

**THE EFFECT OF USING PICTURE DICTATION TECHNIQUE ON THE  
STUDENTS' SPEAKING ABILITY AT THE FIRST YEAR STUDENTS OF  
SMAN 4 PADANG**

**THESIS**

*Submitted as a Partial Fulfillment of the Requirements to Obtain Strata One  
(S1) Degree*



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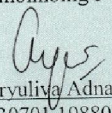
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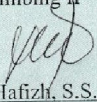
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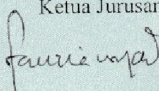
  
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## ABSTRAK

Swanti, Susi. 2014. *The Effect of Using the Picture Dictation Tichnique on the Students' Speaking Ability at the First Year Students of SMAN 4 Padang*. Skripsi. Padang. Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini adalah penelitian eksperimental yang bertujuan untuk mengetahui apakah penggunaan teknik *Picture Dictation* dalam pengajaran berbicara *descriptive text* memberikan dampak yang signifikan terhadap kemampuan bicara siswa kelas X SMAN 4 Padang. Penelitian ini dilaksanakan di SMAN 4 Padang pada semester genap tahun pelajaran 2014/2015. Metode penelitian adalah *quasi* eksperimen dan desain penelitian adalah *posttest-only design* karena penelitian ini hanya melihat apakah ada pengaruh perlakuan pada kelas eksperimen terhadap hasil bicara siswa dibandingkan dengan kelas kontrol. Populasi penelitian ini adalah seluruh siswa kelas X sedangkan sampel penelitian adalah kelas X.IPS1 dan X.IPS2. Kelas eksperimen ialah kelas X.IPS1 dan kelas kontrol ialah kelas X.IPS2 yang berjumlah 32 dan 31 orang siswa. Kedua kelas diberikan *speaking test* dengan menyediakan 4 macam gambar yang akan dipilih 1 gambar oleh setiap siswa untuk dideskripsikan dalam waktu 3 menit. Hasilnya dijadikan sebagai data yang akan digunakan untuk melihat perbandingan hasil kedua kelompok.

Hasil penelitian menunjukkan bahwa nilai rata-rata yang dihasilkan kelas eksperimen lebih tinggi daripada kelas kontrol, yaitu 70.41 : 65.03. Selain itu, berdasarkan analisa statistik (uji t), nilai  $t_{calculated}$  (3.19) yang didapat lebih besar daripada nilai  $t_{table}$  (1.67). Hasil tersebut menyatakan bahwa terdapat perbedaan nilai yang signifikan pada kedua kelompok. Jadi, dapat disimpulkan bahwa hipotesis yang menyatakan teknik pembelajaran *Picture Dictation* memberikan pengaruh yang signifikan terhadap hasil bicara siswa dapat diterima.

Kata kunci : *Picture Dictation*, teknik, kemampuan bicara, *descriptive text*.





*Indeed, with hardship (will be) ease. So, when you have finished (your duties),  
then stand up (for worship). And to your Lord direct (your) longing.*

*(QS.Al Insyirah, 94:6-8)*



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Speaking is one of the skills in language learning other than listening, reading, and writing that has an important role in the process of communication. Through speaking, someone can convey information, ideas, thought and feeling, and maintain social relationship by communicating with others. If the students can speak well, the process of oral communication can be effective. Student who can speak English is assumed as a person who has good ability in English. According to Masniati (2008:1) it can be said that speaking is an indicator of someone's success in learning English.

In order to make the students able to communicate in English, teacher should create classroom activities which can improve students' speaking ability. In fact, based on the researcher's experience and observation during teaching practice at SMAN 4 Padang (January-June, 2013), most of the students especially at the first grade got difficulty in speaking class. They could not express their ideas, opinions, and feeling or tell something even though in simple sentences. It was showed in teaching-learning process of descriptive text. This condition was caused by some factors. First, there was tendency that they had lack of vocabulary. They did not know what would be said when the teacher asked them some questions because they were lack of vocabulary. They just spent much time to look at dictionary. Second, the students thought much about grammar or structure of the sentence when they wanted to speak. It was because he or she was



afraid if others laughed him or her when she/he made mistakes. Consequently, only few students involved or could be active in the teaching-learning process.

