

**THE IMPLEMENTATION OF TEACHING SPEAKING THROUGH
DESCRIBING PICTURE STRATEGY AT THE SECOND GRADE OF
MTS MANBAUL HIKAM**

THESIS

Presented to
Kiai Haji Achmad Siddiq State Islamic University of Jember
in partial fulfillment of the requirements
for Bachelor Degree (S.Pd)
Faculty of Tarbiyah and Tteacher Training
English Education Department



By:

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

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Has been examined and approved as the requirements to obtain a bachelor degree
of Sarjana Pendidikan (S.Pd)
Faculty of Tarbiyah and Tteacher Training
English Education Department

Day : Tuesday
Date : 21th of December 2021

The Board of Examiners

Chairman



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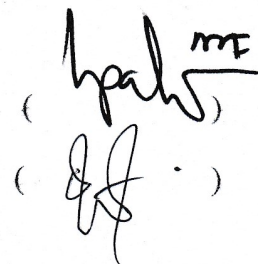
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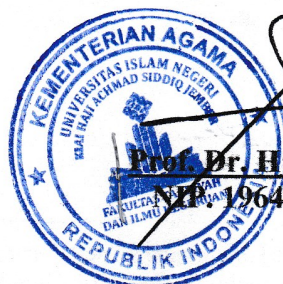
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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ
إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“And He taught Adam all the names (of everything), then He showed them to the angels and said, ‘Tell Me the names of these if you are truthful’”.¹
(Qs. Al-Baqarah : 31)

¹ Muhammad Muhsin Khan, Muhammad Taqi-ud-Din Al-Hilali, *Interpretation of the Meanings of the Noble Qur'an in the English Language*, (Riyadh Saudi Arabia: Darussalam Publishers and Distributors, 1999), 11.

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Samsuri and Siti Janatun who always pray for me, give support and spirit to me in gaining success.
2. My beloved sisters, Farida Intan Permatasari and Ayu Nur Hasanah, and all my family who always give me support and motivation.
3. My beloved advisor, Nina Hayuningtyas, M.Pd, thank you for your support, spirit, and your patience in helping me so much in finishing this thesis.
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Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave.

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The writer is aware that this thesis has never finished without any helps and supports from others during the process. Therefore in, this opportunity, the author would like to thankful to:

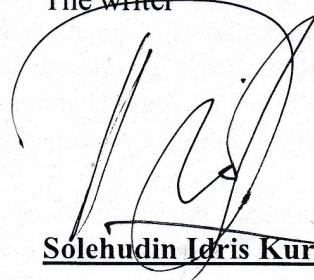
1. Prof. Dr. Babun Soeharto, S.E., MM. as the Rector of State Islamic University Kiai Haji Achmad Siddiq of Jember who supports and facilitate the researcher during learning in this campus.
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I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jember, 21th December 2021

The writer



Solehudin Idris Kurniawan

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ABSTRACT

Solehudin Idris Kurniawan, 2021. *The Implementation of Describing Picture Strategy in Teaching speaking at the Second Grade of MTs Manbaul Hikam.*

Keywords: *teaching speaking, describing picture strategy*

Speaking is one of English skill that should be mastered by the students. However, some problems of speaking were faced by students, one of them was they feel shy to speak English because they are afraid to make some mistakes while they speak by using English language. Therefore, the English teacher used describing picture as alternative strategy in teaching speaking as the effort to speak English.

The aims of this research are; 1) To examine the goals of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam. 2) To explore the material uses by the teacher in teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam. 3) To describe the implementation of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam. 4) To identify the evaluation of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam.

This research employed qualitative as the method of the research. It was conducted in MTs Manbaul Hikam at the second grade student. The data were gathered by observation, interview, and document review. Source and technique triangulation were used to validate the data.

The results of the research are: 1) The goals in implementing teaching speaking through describing picture strategy were; First, it encouraged students' motivation, and interest to speak English. Second, it made students easy to describe things orally. Third, it gave students' opportunity to speak English. 2) The material in implementing teaching speaking through describing picture strategy was describing animal including generic structure, adjective and simple present tense. 3) The procedure of teaching speaking through describing picture strategy were; First, the teacher explained the material and showed a picture of the animal. Second, the teacher divided the class into 4 groups and asked the students to discuss the description of the animal in the picture. Third, the teacher asked each group to come forward to describe the animal and the other groups guess what had been described. The last, the group that answered the least would be punished. 4) The evaluation of teaching speaking through describing picture strategy was done by assessing the students with a formative assessment that asked the students to describe what they had drawn (picture-cued task) and gave feedback and correction to the students.

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CHAPTER I

INTRODUCTION

This chapter presents a description about the background of the research. The chapter comprises research background, research question, research objectives, significance of the research, and definition of key term.

A. Research Background

English is the international language and means of communication than any other language in the world.¹ Many schools in Indonesia use English as one of subject to study programs in order to make students are able to communicate well in English. By learning English, people can communicate to other people around the world, because English is the number one international language. People realize that they need knowledge to survive their lives. The knowledge that is needed is not only from their country but also from other countries. To make relationship with them, people need English for communication because English is one of the international languages that has an important role in the international communication.

In Indonesia, there are four language skills taught in English, they are; listening, reading, writing, and speaking. Speaking is one of the English language skills that must be mastered by the students. With their speaking skill students are expected to communicate with teachers, friends, and other community members. In addition, when students are about to finish studies abroad, with their ability to speak may be a provision for them to

¹ Jyothi Masuram and Pushpa Nagini Sripada, "Developing Speaking Skills Through Task-Based Materials", *ScienceDirect*, 9(2019), 1.

communicate with strangers. Speaking is the delivery of language through the mouth. That is the important tool to communicate or to deliver mind things about what the speaker will be said with their society.²

Speaking is making use of words in an ordinary voice, offering words, knowing and being able to use a language expressing one-self in words, and making speech. Therefore, the researcher infers that speaking uses the word and produces the sound to express ourselves either idea, feeling, thought and needs orally in an ordinary voice. Furthermore, success in communication is often dependent as much on the listener as on the speaker.³

Speaking is the productive skill in the oral mode. It is like the other skills, more complicated than it seems at first and involves more than just pronouncing words.⁴ The students have difficulty in learning speaking, because they must have skill in using vocabulary and procedures for using it. In fact, not all students are able to speak English. Many students are low in speaking ability. Many English learners are reluctant and unmotivated. The reluctance may be due to cultural factors, linguistics factors, and/or psychological/affective factors. Cultural factors derive from learners' experiences and the expectations created by these experiences.⁵

² Tarigan, *Membaca: Sebagai Suatu Keterampilan Bahasa* (Bandung: Angkasa, 2008), 30.

³ Nurdevi Bte Abduh, "The Implementation of Information Gap Activities to Improve Students' Speaking and Reading Skills", *Exposure Journal*, 2 (Mei, 2013), 70.

⁴ Bittner Godoy, "Improving the Speaking Skill through a Controlled-Learning Environment for 2nd year students of Traducción Inglés-Español, at Instituto Profesional ChilenoNorteamericano, Santiago de Chile", *UDLA* (2012), 16.

⁵ David Nunan, *Guralnik, Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), 39.

The principles of verses of the Qur'an about the important to speak always the truth be understood from the analysis of Divine revelation, which is received by Prophet Muhammad SAW and stated in Qur'an Surah Al-Ahzab in verse 70:

يٰۤاَيُّهَا الَّذِيْنَ ءَامَنُوْا اتَّقُوا اللّٰهَ وَقُولُوْا قَوْلًا سَدِيْدًا ﴿٧٠﴾

“O you who believe! Keep your duty to Allah and fear Him, and speak (always) the truth.”⁶

The verse above shows a command for people that they must speak always the truth, because if people misspoke with other, it can make their relation unbelief with them. Furthermore, Allah asks people to speak always the truth and people are considered to be a good person based on they are speaking.

According to Gebhard as cited by Iswardati, one of the problems faced by EFL learners is the student' won't talk problem. Some students will not talk because they are too shy or have such high levels of anxiety over speaking. Perhaps, they are shy because they are afraid of making mistakes or their friends will laugh at them. They are also anxious because they had not many changes to speak.⁷ Sometimes, the problem occurs on the students. They feel shy to speak English because they are afraid to make some mistakes while they speak by using English language.

⁶ Muhammad Muhsin Khan, Muhammad Taqi-ud-Din Al-Hilali, *Interpretation of the Meanings of the Noble Qur'an in the English Language*, (Riyadh Saudi Arabia: Darussalam Publishers and Distributors, 1999), 558.

⁷ Iswardati, “The Implementation of Group Investigation to Improve the Students' Speaking Skill”, *Dinamika Ilmu*, 2 (2016), 246.

While, in line of the theory above, there were some problems faced by students of Islamic boarding school in speaking. The researcher observed the class and found that students were able to speak English even though grammatically incorrect. The researcher found that the teacher could solve students' difficulty in speaking skill. Meanwhile the researcher asked the English teacher about the strategy in teaching speaking, it was mentioned that he conducted describing picture as strategy used. Based on the teacher's explanation and observation above, so the researcher was interested on how the teacher implement this strategy.

Actually, there are some strategies that can be done in teaching speaking, such as, cooperative activities, role play, drilling, and describing picture. All of these strategies can help students to actively practice their English in the classroom. However, the students often find some difficulties in speaking English.

Cooperative Learning is part of a group of teaching/learning techniques where students learn in small group with the help of each other.⁸ Role-play is a strategy of instruction that meets these needs; students take on the roles of other people and act out the others' feelings, thoughts, or behavior.⁹ Drilling is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures,

⁸ Yash Pal Singh and Anju Agrawal, "Introduction to Co-operative Learning", *Indian Streams Research Journal*, 2(March, 2011), 1.

⁹ Robert Fox, *Role-Playing Methods in the Classroom* (Chicago: SRA, 1966), 9

and tense transformation, using the target language and the culture where the language is spoken.¹⁰

Describing picture is one of strategy in teaching speaking English. In this strategy, students must describe thing base on the picture. In this strategy, every student gets one picture and they have to describe it. The description is a genre which has social function to describe a particular person, place or thing.¹¹

Picture is one of teaching media that can make the students enjoy the lesson. Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.¹² A picture is an excellent media in which this can be done pictures arouse play fullness to the students because pictures are interesting. it also means that the use of picture may offer parallel opportunities both for teacher students and students' interaction.

Describing picture strategy is good visual aid in teaching learning in the classroom and considered effectively to engage the students' attention. Pictures can be designed and be used in teaching material in expressing personal identity text. The media will facilitate the capture student or teacher to master the material presented. Moreover, the students can practice their

¹⁰ Ria Fransiska and Jurianto, "The Use of Drilling Technique in Teaching English Vovabulary", *Anglicist*, 2 (August, 2106), 126

¹¹ M. Solahudin, *Kiat-Kiat Praktis Belajar Speaking*, (Jogjakarta: Diva Press, 2009), 99.

¹² A. Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2009), 106

speaking fluently by using correct pronunciation in explaining the content of pictures in front of class.

Gerlach and Elly said that describing picture strategy is also has the weakness in teaching speaking. The weakness of using describing picture are teacher needs an extra time to prepare pictures and the teacher should give handout the photocopied pictures to the students.¹³

Commonly, countryside or islamic boarding school mostly focuses their learning at religion basis subjects. Generally, students of Islamic boarding school learn English as compulsory subject from the government only or for national examination preparation, so the speaking mastery is low. That made the researcher wanted to know more about the strategy applied in teaching English especially speaking.

So, based on these explanations above, the researcher chose the research entitled “The Implementation of Teaching Speaking Through Describing Picture Strategy at the Second Grade of MTs Manbaul Hikam.”

B. Research Question

Based on the background above, the researcher formulated the research question as follow:

1. What are the goals of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam?
2. What material does the teacher use in teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam?

¹³ Gerlach and Elly, *Teaching and Media: A Systematic Approach*, (New Jersey: Prentice Hall, 1980), 278.

3. How is the procedure of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam?
4. How is the evaluation of speaking skill leaning through describing picture strategy at the second grade of MTs Manbaul Hikam?

C. Research Objectives

Based on the research question previously set out the report of this research aimed at finding out the following objective:

1. To examine the goals of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam.
2. To explore the material uses by the teacher in teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam.
3. To describe the implementation of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam.
4. To identify the evaluation of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam.

D. Research Significance

This research was expected to give contribution to the language teaching and learning process as follows:

1. Theoretical Significance

The English language teaching strategy especially Describing Picture would inspire other researchers to conduct further researches.

2. Practical Significance

a. For the Teacher

The result of this research is expected to help the teacher has more knowledge in teaching speaking and manage classroom activities using Describing Picture strategy.

b. For Other Researchers/Future

The result of this research can be used as the reference for future research.

E. Definition of Key Term

There were some terms in this research that should be defined as clear as possible in order to avoid misunderstanding. The terms were:

1. Describing Picture Strategy

Describing picture is one of strategy in teaching speaking. In this activity, the class work in pairs and every student gets one picture and must describe it. The purposes of this strategy are to train students' imagination in speaking English.

2. Speaking

Speaking is one of the important aspects in learning language, because speaking is the important tool for communication. Without speaking skill students will Be difficult in having communication with the teacher and also their friends. The teacher never knows the purpose of student's mean.

F. Systematic of Discussion

The result of this research will be divided into five chapters. Here will be explained what every chapter consists of:

Chapter I contains the introduction of the research. This chapter consists of the research background, research question, research objective, the significance of the research, and definition of key-term.

Chapter II contains review of related literature. This chapter consists of previous research and theoretical framework.

Chapter III contains a research methodology. This chapter consists of a research design, research setting, research subject, data collection technique, data analysis, data validity and research procedure.

Chapter IV contains a research finding. This chapter consists of overview of the research object research finding, and discussion.

