

THE IMPACT OF OBJECT DESCRIPTION ACTIVITIES IN IMPROVING STUDENTS SPEAKING SKILLS AT MTS SIRAJUL HUDA

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Abstract

Object Description Activities Technique to Improve Students' Speaking Skills at MTs Sirajul Huda. Thesis. English Education Department. Undergraduate Program. University of Qamarul Huda Badaruddin Bagu. 2025. This research was motivated by phenomena in the process of teaching and learning English, where students have low speaking ability several contributing factors were students have lack of confidence to speak in front of the class and also students' vocabulary was still very low. So the students need a technique that can help them to improve their speaking skills, one of which is the Object Description Activities technique. The purpose of this research was to find out whether or not Object Description Activities technique can improve students' speaking skills at MTs Sirajul Huda. This study used pre-experimental design. The sample was 20 eighth grade students of MTs Sirajul Huda. The instrument in this study used a speaking test in the form of Lombok tourism which familiar to students to collect data. First, the researcher gave a pretest, second gave treatment, and third the researcher gave a posttest. Researcher analyzed the data using the SPSS computer program to compare data results, the tests used were descriptive statistics, normality tests and T-tests. Based on the results of this study, it can be concluded that: (1) the use of Object Description Activities technique was very effective to improve students' speaking ability. This can be seen from the results of the study which show the average value before treatment was 56.20 and the average value after treatment was 67.90. (2) the use of storytelling techniques was very suitable for use in the learning process, as evidenced by the students' expressiveness and enthusiasm which makes the class more fun.

Keywords: Object Description Activities, Speaking Skill.

1. Introduction

Language allows us to describe our experiences, tell stories, ask questions, give opinion, and bond with others. Languages are diverse, each has own rules (grammar), vocabulary, and ways of organizing ideas, which can reflect the culture and worldview of the people who speak it. Ur (1996:120) stated that speaking seems intuitively the most important, This shows the importance of mastering English, especially speaking skills in facing the era of globalization and preparing for the future. Education is a basic need for human being, with good education a person can provide benefits for himself and for others. There is not even a developed country in the world that does not focus on the education sector in developing the country and nation. Developed countries have proven that education has a very large

contribution and influence in improving the quality of their nation. Education is a source of progress for a nation, because with good education the quality of the nation's human resources can be improved. Human resources are the main asset in building a nation, and Indonesia is no exception. Therefore, the nations need to master the international language. In this globalization era, English is the language of the international communication. Even though English is not the most spoken language in the world, it is the official language in 53 countries and is spoken as first language by around of 400 million people in the worldwide. But that is not all, it is also the most common language in the world. Meanwhile, in Indonesia English become foreign language. English language is very important in human life. English is one of the languages that are widely used in every aspects of life such as science,

education, business and entertainment. Recognizing the fact English is important in the future, learning English as early as possible must be implemented in school which is one of the efforts to increase individual competence in learning English.

Speaking plays an important role in learning foreign language, by mastering speaking skill, people will be able to share their opinion, idea or anything with anyone whether they are local people or native speaker orally. Speaking is an interaction of thought, idea or feeling between two or more people, it is a productive part of teaching and learning process. This will be important for students in everyday lifestyle. For example: describing something, telling something with others, complaining to others, discuss something with others and conversing with native speaker is tool of commerce. Speaking is an important part of everyday interactions and often a person's first impression is based on his or her ability to speak fluently and comprehensively. However, speaking is not an easy thing for students in the classroom. At the school especially in English foreign language classroom, speaking English is still become a problem for the students. According to Zhang (2009:91) states that speaking remains the most difficult to master for the majority of English learners and they are still incompetent in communicating orally in English. In fact, students usually feel anxious when asked to speak in English, they are shy to speak in English in front of their friends because they don't know how to speak and pronounce the word. Actually, they are lack of vocabulary.

Based on the explanation on previous stage researcher is interesting in conducting research entitled "Improving Speaking Skills Trough Object Description Activities at MTs Sirajul Huda" object description activities were expected to improve students speaking skills and make students more confident in speaking English. This research aims to solve students' problems in mastering speaking skills and also to encourage students' to be more active in speaking English and of course to improve their speaking skills.

