THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE STUDENTS' ENGLISH SPEAKING SKILL

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar/benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

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ABSTRACT

This study was designed due to a consideration that English speaking is a difficult subject to be mastered by young learners and using a right teaching strategy is important to improve their English speaking skill. The study explored the effect of using describing picture strategy on the students' improvement of English speaking at the second grade students of SMPN 2 Darul Imarah Garot, Aceh Besar and found out the students' problem in learning speaking using describing picture strategy. The study was conducted at SMPN 2 Darul Imarah Garot, Aceh Besar involving 21 students in second grade (class VIII-1). Using quantitative approach and a pre experimental research design, the study collected the data through pre-test, post-test, and questionnaires. The data analysis showed that t_{score} was 9.27 and t_{table} at significant level of $\alpha = 0.05$ was 1.725. Thus, the data can be stated that t_{score} was higher than t_{table} (9.27 >1.725). The data showed that alternative hypothesis (H_a) was accepted. This means that the use of describing picture strategy improves students' English speaking skill. In addition, based on the students' responses in questionnaire, they considered that describing picture is an effective and suitable strategy in teaching English speaking skill. This finding conform the previous research finding that describing picture can help students to improve students' English speaking skill. Nevertheless, there were some problems gained in using describing picture strategy. Many students could not apply grammar correctly when they speak by using the strategy. The students are difficult to understand English when their friends speak English using describing picture. They could not speak English fluently and concentrate in speaking English when the teacher used the strategy.

Keywords: Describing picture strategy, English, Speaking skill

CHAPTER I

INTRODUCTION

This chapter consists of five parts which involve background of study, research questions, research aim, hypothesis, and terminology.

A. Background of Study

Improving students' English speaking skill can be done through some teaching strategies, such as, cooperative activities, role play, creative task, drilling, and describing pictures. All of these strategies can help students to actively practice their English in the classroom. However, the students often find some difficulties in speaking English. The writer found that speaking English as a foreign language is a difficult subject to be mastered by young learners. There are some reasons why the subject is difficult for the students. They are ashamed and nervous to speak and take part in the conversation if the teacher asks them to speak. Therefore, teachers find difficulty to get students to talk in classroom activity.

Another reason is the students lack motivation to practice the second language, especially English in conversation. As a result, they do not want to try to speak English. Furthermore, they lack vocabulary to be revealed in English and do not know how to use appropriate grammar. Sometimes, students are not able to communicate in English although they have already learned the grammar. Moreover, the students are also afraid of making mistake when they practice

English speaking in front of class. They do not have confidence to express their ideas in English. In addition, the teacher spends much time on explaining the material instead of giving them opportunity to practice English speaking. For this reason, using particular technique in teaching English is necessary to encourage the students in order to be able to speak English well and become active in speaking class.

Many techniques can be applied to teach students' English speaking. Using interesting material, media, and technique in teaching English is the first thing that can motivate the students to learn English. One of the techniques is describing pictures. The writer chooses the describing pictures for this study because pictures are good visual aid in teaching learning in the classroom and considered effectively to engage the students' attention. According to Huebner (1990, p.37), "picture, one of the visual aids, is every type of pictorial presentation." Pictures can be designed and be used in teaching material in expressing personal identity text. The media will facilitate the capture student or teacher to master the material presented. Moreover, the students can practice their speaking fluently by using correct pronunciation in explaining the content of pictures in front of class.

The learning process truly depends on the teachers on how they guide the students and create the teaching learning process become comfortable. It can be applied through the use of pictures. In order to actualize an effective process of learning, the writer conducts a study to improve students' speaking. The use of describing picture strategy is one of the alternative techniques that can be used in

teaching speaking. It shows new ways that create the situation of learning process becomes alive. It is hoped that by using pictures, the teachers can motivate students to learn speaking and improve students' achievement and spirit in learning speaking.

There are some similar literatures with this study, but they have the differences focus from this research. First, the study was conducted by Kano and Fardyansyah (2015) to the seventh grade students. The participants in the research were 37 students. In the study, the writer used three kinds of instruments, namely observation, questionnaire, and test. The data of the study was collected quantitatively. The study tried to explain the students' speaking progress after implementing describing pictures in teaching speaking to the seventh grade students. The finding showed that describing pictures can motivate the students to learn English and it helps the teacher to make them interest and enjoy to learn especially speaking. It can also be used to stimulate the students' imagination and to motivate them in learning English, especially in speaking progress.

Second, the study was conducted by Asfa (2010) at the eighth grade students of SMP H. Isriati Semarang. The research methodology was an experimental research which was conducted in two classes; the experimental group and control group as the sample. In collecting the data, the writer used tests as the instrument of the study. The writer chose the cluster random sampling in determining the sample of the research. The study tried to investigate the effectiveness of using describing picture to improve students' speaking skill in

descriptive text. The result showed that describing picture was effective technique/method in improving students speaking skill.

Third, the study was conducted by Khamsiah (2016) at Grade VII-A SMPN 1 Tandun. The journal article is about improving students' speaking skill in expressing personal identity through picture media. The numbers of participant were 14 students. The study used Classroom Action Research as the research method. The instruments that were used by the writer are test, observation, and field note. Techniques of collecting the data of the study were quantitative and qualitative data. The result of the study showed that the research might not have the same result in every cycle. In this study, the picture media really help the students to increase their skill in speaking and it can be seen from the improvement of the students' value in expression personal identity.

Fourth, the study was conducted by Karsono (2013). The journal article explains about using picture in improving the speaking ability of the grade eight-A students of SMPN 1 Anggana. In this study, the numbers of the participant were 31 students. The study employed Classroom Action Research design. The instruments which was used by the writer were the tests of speaking achievement test, student's participation measurements, observation, interview, and questionnaire. The result showed that the use of pictures had succeeded to improve student's speaking ability and students' participation. The use of pictures could enhance students' speaking ability. Mostly, the students could improve their fluency, content, pronunciation, and grammar.

Fifth, the study was conducted by Wulandari (2012) at the second grade of SMAN 1 Kasihan. The study used Classroom Action Research as the research method. The data were collected through observing the English teaching-learning process, interviewing the students, and conducting the pre-test and post-test. The study tried to find out the use of pictures to improve the students' speaking ability of XI IS 2 of SMAN 1 Kasihan. The action of the study gave positive results. There are three positive results; first, the students were motivated and interested in involving the English lesson. Second, the students' fluency, pronunciation, accuracy and vocabulary were increase. Third, it was easy for the students to perform speaking by using picture.

This study has different research design, setting, and participant with the previous study. Most of the previous literatures conducted the research in junior high school, used Classroom Action Research design, quasi experimental design, qualitative approach such as observation, interview, and field note. Different from the previous studies, this study is pre-experimental research conducted at first grade of senior high school, use quantitative approach by performing two kind of tests; pre and post test.

In this study, the writer would like to find out how describing picture could help the teacher constructs the lively teaching learning process and could improve students' English speaking skill in senior high school.

B. Research Questions

The study formulates the research questions as follows:

a. What is the effect of using describing picture strategy on the students' improvement of English speaking at the second grade students of SMPN 2 Darul Imarah Garot, Aceh Besar?
b. What are the students' problems in learning speaking using describing picture strategy?

C. Research Objectives

Based on the above research questions, this research is aimed at:

a. Exploring the effect of using describing picture strategy on the students' improvement of English speaking at the second grade students of SMPN 2 Darul Imarah Garot, Aceh Besar
b. Finding out the students' problems in learning speaking using describing picture strategy.

D. Hypothesis

Based on the background of study, hypothesis of the research are as follows:

Ha : The use of describing picture strategy improves students' English speaking skill.

Ho : The use of describing picture strategy does not improve students' English speaking skill.

E. Terminology

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

1. Describing Picture Strategy

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. According to Solahudin (2009), describing picture is useful for training students' imagination and retell story in English speaking. In this activity, every student gets one picture and they have to describe it. The description is a genre which has social function to describe a particular person, place or thing. (Gerot and Wignell, 1994). Harmer (1991) points out that the teacher can stimulate the students to produce oral compositions by showing them a series of pictures, miming a story, or playing them a tape with a series of sounds. Therefore, describing picture in teaching learning process absolutely enables the students to achieve the lesson.

2. Improve

Improve means that make a profit, increase the value of; subsequently make greater in amount or degree (Stevenson, 2010). It has two meanings; achieve or produce something better than and develop or increase mental capacity by education or experience. In other words, it can be called as make or become better (Bull, 2008). In this study, the word “impove” is used to say that good speaking skill can be achieved and developed by using describing picture strategy. Many students master the fine points of English grammar but find themselves at a loss when it comes to actually having a conversation with native speakers. In reality, the only way to develop fluency in speaking is by huge amounts of listening, and then practicing. Listening is the foundation for speaking. When people want to practice their speaking skill, they must identify the way to do it.

There are a few tips for improving English speaking skill; find an English-speaking partner, make sure to listen as well as speak, record the conversation practice, involve any activities with the English language such as watching television and describing picture or something in English, practice with musics and movies, read aloud (a great way to practice speaking when there are no conversation partners available), and talk to yourself by saying your thoughts out loud or narrating your action (Hoge, 2017).

3. Students' English Speaking Skill

Brown (2004) defines speaking as productive skill that can be directly and observed empirically, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessary compromises the reliability and validity of an oral production test. Based on the statement the writer concluded that speaking is an activiy that involves two or more people in which the participants are both the listeners and the speakers have to act what they listen and make their contribution at high speed.

