


**THE IMPLEMENTATION OF DESCRIBING PICTURE
STRATEGY IN TEACHING SPEAKING
AT THE SECOND GRADE OF MTS DARUL ULUM
BONDOWOSO**

UNDERGRADUATE THESIS

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

By:
Mohammad Abdul Wahid
SRN. T20176081

**STATE ISLAMIC UNIVERSITY KIAI HAJI ACHMAD SIDDIQ
OF JEMBER TEACHER FACULTY OF TARBIYAH AND
TEACHER TRAINING
JUNE 2024**



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(Qualitative Descriptive Research at Second Grade Students
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Mohammad Abdul Wahid
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Supervisor
AS'ARI M.Pd.I

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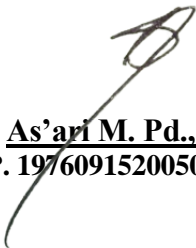
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Submitted to State Institute of Islamic Studies of Jember
in partial fulfillment of the requirements for bachelor's degree
of Sarjana Pendidikan (S.Pd)
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English Language Teacher Training Department

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

MOHAMMAD ABDUL WAHID
T20176081

Has been approved by advisor



As'ari M. Pd., I.
NIP. 197609152005011004



**THIS IS TO CERTIFY THAT UNDERGRADUATE THESIS OF
MOHAMMAD ABDUL WAHID ENTITLED “THE
IMPLEMENTATION OF DESCRIBING PICTURE STRATEGY
IN TEACHING SPEAKING AT THE SECOND GRADE OF
MTS DARUL ULUM BONDOWOSO”**

THESIS

has been approved by the board examiners as the requirement for the bachelor degree in english education department

Day: Tuesday

Date: 11 June 2024

The board of examiners

Chair

Secretary

Dewi Nurul Qomariyah S.S., M.Pd.
NIP.197901272007102003

Siti Khodijah, M.Pd.
NIP. 198609192019032016

Members :

1. Sofkhatin Humaida, M.Pd., M.Ed., Ph.D
2. As' Ari, M.Pd.I



Dean approved by
Dean of Faculty of Education and Teacher Training

Dr. Abdur Mu'is, S.Ag., M.Si.
NIP.197304242000031005



MOTTO



يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

“ O you who believe! Keep your duty to Allah and fear Him, and speak (always) the truth.” (QS al-ahzab 70)¹

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¹ Muhammad Muhsin Khan, Muhammad Taqi-ud-Din Al-Hilali, *Interpretation of the Meanings of the Noble Qur'an in the English Language*, (Riyadh Saudi Arabia: Darussalam Publishers and Distributors, 1999), 558.



DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, Ahmad Zaini and Sugiarti who always pray for me, give support and spirit to me in gaining success.
2. My beloved sister, Siti Nur Faizatul Wida, My brother Mohammad Alfian Ardiansyah and all my family who always give me support and motivation.
3. My lovely wife Illiyinal Jannah S.E., M.M who always support me to finish my education.
4. My beloved advisor, As'ari, M.Pd, thank you for your support, spirit, and your patience in helping me so much in finishing this thesis.
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Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave.

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

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I wish Allah SWT gives blessing to all of you. Finally, I hope that this thesis will be useful for the readers. However, I realize that this thesis is far from being perfect. Therefore, any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated.

Jember, 1 Mei 2024

The Writer

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J E M B E R



Mohammad Abdul Wahid
Nim : T20176081



ABSTRACT

Mohammad Abdul Wahid, 2024. *The Implementation Of Describing Picture Strategy In Teaching Speaking at the Second Grade of MTs Darul Ulum Bondowoso.*

Keywords: *teaching speaking, describing picture strategy*

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

There are four research question in this research, those are 1) What are the goals of teaching speaking through describing picture strategy at the second grade of MTs Darul Ulum Bondowoso?, 2) What is the material of teaching speaking through describing picture strategy at the second grade of MTs Darul Ulum Bondowoso?, 3) How is the procedure of teaching speaking through describing picture strategy at the second grade of MTs Darul Ulum Bondowoso?, 4) How is the evaluation of speaking skill leaning through describing picture strategy at the second grade of MTs Darul Ulum Bondowoso?.

This research employed qualitative as the method of the research. It was conducted in MTs Darul Ulum Bondowoso at the second grade student with two recommendation students from the teacher and one of the English teacher. The data were gathered by observation, interview, and document review. The analysis data was by using Miles, Hubelman, and Saldana model which are data condensation, data display and drawing conclusion. The validity of data used source and technique triangulation.

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



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CHAPTER I

INTRODUCTION

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

A. Research Background

English serves as the predominant global language for communication, surpassing all others.² In Indonesia, numerous schools integrate English into their curriculum to equip students with proficient communication skills. Mastery of English facilitates interactions with individuals worldwide, underscoring its paramount status as the foremost international language. Recognizing the necessity of global knowledge for survival, people seek insights beyond their national borders. English, as a vital tool in international communication, fosters connections and relationships across cultures.

In Indonesia, English language education encompasses four essential skills: listening, reading, writing, and speaking. Mastery of speaking is particularly emphasized as students are encouraged to engage with teachers, peers, and broader communities. Proficiency in speaking also proves invaluable for students planning to study abroad, as it enables effective communication with unfamiliar individuals.

Speaking serves as the primary means of articulating thoughts and ideas

² Jyothi Masuram and Pushpa Nagini Sripada, "Developing Speaking Skills Through Task-Based Materials", *ScienceDirect*, 9(2019), 2.

orally, playing a crucial role in interpersonal communication within society.³

Speaking involves the utilization of words in a normal tone, using language to express oneself verbally by articulating ideas, feelings, thoughts, and needs. The ability to effectively communicate orally relies not only on the speaker's use of words and vocal sounds but also on the listener's receptiveness, highlighting the mutual nature of successful communication.⁴

Speaking, as a productive oral skill, is intricately complex, requiring more than mere pronunciation. Students often struggle with speaking proficiency, as it necessitates both vocabulary acquisition and the mastery of usage procedures.⁵ However, not all students can effectively communicate in English, with many exhibiting low proficiency levels. This reluctance and lack of motivation among English learners can stem from a variety of factors, including cultural, linguistic, and psychological influences shaped by their experiences and expectations.⁶

As per Gebhard, as referenced by Iswardati, a common challenge encountered by EFL learners is the reluctance to engage in verbal

³ Tarigan, *Membaca: Sebagai Suatu Keterampilan Bahasa* (Bandung: Angkasa, 2008), 30.

⁴ Nurdevi Bte Abduh, "The Implementation of Information Gap Activities to Improve Students' Speaking and Reading Skills", *Exposure Journal*, 2 (Mei, 2013), 70.

⁵ Bittner Godoy, "Improving the Speaking Skill through a Controlled-Learning Environment for 2nd year students of Traducción Inglés-Español, at Instituto Profesional ChilenoNorteamericano, Santiago de Chile", *UDLA* (2012), 16.

⁶ David Nunan, *Guralnik, Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), 39.

communication. This hesitancy often stems from feelings of shyness or heightened anxiety about speaking.⁷ Some students may fear making errors or being ridiculed by their peers, contributing to their reticence. Additionally, their anxiety may be fueled by limited opportunities to practice speaking English, exacerbating the issue.

According to the aforementioned theory, students at Islamic boarding schools encountered difficulties in speaking, less introducing vocabulary usage and their grammatical usage was often incorrect . However, the teacher was able to address these speaking challenges.

One of the easiest method to improve student speaking skill is using describing method. When asked about the teaching strategy for speaking, the English teacher mentioned using picture description as a method. Intrigued by this approach and the teacher's insights, the researcher became interested in the implementation of this strategy.

Indeed, there are various strategies available for teaching speaking skills, including cooperative activities, role-playing, drilling, and describing pictures. These methods aim to encourage students to actively engage in English practice within the classroom. Despite the availability of these strategies, students often encounter difficulties when speaking English.

Cooperative Learning involves students working together in small

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

groups, supporting each other in the learning process.⁸ Role-play serves as an instructional strategy where students assume the roles of different individuals, expressing their emotions, thoughts, and behaviors.⁹ Drilling is a language teaching technique that emphasizes habit formation through repetitive practice, memorization of grammatical structures, and tense transformation, all within the cultural context of the target language.¹⁰

Describing pictures is a strategy used in teaching spoken English, where students articulate details based on the visual content. Each student is allocated a picture and tasked with describing it. Description, in this context, serves a social function by conveying information about specific people, places, or objects.¹¹

Pictures are a valuable teaching tool that can enhance students' engagement with the lesson. Ideally, every classroom should have a collection of pictures that can be used to illustrate socio-cultural topics, providing interesting, meaningful, and easy-to-prepare material.¹² Pictures are not only visually appealing but also stimulate curiosity and playfulness among students, making learning enjoyable. Additionally, the use of pictures can create opportunities for interaction between teachers and students, as well as among students themselves.

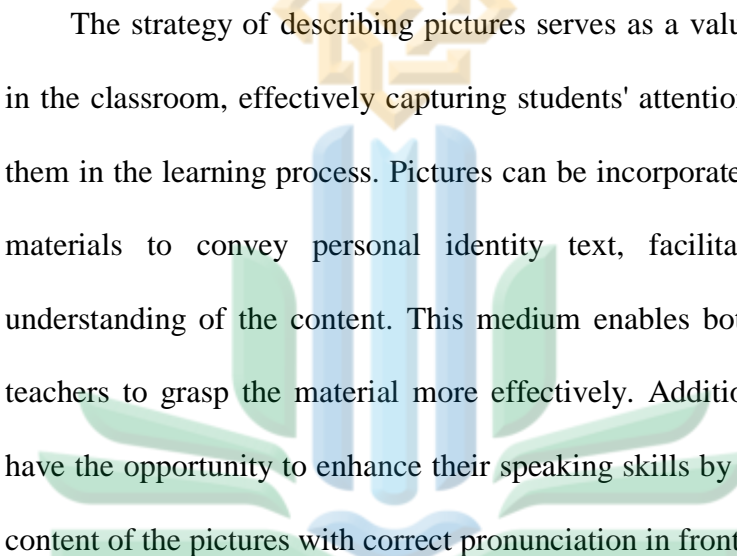
⁸ Yash Pal Singh and Anju Agrawal, "Introduction to Co-operative Learning", *Indian Streams Research Journal*, 2 (March, 2011), 1.

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

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

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

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



The strategy of describing pictures serves as a valuable visual aid in the classroom, effectively capturing students' attention and engaging them in the learning process. Pictures can be incorporated into teaching materials to convey personal identity text, facilitating a deeper understanding of the content. This medium enables both students and teachers to grasp the material more effectively. Additionally, students have the opportunity to enhance their speaking skills by articulating the content of the pictures with correct pronunciation in front of the class.

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

As the fact, rural areas and Islamic boarding schools prioritize religious studies in their curriculum especially in MTs Darul Ulum Bondowoso. English is oftenly taught as a mandatory subject, either to comply with government regulations or to prepare for national examinations, resulting in limited proficiency in speaking skills among students. This prompted the researcher to investigate further into the strategies employed in teaching English, particularly speaking, within this context. It can be seen from student's average english score.

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



English Score Data from 8 grade of MTs Darul Ulum

Bondowoso

No	Nama Siswa	Skor
1.	Dani	24
2.	Sofiatun Nafisah	48
3.	Khoiruddin	52
4.	Firdausiah	50
5.	Yulianto	48
6.	Istiqomah	50
7.	Laila Farida	64
8.	Miftahus Surur	70
9.	Siti Nur Hasanah	76
10.	Sudarsih	60
11.	Mohammad Afton Hilman Huda	56
12.	Fitriah	42
13.	Firdayanti Dwi Rahayu	50
14.	Indah Permatasari	50
15.	David Maulana Akbar	36
16.	Dawam Rauf Abdillah	70
17.	Feti Wardatul	64
18.	Nabila Husnain	50
19.	Aisyah Permatasari	42
20.	Ilham Wahyudi	42
21.	Saifil Hasan	30
22.	Andi Faqih	50
23.	Sherly Dwita Salsabila	48
24.	Nanda Risqi Nansyah	60

Resource: Examination Score

So, based on these explanations above, the researcher chose the research entitled “The Implementation of Describing Picture Strategy In Teaching Speaking at the Second Grade of MTs Darul Ulum Bondowoso.”

B. Research Question

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

1. What are the goals of describing picture strategy in teaching speaking at the second grade of MTs Darul Ulum Bondowoso?
2. What is the material of describing Picture in teaching speaking at the second grade of MTs Darul Ulum Bondowoso?
3. How is the procedure of describing Picture Strategy In Teaching Speaking at the second grade of MTs Darul Ulum Bondowoso?
4. How is the evaluation of describing Picture Strategy In Teaching Speaking learning at the second grade of MTs Darul Ulum Bondowoso?

C. Research Objectives

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

1. To examine the goals of describing picture strategy in teaching speaking at the second grade of MTs Darul Ulum Bondowoso.
2. To explore the material used by the teacher describing picture strategy in teaching speaking at the second grade of MTs Darul Ulum Bondowoso.
3. To describe the implementation of describing picture strategy in teaching speaking at the second grade of MTs Darul Ulum Bondowoso.

4. To identify the evaluation of describing picture strategy in teaching speaking at the second grade of MTs Darul Ulum Bondowoso.

D. Research Significance

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

1. Theoretical Significance

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

2. Practical Significance

- a. For the Teacher

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

- b. For Other Researchers/Future

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

E. Definition of Key Term

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

1. Describing Picture Strategy

Describing pictures is a strategy used to teach speaking

skills. In this activity, students work in pairs, with each student receiving a picture to describe. The aim of this strategy is to enhance students' ability to imaginatively describe objects and scenes in English.

2. Speaking

Proficiency in speaking is crucial for language acquisition, as it serves as the primary means of communication. Without adequate speaking skills, students may struggle to interact with both teachers and peers, leading to misunderstandings regarding their intentions or needs.

F. Systematic of Discussion

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

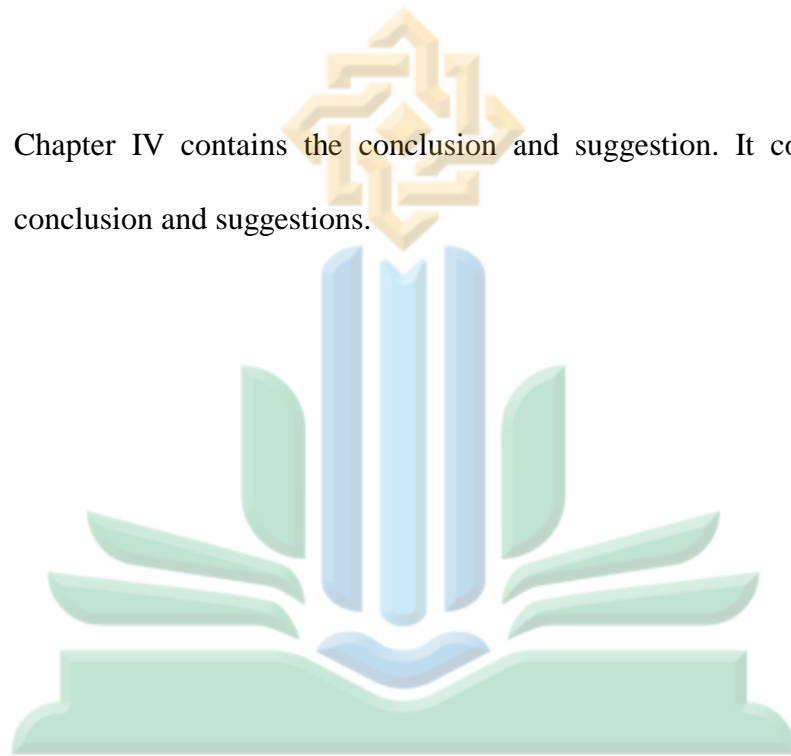
Chapter I contains the introduction of the research. This chapter consists of the research background, research question, research objective, the significance of the research, and definition of key-term.

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

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

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

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



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CHAPTER II

LITERATURE REVIEW

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

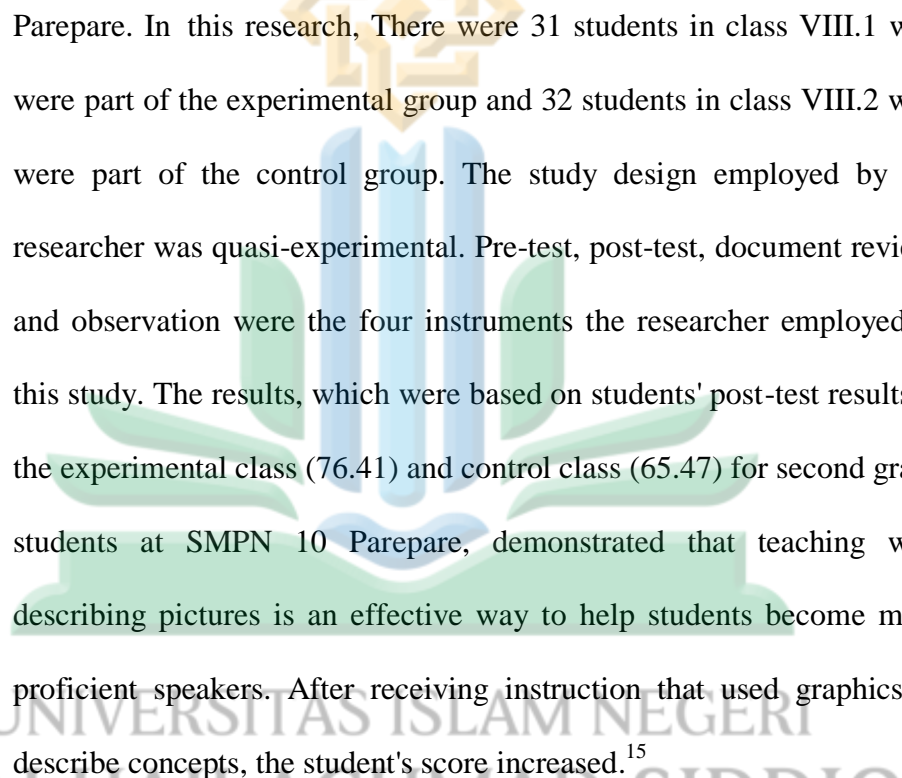
A. Previous Research

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

Among them was the study conducted on SMPN Sidoarjo seventh grade pupils by Farid Yahya Kano and Fajar Fardyansyah. The use of descriptive pictures to teach speaking to seventh-grade students was described in the journal paper. 37 pupils from class 7B participated in this study. Farid employed three different types of instruments: tests for the students, a questionnaire, and observation. The outcome shown that explaining pictures led to a laid-back environment where students felt free to talk without hesitation, shyness, or anxiety. When they interacted with others, they could hone their social skills in addition to honing their English speaking.¹⁴

Second, the research was conducted by Ummi Kulsum (2018). The research explains about The Implementation of Describing Pictures Strategy in Improving Speaking Skills at The Eight Grade of SMPN 10

