

**THE IMPLEMENTATION OF DESCRIBING PICTURE STRATEGY
IN SPEAKING SKILL AT THE EIGHT GRADE STUDENTS OF
SMPN 02 JOMBANG**

THESIS

Presented to
State Islamic University of Kiai Haji Achmad Siddiq of Jember
in partial Fulfilment of the Requirements
for Bachelor's Degree (S.Pd)
Teacher Training and Education Faculty
English Education Department



By:

**UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER**

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**STATE ISLAMIC UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ OF JEMBER
TEACHER TRAINING AND EDUCATION FACULTY
JUNE 2023**

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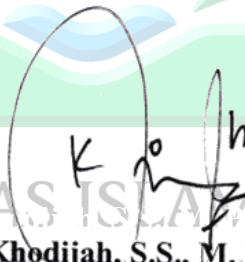
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UNDERGRADUATE THESIS

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 Department

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Date : 26Th June 2023

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MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ

كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“And He taught Adam all the names (of everything), then He showed them to the angel sand said, ‘Tell Me the names of these if you are truthful’ ”*

(Qs.Al-Baqarah:31)



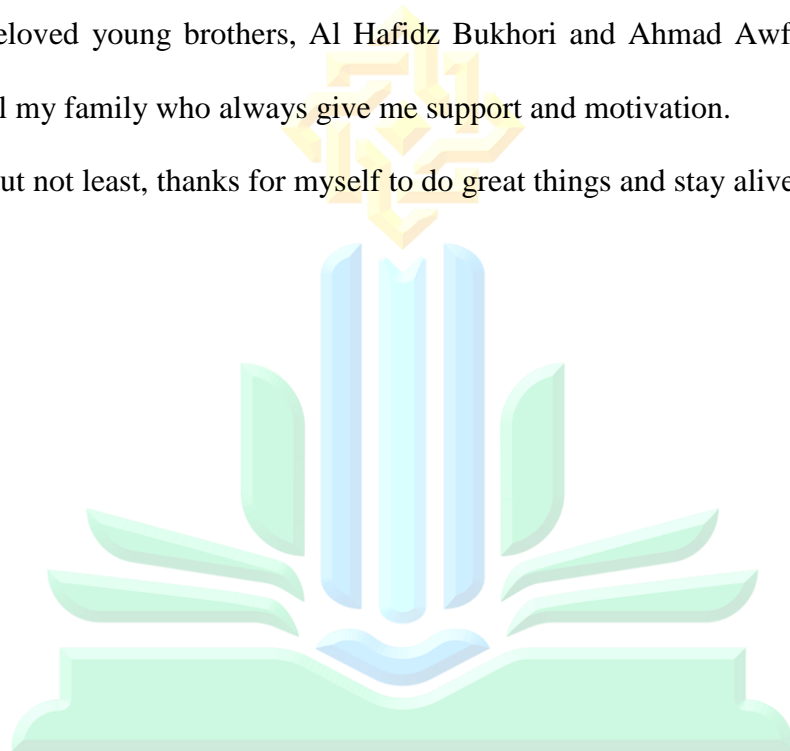
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*Kementrian Agama RI, “Al Qur’an dan Terjemahnya”, (Jakarta: Fokus Media, 2011), 597.

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Siti Maryam and Mahfudz to love me and support for me.
2. My beloved young brothers, Al Hafidz Bukhori and Ahmad Awfa Imtiyazi, and all my family who always give me support and motivation.
3. Last but not least, thanks for myself to do great things and stay alive.



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Alhamdulillah, thanks to Allah SWT, the lord of the world, The master of the day that has given to the researcher love to finish this thesis. *Sholawat* and *salam* always be given to our prophet Muhammad SAW, human who has bought us from the darkness to the lightness.

This thesis is for achieving the undergraduate degree of English Language of UIN KH Achmad Siddiq Jember. The undergraduate thesis entitled “The Implementation of Describing Picture Strategy in Speaking Skill at the eight grade Students of SMPN 02 Jombang”.

I also so aware that the undergraduate thesis could never finished without helping and supported from others during the process of this. Therefore, in this occasion the writer expresses many thanks to honorable:

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2. Prof. Dr. Hj. Mukni’ah, M.Pd.I. as Dean of Faculty of Tarbiyah and Teaching Training who has given me best facility to study in this Faculty
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5. Siti Khodijah, S.S., M. Pd. as my graduate advisor who always helped and motivated me to finish this thesis
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I hope Allah SWT gives HIS blessing and mercies to all of you. The writer is aware that this undergraduate thesis is less and so far from perfect. Therefore, the writer hopes this undergraduate thesis will useful in the future especially in education department.

Jember, 12th June 2023

Researcher



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ABSTRACT

Wasilatul Sofa, 2023. The Implementation of Describing Picture Strategy in Speaking Skill at Eight Grade Students of SMPN 02 Jombang

Key Words: *Describing Picture, Strategy, speaking*

Speaking is one of English skill that should be mastered by the students. However, some problems of speaking were faced by students, students can speak English in front of the class even though the students have a lack of vocabulary, cannot pronounce words well and the students was mix language between Indonesian and English. Describing picture is a strategy to train students' imagination and describe something in speaking English. Therefore, the English teacher used describing picture as alternative strategy in teaching speaking as the effort to speak English.

The research question in this research is 1) How is the implementation of describing picture strategy in speaking skill at eight grade students of SMPN 02 Jombang? The research objective of this research are; 1) To know the implementation of describing picture strategy in speaking skill at the eight grade of SMPN 02 Jombang.

This research employed qualitative as the method of the research. It was conducted in SMPN 02 Jombang at the eight grade student. The data were gathered by observation, interview, and document review. Source and technique triangulation were used to validate the data.

The results of the research was the implementation of describing picture strategy is used some steps, it started with the teacher introduced the material and showed a pictures of the animal. Then, the teacher divided the class into 4 groups and asked the students to discuss the description of the animal in the pictures. Next on the teacher asked each member of the group to describe the animal and the other groups guess what had been described, the last is the group that answered the least would be gave an assesment. The evaluation of the implementation of describing picture strategy is done by the teacher was the formative assessment by giving feedback and correction to the students and ask the students to describe what they had drawn (picture-cued task). The benefits for the students is easier to express their ideas when explain and describe the picture, how to pronounce word and describe orally and the students could easily to understand the meaning of what the picture conveyed.

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CHAPTER I

INTRODUCTION

A. Context of Research

Nowadays, Teaching speaking has become a trending issue in teaching English as a foreign language. Teaching speaking positively impacts students' communicative competence because it can provide students with opportunities to communicate with others. It also allows students to improve their speaking skills. Furthermore, teaching speaking skills provide students with the speaking ability both interpersonally and in the community.² Interpersonally means the skills we use every day when we communicate and interact with other people, both individually and in groups. They include a wide range of skills, particularly communication skills such as listening and effective speaking. Community means All things related to public speaking require a broad idea. According to wong in his journal, one of the goals of teaching English is to facilitate students to speak the target language fluently and accurately in their daily communication, group discussions, and classroom presentations.³ Thus, teaching Speaking is an interactive process consisting of producing, receiving, and processing information in front of speakers and listeners to convey students' feelings, thoughts, and opinions.

The principles of verses of the Qur'an about the importance to speak always the good words be understood from the analysis of Divine revelation,

²Jack Croft Richards, Jack C. Richards, Willy A. Renandya. "Methodology in Language Teaching: An Anthology of Current Practice" (Cambridge university press, 2002), 205-206.

³Wong Hui Tiing Catherine. "Board Games in Improving Pupils' Speaking Skills: A Systematic Review" (Journal MDPI, 2021), 1

which is received by Prophet Muhammad SAW and stated in Qur'an Surah Al-Baqarah in verse 263:

﴿ قَوْلٌ مَّعْرُوفٌ وَمَغْفِرَةٌ خَيْرٌ مِّنْ صَدَقَةٍ يَتَّبِعُهَا أَذَىٰ ۗ وَاللَّهُ غَنِيٌّ حَلِيمٌ ﴾

“Kind words and forgiveness are better than charity followed by injury. And Allah is Self-Sufficient, Most Forbearing.”

From the verse above, it can be stated that the researcher had to use good words when we spoke to avoid misunderstanding between us. Then, the good words and sentences that we use would make people easily understand what we talked about. It becomes a skill that is stressed most since the goal of language learning is to make the language learners can use the target language to communicate orally. Sometimes, the teacher said that when the teacher used a games in teaching speaking skills, the student did not feel bored, sleepy, and more active. Therefore, some students preferred learning English by only listening to the explanation.

Responding to this situation, the researcher has the intention to conduct speaking as a research topic. The reason it should be speaking is to increase self-confidence, because many students always see and take lessons from the uniqueness of their teacher in speaking in front of the class. Some reason is to erase the fact that speaking is not as difficult as they think. As a teacher, for sure a teacher have to be a good example that is interesting to teach students so that students always want to try and have broad curiosity.

According to Gebhard as cited by Iswardati, one of the problems faced by EFL learners is the student' won't talk problem. Some students did not talk

because they are too shy or have such high levels of anxiety over speaking. Perhaps, the students are afraid to make some mistakes while the students speaking.. The students are also anxious because the students had not many chances to speak.⁴Sometimes, the problem occurs in the students.

Based on the preliminary study, the researcher did the interview with Mr. Ali⁵ at SMPN 02 Jombang, there were some problem of speaking by students of school research site. The researcher observed the class and found that students could speak English in front of the class even though the students had a lack of vocabulary, the students could not pronounce words well and some other problem is the students was mix language between Indonesian and English. The researcher found that the teacher could solve students' difficulty in speaking skills. Meanwhile, the researcher asked the English teacher about the strategy in teaching speaking, it was mentioned that he conducted describing picture as the strategy used. Based on the observation above, so the researcher is interested in how the teacher implemented this strategy.

SMPN 02 Jombang is an instuation that teach young learners Jombang. This school utilized some innovative learning media in teaching and learning process, especially in teaching english as a foreign language. The school realized that the used of innovative learning media is able to create an innovative class atmosphere. Therefore, describing picture strategy is one of the teaching media that can make the students enjoy the lesson⁶. Describing

⁴Iswardati, "The Implementation of Group Investigation to Improve the Students' Speaking Skill", (Dinamika Ilmu, 2016), 246.

⁵ English Teacher, Observation, (Jombang, 21 March 2023)

⁶Observation, (Jombang, 21 March 2023).

picture is a good visual aid in teaching learning in the classroom and is considered effective to engage the students' attention. Pictures can be designed and be used in teaching material in expressing personal identity text. The media would facilitate the capture of student or teachers to master the material presented. Moreover, the students can practice their speaking fluently by using correct pronunciation in explaining the content of pictures in front of the class.

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

Cooperative Learning is part of a group of teaching/learning techniques where students learn in small group with the help of each other.⁷ Role-play is a strategy of instruction that meets these needs; students take on the roles of other people and act out others' feelings, thoughts, or behavior.⁸ Drilling is a technique for teaching language through dialogues that emphasize in the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken.⁹

⁷Yash Pal Singh and Anju Agrawal, "Introduction to Co-operative Learning", (Indian Streams Research Journal, March, 2011), 1.

⁸Robert Fox, "Role-Playing Methods in the Classroom," (Chicago, SRA, 1966), 9

⁹Ria Fransiska and Juriyanto, "The Use of Drilling Technique in Teaching English Vocabulary", (Anglicist, August, 2106), 126.