In addition, the technique used by the teacher in teaching and learning process of descriptive text did not encourage the students to speak, because it was focused on the teacher. Teacher tended to spend much time in teaching text components such as language features, social function, and generic structures. This case could be seen from the teachers' strategy in pre, whilst, and post teaching.

In pre-teaching, the teacher showed a picture to the students in order to build the students' background knowledge about descriptive text that would be learnt. The teacher gave some questions related to the picture. In this condition, only few students involved in discussing process about the picture and others payed no attention. In whilst teaching, the teacher explained about text components of descriptive by giving an example of descriptive text that related to the picture that was showed in pre-teaching. This activity took long time because the teacher explained the text components many times. So, the teacher dominated the activities in classroom meanwhile the students were passive. After the teacher thought that the students could comprehend about the text components well, the teacher gave a picture to be described by the students as their speaking task in post-teaching activity. Finally, the teacher asked the students to perform their descriptive text in front of the class one by one at the end of the class. As a result, the students did not have enough opportunity to practice their English. It shows that the teacher thinks if the students can comprehend the text components well,



the students can produce the descriptive text well without thinking that speaking skill needs practice.

Moreover, there was no attractive technique to encourage their motivation to speak when they were doing exercises in whilst teaching activity. It is stated in the previous part, the teacher just showed a picture then asked some questions related to the picture. This technique did not make all of the students become active in learning descriptive text. Most of them did not involve in teaching and learning process because they thought that other could represent them to answer the teacher's question. Consequently, not all of the students spoke up in the class.

The facts above, the researcher found that there are some were faced by students in learning descriptive text whether it was caused by the students themselves or by the teacher in teaching process. However, the most urgent problem was from the teacher, who did not use the appropriate technique in teaching descriptive text. This problem needs to be solved because without using appropriate technique in teaching and learning process, the students cannot be encouraged to speak in the class and have no enough opportunity in practicing.

Actually there are some techniques that can be used to improve the student's speaking ability in teaching descriptive text such as picture dictation, discussion, student team achievement division, pictorial card, missing person, interviews, etc. One of the techniques that can be used by the teacher is using picture dictation. *Picture Dictation Technique* can improve students' speaking ability, because most of the students like using picture dictation on drawing and describe what they have drawn.



Leong (2003:2) notes that:

“The learners like picture dictation because it is positive and interesting. When they do actual dictation they are already well prepared and find the work pleasant and rewarding. Furthermore, the picture dictation technique can be used in cooperative learning to make students get motivated to speak English in the classroom.”

Based on the facts above, the researcher wanted to see the effect of using Picture Dictation technique in whilst teaching speaking of descriptive text to improve the students' speaking ability.

## **B. Identification of the Problem**

Based on the explanation on the background of the problem, it is identified that there are two main factors that cause difficulties for students to have speaking ability in teaching and learning process of descriptive text. First, the students cannot express their ideas, opinions, or feeling because they have lack of vocabulary.

Second, the technique or method that the teachers use is not suitable or not able to improve the students' speaking ability. The teacher still uses a technique that teaching and learning process is focused on the teacher not on the students. She or he is more active than the students. As a result, students have less opportunity to practice their English. It is opposite with the rule of teaching and learning process in *Kurikulum 2013* which teacher should encourage students to be active in learning process. Moreover, teaching speaking is giving time to the students to practice alot. Kayi (2006:4) says that teaching speaking is reduce teacher's speaking time in class while increasing students' speaking time. .



Considering those problems, it needs attention from the teachers to use appropriate technique or method to make the students get motivated and interested in the lesson and then to improve their speaking ability.

