

**USING PICTURE DESCRIBING ACTIVITY
TO IMPROVE STUDENTS' ENGLISH SPEAKING SKILLS
AT PONDOK PESANTREN FATIHUL ULUM
AL-MAHFUDZ TANGGUL**

THESIS

Submitted to State Islamic University of KH Achmad Siddiq of Jember
to fulfillment of the requirement for the degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
Program of English Education



UNIVERSITAS ISLAM NEGERI
KH ACHMAD SIDDIQ
JEMBER

By:

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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
2021**

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Has been examined and approved as the requirement to obtain
a bachelor's degree of *Sarjana Pendidikan* (S.Pd)
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Englisih Education Program

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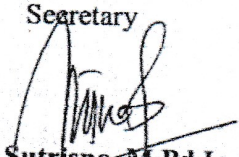
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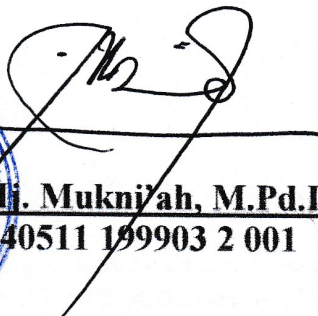
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MOTTO

...يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ...

“Allah will raise those who have believed among you and those who were given knowledge, by degrees”
(Q.S Al-Mujadilah:11)*



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* Muhammad Habib shakir: *English translation Quran; UthamanicHafsI Ver 09*
https://www.quranpdf.net/quran/en/Quran_en_Mohammad_Habib_Shakir.pdf

DEDICATION

I gladly dedicate this thesis to:

1. My Mom Mrs. Supathatun Ning Tyas who always support me in everything I do, who always feed me well, always be there for me, who always give the best of her for take care of me and the one who always told me that I can be whatever I want to be. She is the definition of Superwoman, I swear to God She is the best Mom. I can tell A thousand time and more that I love her so much.
2. My Dad Mr. Joko Sarwono I learnt to be strong daughter and learnt to love myself from him, who always told me that to be different is really okay and told me to always doing a good thing, thank you dad and love you.
3. My best friends Widya, Fera, Firma. You guys are rock, I really thankful God give me chance to have you guys in my life. These weird girls made my life more colorful and I'm having so much fun with you guys. I bet you guys keep in touch even we will desperate after the graduation. See u on top and let's being friend untill we're old.
4. All ERC (English room club) Learners as participant of this research, and always excited during this research.

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First of all, I would like to say how grateful I am to Allah SWT for giving me a blessed age so that I can feel an education at this level of lecture. All praises are to Allah SWT almighty, because of His blessing and mercy I am finally able to finish my thesis entitled “Using Picture Describing Activity to Improve English Speaking Skill at Pondok Pesantren Fatihul ulum Al-Mahfudz Tanggul”. Therefore, in this occasion I would like to express my sincere thanks to:

1. The Rector of Islamic University of Jember, Prof. Babun Suharto, S.E, M.M as a Rector of State Institute of Islamic Studies of Jember who has given opportunity for me to study in this institute
2. The Dean of Tarbiyah and Teacher Training Faculty, Prof. Dr. Hj. Mukni’ah who has facilitated me to study in this faculty.
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7. Nyai Hj. Raudlotul Jannah as Head of Pondok Pesantren Fatihul Ulum Al-Mahfudz Tanggul, and giving me a permission and allowed me to research her sphere of authority.

8. English Tutor of ERC Anto Wijaya and The keeper of Pondok Pesantren Fatihul Ulum Al-Mahfudz Tanggul, Siti Nur Aisyah, for helping me to conduct this research.
9. All ERC (English room club) Learners as participant of this research, and always excited during this research.

May Allah SWT repay all of the kindness of the people who helped me to finish this thesis. I believe that this thesis might have some weakness, but I hope this thesis will be useful for future researcher.

Jember, 27 of September 2021

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ABSTRACT

Trisnanda Ade Indah Eka Tantiasari, 2021: *Using Picture describing activity to improve students' English speaking skills at Pondok Pesantren Fatihul ulum Al-Mahfudz Tanggul*

Keyword: *Picture Describing Activity, students' English skills*

Speaking skill is one of important aspect of English lesson that should be mastered by students because there are some aspects which have to be deal with in speaking. There are vocabulary, pronunciation, fluency, grammar and comprehension. However, the students often found some difficulties in speaking English such as wrong spelling, lacked of vocabulary, missed pronunciation, grammar, unmotivated. There are so many activities to enhance students' speaking skills. One of activities that can be used for enhancing students' english speaking skills especially in speaking skills that is picture describing activity.

Picture describing is a simple and easy activity to do at class. Pictures are helpful to support the teaching and learning process. There are several advantages of using pictures in teaching English. This activity requires the students to practice their English speaking skills.

This research used Classroom Action Research as the approach. Classroom action Research is a research conducted in classroom by carrying out a treatment that aims to improve the ability or achivement os students. This research was conducted at English room club (ERC) of Pondok Pesantren Fatihul Ulum Al-Mahfudz Tanggul which consisted of 27 students This research was conducted in 2 cycle. The reseach question of this study is "How can picture describing activity improve ERC students' English speaking skills at Pondok Pesantren Fatihul Ulum Al-Mahfudz?. The objective of this research were intended to improve students' English speaking skills at Pondok Pesantren Fatihul ulum Al-Mahfudz Tanggul.

After conducting research, the researcher found an improvement of students English speaking skills which is in pre-test the learners' mean score was 51,29 then there a little improvemet on post-test cycle 1 the students' mean score was 67,59 and the students' mean score in post cycle 2 was 76,11. In Cycle 2, there are 81,48% of students got score ≥ 70 which mean the criteria of success has been achived. The observation checklist also showed an improvement in using picture describing activity students more confident when they asked to speak in front of class, the students could answer teacher's question, students tried to ask question to clarify understanding, the students felt enthusiastic in doing the task and the students gave a good attitude and response during teaching learning process.

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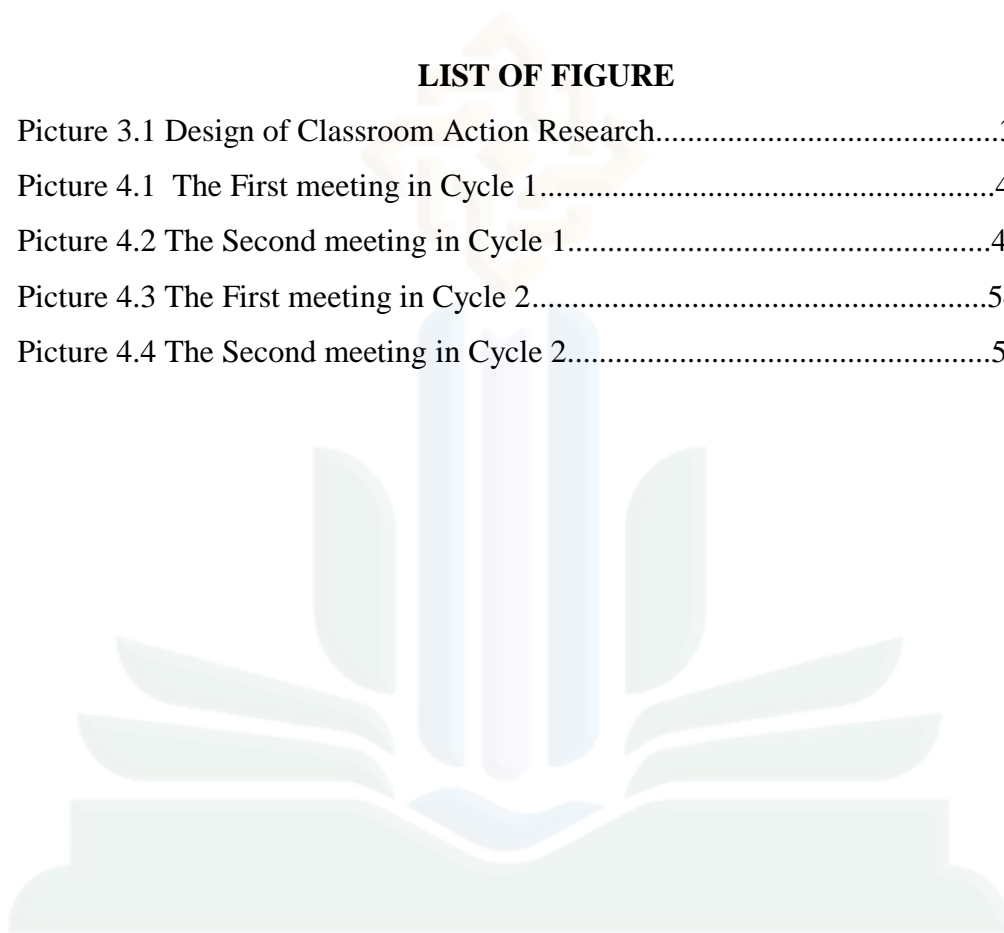
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CHAPTER I

INTRODUCTION

A. Background of study

English became a universal language which most of people use to communicate in both oral and written form. The reason why English became a universal language is according to Encyclopedia Britannica (2015) English coming from the British states is the dominant language in parts of the world. The principles of verses of the Qur'an about the importance of language can be understood from the analysis of Divine revelation, especially in the part of education which is received by Prophet Muhammad SAW and stated in Qur'an Surah Ar-Rumm in verse 22 :

وَمِنْ ءَايَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوُجُوهِ إِنَّ
فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿٢٢﴾

The meaning: “And among the sign of His Power the creation of the heaven and the earth and variety of your language and your skin color. Surely in that there are actually for those who know” (Q.S Ar-rum :22).

Based on the Quran it explained that various languages are sign of the power of Allah. This Ayat showed how important it is to learn various languages, because we need language for communicate with people in society especially English. English became international language, because when people often travel aboard for vacation or business they will use English for communication. Also, English language called as *Lingua franca* which mean

language instruction, the meaning is the language used as a language for bridging the communication of people among countries. We can communicate with people around the world by using English language, that is why learning English is important.

English is the oldest language and experienced rapid growth and become an international language. In Indonesia English is a foreign language, also Most of young learners in Indonesia do not study English because in elementary school English is an optional subject based on Ministry of education and culture policy. Perhaps, the middle upper class family will send their children to English course/tutoring to hone English skill or also for additional lesson out of school, and for the middle lower class family they just send their children to school. At school, English teaching and learning have the goal to make students more focusing so that they are able to use English language in communication. Normally, most of students in Indonesia are not able to use English in daily life, especially in speaking skill. Lack of vocabulary, lack of confident, unmotivated became the biggest reasons why they are not able in English. According to Mohammed Iqram Hossain thesis, "A secondary level scenario each skill of language should be given equal importance and extensive opportunities to use English for a variety of purposes are to be given to the students for improvement of their communicative skill" (2001: in Matin, 2011: p.236). Listening, speaking,

reading and writing occur naturally together in learning events in at all great levels in schools, though traditionally they were taught separately.¹

According to the journal of Universitas Medan area, in learning English there are some aspects that affect in English learning process such as Age, teaching materials, learning media, and background of family². Based on those aspects we can know how we should teach and also we can develop the way we teach in order to achieve the goal we want

Popularly English skills are divided into two a receptive skill and productive skill. Receptive skill is our language skills in accepting other people's languages. The skills included here are listening skills and reading skills while productive skill is our language ability in making language that is includes writing skill and speaking skill.