In addition, many researchers revealed that the implementation of describing picture strategy is a proper technique to change a passive class into active and fun class to develop the students' speaking skill. Pratiwi confirmed in her research that describing picture strategy helps students understand topic more easily.¹⁰ In his research he found that the students can participate more actively and express their thoughts. This means, describing picture strategy has many advantages that allow students to actively speak and understand the topic through discussion during in the class, so that the students' speaking skills can be improved by describing picture in teaching and learning process. Furthermore, Amalia supports by stating that there is improvement in the speaking skills of students at SMPN 05 Ponorogo when they were taught by using describing picture strategy.¹¹

Describing the picture is one of strategy for teaching speak English. In this strategy, students must describe things based on the picture. Therefore, every student gets one picture and they have to describe it. The description is a genre that has the social function to describe a particular person, place, or thing.¹² Each classroom should have a file of pictures that can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.¹³ A picture is an excellent media in which this can be done pictures arouse play fullness to the students

¹⁰Pratiwi, Z. F. "The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skill," (Journal of English Language Teaching and Learning, 2020).

¹¹ Amalia, Linda Rizka. "The Implementation of describing Picture Strategy in Teaching Speaking to the eighth grade of SMPN 05 Ponorogo," (2016).

¹²M. Solahudin, "Kiat-Kiat Praktis Belajar Speaking," (Jogjakarta: Diva Press, 2009), 99.

¹³A. Arsyad, "Media Pembelajaran," (Jakarta, PT. Raja Grafindo Persada, 2009), 106

because pictures are interesting. it also means that the use of pictures may offer parallel opportunities both for teaching students and students interaction.

Gerlach and Elly said that describing picture strategy also has a weakness in teaching speaking. The weakness of using describing pictures are teacher needs extra time to prepare pictures and the teacher should give handout the photocopied pictures to the students.¹⁴But this is common to do, because at school it has been provided for teachers who need paper print outs for teaching and learning.

Related to students speaking ability, learning media especially describing picture can be regarded as a tool to help students to speak. The media can clarify the presentation of messages and information so that they can facilitate the learning process and outcomes. That make the researcher want to know more about the strategy applied in teaching English, especially speaking.

Based on the explanation above, the researcher have an intention to conduct research is interested to carry out a research entitled “The Implementation of describing picture strategy in speaking skill at eight grade students of SMPN 02 Jombang”

B. Research Question

Based on the background above, the researcher formulated the following research question that would be answered in the result of this

¹⁴Gerlach and Elly, “Teaching and Media: A Systematic Approach,” (New Jersey, Prentice Hall, 1980), 278.

research: How is the implementation of describing picture strategy in speaking skill at eight grade students of SMPN 02 Jombang?

C. Objective of Study

Based on the research question, this research is conducted to find the objectives of study: To know the implementation of describing picture strategy in speaking skill at eight grade students of SMPN 02 Jombang.

D. Research Significant

The benefit of this research contains what contributions will be make after completing the research. The benefit of the research are:

1. Theoretically

The results of this research are expect to provide significant benefits for all parties, especially those who are competent with the issues raised, and especially to contribute ideas or concepts, and theories related to the exploring of describing a pictures in teaching speaking skills.

2. Practically

a. For the teacher

This research hopefully gives advantages and good strategies to teach students in producing speaking tasks, and it could give information about students' difficulties in speaking.

b. For the students

This research provides convenience for students in the speaking process using board games, especially using describing pictures would be beneficial to motivate him or them to speak more. Besides, the

student can improve their speaking skills. Moreover, it also increases their confidence. It's because by using a describing picture strategy, the students would perform in front of the class and it made them have to be confident.

c. For the researcher

This research could be using for reference in conducting further research. The finding of this research could be a comparison to carry out a same research.

E. Definition of key terms

The researcher wants to clarify and explain the term used to avoid miss understanding of terms that will be used in this research. The researcher will define as follows:

1. Implementation

The implementation leads to activities, actions, or the existence of a systematic mechanism. Based on Ehrens, implementation is an action that must occur after the initial thought in order for something to occur.¹⁵ So, the implementation in this research is the apply the describing picture which is used in SMPN 02 Jombang.

2. Teaching speaking strategy

Strategy is a competitive advantage that has the goal of planning learning in a strategic way.¹⁶The purpose of strategy is allow students to

¹⁵ Ehren Melanie, "Setting expectations for good education," (Journal: 2015).

¹⁶Dauglas Brown, "Teaching by Principles an Interactive Approach to Language Pedagogy" (Addison Wesley Longman: New York, 2001).

compete, learn describing picture effectively and efficiently. In this research this strategy is used to develop the students speaking skill.

Teaching speaking skill is a way to help students communicate their emotions, and interact with others. To effectively teach speaking skills, you need to have a good understanding of speech itself, and also help your students develop their natural speaking abilities.¹⁷ Overall, teaching speaking skill emphasizes making students active and creative in their speaking activities. In this research, teaching speaking is teaching the students in SMPN 02 Jombang to speak.

3. Describing picture

Describing Picture is one of strategy in teaching speaking. In this activity, the class work in pairs, and every student gets one picture and must describe it.¹⁸ The purposes of this strategy are to train students' imagination in speaking English. In this research, describing is a media to mediate students in improving their speaking skill.

F. Structure of Discussion

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

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

¹⁷ Sugeng Listyo Prabowo and Faridah Nurmaliyah, "Perencanaan Pembelajaran" (Malang: UIN Maliki Press, 2010).

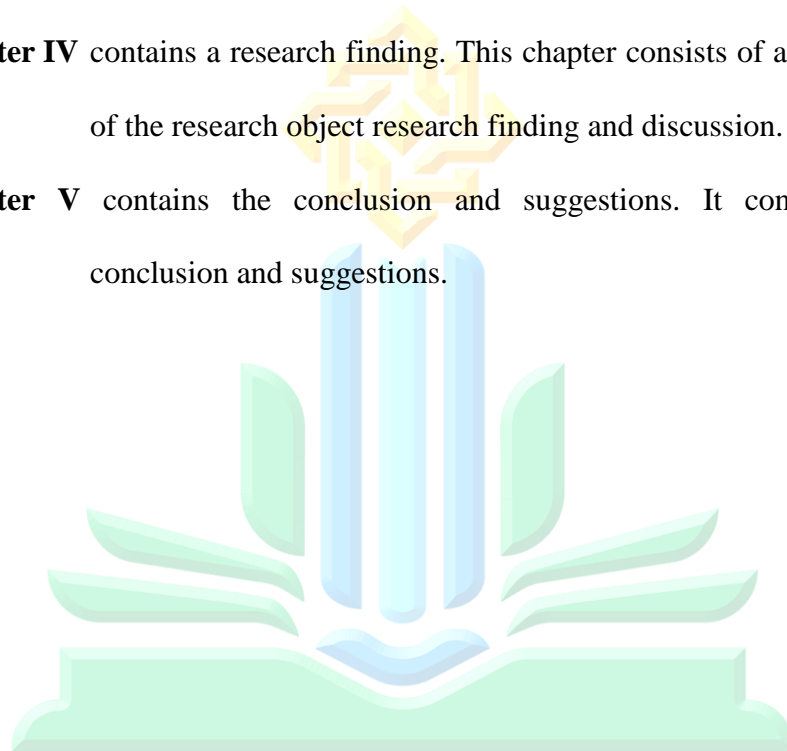
¹⁸ M. Solahudin, "Kiat-Kiat Praktis Belajar Speaking," (Jogjakarta: Diva Press, 2009), 99.

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

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

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

Chapter V contains the conclusion and suggestions. It consists of a conclusion and suggestions.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous research

Researchers need some previous research to find a novelty for conducting research. Previous research is important to investigate that the research which will be done by the researcher has differences and similarities with previous research those are:

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

speaking. The students had real-life communication, authentic activities, shared knowledge, and meaningful learning.¹⁹

2. the research was conducted by Mira Wahyuni Lubis at seventh grades of MTs Yayasan Madrasah Islamiyah Medan. The research tried to explain the Implementation of Describing Pictures Strategy in Improving Students' Speaking Ability at MTs Yayasan Madrasah Islamiyah Medan. The participants in the research were 22 students. The design of the research was Classroom Action Research. The finding showed that the result of the research might not have the same result in every cycle. In this research, the picture media helped the students to increase their skill in speaking and it can be seen from the improvement of the students' value in the expression of personal identity.²⁰
3. the research was conducted by Anggia Murni at the second grade students of SMPN 2 Darul Imarah. The research tried to explain the Use of Describing Picture Strategy to Improve Students' Speaking Skill. The participants in the research were 21 students. The design of the research was Quantitative. The finding of the research showed that the effect of describing picture strategy was not only obtained by the students' achievement but it was also obtained by students' responses to the

¹⁹Puguh Karsono, "Using Pictures in Improving the Speaking Ability of The Grade Eight-A Students of Smp Negeri 1 Anggana", *Dinamika Ilmu*, 2 (Desember, 2014)

²⁰Mira Wahyuni Lubis, "The Implementation of Describing Pictures Strategy in Improving Student's Speaking Ability at MTS Yayasan Madrasah Islamiyah Medan", (Thesis of Faculty of Tarbiyah and Teachers Training UIN- SU Medan, 2017)

questionnaire. The result showed that the students were interested in the strategy.²¹

4. the research by Farid Yahya Kano and Fajar Fardyansyah at the seventh-grade students of SMPN Sidoarjo. The journal article explained The Use of Describing Pictures in Teaching Speaking to Seventh Grade Students. In this research, the participants were 37 students in class 7B. Farid used three kinds of instruments, namely observation, questionnaire, and students' test. The result showed that describing pictures created a relaxed atmosphere so that the students were motivated to speak without any reluctance, shyness, or fear. They not only practice their speaking English but also could develop their social skill when they interacted with others.²²
5. the research was conducted by Ummi Kulsum. The research explains The Implementation of Describing Pictures Strategy in Improving Speaking Skills at The Eight Grade of SMPN 10 Parepare. In this research, the numbers of participant were 31 students in class VIII.1 as the sample of an experimental group and class VIII.2 with 32 students as a control group. The researcher used a quasi-experimental research design. In this research, the researcher used 4 instruments, consisting of observation, pre-test, post-test, and document review. The result showed that teaching by using describing pictures is effective to improve students' speaking ability in the second-grade students of SMPN 10 Parepare, it can be seen from the

²¹Mira Wahyuni Lubis, "The Implementation of Describing Pictures Strategy in Improving Student's Speaking Ability at MTS Yayasan Madrasah Islamiyah Medan", (Thesis of Faculty of Tarbiyah and Teachers Training UIN- SU Medan, 2017)

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

student score at post-test of the control class was 65.47 and the student's score at post-test of the experimental class was 76.41. The student's scores was increasing after treatment that teach students with describing pictures.²³

The similarities and differences of previous researchs and this research could be seen below:

Table 2.1
Similarities and Differences of Previous Research

No	Title	Method and Result	Similarities	Differences
1	2	3	4	5
1	Puguh Karsono/Using Pictures in Improving the Speaking Ability of the Grade Eight-A Students of SMPN 1 Anggana	The previous research used Classroom Action Research as the research design, the Result of the research showed that the implementation of using picture media could give an improvement on students' speaking ability and students' participation	Both of the researchers used a picture as the strategy for teaching speaking skill	The previous research used Classroom Action Research as the research design while this research used a qualitative method, The subject of previous research was the students is do not have any bravery to speak English, while this research subject is the students can speak English in front of the class even though the grammatically incorrect.
2	Mira Wahyuni Lubis/The Implementation of Describing Pictures Strategy in	The previous research used Classroom Action Research as the research design, the Result of this	Both of the researchers used describing the picture as a strategy for	The previous research used Classroom Action Research as the research design of her research while this research used a

²³Ummi Kulsum, "The Implementation of Describing Pictures Strategy in Improving Speaking Skills at The Eight Grade of Smpn 10 Parepare", (Thesis of Faculty of Tarbiyah Faculty state Islamic Institute Parepare, 2018)

No	Tittle	Method and Result	Similarities	Differences
1	2	3	4	5
	Improving Student's Speaking Ability at MTs Yayasan Madrasah Islamiyah Medan	research is showed that the research were improvement on the students' speaking ability from pre-test and post-test based on the data score.	teaching speaking skill	qualitative method
3	Anggia Murni/Use of Describing Picture Strategy to Improve Students' Speaking Skill	The previous research used quantitative as the research design, the Result of this research is showed that describing picture is an effective and suitable strategy in teaching english speaking skill based on the data score.	Both of the researchers used describing pictures as a strategy for teaching speaking skill	The previous research used quantitative as the research design while this research used qualitatively as the research design, The subject of previous research was the students is shy to speak, while this research subject is the students can speak English in front of the class even though the grammatically incorrect.
4	Farid Yahya Kano and Fajar Fardyansyah/The Use of Describing Pictures in Teaching Speaking to the Seventh Grade Students	The previous research used quasi-experimental as the research design, the Result of this research is the describing pictures can stimulate the students imagination and motivate them in learning english.	Both of the researchers used describing the picture as a strategy for teaching speaking skill	The previous research used quasi-experimental as the research design while this research used qualitative descriptive as the research design, The subject of previous research was the students is not brave to do mistake, while this research subject is the students can speak English in front of the class even though the grammatically incorrect.

