



## **Improving Young Learners' Speaking Skills with Picture Description Technique: A Study in SD Negeri 1 Latihan SPG Ambon**

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### **Abstract**

This study aims to determine how Describing Picture Technique improves students' speaking skills. The data collected from the students at SD Negeri 1 Latihan SPG Ambon, grade Va. Exploratory sequential design is used as the method in this study, whereas the qualitative data were collected using an observation checklist to observe how this technique was implemented, and the students' response. The teacher wrote a reflective journal to reflect each teaching and learning process. An in-depth interview was done to know the teacher's opinion on using DPT to improve students' speaking skills and the challenges in implementing this technique. The quantitative data, which are pre-test and post-test, were conducted to confirm the result of the qualitative data. The findings showed that DPT can improve young learners' speaking skills. Furthermore, this technique increased the students' vocabulary, improved pronunciation, and made them more comfortable speaking. However, there were still challenges found in implementing DPT faced by the teacher. Hence, these findings offer insights to the teachers to use a suitable teaching technique to improve young learners' speaking skills and what they need to prepare before implementing this technique.

**Keywords:** *Improving, Young Learner, Speaking Skills, Teaching Technique, Describing Picture*

**DOI:** [10.30598/matail.v4i2.13720](https://doi.org/10.30598/matail.v4i2.13720)

### **INTRODUCTION**

One of the purposes of learning English is to communicate in that language. Speaking is an essential component of communication competence because speaking helps the speaker deliver the idea understandably. Realizing how important it is, teaching speaking must be done early. It is a requirement to be introduced for young learners to prepare every child to have good communication skills. According to Pinter (2000), as cited by Yuda and Yani (2016), teachers will have difficulties speaking to young learners especially in

Indonesia, since they consider speaking a great challenge where they must speak and think simultaneously. Yuda and Yani (2016) also said that young learners are not necessarily capable correspondents, even in their mother tongue, and it reveals the idea that teaching speaking in Indonesia must be developed in an EFL context. Besides that, Harmer (2004) stated that getting students to speak or use the language they are learning is a vital part of a teacher's job. The teacher must design a learning process that allows young learners to practice their speaking skills. By this statement, we can say that the teacher, as the primary facilitator, is essential in improving young learners' speaking skills.

Teaching speaking to young learners needs an exciting learning process. The teacher must be able to choose the correct technique related to young learners' characteristics. According to Harmer (2007b, p. 82), one of the characteristics of young learners is that their understanding emanates not just from elucidation but also from what they see and hear, and crucially, they have a chance to touch and interact. In other words, young learners need something real to help them better understand it before they can speak. To this statement, teaching speaking using a picture as the media and describing a picture as the technique can help young learners create their understanding through visualization to be able to speak.

The researcher conducted a preliminary study to know what techniques were used by the teacher to make the students able to speak. From the observation, the researcher found some reasons the student cannot speak. The first is that the teacher is the center of the teaching-learning process. The teacher delivered all the learning material without encouraging them to try to give their opinion towards the material. Second, the teacher uses no suitable learning media to help the students as young learners enjoy their learning process, so they cannot speak inside the classroom. For example, in teaching "Telling Time," the teacher did not use media like pictures or videos. Lastly, the teacher does not use a learning technique to teach English, especially speaking. The teacher also did not create a learning situation where the students must speak or deliver their ideas. Besides observing the learning process, the researcher also interviewed several students. They have the same answer: they feel bored learning English because they spend too much time listening to the explanation and doing the exercises.

Speaking skills can be mastered through extended learning and practice processes. In teaching speaking for young learners, the teacher needs to use a technique to teach and create a learning situation where the students can practice speaking. From this phenomenon, the researcher describes picture techniques to promote speaking skills.

Other researchers also conducted some studies. Anggia (2018) conducted a study at SMPN 2 Darul Imarah Garot, Aceh Besar, involving 21 second-grade students (class VIII-1). The data was collected through pre-test, post-test, and questionnaire. As a result, describing the picture as a strategy for teaching speaking can improve students' speaking skills. Although some problems were also found by the researcher related to grammar and listening comprehension, based on their answers to the questionnaire, all the students agree that describing text is an effective and suitable learning strategy in teaching speaking.