The researcher found several studies related to the issue of objects description. A previous

researches of some researcher that have relation such as follows:

The research was "Increasing The Students' Speaking Skill In Describing Things By Using YouTube Video in 2022/2023" by Sastrawan Gulo and Afore Tahir Harefa University Nias Indonesia in 2023. The purpose of that research was to increase students' speaking skill in describing things by using YouTube video. That research was applied Classroom Action Research (CAR) in order to improve students' speaking ability in describing things. The subject of the research consist of 20 students. The researcher used quantitative and qualitative data, quantitative data is information about pupils' speaking ability, while qualitative data is uncountable information that that must be evaluated and analyzed. The instrument to collecting the data were observation , evaluation and field notes. The result in this research showed that were enhacement of students' speaking skill in describing things.

2. Research Method

This study uses a pre-experimental one group pre-test and poss-test design. According to Sugiyono (2013:74), this design is called a pre-experimental design because it is not a true experiment. It means there are still external factors that can affect the dependent variable. This happens because there are no control variables, and the sample is not selected randomly. Therefore, in a pre-experimental design, there is no experimental and control group. The researcher chose this design because it suited the research conditions, wich only allowed for one group

3. Result of Research

a. Result

This part presents the findings of the research conducted to investigate the impact of object description activities on improving students' speaking skills at MTs Sirajul Huda. The results are presented through a detailed analysis of pre-test and post-test scores, observations of student participation during the intervention.

This research was conducted to find the improvement of students' speaking skill mastery using object description activities at MTs Sirajul Huda Repok Sintung, Taman Indah village, Pringgarata district, Central Lombok. Before conducting the pretest, the researcher first tested the research instrument that would be used as a research measurement tool. The researcher distributed a questionnaire consisting of several questions related to the research instrument and the object description activities technique to be used. Researchers distributed questionnaires to 20 respondents. The research instrument was said to be valid if $r_{count} > r_{table}$ of 0.444, the results of the pretest and posttest instrument validity test were higher than 0.444 so it can be concluded that the pretest and posttest instruments were valid. While the pretest and posttest instrument reliability test used the "Alpha Cronbach" formula and the results of the pretest and posttest instrument values were higher than 0.60 so it can be concluded that the instrument used was reliable.

The researcher found that using object description technique is effective in improving students' speaking skill mastery. This was supported by Suminar and Putri in Hidayat (2021:102) As a learning tool, object description can enhance critical thinking and speaking skills mastery. It requires students to select the most relevant details to describe clearly and meaningfully to others.

Based on the results that the researcher has explained earlier, it can be concluded that the object description technique can improve students' speaking skills. Object description technique can be an alternative technique that can be used to help students improve their speaking skills and this technique can continue to be applied in learning and teaching process in the class using more varied media.

The students were interviewed about their responses or comments about the implementation of the Hot Seating. There are some students who get difficulties in speaking skills this is because speaking is rarely done in the classroom. Based on result of the interviews conducted, many of students limited of

vocabulary, they still get the difficulties to pronounce the words. They were not confident to speaking in English, they can not to make good sentences because rarely tried to make short conversation the class. Based on the students learning outcomes above, by using hot seating model as a method of teaching learning to solve the problem. The researcher wants to improve the students' speaking ability. Moreover, the result of the interviewed after implemented hot seating model. The students speaking ability was improved and they more confident to practice with their friends, and their vocabulary mastery improved.

Another research instrument used as supporting the data the researcher used questionnaire. From the data was collected from the student's responses through questionnaires showed strong positive responses from the participants. 92.89% of the students think that the use of hot seating in teaching learning process is good because it can help the students to improve their speaking ability in English. The students also show good respond during the treatment activity. From explanation of the result above, it can be concluded that the number of students agree is quite high. And this show that hot seating model is preferred by the students.

b. Discussion

Conducted the result of the study was aimed to investigate how students "speaking skill taught by using hot seating strategy in Enhancing Students". There were 65 students as a sample out from 76 populations. In collecting the data, he used speaking test. He found that teaching speaking ability using hot seating strategy effectively improve students' speaking ability. In this research, speaking as the first assessment, to analyze the data by using scoring; the scoring is a process of making the students' achievement which was measured by the test. The raters gave speaking score to the students by using scoring criteria. Criteria are statements which describe achievement level and real evidence of learner's achievement in standard quality that wanted.



