DESCRIBING AND DRAWING PICTURE TECHNIQUE IN TEACHING TRANSACTIONAL SPEAKING

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ABSTRACT, The research aimed to find out the effectiveness of describing and drawing picture technique in teaching transactional speaking at the second semester students of English Education Department at State Islamic University of Alauddin Makassar. This research employed quasi-experimental with non-equivalent control group design with pre-test and post-test. The population of this research was the second semester students of English education department at State Islamic University of Alauddin Makassar. The population was selected by using purposive sampling technique to determine the sample for experimental class and control class. The instrument used in this research was test. The test was used in the pre-test and post-test. The data indicated that there was a significant difference between the students' post-test in the experimental class and post-test in the control class. Based on the findings of the research, the researchers concluded that describing and drawing picture technique was effective in teaching transactional speaking. Therefore, describing and drawing picture technique gave student opportunity to practice transactional speaking in classroom, it also could increase students' motivation in learning in English since they feel their purpose of learning English so that they could use it and also could achieve it.

Keywords: Describing and Drawing picture technique, transactional speaking

A. Background

Having mastering English speaking skill means that we have mastered all the other three skills in English, such as listening, writing and reading. Therefore, speaking becomes an activity of interactive communication using language as medium to express feeling, ideas, information or asking information from others. As what Bailey and Savage in Murcia (2001) state that being able to speak in a language means that we have mastered that language because speech is the most basic means in human communication. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 2004; Burns and Joice, 1997).

In the university especially in English major, speaking is one of important skills that the student should master it. The students try to speak English for conveying their ideas through words. Even though speaking is considered as an important skill that the students should acquire, the way of teaching speaking in classroom does not show satisfactory result. Many

students fail to reach the goal of learning speaking. They could not use the language orally to express meaning in conversation.

According to Brown (2001 : 271 – 272), he states that there are some types of classroom speaking skill in planning speaking instruction, such as imitative, intensive, responsive, transactional, interpersonal, and extensive speaking. One of the classroom speaking skills that should be mastered is transactional speaking. Transactional speaking is conducted for the purpose of conveying and exchanging specific information.

Based on the researcher interview to the students of English Education Department, the students said that they actually could understand about the topic or material of speaking but they were difficult to share and express their idea to others. It was because the lecturer performance including the teaching technique specially in speaking class could not stimulate the students to speak.

Therefore, it is important for the teacher to stimulate the students to speak in comfortable speaking activity by using a good technique. One of the good speaking activities is called 'information gap' in which two speakers have different parts of information making up a whole. Because they have different information, there is a 'gap' between them. It has many of the elements of an ideal speaking activity. One popular information-gap activity is called 'Describing and Drawing Picture Technique (Harmer, 1998; 88). Pictures are extremely useful for a variety of communication activities, such as describing and drawing picture activities (Harmer: 2007).

Moreover, describing and drawing picture technique activity seen to be appropriate in teaching transactional speaking since through this technique, the students are stimulated to speak. By using describing and drawing picture technique activity in the classroom, all students can have opportunity to practice speaking English in class. Therefore, by using picture in describing and drawing picture technique activity is able to stimulate students to speak fluently, that is why this activity is seen effective by the researchers.

Therefore, the researchers are excited to conduct an experimental research to examine the effectiveness of describing and drawing picture technique in teaching transactional speaking at the second semester students of English Education Department at State Islamic University of Alauddin Makassar.

B. LITERATURE REVIEW

Many studies have been accomplished by the researchers related to the use of Describing and Drawing Picture in motivating the students to learn Transactional Speaking. Some studies

are as following: (1) the research conducted by Didik Wahyudi (2013), he found that the implementation of Describing and Identifying a Picture technique could improve students' speaking skill at the tenth grade student of SMK KI Hajar Dewantara Slahung Ponorogo; (2) the research conducted by Ariyanti (2015), she found that Describing and Drawing technique was effective to describe the text of using a picture which could make students interested in teaching and learning process; (3) the research conducted by Huda (2015), he found that Describing and Drawing Technique was Effective in teaching Speaking at STKIP PGRI Blitar in Academic Year 2014/2015; and (4) Ibad (2015) found that in teaching Transactional Speaking the lecturer used various teaching strategies they are: cooperative strategy, self management and cooperation and minimal responses. There are contributions of lecturer strategies for students' speaking skill improvement namely: to enrich vocabulary in speaking, to make student more active to speak and to make students more confident to perform in front of class.