Another study was conducted by Zakiyah and Mutiara (2020) under the title "The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skills." This study was conducted qualitatively in SMA Al Azhar 3 Bandar Lampung with first-grade students. As a result, they found that this strategy can help the students improve their speaking skills.

Unlike the previous studies conducted at junior and senior high schools to improve students' speaking skills in SMP and SMA, this study will focus on improving speaking

skills among young learners by describing the picture as a learning technique for young learners at SD Negeri 1 Latihan.

Based on the background of the study above, the researcher found that speaking is an essential skill that needs to be taught early. However, in teaching young learners, the teacher can use some techniques. From all the techniques, the researcher wants to identify how describing pictures as the teacher can use a technique to improve speaking skills among young learners. This study is conducted to answer the following question: 1. How can describing picture techniques improve young learners' speaking skills? 2. What are the challenges for the teacher in applying Describing Picture techniques?

## **LITERATURE REVIEW**

### **The Nature of Speaking Skills**

Speaking is one of four basic English skills requiring the users of this language to produce their ideas or opinions in a spoken form. Speaking is also considered a complex skill because before producing a sentence, the speaker must think about what they want to say and how to make that idea understandable to the listener. Similarly, Brown (2001) stated, "Speaking is an oral interaction where participants need to negotiate meaning in a contained idea, feeling and information, and manage in terms of who is to what, to whom and about what."

As a productive skill, the speaker must process all the related information in their brain before producing a sentence or ideas. As stated by Abrar (2018), speaking is a linguistic process that constructs meaning in which production, reception, and processing are involved. The method of constructing the meaning happens in a short time. That is why teaching speaking needs to be done from an early age to get the students used to all the processes of delivering an idea in a spoken form.

### **The Element of Speaking**

#### **a. Pronunciation**

Pronunciation is the way people produce prominent words when they are speaking. The words that people produce must be clear so the listener can listen well and get the point of what the speaker says. Practice pronunciation is important because when people speak with good pronunciation, other people will understand them quickly. Good pronunciation also will make people confident when speaking a language. There are some aspects of pronunciation. The first one is sound; the sound that the speaker produces must be clear because some different words have the same sound, for example, /ʃɪp/ (ship) or /ʃi:p/ (sheep) and /tri:/ (tree) or /θri:/ (three). Those examples are a sign that when speaking, they must have a good and clear sound. The second one is word stress; there should be some stress in some words so that the pronunciation will be better and more transparent. The last one is intonation. It has a vital role in pronunciation; intonation is affected by stress, tone, and rhythm. Making a good intonation in speaking will make the language that is produced will be better.

#### **b. Grammar**

Grammar plays an essential role in a language. It is a rule in a sentence. Grammar includes verbs, tenses, articles, and adjectives. There are so many things that are contained in grammar. That is useful to build a good and correct sentence. A language that is produced without grammar makes no sense.

#### c. Vocabulary

Vocabulary is essential in language and speaking (Viera, 2017). Vocabulary does not only make the learning of new words but also knowing their functions and applicability to different contexts and situations. So, a word does not have one meaning, but it can be more than one meaning. How the speaker or listener recognizes it depends on the context of the sentence. When people learn a new language and have less vocabulary, they will not speak well. Knowing many vocabularies will make it easier for people to express their feelings and thoughts in oral or written form. If people want to speak up but have less vocabulary, that is a big mistake.

#### d. Fluency

Fluency is the way people speak without interruption. They will speak communicatively and accurately without obstacles. Based on English Binus, fluency is how comfortable and confident people speak English. So, fluency can also make us comfortable speaking up; we can also become more confident when speaking fluently. In communication, if the listener wants the speaker to say something clearly and accurately, they must let the speaker speak up without interruption. Fluency is focused on oral presentation. So, when people are conveying something orally, fluency is essential, so that the listener can easily understand what they say.