The writer pointed that speaking refers to the activity that involve the level of people skill to participate as the listener and speaker by using knowledge. In this study, students' speaking ability refer to the results of students' competency from two kinds of speaking assessment; pronunciation and fluency (Brown, 2004). The writer uses speaking rubric of Brown (2004) to assess students' speaking.

This study is restricted on describing picture strategy. This strategy is applied in teaching speaking. The writer gives some interesting and familiar pictures such as picture of tourist attractions and historic sites. By using this strategy, the writer wants to investigate the improvement of students' speaking after implementing the strategy and hope that the pictures can enhance students' speaking.

CHAPTER II

LITERATURE REVIEW

A. An Overview on Describing Picture Strategy

Describing picture is one of activities in learning speaking English. In this activity, every students gets one picture and they must decribe it in front class. According to Solahudin (2009), describing picture is useful for training students' imagination and retell story in speaking English. Harmer (1991) points out that the teacher can stimulate the students to produce oral compositions by showing them a series of pictures, miming a story, or playing them a tape with a series of sounds. In addition, Bailey (2005, p.37) states that, in a speaking lesson, pictures and "manipulables" can provide the motivation for talking. Speaking is productive skill. Therefore, pictures can be used to develop the skill.

Applying picture in teaching learning process absolutely enables the students to achieve the lesson. Pictures can be drawn by the teacher. It can be taken from magazine, newspaper, poster, brochure, or internet. The teacher must consider that pictures can engage the students' interest. As a teacher, we must have many sources that can stimulate the students to learn actively because developing and stimulating the students in learning process are the teacher's role. However, a picture is one of the resources that can help the students to stimulate their interest and motivation (Wright, 1989).

Picture can be used as a stimulus for a creative activity because it is a real object which is very helpful for teaching the meaning of some words or for

stimulating the students' activity especially in conversation class. The real object of picture has a good starting point for the students in practicing the language. Moreover, it brings a variety of communication activities. The use of pictures should be appropriate with the students' level and it is visible by the students (Harmer, 2007).

Picture is one of the visual aids that can be used to support and help students for comprehending the lesson explained by teacher in teaching speaking and writing. As part of visual aids, picture has many function in teaching learning process. For example, a number of experts propose their opinions and ideas related to the picture. Evison (1992) said that a picture is the description of what something looks like. Picture is representation of something such as person or scene. They are also common in everyday life.

Picture can also be the important key in communicative and interactive classroom. According to Hamalik (1988), pictures are the effective visual media that are very important and easy. They can fasilitate students to catch the ideas clearly. Wright (2006) additionally states that pictures can stimulate and provide information to be referred to in conversation and discussion as in storytelling. Moreover, Burn (1975, p.11) states that pictures will help us to initiate a new topic or catch student's interest as they look and talk about them.

Based on the opinion of the experts, the writer concludes that picture is a tool to create an interesting teaching learning process because it can present the real situation. The students can imagine the abstract to the situation illustrated on the picture. As a consequence, it makes students enjoy to learn English. They will

be easy to speak when they see the pictures. The writer hopes that picture can help them to catch ideas in speaking English. The writer will create the attractive activity and make students to enjoy learning in the class.

B. Types of Picture

There are several kinds of picture. According to Szkyke (1981, p.45), there are two kinds of pictures that are useful in teaching learning process as teaching aids; pictures of individual and situational pictures.

1. Pictures of individual
    a. Pictures of individual person or things may be used, mainly at the elementary level, to introduce or test vocabulary items.
    b. Portraits, which are pictures that show a person in close detail, are useful for intermediate and advance learners. The students can be asked questions about the age and proportion of the person, whether she/he is married, her/his interest and traits of character. The pictures have enough cues, so that the students can figure out the meaning of a new word and sentence structure. The students understand and retain the meaning of a word better when they have seen or have touched some objects associated with it (Szkyke, 1981, p.45).
2. Situational Pictures
    a. Situational pictures that show or suggest relationships between objects and or people can be good teaching for introducing, practicing or reviewing grammatical structures, from the simples the most complex

b. Situational pictures with striking details or strong points of interest are particularly useful. Such pictures can be found in various magazines and daily newspaper. They arouse interest and release imagination and entry, which is a hard thing to do in a language class (Szkyke, 1981, p.45).

In different sense, Harmer (2001) divides picture into five types:

1. Flashcard

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

2. Large wall picture

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

3. Cue card

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

4. Photograph or illustration

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

5. Projected slide

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

Mackey (1996) divides three types of pictures. He focused on language-teaching pictures.

1. Thematic Picture

   Thematic pictures are those used simply to illustrate a theme of a text. Their use in getting meaning across can only be incidental to their function as illustration. Thematic structure most often comes in the form of crowded scene, illustrating a single theme such as a teacher teaches in a classroom, a family leaves for vacation, etc.

2. Mnemonic Picture

   Mnemonic pictures are those designed to remind the learner of certain word or sentences. They may be pictures of thing or situation, presented simultaneously with sentences about these situations, and used later to remind the learner of these sentences.

3. Semantic Picture

   Semantic pictures are the pictures that have function only to teach meaning or give a specific meaning. They may be pictures of single thing or plural thing.

All those types mentioned above are possible to be used in classroom teaching-learning process. The picture can be chosen based on its function in understanding teaching material.

C. The Criteria of Good Pictures

To make the use of picture effective in class, and to make teaching and learning process become optimal, the teacher needs to know criteria in choosing and using pictures as visual aids in teaching language. There are some criteria that should be considered by the teachers.

Finocchiaro (1996, p.137) said that there are four criteria that guide the teachers in choosing pictures in teaching;

1. Pictures should be large enough to be seen by all students.
2. The pictures of individual objects or people should be as simple as possible.
3. Some of them should contain color for later use when adjectives of color are presented.
4. The pictures should have no captions.

Wright (2004) also stated when the English teachers use or choose the pictures, they have to consider some criteria as a consideration in using picture in teaching and learning process; there are five criteria in choosing picture in the teaching and learning process, such as:

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

From the description above, it can be seen that when the teachers want to use pictures in their teaching learning activity, the pictures should be large enough to be seen, should be as simple as possible, contain color for using adjective of color, and should have no captions. Picture also has to be easy to prepare and organized, interesting for the students, has to be authentic and meaningful to the activity, and should give rise to a sufficient amount of language. Last but not least, there are some points for the teachers who will select and use pictures in their teaching process; choosing the picture that suitable with the grammatical structure and vocabulary items, considering the size and clarity of the picture, and choosing pictures that appeal to the eyes and have the entertainment value.

D. Function of Using Picture in Language Learning

Teacher is the most important actor in teaching learning, especially in English subject. He or she must have an ability to make an interesting class. For this reason, using various learning sources and methods are important.

Picture is one of teaching medias for a teacher in creating an enjoyable learning classroom. It is one of the ways to explain a real situation and is very simple visual aids that can be picked up from the newspaper, magazine, internet, book, etc.

In teaching speaking skills, there are several principles that should be considered by the teacher. One of the important principles is to provide something for learners that will encourage or stimulate them to talk such as offer visual stimuli in the form of a picture series were used in teaching speaking. Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also to give interesting circumstance, easy to prepare, and easy to organize (Arsyad, 2009).

E. The Advantages and Disadvantages in Using Picture

1. The Advantages

A picture is an excellent media to create the exciting and alive teaching learning process. They provide variety of fun and games, furthermore, it may offer parallel opportunities both for teacher-students and students' interaction.

Gerlach and Elly (1980, p.277) stated that the benefit of using picture as Follows:

a. Pictures are inexpensive and widely available.

   The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.

b. Pictures provide common experiences for an entire group of students.

   It means by using picture, teacher can involve all of students in his or her class.

c. Pictures can help prevent misunderstanding.

   It means by using pictures, teacher can explain the new vocabularies to his or her students easily. Therefore, it prevents misunderstanding between students' perception and teachers' perception.

d. Pictures help the students to focus attention to the subject and make students active.

Picture also can be used for presenting the meaning of word in order to make the students get the meaning easily, picture will make work more appealing or interesting, for the student especially, picture can make them predict what the next lesson and the last picture can stimulate the questions for the students to discuss. Celce-Murcia & Hilles (1998) also highlighted some advantage of using picture, "interesting or entertaining picture motivate student to respond in ways that more routine teaching aids, such as textbook or a sentence on the board, cannot." The statement showed that the using of textbook or a board and chalk for the teachers are common aids which can make the students sometimes feel bored. Therefore, using different aids, such as picture, is able to make the students enthusiastic and to motivate them in teaching and learning process.

Pictures also add variety and maintain a high level of learners' interest. In addition, she also stated that, "picture can be used in various ways to enhance learning and practice, such as work in pairs or groups." They enable students to do activities that encourage them to be more active and courageous in learning grammar by pairing or group working. Moreover, Finocchiaro (1996) stated that "pictures can also be used to play games, to illustrate stories, and to do numerous other activities which will certainly occur to you as you use them". It is clear that picture can be used in playing games, to enhance story and other activities such as to assist teacher in presentation or to exercise.

According to Harmer (1998, p.182) stated that, "even in increasingly technological age, there is still a good value to be had from pictures of all shapes and size. Language teachers can use pictures as medium for controlled language work as an alternative to holding up objects". It clearly shows that the use of pictures from all sizes and shapes can be used as an alternative to show representation or real objects in class. For example, if the teacher wants to show an elephant to the students, it is impossible to bring it in class. We can use the picture as an alternative way to bring representation of an elephant.