### **C. Limitation of the Problem**

The discussion of the problem is limited to the use of *Picture Dictation* technique to solve the problem of inappropriate technique that is used by the teacher in teaching-learning process of descriptive text. The technique used by the teacher is not able to improve the students' speaking ability because the teacher still uses a technique that is focused on the teacher not on the students.

### **D. Formulation of the Problem**

In accordance with the limitation of the problem above, the problem in this research is formulated in the following question: "Is there any significant difference between students who are taught by using the Picture Dictation Technique and those are not taught by the Picture Dictation Technique in whilst-teaching of descriptive text in speaking ability?"

### **E. The Purpose of the Research**

The purpose of this research is to see whether there is a significant difference in speaking ability between students who are taught by using Picture Dictation and those are not taught by using Picture Dictation in whilst-teaching of descriptive text.



## **F. Significance of the Research**

This research is expected to be beneficial for both English teachers and students. It is hoped that this research can give information to the English teachers about using picture dictation technique to improve students' speaking ability of descriptive text. Practically, this research finding is also expected to contribute on giving better effect to the students' speaking ability especially in descriptive text.

## **G. Definition of the Key Terms**

1. Picture Dictation : a technique of teaching that combines picture and dictation that can be used in four skills; listening, speaking, reading, and writing.
2. Descriptive Text : a text to describe a particular person, place or thing.
3. Speaking ability : the ability to express the ideas to other people by using verbal language.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Concept of Speaking**

Speaking is an important part in human life. By speaking human can communicate each other. Through communication, someone is able to keep in touch with one another, tell stories to others, tell experiences, and tell how someone feels, what one knows, and what one thinks. In communication, there is some information, knowledge, or ideas shared to another. Donough and Shaw (1998:147) say that the purpose of speaking is to express ideas and opinion, to express a desire to do something, to negotiate, or to solve a particular problem and to maintain social relationship and friendship.

There are many definitions of speaking proposed by some experts. Nunan (2003:39) says that speaking is the single most important aspect of learning a language, and be successfully to carry out the conversation in the language. It means that speaking is one important way of communication between one people to another. Speaking makes communication become easier and faster to express some feelings or thoughts. It is because a speaker can send message to the other directly.

Furthermore, Ur in Zhang (2008:3) says that all of the four skills (listening, speaking, reading, and writing), speaking seems intuitively important. It supports the development of overall proficiency and provides access to get and share crucial information to and from other people. Linda and Paul in Ispita (2008:32) add speaking involves putting message together, communicating the message, and



interacting with other people. It is stated that by speaking, people can share their ideas or opinion to others to make a good interaction easily.

Besides that, according to Gregory (2009:1), someone who speaks well cannot be assumed as a good communicator. It is because the communication will take place when the message is understood by the listeners. When the listeners cannot understand what the speaker says, it means that the communication failed. So, the speaker has to realize the situation in speaking, what message and to whom the message will be shared. The speaker should pay attention to the context of speaking.

In addition, Notion and Newton in Kurniawan (2012) divide speaking into two categories, namely informal speaking and formal speaking. They mention that informal speaking typically involves tasks where conveying information is not as important as maintaining friendly relationship. On the other hand, formal speaking requires control of content, awareness of a largely passive audience, and being the focus of attention (a rather unsettling experience). From this type of speaking, it can be concluded that speaking type can be categorized based on speaking situation. Someone has to realize what situation that he or she involves in.

In conclusion, speaking is a way to express ideas and opinion, to express a desire to do something, to negotiate, or to solve a particular problem and to maintain social relationship and friendship. To deliver the messages, the speakers have to speak clearly whether in pronunciation or choosing vocabulary, in order that the listeners, able to catch the point of what the speakers say. The speakers also should pay attention to the situation of communication whether in formal



situation or in informal situation. So, the speakers have to take the topic based on the context.