Chapter IV contains the conclusion and suggestion. It consists of a conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

This chapter presents some previous researches and some reviews of relevant theories and studies that are about describing picture strategy and teaching speaking.

A. Previous Research

Previous research is important to investigate that the research which will be done by the researcher has the differences and similarities with previous researches.

One of them was the research by Farid Yahya Kano and Fajar Fardyansyah at the seventh grade students of SMPN Sidoarjo. The journal article explained about The Use of Describing Pictures in Teaching Speaking to the Seventh Grade Students. In this research, the participants were 37 students in class 7B. Farid used three kinds of instruments, namely observation, questionnaire and students' test. The result showed that describing picture created a relaxed atmosphere so that the students motivated to speak without any reluctant, shy or fear. They were not only practice their speaking English but also could develop their social skill when they interacted with others.¹⁴

Second, the research was conducted by Umami Kulsum (2018). The research explains about The Implementation of Describing Pictures Strategy

¹⁴ Farid Yahya Kano and Fajar Fardyansyah, "The Use of Describing Pictures in Teaching Speaking to the Seventh Grade Students", *English Education Study Program*.

in Improving Speaking Skills at The Eight Grade of SMPN 10 Parepare. In this research, the numbers of the participant were 31 students in class VIII.1 as the sample of experimental group and class VIII.2 with 32 students as control group. The researcher used quasi-experimental research design. In this research the researcher used 4 instruments, consisted of observation, pre-test, pos-test and document review. The result showed that teaching by using describing pictures is effective to improve students' speaking ability at the second grade students of SMPN 10 Parepare, it can be seen from the student's score at post-test of control class was 65.47 and student's score at post-test of experimental class was 76.41. The student's score was increasing after treatment that teach students with describing pictures.¹⁵

Third, the research was conducted by Puguh Karsono (2014) at Eight-A students of SMP Negeri 1 Anggana. The research tried to find out the Using Pictures in Improving the Speaking Ability of Class Eight-A Students of Smp Negeri 1 Anggana. The participants in the research were 37 students. The research used Classroom Action Research as the research method. The research was conducted by following a number of steps. The research included preliminary research prior to analyzing and identifying the problem, followed by planning, acting, observing, and reflecting. The action of the research gave positive results. Dealing with teaching speaking by using pictures, the students' participation made improvement because it can reduce the students' boredom and problem in speaking. They were not shy anymore because they

¹⁵ Ummi Kulsum, "*The Implementation of Describing Pictures Strategy in Improving Speaking Skills at The Eight Grade of Smpn 10 Parepare*", (Thesis of Faculty of Tarbiyah Faculty state Islamic Institute Parepare, 2018)

spoke to the big group. They were enthusiastic and encouraged to learn speaking. The students had real-life communication, authentic activities, shared knowledge and meaningful learning.¹⁶

Fourth, the research was conducted by Anggia Murni (2018) at the second grade students of SMPN 2 Darul Imarah. The research tried to explain the Use of Describing Picture Strategy to Improve Students' Speaking Skill. The participants in the research were 21 students. The design of the research was Quantitative. The finding of the research showed that the effect of describing picture strategy was not only obtained by the students' achievement, but it was also obtained by students' responses in questionnaire. The result showed that the students were interested in the strategy.¹⁷

Fifth, the research was conducted by Mira Wahyuni Lubis (2017) at seventh grades of MTs Yayasan Madrasah Islamiyah Medan. The research tried to explain the Implementation of Describing Pictures Strategy in Improving Student's Speaking Ability at MTs Yayasan Madrasah Islamiyah Medan. The participants in the research were 22 students. The design of the research was Classroom Action Research. The finding showed that the result of the research might not have the same result in every cycle. In this research, the picture media really helped the students to increase their skill in speaking

¹⁶ Puguh Karsono, "Using Pictures in Improving the Speaking Ability of The Grade Eight-A Students of Smp Negeri 1 Anggana", *Dinamika Ilmu*, 2 (Desember, 2014)

¹⁷ Anggia Murni, "*The Use of Describing Picture Strategy to Improve Students' English Speaking Skill*", (Thesis of Faculty of Education And Teacher Training Ar-Raniry State Islamic University Darussalam, 2018)

and it can be seen from the improvement of the students' value in expression personal identity.¹⁸

Table 2.1
Similarities and Differences
Previous Research and This Research

No.	Name/title of the research	Similarities	Differences
1	Farid Yahya Kano and Fajar Fardyansyah/The Use of Describing Pictures in Teaching Speaking to the Seventh Grade Students	Both of the researchers used describing picture as the strategy in teaching speaking skill	The previous research used quasi-experimental as the research design while this research used qualitative descriptive as the research design
2	Umni Kulsum/The Implementation of Describing Pictures Strategy in Improving Speaking Skills at The Eight Grade of SMPN 10 Parepare	Both of the researchers used describing picture as the strategy in teaching speaking skill	The previous research used three kinds of instruments, namely observation, questionnaire and students' test as data collection technique and quantitative as the method of her research while this research used observation, interview, and document review as data collection technique and qualitative method
3	Puguh Karsono/Using Pictures in Improving the Speaking Ability of the Grade Eight-A Students of SMP Negeri 1 Anggana	Both of the researchers used picture as the strategy in teaching speaking skill	The previous research used Classroom Action Research as the research design while this research used qualitative method
4	Anggia Murni/Use of Describing	Both of the researchers used	The previous research used quantitative as the

¹⁸ Mira Wahyuni Lubis, "the Implementation of Describing Pictures Strategy in Improving Student's Speaking Ability at MTS Yayasan Madrasah Islamiyah Medan", (Thesis of Faculty of Tarbiyah and Teachers Training UIN- SU Medan, 2017)

	Picture Strategy to Improve Students' Speaking Skill	describing picture as the strategy in teaching speaking skill	research design while this research used qualitative as the research design
5	Mira Wahyuni Lubis/The Implementation of Describing Pictures Strategy in Improving Student's Speaking Ability at MTs Yayasan Madrasah Islamiyah Medan	Both of the researchers used describing picture as the strategy in teaching speaking skill	The previous research used Classroom Action Research as the research design of her research while this research used qualitative method

The specialty of this research compared with the previous researches above was focused on strategy that has been implemented by teacher. This research was conducted in boarding school there were usually many students who have problems in speaking.

B. Theoretical Framework

1. Describing Picture Strategy

a. Definition

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English.¹⁹

Those were models that Solahudin offers to use in speaking class and as the title of this research. The researcher taught that describing picture was suitable to improve students' speaking skill in descriptive

¹⁹ M. Solahudin, *Kiat-Kiat Praktis Belajar Speaking*, (Jogjakarta: Diva Press, 2009), 99.

text because the purposes of these activities are to train students' imagination and describe something in speaking English. Usually, students can't speak anything because they don't have any idea.

Picture is one of teaching and learning language media as a media of two dimensions. Picture is an effective visual instrument, because it can apply things realistically. The information which will be expressed can be understood by the other people easily. It means that the content of pictures is similar with the fact or really situation.

Based on Oxford Advanced Learners Dictionary, it stated that "picture is painting or drawing that shows a scene, a person or a thing which involves information they need in order to understand a situation".²⁰ By using the picture, it cannot limit by the time and place. Because the even or happening which happened in others time and place can be seen and be known by the people which are so far from the location of happening. Pictures can impart a lot of information at the glance and they are understandable across languages.

b. The Use of Teaching Speaking Trough Describing Picture Strategy

Bailey stated that, in a speaking lesson, pictures and "manipulables" can provide the motivation for talking. Speaking is productive skill. Therefore, pictures can be used to develop the skill.²¹

Based on Farid Yahya and Fajar Fardyansyah, they said that describing

²⁰ *Oxford advanced learners dictionary*, (New York: Oxford Univesity press,2000), 991.

²¹ Bailey, K. M, *Practical English Language Teaching: Speaking*. (NY: McGraw Hill, 2005), 37.

picture strategy is very useful to give contribution in teaching speaking and the students brave to speak and did not shy anymore.²²

Each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.²³ Lewis and Hill in Brogan stated that working in groups will increase the students' talking time and decrease that of the teacher. So, it can give students the opportunity to speak.²⁴

It can be concluded that the use of describing picture strategy can increase their speaking ability. Moreover, describing pictures can also be used to stimulate the students' imagination and to motivate them in learning English.

c. Types of Picture

Harmer divided picture into five types:²⁵

1) Flashcard

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

²² Farid Yahya Kano and Fajar Fardyansyah, "The Use of Describing Pictures in Teaching Speaking to the Seventh Grade Students", *English Education Study Program*.

²³ A. Arsyad, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2009), 106.

²⁴ Martyn Borgan, "Using Two Way Information Gap Task to Encourage Equal Participation From the Students in Group Work Activities in an EFL Class at Nha Trang Teachers' Training College", *Innovation*, (September 2006), 10.

²⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (England: longman, 2007), 178./

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 can be 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.

In this research, photograph was used in describing picture strategy in teaching speaking.

d. The Implementation of Describing Picture Strategy

Describing picture is a strategy that very easy to play it. This strategy is very suitable to students in Junior High School. If the

students are given describing picture, they used their five senses more maximum, because they used eyes to saw the picture, used ears to listen what their partner said, used mouth to describe the picture. So, the researcher hopes with using describing picture, students more active in the class.

There are steps of application in describing picture use large wall picture according to Ismail in *Strategi Pembelajaran Agama Islam Berbasis Paikem* as follows:

- 1) The teacher prepares picture according to the topic or material of subject.
- 2) The teacher asks students to examined the picture accuracy.
- 3) The teacher divides students in groups.
- 4) The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture (necessary limitation of the time).
- 5) Then, every group make sentences and writes on the black board.
- 6) After that, every group describes their picture.
- 7) Clarification/ conclusion/ teacher reflection.

This is example of strategy that can used as individual or collaboration with the other strategy based on the necessity.²⁶

The procedures of describing picture by using photograph to teach speaking by Inta Aulia will be described bellows:²⁷

²⁶ Ismail SM, *Strategi Pembelajaran Agama Islam Bebasis Paikem*, (Semarang: RaSAIL Media Group, 2008), 94

- 1) Let the class work in pairs.
- 2) Give each pair two different picture. Tell them not to look at each other's picture.
- 3) Ask A to describe his or her picture, and ask B to draw it. Ask B to do the same as what A does after B has finished drawing.
- 4) Have them to compare their picture with the original.

2. Teaching Speaking

a. Teaching

Teaching is a scientific process, and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning.²⁸

There were components of teaching;

1) Teaching Goals

The real teaching goal is to acquire knowledge in a way that can train students' intellectual abilities and stimulate their curiosity and motivate their ability.²⁹ It should be stated in terms of what students will understand and what they will able to do as a result of the lesson.

Teaching speaking needs some goals to make the teaching process running well and has satisfying results. Through describing

²⁷ Inta Aulia Asfa, *"The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text"*, (Thesis of Faculty of Tarbiyah Walisongo State Institute For Islamic Studies, 2010), 46.

²⁸ William Dharmaraj, *"Learning and Teaching"*, Bharathidasan University, (2015), 5

²⁹ R. W. Dahar, *Teori-Teori Belajar* (Jakarta: Erlangga, 1996), 106

picture strategy, it is hoped can motivate the students to speak English, make students be able to describe things around them orally in English, and give the students more opportunity to speak English.

2) Teaching Material

The teaching materials could be in the form of printed materials, non-printed materials, and materials that compromise both print and non-printed sources.³⁰ It could be textbooks, videos, the internet, podcasts, etc.

The object for evaluation seems quite distinct and obvious, at least in the case of teaching materials. In fact, the notion of teaching materials is a fluid concept used to denote different types of materials and resources in relation to teaching situations: textbooks, on-line learning materials, educational games, mobile phones, blackboards, digital boards, charts and literature among others. For the purposes of our research, we define teaching materials by dividing them into three types, they are:³¹

- a) *Functional teaching materials (tools)* characterized by their *facilitation of learning and teaching*: including black and white boards, computer applications, projectors, and mobile phones.

³⁰ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66.

³¹ Jeppe Bundsgaard And Thomas Illum Hansen, "Evaluation of Learning Materials: A Holistic Framework", *Journal of Learning Design*, Vol. 4, No. 4 (2011), 33.

- b) *Semantic teaching materials (texts)* characterized by their *meaning as constituted by signs and semantic references*: including film, literature, charts, pictures, paintings and other texts and objects with references to specific domains of experience.
- c) *“Didacticized” teaching materials* characterized by *combining tools and texts and facilitating learning and teaching*: including textbooks, online teaching materials, and educational games.

The word *didacticized* is a neologism created from the word “didactic,” which in its Germanic form (*Didaktik*) signifies planning and reflecting on teaching. Thus, something which is *didacticized* is the result of the process of anticipating and prescribing the activities that the teacher and students (should) perform; that is, a didacticized teaching material has a more or less implicit design for teaching inscribed in it.

3) Teaching Procedure

The basic steps of learning were planning, implementation, and evaluation.

a) Planning

The planning of the teaching process is namely lesson plan. It is the most operational plan before the teacher carried out the learning process.³² it can be concluded that the lesson plan described the procedure and teaching management in doing learning activities.

