

**THE IMPLEMENTATION OF SITUATIONAL PICTURE  
TO IMPROVE STUDENTS SPEAKING SKILL  
AT 11 GRADE OF SENIOR HIGH SCHOOL 3 JEMBER  
IN ACADEMIC YEAR 2022/2023**

**THESIS**

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



**By:**

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

**JUNE 2023**

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**THESIS**

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

Day: Monday

Date: June 19<sup>th</sup> 2023


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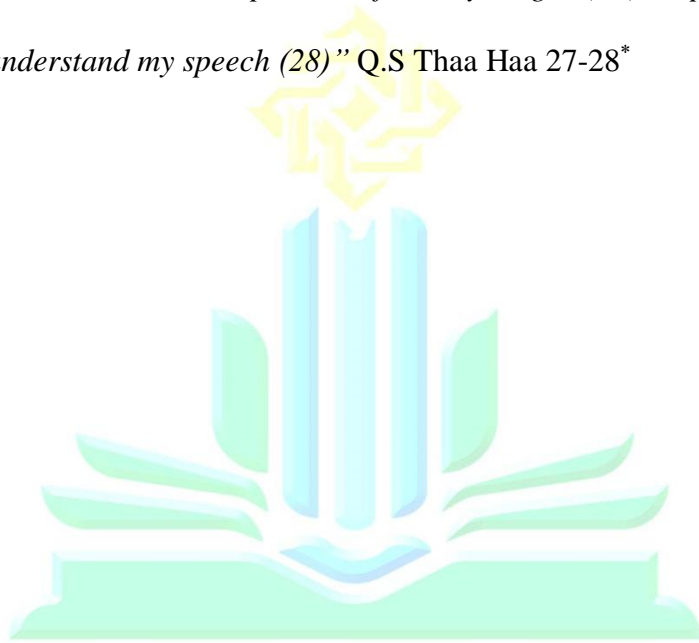
  
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## MOTTO

وَإِخْلُفْ عَقْدَةً مِّنْ لِّسَانِي ۖ يَفْقَهُوا قَوْلِي ۚ

*“And remove the impediment from my tongue (27), so people may understand my speech (28)” Q.S Thaa Haa 27-28\**



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\* Translation by Dr. Muhammad Taqi-ud-Din al-Hilali and Dr. Muhammad Muhsin Khan, Online version, Acces from <https://noblequran.com/> Surah Thaa Haa, Verse 27-28.

## **DEDICATION**

This thesis dedicated to my beloved:

1. My beloved Parents, my dad Dudduk Udiarso Setyadi and my Mom Miftachul Chusnah who always pray for me and have given me the opportunity to receive education up to Bachelor Degree
2. My beloved Little sisters, Dea Aviv Syahrani who always support me.



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## ACKNOWLEDGEMENT

Alhamdulillah Rabbil 'Alamin. Thanks to Allah SWT who has always given his blessing and guidance, so I could accomplish this undergraduate thesis well. Sholawat and Salam are given to our prophet Muhammad SAW, human who has brought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language Teaching of IAIN Jember. The undergraduate thesis entitled “The Implementation Of Picture Media To Improve Student Speaking Skill At 11 Grade Of Senior High School 3 Jember”

I also fully aware that the undergraduate thesis could never finished without help and support from others during the process of writing. Therefore, in this occasion the writer expresses thankfully to honorable:

1. Prof. Babun Suharto, S.E, M.M as a Rector of IAIN Jember who has given opportunity to study in this institute
2. Prof. Dr. Hj. Mukni'ah, M. Pd.I as the Dean of Faculty of Tarbiyah and Teacher Training who give approval signature for this thesis.
3. Dr. Rif'an Humaidi, M.Pd.I. as head of language and Islamic department.
4. Mr. As'ari, M.Pd.I as the coordination of English study program who give approval for this tittle.
5. Mrs. Zahratul Maujudatul Mufidah, M.Pd as my graduated advisor who always helped me to finish this thesis.
6. Ms. Trinil Budi Astuti as a teacher who help me to finish my research in SMAN 3 Jember

7. My beloved lecturers who have always been patient to teach me about English and general knowledge;
8. The Headmaster of SMAN 3 Jember who allowed me to do my research;
9. My beloved students 11 MIPA 2 class of SMAN 3 Jember who helped me to accomplish the process of research;

Wish Allah SWT gives blessing to all of you. The writer is aware that this undergraduate thesis is less of perfect. The writer is aware that this undergraduate thesis is less of perfect. Therefore, the writer hopes this undergraduate thesis will be useful for the readers and the other researchers who need it.

Jember, 19 June 2023



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The Researcher,

## ABSTRACT

Alfinda Dhaniar Agustinningrum, 2023. The Implementation of Situational Picture to Improve Students Speaking Skill at 11 Grade of Senior High School 3 Jember In Academic Year 2022/2023

**Key Words: Picture media, speaking skill, classroom action research**

The research was about improving student's speaking skill by using situational picture media at 11 grade of Senior High School 3 Jember. This research was conducted at 11 MIPA 2 of Senior High School 3 Jember consisted of 30 students. Students have problems in speaking especially vocabulary because the teacher still used conventional method in English conversation class. The researcher decided to implement picture media to improve students speaking skill.

The implementation of situational picture consisted of 5: (1) choosing and selecting the situational picture (2) explaining the situational picture media (3) students practiced speaking based on the media (4) teacher gives feedback (5) teacher gives score to the students.

This research used Classroom Action Research (CAR) of Kurt Levin (2008) consist of four stage, namely planning, acting, observing, and reflecting. In this research, the researcher conducted in two cycle. The cycles were applied on February - March 2023. To collect the data, the researcher used the students' speaking test consist of pronunciation, vocabulary, fluency, and confident, observation, interview, and documentation.

The result of the implementation of situational picture indicated that there were improvements on students' speaking skill. It was proven by the data showed that students gain improvement from 23,3% in pre-t est to 86,6% in post-test 2. After implement picture media, students could memorize many vocabularies well. They began to know the meaning of vocabulary without checking at dictionary. Their pronunciation also improved, it could be seen when they spoke up in front of the class. They could pronounce each word correctly and speak fluently after practice a lot. They also gain more confident to speak English. This research is recommended the other researchers to use Picture media to improve students' speaking skill.

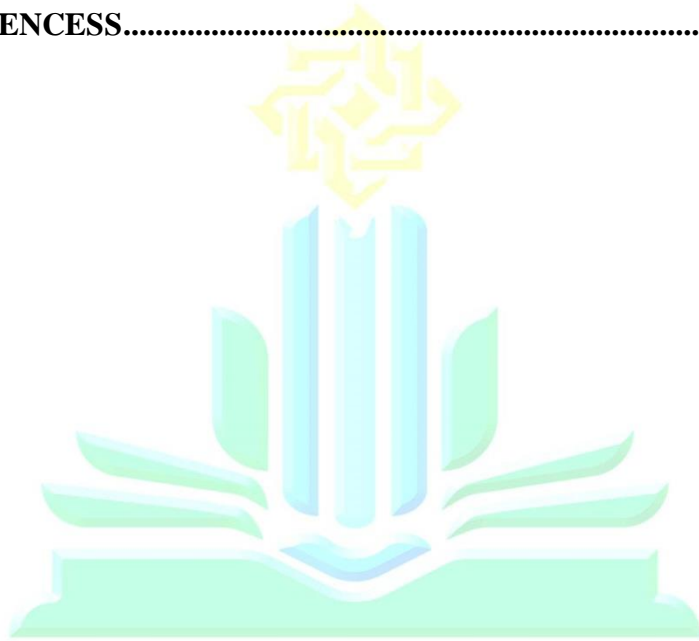


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# CHAPTER I

## INTRODUCTION

### A. Background of the research

Speaking is one way to express ideas, feelings, experiences and knowledge to others. Speaking is one of basic English consists of four skills: reading, listening, writing, and speaking. This text will be discussed one of the four skills, namely Speaking. As defined by Turk speaking is a route to share idea from one thought to another<sup>1</sup>. The goal of speaking skill is to develop communication. Communication is very important for students in every language level. Speaking activity can be said as good communication if someone can convey information that is understandable to others.

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وَإِخْلَعْ عُنُقَهُ مِّن لِّسَانِي ۖ يَفْقَهُوا قَوْلِي ۖ  
“And remove the impediment from my tongue (27), so people may understand my speech (28)” Q.S Thaa Haa 27-28.

These verses contain information about Prophet Musa (as) which plead and pray to God to be given strength in preaching. Without hindrance, communication with people runs smoothly so, listener may understand what speaker said. These verses also explain the role of speaking is clearly needed in communicating to others. Implicitly in this

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<sup>1</sup> Christopher Turk, *Effective Speaking: Communicating In Speech*, (London: Taylor & Francis e-Library, 2003), p. 9

verse it is stated that one of the domains of language, namely Speaking ability has a very big role in communication.

Nowadays, understanding English is important. Since mostly students are Gen-Z, they live in a multimedia environment. Students like to use the media in daily life<sup>2</sup>. Unfortunately, teacher rarely uses a learning media. They tend to explain the material without any practice. Teachers should think about how to teach English effectively to students, especially speaking skills.

Teacher should be able to choose interesting media. At Senior high school 3 of Jember, the English teacher has English conversation class but does not use media in the learning process. Using media is the most convenient for student. Using teaching methods that include visual or direct activities can help them in the learning process<sup>3</sup>. Teacher can start using a simple media. One of them is a picture media.

A picture media is an image that contains many things. It can be scenery, profession, situation etc. By using picture media, teacher can stimulate students' thinking directly to spoke what is on their mind when teacher show the media. Picture are colourful, students will certainly not get bored when seeing it. According to Wrigh, the use of picture media

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<sup>2</sup> Bambang Harmanto, *Teaching English to Generation Z students (New concept of young learners)*, (Ponorogo: Muhammadiyah University of Ponorogo, 2013), p. 3.

<sup>3</sup> (Tileston, *What Every Teacher Should Know About Media and Technology* 2003)



divided into two categories, they are challenges and opportunities<sup>4</sup>. In “challenges” usually a defined goal which lead to predictable need for certain language forms. In “opportunities” the students are encouraged to express feelings and ideas and to exchange experiences. In other words, these activities give students an opportunity to do something in a context of learning.

There is research about the implementation of picture media to improve student speaking skill. First, was conducted by Sherly Gaspersz and Lulu Jola Uktolseja (2020) entitled *The Use of Serial Picture Media to Improve English Speaking Ability at SMP YPK Syaloom Klademak Sorong City*. They used classroom action research (CAR) as a method and stated the use of serial picture media can help students to improving their speaking ability. In first cycle they were the lack of confidence in some students to speak English. Then, in the second cycle they were improvement from 44% increased to 75%. Based on their research, every students have the opportunity to learn English better and the use of serial picture media gain a positive impact on the students improvement<sup>5</sup>.

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<sup>4</sup> Andi Mukarammah Nagauleng, Lies Kryati, Hakim Z. Mamonto, *Improving The Students Speaking Skill Through Picture at The Eight Grade Students of MTs NEGERI 1 BOLAANG MONGONDOW TIMUR* (Manado: 2021), p. 6.

<sup>5</sup> Sherly Gaspersz, Lulu Jola Uktolseja, *The Use of Serial Picture Media to Improve English Speaking Ability at SMP YPK Syaloom Klademak Sorong City* (Sorong: INTERACTION: Jurnal Pendidikan Bahasa, 2021), p. 41-43.

The next research is from Erni Handayani, Vera Yulia Harmayanthi, and Herlina (2021) entitled *the application of picture media in speaking skills*. They used a qualitative approach with classroom action research (CAR) methods. Based on their research the application of picture media in speaking could improve students' speaking skill. In the cycle one the average score is 78.3. In cycle two the average score increase to 85,5. In the cycle two the percentage score got the target. This study also received a positive response from students. They felt more confident, enthusiastic and more creative in speaking skills<sup>6</sup>.

The next research is from Andi Mukarammah Nagauleng, Lies Kryati, and Hakimin Z. Mamonto (2021) entitled *improving the students speaking skill through picture at the eight grade students of MTS Negeri 1 Bolaang Mongondow Timur*. They used classroom action research (CAR) as a method and stated picture as a media can help students' to improving their speaking skills at class VIII C MTS Negeri 1 Bolaang Mongondow Timur. The pictures could set a fun learning activity that reduces student boredom during the English learning. Students become more confident to speak and be active in class activities. The aspect of speaking skills as fluency, accuracy, pronunciation, and vocabulary also increase from 51.5 increased to 71.2. The use of picture as a medium in the process of teaching and learning to speak is effective to improving students speaking

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<sup>6</sup> Erni Handayani1, Vera Yulia Harmayanthi, Herlina, *The Application Of Picture Media In Speaking Skill* (Yogyakarta: SEMNARA, 2021), p. 258-262.

skills of class VIII C students of MTS Negeri 1 Bolaang Mongondow Timur<sup>7</sup>.

The last research is from Anna Sri Lestari and Norma Ita Sholichah (2022) entitled *improving speaking ability by using pictures series*. They used classroom action research (CAR) as a method and stated that using picture series as a medium can encourage students to speak up and also motivate student to learning English especially speaking skills. Their speaking sills improved a lot in cycle 2. The score is increase from 74 to 81 in average. They also gain confident, serious and enthusiastic in learning how to speaking English<sup>8</sup>.

Based on the previous study, the researcher considered using picture media can improve students speaking skill. Researcher using picture media to teaching speaking at Senior High School 3 of Jember because there is English conversation class which makes it easier for researcher to conduct research. Researcher takes this case as research which entitled the implementation of picture media to improve speaking skill at 11 grade of senior high school 3 Jember.

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<sup>7</sup> Andi Mukarammah Nagauleng, Lies Kryati, Hakimin Z. Mamonto, *Improving The Students Speaking Skill Through Picture at The Eight Grade Students of MTs NEGERI 1 BOLAANG MONGONDOW TIMUR* (Manado: 2021), p. 12.