No	Tittle	Method and Result	Similarities	Differences
1	2	3	4	5
5	Umami Kulsum/ The Implementation of Describing Pictures Strategy in Improving Speaking Skills at The Eight Grade of SMPN 10 Parepare	The previous research used quantitative as the research design, the Result of this research is the strategy is effective to improving speaking skill based on the data score.	Both of the researchers used describing the picture as a strategy for teaching speaking skill	The previous research used three kinds of instruments, namely observation, questionnaire, and students' test as data collection technique and quantitative as the method of her research while this research used observation, interview, and document review as data collection technique and qualitative method

The specialty of this research compared with the previous research above was focused on the implementation of information describing picture strategy in teaching speaking. The previous research used a picture as the strategy and used another method in collecting and analyzing the data which was different from this research, and students in this research are different from previous research because the students can speak in front of the class even though grammatically incorrect.

B. Theoretical Framework

1. Teaching Speaking

a. Learning

Learning is an act of getting experience, knowledge, skill and values by understanding what to do and how to do any task by

synthesizing the different types of information perceived by us. Learning brings about changes in the existing behavior of an individual. Human beings, animal and plants do learning.

English teaching, like many other professions and disciplines, almost overwhelmed by acronyms and initial. We used (English for Academic Purposes) to support courses and material designed definitely to help people who want to use their English in the academic context.²⁴ English teaching-learning is a process that includes many variables. These variables interact as learners work toward their target and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences.

A child starts learning even in the womb of the mother and it involves continuous training or practice to produce a permanent change in the behavior. Learning not only brings about changes in the existing behavior of an individual but also enable individuals to acquire new behavior. The changes brought through experience and training by learning would be stable and enduring. It prepares the individual for adjusting and adapting with the existing environment.²⁵

b. Aspect of Teaching

1) Teaching Goals

The real teaching goal is to acquire knowledge in a way that can train students' intellectual abilities and stimulate their curiosity

²⁴ Jeremy Harmer, "The Practice of English Language Teaching" four edition. 2018.

²⁵ William Dharmaraj, "Learning and Teaching", (Bharathidasan University, 2015), 5.

and motivate their ability.²⁶It should be stated in terms of what students will understand and what they would be able to do as a result of the lesson.

The goal of English teaching and learning is to focus students on the ability to use English to communicate with people they interact with. In the activity of teaching and learning English, there are four language skills (listening, speaking, reading, and writing) that are performed as materials in the classroom. Normally, English as Foreign Language (EFL) learners do not use the words of English in their daily situations. Students possess inability in a correct and appropriate English interaction or communication. This leads to learners' lack of mastering any words and self-confidence when they communicate with native speaker.²⁷

Teaching speaking needs some goals to make the teaching process running well and has satisfying results. Through describing picture strategy, it is hoped can motivate the students to speak English, make students be able to describe things around them orally in English, and give the students more opportunity to speak English.

²⁶R. W. Dahar, *Teori-Teori Belajar* (Jakarta, Erlangga, 1996), 106.

²⁷Thanyalak Oradee, "Developing Speaking Skills Using Three Communicative Activities: Discussion, Problem-Solving, and Role-Playing", *International Journal of Social Science and Humanity*, Vol. 2, No. 6, (Thailand, t.p., 2012), 534.

2) Teaching Material

The teaching materials could be in the form of printed materials, non-printed materials, and materials that comprise both print and non-printed sources.²⁸ It could be textbooks, videos, the internet, podcasts, etc.

The object for evaluation seems quite distinct and obvious, at least in the case of teaching materials. In fact, the notion of teaching materials is a fluid concept used to denote different types of materials and resources in relation to teaching situations: textbooks, on-line learning materials, educational games, mobile phones, blackboards, digital boards, charts and literature among others. For the purposes of our research, we define teaching materials by dividing them into three types, they are:²⁹

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

b) Semantic teaching materials (texts) characterized by their meaning as constituted by signs and semantic references: including film, literature, charts, pictures, paintings and other texts and objects with references to specific domains of experience.

²⁸Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching* (Cambridge, Cambridge University Press, 2002), 65-66.

²⁹Jeppe Bundsgaard And Thomas Illum Hansen, "Evaluation of Learning Materials: A Holistic Framework" Vol. 4, No. (Journal of Learning Design 4 , 2011), 33.

- c) “*Didacticized*” teaching materials characterized by combining tools and texts and facilitating learning and teaching: including textbooks, online teaching materials, and educational games.

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

3) Teaching Procedure

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

a) Planning

The planning of the teaching process is namely lesson plan. It is the most operational plan before the teacher carried out the learning process.³⁰ it can be concluded that the lesson plan described the procedure and teaching management in doing learning activities.

Lesson Planning is a blue print that every effective teacher should use. Sometimes, teachers don’t prepare the same in black and white, yet some of them have a mental lesson plan

³⁰Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran* (Malang, UIN Maliki Press, 2010), 133.

ready for an effective teaching-learning activity. Every one of us does planning even if the task is simple enough in order to anticipate difficulties and a possible evolution and application of compatible strategies.³¹

b) Implementation

There are three steps in this section, such as pre-activity, main activity, and closing activity.³²

(1) Pre-Activity

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

The teacher will motivate students regularly, repeat the previous material and explain the material provided. This

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

- (a) Open the class by praying together
- (b) Checking the students' attendance list
- (c) Giving some illustration of the material that would be learned
- (d) Apperception or assessing the basic skill/knowledge

³¹Intakhab Alam Khan, Lesson planning for reading: an effective teaching strategy in EFL classrooms, (Jeddah-Saudi Arabia, Elixir International Journal, 2011), 3958.

³²Abdul Majid, Perencanaan Pembelajaran (Bandung, PT Remaja Rosdakarya), 104.

(e) Creating the initial conditions of learning through efforts to create enthusiasm and readiness for learning through teacher's guidance to the students.

(2) Main Activity

In this section, the teachers implement teaching learning strategies and methods that should be under the approach in the 2013 Curriculum that is scientific. The scientific approach is a science process-based approach that is done through the process of observing, questioning, exploring/experimenting, associating, and communicating.³³

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

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

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

³³ Susilana, Rudi. "Pendekatan Saintifik dalam Implementasi Kurikulum 2013 berdasarkan kajian Teori Psikologi Belajar," (Edutetch, 2014)

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

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

(3) Closing Activity

The closing activity is an activity that provides confirmation or conclusion and an assessment of the mastery of learning material given in the main activity. Activities that must be carried out in the closing activity, such as:

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

(b) Carry out follow up activities with alternative activities. It includes providing assignments related to the learning material and giving motivation.

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

c) Evaluation

The teacher's activity in this section is to evaluate students' learning. Many points of view regarded the

evaluation activity was performed after the teachers do the teaching and learning process. Whereas evaluation activity can also be performed when the learning activity was in process.

4) Teaching Evaluation

Evaluation is fixing the process of decision about some object that will be evaluated.³⁴ A teacher certainly had hope that what had been taught can be successfully understood by the students. So, it was to determine whether learning activities that had been carried out are successful or not. The Evaluation could be categorized into two, namely formative and summative.³⁵ Yet, the researcher tended to focus on formative evaluation.

Formative evaluation is an evaluation conducted at the end of each discussion of the subject or topic and intended to determine the extent to which the learning process has proceeded as planned.

The use of tests during the learning process takes place or in the

form of giving students comment or a suggestion, or call attention to an error, that feedback was offered to improve the learner's language ability.³⁶ The formative evaluation aimed to repair the teaching/learning process.

One of the tests which could be used in the formative evaluation and suitable for evaluating the students' speaking skill

³⁴Mansyur, et al, "Asesmen Pembelajaran di Sekolah: Panduan bagi Guru dan Calon Guru," (Yogyakarta, Pustaka Belajar, 2015), 9.

³⁵M. Solahudin, "Kiat-Kiat Praktis Belajar Speaking," (Jogjakarta, Diva Press, 2009), 102.

³⁶ Douglas Brown, "Language Assessment," 6.

was the picture-cued task. It required description from the test taker/students.³⁷ Pictures may be very simple and the test taker should tell or describe the picture.

c. Speaking Skill

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.³⁸

Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.³⁹

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Depending on the formality and importance of the speech situation

³⁷Ibid., 15

³⁸David Nunan, Guralnik, "Language Teaching Methodology a Textbook for Teachers," (NY, Phoenix Ltd., 1995), 39.

³⁹Scott Thornbury, "How to Teach Speaking," (Harlow UK, Pearson education limited 2005), 1.

(and their own personal linguistic propensities), the learners may also attempt to monitor their output. In conversations and other interactive speech events, the speakers must attend to the feedback from their interlocutors and observe the rules of discourse used in the target culture. Phonological considerations add to the difficulty of the task, especially for adult learners, as speakers strive to achieve good pronunciation.

The speed of such interaction is also an issue because there may not be adequate time for processing either outgoing speech or incoming messages at the typical rate of native-speaker interaction. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real time, drives people to attempt to speak fluently and correctly. There is a dynamic tension caused by the competing needs for fluency and accuracy during natural speech.⁴⁰

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

⁴⁰Jack C. Richards, "New Ways in Teaching Speaking," (USA: Pantagraph Printing, Bloomington, Illinois, 1994), 1

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. From this definition we can share our idea to others with oral communication. Speaking usually symbolized as express feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. That is make the students more fluency in their communication. Because when they speak, they know what they are thinking and how they feel about it, and as you speak other people make judgments about your character and assumptions about what you are thinking and why.⁴¹ Speaking for communication is designed for the intermediate to advance level classroom. It will not focus on the communication which usually become a “trap” for the students because of its routine activities of every chapter, but will concern to the students’ activities cooperatively where the students can work in groups which consist of two, three, four or even more students with different activities.⁴²

1) Functions of Speaking

According to Richards, in *Teaching Listening and Speaking*, people use speaking to employ three major functions there are;

⁴¹Robert Barrass, *Speaking for Yourself* “A guide for students” (New York, Roudledge 2006), 2.