#### e. Comprehension

Comprehension is the way the listener or audience understands what the speaker says. To avoid misunderstanding between the listener and the speaker, the speaker must comprehend the message they are going to convey. When the speaker and the listener have good comprehension, it will be easier to communicate with each other.

### **Describing Picture as the Technique of Teaching Speaking for Young Learners**

According to Oxford Learner's Pocket Dictionary, Describe is to say something or someone is like. The picture means painting, drawing, etc., that shows a scene, a person, or a thing. Meanwhile, technique implies a way of doing something. From those meanings, Describing Picture Technique is a way to describe something or someone using a picture.

In teaching speaking fluency using this technique, every student or group will describe something or someone based on the picture.

Picture as the media in this technique is essential because it helps the students speak fluently. There are types of pictures that can be used by the teaching in teaching speaking, according to Harmer (2001).

- Flashcard

It is a small card that the teacher can show the students. It contains a small amount of information like a picture, number, name, or a short definition of someone or something.

- Large Wall Picture

This picture is big enough. It can be used when the teacher wants to show some detailed information.

- Cue Cards

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

- Photograph or Illustration

It is a photo or image that depicts a situation or people in action. The teachers use it to make the problem or the action clear.

- Projected Slide

The picture will be presented on a projector or a slide. The teacher uses it to show pictures in big sizes.

According to Ismail (2008), there are some procedures to apply this technique in teaching as follows:

1. The teacher prepares pictures according to the topic or material of the subject.
2. The teacher asks students to examine the picture accurately.
3. The teacher divides students into groups.
4. The teacher asks all members of the groups to write the vocabulary based on the result of their examining the picture (necessary limitation of the time)
5. Then, every group makes sentences and writes on the blackboard.
6. After that, every group describes their picture.
7. Clarification/ conclusion/ teacher reflection.

In implementing this technique, the researcher will modify these procedures based on the class situation and the student's needs.

The picture is a helpful learning medium as it provides an image of someone or something in a visual form. According to Sinclair (1987), a picture is a visual representation or image that is painted, drawn, photographed, and rendered on a flat surface. Using the picture in teaching speaking to young learners can increase their interest in learning something. According to Byrne (1980), pictures stimulate students' discussion and interpretation of the topic. Teaching speaking fluency to young learners will be more accessible using pictures because it can encourage them to think and speak.

## **METHOD**

In this study, the researcher employed a mixed-method approach within Collaborative Action Research, drawing on Margaret's (2019) notion of collaborative action research as an inquiry into professional interactions toward social justice values and Anne's (1999) assertion of its potential for empowering whole-school change. Employing an Exploratory Sequential Design as outlined by Cresweel and Plano, the researcher gathered qualitative data through observation, in-depth interviews, and teacher reflective journals, followed by quantitative data in the form of test results. Conducted at SD Negeri 1 Latihan SPG Ambon, the study utilized purposeful sampling to select 22 grade 5A students, focusing on those with a bachelor's degree and a need for teaching techniques in young learner speaking fluency within an EFL class. This sampling method was deemed suitable for the research's specific aims, as outlined by Ahmadi (2005) and Arikunto (2010).

The qualitative data will be analyzed using Thematic Analysis to get the final conclusion of the research purpose. Data analysis will be done while the data is collected until the information is already collected. Braun and Clarke (2006) state that thematic analysis is a qualitative analytic method for identifying, analyzing, and reporting patterns (themes) within data. There are two types of thematic analysis: inductive (data-driven) and deductive (theory-driven). In this research, the researcher used inductive (data-driven). Meanwhile, for the quantitative data will be analyzed by the result of the test. The researcher will use the formula made by Sujana (2005) to analyze the test result.

## **RESULT**

### **Cycle One**

In observing DPT's effectiveness in improving speaking skills in these four meetings, the researcher used an observation checklist. The researcher used two different types of checklists, such as the checklist to observe how the teacher used this technique in teaching speaking and the checklist to observe the students' response to using DPT to speak. The researcher and the teacher held the observation in four meetings to determine how DPT can help the students speak. There are some problems highlighted to improve in cycle two such as:

- a. The teacher and the researcher need more interactive learning media to make the students more interested.
- b. The students need more vocabulary to help them talk.
- c. The students need another learning media to help them practicing their pronunciation

To strengthen the results of this research, the researcher and the teacher still need one more cycle to modify the learning process to help other students speak better so they can achieve the criteria of success.