## **B. The Concept of Speaking Ability**

As stated before, speaking is a way to express ideas and opinions, to express a desire to do something, to negotiate, or to solve a particular problem and to maintain social relationship and friendship. Therefore, it can infer that speaking is the ability to do communication with other to make good relation. In short, speaking ability is ability to create good communication by transferring some ideas or opinion to others for maintaining social relationship and friendship.

To be a good communicator, the speaker should consider some aspects of speaking ability. According to Gower (1995:99-100), to get good ability in speaking, there are two aspects that should be mastered in speaking. They are accuracy and fluency. Accuracy involves the correct use of vocabulary, grammar and pronunciation. One cannot communicate effectively or express their ideas if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction which is used in communication. Furthermore, grammar is needed to arrange a correct utterance in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form. Finally, pronunciation is the way for the speaker to produce clearer language when they are speaking. It deals with the phonological process that refers to the component of a grammar make up of the elements and principles that determine how sounds vary and pattern in a language. The second one is fluency. It is considered to be the ability to keep going when speaking spontaneously. Nation and Newton



(2009:152) say that fluency is typically measured by speed of access or production and by number of hesitations.

Moreover, in order to make the communication meaningful, the speaker should master the speaking ability in structural in functional aspects.. According to Littewood in Sari (2006), speaking ability is the combination of structural and functional aspects of the language. The structural aspect of the language in one side focuses on the grammatical system; it describes a way in which linguistic items can be combined. The functional aspect in another side concentrates on the ability to use the language in certain situation.

As the conclusion, speaking ability is the ability to use linguistic knowledge in oral communication accurately and fluently. Besides, speaking ability is the combination of structural aspect and functional aspect. Those two aspects contribute to the meaningful of communication that should be mastered.

### **C. Teaching Speaking at Senior High School**

Curriculum which is applied in Indonesia is *Kurikulum* 2013. According to Sutiana (2013), *Kurikulum* 2013 is a competency -based curriculum. Competency -based curriculum is outcomes - based curriculum which is aimed at achieving competence based on competency standards or *Standar Kompetensi Lulusan*. To achieve the competency standards, there are two kinds of competences that are applied in *Kurikulum* 2013: core competence and basic competence.

Based on the Curriculum 2013, teaching English at senior high school is emphasized on language competence as an informational literacy, which English is used as a tool to convey ideas and knowledge. Furthermore, Association of



Teaching English as a Foreign language in (2013:8-9), also says that teaching English at Senior High School is to enable the students to reach informational level. It means that they are able to access their knowledge by language both written and spoken form. This curriculum exposes that teaching English subject at Senior High School aims students to be able in three points: (a) Students have competence in communication in spoken and written form to reach informational level; (b) Students aware that English is important in world's communication; (c) Students comprehend about relationship between language and culture. Moreover, to achieve the informational literacy, teaching speaking English at senior high school involves the core competence and standard competence to understand the meaning of factual texts and imaginative or stories texts in the context of daily life.

Furthermore, because of the time allocation of teaching speaking English in *Kurikulum 2013* is shorter than previous curriculum, the ATEFL suggests that the teachers should prepare appropriate technique related to each material so that students can comprehend the lesson well. Moreover, based on *Kurikulum 2013*, the method of teaching speaking English at senior high school has some steps (observing, questioning, associating, experimenting and communicating) in order to make the students more active and creative in teaching and learning process (see *Appendix 1*). This approach is aimed at teaching and learning process that is focused on students not teacher. The teachers need to encourage the students' curiosity about the lesson so that the students can be active and creative in teaching and learning process. So, the teacher should concern on their roles either



in pre-teaching, whilst-teaching, or post-teaching of speaking. The teachers should have appropriate technique because they have responsibility in encouraging and improving the students' speaking English ability.