Lesson Planning is a blue print that every effective teacher should use. Sometimes, teachers don't prepare the same in black and white, yet some of them have a mental lesson plan ready for an effective teaching-learning activity. Every one of us does planning even if the task is simple enough in order to anticipate difficulties and a possible evolution and application of compatible strategies.³³

b) Implementation

There are three steps in this section, such as pre-activity, main activity, and closing activity.³⁴

³² Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran* (Malang: UIN Maliki Press, 2010), 133

³³ Intakhab Alam Khan, *Lesson planning for reading: an effective teaching strategy in EFL classrooms*, (Jeddah-Saudi Arabia: Elixir International Journal, 2011), 3958

³⁴ Abdul Majid, *Perencanaan Pembelajaran* (Bandung; PT Remaja Rosdakarya), 104

(1) Pre-Activity

Pre-activity is an activity carried out by the teacher at the beginning to make students' mentality and attention are focused on what they learn. The teacher gives the motivation to students, so the students are interested in learning activity. The teacher will motivate students regularly, repeat the previous material and explain the material provided.

This pre-activity could be conducted in several ways, such as:

- (a) Open the class by praying together
- (b) Checking the students' attendance list
- (c) Giving some illustration of the material that would be learned
- (d) Apperception or assessing the basic skill/knowledge
- (e) Creating the initial conditions of learning through efforts to create enthusiasm and readiness for learning through teacher's guidance to the students.

(2) Main Activity

In this section, the teachers implement teaching learning strategies and methods that should be under the approach in the 2013 Curriculum that is scientific. The scientific approach is a science process-based approach that is done

through the process of observing, questioning, exploring/experimenting, associating, and communicating.

(a) Observing is a fundamental way of finding out about the world around us. It means that the students observe the material that was given by the teacher.

(b) Questioning is one of the ways to develop knowledge in the form of concept, principle, procedure, theory and law, and meta-cognitive thinking. In this term, the students could ask something they didn't know to their teacher and friends about the material.

(c) Exploring is a kind of activity that aims to internalize or explore the knowledge and skill that just learned.

(d) Associating is the process of thinking logically and systematically over the empirical facts that can be observed to obtain a conclusion.

(e) Communicating means point out the result of the research or present all knowledge and skill that understood by the students. The students usually present their work or show their result of the research.

(3) Closing Activity

The closing activity is an activity that provides confirmation or conclusion and an assessment of the mastery of learning material given in the main activity.

Activities that must be carried out in the closing activity, such as:

(a) Carry out the final assessment and review the results of the assessment

(b) Carry out follow up activities with alternative activities.

It includes providing assignments related to the learning material and giving motivation.

(c) Ending the learning activity by explaining or telling the subject matter that will be discussed in the next lesson.

c) Evaluation

The teacher's activity in this section is to evaluate students' learning. Many points of view regarded the evaluation activity was performed after the teachers do the teaching and learning process. Whereas evaluation activity can also be performed when the learning activity was in process.

4) Teaching Evaluation

Evaluation is fixing the process of decision about some object that will be evaluated.³⁵ A teacher certainly had hope that what had been taught can be successfully understood by the students. So, it was to determine whether learning activities that had been carried out are successful or not. The Evaluation could be categorized into

³⁵ Mansyur, et al, *Asesmen Pembelajaran di Sekolah: Panduan bagi Guru dan Calon Guru* (Yogyakarta: Pustaka Belajar, 2015), 9

two, namely formative and summative.³⁶ Yet, the researcher tended to focus on formative evaluation.

Formative evaluation is an evaluation conducted at the end of each discussion of the subject or topic and intended to determine the extent to which the learning process has proceeded as planned. The use of tests during the learning process takes place or in the form of giving students comment or a suggestion, or call attention to an error, that feedback was offered to improve the learner's language ability.³⁷ The formative evaluation aimed to repair the teaching/learning process.

One of the tests which could be used in the formative evaluation and suitable for evaluating the students' speaking skill was the picture-cued task. It required description from the test taker/students.³⁸ Pictures may be very simple and the test taker should tell or describe the picture.

b. Speaking

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of

³⁶ Ibid., 12

³⁷ Douglas Brown, *Language Assessment*, 6

³⁸ Ibid., 151

learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.³⁹

Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.⁴⁰

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Depending on the formality and importance of the speech situation (and their own personal linguistic propensities), the learners may also attempt to monitor their output. In conversations and other interactive speech events, the speakers must attend to the feedback from their interlocutors and observe the rules of discourse used in the target culture. Phonological considerations add to the difficulty of the task, especially for adult learners, as speakers strive to achieve good pronunciation. The speed of such interaction is also an issue because there may not be adequate time for processing either outgoing speech

³⁹ David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), 39.

⁴⁰ Scott Thornbury, *How to Teach Speaking*, (Harlow UK: Pearson education limited 2005), 1.

or incoming messages at the typical rate of native-speaker interaction. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives people to attempt to speak fluently and correctly. There is a dynamic tension caused by the competing needs for fluency and accuracy during natural speech.⁴¹

People can define speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life.

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. From this definition we can share our idea to others with oral communication. Speaking usually symbolized as express feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. That is make the students more fluency in their communication. Because when they speak, they know what they are thinking and how they feel about it, and as you speak other people make judgments about your character and assumptions about what you are thinking and why.⁴² Speaking for communication is designed for the intermediate to advance level classroom. It will not focus on the

⁴¹ Jack C. Richards, *New Ways in Teaching Speaking*, (USA: Pantagraph Printing, Bloomington, Illinois, 1994), 1.

⁴² Robert Barrass, *Speaking for Yourself "A guide for students"* (New York: Roudledge 2006), 2.

communication which usually become a “trap” for the students because of its routine activities of every chapter, but will concern to the students’ activities cooperatively where the students can work in groups which consist of two, three, four or even more students with different activities.⁴³

1) Functions of Speaking

According to Richards, in *Teaching Listening and Speaking*, people use speaking to employ three major functions there are; speaking as interaction, speaking as transaction, as well speaking as performance.⁴⁴

a) Speaking as Interaction

Speaking as interaction is commonly found in our real social lives in terms of interpersonal dialogues or conversations. Since speaking display interactional function that this kind of speaking is also recognized as interactional speaking. It is called interactional for some reasons they are; it primarily established social interactional, it focuses on satisfying the participants’ social needs, and it is Interactive and requires two-way participation. Interactional speaking can obviously be illustrated as two or more people meet somewhere, they will exchange greetings, engage in small talk,

⁴³ Anita, *Speaking for Communication* (Serang: Fakultas Tarbiyah dan Adab Press IAIN SMH Banten, 2010), 1.

⁴⁴ Jack Richard, *Teaching Listening and Speaking: From Theory to Practice*, (United States of America: Cambridge University Press, 2008), 19.

recount recent experiences, and so forth. The participants involve in the interactional discourse because they want to get along familiarly and to establish a comfortable atmosphere of interaction among them. Interaction occur when two people are engaged in a dialogue or actively participating in the process. For example, think of the last time you went out to eat. When you ordered was the waiter friendly, knowledgeable, and quick? did he or she show authentic interest, assistance, and interaction in helping you with your order and paying the check. That is interaction.

b) Speaking as Transaction

A transaction is an interaction that focuses on getting something done, rather than maintaining social interaction. As regard to speaking types, beside recognizing interactional speaking as a medium for maintaining social relationships between the participants, we also need to recognize transactional speaking as a medium for transacting message being spoken. The message meaning and making oneself understood clearly and accurately are the central focus. Moreover, transactional activities can be thought as consisting of a sequence of individual moves or function which, together, constitute a „script“. For example, when people order food in restaurant, they usually look at the menu, ask any necessary

questions and then tell the waitperson what they want. The wait person may ask additional questions and then repeat their order to check. When people check into hotel, the transaction usually start with a greeting, the clerk enquires if the person has a reservation, the client confirm and provide his or her name and so on.

c) Speaking as Performance

Speaking as performance is recognized as the third type of speaking which refers to public speaking, that is, a speaking type that transmits information in front of an audience, such as classroom presentations, public announcements, lecture as well as speeches. Performance speaking is commonly delivered in the form of monolog rather than dialog.⁴⁵ Example of speaking as performance are giving a class report about a school trip, conducting a class debate, giving a speech of welcome, making a sales presentation, giving a lecture.

The main features of talk as performance are a focus on both message and audience, predictable organization and sequencing, importance of both form and accuracy, language is more like written language, often monologic. Some of the skills involved in using talk as performance are using an appropriate format, presenting information in an appropriate sequence,

⁴⁵ A. Kaharuddin Bahar, M. Hum, *Interaksional Speaking a Guide to Enhance Natural Communication Skills in English*, (Yogyakarta: Trust Media, 2014), 2-9.

maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, and using an appropriate opening and closing.

2) The Components of Speaking

there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.⁴⁶

a) Comprehension

Comprehension is the process of understanding speech or writing. It results from an interaction between different kinds of knowledge. For example, a knowledge of words (including the way to spell and pronounce), and a knowledge of grammar. Comprehension also involves different psychological operations, including perception, recognition, and inference. Comprehension contributes to a language learning and without comprehension there is no learning.⁴⁷

It shows that in speaking ability there are some important elements that we have to consider in order to be a good speaker. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Each of the elements have

⁴⁶ Syakur, *Language Testing and Evaluation* (Surakarta: Sebelas Maret University Press, 1987), 3

⁴⁷ Scott Thornbury, *An A-Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching* (Oxford: McMillan, 2006), 43.

important role in speaking. If one of the elements is not include in speaking process, a speaker might fail to convey the idea of the conversation. Comprehension, for oral communication, requires a subject to respond to the speech as well as to initiate it.

b) Grammar

Grammar is the rules that say how words recombined, arranged and changed to show different meanings. The grammar lessons are studied through formulas and sample sentences. Sometimes, grammar also defined as the way or word are put together to make correct sentence.⁴⁸ Grammar is like a basic component of language that organizes a sentence in a language. In popular use, the term grammar describes what people usually native speakers-ought or ought not to say or write. This is called perspective grammar because is prescribes correct usage then do practice exercise (oral and written) at the end of each section. The lessons presented here aimed at giving fundamental knowledge of making sentences for communication purpose.¹³ A specific instance of grammar is usually called a of “structure”. Example of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. So that is why Grammar is one important aspect of

⁴⁸ Penny Ur, *A Course in Language Teaching: Practice and Theory* (London: Cambridge University Press, 1996), 75.

speaking because an utterance can have different meaning if the speaker uses incorrect grammar.

c) Pronunciation

Pronunciation is the way words produced by someone which is made up by sounds, stress, and intonation. When someone produces several words out of their mouth it is called speech. In an introduction to linguistics, it is stated that speech is an incredibly complex activity which involves coordinate efforts of all participating parts of the vocal tracts. The outer manifestation of speech is sound. According to Oxford Learners Dictionaries, pronunciation is the way in which a language or a particular word or sound is pronounced.⁴⁹ Pronunciation has traditionally been taught with a goal of “speaking like native speaker” but this is not practical. In fact, it is a recipe for discouragement both for teacher and for students.⁵⁰ This has been referred to as “the perfection trap”. A more practical approach is to aim for “listener-friendly pronunciation.” This aim makes sense to a student who hopes to achieve something through conversations with native speakers, whether in the social or business sense. If the listener

⁴⁹ Oxford Learners Dictionaries, *Definition of Pronunciation*
<http://www.oxfordlearnersdictionaries.com/definition/english/pronunciation?q=pronunciation> (12 January 2017).

⁵⁰ Judy B. Gilbert, *Teaching Pronunciation*, (Cambridge, New York, 2008), 42

finds that it takes too much effort to understand, the speaker loses out. So, mastering the basics of English communication is sensible. Refinements can come later if the student wants to put more effort and time into learning nuances of spoken English.

The researcher conclude that pronunciation is the way for students" to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said.⁵¹ So, it can be seen that good pronunciation is vital if a student is to be understood.

d) Vocabulary

Vocabulary is defined as the words we teach in foreign language. Moreover, vocabulary is a basis of a language: it is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Norbert Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language

⁵¹ Lucy Pollard, *Teaching English*, (London, Lucy Pollard Copyright, 2008), 65

just cannot happen in any meaningful way.⁵²

Webster has three definition of vocabulary as follows:

- (1) A list or collection of words and phrases usually alphabetically arranged and explained or define.
- (2) A list or collection of terms or codes available for use.
- (3) A sum or stock of word employed by a language group, individual or work or in a field knowledge.⁵³

However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of component words.⁵⁴

Vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. Without grammar, very little can be conveyed, without vocabulary nothing can be conveyed.

⁵² Norbert Schmitt, *Vocabulary in Language Teaching* (USA: Cambridge University Press, 1997), 40

⁵³ Merriam Webster, *Collegiate Dictionary* (America: Merriam Web Inc. 2003), 1400

⁵⁴ Penny Ur, *A Course in Language Teaching: Practice and Theory* (London: Cambridge university Press, 1996), p.60

e) Fluency

Fluency can be defined as the ability to speak fluently and accurately. According to Longman Dictionary, fluency is speaking, writing, or playing a musical instrument in an easy or smooth manner.⁵⁵ Fluency in speaking is the aim of many language learners. Signs of fluency include reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time researching for the language items needed to express the message.⁵⁶

⁵⁵ Paul Pocter, *Longman Dictionary of Contemporary English* (England: Longman Group Ltd, 1981), p. 242.

⁵⁶ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (Addison Wesley Longman: New York, 2001), p.279.

CHAPTER III

METHODOLOGY

This chapter presents methodology of the research. It presents the research design, setting of the research, subject of the research, data collection technique, data analysis, data validity and research procedures.

A. Research Design

Research design used in research in order to know how to precede the data. It means that it was a plan for collecting and analyzing the data in order to answer the research questions.

Considered the purpose of the research and the nature of the problems, this research was a descriptive qualitative one. It was a descriptive because the objectives of this research were observing and finding the information as many as possible of the phenomenon. It was kind of method which conducted by collecting and analyzing data, and drawing representative conclusion. In this method, the data used a random sampling which explored by description.