⁴²Anita, “Speaking for Communication,” (Serang, Fakultas Tarbiyah dan Adab Press IAIN SMH Banten, 2010), 1.

speaking as interaction, speaking as transaction, as well speaking as performance.⁴³

a) Speaking as Interaction

Speaking as interaction is commonly found in our real social lives in terms of interpersonal dialogues or conversations. Since speaking display interactional function that this kind of speaking is also recognized as interactional speaking. It is called interactional for some reasons they are; it primarily established social interactional, it focuses on satisfying the participants' social needs, and it is Interactive and requires two-way participation. Interactional speaking can obviously be illustrated as two or more people meet somewhere, they will exchange greetings, engage in small talk, recount recent experiences, and so forth. The participants involve in the interactional discourse because they want to get along familiarly and to establish a comfortable atmosphere of interaction among them. Interaction occur when two people are engaged in a dialogue or actively participating in the process. For example, think of the last time you went out to eat. When you ordered was the waiter friendly, knowledgeable, and quick? did he or she show authentic

⁴³Jack Richard, "Teaching Listening and Speaking: From Theory to Practice," (United States of America, Cambridge University Press, 2008), 19.

interest, assistance, and interaction in helping you with your order and paying the check. That is interaction.

b) Speaking as Transaction

A transaction is an interaction that focuses on getting something done, rather than maintaining social interaction. As regard to speaking types, beside recognizing interactional speaking as a medium for maintaining social relationships between the participants, we also need to recognize transactional speaking as a medium for transacting message being spoken. The message meaning and making oneself understood clearly and accurately are the central focus. Moreover, transactional activities can be thought as consisting of a sequence of individual moves or function which, together, constitute a “script”. For example, when people order food in restaurant, they usually look at the menu, ask any necessary questions and then tell the waitperson what they want. The wait person may ask additional questions and then repeat their order to check. When people check into hotel, the transaction usually start with a greeting, the clerk enquires if the person has a reservation, the client confirm and provide his or her name and so on.

c) Speaking as Performance

Speaking as performance is recognized as the third type of speaking which refers to public speaking, that is, a speaking type that transmits information in front of an audience, such as classroom presentations, public announcements, lecture as well as speeches. Performance speaking is commonly delivered in the form of monolog rather than dialog.⁴⁴ Example of speaking as performance are giving a class report about a school trip, conducting a class debate, giving a speech of welcome, making a sales presentation, giving a lecture.

The main features of talk as performance are a focus on both message and audience, predictable organization and sequencing, importance of both form and accuracy, language is more like written language, often monologic. Some of the

skills involved in using talk as performance are using an appropriate format, presenting information in an appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, and using an appropriate opening and closing.

⁴⁴A. Kaharuddin Bahar, M. Hum, "Interaksional Speaking a Guide to Enhance Natural Communication Skills in English," (Yogyakarta, Trust Media, 2014), 2-9.

2) The Components of Speaking

there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.⁴⁵

a) Comprehension

Comprehension is the process of understanding speech or writing. It results from an interaction between different kinds of knowledge. For example, a knowledge of words (including the way to spell and pronounce), and a knowledge of grammar. Comprehension also involves different psychological operations, including perception, recognition, and inference. Comprehension contributes to a language learning and without comprehension there is no learning.⁴⁶

It shows that in speaking ability there are some important elements that we have to consider in order to be a good speaker. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Each of the elements have important role in speaking. If one of the elements is not include in speaking process, a speaker might fail to convey the idea of the conversation. Comprehension, for oral

⁴⁵Syakur, "Language Testing and Evaluation" (Surakarta, Sebelas Maret University Press, 1987), 3.

⁴⁶Scott Thornbury, "An A-Z of ELT: A Dictionary of Term and Concepts Used in English Language Teaching" (Oxford, McMillan, 2006), 43.

communication, requires a subject to respond to the speech as well as to initiate it.

b) Grammar

Grammar is the rules that say how words recombined, arranged and changed to show different meanings. The grammar lessons are studied through formulas and sample sentences. Sometimes, grammar also defined as the way or word are put together to make correct sentence.⁴⁷ Grammar is like a basic component of language that organizes a sentence in a language. In popular use, the term grammar describes what people usually native speakers-ought or ought not to say or write. This is called perspective grammar because it prescribes correct usage then do practice exercise (oral and written) at the end of each section. The lessons presented here aimed at giving fundamental knowledge of making sentences for communication purpose. A specific instance of grammar is usually called a of “structure”. Example of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. So that is why Grammar is one important aspect of speaking because an utterance can has different meaning if the speaker uses incorrect grammar.

⁴⁷Penny Ur, “A Course in Language Teaching: Practice and Theory” (London, Cambridge University Press, 1996), 75.

c) Pronunciation

Pronunciation is the way words produced by someone which is made up by sounds, stress, and intonation. When someone produces several words out of their mouth it is called speech. In an introduction to linguistics, it is stated that speech is an incredibly complex activity which involves coordinate efforts of all participating parts of the vocal tracts. The outer manifestation of speech is sound. According to Oxford Learners Dictionaries, pronunciation is the way in which a language or a particular word or sound is pronounced.⁴⁸ Pronunciation has traditionally been taught with a goal of “speaking like native speaker” but this is not practical. In fact, it is a recipe for discouragement both for teacher and for students.⁴⁹ This has been referred to as “the perfection trap”. A more practical approach is to aim for “listener-friendly pronunciation.” This aim makes sense to a student who hopes to achieve something through conversations with native speakers, whether in the social or business sense. If the listener finds that it takes too much effort to understand, the speaker loses out. So, mastering the basics of English communication is sensible. Refinements can come later if the

⁴⁸Oxford Learners Dictionaries, “Definition of Pronunciation”<http://www.oxfordlearnersdictionaries.com/definition/english/pronunciation?q=pronunciation> (12 January 2017).

⁴⁹Judy B. Gilbert, “Teaching Pronunciation,” (Cambridge, New York, 2008), 42.

student wants to put more effort and time into learning nuances of spoken English.

The researcher conclude that pronunciation is the way for students" to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said.⁵⁰ So, it can be seen that good pronunciation is vital if a student is to be understood.

d) Vocabulary

Vocabulary is defined as the words we teach in foreign language. Moreover, vocabulary is a basis of a language: it is very important to be mastered first. We cannot speak well and

understand written materials if we do not master it. Norbert Schmitt stated that no matter how successfully the sound of the foreign language is mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.⁵¹

⁵⁰Lucy Pollard, "Teaching English," (London, Lucy Pollard Copyright, 2008), 65.

⁵¹Norbert Schmitt, "Vocabulary in Language Teaching" (USA, Cambridge University Press,1997), 40.

Webster has three definition of vocabulary as follows:

- (1) A list or collection of words and phrases usually alphabetically arranged and explained or define.
- (2) A list or collection of terms or codes available for use.
- (3) A sum or stock of word employed by a language group, individual or work or in a field knowledge.⁵²

However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of component words.⁵³

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

e) Fluency

Fluency can be defined as the ability to speak fluently and accurately. According to Longman Dictionary, fluency is

⁵²Merriam Webster, "Collegiate Dictionary" (America: Merriam Web Inc.2003), 1400.

⁵³Penny Ur, "A Course in Language Teaching: Practice and Theory" (London, Cambridge university Press, 1996), 60.

speaking, writing, or playing a musical instrument in an easy or smooth manner.⁵⁴ Fluency in speaking is the aim of many language learners. Signs of fluency include reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time researching for the language items needed to express the message.⁵⁵

2. Strategy

a. Definition

Teaching strategy means various methods or ways that are implemented by teachers in teaching-learning process. Strategies in teaching is very important since they determine teachers' success in achieving teaching goals.⁵⁶ In this research, strategy truly help student exploration, therefore the researcher used a strategy to be used as a tool to encourage students' speaking skills.

According to Brown, strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating

⁵⁴Paul Pocter, “Longman Dictionary of Contemporary English” (England, Longman Group Ltd, 1981), 242.

⁵⁵Dauglas Brown, “Teaching by Principles an Interactive Approach to Language Pedagogy” (Addison Wesley Longman, New York, 2001), 279.

⁵⁶Williams, M., & Burden, R, “Psychology for Language Teachers”.(Cambridge, Cambridge University, 1997).

certain information. Then strategy is as a remedy the teacher in making system area that happened to process teaching learning.⁵⁷

According to Kayi that were thirteen strategies in teaching speaking such as discussions, role play, simulations, information gap, brainstorming, storytelling, interviews, story completion, reporting, playing cards, picture narrating and describing, and find the difference.⁵⁸ By using the strategy of Role play, it can enhance current teaching strategies. Especially, by using describing picture strategy.

3. Describing Picture Strategy

a. Definition

Describing pictures is one of activity in teaching to speak English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell the story in speaking English.⁵⁹

Those were models that Solahudin offers to use in speaking class and as the title of this research. The researcher taught that describing pictures was suitable to improve students' speaking skills in descriptive text because the purposes of these activities are to train students' imagination and describe something in speaking English.

⁵⁷Dauglas Brown, "Teaching by Principles an Interactive Approach to Language Pedagogy" (Addison Wesley Longman, New York, 2001), 191.

⁵⁸ Kayi, R. "Teaching Speaking: Activities to Promote Speaking in a Second Language,"(TESL Journal, 2006), 12.

⁵⁹M. Solahudin, "Kiat-Kiat Praktis Belajar Speaking," (Jogjakarta, Diva Press, 2009), 99.

Usually, students can't speak anything because they don't have any idea.

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

Based on Oxford Advanced Learners Dictionary, stated that "a picture is a painting or drawing that shows a scene, a person or a thing which involves information they need to understand a situation".⁶⁰ By using the picture, it cannot limit by the time and place. Because the event or happening which happened in others time and place can be seen and be known by the people which are so far from the location of happening. Pictures can impart a lot of information at the glance and they are understandable across languages.

b. Concept of Describing Picture Strategy

Solahudin stated that in a speaking lesson, pictures can motivate talking.⁶¹ Speaking is a productive skill. Therefore, pictures can be used to develop the skill.⁶² Based on Farid Yahya and Fajar Fardyansyah, said that describing a picture strategy is very useful to

⁶⁰"Oxford advanced learners dictionary," (New York, Oxford University press, 2000), 991.

⁶¹M. Solahudin, "Kiat-Kiat Praktis Belajar Speaking," (Jogjakarta, Diva Press, 2009), 99.

⁶²Bailey, K. M, "Practical English Language Teaching: Speaking."(NY, McGraw Hill, 2005), 47.

give a contribution in teaching speaking and the students brave to speak and not shy anymore.⁶³

Each classroom should have a file of pictures that can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.⁶⁴ Lewis and Hill in Brogan stated that working in groups will increase the students' talking time and decrease that of the teacher. So, it can allow students to speak.⁶⁵

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

c. Types of Picture

Harmer divided the picture into five types.⁶⁶

1) Flashcard

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

⁶³Farid Yahya Kano and Fajar Fardyansyah, "The Use of Describing Pictures in Teaching Speaking to the Seventh Grade Students", (English Education Study Program).

⁶⁴A. Arsyad, "Media Pembelajaran" (Jakarta, PT. Raja Grafindo Persada, 2009), 106.

⁶⁵Martyn Borgan, "Using Two Way Information Gap Task to Encourage Equal Participation From the Students in Group Work Activities in an EFL Class at Nha Trang Teachers' Training College", (Innovation, September 2006), 10.

⁶⁶Jeremy Harmer. "The Practice of English Language Teaching," (England, longman, 2007), 178.

2) Large wall picture

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

3) Cue card

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

4) Photograph or illustration

A photograph or illustration is a photo or image that depicts a situation or people in action. The teachers use it to make the situation or the action clear. A photograph can be found in books, newspapers, magazines, etc.

5) Projected slide

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

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

d. The Implementation of Describing Picture Strategy

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

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

There are steps of application in describing picture strategy⁶⁷, the teacher introduced students to describing picture strategy, the students devided into several groups, the teacher given 3 photographs of pictures, than the students discussed about the picture.

This strategy supported by Ismail in paikem-based Islamic religious learning strategy as follows:

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

⁶⁷Solahudin, "Kiat-Kiat Praktis Belajar Speaking," (Jogjakarta, Diva Press, 2009), 99.

This is example of strategy that can used as individual or collaboration with the other strategy based on the necessity.⁶⁸

The procedures of describing picture by using photograph to teach speaking by Inta Aulia will be described bellows:⁶⁹

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



⁶⁸Ismail SM, "Strategi Pembelajaran Agama Islam Bebas Paikem," (Semarang, RaSAIL Media Group, 2008), 94.

⁶⁹Inta Aulia Asfa, "The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text", (Thesis of Faculty of Tarbiyah Walisongo State Institute For Islamic Studies, 2010), 46.

CHAPTER III

RESEARCH METODOLOGY

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

A. Research Design

The Research design is used to know how to precede the data in the research. It means it is a plan for collecting and analyzing the data to answer the research questions. The purpose of the research and the nature of the problems, this research is a descriptive qualitative. The research is descriptive because the objectives of this research is observing and finding information as much as possible about the phenomenon of the implementation describing picture strategy.