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



Parepare. In this research, There were 31 students in class VIII.1 who were part of the experimental group and 32 students in class VIII.2 who were part of the control group. The study design employed by the researcher was quasi-experimental. Pre-test, post-test, document review, and observation were the four instruments the researcher employed in this study. The results, which were based on students' post-test results in the experimental class (76.41) and control class (65.47) for second grade students at SMPN 10 Parepare, demonstrated that teaching with describing pictures is an effective way to help students become more proficient speakers. After receiving instruction that used graphics to describe concepts, the student's score increased.¹⁵

Third, the research was conducted by Puguh Karsono (2014) at Eight- A students of SMP Negeri 1 Anggana. The research tried to find out the Using Pictures in Improving the Speaking Ability of Class Eight-A Students of Smp Negeri 1 Anggana. The participants in the research were 37 students. The research used Classroom Action Research as the research method. The research was conducted by following a number of steps. The research included preliminary research prior to analyzing and identifying the problem, followed by planning, acting, observing, and reflecting. Positive outcomes were obtained from the research action. When speaking was taught through the use of visuals, pupils' engagement increased since they were less bored and

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

had less difficulty speaking. After speaking to such a large group, they had lost their shyness. They were excited and motivated to pick up speaking. Real-world conversation, genuine activities, information sharing, and meaningful learning were all experienced by the students.¹⁶

Fourth, the research was conducted by Anggia Murni (2018) at the second grade students of SMPN 2 Darul Imarah. The research tried to explain the Use of Describing Picture Strategy to Improve Students' Speaking Skill. Twenty-one students took part in the study. The study was quantitatively designed. The research findings indicated that the effectiveness of the descriptive picture method was derived not only from students' academic performance but also from their questionnaire responses. The outcome demonstrated the kids' interest in the tactic.¹⁷

Fifth, the research was conducted by Mira Wahyuni Lubis (2017) at seventh grades of MTs Yayasan Madrasah Islamiyah Medan. The research tried to explain the Implementation of Describing Pictures Strategy in Improving Student's Speaking Ability at MTs Yayasan Madrasah Islamiyah Medan. The participants in the research were 22 students. Classroom Action Research was used as the research design. The results indicated that the research's findings might not hold true for every cycle. The development in the students' value in expressing their personal identity indicates that the visual media in this study truly

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

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

assisted the students in improving their speaking abilities.¹⁸

Table 2.1
Similarities and Differences
Previous Research and This Research

No.	Name/title of the research	Similarities	Differences
1	Farid Yahya Kano and Fajar Fardyansyah/The Use of Describing Pictures in Teaching Speaking to the Seventh Grade Students.	Both of the researchers used describing picture as the strategy in teaching speaking skill	The previous research used quasi-experimental as the research design while this research used qualitative descriptive as the research design and different object.
2	Ummi Kulsum/The Implementation of Describing Pictures Strategy in Improving Speaking Skills at The Eight Grade of SMPN 10 Parepare	Both of the researchers used picture as the strategy in teaching speaking skill	The previous research used Classroom Action Research as the research design while this research used qualitative method
3	Puguh Karsono/Using Pictures in Improving the Speaking Ability of the Grade Eight-A Students of SMP Negeri 1 Anggana	Both of the researchers used picture as the strategy in teaching speaking skill	The previous research used Classroom Action Research as the research design while this research used qualitative method
4	Anggia Murni/Use of Describing Picture Strategy to Improve Students' Speaking Skill	Both of the researchers used describing picture as the strategy in teaching speaking skill	The previous research used quantitative as the research design while this research used qualitative as the research design
5	Mira Wahyuni Lubis/The Implementation of Describing Pictures	Both of the researchers used describing picture	The previous research used Classroom Action Research as the research

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

Strategy in Improving Student's Speaking Ability at MTs Yayasan Madrasah Islamiyah Medan	as the strategy in teaching speaking skill	design of her research while this research used qualitative method
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The specialty of this research compared with the previous researches above was concentrated on the teacher's applied strategy. This study was carried out in a boarding school, where many of the kids typically struggled with speech.

B. Theoretical Framework

1. Describing Picture Strategy

a. Definition

Describing picture is one of the speaking English instruction activities. Students have to explain photographs in front of the class for this assignment. Each pupil is given one picture, which they then have to describe. This exercise aims to develop students' imaginations and their ability to narrate stories in English.¹⁹

Solahudin suggests using those models both as the research's title and in speaking classes. Because the goals of these activities was to develop students' imaginations and help them describe things in English, the researcher explained that describing pictures was a good way to help students improve their speaking skills in descriptive texts. Typically, pupils are unable to communicate because they lack knowledge.

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

Picture is one of the two-dimensional mediums used in language learning and teaching. A picture may apply things realistically, making it a useful visual tool. The information that will be communicated is easily understandable to others. It indicates that the picture material is consistent with reality or a real-world scenario.

As per the Oxford Advanced Learners Dictionary, a picture is defined as a painting or drawing that depicts a scene, a person, or an object and includes the necessary information for the viewer to comprehend the scenario.²⁰ It is not limited by time or location while

using the picture. Since those who are far away from the event area can still view and learn about what happened in another time and place. Images are universally understood and may convey a lot of information at a glance.

b. The Use of Teaching Speaking Trough Describing Picture Strategy

Bailey claimed that images and other "manipulables" may inspire students to speak during a speaking lesson. Speaking is a useful ability. Consequently, images can be utilized to hone the ability.²¹ According to Farid Yahya and Fajar Fardyansyah, explaining image strategies is a great way to help encourage speaking in children, making them less bashful and more willing to speak up.²²

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

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

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

Every classroom ought to have a file of images that can be utilized to provide engaging, significant, simple-to-prepare, and easily arranged content in addition to illuminating various aspects of sociocultural subjects.²³ According to Lewis and Hill in Brogan, group work will result in more students conversing and less instructor talking time. Thus, it may present a chance for pupils to speak.²⁴

It is clear that using the explaining picture method will improve their speaking capacity. Additionally, explaining visuals can be utilized to pique students' interest in learning English and to motivate them to do so.

c. Types of Picture

Harmer divided picture into five types:²⁵

1) Flashcard

Flashcard is a little card that is specifically intended for vocabulary exercise, sentence identification, and grammar drills.

2) Large wall picture

The picture is large enough for anyone to notice the fine details. Large wall graphics are occasionally used by teachers to draw attention to a particular detail and prompt a reaction.

3) Cue card

Cue card is a little card that students utilize in groups or

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

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

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

pairs. Instructors divide students into pairs or groups and provide cue cards. The students' task is to say the suggested statement on the card when they select the top cue card from a pile.

4) Photograph or illustration

Photograph or illustration is a picture or image that shows people or a scene in motion. Teachers utilize it to clarify the circumstance or the course of action. Photos can be found in periodicals, books, newspapers, and so on.

5) Projected slide

Teachers also utilize it to teach in the multimedia class. At times, educators will display large-format photographs on a projector slide.

In this study, a picture was utilized to explain a picture technique for teaching speaking.

d. The Implementation of Describing Picture Strategy

Describing picture is a really simple approach to use. This is an excellent method for junior high school pupils. When given a picture to describe, students make the most use of all five senses: they utilized their mouths to describe the image, their ears to hear what their partners were saying, and their eyes to see it. The researcher so believes that by employing explaining pictures, pupils will participate more actively in class.

There are steps of application in describing picture use large

wall picture according to Ismail in *Strategi Pembelajaran Agama Islam Berbasis Paikem* as follows:

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

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

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

- 1) Permit pairs of students to work together.
- 2) Give two distinct pictures to every couple. Advise them not to glance at each other's photos.
- 3) Have A describe his or her picture, then have B draw it. When B has completed drawing, ask him to follow A's example.

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

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

- 4) Ask them to contrast their image with the original..

2. Teaching Speaking

a. Teaching

Teaching is a scientific method, of which content, communication, and feedback are the three main parts. Student learning is positively impacted by the teaching method.²⁸

There were components of teaching;

1) Teaching Goals

The real teaching goal is to obtain knowledge in a manner

that will develop pupils' cognitive capacities, pique their interest, and inspire their aptitude.²⁹ It should be explained in terms of what the lesson will teach the pupils and what they will be able to do.

Setting goals for speaking instruction is necessary to ensure that the process runs smoothly and produces desired outcomes. It is intended that the describing picture technique will encourage kids to speak English, help them become proficient at describing objects in their environment verbally, and provide them with additional opportunities to speak the language.

2) Teaching Material

The teaching materials could be in the form of printed materials, materials that compromise both print and non-printed

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

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

sources and non-printed materials.³⁰ It could be podcasts, videos, textbooks, the internet, etc.

In the case of instructional materials, at least, the object for evaluation appears to be clear and defined. In actuality, the term "teaching materials" refers to a broad range of tools and materials related to educational contexts, including textbooks, educational games, digital and traditional boards, mobile devices, charts, and literature. For the purposes of our research, we define teaching materials by dividing them into three types, they are:³¹

- a) *Functional teaching materials (tools)* characterized by their *facilitation of learning and teaching*: including black and white boards, computer applications, projectors, and mobile phones.
- b) *Semantic teaching materials (texts)* characterized by their *meaning as constituted by signs and semantic references*: including film, literature, charts, pictures, paintings and other texts and objects with references to specific domains of experience.
- c) *"Didacticized" teaching materials* characterized by *combining tools and texts and facilitating learning and teaching*: including textbooks, and educational games, and online teaching material.
- d) The word *didacticized* is a neologism created from the word "didactic," which in its Germanic form (*Didaktik*) signifies

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

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

planning and reflecting on teaching. Thus, something which is *didacticized* is the result of the process of anticipating and prescribing the activities that the teacher and students (should) perform; that is, a didacticized teaching material has a more or less implicit design for teaching inscribed in it.

3) Teaching Procedure

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

a) Planning

The planning of the teaching process is specifically, a lesson plan. This was the best working plan prior to the teacher using the teaching technique.³² It is clear from the lesson plan that the method and instructional strategies for carrying out the learning activities were covered.

Lesson Planning is a rule that all effective teachers ought to abide by. Some teachers may be ready with a clear, concise lesson plan in mind for a productive teaching-learning exercise, but others might not. We all prepare ahead, even for relatively simple activities, to anticipate obstacles, possible developments, and the application of practical solutions.³³

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

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

b) Implementation

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

(a) Pre-Activity

Pre-activity is an exercise that the teacher does at the start of class to help the pupils focus their minds and attention on what they are learning. Students are motivated by their teachers, which makes them want to participate in the learning process.

The instructor will provide frequent motivation to the class, go over the previously covered content again, and clarify the material.

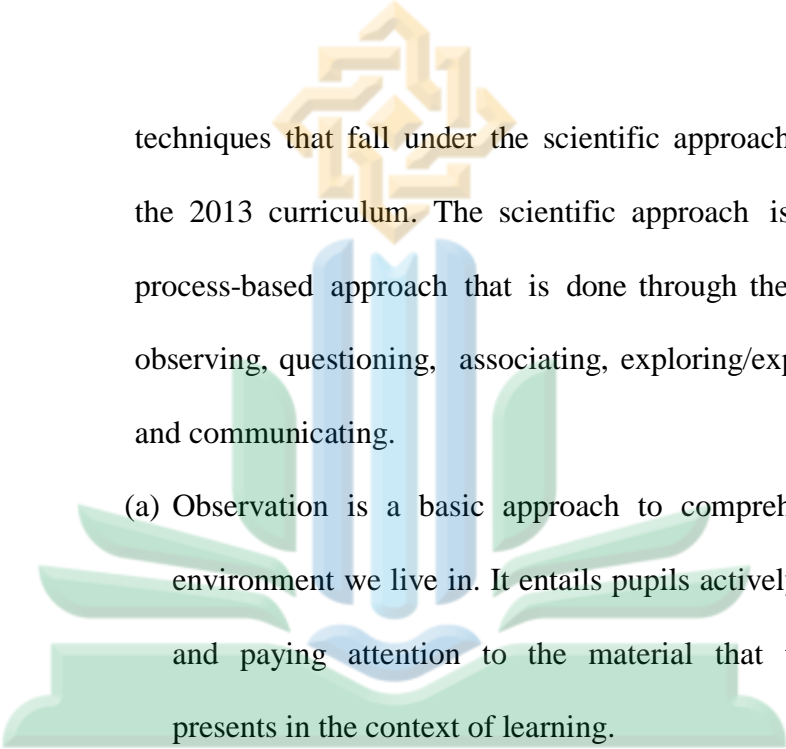
This pre-activity could be conducted in several ways, such as:

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

(2) Main Activity

In this section, The teachers use instructional tactics and

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



techniques that fall under the scientific approach section of the 2013 curriculum. The scientific approach is a science process-based approach that is done through the process of observing, questioning, associating, exploring/experimenting and communicating.

(a) Observation is a basic approach to comprehending the environment we live in. It entails pupils actively observing and paying attention to the material that the teacher presents in the context of learning.

(b) Questioning is a a process for creating information in a variety of forms, including laws, ideas, conceptions, principles, and metacognitive thinking. In this situation, students seek clarification on any facts they do not understand from their teacher and peers by asking questions regarding the subject matter.

(c) Exploring is an exercise designed to help learners internalize or comprehend newly learnt information and abilities more deeply.

(d) Associating is the method of arriving at a conclusion by using reason and method to factual data that can be observed.

(e) Communicating refers to delivering study findings or exhibiting the information and abilities that the pupils have

mastered. Students frequently do this by discussing the findings of their research or by presenting their work.

(3) Closing Activity

The closing activity serves to confirm or conclude the lesson, assessing the mastery of the learning material covered 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

In this section, It is the teacher's responsibility to assess the learning of the class. Evaluation can take place during the learning process, despite the common belief that it should only happen after teaching and learning have taken place.

4) Teaching Evaluation

Evaluation is the procedure for choosing a choice regarding

an item under evaluation.³⁵ Assessment plays a part in determining if learning activities are successful because teachers want their pupils to understand the material they are teaching.³⁶ Evaluation can be categorized into formative and summative types, with the researcher focusing on formative evaluation.

Formative evaluation is carried out to evaluate the degree to which the learning process has gone according to plan at the conclusion of each conversation or topic. This may entail assessments throughout the learning process or offering feedback, recommendations, or adjustments to enhance the learner's language proficiency.³⁷ The goal of formative evaluation is to improve the teaching and learning process.

The picture-cued assignment is one exam that can be used for formative assessment, especially when evaluating students' speaking abilities. In order to pass this test, candidates must describe a picture that has been shown to them.³⁸ The pictures used can be simple, and the test taker must verbally describe what they see in the picture.

b. Speaking

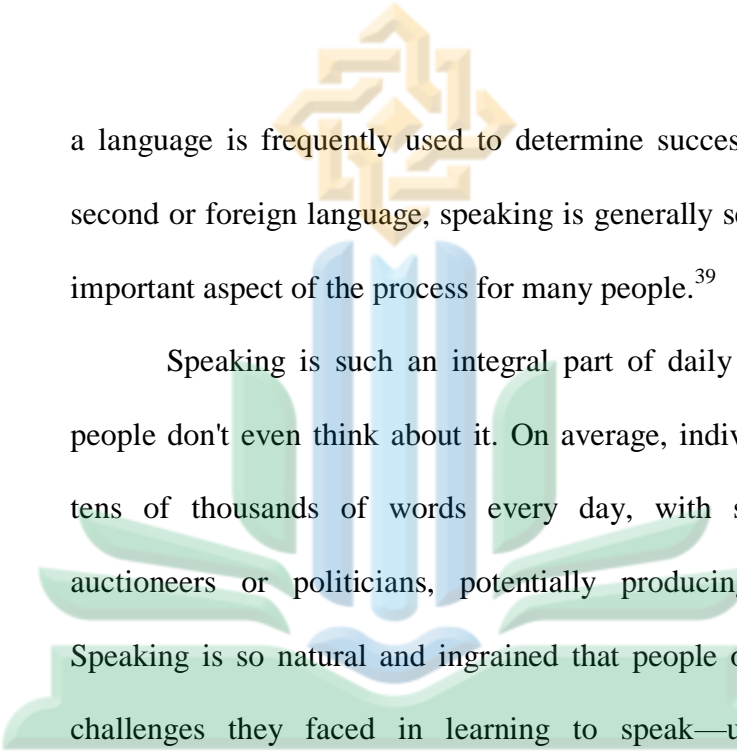
Speaking, whether in one's first or second language, is a skill that is equally as vital as literacy. Since the capacity to converse in

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

³⁶ Ibid., 12

³⁷ Douglas Brown, *Language Assessment*, 6

³⁸ Ibid., 151




a language is frequently used to determine success in learning a second or foreign language, speaking is generally seen as the most important aspect of the process for many people.³⁹

Speaking is such an integral part of daily life that many people don't even think about it. On average, individuals produce tens of thousands of words every day, with some, such as auctioneers or politicians, potentially producing even more. Speaking is so natural and ingrained that people often forget the challenges they faced in learning to speak—until they find themselves having to relearn the skill in a foreign language.⁴⁰

Speaking in a second or foreign language is frequently regarded as the most challenging of the four language skills. When trying to speak, learners need to gather their thoughts and express them using the vocabulary and grammatical structures of the target language. Depending on the formality and significance of the speaking context, as well as their individual language abilities, learners may also try to monitor their speech. In interactive conversations, speakers must pay attention to feedback from their conversation partners and adhere to the cultural norms of communication in the target language. Phonological aspects further complicate the task, particularly for adult learners aiming for

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

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



accurate pronunciation. Additionally, the pace of interaction poses a challenge, as there might not be enough time to process outgoing speech or incoming messages at the speed of a native speaker's typical interaction. These factors together make speaking in a second or foreign language a daunting challenge for language learners. However, for many individuals, speaking is considered the core skill. The urge to engage in face-to-face, real-time communication with others motivates people to strive for fluency and accuracy in their speech. During natural speech, there exists a

dynamic tension stemming from the conflicting demands for fluency and accuracy.⁴¹

Speaking can be defined as the act of expressing our thoughts and emotions through verbal communication with others. It serves as a means to convey messages, make requests, engage in conversations, or deliver speeches. Thus, speaking is an integral part of everyday life for most people.