Descriptive qualitative was to gain an understanding of some groups or some phenomena in those natural setting. It included of descriptive qualitative because the data gathered from the understanding and meaning through verbal narrative and observations rather than through numbers.⁵⁷ This design used to

⁵⁷ Donal Ary, *Introduction to Research in Education*, (USA: Wadsworth Group a Division of Thompson Learning Inc, 2002), 426.

obtain the information about existing/factual condition without giving any special treatments to the subject of the research.⁵⁸

The ideas of descriptive qualitative which strength the approach were:⁵⁹

1. Qualitative research concerned with the description and explanation of phenomena as they occur in routine, ordinary natural environment.
2. The researcher could approach the data in different frame and mind.
3. It emphasized in rich descriptive and subjective character of data which produced by used qualitative techniques.

According to the characteristics, descriptive design should follow some steps. They were:⁶⁰

1. State the problems. The researcher in the first chapter has already done stating some questions as the research problem.
2. Determining what kinds of information needed.
3. Setting the data collection techniques.
4. Establishing the data analyzing technique.
5. Taking conclusion of the research.

The researcher was not getting involved in teaching learning process but must kept the existence not influencing the natural attitude or behavior of the subject. The researcher observed all the activities in the classroom and monitored the observation as evidence.

⁵⁸ Arief Furchan, *Pengantar Penelitian Dalam Pendidikan*, (Yogyakarta: Pustaka Pelajar Offset, 2007), 447.

⁵⁹ Graham Hitchcock and David Hughes, *Research and the Teacher, a Qualitative Introduction to schoolBased Research*, (New York, Routledge, 1995), 296.

⁶⁰ Direktorat Tenaga Kependidikan, Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan. Pendekatan, *Jenis dan Metode Penelitian* (Jakarta: Departemen Kependidikan Nasional. 2008), 41.

B. Research Setting

The setting of the research was at MTS Manbaul Hikam which was located in Pondok Pesantren street, Tegalsiwalan, Probolinggo. The reason why the researcher chose MTs Manbaul Hikam as the place of the research, because this place was rural school and Islamic boarding school which mostly focused their learning at religion basis subjects, so their speaking mastery was low. Furthermore, the describing picture strategy applied in speaking learning.

C. Research Subject

Participants of this research was B class of second grade of MTs Manbaul Hikam that was consisted of 24 students. The class was chose based on the policy and decision of the school official after having a brief meeting with the researcher about the research that would be conducted. The class was suggested by the English teacher to be the subject of the research because it was assumed that the students of the class were active during the teaching and learning processes that had been conducted so far. Yet, the researcher chose two students based on the teacher's recommendation. The teacher chose two students as the research subject because of some considerations. Those considerations were very active in the class.

D. Data Collection Technique

There were several ways to collect data like questionnaire, observation, filed notes, interview and test. In this research, the researcher collected the data by using several instruments namely, observation, interview, and document review.

1. Observation

Observation attempted to get a comprehensive picture of a situation and the product of those observations was noted or narrative. The purpose of direct observation was to determine a particular behavior that was present. The observation was usually, which had done namely identifying of either behavior of interest and devising a systematic procedure for identifying categorizing and recording the behavior in a natural or a contrived situation.⁶¹

The observation research was divided into three types. There were nonparticipant observation, participant observation, and ethnography. The first is non-participant observation; the observer does not direct interact with the object of observation. In other words, the observer was not involved in the situation that to be observed. The second is participant observation, the observer follows a participant in the situation that to be observed. The last is ethnography; it involves data collection of data on many variables over an extended period, in a naturalistic setting.⁶²

In this research, the researcher used non-participant because the researcher observed without participating or taking any active part in the situation. In this case, the researcher just sat down on the back row of the classroom, pay attention more detail about all activities that happen in the classroom, and wrote down some notes in order to get the data, which focused on teacher's strategy in students' speaking skill.

⁶¹ Donal Ary, *Introduction to Research in Education*, (USA: Wadsworth Group a Division of Thompson Learning Inc, 2002), 233.

⁶² L.R. Gay, *Educational Research*, (New York: Merrill Publishing, 1990), 206.

The indicators being measured in the checklist were:

- a. The goals of teaching speaking through describing picture strategy.
- b. The materials of the implementation describing picture strategy in teaching speaking.
- c. The procedure of the implementation describing picture strategy in teaching speaking.
- d. The evaluation of the implementation describing picture strategy in teaching speaking.

2. Interview

Interview is the process to get explanation by asking questions face to face between researcher and respondent using interview guide.⁶³ The interviews were conducted after the observation be done. It was conducted to know the perceptions of the teacher about the implementation of Describing Pictures Strategy in teaching speaking in the class. In addition, it was also conducted to determine the teacher's difficulty in applying describing pictures strategy in speaking class and how to cope with those problems. All the more, through the interviews, the researcher expected to get additional information which might not be obtained during classroom observation.

The researcher used interview in order to get the accurate information about Describing Picture Strategy in teaching speaking by interviewing the student and teacher. In addition, in the interview section, the researcher

⁶³ Moh Nazir, *Metode Penelitian*, (Jakarta: Ghalia Indonesia, 1999), 193.

used Indonesian language in order to get a clearer information related with the research topic and to avoid misconception and misunderstanding. The list of questions were based on the research problems with several additional questions and some guiding questions from the previous research.

There are kinds of interview; structured interview, unstructured interview, and semi-structured interview. In this research, the researcher used semi-structured interview. So, by applying those kind of interview the researcher discovered the problems openly. The data that the researcher obtained from the interview were:

- a. The goals of the implementation describing picture strategy in teaching speaking.
 - b. The materials of the implementation describing picture strategy in teaching speaking.
 - c. The procedure of the implementation describing picture strategy in teaching speaking.
 - d. The evaluation of the implementation describing picture strategy in teaching speaking.
3. Document Review

Document Review method is a technique of data collection by gathering and analyzing documents, whether written documents, drawings

and electronic.⁶⁴ Documents were mainly written texts which relate to some aspect of the social world. Such written texts or documents range from official documents to private and personal records, such as diaries, letters and photographs, which may have been intended for the public gaze.⁶⁵

This instrument used to collect data from the source of non-human, it means that the researcher collected the data from the written data and records which were available in the location or to a person whom the researcher intended to see. The researcher asked the teacher about lesson plan he used in teaching speaking, references to supported his teaching during the class, perhaps the notes of the teacher if he allowed the researcher to know teacher preparation in applying his strategies of teaching speaking in the class.

With the method of document review, the data obtained were; profile of MTS Manbaul Hikam and Lesson plan of English teacher at the second grade of MTS Manbaul Hikam.

E. Data Analysis

After the data collected through doing observation and interview, then the data were analyzed. The purpose of data analysis was to summarize and to simplify the data in order to interpret and draw a conclusion. The data analyzed for this research has done by applying the procedures which

⁶⁴ Suharsimi Arikunto, *Procedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka cipta,2006), 223.

⁶⁵ Graham Hitchcock and David Hughes, *Research and the Teacher, a Qualitative Introduction to schoolBased Research*, (New York: Routledge, 1995), 212.

suggested by Miles and Huberman covering data condensation, data display, and conclusion drawing.⁶⁶

1. Data Condensation

Data condensation means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting this research, the researcher got much data. Therefore, the researcher selected data that gave valuable information in research. So, first the researcher did sifting to analyze the data. Based on the concept of data condensation, sifting the data in this research was chosen by identifying index card match strategy used, the difficulties in reading learning, and the solutions that were used to solve the difficulties in reading learning.

2. Data display

Data display was an organized, compressed assembly of information that permits conclusion drawing and action. The process of showing data simply in the form of words, sentences, narratives, table and graphic in order to the researcher mastered in the data collected as the basic of taking appropriate conclusion. After collecting and reducing the data about speaking anxiety, the researcher displayed those selected data in the form of narrative or description.

⁶⁶ Mathew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis*, (United States of America: SAGE Publications inc., 2004), 23.

3. Conclusion Drawing

Conclusion was the last of procedure of analyzing the data of the research. Since the beginning of the research, the researcher made temporary conclusion. Furthermore, it must be perfect conclusion. Making conclusion was the process of drawing the content of data collected in the form of good statements. The conclusion drawing started from tentative conclusion which still needs to be completed. Meanwhile, verification means testing the provisional conclusion for their validity. In this research, the temporary conclusion becomes final conclusion because the conclusion was supported by sufficient data in the field. The researcher got final and perfect conclusion as the answer of research problems.

F. Data Validity

In this case, the researcher used methodological triangulation and source triangulation. In methodological triangulation the data which used three angles from result of observation- interview- document review. In source triangulation, the researcher used many sources or participant to get the accuracy of data.

G. Research Procedures

In this section, the research implementation plan carried out by researchers, starting from preliminary research, design development, actual research, and report writing. The research stages consist of pre-field research, fieldwork stages, and data analysis stages.

1. Pre-field stage

There were several stages of activities that the researcher must do.

There were research ethics that should be understood. It will be mentioned as follow:

- a. Arrange a research design
- b. Select research location
- c. Take care of licensing
- d. Explore and assess the research location
- e. Select and use informants
- f. Prepare the research instrument

2. Field-work stage

- a. Apprehend background and objective of the research
- b. Enter to the research location
- c. Look for the data source
- d. Participate while collecting the data
- e. Complete the data

3. Data analysis phase

The data analysis phase was the last stage of the research process that discussed in the previous chapter. The activities as follow:

- a. Analyze data
- b. Take care of licensing complete research
- c. Arrange or serve the data which formed in report
- d. Conclusion withdrawal Revise the refined report

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher presented overview of the research object, research findings and discussions. It was intended to answer the research problem that contained in the first chapter.

In findings, the researcher described the process of collecting data and presented result of the data. Whereas in the discussion section the researcher would analyze the finding.

A. Overview of the Research Object

- | | |
|---|---|
| 1. School name | : MTs. Manbaul Hikam |
| 2. School Statistic Number (NSM) | : 121 235 130 174 |
| 3. School Accreditation | : B |
| 4. Address | : Village : Tegalmojo
Sub-District : Tegalsiwalan
District : Probolinggo
Province : Jawa Timur |
| 5. National School Principal Number(NPSN) | : 030025407625000 |
| 6. Telephone Number | : 085257688366 |
| 7. Headmaster Name | : Faizin, S.Ag |
| 8. School area | : 252 M ² |

B. Research Finding

The researcher collected the data by using interview, observation, and document review techniques. Based on the result of interview, observation,

and document review, the data obtained about the implementation of describing picture strategy in teaching speaking at MTs Manbaul Hikam as follows:

1. The Goals of Teaching Speaking Through Describing Picture Strategy at the Second Grade of MTs Manbaul Hikam.

From the observation in the class, the researcher found that the used of describing picture strategy gave more opportunities for students to speak English. The students had many opportunities to speak English because they should give and ask information to their friends by describing pictures and they must use their English in communication. They gave information about the animal that they described including physical characteristics such as size, colour, etc. and habit characteristics such as habitat, food, etc. They had to describe it as clear as possible and their friends must guess what the animal was. As they had to explain and describe the animal to their friends, they had to speak clearly both the vocabulary and the pronunciation and also the grammar to avoid misunderstand. This strategy had made the students easier to express their ideas when speaking because there were some pictures of animals with characteristics that should be described by students. The students became more active in speaking when the teaching learning process. With the availability of the pictures that would be described, students didn't need to think hard to get ideas when speaking and they can speak what they saw in the pictures. The pictures became their guide in describing animals. This

strategy also made students interested in learning activities so that students had tried to speak during learning. It seemed that students were enthusiastic in describing pictures.⁶⁷

Teaching speaking by describing picture strategy was one of interesting way to do. The goals of teaching speaking through describing picture strategy at second grade students according to English teacher was:

“Nah, tujuan mengajar adalah untuk memperoleh pengetahuan dengan cara yang dapat melatih kemampuan intelektual siswa dan merangsang rasa ingin tahu mereka dan memotivasi kemampuan mereka. Selama di sini, saya mengajar berbicara dengan menggunakan deskripsi gambar untuk membantu siswa ketika mereka menggambarkan binatang, karena dengan menggunakan gambar mereka lebih mudah untuk mengekspresikan pikiran mereka. Gambar itu seperti pedoman, mereka hanya melihat gambar dan mengatakan apa yang mereka lihat berdasarkan gambar. Tidak perlu berpikir keras tentang apa yang harus dibicarakan.” (Well, the goal of teaching was to acquire knowledge in a way that can train students’ intellectual abilities and stimulate their curiosity and motivate their ability. While in here, I taught speaking by using describing picture to help the students when they described the animal, because by using picture they were more be easier to express their mind. Picture was like a guidance, they just see the picture and say what they see based on the picture. No need to think hard about what should be talked.)⁶⁸

He added:

“Penggunaan gambar dalam mendeskripsikan sesuatu membuat siswa lebih tertarik untuk belajar berbicara, sehingga siswa dapat memahami materi yang telah saya ajarkan, yaitu tentang teks deskriptif. Biasanya banyak siswa yang takut dan malu untuk berlatih berbicara dalam proses pembelajaran, oleh karena itu saya menggunakan strategi ini agar mereka senang dan tertarik dalam pembelajaran berbicara. Siswa akan penasaran jika saya

⁶⁷ Observation, Probolinggo, 10th of March 2021.

⁶⁸ Teacher, *Interview*, Probolinggo, 10th of March 2021.

mengajar menggunakan media gambar, strategi ini lebih seperti permainan sehingga siswa lebih menikmati dan tidak malu untuk berbicara karena pembelajaran mirip dengan permainan.” (Using pictures in describing things made the students to be more interested in learning speaking, so that the students can understand the material that I had taught, it’s about descriptive texts. Usually, many students were afraid and embarrassed to practice speaking in learning process, therefore I used this strategy so that they were happy and interested in speaking learning. The students would be curious if I taught using picture media, this strategy was more like a game so that the students enjoy it more and they were not ashamed to talk as learning was similar to a game.)⁶⁹

The English teacher said that the goals of teaching speaking through describing picture strategy was to make the students be able to understand the material and describe it easily.