The scoring consists of 1,2,3,4 and 5 points which criteria in every point. A point covered of pronunciation, grammar, vocabulary, fluency, and comprehension. The test was scored by using the rating scores of oral proficiencies scoring categories test by Brown (2003).

Based on the findings above, the researcher found out that the use of hot seating model gave contribution toward the students' speaking skill. There were significant different score between pre-test and post-test. The researcher found that the students' mean score of the post-test was higher than the students' mean score in the pre-test. The mean score of pre-test was 43.27, with the minimum score was 30, and the maximum score was 605. Meanwhile, the mean score of post-test was 73.65 with minimum score was 68 and maximum score was 80. It can be concluded that the students' speaking skill of the test was improved really well after being taught by using hot seating model.

In order to determine whether or not hot seating model towards students' speaking skill, the researcher decided to used paired sample t-test. The result of paired sample test can be seen at table 4.9. It can be seen in sig. 2 tailed that the score was 0.000 which means lower than significant value which was 0.05. So, it can be concluded that H_0 is rejected and H_a is accepted indicating that the students' score of speaking skill test is higher after being taught by using hot seating model. The average score from both pre-test and post-test the significant difference, the post-test was improved really well after being taught by using hot seating model. Moreover, the result of the interviewed after implemented hot seating model. The students speaking ability was improved and they more confident to practice with their friends, and their vocabulary mastery improved.

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their speaking ability in English. The students also show good respond during the treatment activity. In playing hot seating model, the students participated without realizing that they were actually taking part in learning English. The findings correlated with Syarfuni (2010: 76) states that hot seating is an educational game promotes to practice English without making the students aware that they are asked to practice. The situation not seems like a threat because it is performed in a relaxed and friendly competition atmosphere. It can be concluded that the students learned without feeling coercion.

They were happy under the atmosphere of playing hot seating model which made them enjoyed to learn English especially in speaking skill. And this findings correlated with Borich (2014) states that hot seating created interest and motivated participation in the classroom. It can concluded the students are found enjoyable, interesting, active and fun when it comes to utter hot seating model. The class atmosphere is very active and comfortable. The students did not feel bored at all because they have a chance to interact with their friends in the classroom, The students made significant progress in increasing their speaking skill. They knew the meaning of the words, they knew how to make the good sentences, synonym and antonym of the verbs that have been taught. It is proven by the students' achievement of pre-test and post-test was different. Based on the criteria, the score of pre-test was qualified as "Fail".

On the other hand, after giving the treatment, the students „score increased. It was qualified as "Average to Good". It shows that there was significant effectiveness of using hot seat model as a new method in attempting to increase students' speaking ability. In this research, the researcher found that there were three factors that might cause and affect the improvement of students' score achievement those are : (1) Students were paying attention to the teacher in learning English by using hot seating model. It was because of interesting game that made them curious. Likewise, Hobbiss (2017) states that attention directly impacts school attainment across the whole spectrum. (2) In the atmosphere of the



competition, students tried to win their group so that before the game was started they had prepared themselves with vocabulary. In accordance with, Cagilty, et al (2015, p.39) states that competition in games enhanced learning and motivation of the participants. And, (3) Students heard the taught vocabulary repeatedly, so that they understood more. It is proven by Gibson (2016) states that repetition works well especially for learning speaking skill. From the result above, it shows that the alternative (Ha) is accepted and the null hypothesis (Ho) is rejected

4. Conclusion

Based on the results of the study, the researcher concluded that students' scores were higher when using object description as a technique to improve speaking skills. This can be seen from the average students' score on pretest was 56.20 compared to the average students' score on posttest was 67.90.

Then, there is a significant effect on the use of object description technique in improving students' speaking ability because based on the data value of paired samples test showed sig. 0.001 was lower than 0.05 that means Ha was accepted and Ho was rejected. So it can be concluded that the object description activities technique can improve students' speaking skills for better.

Students seemed to enjoy the learning process by using object description techniques. When the learning process takes place, students were eager to directly practice English such as pronunciation and describe the object. Students said by applied this technique students are fun and not bored because the activities provided made students understand more. So with the data that researcher have obtained and the results of observations from student responses to the object description technique applied, it can be concluded that using object description activities techniques can improve students' speaking skills and make the learning process in the classroom more fun and expressive.

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