From this statement, it shows that the use of pictures can add interest of students in learning English and they are simple and more realistic than the object of students' imagination. Furthermore, in teaching and learning English, picture can play an important role because it has a lot of contribution. Specifically, Wright (2004) stated that the pictures contribute to students' interests and

motivation, a sense of the context of the language, and a specific reference point or stimulus.

In conclusion, picture provides some advantages for teaching and learning process. One of them is it can attract the students' motivation and interest to respond the teacher explanation in teaching and learning process. Besides the teacher can use picture in various ways such as pair work or group, it enables students to be more active and communicative with their pairs or groups.

2. The Disadvantages

Pictures not only have advantages in some cases, but they also have several disadvantages as media in teaching learning process. One of the disadvantages is unclear pictures will make the students misunderstand of what the picture describe. "Pictures provide a great deal of information at a glance, but when used to illustrate the meaning of a particular expression, they can mislead" (Lado, 2003, p.194). For example, the picture of trumpet with cross sign around the mosque that means the vehicle are not allowed to produce a sound, many children still do not know the meaning of this picture.

Sudjana & Rivai (2001, p.75) had given some points that if the pictures are too small, they are difficult to see. Thus, the students' attention and interest will lose. It means, it is bad if the teacher shows the small pictures to the students in front of the classroom. Every student will compete to see and make noisy. Obviously, the student will not give their attention anymore. However, small picture still can be used in pair or small group.

There are also other disadvantages of using picture in teaching and learning process, such as;

a. Students pay attention on the picture more than on learned material.
b. It takes time and costs much to provide attractive picture.
c. Small and unclear pictures may cause problem in the teaching learning process since the students may misunderstand about the picture.

Based on the points above, because of picture, students cannot pay attention to the material that must be an important thing to learn instead of the picture that will make them pay more attention. Besides, the use of picture as medium of teaching learning activities needs a lot of time and costs. And the last, size of picture is important because small and unclear pictures are not suitable for big group students. It can cause problem since the students do not understand about the picture. In addition, Sadiman (2007) gave another opinion about some disadvantages of pictures as follows:

a. The pictures only focus at the sight perception.
b. The pictures that are too complex are ineffective in teaching learning process. Students do not know how to read the pictures.
c. The small picture is not suitable for the big group.

According to Sadiman (2007), the students sometimes do not understand of what the pictures describe about. It is because pictures are too complex. Moreover, The lack of color in some pictures will also restrict proper interpretation. Students do not always know how to read the pictures. Those

reasons above can make misunderstanding. Therefore, to avoid this problem and to make the use of pictures to be effective, the teacher should use clear, simple, and big pictures to the students in order to make teaching and learning process more attractive.

F. The Procedures of Describing Picture

Describing picture is a method that is very easy to play. Study can be maximum if the students use the five senses, because they can be attractive to express something with their five senses. The five senses used by the students in describing picture; they used eyes to saw the picture, used ears to listen what their partner said, used mouth to describe the picture. Therefore, the writer hopes with using describing picture, students more active in the class and improve their speaking skill. There are steps of application in describing picture according to Ismail (2008) 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
5. Then, every group make sentences and writes on the black board.
6. After that, every group describes their picture by speaking in front of the class.

7. Clarification/ conclusion/ teacher reflection.

To be success in teaching by using describing picture strategy, some preparations and procedure are needed to give regulations to the students, so that the students can understand the activity's rule. Preparations and procedures that are used in describing picture as follows:

1. Preparation

The writer must prepare material that is used in describing picture strategy. The preparations are: select the material from magazines, internet, books, any pictures which show a number of different objects, the objects should be clear in shape. It is amusing if the objects are bizarre in some ways (Wright, 1983).

2. Procedures

There are some procedures of describing picture to teach speaking especially in descriptive text, they are:

a. Let the class work in pairs.
b. Give each pair two different pictures. Tell them not to look at each other picture.
c. Ask A to describe his or her picture, and ask B to draw it. Ask B to do the same as what A does after B has finished drawing.
d. Ask them to compare their picture with the original (Wright, 1983).

These preparations and procedures of describing picture can create students being more active and there is no bored in the class. Based on the preparation and procedures, describing picture is one of the useful and successful strategy for improving students' speaking.

G. Definition of Speaking Skill

There are several resources that explain and clarify the definition of speaking. Brown (1994) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking consists of producing systematic verbal utterances to convey meaning (Nunan, 1999). It means that speaking is a productive skill that requires the speakers to produce words or sentences with particular meaning that can be received and comprehended by the listeners.

Furthermore, Chaney and Burke (1998, p.13) said "speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts". Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language (Nunan & Guralnik, 1995). According to Thornbury (2005), Speaking is so much a part of daily life that people take it for

granted. The average person produces tens of thousands of words a day although some peoples such as auctioneers or politicians may produce even more than that.

Finnochiro and Bonomono (1987, p.109) state that the speakers must think of the idea wished to express. They must change the position of the tongue in order to articulate the appropriate sound. They must consciously be aware of the grammatical, lexical and cultural needed to express the ideas. Speakers must be sensitive to any changes in register or style necessitated by the people whom speak on the situation in which the conversation is taking place.

In speaking, the ability to compose the sentence is highly needed because oral communication takes place when someone writes a sentence. According to Morris (1980, p.24), speaking serves as a natural means of communication among member of a community, both for expression of thought and as a form of social behavior. Widdowson (1987, p.56) states that communication through speaking is commonly performed face to face and occurs as a part of dialogue or other forms of verbal exchange. He also added that speaking is a productive skill that makes the knowledge of language complex mental and physical aspect of the speaker when they produce sentences.

Based on the previous definitions of speaking, the writer concludes that speaking is a process of conveying meaning, the way to carry out our feeling through words and conversation to other people in various contexts. Moreover, Speaking ability can be defined as the ability to use words in essential normal communication situation and signal system of pronunciation, stress, intonation, grammatical, and vocabulary of foreign language at normal rate of delivery for

native speaker of the language. Speaking also used to communicate as by talking, to make a request, to make a speech. To be a good speaker, a person should master several aspects of speaking. Some of the aspects are fluency, accuracy and comprehensibility. Therefore, the writer composes an operational definition of speaking skills for this study as the skills to build and share meaning with other people fluently, accurately, and comprehensibly.

H. Teaching Speaking

Speaking is an oral expression that involves not only to the use of right patterns of rhythm and intonation but also to the right order to convey the right meaning. One of the basic problems in foreign language teaching is preparing the students to be able to use English. Preparing and considering the objective of the lesson to get successful learning is needed by the teacher. It is also necessary to know a certain amount of grammar and vocabulary in order to be able to speak English, (Bygate, 1987).

Teaching speaking is needed by the students. It can stimulate students' motivation in learning English. The principles for teaching speaking are depending on the objective, focusing on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, giving the students opportunities to initiate oral communication, and encouraging the development of speaking strategies, (Brown, 2007).

Speaking is an interactive task and it happens under real time processing constraints. It means that students will be able to use words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended, (Harmer, 2001). One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Speaking activities provide exercise opportunities in real life speaking in the safety classroom.

I. The Roles of the Teacher in Speaking Class

Speaking is a means to communicate with other people; it can be done in monologues or dialogues. As a result, the role of speaking in human life is too important because human can not live normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is too difficult for the teacher to make them speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. Therefore, the teacher has important role in encouraging students to speak. The role of teacher in the classroom can affect the success of teaching and learning process. According to Diane in Irtatik (2009), the teacher facilitates communication in the classroom.

In this role, one of the major responsibilities is to establish situations likely to promote communication. Teachers should play such of different roles in teaching speaking. Harmer (2001) states the roles as follow:

1. Prompter

   Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However, the teacher may be able to see the activity progress by offering discrete suggestion.

2. Participant

   Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students' engagement, and generally maintain creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.

3. Feedback provider

   When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.

J. Models of Teaching Speaking

People learn English language to try speaking English. Usually, failure of learning speaking caused by boring situation in the class, unattractive, less fun and silent in the class. There are many models of learning speaking. According to Solahudin (2009), there are some models of learning speaking as follows:

1. Main class and study club

It is better for meeting with the teacher in the class twice a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students' advisor in the class. The teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning. It held to repeat the material study in the class by senior. Because the senior is not teacher, the students enjoy making questions and practices speaking with the senior. Activities in the study club are not different with main class, because the reason of study is to explain learning material.

2. Conversation on the way

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activity. Therefore, the students feel clear, attractive, and comfortable conversation.

3. Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking's program only talking about easy topic. Because the purpose of the discussion is to train the students for speaking English clearly.

4. Describing picture

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

In this study, the writer chooses the last model offered by Solahudin (2009). The writer thinks that describing picture is suitable to improve students' speaking skill in descriptive text because he purposes of these activities are to train students' imagination and describe something in English speaking.

Usually, students cannot speak fluently because speaking is difficult and they have no idea to be expressed. The writer hopes that using picture facilitates the student to speak English easily. In this case, the writer will create attractive activity and make students enjoy learning in the classroom.

K. The Components of Speaking

Speaking skill can be described as the ability of people to express their ideas and feeling in spoken language. Speaking has several components. The components are as follows (Harris, 1979, pp.81- 82):

1. Grammar

English grammar is different from Indonesian grammar. English has many tenses which are not found in Indonesian grammar. Therefore, in speaking one should master and know exactly grammar if they want to talk smoothly. If the speaker makes mistakes grammatically when communicating with other people, it can make the listener misunderstand what the speaker says. Grammar is how to combine words to be a good sentence (Hornby, 1987, p.375). Because grammar is one of the components of speaking, the listener's ability to understand what the speaker says is in part determined by his grammar mastery. According to Brown (2001), grammar is the system of rules governing to conventional arrangement and relationship of word in a sentence.