It was also supported by the first student in the class, she said:

“Sebenarnya, ketika saya belajar berbicara dan guru mengajari saya berbicara, kami berdua berharap dapat berkomunikasi dengan baik. Dalam hal ini, saya dapat menggambarkan hewan dengan pengucapan yang baik, vocabulary dan grammar yang benar. Pelajaran ini membuat kami tidak malu untuk berbicara karena menyenangkan dan tidak menegangkan. Biasanya, ketika kita ingin berbicara dalam bahasa Inggris, kita bingung harus berkata apa. Tapi pelajaran ini memberikan tantangan seperti bermain tebak-tebakan, justru membuat kami berebut untuk berbicara dan kami akan banyak bicara karena sudah ada gambarnya.” (Actually, when I learned speaking and the teacher taught me speaking, both of us hoped that we can communicate well. In this case, I could describe the animal with good pronunciation and correct vocab and grammar. This lesson made us not ashamed to speak because it was fun and not tense. Usually, when we wanted to speak in English, we were confused about what to say. But this lesson gave challenge such as playing guesswork, it

⁶⁹ Ibid.

actually made us scramble to talk and we would talk a lot because there were already the pictures.)⁷⁰

The second student said:

“Guru mengajari saya berbicara untuk membuat kami baik dalam komunikasi, selain itu kami dapat berbagi ide kami dalam bahasa Inggris. Sebenarnya topik yang diberikan adalah mendeskripsikan hewan sehingga diharapkan kita dapat mendeskripsikan dan menjelaskan hewan dengan baik dalam bahasa Inggris. Dengan menggunakan gambar, saya sering berbicara bahasa Inggris dan menjadi cerewet, karena saya tidak perlu berpikir dua kali tentang apa yang akan saya bicarakan karena guru telah menyediakan gambar untuk kami deskripsikan. Itu sangat membantu saya, membuat saya mudah untuk mengatakan sesuatu. Saya merasa termotivasi untuk belajar karena saya memiliki bantuan untuk berbicara seperti panduan dalam mendeskripsikan sesuatu. Mendeskripsikan hewan dengan gambar sangat menarik bagi kami.” (The teacher taught me speaking in order to make us good in communication, beside we can share our ideas in English. Actually, the topic given was describing animal so it was hoped that we could describe and explain the animal well in English. By using describing pictures, I often spoke English and become chatty, because I don’t have to think twice about what I’m going to talk about because the teacher had provided pictures for us to describe. It helped me a lot, make me easy to say something. I felt motivated to learn as I have a help to speak like a guide in describing something. Describing animal by the picture was very interesting for us.)⁷¹

The students said that they became motivated and interested to speak in English. The interview above was also confirmed on lesson plan point C about the learning objectives that the students were able to:

⁷⁰ First Student, *Interview*, Probolinggo, 17th of March 2021.

⁷¹ Second Student, *Interview*, Probolinggo, 17th of March 2021.

“a. Siswa dapat menanyakan dan menyatakan deskripsi tentang sesuatu secara lisan dan tulisan, b. Siswa dapat mendeskripsikan sesuatu dalam kehidupan sehari hari”⁷²

Based on the observation, interview, and document review in lesson plan above, it could be concluded that the goals of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam as follows: First, it made students easy to describe things orally. Second, it gave students' opportunity to speak English.

2. The Material of Teaching Speaking Through Describing Picture Strategy at the Second Grade of MTs Manbaul Hikam.

From the observation in the class, the materials used by the teacher was describing animal including simple present, adjective and generic structure. In teaching process, the teacher asked the students to describe the physical characteristics of animal on the picture orally. The teacher asked about the feet (legs), the colour and the size of the animal seen on picture. He asked “How many legs does this animal have?”, “What is the colour of this animal?”, etc. The students answered as “it has four legs”, “the colours are white and black”, “it has a tail”, and so on. The animals that had been taught include pets and wild animals. There, the teacher taught adjective and simple present in order to make easy for the students when they had to describe the animal, such as long, soft, thick, thin, etc.

Topic of the materials used in learning speaking were materials which familiar in the surroundings. The teacher also asked the students to

⁷² Lesson Plan, *Document Review*, Probolinggo, 10th of March 2021.

describe the habit characteristics of animal on the picture orally such as; the habitat, food, how to breed, etc. The topic of the materials seemed to be able to attract the students' attention and they also could find them in their daily life, such as cat, cow, bird, etc. The material was suitable to the students. It could be seen from the student's respond when they were asked by the researcher. The students were so familiar as the pictures showed by the researcher. They directly answered the researcher's questions, such as what is the food of this animal (the researcher showed the picture of cow), then the students answered "grass" together and loudly. It seemed that the material arouse the students' interest to speak up clearly as their friends looked forward to their explanation to give the best answer at the end of the description. It motivated them to express their mind as clear as possible.⁷³

Based on the interview with teacher conducted by the researcher, it obtained the data about materials of teaching speaking through describing picture strategy as follows:

"Untuk materi ,saya mengikuti yang ada di buku. Dalam buku materinya adalah teks deskriptif dan temanya tentang hewan, jadi saya menggunakan strategi ini dengan mendeskripsikan hewan sebagai materinya. Saya pikir mendeskripsikan gambar adalah strategi yang tepat untuk mengajar mendeskripsikan hewan sebagai bahan berbicara. Gambar membantu siswa untuk mengekspresikan ide-ide mereka dengan mudah. Ketika mereka lupa mengatakan sesuatu, mereka dapat langsung melihat gambar dan mendapatkan beberapa ide untuk dibicarakan. Saya meminta siswa untuk mendeskripsikan hewan pada gambar yang telah saya cetak. Siswa harus mendeskripsikan segala sesuatu yang berhubungan dengan

⁷³ Observation, Probolinggo, 10th of March 2021.

gambar, seperti ciri-ciri fisik seperti kaki, warna, ukuran, bulu, ekor, dan lain-lain.” (I followed the one in the textbook for the material. In the textbook the material was descriptive text and the theme was about animals, so I used this strategy with describing animals as the material. I think describing pictures is an appropriate strategy for teaching describing animal as the speaking material. Picture helped students to express their ideas easily. When they forgot to say something, they can directly saw the picture and got some ideas to talk. I asked the students to describe the animals on the pictures that I had printed. The students had to describe everything related to the picture, as the physical characteristics such as the legs, the colour, the size, the fur, the tail, etc. The animals were familiar ones for the students.)⁷⁴

He also added:

“Materi yang diberikan sedikit mendorong siswa untuk berbicara. Karena, ketika mereka kurang berbicara atau tidak berbicara atau diam, mereka tidak dapat memberikan pesan atau informasi apapun kepada teman-temannya tentang hewan tersebut karena teman mereka tidak dapat menebak apa itu hewan. Artinya, materi mendorong mereka untuk berbicara. Mereka harus berbicara dan berbagi pikiran tentang gambar yang diberikan. Cara mendeskripsikan hewan pun tidak terlalu rumit. Ini sangat sederhana dan siswa dapat menggunakan dan mempraktikkannya. Saya mengajarkan simple present untuk membantu siswa mendeskripsikan gambar. Saya memberikan pola dan juga kata kerja yang biasa digunakan dalam mendeskripsikan gambar. Seperti penggunaan to be is, am, are, verb 1 dan verb 1 + s/es, misalnya “The cat has short tail”, “its fur is thick”, dll. Selain itu saya juga mengajarkan kata sifat untuk membantu siswa mendeskripsikan hewan seperti panjang, pendek, tebal, kurus, lucu, imut, dll.” (The material given little bit pushed the students to speak. Because, when they less speak or didn't speak or kept silent, they couldn't give any messages or information to their friends about the animal as their friend couldn't guess what the animal is. So, it means that, the material pushed them to speak. They have to speak and share their mind about the picture given. The way how to describe the animals was not to complicated too. It's so simple and

⁷⁴ Teacher, *Interview*, Probolinggo, 10th of March 2021.

the students can use and practice it. I taught simple present to help the students describing the picture. I gave the pattern and also the verbs that usually used in describing picture. Such as the use of to be is, am, are, verb 1 and verb 1 + s/es, as example “The cat has short tail”, “its fur is thick”, etc. Beside I also taught adjective to help the students describe the animals such as long, short, thick, thin, funny, cute, etc.)⁷⁵

The researcher thought that the teaching materials were from the material and theme in student book. So, the material of describing picture strategy was describing animals including simple present and adjective.

It was also supported by the first student in the class, she said:

“Kami belajar tentang mendeskripsikan hewan. Kami diberi contoh untuk menjelaskan ciri-ciri hewan seperti jumlah kaki, warna, bentuk tubuh, makanan, dan habitatnya. Guru mengajarkan tentang kata sifat seperti panjang, pendek, besar, kecil, lunak, dll untuk menggambarkan ciri-ciri hewan. Ketika gambar tentang kelinci kami mengatakan “itu memiliki bulu putih, bulunya lembut”. Kami harus berbicara di sini. Untuk menggambarkan hewan pada gambar yang diberikan. Awalnya susah, tapi guru dan teman-teman membimbing saya.” (We learned about describing animal. We were given examples to explain animal characteristics such as the number of legs, their color, their body shape, their food, and their habitat. The teacher taught about adjectives such as long, short, big, small, soft, etc. to describe the characteristic of animal. When the picture was about rabbit we said “it has a white fur, the fur is soft. We had to speak here. To describe the animal on the picture given. First it was difficult, but the teacher and my friends guided me.)⁷⁶

She also added:

“Guru memberikan contoh bagaimana menggambarkan hewan dengan menggunakan gambar. Sebenarnya, ada struktur dasarnya. Pertama kita harus mengenalkan hewan tersebut tanpa menyebutkan namanya karena teman-teman pasti menebaknya. Kemudian langsung kita uraikan ciri-ciri fisiknya kemudian kebiasaan hewan yang ada di gambar tersebut.” (The teacher gave

⁷⁵ Ibid.

⁷⁶ First Student, *Interview*, Probolinggo, 17th of March 2021.

us the example how to describe animal by using picture. Actually, there was a generic structure. First, we have to introduce the animal without mention its name as my friends must guess it. Then we directly described the physical characteristic then habit of the animal in the picture.)⁷⁷

The second student said:

“Kami belajar banyak hewan, seperti; gajah, kucing, sapi, burung, dll. Kita sudah mengenal hewan-hewan ini. Mendeskripsikan hewan dengan menggunakan gambar adalah materi yang sangat menarik. Saya bisa mendeskripsikan hewan, itu tidak terlalu sulit karena saya memiliki gambar dan guru sudah memberikan poin apa yang harus kami gambarkan, itu sangat mengasyikkan. Anda tahu, kami harus berbicara di sini.” (We learned many animals, such as; elephant, cat, cow, bird, etc. We were already known these animals. Describing animal by using pictures was very interesting material. I can describe animal, we didn't though so hard because I had a picture on me and the teacher had already given the points what should we describe, it's so exciting. You know, we had to speak here.)⁷⁸

She added:

“Guru juga mengajarkan tentang simple present untuk membuat kalimat yang dapat digunakan untuk mendeskripsikan hewan, penggunaan verb 1 dan to be seperti is, am, are.” (The teacher also taught us about simple present to make sentences that could be used to describe the animal, the use of verb 1 and to be such as is, am, are.)

The students said that they learned to describe animal on the picture, simple present and adjective. They also learned the physical characteristics and habit characteristics of animals on the picture, such as habitat, body shape, food, colour, etc.

The result of observation and interview above was supported by lesson plan. The materials used was describing animal by using picture.

⁷⁷ Ibid.

⁷⁸ Second Student, *Interview*, Probolinggo, 17th of March 2021.

Based on the observation and interview above, the researcher concluded that the material used in implementing describing picture strategy in teaching speaking at the second grade of MTs Manbaul Hikam were describing animals including simple present, adjectives and generic structure. It was appropriate to the students and also suitable with the strategy used. The animals that had been taught include pets and wild animals. What was meant by describing animal was to mention the physical characteristics of the animal on the picture, such as; number of legs, colour, body shape, size, etc, and the habit characteristics of animal on the picture, such as; habitat, food, how to breed, etc.