Speaking is the act of constructing and exchanging meaning using both verbal and nonverbal cues across different situations. This process allows individuals to articulate their thoughts and communicate orally with others. Speaking often serves as a means of expressing emotions to others. Through speaking, individuals can engage their minds in various aspects of life, enhancing their

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

communication fluency. When speaking, individuals gain insight into their thoughts and emotions, while listeners form judgments about the speaker's character and make assumptions about their thoughts and intentions.⁴² The Speaking for Communication course is tailored for intermediate to advanced level classrooms. Rather than falling into the routine activities of each chapter, it prioritizes collaborative student activities, allowing them to work together in groups of varying sizes and engage in diverse tasks.⁴³

1) Functions of Speaking

According to Richards, in *Teaching Listening and transaction, and performance*.⁴⁴


a) Speaking as Interaction

Speaking as interaction is frequently encountered in our everyday social interactions, such as interpersonal dialogues or conversations. This type of speaking is also known as interactional speaking because it primarily serves social interaction purposes. It is termed interactional for several reasons: it facilitates social interaction, it aims to fulfill the participants' social needs, and it involves interactive, two-way participation. Interactional speaking is

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

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

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



clearly exemplified when two or more individuals meet, exchange greetings, engage

in small talk, and share recent experiences. Participants in such discourse aim to establish familiarity and create a comfortable atmosphere for interaction. Interaction happens when two people are involved in a dialogue or actively participating in a process. For example, think of the last time you went out to eat. When you ordered was the waiter

friendly, knowledgeable, and quick? did he or she show authentic interest, assistance, and interaction in helping you with your order and paying the check. That is interaction.

b) Speaking as Transaction

A transaction is an interaction focused on accomplishing a task, rather than solely maintaining social interaction. In terms of speaking, besides recognizing interactional speaking as a means of maintaining social relationships, we also need to acknowledge transactional speaking as a means of conveying messages clearly and accurately. Transactional activities can be seen as a series of individual steps or functions that form a "script." For example, when ordering food at a restaurant, people typically look at the menu, ask any necessary questions,

and then tell the waiter their order. The waiter may ask additional questions and then repeat the order to confirm. Similarly, when checking into a hotel, the transaction usually begins with a greeting, the clerk inquiring if the person has a reservation, the client confirming and providing their name, and so on.

c) Speaking as Performance

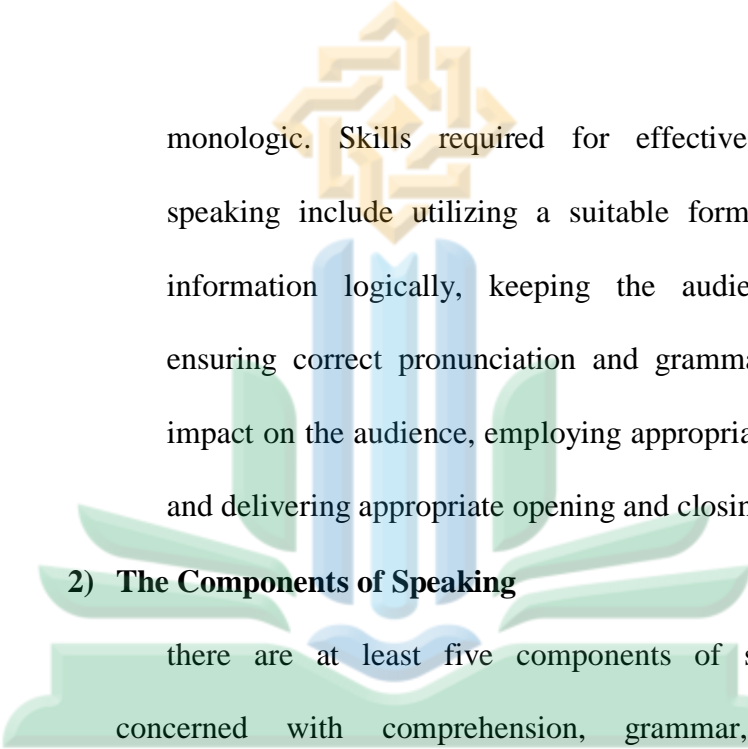
Speaking as performance constitutes the third category of speaking, involving public speaking situations

where information is conveyed to an audience. Examples include classroom presentations, public announcements, lectures, and speeches. Performance speaking typically takes the form of a monologue rather than a dialogue.⁴⁵

Examples of speaking as performance include giving a class report about a school trip, conducting a class debate, delivering a welcome speech, making a sales presentation, and giving a lecture.

Talk as performance is characterized by its emphasis on both the message being conveyed and the audience receiving it, along with a predictable structure and sequence. It places importance on both form and accuracy, resembling written language more closely and often being

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



monologic. Skills required for effective performance speaking include utilizing a suitable format, organizing information logically, keeping the audience engaged, ensuring correct pronunciation and grammar, making an impact on the audience, employing appropriate vocabulary, and delivering appropriate opening and closing statements.

2) The Components of Speaking

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

a) Comprehension

Comprehension is the act of grasping the meaning of spoken or written language. It emerges from the interplay of various forms of knowledge, such as understanding words (including spelling and pronunciation) and grasping grammatical structures. Moreover, comprehension engages diverse psychological processes, including perception, recognition, and inference. It is a fundamental aspect of language learning, as learning cannot occur without comprehension.⁴⁷ The components of speaking ability encompass crucial elements, including pronunciation, grammar, vocabulary, fluency, and comprehension. Each of

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

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

these elements plays a vital role in effective communication. Failure to incorporate any of these elements in the speaking process may hinder the speaker's ability to convey ideas accurately. Comprehension, particularly in oral communication, necessitates both understanding and responding to speech effectively.

b) Grammar

Grammar is the body of rules that define how words are connected, arranged, and changed to express different

meanings. Students can study the grammar concepts with the use of formulas and sample sentences. The arrangement of words in a phrase can also be referred to as grammar.⁴⁸

Grammar is similar to a fundamental building block of a language; it arranges sentences. The word "grammar" refers to what people—who are often native speakers—ought or ought not to say or write. Because it specifies proper usage, this is known as prescriptive grammar. Practice exercises, both written and oral, are included at the conclusion of each unit. The lessons offered here are designed to provide a foundational understanding of sentence construction for communication. A particular grammar instance is typically referred to as a "structure." The past tense, noun plurals,

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

comparing adjectives, and other constructions are examples. Grammar is therefore a crucial component of speaking since it can change the meaning of a sentence if it is used incorrectly.

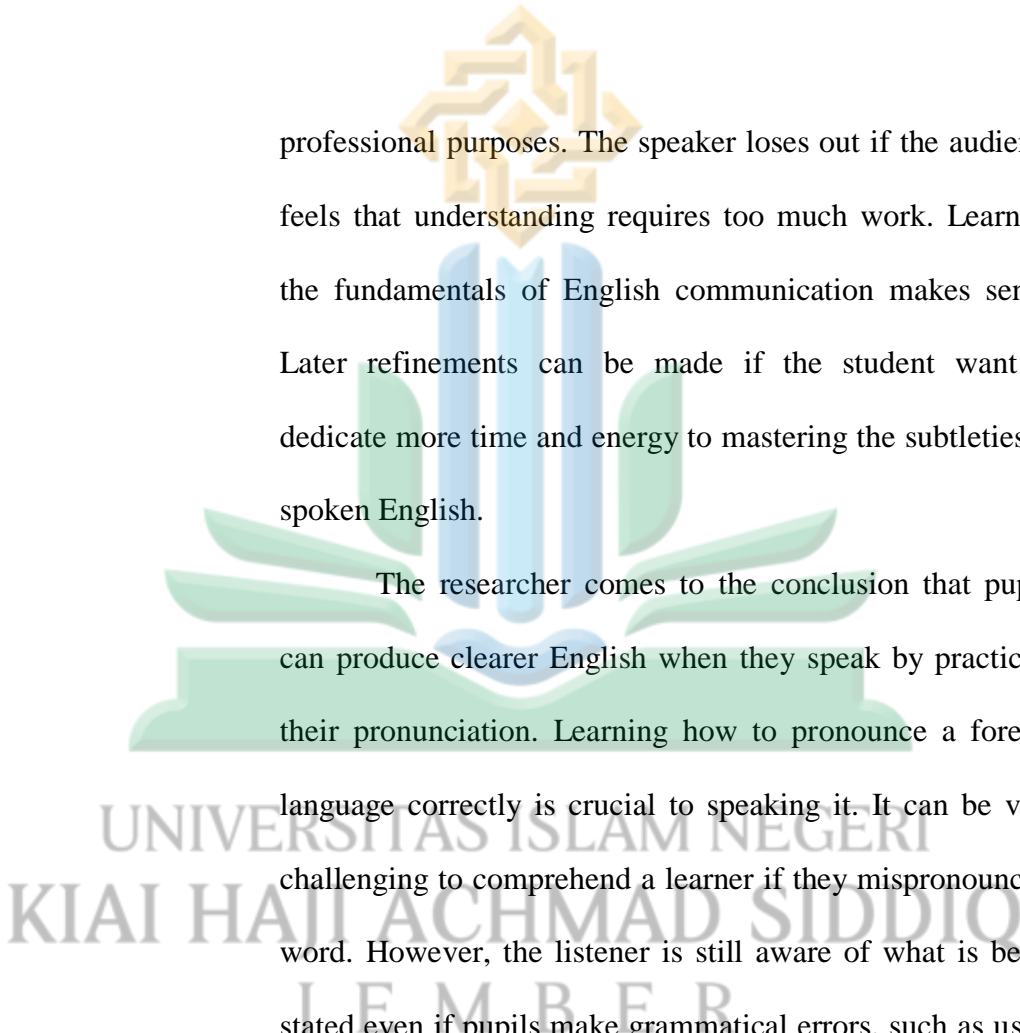
c) Pronunciation

The way a person pronounces words using sounds, emphasis, and intonation is known as pronunciation. Speech is the process by which a person speaks multiple words. It is said in linguistics introductions that speaking is a highly

coordinated action involving all of the vocal tracts' involved components. Sound is how speech is expressed outside. The way a language or a specific word or sound is uttered is known as pronunciation, according to Oxford Learners Dictionaries.⁴⁹ The conventional goal of teaching pronunciation has been to "speak like a native speaker," yet this is impractical. As a matter of fact, it is a certain way to demotivate both teachers and kids.⁵⁰ "The perfection trap" has been used to describe this. Aiming for "listener-friendly pronunciation" is a more realistic strategy. This goal makes sense for a learner who wants to learn something from speaking with native speakers, whether it is for social or

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

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



professional purposes. The speaker loses out if the audience feels that understanding requires too much work. Learning the fundamentals of English communication makes sense. Later refinements can be made if the student want to dedicate more time and energy to mastering the subtleties of spoken English.

The researcher comes to the conclusion that pupils can produce clearer English when they speak by practicing their pronunciation. Learning how to pronounce a foreign

language correctly is crucial to speaking it. It can be very challenging to comprehend a learner if they mispronounce a word. However, the listener is still aware of what is being stated even if pupils make grammatical errors, such as using the incorrect verb tense.⁵¹ It is evident that accurate pronunciation is essential for students to be understood.

d) Vocabulary

The definition of vocabulary is the terms we teach in foreign languages. Furthermore, vocabulary is the foundation of a language and should be grasped first. If we don't get it, we can't communicate clearly or comprehend textual information. According to Norbert Schmitt, meaningful communication in a foreign language is impossible without words that convey the

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

language's greater variety of meanings, regardless of how well a speaker of the language is able to produce its sounds.⁵²

Webster has three definition of vocabulary as follows:

- (1) A list or compilation of terms and phrases that are typically defined, explained, and sorted alphabetically.
- (2) An enumeration or compilation of codes or phrases that are usable.
- (3) A collection or bank of words used in a work, linguistic group, individual, or in field knowledge.⁵³

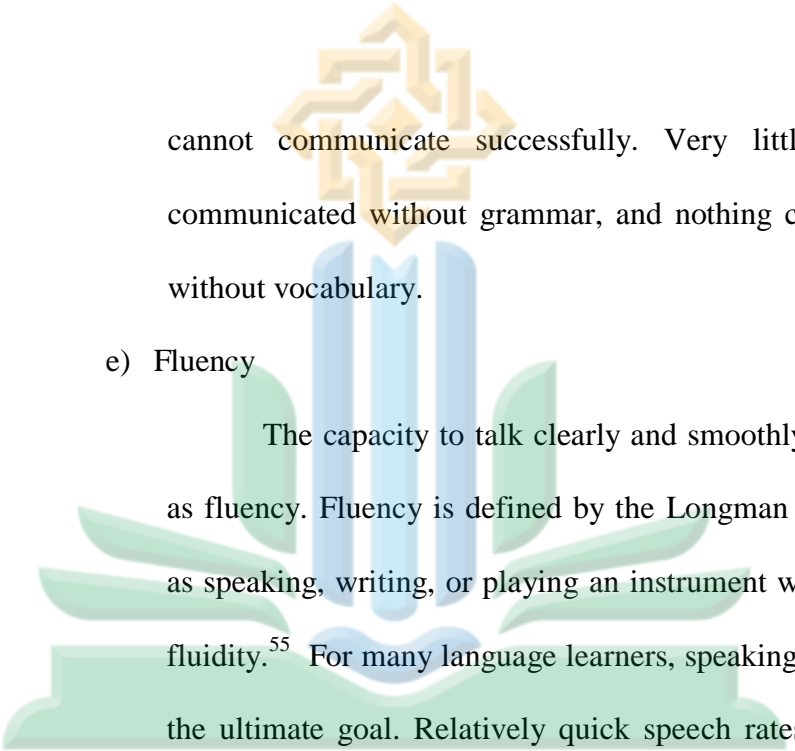
A new word in vocabulary, however, could consist of more than one word. For instance, the terms "post office" and "mother-in-law" are composed of two or three words that together convey a single idea. Additionally, there are multi-word idioms like "call it a day" where it is impossible to determine the meaning of the phrase by breaking it down into its constituent components.⁵⁴

Such issues have not always been well addressed by vocabulary instruction, and teachers have not always appreciated the enormous communicative benefit of building a large vocabulary. Without a proper vocabulary, one cannot express themselves orally or in writing and

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

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

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



cannot communicate successfully. Very little can be communicated without grammar, and nothing can be said without vocabulary.

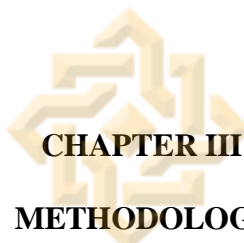
e) Fluency

The capacity to talk clearly and smoothly is known as fluency. Fluency is defined by the Longman Dictionary as speaking, writing, or playing an instrument with ease or fluidity.⁵⁵ For many language learners, speaking fluently is the ultimate goal. Relatively quick speech rates and little

pauses and "ums" or "ers" are indicators of fluency. These clues suggest that the speaker doesn't need to spend a lot of time looking for the vocabulary words required to convey the point.⁵⁶

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

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



CHAPTER III
METHODOLOGY

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

A. Research Design

Research design is used in studies to determine which data to come first. It indicates that there was a plan in place for gathering and examining the data in order to provide answers to the study questions.

This study was descriptive qualitative in nature, taking into account the goals of the investigation and the characteristics of the difficulties. Because the goal of the research was to observe and gather as much information as possible about the phenomenon, it was descriptive in nature. It was a methodology in which data was gathered, examined, and representative conclusions were drawn. This approach used a random sampling of the data, which was then described.

Understanding particular groups or phenomena in their native environments was the goal of descriptive qualitative research. Descriptive qualitative data was included because, rather than being obtained using numerical methods, the information was derived from verbal narration and observations regarding understanding and meaning.⁵⁷ With no particular treatment given to the research subject,

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

this design was employed to gather information regarding the actual or current state of affairs.⁵⁸

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

1. Qualitative research focuses on describing and explaining events as they happen in regular, everyday natural environments.
2. The researcher may approach the data from a new perspective.
3. The rich descriptive and subjective nature of the data generated by applying qualitative approaches was highlighted.

According to the characteristics, descriptive design should follow

some steps. They were:⁶⁰

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

The researcher refrained from intervening in the teaching-learning process and ensured that their presence did not alter the subjects' innate disposition or conduct. Every activity in the classroom was watched by

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

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

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

the researcher, who also kept track of the observations for documentation.

B. Research Setting

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

C. Research Subject

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

D. Data Collection Technique

There were several ways to collect data like questionnaire, observation,

filed notes, interview and test. In this research, the researcher collected the data by using several instruments namely, observation, interview, and document review.

1. Observation

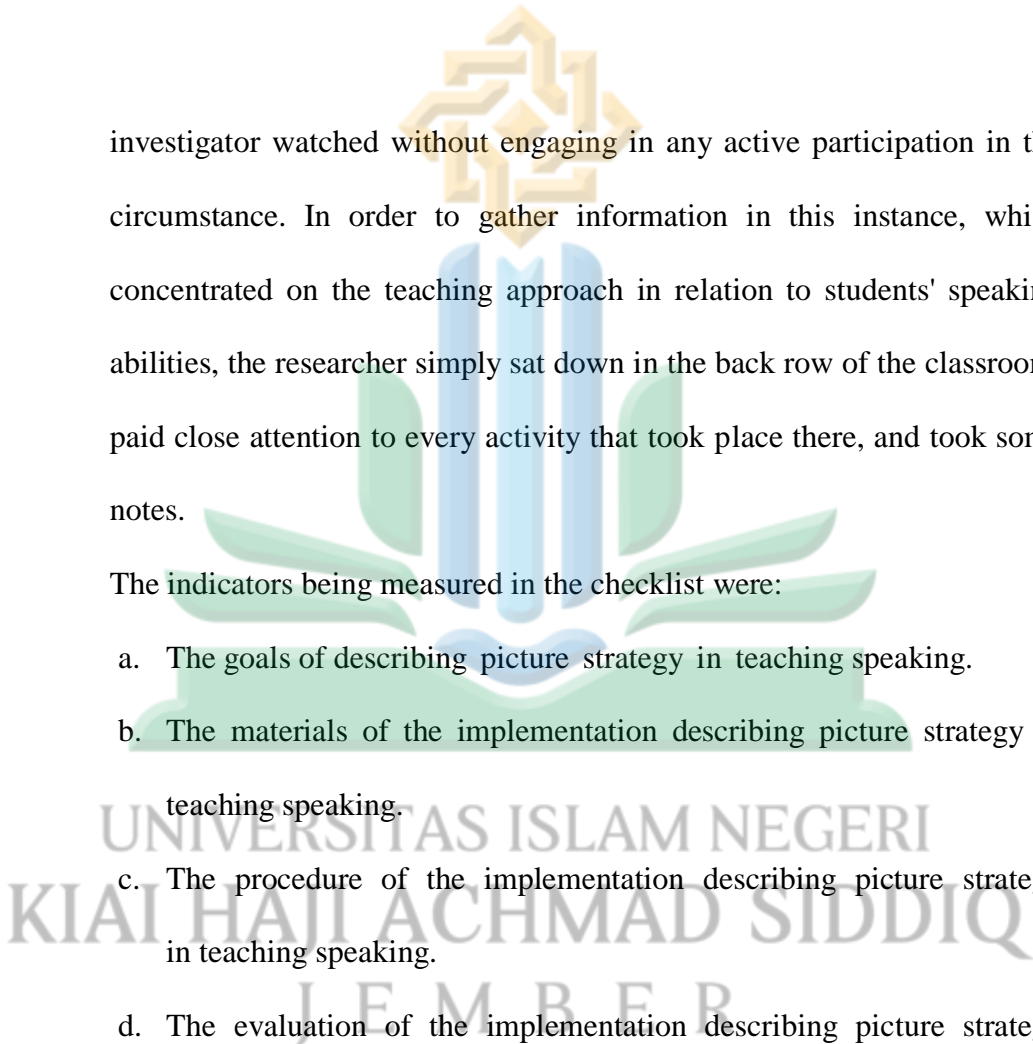
Observation attempted to get a comprehensive picture of a situation and the product of those observations was noted or narrative. Determining a specific behavior that was present was the aim of direct observation. Typically, the observation involved defining a behavior of interest and developing a methodical process for classifying, documenting, and identifying the behavior in either a natural or artificial environment.⁶¹

The observation research was divided into three types. Three methods were used: ethnography, participant observation, and nonparticipant observation. Non-participant observation is the first type in which the observer does not directly engage with the subject of the observation. Stated differently, the observer was not a part of the event that was being watched. The second method is participant observation, in which an observer follows a subject while they are in the observational scenario. The final method is ethnography, which entails gathering information on a wide range of variables over a lengthy period of time in a naturalistic environment.⁶²

In this research, the researcher used non-participant since the

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

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



investigator watched without engaging in any active participation in the circumstance. In order to gather information in this instance, which concentrated on the teaching approach in relation to students' speaking abilities, the researcher simply sat down in the back row of the classroom, paid close attention to every activity that took place there, and took some notes.