Speaking skill become one of important skills in English where people use it often than usual skill, because in daily people loved to communicate in direct way, so that teaching speaking skills requires strategies that can make students enthusiastic. According to the journal of English Teaching, the reason why English learners should learn speaking. First, speaking used as crucial part of language learning and teaching such as ESL/EFL nowadays. Second, mastery of speaking is a priority for language learners. Third, proficiency in speaking is an instrument to evaluate learner's second/foreign

¹ Mohammed Iqram Hossain, *Thesis of Teaching Productive Skills to the Students: A Secondary Level Scenario*, (BRAC University, Dhaka, Bangladesh:2005)

² Journal of Universitas Medan area (t.p. t.t)

language acquisition³. Improving students' English speaking skill could be done through some teaching strategies, such as, cooperative activities, role play, creative task, drilling, and describing pictures. All of those strategies are good for teaching speaking skills, where those strategies can make students more active and enthusiastic in improving their English speaking ability⁴. These strategies can help students for actively practice their English in the classroom.

However, the English Room Club (ERC) students often found some difficulties in speaking English such as wrong spelling, lacked of vocabulary, miss pronunciation, grammar also they were afraid to start a conversation (lacked of confident). Another problem was that they had difficulty conveying their ideas in front of their classmates, teacher and other people. The time to study also has an effect. ERC students' started the English course at 10 p.m – 12 a.m. It was because the students must finished their obligated activity of Pondok Pesantren. Apart from the difficulties experienced by the students, strategy or method to improve their English speaking skills could not attracted them. For instance, the teacher used book as media and never gave the students chance to practice their English skill. However, that learning style was not suitable in teaching English speaking skills, so the student did not feel the energy from the lesson which taught by teacher and also the teacher spend much time in explaining the lesson instead of giving a

³ Welli Septia Dionar & Aryuliva Adnan "Journal of English language *teaching*" Vol 7 No.2

⁴ Anggia murni, "Thesis of the use of describing picture strategy to improve student's English speaking skills"(Skripsi, Universitas Darussalam, Banda Aceh 2018)

chance to student to practice their English Skills. In Fact, most of students learn better when they feel happy (excited) and feel unpressured, they will easily catch the lesson and memorize it for longer time than when they feel bored and not excited.

In the teaching and learning process, the teacher rarely used suitable learning media to improve the students' English skills. The teacher just asked the students to write and then after they have finished, the teacher makes a correction. Learning media can contribute to motivation in students' English learning. By using media, students can develop their idea and vocabulary. In addition, the using of media in teaching writing can make the students interested in the lesson⁵.

This problem also happened at Pondok pesantren Fatihul ulum Al-mahfudz where the researcher will do research about improving students' English speaking skills use more pleasant strategy for learning that is Picture describing activity. This strategies supposed to help students to actively practice their English in the classroom.

Picture describing strategy is one of fun strategy which can be use in English teaching and learning which aim tom improve students' English skill especially in speaking skills. Picture describing strategy is an activity that teacher can use for English learning process to engage students' in developing spatial relations ideas. This activity gives participants a chance to understand the mathematical work that children are doing when they describe spatial

⁵ Arum wahyuni, "Improving students' writing skill through picture media in grade X of office administration 2 of SMK Negeri 1 Tempel" (Skripsi, Universitas Negeri Yogyakarta 2011)

relations. We ask them to describe a given image, as well as consider what children would say. We want participants to become familiar with a set of spatial ideas in children's descriptions that they can listen for and support

B. Research Question

Based on background above, it could concluded that the research question include of:

“How can picture describing activities improve students' English speaking skills at English Room Club (ERC) of Pondok Pesantren Fatihul Ulum Al-Mahfudz Tanggul?”

C. Research Objective

Based on the background, the objective of this Classroom Action Research were intended to improve the students' speaking skill by using Picture describing activities

D. Research Significances

The research significances contained what contributions will be given after completing the research. Uses can be both theoretical uses and practical uses, such as uses for researcher, institution, other researcher. The usefulness of research must be realistic⁶. The result expected to give some theoretical and practical knowledge for the following parties:

1. Theoretically

This study provides significant benefit to all parties, especially in developing English speaking ability.

⁶ Tim Penyusun Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember, *Pedoman Penulisan Karya Ilmiah* (Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember., 47

2. Practically

The result of this research is beneficial:

a. The researcher

- 1) This study provided the researcher experience and practice of writing scientific works in theoretical and practically
- 2) This study provided the researcher knowledge about The use of Descriptive drawing activity for improving student's English speaking skill and provides an advantage in developing research contention

b. State institute of Islamic Studies Of Jember

This research could be used as references material for all academic activities to explore further knowledge related to with this study

c. Other researcher

The result of this study expected as references for other researcher who were interested in conducting advances research or relevant research especially for students of English Education Department.

E. Definition of key term

1. English speaking skills

As an International language, English is important to learn. One of skills that must to learn is speaking skills. In some countries, which English is become a foreign language Like Indonesia, English speaking skills can called as ability where some people are not good in it even though they are good at English. Speaking skills include to productive

skills that requires the speakers to produce words or sentences with particular meaning that could received and comprehended by the listeners.

In English speaking skills, the speakers must think of the idea wished to express. They must change the position of the tongue in order to articulate the appropriate sound. They must consciously be aware of the grammatical, lexical and cultural needed to express the ideas. Speakers must be sensitive to any changes in register or style necessitated by the people whom speak on the situation in which the conversation is taking place. Speaking skills is ability which good grammatically needed, not only good grammatically but also good pronunciation, lexical and cultural needed, so that the words/sentences that spoken can delivered well and understandable.

2. Picture describing strategy

Picture Describing is a method that is very easy to play. Study can be maximum if the students use the five senses, because they can be attractive to express something with their five senses. Picture describing can be used by teacher to teach English skills such as; speaking skills and listening skill. This strategy requires the English learners to practice their English speaking skills or their listening skills. Picture describing strategy foster the learners' imagination and creativity, and also this activity will increase their confidence and public speaking ability.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

To make sure the originality of the ideas in this research, the researcher will present several previous studies that have relevance with this kind of research that researcher conducted, such as:

1. A thesis written by Gallis nawang ginusti 2014 entitled “Improving the speaking skills of grade VII students of SMP Negeri Godean through pictures” stated that the implementation of pictures in teaching and learning process of speaking was believed to be effective to improve the students’ speaking skills. The students’ motivation increased, they were more enthusiastic in learning speaking. The students speaking skills were measured quantitatively by comparing the mean score of pre-test and post-test. The result revealed that the mean score of the students’ speaking performance increased from 20.22 in the pre-test to 27.30 in the post-test. The gain score of the students’ speaking skills was 7.08⁸. The research was conducted at SMP Negeri 2 Godean and used Classroom action research as research methodology while this study use an experimental quantitative and will be conducted at Pondok Pesantren Fatihul Ulum Al-Mafudz, Tanggul.
2. Another thesis written by Anggia Murni 2018 entitled “The use of describing picture strategy to improve students’ speaking skill” stated that

⁸ Gallis, Thesis, “Improving the speaking skills of grade VII students’ of SMP Negeri 2 Godean through pictures” (Thesis of Yogyakarta State University ,2014) 23-30

using describing picture strategy on students of English speaking skill the second grade student of SMP Negeri 2 Darul Imarah Garot, Aceh besar. According to calculation the average score of pre-test 28 and post-test is 34, the result can conclude that students speaking ability at SMP Negeri 2 darul Imarah Garot, Aceh improved after using describing picture strategy⁹.

The difference with research that writer will do is the types of research. The previous research using experimental design in quantitative, while the writer using classroom action research. This research conducted at SMP Negeri 2 Darul Imarah Garot, Aceh

3. A journal by Dede Khoirunnisa and Juwita Boneka Sinaga 2019 entitled "The effectiveness of describe and draw technique to improve students' writing skill stated that the result calculation shown that $t_{count} > t_{table}$ with confident interval 95% and $df = 22$. Hypothesis analysis for the two classes using t-test obtained $t_c = 1.729$ and $t_t = 1.717$ at alpha 0.05. Using describe and drawing technique gave significant effect on student writing skills. Besides, the final finding of this study found that there is a significant difference on the writing result by using the describe and draw technique compare to another method which was given before¹⁰. This journal research used experimental design in quantitative approach and

⁹ Anggia Murni, "The use of describing picture strategy to improve students' speaking skills" (Thesis of Islamic University Banda Aceh 2017) 27-33

¹⁰ Dede Khoirunnisa and Juwita Boneka Sinaga,, " *The effectiveness of describe and draw technique to improve students' writing skill 2019*" (Journal of Universitas Riau)

focus study of this research is writing skill, while this study focus study is speaking skills and also use an experimental quantitative.

4. A thesis by Nurleni 2018 entitled “ The influence of using picture word inductive model (PWIM) strategy towards students’ descriptive text writing ability at second semester of the eight grade of SMP Al-Huda Jatiagung Lampung Selatan in the Academic year 2017/2018” stated that picture word inductive model strategy (PWIM) influenced students descriptive text writing ability. The result of the research by using Mann-Whitney U test that the value of significant generated Sig.(2 tailed) of the equal variance assumed = 0.000 and $\alpha = 0.05$. it means that Sig. (2 tailed) $< \alpha = 0.05$. So, H_0 was rejected and H_a accepted. Conclude that there was significant influence of using picture word inductive model strategy toward students descriptiv text writing ability at the second semester of the eight grade of SMP Al-Huda Jatiagung Lampung Selatan¹¹. This previous research used quasi-experimental design, while the researcher’ study used pre-experimental design.

¹¹ Nurleni, Thesis: “The influence of using picture word inductive model (PWIM) strategy towards students’ descriptive text writing ability at second semester of the eight grade of SMP Al-Huda Jatiagung Lampung Selatan In Academic year 2017/2018. 2018” (Thesis of state Islamic University Lampung, 2018) 24-30

Table 2.1
The similarities and differences
Previous research and the researcher's study

No.	Previous research	Similarities	Differences
1	A thesis written by Gallis nawang ginusti 2014 entitled “ Improving The speaking skills of grade VII students of SMP Negeri 2 Godean through Pictures”	<ul style="list-style-type: none"> Both research using picture Both focus study are improving speaking skills Types of research design previous research used Action research 	<ul style="list-style-type: none"> The object of previous research is SMP Negeri 2 darul Imarah Garot, Aceh and the object of this research is ERC of Pondok Pesantren Fatihul ulum Al-Mahfudz
2	A thesis written by Anggia Murni 2018 entitled “ The use of describing picture strategy to improve students speaking skills	<ul style="list-style-type: none"> Both research using describe pictures Both focus study are improving speaking skills Types of research design are classroom action research (CAR) 	<ul style="list-style-type: none"> The object of previous research is SMP Negeri 36 Mukomuko and the object of this research is ERC of Pondok Pesantren Fatihul ulum Al-Mahfudz
3	A journal by Dede Khoirunnisa and Juwita Boneka Sinaga 2019 entitled “The effectiveness of describe and draw technique to improve students' writing skill	<ul style="list-style-type: none"> Both research using describe pictures 	<ul style="list-style-type: none"> Focus study previous research focus on writing skill. While focal study of this research is speaking ability. Types of research method. Previous research used experimental design in quantitative
4	A Thesis by Nurleni 2018 entitled “ The	<ul style="list-style-type: none"> Both research using picture 	<ul style="list-style-type: none"> Focus study of previous

influence of using picture word inductive model (PWIM) strategy towards students descriptive text writing ability at second semester of the eight grade of SMP Al-Huda Jatiagung Lampung Selatan in the Academic year 2017/2018	describing	research is writing ability. While focus study of this research is speaking ability <ul style="list-style-type: none"> • Research design of previous study is quasi-experimental. While research design of this research is pre-experimental.
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Based on description and table above, the researcher concluded that there were similarities and differences between the researcher's research and the previous research. The similarity of previous research and this research is all research use describing drawing. The differences are 2 study of previous research used Experimental research while this research used Classroom action research. Besides, 2 previous research's focus study is writing ability while this research's focus study is speaking skill and this research was conducted at English program of Pondok pesantren Fatihul ulum Al-Mahfudz Tanggul while all of previous study above conducted at formal school.