3. The Procedure of Teaching Speaking Through Describing Picture Strategy at the Second Grade of MTs Manbaul Hikam.

Based on the observation in the classroom, the teacher had given 3 photographs of animal pictures to each group to be described. The teacher showed a picture of elephant to the students then asked them to mention everything they know about it such as its colour, its size, its habitat, etc. He asked the students about some difficulties words they had. The students mentioned some words that they did not know the meaning such as “*kandang*”, “*belalai*” and “*gading*”. After answering the students’ question, the teacher explained the generic structure of descriptive text. Then the teacher divided the class into 4 groups, each group consisted of 8 students. they had to discuss about the description of the animals given by the teacher. The description consisted of the physical characteristics and

habit characteristics of the animals on the picture. In the next step, 2 students of each group described the picture in front of the class. When the students had described the picture, the teacher gave another group opportunity to guess what animal had been described. The group that could guess correctly would be given one point by the teacher which would be counted at the end of the lesson. The teacher explained that the group that got the fewest points would be punished so that all students were excited to guessed what their friends had been described.⁷⁹

The procedure of implementing describing picture strategy in teaching speaking at second grade students according to the interview with the teacher as follow:

“Sangat mudah untuk menerapkan gambar deskripsi dalam pengajaran mendeskripsikan hewan. Seperti biasa saya membuka pelajaran dengan salam dan berdoa. Setelah itu saya menjelaskan materi yang akan mereka pelajari yaitu mendeskripsikan hewan. Saya menunjukkan gambar gajah dan saya bertanya tentang ciri-ciri fisik dan ciri-ciri kebiasaannya, seperti; Berapa banyak kaki yang dia miliki?, Apa yang dia makan?, dan ukurannya berapa?, dan mereka menjawab bersama-sama. Setelah mereka mengerti cara mendeskripsikan hewan, saya membagi mereka menjadi 4 kelompok sesuai dengan deretan kursi di kelas. Saya memberi masing-masing kelompok 3 gambar dan semua gambar itu adalah binatang yang berbeda, jadi ada 12 gambar dari jenis binatang yang berbeda. Saya meminta mereka untuk mendiskusikan deskripsi hewan yang mereka pegang. Setelah itu saya meminta setiap kelompok untuk secara bergiliran menjelaskan gambar yang mereka pegang. Ketika salah satu kelompok menggambarkan hewan tersebut, kelompok lain memiliki kesempatan untuk menebak hewan apa yang dia gambarkan. Kelompok dapat menebak hewan yang akan diberikan 1 poin dan jika 12 gambar telah dijelaskan, poin untuk setiap kelompok akan dihitung dan kelompok dengan poin paling sedikit akan dihukum di akhir pelajaran.” (It is very easy to apply describing picture in teaching how to describing

⁷⁹ Observation, Probolinggo, 10th of March 2021.

animal. As usual I opened the lesson by greeting and praying. After that, I explained the material they would study, that was describing animal. I showed a picture of an elephant and I asked about its physical characteristics and habit characteristics, such as; How many legs does it has?, What does it eat ?, and what size ?, and they answered together. After they understood how to describe animals, I divided them into 4 groups according to the rows of seats in the class. I gave each group 3 pictures and all the pictures were different animals, so there were 12 pictures of different animals. I asked them to discuss the descriptions of the animals they were holding. After that I asked each group to come in turned to describe the picture they were holding. When one group described the animal, the other group had the opportunity to guess what animal he or she was described. The group could guess the animal would be given 1 point and if the 12 pictures had been described, the points for each group would be counted and the group with the least points would be punished at the end of the lesson.)⁸⁰

From the interview above, there were some steps used by the teacher. First, the teacher divided the students into 4 groups and each group was given 3 different animal pictures. Second, students discussed the description of the animal in the picture given by the teacher. Third, the teacher gave stimulus to students so that they would be survived the difficulties in describing pictures, such as grammar, vocabulary, pronunciation, etc. Fourth, each group took turns to come in front of the class to describe the animal and the other group guessed what had been described. The last, after all the animals had been described, the group that answered the least would be punished.

It was also supported by the statement of the first student, she stated:

“Mendeskripsikan gambar binatang sangat mudah diterapkan karena guru membimbing kita bagaimana melakukannya. Selama

⁸⁰ Teacher, *Interview*, Probolinggo, 10th of March 2021.

pembelajaran, guru menunjukkan gambar gajah dan kami diminta untuk menjawab ciri-ciri gajah. Setelah kami diajari untuk mendeskripsikan hewan, kami dibagi menjadi 4 kelompok. Setiap kelompok diberikan 3 gambar binatang dan guru meminta kami untuk memahami ciri-ciri gambar binatang secara berkelompok. Jika kita mengalami kesulitan dalam menggambarkan hewan pada gambar, guru membantu kita untuk mengatasi kesulitan tersebut. Setelah itu, guru meminta kami bergiliran maju ke depan untuk mendeskripsikan gambar yang kami pegang. Ketika teman saya mendeskripsikan hewan tersebut, kami berkesempatan untuk menebak hewan apa yang telah dideskripsikan. Ketika ada yang bisa menjawab, kelompok akan diberikan poin dan ketika mau pulang guru akan menghitung poin untuk masing-masing kelompok. Kelompok dengan poin terkecil akan mendapat hukuman, hukumannya adalah anggota kelompok maju ke depan dan menyanyikan lagu berbahasa Inggris. Itu mudah dilakukan, saya pikir Tidak rumit sama sekali. Teman-temanku tampak senang melakukannya, karena mereka bermain tebak-tebakan. Anda tahu, itu sangat menyenangkan.” (Describing picture of animal was very easy to be applied as the teacher guided us how to do that. During the learning, the teacher showed a picture of an elephant and we were asked to answer the characteristics of the elephant. After we were taught to describe the animals, we were divided into 4 groups. Each group was given 3 pictures of animals and the teacher asked us to understand the characteristics of the animal pictures as a group. If we had difficulty in describing animal on the picture, the teacher helped us to overcome the difficulty. After that, the teacher asked us to take turns to move forward to describe the picture we were holding. When my friend described the animal, we had a chance to guess what animal had been described. When someone could answer, the group would be given points and when we wanted to go home the teacher will count the points for each group. The group with the least points would get punishment, the punishment was members of group came forward and sing an English song. It was easy to do, I think. Not complicated at all. My friends seemed happy to do that, as they played guessing game. You know, it is so enjoyable.)⁸¹

The result of observation and interview above was supported by lesson plan. It showed that there were some steps in teaching speaking by

⁸¹ First Student, *Interview*, Probolinggo, 17th of March 2021.

using describing picture namely “*mengamati, menanya, menalar, mengumpulkan informasi, mengomunikasikan*”.

Based on the observation and interview above, the researcher concluded that the procedure of describing picture strategy in teaching speaking at the second grade students of MTs Manbaul Hikam was mentioned into seven points; First, the teacher showed a picture of the animal to asks students the characteristics of the animal. Second, the teacher divided the class into 4 groups and each group was given 3 different animal pictures. Third, the students discussed the description of the animals in the picture given by the teacher. Fourth, each group took turns to came to the front of the class to describe the animal and the other groups guessed what had been described. The last, after all the animals had been described, the group that answered the least would be punished.

4. The Evaluation of Teaching speaking Through Describing Picture Strategy at the Second Grade of MTs Manbaul Hikam.

Based on the observation in evaluation, when students described the animal in the picture, the teacher walked around the class to control the students, knew their difficulties, and helped them to face it. There were some students didn't know the English of the words or lack of vocabulary, the teacher helped them by asking the students to write some difficult words on the whiteboard, then the teacher translated them into English. Then, the teacher gave the example how to pronounce them and asked the students to repeat after him. There were some words that often

mispronounced by the students like “fur, breed”, and sometime they were confused to differentiate between skin and leather. Some students didn’t know how to manage the idea and grammar, the teacher helped them by given an example of describing animal and wrote it on the whiteboard, then the teacher explained the form of the sentence that used simple present tense. The teacher would say “very good!”, “good job”, etc. to boost students’ motivation to speak in English every time the students answered the teacher’s questions or did a great job. When the students came forward and presented their description, the teacher gave feedback and correction.

The teacher also gave the example of describing animal by using picture in front of the class. He also mentioned the rules that must be obeyed by presenter and audiences, such as speak louder and pay attention to the presenter. Though, there were some mistakes done by the students as in pronouncing the words, however, the teaching learning process ran well and smoothly. Learning speaking of describing animal by using pictures was easy to be applied. There was no serious obstacle faced by students and teacher.⁸²

The evaluation of implementing describing picture strategy in teaching speaking at second grade students according to the interview with the teacher as follow:

“Ketika pelajaran berakhir, saya memberikan evaluasi kepada siswa dengan meminta setiap siswa untuk mendeskripsikan gambar

⁸² Observation, Probolinggo, 10th of March 2021.

tersebut. Ketika siswa mendeskripsikan gambar, saya menemukan kesulitan siswa dalam menggambarkan hewan, seperti tata bahasa, kosa kata, pengucapan, dll. Dan ketika saya menemukan kesulitan pada siswa, saya memberi mereka stimulus agar semua siswa dapat selamat dari kesulitan tersebut. dalam menggambarkan hewan pada gambar. Saya juga memberikan koreksi dan umpan balik ketika dan setelah siswa mempresentasikan di depan kelas. Omong-omong, saya juga memberi contoh bagaimana mengucapkan beberapa kosa kata, karena beberapa siswa masih melakukan kesalahan pengucapan dan meminta mereka untuk mengulanginya setelah saya. Padahal, sebenarnya strategi ini sangat mudah untuk diterapkan. Aturannya sangat mudah diikuti. Para siswa sangat kooperatif dengan instruksi saya. Mereka menangkap penjelasan saya dengan baik. Beberapa masalah yang paling banyak dihadapi oleh siswa adalah kosakata baru dan cara mengucapkan kata-kata tertentu. Yaah, terkadang mereka terjebak dengan kesalahan tata bahasa. Namun, dengan persiapan yang baik mereka dapat menggambarkan hewan dengan mudah. Anda tahu, gambar itu sangat membantu para siswa. Mereka terlihat seperti bermain game daripada belajar.” (When the lesson ended, I gave an evaluation to the students by asking each student to describe the picture. When students were describing picture, I have found the students' difficulties in describing animals, such as grammar, vocabulary, pronunciation, etc. and When I found the difficulties in students, I gave them a stimulus so that all students could be survived the difficulties in describing animals on the picture. I also gave correction and feedback when and after the students presented in front of the class. By the way, I also gave example how to pronounce some vocabulary, as some students still doing mispronounced and asked them to repeat after me. In fact, actually, this strategy was very easy to be implemented. The rules were very easy to follow. The students were very cooperative with my instructions. They caught my explanation well. Some problems mostly faced by the students were new vocabularies and the way how to pronounce certain words. Yaah, sometime they stuck with grammatical error. However, with good preparation they could describe the animal easily. You know, the picture helped the students so much. They looked like playing game than studying.)⁸³

From the interview above, in evaluation the teacher gave stimulus to students so that they would be survived the difficulties in describing pictures, such as grammar, vocabulary, pronunciation, etc. In addition,

⁸³ Teacher, *Interview*, Probolinggo, 10th of March 2021.

there were no serious problems faced by students and teacher. The students just had difficulties in having certain new vocabularies and pronouncing them, and also little bit problems with grammatical error.

It was also supported by the statement of the first student, she stated:

“Ketika kami telah belajar di pelajaran, guru meminta saya untuk menggambarkan gambar dan dia memberikan penjelasan tambahan terkait dengan tata bahasa, kosa kata dan pengucapan. Ketika kami tidak tahu kosa kata bahasa inggris dan menggunakan tata bahasa yang salah, guru akan membantu kami. Jika kami benar, dia akan memuji kami dengan mengatakan "good job". Seperti yang saya rasakan, sangat menyenangkan ketika saya harus menggambarkan binatang dengan menggunakan gambar. Itu sangat membantu saya. Proses belajar mengajar berlangsung kondusif. Teman-teman saya fokus pada saya ketika saya menggambarkan gambar saya dan hampir semua gambarnya bisa ditebak oleh teman-teman saya.” (When we had studied in the lesson, the teacher asked me to describe the picture and he gave additional explanation related to the grammar, vocabularies and pronunciation. When we didn't know the English/vocabulary and using incorrect grammar, the teacher would help us. If we were correct, he would praise us by saying “good job”. As I felt, it was very enjoyable when I had to describing animal by using picture. It helped me so much. The process of teaching learning was conducive. My friends focused on me when I described my picture and almost the pictures could be guessed by my friends.)⁸⁴

The second student said:

“Guru memberikan koreksi ketika kami melakukan kesalahan di tengah presentasi dan kemudian memberikan komentar setelah kami menjelaskan gambar tersebut. Tapi tidak hanya koreksi dan komentar, jika kami melakukannya dengan baik, dia memberikan penguatan positif dengan mengatakan “well done, student”, “good job”, “nice description”, “perfect”. Baik koreksi maupun pujian membuat kami senang dan gembira. Kami sudah tahu bahwa deskripsi kami bagus dan jika ada yang salah kami bisa memperbaikinya.” (The teacher gave correction when we did mistakes in the middle of presentation and then gave comment after we described the picture. But not only correction and comment, if we did well he gave positive reinforcement by saying “well done,

⁸⁴ First Student, *Interview*, Probolinggo, 17th of March 2021.

student”, “good job”, “nice description”, “perfect”. Both correction and reinforcement made us happy and glad. We already know that our description was good and if there were something wrong we could correct it.)⁸⁵

The student said that, when the students used incorrect grammar in described the picture, the teacher would help them to correct it. If they were correct, the teacher would give compliments to the students such as “good job”.

Based on the observation and interview above, the evaluation of describing picture strategy in teaching speaking at the second grade students of MTs Manbaul Hikam, the researcher concluded that when the evaluation, the teacher gave stimulus to students so that they would be survived the difficulties in describing pictures, such as grammar, vocabulary, pronunciation, etc. The students were very easy to follow the instructions given by the teacher. They enjoyed the process and felt like playing game than learning. No serious obstacles found there. The students found some difficulties in finding new vocabularies and in pronouncing them. They also faced some grammatical problems there. But those could be overcome by asking and discussing them with friends and the teacher. Just like the students, the teacher ran the class using describing pictures smoothly, no serious obstacles found there. The class was so cooperative in listening him.

The using of describing picture strategy made teaching run well and smoothly, because in this strategy the teacher had provided what students

⁸⁵ Second Student, *Interview*, Probolinggo, 17th of March 2021.

should talk about through pictures. When the students come forward and presented their describes, the teacher gave feedback, correction and example.

