, deskripsi dan menggambar, sosial media, PjBL

ABSTRACT

This research aims to determine the improvement in Speaking Skills using the "Describe and Draw" method on social media for Class X DPIB 2 students of SMK 4 Semarang. The study was conducted in Class X DPIB 2 of SMK 4 Semarang with a total of 36 students. This research used a collaborative Classroom Action Research approach. It employed the Describe and Draw technique combined with the Project-based Learning model. The classroom action research consisted of pre-cycle, cycles I, and II. Each stage of the cycle includes planning, action implementation, observation, and reflection. Data collection techniques used both test and non-test instruments. The research results showed that from the video projects created by the students, 28% achieved the minimum mastery criteria in the pre-cycle learning phase. In cycle I, this mastery increased to 55%. By cycle II, it further rose to 78%, with an excellent rating and meeting the mastery criteria. The average achievement of student learning outcomes in the pre-cycle reached 59, increased to 69 in cycle I, and rose to 83 in cycle II. It can be concluded that "Describe and Draw" enhances students' speaking skills in describing places for Class X DPIB 2 students of SMK N 4 Semarang.

Keywords*: speaking skill, describe and draw, social media, PjBL*

1. INTRODUCTION

English is an important language to learn and has an influence on life. Apart from being one of the many languages in the world, it is a means of communication for someone to convey messages through speech or writing. English is also an important part of the learning material at school. English learning in schools is directed at improving students' ability to communicate in English, both orally and in writing (Göbel & Helmke, 2010; Harjali, 2012; Hartati, 2021). To make this happen, English lessons are programmed to develop

knowledge, positive attitudes towards English and language skills. The language skills in the curriculum consist of four aspects, namely listening skills, speaking skills, reading skills and writing skills (Ardiansyah & Djohar, 2012; Neriasari & Ismawati, 2018; Sidik et al., 2019).

One of the language skills that must be mastered by second or foreign language learners, which in this case is English, is speaking skills (Kurniasih et al., 2019; Rohman, 2018; Surjono & Susila, 2013; Susilo, 2016). A person who masters a language is intuitively able to speak that language. Through speaking, students can express their opinions, thoughts and feelings (Irawan & Surjono, 2018; Ningsih & Fatimah, 2020). In order to convey thoughts effectively, a speaker should understand the meaning of everything he wants to combine, he must be able to evaluate the effect of communication on his listeners, and he must know the principles underlying all speaking situations, both in general and individually (Hizati et al. al., 2018; Ratminingsih, 2016; Simbolon, 2014). Learning to speak English is not limited to providing rote (grammatical) knowledge; It would be even better if in learning to speak English there was interaction between one student and another (Anggraeni & Rachmijati, 2017; Astuti, 2019; Simbolon, 2014). Learning English in a monotonous way does not provide opportunities for students to interact with other students. English lessons at vocational school's function as a tool for students' self-development in the fields of science, technology, and the world of work. After completing their studies, they are expected to grow and develop into intelligent, skilled, and personable individuals who are ready to play a role in national development (UU Number 20 of 2003).

Social media has an important meaning in the world of education, especially in formal education at school. Teachers as teachers and at the same time as educators who are directly involved in the world of formal education at school, have no doubt about the efficacy of learning media. The main thing is to instill attitudes and expect changes in behavior as expected, namely in accordance with learning objectives Yoto & Rahman, 2001 in (Ainiyah, 2018). Social media as a means of educational information shows that social media brings a breath of fresh air to educational practices throughout the world. This shows how big a role social media plays in the world of education, and Millennials who care about students, especially educational careers. There are many useful features offered by social media to support the development of the mindset of millennial teenagers in the educational aspect, such as E-Learning, E-Dictionary, online digital Al-Quran, then in the aspect of communication, interaction and socialization, there are features such as Facebook, Twitter, as well as YouTube as a learning medium through videos.