<sup>8</sup> Ana Sri Lestari, Norma Ita Sholichah, *Improving Speaking Ability By Using Pictures Series* (Malang: INTAJ 2022), p. 32-38.

## **B. Research question**

Based on the background described, the research question is: how is the implementation of situational picture to improve students speaking skill at 11 grade of senior high school 3 Jember?

## **C. Objective of the Research**

Based on the research question, the research objectives is to find out the implementation of situational picture to improve students speaking skill at 11 grade of senior high school 3 Jember.

## **D. Significance of the research**

### **1. For English teacher**

The results of this development research are expected to be able to provide innovation for teachers in carrying out effective, efficient and interesting English learning.

### **2. For students**

- a. The results of this study are expected to be a source of learning for students so they are more motivated and interested in participate in the process of teaching and learning English.
- b. The results of this study are expected to improving the speaking skill.

### **3. For the researcher**

Providing opportunities for researchers to apply theory that has been obtained during lectures and contributing to the thoughts of

researchers in expanding knowledge, especially in the improving of speaking skill as a learning resource.

### **E. Scope of the research**

The research qualified the implementation of picture media to improve student speaking skill at 11 grade senior high school 3 of Jember, especially class 11 MIPA 2.

### **F. Definition key terms**

#### **1. Speaking skill**

Speaking skills are important part of the curriculum in language teaching<sup>9</sup>. Speaking skills are the ability to communicate with others effectively in a way that listeners can understand. The aspects of speaking skills that will be evaluated are 4: pronunciation, vocabulary, fluency, and confident.

#### **2. Picture media**

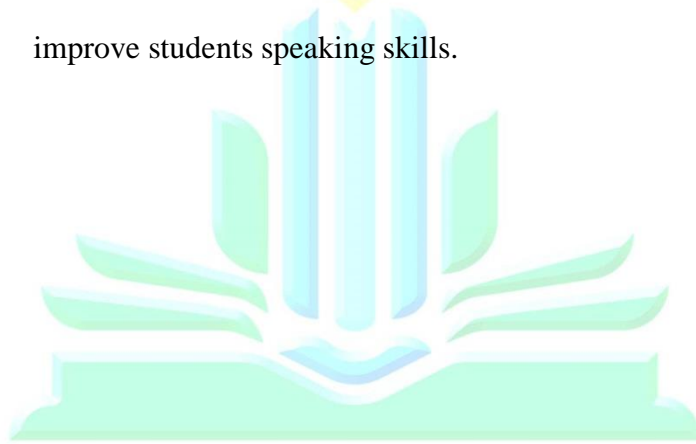
Picture is a visual representation. Picture can be in the form of paintings, drawings, photographs, or other colourful visuals. Picture also provides an interest and incentive<sup>10</sup>. Picture media can we use to communicate with students and make student can spoke directly what is on their mind based on the picture shows. The materials are about describing the situation with analogical by the students.

<sup>9</sup> Louma, *Assessing Speaking*, (Cambridge: Cambridge University Press, 2004), p. 1.

<sup>10</sup> A N Yunus, *Preparing and Using Aids for English Language Teaching*, (Oxford: Oxford university press, 1981), p. 27.

### 3. Classroom action research

Bogdan & Biklen (1992) explain that action research is the systematic collection of information that is designed to bring about social change<sup>11</sup>. Classroom Action Research (CAR) is a reflective process in which researchers collect data to help teacher with action to improve teaching and learning process. This research used media to improve students speaking skills.



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<sup>11</sup> Bogdan, Biklen, *Qualitative Research for Education An Introduction To Theory and Methods*, (London: Allyn and Bacon, 1992), p. 223.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

There are several studies that have been carried out and related toward this research. They are:

1. First, there was a thesis written by Sherly Gaspersz and Lulu Jola Uktolseja (2020) entitled *The Use of Serial Picture Media to Improve English Speaking Ability at SMP YPK Syaloom Klademak Sorong City*<sup>12</sup>. The population on this research used 32 students at SMP YPK Syaloom Klademak Sorong City. The sample consists from class VIIB. The result shows a significant about student speaking skills which help them to improving English speaking ability. The use of serial picture media gain a positive impact on the improvement of each student in their speaking ability by 31% which is a good thing from first cycle is 44% and the second cycle is 75%. The similarity between this study is used a picture as a media in speaking and the differences is the subject of the research.
2. Second, there was a thesis written by Erni Handayani, Vera Yulia Harmayanthi, and Herlina (2021) entitled *the application of picture*

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<sup>12</sup> Sherly Gaspersz, Lulu Jola Uktolseja, *The Use of Serial Picture Media to Improve English Speaking Ability at SMP YPK Syaloom Klademak Sorong City* (Sorong: INTERACTION: Jurnal Pendidikan Bahasa, 2021).

*media in speaking skills*<sup>13</sup>. The subjects of this study were 40 students in the seventh grade of SMPN 246 Jakarta. They clearly stated that picture media is a suitable way to make a process of learning skill. With the picture media the students gained opportunity and be confident to speak in the class in front of their friends. From this research the average score of students from every cycle is improved. In the cycle one they have 78.3. In cycle two the average score is 85.5 which improved a lot. In the cycle two the percentage score make a target.

3. Third, there was a thesis written by Andi Mukarammah Nagauleng, Lies Kryati, and Hakim Z. Mamonto (2021) entitled *improving the students speaking skill through picture at the eight grade students of MTS Negeri 1 Bolaang Mongondow*<sup>14</sup>. The subjects of this research were 25 students of class VIII C MTs Negeri 1 Bolaang Mongondow Timur. From this research, pictures are effective in increasing student motivation. Pictures are able to attract the attention of students and are interested during learning process of speaking. Pictures could provide students with illustrations and ideas in their minds. Improvements can be seen in the learning process. The result from this result is 51.5 and increased to 71.2. The use of picture as a medium in learning process

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<sup>13</sup> Erni Handayani1, Vera Yulia Harmayanthi, Herlina, *The Application Of Picture Media In Speaking Skill* (Yogyakarta: SEMNARA, 2021).

<sup>14</sup> Andi Mukarammah Nagauleng, Lies Kryati, Hakim Z. Mamonto, *Improving The Students Speaking Skill Through Picture At The Eight Grade Students Of Mts Negeri 1 Bolaang Mongondow Timur* (Manado: 2021).



of speaking is effective for improving students' speaking skills at the eighth grade C students of MTS Negeri 1 Bolaang Mongondow Timur.

4. Lastly, there was a thesis written by Anna Sri Lestari and Norma Ita Sholichah (2022) entitled *improving speaking ability by using pictures series*<sup>15</sup>. The participant of this research is first grade from MTS MUNIR ISMAIL Gondanglegi Malang 2020-2021. From this research student have a problem in practically in speaking and lack in confident. Using picture as a medium gain student interest to learning English especially speaking ability. From the data, their speaking sills improved a lot in cycle 2. The score is 81 in average. There is improvement using picture as a media in teaching speaking in first grade of Junior high school.

**Table 2.1**  
**Similarities and differences from previous study**

No.	Title	Similarities	Differences
1.	A thesis written by Sherly Gaspersz and Lulu Jola Uktolseja (2020) entitled The Use of Serial Picture Media to Improve English Speaking Ability at SMP YPK Syaloom Klademak Sorong City.	<ul style="list-style-type: none"> <li>• Both of the research used a picture media in teaching speaking.</li> <li>• Both of the research focus</li> </ul>	<ul style="list-style-type: none"> <li>• Used Junior High school student as a sample while, this research used senior high school student as a</li> </ul>

<sup>15</sup> Ana Sri Lestari, Norma Ita Sholichah, *Improving Speaking Ability By Using Pictures Series* (Malang: INTAJ 2022).

No.	Title	Similarities	Differences
		<p>on student speaking ability</p> <ul style="list-style-type: none"> <li>Using CAR as a method.</li> </ul>	<p>sample.</p>
2.	<p>A thesis written by Erni Handayani, Vera Yulia Harmayanthi, and Herlina (2021) entitled the application of picture media in speaking skills.</p>	<ul style="list-style-type: none"> <li>Both of the research used a picture media in teaching speaking.</li> <li>Both of the research focus on student speaking ability</li> <li>Using CAR as a method.</li> <li>Using observation and interview for data collection</li> </ul>	<ul style="list-style-type: none"> <li>Used Junior High school student as a sample while, this research used senior high school student as a sample.</li> </ul>
3.	<p>A thesis written by Andi Mukarammah Nagauleng, Lies Kryati, and Hakim Z. Mamonto (2021) entitled improving the students speaking skill through</p>	<ul style="list-style-type: none"> <li>Both of the research used a picture media in teaching speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Used Junior High school student as a sample while, this research used senior</li> </ul>

No.	Title	Similarities	Differences
	picture at the eight grade students of MTS Negeri 1 Bolaang Mongondow Timur.	<ul style="list-style-type: none"> <li>• Both of the research focus on student speaking ability</li> <li>• Using CAR as a method.</li> </ul>	high school student as a sample.
4.	A thesis written by Anna Sri Lestari and Norma Ita Sholichah (2022) entitled improving speaking ability by using pictures series.	<ul style="list-style-type: none"> <li>• Both of the research used a picture media in teaching speaking.</li> <li>• Both of the research focus on student speaking ability</li> <li>• Using CAR as a method.</li> </ul>	<ul style="list-style-type: none"> <li>• Used Junior High school student as a sample while, this research used senior high school student as a sample.</li> </ul>

## B. Theoretical Framework

### 1. Speaking Skills

#### a. The Definition of Speaking Skills

Speaking is one of four skills that should student mastered in learning English. Speaking define how people can deliver our speech effectively. Speaking also conveys a language through the mouth. Therefore our interlocutor must understand what we are

talking about and we convey the topic well. The ability of speak fluently followed naturally by grammar and vocabulary<sup>16</sup>. From student perspectives, speaking might be the hardest skills in learning English. In speaking, students need to demonstrate what is on their mind directly so, it might be hard if they do not have enough vocabulary.

To create communication, students should understand the language at a certain level. According to Harmer stated by Aidil communication occurs when the listener can respond to the speaker after the listener understands the message conveyed. Fairly clear that communication is a basic skill when students want to learning English<sup>17</sup>. The function of language is for communication. If learners can speak English accurately and fluently it will help them to communicate easily and explore their idea.

According to Ladouse stated by Atik and Agung speaking is something activity to describe someone in a particular situation or activity to report something. Meanwhile, Tarigan stated "speaking is a way to communicate that influences our daily lives"<sup>18</sup>. Based on the explanation above, the researcher concludes

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<sup>16</sup> Scott thornbury, *How to teach speaking*, (Longman: 2005), p. 1.

<sup>17</sup> Aidil Syah Putra, *The Correlation Between Motivation And Speaking Ability*, (Tangerang: Channing : Journal of English Language Education and Literature, 2017), p. 38.

<sup>18</sup> Atik Rokhayani Agung Dwi Nur Cahyo, *Peningkatan Ketrampilan Berbicara (Speaking ) Mahasiswa Melalui Teknik English Debate*, (Kudus: Universitas Muria Kudus, 2015), p. 3.

that speaking is a way of expressing what speaker felt in the form of spoken language processes between two or more people. Speaking is the most important element for students when they want to learn English.

### **b. Function of Speaking**

The function of speaking skills is to express one's ideas, feelings, thoughts, and express them spontaneously orally. Harmer stated that the ability to speak fluently is their knowledge. Therefore, fluency is required to achieve the goal of conversation. According to Brown and Yule there are three functions of speaking. Talk as interaction, talk as transaction, and talk as performance<sup>19</sup>. Each of these speaking activities is very different

in terms of form and function and requires a different approach to teaching.

#### **1. Talk as interaction**

Our daily communication remains interactional with others. It refers to what we say as conversation. An interactive communication is carried out spontaneously by two or more people it's about how people try to convey their message to others<sup>20</sup>. The main purpose in this function is social relations.

Based on this explanation, talk as interaction means that

<sup>19</sup> Jack C. Richard, *Teaching Listening and Speaking; from theory to practice*, (New York: Cambridge University Press, 2008), p. 21.

<sup>20</sup> Jack C. Richard, *Teaching Listening and Speaking; from theory to practice*, (New York: Cambridge University Press, 2008), p. 22-24

speaking interaction is used by people to exchange information and speak spontaneously according to what the speaker is mind. The speaker conveys the message to tell about the information needed by the listener. From here, the listener can get information from the speaker.

## 2. Talk as a transaction

In a conversation as a transaction, the focus is more on the message being conveyed and making other people understand what we want to convey, clearly and precisely. In this type of spoken language, students and teachers usually focus on meaning or talk about their way of understanding<sup>21</sup>.

Talk as a transaction refers to the situation where the focus is what speaker said. The speaker should make listener to understand about the message conveyed.

## 3. Talk as performance

The function of speaking as a show occurs in speeches, public lectures, public announcements, story retelling, storytelling and so on<sup>22</sup>. This refers to public speaking to transmit information in front of an audience, such as class presentations, public announcements, and speeches. They

<sup>21</sup> Jack C. Richard, *Teaching Listening and Speaking; from theory to practice*, (New York: Cambridge University Press, 2008), p. 24-26

<sup>22</sup> Jack C. Richard, *Teaching Listening and Speaking; from theory to practice*, (New York: Cambridge University Press, 2008), p. 26-28

should be confident. Talk as performance show the speaker's appearance when conveying a message.

In this study, the researcher only focused on one of the functions of speaking, namely talk as performance. This research is intended to find out about the teaching and learning of speaking.

### c. Aspect of Speaking Skills

According to Brown stated by Rian there are 5 aspects of speaking such as pronunciation, vocabulary, fluency, accent, and grammar<sup>23</sup>. Those aspects should be mastered in order to be able to speak well.