B. Theoretical framework

1. Speaking skills

a. Definition of speaking

Speaking is a thing that we always do in daily life. Each person produced a thousand or more words every day. Speaking is one of skills in English language. Speaking include to productive skill which means that in this skills we need to produce language, it also

known as active skills. Speaking is define as the production of auditory signals designed to produce differential verbal responses in a listener.

According to Brown, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers' listening skill, which necessarily compromises the reliability and validity of an oral production test.¹²

Anggia Murni included Chaney and Burke's opinion on her thesis that "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts". Speaking is a skill that is deserves attention every bit as much as literary skills, in both first and second language¹³.

Perhaps, speaking skill is difficult because it requires mastered at some aspects for example: vocabulary, pronunciation, grammar and fluency. These aspects are important in speaking ability, as speaking skill is a productive skill that requires language to communication. As a nonnative speaker, to mastery in speaking skill is not easy beside not used to talk in English, we were sometimes do not get the pronunciation well. In speaking, the ability to compose the

¹²H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Newyork: Longman, 2004), 140

¹³ Anggia murni, "The use of describing picture strategy to improve student's English speaking skills"(Thesis of Universitas Darussalam, Banda Aceh 2018), 40

sentence is highly needed because oral communication takes place when someone writes a sentence

According to David Nunan stated by Inta Aulia on her thesis, to most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measure in terms of the ability to carry out a conversation in the language¹⁴ . From this statement, we know that the most important aspect in learning a second or foreign language is able communicate well in language or able to carry out what is on our mind through words.

Moreover, learning to speak requires more than knowing it grammatical and semantics rules. Learners are also required to have knowledge of how native speaker use language in the context of structured interpersonal exchange. In other words, the learners must be able to speak the target language fluently and appropriately¹⁵

Based on all of the definition of speaking the researcher conclude that speaking is an ability and art which we produce a good language to listeners and how we tell the feeling and thoughts through words perfectly. In order to all the listeners can understand about

¹⁴ Inta Aulia, "The effectiveness of using describing picture to improve students' speaking skills in descriptive text (An Experimental Research at the Eighth Grade Students of SMP H. Isriati Semarang in the Academic Year of 2010/2011)"(Thesis of Institut Islam Negeri, Wali songo 2010), 46

¹⁵ Hadriana, "Improving students' speaking skill through communicative activities in a small group discussion at third semester class a of the English study program of FKIP UNRI"(Thesis of University of riau 2009) 33

every sentences or every words that we speak. Speaking skills is one of the biggest goal in learning English language.

b. Aspects of speaking

There are some aspects have to be deal with in speaking. These aspects are important if ESL/foreign language learners want to speak English Fluently. There are vocabulary, pronunciation, fluency, grammar and comprehension.

1) Vocabulary

Based on Oxford language vocabulary is the body of words used in a particular language. Vocabulary refers to the words we know to communicate effectively. In general, vocabulary can be described as oral vocabulary or reading vocabulary.

- a) Oral vocabulary refers to the words we use in speaking or recognize in listening
- b) Reading vocabulary refers to the words we recognize in print¹⁶.

Vocabulary became the core thing in speaking skills where we need the word to speak, if we lack of vocabulary, probably we will not be able to master in speaking skills.

2) Pronunciation

Pronunciation is way in which a language or particular word or sound is spoken. Pronunciation is how the words' sounds

¹⁶ National Reading Panel Reports (t.tp. NICHD,2001)

like, it refer to production and perception of the significant sounds of a particular language. Pronunciation is one of the most difficult in learning English. Error in pronounce a word can make sentence mean different than, what it mean to. Luluk stated on her journal according to Ur, Penny (1996: 52), the aim of learning pronunciation is that in order the learners can say word like a native's accent¹⁷.

3) Fluency

Fluency as a quality of the speaker, or it can be defined as the natural ability to speak accurately efficient and smoothly. Sign of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. Abi andaya stated on his journal according to Richards (2009, p.14) define that fluency is “natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence”¹⁸

4) Grammar

According to Oxford dictionary Grammar is rules for forming words and making sentences. The whole system and

¹⁷ Luluk setyawati, Yulia ambarsari & Nurul badriyatul muthoharoh “*Pelatihan pelafalan kata-kata bahasa Inggris dalam rangka meningkatkan kualitas pengajaran guru-guru sakinah English course*” (Journal of Pengabdian kepada masyarakat) Vol.08 no,01, 2017

¹⁸ Abi andaya, Abdul azib, Dewi rochsantiningsih “*Improving students' speaking fluency through implementation of trivia-based activity in University students*” (Journal of Universitas sebelas maret)

structure of a language or of language in general, usually take as consisting of syntax, morphology and sometimes also phonology and semantics. According to Harmer, grammar is not just concerned with syntax, however. The way words formed and can change their form in order to express different meanings, is also at the heart of grammatical knowledge grammar can thus be partly seen as knowledge of what words can go where and what form these words should take. Studying grammar means knowing how different grammatical elements can be strong together to make chains of words¹⁹. The basic of English grammar are fundamental to effective oral communication just as they are to writing²⁰

5) Comprehension

Comprehension is the ability to speak and listen with understanding²¹, means that the action or capability of understanding something. Comprehension can be define as the ability to understand spoken English. Comprehension in speaking is the main of many language learners language. Comprehension in speaking context refers to our capability on understanding. It implies that if someone can express or respond well and correctly, he/she comprehends well.

¹⁹ Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman), 1983,12.

²⁰ Goh. C.M Christine, *Teaching speaking in the language classroom*, (SEAMEO Regional language centre), (Journal of The Asian EFL),10

²¹ Kathleen A. Roskos, and Linda B. Gambrell, *The importance of speaking and listening in Early literacy* (www.guilford.com/p/morrow8)

The researcher only uses 4 aspects of speaking in this research to evaluate the speaking test for learners that is, vocabulary, pronunciation, fluency, and grammar.

c. Teaching speaking

Teaching speaking should be taught in attractive and communicative activities, in order the learners will focus about the lesson what the teacher will be taught to the students. Speaking is not always about the theories, it more like practice because in speaking the learners need to produce language. There are some activities that can be used by the teacher during teaching speaking:

1) Discussion

This activity help the students think about what happened during the class and how to draw lesson. Which is they can apply this activity in other different on texts. Discussion activity give the learners opportunity to share their idea, to exchange opinions. Not only sharing their ideas and opinions, but also will find the problem solving from discussion activity. An also this activity force the learners to speak, so that they practice more in speaking it will make them fluent in speaking.

2) Storytelling

The learners will tell the story from a book, short story or their own story to tell their classmates in front of class. This activity will build the learners' confidence in speaking. It also

helped learners express their idea in the format of beginning, development and ending of the story, including the characters and setting from story they told. Storytelling fosters creative thinking, in this way the teacher will know the learners' speaking ability.

3) Reporting

This activity required the learners to read newspaper, or magazine before coming to the class, and after the class begin, the learners should report what the interesting news that they find from the magazine or newspaper they read before to their classmates. The learners can also talk about anything about their experience in daily life to their friends before the class start.

4) Role play

The teacher will give information to the learners such as who they are, what they think and what they feel. The learners will pretend to be someone else like what the teacher ask them to be. It similar like acting in movie, the learners to be creative and to put themselves in another person's place for a while, the learners became an actor in this activity. This activity is interesting, the learners can express the emotion through script that given by teacher, they also will learn accent in this activity.

5) Picture describing

For this activity, students can form groups and each group had given different picture. Students discuss the picture

with their group then, the spokesperson for each group will describe the picture in front of class. Picture describing foster the learners' imagination and creativity. Besides, this activity will increase their confidence and public speaking ability.

6) Interview

The learners can conduct interviews on selected topics with various people, it can also the teacher provides a rubric to student for their interviews so that they know what types of question for the interview, but still they should make their own question. This activity gives the opportunity to learners to practice their speaking ability. This activity is effectively allows students becoming socialized. Then, after doing interview the learners can represent the result of their interview in front of class.

7) Dialogue

This activity requires the learners to make conversation with their friends. They can talk whatever they want such as: favorite food, favorite movie, hobby, pets and etc. this activity is the most commonly use to practice speaking it help the learners practice in pronunciation, speech and intonation.

According to Nunan there are five principles for teaching speaking;²²

- a) Be aware of difference between second language and foreign language learning contexts
- b) Give students practice with both fluency and accuracy.
- c) Provide opportunities for students to talk by using group or pair work and limiting teacher talk
- d) Plan speaking task that involve negotiation for meaning.
- e) Design classroom activities that involve guidance and practice in both transactional and international speaking

d. Speaking difficulties

According to Zhang (2009) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English²³. To speak another language, the learner, driven by one or more reasons, has to take the decision why and how. According to Ur (1996), stated by Hosna in her journal there are some factors that cause difficulty in speaking;²⁴

²² Eka kartika sari, "Improving students' speaking ability by using board game technique at eight grade of MTsN Ponorogo in Academic Year 2018/2019"(Thesis of IAIN Ponorogo) 38

²³ Zhang, S. *The role of input, interaction, and output in the development of oral fluency*. English Language Teaching, 2(4), 91–100. (2009)

²⁴ Al hosni, S, "Speaking difficulties encountered by young EFL learners" (International Journal on Studies in English Language and literature, Vol.2 No.6; 2014), 24

1) Inhibition

In Oxford dictionary, the meaning of word “inhibition” is a feeling that makes one self-conscious and unable to act in relaxed and natural way. The learners are worried about making mistakes, fearful of criticism, or simply shy of the attention that their speech attracts. This problem reveals more when learners try to participate in the classroom. They will feel nervous and so they do not dare to speak.

2) Nothing to say.

Students have no motive to express themselves, they do not have an idea to express, or maybe they lack of vocabulary, so that they do not know what should be talking. As we know that vocabulary is the main part in speaking skill, so knowing much vocabulary will give learner greater courage to express what they want.

3) Low or uneven participation.

Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. This may be because the teacher has chosen topic about which the learner do not know very little. The learners will excited when the topic is interesting, and they will participate more in class and also they will not running out of subject to share, so that they probably talk more.

4) Mother-tongue use.

For ESL/second language learner this became the biggest difficulties. In this case, the learner should pronounce words well, the learner should try to sound like native. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. According to Baker and Westrup stated by Iren in her thesis "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language."²⁵

e. Types of classroom performance

According to Harmer (2007: 345) stated by Maulana in his thesis, it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level²⁶. The teacher needs to find technique that can attract learners' attention in class. Brown identifies at least there are six types of classroom speaking performance:

²⁵ Iren, "Improving students' speaking skills by using English video at class VII A of Madrasah Tsanawiyah Annuriyah Jember in academic year 2019/2020" (Thesis of IAIN Jember), 2019

²⁶ Maulana ade riko, "The use of board game for improving students' English speaking ability (A Classroom Action Reserach on The Seventh Grade Students of SMP Negeri 43 Bengkulu Utara in Academic Year 2016/2017)" (Thesis of AIN Bengkulu), 2017

1) Imitative

Imitative speaking is an activity to practicing intonation or typing to pin-point a certain vowel sound, it purposed to carry out for focusing on some particular element of language form. Normally, this activity performed in drilling form.

2) Intensive

Intensive speaking goes one step beyond imitation includes any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated or it can even form part of some pair work activity, where learners are “going over” certain forms of language

3) Responsive

Responsive is mean by being able to give respond to the question or comment, Short replies to teacher or classmates. These replies are usually sufficient and do not extend into dialogues.

4) Transactional

Transactional is mere done in the dialogue. Carry out for purpose of conveying specific information an extended form of responsive language.

5) Interpersonal

Interpersonal speaking here also carried out in a dialogue. It purposed for maintaining transmission of facts and information.

The conversation in interpersonal speaking, will be little trickier for the learners because in this case, they will involve with slang, ellipsis, sarcasm, of casual register or etc.