Based on the results of the data description presented above, the results and findings of the research could be concluded. The conclusion of the results or research findings would be explained in the following table:

Table 4.1
Results or Research Findings

No.	Research Focus	Research Findings
1	What are the goals of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam?	There were three points. first, it encouraged students' motivation and interest to speak English. Second, it made students easy to describe things orally. Third, it gave students' opportunity to speak English
2	What material does the teacher use in teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam?	the material used in teaching speaking were describing animals, simple present, adjectives and generic structure. It was appropriate to the students and also suitable with the strategy used in this case was describing picture. The animals that had been taught include pets and wild animals. What was meant by describing animal was to mention the physical characteristics of the animal on the picture, such as; number of legs, colour, body shape, size, etc. And the habit characteristics of animal on the picture, such as; habitat, food, how to breed, etc..
3	How is the procedure of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam?	First, the teacher showed a picture of the animal to asks students the characteristics of the animal. Second, the teacher divided the students into 4 groups and each group was given 3 different animal pictures. Third, the students discussed the description of the animal in the picture given by the teacher. Fourth, each group took turns to came to the front of the class to describe the animal and the other groups guessed what had been described. The last, after all the animals had been described, the group that answered the least would be punished.
4	How is the evaluation	The using of describing picture strategy made

	of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam?	teaching run well and smoothly, because in this strategy the teacher had provided what students should talk about through pictures. When the students come forward and presented their describes, the teacher gave feedback and correction.
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C. Discussions

In this discussion, the researcher described the data obtained by the researcher from the field and previously presented in the form of data presentation. The following data were:

1. The goals of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam.

The goal finding of teaching speaking through describing picture strategy at second grade students of MTs Manbaul Hikam such as; First, it encouraged students' motivation, and interest to speak English. Second, it made students easy to describe things orally. Third, it gave students' opportunity to speak English. This is in accordance with was stated by Dahar that the real teaching goal is to acquire knowledge in a way that can train students' intellectual abilities and stimulate their curiosity and motivate their ability.⁸⁶ Bailey stated that in a speaking lesson, pictures and manipulables can provide the motivation for talking.⁸⁷

It is also in accordance with was stated by Arsyad that each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting,

⁸⁶ R. W. Dahar, *Teori-Teori Belajar* (Jakarta: Erlangga, 1996), 106

⁸⁷ K. M. Bailey, *Practical English Language Teaching: Speaking* (NY: McGraw Hill, 2005), 37.

meaningful, easy to prepare, and easy to organize.⁸⁸ Lewis and Hill in Brogan stated that working in groups will increase the students' talking time and decrease that of the teacher. So, it can give students the opportunity to speak.⁸⁹

The goals of teaching speaking through describing picture strategy at second grade students of MTs Manbaul Hikam from the finding and theory could be concluded that; First, it made students easy to describe things orally. Second, it gave students' opportunity to speak English.

2. The material of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam.

The material finding in teaching speaking through describing picture strategy at second grade students of MTs Manbaul Hikam were describing animals, simple present, adjectives and generic structure. It was appropriate to the students and also suitable with the strategy used in this case was describing picture. The animals that had been taught include pets and wild animals. What was meant by describing animal was to mention the physical characteristics of the animal on the picture, such as; number of legs, colour, body shape, size, etc. And the habit characteristics of animal on the picture, such as; habitat, food, how to breed, etc. This is in accordance with what stated by Shravan Kumar materials should stimulate interaction and it can be achieved by providing the activities which involve

⁸⁸ A. Arsyad, *Media Pembelajaran* (Jakarta: PT. Raja Grafindo Persada, 2009), 106.

⁸⁹ Martyn Borgan, "Using Two Way Information Gap Task to Encourage Equal Participation From the Students in Group Work Activities in an EFL Class at Nha Trang Teachers' Training College", *Innovation*, (September 2006), 10.

the situation and their real-time conversation.⁹⁰ The students could ask and give information about animals by picture in their daily life by describing it.

The teacher got the material from the textbook owned by the students and also the Internet. This is in accordance with what stated by Richard and Renandya that the teaching materials could be in the form of printed materials, non-printed materials, and materials that compromise both print and non-printed sources.⁹¹ The teacher used printed material that was picture of animals in the learning process. From the pictures, teacher asked the students to describe the animals based on their physical characteristics and habit characteristic.

The material in implementing teaching speaking through describing picture strategy at second grade students of MTs Manbaul Hikam from the finding and theory could be concluded that the materials were about generic structure and adjectives in simple present were taught by the teacher and describing animals which includes pets and wild animals that could be useful in their real life. The purpose of describing animal was to mention the physical characteristics and habit characteristics of animal on the picture.

⁹⁰ Shravan Kumar, "Teaching Materials and Teaching Aids-1", *English Language Teaching*, 12 (May, 2017), 7

⁹¹ Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge: Cambridge University Press, 2002), 65-66.

3. The procedure of teaching speaking through describing picture strategy at the second grade of MTs Manbaul Hikam.

M Salahudin said that in the procedure of describing picture strategy, students must describe pictures in front of the class. Every student gets one picture and must describe it.⁹² This is in accordance with procedure in finding, there was; the teacher showed a picture of the animal to asks students the characteristics of the animal. Second, the teacher divided the students into 4 groups and each group was given 3 different animal pictures. Third, the students discussed the description of the animal in the picture given by the teacher, when the students discussed with their groups, the teacher gave stimulus to students so that they would be survived the difficulties in describing pictures, such as grammar, vocabulary, pronunciation, etc. Fourth, each group took turns to came to the front of the class to describe the animal and the other groups guessed what had been described. In this case every member of the group had a turn to describe the picture. The last, after all the animals had been described, the group that answered the least would be punished.

There are steps of application in describing picture use large wall picture according to Ismail in *Strategi Pembelajaran Agama Islam Berbasis Paikem* as follows:

⁹² M. Solahudin, *Kiat-Kiat Praktis Belajar Speaking*, (Jogjakarta: Diva Press, 2009), 99.

- a. The teacher prepares picture according to the topic or material of subject.
- b. The teacher asks students to examined the picture accuracy.
- c. The teacher divides students in groups.
- d. The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture (necessary limitation of the time).
- e. Then, every group make sentences and writes on the black board.
- f. After that, every group describes their picture.
- g. Clarification/ conclusion/ teacher reflection.⁹³

In this theory, there were different steps and type of pictures.

The implementation of teaching speaking through describing picture strategy at second grade students of MTs Manbaul Hikam from the finding and theory could be concluded into seven points, there were; (1) Opening, (2) Explain the material, (3) Show a picture of the animal, (4) Divide the students into 4 groups, (5) Students discuss the description of the animal in the picture, (6) Each group take turns to come to the front of the class to describe the animal and the other groups guess what had been described, (7) The group that answered the least would be punished. Teaching speaking using describing picture strategy made teaching run well and smoothly, because in this strategy the teacher had provided what students should talk about through pictures.

⁹³ Ismail SM, *Strategi Pembelajaran Agama Islam Berbasis Paikem*, (Semarang: RaSAIL Media Group, 2008), 94

4. The Evaluation of Teaching speaking Through Describing Picture Strategy at the Second Grade of MTs Manbaul Hikam.

The evaluation of implementing teaching speaking through describing picture strategy at second grade students of MTs Manbaul Hikam was a formative assessment by asking students to describe the picture that they had given (picture-cued task) and giving feedback and correction to the students. This was in accordance with what was stated by Brown that formative assessment could be in the form of giving students comment or a suggestion or call attention to an error, that feedback was offered to improve the learner's language ability.⁹⁴ The teacher gave feedback, correction, help, etc. to the students to improve their speaking skills.

The teacher used picture-cued tasks. It was one of the tests of formative evaluations. It was suitable for evaluating students' teaching speaking through describing picture strategy with the material describing animals because the students should describe the picture in the test. It was in accordance with what stated by Brown that picture-cued tasks required description from the test taker/students.⁹⁵ Pictures may be very simple and the test taker should tell or describe the picture

The evaluation of teaching speaking through describing picture strategy at second grade students of MTs Manbaul Hikam from the finding and theory was the teacher assessed the students with a formative

⁹⁴ Douglas Brown, *Language Assessment*, 6

⁹⁵ *Ibid.*, 151

assessment that was giving feedback and correction to the students and ask
the students to

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher elaborated the result of the study. Therefore, this chapter explains about conclusions and suggestions of the research.

A. Conclusions

Based on the result of qualitative research with observation techniques, interviews and document review, the conclusions were presented as follows;

1. The goals in implementing teaching speaking through describing picture strategy were; First, it made students easy to describe things orally. Second, it gave students' opportunity to speak English.
2. The material in implementing teaching speaking through describing picture strategy was describing animal including generic structure, adjective and simple present tense.
3. The procedure of teaching speaking through describing picture strategy were; First, the teacher explained the material and showed a picture of the animal. Second, the teacher divided the class into 4 groups and asked the students to discuss the description of the animal in the picture. Third, the teacher asked each member of group describe the animal and the other groups guess what had been described. The last, the group that answered the least would be punished.
4. The evaluation of teaching speaking through describing picture strategy done by the teacher was formative assessment by giving feedback and

correction to the students and ask the students to describe what they had drawn (picture-cued task).

B. Suggestion

Based on the result of the research, the researcher put forward some suggestion. The suggestions were as follows;

1. For school.

It is recommended to facilitate the teachers in making the learning media including learning process. So that the learning objectives that have been designed by the teacher can be achieved optimally.

2. For teacher.

The important thing for the teacher was it was better to design teaching and learning properly and to fulfill what the students need in the teaching and learning process to make teaching and learning successful. Teacher must be able to reconsider the media that will be used in the learning process. Considering in terms of the shape, size, and resilience of a media. So that learning objectives can be achieved optimally.

3. For others researcher.

Other researchers need to conduct further research on how to develop the students' speaking skills through describing picture strategy or experimental research on the effectiveness of the use of describing picture strategy in teaching speaking. It is hoped to increase the attention to the activities of teacher and students to get more detailed learni

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DECLARATION OF AUTHENTICITY

I, the undersigned below:

Name : Solehudin Idris Kurniawan

Student's Number : T20166065

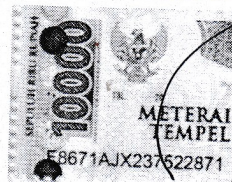
Study program : English Department

Institution : UIN KHAS of Jember

Declare that this thesis entitled "The Implementation of Teaching Speaking Through Describing Picture Strategy at the Second Grade of MTs Manbaul Hikam." is my original work, gathered and utilized especially to fulfill the purposes and objectives of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this work have been personally consulted

Jember, 21th of December
2021

I declared



Solehudin Idris Kurniawan
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RESEARCH INSTRUMENT

The interview's guide to English teacher

1. What are the goals of implementing describing picture strategy in speaking learning?
2. What material do you use in implementing describing picture strategy?
3. How is the procedure in implementing describing picture strategy?
4. How is the evaluation in implementing describing picture strategy?
5. How is the students' response in teaching learning process when you use describing picture strategy?
6. Is there any improvement in students' performance when you implement describing picture strategy in speaking learning?
7. What are the advantages in implementing describing picture strategy?
8. What difficulties are faced in implementing describing picture strategy?
9. Do you think describing picture strategy is suitable for speaking learning? why?
10. Do you have any notes when you are implementing describing picture strategy? What are they?

The interview's guide to students

1. Does the English teacher divide the class into some groups?
2. Does the English teacher give you a different task in each group?
3. Does the English teacher ask you to complete the task given?
4. Does the English teacher ask you to look for the information you need by asking to your friends?
5. Can you complete the task?
6. Are you shy to speak up when you want to ask to your friends?
7. What is your response about the learning activity?
8. What are your difficulties in learning speaking during the classroom activity?
9. Is there any suggestion in teaching speaking process?



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Nomor : B. 1169/In.20/3.a/PP.00.9/02/2021 10 Pebruari 2021
Sifat : Biasa
Lampiran : -
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Manbaul Hikam
Jl. Pondok pesantren, desa tegalmojo, kec. Tegalsiwalan, kab. Probolinggo

Assalamualaikum Wr Wb.

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

Nama : Solehudin Idris Kurniawan
NIM : T201606065
Semester : IX
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***The implementation of describing picture strategy in speaking skill learning at MTs manbaul hikam*** selama **30 (tiga puluh)** hari di lingkungan lembaga wewenang Bapak/Ibu Faizin SA.g.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Kepala sekolah, guru bahasa inggris

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Wassalamualaikum Wr Wb.

Jember, 10 Pebruari 2021

an Dekan

Wakil Dekan Bidang Akademik,



Mashudi



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TEGALMOJO TEGALSIWALAN PROBOLINGGO

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STATUS : TERAKREDITASI A

NSM : 121235130174

Alamat : Jln. Pondok Pesantren Manbaul Hikam Tegalmojo Tegalsiwalan Probolinggo : 67274

SURAT KETERANGAN

Nomor : 116/MTs.MH/B3-A1/III/2021

Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Manbaul Hikam menerangkan dengan sebenarnya :

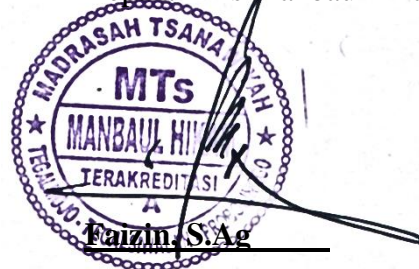
Nama : Solehudin Idris Kurniawan
NIM : T20166065
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
Jurusan : Tadris Bahasa Inggris

Telah melakukan penelitian skripsi yang berjudul **“The Implementation of Describing Picture Strategy in Speaking Skill Learning atthe Second Grade of MTs Manbaul Hikam”** di MTs Manbaul Hikam selama kurang lebih satu bulan terrhitung dari tanggal 15 Februari 2021 sampai dengan 17 Maret 2021.

Dengan surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dapat digunakan sebagaimana mestinya.