Cross (1991) mentions that grammar is the body of rules which underlie a language. Furthermore, Thornbury (1999) states that grammar is the description of the rules that governs how language sentence are formed. Hall (1993) says that grammar is description of certain organizing aspect of particular language. It usually includes phonological (sound), morphological (word composition), and syntactic (sentence composition) points. In short, structure or grammar is very important part in speaking.

2. Vocabulary

when we want to say something, one thing that should be mastered and known is word. If we have many vocabularies, it can help us to express our ideas and combine sentences into other sentences. Finocchiaro (1981, p.16) says that at the beginning level, we should concentrate on the function words and more frequently used vocabulary items, which are needed to give practice structures and sound of the language. At the beginning level, it should be given to the vocabulary that is intimately related to the environment and experiences of the students. She also says that vocabulary is practiced and aimed at providing with opportunities to interest with one another and teacher as " natural" situation as possible to get more extensive vocabulary. The English students are expected to read English books as frequent as possible. By reading they will find new words. In addition,

the new words can be looked up in the dictionary. As a result, they can use the words in practicing speaking English.

3. Pronunciation

In speaking, we should master pronunciation because it will influence the meaning of words. Hornby (1987, p.497) states that pronunciation is the way in which a language is spoken, person's way of speaks a language, a way in which a word is pronounced. According to morris (1980, p.58), the goal of learning English is to make the learners understand how to speak and understand the sentence. The learners must know how to pronounce the language appropriately. There are several reasons why we must master pronunciation well in learning English. They are as follows:

a. English has differences in writing and pronunciation. In English, the pronunciation of word is not similar with written text and each of the words that is pronounced has different meaning. If we are wrong in pronouncing the words, the meaning will be different and make the learner difficult to understand.
b. Intonation in English can change the kinds of word. It is separated one by one, it will show the other meaning. It means that if the intonation cannot spell correctly, the meaning of the sentence will confuse and change the meaning.

From the explanation above we can see that good pronunciation is an important thing in mastering speaking because pronunciation can influence the

meaning of the words. If she/he does not speak appropriate pronunciation, the listener cannot understand her/his say.

4. Fluency

According to Harris (1979, p.81), fluency is the case and speed of the flow of speech. It means that it exerts a significant influence of the communication between the speaker and listener. If the speaker speaks with great difficulty, the listener does not understand and perhaps give irrelevant response to what the speaker says.

Concerning to the definition above, the important thing in speaking class is to ask the students to speak and the teacher gives correction whether the students can master or not the subject in speaking class. Therefore, the teacher tries to give the strategy by using describing pictures.

L. The Types of Speaking

In general, there are two forms of language; formal and informal language. In English speaking, people use formal speech with people of higher status, and informal speech with family and friends. Moreover, Posner (1982, pp.105-110) categorizes speaking into three types:

1. Active dialogue

Active dialogue is a type of dialogue that is not one side and both participant utter only direct comment. An active dialogue allows all interlocutors great freedom in the selection of topic. It enables everybody to give the discussion a new turn without interrupting the train of thought.

2. Reactive dialogue

Reactive dialogue is a type of dialogue that is one side and the commentator utters only direct comment. At each moment in the dialogue he regards as relevant whatever his informant makes appear relevant.

3. The Direct Dialogue

Direct dialogue is a type of dialogue that is not one side and all participants use only direct comment in taking point of view. In direct dialogue, each interlocutor refers to the main information contributed by his predecessor. Therefore, there is no collision of communicative interest in direct dialogue, and everyone is in the framework of point of view and develops a common topic further.

Based on the explanation of the type of speaking above, the writer concludes that all of the types are used in daily speaking commonly such as formal and informal speaking. In this study, the writer uses active and direct dialogue as the type of speaking because the dialogues is not one side dialogue.

They allow all interlocutors to give discussion without interrupting the train of thought and communicative interest such applied in describing picture strategy. Next chapter will discuss the methodology of this thesis.

CHAPTER III

RESEARCH METHOD

This chapter explains about the description of the steps that is taken to conduct this study. They are: (A) Research Design, (B) Setting of Research, (C) Population and Sample, (D) Techniques of Data Collection, (E) Procedures of Experimental Teaching, (F) Techniques of Data Analysis.

A. Research Design

Research method deals with how the research questions proposed in the first chapter are processed with a particular method. Cohen, Manion, & Morrison (2007) stated that method is approaches used in educational research to gather data that are to be used as a basis for inference and interpretation, for explanation and prediction. It means that method is the way used to discuss and examine the problem.

In this study, the writer applied experimental teaching. The type of experimental teaching was pre-experimental which employed the pre-test and post-test in one class. The tests involved a group of students in the experimental. The experimental group was given the special treatment by using describing picture strategy in teaching speaking skill. The study involved the independent and dependent variable. The independent variable is the treatment consisting of one category. It was the treatment by implementing the strategy of describing

picture in the experimental class. Meanwhile, the dependent variable is students' speaking skill. The table shows the design of the study, as follow:

Table 3.1

The Design of The Research

Group	Independent Variable	Dependent Variable
Experimental Class	Describing Picture Strategy	Students' Speaking skill

The data were expanded from tests (pre-test and post-test) and experimental teaching. The data were analyzed quantitatively. According to Mackey and Gass (2005, p.137), "quantitative research can be conceptually divided into two types; associational and experimental." Experimental research method is a type of research that attempts to influence a particular variable (Frankel and Wallen, 2001). In this study, the writer looks at the effect of independent variable on dependent variable. The study planned to conduct teaching activity for six meetings. After conducting the treatments in six meetings, the writer could interpret the data by comparing the score in pre and post-test. The data can show whether the treatment made a difference or not.

B. Setting of Research

1. Place of the Research

The study was conducted at SMPN 2 Darul Imarah that is located in Garot, Aceh Besar. The study was carried out in the second grade students that consisted of 21 students.

2. Time of Research

The study was conducted in the second semester students of the academic year of 2017/2018 starting from April 10th to May 7rd 2018. There were six meetings for conducting the study. The writer accomplished the study twice in a week. It was conducted on Tuesday and Thursday for 120 minutes in each meetings. They were started from 12.05 pm to 1.25 pm.

C. Population and Sample

1. Population

The population of this study was all students of the second grade in SMPN 2 Darul Imarah, Aceh Besar. Population is defined as a set or collection of all elements processing one or more attributes of interest (Arikunto, 2002, p.102). The number of population was 69 students. They were divided into three classes.

1. Sample

The writer took one class of the second grade students at SMPN 2 Darul Imarah, Aceh Besar as the sample. It was Class VIII-I consisted of 21 students. The sampling of the study is taken based on the statement from Arikunto (2002) stated that if the sample is less than 100, then it is taken at all. If the sample is greater than 100, then it can be taken among 10-15% or 20-25%. Consequently, the writer took 21 sample in the study. The sample of the study was not random sampling but the writer used intact classes. Spatz (2005, p.144) stated, “random

sample is subset of population chosen so that all samples of the specified size have an equal probability of being selected." According to Mackey and Gass (2005, p.142) "intact classes are commonly and often by necessity used in research for the sake of convenience." Therefore, the sample of this study used intact classes. The sample was only one class. The class was treated as experimental group. There was no control group because the writer used pre-experimental research in the study that compared the students' score in pre-test (before conducting the treatment) and post-test (after conducting the treatment).

The students who were in the experimental class were given treatment by using describing picture strategy for six meetings. Muijs (2004, p.11) said that for the experimental group, the design is started by giving the students pre-test. After the pre-test, the design continued with treatment and ended with a post-test. In this study, the writer used some interesting pictures in describing picture strategy, such as picture of Aceh Tsunami Museum, Sultan Iskandar Muda International Airport, *Taman Sari*, *Baiturrahman* Grand Mosque, *Pasar Atjeh*, and *Kapal Apung*.

D. Techniques of Data Collection

In collecting the data, the writer used some appropriate techniques. Those were tests and questionnaire.

1. Tests

There were two kinds of tests used in this study namely pre-test and post-test. The pre-test was conducted before the experimental teaching to measure the

students' achievement before using describing picture strategy. Whereas, the post-test was given after the experimental teaching to evaluate whether the strategy improved students' mastery in learning or not. In collecting the data by using pre-test and post-test, the writer asked the students to describe orally the pictures which is given by the writer. The students' speaking will be scored by using the speaking rubric of Brown (2004).

2. Questionnaire

The questionnaire is given to the students at the end of experimental teaching. It consists of 25 questions. The purpose of the questionnaire is to find out students' problems in learning speaking using describing picture strategy and to investigate the students' opinion about describing picture strategy that is applied for improving students' English speaking skill.

E. Procedures of Experimental Teaching

The writer did experimental teaching during the research. It was used to investigate to what extent the students' speaking improve by using describing picture strategy. Schutt (2006) said that experimental research is the best way in answering the effects of a treatment. Consequently, the writer used experimental teaching to answer the research questions in chapter one. This research was conducted on the second grade students at SMPN 2 Darul Imarah, Aceh Besar. The writer conducts experimental teaching for six meetings and taught students about speaking English by using describing picture strategy. The procedures of the meetings are as follows:

1. **First Meeting**

   In the first meeting, the writer conducted a pre-test by asking the students to speak in front of the classroom based on particular topic provided by the writer without describing picture strategy. The topic which is given by the writer is telling about *Rumoh* Aceh.