6) Extensive

Extensive speaking is advanced level, mostly in form monologue in the practice. The teacher asked to give an extended monologue in the form of an oral report, a summary, or perhaps a short speech.

f. Characteristics of Success in Speaking

There are four characteristics of success in speaking, following:²⁷

1) Talk a lot

Talk a lot proof that speaking is successes. The learners will more talkative when they understand what they are talking about.

2) Participation is even

The success of learning/teaching speaking skills could seen from the participation of the learners. The learners are more enthusiastic at the time in the classroom and did not hesitate to express their mind.

3) Motivation is high

The learners are more excited when speaking and more confident when speaking English. Learners no longer get nervous when they try to speak in front of class.

²⁷Eka Kartika, "Improving students' speaking ability by using board game tehnikue at eight grade of MTsN 5 Ponorogo in Academic year 2018/1019"(Thesis of IAIN Ponorogo), 43

4) Language is an acceptable level

When speaking English the learners can speak in understandable language, the grammar is good and they can pronounce the word well.

2. Picture Describing

a. Definition of Picture Describing

Picture describing is an interesting activity that teacher can use to teach in developing learners' speaking ability. This activity is easy to play. The study can be maximum if the students use the five senses because they can be attractive to express something with their five senses. The five senses used by the students in describing the picture; they used eyes to saw the picture, used ears to listen to what their partner said, used mouth to describe the picture.

b. Type of pictures

According to Harmer (2001) there are 5 kind type of pictures :

1) Flashcard

Flashcard is a small card particularly used to drill the grammar items, identify different sentences, or practice vocabulary.

2) Large wall picture

The picture is big enough for everyone to see detail. Sometimes, teachers use large wall pictures for pointing the detail of a picture to elicit a response.

3) Cue card

Cue card is a small card used by students in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when the students pick up the top cue card in a pile, they have to say a sentence that the card suggests.

4) Photograph or illustration

Photograph or illustration is a photo or image that depicts a situation or people in action. The teachers use it to make the situation or the action clear. Photograph could found in the book, newspaper, magazine, etc

5) Projected slide

In the multimedia class, the teachers also use it in teaching. Sometimes, the teachers use the projector slide to show the images in the big form.

c. Characteristics of good pictures

Using picture describing for improving students speaking skills, the teacher need to prepare some pictures and know criteria in choosing and using pictures as visual aids in teaching language. In order to make teaching and learning process become optimal.

According to Wright (2004) stated by Anggia Murni in her thesis when the English teacher use or choose pictures, they have to consider some criteria as a consideration in using picture in teaching and

learning process; there are five criteria in choosing picture in the teaching and learning process, such as²⁸:

- 1) Picture should be easy to prepare
- 2) Picture should be easy to organize
- 3) Picture should be interesting for students
- 4) The language and the way teacher wants the students to use the media will be authentic and meaningful to the activity
- 5) The activity should give rise to a sufficient amount of language.

d. Procedures of Picture describing

Describing picture is a simple and easy activity to do at class. Pictures are helpful to support the teaching and learning process. There are several advantages of using pictures in teaching English. This activity requires the students to practice their English speaking skills. Before play this activity, the teacher prepare some pictures

How to play:

- 1) The teacher should divide class into groups
- 2) Choose one student from each group to describe the picture and ask them to come forward in front of class
- 3) Give different picture to student who will describe the picture, make sure that their friends do not know the picture.

²⁸ Anggia Murni, "The use of describing picture strategy to improve students' speaking skills" (Thesis of Islamic University Banda Aceh 2017), 48

- 4) Ask the speakers to describe the picture to their group (alternate/ one by one)

e. Advantages and disadvantages of picture describing

Advantages:

- 1) The Pictures are inexpensive and widely available
- 2) Help to focus attention and to develop critical judgment
- 3) The students will bravely talk without feel anxious.
- 4) Provides common experiences for an entire group
- 5) Having better self-confident and high of motivation.
- 6) The students feel interesting during the class sessions.
- 7) Students are more understand because they are very enthusiast.

Disadvantages

- 1) Students pay attention on the picture more than on lesson material
- 2) It takes time and costs much to provide attractive picture.
- 3) Teacher should prepare many of pictures because every student gets a different picture.
- 4) Small and unclear pictures may cause problem in the teaching learning process since the students may misunderstand about the picture.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this Research the researcher will use *Classroom action research* (CAR). Classroom action research puts a lot of emphasis process and product. In other word, Classroom action research is a research conducted in classroom by carrying out a treatment that aims to improve the ability or achievement of students. Classroom action research does to solve some problems in right now situation. According to Kemmis and Taggart stated by Iren in her Thesis “Classroom action research is a development of the basic concepts in various models of action research, especially classroom actions”.²⁹

In classroom action research, the researchers/teachers could directly see the teaching and learning process, the researchers/teachers could do research on learners from the aspect of their interactions in the teaching and learning process. McNiff (1992) stated that the main basis in doing classroom action research is improvement. Word “improvement” related with teaching and learning process.³⁰ We can conclude that classroom action research is the teachers/researchers’ effort to improve the quality of teaching and learning process, which impact to the result of the lesson.

²⁹ Irene, “Improving students’ speaking skill by using english video at class VII A of Madrasah tsanawiyah Jember in academic year 2019/2020” (Thesis of IAIN Jember) 2019, 40

³⁰ Supardi, *Penelitian tindak kelas*. Ed.Revisi, cet.3 Jakarta: Bumi Aksara,2019, 28

B. Research Setting

1. Place of Research

This research held in Pondok pesantren Fatihul ulum Al-Mahfudz Tanggul, Jember. Which was located at Jl. Argopuro no.7 Manggisan Tanggul, Jember.

2. Time of Research

This research will implement to improving learners' speaking english ability by using descriptive drawing activity. The research is start on 7th June 2021 and finished on 3rd July 2021.

C. Research Subject

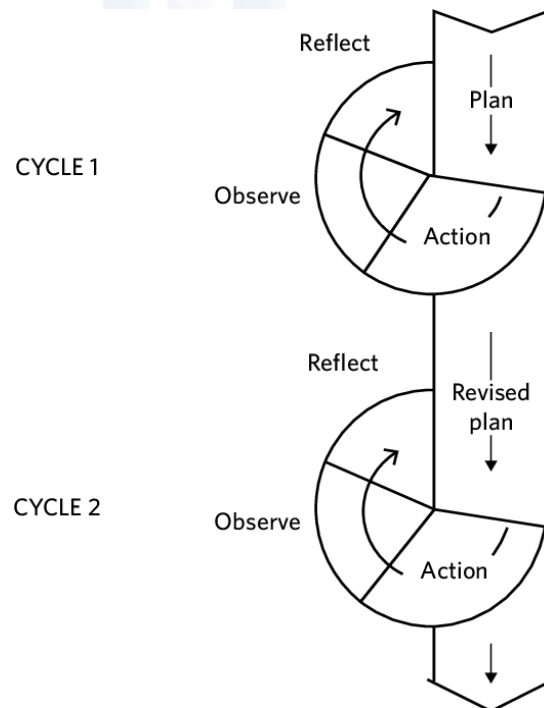
The subject of this research are consist of 25-27 students. These students was taken from English program named E.R.C (English room club) of pondok pesantren Fatihul ulum Al-mahfudz Tanggul and some learners was taken from out of ERC. Eventhough these learners from english program but but some of them still not able to speak fluently in english, they still lack of pronunciation and vocabulary and sometimes the grammar. These students consist of

D. Research Procedure

The procedures will start from pre-test, and the treatment in some cycles focused on the process of solving problem and making students' improvement. The arrangement of research procedure is important in order each steps in research procedure will more structured and could be do in

correct sequences. The design of classroom action research based on Kemmis and Taggart illustrated in the following figure.³¹

Picture 3.1
Design of Classroom Action Research



The picture 3.1 above could be explain as the following description bellow:

1. Planning

Planning does in order to make process in every cycle more structured. The researcher need to prepare the lesson plan which will be done in class, and also prepare list of activity that will be done during the implementing the method in the class. Before going to the action, the researcher gave a pre-test to the students in form of speaking test by

³¹ Nurjanah, "Implementing describe and draw technique to improve students' ability in speaking" (Thesis of IAIN Bengkulu, 2019), 38

using instrument which was been preparing by the researcher. Pre-test is activity that researcher doing before applying method in order to know how far the students's is capable in speaking English. Other activity that researcher do in this phase are:

- a. Identifying the condition of class and about learners' usual habits of learning activities.
- b. Prepared the lesson plan/schedule, class, documentation, blank sheet, etc.
- c. Organized some kinds of activities which were regarded very important for research development.

2. Action

a. Pre-action

In this section, the researcher explain to the learners about picture describing activity. The researcher explained the rules in playing this activity and asked the learners to prepare stationery. Then the researcher divide class into 2 groups and give one of each group to come forward to take the picture that the researcher has prepared before, make sure the learners do not see the picture except 2 learners of each group who will describe the picture.

b. While action

This section is the main activity, the activity filled with practice. The learners start to describe the picture that the researcher has given to them. Because this game played with two groups, it would be better if

played one by one. The speaker of the first group describe the Picture. Next, the speaker of the second group also do the same, and every group will get point from the researcher.

c. Post-action

After doing the while-activity section. The researcher asked the learners about their feeling after doing picture describing activity, then asked them to conclude the meaning of the words from the context of describe. Besides, the researcher give the comments to the learners from what the learner were describe. In the end of the activity, the researcher will give a test to learners or some exercises to measure their achievement after doing picture describing activity.

3. Observation

In this case, the researcher analyze the result of the action that has done. It is an opportunity for researcher to collect the data and make some notes during observation by using checklist given from all the action in cycle 1 (Planning and action). Also including of the class situation, the students' speaking activities, the students' responses to the materials in the teaching learning process, the student's interaction, enthusiastic, participation in discussion, doing exercise and other activities.

4. Reflection

The researcher reflected on what happens in the classroom as an effect of action. The researcher evaluate the action that has done, for example like evaluated about quality and quantity of the action. The

benefit of evaluation to decided what the researcher should do in the next cycle and it would be used for better understanding of knowing improvement on the next planning or action. In order to give significant progress in the process of teaching and learning during the action.

After doing All the activity from cycle 1 (planning, action, observation, reflection) the researcher could continue to cycle 2. Cycle 2 would be held as well as the cycle 1, and it was based on the result of the cycle 1.

E. Data Collecting

In this classroom action research, the researcher uses primary data and secondary data:

1. Primary data

a. Speaking test

In this research, the speaking test devide into 2 stages that were pre-test and post-test. Pre-test carried out before the researcher implemented the method that will be given to the learners, to find out achivement at the starting point. Post-test carried out while the implementation of method. Post-test would be aim to see the improvement or different achievement after teach speaking skill through picture deacribing activity. The speaking test constructed by the researcher. The students required answer question from the researcher orally one by one. The question is related to the topic that the researcher has been given.

In this Research, the research only focused on four criteria, namely: pronunciation, grammar, vocabulary, and fluency. The students speaking test would be scored by using the rating score of oral test by David.P Harris as followed:³²

Table 3.1
Scoring rubric for speaking skill

Rated qualities	Points	Behavioral statements
Pronunciation	5	If speech is fluent and effortless as that of native speaker
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Very hard to understand because of pronunciation problems. must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms virtually that is of a native speaker
	4	Sometimes use inappropriate terms and or must rephrase ideas because of inadequate vocabulary
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Denotes that misutilizing of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Grammar	5	Make few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which do not however, obscure meaning
	3	Refers to that speed and fluency are rather strongly affected by language problem
	2	Means that a student usually doubt and often forces into silence by language problem
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native

³² David P. Harris, *Testing English as a Second Language*, (Bombay: Tata McGraw-Hill Publishing Company Ltd, 1977), 84

		speaker
	4	Speed and fluency are rather strongly affected by language problems
	3	Make frequents errors of grammar andword order, which obscure meaning
	2	Grammar and word order make comprehension difficult must often sentence and/ or restrict him to basic pattern
	1	Speech is so halting and fragmentary as to make conversation virtually impossible

2. Secondary data

a. Observation

Observation is one of method in collecting data by observing or reviewing carefully and directly at location of the research. The researcher used the observation checklist about situation in the class while teaching learning process, student's participation, students' enthusiastic during the learning process and their braveries in speaking lesson. Observation done to collect the information about condition in teaching learning process.

b. Document Review

This technique used to provide information related with the problem. The document review that would be used were some pictures, Students' speaking score, and other devices that related to this research. The document review would be done before pre-test and post-test done. The document review used for making the research process and the teaching learning process run well.