The indicators being measured in the checklist were:

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

2. Interview

Interviewing is the process of asking questions face-to-face, using an interview guide, to obtain an explanation from the reply.⁶³ Following the completion of the observation, the interviews were held. The purpose of the study was to find out how teachers felt about using the Describing Pictures Strategy to teach speaking to their students. Furthermore, the study aimed to ascertain the teacher's challenges in implementing the describing pictures technique in speaking classes and the strategies to

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

address those issues. Furthermore, the researcher anticipated obtaining extra information from the interviews that might not have been discovered through classroom observation.

The researcher used interview in order to get the accurate information about Describing Picture Strategy in teaching speaking by interviewing the student and teacher. In addition, in the interview section, the researcher used Indonesian language in order to get a clearer information related with the research topic and to avoid misconception and misunderstanding. The list of questions were based on the research problems with several additional questions and some guiding questions from the previous research.

Interviews come in three different varieties: semi-structured, unstructured, and structured. Semi-structured interviews were employed by the researcher in this study. The researcher thus identified the issues honestly by using such types of interviews. The data that the researcher obtained from the interview were:

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

in teaching speaking.

3. Document Review

The Document Review Method is a data collection approach that involves the collection and analysis of documents, including written, electronic, and drawing documents.⁶⁴ Written texts pertaining to many facets of society were the primary content of documents. These written texts or papers include governmental records as well as private and individual correspondence, photos, and diaries that may have been meant for public consumption.⁶⁵

This instrument was used to gather data from non-human sources, which implies that the researcher obtained the information from written documents and data that were on hand at the location or from a subject the researcher wanted to observe. The researcher questioned the teacher about the lesson plan he used to teach speaking, references he used to support his lessons during class, and possibly even the notes the teacher provided if he agreed to let the researcher observe how prepared he was as a teacher to employ his speaking instruction techniques.

With the method of document review, the data obtained were; profile of MTs Darul Ulum Bondowoso and Lesson plan of English teacher at the second grade of MTs Darul Ulum Bondowoso.

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

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

E. Data Analysis

After the data collected through doing observation and interview, then the data were analyzed. The purpose of data analysis was done with the intention of condensing and streamlining the data so that conclusions could be made. The methods for data condensation, data display, and conclusion drawing proposed by Miles, Huberman and Saldana were applied to the data analysis for this study.⁶⁶

1. Data Condensation

Data condensation means the process of selecting, identifying, classifying and coding the data that are considered important. In conducting this research, the researcher got much data. Therefore, the researcher selected data that gave valuable information in research. So, first the researcher did sifting to analyze the data. Based on the concept of data condensation, sifting the data in this research was chosen by identifying describing picture strategy used, in teaching speaking.

2. Data display

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

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

data about describing picture strategy, the researcher displayed those selected data in the form of narrative or description.

3. Conclusion Drawing

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

F. Data Validity

In this case, the researcher used methodological triangulation and source triangulation. The data from the three viewpoints of observation, interview, and document examination were methodologically triangulated. In source triangulation, the investigator employed multiple sources or participants to ensure the precision of the data. Checking the validity of the data is very necessary so that the data produced can be trusted and scientifically justified. This research uses data validity by means of triangulation. Triangulation is a technique for checking the validity of data that takes advantage of something

else. Apart from data for checking purposes or as a comparison against existing data. Triangulation is an examination technique that utilizes the use of investigative method sources and theory. The triangulation technique used by researchers is source triangulation. Source triangulation means comparing and rechecking the high and low levels of trustworthiness of information obtained through different times and different tools. This can be achieved by carrying out several stages such as:

1. Compare observational data with interview data.
2. Compare what people say in public with what they say in private.
3. Compare what people say about research situations with what is said all the time.
4. Comparing one's circumstances and perspectives with some of the opinions and views of other people.
5. Compare the results of the interview with the contents of an explanatory document.

G. Research Procedures


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

1. Pre-field stage

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

There were research ethics that should be understood. It will be

mentioned as follow:

- 
- a. Arrange a research design
 - b. Select research location
 - c. Take care of licensing
 - d. Explore and assess the research location
 - e. Select and use informants
 - f. Prepare the research instrument
2. Field-work stage
- a. Apprehend background and objective of the research
 - b. Enter to the research location
 - c. Look for the data source
 - d. Participate while collecting the data
 - e. Complete the data
3. Data analysis phase

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

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



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Description of the Research Object

1. The History Of MTs Darul Ulum Bondowoso

Mts Darul Ulum Bondowoso Located on Madrasah Tsanawiyah Darul Ulum Bondowoso Located on Tangsil, Wonosari District, Kab. Bondowoso, MTs. Darul Ulum is under the auspices of the Darul Ulum Islamic College Foundation which began with the management of Madrasah Diniyah Awwaliyah which was founded in 1939 by the Muslim community in Wonosari.

The following period, on January 1, 1972, "MMP" (First Middle School) was established, initiated by Mr. H. Busro, Mr. Sakhowi (deceased), Mr. H. Zainuddin and Mr. H. Moh Sayuti (deceased), Mr. H. Nasekhan (deceased) and as Head of Madrasah Itishom Solhan, BA.

Departing from the unclear Curriculum in Teaching Techniques at MMP, with the release of a new Curriculum system format that combines balanced general and religious content by the Ministry of Religion of the Republic of Indonesia for the Junior High School level (Madrasah Tsanawiyah), on January 10 1974 MTs was born. Darul Ulum Bondowoso is under the Darul Ulum Bondowoso Islamic College Foundation and is the "First Tsanawiyah Madrasah in Bondowoso"

In its development, MTs. Darul Ulum, with all its efforts, continues to improve itself so that it can compete with other junior high schools,

through improving academic and non-academic fields, finally gaining the trust of the community, marked by the enthusiasm of the Bondowoso community in general to send their sons and daughters to MTs. Darul Ulum Bondowoso.

2. The Profile of MTs Darul Ulum Bondowoso

- a. School name : MTs Darul Ulum
- b. School Statistic Number (NSM) : 121235110075
- c. School Accreditation : C
- d. Address : Village : Tumpeng

Sub-District : Wonosari

District : Bondowoso

Province : Jawa Timur

- e. Headmaster Name : Hosnol Hotimah S.Pd.I

- f. Land Area : -

- g. NPSN : 20581794

- h. Telephone Number : 085330619326

3. Vision and Mission Of MTs Darul Ulum Bondowoso

A. Vision

““Creating an Islamic Generation Madrasah, Disciplined, Innovative, Populist, Quality.”

B. Mission

- a. Increasing devotion and forming an Islamic spirit and behavior.
- b. Developing Active, Innovative, Creative, Fun and Islamic Learning.

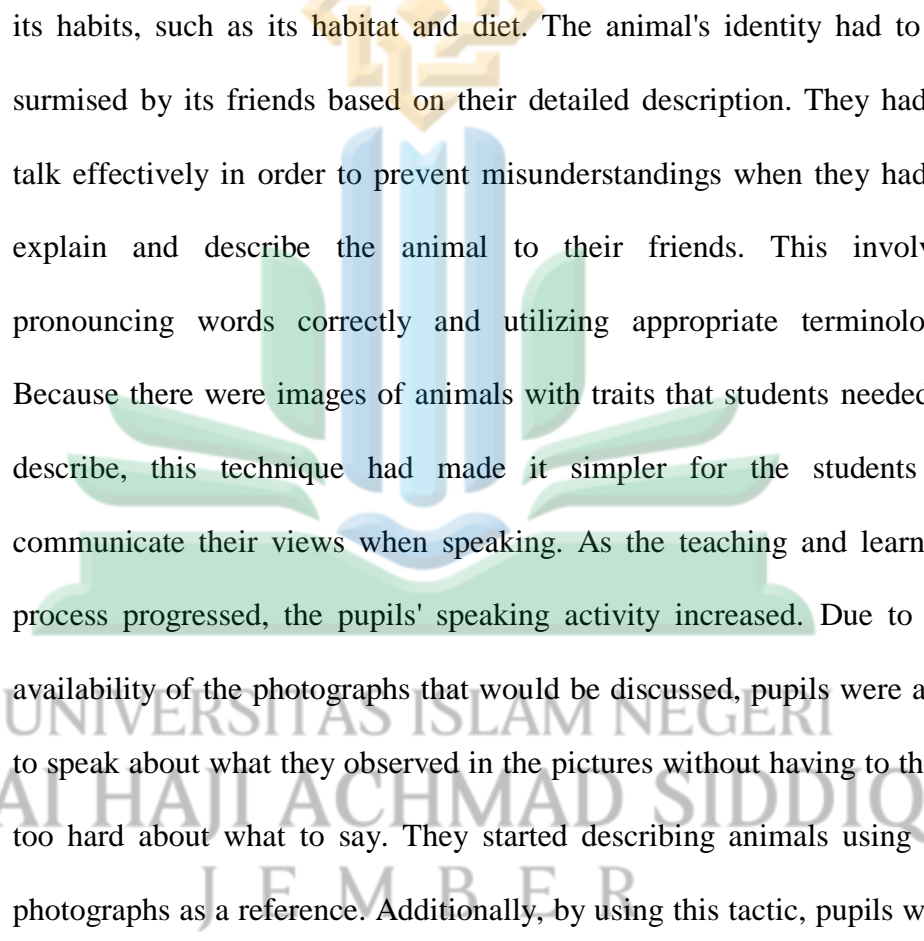
- 
- c. Improving the Quality of Education in the Academic and Non-Academic Fields
 - d. Preserving and developing sports, arts and culture
 - e. Improve skills in the field of science and technology
 - f. Instilling a Disciplined Attitude in Everyday Life
 - g. Creating a safe, beautiful, beautiful, productive and innovative school environment
 - h. Able to develop attitudes and personality for the nation and state

B. Reseach Finding

The researcher collected the data by using interview, observation, and document review techniques. Based on the result of interview, observation, and document review, the data obtained about the implementation of describing picture strategy in teaching speaking at MTs Darul Ulum Bondowoso as follows:

1. The Goals of Describing Picture Strategy in Teaching Speaking at the Second Grade of MTs Darul Ulum Bondowoso.

From the observation in the class, the researcher found that the used of describing picture strategy gave more opportunities for students to speak English. The students had numerous opportunities to communicate in English since they had to describe photographs to their friends in order to ask and receive information, and they had to utilize English in communication. They provided details about the animal they were describing, such as its size, color, and other physical attributes, as well as

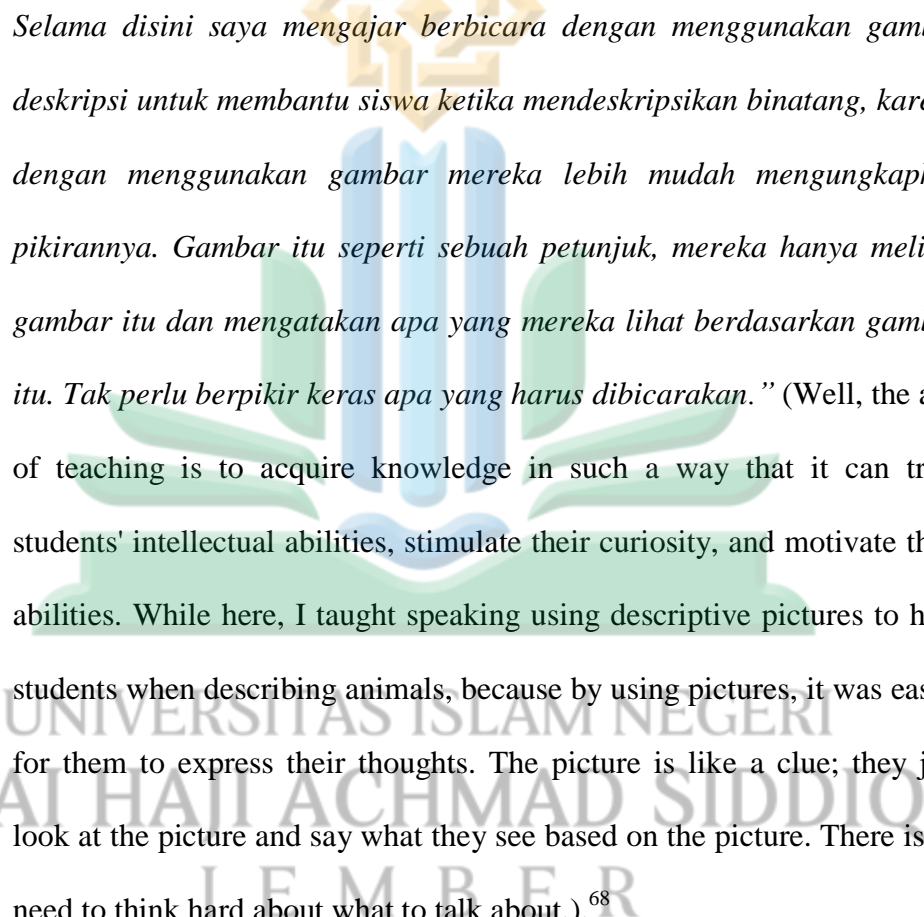


its habits, such as its habitat and diet. The animal's identity had to be surmised by its friends based on their detailed description. They had to talk effectively in order to prevent misunderstandings when they had to explain and describe the animal to their friends. This involved pronouncing words correctly and utilizing appropriate terminology. Because there were images of animals with traits that students needed to describe, this technique had made it simpler for the students to communicate their views when speaking. As the teaching and learning process progressed, the pupils' speaking activity increased. Due to the availability of the photographs that would be discussed, pupils were able to speak about what they observed in the pictures without having to think too hard about what to say. They started describing animals using the photographs as a reference. Additionally, by using this tactic, pupils were engaged in the lessons and attempted to talk during the lesson. Students appeared to be excited when discussing images.⁶⁷

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

“Nah, tujuan mengajar yaitu untuk memperoleh ilmu pengetahuan sedemikian rupa sehingga dapat melatih kemampuan intelektual siswa dan merangsang rasa ingin tahunya serta memotivasi kemampuannya.

⁶⁷ Observation, Bondowoso, 10th of Mei 2023.



Selama disini saya mengajar berbicara dengan menggunakan gambar deskripsi untuk membantu siswa ketika mendeskripsikan binatang, karena dengan menggunakan gambar mereka lebih mudah mengungkapkan pikirannya. Gambar itu seperti sebuah petunjuk, mereka hanya melihat gambar itu dan mengatakan apa yang mereka lihat berdasarkan gambar itu. Tak perlu berpikir keras apa yang harus dibicarakan.” (Well, the aim of teaching is to acquire knowledge in such a way that it can train students' intellectual abilities, stimulate their curiosity, and motivate their abilities. While here, I taught speaking using descriptive pictures to help students when describing animals, because by using pictures, it was easier for them to express their thoughts. The picture is like a clue; they just look at the picture and say what they see based on the picture. There is no need to think hard about what to talk about.).⁶⁸

He added:

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

⁶⁸ Teacher, *Interview*, Bondowoso, 10th of mei 2023.

malu untuk berbicara karena pembelajaran itu seperti permainan.”

(Using pictures to describe something makes students more interested in learning to speak, so that students can understand the material I teach, namely descriptive text. Usually many students are afraid and embarrassed to practice speaking in the learning process, and therefore I use this strategy so that they are happy and interested in learning to speak. Students will be curious if I teach using picture media. This strategy is more of a game so that students enjoy it more and are not embarrassed to talk because learning is like a game.)⁶⁹

The English teacher said that The objective of instructing speaking via the descriptive picture method was to enable the students to comprehend the subject matter and articulate it with ease.

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

“Sebenarnya, saat guruku mengajariku berbicara dan saat aku diajari berbicara, kami berdua berharap bisa berkomunikasi dengan baik. Dalam hal ini, saya mampu menyebutkan nama hewan dengan benar dan mendeskripsikannya menggunakan kosa kata yang sesuai. Pelatihan ini menyenangkan dan santai, sehingga kami tidak lagi merasa canggung untuk berbicara. Sering kali, ketika kami berusaha berkomunikasi dalam bahasa Inggris, kami merasa kesulitan. Namun karena sesi ini sudah ada gambarnya, kami jadi kesulitan untuk berbicara dan mengekspresikan diri. Salah satu kegiatan tersebut

⁶⁹ Ibid.

adalah menebak..” (Actually, when my teacher taught me to talk and when I was taught to speak, we both hoped that we might communicate properly. In this case, I was able to say the animal's name correctly and describe it using appropriate vocabulary. This training was fun and laid back, so we no longer felt awkward talking. Most of the time, when we attempted to converse in English, we were at a loose end. However, because there were already photos in this session, we found it really difficult to talk and express ourselves. One such activity was guessing.)⁷⁰

The second student said:

“Guru mengajari saya berbicara agar kami bisa berkomunikasi dengan baik, selain itu kami juga bisa berbagi ide dalam bahasa Inggris. Sebenarnya topik yang diberikan adalah mendeskripsikan hewan sehingga diharapkan kita dapat mendeskripsikan dan menjelaskan hewan dengan baik dalam bahasa Inggris. Dengan menggunakan gambar deskripsi, saya sering berbicara bahasa Inggris dan menjadi cerewet, karena saya tidak perlu berpikir dua kali tentang apa yang akan saya bicarakan karena guru sudah menyediakan gambar untuk kami gambarkan. Itu banyak membantu saya, membuat saya mudah mengatakan sesuatu. Saya merasa termotivasi untuk belajar karena saya mendapat bantuan untuk berbicara seperti panduan

⁷⁰ First Student, *Interview*, Bondowoso, 17th of Mei 2023.

dalam menjelaskan sesuatu. Mendeskripsikan hewan melalui gambar sangat menarik bagi kami.” (The teacher taught me to speak so that we could communicate well, and besides that, we could also share ideas in English. Actually, the topic given is describing animals, so it is hoped that we can describe and explain animals well in English. By using descriptive pictures, I often speak English and become chatty because I don't have to think twice about what I am going to talk about because the teacher has provided pictures for us to describe. It helps me a lot and makes it easy for me to say things. I feel motivated to study because I have someone to talk to like a guide in explaining something. Describing animals through pictures is very interesting for us.)⁷¹

The students said that they became motivated and interested in speaking English. The interview above 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 hari⁷²

Based on the observation, interview, and document review in lesson plan above, it could be concluded that the goals of teaching

⁷¹ Second Student, *Interview*, Bondowoso, 17th of May 2023.