2. **Second Meeting**

   The writer started to describing picture strategy in this meeting. The writer asked students to work in group. The writer divided the students into five groups and gave one similar picture for each group. The picture is *Baiturrahman* Grand Mosque. Each group is asked for describing the picture given by the writer in front of the classroom. All members group must involve themselves in speaking. Before conducting the presentation, the writer informed the students about the aspects or categories which are assessed in speaking. During they speak, the writer assessed students' speaking skill based on speaking rubric of Brown (2004). After all groups finished their presentation, the writer asked the students to give comment to other groups. Then, the writer gave feedback or comment for all groups.

3. **Third Meeting**

   In this meeting, the writer required the students to work individually. The writer showed them a picture to be described. It is the picture of

Pasar Atjeh. The writer offered the time to the students approximately 10 minute for preparing the description of *Pasar Atjeh*. After that, the writer asked the students do the presentation front of the class. At the end of the class, the writer gave feedback or comment for the student.

4. Fourth Meeting

The writer conducted the experimental teaching by working in group in this meeting. The writer also gave a similar picture for each group like the previous meeting. It is the picture of Aceh Tsunami Museum. The writer divided the students into five groups. The members of each group in this meeting are different from the second meeting. Each group is asked for describing the picture given by the writer in front of the classroom. All members group must involve themselves in speaking. During they speak, the writer assessed students' speaking skill based on speaking rubric. After all groups finished their presentation, the writer asked the students to give comment to other groups. Then, the writer gave feedback for all groups.

5. Fifth Meeting

In the fifth meeting, the writer required the students to work individually. The writer showed them two pictures to be described. They are the picture of *Taman Sari* and *Kapal Apung*. The writer gave an opportunity to the students for choosing one of two pictures that they want to describe. The writer offered the time to the students

approximately 10 minute for preparing the description either *Taman sari* or *Kapal Apung*.. After that, the writer asked the students do the presentation front of the class. At the end of the class, the writer gave feedback or comment for the students.

6. Sixth Meeting

In the sixth meeting, the writer conducted post-test by asking the students to speak in front of the classroom based on the topic provided by the writer using describing picture strategy. The topic which is given by the writer is telling about Sultan Iskandar Muda International Airport. After the students finished the post-test, the writer gave questionnaire to them for investigating their opinions about the strategy.

F. Techniques of Data Analysis

After conducting experimental research, the writer needs to analyze the results. The kind of the data is quantitative data. They come from the students' speaking scores. The scores generated from pre-test and post-test to measure the influence of describing picture strategy to the students speaking skill. The writer uses the measurement technique to measure how the students' speaking skill before and after being taught by using describing picture strategy.

1. Analysis of the Test

The students' speaking scores in pre-test and post-test were assessed by using speaking rubric which is proposed by Brown (2004). The data obtained from the tests is analyzed statistically by using statistic calculation of the t-test formula with the significance degree of 5%. The purpose of the test is to find out the range of data, interval class, space of interval class, to make table of frequency distribution, mean of the table and to find out the t_0 score.

a. Range

Range is the difference between the highest and the lowest score (Sudjana, 2008). The range of pre-test and post-test scores would be determined by using :

$$R= H-L$$

Notes:

R : Range of the score L : Lowest score

H : Highest score

b. Class Number

Sudjana (2008) mentioned that the number of interval class can be determined by using the formula:

$$CN = 1 + (3,3) \log n$$

Note:

CN : Class Number n : The number of sample

c. Space of interval class

Sudjana (2008) said that to know the space of interval class, we can use the formula:

$$I = \frac{R}{CN}$$

Note:

I : Interval

R : Range

CN : Class Number

d. Mean

Arikunto (2002) stated that mean is analyzed by using the formula:

$$X = \frac{\Sigma fixi}{\Sigma fi}$$

Notes:

X = Mean

fi = refers to frequency

xi = refers to the middle score of interval class

fixi = the amount of multiplication between the frequencies and the middle scores of interval class.

e. T-score

Sudjana (2008), in calculating the t score, we can use this formula:

$$t_o = \frac{MX - MY}{SX - Y}$$

Note:

t_o : t-test

MX : the mean score of deviation of pre-test

MY : the mean score of deviation of post-test

SX-Y : Standard error of the mean difference between variable X (pre-test) and variable Y (post-test).

2. Analysis of the Questionnaire

The data obtained from the questionnaire is analyzed statistically by counting the percentage of the students' answers in each item of the questionnaire. It is used to identify the students' responses after being taught toward the use of describing picture strategy to improve students' speaking English skill. Based on Sudjana (2008), the formula used is:

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

Notes:

P = Percentage N = Number of sample

F= Frequency 100% = Constant of value

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

This chapter presents and discusses data description and data analysis. They are: (A) The analysis of tests, (B) Examining hypothesis, (C) The analysis of questionnaire, (D) Discussion.

A. The Analysis of Tests

In analyzing the data, the writer used statistical calculation to the tests given for this study. There were two types of the test in the study; pre-test and post-test. The following table depicts the result of the pre-tests and post-tests

Table 4.1
The Scores of Pre-test and Post-test

No	Name	Score	
		Pre-Test	Post-Test
1	RJ	25	29
2	MN	31	31
3	FE	33	40
4	ZV	27	33
5	RP	29	37
6	AW	30	29
7	JA	28	33
8	MH	36	45
9	HR	31	40
10	RF	25	29
11	MA	23	30
12	DP	31	38
13	SI	27	32
14	MZ	23	29
15	AA	31	38
16	SR	27	29
17	YF	26	31
18	AR	24	29
19	JR	28	33
20	MY	28	33
21	BG	26	30

Table 4.1 is pre-test and post-test score from 21 students' English speaking skill based on the speaking rubric of Brown (2004). The table indicates that the lowest score of pre-test is 23 and the highest score is 36. In post-test, the lowest score is 29 and the highest score is 45.

1. Pre-Test

In analyzing the data of pre-test, the writer calculated the score to find out Range (R), Class Number (CN), Interval (I), and Mean (X) by using statistical formula, which are:

a. Range is the different of the highest score with the lowest score. To find the result, the writer used the following formula:

$$R = H - L$$

Notes:
R : Range of the score
H : Highest score
L : Lowest score

Based on the table 4.1, it can be seen that the highest score of pre-test is 36 and the lowest score is 23. Thus, the range is:

$R = 36-23 = 13$

b. Class Number is the number of score that has been grouped based on the expected interval, and the formula is:

$$CN = 1+3.3 \log n \text{ (total sample)}$$

$CN = 1+ (3.3) \log 21$

$= 5.3626$ (it can be taken 5)

c. Interval is amount of class and to find the score, the writer used the following formula:

$$I = \frac{R}{CN}$$

Remarks:

I= interval

R= range

CN= class number

I $= \frac{13}{5} = 2.6$ (it can be taken 3)

d. Table of frequency

The frequency distribution can be calculated as the following table:

Table 4.2
The frequency's table of pre-test

Interval Class	***Fi***	***Xi***	***Fixi***
23-25	5	24	120
26-28	8	27	216
29-31	6	30	180
32-34	1	33	33
35-37	1	36	36
Total	21	150	585

$$X = \frac{\Sigma fixi}{\Sigma fi}$$

Note:

X = Mean

xi = refers to the middle score of interval class

Fi = refers to frequency

FiXi = refers to the amount of multiplication between frequency and middle class

2. Post-Test

In analyzing the data of post-test, the writer calculated the score to find out Range (R), Class Number (CN), Interval (I), and Mean (X) by using statistical formula, which are:

a. Range

From the table 4.1, it can be seen that the highest score of post-test is 45 and the lowest score is 29. Thus, the range is:

R = 45 – 29 = 16

b. Class Number

CN = 1+ (3.3) log 21
= 5.3626 (it can be taken 5)

c. Interval

I = $\frac{16}{5}$ = 3.2 (it can be taken 3)

d. Table of Frequency

The frequency distribution can be calculated as the following table:

Table 4.3
The frequency's table of post-test

Interval Class	***Fi***	***xi***	***Fixi***
29-32	11	30.5	335.5
33-36	4	34.5	138
37-40	5	38.5	192.5
41-44	0	42.5	0
45-48	1	46.5	46.5
Total	21	192.5	712.5

Based on the table 4.3, the mean is identified by using the formula below;

$$\text{Mean} = \frac{712.5}{21} = 33.92 = 34$$

Table 4.4
The Scores of Pre-test, Post-test, and Mean

No	Name	Score	
		Pre-Test	Post-Test
1	RJ	25	29
2	MN	31	31
3	FE	33	40
4	ZV	27	33
5	RP	29	37
6	AW	30	29
7	JA	28	33
8	MH	36	45
9	HR	31	40
10	RF	25	29
11	MA	23	30
12	DP	31	38
13	SI	27	32
14	MZ	23	29
15	AA	31	38
16	SR	27	29
17	YF	26	31
18	AR	24	29
19	JR	28	33
20	MY	28	33
21	BG	26	30
	Mean	**28**	**34**

According to the calculation, the average score of pre-test is 28 and post test is 34. The result difference indicates that there is the effect of using describing picture strategy on the students' improvement of English speaking skill at the second grade students of SMPN 2 Darul Imarah Garot, Aceh Besar. The students' English speaking skill improved after getting the treatment. It can be seen that there was difference in the improvement of students' English speaking skill by using

describing picture strategy. It can be concluded that describing picture strategy is effective used in teaching and learning English speaking skill.

B. Examining Hypothesis

In examining hypothesis, the writer used "t" test (t_0) to determine the significant difference in examining the students' pre-test and post-test scores. Firstly, the hypothesis was examined as the use of describing picture strategy improves students' English speaking skill. Secondly, the writer listed the pre-test and post-test score in order to find up the difference score among those tests.

