



Describe and Draw Game Towards Students' Speaking Competence

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Abstrak: Tujuan penelitian ini adalah untuk mengetahui pengaruh permainan *Describe* and *Draw* terhadap kompetensi berbicara siswa di SMAN 2 Gerung. Penelitian ini merupakan penelitian eksperimental semu dengan menggunakan desain *post-test only non-equivalent control group design*. Populasi dalam penelitian ini adalah siswa kelas 2 SMAN 2 Gerung. Penulis mengambil dua kelas yang dipilih sebagai kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen diajarkan dengan menggunakan permainan *Describe* and *Draw* dan kelompok kontrol diperlakukan dengan menggunakan permainan *Matching Word*. Berdasarkan hasil penelitian, ditemukan permainan *Describe* and *Draw* memiliki pengaruh yang signifikan terhadap kompetensi berbicara siswa di SMAN 2 Gerung.

Abstract:

The aim of this study is to find the effect of *Describe* and *Draw* game towards students' speaking competence at SMAN 2 Gerung. This study used a quasi-experimental with post-test only non-equivalent control group design. The population of this study was second-grade students of SMAN 2 Gerung. The writer took two classes chosen as experimental group and control group. Experimental group was treated by using *Describe* and *Draw* game and control group was treated by using *Word Match* game. Based on the result of the study, it was found that *Describe* and *Draw* Game has a significant effect towards students' speaking competence at SMAN 2 Gerung.

Sejarah Artikel

Diterima: Januari 2019
Direview: Februari 2019
Disetujui: Maret 2019

Kata Kunci

Describe and Draw,
Permainan, Kompetensi
Berbicara

Article History

Received: January 2019
Reviewed: February 2019
Published: March 2019

Key Words

Describe and Draw Game,
Speaking Competence

Introduction

Speaking is one of the language skills that is very important to be mastered for communicating, sharing ideas and also giving opinions. Therefore, both speaker and listener should encode the messages conveyed in an appropriate language, while the listener has to decode the messages from the speaker. Speaking is probably the most difficult skill to test. It involves a combination of skills that may have no correlation with each other, and which do not lend themselves well to objective testing. According to Brown in Nation (2009: 54), spoken language is used mainly for social reasons and not for conveying detailed information. It means that the speaker should know which words should be used at an appropriate moment, the amount of stress and intonation in a sentence, to use grammar forms exactly, to make use of the appropriate lexicon that is comprehensible for the listeners, to use gestures and body language, to determine the adequate vocabulary, and rate of speech. In addition, Brown (2004: 140) states speaking is the product of creative construction of linguistic strings, the speaker makes choices of lexicon, structure, and discourse. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. When the students want to speak well, they should mastered



the knowledge of the speaking and ability to reason and express thoughts are all reflected in spoken performance in a foreign language, so they must master five indicators in speaking (Brown, 2004). The first aspect is pronunciation; it deals with intelligible though, good spelling, dealing with foreigners attempting to speak his/her language. The second aspect is grammar; it deals with confident control of the grammar, able to speak the language with sufficient structural accuracy. The third aspect is vocabulary; it deals with speaking vocabulary sufficient to express him/her simply with some circumlocutions, able to speak the language with sufficient vocabulary in conversation. The fourth aspect is Fluency; it deals with be able to discuss particular interest of competence, able to use the language fluently on all levels, can participate in any conversation with fluency. And the last aspect is comprehension; it deals with understanding a normal rate of speech, can understand questions and statement with paraphrase, can get the gist of most conversation of non-technical subject. According to Brown (2004: 141), there are some ways to assessing speaking,

1. Interview

When oral production assessment is mentioned, the first thing that comes to mind is an oral interview. A test administrator and a test-taker sit down in a direct face to face exchange and proceed through a protocol of questions and directives.

2. Discussion and Conversation

A formal assessment device, discussion, and conversations with and among students are difficult to specify and even more difficult to score. Discussion may be especially appropriate tasks through to elicit and observe such ability below: 1) Topic nomination, maintenance, and termination. 2) Attention-getting, interrupting floor holding, and control. 3) Clarifying, questioning, and paraphrasing. 4) Comprehension signals. 5) Negotiating meaning. 6) Intonation patterns for pragmatic effect. 7) Kinesics, eyes contact, and body language. 8) Politeness, formality and other linguistics factors.

3. Oral Presentations

In the academic and professional arenas, it would not be uncommon to be called into present a report, a paper, a marketing plan, a sales idea, a design of a new product or method.