Descriptive qualitative is to gain an understanding of some group or some phenomena in those natural settings. It included descriptive qualitative because the data gather from the understanding and meaning through verbal narrative and observations rather than through numbers.⁷⁰ This design use to obtain the information about existing/factual conditions without giving any special treatment to the subject of the research.⁷¹ Furthermore, this research is describing qualitative since in this research wants to know more about how the teacher implemented the strategy in teaching speaking for EFL.

⁷⁰Donal Ary, "Introduction to Research in Education, " (USA, Wadsworth Group a Division of Thompson Learning Inc, 2002), 426.

⁷¹Arief Furchan, "Pengantar Penelitian Dalam Pendidikan," (Yogyakarta, Pustaka Pelajar Offset, 2007), 447.

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

B. Research Setting

This school is utilized some innovative learning media in teaching and learning process, especially in teaching English as a foreign language. The location of the research is SMPN 02 Jombang that located on Sarimulyo, Jombang, Jember. In this place, the english teacher had applied a describing picture strategy in teaching speaking skill, the situation and condition had been known because the researcher practiced the field of experience in the school and the last was possible to get permission.

C. Research Subject

Participants of this research is eight grade of SMPN 02 Jombang especially D class consisted of 31 students. The class was chosen based on the policy and decision of the school office after having a brief meeting with the English teacher and the deputy head of curriculum about the research that would be conducted.

D. Data Collection Technique

There are several ways to collect data like questionnaires, observation, filed notes, interviews, and tests.⁷²In this research, the researcher collected the

⁷² Donal Ary, "Introduction to Research in Education, " (USA, Wadsworth Group a Division of Thompson Learning Inc, 2002), 233.

data by using several instruments namely: observation, interview, and document review.

1. Observation

In this research, the researcher using non-participants because the researcher observe without participating or taking any active part in the situation. In this case, the researcher just sit down in the back row of the classroom, pay attention to more detail about all activities that happen in the classroom, and write down some notes to get the data, which focused on the teacher's strategy in students' speaking skills.

The indicators being measured in the checklist are:

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

2. Interview

The interview is a process to get an explanation by asking questions face to-face between researcher and respondent uses an interview guide.⁷³

The interviews is conduct after the observation is done. It is conducted to know the perceptions of the teacher about the implementation of Describing Pictures Strategy in teaching speaking in the class. In addition, it is also conduct to determine the teacher's difficulty in applying

⁷³Moh Nazir, "Metode Penelitian," (Jakarta, Ghalia Indonesia, 1999), 193.

describing pictures strategy in speaking class and how to cope with those problems. All the more, through the interviews, the researcher expected to get additional information that might not be obtain during a classroom observation.

The researcher would use an interview to get accurate information about Describing Picture Strategy in teaching speaking by interviewing the students, the english teacher and the deputy head of curriculum. In addition, in the interview section, the researcher use the Indonesian language to get clearer information related to the research topic and to avoid misconceptions and misunderstandings. The list of questions is based on the research problems with several additional questions and some guiding questions from the previous research.

3. Document Review

The document Review method is a technique of data collection by gathering and analyzing documents, whether written documents, drawings and electronic.⁷⁴ Documents were mainly written texts which relate to some aspect of the social world. Such written texts or documents range from official documents to private and personal records, such as diaries, letters, and photographs, which may have been intended for the public gaze.⁷⁵

⁷⁴Suharsimi Arikunto, "Procedur Penelitian Suatu Pendekatan Praktik, " (Jakarta, Rineka cipta,2006), 223.

⁷⁵Graham Hitchcock and David Hughes, "Research and the Teacher, a Qualitative Introduction to schoolBased Research," (New York, Routledge, 1995), 212.

This instrument is used to collect data from the source of non-human, which means that the researcher collected the data from the written data and records which were available in the location or to a person whom the researcher intended to see. The researcher asked the teacher about the lesson plan he used in teaching speaking, references to support his teaching during the class, and perhaps the notes of the teacher if he allowed the researcher to know teacher preparation in applying his strategies of teaching speaking in the class. The method of document review, the data obtained were; the profile of SMPN 02 Jombang and the Lesson plan of the English teacher in the second grade of SMPN 02 Jombang.

E. Data Analysis

After the data is collected through observation and interview, then the data is analyzed. The purpose of data analysis is to summarize and simplify the data to interpret and draw a conclusion. The data was analyzed based on the interactive model of analysis.⁷⁶ There are three different types of this model: data condensation, data display, and conclusion drawing/verification.⁷⁷

1. Data Condensation

In this section, the researcher presents the process of assessing the data by selecting, focusing, simplifying, and transforming the data. Data, which is gathered from the interview, observation, and documents, is huge

⁷⁶ Miles B, Huberman AM. "Qualitative data analysis. Thousand Oaks (CA): Sage Publications Ltd," (2009).

⁷⁷ Miles and A. Michael Huberman "an Expanded Sourcebook: Qualitative Data Analysis", (2014), 10.

and complex. Therefore, data reduction is needed to make the data clear and easy to use. Then, to reduce the data, the researcher focused on research questions about what factors influence teachers perception in foreign languages and what strategies teachers use in dealing with this. Especially in the eighth grade of SMPN 02 Jombang. Data not related to it is separated.

2. Data Display

Data display means an organized, compressed assembly of information that allows conclusion drawing. Data display helps us to comprehend what is happening and to do something. The data displayed in this study uses brief notes, tables, and narrative text.

3. Drawing and verifying

Drawing and verifying conclusion is the last component of analyzing data that. The researcher give a meaning toward data that has been analyzed.

F. Data Validity

The validity of the data in this study used triangulation, triangulation is defined as a data collection technique that is combines from various data collection techniques and data sources that already exists. When researcher collect data with triangulation, the researcher actually collect the credibility of the data used various data collection technique and various sources of data.⁷⁸

⁷⁸ Sugiyono, Metode Penelitian Kuantitatif, kualitatif dan R&D, 315

In this research, the researcher used triangulation technique and source triangulation.

1. Technique Triangulation

Technique Triangulation is done by checking the data to same source with different technique. The researcher obtained data by interview, then rechecked by observation and documentation/questionnaire.⁷⁹

2. Source Triangulation

Source Triangulation is done by checking the data that has been obtained by researcher. The reason researcher used this technique is to rechecked the data that has been obtained by researcher.

The reason for using technique triangulation and source triangulation is Technique triangulation to compare result interview with the contents of related document, while Source triangulation is to compare different opinion or views from various source of data for informants, for example the principal of SMPN 02 Jombang, The English teacher of VIII D, and students class of VIII D SMPN 02 Jombang.

G. Research Procedures

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

⁷⁹ Sugiyono, Metode Penelitian Kuantitatif, kualitatif dan R&D, 315

1. Pre-field stage

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

There is research ethics that should be understood. It will be mentioned as follows:

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

2. Field-work stage

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

3. Data analysis phase

The data analysis phase is the last stage of the research process discussed in the previous chapter. The activities are as follows:

- a. Analyzing the data
- b. Manage of licensing complete research
- c. Arrange or serve the data form in report
- d. Conclusion withdrawal Revise the refined report.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Overview of the Research Object

1. The Profile of SMPN 02 Jombang

- a. School name : SMPN 02 Jombang
- b. School Statistic Number (NSM) : 121235130174
- c. School Accreditation : A
- d. Address : Village : Sarimulyo
Sub-District : Jombang
District : Jember
Province : Jawa Timur
- e. Headmaster Name : MOH. KOSIM, S.Pd, MM
- f. Land Area : 5,901 M²
- g. NPSN : 20549084
- h. Telephone Number : 08283303080

2. Vision and Mission of SMPN 02 Jombang

a. Vision of SMPN 02 Jombang

The realization of smart people, achievements with environmental sense based on imtaq and science and technology.

b. Mission of SMPN 02 Jombang

- 1) Realizing active, creative and innovative schools in learning
- 2) Develop a school organization that continues to learn

- 3) Fulfil school facilities that are relevant, up-to-date, and forward-looking
- 4) Developing resilient school-based management
- 5) Realizing education funding that is adequate, reasonable, and fair
- 6) Realizing student competency development in a competitive manner
- 7) Empowering the intellectual potential possessed by students
- 8) Realizing a positive and quality culture-oriented surrounding community school
- 9) Creating a school that is clean, beautiful, shady, beautiful and healthy
- 10) Realizing schools towards AdiWiyata schools
- 11) Instil a clean culture, orderly culture, and work culture
- 12) Preservation, prevention of pollution and environmental damage
- 13) Creating an atmosphere of religious life.
- 14) Instil a culture of discipline, honesty and responsibility
- 15) Creating an atmosphere of kinship, tolerance, cooperation, and mutual respect.

B. Research Finding

This research was conducted to investigate how the teacher implemented the describing picture strategy in their teaching speaking, such as (1) the steps of the implementation of describing picture strategy, (2) the

material of describing picture strategy, (3) the evaluation of the implementation of describing picture strategy.

The researcher collected the data by using interviews, observation, and document review techniques. Based on the result of the interview, observation, and document review, the data obtained about the implementation of describing picture strategy in speaking skill at SMPN 02 Jombang is as follows:

1. The Steps of the Implementation of Describing Picture Strategy

From the observation in the class, the researcher found that the used of describing picture strategy is one of the strategies used by the teacher in students' speaking learning activities. In the teaching and learning process, before entered into the material that has been prepared, the teacher first introduces students in describing picture strategy and the benefits after learning describing picture strategy on their English speaking.

After introducing of describing picture strategy to the students it made first the students easier to express their ideas when speaking, because there were some pictures of animals with characteristics that should be described by students. The students had to describe the animals in the pictures that had been printed. The pictures became their guide in describing animals. In the learning process, students didn't need to think hard to get ideas when speaking and they can speak about what they saw in the pictures.

The description consisted of the physical characteristics and habit characteristics of the animals in the picture. The teacher asked the students about some difficult words they had. The students mentioned some words that they didn't know the meaning such as "taring", "belalai" and "sengat". After answering the student's question, the teacher explained the generic structure of the descriptive text. It was supported by lesson plan, it showed that there were some steps in teaching speaking by using describing picture namely "*mengamati, menanya, menalar, mengumpulkan informasi, mengomunikasikan*"⁸⁰.

This is the interview was conducted which is conducted with the student Wasilatul Khoiroh then translated into English as follows:

"Actually, when I learned speaking and the teacher taught me speaking, both of us hoped that we can communicate well. In this case, I could describe the animal with good pronunciation and correct vocabulary and grammar. This lesson made us not ashamed to speak because it was fun and not tense. Usually, when we wanted to speak in English, we were confused about what to say. But this lesson gave challenge such as playing guesswork, it made us scramble to talk and we would talk a lot because there were already the pictures."⁸¹

From the interview above, this strategy also made students interested in learning activities so that students had tried to speak during learning. It supported by the interview with the second student as follows:

"The teacher taught me speaking to make us good at communication, beside we can share our ideas in English. Actually, the topic given was describing animal so it was hoped that we could describe and explain the animal well in English. By using describing pictures, I often spoke English and become chatty,

⁸⁰"Lesson Plan," (Jombang, 21 Maret 2023)

⁸¹Wasilatul Khoiroh, "Interview," (Jombang, 2 May 2023).

because I don't have to think twice about what I'm going to talk about because the teacher had provided pictures for us to describe. It helped me a lot, make me easy to say something. I felt motivated to learn as I have the help to speak like a guide in describing something. Describing animal by the picture was very interesting for us”⁸²

From the students statement above, it seemed that students were enthusiastic about describing pictures. It was supported by deputy head of curriculum:⁸³

“The students' speaking skills still far from the expectation, but they have the courage to perform in the class even though the grammar is wrong. but miss, there are some students who can understand English both grammar and speaking but it can still count it, and I think describing picture really helps students to express what they are going to say”

From the students statements above, it appears that student understand the material, describe it easily and interest to spoke in english. It was also confirmed on lesson plan point C about the learning objectives that the students were able to: “a. *Siswa dapat menanyakan dan menyatakan deskripsi tentang sesuatu secara lisan dan tulisan, b. Siswa dapat mendeskripsikan sesuatu dalam kehidupan sehari-hari*”⁸⁴

Next on the describing picture material, in this session students show their enthusias because the materials seemed to be able to attract the students' attention and they also could find them in their daily life, such as Lion, cat, cow, bird, etc. The animals that had been taught include pets and wild animals. There, the teacher taught adjective and simple present to

⁸²Siti Fatmawati, “Interview,” (Jombang, 2 May 2023).