Based on the results of observation activities through observations and documentation studies of class Pandanaran 2 No.7, Mugassari, Kec. South Semarang, Semarang City, Central Java. Found the problems faced by students, namely that they were less interested in learning English and they felt bored with the techniques given by the previous teacher, most students still experienced difficulties and lacked speaking skills. Based on the statement above, the researcher found that it was difficult for students to speak English to describe something. Some students are sometimes embarrassed to speak English in front of the class. Then, students do not have the confidence to speak English well when describing something. Some students also feel bored and their motivation to learn is still low. They still have deficiencies in grammar, and vocabulary and have not spoken well when describing something in front of the class. Researchers tried to conduct this research because of this phenomenon. So, researchers decided to focus on techniques that can be used to help students develop their speaking skills. The technique is Describe and Draw Technique in social media on YouTube and Instagram. According to Harmer (2001), the describe and draw technique is a technique where a student describes a picture and their classmates have to draw the same picture without seeing the original. So that students have the opportunity to explore

their speaking skills by working in pairs or groups, students do not feel afraid or reluctant in speaking activities. As previously mentioned, describing and drawing techniques are effective techniques for improving students' speaking skills. However, based on previous research, participants only focused on speaking skills. Nurjannah (2020), Febrianty (2018) only focused on teaching speaking, Permadi (2019), only focused on students' speaking skills. Describing and drawing techniques are considered as one of the effective techniques for improving students' speaking skills by utilizing social media, social media is an attraction for students in improving students' speaking skills. Those problems were related to the teaching and learning process, and students' speaking performance. Concerning students' problems in speaking skills, the researcher tried to solve those problems. Regarding the benefits of using describe and draw technique and students' problems in speaking, the researcher and the English teacher agreed to use describe and draw technique to improve the students' speaking skills of Grade X DPIB 2 at SMKN 4 Semarang in the academic year of 2023/ 2024.

2. METHODOLOGY

The research method used is Collaborative Classroom Action Research. Classroom Action Research is a medium for improving teachers' professional abilities and for increasing student learning success. This research uses the Kemmis & Taggart model. This model used four action research components, namely: planning, action, observation, and reflection in an interrelated spiral system. This research activity was carried out in two cycles which were held in 2 meetings consisting of 1 meeting for cycle I, and 1 meeting for cycle II. The following are the stages in each cycle.

In Cycle I
1. Planning

Based on the results of identifying and determining the problem, researchers find alternatives. The alternative chosen is the Describe and Draw technique with Project-based Learning on social media in the form of YouTube and Instagram. At this stage, the researchers create learning scenarios, and learning tools, prepare research instruments, and propose alternative solutions in the form of implementing the Describe and Draw technique with a Project-based Learning model on social media on YouTube and Instagram. Next, make a detailed action plan.

2. Implementation Stage

Actions in learning speaking skills in Describing Places Material using Describe and Draw on students' social media by implementing Project-based Learning. Every action taken is always followed by observation and evaluation activities as well as analysis and reflection. At this stage, the researchers observed whether the selected actions could overcome the existing problem or not. Apart from that, observations are carried out to collect data which will later be processed to determine the next action to be taken.

3. Observation Stage

Observations were made using the Describe and Draw technique on social media YouTube and Instagram. In this activity, the researcher or teacher makes observations and records all the things that are necessary and occur during the implementation of the action. The instruments used in general are in the form of observation sheets and field notes which are used to obtain data objectively which cannot be recorded through observation sheets such as student activities during the learning process. After that, the researchers processed the data to find out whether or not there was an improvement in the quality of the results and learning process of speaking practice in implementing the Describe and Draw technique with Project-based Learning on social media of YouTube and Instagram, as well as to find out any weaknesses that might arise.

4. Reflection Stage

At this stage, the researcher carries out analysis or processes data from observations and interpretations so that the conclusion is about the parts that need to be improved and the parts that have achieved the research objectives.

Researchers also held discussions with teachers to find steps to improve solutions to problems faced in implementing the action. Next, conclusions are drawn regarding whether the research has been successful or not, so based on these conclusions the researcher and teacher determine the next steps.

Then in Cycle II, Basically, the actions in Cycle II and the following have the same stages as the procedures in Cycle I. The difference is that the actions in cycle II and the following are improvements to parts that are deemed not to have produced the expected results. Next, the plan is implemented, observed, and reflected back until the results are as expected. If students' scores related to the assignment of Speaking Skills in Describing Places material using Describe and Draw on social media still have not reached the success indicators set out in this research, then planning and action needs to be carried out in the next cycle. However, if the students' abilities have shown an increase in accordance with the success indicators that have been determined in this research, then the research is considered complete because it has found a solution to overcome the problems of class X DPIB 2 students at SMK Negeri 4 Semarang in terms of speaking skills in Describing Places material use Describe and Draw on social media Instagram and YouTube.

