Students' Interest in Speaking Instruction through Describing Object Method at Junior High School

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Abstract. This study aims to explore the process of teaching speaking through the describing object method at Istiqlal Junior High School, Deli Serdang, North Sumatra. The research method used a quantitative method. Junior High School. In collecting data, the researcher used participatory observation to record the teaching and learning process. The researcher used an observation sheet with Likert scale to measure the effectiveness of the process. The researcher examined using a Likert scale for students' speaking in the agree category across five aspects. Most students strongly agree that they are satisfied with speaking (84%), interaction (81%), motivation to speak (72%), confidence (85%), and liking to speak (87%). Overall, interest students' speaking reached a percentage of 87% strongly agreeing to have an interest in learning to speak by using the describing object method. Based on data analysis, it showed that students gave positive responses, which shows that this method not only speaks to friends but also builds their confidence. The use of the describing object method with a single picture is recommended as an effective learning strategy for students' speaking skills in English class.

Keywords: Describing Object, Interest in Speaking, Likert Scale.

Introduction

Speaking is the skill of expressing thoughts and ideas orally. We can communicate directly with our interlocutors. According to Ladouse (in Nunan, 1991: 23), speaking is an activity to explain someone in a certain situation or an activity to report something. In learning to speak, students are expected to interact with the teacher and be motivated in learning to speak. But unfortunately, in Indonesia, the quality of speaking varies greatly from one school to another, depending on the competence of the teacher and the teaching approach used.

In general, most teachers still apply traditional teaching methods: repetition drills, focusing on textbooks, and so on. According to Lestari (2020), conventional learning methods are starting to become less effective given the rapid flow of information so that analog methods become an obstacle to the receipt of information. So, this causes students to haven't interest in conveying their ideas and creative ideas in speaking in class. A teacher must optimize various methods instead of relying only on school textbooks. Students' speaking interest is influenced by learning environment factors, according to Suasthi and Suadnyana (2020) Usually, the media and learning strategies used also affect students' interest in learning to speak. Asyar (in Khaira, 2020) said that learning media can be understood as anything that can convey messages from a planned source so that a conducive learning environment occurs where the recipient can carry out the learning process effectively and efficiently.

One method that can be used to teach speaking interest is the "Describing objects" method. This method involves students in verbally describing an object, image, situation, or concept. First, it encourages students to think critically and creatively in organizing and conveying their ideas. Secondly, students can explore their learning interest in speaking.

Third, this method gives students the opportunity to practice speaking in a structured and purposeful context, so that students are more confident in using English orally. With the describing object method, students have the confidence to dare to speak by looking at the object. According to Sugandi (2004:15), method is a concrete way used during the learning process. This theory is very appropriate to be used in the describing object method for teaching speaking to students. Students are able to imagine by looking at pictures or objects so that their creative ideas appear in speaking. In this case, other students also respond to the teacher to speak.

Previous research related (Risma Bakkalang, 2013) about students speaking in describing objects through wholesome scattering games. From this research, knowing whether wholesome scattering games can export students speaking in describing objects in class. Wholesome scattering games are designed to be interactive and engaging, which can significantly boost students' motivation to participate in speaking activities. When students are actively involved in a game, they are more likely to practice speaking in a relaxed and enjoyable setting. The self-determination theory (Deci & Ryan, 2019) emphasizes that motivation and engagement in learning activities are fostered when students experience autonomy, competence, and relatedness. The purposes of the study are to explore the learning process of students by using the describing object method and their interest in following the activity in the classroom.

Theoretical Framework
Interest Learning to Speak

Speaking is something said orally with the interlocutor responding and getting feedback from the listener to the speaker. It is one of the main forms of communication used by humans to convey information and emotions. Student must have an interest in learning to speak in class. Speaking is an activity that should be attached to students' interest in learning; now there are many methods that we can use, making it easier for students to learn to speak English.

Besides being a primary means of communication, speaking is also essential for academic and professional success. However, many students lack confidence in learning to speak, and this is often due to their low interest. This is also related, according to Suyanto in Nugroho (2019), who also defines "interest as a concentration of involuntary attention that is born with full willingness and depends on talent and environment."