4. Picture-Cued Story Telling

5. One of the more popular ways to elicit oral language performance at both intensive and extensive level is picture cued stimulus that requires a description from task-taker. Picture may be very simple, design to elicit a word or phrase; somewhat more elaborate and busy or composed of a series that tells a story or incident.

6. Retelling a Story, News Event

In this type of task, test-takers hear or read story or news event that they are asked to retell. The objectives in assigning such a task vary from listening comprehension of the original to production of a number of oral discourse feature (communicating sequence and relationship of event, stress, and emphasis patterns, express dramatic story).



7. Question and Answer

Question and answer tasks can consist of one or two questions from an interviewer, or they can make up a portion of a whole battery of questions and prompts in an oral interview. They can start from a very simple question like “what is this called in English?” to a complex question like “what are the steps government should take, if any, to stem to rate of deforestation in the tropical countries?”

According to Brown (2004: 141-142) states a similar taxonomy emerges for oral production.

(1) Imitative; Is the ability to simply parrot back (imitative) a word or phrase or possibly a sentence. (2) Intensive ; It is the production of short stretches of oral language to demonstrate competence in a narrow band of grammatical, phrase, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, structure). (3) Responsive; Responsive assessment task includes interaction and test comprehension but at the somewhat limited level of very short conversation, and the like. (4) Interactive; It is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. (5) Extensive (monologue); Extensive oral production task includes speeches, oral presentation, and story-telling, during which the opportunity for oral interaction from listening is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Describe and draw game allows the children used drawing to develop, create, communicate and record their thoughts (Hope, Anning, and Ring in Anim, 2012: 8). Drawing as defined by Matthews in Anim (2012: 8) is a dialectical process through which children used visual media as a means of expressing their emotions and by using different forms of images that emerge on a drawing surface. It is therefore worthy to note that children can use different forms of drawing media to articulate their inner feelings as well as making their thoughts conspicuous.

Research Method

In conducting post-test only non-equivalent control group design, the writer gave treatment to the students, the treatment used Describe and Draw game for experimental group and Matching word for control group, after giving the treatment the writer gave the post-test to the students, in order to know the ability of students after getting the treatment. The design of this study adopted from Sugiyono (2014: 166), it can be seen as follows:

Groups	Treatment	Post-test
Experimental	X = (Describe and Draw Game)	O
Control	-X = (Matching Word)	O

According to Miller (2004: 45), a population is defined as collecting of all possible objects, people of scores of a particular type. Moreover, according to Sugiyono (2016: 61) population is generalization that composed of the subject/object that has certain quantities and characteristics of the applied study to learn and then be concluded. The population of this



study was whole of the second-grade students of SMAN 2 Gerung. According to Kothari (2004: 55), a complete enumeration of all items in the population is known as a census inquiry. The sample of this study is two classes of the second-grade students of SMAN 2 Gerung, one class as experimental group and the other as control group.

According to Wiley (2005: 163), the susceptibility of a measure to instrumentation bias is usually a function of standardization. In this study, the writer was using the instruments to collect the data. This study used speaking test where the writer invited the students to come in front to describe some pictures. In this study, the writer was used test to collecting the data. The form of the test consists of oral test to identify the ability of the students speaking competence, based on the indicators they are grammar, vocabulary, pronunciation, comprehend, and fluency.

Technique that will use to analyze the data in this study is quantitative. Quantitative method involves descriptive statistics like mean, mode, median, standard deviation and inferential statistics like testing hypothesis. To analysis the data, the writer applied the descriptive statistics and inferential statistics analysis.

Finding and Discussion

The writer focused on the statistical analysis of data. The writer presented the result intended to answer the statement of the problem of investigation “Is there any effect of Describe and Draw Game toward students’ speaking competence at SMAN 2 Gerung?”. The writer gave the treatment both of groups, for experimental group were treated by Describe and Draw game, for control group was treated by matching word. The last step the writer gave post-test both of group to collect the data. To answer the problem, the writer analyzed the data obtained from post-test scores of both experiment and control group.