Moreover, High School Students are in teen age approximately 16-18 years old. Brown (1994:95) states that the "terrible teens" are age of transition, confusion, self-consciousness, growing, and changing bodies and minds. They are often mumbling, slurring, and speaking unclearly in this transition, they tend to speak fast; how their ideas can be shared quickly, and loose ideas on what to say. Most of people realize that it is also difficult for them to say words in English. Teacher does need a way to overcome these problems, in relation to their age, what kind of activity that they like, and through the fact that they just start to learn English extensively. The learning of speaking skill, however, is not easy. To learn this speaking ability from the young age, Senior High School students need consistency practice to become fluent and accurate speakers. All students must be involved in every activity in speaking class.

In addition, some suggestions related to teaching speaking are also given by Kayi (2006:4), they are: (a) provide maximum opportunity to students to speak the target language by providing a rich environment, such as collaborative work, authentic materials and task, and shared knowledge; (b) try to involve each student in every activity; (c) reduce teacher's speaking time in class while increasing students speaking time; (d) indicate positive signs when commenting on students' response; (e) ask eliciting questions in order to prompt the students to speak more; (f) provide writer feedback; (g) do not correct students pronunciation



mistake very often while they are speaking; (h) involve speaking activities not only in class but also out of class; (i) circulate around classroom to ensure that students are on the right track and see whether they need your help; (j) provide the vocabulary beforehand that students need in speaking activities; (k) diagnose problems faced by students who have difficulty in expressing themselves and provide more opportunities to practice the spoken language.

In short, teaching speaking in senior high school is aimed to enable students to communicate in English. It means the language can be used as a tool to get and transfer the knowledge. Also, teaching speaking at Senior High School is a challenge for the teachers. It is because the students are age of transition, confusion, self-consciousness, growing, and changing bodies and minds. They more likely feel hesitate to speak for lack vocabulary and grammar mistaken. The teachers have responsibility in improving and enhancing the students' speaking, in expressing both messages and ideas. Thus, teachers should concern on their roles either in pre-teaching, whilst-teaching, or post-teaching of speaking.

#### **D. Descriptive Text**

Descriptive text is a text that is used to describe a particular person, place, or thing. According to Anderson and Anderson (2003:27), a description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including person opinions. Wahidi (2009:14) also states that descriptive text is a text to create a vivid impression of a person, place, object or event e.g. to describe a special place and explain why it is especial, to describe the most important person in your life, or to describe the animal's habitat



in your report. In other hand, description text is to describe a particular person, place, or thing.

Furthermore, Hammond in Hami (2011:15) says that descriptive text is a text, which says what a person or thing is like. Descriptive text stretch out many information about certain people, things, and place clearly and detail. So, the key of speaking a good description is to use details that help the listener imagine the person the speaker described. So when the speaker describes what a person looks like, the speaker tells about physical characteristics such as height, weight, and hair color.

According to Blanchard and Root (2003:3), there are two keys in producing a good description. The first key is space order, and the second key is specific detail. In space order, the students might describe something from top to bottom or from left to right. For example, when they describe a person, they could start with the person's head or with the person's feet. They could describe a room from left to right or from right to left. Imagine that they are standing in the doorway and tell about each part of the room in order, moving from the left side of the room around the right side, and ending at the doorway again. Then speaking a good description uses specific details. When the students describe something, they paint a picture words. The goal is to make the reader see what they have described. The way to do this is to use many specific details, specific means exact and precise. The more specific they can do, the more listeners can see what they are described.



Meanwhile, before producing the descriptive text, the students should master the generic structure of the descriptive itself. Genre is a tool for understanding and teaching the kinds of speaking of non-native English speakers in academic and professional contexts. The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Each text has its own generic structure.

According to Padriyono (2007:44), the generic structure of descriptive text is divided into two parts. They are identification and description. Identification is a statement or a short paragraph that identifies the object that is going to be described. It is usually interesting and able to provoke the readers/listeners to be eager to read/listen to the text. Meanwhile, description is a part to give sufficient description about the object as mentioned in the identification part. It may consist of one or several paragraphs. The description of the object can be done according to different angles, such as size, length, strength, color, height, condition of the location, weather, qualities, shape, etc.