### **Cycle Two**

The observations were conducted in six meetings, the researcher found several exciting things that indicate that the Describing Picture technique effectively improves students' speaking skills.

Firstly, using pictures in learning makes students more enthusiastic and able to follow every material explanation. The clear instructions for using pictures to help them speak can

be well followed and done. This indicates that using pictures can increase students' motivation to learn.

Secondly, the new pictures in each meeting made students curious and eager to know what they would do with them. The students even asked about the meaning and how to use the pictures when speaking before the teacher explained what they had to do. This indicates that new pictures can trigger students' curiosity and make them more excited about learning.

Thirdly, the pictures used are also proven to help students arrange and control the words they convey according to the pictures. This indicates that the pictures can help students develop speaking skills in an organized and systematic way.

Fourthly, DPT can also support the students' cognitive aspect. Using pictures in teaching speaking can create a new link in their mind between the pictures and the words or sentences they can use to deliver their ideas.

Lastly, group discussion can maximize DPT's use in improving speaking skills. While working in a group, the students can help each other to speak in front of the class.

From these findings, it can be concluded that using the Describing Picture technique effectively improves students' speaking skills. Using pictures in learning can increase students' motivation, trigger students' curiosity, and help students develop speaking skills in an organized and systematic way

DPT is an effective learning technique the teacher uses to teach speaking to young learners. The visual aids provided by this technique help the students to be able to speak. Teaching speaking for young learners needs the ability to create a learning process where the students feel comfortable talking without any pressure of making errors. In cycle two, the researcher and the teacher modified this technique by adding videos to the learning process. The videos used made the students enjoy the learning process but also allowed them to improve their pronunciation and increase their vocabulary. Their pronunciation improved, and they had more words or expressions to use, leading them to improve their speaking skills. These two cycles, with six meetings improved the students' speaking skills.

### **Teachers Reflective Journal**

The research study investigated the effectiveness of using the Describing Picture technique to improve speaking skills among elementary school students in SD Negeri 1 Latihan SPG Ambon. The data was gathered through a teacher's reflective journal, which was written based on the guidelines provided by Brigitte's Reflective Teaching. The reflective journal consisted of six questions that aimed to evaluate the effectiveness of the Describing Picture technique in improving speaking skills. To specifically identify and analyze the data, the researcher classified several themes based on the given questions.

**Table 1. Teacher’s Reflective Journal**

<b>NO</b>	<b>CODE</b>	<b>THEME</b>	<b>DESCRIPTION</b>
1.	Visual aid, Cognitive support, interactive learning process, and motivation	The effectiveness of DPT in improving speaking skill	As a teaching technique, DPT can help the students to speak because of the visual aids it has. By looking at the pictures, the students can figure out what they want to say. At the same time, DPT can also support the students' cognition that they can deliver their ideas. Besides that, in implementing DPT, the group discussion and presentation make this technique more interactive and enjoyable and create a good learning motivation.
2.	Fear of making mistakes, unconfidants, lack of vocabulary, lack of opportunity, lack of motivation, and feel anxiety,	The challenges in speaking	Based on the journal written by the teacher, the students need a suitable teaching technique to create an enjoyable learning process that makes them feel confident to speak. The technique used by the teacher also should motivate the students to speak. Using DPT as a technique in teaching speaking can create a learning process where the students can happily speak and deliver their ideas in front of the class. The teacher believes that the use of DPT can be a way to deal with the challenges in speaking faced by the students.
3.	Time management, classroom management, and students behavior	The challenges in applying DPT	The pictures used in teaching speaking make the students feel curious. Their curiosity creates lots of questions. The teacher is required to answer their questions but also has to focus on the learning objectives. Students' attachment to the new pictures can make them overactive. These things caused an uncondusive learning process, and the teacher had to find a solution to overcome all of these challenges.