⁸³“Observation,” (Jombang, 21 March 2023)

⁸⁴“Lesson Plan,” Document Review, (Jombang, 2023)

make it easy for the students when they had to describe the animal, such as long, soft, thick, thin, etc. This interview was conducted in the language according to English teacher was:

“Well, the describing picture strategy in a way that can train students’ intellectual abilities and stimulate their curiosity and motivate their ability. While here, I taught speaking by using describing picture to help the students when they described the animal, no need to think hard about what should be talked.”⁸⁵

He added:

“Using pictures in describing things made the students be more interested in learning speaking, so that the students can understand the material that I had taught, it’s about descriptive texts. Usually, many students were afraid and embarrassed to practice speaking in the learning process, therefore I used this strategy so that they were happy and interested in speaking learning. The students would be curious if I taught using picture media, this strategy was more like a game so that the students enjoy it more and they were not ashamed to talk as learning was similar to a game.”⁸⁶

From the result of the interview that occurred above, it shows that students can understand and practice related to implemented describing picture strategy. Although it takes more practice to achieve perfect pronunciation and vocabulary meaning question, students can overcome with the enthusiasm they show. Because the purpose in this practice is to made a students easy to describe things orally.

After provided an understanding regard describing picture strategy through English speaking learning, students would then be divided into several groups. The formation of this group into 4 groups, each group consisted of 8 students. The teacher had given 3 photographs of animal

⁸⁵Teacher, Interview, (Jombang, 18April 2023).

⁸⁶Ibid.

pictures, they had to discuss the description of the animals given by the teacher.

Next on students work on assignments in a group. By worked in a group, the teacher felt that this makes it easier for them to do the assignment, because they can discussed answers before presented them in front of the class. In the next step, 2 students from each group described the picture. In carrying out the task the teacher can see the high enthusiasm and curiosity of students. This occur according to the interview with the teacher as follow:

““It’s very easy to apply describing picture in teaching describing animal. As usual, I opened the lesson by greeting and praying. After that, I explained the material they would study, which was describing animal. I showed a picture of an Giraffe and I asked about its physical characteristics and habitual characteristics, such as; How many legs does he has?, What does he eat ?, and what size ?, and they answered together. After they understood how to describe animals, I divided them into 4 groups according to the rows of seats in the class. I gave each group 3 pictures and all the pictures were different animals, so there were 12 pictures of different types of animals. I asked them to discuss the descriptions of the animals they were holding. After that, I asked each group to came in turned to describe the picture they were holding. When one group described the animal, the other group had the opportunity to guess what animal he or she was described. The group could guess the animal would be given 1 point and if the 12 pictures had been described, the points for each group would be counted and the group with the least points would be punished at the end of the lesson.”⁸⁷

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

“I think describing picture in a group is quite helpful. because when my friend described the animal, we had a chance to guess

⁸⁷Teacher, “Interview,” (Jombang, 2 May 2023)

what animal had been described. We can correct each other when there is a mistake in pronunciation and the teacher help us, I really happy to exchange information.”⁸⁸

Judging from the students' statements, she shared his thoughts on practicing describing picture strategy in pairs it appeared that describing picture strategy is quite effective in developed their English speaking skills. The teacher also gave stimulus to students so that they would be survived the difficulties in describing picture, such as vocabulary, grammar, pronunciation, etc. It was also supported by the statement of the first student, she stated:

““Actually, when I learned speaking and the teacher taught me speaking, both of us hoped that we can communicate well. In this case, I could describe the animal with good pronunciation and correct vocabulary and grammar. This lesson made us not ashamed to speak because it was fun and not tense. Usually, when we wanted to speak in English, we were confused about what to say. But this lesson gave challenge such as playing guesswork, it made us scramble to talk and we would talk a lot because there were already the pictures.”⁸⁹

Based on the observation and interview above, the researcher concluded that the steps of describing picture strategy in teaching speaking the eight-grade students of SMPN 02 Jombang was mentioned into seven points; First, the teacher introduction and showed a picture of the animal to asks students about the characteristics of the animal. Second, the teacher divided the class into 4 groups and each group was given 3 different animal pictures. Third, the students discussed the description of the animals in the picture given by the teacher. Fourth, each group took turns

⁸⁸First Student, “Interview,”(Probolinggo,2 May 2023)

⁸⁹Wasilaul Khoiroh, “Interview,”(Jombang, 2 May 2023).

to come to the front of the class to describe the animal and the other groups guessed what had been described. The last, after all the animals had been described, the group that answered the least would be given an assessment.

2. The Material of Teaching Speaking Through Describing Picture Strategy

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

The topic of the materials used in learning to speak were materials familiar with the surroundings. The teacher also asked the students to describe the habitual characteristics of an animal on the picture orally such as; habitat, food, how to breed, etc. The topic of the materials seemed to be able to attract the students' attention and they also could find them in their daily life. The material was suitable for the students. It could be seen from

the student's respond when they were asked by the researcher. The students were so familiar with the pictures showed by the researcher. They directly answered the researcher's questions, such as what is the food of this animal (the researcher showed the picture of a cow), and then the students answered "grass" together and loudly. It seemed that the material arouse the students' interest to speak up clearly as their friends looked forward to their explanation to give the best answer at the end of the description. It motivated them to express their mind as clearly as possible.⁹⁰

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

"I followed the one in the textbook for the material. In the textbook, the material was descriptive text and the theme was about animals, so I used this strategy by describing animals as the material. I think describing pictures is an appropriate strategy for teaching describing animal as the speaking material. The picture helped students to express their ideas easily. When they forgot to say something, they can directly saw the picture and got some ideas to talk about. I asked the students to describe the animals in the pictures that I had printed. The students had to describe everything related to the picture, such as the physical characteristics such as the legs, the colour, the size, the fur, the tail, etc. The animals were familiar ones for the students."⁹¹

He also added:

"The material given a little bit pushed the students to speak. Because, when they less speak or didn't speak or kept silent, they couldn't give any messages or information to their friends about the animal as their friend couldn't guess what the animal is. So, it

⁹⁰Observation, (Jombang, 21 March 2023)

⁹¹Teacher, "Interview," (Jombang, 18April 2023)

means that the material pushed them to speak. They have to speak and share their mind about the picture given. The way how to describe the animals was not too complicated. It's so simple and the students can use and practice it. I taught simple present to help the students describing the picture. I gave the pattern and also the verbs that usually used in describing picture. Such as the use of to be is, am, are, verb 1 and verb 1 + s/es, for example "The peacock has a beautiful feather", "its fur is thick", etc. Beside I also taught adjective to help the students describe the animals such as long, short, thick, thin, funny, cute, etc."⁹²

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

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

"We learned about describing animal. We were given examples to explain animal characteristics such as the number of legs, their colour, their body shape, their food, and their habitat. The teacher taught about adjectives such as long, short, big, small, soft, etc. to describe the characteristic of animal. When the picture was about a monkey we said "It has a brown fur, the fur is soft. We had to speak here. To describe the animal in the picture given. First, it was difficult, but the teacher and my friends guided me."⁹³

She also added:

"The teacher gave us the example of how to describe animal by using picture. Actually, there was a generic structure. First, we have to introduce the animal without mention its name as my friends must guess it. Then we directly described the physical characteristic then the habit of the animal in the picture."⁹⁴

The second student said:

"We learned about many animals, such as; elephant, giraffe, crocodile, bird, etc. We were already known these animals. Describing animal by using pictures was very interesting material.

⁹²Ibid

⁹³Nur Fitria, "Interview," (Jombang, 2 May 2023)

⁹⁴Ibid

I can describe animal, we didn't though so hard because I had a picture of me and the teacher had already given us the points what should we describe, it's so exciting. You know, we had to speak here."⁹⁵

She added:

"The teacher also taught us about the simple present to make sentences that could be used to describe the animal, the use of verb I and to be such as is, am, are."

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

3. The Evaluation of Teaching speaking Through Describing Picture Strategy at the Second Grade of SMPN 02 Jombang.

Based on the observation in the evaluation, when students described the animal in the picture, the teacher walked around the class to control the students, knew their difficulties, and helped them to face it. There were some students who didn't know the English of the words or lack of vocabulary, the teacher helped them by asking the students to write some difficult words on the whiteboard, and then the teacher translated them into English. Then, the teacher gave an example of how to pronounce them and asked the students to repeat after him. Some words were often mispronounced by the students like "fur, breed" the student followed the alphabet for example "fyur". Sometimes they were confused to differentiate between skin and leather. Some students didn't know how to

⁹⁵Siti Fatmawati," Interview," (Jombang, 2 May 2023)

manage the idea and grammar, the teacher helped them by given an example of describing animal and wrote it on the whiteboard, then the teacher explained the form of the sentence that used the simple present tense. The teacher would say “Very good!”, “good job”, “give applouse”, etc. to boost students’ motivation to speak in English every time the students answered the teacher’s questions or did a great job. When the students came forward and presented their description, the teacher gave feedback and correction.

The teacher also gave the example of describing animal by using picture in front of the class. He also mentioned the rules that must be obeyed by the presenter and audiences, such as speak louder and pay attention to the presenter. Though there were some mistakes done by the students as in pronouncing the words, however, the teaching-learning process ran well and smoothly. Learning speaking of describing animal by using pictures was easy to be applied. There was no serious obstacle faced by students and teacher.⁹⁶

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

“When the lesson ended, I gave an evaluation to the students by asking each student to describe the picture. When students were described a picture, I have found the students’ difficulties in describing animals, such as grammar, vocabulary, pronunciation, etc. and When I found the difficulties in students, I gave them a stimulus so that all students could be survived the difficulties in

⁹⁶Observation, (Jombang, 21March 2023)

describing animals on the picture. I also gave correction and feedback when and after the students presented in front of the class. By the way, I also gave example of how to pronounce some vocabulary, as some students still doing mispronounced and asked them to repeat them after me. Actually, this strategy was very easy to be implemented. The rules were very easy to follow. The students were very cooperative with my instructions. They caught my explanation well. Some problems mostly faced by the students were new vocabularies and the way how to pronounce certain words. Yeah, sometime they stuck with grammatical error. However, with good preparation, they could describe the animal easily. You know, the picture helped the students so much. They looked like playing game than studying.”⁹⁷

From the interview above, in evaluation the teacher gave stimulus to students so that they would be survived the difficulties in describing pictures, such as grammar, vocabulary, pronunciation, etc. In addition, there were no serious problems faced by students and teacher. The students just had difficulties in having certain new vocabularies and pronouncing them, and also little bit of problems with grammatical error.

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

“When we had studied in the lesson, the teacher asked me to describe the picture and he gave additional explanation related to the grammar, vocabularies and pronunciation. When we didn’t know the English/vocabulary and used incorrect grammar, the teacher would help us. If we were correct, he would praise us by saying “Good job”. As I felt, it was very enjoyable when I had to describing animal by using picture. It helped me so much. The process of teaching-learning was conducive. My friends focused on me when I described my picture and almost the pictures could be guessed by my friends.”⁹⁸

The second student said:

⁹⁷Teacher, Interview, (Jombang, 18 April 2023).

⁹⁸Wasilatul Khoiroh, Interview, (Jombang, 2 May 2023).