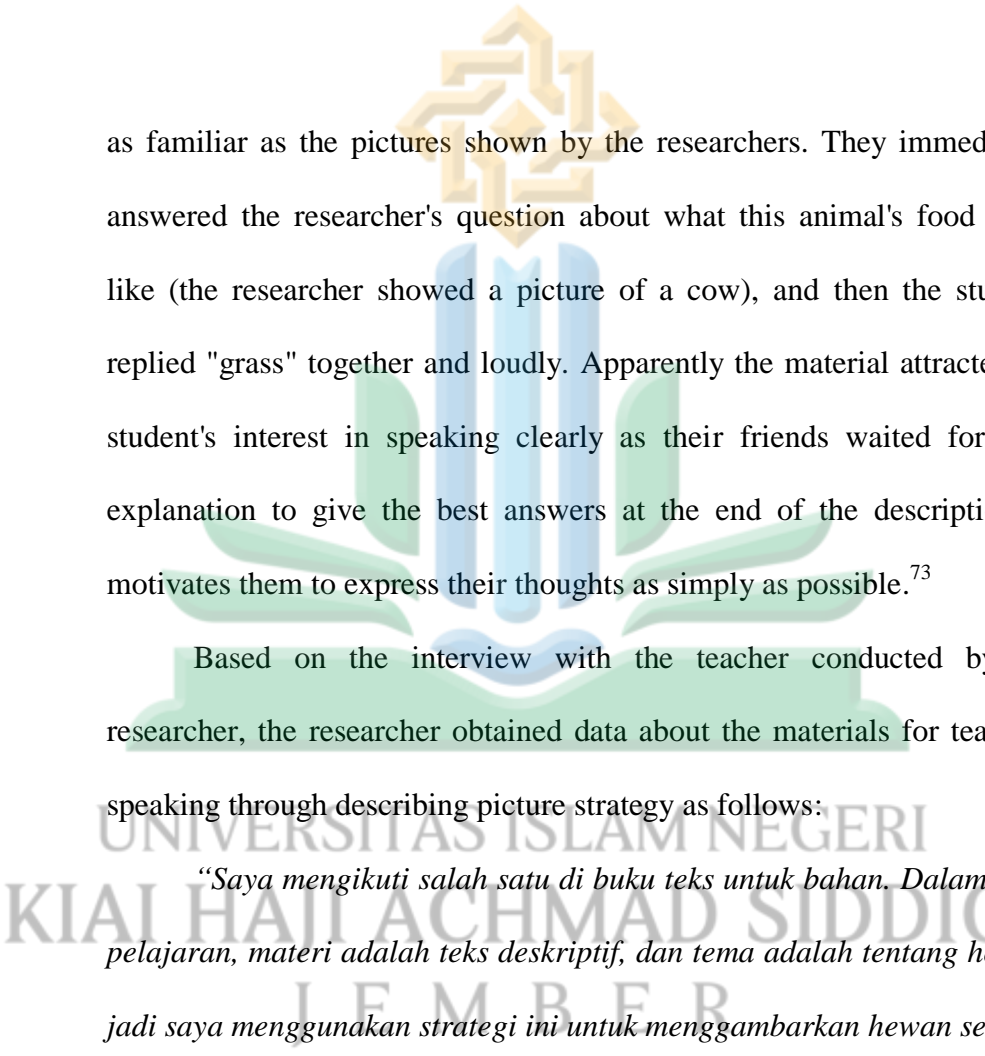
⁷² Lesson Plan, Document Review, Bondowoso, 10th of May 2023.

speaking through describing picture strategy at the second grade of MTs Darul Ulum Bondowoso as follows: First, it made students easy to describe things orally. Second, it gave students' opportunity to speak English'

2. The Material of Describing Picture Strategy in Teaching Speaking at the Second Grade of MTs Darul Ulum Bondowoso.

From observations in the class, the material used by the teacher was to describe animals, including simple, adjective, and generic present structures. In the teaching process, the teacher asked the student to describe the physical characteristics of the animal on the picture orally. The teacher asked about the legs, the color, and the size of the animal seen in the picture. He asked, "How many legs is this animal?" "What color is the animal?" and so on. The students answered as "he has four legs," "the colors are white and black," "he's got tails," and so forth. The animals taught included pets and wild animals. There, the teacher teaches simple adjectives and presents them to facilitate students when they have to describe animals, such as long, soft, thick, thin, etc.

The subject of the material used in learning to speak is familiar material around it. The teacher also asked the students to describe characteristics of animal habits on images orally, such as habitat, food, how to reproduce, etc. The subject matter seems capable of attracting the attention of the students, and they can also find it in their daily lives, such as cats, cows, birds, etc.—material that suits the students. The students are



as familiar as the pictures shown by the researchers. They immediately answered the researcher's question about what this animal's food looks like (the researcher showed a picture of a cow), and then the students replied "grass" together and loudly. Apparently the material attracted the student's interest in speaking clearly as their friends waited for their explanation to give the best answers at the end of the description. It motivates them to express their thoughts as simply as possible.⁷³

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

“Saya mengikuti salah satu di buku teks untuk bahan. Dalam buku pelajaran, materi adalah teks deskriptif, dan tema adalah tentang hewan, jadi saya menggunakan strategi ini untuk menggambarkan hewan sebagai materi. Saya pikir mendeskripsikan gambar adalah strategi yang tepat untuk mengajar menggambarkan hewan sebagai materi berbicara. Gambar membantu siswa mengekspresikan ide-ide mereka dengan mudah. Ketika mereka lupa untuk mengatakan sesuatu, mereka dapat langsung melihat gambar dan mendapatkan beberapa ide untuk berbicara. Saya meminta siswa untuk menggambarkan hewan-hewan dalam gambar-gambar yang saya cetak. Siswa harus menggambarkan segala sesuatu yang terkait dengan gambar, seperti karakteristik fisik seperti kaki, warna, ukuran, bulu, ekor, dll. Hewan-hewan ini sangat

⁷³ Observation, Bondowoso, 10th of May 2023.

akrab bagi para siswa.” (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 of describing animals as the material. I think describing pictures is an appropriate strategy for teaching describing animals as the speaking material. Pictures helped students express their ideas easily. When they forget to say something, they can directly see the picture and get some ideas for talking. 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 color, the size, the fur, the tail, etc. The animals were familiar ones for the students).⁷⁴

He also added:

“Materi yang diberikan sedikit mendorong siswa untuk berbicara. Karena ketika mereka tidak berbicara, bicara, atau diam, mereka tidak dapat memberikan pesan atau informasi apa pun kepada teman-teman mereka tentang hewan karena teman-temannya tidak dapat menebak apa hewan itu. Artinya, materi mendorong mereka untuk berbicara. Mereka harus berbicara dan berbagi pemikiran mereka tentang gambar yang diberikan. Cara menggambarkan hewan tidak terlalu rumit. Ini sangat sederhana, dan siswa dapat menggunakannya dan berlatih. Saya mengajarkan hadiah sederhana untuk membantu siswa menggambarkan

⁷⁴ Teacher, Interview, Bondowoso, 10th of May 2023.

gambar. Saya memberikan pola dan juga kata-kata yang biasa digunakan dalam menggambarkan gambar. Misalnya menggunakan untuk menjadi, am, are, verb 1 dan verb 1 + s/es, misalnya, "Kucing memiliki ekor pendek," "rambutnya tebal," dll. Selain itu, saya juga mengajarkan sifat untuk membantu siswa menggambarkan hewan seperti panjang, pendek, tebal, tipis, lucu, manis, dan lain lain." (The material given little encourages the students to speak. Because when they are not speaking, talking, or being silent, they cannot give any message or information to their

friends about the animal because their friends can't guess what the animal is. That is, the material encourages them to talk. They should talk and share their thoughts about the given picture. The way to describe animals is not too complicated. It's very simple, and students can use and practice it. I taught the simple present to help students describe pictures. I gave patterns and also verbs that are commonly used in describing pictures. Like using to be, am, are, verb 1 and verb 1 + s/es, for example, "The cat has a short tail," "its fur is thick," etc. Besides, I also taught properties to help students describe animals like long, short, thick, thin, funny, cute, and others.)⁷⁵

The researcher thought that the teaching materials were from the material and theme in the student book. So, the material

⁷⁵ Ibid.

of describing picture strategy was describing animals including simple present and adjective.

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

“Kami belajar menggambarkan hewan. Kami diberi contoh untuk menjelaskan karakteristik hewan seperti jumlah kaki, warna, bentuk tubuh, makanan, dan habitat mereka. Guru mengajarkan adjektif seperti panjang, pendek, besar, kecil, lunak, dll untuk menggambarkan karakteristik hewan. Ketika gambar itu tentang

kelinci, kami berkata, "Ini memiliki bulu putih; bulu itu lembut.

Kami harus berbicara di sini. Untuk menggambarkan hewan dalam gambar yang diberikan. Pertama, itu sulit, tetapi guru dan teman-teman saya membimbing saya.” (We learned about

describing animals. We were given examples to explain animal characteristics such as the number of legs, their color, their body shape, their food, and their habitat. The teacher taught about adjectives such as long, short, big, small, soft, etc. to describe the characteristics of animals. When the picture was about a rabbit, we said, “It has white 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.)⁷⁶

She also added:

⁷⁶ First Student, Interview, Bondowoso, 17th of May 2023.

“Guru memberikan contoh bagaimana menggambarkan hewan dengan menggunakan gambar. Sebenarnya, ada struktur generik. Pertama, kita harus memperkenalkan hewan tanpa menyebutkan namanya, seperti teman-teman saya harus menebak. Kemudian kami secara langsung menggambarkan karakteristik fisik dan kebiasaan hewan dalam gambar.” (The teacher gave us an example of how to describe an animal by using pictures. Actually, there was a generic structure. First, we have to introduce the animal without mentioning its name, as my friends must guess it. Then we directly described the physical characteristics and habits of the animal in the picture.)⁷⁷

The second student said:

“Kami belajar tentang banyak hewan, seperti gajah, kucing, sapi, burung, dll. Kita sudah mengenal hewan-hewan ini. Mendeskripsikan hewan dengan menggunakan gambar adalah bahan yang sangat menarik. Saya bisa menggambarkan hewan; kami tidak berpikir begitu keras karena saya memiliki gambar saya dan guru sudah memberikan poin tentang apa yang harus kami jelaskan. Itu begitu menarik. Anda tahu, kami harus berbicara di sini.” (We learned about many animals, such as elephants, cats, cows, birds, etc. We already knew these animals. Describing animals by using pictures was very interesting material.

⁷⁷ Ibid.

I can describe animals; we didn't think so hard because I had a picture of me and the teacher had already given the points on what we should describe. It's so exciting. You know, we had to speak here.)⁷⁸

She added:

“Selain itu, dengan menggunakan verb seperti is, am, dan are, serta simple present tense, guru mengajarkan siswa bagaimana membuat kalimat yang menggambarkan hewan.” (In addition, by using verbs like is, am, and are, as well as simple

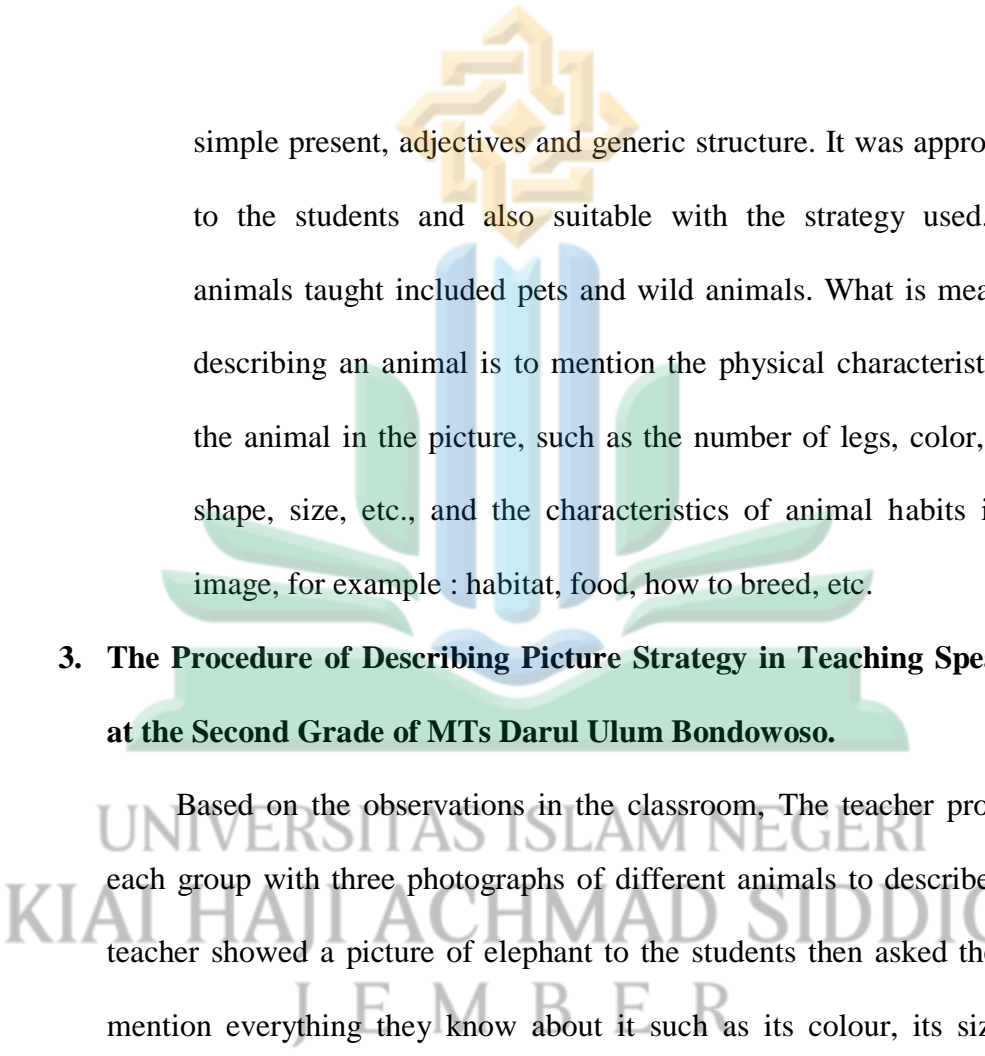
present tense, the teacher teaches students how to make sentences that describe animals.)

The students said that they learned to describe animals in pictures, simple present, and adjectives. They also studied the physical characteristics and habits of animals in images, such as habitat, food, color, body shape, etc.

The results of the observations and interviews above are supported by the lesson plan. The material used is to depict animals using pictures.

Based on the observation and interview above, the researcher concluded that the material used in implementing describing picture strategy in teaching speaking at the second grade of MTs Darul Ulum Bondowoso were describing animals including

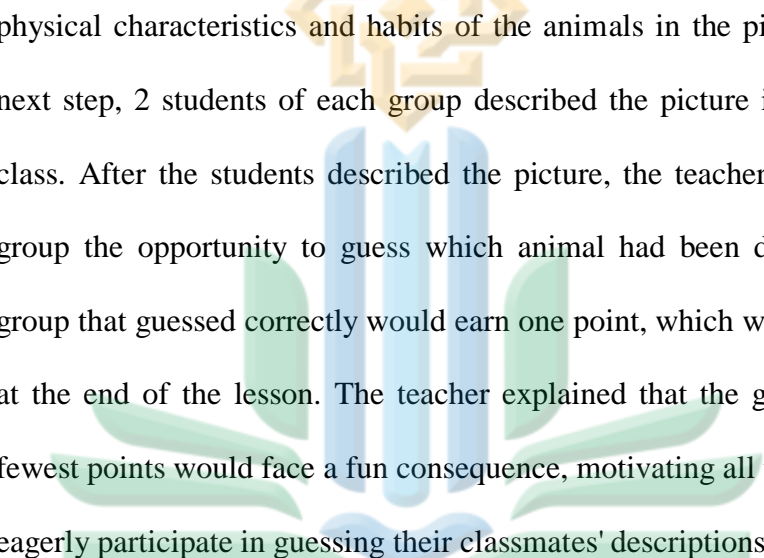
⁷⁸ Second Student, Interview, Bondowoso, 17th of May 2023.



simple present, adjectives and generic structure. It was appropriate to the students and also suitable with the strategy used. The animals taught included pets and wild animals. What is meant by describing an animal is to mention the physical characteristics of the animal in the picture, such as the number of legs, color, body shape, size, etc., and the characteristics of animal habits in the image, for example : habitat, food, how to breed, etc.