Data collection tools used several techniques as follows:

1. Observation

The researcher observed the teaching and learning process in class X DPIB 2 and also always observed students' development in speaking skills to obtain the information needed in this research. Observe everything related to student behaviour in learning speaking skills and teacher actions in class. Observations aim to obtain data about the influence of actions carried out in learning speaking skills. In this research, there is an observation sheet that researchers use for observations. This observation sheet was used by researchers to observe the process of applying speaking skills in the Describing Places material using Describe and Draw on social media in the English learning process to improve speaking skills in the form of an assessment scale according to the indicators that have been created.

2. Field Notes

Field notes are used by researchers to record other findings that are not contained in the observation sheet related to student activities during learning by applying Describe and Draw in English learning.

3. Test

Test instruments were developed to answer input and output questions, namely preparing test equipment before and after students take part in learning (pre-test and post-test). The test device developed is in the form of a video product. Video is used to obtain information about students' speaking skills. Videos provide information about how actions can improve students' speaking skills. Assessment of the final results of student project videos by paying attention to five aspects, namely: Fluency, Pronunciation, and Clarity.

The technique used for data analysis in this research is an analytical descriptive technique with the following explanation and the quantitative data obtained from the learning results sheet is processed using percentage analysis, with the formula:

$$P = \frac{NSS}{NS} \times 100\%$$

Where
P = Percentage
NSS = Number of students in score
NS= Number of students

Qualitative data obtained from the observation sheet is classified based on the aspects that are the focus of the analysis. Quantitative data and qualitative data are then related as a basis for describing the success of implementing various learning media, which is characterized by increased speaking skills in the Describing Places material using Describe and Draw on social media, and changes in participation (student behavior in class) that accompany it.

Success in this research can be measured based on significant changes or improvements towards better improvements. The indicator of success in this research is if students are able to improve their English-speaking skills in the

Describing Places material. This can be seen from students' abilities and activities while studying by using Describe and Draw on social media. Students are said to be successful or able to improve their speaking skills if they have achieved a minimum score of 75.

4. RESULT AND DISCUSSION

In this pre-cycle research, students are asked to practice speaking the Describing Places material without being given any action. In the pre-action activity, the researcher conducted a pretest on Speaking Skills in the Describing Places material to determine students' speaking skills. The assessment aspects of the Speaking Skills pretest in Describing Places material include Fluency, Pronunciation, and Clarity. From the pretest results, it can be understood that the average score for students' speaking skills is 59. The average score is still below the set KKM, namely 75. There were 10 students who got scores above the KKM so it is known that the classical completion achievement was only 28%. which is still far from the predetermined indicator, namely 80%. The following details of the frequency distribution of Speaking Skills scores in the Describing Places material in the pre-cycle can be seen in Table 1 below.

Table 1. Frequency Distribution of Speaking Skill Scores in Describing Place Material in the Pre-Cycle

Interval	f absolute	f relative (%)	Description
40-50	10	28	Incomplete
51-65	13	36	Incomplete
66-70	3	8	Incomplete
71-80	10	28	complete
81-100	0	0	
Total	36	100	

Based on Table above, it can be seen that there were 10 students (28%) who got a score of 40-50; 13 students (36%) got grades 51-65; there were 3 students (8%) who got a score of 66-70; there were 10 students (28%) who got a score of 71-80; and no students (0%) got a score of 81-100;

From this table, it is known that students' completeness in Speaking Skills in Describing Place Material in the pre-cycle reached 36% or 13 students had completed it. Meanwhile, 64% of students did not complete or 23 students did not complete.

In cycle I, the following details of the frequency distribution of Speaking Skills scores in the Describing Places material in cycle I can be seen in Table 2 below.

Table 2. Frequency Distribution of Speaking Skill Practice Values in Describing Place Material in Cycle I

Interval	f absolute	f relative (%)	Description
40-50	3	8	Incomplete
51-65	12	33	Incomplete
66-70	2	6	Incomplete
71-80	10	28	Complete
81-90	6	17	Complete
91-100	3	8	Complete
Total	36	100	

Average: 69
Achievement: 55%

Based on the table above, you can see that there were 3 students (8%) who got a score of 40-50; there were 12 students (33%) who got grades 51-65; there were 2 students (6%) who got a score of 66-70; there were 10 students (28%) who got a score of 71-80; there were 6 students (17%) who got a score of 81-90; and there were 3 students (8%) who got a score of 91-100. From this table, it is known that students' completeness in the Speaking skills practices in Describing Places material in cycle I reached 55% or 19 students had completed it. Meanwhile, 45% of students did not complete or 17 students did not complete.