“The teacher gave correction when we did mistakes in the middle of a presentation and then gave comment after we described the picture. But not only correction and comment, if we did well he gave positive reinforcement by saying “well done, student”, “good job”, “nice description”, and “perfect”. Both correction and reinforcement made us happy and glad. We already known that our description was good and if there were something wrong we could correct it.”⁹⁹

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

Based on the observation and interview above, the evaluation of describing picture strategy in teaching speaking to the eight-grade students of SMPN 02 Jombang, the researcher concluded that when the evaluation, the teacher gave stimulus to students so that they would be survived the difficulties in describing pictures, such as grammar, vocabulary, pronunciation, etc. The students were very easy to follow the instructions given by the teacher. They enjoyed the process and felt like playing a game than learning. No serious obstacles found there. The students found some difficulties in finding new vocabularies and in pronouncing them. They also faced some grammatical problems there. But those could be overcome by asking and discussing them with friends and the teacher. Just like the students, the teacher ran the class using describing pictures smoothly, no serious obstacles were found there. The class was so cooperative in listening him.

⁹⁹Siti Fatmawati, Interview, (Jombang, 2 May 2023).

Based on the results of the data description presented above, the results and findings of the research could be concluded that the using of describing picture strategy made teaching run well and smoothly because in this strategy the teacher had provided what students should talk about through pictures. When the students come forward and presented their describes, the teacher gave feedback, correction and example.

C. Discussions

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

1. The steps of teaching speaking through describing picture strategy.

The first finding, in the process of introducing describing picture to SMPN 02 Jombang, students are consciously invited to explore describing picture strategy such as picture of animal, which they would later apply to practice their speaking skills. Student said that describing picture strategy is easier to express their ideas to explain and describe the picture. The students stated that describing picture strategy it truly gave a benefit how to pronounce word and describe orally. The students could easily to understand the meaning of what the picture conveyed. The students didn't need to think hard to get ideas when speaking and they can speak about what they saw in the pictures, this students statement are supported by

Bailey that in a speaking lesson, pictures and manipulables can provide the motivation for talking.¹⁰⁰

The steps of teaching speaking through describing picture strategy at eight-grade students of SMPN 02 Jombang from the finding be concluded into seven points, there were; (1)Opening, (2) Explain the material, (3) Show a picture of the animal, (4) Divide the students into 4 groups, (5) Students discuss the description of the animal in the picture, (6) Each group take turns to come to the front of the class to describe the animal and the other groups guess what had been described, (7) The group that answered the least would be punished. Teaching speaking using describing picture strategy made teaching run well and smoothly, because in this strategy the teacher had provided what students should talk about through pictures. It was supported by Solahudin that the procedure of describing picture strategy, students must describe pictures in front of the class. Every student gets one picture and must describe it.¹⁰¹ This is under the procedure of finding, there was; the teacher showed a picture of the animal to ask students about the characteristics of the animal. Second, the teacher divided the students into 4 groups and each group was given 3 different animal pictures. Third, the students discussed the description of the animal in the picture given by the teacher, when the students discussed it with their groups, the teacher gave stimulus to students so that they would be survived the difficulties in describing pictures, such as grammar,

¹⁰⁰ Bailey, K.M. "Practical English Language Teaching : Speaking" (Ny: McGraw Hill 2005), 37.

¹⁰¹ M. Solahudin. "Kiat-Kiat Praktis Belajar Speaking," (Jogjakarta: Diva Press, 2009), 99.

vocabulary, pronunciation, etc. Fourth, each group took turns to come to the front of the class to describe the animal and the other groups guessed what had been described. In this case, every member of the group had a turn to describe the picture. The last, after all the animals had been described, the group that answered the least would be punished.

2. The material of teaching speaking through describing picture strategy.

The material finding in teaching speaking through describing picture strategy at eight grade students of SMPN 02 Jombang were describing animals, simple present, adjectives and generic structure. It was appropriate to the students and also suitable with the strategy used in this case was describing picture. The animals that had been taught include pets and wild animals. The describing animal was to mention the physical characteristics of the animal on the picture, such as; number of legs, colour, body shape, size, etc. And the habitual characteristics of animal on the picture, such as; habitat, food, how to breed, etc. Based on Oxford Advanced Learners Dictionary, stated that “a picture is a painting or drawing that shows a scene, a person or a thing which involves information they need to understand a situation”.¹⁰² The students could ask and give information about animals through picture in their daily life by describing it.

¹⁰²“Oxford advanced learners dictionary,” (New York, Oxford University press,2000), 991.

The teacher got the material from the textbook owned by the students and also from the Internet. As stated by Richards and Renandya that the teaching materials could be in the form of printed materials, non-printed materials, and materials that comprise both print and non-printed sources.¹⁰³ The teacher used printed material that was picture of animals in the learning process. From the pictures, a teacher asked the students to describe the animals based on their physical characteristics and habit characteristic.

The material in implementing teaching speaking through describing picture strategy at second-grade students of SMPN 02 Jombang from the finding and theory could be concluded that the materials were about generic structure and adjectives in the simple present were taught by the teacher and describing animals which includes pets and wild animals that could be useful in their real life. The purpose of describing an animal was to mention the physical characteristics and habit characteristics of the animal in the picture.

3. The Evaluation of Teaching speaking Through Describing Picture Strategy.

The evaluation of implementing teaching speaking through describing picture strategy at second grade students of SMPN 02 Jombang was a formative assessment by asking students to describe the picture that they had given (picture-cued task) and giving feedback and correction to

¹⁰³Jack C. Richards and Willy A. Renandya, "Methodology in Language Teaching" (Cambridge, Cambridge University Press, 2002), 65-66.

the students. This was in accordance with what was stated by Brown that formative assessment could be in the form of giving students comment or a suggestion or call attention to an error, that feedback was offered to improve the learner's language ability.¹⁰⁴ The teacher gave feedback, correction, help, etc. to the students to improve their speaking skills.

The teacher used picture-cued tasks. It was one of the tests of formative evaluations. It was suitable for evaluating students' teaching speaking through describing picture strategy with the material describing animals because the students should describe the picture in the test. It was in accordance with what stated by Brown that picture-cued tasks required description from the test taker/students.¹⁰⁵ Pictures may be very simple and the test taker should tell or describe the picture.

The evaluation of teaching speaking through describing picture strategy at eight-grade students of SMPN 02 Jombang from the finding and theory was the teacher assessed the students with a formative assessment that was giving feedback and correction to the students and ask the students to.

¹⁰⁴Douglas Brown. "Language Assesment," 6

¹⁰⁵Ibid, 151

CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusions

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

The implementation of describing picture strategy, the teacher is used some steps, it start with the teacher introduced the material and showed a picture of the animal. The material were describing animals, simple present, adjectives and generic structure. Then, the teacher divided the class into 4 groups and asked the students to discuss the description of the animal in the picture. Next on the teacher asked each member of the group to describe the animal and the other groups guess what had been described, the last is the group that answered the least would be gave an assesment. The benefits for the students is easier to express their ideas when explain and describe the picture, how to pronounce word and describe orally and the students could easily to understand the meaning of what the picture conveyed. The evaluation of the implementation of describing picture strategy is done by the teacher was the formative assesment by giving feedback and correction to the students and ask the students to describe what they had drawn (picture-cued task).

B. Suggestion

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

1. For school.

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

2. For the teacher.

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

3. For others researcher.

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

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J E M B E R

PERNYATAAN KEASLIAN TULISAN

Yang bertanda tangan di bawah ini:

Nama : Wasilatul Sofa

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Program Studi : Tadris Bahasa Inggris

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan

Menyatakan dengan sebenarnya bahwa dalam hasil penelitian ini tidak terdapat unsur - unsur penjiplakan karya penelitian atau karya ilmiah yang pernah dilakukan atau dibuat orang lain, kecuali yang secara tertulis dikutip dalam naskah ini dan disebutkan dalam sumber kutipan dan daftar pustaka.

Apabila di kemudian hari ternyata hasil penelitian ini terbukti terdapat unsur – unsur penjiplakan dan ada klaim dari pihak lain, maka saya bersedia untuk diproses sesuai perundang - undangan yang berlaku.

Demikian surat pernyataan ini saya buat dengan sebenarnya dan tanpa paksaan dari siapapun.

Jember, 14 Juni 2023

Saya yang menyatakan



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J E M B E R

Appendixes

RESEARCH MATRIX

TITLE	VARIABLE	INDICATOR	SOURCE	RESEARCH METHODS	RESEARCHQUESTIONS
The implementation of describing picture strategy in speaking skill at eight grade students of SMPN 02 Jombang	Describing Picture Strategy	<p>1. The steps of describing picture strategy in speaking skill</p> <p>2. The material of describing picture strategy in speaking skill</p> <p>3. The evaluation of describing picture strategy in speaking skill</p>	<p>Primary data:</p> <p>1. English Teacher</p> <p>2. Students</p> <p>Secondary data:</p> <p>1. Observation</p> <p>2. Interview</p> <p>3. Document review</p>	<p>1. Approach and kinds of research: Qualitative</p> <p>2. Data collection method :</p> <p>a. Observation</p> <p>b. Interview</p> <p>c. Document review</p> <p>3. Data analysis technique: Descriptive qualitative</p> <p>4. Data Validity: Technique triangulation</p>	1. How is the implementation of describing picture strategy in speaking skill at eight grade students of SMPN 02 Jombang?
	Teaching Speaking	<p>1. Accuracy</p> <p>2. Fluency</p>			



**PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
UPTD SATUAN PENDIDIKAN
SMPN 2 JOMBANG**

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SURAT KETERANGAN PENELITIAN

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Nama : WASILATUL SOFA
NIM : T20186042
Prodi : TADRIS BAHASA INGGRIS
Jurusan : Tarbiyah
Universitas : UIN KHAS JEMBER

Telah selesai melakukan Penelitian di SMPN 2 Jombang pada tanggal 15 Maret - 2 Mei 2023, untuk memperoleh data dalam rangka sebagai penunjang penyusunan skripsi yang berjudul The Implementation of Describing Picture Strategy in Speaking Skill at SMPN 2 Jombang
Demikian surat keterangan penelitian ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Jombang, 3 Mei 2023

Kepala UPTD Satuan Pendidikan
SMPN 2 Jombang









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Jurnal Kegiatan Penelitian

Name : Wasilatul Sofa

NIM : T20186042

Title : The Implementation of Describing Picture Strategy in speaking skill at eight grade students of SMPN 2 Jombang

No.	Tanggal	Jenis Kegiatan	Tanda Tangan
1	15 Maret 2023	Menyerahkan surat penelitian dan meminta izin untuk melakukan penelitian	
2	21 Maret 2023	Observasi lokasi penelitian sekaligus meminta profil sekolah, visi misi sekolah, dll	
3	28 Maret 2023	Melakukan Observasi Kegiatan Pembelajaran dikelas	
4	18-Apr-23	Melakukan interview dan meminta file RPP kepada guru bahasa Inggris kelas VIII D	
5	2 Mei 2023	Melakukan interview dengan siswa kelas VIII D	
6	3 Mei 2023	Pengambilan surat selesai penelitian	

UNIVERSITAS ISLAM NEGERI
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J E M B E R A N G

Kepala SMPN 2 JOMBANG



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PEMERINTAH KABUPATEN JEMBER
DINAS PENDIDIKAN
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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMPN 02 Jombang
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Teks Deskriptif
Alokasi Waktu : 2 Jam Pelajaran /45 Menit

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian
3.10 Memahami tujuan, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis tentang orang, binatang, dan benda, sangat pendek dan sederhana	<ul style="list-style-type: none">• Siswa dapat memahami teks deskripsi tentang sesuatu secara lisan• Siswa dapat menanyakan dan menyatakan deskripsi tentang sesuatu secara lisan

<p>4.6 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana tentang orang, binatang, dan benda, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</p>	<ul style="list-style-type: none"> • Siswa dapat menyusun teks deskriptif lisan dan tulisan • Siswa dapat mendeskripsikan sesuatu dalam kehidupan sehari-hari
---	---

C. Tujuan Pembelajaran

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

D. Materi Pembelajaran

Mendeskripsikan sesuatu

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

kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.