The importance of students learning English speaking interests, there are:

1. Social Interaction

    Speaking is a key tool for social interaction, allowing us to communicate with others. By speaking, we express our feelings, share our experiences, and bond with family and school friends. According to Densemina Yunita Wabdaron and Yansen Alberth Reba (2020), speaking is a productive language to convey ideas, opinions, feelings, and expressions that are in the speaker's mind. So, speaking is used daily as one of the most frequent activities to get feedback from interlocutors in social society.

2. Information Exchange

    Speaking enables the exchange of information quickly and efficiently. According to Ruhiyat et al. (2019), speaking is a type of oral communication that aims to convey something. One of the most frequent activities is to convey and receive messages or information in everyday life. Speaking is used in education, sharing knowledge, and discussing ideas.

3. Self-expression

    Through speaking, students can speak in public to share their interests, opinions, and feelings fluently. It is an important way to show personality. Motivate yourself by enjoying learning to speak English.

4. Emphasize learning interest in speaking

In this case, students can learn to imitate and observe others while speaking. Students' confidence in learning to speak affects their interest and motivation in the classroom.

Speaking Through Describing Object Method

Method is the steps taken and organizing the process of effective and relevant goals. In general, describing an object is a method of describing images or objects to provide information with others. This is also conveyed by Riswanto (2022) speaking as the most productive oral; students must display their ideas in the speaking part in addition to having a theoretical understanding of describing the object to be used. Method as Support:

1. Group Discussion: Students talk in small groups to describe objects and compare their findings.
2. Use of Visual Media: Using pictures to support oral descriptions.

According to H. Douglas Brown (2004), it is the process of providing detailed information about an object to help others understand what is meant by the physical characteristics, functions, and context of the object. So, the describing object method, accompanied by visualization, can help strengthen the memory of an object and the understanding of what is being talked about. This activity can be done in pairs or small groups to encourage interaction within the school environment. Students can give each other feedback and learn from the descriptions given by others.

Material and Method

This study used the observation method, where the researcher directly observes the interaction of teachers and students through a single picture to describe something orally in junior high school. The author acts as an observer of the teaching-learning process.

The subjects for this study were selected based on their relevance to the research objectives and accessibility. The 3rd grade students of Istiqlal Delitua Junior High School were chosen because they are at a critical stage in developing their English-speaking skills, making them ideal candidates for observing the effectiveness of teaching methods. Additionally, the school's cooperation and proximity to the researcher made it practical to conduct regular observations and gather comprehensive data. By focusing on this specific group, the study aims to gain detailed insights into the interaction between teachers and students, especially in the context of using a single picture to enhance oral descriptive abilities. The participants of this study were 3rd grade students of Istiqlal Delitua Junior High School, No. 1A, Suka Makmur, Deli Serdang Regency, North Sumatra, in the 2023-2024 academic year. The class has a total of 27 students: 14 male students and 13 female students. Initial observations were carried out on December 6, 2023.

The study used a Likert scale to determine students' interest in learning to speak English through the Describing Object method. Sugiyono (2017) says that the scale likert is used to measure attitudes, opinions, and perceptions of individuals or groups related to social phenomena that are the object of research. So, the scale likert is to get responses from students towards learning to speak with the describing object method.

To facilitate the understanding of researchers or readers in determining students' speaking interest, a statement sheet developed by researchers is presented on the attachment page. In the questionnaire statement sheet given, a Likert scale is used to determine the data analysis of students' interest in learning to speak through the Describing Object method.

Table 1.
Questionnaire Statement

No.	Statement	SS	S	CS	KS	TS

1.	Students feel satisfied learning to speak using the Describing Object method
2.	Students are active in speaking using the Describing Object method
3.	Students are motivated to speak using the Describing Object method
4.	Students feel confident speaking English in class using the Describing Object method.
5.	Students really like to speak English using the Describing Object method
6.	How often do you feel that early class activities (e.g., group discussions or mind mapping) help you feel more prepared for the lesson?
7	How do you feel about the use of hybrid learning models (a combination of in-person and online) in main class activities to improve your speaking skills?
8	How effective do you find the use of visual media (such as pictures and videos) in helping you articulate your thoughts during main class activities?
9	How beneficial do you find reflection and feedback sessions at the end of class for consolidating your learning?
10	How effective do you find the methods of storytelling and group work in improving your speaking skills during closing class activities?