Overall, Describing Picture Technique was found to be effective in improving speaking skill among the students. The use of visual aids helped the students to remember new vocabulary and grammar structures, and the group work activities helped them practice their speaking skills in a supportive and collaborative environment. The teacher's reflective journal provided valuable insights into the effectiveness of the Describing Picture technique and highlighted the importance of using different teaching techniques to promote student learning.

**Test**

In the pre-test, the students were called one by one to answer the questions from the researcher. The first was, “Can you mention five names of different foods you ate?”. The second was “What food do you like?”. The third question was, “What food do you eat in a day?”. In the pre-test, the researcher only asked the questions without showing them any pictures. Below are the results of the pre and post-test.



## 1. Pre-test

**Table 2. Students' Pre-Test Score**

No	Siswa	Aspek				Total	Score
		Pengucapan	Tata Bahasa	Kosa Kata	Kelancaran		
1	AL	2	2	3	2	9	45
2	AEB	3	3	3	2	11	55
3	AQAA	4	3	3	3	13	65
4	CMEM	4	3	3	3	13	65
5	EMP	2	2	2	1	7	35
6	FJT	4	3	3	3	13	65
7	GYM	4	3	3	3	13	65
8	GGP	3	3	3	2	11	55
9	JGF	-	-	-	-	-	-
10	JCT	4	3	3	3	13	65
11	MJE	3	3	3	2	11	55
12	MKG	3	2	2	2	9	45
13	MGVM	3	3	3	3	12	60
14	MNUS	4	3	3	3	13	65
15	NSK	4	3	3	3	13	65
16	NMB	3	2	3	2	10	50
17	RHK	3	3	4	3	13	65
18	RASQ	4	3	3	3	13	65
19	SIM	4	3	3	3	13	65
20	SST	3	3	3	2	11	55
21	SL	3	2	3	3	11	55
22	VNA	-	-	-	-	-	-

## 2. Post-test Cycle One

In conducting the post-test, the researcher and the teacher called two students and asked them to choose the pictures that could help them answer the questions. The researcher prepared pictures of food, a smiling boy, a sad boy, a smiling girl, and a sad girl. Besides the pictures, the researcher also prepared three words: breakfast, lunch, and dinner. The first question was about the names of different foods, the second was about their favorite foods and their friend's favorite food, and the last was about their daily foods. The post-test result in cycle one is presented in the table below.

**Table 3. Students Post-test Score in Cycle One**

No	Siswa	Aspek				Total	Score
		Pengucapan	Tata Bahasa	Kosa Kata	Kelancaran		
1	AL	3	3	4	3	13	65
2	AEB	3	3	4	4	14	70
3	AQAA	4	3	4	4	15	75
4	CMEM	4	4	4	4	16	80
5	EMP	3	2	3	3	11	55
6	FJT	4	4	4	4	16	80
7	GYM	4	3	4	4	15	75
8	GGP	3	3	4	4	14	70
9	JGF	-	-	-	-	-	-
10	JCT	4	3	4	4	15	75
11	MJE	4	3	4	3	14	70
12	MKG	3	3	3	3	12	60
13	MGVM	4	3	4	3	14	70
14	MNUS	4	3	4	4	15	75
15	NSK	4	3	4	3	14	70
16	NMB	3	3	3	3	12	60
17	RHK	4	3	4	4	15	75
18	RASQ	4	4	4	4	16	80
19	SIM	4	4	4	4	16	80
20	SST	4	3	4	3	14	70
21	SL	4	3	4	3	14	70
22	VNA	-	-	-	-	-	-

The pre-test result in cycle one showed that only nine students got the minimum score 75, and only 45% could achieve the criteria of success. It means that the researcher needs one more cycle to make more than 75% of the students achieve the success criteria.

In cycle two, the researcher and the teacher had two meetings to implement DPT to improve the students' speaking skills. Below is the result of the cycle.