The researcher can conclude from the above findings in some parts that they were similar to this research, but they have some differences in the variables, the subject, as well as research instruments. Previous findings used other techniques combined with describing and drawing picture technique, but in this research only focused on one technique that was 'describing and drawing picture' as a variable. Then if the previous findings conducted on high school students, this study focused on university students as a subject. And the design of this research is quasi-experimental method, namely nonequivalent control group design with pre-test and post-test. The researchers focused on conducting the students' fluency in expressing their idea. This research was taken place at Teaching Faculty of UIN Alauddin Makassar.

According to Richards (2008: 25), speaking as transaction refers to situations where the focus is on what is uttered or done. The massage meaning and making oneself understood clearly and accurately are the central focus. In our social lives, transactional speaking can be identified in terms of job interview, discussion, pair work, and so forth.

Richards (2008: 25) categorized those main features of transactional speaking as: (1) It functions to exchange information; (2) it is massage-oriented which means to communicate meaning; (3) Participants use strategies understand each other; 4) It needs more questions, repetitions, checks, for comprehension; (5) Ideas negotiation normally occurs; (6) Language accuracy is not always important.

In addition, Richards (2008:27) states that it is the opinion that participants in transactional speaking are in need of some skills in order to enable them involve in transactional discourse activities. The skills can be classified into the abilities of the participants to: (1) explain a need or intention; (2) describe something; (3) ask question; (4) ask for clarification; (5) confirm

information (6) justify an opinion; (7) make suggestion; (8) clarify understanding; (9) make comparison, and (10) agree and disagree.

According to Harmer (1998: 88) one type of good speaking activity is called 'information-gap' where two speakers have different parts of information making up a whole. One of popular information-gap activity is called 'Describing and Drawing Technique'. Describing and drawing technique is a technique which makes students easier to describe something and make learning process more enjoyable, and the can speak more smoothly.

C. RESEARCH METHOD

The researchers used quasi experimental with non equivalent control group design research to examine the effectiveness of describing and drawing picture in teaching transactional speaking at the first semester students of English Education Department at State Islamic University of Alauddin Makassar. Nunan (1991: 105) states that this kind of experimental research is chosen because in fact, in the real life there is no variable or situation that really has similarities or homogenous. The researchers selected experimental and control classes accurately through non-random sampling technique, because of the limitation of researchers' understanding about the similarities between the two groups. In this experimental design, the researchers evaluated the experimental class and control class before and after giving the treatment. Meanwhile, control class was given treatment by using conventional teaching technique and experimental class was given treatment by using describing and drawing picture technique. At the last, the researchers compared the influence of the treatment toward an experimental class. The population of this research was taken from the second semester students of English Education Department at State Islamic University of Alauddin Makassar in the academic year 2017/2018. These students are divided into 2 classes, PBI 1-2, and PBI 3-4. The total numbers of population are 84 students. Therefore, the researcher purposively selected PBI 1-2 as the experimental class (20 students) and PBI 3-4 as the control class (20 students). There were 20 students of PBI 1&2 and PBI 3&4 consists of 20 students.

The instrument of the research is test which aims to measure the achievement of students on transactional speaking. The instrument that was used in this research is speaking test. The test consists of pre-test and post-test. Pre-test was used to find out the students' prior knowledge and it was given to the students at the first meeting before giving the treatment. Post-test was used to measure whether there was an improvement of the students in learning transactional speaking after being treated by using Describing and Drawing Picture Technique. The instrument of describing and drawing technique usually used a photograph or an illustration

where the students work in pairs. In this activity, one student has a picture which they should not show to their partner. Then ask student A to describe his or her picture, and ask student B to draw it. Next ask student B to do the same as what A does after B has finished drawing. For measuring students' speaking skills, the researchers used assessment criteria of fluency by Heaton (1998).

D. FINDINGS AND DISCUSSION

The data obtained in this study were the data derived from the pre-test and post-test as the preliminary data, the value of post-test which were the final data and the test given to the study sample, after the data obtained. Based on the findings, it was found that the rate percentage score of control class in the post-test from 20 students. Most of the students obtained good score and there were 3 (15%) students obtained very good score. It can be concluded that the rate percentage in the post-test for experimental class was higher than the rate percentage of the control class. Although for both of class improved. In experimental class none of students obtained very poor score. While in the control class there were 7 (35%) students obtained poor score.

Based on the T-test, it was found that the t-test value was higher than t-table value. The result of the test shows that there was significant different between the t-table and the t-test (2.042 4.25), it means that t-table was smaller than t-test. The result of the t-test statistical analysis shows that there was significant different between tha experimental class and the control class. The statement was proved by the test value (4.25) which higher than the t-table value (2.042), at the level of significance 0.05 and the degree of freedom $(N + N) - 2 = (20 + 20) - 2 = 38$.