3. The Procedure of Describing Picture Strategy in Teaching Speaking at the Second Grade of MTs Darul Ulum Bondowoso.

Based on the observations in the classroom, The teacher provided each group with three photographs of different animals to describe. The teacher showed a picture of elephant to the students then asked them to mention everything they know about it such as its colour, its size, its habitat, etc. He inquired about any challenges the students were facing. The teacher then displayed pictures of elephants to the class and requested that they describe everything they knew about the elephant, including details like its color, habitat, size, and more. words they had. The students mentioned a few words whose meanings they didn't know, such as "kandang," "belalai," and "gading." After addressing the students' questions, the teacher explained the generic structure of descriptive text. The teacher then divided the class into four groups, with each group consisting of eight students. They were tasked with discussing the description of the animals provided by the teacher, focusing on both the

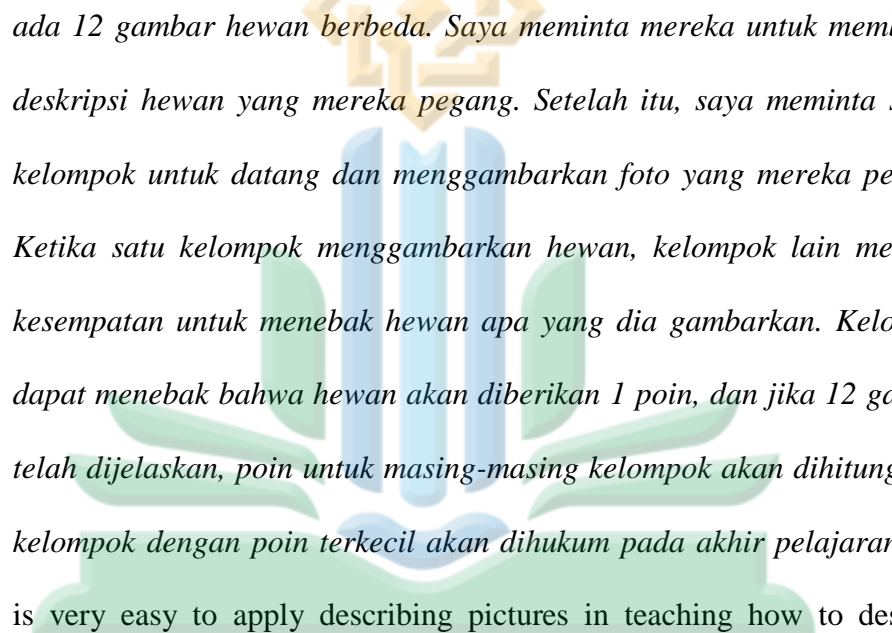


physical characteristics and habits of the animals in the pictures.. In the next step, 2 students of each group described the picture in front of the class. After the students described the picture, the teacher gave another group the opportunity to guess which animal had been described. The group that guessed correctly would earn one point, which would be tallied at the end of the lesson. The teacher explained that the group with the fewest points would face a fun consequence, motivating all the students to eagerly participate in guessing their classmates' descriptions.⁷⁹

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

“Sangat mudah untuk menerapkan gambar deskriptif dalam mengajarkan bagaimana menggambarkan hewan. Seperti biasa, saya memulai pelajaran dengan menyapa dan berdoa. Setelah itu, saya menjelaskan materi yang akan mereka pelajari, yang adalah tentang hewan. Saya menunjukkan gambar gajah, dan saya bertanya tentang karakteristik fisik dan karakteristik kebiasaan, seperti berapa banyak kakinya, apa yang dimakan, dan berapa ukurannya, dan mereka menjawab bersama. Setelah mereka mengerti bagaimana menggambarkan hewan, saya membagi mereka menjadi empat kelompok sesuai dengan baris kursi di kelas. Saya memberi masing-masing kelompok 3 gambar, dan semua gambar adalah hewan yang berbeda, jadi

⁷⁹ Observation, Bondowoso, 10th of May 2023.



ada 12 gambar hewan berbeda. Saya meminta mereka untuk membahas deskripsi hewan yang mereka pegang. Setelah itu, saya meminta setiap kelompok untuk datang dan menggambarkan foto yang mereka pegang. Ketika satu kelompok menggambarkan hewan, kelompok lain memiliki kesempatan untuk menebak hewan apa yang dia gambarkan. Kelompok dapat menebak bahwa hewan akan diberikan 1 poin, dan jika 12 gambar telah dijelaskan, poin untuk masing-masing kelompok akan dihitung, dan kelompok dengan poin terkecil akan dihukum pada akhir pelajaran.” (It is very easy to apply describing pictures in teaching how to describe

animals. As usual, I opened the lesson by greeting and praying. After that, I explained the material they would study, which was about animals. I showed a picture of an elephant, and I asked about its physical characteristics and habit characteristics, such as how many legs it has, what it eats, and what size it is, and they answered together. After they understood how to describe animals, I divided them into four groups according to the rows of seats in the class. I gave each group 3 pictures, and all the pictures were of different animals, so there were 12 pictures of different animals. I asked them to discuss the descriptions of the animals they were holding. After that, I asked each group to come in and 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 describing. The group could guess that the animal would be given 1 point, and if the 12 pictures had been described, the points for each group would

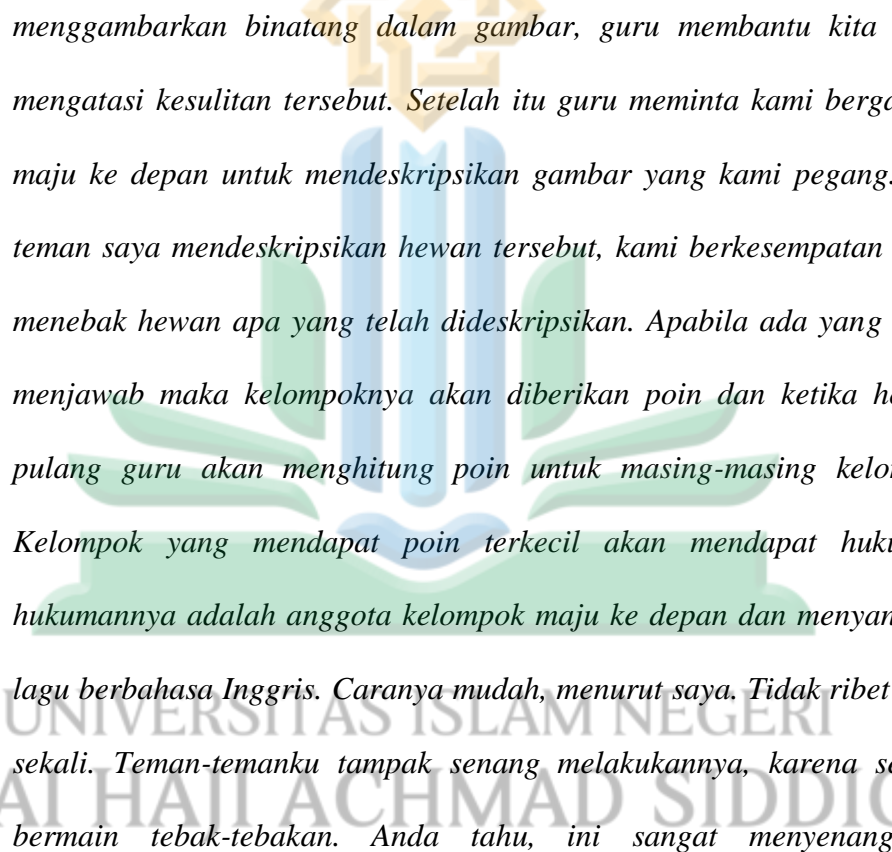
be counted, and the group with the fewest points would be punished at the end of the lesson.)⁸⁰

From the interview above, there were some steps used by the teacher. First, The teacher split the students into four groups, providing each group with three distinct animal images. Second, The students deliberated over the depiction of the animal captured in the teacher's provided image. Third, The teacher provided stimulus to the students to help them overcome challenges in describing pictures, including grammar, vocabulary, pronunciation, and more. Fourth, Each group took turns coming to the front of the class to describe the animal, while the other groups guessed what had been described. The last, After all the animals had been described, the group with the fewest correct answers would face a punishment.

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

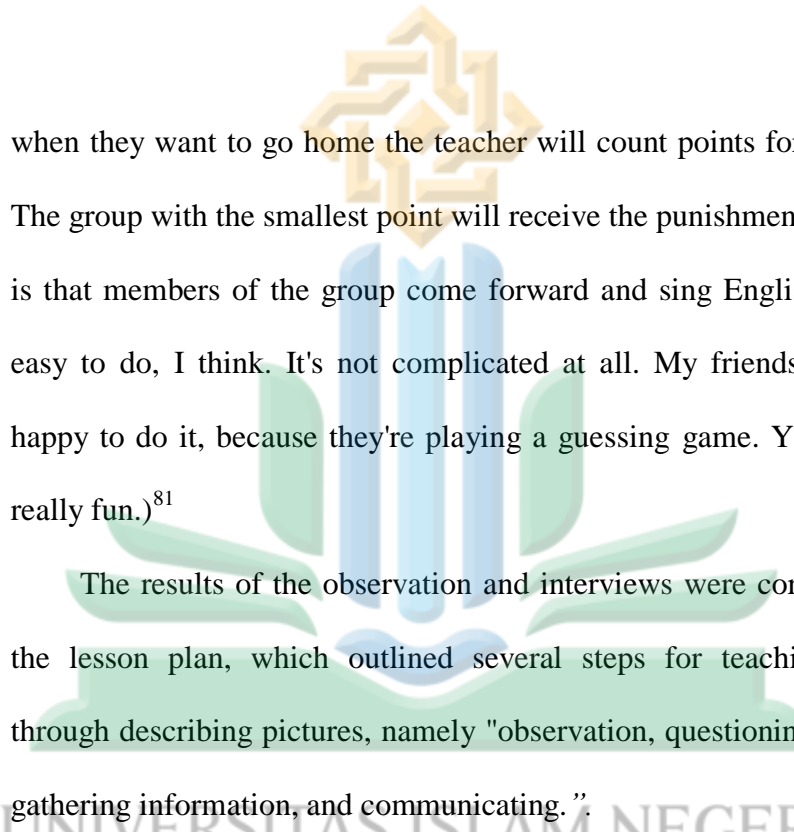
“Mendeskripsikan gambar binatang sangat mudah dilaksanakan karena guru membimbing kita cara melakukannya. Pada saat pembelajaran, guru memperlihatkan gambar gajah dan kami diminta menjawab ciri-ciri gajah. Setelah kami diajari mendeskripsikan binatang, kami dibagi menjadi 4 kelompok. Setiap kelompok diberikan 3 gambar binatang dan guru meminta kami memahami ciri-ciri gambar binatang secara berkelompok. Jika kita mengalami kesulitan dalam

⁸⁰ Teacher, Interview, Bondowoso, 10th of May 2023.



menggambarkan binatang dalam gambar, guru membantu kita untuk mengatasi kesulitan tersebut. Setelah itu guru meminta kami bergantian maju ke depan untuk mendeskripsikan gambar yang kami pegang. Saat teman saya mendeskripsikan hewan tersebut, kami berkesempatan untuk menebak hewan apa yang telah dideskripsikan. Apabila ada yang dapat menjawab maka kelompoknya akan diberikan poin dan ketika hendak pulang guru akan menghitung poin untuk masing-masing kelompok. Kelompok yang mendapat poin terkecil akan mendapat hukuman, hukumannya adalah anggota kelompok maju ke depan dan menyanyikan lagu berbahasa Inggris. Caranya mudah, menurut saya. Tidak ribet sama sekali. Teman-temanku tampak senang melakukannya, karena sedang bermain tebak-tebakan. Anda tahu, ini sangat menyenangkan.”

(Describing animals is very easy to implement because the teacher guides us how to do it. During the lesson, the teacher showed pictures of elephants and we were asked to answer the characteristics of the elephant. Once we've been taught how to describe animals, we're divided into four groups. Each group was given three pictures of animals and the teacher asked us to understand the characteristics of the animal picture as a group. If we have trouble depicting animals in pictures, the teacher helps us overcome these difficulties. After that, the teacher asked us to take a round that came forward to describe the picture we held. When my friend described the animal, we had a chance to guess what the animal had been described. When someone can answer, the group will be given points and



when they want to go home the teacher will count points for each group. The group with the smallest point will receive the punishment, the penalty is that members of the group come forward and sing English songs. It's easy to do, I think. It's not complicated at all. My friends seem to be happy to do it, because they're playing a guessing game. You know, it's really fun.)⁸¹

The results of the observation and interviews were corroborated by the lesson plan, which outlined several steps for teaching speaking through describing pictures, namely "observation, questioning, reasoning, gathering information, and communicating."

Based on the observation and interview above, the researcher concluded that the procedure of describing picture strategy in teaching speaking at the second grade students of Mts Darul Ulum Bondowoso was mentioned into seven points; First, The teacher presented a picture of an animal and asked the students about its characteristics. Second, The teacher split the class into four groups, with each group receiving three different pictures of animals. Third, The students deliberated on the descriptions of the animals depicted in the pictures provided by the teacher. Fourth, Each group took turns coming to the front of the class to describe an animal, while the other groups guessed the description. The last, Finally, after all the animals had been described, the group with the fewest correct answers would face a punishment.

⁸¹ First Student, Interview, Bondowoso, 17th of May 2023.

4. The Evaluation of Describing Picture Strategy in Teaching Speaking at the Second Grade of Mts Darul Ulum Bondowoso.

Based on the observation in evaluation, As students described the animals in the pictures, the teacher circulated around the class to oversee their progress, identify any challenges they faced, and offer assistance. Some students encountered difficulty with English words or lacked vocabulary. In response, the teacher encouraged these students to write challenging words on the whiteboard and then provided translations into English to facilitate understanding. Then, The teacher demonstrated how to pronounce the words and asked the students to repeat after him. Some words, such as "fur" and "breed," were frequently mispronounced by the students. Additionally, students sometimes struggled to differentiate between "skin" and "leather." For those who had trouble managing ideas and grammar, the teacher provided an example of describing an animal, wrote it on the whiteboard, and explained the simple present tense used in the sentence. The teacher used encouraging phrases like "very good!" or "good job!" to motivate the students to speak English whenever they answered questions or performed well. During student presentations, the teacher provided feedback and corrections.

The teacher also demonstrated how to describe an animal using a picture in front of the class. Additionally, he outlined the rules that both presenters and audience members must follow, such as speaking loudly and paying attention to the presenter. Despite some mistakes made by

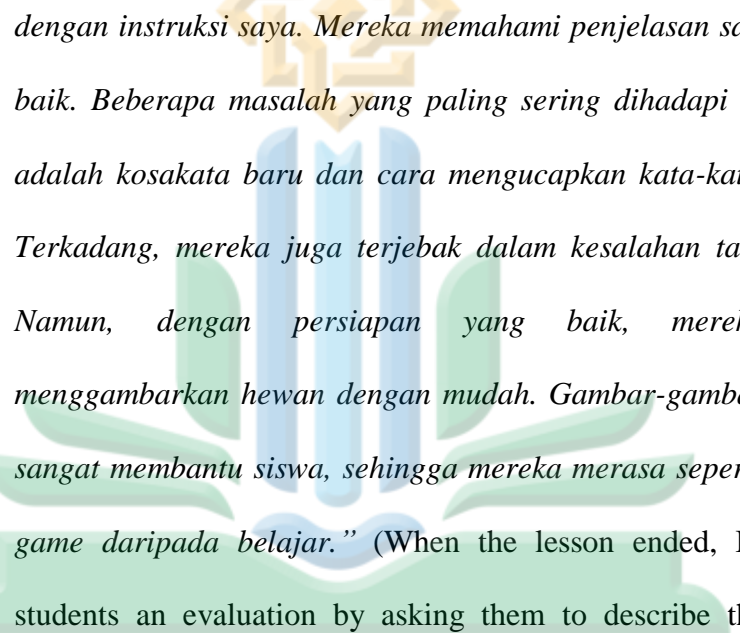
students, particularly in pronouncing words, the teaching and learning process proceeded smoothly. Learning to speak by describing animals using pictures proved to be easily applicable. No significant obstacles were encountered by either students or the teacher.⁸²

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

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

gambar tersebut. Saat siswa mendeskripsikan gambar, saya menemukan beberapa kesulitan yang mereka hadapi dalam menggambarkan hewan, seperti tata bahasa, kosakata, pengucapan, dan lain-lain. Ketika saya menemukan kesulitan tersebut, saya memberikan stimulus kepada mereka agar semua siswa dapat mengatasi kesulitan dalam menggambarkan hewan pada gambar. Saya juga memberikan koreksi dan umpan balik saat dan setelah siswa mempresentasikan di depan kelas. Selain itu, saya memberikan contoh bagaimana mengucapkan beberapa kosakata karena beberapa siswa masih melakukan kesalahan pengucapan, dan saya meminta mereka untuk mengulanginya setelah saya. Sebenarnya, strategi ini sangat mudah diterapkan. Aturannya sangat mudah diikuti, dan para siswa sangat kooperatif

⁸² Observation, Bondowoso, 10th of May 2023.



dengan instruksi saya. Mereka memahami penjelasan saya dengan baik. Beberapa masalah yang paling sering dihadapi oleh siswa adalah kosakata baru dan cara mengucapkan kata-kata tertentu. Terkadang, mereka juga terjebak dalam kesalahan tata bahasa. Namun, dengan persiapan yang baik, mereka dapat menggambarkan hewan dengan mudah. Gambar-gambar tersebut sangat membantu siswa, sehingga mereka merasa seperti bermain game daripada belajar.” (When the lesson ended, I gave the students an evaluation by asking them to describe the picture.

When the student described the picture, I found the student's difficulty in describing animals, such as grammar, vocabulary, pronunciation, etc. And when I found difficulties in the students, I gave them a stimulus so that all the students could survive the difficulty. in depicting the animals in the picture. I also give corrections and feedback when and after the students are present in front of the class. By the way, I also gave an example of how to pronounce some vocabulary, because some students still make pronunciation mistakes, and I asked them to repeat it after me. In fact, this strategy is very easy to implement. The rules are easy to follow. The students were very cooperative with my instructions. They captured my explanation well. Some of the problems most often encountered by students are new vocabulary and the way to pronounce certain words. Yeah, sometimes they get stuck with

grammatical errors. However, with good preparation, they can depict animals easily. You know, the picture was very helpful to the students. They look like they are playing games rather than learning.)⁸³

From the interview above, In the evaluation, the teacher provided stimuli to help students overcome difficulties in describing pictures, such as challenges with grammar, vocabulary, and pronunciation. Overall, there were no serious problems faced by the students or the teacher. The main difficulties students encountered were with certain new vocabulary words and their pronunciation, as well as some minor grammatical errors..

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

“Ketika kami belajar di kelas, guru meminta saya untuk mendeskripsikan gambar dan memberikan penjelasan tambahan terkait dengan tata bahasa, kosakata, dan pengucapan. Ketika kami tidak tahu kosakata bahasa Inggris atau menggunakan tata bahasa yang salah, guru akan membantu kami. Jika kami benar, dia akan memuji kami dengan mengatakan "good job". Saya merasa sangat senang ketika harus mendeskripsikan binatang dengan menggunakan gambar. Itu sangat membantu saya. Proses belajar mengajar berlangsung kondusif. Teman-teman saya fokus pada saya ketika saya mendeskripsikan gambar saya, dan hampir

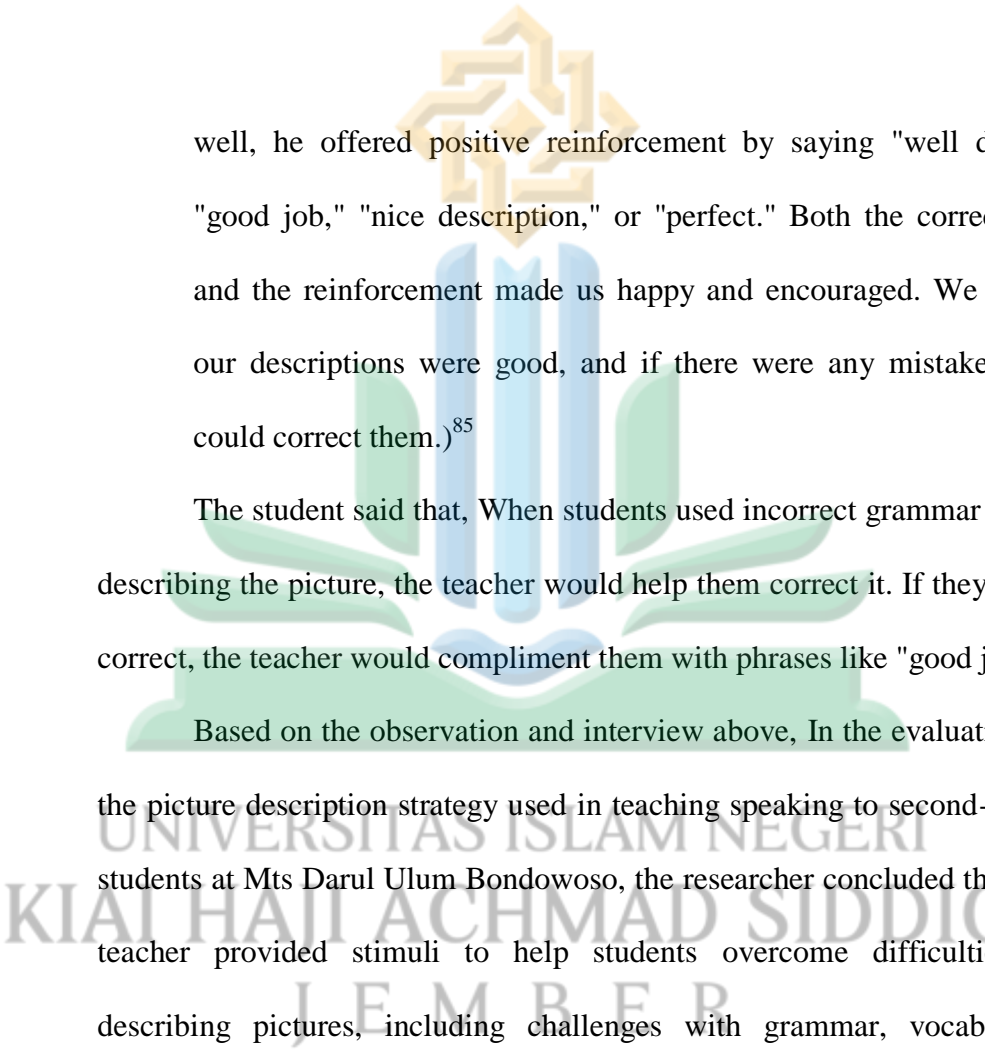
⁸³ Teacher, Interview, Bondowoso, 10th of May 2023.

semua gambar dapat ditebak oleh teman-teman saya.” (When we were studying in class, the teacher asked me to describe the picture and provide additional explanations related to the grammar, vocabulary, and pronunciation. When we didn't know the English dictionary or used the wrong grammar the teacher would help us. If we were right, he'd praise us by saying "good job." I feel very happy when I have to describe animals using pictures. That helped me a lot. The teaching process is conducive. My friends focus on me when I describe my picture, and almost every picture can be guessed by my friends.)⁸⁴

The second student said:

“Guru memberikan koreksi jika kami melakukan kesalahan saat presentasi dan kemudian memberikan komentar setelah kami selesai mendeskripsikan gambar. Selain koreksi dan komentar, jika kami melakukannya dengan baik, dia memberikan penguatan positif dengan mengatakan "bagus", "kerja bagus", "deskripsi bagus", atau "sempurna". Baik koreksi maupun penguatannya membuat kami senang dan bersemangat. Kami tahu deskripsi kami bagus, dan jika ada kesalahan, kami bisa memperbaikinya.” (The teacher provided corrections when we made mistakes during our presentations and then gave comments after we finished describing the picture. In addition to corrections and comments, if we did

⁸⁴ First Student, Interview, Bondowoso, 17th of May 2023.



well, he offered positive reinforcement by saying "well done," "good job," "nice description," or "perfect." Both the corrections and the reinforcement made us happy and encouraged. We knew our descriptions were good, and if there were any mistakes, we could correct them.)⁸⁵

The student said that, When students used incorrect grammar while describing the picture, the teacher would help them correct it. If they were correct, the teacher would compliment them with phrases like "good job".