Hypothesis of this study used T_{table} at significant level of $\alpha = 0.05$. In this study, there are alternative hypothesis (Ha) and null hypothesis (H_0) determined as:

Ha : The use of describing picture strategy improves students' English speaking skill.

H_0 : The use of describing picture strategy does not improve students' English speaking skill.

If significant value (T_{score}) > 0.05, using describing picture strategy will improve students' English speaking skill. If significant value (T_{score}) < 0.05, using describing picture strategy will not improve students' English speaking skill.

Table 4.5
The different scores of pre-test and post-test

No	Name	Score		X-Y (D)	D^2
		Pre-Test (Y)	Post-Test (X)		
1	RJ	25	29	4	16
2	MN	31	31	0	0
3	FE	33	40	7	49
4	ZV	27	33	6	36
5	RP	29	37	8	64
6	AW	30	29	-1	1
7	JA	28	33	5	25
8	MH	36	45	9	81
9	HR	31	40	9	81
10	RF	25	29	4	16
11	MA	23	30	7	49
12	DP	31	38	7	49
13	SI	27	32	5	25
14	MZ	23	29	6	36
15	AA	31	38	7	49
16	SR	27	29	2	4
17	YF	26	31	5	25
18	AR	24	29	5	25
19	JR	28	33	5	25
20	MY	28	33	5	25
21	BG	26	30	4	16
				$\sum D = 109$	$\sum D^2 = 697$

After finding the difference score of pre-test and post-test, the writer has to find Standard Deviation of two variables, X and Y by using the following formula:

$$SD = \sqrt{\frac{\sum D2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{697}{21} - \left(\frac{109}{21}\right)^2}$$

$$SD = \sqrt{6.25} = 2.5$$

Therefore, the Mean of Difference (M_D) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

$$M_D = \frac{109}{21} = 5.19$$

After getting the score of Standard Deviation Difference, the writer calculated the Standard Error of Mean difference (SEM_D) between two variables: X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{2.5}{\sqrt{21-1}} = 0.56$$

Then, the score of t_0 could be calculated with this formula:

$$t_0 = \frac{MD}{SEMD}$$

$$t_0 = \frac{5.19}{0.56}$$

$$t_0 = 9.27$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

Df = N-1= 21-1= 20

Table 4.6
The scores in examining students' pre-test and post-test

No	Name	Score		X-Y (D)	D^2
		Pre-Test (Y)	Post-Test (X)		
1	RJ	25	29	4	16
2	MN	31	31	0	0
3	FE	33	40	7	49
4	ZV	27	33	6	36
5	RP	29	37	8	64
6	AW	30	29	-1	1
7	JA	28	33	5	25
8	MH	36	45	9	81
9	HR	31	40	9	81
10	RF	25	29	4	16
11	MA	23	30	7	49
12	DP	31	38	7	49
13	SI	27	32	5	25
14	MZ	23	29	6	36
15	AA	31	38	7	49
16	SR	27	29	2	4
17	YF	26	31	5	25
18	AR	24	29	5	25
19	JR	28	33	5	25
20	MY	28	33	5	25
21	BG	26	30	4	16
Standard Deviation (SD)					**2.5**
Mean of Difference (M_D)					**5.19**
Standard Error of Mean Difference (SEM_D)					**0.56**
T_{score} (t_0)					**9.27**
Degree of Freedom (Df)					**20**

Based on the result of calculation, T_{score} value of tests were 9.27. According to T_{table} list at significant level of $\alpha = 0.05$ one tailed (See Appendix 8), the value of distribution table at 20 as degree of freedom was 1.725. Therefore, the study has $T_{score} > T_{table}$; 9.27 > 1.725. The result means that significant value > 0.05 (9.27 > 0.05). The study can be concluded that H_a was accepted and H_0 was rejected. It indicates that the strategy has an effect for students.

C. The Analysis of Questionnaire

In order to get the real data of the students' perception toward the use of describing picture strategy to improve students' English speaking skill. The writer distributed the questionnaires to 21 students. It consisted of 25 questions in a closed form. As mentioned in chapter III, the writer used the following formula:

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

Note:

P	: Percentage	N	: Number of sample
F	: Frequency of respondents	100%	: Constant value

Furthermore, the result of questionnaire will be elaborated in the following table;

Table 4.7
Analysis of Questionnaire

No	Statements	Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	P	F	P	F	P	F	P
1	Describing picture is a new strategy that I know in learning English speaking skill	12	57.14%	6	28.57%	3	14.29%	0	0
2	Describing picture strategy is appropriate with teaching English speaking	10	47.62%	10	47.62%	1	4.76%	0	0
3	The learning process became more interesting by using describing picture strategy.	11	53.38%	9	42.86%	1	4.76%	0	0
4	I became more enthusiastic to speak English in learning English speaking by using describing picture strategy.	6	28.57%	14	66.67%	1	4.76%	0	0
5	By using describing picture strategy, I became more motivated in learning speaking.	8	38.10%	12	57.14%	1	4.76%	0	0
6	By using describing picture strategy, I became more confident	7	33.33%	11	52.38%	2	9.52%	1	4.76%
7	By using describing picture strategy, I could express the idea easily.	6	28.57%	13	61.91%	1	4.76%	1	4.76%
8	After learning English speaking by using describing picture strategy, my English speaking skill was improved.	5	23.81%	12	57.14%	4	19.05%	0	0
9	Learning English speaking by using describing picture strategy could improve my vocabulary mastery.	5	23.81%	15	71.43%	1	4.76%	0	0
10	After learning English speaking by using, my English pronunciation got better.	3	14.29%	18	85.71%	0	0	0	0
11	By using describing picture strategy, my grammar in English speaking was better.	0	0	2	9.52%	16	76.19%	3	14.29%
12	Describing picture strategy is a boring strategy.	2	9.52%	5	23.81%	6	28.57%	8	38.10%
13	By using describing picture, English speaking became easier to be practiced.	3	14.29%	15	71.43%	1	4.76%	2	9.52%
14	I faced some difficulties in learning English speaking by using describing picture strategy.	0	0	3	14.29%	14	66.67%	4	19.05
15	By using describing picture strategy, the teacher could direct the learning instructions and express the materials clearly.	7	33.33%	14	66.67%	0	0	0	0
16	By using describing picture strategy, the atmosphere of the classroom became more comfortable.	8	38.10%	12	57.14%	1	4.76%	0	0
17	I could understand English easily by using describing picture strategy.	0	0	1	4.76%	12	57.14%	8	38.10%
18	By using describing picture strategy, I could speak English fluently.	2	9.52%	2	9.52%	13	61.91%	4	19.05%
19	The teacher had implemented describing picture strategy well	11	52.38%	10	47.62%	0	0	0	0
20	By using describing picture strategy, I could get many suggestions or opinion from my friends	8	38.10%	10	47.62%	2	9.52%	1	4.76%
21	I still could not speak English after the teacher used describing picture strategy.	1	4.76%	5	23.81%	9	42.86%	6	28.57%
22	The assignments given in English speaking skill by using describing picture strategy did not help me in mastering vocabulary in English	2	9.52%	4	19.05%	9	42.86%	6	28.57%
23	I could not concentrate in English speaking when the teacher used describing picture strategy.	7	33.33%	5	23.81%	5	23.81%	4	19.05%
24	I like learning English speaking skill by using describing picture strategy.	8	38.10%	11	52.38%	2	9.52%	0	0
25	After learning English speaking skill by using describing picture strategy, I was motivated to learn English speaking skill in outside of the classroom.	5	23.81%	10	47.62%	5	23.81%	1	4.76%

Note:

F : Frequency

P : Percentage

Table 4.7 illustrates the percentage of each statement in the questionnaire. Overall, the students agree to the statements. There were five kinds of statement. First, the statements were about introduction of describing picture strategy. They were 1st and 2nd statements. In this statements, most of the participants strongly agree that describing picture is a new strategy which is appropriate with teaching English speaking skill. Second, they were about learning English speaking skill by using describing picture strategy; 3rd, 4th, 5th, 6th, 7th, 9th, 10th, 11th, 12th, 13th, 14th, 17th, 18th, 21st, 22nd, and 23rd statements . The strategy can motivate the students to learn English and it helps the teacher to make them interest and enjoy to learn especially speaking. A picture is one of the resources that can help the students to stimulate their interest and motivation (Wright, 1989). Therefore, most of the students agree that using describing picture improved their English speaking skill.

Furthermore, all of the students also agree that the strategy facilitated them to improve English vocabulary and pronunciation well, to express their ideas and to practice English speaking skill. In these statements, there were five statements in negative sentences; 12th, 14th 21st, 22nd, and 23rd statements. However, the participants disagree to the statements. The result showed that the students gave positive responses for the teaching strategy based on the five statements. Third, the statements were about learning process. They were 15th, 19th, and 20th statements. Many participants agree to them. The teacher had implemented describing picture strategy well. So that the teacher could direct the learning instructions and express the materials clearly and the students got feedback not only from the teacher but also from their friends.

Nevertheless, there were some problems gained in using describing picture strategy to improve students' English speaking skill. They were proved by the response of the respondent on the questionnaire. The problems were showed by 11th,17th,18th, and 23th statements. They were many students could not apply grammar correctly when they speak by using the strategy. The students are difficult to understand English when their friends speak English using describing picture. They could not speak English fluently and concentrate in speaking English when the teacher used describing picture strategy.