As a complex activity, in this research speaking has 4 main aspects as follows:

#### 1. Pronunciation

Pronunciation is the key to speaking that must be practiced. The basic rule of pronunciation is that the speaker can speak and be understood. Good pronunciation can make the communicative effect of their speech more impactful. The pronunciation sub-skills include: word and sentence stress, intonation, rhythm, and the use of individual sounds of a

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<sup>23</sup> Rian Wulandari, *Improving Students' Speaking Ability Through Communicative Language Games At Smpn 1 Prambanan Grade Viii A In The Academic Year Of 2013 / 2014*, (Yogyakarta: English Education Department Faculty Of Languages And Arts Yogyakarta State University, 2014), p. 23.

language. A good way to practice your pronunciation is copy and listened how someone with good pronunciation speaks, and try to imitate it as closely as possible.

## 2. Vocabulary

If students do not have the words to say and do not know want to say, then students cannot say it. Being a good conversationalist means constantly expanding the vocabulary. The more interesting words students know, they are will be stronger speaking skills will be. The best way to expand the vocabulary is to read in English and every new word you come across in a vocabulary notebook.

## 3. Fluency

Fluency is about how comfortable and confident students with speaking English. If students can speak for a long time, it is a strong indicator of fluency. It is also about showing a clear connection between each point students want to make. This skill means listeners can follow what you're saying and not get lost with the conversation.

## 4. Confident

After mastering 3 type of aspect above, the thing students should do next is be confident. Remember it is okay to make mistakes. If you find yourself running into long or complex words, simply stop and give yourself a few seconds



to breathe, and then continue speaking. The fact that you communicate in a language that is not your native language is reason enough to make you proud of your accomplishments.

#### **d. Difficulties of Speaking**

According to Zuhoor and Fatima (2016) there are several speaking difficulties from student that can affect the performance of speaking<sup>24</sup>. There are 7 kinds of difficulties: anxiety, low motivation, low confidence, mother-tongue, low participation, fear of mistakes, and shyness.

##### **1. Anxiety**

Anxiety can cause stuttering. Communication difficulties due to anxiety result in students not being able to communicate well in English.

##### **2. Low motivation**

When learning a foreign language students must find motivation. With motivation, learning a foreign language will be easier because of a target for each student. Bad motivation causes students not to develop in learning

##### **3. Low confidence**

It is okay to make mistakes. Student need to gain confident with English. If student can communicate with English

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<sup>24</sup> Zuhoor Mohammad Bani Younes, Fatima Salamh Albalawi, *Investigating the Factors Leading to Speaking Difficulties: Both Perspectives of EFL Saudi Learners and Their Teachers*, (Saudi Arabia: Arab World English Journal (AWEJ), 2016), p. 272-273.

teacher should give applause and proud with that achievement.

#### 4. Mother-tongue

Being too comfortable with using mother tongue can slow students who want to learn a foreign language the only thing teachers can do is get them used to speaking English without reducing the value of their mother tongue.

#### 5. Low participation

Increasing participation is the teacher's goal in every work. Important for all students to participate in answering, asking questions, or adding dialogue. The low opportunity to participate, student will not get a knowledge in learning.

#### 6. Fear of mistakes

According to Mitchell and Myles (2004) stated by Zahratul Maujudatul<sup>25</sup> most of students fear with English is because faster heartbeat and non-fluency. Making mistakes in learning is natural. The more know about mistakes, the students will learn better in the next meeting.

#### 7. Shyness

In this case students lack confidence and tend to be shy because most of them do feel very intimidated when speaking English in front of their friends and teachers. Teachers must

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<sup>25</sup> Zahratul Maujudatul, *an action research study of students with low english proficiency strategies to overcome fear in speaking performance*, (Jember: PESAT, 2021), p. 29.

find ways to make students less shy and start to be confident in learning to speak.

#### e. Aspect of Successful Speaking Activities

Characteristics of successful speaking activity<sup>26</sup> are:

1. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pause.

2. Participation is even.

Classroom discussion is not dominated by a minority of talk active participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivated is high.

Learners are eager to speak: because they are /interested in the topic and have something new to say about it, or because they want to contribute to achieve a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy

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<sup>26</sup> Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p. 120.

## 2. Picture as English teaching and learning media

### a. Picture

Picture can be understood in all languages. Even though students are not fluent in English they still get information on a picture<sup>27</sup>. Students can understand and explain what is in the picture. Many interpretations can be made in pictures. This can be an excellent tool and can illustrate what the teacher wants to teach. It is also used to add interest to the topic for students. A picture can help the teacher in being a tool to keep students interested and make the class fun.

To develop students' competence pictures are worth it to use.

Pictures can attract students' attention to express what they

understand directly in the images displayed. Brown and Lewis

stated that the teacher must choose the advantage of the picture.

They also stated five criteria regarding image selection as follows:

Is the image attractive enough to attract and retain the attention

and interest of the students to be used? Is it large and simple

enough to see clearly? Is the information important to the topic

being studied? Is the information accurate (honest, up-to-date)

and does it have a basis for the required size comparisons? Are

the images well reproduced, realistic and attractive?

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<sup>27</sup> Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 6.

## b. Type of Picture Media

Picture is one of visual media. There was a statement said “I hear, I forget. I see, I know. I do, I understand” which mean that if we observing and experience something it will stay long in our memory.

According to Yunus there are 3 types of picture media that can be used for teaching speaking<sup>28</sup>:

### 1) Individual picture

Individual picture is a single picture of person, object, or activities. For example: animal, teacher, and parents.

### 2) Serial picture

Picture series linked to picture sequence. This type of picture is to tell a story from the picture. For example: the birth of cat.

### 3) Situational picture

This type of picture show the atmosphere and situation of place, object, or person and student can describe the picture based on their mind. For example: house, school, and jungle.

This researcher will use the picture of situation with expect students can describe clearly about the picture media used for learning speaking.

<sup>28</sup> A N Yunus, *Preparing and Using Aids for English Language Teaching*, (Oxford: Oxford University Press, 1981), p. 50.

### c. Picture Media as Part of Lesson

Picture considered as a useful media that can be used for speaking learning. Picture media in English lesson should be familiar for the student so, they can deliver their speech without any worry. By looking at the pictured student are encouraged to tell their idea about the pictures. Picture is easy to used and help student to understanding situation and its aids available<sup>29</sup>.

When student started to interest with the subject, teacher can make student to practice for increase their speaking skill. Teacher should be creative to compose the picture.

In teaching English picture should include these criteria:

- 1) Make sure the picture is clear and not ambiguous
- 2) Make sure that picture give opportunity for student to give explanation.
- 3) Make sure pictures are interesting, simple, and visible.

Pictures are visual media that important for teaching foreign language. Due can explain many words, pictures can representative something. Picture can help student to explore their imagination while improving their speaking ability.

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<sup>29</sup> Allen Virginia, *Technique in teaching Vocabulary*, (Oxford: Oxford University Press, 1983), p. 24.

#### d. Picture Media Teaching Technique

Teaching speaking should be taught in attractive and communicative activities. According to Wright<sup>30</sup>, used picture as a media divided into two categories, challenges and opportunities.

##### 1) Challenges

Usually a defined goal which leads to predictable need for certain language forms for example, teacher using an individual picture with theme of animal. Teacher state that student should be able to explain the theme by 100 word and must confident to deliver their speech. It is a challenge and student must fulfil it properly. Teacher asking them several question like “what do you think about this animal?” or “why do you like this animal?” to help them to explain the picture.

##### 2) Opportunities

In Opportunities the students are encouraged to express feelings and ideas and to exchange experiences. In other words, these activities give students an opportunity to do something in a context of learning. For example teacher using a situation picture with theme school so, each student can deliver their mind or experience to other student and slightly having exchange knowledge while student deliver their

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<sup>30</sup> Andi Mukarammah Nagauleng, Lies Kryati, Hakim Z. Mamonto, *Improving The Students Speaking Skill Through Picture at The Eight Grade Students of MTs NEGERI 1 BOLAANG MONGONDOW TIMUR* (Manado: 2021), p. 6.

speech. Teacher can ask “do you have any experience about this place?” and several question related the theme and student will proceed to explain the picture well.

#### e. The Advantages Using Picture Media

Picture can be used as a media because have a lot of advantages:

##### 1) Picture are interesting

In developing or improving speaking skills, picture is a good way to increase student’s creativity. It also makes them to be critical with object. Pictures are interesting to contribute to make class fun and not bored. Picture also provide stimulus to deliver their speech directly about object, event, and situation<sup>31</sup>.

##### 2) Picture are economical

Teacher or students can collect a lot of pictures. It means picture are economical. Teacher does not spend a lot of money on it even can got the picture for free. They can cut out from old magazine, newspaper, calendar or drawing their own pictures. As wright stated, picture are cheap and available source<sup>32</sup>.

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<sup>31</sup> Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 24.

<sup>32</sup> Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 22.



### 3) Picture are practical

Picture is very useful to help students explain their speech well. Picture also make teacher indirectly doing a lengthy explanation. Finocchiaro stated that picture will be found invaluable in reducing learning and teaching time by attracting attention and making short explanation and concept<sup>33</sup>.

### 4) Picture are effective

According to kreidel, picture is good to representing real situation. It is possible to bring out every theme in a picture so, the thing will be easy to explain<sup>34</sup>.



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<sup>33</sup> Mary Finocchiaro, *Teaching English as A Foreign Language*, (New York: Haper and Row, 1969), p. 186.

<sup>34</sup> Kreidel, *Visual Aids for Teaching English to Speaker of another Language*, (Washington DC: U.S Information Agency, 1968), p. 1711.

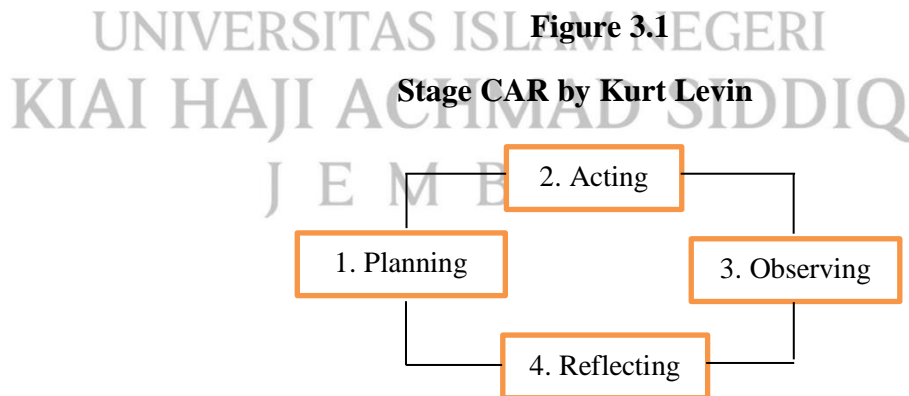
## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research used a Classroom Action Research (CAR) with qualitative descriptive. According to Michael J. Wallace, Classroom Action Research (CAR) is a type of classroom research conducted by teachers to solve problems or find out answers for specific problems<sup>35</sup>. From this definition the researcher assume that classroom action research carrying out treatments to improve ability or student achievement.

According to Kurt Levin, classroom action research uses 4 stages namely planning, implementing/acting, observing, and reflecting<sup>36</sup>.



Source: Kurt Levin (2008)

<sup>35</sup> Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 2006), p. 5.

<sup>36</sup> Achmad Fatchan dan I Wayan Dasna, *Metode Penelitian Tindakan Kelas*, (Surabaya: Jengjala Pustaka Utama, 2009), p. 102.

### 1. Planning

In this phase, the researcher develops an after-action research identify the problems found. In planning, the researcher will prepare the material that will be taught in class based on the syllabus; prepare media in the form of images that are in accordance with the material as learning Media.

### 2. Acting

In this phase, researchers realize the plans that have been planned before. These steps are implementing the use of picture media in the process of learning to speaking English. In this activity, students were asked to discuss their opinions regarding the pictures shown by the researcher. They have to describe and describe what is being said well so that other friends can understand. Researchers carry out lesson plans in the classroom step by step.

### 3. Observing

Researcher observed the classroom while implementing the action in each cycle. They observed the students' speaking activities, learning process, the student's interaction, and enthusiastic participation. Researcher made some notes during observation by using checklist notes

### 4. Reflecting

After carried out the teaching and learning activities, all the notes from the researcher were collected and reflected. The researcher

reflected on what happens in the classroom then evaluated the process and result of the implementation of picture media in the class. This step decided what the researcher should do in the next cycle.

## **B. Research Setting**

### **1. Place of the research**

The researcher conducted his research at Senior High School 3 JEMBER, which located on Jl. Jendral Basuki Rachmad No.26, Gumuksari, Tegal Besar, Kaliwates, Jember.

### **2. Time of the research**

This research was implemented to improve students speaking skill using picture media. The researcher implement the teaching and learning activity using picture media in 5 meetings including pre-test and post-test in each cycle. The research was started from February – March 2023.

## **C. Research Subject**

The subject of this research was the eleven grade of SMAN 3 JEMBER. This research was conducted at 11 MIPA 2 of Senior High School 3 Jember consisted of 30 students. The age level of these students would be more interest in learning by using picture media because; in the previous study they used the Junior High School Student as a subject.

## D. Technique of Collecting Data

### 1. Speaking test

There is two type of speaking test in this research, pre-test and post-test. Pre-test is before implementing the media while post-test given after implementing the picture media. Both of them use the spontaneously speech about describing individual object like animal. From this activity, the researcher can take score with and check the improvement of students' speaking skill.

In this test, the researcher used scoring rubric to evaluate dstudents' speaking test. The aspect of speaking that would be evaluated are pronunciation, vocabulary, fluency, and confident. Three of four aspects are the basic things when evaluating speaking ability

but, confident is important because both teacher and researcher want student become confident to deliver their speech in front of the class.

So, they will have a high motivation to improving their speaking skill.

### 2. Observation

In this case, the researcher did observation to get the information about the condition in teaching learning process. The researcher used the observation about situation in the class while teaching learning process, student's participation, student's enthusiastic during the learning process and their braveries in speaking lesson.

### 3. Interview

Interviews were conducted before and after implementing the media. First, the researcher can ask students about the use of media in class, then proceed with the advantages of the media. Lastly, researchers can make improvements in the next meeting.