According to Jauhari (2007:24-25), besides having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of the descriptive text. First is a kind of adjective. Adjective is used to describe specific noun, for example, three tall building, sharp white fang, a pretty Barbie doll, etc. Second is relational process. It means using verbs that describes situation or condition of participant, for example, my car has four doors, and my father is really handsome, etc. Third is figurative language. It means that descriptive text uses figurative language such as simile or metaphor as



a way to give illustration of comparison, for example, my throat is as a dessert, her skin is white as cloud and smooth as water, etc. Finally, descriptive text usually uses simple present tense, for example, I have a toy, it is a doll, etc.

Based on explanation above, it can be concluded that descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. There are two points that should be comprehended by students before producing the descriptive text. They are generic structure and language features.

#### **E. The Concept of Picture**

Picture is a media that can be used in teaching language. Picture can be painting, map, or photograph. Otherwise, Harmer (2001:135) has different opinion about definition of picture. He states that pictures or graphics are media that can be taken from books, newspapers, and magazines, or photographs to facilitate learning. He also adds that picture can be drawn or created by ourselves.

The teachers who choose picture as media in teaching speaking, they should determine what is the appropriate type of picture for the students. The teachers should know the criteria in selecting the picture firstly. Nielson in Handayani (2011:13) suggest the five criteria in selecting the pictures that will be given to the students. They are: (1) they establish a simple, categorized file; (2) they present a single clear activity or project; (3) they can be seen by all students clearly; (4) we should avoid “bending” the semantics of picture, and (5) they can limit the times. Based on those criteria, the teacher should consider the third and the last criteria;



the picture should be clear so that it can be seen by the students. In addition, the teacher should find or chose the simple picture or it may not take much time.

Moreover, Sutlerland (1999) says that the most important in providing pictures in the pictures are fun, a truly-self motivating usual aid capable main training students' interest, and competition for their own cake. Meanwhile, Wright (1986:120) suggests that the teacher must present picture in a way which is relevant to the interest and age of the students.

Based on the expert's explanation above, the teacher has to choose the appropriate picture based on the criteria. The teacher has to select the interesting picture. Therefore, he/she must be creative and imaginative in selecting appropriate picture.

#### **F. The Concept of Picture Dictation**

Picture dictation is combination between picture and dictation. It is one of dictation variation. According to Rivolucris (in ispita, 2008), picture dictation is a technique that combines picture and dictation. The students do drawing when the teacher reads the text. There are some reasons of teacher to use dictation. First, the students are active during the exercise. Second, the students are active after the exercise. It is because the students can practice their English by describing their own drawing. Third, dictation leads communicative activities. It can be seen when doing exercise in pairs or groups. Fourth, beside dictation copes with mix ability groups, it is deal with large group and the teacher believes and proves that dictation often calm the students.



According to Leong (2003:11), picture dictation is technique which involves drawing and dictation activities. Picture dictation targets several skills and learning styles that can be used to beginners, pre-intermediate and intermediate-level learners. Good pronunciation skills are essential for the person dictations. This exercise focuses on choosing or preparing a text in clear visual terms so that it can be used for picture dictation, which involves learners in all four skills of listening with attention, fun and interest, speaking with confidence, reading with care and purpose and writing with accuracy.

Furthermore, Pollar and Hess in Putri (2012:11) also state that picture dictation is a teaching technique which involves a drill and draw of the whole four language skills – listening, speaking, reading and writing. Students have much fun drawing that they may not notice how much they are learning. They use visual and spoken information to create a picture and recreate sentences. It means that teachers can use this technique to teach or review vocabulary, and it is a wonderful way to practice listening and speaking skill.