Fourth, the statement was about assignment which was 22nd statement. The participants disagree that the assignment given could not help them to master English vocabulary and speaking. It showed that the students' gave the positive response to this study. Fifth, Evaluation statements. They were 21st, 23rd, 24th, and 25th. Most of the participants agree that they could speak English after the teacher applied describing picture strategy. Moreover, they liked learning English speaking skill by using the strategy and motivated to study English speaking skill in inside and outside of the classroom. They using describing picture strategy impoved their English speaking skill and it is an effective and suitable strategy in teaching English speaking skill.

4. **Discussion**

Based on the analysis of the data, the writer would like to discuss there are two research questions in this study. The first research question is "What is the effect of using describing picture strategy on the students' improvement of English speaking at the second grade students of SMPN 2 Darul Imarah Garot, Aceh Besar?" To answer the research question, the writer conducted tests and gave questionnaire to the students. The writer taught English speaking skill by using describing picture strategy. The pre-test were given to the students before the treatment, while the post-test were given after the students finished the treatment.

The result of pre-test and post-test showed a significant difference as explained in the data analysis part. Based on the calculation, the mean score of pre-test was 28 and the post-test was 34. The result of test showed that there was an effect of describing picture strategy at English speaking skill. The students' speaking skill improved after using the strategy. It was proved by mean score post-test was higher than pre-test.

Furthermore, the result of data analysis showed that t_{score} is 9.27 and t_{table} at significant level of $\alpha = 0.05$ is 1.725. Thus, the data can be stated that t_0 was higher than t_{table} (9.27 > 1.725). The data indicated that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. In consequence, the hypothesis accepted was the use of describing picture strategy improves students'

English speaking skill. Based on the data analysis, describing picture strategy is appropriate to be applied in teaching English speaking skill.

This study supported the previous study by Asfa (2010) as English Language Education student of Walisongo State Institute for Islamic Studies, Khamsiah (2016) as English Language Education student of University of Pasir Pengaraian, Karsono (2014) as teacher of SMPN 1 Anggana, and Wulandari (2012) as the student of English Education Department in Yogyakarta State University. They said that describing picture was effective strategy in improving students speaking skill because the picture media really help the students to improve their skill in speaking. By using the strategy, they were easy to perform speaking so that they could improve their fluency, content, pronunciation, and grammar.

In addition, to answer the second research question; "What are the students' problems in learning speaking using describing picture strategy?" The writer distributed set of questionnaire to the students in collecting the data to get the real data about their perceptions toward improving students' English speaking skill by using describing picture strategy and to find out the problem faced by the students in learning the skill using the strategy. The result of questionnaire showed that describing picture strategy motivated the students to learn English and it helps the teacher to make them interested in English speaking and enjoy to learn especially speaking. Moreover, the strategy facilitated the students to improve English vocabulary and pronunciation well, express their ideas and practice English speaking skill. Therefore, the strategy has changed the situation of the learning become interesting and enhanced students' English speaking skill.

However, based on the result of questionnaire, there are some problems obtained in using describing picture strategy to improve students' English speaking skill. The problems were showed by 11^{th},17^{th},18^{th}, and 23^{th} statements. First, many students could not apply grammar correctly when they speak by using the strategy. Second, the students are difficult to understand English when their friends speak English using describing picture. Third, they could not speak English fluently. Fourth, the students could not concentrate in English speaking when the teacher used describing picture strategy because the classroom situation became more noisy than usual.

In this study, the writer realized that the problems happened because limited time for conducting the experimental teaching. The writer restricted the explanation of learning materials. Therefore, the writer did not give explanation about grammar in detail and the students had limited time to practice English speaking so that they were difficult to understand English and speak fluently. Nevertheless, there was a significant improvement of students' English speaking skill based on writing rubric of Brown (2004).

CHAPTER V

CONCLUSION AND SUGGESTION

The study aims at exploring the effect of using describing picture strategy on the students' improvement of English speaking at the second grade students of SMPN 2 Darul Imarah Garot, Aceh Besar and finding out the students' problems in learning speaking using describing picture strategy. The writer elaborated the result of the study in chapter four. Therefore, this chapter explains about conclusions and suggestions of the study.

A. Conclusion

Based on the results, the conclusions of the study can be drawn as follows:

1. The use of describing picture strategy improve students' English speaking skill. This can be understood by the mean score of pre-test and post-test. The score of pre-tests and post-tests showed a significant difference. Furthermore, the effect of describing picture strategy is not only obtained by the students' achievement, but it is also obtained by students' responses in questionnaire. The result showed that the students are interested in the strategy.

2. There are students' problems in learning speaking using describing picture strategy. First, many students could not apply grammar correctly when

they speak by using the strategy. Second, the students are difficult to understand English when their friends speak English using describing picture. Third, they could not speak English fluently. Fourth, the students could not concentrate in speaking English when the teacher used describing picture strategy because the classroom situation became more noisy than usual.

B. Suggestion

Based on the result of the study, there are some suggestions that can be considered to make students more interested in English speaking skill, as follows:

1. The writer suggests to teachers for using describing picture strategy in teaching and learning process. The role of teacher is important to create the classroom situation to be active and the use of picture in teaching English speaking is good to motivate the students in speaking English, to facilitate them to practice the skill and to construct an interesting learning process of English speaking skill.

2. This study is still far away from perfection, whether the media, the time, the learning process, the sample, and the focus of describing picture strategy. Therefore, the writer expected to the next writers to be able to cover the limitation of this stu

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APPENDIX 1

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-10307/UN.08/FTK/KP.07.6/11/2017
TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelola Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Ne Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapl Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kep Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Kegur UIN Ar-Raniry Tanggal 17 Oktober 2017

Menetapkan :

MEMUTUSKAN

PERTAMA : Menunjuk Saudara:
1. Syarifah Dahliana, M.Ag.,M.Ed.,Ph.D — Sebagai Pembimbing Pertama
2. Drs. Lukmanul Hakim, MA — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Anggia Murni**
NIM	:	**231324198**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Use of Describing Picture Strategy to Improve Students' English Spenking Skil**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 November 2017
An. Rektor
Dekan,

Mulilburrahman

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan;

APPENDIX 2

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B- 3907 /Un.08/TU-FTK/ TL.00/04/2018 — 06 April 2018
Lamp : -
Hal : Mohon Izin Untuk Mengumpul Data Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a	: Anggia Murni
N I M	: 231 324 198
Prodi / Jurusan	: Pendidikan Bahasa Inggris
Semester	: X
Fakultas	: Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
A l a m a t	: Jl. T. Nyak Arief No. 19, Jeulingke Banda Aceh

Untuk mengumpulkan data pada:

SMPN 2 Darul Imarah Garot Aceh Besar

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Use of Describing Picture to Improve Students' English Speaking Skill

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

An. Dekan,
Kepala Bagian Tata Usaha,

M. Said Farzah Ali

BAG.UMUM BAG. UMUM

Kode 8152

APPENDIX 3

PEMERINTAHAN KABUPATEN ACEH BESAR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 2 DARUL IMARAH
Jalan:. Desa Garot - Geuceu Nomor ..... Kabupaten Aceh Besar Kode Pos 23352
Telp. 0651 – 41708 Faks.....E – Mail : smpn2darulimarah@yahoo.co.id

SURAT KETERANGAN PENELITIAN

Nomor : 420 / 153 / 2018

Kepala Sekolah Menengah Pertama (SMP) Negeri 2 Darul Imarah Kabupaten Aceh Besar dengan ini menerangkan :

N a m a	: **ANGGIA MURNI**
N I M	: 321 324 198
Prodi / Jurusan	: Pendidikan Bahasa Indonesia
Semester	: X

Benar yang namanya tersebut diatas telah mengadakan pengumpulan data pada tanggal 09 April s.d 07 Mei 2018 sebagai syarat penyusunan Skripsi, sesuai dengan Surat Keputusan Dinas Pendidikan dan Kebudayaan Kabupaten Aceh Besar, Nomor: 070 / 1155 / 2018, tentang Izin Mengumpulkan Data Skripsi dengan judul:

"THE USE OF DESCRIBING PICTURE TO IMPROVE STUDENTS ENGLISH SPEAKING SKILL"

Demikian surat keterangan ini dibuat agar dapat digunakan seperlunya.