### 4. Documentation

This technique used to provide information related the problem. The documentation that would be used were lesson plan, picture media, Student's speaking score, and situation in the class. The documentation would be done before pre-test and post-test done. The documentation used for making the research process and the teaching learning process run well

### **E. Technique of Analysing Data**

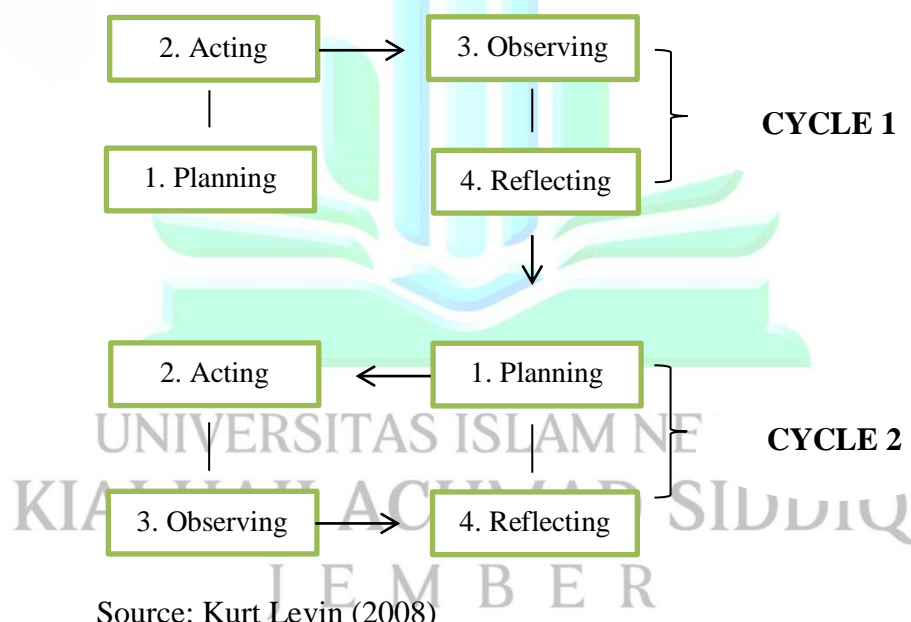
This research using a qualitative descriptive to describe the data gathered from understanding and meaning rather than through number. The description based on the Speaking test (pre test and post test), observation, interview, and documentation. With doing this, researcher can find out what a good picture and strategy that can be use in language teaching by described how those picture were presented in classroom and reaction from student. Researcher observed and monitoring all activities in classroom as good as possible.

## F. Research Procedure

The researcher used classroom action research procedure based on Kurt Lewin design. The procedure consists of 2 cycles and contains 4 phases: planning, acting, observing, and reflecting<sup>37</sup>.

**Figure 3.2**

### **Kurt Lewin CAR design**



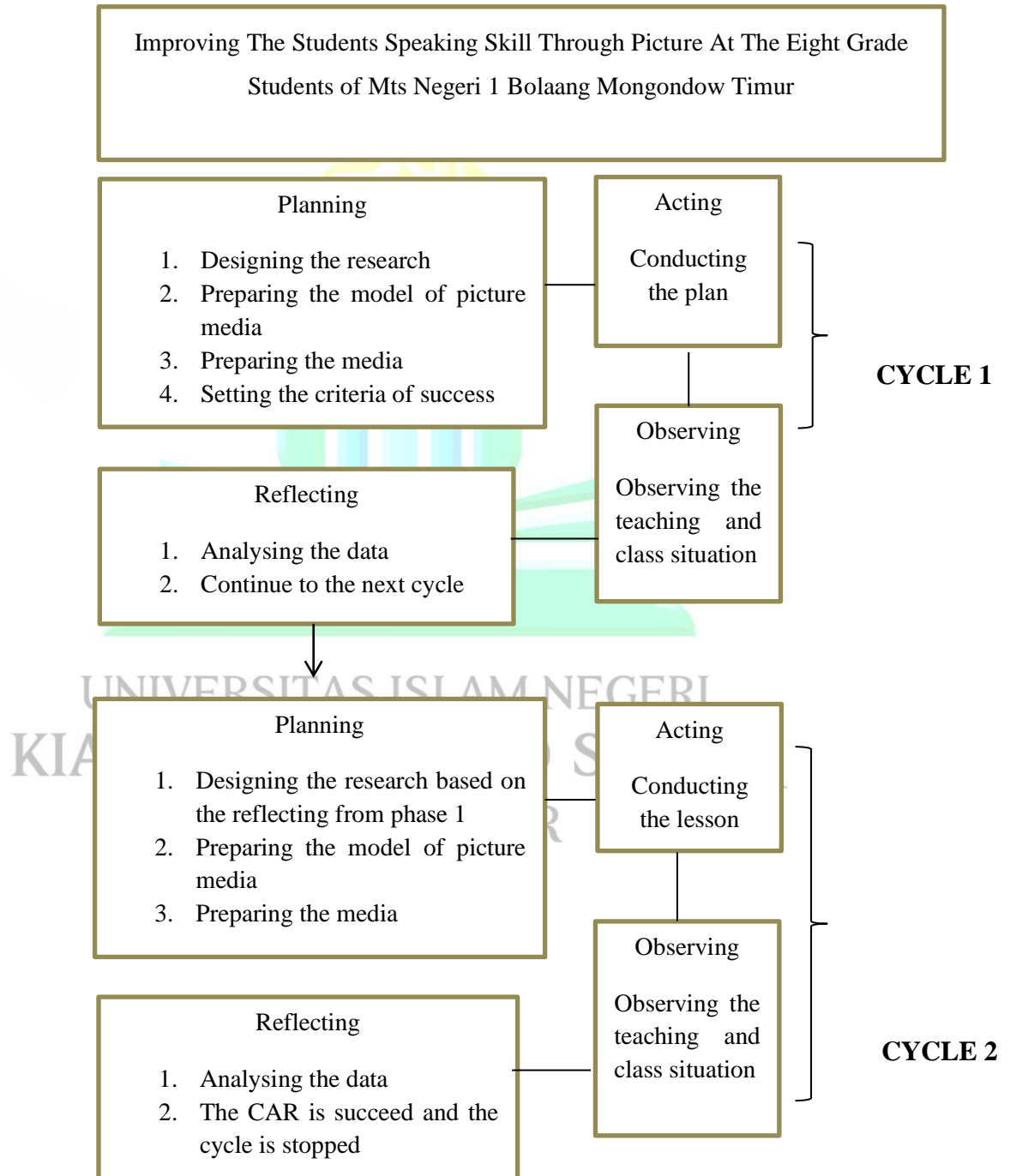
Source: Kurt Lewin (2008)

If the first cycle finished but still found any problem or does not reach the target, it is necessary to do the second cycle with the same concept from first cycle. For example, the preliminary study from Andi Mukarammah Nagauleng, Lies Kryati, Hakim Z. Mamonto (2021)<sup>38</sup>.

<sup>37</sup> Michael J. Wallace, *Action Research for Language Teachers*, (Cambridge: Cambridge University Press, 2006), p. 5.

<sup>38</sup> Andi Mukarammah Nagauleng, Lies Kryati, Hakim Z. Mamonto, *Improving The Students Speaking Skill Through Picture At The Eight Grade Students Of Mts Negeri 1 Bolaang Mongondow Timur* (Manado: 2021).

**Figure 3.3**  
**Cycle of CAR**



Source: Andi Mukarammah Nagauleng, Lies Kryati, Hakimin Z. Mamonto,

*Improving the Students Speaking Skill through Picture at the Eight Grade*

*Students of Mts Negeri 1 Bolaang Mongondow Timur.*



The procedures of this research follow:

1. Planning the action

Researcher prepared everything related to this research as follow:

a. Preparing schedule

**Table 3.1**

**Research activities**

No.	Activities	February	March
1.	Pre-research	9/2/2023	
2.	Pre-test	15/2/2023	
3.	Implementing the media (cycle 1)	23/2/2023	
4.	Post-test 1		1/3/2023
5.	Implementing the media (cycle 2)		9/3/2023
6.	Post-test 2		15/3/2023

b. Preparing lesson plan

c. Preparing picture media

d. Preparing observation and interview sheet

e. Preparing scoring rubric

**Table 3.2**  
**Scoring rubric for speaking skill adopted from brown**

Aspect of speaking	Points	Behaviour statement
Pronunciation	5	Pronunciation always correct
	4	Pronunciation almost correct
	3	Many corrections but still understandable
	2	A lot of error pronunciations
	1	No structurally correct
Vocabulary	5	Can explain the meaning of picture.
	4	Give explanation with filler.
	3	Give explanation with a lot of filler.
	2	Just doing filler.
	1	Silent.
Fluently	5	Speaks with no hesitation
	4	Speaks with a little hesitate
	3	speaks with a lot of hesitates several time
	2	Explain by word by word
	1	Difficult to remember word

Confident	5	Doing explanation with a good expression.
	4	A bit hesitant but still good.
	3	Often hesitant when doing explanation
	2	speaks in a quiet voice
	1	Silent

$(\text{Student score}) \times 100:20 = \text{result}$

## 2. Implementing the action

First step, the researcher prepared the *Picture media* for English conversation class. Second, The researcher explain about how to use the media, the students had to pay attention of it. Third, the researcher gave opportunity to the students to ask question about the media. Fourth, the researcher asked students to describe the situation based on the *Picture media* in front of the class. Fifth, the researcher asses student performance based on the scoring rubric. Sixth, the researcher give evaluation for today class.

## 3. Observing the action

Observation is a process gathering data about any aspects that was happening in the teaching and learning activities. In this step, the researcher observed whole the activities which were happening during the implementation of *Picture media* in the

learning process. The researcher made some notes by using checklist activity.

#### 4. Reflecting the action

In this step, the researcher analyzed what had been going in the classroom. The reflection conducted to determine the extent to which the Picture media can improve the students' speaking skill. If there was no improvement in students' speaking skill, the researcher applied the next cycle.

#### **G. Criteria of Success**

Classroom Action Research (CAR) is considered as successful if it can exceed the criteria which has been determined. KKM of this study is 75. This research would be succeed when the 75% of class gain improvement. Researcher expect with this research student more excited to improve their speaking skills.

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## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter describes the detail of several activities developed as part of implementation the picture media to improving students' speaking skill. The objective is to present the research finding which provide evidence answering problem statement in chapter one. The description is based on the student's speaking test, observation, interview, and documentation.

#### A. Research Finding

This research used Classroom action research (CAR). This research was conducted in senior high school 3 of Jember grade 11 MIPA 2. According to Kurt Levin, classroom action research uses 4 stages namely planning, implementing/acting, observing, and reflecting<sup>39</sup>.

Before conducted the research, the researcher conducted observations and interviews with students to find out what is the problem in English conversation class. This was conveyed by Laura, Grace, and Firman as students of class 11 MIPA 2 as interviewees in the interviews that the researchers did are as follows:

“In other side we have a chance to improve our English skill like ask to her to translate everything to ma'am trinitil like we have more knowledge even we still a study English e little bit. For example “sorry ma'am I don't understand” so, the teacher can translate an we can answer the question”

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<sup>39</sup> Achmad Fatchan dan I Wayan Dasna, Metode Penelitian Tindakan Kelas, (Surabaya: Jengala Pustaka Utama, 2009), p. 102.

Then Firman added his opinion that the teacher rarely uses media in English conversation class.

“Usually it is like monotone, and there is no new variation. I think it is more good when we at 10 grade. These days the teachers only give question and explanation that it is. It is make me or probably other students got bored in class”

Then grace added more opinion that state than they have problem in speaking

“In other side we have a chance to improve our English skill like ask to ma'am trinil to translate everything to ma'am trinil like we have more knowledge even we still a study English e little bit. For example “sorry ma'am I don't understand” so, the teacher can translate an we can answer the question”

Based on interview above there are several problem in English Conversation Class:

1. Teacher rarely use media
2. Low participation of students
3. Students has problems in vocabullary

To solve those problems, researchers use picture media made of paper pasted on cardboard because it is easy to use and sufficient to motivate students in learn English, especially speaking.

Before implement the media, researcher did pre-test. This test was conducted on February, 15<sup>th</sup> 2023 consist of 30 students. The result of pre-test can be seen on the table below:

**Table 4.1**  
**The score of student's speaking pre-test**

NO.	NAME	P	V	F	C	TOTAL SCORE	FAIL/PASS
1.	S01	2	2	1	2	35	fail
2.	202	4	4	4	3	75	pass
3.	S03	2	2	2	2	40	fail
4.	S04	2	1	1	4	40	fail
5.	S05	3	3	2	2	50	fail
6.	S06	3	3	3	3	60	fail
7.	S07	3	3	3	3	60	fail
8.	S08	1	1	1	1	20	fail
9.	09	4	4	3	4	75	pass
10.	S10	4	4	3	3	70	fail
11.	S11	2	1	1	4	40	fail
12.	S12	4	3	3	5	75	pass
13.	S13	2	2	2	2	40	fail
14.	S14	3	3	3	5	70	fail
15.	S15	1	1	1	1	20	fail
16.	S16	2	2	2	4	50	fail
17.	S17	2	2	1	3	40	fail
18.	S18	4	4	4	4	80	pass
19.	S19	4	4	3	3	70	fail
20.	S20	4	4	3	4	75	pass
21.	S21	3	3	2	2	50	fail
22.	S22	2	2	2	2	40	fail
23.	S23	4	4	4	3	75	pass
24.	S24	2	2	2	2	40	fail
25.	S25	3	2	3	4	60	fail
26.	S26	3	3	2	4	60	fail

27.	S27	4	3	3	5	75	pass
28.	S28	1	1	1	1	20	fail
29.	S29	4	4	3	4	75	pass
30	S30	4	4	4	3	70	fail
total		87	81	72	91	1,645	7
percentage							23.3%

Note: V: vocabulary      F: fluency  
 P: pronunciation      C: confident

(Successful students) : (amount of all students) x 100 = result

$$7 : 30 \times 100 = 23,3$$

$$= 23, 3\%$$

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The score was 23, 3% which mean students have not meet criteria of success. The criteria of success were 75%. Therefore, researcher can start to implement the media.