E. Metode Pembelajaran

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

F. Media Pembelajaran

1. Media

- ❖ Gambar (print out)
- ❖ Lembar penilaian

2. Alat/Bahan

- ❖ Penggaris, spidol, papan tulis
- ❖ Laptop

G. Sumber Belajar

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

G. Langkah-Langkah Pembelajaran

1. Pertemuan Ke-1 (2 x 45 Menit)

Kegiatan Pendahuluan (10 Menit)

Guru:

Orientasi

- Melakukan pembukaan dengan salam pembuka, memanjatkan *syukur* kepada Tuhan YME dan berdoa untuk memulai pembelajaran
- Memeriksa kehadiran peserta didik sebagai sikap **disiplin**
- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

Aperpepsi

- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Mengingat kembali materi prasyarat dengan bertanya.
- Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.

Motivasi

- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.

- Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung
- Mengajukan pertanyaan

Pemberian Acuan

- Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.
- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.

Kegiatan Inti (70 Menit)

Kegiatan Pembelajaran

KEGIATAN LITERASI

Mengamati

- Guru menunjukkan sebuah gambar.
- Siswa diminta untuk mengamati dan mengidentifikasi gambar yang ditunjukkan.
- Guru meminta siswa untuk menyebutkan hal-hal yang ada di gambar seperti bentuk, ukuran, warna, fungsi, dll.

Menanya

- Siswa bertanya tentang kosa kata yang tidak mereka ketahui.
- Guru memberikan pertanyaan seputar gambar.
- Siswa merespon pertanyaan yang berkaitan dengan gambar secara lisan.
- Siswa saling berargumen dan bertanya tentang ungkapan-ungkapan dalam mendeskripsikan sesuatu

Menalar

- Guru menjelaskan struktur teks deskriptif, grammar dan adjective yang digunakan untuk mendeskripsikan hewan pada gambar.
- Guru menjelaskan kepada siswa cara mendeskripsikan sesuatu dengan menyebutkan karakter fisik dan tingkah laku hewan pada gambar.

Mengumpulkan informasi

- Guru membagi kelas menjadi 4 kelompok berdasarkan deretan bangku dikelas, tiap kelompok diberikan beberapa gambar yang berbeda oleh guru
- Setiap kelompok mendiskusikan deskripsi setiap gambar yang telah diberikan

Mengomunikasikan

- Secara bergantian, tiap perwakilan kelompok maju untuk mempresentasikan tentang deskripsi pada gambar yang dimiliki
- Kelompok yang lain memiliki kesempatan untuk mendapatkan poin dengan menebak gambar yang dideskripsikan
- Kelompok yang mendapatkan poin paling sedikit akan mendapatkan hukuman yang telah disepakati sebelumnya

Kegiatan Penutup (10 Menit)

- Guru memberikan pertanyaan kepada siswa untuk memeriksa pemahaman siswa terhadap materi yang telah dipelajari
- Siswa menyimpulkan materi pembelajaran yang telah dipelajari
- Guru menugaskan siswa untuk mempelajari materi berikutnya.
- Doa dan salam.

H. Penilaian Hasil Pembelajaran

1. Sikap

- Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru. Berikut contoh instrumen penilaian sikap

No	Nama Siswa	Aspek Perilaku yang Dinilai				Jumlah Skor	Skor Sikap	Kode Nilai
		BS	JJ	TJ	DS			
1	Soenarto	75	75	50	75	275	68,75	C
	

Keterangan :

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

Catatan :

1. Aspek perilaku dinilai dengan kriteria:
100 = Sangat Baik

75 = Baik
 50 = Cukup
 25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria
 = 100×4
 = 400

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$

4. Kode nilai / predikat :
 75,01 – 100,00 = Sangat Baik (SB)
 50,01 – 75,00 = Baik (B)
 25,01 – 50,00 = Cukup (C)
 00,00 – 25,00 = Kurang (K)

5. Format di atas dapat diubah sesuai dengan aspek perilaku yang ingin dinilai

- **Penilaian Diri**

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

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

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $4 \times 100 = 400$
3. Skor sikap = $(\text{jumlah skor dibagi skor maksimal dikali } 100) = (250 : 400) \times 100 = 62,50$
4. Kode nilai / predikat :
 - 75,01 – 100,00 = Sangat Baik (SB)
 - 50,01 – 75,00 = Baik (B)
 - 25,01 – 50,00 = Cukup (C)
 - 00,00 – 25,00 = Kurang (K)
5. Format di atas dapat juga digunakan untuk menilai kompetensi pengetahuan keterampilan

- **Penilaian Teman Sebaya**

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

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

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

Catatan :

1. Skor penilaian Ya = 100 dan Tidak = 50 untuk pernyataan yang positif, sedangkan untuk pernyataan yang negatif, Ya = 50 dan Tidak = 100
2. Skor maksimal = jumlah pernyataan dikalikan jumlah kriteria = $5 \times$

$$100 = 500$$

$$3. \text{ Skor sikap} = (\text{jumlah skor dibagi skor maksimal dikali } 100) = (450 : 500) \times 100 = 90,00$$

4. Kode nilai / predikat :

75,01 – 100,00 = Sangat Baik (SB)

50,01 – 75,00 = Baik (B)

25,01 – 50,00 = Cukup (C)

00,00 – 25,00 = Kurang (K)

- **Penilaian Jurnal** (*Lihat lampiran*)

2. Penilaian Pengetahuan

Tabel Penilaian Aspek Pengetahuan

No	Aspek yang Dinilai	Kriteria		Skor 1-5	Skor 1-4
1	Tujuan Komunikatif	Sangat memahami		5	4
		Memahami		4	3
		Cukup memahami		3	2
		Kurang memahami	Hampir tidak memahami	2	1
		Tidak memahami		1	
2	Keruntutan Teks	Struktur teks yang digunakan sangat runtut		5	4
		Struktur teks yang digunakan runtut		4	3
		Struktur teks yang digunakan cukup runtut		3	2
		Struktur teks yang digunakan kurang runtut	Struktur teks yang digunakan hampir tidak runtut	2	1
		Struktur teks yang digunakan tidak runtut		1	
		Sangat variatif dan tepat		5	4
		Variatif dan tepat		4	3

3	Pilihan Kosakata	Cukup variatif dan tepat		3	2
		Kurang variatif dan tepat	Hampir tidak variatif dan tepat	2	1
		Tidak variatif dan tepat		1	
4	Pilihan Tata Bahasa	Pilihan tata bahasa sangat tepat		5	4
		Pilihan tata bahasa tepat		4	3
		Pilihan tata bahasa cukup tepat		3	2
		Pilihan tata bahasa kurang tepat	Pilihan tata bahasa hampir tidak tepat	2	1
		Pilihan tata bahasa tidak tepat		1	

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: _____ Kelas: _____

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

Keterangan:

Baik mendapat skor 2 Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

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

Keterangan:

MAHIR mendapat skor 3 **MEMUASKAN** mendapat skor 2 **TERBATAS** mendapat skor 1

c. Penilaian Kemampuan Berbicara (*Speaking Skill*)

No	Aspek yang Dinilai	Kriteria	Skor 1-5	Skor 1-4	
1	Pengucapan (<i>pronunciation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
2	Intonasi (<i>intonation</i>)	Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi tidak mengganggu makna	4	3	
		Ada beberapa kesalahan dan mengganggu makna	3	2	
		Banyak kesalahan dan mengganggu makna	Hampir semua salah dan mengganggu makna	2	1
		Terlalu banyak kesalahan dan mengganggu makna		1	
3	Kelancaran (<i>fluency</i>)	Sangat lancar	5	4	
		Lancar	4	3	
		Cukup lancar	3	2	
		Kurang lancar	Sangat tidak lancar	2	1
		Tidak lancar		1	
4	Ketepatan Makna (<i>accuracy</i>)	Sangat tepat	5	4	
		Tepat	4	3	
		Cukup tepat	3	2	
		Kurang tepat	Hampir tidak tepat	2	1
		Tidak tepat		1	

Skor Penilaian

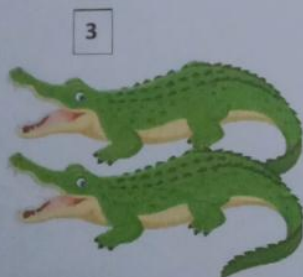
No.	Huruf	Rentang angka
1.	Sangat Baik (A)	86-100
2.	Baik (B)	71-85
3.	Cukup (C)	56-70
4.	Kurang (D)	≤ 55



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

DESCRIBING ANIMALS

→ READ AND MATCH



- >THEY HAVE GOT BIG WINGS
- >THEY HAVE GOT A LONG BEAK.
- >THEY HAVE GOT SHARP CLAWS.
- >THEY HAVE GOT TWO SHORT LEGS
- >THEY LIVE IN THE MOUNTAINS

- >THEY HAVE GOT A TAIL
- >THEY HAVE GOT A LONG NECK
- >THEY HAVE GOT FOUR LONG LEGS
- >THEY HAVE GOT BROWN SPOTS
- >THEY LIVE IN THE SAVANNAH

- >THEY HAVE GOT SHARP TEETH
- >THEY HAVE GOT SMALL EARS
- >THEY HAVE GOT FOUR LEGS
- >THEY HAVE GOT BLACK STRIPES
- >THEY HAVE GOT A LONG TAIL.
- >THEY LIVE IN THE RAINFOREST

- >THEY HAVE GOT A LONG TAIL
- >THEY HAVE GOT SHARP TEETH
- >THEY HAVE GOT FOUR SHORT LEGS
- >THEY ARE GREEN
- >THEY LIVE IN THE RIVER

DOCUMENTATION



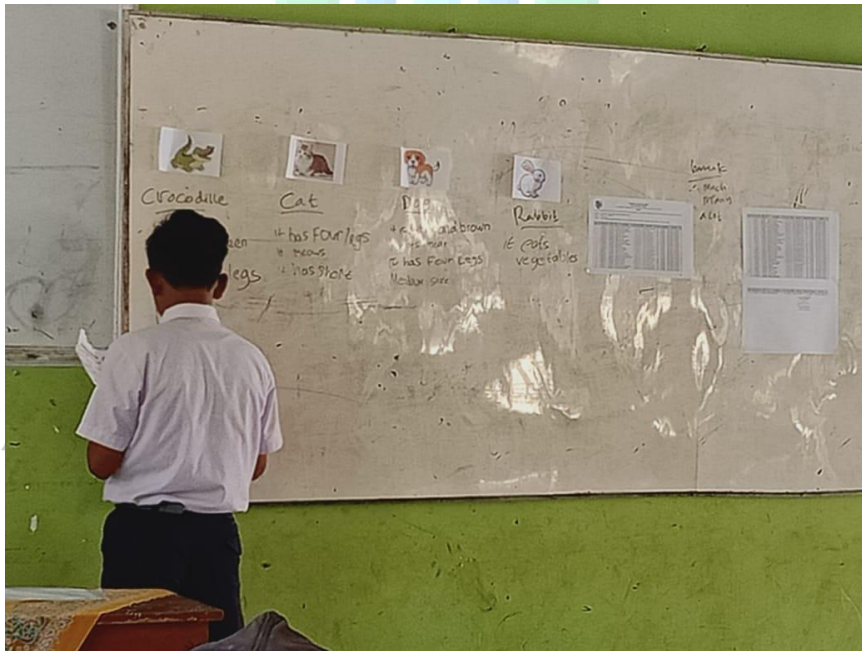
The researcher interviewing with the English teacher about describing picture



The researcher interviewing the students about describing picture



The student explaining about the describing picture



The student explaining about the describing picture



The students explaining the describing picture



The classroom's condition and situation at VIII-D

CURRICULUM VITAE



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2015-2018 : Senior High School (MA Miftahul Ulum Lumajang)
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