F. Technique in Data Analysis

In this research, the researcher analyze the data from speaking test which has been collected through research instruments. There were 2 test, pre-test and post-test that the researcher gave the pre-test and post-test of this research. This research consist of 6 meetings which was done in 2 steps. First step, the researcher collect the data which was gained from pre-test from cycle 1 and cycle 2. Second step, the researcher implemented the picture describing activity in order to improve learners' speaking ability and give post-test to the learners. After those steps, the researcher compare them in order to know the result of this study.

1. The researcher used certain formula to identify the mean of the students score. The formula as followed:³³

$$M = \frac{\sum x}{N} \times 100\%$$

Note:

M = mean score

$\sum x$ = final score

N = the number of students

2. To categorize the total of students who pass the test was calculated as follow:³⁴

³³ Sugiyono, *Statistik Untuk Penelitian* (Bandung: CV Alfabeta, 2017), 49.

³⁴ Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2000), 43

$$P = \frac{F}{N} \times 100\%$$

Note:

P = the class percentage

F = total percentage score (the students who pass the test)

N = number of students

G. Criteria of Success

Criteria of success is used as standard of success a research. In this research, achievement indicator is stated that the criterion of success in this research is if 65% of the total students got score of 70 or more. The research could be considered a success if more than half students are on good category.

H. Validity of data

Validity of data is appropriateness, meaningful, and usefulness from a conclusion which obtained from the interpretation test scores and arguably the most important principle is validity, the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment.³⁵

In this research, the researcher used the content validity which used to measure the learning ability of learners', the learners' result from learning, and the learning achievements. Content validity described the extent of the question, assignment or item in a test or instrument can represent the whole and proportionate behavior of the sample.

³⁵H Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Newyork: Longman, 2004), 22.

CHAPTER IV

FINDING AND DISCUSSION

This chapter describes the detail of several activities developed as part of implementation the picture describing activity in improving students' english speaking skills in the classroom action research. The objective is to present the research finding which provide evidence answering problem statement in chapter one. The description is based on the students' speaking test and observation checklist.

A. Profile of ERC Pondok Pesantren Fatihul ulum Al-Mahfudz

Pondok Psantren Fatihul Ulum Al-Mahfudz Tanggul located at Ds. Manggisan Kec.Tanggul Kab. Jember. ERC (English Room Club) is an extracurricular in Pondok Pesantren Fatihul ulum Al-Mahfudz. This extracurricular has been around since 2017. This extrcurriculat was held to gather the students who were interested in English and wants to develop their English ability. Consist of 27 students and 1 room master. These students are from grade 8 junior high school untill grade 12 senior high school (see appendix 10). To join this extracurricular the students must pass the test given by room keeper and English tutor. The English tutor was student of pondok pesantren fatihul ulum who was graduated from Pare English Course and now he is student of Universitas Terbuka Jember. He appointed to be an English tutor by the head of Pondok pesantren Fatihul ulum. English language ability activity started at 10 p.m untill 12 a.m. It is because in the morning untill 9 p.m they take part of obligated activities of Pondok Pesantren.

B. Research Finding

This section consisted of the results of the Classroom Action Research (CAR) and the research findings were obtained from beginning until the last of research. The research was conducted at Pondok pesantren Fatihul ulum Al-Mahfudz Tanggul. There is an English course in this Pondok pesantren named “ERC” *English room club* where the researcher conducted the research of picture describing activity to improve their speaking skills. The students’ improvement in speaking was obtained by comparing the percentage of student speaking ability in each cycle.

This research were divided into three stages, they were pre-test, cycle I, cycle II. Every cycle has 3 meetings. 2 meetings for implementing the strategy and 1 meeting for post-test. It was presented in the following section:

1. Pre-test

The pre-test was held on 12th June, 2021 by giving the students oral test. The learners were given pre-test in order to know their score in did English speaking test. The researcher gave the learners pre-test before applying the strategy “Picture describing activity” to measure their speaking ability.

The learners’ score on pre-test could seen on table 4.1

Table. 4.1
Learners' Score on Pre-Test

No.	Name	Score
1	RH	45
2	MY	70
3	ZL	40
4	SNQ	40
5	RM	40
6	WW	45
7	QA	45
8	WN	70
9	SN	60
10	QS	70
11	AF	45
12	AE	60
13	DNN	70
14	NL	70
15	UK	45
16	DN	45
17	SF	45
18	AM	40
19	YP	40
20	NQ	50
21	AS	50
22	MS	45
23	QK	40
24	WA	50
25	KY	55
26	FAP	40
27	SA	70
Total		1385

Based on the table 4.1 the total of students' score was 1355 and total of students who took the test was 27. The mean score could calculated as follow:

$$M = \frac{\sum x}{N} \times 100\%$$

$$M = \frac{1385}{27} \times 100\%$$

= 51,29

The distribution of learners English Speaking Ability in pre-test could be seen on Table. 4.2

Table. 4.2
The Distribution of Learners' English Speaking Ability in Pre-test

Score Interval	Category	Pre-test	
		Frequency (<i>f</i>)	Percentage (%)
91-100	Excellent	0	0%
81-90	Very Good	0	0%
71-80	Good	0	0%
61-70	Fair	6	22%
51- 60	Poor	1	4%
<50	Very Poor	20	74%
Total		N = 27	Σp=100%

Based on table 4.2 above the learners' english speaking skills was very poor. There are 20 students (74%) who are very poor at speaking, 1 student (4%) poor, 6 students (22%) fair and 0% for good, very good and excellent. From the percentage of learners' english skills we know that learners was very poor at speaking it means that the researcher need to increase learners' speaking skill by using Picture describing activity, supposed to improve learners speaking skills.

2. Cycle I

There are four stages in each cycle:

a. Planning

In this stage, the researcher prepared all of things that needed for implementing picture describing activity such as, attendance list picture for activity, phone for documentation and suitable topic. The researcher used descriptive text as topic before doing implementation of picture describing activity.

Based on table of students' pre-test score, there are 74% of very poor category which mean most of ERC students are still could not speak in English well. Picture describing activity be expected could improve learners' English speaking skills.

b. Action

This stage divided into three stages. They were pre-activity, main activity and post activity. The pre-activity included opening the teaching and learning process, such as greeting, praying, checking attendance, giving motivation, and reviewing the last material. In main activity, the researcher implemented Picture describing activity. The post-activity was reviewing the lesson. Here the description of the action that implemented.

1) First Meeting

It was held on Tuesday, 15th June 2021 at 10 p.m – 11 p.m.

The English course was started at night after the students

finished their compulsory activity of Pondok Pesantren. The researcher implemented picture describing activity accompanied by the English tutor as the collaborator. The English tutor helped the researcher in observing the students. In The First meeting, the researcher started to implemented picture describing strategy. Before start the activity, the researcher gave some explanation about picture describing. Then, the researcher divide class into 2 groups and each group required to describe the picture given by researcher twice (see appendix 9 picture 1). Each group asked to describe the picture in front of class, all members group must involve themselves in speaking.

Picture 4.1
Picture describing in the first meeting



While describing picture, the students still used Bahasa Indonesia in some words for example like “*lalu, terus, dengan*” and some of them just said “*Saya tidak tahu bagaimana mendeskripsikanya Miss*”. The researcher gave them time to describe for about 5 minutes and each group had chance to did the activity twice. After each group finished

describe the picture, researcher reviewed lesson the students got during the implementation of picture describing and invited the students to ask something they do not understand or find difficulties. The researcher would give them feedback. The researcher asked the students about the difficulties they faced during the activity and the students mostly answered “*Saya masih bingung cara menyambung kalimatnya Miss*” and some students answered “*Saya masih belum vocab memahami ini/itu*”. Then, the researcher gave the students some review from the activity that had been done before. Besides, the researcher gave some Vocabularies to memorized by them. Last, the researcher closed the class by greeting “*Wassalamualaikum*”

2) Second Meeting

It was held on Friday, 19th June 2021 at 10 p.m – 11 p.m. The researcher opened the meeting by praying together, greeting, and checking students’ attendance list. The English tutor helped the researcher in observing the students. In the second meeting, the students was randomly took by the researcher to describe the picture in front class. The students could choose the picture they wanted to describe. In this meeting the researcher need to prepare at least five pictures.

Picture 4.2**Picture describing in the second meeting**

In this meeting, some students has been better than in the first meeting. The students could speak two sentences and more correctly. However, some students' still could not speak even 3 sentences correctly. During the picture describing activity, the English tutor as the collaborator observed students' speaking ability and everything that happen in the class. Last, researcher reviewed lesson the students got during the implementation of picture describing and invite the students to ask something they do not understand or find difficulties during the picture describing strategy and researcher would give them feedback.

3) Post-test Cycle 1

It was held on Tuesday, 22th June 2021. The third meeting, the researcher conducted the post-test in cycle 1. The post-test was oral test. The students required answer question from the researcher orally one by one.

c. Observation

On this stage did an observation during activity such as the learners' activeness, the learners' attention to researcher/teacher's explanation during the class, and soon. Researcher also did an observation through pre-test and post-test of cycle 1. The result of pre-test and post-test will included also to this observation. Through the pre-test and post-test which has done by learners, researcher would know whether there is improvement on students' speaking skill after did the picture describin activity.

Table 4.3
Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher				√		4
2.	Students interest in picture describing activity				√		4
3.	Students answer teacher's question.			√			3
4.	Students ask question to clarify understanding			√			3
5.	Students enthusiasm in doing the task			√			3
Total							17

Note :

1 = Very bad

2 = Bad

3 = Fair / enough

4 = Good

5 = Very Good

The score of the observation as follows:

$$\begin{aligned} p &= \frac{S}{N} \times 100\% \\ &= \frac{17}{27} \times 100\% \\ &= 62,96\% \end{aligned}$$

According to observation check list above, it was concluded that some students pay attention to the researcher as a teacher. However when the researcher asked them to describe a picture, they were still shy and said “*Saya malu miss, saya tidak tahu bagaimana untuk mendeskripsikanya*”. Based on the observation note that had been taken by the observer, the observer suggested to the researcher to give more explanation and example in simple way. The students also looked shy and were not confident to speak English.

d. Reflection

After observation next step that researcher did is reflection. At this stage researcher found difficulties which faced by learners. In the first meeting some students still did not know how to describe something and most of students are still lack of vocabulary, pronunciation, grammar error. However, in the second meeting the students has been better. The students could describe the picture better than first meeting. Besides, some students still could not describe the picture well.