a. Descriptive analysis

Group		Statistic		Std. Error	
Speaking	1	Mean		73.92	.516
		95% Confidence Interval for Mean	Lower Bound	72.85	
			Upper Bound	74.99	
		5% Trimmed Mean		73.96	
		Median		74.00	
		Variance		6.660	
		Std. Deviation		2.581	
		Minimum		69	
		Maximum		78	
		Range		9	
		Interquartile Range		4	
		Skewness		-.268	.464
		Kurtosis		-.706	.902
		Speaking	2	Mean	
95% Confidence Interval for Mean	Lower Bound			64.96	
	Upper Bound			66.64	
5% Trimmed Mean				65.91	
Median				66.00	
Variance				4.167	
Std. Deviation				2.041	
Minimum				60	
Maximum				69	
Range				9	
Interquartile Range				3	
Skewness				-.665	.464
Kurtosis				1.324	.902

The data description above showed that in experimental group the highest score was 78 and the lowest score was 69. Then the mean score was 73.92, the median was 74,00, range was 9

and the score of standard deviation was 2.581. Meanwhile, in control group, the highest score was 69 and the lowest score was 60. Then the mean score was 65.80, the median was 66,00, range was 9 and the score of standard deviation was 2.041.

b. Normality test

Tests of Normality

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
Speaking	1	.152	25	.138	.950	25	.252
	2	.148	25	.167	.934	25	.109

a. Lilliefors Significance Correction

Normality test is to show that the sample data come from a normally distributed population, if the significant level was higher than 0.05 meaning that the data was normal. The analysis showed that the calculation significant score of describe and draw game toward students' speaking competence by Kolmogorov-Smirnov and Shapiro-Wilk higher than 0.05 and the calculation significant score of matching word game toward students' speaking competence by Kolmogorov-Smirnov and Shapiro-Wilk higher than 0.05. Therefore, it can be concluded that the distribution of data in each group were normal.

c. Homogeneity test

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Speaking	Based on Mean	1.289	1	48	.262
	Based on Median	1.160	1	48	.287
	Based on Median and with adjusted df	1.160	1	46.188	.287
	Based on trimmed mean	1.236	1	48	.272

Calculations of homogeneity test from table above showed that the overall significance (sig.) score of students' Speaking Competency higher than 0.050 (sig. students' speaking competency was 0.262). This means that overall speaking competency come from a homogeneous population.

d. Inferential statistic analysis

Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Speaking	1	73.92	2.581	.516
	2	65.80	2.041	.408



Independent Samples Test

		Speaking		
		Equal variances assumed	Equal variances not assumed	
Levene's Test for Equality of Variances	F	1.289		
	Sig.	.262		
t-test for Equality of Means	t	12.339	12.339	
	df	48	45.582	
	Sig. (2-tailed)	.000	.000	
	Mean Difference	8.120	8.120	
	Std. Error Difference	.658	.658	
	95% Confidence Interval of the Difference	Lower	6.797	6.795
		Upper	9.443	9.445

Based on the table above, it could be concluded that there is a difference of significant effect of describe and draw game toward students' speaking competence in SMAN 2 Gerung, it can be seen from sign. (2-tailed) $0.000 > 0.05$. So, the hypothesis which states that there is a significant effect of describe and draw game toward students' speaking competence at SMAN 2 Gerung is accepted. From table above showed that the mean of experimental group who treated by using describe and draw game was 73.92, while the mean of control group who treated by using matching word game was 65.80. It means that the student' speaking competence who treated by using describe and draw game were better than the students who treated by using matching word game.

Discussion

In teaching learning process especially speaking, describe and draw game was good game to teach speaking skill. According Matthews in Anim (2012: 8) visual media by using images can stimulate the children to expressing their emotions. Based on the findings, it was proved that teaching by describe and draw game has a significant effect toward students' speaking competence. While in control group showed that the students were shy and unenthusiastic when expressing their ideas in speaking. Most of student was less of fluency when they speak in front of the class. Beside that, grammatical, comprehension, and vocabulary were less too. It caused the game that used in control group did not give chance to students to take part speak more in classroom. In addition, the experimental groups taught by using describe and draw game was better because they took part to speak every meetings. Even in the first meeting students still confused and shy to speak in front of the class, but in other meeting the student can spoke better. In can be seen from the result of post-test, students can spoke fluently, more confidence, good grammar, vocabulary, pronunciation, and understand when speak in front of the class.

Conclusion and Suggestion

Based on the results of study above, it can be concluded that describe and draw game has significant effect toward students' speaking competence, in which students who treated



by describe and draw game was higher than students who treated by matching word. There were significant difference scores between post-test of experimental and control group. Therefore, it is suggested that teachers adopt describe and draw game as game to teach English speaking skill to make students' more active and creative in expressing their ideas.

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