Therefore, teaching transactional speaking by using describing and drawing picture technique to the second semester students of English Education Department was effective. It could be seen from the students' fluency from the pre-test to the post-test (see Appendix A). it means that the research hypothesis (H_1) was accepted since the value of t-test> t-table and (H_0) was rejected. It could be seen from the statistical analysis that t-test (4.25) was higher than the t-table value (2.042).

The aim of a communicative technique such as Describing and Drawing Picture is to get learners to use the language. They are learning to interact in realistic and meaningful ways, which involving exchanges of information. It is in line with the goal of learning a language which usually to enable learners to take part in exchanges of information.

The result of this study shows that the students' scores were much higher after treatment in experimental class by using describing and drawing picture technique in teaching transactional speaking. The performance of the students improved by using describing and drawing picture technique, the students in experimental class showed their improvement more than control class. Most of them were in excellent and very good score. The use of describing and drawing picture technique was surely beneficial to improve the students in transactional speaking. Statement from expert that support this thesis, Huda (2015) said that describing and drawing picture technique has so many elements of an ideal speaking activity. It is highly motivating (if used only very occasionally), there is real purpose for the communication taking place (the information gap, completion of the task), and almost any language can be used.

During the research, it is found the students in experimental class can achieve higher score than the students in control class in the post test, it is because the students in control class has lower concentration than the students in experimental class, since it is found that in experimental class, the students' memory toward the material is better than the students in control class who found forget the material easily after the learning process. Moreover, the students in control class seems feel bored during the learning process, different with students in experimental class who seems enthusiastic during the learning process since they are exposed with an interesting activity such as describing and drawing picture technique. In other words, describing and drawing picture technique activity seen to be appropriate in teaching transactional speaking since the students are forced to speak.

The Describing and drawing picture technique which applied in experimental class gives students opportunity to practice transactional speaking in classroom, it also could increase the students' motivation in learning English since they feel their purpose of learning English so that they could use it and also could be achieved.

Briefly, the experimental class had proven that describing and drawing picture technique could be useful in teaching transactional speaking. It could be seen from the significant improvement of the students' fluency from the per-test to the post-test (see Appendix A). in addition, according to Harmer (1998 : 88) One type of good speaking activity is called 'information-gap' where two speakers have different parts of information making up a whole. One of popular information-gap activity is called 'Describing and Drawing Technique'. Describing and drawing technique is a technique which made students easier to describe something and make learning process more enjoyable.

In summary, the researcher asserted that describing and drawing picture technique is one of various speaking activity that could stimulate students to speak fluently since this technique

was forced the students to speak. It is an enjoyable activity that could make students felt comfortable in exchanging information even in teaching transactional speaking.

The alternative hypothesis of this research would be accepted if the t-test is higher than the t-table. While, if the t-test is smaller than the t-table the alternative hypothesis would be rejected. The result of the data analysis was the t-test (4.25) was higher than the t-table value (2.042). Based on the result, the H_1 was accepted. In the other hand, the use of describing and drawing picture technique was effective in teaching transactional speaking.

Based on the result of data analysis, it was proven that describing and drawing picture technique was effective in teaching transactional speaking to the second semester students of English Education Department at State Islamic university of Alauddin Makassar. Therefore, by using describing and drawing picture technique activity, all the students have opportunity to practice transactional speaking in the classroom and improve their speaking ability.

E. CONCLUSION

Describing and drawing picture technique as one of the classroom activities which is promoted in communicative language teaching can be very suitable to be applied in learning transactional speaking. It is an activity that trains students to use the target language to communicate as in real life by asking the students to share information with peers so that they could complete the task. By using describing and drawing picture technique, students are actively involved in teaching learning process and they are trained to use target language to communicate.

Based on the result of data analysis, findings and discussion, the researchers concluded that teaching transactional speaking by using describing and drawing picture technique to the second semester students of English Education Department was effective. It could be seen from the students' fluency from the pre-test to the post-test. It means that the research hypothesis (H_1) was accepted. It could be seen from the statistical analysis that t-test (4.25) was higher than the t-table value (2.042).

In addition, the researcher would like to give some suggestions that might be useful especially for the English language teacher: (1) to help the students in increasing their ability in learning English, especially in transactional speaking, the teacher is expected to use activities, such as Describing and Drawing Picture Technique as an alternative technique in teaching English; (2) the English teacher could use Describing and Drawing Picture Technique in teaching and learning process to make the students more interested in learning English and

more active and more communicative in the class. So they will not be bored during the learning English process specially in teaching transactional speaking.

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