## 1. The first cycle

### a. Planning

After determining the problem, the researcher began to design an action plan focused on implementing media to help students in English conversation class. The focus of this action is to improve students' speaking skills. Researchers determine the type of text to be used on this cycle. Researcher and teacher agreed to use descriptive text as material.



In this cycle, the researcher planned to apply the actions in four meetings. In each meeting, the researcher planned to present picture media made of paper pasted on cardboard to attract students' attention in learning English. Researcher use picture of situation to help students so, student can describe the picture based on their mind.

b. Implementing the acting

The researcher did the teaching and learning process using picture as a learning media. Here, the researcher acted as the teacher who did the action by teaching students at 11 grade of Senior high school 3 of Jember used picture as learning media. The activities in class consisted of three activities. They were pre-activity, main activity and post activity. The pre-activity included greeting, praying, checking attendance, giving motivation, and reviewing the last material. In main activity the researcher gave the picture related to the material, then the students performed in oral presentation based on the picture media. Here, the description of the action that was implemented.

**1) First meeting**

It was held on Wednesday February 15<sup>th</sup> 2023 at 07:00 a.m - 08:30 a.m in the 11 MIPA 2 class of senior high school 3 Jember in academic year 2022/2023. The researcher started the class by greeting, praying, checking attendances, giving

motivation and reviewing last material that is related with the next material.

In the main activity, the researcher showed a picture media about describing place. There are 2 type of place: school and hospital.



**Figure 4.1**

**Picture of house**



**Figure 4.2**

**Picture of school**



Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 08:30 a.m. The researcher closed the meeting by saying hamdalah together and salam

**Figure 4.3**

**Documentation of students describing picture of house and school**



c. Observing

To collect the data, the researcher wrote field notes of classroom observation and interviews. In observing phase the researcher and the teacher observed the situation in the class while teaching learning process, student's participation, student's enthusiastic during the learning process and their braveries in speaking lesson.

**Table 4.2**  
**Researcher observation list cycle 1**

Field note 1
<p>Observation class</p> <p>Day: Wednesday 15<sup>th</sup> February 2023</p> <p>Time: 07:00 a.m – 08:30 a.m</p> <p>Location: SMAN 3 JEMBER XI MIPA 2</p>
<p>Class description:</p> <p>Students follow the lesson well even though there are still some who do not pay attention. Some students are already good at describing but there are students who cannot describe the media.</p>
<p>Researcher note:</p> <p>Researcher successful to introduces situational picture. Researcher hope, the media can help students to improving their speaking skill.</p>

d. Reflecting

In this phase the researcher and the teacher evaluated and reflected the action in cycle 1. Researcher did interview to Laura and Firman as a students of 11 MIPA 2 about the whole class situation after implementing the media. Laura said:

“It is fun because there is new media but, in my opinion it is hard to understand for my friend because the picture media just like that.”

Then Firman added opinion about the media

“for me, I’m happy because the new media and English class feels like English class and we have new media in learning English but, in my opinion it is just picture of house, so, it is hard to explain about the house because there is a lot of type of house (laughing) so, the media provided should be further improved.”

Based on the results of the interviews presented, the researcher must change the form of the media used. Researchers must create media that students can easily understand and use when learning English speaking. This has been attached in the table below:

**Table 4.3**

**Teacher observation list cycle 1**

Successful action	Unsuccessful action
Media implementation in class.	The media is considered ambiguous (it is hard to explain)
	Many students do not understand picture of the media.

Researcher did cycle 1 test on March, 1<sup>st</sup> 2023 consist of 30 students. The table below is the accumulated results from post-test 1.

Here is the result:

**Table 4.4**  
**The Student's Cycle-1 Speaking Test Score**

NO.	NAME	P	V	F	C	TOTAL SCORE	FAIL/PASS
1.	S01	3	3	3	2	40	fail
2.	202	4	4	4	4	80	pass
3.	S03	2	2	2	3	45	fail
4.	S04	2	2	2	4	50	fail
5.	S05	3	3	3	3	60	fail
6.	S06	3	3	3	4	65	fail
7.	S07	3	3	3	3	60	fail
8.	S08	1	1	1	1	20	fail
9.	09	4	4	4	4	80	pass
10.	S10	4	4	4	4	80	pass
11.	S11	2	1	2	5	50	fail
12.	S12	3	4	3	5	75	pass
13.	S13	3	3	3	2	40	fail
14.	S14	4	3	3	5	75	pass
15.	S15	1	1	1	1	20	fail
16.	S16	2	2	2	4	50	fail
17.	S17	3	3	3	2	40	fail
18.	S18	4	4	4	5	85	pass
19.	S19	4	4	4	4	80	pass
20.	S20	4	4	3	4	75	pass
21.	S21	3	3	3	3	60	fail
22.	S22	2	3	2	3	50	fail
23.	S23	5	4	4	4	85	pass
24.	S24	2	2	2	2	40	fail
25.	S25	3	4	3	3	65	fail
26.	S26	3	3	3	5	70	fail

27.	S27	4	3	3	5	75	pass
28.	S28	1	1	1	1	20	fail
29.	S29	4	4	3	5	80	pass
30	S30	4	4	4	4	80	pass
total		90	89	84	104	1,795	12
percentage							40%

Note: V: vocabulary F: fluency

P: pronunciation C: confident

(Successful students) : (Amount of students) x 100 = result

$$12 : 30 \times 100 = 40$$

$$= 40\%$$

From the table above, it can be seen that students

have not met the criteria for success in research. The

criteria of success are 75%. Therefore, the research was

continued to cycle 2.

## 2. The second cycle

### a. Planning

The results of reflection require researchers to do better in improving students' speaking skills. In cycle 1, students still have low speaking skills so, researchers redesign meeting to teach descriptive text using picture media in two meeting along with the post-test.

At the cycle 1, the researcher implementing picture media with a picture house and school was considered less effective because it is hard for students to explain and the picture is ambiguous. The researcher revised the media in the second cycle. The researcher chooses picture of children playing football. To make it different from cycle 1 the researcher makes media in the form of poster.

b. Implementing the acting

The action of the cycle 2 was done on March 1<sup>st</sup> 2023. In cycle two, the researcher would teach students by using the same media but in form of poster. Here, the researcher wished to have more development of students speaking score than the previous

section. The activities in class consisted of three activities. They were pre-activity, main activity and post activity. The pre-activity included opening the teaching and learning process, such as greeting, praying, checking attendance, giving motivation, and reviewing the last material. In main activity the researcher gave picture media related to the material and they performed in presentation based on the picture media. The post-activity was reviewing the lesson. Here, the description of the action that was implemented.



### 1) First meeting

It was held on Wednesday March 2<sup>nd</sup> 2023 14:45 p.m-15:30 p.m. in the 11 MIPA 2 class of senior high school 3 Jember in academic year 2022/2023. The researcher started the class by greeting, praying, checking attendances, giving motivation and reviewing last material that is related with the next material.

In the main activity, the researcher showed a picture media about describing activity. Unlike cycle one which has 3 pictures in cycle 2 researcher more focused in describing picture children playing soccer.

**Figure 4.4**

**Picture of Children Playing Soccer**



Before the researcher closed the meeting, the researcher and the students concluded and reviewed the materials on that day. The bell rang at 15:30 p.m. The

researcher closed the meeting by saying hamdalah together and salam

**Figure 4.5**

**Documentation of implementing picture media in cycle 2**



c. Observing

To collect the data, the researcher wrote field notes of classroom observation and interviews. In observing phase the researcher and the teacher observed the situation in the class while teaching learning process, student's participation, student's enthusiastic during the learning process and their braveries in speaking lesson.

**Table 4.5**

**Researcher observation list cycle 2**

Field note 2
Observation class
Day: Thursday 23 <sup>th</sup> February 2023
Time: 07:00 a.m – 08:30 a.m

Location: SMAN 3 JEMBER XI MIPA 2
<p>Class description:</p> <p>Students take the class well. Some students gained improvement when describing the media.</p>
<p>Researcher note:</p> <p>some students gain improvement and some students still does not have improvement</p>

#### d. Reflecting

In this phase the researcher and the teacher evaluated and reflected the action in cycle 2. Researcher did interview to Laura and Grace as a students of 11 MIPA 2 about the whole class situation after implementing the media. Laura said:

“I think it is more fun than las week ma’am because we still used the media and the students are neat (laughing) usually class are noisy (laughing) I think they are start to interest to learning English. “

Then Grace added her opinion about the media

“I like the media. I think it is better than last week. Some students are easy to explain today media than last week media. I can focus explain to one object rather than random object”

Based on interview above the researcher can see that the media is successful to use. This has been attached in the table below:

**Table 4.6**

**Teacher observation list cycle 2**

Successful action	Unsuccessful action
Implementing revision media in class.	
The media is considered quite well and easy to use for student to describe.	

Researcher did cycle 2 test on March, 15<sup>th</sup> 2023 consist of 30 students. The table below is the accumulated results from post-test 2.

Here is the result:

**Table 4.7**  
**The Student's Cycle 2 Speaking Score**

NO.	NAME	P	V	F	C	TOTAL SCORE	FAIL/PASS
1.	S01	4	4	4	4	80	pass
2.	202	4	4	4	5	85	pass
3.	S03	4	3	3	5	75	pass
4.	S04	2	2	2	4	50	fail
5.	S05	4	3	4	4	75	pass
6.	S06	4	3	4	4	75	pass
7.	S07	4	3	3	5	75	pass
8.	S08	2	2	2	3	45	fail

9.	S09	4	4	4	4	80	pass
10.	S10	5	4	5	5	95	pass
11.	S11	4	3	4	5	80	pass
12.	S12	4	4	3	5	80	pass
13.	S13	4	4	3	4	75	pass
14.	S14	4	3	3	5	75	pass
15.	S15	2	2	2	2	40	fail
16.	S16	4	4	3	5	80	pass
17.	S17	4	4	4	4	80	pass
18.	S18	5	4	4	5	90	pass
19.	S19	4	4	4	4	80	pass
20.	S20	4	4	3	5	80	pass
21.	S21	4	3	3	5	75	pass
22.	S22	4	4	3	4	75	pass
23.	S23	5	4	4	5	90	pass
24.	S24	4	4	3	4	75	pass
25.	S25	4	4	3	4	75	pass
26.	S26	4	4	3	5	80	pass
27.	S27	4	4	4	4	80	pass
28.	S28	2	2	2	3	45	fail
29.	S29	4	3	3	5	75	pass
30.	S30	4	4	4	5	85	pass
total		115	104	100	136	2,250	26
percentage							86,6%

Note: V: vocabulary

F: fluency

P: pronunciation

C: confident

(Successful students) : (Amount of students) x 100 = result

$$26 : 30 \times 100 = 86,6$$

$$= 86,6\%$$

Based on the result of the post test 2, the researcher can report that there was improvement on student's speaking skill. In this second cycle the researcher achieved criterion of success which is 75%. The result of the second post test shown the percentage score were 86,6%, so, the researcher decided to ended the action. The student's improving score could be shown by the table bellow:

**Table 4.8**  
**Improvement of student's speaking skill**

No.	Students	Score		
		pre test	cycle 1 test	cycle 2 test
1.	S01	35	40	80
2.	S02	75	80	85
3.	S03	40	45	75
4.	S04	40	50	50
5.	S05	50	60	75
6.	S06	60	65	75
7.	S07	60	60	75
8.	S08	20	20	45
9.	S09	75	80	80
10.	S10	70	80	95
11.	S11	40	50	80
12.	S12	75	75	80
13.	S13	40	40	75
14.	S14	70	75	75
15.	S15	20	20	40
16.	S16	50	50	80

17.	S17	40	40	80
18.	S18	80	85	90
19.	S19	70	80	80
20.	S20	75	75	80
21.	S21	50	60	75
22.	S2	40	50	75
23.	S23	75	85	90
24.	S24	40	40	75
25.	S25	60	65	75
26.	S26	60	70	80
27.	S27	70	75	80
28.	S28	20	20	45
29.	S29	75	80	75
30.	S30	70	80	85
Total		1,645	1,795	2,250
Percentage		23,3%	40%	86,6%

. From all the calculations above, the researcher could interpret using situational picture gain improvement in students speaking skill. There was improvement from 23, 3% in pre-test, and 40% in cycle 1 and up to 86, 6% in Cycle 2. From the result, there were improvements of speaking score consisted of vocabulary, pronunciation, fluency, and confident.

## B. Discussion

The Implementation picture media to improve student speaking skill of 11 grade at Senior High School 3 Jember consist of 3 activity: pre activity, main activity, and closing.

In pre-activity the researcher greeted the students, checked students' attendance, gave motivation and explained the purposes of the study. The main-activity was conducted using Picture media. Then the researcher gave explanation about the material. After that the researcher asked the students to describe something in front of class with preparation to make them more prepared to present. During the task, the researcher observed every student to know the problem faced by them. After the preparation was completed and they were ready to present in front of the class, the researcher checked the students vocabulary, pronunciation, grammar and fluency. The scoring of the students including vocabulary, pronunciation, fluency, and confident. In closing the activity, the researcher and the students reviewed or concluded the material on that day. The researcher also explained about what the material that would be discussed in the next meeting.

According to Wright, picture is a good way to increase student's creativity. It also makes them to be critical with object. Pictures are interesting to contribute to make class fun and not bored. Picture also economical so, teacher does not spend a lot of money on it they can cut out from old magazine, newspaper, calendar or drawing their own pictures. As wright stated, picture are cheap and available source<sup>40</sup>.

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<sup>40</sup> Andrew Wright, *Pictures for Language Learning*, (Cambridge: Cambridge University Press, 1989), p. 22-24



Based on the observation the students' showed improvement in using picture media. From the data gained, the researcher concluded that students more confident when using media in class, the students could answer teacher's question, students tried to ask question to clarify understanding, the students felt enthusiastic in doing the task and the students gave a good attitude and response during teaching learning process. Using picture media can improve students's speaking skill; it was proven by the previous research with same topic by Sherly Gaspersz and Lulu Jola Uktolseja<sup>41</sup>.