### 3. Post-test Cycle Two

In conducting the post-test in cycle two, the students were asked to choose the pictures they needed to discuss food. The researcher prepared pictures of food, a smiling boy, a sad boy, a smiling girl, and a sad girl. Besides the pictures, the researcher also prepared three words: breakfast, lunch, and dinner. After choosing all the pictures and words they needed to use, the teacher or the researcher asked them to talk about their favorite foods and daily meals. Unlike the post-test in cycle one, where all students chose more pictures to help them, in cycle two, the students just chose the picture they needed to help them remember the parts they forgot the most. Some students in cycle two could even talk naturally without using any pictures.

**Table 4. Students Post-test Score in Cycle Two**

No	Siswa	Aspek				Total	Score
		Pengucapan	Tata Bahasa	Kosa Kata	Kelancaran		
1	AL	4	3	4	3	14	70
2	AEB	3	4	4	4	15	75
3	AQAA	4	4	5	4	17	85
4	CMEM	5	4	5	4	19	95
5	EMP	3	3	3	3	12	60
6	FTT	4	4	5	4	18	90
7	GYM	4	4	4	4	16	80
8	GGP	4	4	4	3	15	75
9	JGF	-	-	-	-	-	-
10	JCT	4	4	4	4	16	80
11	MJE	4	3	4	4	15	75
12	MKG	4	3	4	3	14	70
13	MGVM	4	4	4	3	15	75
14	MNJS	4	4	4	4	16	80
15	NSK	4	4	4	4	16	80
16	NMB	4	4	4	3	15	75
17	RHK	4	4	4	4	16	80
18	RASQ	4	4	5	4	19	95
19	SIM	4	4	5	4	19	95
20	SST	4	4	4	4	16	80
21	SL	4	4	4	4	16	80
22	VNA	-	-	-	-	-	-

The test results in cycle 2 showed that more than 75% of the students could achieve the success criteria and got a minimum score of 75. The data shows an improvement in the students' speaking fluency and other supporting aspects, as indicated by the higher scores in the post-test compared to the pre-test.

Overall, the findings suggest that the Describing Picture technique can effectively promote speaking fluency among elementary school students. The use of visual aids and group work activities can help students practice their speaking skills in a supportive and collaborative environment. The results of the test also indicate that the intervention had a positive impact on the students' speaking skill. However, it should be noted that the sample size was not provided, so it is unclear how generalizable the findings are to other contexts.

#### **In-depth Interview**

The interview questions consisted of 4 items. The first item was the opinion on the use of DPT. The teacher was asked to give her opinion on using this technique in speaking. "Using pictures in teaching speaking is so helpful. My students can also find their way to express their opinions by looking at the picture," said the teacher. She also stated that the technique can help students feel more comfortable in speaking and increase their confidence.

The second item was applying DPT to improve students' speaking skills. The collaborative teacher was asked to share her experiences using this technique in the classroom. She stated that using DPT has positively improved students' speaking skills. "When I use DPT in teaching English, especially in improving speaking skills, I can see how the students actively participate in the learning process and feel so happy to share their opinions. I can say that they enjoy every learning process by implementing this technique". The teacher also observed a significant improvement in students' speaking ability after using this technique in teaching.

The third item was whether DPT can help improve speaking skills. The teacher agreed that DPT is an effective technique for improving students' speaking skills. She stated that the technique can help students feel more confident in speaking and improve their ability to use English orally.

The fourth item was the challenges faced by the teacher in implementing DPT. The teacher found some challenges in implementing this technique. The first challenge mentioned by the teacher related to classroom management. "My students were too interesting when they saw new pictures, they asked so many questions related to the pictures that made me spend more time to answer their questions". The next challenge was about the pictures. The teacher said that sometimes it's hard for her to find appropriate pictures for the students based on the criteria of the picture used in teaching young learners.

Overall, the interview results indicate that DPT is an effective technique for improving students' speaking skills. Therefore, this technique is recommended for use in teaching speaking in schools.

## **DISCUSSION**

### **The Use of Describing Picture Technique to Improve Students' Speaking Skills**

The Describing Picture Technique (DPT) is an effective tool for developing young learners' speaking skills. According to Solahudin (2009), describing pictures is helpful in training students' imagination and retelling stories in English. The study in SD Negeri 1 Latihan SPG Ambon found several reasons for the effectiveness of DPT in improving students' speaking skills.