The questionnaire statement is to provide feedback between students and teachers of their interest in speaking English. In this statement there are various categories such as student satisfaction aiming students feel satisfied with the speaking knowledge they get. Second, interaction aims for students to interact with the teacher actively and creatively. Third, motivation to speak aims to motivate students from the teacher to speak in front of the class.And fifth,confidence in speaking aims to make students more confident in speaking in front of the class using the Describing Object method

Table 2.
Analysis Instrument Using Likert Scale

Statement Items	Score Weights				
	SS	S	CS	KS	TS
Positif	5	4	3	2	1

According to Sukardi (2013) Description:
SS = Strongly Agree
S = Agree
CS = Quite Agree
KS = Less Agree
TS = Disagree

$$Formula = \frac{Numbers\ of\ scored\ obtained}{Maximum\ Score} x\ 100$$

The data used is written data from the Skala likert in the form of words from Quessionnaire. There is a connection between table 2 and the statements in table 1. Each statement in table 1 will have a score that one student must choose in the form of 5, 4, 3, 2, and 1. Each of these numbers has the following description: 5 for strongly agree, 4 for agree, 3 for moderately agree, 2 for disagree and 1 for disagree.

Results and Discussion
Results

Based on the researcher's questionnaire, the feedback given in student speaking consists of 5 statements, namely student satisfaction, confidence, motivation to speak, interaction student, and liked in speaking. This observation was made to Istiqlal Delitua Junior High School students during class hours. The results of observations using the group discussion model are described in the table below.

Table 3.
Data Instrument of Statement

No.	Name	Data Analysis Qusionnaire Statement Student's				
		Statement 1	Statement 2	Statement 3	Statement 4	Statement 5
1	AHP	3	4	3	4	3
2	AH	3	3	4	4	3
3	AF	3	3	3	3	3
4	AR	3	3	3	4	4
5	ADA	4	4	3	3	4
6	AR	3	3	4	3	4
7	AP	3	3	3	3	4
8	AS	3	3	4	3	3
9	ANA	4	3	3	3	4
10	ASW	3	3	3	3	4
11	AFH	3	4	3	3	3
12	AQA	4	3	3	3	4
13	APR	4	4	2	3	3
14	AAS	4	3	3	4	3
15	BKZ	4	3	3	3	4
16	BM	3	3	3	4	3
17	CP	3	4	4	3	4
18	CNR	3	4	3	3	4
19	CAH	3	4	2	3	3
20	CAN	3	3	2	4	3
21	DKI	3	4	3	4	3
22	DK	3	4	3	3	4
23	DBA	3	3	3	3	3
24	CK	3	3	3	4	3
25	SA	3	4	3	4	4

26	AR	3	3	3	4	4
27	ZIL	4	3	3	4	3
Total number of indicators		91	88	82	92	94
Percentage		84 %	81 %	75 %	85 %	87 %
Categories		SS	SS	S	SS	SS

Based on the analysis of research results and discussion, it shows that the results of observations of the implementation of learning speaking using the method of describing objects applied by the teacher in accordance with the procedures and steps in the application of learning obtained a percentage of 87% and included the category "strongly agree."

The research data on students' speaking interest using the group discussion learning model can be seen. In aspect 1 (student satisfaction), we obtained a number 91 with a percentage of 84% of 27 students who belong to the category strongly agree. In aspect 2 (interaction), we obtained number 88 with a percentage of 81% of 27 students belonging to the category strongly agree. In aspect 3 (motivate to speak), we obtained number 82 with a percentage of 72% of 27 students belonging to the category of agree. In aspect 4 (confident in speaking), we obtained number 92 with a percentage of 85% of 27 students belonging to the category of strongly agree. In aspect 5 (Liked to speak), we obtained number 94 with a percentage of 87% of 27 students belonging to the category of strongly agree. Based on the results of observations regarding student speaking, by using the method of describing objects, it can be concluded that students' speaking is good in any aspect. The percentage of interest is 87% of the overall indicator.

Discussion

In this study, the researcher tells about the learning process in groups; in the process, the teacher gives an object or picture to be shared by each group. This provides a description of classroom activities with one picture to describe something verbally. The researcher observed classroom action in the form of observations. Class activities are divided into three parts. Those three parts are core or main activities and closing activities of the teaching and learning process.