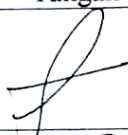



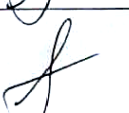

Probolinggo, 03 April 2021

Kepala MTs ManbaulHikam



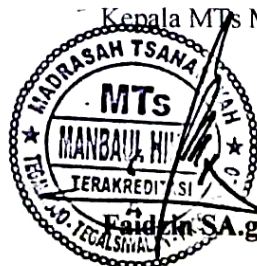
JURNAL KEGIATAN PENELITIAN

The Implementation of Describing Picture Strategy in Speaking Skill Learning at the Second Grade of MTs Manbaul Hikam

No	Tanggal	Jenis Kegiatan	Tanda Tangan
1	15 Februari 2021	Menyerahkan surat penelitian dan meminta izin untuk melakukan penelitian	
2	22 Februari 2021	Observasi lokasi penelitian sekaligus meminta data tentang sejarah sekolah, profil sekolah, visi dan misi sekolah, dll.	
3	3 Maret 2021	Melakukan observasi kegiatan pembelajaran di kelas	
4	10 Maret 2021	Melakukan <i>interview</i> dan meminta file RPP kepada guru Bahasa Inggris kelas VIII B	
5	17 Maret 2021	Melakukan <i>interview</i> dengan 2 siswa kelas VIII B	
6	3 April 2021	Pengambilan surat selesai penelitian	

Probolinggo, 03 April 2021

Kepala MTs Manbaul Hikam





MADRASAH TSANAWIYAH SWASTA

MANBAUL HIKAM

TEGALMOJO TEGALSIWALAN PROBOLINGGO

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MTs Manbaul Hikam
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Teks Deskriptif
Alokasi Waktu : 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

- **KI-1 dan KI-2: Menghayati dan mengamalkan** ajaran agama yang dianutnya.
Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya
- **KI 3:** Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- **KI4:** Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian
3.10 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana	<ul style="list-style-type: none">• Siswa dapat memahami teks deskripsi tentang sesuatu secara lisan• Siswa dapat menanyakan dan menyatakan deskripsi tentang sesuatu secara lisan
4.6 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks	<ul style="list-style-type: none">• Siswa dapat menyusun teks deskriptif lisan dan tulisan• Siswa dapat mendeskripsikan sesuatu dalam kehidupan sehari-hari

C. Tujuan Pembelajaran

1. Siswa dapat menanyakan dan menyatakan deskripsi tentang sesuatu secara lisan dan tulisan.
2. Siswa dapat mendeskripsikan sesuatu dalam kehidupan sehari-hari.

D. Materi Pembelajaran

Mendeskripsikan sesuatu

1. Fungsi sosial : Mendeskripsikan sesuatu dengan tujuan memanggakan, menjual, mengidentifikasi, mengkritik, dsb.
2. Struktur teks : *Identification* (identifikasi) dan *description* (deskripsi)
 - a. Menyebutkan nama orang, binatang, benda, dan nama bagian-bagiannya yang dipilih untuk dideskripsikan
 - b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan
 - c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.
3. Unsur kebahasaan :
 - a. Penyebutan kata benda singular dengan *a* dan *the*, dan plural (*-s/es*).
 - b. Kata ganti *it, they, she, we, dst.; our, my, your, their, dst.*
 - c. Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan *quite, very.*
 - d. Frasa nominal seperti *dark, brown, cute, beautiful, red, dst.*
 - e. Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, eat, life, dll.*
 - f. Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their, dsb* secara tepat dalam frasa nominal.
 - g. Simple present dan penggunaan adjective dalam kalimat
 - h. Ucapan, tekanan kata, dan intonasi.
 - i. Ejaan dan tanda baca.
4. Topik : Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

E. Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran : Describing Picture Strategy

F. Media Pembelajaran

1. Media

- ❖ Gambar (print out)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop

G. Sumber Belajar

- ❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris Kelas VIII, Kemendikbud, Revisi Tahun 2016
- ❖ Kamus Bahasa Inggris
- ❖ Pengalaman peserta didik dan guru

G. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 Menit)	
Kegiatan Pendahuluan (10 Menit)	
Guru:	
Orientasi	
<ul style="list-style-type: none">• Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran• Memeriksa kehadiran peserta didik sebagai sikap disiplin• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	
Aperpepsi	
<ul style="list-style-type: none">• Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya• Mengingat kembali materi prasyarat dengan bertanya.• Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.	
Motivasi	
<ul style="list-style-type: none">• Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.• Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung• Mengajukan pertanyaan	
Pemberian Acuan	
<ul style="list-style-type: none">• Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.• Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.	
Kegiatan Inti (70 Menit)	
	Kegiatan Pembelajaran
	<u>KEGIATAN LITERASI</u>
	Mengamati
	<ul style="list-style-type: none">• Guru menunjukkan sebuah gambar.• Siswa diminta untuk mengamati dan mengidentifikasi gambar yang ditunjukkan.• Guru meminta siswa untuk menyebutkan hal-hal yang ada di gambar seperti bentuk, ukuran, warna, fungsi, dll.
	Menanya
	<ul style="list-style-type: none">• Siswa bertanya tentang kosa kata yang tidak mereka ketahui.• Guru memberikan pertanyaan seputar gambar.• Siswa merespon pertanyaan yang berkaitan dengan gambar secara lisan.• Siswa saling berargumen dan bertanya tentang ungkapan-ungkapan dalam mendeskripsikan sesuatu
	Menalar
	<ul style="list-style-type: none">• Guru menjelaskan struktur teks deskriptif, grammar dan

Keterangan :

- BS : Bekerja Sama
- JJ : Jujur
- TJ : Tanggun Jawab
- DS : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
100 = Sangat Baik
75 = Baik
50 = Cukup
25 = Kurang
2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
4. Kode nilai / predikat :
75,01 – 100,00 = Sangat Baik (SB)
50,01 – 75,00 = Baik (B)
25,01 – 50,00 = Cukup (C)
00,00 – 25,00 = Kurang (K)
5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

Seiring dengan bergesernya pusat pembelajaran dari guru kepada peserta didik, maka peserta didik diberikan kesempatan untuk menilai kemampuan dirinya sendiri. Namun agar penilaian tetap bersifat objektif, maka guru hendaknya menjelaskan terlebih dahulu tujuan dari penilaian diri ini, menentukan kompetensi yang akan dinilai, kemudian menentukan kriteria penilaian yang akan digunakan, dan merumuskan format penilaiannya. Jadi, singkatnya format penilaiannya disiapkan oleh guru terlebih dahulu. Berikut Contoh format penilaian :

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Selama diskusi, saya ikut serta mengusulkan ide/gagasan.	50		250	62,50	C
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50				
4	...	100				

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = $(250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
75,01 – 100,00 = Sangat Baik (SB)

- 50,01 – 75,00 = Baik (B)
- 25,01 – 50,00 = Cukup (C)
- 00,00 – 25,00 = Kurang (K)

5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan dan keterampilan

- Penilaian Teman Sebaya

Penilaian ini dilakukan dengan meminta peserta didik untuk menilai temannya sendiri. Sama halnya dengan penilaian hendaknya guru telah menjelaskan maksud dan tujuan penilaian, membuat kriteria penilaian, dan juga menentukan format penilaiannya. Berikut Contoh format penilaian teman sebaya :

Nama yang diamati : ...
 Pengamat : ...

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100		450	90,00	SB
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100			
4	Marah saat diberi kritik.	100				
5	...		50			

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = 5 x 100 = 500
3. Skor sikap = (jumlah skor dibagi skor maksimal dikali 100) = (450 : 500) x 100 = 90,00
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)

- Penilaian Jurnal (Lihat lampiran)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami	5	4
		Memahami	4	3
		Cukup memahami	3	2

		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
3	Pilihan Kosakata	Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3
		Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____

Kelas: _____

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Organisasi presentasi (pengantar, isi, kesimpulan)		
2.	Isi presentasi (kedalaman, logika)		
3.	Koherensi dan kelancaran berbahasa		
4.	Bahasa:		
	Ucapan		
	Tata bahasa		
	Perbendaharaan kata		
5.	Penyajian (tatapan, ekspresi wajah, bahasa tubuh)		
Skor yang dicapai			
Skor maksimum		10	

Keterangan:

Baik mendapat skor 2

Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan tepat
Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topic jelas, menggunakan slide presentasi yang menarik

Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi
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Keterangan:

MAHIR mendapat skor 3

MEMUASKAN mendapat skor 2

TERBATAS mendapat skor 1

c. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	

3	Kelancaran (<i>fluency</i>)	Sangat lancar		5	4
		Lancar		4	3
		Cukup lancar		3	2
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat		5	4
		Tepat		4	3
		Cukup tepat		3	2
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

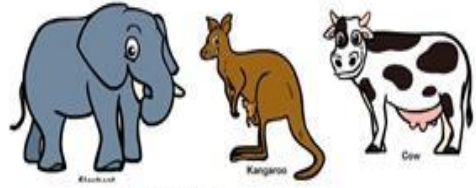
Skor Penilaian

No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55

I. Lembar Kerja Siswa

describing animals

Use this information to write about the animals in the pictures.



mammal

bird

reptile

amphibian

it has four legs

it has two legs

it has no legs

it has a lot of legs

little

medium size

big

tiny

it lives all around the world

it lives in the sea

it lives in a farm

it has a big nose

it has a tail

it has big/long ears

it has short/long legs

it barks

it meows

it eats meat

it eats vegetables

it is black

it is green

it is white and brown

it is colourful

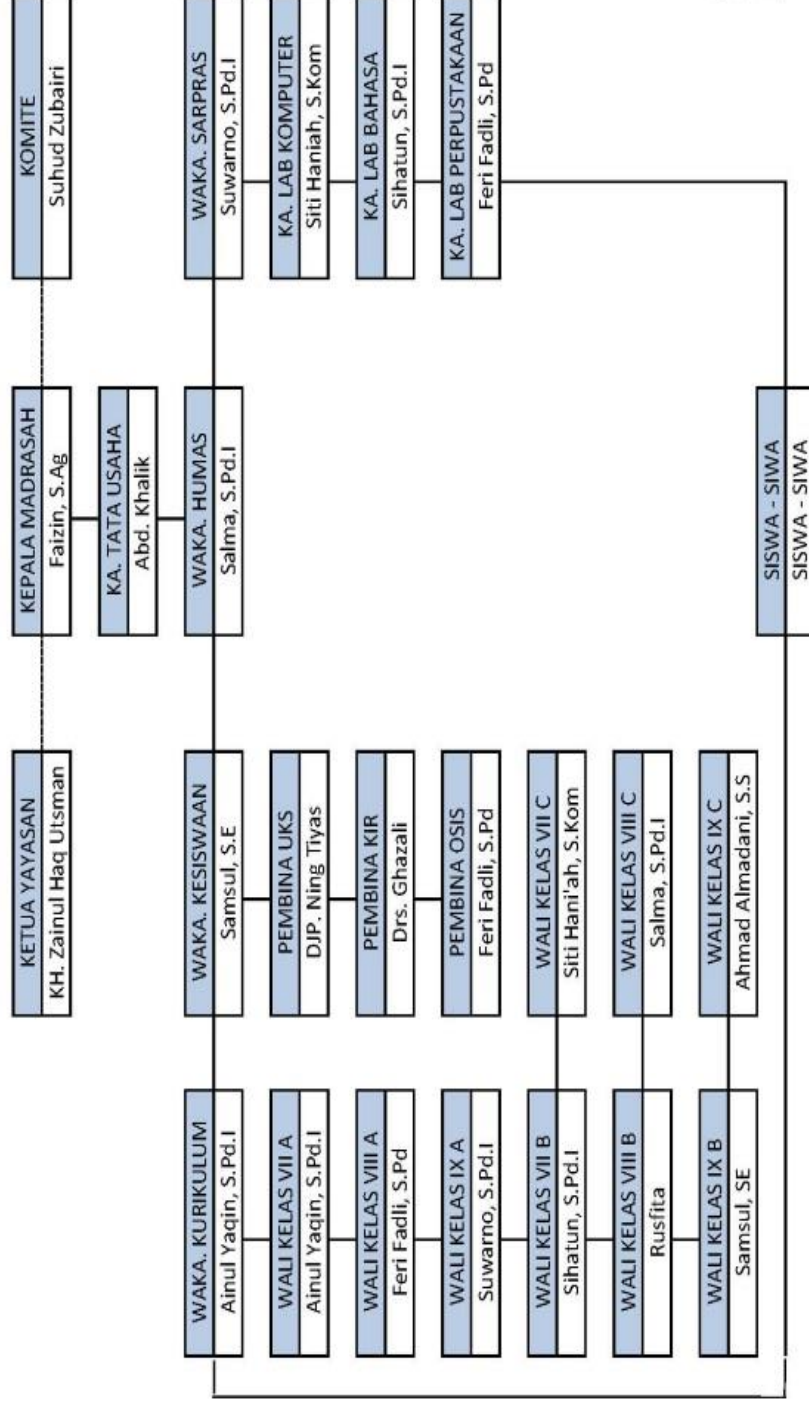








STRUKTUR ORGANISASI
MTSS. MANBAUL HIKAM
 TEGALMOJO TEGALSIWALAN PROBOLINGGO
 STATUS : TERAKREDITASI A



KETERANGAN
 KOORDINATIF :
 INTRUKTIF :

DOCUMENTATION



Interview with the English teacher.



Interview with the students.



The classroom's condition and situation at VIII-B

BIODATA



Name : Solehudin Idris Kurniawan
Date of birth : 20th of October 1997
Gender : Male
Age : 24
Address : Sumberkedawung, Kec. Leces, Kab. Probolinggo
Religion : Islam
Nationality : Indonesian
Phone : 085336572863
Email : solehudinidris21@gmail.com

EDUCATION DETAILS

2005-2010 : SDN Sumberkedawung III
2010-2013 : SMPN 1 Leces
2013-2016 : SMA Zainul Hasan – Genggong
2016-Nowaday : English Education Department, UIN KHAS Jember