Based on the observation and interview above, In the evaluation of the picture description strategy used in teaching speaking to second-grade students at Mts Darul Ulum Bondowoso, the researcher concluded that the teacher provided stimuli to help students overcome difficulties in describing pictures, including challenges with grammar, vocabulary, pronunciation, and so on. The students easily followed the instructions provided by the teacher and found the process enjoyable, feeling as though they were playing a game rather than engaging in traditional learning. No significant obstacles were encountered. However, some difficulties arose in discovering new vocabularies and pronouncing them, as well as in facing grammatical challenges. Nevertheless, these issues could be resolved through discussion with friends and the teacher. Similarly, the teacher smoothly conducted the class using picture descriptions, encountering no major obstacles. The students were highly cooperative

⁸⁵ Second Student, Interview, Bondowoso, 17th of May 2023.

and attentive listeners.

The using of describing picture strategy made teaching run well and smoothly, because in this strategy, the teacher provided the topic for discussion through pictures, guiding students on what to talk about. When students came forward to present their descriptions, the teacher offered feedback, corrections, and examples to support their learning.

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

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Table 4.1
Results or Research Findings

No.	Research Focus	Research Findings
1	What are the goals of teaching speaking through describing picture strategy at the second grade of Mts Darul Ulum Bondowoso?	There were three points. first, it encouraged students' motivation and interest to speak English. Second, it made students easy to describe things orally. Third, it gave students' opportunity to speak English
2	What material does the teacher use in teaching speaking through describing picture strategy at the second grade of Mts Darul Ulum Bondowoso?	the material used in teaching speaking were describing animals, simple present, adjectives and generic structure. It was appropriate to the students and also suitable with the strategy used in this case was describing picture. The animals that had been taught include pets and wild animals. What was meant by describing animal was to mention the physical characteristics of the animal on the picture, such as; number of legs, colour, body shape, size, etc. And the habit characteristics of animal on the picture, such as; habitat, food, how to breed, etc..

3	How is the procedure of teaching speaking through describing picture strategy at the second grade of Mts Darul Ulum Bondowoso?	First, the teacher showed a picture of the animal to asks students the characteristics of the animal. Second, the teacher divided the students into 4 groups and each group was given 3 different animal pictures. Third, the students discussed the description of the animal in the picture given by the teacher. Fourth, each group took turns to came to the front of the class to describe the animal and the other groups guessed what had been described. The last, after all the animals had been described, the group that answered the least would be punished.
4	How is the evaluation of teaching speaking through describing picture strategy at the second grade of MTs Darul Ulum?	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 and correction.

C. Discussions

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

1. The goals of Describing Picture Strategy in Teaching Speaking at the second grade of MTs Darul Ulum Bondowoso.

The goal finding of teaching speaking through describing picture strategy at second grade students of Mts Darul Ulum Bondowoso such as;
 First, this strategy encouraged students' motivation and interest in speaking English. Second, it made it easier for students to describe things verbally. Third, it provided students with the opportunity to speak English. Based on the interview, it supports student to enjoy the english lesson using

descriptive picture, because during the lesson learning teacher will provide some picture as the media to attract student attention. This aligns with Dahar's assertion that the true goal of teaching is to impart knowledge in a manner that enhances students' intellectual abilities, stimulates their curiosity, and motivates their capabilities.⁸⁶ Bailey also noted that in speaking lessons, pictures and manipulatives can serve as motivation for conversation.⁸⁷

It also aligns with Arsyad's suggestion that each classroom should possess a collection of pictures. These pictures can be utilized not only to illustrate socio-cultural topics but also to provide interesting, meaningful, easy-to-prepare, and easy-to-organize teaching materials.⁸⁸ Lewis and Hill, as cited in Brogan, suggested that working in groups increases students' speaking time while reducing the teacher's speaking time. This approach provides students with more opportunities to speak.⁸⁹

The goals of teaching speaking through describing picture strategy at second grade students of Mts Darul Ulum Bondowoso from the finding and theory could be concluded that; Firstly, it facilitated students' ability to describe things verbally. Secondly, it provided students with opportunities to speak English. Third, increase student's vocabulary for daily practice.

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

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

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

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

2. The material Describing Picture Strategy in Teaching Speaking at the second grade of MTs Darul Ulum Bondowoso.

The material finding in teaching speaking through describing picture strategy at second grade students of Mts Darul Ulum Bondowoso were describing animals, simple present, adjectives and generic structure, it is relate with Faid Yahya and Fajar that describing picture is very useful to give contribution in teaching speaking and student is brave to speak. It was appropriate to the students and also suitable with the strategy used in this case was describing picture. The animals covered in the lesson included both pets and wild animals. Describing an animal entailed mentioning its physical characteristics depicted in the picture, such as the number of legs, color, body shape, size, etc. Additionally, students discussed the habitual characteristics of the animal shown in the picture, including its habitat, diet, and breeding habits. This approach aligns with Shravan Kumar's assertion that instructional materials should encourage interaction, achieved through activities involving real-life situations and conversational practice.⁹⁰ The students were able to ask for and provide information about animals in their daily lives by describing them using pictures.

The teacher utilized materials from both the students' textbooks and the Internet. This approach aligns with Richard and Renandya's assertion that teaching materials can take various forms, including printed materials,

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

non-printed materials, and those that combine both print and non-print sources.⁹¹ In this case, the teacher employed printed materials in the form of pictures of animals during the learning process. Using these pictures, the teacher prompted students to describe the animals based on their physical and habitual characteristics.

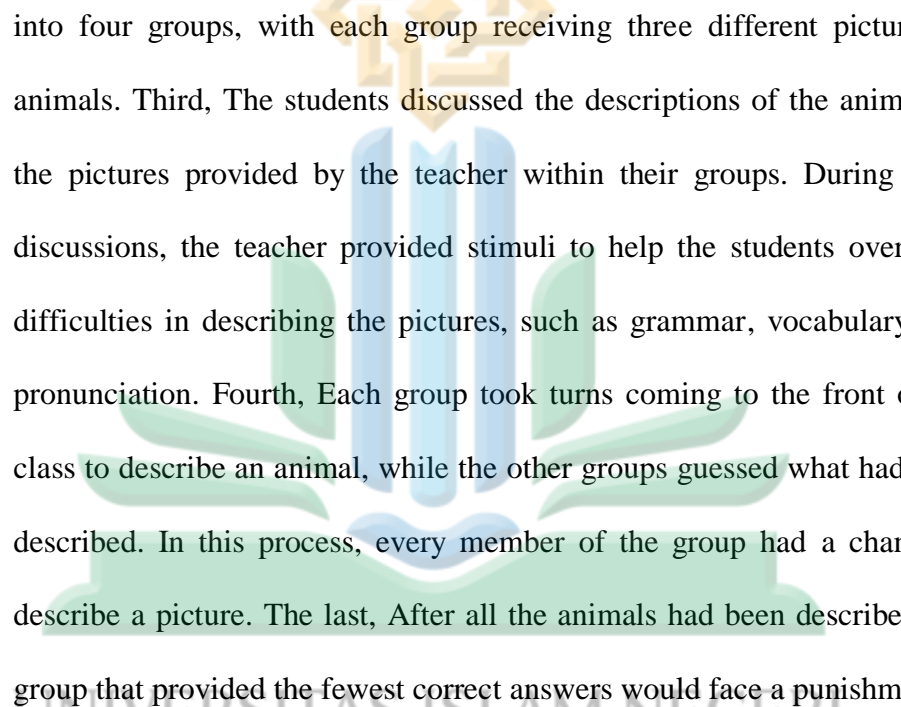
The material in implementing teaching speaking through describing picture strategy at second grade students of Mts Darul Ulum Bondowoso from the finding and theory could be concluded that the materials were about generic structure and adjectives in simple present were taught by the teacher and describing animals which includes pets and wild animals that could be useful in their real life. The purpose of describing animals was to mention both their physical characteristics and their habitual characteristics as depicted in the picture.

3. The procedure of Describing Picture Strategy in Teaching Speaking at the second grade of Mts Darul Ulum Bondowoso.

M Salahudin said that In the procedure of the picture description strategy, students are required to describe pictures in front of the class. Each student receives one picture and is tasked with describing it to their classmates.⁹² This is in accordance with procedure in finding, there was; first, The teacher displayed a picture of an animal and asked the students to describe its characteristics. Second, The teacher divided the students

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

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



into four groups, with each group receiving three different pictures of animals. Third, The students discussed the descriptions of the animals in the pictures provided by the teacher within their groups. During these discussions, the teacher provided stimuli to help the students overcome difficulties in describing the pictures, such as grammar, vocabulary, and pronunciation. Fourth, Each group took turns coming to the front of the class to describe an animal, while the other groups guessed what had been described. In this process, every member of the group had a chance to describe a picture. The last, After all the animals had been described, the group that provided the fewest correct answers would face a punishment.

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

The teacher prepares a picture related to the topic or material of the subject.

- a. The teacher asks students to examine the picture for accuracy.
- b. The teacher divides the students into groups.
- c. The teacher instructs all members of the groups to write down the vocabularies based on their examination of the picture (within a limited time).
- d. Each group then creates sentences and writes them on the blackboard.
- e. Subsequently, each group describes their picture.
- f. The teacher provides clarification, concludes the activity, and reflects

on the lesson.⁹³

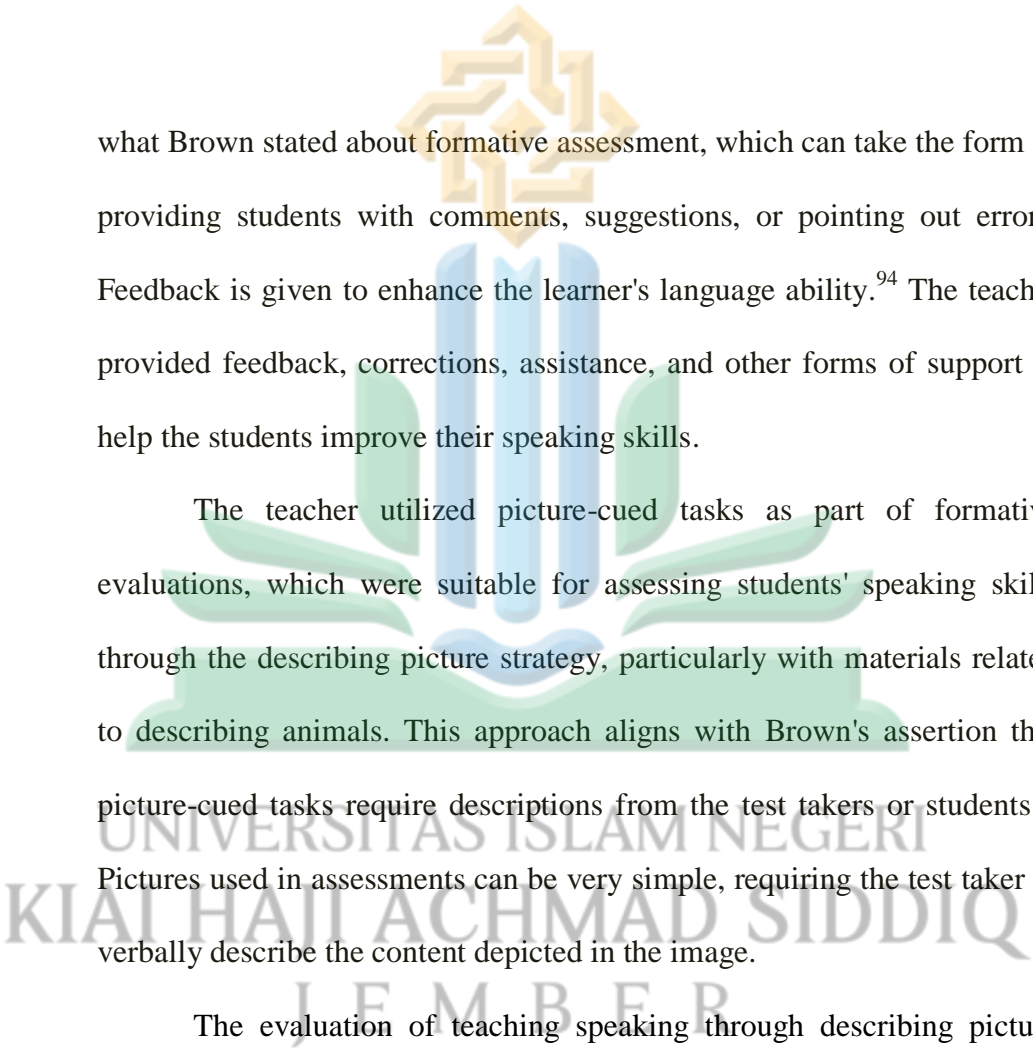
In this theory, there are different steps and types of pictures used in the teaching process.

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

4. The Evaluation of Describing Picture Strategy in Teaching Speaking at the Second Grade of MTs Darul Ulum Bondowoso.

The evaluation of implementing teaching speaking through describing picture strategy at second grade students of MTs Darul Ulum Bondowoso was a formative assessment with fill in the blank and asking students to describe the picture that they had given (picture-cued task) and giving feedback and correction to the students. This approach aligns with

⁹³ Ismail SM, *Strategi Pembelajaran Agama Islam Bebas Paikem*, (Semarang: Ra SAIL Media Group, 2008), 94



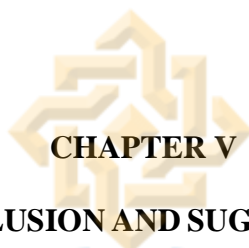
what Brown stated about formative assessment, which can take the form of providing students with comments, suggestions, or pointing out errors. Feedback is given to enhance the learner's language ability.⁹⁴ The teacher provided feedback, corrections, assistance, and other forms of support to help the students improve their speaking skills.

The teacher utilized picture-cued tasks as part of formative evaluations, which were suitable for assessing students' speaking skills through the describing picture strategy, particularly with materials related to describing animals. This approach aligns with Brown's assertion that picture-cued tasks require descriptions from the test takers or students.⁹⁵ Pictures used in assessments can be very simple, requiring the test taker to verbally describe the content depicted in the image.

The evaluation of teaching speaking through describing picture strategy at second grade students of Mts Darul Ulum Bondowoso Based on the findings and theory, the teacher assessed the students using formative assessment methods, which included providing feedback and corrections to the students. Additionally, the teacher asked the students.

⁹⁴ Douglas Brown, Language Assessment, 6

⁹⁵ Ibid., 151



CHAPTER V

CONCLUSION AND SUGGESTION

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

A. Conclusions

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

1. The goals in implementing describing picture strategy teaching speaking were; First, it made it easier for students to describe things orally. Second, it provided students with the opportunity to speak English. Third, increase student's vocabulary for daily practice.
2. The material in implementing describing picture strategy teaching speaking was describing animal including generic structure, adjective and simple present tense.
3. The procedure in describing picture strategy teaching speaking were; First, the teacher explained the material and showed a picture of an animal. Second, the teacher divided the class into four groups and instructed the students to discuss the description of the animal in the picture. Third, each member of the group described the animal, while the other groups guessed what had been described. Finally, the group with the fewest correct answers would face a punishment.
4. The evaluation in describing picture strategy in teaching speaking done by the teacher was formative assessment with fill in the blank and giving

feedback and corrections to the students. Additionally, the students were asked to describe what they had drawn as part of a picture-cued task.

B. Suggestion

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

1. Headmaster

It is recommended to provide support to teachers in creating learning materials and facilitating the learning process. This assistance can help ensure that the learning objectives set by the teacher are achieved optimally.