Based on observations in cycle I, it can be concluded that the quality of learning speaking skills in the Describing Places material has gone quite well. However, in the implementation of learning, there are still several shortcomings. The first deficiency can be seen in the assessment results of students who scored more than the KKM (≥ 75) as many as 19 students with a percentage of 55%, while 17 other students scored below the KKM (≤ 75) with a percentage of 45%.

In Cycle II, the following details of the frequency distribution of Speaking Skills scores in the Describing Places material in Cycle II can be seen in Table 3 below.

Table 3. Frequency Distribution of Speaking Skill Practice Values in Describing Place Material in Cycle II

Interval	f absolute	f relative (%)	Description
65-70	8	22	Incomplete
71-75	4	11	Complete
76-80	3	8	Complete
81-85	0	0	Complete
86-90	5	14	Complete
91-100	16	44	Complete
Total	36	100	

Average: 83
Achievement: 78%

Based on the table above, it can be seen that there were 8 students (22%) who got a score of 65-70; there were 4 students (11%) who got a score of 71-75; there were 3 students (8%) who got a score of 76-80; there were no students (0%) who got a score of 81-85, there were 5 students (14%) who got a score of 86-90; and there were 16 students (44%) who got a score of 91-100. The following is a grouping of speaking skill practice values in the described place material in cycle II. From this table, it is known that students' completeness in practicing speaking skills in describing place material in cycle II reached 78% or 28 students had completed it. Meanwhile, 22% of students did not complete and 8 students did not complete.

Based on the results of observations during the implementation of the second cycle of action, 28 students obtained scores above the KKM ($\geq$ 75) with a presentation of 78%, while 8 other students obtained scores below the KKM ($\leq$75) with a percentage of 7%. It can be stated that the most significant increase in Speaking Skills in Describing Places material for class X DPIB 2 SMK Negeri 4 Semarang.

Based on the results of observations, researchers found problems related to students' speaking skills in Describing Places material which were still relatively low. This can be seen in the work results of students who scored below the KKM. To overcome this problem, researchers collaborated with English teachers at SMK Negeri 4 Semarang to use the Describe and Draw technique on social media in learning Speaking Skills in Describing Places material. Using the Describe and Draw technique on social media was chosen because it is an effective technique for making students think logically, reflected in a critical attitude. With this technique, students are able to produce a project based on everyday problems. The increase in the value of students' Speaking Skills in Describing Places Material using Describe and Draw can be seen from the students' Speaking Skills in Describing Places Material video project. Apart from that, speaking skills in Describing Places material using Describe and Draw have increased, although not drastically. It can be seen from the average value of students that has increased. In the pre-cycle, they got an average score of 59, in cycle I they got an average score of 69, and in cycle II they got an average score of 83. Classical completeness in the pre-cycle was 28%, in cycle I it was 43%, and in cycle II it was 78%.

4. CONCLUSIONS

Based on the results of classroom action research on the Speaking Skills learning process using Describe and Draw on social media for Class X DPIB 2 in Describing Places Material, this can be proven by the success of the learning that has been carried out in this research. The increase in the value of Speaking Skills in the Describing Places material can be seen from the rate of the students' Speaking Skills video project. The average student score has increased. In the pre-cycle, they got an average score of 59; in cycle I, they got an average score of 69; and in cycle II, they got an average score of 83. Classical completeness in the pre-cycle was 28%, in cycle I it was 43%, and in cycle II it was 78%. There was an increase in students' skills from cycle I to cycle II of an average of 16 points (35%). Obtaining these results shows that learning speaking skills by using Describe and Draw on social media in describing place material can be said to be successful.

Based on action research on Speaking Skills used Describe and Draw in Describing Places Material on social media for class practice, Speaking Skills in Describing Places Material will increase students' courage. Nowadays, there are many types of social media, not only using Instagram or YouTube but also other social media applications. Apart from that, the teacher can use features on social media, live streaming, or live broadcasts that are useful for improving students' speaking skills, so they will record well because they are speaking in front of others. Their public will be seen by many people. Based on the research that has been carried out, it is recommended that teachers look for new learning techniques that are suitable for achieving meaningful learning and applying the knowledge that has been obtained to the real-life characteristics of students in order to help students.

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