According to Putri (2012:10), there are some parts that should be considered when using picture dictation. First, teacher should consider the suitability of the text and the length as well. The teachers have to avoid giving long text to the students because it will be difficult for them to get the ideas. Second, the teacher should consider the language of the text whether it is complex or not. The teacher can use the interesting topic based on the students' background knowledge before coming to the dictation. It is better to give difficult vocabulary related to the text will be given. So, it will be easy for the students to understand what they hear,



what they draw, and what they tell about. Third, the teacher should explain about the procedure of the picture dictation technique. Finally, the teacher should know his / her students competence in listening skill, so the teacher should consider the speed when he / she reads the text. In reading the text, she / he can make an agreement with the students about how many times should the text will be read. It can be twice or three times. When she / he finish reading the text, she / he should do something to check the students' work. The teacher can create some activities to check their work either exchange checking among students or check on the board.

On the other hand, the teacher should prepare what she / he will do in the classroom and how long they will take time for each activity in picture dictation process. According to Leong (2003: 1-2)

Normally the activity takes about 20 – 30 minutes, depending on the length of the dictation, there are four steps: (a) Prior to the dictation exercise, the teacher chooses or prepares a text that is appropriate to the level of the learners and is written in simple visual terms; (b) Listening with an immediate purpose, interest and fun; (c) Speaking with confidence and pride. After the teacher finishes reading aloud and the two students have completed their pictures, the teacher asks the class if the pictures are correct. After corrections are made, the teacher asks two students artists to explain and talk about their pictures. They are ready and proud to talk their work in front of the class; (d) The teacher may only need to do a sample check of students' work if the teacher can trust their students to correctly make corrections.

Moreover, Lawtie in Putri (2012:11) also discusses about the procedures of teaching by using the picture dictation in classroom. There are some steps. First, the teacher explains to the students that they are going to do a picture dictation. The teacher describes a simple and easy picture and they draw it. When the teacher is describing the picture, it can be describing one object at twice or three



times slowly. Make sure the teacher gives the students enough time to finish drawing one object before moving to the next object and it is a good idea to walk around and look at the students' drawing as they are drawing them. So that the teacher can see how they understand the teacher's descriptions.

Based on the explanation above, it can be concluded that teaching speaking by using the picture dictation technique require the listening skill beside the speaking skill because the students have to listen the text carefully so then they can draw some objects related to the text automatically. There are two indicators in giving correction to the students' picture or the process of the picture dictation. First is the students can draw what they listen and the second one is the students can describe the picture. It will make the students have enough time in preparation and practicing in speaking. Consequently, the students' speaking ability can be improved.

### **G. Review of the Related Findings**

In order to support this research, there are several previous studies that relate to this research done by some researchers. First, Leong (2003) has conducted the research about picture dictation and find out that it is positive and interesting because the learners like picture. The research was conducted to apply the picture not only focuses on speaking skill but also integrated of four skills. Leong says that both pre-service student teachers and in-service teachers have tried this method with beginner, pre-intermediate and intermediate-level learners. Their response is very encouraging because picture dictation is interesting activity. Some teachers report that there are no more failures in this kind of dictation.



Second, Lawtie (2004) also conducted picture dictation in her research. In her research, she focused on large classes, especially with young learners and teens. She tried to give some variations in order to invite students' interest in listening what the teacher describes.

Third, Masniati (2008) investigated about "Improving Students' Speaking Skill through Picture Dictation at the Grade VIII.5 of SMPN 13 Padang". The finding revealed that there were an increasing and development of students' speaking skill. They were motivated to speak; interested to learn English where they thought English is a difficult subject not interesting anymore. They had self-confidence to speak and can express their feeling, ideas, opinions, or describe something with grammar, fluency, pronunciation, comprehension, vocabulary better than before. Based on speaking test, it can be seen that there were an improvement on their speaking test result; 40.3, 50.2, and 62.2. This result got from pretest to cycle II.

