

# CAKRAWALA PENDIDIKAN

**FORUM KOMUNIKASI ILMIAH  
DAN EKSPRESI KREATIF  
ILMU PENDIDIKAN**

**Masyarakat Ekonomi AEAN (MEA)  
Antara Ancaman dan Tantangan**

**Membangun Kerukunan Antar Umat Beragama**

**Anaphor, Cataphor, and Exophor in Postcard Texts**

**Membangun Intensi Kewirausahaan Bagi Mahasiswa LPTK  
sebagai Alternatif Menyiapkan Kemampuan Memasuki Lapangan  
Kerja Baru yang Mandiri**

**Teaching Speaking Using Describe and Draw Technique**

**Scrutinizing Students' Writing Using 6 + 1  
Trait Writing to University Students**

**Grammatical Errors in Essay Writing at English  
Department Students**

**Upaya Meningkatkan Hasil Belajar dan Motivasi Mahasiswa  
Offering C melalui Model Pembelajaran *Advance Organizer***

**Implementasi PhoTransEdit dalam Pengajaran Pengucapan  
Bahasa Inggris**

**Effectiveness of Using Reciprocal Method  
in Teaching Reading Comprehension**

**Pelaksanaan Pelayanan Pengujian Kendaraan Bermotor di Dinas  
Perhubungan, Komunikasi dan Informatika Kabupaten Blitar**

**Figurative Language in The Selected Poems  
of William Shakespeare**

**Applying Mind Mapping Strategy in Speaking Learning Activity**

**Penerapan *Active Learning* untuk Menanamkan Proses Berpikir  
Intuitif pada Mahasiswa**

**Pengembangan Modul *Expository Essay Writing* Berbasis *Scientific  
Approach* untuk Mahasiswa STKIP PGRI BLITAR**



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# TEACHING SPEAKING USING DESCRIBE AND DRAW TECHNIQUE

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**Abstrak :** Masalah para siswa ketika belajar *speaking* antara lain adalah; merasa malu untuk berbicara, motivasi yang rendah, kurang percaya diri, takut jika membuat kesalahan dan lain sebagainya. Sebenarnya, mereka mengerti tentang topik atau materi *speaking* tetapi mereka sulit menyampaikan dan mengekspresikan pendapat mereka ke para temannya. Berdasarkan permasalahan tersebut maka penulis membahas salah satu teknik yang baik untuk mengajar *speaking*. Teknik tersebut adalah Teknik Mendeskripsikan dan Menggambar. Teknik ini mempunyai banyak elemen yang ideal untuk kegiatan *speaking* dan memberi motivasi yang tinggi jika diterapkan dengan baik. Dan teknik ini mempunyai tujuan yang jelas untuk kegiatan berkomunikasi dan bisa digunakan untuk bahasa apapun.

**Kata Kunci :** Mengajar *speaking*, Teknik Mendeskripsikan dan Menggambar

**Abstract :** Students' problems in learning speaking such as; feeling shy to speak, having low motivation, having less self confidence, feeling afraid of making mistakes etc. Actually, they understand about the topic or material of speaking but they are difficult to share and express their idea to others. Based on the problems above the writer discusses one of good techniques to teach speaking. It is Describe and Draw Technique. The technique has many of the elements of an ideal speaking activity and giving highly motivation if it is used well. And it has a real purpose for the communication taking place and almost any language can be used.

**Key Words :** Teaching speaking, Describe and Draw Technique.

## INTRODUCTION

One of language skills that influence the language ability is speaking. It becomes a mirror to know whether their language ability is good or not. Nevertheless, some students think that speaking is difficult because they should adapt among the written form and the pronunciation. Their problems in learning speaking such as; feeling shy to speak, having low motivation, having less self confidence, feeling afraid of making mistakes etc. Actually, they understand about the topic or

material of speaking but they are difficult to share and express their idea to others.

The traditional teaching technique of speaking is one of things that make students can develop their speaking ability. Abida and Azeem (2012:172) state that "Traditional method did not involve students in creative thinking and participation in the creative part of activities." The conventional teaching technique in the process of teaching and learning focuses on how the teacher delivers



information rather than how the students absorb it. It tends to involve more passive learning by the students, such as listening to lectures in which the teacher disseminates the information and it is up to the students to absorb and process it.

Therefore, it is important for the teacher to stimulate the students to speak in comfortable speaking activity using good technique. One type of good speaking activity is called 'information gap' where two speakers have different parts of information making up a whole. Because they have different information, there is a 'gap' between them. One popular information-gap activity is called 'Describe and Draw Technique' (Harmer, 1998:88). It has many of the elements of an ideal speaking activity. It is highly motivating (if used only very occasionally), there is a real purpose for the communication taking place (the information gap, completion of the task), and almost any language can be used.

## **SPEAKING**

Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language. (Thornbury, 2005:1)

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and

syntactic structures of the target language.

Depending on the formality and importance of the speech situation (and their own personal linguistic propensities), the learners may also attempt to monitor their output. In conversations and other interactive speech events, the speakers must attend to the feedback from their interlocutors and observe the rules of discourse used in the target culture. Phonological considerations add to the difficulty of the task, especially for adult learners, as speakers strive to achieve "good" pronunciation. The speed of such interaction is also an issue because there may not be adequate time for processing either outgoing speech or incoming messages at the typical rate of native-speaker interaction. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. For many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives people to attempt to speak fluently and correctly.

People can define speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be a dumb and never know everybody's means.