Sherly and Lulu stated that the use of picture media gain a positive impact on the improvement of each student in their speaking ability. Moreover, the students were more confident and fluent in speaking practices. According to Sherly and Lulu, using picture as media in teaching speaking can made the process of teaching and learning runs well. This media is good to make student pay attention to the class. The Practice of English Language Teaching and with picture media make the students more happy and interesting to join the lesson.

The result of this research was indicated that there was improvement on the students' speaking skill using situational picture as teaching and learning media. It was proved by the data that showed the percentage score in pretest was 23,3%. After the researcher implemented

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<sup>41</sup> Sherly Gaspersz, Lulu Jola Uktolseja, *The Use of Serial Picture Media to Improve English Speaking Ability at SMP YPK Syaloom Klademak Sorong City* (Sorong: INTERACTION: Jurnal Pendidikan Bahasa, 2021).

media in cycle 1, students get 40%. In cycle 2 the score of the students was 86.6% it means the criteria of success (75%) was successfully achieved.

There was interview conducted on Thursday 9<sup>th</sup> March 2023. This interview did after finishing the second cycle. Based on the students answer within the interview that the class situation changed after the researcher implemented picture media, they were happy to learn English especially speaking. The students' score improved and the students were more enthusiastic to learn English. Picture media shown a simple way to make students could speak because they can see everything on picture. The students said that using picture media was suitable for beginner to learning English. Most of students were able to improve their score. Based on the result above, the teacher gave positive response toward the implementation of picture media to improving students's speaking skill. It was concluded that picture media can improve the students' speaking skill.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter describes the conclusions obtained from the preliminary study, post-test1 and post-test2, and the improvement of students' speaking skill by using situational picture. The description based on research finding and discussion.

#### A. Conclusion

This research used situational picture media to teach speaking at 11 MIPA 2 of Senior High School 3 Jember in academic year 2022/2023. The implementation consisted of: (1) choosing and selecting the situational picture (2) explaining the situational picture media (3) students practiced speaking based on the media (4) teacher gives feedback (5) teacher gives score to the students. Based on the research findings, before researcher implement the media, students pre-test score was 23,3%. In cycle 1, after researcher implements the media, the result of the speaking test was 40%. In cycle 2, students speaking skill meet the criteria of success and get 86,6%. The aspect of speaking which got improvement were pronunciation, vocabulary, fluency, and confident. Their pronunciation and vocabulary improved, it could be seen that they practiced many vocabularies and pronounced it while in a class and when they spoke up in front of the class they could pronounced it correctly. Their fluency also improved. Students might not best with their fluency but, they practiced until they could arrange the sentences about the picture. They are senior high school students so, they has a big confident compare to Junior high school

students. In class, confident is important so, students can practice their English skill in front of the class. Therefore, the result above showed that the students' speaking skill can improve by using Picture Media.

## **B. Suggestion**

After drawing the conclusions of the research, some suggestions for English teacher, students, and the next researcher in this paper can be proposed and hopefully can be useful for the readers. Those suggestions were:

### **1. For English Teacher**

The researcher hopes that the teacher can provides a variety of media that can be used to attract students' attention in learning English. because the media really helps students to better understand and transfer their ideas. The English teacher should create an enjoyable situation in teaching and learning process so that the students could involve actively in class.

### **2. For the next researcher**

The researcher hopes this research can be useful and be a reference for the next researcher in order to have better teaching learning process, especially in teaching speaking skill.

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## Appendix 1


**MATRIX OF RESEARCH**

<b>Title</b>	<b>Variable</b>	<b>Indicators</b>	<b>Source of Data</b>	<b>Research Method</b>	<b>Research Problem</b>
The Implementation of Picture Media to Improve Student Speaking Skill at 11 Grade Of Senior High School 3 Jember	PICTURE MEDIA  STUDENT SPEAKING SKILL	<ol style="list-style-type: none"> <li>1. The procedure of picture media</li> <li>2. The impact of picture media</li> </ol> <ol style="list-style-type: none"> <li>1. Prononciation</li> <li>2. Vocabulary</li> <li>3. Fluenty</li> <li>4. Confident</li> </ol>	<p>Student speaking score (pre test and post test)</p> <p>Describing individual picture spontanously</p>	<ol style="list-style-type: none"> <li>1. <b>Research design</b> Classroom action research</li> <li>2. <b>Data collection</b> <ul style="list-style-type: none"> <li>• Speaking test (pre test and post test)</li> <li>• Observation</li> <li>• Interview</li> <li>• Documentation</li> </ul> </li> <li>3. <b>Data alanysis technique:</b> Stage of CAR by kurt levin (2008) <ol style="list-style-type: none"> <li>1. Planning</li> <li>2. Acting</li> <li>3. Observing</li> <li>4. Reflecting</li> </ol> </li> <li>4. <b>Criteria of success</b> 75%</li> </ol>	<p><b>Research Question ?</b></p> <ol style="list-style-type: none"> <li>a. How is the implementation of picture media for 11 grade of senior high school?</li> <li>b. How is the impact of picture media for 11 grade of senior high school</li> </ol> <p><b>Research Objective :</b></p> <ol style="list-style-type: none"> <li>a. To find out the implementation of picture media for 11 grade of senior high school</li> <li>b. To find out the impact of picture media for 11 grade of senior high school.</li> </ol>



**Appendix 2****RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)****RPP 1**

Satuan Pendidikan : SMAN 03 Jember  
Kelas / Semester : XI / Genap  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Deskriptif Teks  
Alokasi Waktu : 2 JP ( Pertemuan Pertama)

**A. Kompetensi Inti**

(K1) Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

(K2) Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

(K3) Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya

4.7 Teks Deskriptif

## **C. Indikator**

1. Siswa dapat mendeskripsikan sesuatu dalam bentuk lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **D. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik mampu:

1. Mengidentifikasi informasi tentang describing situation dari beberapa pilihan topik yang tersedia
2. Menampilkan penampilan tentang describing situation di depan kelas dengan baik

## **E. Materi Pembelajaran**

Deskriptif Teks

## F. Metode Pembelajaran

- Pendekatan : Saintifik
- Metode : PTK

## G. Kegiatan Pembelajaran

<b>Kegiatan pendahuluan (5 menit)</b>	
<b>Pembukaan</b>	<ul style="list-style-type: none"> <li>• Memberikan salam</li> <li>• Menanyakan kesiapan belajar siswa</li> <li>• Mempersilakan salah satu siswa memimpin doa</li> <li>• Memulai Yel-yel</li> <li>• Guru menanyakan kabar, memeriksa kehadiran serta kesiapan peserta didik, dan memastikan kesiapan sarana belajar yang dibutuhkan dalam pembelajaran.</li> </ul>
<b>Kegiatan inti (80 menit)</b>	
<ul style="list-style-type: none"> <li>• Guru menjelaskan materi <i>descriptive text</i> yang akan dibahas dengan singkat, padat, dan jelas.</li> <li>• Guru mempersilahkan peserta didik untuk bertanya terkait dengan materi yang telah disampaikan dan mungkin belum dimengerti.</li> <li>• Guru memberikan beberapa tema untuk dideskripsikan</li> <li>• Siswa menjelaskan tema tersebut di depan kelas</li> </ul>	
<b>Kegiatan penutup (5 menit)</b>	
<ul style="list-style-type: none"> <li>• Peserta didik dan guru merefleksi kegiatan pembelajaran yang telah dilakukan.</li> <li>• Peserta didik dan guru membuat kesimpulan tentang materi yang telah dipelajari (<i>penguatan pemahaman</i>).</li> <li>• Guru menyampaikan tugas atau materi yang akan dibahas di pertemuan</li> </ul>	

selanjutnya.

- Guru menutup kegiatan belajar mengajar dengan doa dan salam.

#### H. Sumber Belajar

- Alat dan bahan : Papan dan spidol
- Sumber Belajar: LKS Bahasa Inggris Kelas XI Semester Genap, Internet

#### I. Penilaian

No.	Aspect	Score				
		1	2	3	4	5
1.	Pronunciation					
2.	Vocabulary					
3.	Fluency					
4.	Confident					

KIAI HAJI ACHMAD SIDDIQ

Aspect of speaking	Points	Behaviour statement
Pronunciation	5	Pronunciation always correct
	4	Pronunciation almost correct
	3	Many corrections but still understandable
	2	A lot of error pronunciations
	1	No structurally correct
Vocabulary	5	Can explain the meaning of picture.
	4	Give explanation with a little filler.
	3	Give explanation with a lot of filler.
	2	Just doing filler.

	1	Silent.
Fluently	5	Speaks with a good intonation
	4	Speaks without intonation
	3	speaks with a lot of repetition
	2	Explain by word by word
	1	Silent
Confident	5	Doing explanation with a good expression.
	4	A bit hesitant but still good.
	3	Often hesitant when doing explanation
	2	speaks in a quiet voice
	1	Silent

Total nilai x 100 : 20 = 100

Mengetahui,  
Guru Mata Pelajaran Bahasa  
Inggris SMAN 03 Jember



**Trinil Budi Agustina, S. Pd**  
NIP. 196508081988032008

UNIVERSITAS ISLAM NEGERI  
Jember  
MAMAD  
Jember

Jember, 15 Februari 2023  
Mahasiswa,



**Alfinda Dhaniar Agustinningrum**  
NIM.T20196016

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP)**

**RPP 2**

Satuan Pendidikan : SMAN 03 Jember  
Kelas / Semester : XI / Genap  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Deskriptif Teks  
Alokasi Waktu : 2 JP ( Pertemuan Kedua)

**A. Kompetensi Inti**

(K1) Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

(K2) Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

(K3) Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya

4.7 Teks Deskriptif

## **C. Indikator**

1. Siswa dapat mendeskripsikan sesuatu dalam bentuk lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **D. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik mampu

1. Mengidentifikasi informasi tentang describing situation dari beberapa media yang tersedia
2. Menganalisis informasi terkait describing situation
3. Menampilkan penampilan tentang describing situation di depan kelas dengan baik

## **E. Materi Pembelajaran**

Deskriptif Teks

## **F. Metode Pembelajaran**

- Pendekatan : Saintifik

- Metode : PTK

### G. Kegiatan Pembelajaran

<b>Kegiatan pendahuluan (5 menit)</b>	
<b>Pembukaan</b>	<ul style="list-style-type: none"> <li>• Memberikan salam</li> <li>• Menanyakan kesiapan belajar siswa</li> <li>• Mempersilakan salah satu siswa memimpin doa</li> <li>• Memulai Yel-yel</li> <li>• Guru menanyakan kabar, memeriksa kehadiran serta kesiapan peserta didik, dan memastikan kesiapan sarana belajar yang dibutuhkan dalam pembelajaran.</li> </ul>
<b>Kegiatan inti (80 menit)</b>	
<ul style="list-style-type: none"> <li>• Peneliti memberikan arahan untuk pembelajaran</li> <li>• Guru menjelaskan materi <i>descriptive text</i> yang akan dibahas dengan singkat, padat, dan jelas.</li> <li>• Guru mempersilahkan peserta didik untuk bertanya terkait dengan materi yang telah disampaikan dan mungkin belum dimengerti.</li> <li>• Guru memberikan media gambar sebagai media</li> <li>• Siswa menjelaskan tema tersebut di depan kelas</li> </ul>	
<b>Kegiatan penutup (5 menit)</b>	
<ul style="list-style-type: none"> <li>• Peserta didik dan guru merefleksi kegiatan pembelajaran yang telah dilakukan.</li> <li>• Peserta didik dan guru membuat kesimpulan tentang materi yang telah dipelajari</li> <li>• Guru menyampaikan tugas atau materi yang akan dibahas di pertemuan selanjutnya.</li> <li>• Guru menutup kegiatan belajar mengajar dengan doa dan salam.</li> </ul>	



## H. Sumber Belajar

- Alat dan bahan : Papan, spidol, dan media gambar
- Sumber Belajar: LKS Bahasa Inggris Kelas XI Semester Genap, Internet

Contoh media gambar yang digunakan:



## I. Penilaian

No.	Aspect	Score				
		1	2	3	4	5
1.	Pronunciation					
2.	Vocabulary					
3.	Fluency					
4.	Confident					

Aspect of speaking	Points	Behaviour statement
Pronunciation	5	Pronunciation always correct
	4	Pronunciation almost correct
	3	Many corrections but still understandable
	2	A lot of error pronunciations
	1	No structurally correct

Vocabulary	5	Can explain the meaning of picture.
	4	Give explanation with a little filler.
	3	Give explanation with a lot of filler.
	2	Just doing filler.
	1	Silent.
Fluently	5	Speaks with a good intonation
	4	Speaks without intonation
	3	speaks with a lot of repetition
	2	Explain by word by word
	1	Silent
Confident	5	Doing explanation with a good expression.
	4	A bit hesitant but still good.
	3	Often hesitant when doing explanation
	2	speaks in a quiet voice
	1	Silent

Total nilai x 100 : 20 = 100

UNIVERSITAS ISLAM NEGERI  
KIAL HAI ACHMAD SIDDIQ  
J E M B E R

Mengetahui,  
Guru Mata Pelajaran Bahasa  
Inggris SMAN 03 Jember



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Jember, 23 February 2023  
Mahasiswa,



**Alfinda Dhaniar Agustinningrum**  
NIM.T20196016

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

#### RPP 3

Satuan Pendidikan	: SMAN 03 Jember
Kelas / Semester	: XI / Genap
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Deskriptif Teks
Alokasi Waktu	: 2 JP ( Pertemuan Ketiga)

#### A. Kompetensi Inti

- (K1) Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- (K2) Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- (K3) Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya

4.7 Teks Deskriptif

## **C. Indikator**

1. Siswa dapat mendeskripsikan sesuatu dalam bentuk lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **D. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik mampu