The students' score for post-test cycle 1 could be seen on table bellow:

Table 4.4
The Students' score in post-test cycle 1

No.	Participants	Score
1	RH	65
2	MY	85
3	ZL	60
4	SNQ	70
5	RM	55
6	WW	55
7	QA	60
8	WN	70
9	SN	70
10	QS	75
11	AF	65
12	AE	75
13	DNN	85
14	NL	90
15	UK	65
16	DN	65
17	SF	65
18	AM	70
19	YP	50
20	NQ	65
21	AS	65
22	MS	60
23	QK	70
24	WA	60
25	KY	75
26	FAP	55
27	SA	80
Total		1825

Based on the table 4.4 the total of students' score was 1825 and total of students who took the test was 27. The mean score could be calculated as follow:

$$M = \frac{\sum x}{N} \times 100\%$$

$$M = \frac{1825}{27} \times 100\% \\ = 67,59$$

The distribution of learners English Speaking Ability in post-test in cycle 1 could be seen on Table. 4.5

Table. 4.5
The Distribution of Learners' English Speaking Ability in Post-test cycle 1

Score Interval	Category	Pre-test	
		Frequency (<i>f</i>)	Percentage (%)
91-100	Excellent	0	0%
81-90	Very Good	3	11%
71-80	Good	4	15%
61-70	Fair	12	44%
51- 60	Poor	7	26%
<50	Very Poor	1	4%
Total		N = 27	Σp = 100%

Based on table 4.4 we can see the learners' score on cycle. There are 4% (1 student) for very poor category. The percentage for poor category was 26% (7 students), 44% (12 students) fair category and 15% (4 learners) good category, 11% (3 students) very good category. The students' mean score in cycle 1 was 67,59 higher compared to the students' mean score in pre-test that was 51,29. It showed that from pre-test until

post-test cycle 1 there is improvement of the students' speaking skills. However, the result of post-test indicated that the action in first cycle did not achieve the criteria of success yet, so the observer and the researcher had to continue to the next cycle.

3. Cycle 2

a. Planning

In this stage, the researcher prepared all of things which needed for implementing the strategy Picture describing activity such as: attendance list, picture for activity, phone for documentation and also suitable topic. The researcher use descriptive text as topic before doing implementation of picture describing activity. The result of reflection demanded the researcher to do better treatment in improving students' speaking skill. In this cycle the researcher tried to do more action in order to overcome the problems that had been found in cycle 1, which were students still low in speaking skill.

Based on previous post-test of cycle 1 the percentage showed that students who got score ≥ 70 are less than 65% it means that, the researcher need to continue treatment so that students' speaking skill will better and achieved criteria of success.

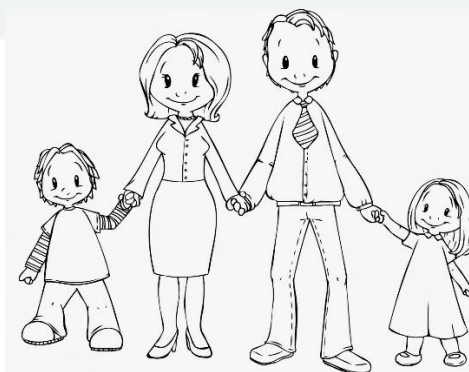
b. Action

In cycle 2, there are three meetings, two meetings are for implemented the activity and one meeting is for post-test for cycle 2.

1) The First Meeting

It was held on Thursday, 24th June 2021 at 10 p.m – 11 p.m. In this meeting, the students did the same activity like the first meeting in cycle 1. The researcher divide class into two groups and each group should describe the picture twice (see appendix 9 picture 3). Each group asked to describe the picture in front of class, all members group must involve themselves in speaking. However, in the first meeting of cycle 1 the students required to work in groups and could determine which picture that would be described in front of the class.

Picture 4.3
Picture describing first meeting cycle 2



During the picture describing activity, the English tutor as collaborator observed students' speaking ability and everything that happen in the class. In this meeting, the students were more enjoyed the class than in the cycle 1, but sometimes the students still made mistake in speaking, like miss pronouncing for example like word "Ribbon" they pronounced it "*Ribon*" not "*Riben*". Then,

the researcher asked the students to repeat vocabularies as the researcher said.

After each group finished describe the picture, the researcher reviewed lesson the students got during the implementation of picture describing and invited the students to ask something they do not understand or find difficulties during the picture describing strategy and researcher would give them feedback.

2) The Second Meeting

It was held on Monday, 28th June 2021 at 10 p.m – 11 p.m. In this meeting, the students required to work individually. The picture that would be described was determine by the researcher. Every students have 5 minutes to describe the picture in the class. During the picture describing activity the English tutor as collaborator observed students' speaking ability and everything that happen in the class.

Picture 4.4
Picture describing in the second meeting cycle 2



After all of the students finished describe the picture, researcher reviewed lesson the students got during the implementation of picture describing and invited the students to asked something they do not understand or find difficulties during the picture describing strategy and researcher would give them feedback. In this meeting, the students has improved a lot. Most of students has could speaking English well, good pronunciation, correct grammar, and they understand some uncommon vocabularies.

3) Post-test Cycle 2

It was held on Thursday, 1st July 2021. In this meeting, the researcher conducted post-test. The researcher called the students one by one to answer the question from researcher orally. The researcher would asked the students to describe their school, describe the picture, describe their friends and soon. Besides, the researcher ask them about their opinion about picture describing.

c. Obervation

After doing the action, researcher did an observation in order to know did the learners pay attention during the class, their activeness while in the class. In this cycle, the learners are good enough, they payed attention and more active than in cycle 1. Moreover, researcher also did observation through post-test of cycle 2, so that the researcher know learners' improvement after did this activity. In this cycle they

improved a lot, their speaking is better than cycle 1. Therefore, the researcher thought this cycle still needed to be followed up for better improvement of their speaking skill, they still need to practice their speaking so that they can speak English fluently.

Table 4.6
Observation Checklist Cycle 2

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher					√	5
2.	Students focus in picture describing activity					√	5
3.	Students answer teacher's question.				√		4
4.	Students ask question to clarify understanding				√		4
5.	Students enthusiasm in doing the task					√	5
Total							23

Note :

1 = Very bad

2 = Bad

3 = Fair / enough

4 = Good

5 = Very Good

The score of the observation as follows:

$$p = \frac{S}{N} \times 100\%$$

$$= \frac{23}{27} \times 100\%$$

= 85,18%

According to observation checklist above, it concluded that students were interested in picture describing activity as a media in learning English and they felt enthusiastic in doing the task than in the cycle 1 so, the teaching learning process ran well and students enjoyed the learning activity. Based on the observation note that had been taken by the observer the researcher had implemented the picture describing activity as a media in a good way. The management class and time was good enough. The classroom situation also could be handled well, so when the students performed to describe something in front of class, they looked enthusiastic. The students also looked braver and more confident to speak English.

d. Reflecting

Next stage is reflection, in this stage researcher found that learners has improved a lot, even they still do not know much vocabularies but they has been better than before. Result from cycle 1 and cycle 2 would be reflected, and researcher analyzed everything happed during the implementation of picture describing activity.

The students' score in post-test cycle 2 could be seen on table 4.5 bellow:

Table 4.5
The students' score in post-test cycle 2

No.	Participants	Score
1	RH	75
2	MY	95
3	ZL	75
4	SNQ	75
5	RM	60
6	WW	60
7	QA	75
8	WN	80
9	SN	75
10	QS	90
11	AF	75
12	AE	80
13	DNN	95
14	NL	95
15	UK	75
16	DN	65
17	SF	70
18	AM	70
19	YP	60
20	NQ	75
21	AS	75
22	MS	70
23	QK	75
24	WA	70
25	KY	90
26	FAP	60
27	SA	95
Total		2055

Based on the table 4.3 the total of students' score was 2055 and total of students who took the test was 27. The mean score could calculated as follow:

$$M = \frac{\sum x}{N} \times 100\%$$

$$M = \frac{2055}{27} \times 100\%$$

$$= 76,11$$

The distribution of learners English Speaking Ability in post-test in cycle 2 could be seen on Table. 4.6

Table.4.6
The Distribution of Learners' English Speaking Ability in Post-test cycle 2

Score Interval	Category	Pre-test	
		Frequency (f)	Percentage (%)
91-100	Excellent	4	15%
81-90	Very Good	2	7%
71-80	Good	12	44%
61-70	Fair	5	19%
51- 60	Poor	4	15%
<50	Very Poor	0	0%
Total		N = 27	Σp = 100%

Based on table 4.6 we can see that learner has improved a lot. There are 15% (4 students) poor category, fair category 19% (5 learners) and good category with 44% (12 students), 7% (2 students) very good category, and Excellent 15% (4 students). The mean score in post-test cycle 2 was 76,11 which is bigger than the mean score in post-test cycle 1. Based on the result of post-test in cycle 2 there are slight improvements of students speaking skills.

To categorize the total of students who past the test was calculated as follow:

$$P = \frac{F}{N} \times 100\%$$

Note:

P = the class percentage

F = total percentage score (the students who pass the test)

N = number of students.

The percentage of students who passed the pre-test was:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{6}{27} \times 100\% \\ &= 22\% \end{aligned}$$

The percentage of students who passed the post-test 1 was:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{12}{27} \times 100\% \\ &= 44\% \end{aligned}$$

The percentage of students who passed the post-test 2 was:

$$\begin{aligned} P &= \frac{F}{N} \times 100\% \\ &= \frac{22}{27} \times 100\% \\ &= 81,48\% \end{aligned}$$

Table 4.7
The Percentage of Students' Speaking Skill Using Picture describing activity

Test	Total of Students who got score ≥ 70	Percentage
Pre-test	6	22%
Post-test 1	12	44%
Post-test 2	22	81,48%

Based on Table 4.7 and formula above, we can clearly see that students speaking skill was improve a lot, their speaking skills were good. There is improvement of students score from pre-test, cycle 1, and cycle 2. The researcher can conclude that Using picture describing activity is helpful and quite effective to improve learners speaking skills, and motivate learners to more confident in did speak

C. Discussion

In discussion, the researcher will discuss about the research question of this study “How can picture describing activities improve students’ English speaking skills at English Room Club (ERC) of Pondok Pesantren Fatihul Ulum Al-Mahfudz Tanggul?”. To found out the answer from research question, the researcher conducted Classroom action research contained of pre-test, cycle 1 and cycle 2. The pre-test did before implementing picture describing picture then, the researcher continue to implemented picture describing in cycle 1 and gave the students post-test. The researcher would continued to cycle 2 if the result from cycle 1 did not achieve the criteria of success yet. Based on the data analysis, after implementing picture describing strategy to English Room Club students at Pondok Pesantren Fatihul Ulum Al-Mahfudz there is an improvement of English Room Club students’ English speaking skills. The improvement can be seen on table of students’ score. Based on the result after implemented picture describing activity, there is a significant improvement of students speaking skills. Before implementation of picture describing activity, the students were not able to speak fluently and

some of the learners were still lack of vocabulary, missed pronouncing, lack of confident. We can see the speaking improvement from the mean score of pre-test the students' mean score was 51,29 then there a little improvemet on post-test cycle 1 the students' mean score was 67,59 the researcher decide to continue to cycle 2 to satisfied the result, and the mean score was 76,11. The learners' ability in speaking at ERC (English Room Club) Pondok Pesantren Fatihul Ulum Al-Mahfudz Tanggul was so low before did picture describing activity. There are 22 learner who was in very poor category and there are 1 student in poor category, 6 students in fair category. The mean score of pre-test was 50,18. It means that the learners had to get more practice and test to increase their speaking skills. In cycle 1 after did the descriptive drawing activity they reached a bit improvement, the mean score of cyle 1 was 67,59. There is one student in very poor category, 7 students in poor category, 12 students in fair category, 4 students in good category, 3 students in very good category. It proved that after the implementing of picture describing activity the students' speaking skills was getting better. However, the improvement in cycle 1 could not achived the criteria of succes. The resercher contiued to cycle 2. The mean score of cycle 2 was 76,11. There are 4 students who are still in poor category, 5 students in fair category, 12 students in good category, 2 students in good category, and 4 students in excellent category. It mean that their speaking has improved a lot since using picture descring activity to increase their speaking ability. Using picture describing activity at ERC

(English Room Club) Pondok Pesantren Fatihul Ulum Al-Mahfudz Tanggul could increase students speaking skills.

Based on the observation showed the students' improvement in using picture describing activity. From the data gained, the researcher concluded that students more confident when they asked to speak in front of class, the students could answer teacher's question, students tried to ask question to clarify understanding, the students felt enthusiastic in doing the task and the students gave a good attitude and response during teaching learning process. The students more interested in learning English by using picture describing activity, it made them more understand about the material. It means that students's speaking skill could improve by using picture describing activity.