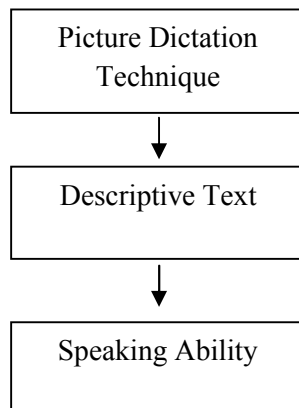
The last, Pertiwi (2013) did research about increasing students' listening ability through picture dictation at the second year students of SMP Negeri 1 Bukit Kemuning. The result of the research showed that there is a significant difference of students' listening achievement before and after being taught through picture dictations technique. The total score of pre-test was 1970 and post-test was 2380. The increase was 410. The mean score of pre-test was 57.92 and post-test was 72.12 or increased about 14.18%. It proved that the students' scores increase significantly because  $p < 0.05$  ( $p = 0.000$ ).



The previous research above shows that the picture dictation can give improvement to the students' mark and motivation in learning English. This technique can be used in four skills; listening, speaking, reading and writing with beginner, pre-intermediate- and intermediate-level learners. Therefore, in this research, the researcher is interested in conducting research about the effect of implementing the Picture Dictation technique on the students' speaking ability at the first year of SMAN 4 Padang. Even though the research about picture dictation of improving speaking skill has done by previous researcher, it had significant difference between this research and previous study. First, the level of students as sample of this research was different with previous study. This research was conducted to senior high school students, not junior high school students. As Leong (2003:2), picture dictation can be used for beginner, pre-intermediate and intermediate level. So this research was done in intermediate level not pre-intermediate level. Second, the materials used in this technique were not only thing and person but also place. Also, this material was not in cartoon form but in real form or photo. Third, variation of teaching speaking by this technique was also different. The teacher will provide students in to some groups not in pairs or individual from the beginning till the end of the research.



## H. Conceptual Framework



The diagram shows that picture dictation technique is used to teach descriptive text to see the improvement of the students' speaking ability.

## I. Hypothesis

The hypotheses in this research are the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_1$ ).

$H_0$  : There is no significant difference in speaking skill between the students who are taught by Picture Dictation Technique in whilst-teaching of descriptive text and those are not taught by Picture Dictation.

$H_1$  : The use Picture Dictation technique in whilst-teaching will give a better effect on students' speaking skill in descriptive text.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research findings that have been discussed in the previous chapter, it can be concluded that there are some better effect of using Picture dictation technique in teaching-learning process of descriptive text. First, the mean of speaking score of the students who were given Picture Dictation technique in teaching-learning process of descriptive text was higher than those who were not given Picture Dictation technique. By using statistical analysis, it was found that there was a significant difference in speaking ability between the students who were given Picture Dictation technique and those who were not given Picture Dictation technique. Thus, it can be said that the use of Picture Dictation technique in teaching-learning process of descriptive text gave a better effect on the students' speaking ability.

Second, the researcher found that by using picture Dictation technique, the students got helped to understand the language features of descriptive text because the students had to listen to the dictation from the teacher first. Third, the students were guided with vocabularies and pronunciation in dictation process so that the students could produce the oral descriptive to do activities in the post-speaking well. The Last, the students who were given Picture Dictation technique got motivated and interested more than those who were not given Picture Dictation technique. Thus, it attracted their interest, motivation, and enthusiasm in learning



process because the students like to draw based on their listened. Furthermore, it avoided the students' boredom to study.

### **B. Suggestion**

It has been proved in this research that using Picture Dictation technique in teaching – learning process of descriptive text gave a better effect on the students' speaking ability. Based on the research done, the researcher would like to give suggestion as a consideration for some problems existing in teaching speaking of descriptive text for senior high school students. First, in order to improve the students' speaking ability of descriptive text, it is recommended for English teachers to use Picture Dictation technique in whilst-teaching. This technique encourages students' motivation to learn English especially in learning descriptive text because this technique makes students active and enjoy in teaching process. As a result, the students do not hesitate to speak and their speaking ability improves automatically. Second, other researchers are suggested to conduct further research related to findings of this research by applying other speaking rubrics.



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