1. Menampilkan penampilan tentang describing situation di depan kelas dengan baik

## **E. Materi Pembelajaran**

Deskriptif Teks

## **F. Metode Pembelajaran**

- Pendekatan : Saintifik
- Metode : PTK

### G. Kegiatan Pembelajaran

<b>Kegiatan pendahuluan (5 menit)</b>	
<b>Pembukaan</b>	<ul style="list-style-type: none"> <li>• Memberikan salam</li> <li>• Menanyakan kesiapan belajar siswa</li> <li>• Mempersilakan salah satu siswa memimpin doa</li> <li>• Memulai Yel-yel</li> <li>• Guru menanyakan kabar, memeriksa kehadiran serta kesiapan peserta didik, dan memastikan kesiapan sarana belajar yang dibutuhkan dalam pembelajaran.</li> </ul>
<b>Kegiatan inti (80 menit)</b>	
<ul style="list-style-type: none"> <li>• Peneliti memberikan arahan untuk pembelajaran</li> <li>• Guru menjelaskan materi <i>descriptive text</i> yang akan dibahas dengan singkat, padat, dan jelas.</li> <li>• Guru mempersilahkan peserta didik untuk bertanya terkait dengan materi yang telah disampaikan dan mungkin belum dimengerti.</li> <li>• Guru memberikan beberapa tema untuk dideskripsikan</li> <li>• Siswa menjelaskan tema tersebut di depan kelas</li> </ul>	
<b>Kegiatan penutup (5 menit)</b>	
<ul style="list-style-type: none"> <li>• Peserta didik dan guru merefleksi kegiatan pembelajaran yang telah dilakukan.</li> <li>• Peserta didik dan guru membuat kesimpulan tentang materi yang telah dipelajari (<i>penguatan pemahaman</i>).</li> <li>• Guru menyampaikan tugas atau materi yang akan dibahas di pertemuan selanjutnya.</li> <li>• Guru menutup kegiatan belajar mengajar dengan doa dan salam.</li> </ul>	

## H. Sumber Belajar

- Alat dan bahan : Papan dan spidol
- Sumber Belajar: LKS Bahasa Inggris Kelas XI Semester Genap, Internet

## I. Penilaian

No.	Aspect	Score				
		1	2	3	4	5
1.	Pronunciation					
2.	Vocabulary					
3.	Fluency					
4.	Confident					

Aspect of speaking	Points	Behaviour statement
Pronunciation	5	Pronunciation always correct
	4	Pronunciation almost correct
	3	Many corrections but still understandable
	2	A lot of error pronunciations
	1	No structurally correct
Vocabulary	5	Can explain the meaning of picture.
	4	Give explanation with a little filler.
	3	Give explanation with a lot of filler.
	2	Just doing filler.
	1	Silent.
	5	Speaks with a good intonation
	4	Speaks without intonation
	3	speaks with a lot of repetition

Fluently	2	Explain by word by word
	1	Silent
Confident	5	Doing explanation with a good expression.
	4	A bit hesitant but still good.
	3	Often hesitant when doing explanation
	2	speaks in a quiet voice
	1	Silent

Total nilai x 100 : 20 = 100

Mengetahui,  
Guru Mata Pelajaran Bahasa  
Inggris SMAN 03 Jember



**Trinil Budi Agustina, S. Pd**  
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Jember, 1 Maret 2023  
Mahasiswa,



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NIM.T20196016

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

#### RPP 4

Satuan Pendidikan	: SMAN 03 Jember
Kelas / Semester	: XI / Genap
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Deskriptif Teks
Alokasi Waktu	: 2 JP ( Pertemuan Keempat)

#### A. Kompetensi Inti

(K1) Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

(K2) Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

(K3) Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di



sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya

4.7 Teks Deskriptif

## **C. Indikator**

1. Siswa dapat mendeskripsikan sesuatu dalam bentuk lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **D. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik mampu

1. Mengidentifikasi informasi tentang describing situation dari media yang disediakan
2. Menganalisis informasi terkait media yang diberikan
3. Menampilkan penampilan tentang describing situation di depan kelas dengan baik

## **E. Materi Pembelajaran**

Deskriptif Teks

## F. Metode Pembelajaran

- Pendekatan : Saintifik
- Metode : PTK

## G. Kegiatan Pembelajaran

<b>Kegiatan pendahuluan (5 menit)</b>	
<b>Pembukaan</b>	<ul style="list-style-type: none"> <li>• Memberikan salam</li> <li>• Menanyakan kesiapan belajar siswa</li> <li>• Mempersilakan salah satu siswa memimpin doa</li> <li>• Memulai Yel-yel</li> <li>• Guru menanyakan kabar, memeriksa kehadiran serta kesiapan peserta didik, dan memastikan kesiapan sarana belajar yang dibutuhkan dalam pembelajaran.</li> </ul>
<b>Kegiatan inti (80 menit)</b>	
	<ul style="list-style-type: none"> <li>• Peneliti memberikan arahan untuk pembelajaran</li> <li>• Peneliti memberikan arahan untuk pembelajaran</li> <li>• Guru menjelaskan materi <i>descriptive text</i> yang akan dibahas dengan singkat, padat, dan jelas.</li> <li>• Guru mempersilahkan peserta didik untuk bertanya terkait dengan materi yang telah disampaikan dan mungkin belum dimengerti.</li> <li>• Guru memberikan media gambar (poster) sebagai media</li> <li>• Siswa menjelaskan tema tersebut di depan kelas</li> </ul>
<b>Kegiatan penutup (5 menit)</b>	
	<ul style="list-style-type: none"> <li>• Peserta didik dan guru merefleksi kegiatan pembelajaran yang telah dilakukan.</li> <li>• Peserta didik dan guru membuat kesimpulan tentang materi yang telah</li> </ul>

dipelajari

(penguatan pemahaman).

- Guru menyampaikan tugas atau materi yang akan dibahas di pertemuan selanjutnya.
- Guru menutup kegiatan belajar mengajar dengan doa dan salam.

#### H. Sumber Belajar

- Alat dan bahan : Papan, spidol, dan media gambar poster
- Sumber Belajar: LKS Bahasa Inggris Kelas XI Semester Genap, Internet

Contoh media gambar yang digunakan:



#### I. Penilaian

No.	Aspect	Score				
		1	2	3	4	5
1.	Pronunciation					
2.	Vocabulary					
3.	Fluency					
4.	Confident					

Aspect of speaking	Points	Behaviour statement
Pronunciation	5	Pronunciation always correct
	4	Pronunciation almost correct
	3	Many corrections but still understandable
	2	A lot of error pronunciations
	1	No structurally correct
Vocabulary	5	Can explain the meaning of picture.
	4	Give explanation with a little filler.
	3	Give explanation with a lot of filler.
	2	Just doing filler.
	1	Silent.
Fluently	5	Speaks with a good intonation
	4	Speaks without intonation
	3	speaks with a lot of repetition
	2	Explain by word by word
	1	Silent
Confident	5	Doing explanation with a good expression.
	4	A bit hesitant but still good.
	3	Often hesitant when doing explanation
	2	speaks in a quiet voice
	1	Silent

Total nilai x 100 : 20 = 100

Mengetahui,  
Guru Mata Pelajaran Bahasa  
Inggris SMAN 03 Jember



**Trinil Budi Agustina, S. Pd**  
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Jember, 9 Maret 2023  
Mahasiswa,



**Alfinda Dhaniar Agustinningrum**  
NIM.T20196016

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPP)

#### RPP 5

Satuan Pendidikan : SMAN 03 Jember  
Kelas / Semester : XI / Genap  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Deskriptif Teks  
Alokasi Waktu : 2 JP ( Pertemuan Kelima)

#### A. Kompetensi Inti

- (K1) Mengembangkan perilaku (jujur, disiplin, tanggung jawab, peduli, santun, ramah lingkungan, gotong royong, kerjasama, cinta damai, responsif dan pro- aktif) dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan bangsa dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- (K2) Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural dalam ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
- (K3) Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di

sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya

4.7 Teks Deskriptif

## **C. Indikator**

1. Siswa dapat mendeskripsikan sesuatu dalam bentuk lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

## **D. Tujuan Pembelajaran**

Setelah mengikuti proses pembelajaran, peserta didik mampu

1. Menampilkan penampilan tentang describing situation di depan kelas dengan baik

## **E. Materi Pembelajaran**

Deskriptif Teks

## **F. Metode Pembelajaran**

- Pendekatan : Saintifik
- Metode : PTK

### G. Kegiatan Pembelajaran

<b>Kegiatan pendahuluan (5 menit)</b>	
<b>Pembukaan</b>	<ul style="list-style-type: none"> <li>• Memberikan salam</li> <li>• Menanyakan kesiapan belajar siswa</li> <li>• Mempersilakan salah satu siswa memimpin doa</li> <li>• Memulai Yel-yel</li> <li>• Guru menanyakan kabar, memeriksa kehadiran serta kesiapan peserta didik, dan memastikan kesiapan sarana belajar yang dibutuhkan dalam pembelajaran.</li> </ul>
<b>Kegiatan inti (80 menit)</b>	
<ul style="list-style-type: none"> <li>• Peneliti memberikan arahan untuk pembelajaran</li> <li>• Guru menjelaskan materi <i>descriptive text</i> yang akan dibahas dengan singkat, padat, dan jelas.</li> <li>• Guru mempersilahkan peserta didik untuk bertanya terkait dengan materi yang telah disampaikan dan mungkin belum dimengerti.</li> <li>• Guru memberikan beberapa tema untuk dideskripsikan</li> <li>• Siswa menjelaskan tema tersebut di depan kelas</li> </ul>	
<b>Kegiatan penutup (5 menit)</b>	
<ul style="list-style-type: none"> <li>• Peserta didik dan guru merefleksi kegiatan pembelajaran yang telah dilakukan.</li> <li>• Peserta didik dan guru membuat kesimpulan tentang materi yang telah dipelajari (<i>penguatan pemahaman</i>).</li> <li>• Guru menyampaikan tugas atau materi yang akan dibahas di pertemuan selanjutnya.</li> <li>• Guru menutup kegiatan belajar mengajar dengan doa dan salam.</li> </ul>	

## H. Sumber Belajar

- Alat dan bahan : Papan dan spidol
- Sumber Belajar: LKS Bahasa Inggris Kelas XI Semester Genap, Internet

## I. Penilaian

No.	Aspect	Score				
		1	2	3	4	5
1.	Pronunciation					
2.	Vocabulary					
3.	Fluency					
4.	Confident					

Aspect of speaking	Points	Behaviour statement
Pronunciation	5	Pronunciation always correct
	4	Pronunciation almost correct
	3	Many corrections but still understandable
	2	A lot of error pronunciations
	1	No structurally correct
Vocabulary	5	Can explain the meaning of picture.
	4	Give explanation with a little filler.
	3	Give explanation with a lot of filler.
	2	Just doing filler.
	1	Silent.
	5	Speaks with a good intonation
	4	Speaks without intonation
	3	speaks with a lot of repetition



Fluently	2	Explain by word by word
	1	Silent
Confident	5	Doing explanation with a good expression.
	4	A bit hesitant but still good.
	3	Often hesitant when doing explanation
	2	speaks in a quiet voice
	1	Silent

Total nilai x 100 : 20 = 100

Mengetahui,  
Guru Mata Pelajaran Bahasa  
Inggris SMAN 03 Jember



**Trinil Budi Agustina, S. Pd**  
NIP. 196508081988032008

Jember, 15 Maret 2023  
Mahasiswa,



**Alfinda Dhaniar Agustinningrum**  
NIM.T20196016

**Appendix 3**

**DOCUMENTATION**

**A. CYCLE 1**

After the teacher explains how to use the media, students are called on one by one to describing situational picture in front of the class. The media that researcher choose in cycle 1 is a printed picture that pasted on cardboard.



She describing picture of house



He describing picture of house



She describing picture of house



He describing picture of house

## B. CYCLE 2

After the teacher explains how to use the media, students are called on one by one to describing situational picture in front of the class. The media that researcher choose in cycle 2 is poster.



He describing picture of children playing soccer



She describing picture of children playing soccer



She describing picture of children playing soccer



He describing picture of children playing soccer

### RESEARCH JOURNAL ACTIVITIES

Name: ALFINDA DHANIAR AGUSTINNINGRUM

NIM: T20196016

Title: THE IMPLEMENTATION OF PICTURE MEDIA TO IMPROVE STUDENTS SPEAKING SKILL AT 11 GRADE OF SENIOR HIGH SCHOOL 3 JEMBER

Location: SMAN 3 JEMBER

No.	Day/ date	Activity	Initials
1.	Thursday, February 9 <sup>th</sup> 2023	The researcher give "surat permohonan penelitian" to the school	af
2.	Wednesday, February 15 <sup>th</sup> 2023	The researcher did pre-test	af
3.	Thursday, February 23 <sup>rd</sup> 2023	The researcher implement the media (Cycle 1)	af
4.	Wednesday, March 1 <sup>st</sup> 2023	The researcher did post-test 1	af
5.	Thursday, March 9 <sup>th</sup> 2023	The researcher Implement the media (Cycle 2)	af
6.	Wednesday, March 15 <sup>th</sup> 2023	The researcher did post-test 2	af
7.	Monday, May 15 <sup>th</sup> 2023	The researcher ask for a letter of research finishing	af

Jember, 15 Mei 2023

Kepala Sekolah SMAN 3 Jember




**Drs. H. Karniyanto, MM.**

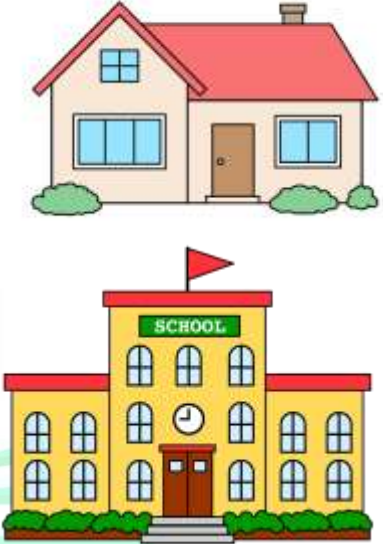
NIP. 196307071987031018

## Appendix 5

## PRE-TEST VALIDITY


Curriculum	Instruction
<p>3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya</p> <p>4.7 Teks Deskriptif</p>	 <ol style="list-style-type: none"> <li>1. Guru menunjukkan 1 gambar sederhana</li> <li>2. Guru menjelaskan cara menggunakan gambar sebagai media</li> <li>3. Setelah melihat gambar, murid dipersilahkan untuk mendeskripsikan gambar tersebut di depan kelas.</li> <li>4. Guru memberikan feedback terkait penampilan murid</li> <li>5. Setelah selesai, guru akan menilai murid menggunakan <i>scoring rubric</i> yang disediakan. Aspek yang dinilai oleh guru meliputi: <i>Pronunciation, vocabulary, fluency, dan confident</i></li> </ol>