This study supported the previous study by Anggia Murni (2018) as an English language Students of Islamic University Darussalam Banda Aceh, Gallis Nawang Ginusti (2014) as an English language students of Yogyakarta State University. Both research stated that describing picture was effective activity in improving students' speaking skill because, the picture media really help the students to improve their speaking skills. By using picture describing picture, they were easy to perform speaking so that they could improve their fluency, content, pronunciation, and grammar.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusion and suggestion of the researcher study. The conclusion summarizes all the discussion that is directly related to the formulation of the problem and the purpose of the study and which has been described in the previous chapter, whereas suggestion referend to or sourced from research finding, discussion, and final conclusion of the study

A. Conclusion

Based on the result of the study, it could be concluded that improving speaking skills by using picture describing activity was done in two cycle consist of planning, acting, observing and evaluating. It answered the research problem in chapter 1.

The pre-test result revealed that the mean score was 51,29 tmeans that the students' speaking skills was low. In cycle 1 the mean was 67,59 there is improvement from the students' speaking skills. However in cycle 1 it still could not achieved the criteria of success. The researcher continue to cycle 2 the mean score was 76.11 and the students who got score ≥ 70 was 81,48% which mean the criteria of success has been achieved in cycle 2.

The result of observation showed that that after implemented the picture describing activity from cycle 1 untill cycle 2 the students more confident when they asked to speak in front of class, the students could answer teacher's question, students tried to ask question to clarify understanding, the students felt enthusiastic in doing the task and the students gave a good

attitude and response during teaching learning process. The students more interested in learning English by using picture describing activity, it made them more understand about the material. In consequences, using picture describing picture effective in improving the students' speaking skills at English room club of Pondok Pesantren Fatihul ulum Al-Mahfudz Tanggul. Besides, picture describing activity could motivate the students to speak English bravely and fluently.

B. Suggestion

1. For Teacher

The researcher suggested English Teacher to apply picture describing activity to improve students' speaking skills and motivate the students confidence in did speaking in classroom and public.

2. For Future Research

The researcher suggested to future researcher with a similar topic to use this research result as a source and information, because it allows the future researchers to get some important information about picture describing activity in improving students' speaking skills.

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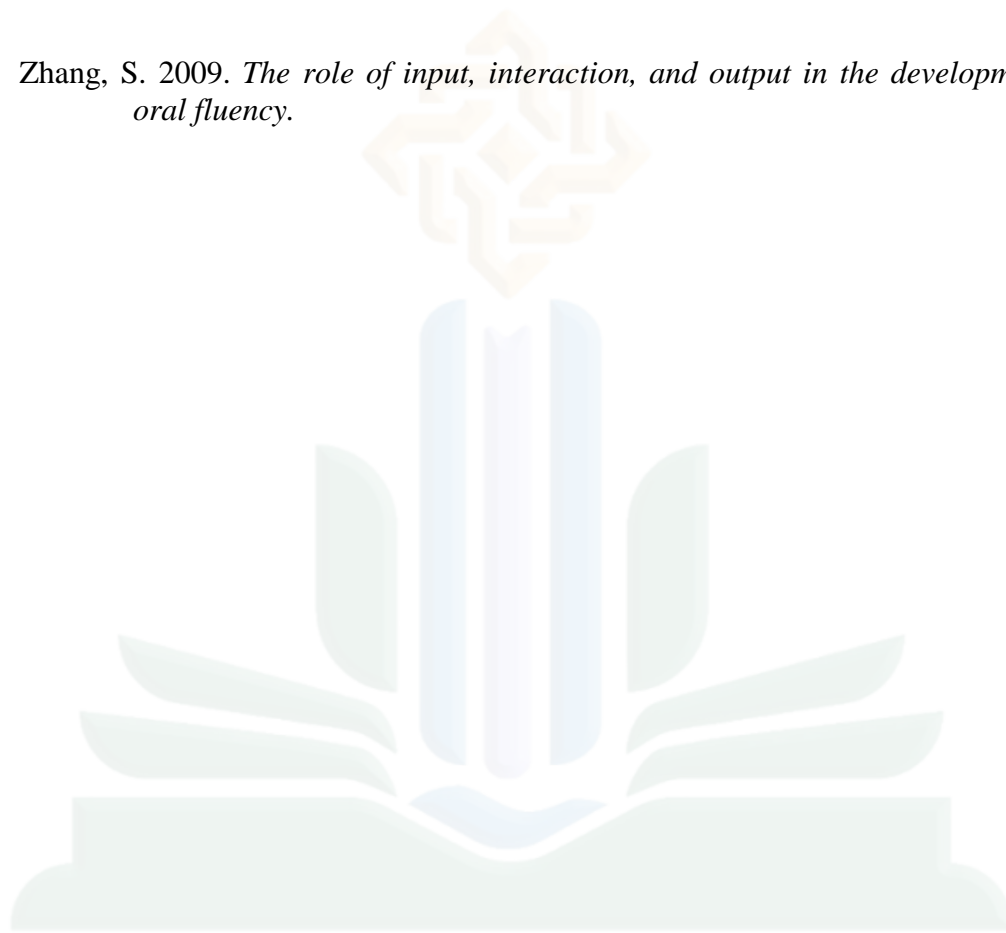
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APPENDICES

APPENDIX 1

Matrix

Name : Trisnanda ade indah e.t.s

NIM : T20176069

Class : TBI 3

CLASSROOM ACTION RESEARCH MATRIX

TITTLE	VARIABLES	SUB VARIABLES	INDICATOR	DATA RESOURCHES	RESEARCH METHOD	PROBLEM	HYPOTESIS
Using Picture describing activity to improve student's English speaking ability at pondok pesantren Fatihul Ulum Al-Mahfudz Tanggul	1. Speaking Skill	a. Pronunciation b. Vocabulary c. Grammar d. Fluency	<ul style="list-style-type: none"> • Intonation • Noun • Verb/ • Adverb • Present tense 	Respondent: 1. The students Of ERC pondok pesantren Fatihul Ulum Al- Mahfudz Tanggul (ERC) 2. English tutor and the researcher	Research Design CAR with cycle: 1. Planning of the action 2. Implementati on of the action 3. Classroom observation and evaluation 4. Reflection of the action $P = \frac{F}{N} \times 100\%$ E : the percentage of	How can picture describing activity able to improve The students' English speaking skill ability at pondok pesantren Fatihul Ulum Al-Mahfudz Tanggul?	Using Picture describing activity is able to improve The students' English speaking skill at pondok pesantren Fatihul Ulum Al-Mahfudz Tanggul

	2. Picture describing				the student speaking ability F : The total number of the students who pass the standard score N : The total number of the students		
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APPENDIX 2

Surat Penelitian



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B. 1554/In.20/3.a/PP.00.9/06/2021
Sifat : Biasa
Lampiran : -
Hal : Permohonan Ijin Penelitian

02 Juni 2021

Yth. Kepala PONDOK PESANTREN FATIHUL ULUM AL MAHFUDZ TANGGUL
Jl. Argopuro no.7 Manggisang Tanggul, Jember

Assalamualaikum Wr Wb.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

Nama : TRISNANDA ADE INDAH EKA TANTIA SARI
NIM : T20176069
Semester : VIII
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai **THE USE OF DESCRIPTIVE DRAWING ACTIVITY FOR ENHANCE STUDENTS' ENGLISH SPEAKING SKILLS AT PONDOK PESANTREN FATIHUL ULUM AL-MAHFUDZ TANGGUL** selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Hj. Roudlotul Jannah.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

1. English tutor
2. ERC learners

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 02 Juni 2021

Dekan

Nakil Dekan Bidang Akademik



Mashudi



APPENDIX 3

Surat selesai penelitian



YAYASAN PONDOK PESANTREN PUTRA PUTRI
FATIHUL ULUM AL-MAHFUDZ

Jl. Argopuro Gg. 1 No. 07 Telp. 082 266 008 990, Manggis - Tanggul - Kab. Jember.

No. : 07 Juli 2021
Lampiran : -
Perihal : Surat Keterangan selesai Penelitian

Yang bertanda tangan dibawah ini :

Nama : Siti Nur Aisyah
Jabatan : Sekretaris Pp Putri Fatihul Ulum Al-Mahfudz

Menerangkan bahwa :

Nama : Trisnanda Ade Indah Eka Tantiasari
NIM : T20176069
Program Studi : Tadris Bahasa Inggris
Judul Penelitian : The Use Of Descriptive Drawing Activity for Enhance Students' English Speaking Skills at Pondok Pesantren Fatihul Ulum Al-Mahfudz Tanggul.

Benar-benar telah melakukan penelitian di lembaga kami mulai 07 Juni 2021 sampai 07 Juli 2021

Demikian surat keterangan selesai penelitian dibuat untuk digunakan sebagaimana mestinya.


TTD
Sekretaris Pp Fatihul Ulum Al-mahfudz

APPENDIX 4

Lembar Validasi Soal

 <p>KEMENTERIAN AGAMA UNIVERSITAS ISLAM NEGERI (UIN) KH ACHMAD SIDDIQ JEMBER</p> <p>FAKULTAS TARBIYAH DAN ILMU KEGURUAN</p> <p>Jl. Mataram No. 1 Karang Miuwo, Mangli Kec. Kaliwates, Kab. Jember Jawa Timur 68136</p>	<p>FORM (FR)</p>	<p>Tgl. Terbit : 5 oktober, 2021</p>
		<p>No.Revisi : 00</p>
		<p>LEMBAR VALIDASI SOAL</p>

A. PENGANTAR

Lembar Validasi ini digunakan untuk memperoleh penilaian Bapak/Ibu terhadap kelayakan tes yang telah dibuat. Saya ucapkan terima kasih atas kesediaan Bapak/Ibu yang telah menjadi Validator dan mengisi lembar validasi ini.

B. PETUNJUK

- Bapak/Ibu dimohon untuk memberikan skor pada setiap butir pernyataan dengan memberikan tanda cek (✓) pada kolom dengan skala penilaian sebagai berikut.
 5= Sangat baik 2= Kurang Baik
 4= Baik 1= Tidak Baik
 3= Cukup Baik
- Bapak/Ibu dimohon untuk memberikan kritik dan saran perbaikan pada baris yg telah disediakan.