EARLY CLASS ACTIVITIES

In the introductory activity, the instructor calls the grader one by one related to their attendance list. After that, the teacher gives an overview of the topic covered and divides the students into small groups of four or five students each. Next, the teacher gives each group a reading text and asks the students to study their respective passages while making notes that serve as keywords for the topic. The teacher asks the students to understand and remember the passage they read. After that, they exchange information, and students take turns retelling the reading text they have learned in class. As students describe orally, the teacher watches and teaches their speaking. A student takes about five minutes to describe something orally. So, they can say about seven independent clauses in their description. They need to look at the picture to get ideas and this comes about many times to different students. They looked at the picture and then said something, looked at it again and then said something again. By looking at a single picture it can help students to get some ideas to vocalize a sentence. The performance takes about 45 minutes. Afterwards, the teacher gives feedback on their performance. Students need to pay attention to the teacher's feedback, so that they can better understand the way to describe something orally, specifically by using a single picture.

According to Dinda Tri Widiyanti and Dian Fadhilawati (2024), incorporating active learning strategies, such as interactive discussions and group activities, can significantly enhance student engagement and comprehension in the early stages of the class. Dina

Syarifah Nasution and Zainil K. (2013) suggest using mind mapping as an effective tool to help students organize their thoughts and ideas during the early class activities, which can aid in better understanding and retention of the material.

MAIN CLASS ACTIVITY

In this activity, the teacher asked the students to name the pencil case and they did it well. They confidently described various things in one picture at the second meeting. The students gave a good response to this application, so we can conclude that they were ready to speak. Each student gave the same response about the benefits of using pictures to describe orally. They agreed that using pictures could help them be more creative and active in describing. In their responses, only the picture medium agreed that using pictures could help them be more creative and active in describing. is simple and suitable and good for oral description. The simple medium makes it easy to understand.

Gultom, Sundara, and Fatwara (2022) discussed the benefits of hybrid learning models during the main class activities. This approach combines in-person and online learning, allowing for a more flexible and comprehensive learning experience. Wabdaron and Reba (2020) highlight the effectiveness of problem-based learning in the main class activities. This method engages students in solving real-world problems, enhancing their critical thinking and speaking skills.

CLOSING ACTIVITY

In this activity, the teacher asks several students about the conclusions of the material that has been learned, provides opportunities for students to ask questions about the material that has been learned today, asks several questions about the material that has been learned, and the teacher and students conclude the lesson activities. The teacher asks students to record the important things learned today. Then, the teacher encourages students to continue learning. The activity ends with praying for the day's lesson.

Learning storytelling through the small group work learning model is very beneficial for students. The learning model always changes every meeting, making them not bored. With this learning model, students are given responsibility for themselves and their groups. In addition, since students remember it by using their own sentences, they understand the material better and are more responsible in their discussion. They have an interest in narrating the reading with good and correct vocabulary and diction.

The observation research that the researchers conducted showed that students were very excited and enthusiastic about participating in learning to speak using the describing object method. Students look active and can motivate students to learn better in speaking English.

The importance of reflection and feedback in closing activities is supported by research from Yusra, Zulkarnain, and Sofino (2021). They suggest that ending the class with a reflective session helps consolidate learning and provides valuable feedback for both students and teachers.

Conclusion

Based on the results and discussion, it can be concluded that the use of the "Describing Object" method in English learning is effective in students' speaking interest. The research data showed that students had significant gains in several aspects, such as student satisfaction, interaction, confidence, and liking speaking English. The overall achievement percentage of these indicators is 87%, which falls into the "strongly agree" category. Observation shows that students are very excited and enthusiastic about participating in learning with this method, as well as more active and motivated to learn better in speaking English. Thus, the "describing object" method proved to be effective in students' speaking in English class and can be used as an effective learning strategy by teachers. Responses from students showed positive acceptance of the use of single pictures

as learning media. Most students agree that this method helps them to be more active and creative in describing objects orally. Thus, the use of single pictures in the "describing object" method is proven to be effective in teaching speaking skills in the English classroom and can be applied as one of the learning strategies by teachers for students' speaking of interest.

Acknowledgement

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