One of the fundamental reasons is that DPT provides a visual aid for students to describe and discuss. This visual aid helps the students generate ideas and vocabulary, facilitating their oral expression. mc (1991) points out that the teacher can stimulate the students to produce oral compositions by showing them pictures, miming a story, or playing them on tape with a series of sounds. It is supported by the classroom observation data, which showed that students were more engaged and enthusiastic when using pictures for speaking activities. The teacher also validates this through her reflective journal, where she agrees that using pictures can help the students speak and deliver their ideas.

Another reason is that DPT creates an engaging and interactive learning environment. Wright (1989) stated that a picture is one of the resources that can help the students to stimulate their interest and motivation. This technique encourages learners to participate actively in the learning process, which can help to build their confidence in speaking English. The observation data showed that students found DPT to be an enjoyable way of learning English. This positive attitude towards learning can lead to more active participation and, in turn, improve their speaking skills.

The way to apply DPT in teaching speaking is also an important reason. In this study, the researcher and the teacher used group discussion to maximize the use of DPT in improving students' speaking skills. Working in groups made the students more participative in the learning process, helping each other to construct sentences, remember every word, and be able to speak. It requires each student in the group to develop a sense of personal responsibility to learn and help the rest of the group learn (Al-Tamimi and Atamimi, 2014). As written by the teacher in her journal, stated that "By working in a group, the students could help each other to decide what they want to say, took turns to speak and listen to their friend, helped each other to correct every error they made, and found some solution of their learning problems."

Furthermore, DPT can help the students to develop their grammar and vocabulary. According to Werf (2003), we can teach, practice or review new vocabulary, and practice grammatical structures with pictures. The technique requires students to use a range of grammatical structures and vocabulary to describe the pictures accurately. The interview data showed that teachers observed an improvement in students' grammar and vocabulary after using DPT. This finding suggests that the technique can help young learners to develop their linguistic competence and, in turn, improve their speaking skills.

Lastly, DPT can help the students to improve their pronunciation. Lanita (2010) stated that with colorful pictures, teachers can teach the vocabulary of English words to the students, especially in pronouncing simple words with repetition techniques. DPT allows them to practice their pronunciation in a meaningful context. The interview data showed that teachers observed an improvement in learners' pronunciation after using DPT. This finding suggests that the technique can help young learners develop their phonological competence and, in turn, improve their speaking skills.

In addition to the reasons mentioned above, other factors contribute to the effectiveness of DPT in improving students' speaking skills.

One of these factors is the ability of DPT as a cognitive supporter to provide a context for speaking. Wright (2004) stated that the pictures contribute to students' interests and motivation, a sense of the context of the language, and a specific reference point or stimulus. Using pictures in this technique gives learners a context to use the language they have learned. This context can make the language more meaningful and memorable for students, which can help them retain what they have learned and use it in future speaking activities.

Another factor is that DPT can help to reduce students' anxiety in speaking. Rajoo (2010), who had researched the students' problem in speaking in front of public, said that students often became blank in the middle or beginning of the presentation because they forgot what they would say. The technique creates a low-pressure environment where students can practice their speaking skills in a non-threatening way. This finding is supported by the observation data, which showed that the pictures used could guide them to remember the words. It made them feel less nervous and more confident when using DPT in speaking activities.

The study found that DPT is an effective technique for developing young learners' speaking skills. Using pictures as a visual aid, creating an engaging and interactive learning environment, developing grammar and vocabulary, improving pronunciation, providing a context for speaking, and reducing anxiety are some of the reasons why DPT is effective. These findings suggest that DPT is highly recommended for teaching speaking to young learners.

It concludes that DPT is an effective technique for improving the student's speaking skills. Using pictures as a visual aid, creating an engaging and interactive learning environment, developing grammar and vocabulary, and improving pronunciation are reasons why DPT is effective. These findings suggest that DPT is recommended for teaching speaking to young learners.