C. PENILAIAN

Aspek	Indikator	Skor Penilaian					Komentar
		1	2	3	4	5	
Kejelasan	1. Kejelasan setiap butir soal				X		
	2. Kejelasan petunjuk pengisian soal			X			
Ketepatan Isi	3. Ketepatan tata bahasa				X		

	4. Ketepatan struktur kalimat			X			
	5. Ketepatan Bentuk soal dengan KIKD				X		
Relevansi	6. Soal berkaitan dengan materi					X	
Kevalidan Isi	7. Tingkat kebenaran soal				X		
	8. Soal berisi gagasan yang lengkap				X		
	9. Kata-kata yang digunakan tidak bermakna ganda				X		
Ketepatan bahasa	10. Bahasa yang digunakan mudah dipahami				X		
	11. Bahasa yang digunakan efektif					X	
	12. Bahasa yang digunakan sesuai dengan EYD					X	

D. KOMENTAR DAN SARAN

perjelas Instruksi dalam mengerjakan soal

E. KESIMPULAN

Berdasarkan penilaian yang sudah dilakukan, lembar validasi soal ini dinyatakan :

1. Layak digunakan untuk uji coba tanpa revisi
2. Layak digunakan untuk uji coba setelah revisi X

3. Tidak layak untuk digunakan uji coba

Mohon diberi tanda silang (x) pada nomer sesuai dengan kesimpulan Bapak/Ibu

Jember 5 Oktober, 2021

Validator



Nina Hayuningtyas, M.Pd

NIP.198108142014112003

APPENDIX 5



Schedule implementing picture describing picture activity

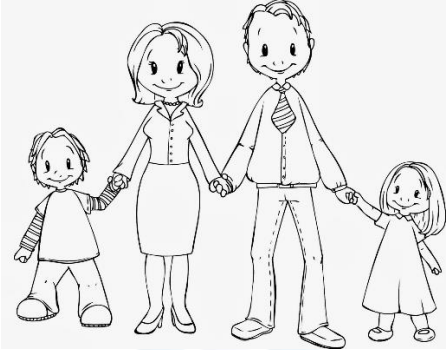

Class : English Room Club of Fatihul ulum Al-Mahfudz Tanggul

Skills : Speaking

Time : 60 Minutes

Meetings	Method & Topics	Learning Activities
	Pre-Test	<ul style="list-style-type: none">- The researcher asks the students about their condition and what they had learned in their last meeting.- The researcher introduces and explains briefly the information about the study- The researcher gives pre-test for students by asking them to answer the question from the researcher orally- All of the students do the pre-test by speaking in front of the classroom.- The researcher close the meeting
1	Picture describing/ work in group	<ul style="list-style-type: none">- the researcher gave some explanation about picture describing- the researcher divided class into 2 groups and each group required to describe the picture given by researcher twice.- Each group

(Cycle 1)		<p>asked to describe the picture in front of class</p> <ul style="list-style-type: none"> - The researcher reviewed lesson the students got during the implementation of picture describing - The researcher close the meeting
<p>2 (Cycle 1)</p>	<p>Picture describing/Random pick</p> 	<ul style="list-style-type: none"> - The researcher start the class - The researcher pick the students randomly to describe the picture - The researcher reviewed lesson the students got during the implementation of picture describing - The researcher close the meeting
	<p>Post-test cycle 1</p>	<ul style="list-style-type: none"> - The researcher give the students post-test - The researcher called the students one by one to answer the question from researcher orally - All of the students do the pre-test by speaking in front of the classroom
	<p>Picture describing/Work in group</p>	<ul style="list-style-type: none"> - The researcher divided class into 2 groups and each group should describe the picture twice - Each group asked to

<p style="text-align: center;">1 (Cycle 2)</p>		<p>describe the picture in front of class</p> <ul style="list-style-type: none"> - The researcher reviewed lesson the students got during the implementation of picture describing - The researcher close the meeting
<p style="text-align: center;">2 (Cycle 2)</p>	<p style="text-align: center;">Picture describing/Individually</p> 	<ul style="list-style-type: none"> - the students required to work individually - Every students have 5 minutes to describe the picture in the class - The researcher reviewed lesson the students got during the implementation of picture describing - The researcher close the meeting
	<p style="text-align: center;">Post-test Cycle 2</p>	<ul style="list-style-type: none"> - The researcher give the students post-test - The researcher called the students one by one to answer the question from researcher orally - All of the students do the pre-test by speaking in front of the classroom - The researcher ask their opinion about picture describing strategy - The researcher close the meeting

APPENDIX 6

Soal Pre-test



1. What do you think about the boy?
2. What color is his hair?
3. How is he look like?
4. What is he wearing?
5. What color is his shoes?

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APPENDIX 7

Soal Post-test cycle 1

Post-test Cycle 1



1. Can you describe the picture?
2. How many animals in the zoo?
3. Can you mention animals in the zoo?
4. Where is the elephant?
5. Can you describe the girrafe?

APPENDIX 8

Soal Post-test cycle 2



1. Can you describe the picture?
2. What did you do on Independence day?
3. What do you think about our country Indonesia
4. Can you describe the picture?
5. Can you tell me the funniest moment that you have ever faced on independence day?

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APPENDIX 9

Cycle 1

Picture 1

The student describe the picture



Picture. 2

The students waiting for their turn to describe the picture



Cycle 2

Picture. 3

The students describe the picture



Picture. 4

The picture of ERC students



APPENDIX 10

The students attendance list

No.	Name	Class
1	Rahma Hisni	9
2	Musayyiroh	12
3	Zakiyyatul layali	12
4	Siti Nurul Qomariyah	11
5	Rona Mardatilah	12
6	Windi Widya	11
7	Qurrotul Ainiyah	10
8	Wildatun Na'imah	10
9	Salsabila Nura	9
10	Qomahinur Safitri	10
11	Alifah	9
12	Ayyudia Elfaestaini	9
13	Diana Nandita	11
14	Nanda Lailatus	12
15	Ulfatul Karimah	10
16	Dina	10
17	Siti Farohatul	9
18	Ayu Murni	9
19	Yessika Putri	9
20	Nabilatul Qolbi	10
21	Ainun Salsabila	8
22	Melysa	10
23	Qomariatul Kiptia	11
24	Wita Astutik	12
25	Keysa Fernanda	11
26	Febby A Putri	11
27	Siti Aisyah	10

APPENDIX 11

The students score in Pre-test

No.	Participants	Vocabulary	Grammar	Fluency	Pronunciation	Total
1	RH	3	2	2	2	45
2	MY	4	4	3	3	70
3	ZL	2	2	2	2	40
4	SNQ	2	2	2	2	40
5	RM	2	2	2	2	40
6	WW	2	2	2	3	45
7	QA	2	2	2	3	45
8	WN	4	4	3	3	70
9	SN	3	3	3	3	60
10	QS	4	3	3	4	70
11	AF	3	2	2	2	45
12	AE	3	3	3	3	60
13	DNN	4	4	3	3	70
14	NL	4	4	3	3	70
15	UK	3	2	2	2	45
16	DN	2	3	2	2	45
17	SF	2	2	2	3	45
18	AM	2	2	2	2	40
19	YP	2	2	2	2	40
20	NQ	3	3	3	3	60
21	AS	2	2	3	3	50
22	MS	2	2	2	3	45
23	QK	2	2	2	3	45
24	WA	3	2	2	3	50
25	KY	3	2	3	3	55
26	FAP	2	2	2	2	40
27	SA	4	3	3	4	70

APPENDIX 12

The students' score in Post-test Cycle 1

No.	Participants	Vocabulary	Grammar	Fluency	Pronunciation	Total
1	RH	4	3	3	3	65
2	MY	5	4	4	4	85
3	ZL	3	3	3	3	60
4	SNQ	4	4	3	3	70
5	RM	3	2	3	3	55
6	WW	3	2	3	3	55
7	QA	3	3	3	3	60
8	WN	4	4	3	3	70
9	SN	4	3	4	3	70
10	QS	4	3	4	4	75
11	AF	3	3	3	4	65
12	AE	4	4	3	4	75
13	DNN	5	4	4	4	85
14	NL	5	5	4	4	90
15	UK	4	3	3	3	65
16	DN	3	3	3	4	65
17	SF	4	3	3	3	65
18	AM	4	3	3	4	70
19	YP	3	3	2	2	50
20	NQ	4	3	3	3	65
21	AS	4	3	3	3	65
22	MS	3	3	3	3	60
23	QK	4	3	3	4	70
24	WA	4	3	2	3	60
25	KY	4	3	4	4	75
26	FAP	3	2	3	3	55
27	SA	5	3	4	4	80

APPENDIX 13

The students' score in Post-test Cycle 2

No.	Participants	Vocabulary	Grammar	Fluency	Pronunciation	Total
1	RH	4	4	3	3	75
2	MY	5	4	5	5	95
3	ZL	3	3	3	3	60
4	SNQ	4	3	4	3	70
5	RM	3	3	3	3	60
6	WW	3	3	3	3	60
7	QA	4	3	4	4	75
8	WN	4	4	4	4	80
9	SN	4	4	3	4	75
10	QS	5	4	4	5	90
11	AF	4	4	3	4	75
12	AE	5	4	3	4	80
13	DNN	5	5	4	5	95
14	NL	5	4	5	5	95
15	UK	4	4	3	4	75
16	DN	4	3	3	3	65
17	SF	4	3	3	4	70
18	AM	3	3	3	4	65
19	YP	3	3	3	3	60
20	NQ	4	3	4	4	75
21	AS	4	4	3	4	75
22	MS	4	3	3	4	70
23	QK	4	3	3	4	70
24	WA	4	3	4	4	75
25	KY	5	4	4	5	90
26	FAP	3	3	3	3	60
27	SA	5	5	5	4	95

APPENDIX 14

Scoring rubric for speaking skill

Rated qualities	Points	Behavioral statements
Pronunciation	5	If speech is fluent and effortless as that of native speaker
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
	2	Very hard to understand because of pronunciation problems. must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms virtually that of a native speaker
	4	Sometimes use inappropriate terms and or must rephrase ideas because of inadequate vocabulary
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Denotes that misutilizing of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Grammar	5	Make few (if any) noticeable errors of grammar or word order
	4	Occasionally makes grammatical and/or word errors which do not however, obscure meaning
	3	Refers to that speed and fluency are rather strongly affected by language problem
	2	Means that a student usually doubt and often forces into silence by language problem
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed and fluency are rather strongly affected by language problems
	3	Make frequent errors of grammar and word order, which obscure meaning
	2	Grammar and word order make comprehension difficult must often sentence and/ or restrict him to basic pattern
	1	Speech is so halting and fragmentary as to make conversation virtually impossible




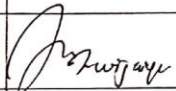

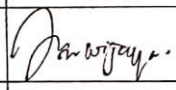

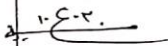
Source: David P. Harris, *Testing English as a Second Language*, 1977

APPENDIX 15

Journal of research

JURNAL OF RESEARCH

THE USE OF DESCRIPTIVE DRAWING ACTIVITY FOR ENHANCE STUDENTS' ENGLISH SPEAKING SKILLS AT PONDOK PESANTREN FATIHUL ULUM AL-MAHFUDZ TANGGUL

No.	Date	Activities	Informans	Initials
1	7 June, 2021	Asking for Permission letter of Research	Nyai Hj. Raudlotul Jannah	
2	10 June, 2021	Observation and follow up	Siti Nur Aisyah	
3	12 June, 2021	Pre-test	ERC Learners	
4	15 June, 2021	Cycle 1	Anto Wijaya	
5	22 June, 2021	Post-test Cycle 1	ERC Learners	
6	24 June, 2021	Cycle 2	Anto Wijaya	
7	1 July, 2021	Post-test Cycle 2	ERC Learners	
8	2 July, 2021	Interview with ERC Learners	ERC Learners	

Tanggul 7 July, 2021

Head Of Pondok Pesantren


Nyai Hj. Raudlotul Jannah

APPENDIX 16

DECLARATION OF AUTHORSHIP

The undersigned bellow :

Name : Trisnanda Ade Indah Eka Tantiasari
Place, date of birth : Sampit, 19 August 1999
Address : Ds. Lanasan Sumberbaru-Jember
Faculty : Education and Teacher Training
Program : English Education

States that thesis entitle "Using Picture Describing Activity To Improve Students' English Speaking Skills At Pondok Pesantren Fatihul Ulum Al-Mahfudz Tanggul" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do to the fact; I am the only person responsible for the thesis if there is any objection or claim from other.

Jember, 28th September 2020
Author



Trisnanda Ade Indah
NIM. T20176069

APPENDIX 17

CURRICULUM VITAE



Personal Information

- Full Name : Trisnanda Ade Indah Eka Tantiasari
- NIM : T20176069
- Gender : Female
- Place, Date of Birth : Sampit, 19 August 1999
- Address : Ds. Lanasan Sumberbaru-Jember
- Religion : Islam
- Departmen/Major Courses : Language Education/English

Department

- Email Address : trisnandaade819@gmail.com

Educational Background

2004-2005 TK Dharma wanita, Madiun

2005-2011 SDN Gelang 03

2011-2014 MTs Nurul Mukmin

2014-2017 MA Fatihul Ulum Al-Mahfudz