## CYCLE-1 TEST VALIDITY

Curriculum	Instruction
<p>3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya</p> <p>4.7 Teks Deskriptif</p>	<div style="text-align: center;">  </div> <ol style="list-style-type: none"> <li>1. Guru menunjukkan 2 gambar sederhana</li> <li>2. Guru menjelaskan cara kerja dari <i>situational picture</i></li> <li>3. Setelah melihat gambar, murid dipersilahkan untuk mendeskripsikan <i>situational picture</i> di depan kelas.</li> <li>4. Guru memberikan feedback terkait penampilan murid</li> <li>5. Setelah selesai, guru akan menilai murid menggunakan</li> </ol>

	<p><i>scoring rubric</i> yang disediakan.</p> <p>Aspek yang dinilai oleh guru meliputi: <i>Pronunciation, vocabulary, fluency, dan confident</i></p>
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### CYCLE-2 TEST VALIDITY

Curriculum	Instruction
<p>3.7 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana sesuai dengan konteks penggunaannya</p> <p>4.7 Teks Deskriptif</p>	 <ol style="list-style-type: none"> <li>1. Guru menunjukkan sebuah gambar sederhana</li> <li>2. Guru menjelaskan cara kerja dari <i>situational picture</i></li> <li>3. Setelah melihat gambar, murid dipersilahkan untuk mendeskripsikan <i>situational picture</i> di depan kelas.</li> <li>4. Guru memberikan feedback terkait penampilan murid</li> </ol>

	<p>5. Setelah selesai, guru akan menilai murid menggunakan <i>scoring rubric</i> yang disediakan. Aspek yang dinilai oleh guru meliputi: <i>Pronunciation, vocabulary, fluency, dan confident</i></p>
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## Appendix 6

### INTERVIEW GUIDELINES

THE IMPLEMENTATION OF PICTURE MEDIA TO IMPROVE SPEAKING

SKILL AT 11 GRADE OF SENIOR HIGH SCHOOL 3 JEMBER

QUESTION:

1. What is English conversation class?
2. What kind of class is that?
3. How about the class per week?
4. How about the nuance of class?
5. What do you think about today class?
6. What do you think about the media?



## Appendix 7

### INTERVIEW TRANSCRIPTS

**Day/date: Thursday 9<sup>th</sup> February 2023**

R: researcher

S: student

...

R : Hello sorry to disturb your time. May I ask a few questions? Is that okay?

S1 : it is okay miss

...

R : In this class there is an English conversation class right, what class is that?

S1 : usually per week we only did a conversation it is a necessary to us to practice our English if we want to learn English but, the improvement not significant at all because there is no media. It is just my opinion.

S2 : in other side we have a chance to improve our English skill like ask to her to translate everything to ma'am trinil like we have more knowledge even we still a study English e little bit. For example "sorry ma'am I don't understand" so, the teacher can translate an we can answer the question

...

R : how about the class per week?

S3 : usually it is like monotone, and there is no new variation. I think it is more good when we at 10 grade. Sometimes the teachers only give question and explanation that it is.

S2 : when we at 10 grade, the thing that make us interest to learn when we formed in a group with the types of students who have the same way of learning, such as audio, visual, or kinaesthetic.

R : So, right now the teacher only focuses on you guys to make texts and presentations every week?

S1 : yes miss.

S2 : more to do the questions too from LKS

R : so, the nuance less like English conversation class right?

S1 : it is still English conversation class but, less to improve I guess.

R : okay, thank you

**Day/date: Wednesday, February 23<sup>rd</sup> 2023**

R: researcher

S: student

...

R : hello can I ask you a few question again, is that okay?

S : yes miss, it is okay

...

R : how is your opinion about today class?

S1 : it is fun because there is new media but, in my opinion it is hard to understand for my friend because the picture media just like that.

S2 : for me, I'm happy because the new media and English class feels like English class and we have new media in learning English but, in my opinion it is just picture of house, so, it is hard to explain about the house because there is a lot of type of house (laughing) so, the media provided should be further improved.

R : like more specific?

S : yes yes yes...

S2 : so that we and the other students understand better and the nuances of English are even better.

R : thank you

**Day/date: Thursday, March 9<sup>th</sup> 2023**

R: researcher

S: student

...

R : hello! Can I ask you some question?

S1 : aaaaa it is okay ma'am

...

R : what do you think about today class?

S1 : I think it is more fun than las week ma'am because we still used the media and the students are neat (laughing) usually class are noisy (laughing) I think they are start to interest to learning English.

R : ah... I see so, what do you think about the media?

S1 : I like the media. I think it is better than last week. Some students are easy to explain today media than last week media. I can focus explain to one object rather than random object (like last week).

S2 : I agree with her, because of the new type of media I can explore myself too and it makes me want to improve again my English skill in speaking. Teacher chooses the media very well because the picture is more clear that last week. Because of that, it is easier to explain.

R : okay... thank you for your time guys

S : you're welcome miss.

## Appendix 8

### PROFILE OF SCHOOL

SMAN 3 Jember is one of the State Senior High Schools in East Java Province, Indonesia. On November 22, 1985, based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0601/0/1985, the Senior High School was opened with the name SMA Negeri 3 Jember which is located on Jalan Basuki Rahmad number 26, Tegal Besar Village, Kaliwates District, Jember Regency. This school has two majors namely MIPA and Social Sciences.

In the city of Jember, SMAN 3 Jember is better known as an artist school, because the performance of students who are active in the field of arts and culture and the presence and appearance of SMAN 3 Jember students at cultural activities in Jember district are always anticipated, for example JFC (Jember Fashion Carnival). However, activities and achievements in the academic field are also a priority for improving the quality of SMAN 3 Jember and are able to get students accepted into tertiary institutions and some students become representatives of the Jember district to take part in the National Science Competition (KSN) at the East Java Province level. With the hard work of all SMAN 3 Jember residents, they always try and are committed to improving quality so that the Vision and Mission of SMAN 3 Jember are realized.

#### 1. The history of the establishment of SMAN 3 JEMBER

At the beginning of its establishment, SMAN 3 Jember was a branch of SMAN 2 Jember, because at that time it did not have proper facilities and infrastructure, especially classrooms, so learning activities were carried out at the main school, namely at SMAN 2 Jember for one year with the school principal Mrs. Soesetijati, BA, who is also the principal of SMAN 2 Jember. After the classrooms were built, the learning activities were carried out at the location of SMAN 3 Jember which is on Jalan Basuki Rahmad number 26, Tegal Besar sub-district, Kaliwates

sub-district, Jember district, with the definitive principal being Mr. Ikhsan Soedadi. However, because the classrooms were not yet complete, learning was carried out on a morning and evening schedule which lasted for four years.

In the fifth year of the establishment of SMAN 3 Jember, the facilities in the form of classrooms were sufficient to accommodate the number of students as many as 6 study groups. The development of the number of students is increasing day by day, and currently, in the 2021-2022 Academic Year the number of study groups is thirty classes

Until now SMA Negeri 3 Jember is led by 10 (ten) principals, namely:

1. Soesetijati, BA (1985 – 1986)
2. Ikhsan Soedadi (1986 – 1991)
3. SH. Karto (1991 – 1993)
4. Suharto (1993 – 1995)
5. Kadam Soedarmojo (1995 – 1996)
6. Warsito (1996 – 2002)
7. Ismijatin Nursai, MM (2002 – 2005)
8. Sukantomo, MM (2005 – 2006)
9. Tohari, MM (2006 – 2008)
10. Infallible Imam, M.Psi (2008 – 2010)
11. Tatang Prijanggono, S.Pd, M.Pd (2010 – 2012)
12. Raharjo Untung, M.Pd (2012 – 2016)
13. Rosyid, S.Pd, M.Si, MP (2016 – 2020)
14. H. Karniyanto, MM (2020 – Present)

## 2. Vision and mission of SMAN 3 JEMBER

### a. Vision of SMAN 3 Jember

"The realization of students who have faith, character, are independent, critical, creative, and have global diversity"

The indicators for the Vision of SMA Negeri 3 Jember are as follows:

- Have faith: have moral character in relation to God Almighty, understand religious teachings and beliefs, and apply this understanding in daily life.
- Having character: being honest, disciplined, responsible, and doing activities together voluntarily so that the activities carried out can run smoothly, easily and lightly.
- Independent: having high self-confidence and responsibility and being able to carry out assigned tasks without the help of others for the process and learning outcomes.
- Critical: possessing critical reasoning characteristics capable of objectively processing both qualitative and quantitative information, building links between various information, analysing information, evaluating and concluding it.
- Creative: having the ability to modify and produce something original, meaningful, useful, and impactful.
- Global Diversity: having an attitude of maintaining noble culture, locality and identity, and remaining open-minded in interacting with other cultures so as to foster a sense of mutual respect and the possibility of forming a new culture that is positive and does not conflict with the nation's noble culture

b. Mission of SMAN 3 Jember

- 1) Realizing education to produce people who have religious morals, personal morals, morals towards others, morals towards nature, and national morals.
- 2) Optimizing the ability to collaborate, care, and share with others.
- 3) Realizing increased understanding and awareness of oneself and the situation one is facing as well as self-regulation through planned and sustainable programs.
- 4) Improving the ability to obtain and process information and ideas, analyze and evaluate reasoning, reflect on thoughts and thought processes in making decisions.
- 5) Develop the ability to generate original ideas and produce original works and actions and have the flexibility of thinking in finding alternative solutions to problems.
- 6) Improving the ability to know and appreciate culture, intercultural communication skills in interacting with others, and reflection and responsibility for the experience of diversity.

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Appendix 10

### DECLARATION OF AUTHORSHIP

The undersigned below :

Name : Alfinda Dhaniar Agustinningrum  
Place, date of birth : Sidoarjo, 12 Januari 2002  
Address : Kedung Bocok, Tarik, Sidoarjo  
Faculty : Education and Teaching Training  
Program : English Education

State that thesis entitled "The Implementation of Picture Media to Improve Student Speaking Skill at 11 Grade of Senior High School 3 Jember" is truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography do the fact I am the only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 19 Juni 2023



**Alfinda Dhaniar Agustinningrum**  
NIM T20196016



**Appendix 10****BIODATA OF THE RESEARCHER**

Name : Alfinda Dhaniar Agustinningrum

Place, Date of Birth : Sidoarjo, 12 Januari 2002

Address : Kedung Bocok, Tarik, Sidoarjo

Gmail address : [alfindanrn12@gmail.com](mailto:alfindanrn12@gmail.com)

Educational Background:

1. MI ALHIDAYAH TARIK SIDOARJO (2007-2013)
2. SMP WALISONGO PACET MOJOKETO (2013-2016)
3. MAN 2 MOJOKERTO (2016-2019)



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**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Nomor : B-0522/In.20/3.a/PP.009/02/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMAN 3 JEMBER

Jalan Jendral Basuki Rachmad No.26, Gumuksari, Tegal Besar, Kec. Kaliwates, Kabupaten Jember

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

NIM : T20196016  
 Nama : ALFINDA DHANIAR AGUSTINNINGRUM  
 Semester : Semester delapan  
 Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai 'The Implementation of Picture Media to Improve Students Speaking Skill at 11 Grade of SMAN 3 JEMBER' selama 40 ( empat puluh ) hari di lingkungan lembaga wewenang Bapak/Ibu Dra. H. Karniyanto, MM

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 Februari 2023

an. Dekan,

Wakil Dekan Bidang Akademik,



**MASHUDI**



PEMERINTAH PROVINSI JAWA TIMUR  
DINAS PENDIDIKAN  
**SEKOLAH MENENGAH ATAS NEGERI 3  
JEMBER**

Jl. Basuki Rahmad No. 26 Telp/Fax : 0331-332282/0331-321131

Website : <http://sman3-jember.sch.id> Email : [info@sman3-jember.sch.id](mailto:info@sman3-jember.sch.id)

**JEMBER**

Kode Pos : 68132

**SURAT KETERANGAN**  
**NOMOR : 421.3 / 362 / 101.6.5.3 / 2023**

Yang bertanda tangan dibawah ini :

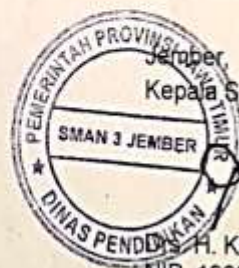
Nama : Drs. H. KARNIYANTO, MM  
NIP : 19630707 198703 1 018  
Pangkat / Gol. Ruang : Pembina Tk. 1 , IV/b  
Jabatan : Kepala Sekolah  
Pada Sekolah : SMA Negeri 3 Jember

menerangkan dengan sebenarnya bahwa mahasiswa tersebut dibawah ini :

Nama : ALFINDA DHANIAR AGUSTINNINGRUM  
NIM : T20181412T20196016  
Program studi : TADRIS BAHASA INGGRIS

Mahasiswa Fakultas Tarbiyah Dan Ilmu Keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember telah melaksanakan Penelitian/Riset di SMA Negeri 3 Jember pada tanggal : 09 Februari s.d. 15 Maret 2023, berkaitan dengan penyelesaian tugas Skripsi , mengenai : "**The Implementation of Picture Media to Improve Students Speaking Skill at 11 Grade of SMAN 3 JEMBER**".

Demikian Surat Keterangan ini dibuat dengan sebenarnya, untuk dapat dipergunakan sebagaimana mestinya.



Jember, 15 Mei 2023  
Kepala SMAN 3 Jember

*[Signature]*  
Drs. H. KARNIYANTO, MM.  
NIP. 19630707 198703 1 018