### **The Challenges for Teachers in Applying DPT**

Despite the effectiveness of the Describing Picture Technique (DPT) in improving young learners' speaking skills, there are several challenges that teachers may face when applying this technique in the classroom.

One of the challenges is the lack of appropriate pictures. The pictures used in teaching young learners should be interesting to gain their attention. Suyanto (2009) said that using compelling and engaging media in teaching can help the students understand the material quickly. The teacher may find it challenging to find pictures that are suitable for their learners' level, interests, and cultural background. The observation data showed that several learners found the pictures used in DPT uninteresting when they knew the meaning and what to do with the picture. This finding suggests that teachers must select the relevant pictures and engaging for their learners.

Furthermore, teachers may face challenges related to time management. According to Paul (2003), teachers need to consider several principles in preparing students to communicate in English. One of them is the teachers managing the classroom to set the activities and engage the students. The interview data showed that the teacher found it challenging to fit DPT activities into their lesson plans. This finding suggests that teachers need to plan their lessons carefully and allocate sufficient time for DPT activities.

Additionally, teachers may face challenges related to learners' behavior. Hammer (2007) stated that young learners have a limited attention span unless activities are incredibly engaging; they can get quickly bored. The classroom observation data showed that some learners were not motivated or engaged in DPT activities. This finding suggests that teachers must create a positive and supportive learning environment that encourages students to participate actively in DPT activities.

In addition to the challenges mentioned above, other factors can affect the successful implementation of DPT in the classroom. The first is the learners' differences. Learners have different learning styles, abilities, interests, and cultural backgrounds, which can affect their engagement and participation in DPT activities. Hammer (2007) stated that young learners need individual attention and approval from the teacher. The observation data showed that some learners found it challenging to describe the pictures because they lacked vocabulary. This finding suggests that teachers need to tailor DPT activities to meet the individual needs of their learners.

Lastly, teachers may face challenges related to assessment. Pinter (2006) described assessment as the data analysis process that teachers use to get evidence about their learners' performance and progress in English. In the planning section, the researcher found that the school did not have a speaking rubric to assess the students' speaking ability, so the researcher and the teacher decided to use the rubric from the internet. This finding suggests that teachers need to develop assessment tools that are valid, reliable, and aligned with the learning objectives of DPT activities.

In conclusion, teachers may face challenges when applying DPT in the classroom include the lack of appropriate pictures, time management, learners' behavior, and assessment. Teachers must carefully select relevant and engaging pictures for their learners, use simple and straightforward language when explaining the pictures, plan their lessons carefully, create a positive and supportive learning environment, and develop appropriate assessment tools. By addressing these challenges, teachers can overcome the barriers and effectively apply DPT to promote young learners' speaking skills.

## CONCLUSION & SUGGESTION

Based on the research findings, the conclusions of the study can be drawn as follows: 1. DPT, which involves using pictures as visual aids to stimulate language learning and encourage active student participation, has significant positive effects on language development. The use of DPT in the classroom was met with positive opinions from teachers, who observed increased student engagement and motivation to speak. Incorporating visual aids, mainly pictures, facilitated students' self-expression, reduced their fear of making mistakes, and fostered a supportive learning environment. This technique proved beneficial in creating a more dynamic and interactive language learning experience, resulting in improved speaking skills. 2. In implementing DPT, there were some challenges faced by the teacher. The challenges indicate that the teachers need good preparation in choosing pictures related to the student's behavior and interest, preparing a lesson plan to manage their time, and developing a valid and reliable scoring rubric. Good preparation will maximize the use of DPT in teaching young learners.

Moreover, some suggestions can be considered to make students more interested in learning English, especially speaking skills, as follows: 1. The researcher suggests using DPT in teaching speaking to young learners. It has visual aids that can help students improve their speaking skills. The students will experience a learning process where they can construct their sentences, choose the pictures to help them speak, help each other to solve their problems in contracting their sentences to speak, and other fun activities. By using DPT, the students can find their way to speak confidently. 2. The researcher suggests further research on the effectiveness of using DPT in teaching speaking for different levels of education or research on the use of other visual teaching media to improve students' speaking skills. No subheadings. Contains conclusions and suggestions.

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