## **TEACHING SPEAKING**

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just



as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express them selves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

What is meant by "teaching speaking" is to teach EFL learners to: (a.) Produce the English speech sounds and sound patterns. (b.) Use word and sentence stress, intonation patterns and the rhythm of the second language. (c.) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter. (d.) Organize their thoughts in a meaningful and logical sequence. (e.) Use language as a means of expressing values and judgments. (f.) Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully - and if the teacher has set up the activity properly and can then give sympathetic and useful feedback - they will get tremendous satisfaction from it. (Harmer:2007:123)

One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in

## real life speaking in the safety classroom. **THE ROLE OF THE TEACHER IN SPEAKING CLASS**

Speaking is a means to communicate with other people. it can be done in monologues or dialogues. So the role of speaking in human life is so important, because human can not live normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid and shy to speak up. It is so difficult for the teacher to make them speak, the students are not only afraid and shy to speak up but also they do not have much vocabulary to speak. So the teacher has important role in encouraging students to speak. Teachers should play such of different roles in teaching speaking. Harmer (2007) states the roles as follow:

### **Prompter**

Students some times get lost, can not think of what to say next or in some other way lose the fluency we expect of them. We can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, we may be able to help them and the activity to progress by offering discrete suggestion. If this can be done supportively - without disrupting the discussion, or forcing students out of role - it will stop the sense of frustration that some students feel when they come to a 'dead end' of language or ideas.



### **Participant**

Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement and generally maintain a creative atmosphere. However in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to themselves.

### **Feedback Provider**

The vexed question of when and how to give feedback in speaking activities is answered by considering carefully the effect of possible different approaches. When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstanding and hesitations. Everything depends upon our tact and the appropriacy of the feedback we give in particular situations. When students have completed an activity it is vital that we allow them to assess what they have done and that we tell them what, in our opinion, went well. We will respond to the content of the activity as well as the language used.

## **DESCRIBE AND DRAW TECHNIQUE**

### **General Concept of Describe and Draw**

Pictures are extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describe and draw activities. Where one student describes a picture and a paired classmate has to draw the same picture without looking at the original. (Harmer: 2007:135)

This technique is to make students easier to describe something, and make learner process more enjoyable. Pictures are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly.

### **Types of Picture**

According to Harmer, pictures can be in form of wall picture, flash card, and cue card.

#### **Wall Picture**

It is big enough for everyone to see detail. Some time teachers use large wall pictures, when pointing to detail of a picture to elicit a response.

#### **Flash Card**

It is a small card which teacher can hold up for students to see. Flashcards are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

#### **Cue Card**

It is a small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests.



### **Describe and Draw to Teach Speaking**

Pictures are extremely useful for a variety of communication activities, especially where they have a game-like feel, such as describe and draw activities. (Harmer:2007)

There are several methods in teaching learning speaking. Picture is one of the ways to explain a real situation. It is very simple visual aids that can be picked up from the newspaper, magazine, internet, book, etc.

### **The Procedure of Describe and Draw Technique**

There are kinds the procedures of describe and draw technique to teaching speaking in the classroom, they are :

#### **Contents**

Pictures about suitable with the topic, Blank sheet for drawing, and One sets of drawing (Pencil, eraser, and pencil color)

#### **Preparation**

This is an activity for two people or two teams. Each person or team needs to have one of the sets of drawings and ond sheet to draw on.

#### **Method**

Make the students work in pairs, In this activity, one student has a picture which they must not show their partner (Harmer: 2007). Ask A to describe his or her picture about narative story, and ask B to draw it. Ask B to do the same as what A does after B has finished drawing. Have them to compare their picture with the original.

### **The Example of Describe and Draw**

Student A : There are two people in the picture. They are Malin Kundang and his mother. They are in the middle of the picture.

Student B : About here?

Student A : Yes...well.

Student B : It is like that?

Student A : No, Malin Kundang is in the right side.

When the 'artist' and his 'patron' have done as much as they can, the original and the copy should be compared.

Student A : Oh, the place of Malin Kundang is wrong.

Student B : I told you they were. But you wouldn't change them.

These are the preparations and procedures of descibe and draw technique. Although this technique can make students crowded, the researcher hopes this technique make students more active and no bored in the class. And the researcher hopes describe and draw technique can be successful in Junior High School and useful to the students.

### **THE BENEFITS OF USING DESCRIBE AND DRAW TECHNIQUE**

There are some benefits of describe and draw in a teaching process, they are: (a.) Study become very interesting. (b.) Students are more understand because they are very enthusiast with this technique. (c.) Improving students' confidence. (d.) process of the study are very interesting.



## THE WEAKNESS OF USING DESCRIBE AND DRAW TECHNIQUE

There are some weakness of describe and draw in a teaching process, they are: (a.) Teacher should prepare many of pictures. Because every student gets a different picture. (b.) Teacher should give a picture as a handout to the students.

## CONCLUSION

Based on the discussion, the writer concludes that some students find difficulties to share and express their idea in speaking activities because feeling shy to speak, having low motivation, having less self confidence, feeling afraid of making mistakes and the teacher uses traditional method that does not support and create good speaking activities in the class. That is why in teaching speaking class, teacher needs to select suitable technique in order students to be brave to speak without feeling afraid of making mistakes, having high motivation, and having better self confidence. And one of good techniques to teach speaking is Describe and Draw Technique.

## SUGGESTION

In teaching speaking class, teacher needs not only good preparation in teaching material but also good technique to deliver the teaching material. There are so many good techniques to teach speaking. One of good techniques to teach speaking is Describe and Draw Technique. However, there is no the best technique. The best technique is the technique that can be applied by both the teacher and students well in the class and it can reach the main goal of the learning.

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