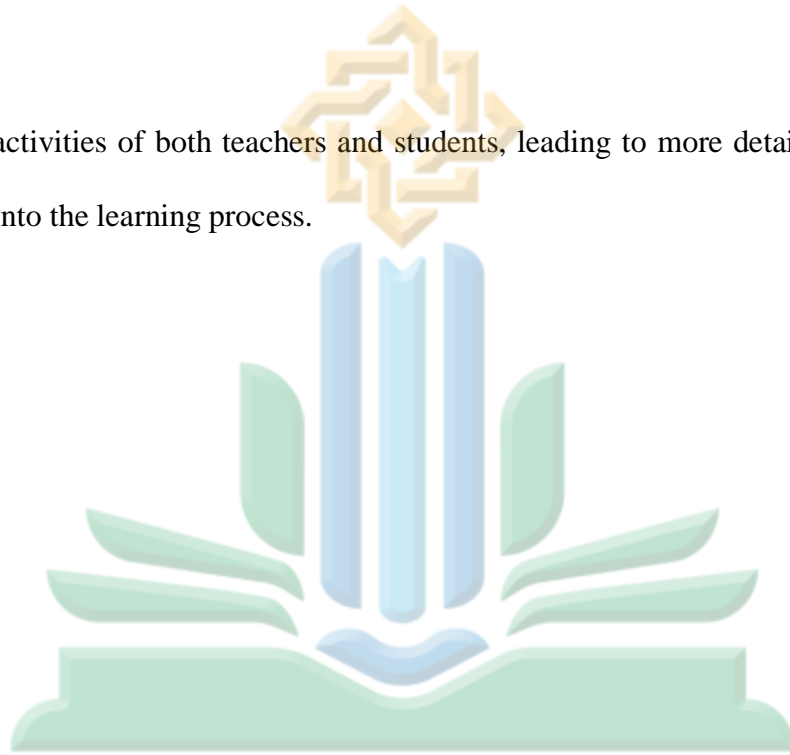
2. Teacher

The key consideration for teachers is to design teaching and learning activities effectively while meeting the needs of students to ensure successful teaching and learning outcomes. Teachers should be able to evaluate and reconsider the use of media in the learning process, taking into account factors such as the form, size, and durability of the media. This approach helps ensure that learning objectives are achieved optimally.

3. Other Researcher

Other researchers need to explore the development of students' speaking skills through the describing picture strategy. Experimental research could be conducted to assess the effectiveness of this strategy in teaching speaking. Such research aims to increase attention to the

activities of both teachers and students, leading to more detailed insights into the learning process.



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J E M B E R



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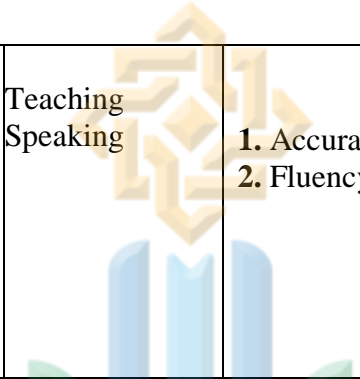
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APPENDIX I

RESEARCH MATRIX

TITLE	VARIABLE	INDICATOR	SOURCE	RESEARCH METHODS	RESEARCH QUESTIONS
The Implementation of Describing Picture Strategy In Teaching Speaking at the Second Grade of MTs Darul Ulum Bondowoso	Describing Picture Strategy	1. The goals of Describing Picture Strategy In Teaching Speaking 2. The material of Describing Picture Strategy In Teaching Speaking 3. The implementation of Describing Picture Strategy In Teaching Speaking 4. The evaluation of Describing Picture Strategy In Teaching Speaking	Primary data: 1. English Teacher 2. Students Secondary data: 1. Observation 2. Interview 3. Document Review	1. Approach and kinds of research: Qualitative 2. Data collection method : a. Observation b. Interview c. Document review 3. Data analysis technique: Descriptive qualitative 4. Data Validity: Technique triangulation	1. What are the goals of Describing Picture Strategy In Teaching Speaking at the second grade of MTs Darul Ulum Bondowoso? 2. What material in Describing Picture Strategy In Teaching Speaking at thesecond grade of MTs Darul Ulum Bondowoso? 3. How is The Implementation of Describing Picture Strategy in Teaching Speaking at the second grade of MTs

J E M B E R

	Teaching Speaking	 <ol style="list-style-type: none"> 1. Accuracy 2. Fluency 			<p>Darul Ulum Bondowoso?</p> <p>4. What is the evaluation of teaching speaking through describing picture strategy at the second grade of MTs Darul Ulum Bondowoso?</p>
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APPENDIX II**RESEARCH INSTRUMENT**

The interview's guide to English teacher

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

APPENDIX II**The interview's guide to students**

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



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
 Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-7015/In.20/3.a/PP.009/05/2023

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Darul Ulum

Tumpang Kecamatan Wonosari Kab. Bondowoso

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

NIM : T20176081

Nama : MOHAMMAD ABDUL WAHID

Semester : Dua Belas

Program Studi: TADRIS BAHASA INGGRIS

Untuk mengadakan Penelitian/Riset mengenai THE IMPLEMENTATION OF DESCRIBING PICTURE STRATEGY IN TEACHING SPEAKING At The Second Grade Of Mts Darul Ulum Bondowoso, selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Ibu Hosnol Hotimah S.Pd.I Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 7 Mei 2023

an. Dekan,

Wakil Dekan Bidang
Akademik,



KHOTIBUL UMAM



MADRASAH TSANAWIYAH SWASTA
DARUL ULUM
TUMPENG

e-mail : mtsdarululumtumpeng@ymail.com / mtsdarululumtumpeng@gmail.com

STATUS : TERAKREDITASI B

NSM : 121235110075

Alamat : Jln. Pondok Pesantren Darul Ulum Tumpeng Wonosari : 68282

SURAT KETERANGAN

Nomor : 122/MTs.DU/B3-A1/III/2023

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

Nama : Mohammad Abdul Wahid

NIM : T20176081

Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Jurusan : Tadris Bahasa Inggris

Telah melakukan penelitian skripsi yang berjudul **“The Implementation of Describing Picture Strategy in Speaking Skill Learning at the Second Grade of MTs Darul Ulum Bondowoso”** di MTs Darul Ulum Bondowoso selama kurang lebih satu bulan terhitung dari tanggal 10 Mei 2023 sampai dengan 12 Juni 2023.

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

Bondowoso, 20 Juni 2023

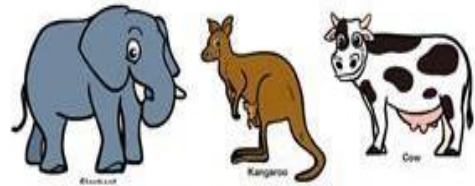
Kepala MTs Darul Ulum

Hosni Hotimah S.Pd.



describing animals

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



- mammal
- bird
- reptile
- amphibian
- it has four legs
- it has two legs
- it has no legs
- it has a lot of legs
- little
- medium size
- big
- tiny
- it lives all around the world
- it lives in the sea
- it lives in a farm
- it has a big nose
- it has a tail
- it has big/long ears
- it has short/long legs
- it barks
- it meows
- it eats meat
- it eats vegetables
- it is black
- it is green
- it is white and brown
- it is colourful

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 JEMBER







DATA TENAGA PENDIDIK DAN KEPENDIBIKAN
"MADRASAH TSANAWIYAH (MTs) DARUL ULUM"
 Alamat : Jl. PP. Darul Ulum Rt. 13 Rw. 05 Tumpeng WONOSARI - BONDOWOSO

NO	NAMA GURU	IDENTITAS/KEPENDIBIKAN	JABATAN PANGKAT & GOLONGAN	MATA PELAJARAN
1.	Hartatik, S.Pd.I Bibibondo, 28 September 1978	SK YAYASAN SK KANWIL NIPK NPK TMT 044534 PP.01/002018 : 03/01/2014 No.13.081/97/2011 : 20074801120033 : 1328244012 : 2004	KEPALA SEKOLAH Guru Mata Pelajaran	BAHASA INDONESIA SEJARAH KEBUDAYAAN ISLAM PENATA MUCA, Bk*
2.	Idharulhikmah, S.Pd.I Bondowoso, 9 Oktober 1984	SK KANWIL NIPK NPK TMT : : : : : : 2017	Guru Mata Pelajaran	ILMU PENGETAHUAN BODIAL
3.	Harmianto, S.Sos Bondowoso, 19 April 1987	SK KANWIL NIPK NPK TMT : : : : : : 015179090113043 : 2009	Kepala Tata Usaha Guru Mata Pelajaran	FIQH
4.	Maratul Azizah, S.Pd. Bondowoso, 28 Maret 1991	SK KANWIL NIPK NPK TMT : : : : : : 2058034919001 : 2014	Guru Mata Pelajaran	PRAKARYA SENI BUDAYA & KETERAMPILAN TK
5.	Siti Toyyibah, S.Pd. Bondowoso, 2 Juni 1998	SK KANWIL NIPK NPK TMT : : : : : : 2058034919001 : 2014	Bendahara Guru Mata Pelajaran	QUR'AN & HADITS BACA TULIS AL-QUR'AN
6.	Misbahul Efendi Bondowoso, 28 Juni 1995	SK KANWIL NIPK NPK TMT : : : : : : 2058034919001 : 2012	Guru Mata Pelajaran	PENJABRES
7.	Achmad Zairi, S.Pd.I Bumansari, 28 Februari 1989	SK KANWIL NIPK NPK TMT : : : : : : 1988787870120002 : 2009	Guru Mata Pelajaran	BAHASA ARAB
9.	Yusuf, S.Pd.I Bondowoso, 23 Juni 1992	SK KANWIL NIPK NPK TMT : : : : : : 2017	Guru Mata Pelajaran	BAHASA INDONESIA
10.	Nasrullah, S.Pd. Bondowoso, 22 Juni 1992	SK KANWIL NIPK NPK TMT : : : : : : 2017	Guru Mata Pelajaran	ILMU PENGETAHUAN ALAM
11.	Rahmah, S.Pd. Bondowoso, 22 Juni 1992	SK KANWIL NIPK NPK TMT : : : : : : 2017	Guru Mata Pelajaran	AQIDAH AKHLAQ
12.	Arifika, S.Pd. Bondowoso,	SK KANWIL NIPK NPK TMT : : : : : : 2016	Guru Mata Pelajaran	BAHASA INDONESIA
13.	Misbahul Anas Bondowoso,	SK KANWIL NIPK NPK TMT : : : : : : 2016	Guru Mata Pelajaran	FIQH
14.	Uswatun Hasanah Bondowoso, 2 Juni 1987	SK KANWIL NIPK NPK TMT : : : : : : 2017	Guru	MATEMATIKA
15.				

APPENDIX III



DOCUMENTATION



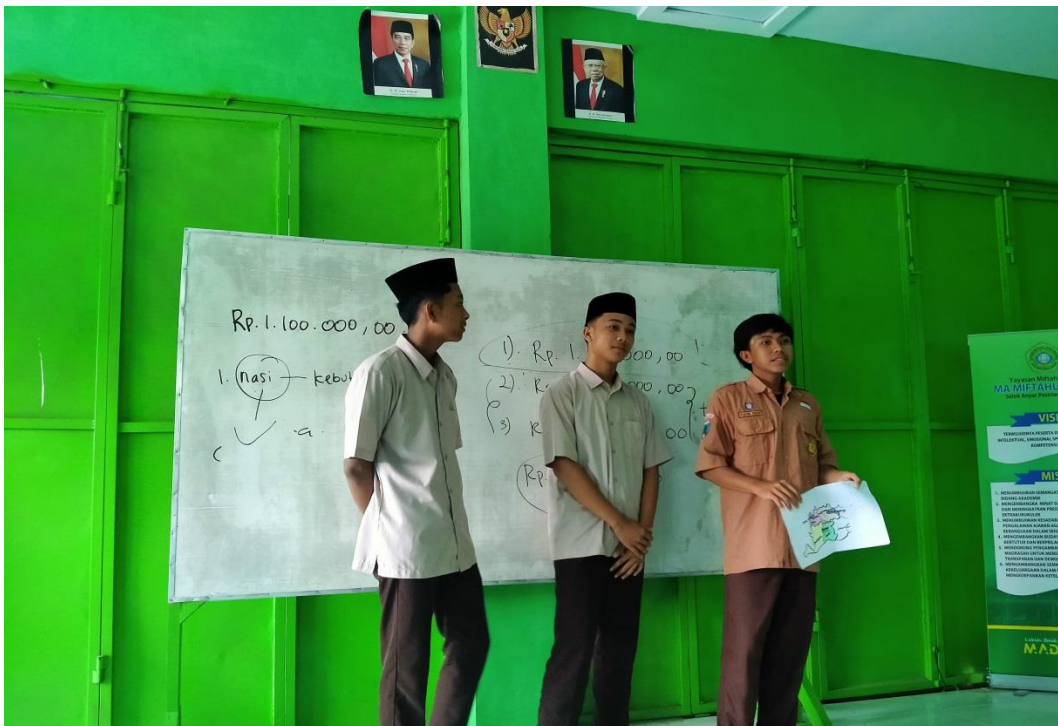
Interview with english teacher





Interview with students

J E M B E R





Make a Group

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J E M B E R



MADRASAH TSANAWIYAH SWASTA
DARUL ULUM
TUMPENG

e-mail : mtsarululumentumpeng@ymail.com / mtsarululumentumpeng@gmail.com

STATUS : TERAKREDITASI B

NSM : 121235110075

Alamat : Jln. Pondok Pesantren Darul Ulum Tumpeng Wonosari : 68282

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah : MTS DARUL ULUM BONDOWOSO
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Teks Deskriptif
Alokasi Waktu : 2 Jam Pelajaran @45 Menit

A. Kompetensi Inti

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

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

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

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

E. Strategi Pembelajaran

Strategi 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

H. Langkah-Langkah Pembelajaran

<p>1. Pertemuan Ke-1 (2 x 45 Menit)</p> <p style="text-align: center;">Kegiatan Pendahuluan (10 Menit)</p> <p>Guru:</p> <p>Orientasi</p> <ul style="list-style-type: none"> • Melakukan pembukaan dengan salam pembuka, memanjatkan <i>syukur</i> kepada Tuhan YME dan berdoa untuk memulai pembelajaran • Memeriksa kehadiran peserta didik sebagai sikap disiplin • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. <p>Aperpepsi</p> <ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya • Mengingat kembali materi prasyarat dengan bertanya. • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. <p>Motivasi</p> <ul style="list-style-type: none"> • Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari. • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung • Mengajukan pertanyaan <p>Pemberian Acuan</p> <ul style="list-style-type: none"> • Memberitahukan materi pelajaran yang akan dibahas pada pertemuan saat itu.

- Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah- langkah pembelajaran.

Kegiatan Inti (70 Menit)

Kegiatan Pembelajaran

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.

I. 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	Dani	75	75	50	75	275	68,75	C
2	

Keterangan :

BS : Bekerja Sama

JJ : Jujur

TJ : Tanggun Jawab

DS : Disiplin

Catatan :

- Aspek perilaku dinilai dengan kriteria:
 - 100 = Sangat Baik
 - 75 = Baik
 - 50 = Cukup
 - 25 = Kurang
- Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = $100 \times 4 = 400$
- Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = $275 : 4 = 68,75$
- 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)
- 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				
2	Ketika kami berdiskusi, setiap anggota mendapatkan kesempatan untuk berbicara.		50			
3	Saya ikut serta dalam membuat kesimpulan hasil diskusi kelompok.	50		250	62,50	C
4	...	100				

Catatan :

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

Penilaian Teman Sebaya

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

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

No	Pernyataan	Ya	Tidak	Jumlah Skor	Skor Sikap	Kode Nilai
1	Mau menerima pendapat teman.	100				
2	Memberikan solusi terhadap permasalahan.	100				
3	Memaksakan pendapat sendiri kepada anggota kelompok.		100	450	90,00	SB
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. Skor sikap = (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
		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	2	1
		Struktur teks yang digunakan tidak runtut		
3	Pilihan Kosakata	Sangat variatif dan tepat	5	4
		Variatif dan tepat	4	3
		Cukup variatif dan tepat	3	2
		Kurang variatif dan tepat	2	1
		Tidak variatif dan tepat		
	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	2	1
		Pilihan tata bahasa tidak tepat		

3. Penilaian Keterampilan

a. Penilaian Presentasi/Monolog

Nama peserta didik: __ Kelas: _

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

Keterangan:

Baik mendapat skor 2 Kurang baik mendapat skor 1

b. Rubrik untuk Penilaian Unjuk Kerja

AKTIVITAS	KRITERIA		
	TERBATAS	MEMUASKAN	MAHIR
Melakukan Observasi	Tidak jelas pelaksanaannya	Beberapa kegiatan jelas dan terperinci	Semua kegiatan jelas dan Terperinci
Role Play	Membaca script, kosakata terbatas, dan tidak lancar	Lancar dan kosakata dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan Sesuai
Simulasi	Fungsi social tidak tercapai, ungkapan dan unsur kebahasaan tidak tepat	Fungsi social kurang tercapai, ungkapan dan unsure kebahasaan kurang tepat	Fungsi social tercapai, ungkapan dan unsure kebahasaan Tepat

Presentasi	Tidak lancar, topik kurang jelas, dan tidak menggunakan slide presentasi	Lancar, topik jelas, dan menggunakan slide presentasi tetapi kurang menarik	Sangat lancar, topik jelas, menggunakan slide presentasi yang menarik
Melakukan Monolog	Membaca teks, fungsi social kurang tercapai, ungkapan dan unsur kebahasaan kurang tepat, serta tidak lancar	Kurang lancar, fungsi social tercapai, struktur dan unsure kebahasaan tepat dan kalimat berkembang, serta ada transisi	Lancar mencapai fungsi sosial, struktur lengkap dan unsur kebahasaan sesuai, kalimat berkembang, serta ada transisi

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	
		Hampir sempurna	5	4	
		Ada beberapa kesalahan, tetapi			

2	Intonasi (<i>intonation</i>)	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	

f

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



JURNAL KEGIATAN PENELITIAN

The Implementation of Describing Picture Strategi in Speaking Skill Learning at the Second of MTs Darul Ulum Bondowoso

No	Tanggal	Jenis Kegiatan	Tanda Tangan
1	10 Mei 2023	Menyerahkan surat penelitian dan meminta izin untuk melakukan penelitian	
2	22 Mei 2023	Observasi lokasi penelitian sekaligus meminta data tentang sejarah sekolah, profil sekolah, visi dan misi sekolah dan lain lain.	
3	24 Mei 2023	Melakukan observasi kegiatan pembelajaran di kelas	
4	29 Mei 2023	Melakukan interview dan meminta file rpp kepada guru bahasa inggris kelas VIII	
5	6 Juni 2023	Melakukan interview dengan siswa kelas VIII	
6	12 Juni 2023	Pengambilan Surat Penelitian	

Bondowoso, 20 Juni 2023

Kepala MTs Darul Ulum



Husniyatun Hafidmah S.Pd.I



DECLARATION OF AUTHENTICITY

I, the undersigned below :

Name : Mohammad Abdul Wahid
 Student's Number : T20176081
 Study Program : English Department
 Institution : UIN KHAS of Jember

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

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

Bondowoso, 21 juni 2023

I declared



Mohammad Abdul Wahid
 NIM. T20176081

BIODATA

Name : Mohammad Abdul Wahid
Date of birth : 28th of May 1998
Gender : Male
Age : 26
Address : Desa Jetis, Kec. Curahdami, Kab. Bondowoso
Religion : Islam
Nationality : Indonesian
Phone : 081332955414
Email : Wahidzaini49@gmail.com

EDUCATION DETAILS

2005-2010 : SDN Jetis 1
2010-2013 : MTsN 2 Bondowoso
2013-2016 : MAN Bondowoso
2017-2024 : English Education Department, UIN KHAS Jember