Darul Imarah, 14 Mei 2018
Kepala Sekolah,

Simlan, S.Ag, MA
Nip. 19731227 199801 2 002

APPENDIX 4

LESSON PLAN

(A Study of The Use of Describing Picture Strategy to Improve Students' Speaking)

School : SMPN 2 Darul Imarah Garot, Aceh Besar

Course : English

Academic Year : 2017/2018

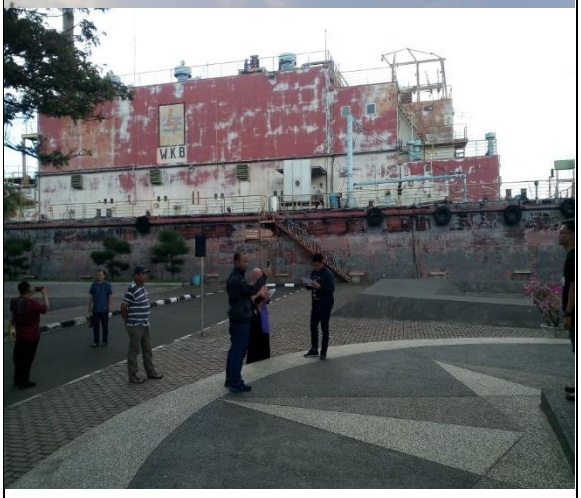
Grade : VIII-I

Meetings	Method & Topic	Learning Activities
1	Pre-Test (Without Describing Picture) Topic: *Rumoh* Aceh	- The writer asks the students about their condition and what they had learned in their last meeting. - The writer introduces and explains briefly the information about the study - The writer gives pre-test for students by asking them to speak in front of the classroom based on the topic provided without describing picture. - All of the students do the pre-test by speaking in front of the classroom. - The writer closes the meeting.
2	Describing Picture (Working in group) Topic: *Baiturrahman* Grand Mosque 	1. Pre-Teaching The writer greets the students, does warming up, and checks the students' attendance. 2. While Teaching - The writer asks the students to work in group. - The writer divides the students into five groups and gives one similar picture for each group. - Each group is asked for describing the picture given by the writer in front of the classroom. All members group must involve themselves in speaking. - Before conducting the presentation, the writer informs the students about the aspects or categories which are assessed in speaking. - During they speak, the writer do assessment for each speaking student based on speaking rubric of Brown (2004). - After all groups finished their

		presentation, the writer asks the students to give comment to other groups. - The writer gives feedback or comment for all groups. 3. Post Teaching - The writer asks the students about what they have got from the lesson in that day and then gives reflection toward the teaching learning process.
3	Describing Picture (Working individually) Topic: *Pasar Atjeh* 	1. Pre-Teaching The writer greets the students, does warming up, and checks the students' attendance. 2. While Teaching - The writer asks the students to work individually. - The writer r shows them a picture to be described. It is the picture of *Pasar Atjeh*. - The writer offers the time to the students approximately 10 minute for preparing the description of *Pasar Atjeh*. The writer asks the students do the presentation front of the class. - The writer gives feedback or comment for all groups. 3. Post Teaching The writer asks the students about what they have got from the lesson in that day and then gives reflection toward the teaching learning process.

4	Describing Picture (Working in group) Topic: Aceh Tsunami Museum 	1. Pre-Teaching The writer greets the students, does warming up, and checks the students' attendance. 2. While Teaching - The writer asks the students to work in group. - The writer divides the students into five groups. The members of each group in this meeting are different from the second meeting. - Each group is asked for describing the picture given by the writer in front of the classroom. All members group must involve themselves in speaking. - During they speak, the writer do assessment for each speaking student based on speaking rubric of Brown (2004). - After all groups finished their presentation, the writer asks the students to give comment to other groups. - The writer gives feedback or comment for all groups. 3. Post Teaching The writer asks the students about what they have got from the lesson in that day and then gives reflection toward the teaching learning process.

5	Describing Picture (Working individually) Topic: *Taman Sari* and *Kapal Apung* 	1. Pre-Teaching The writer greets the students, does warming up, and checks the students' attendance. 2. While Teaching - The writer requires the students to work individually. - The writer shows them two pictures to be described. They are the pictures of *Taman Sari* and *Kapal Apung.* - The writer gives an opportunity to the students for choosing one of two pictures that they want to describe. - The writer offers the time to the students approximately 10 minute for preparing the description either *Taman sari* or *Kapal Apung*. - The writer asks the students do the presentation front of the class. - The writer gives feedback or comment for all groups. 3. Post Teaching The writer asks the students about what they have got from the lesson in that day and then gives reflection toward the teaching learning process

6	Post-Test (Describing Picture) Topic: Sultan Iskandar Muda International Airport 	- The writer asks the students about their condition and what they had learned in their last meeting. - The writer gives post-test for students by asking them to speak in front of the classroom based on particular topic using describing picture strategy. - All of the students do the post-test by speaking in front of the classroom. - The writer closes the meeting.

Banda Aceh, April 2018
The Writer

Anggia Murni
NIM.

APPENDIX 5

PRE-TEST AND POST-TEST

PRE-TEST

Skill : Speaking
Instructions :

- Please describe about *Rumoh* Aceh orally!

POST-TEST

Skill : Speaking
Instructions :

- Please describe about Sultan Iskandar Muda International Airport orally based on the picture below!

APPENDIX 6

ORAL PROFICIENCY SCORING CATEGORIES

Categories	Score				
	1-5 (Poor)	**6-11 (Satisfactorily)**	**12-14 (Good)**	**17-15 (Very Good)**	**18-20 (Excellent)**
Grammar	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Can usually handle elementary constructions quite accurately but does not have through or confident control of the grammar.	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Equivalent to that of an educated native speaker.
Vocabulary	Speaking vocabulary inadequate to express anything but the most elementary needs.	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.	Can understand and participate in any conversation within the range of this experience with a high degree of precision of vocabulary.	Speak on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	Within the scope of this very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.	Can get the gist of most conversation of non-technical subject (i.e., topics that require no specialized knowledge).	Comprehension is quite complete at a normal rate of speech.	Can understand any conversation within the range of this experience.	Equivalent to that of an educated native speaker.

APPENDIX 7

STUDENTS' ENGLISH SPEAKING SCORE OF PRE-TEST AND POST-TEST

Table 1

Students' score of pre-test

No	Students' Name	Score					
		Grammar	Vocabulary	Comprehension	Fluency	Pronuncation	Total
1	RJ	4	6	4	6	5	25
2	MN	5	7	5	7	7	31
3	FE	5	8	6	7	7	33
4	ZV	4	6	5	6	6	27
5	RP	5	6	6	6	6	29
6	AW	5	7	5	7	6	30
7	JA	4	6	6	6	6	28
8	MH	5	8	7	8	8	36
9	HR	5	7	5	7	7	31
10	RF	4	6	4	6	5	25
11	MA	4	5	4	5	5	23
12	DP	5	7	5	7	7	31
13	SI	5	6	4	6	6	27
14	MZ	4	5	4	5	5	23
15	AA	5	7	5	7	7	31
16	SR	5	6	4	6	6	27
17	YF	4	6	4	6	6	26
18	AR	4	5	4	6	5	24
19	JR	5	6	5	6	6	28
20	MY	5	6	5	6	6	28
21	BG	4	6	5	6	5	26

Table 2

Students' score of pre-test

No	Students' Name	Score					
		Grammar	Vocabulary	Comprehension	Fluency	Pronuncation	Total
1	RJ	4	9	5	6	5	29
2	MN	5	7	5	7	7	31
3	FE	6	10	7	8	9	40
4	ZV	5	7	6	7	8	33
5	RP	6	7	7	9	8	37
6	AW	4	7	5	7	6	29
7	JA	5	7	7	7	7	33
8	MH	6	10	9	10	10	45
9	HR	6	9	7	9	9	40
10	RF	4	7	5	6	7	29
11	MA	5	7	5	7	6	30
12	DP	5	11	5	7	10	38
13	SI	6	7	5	7	7	32
14	MZ	5	6	5	7	6	29
15	AA	6	9	6	8	9	38
16	SR	5	7	4	6	7	29
17	YF	5	7	5	7	7	31
18	AR	5	6	5	6	7	29
19	JR	6	7	6	7	7	33
20	MY	6	7	6	7	7	33
21	BG	5	7	5	7	6	30

APPENDIX 8

T_{Table}

t Table

cum. prob	$t_{.60}$	$t_{.75}$	$t_{.80}$	$t_{.85}$	$t_{.90}$	$t_{.95}$	$t_{.975}$	$t_{.99}$	$t_{.995}$	$t_{.999}$	$t_{.9995}$
one-tail	0.50	0.25	0.20	0.15	0.10	0.05	0.025	0.01	0.005	0.001	0.0005
two-tails	1.00	0.50	0.40	0.30	0.20	0.10	0.05	0.02	0.01	0.002	0.001
df											
1	0.000	1.000	1.376	1.963	3.078	6.314	12.71	31.82	63.66	318.31	636.62
2	0.000	0.816	1.061	1.386	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.000	0.765	0.978	1.250	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.000	0.741	0.941	1.190	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.000	0.727	0.920	1.156	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.000	0.718	0.906	1.134	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.000	0.711	0.896	1.119	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.000	0.706	0.889	1.108	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.000	0.703	0.883	1.100	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.000	0.700	0.879	1.093	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.000	0.697	0.876	1.088	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.000	0.695	0.873	1.083	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.000	0.694	0.870	1.079	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.000	0.692	0.868	1.076	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.000	0.691	0.866	1.074	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.000	0.690	0.865	1.071	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.000	0.689	0.863	1.069	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.000	0.688	0.862	1.067	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.000	0.688	0.861	1.066	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.000	0.687	0.860	1.064	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.000	0.686	0.859	1.063	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.000	0.686	0.858	1.061	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.000	0.685	0.858	1.060	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.000	0.685	0.857	1.059	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.000	0.684	0.856	1.058	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.000	0.684	0.856	1.058	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.000	0.684	0.855	1.057	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.000	0.683	0.855	1.056	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.000	0.683	0.854	1.055	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.000	0.683	0.854	1.055	1.310	1.697	2.042	2.457	2.750	3.385	3.646
40	0.000	0.681	0.851	1.050	1.303	1.684	2.021	2.423	2.704	3.307	3.551
60	0.000	0.679	0.848	1.045	1.296	1.671	2.000	2.390	2.660	3.232	3.460
80	0.000	0.678	0.846	1.043	1.292	1.664	1.990	2.374	2.639	3.195	3.416
100	0.000	0.677	0.845	1.042	1.290	1.660	1.984	2.364	2.626	3.174	3.390
1000	0.000	0.675	0.842	1.037	1.282	1.646	1.962	2.330	2.581	3.098	3.300
z	0.000	0.674	0.842	1.036	1.282	1.645	1.960	2.326	2.576	3.090	3.291
	0%	50%	60%	70%	80%	90%	95%	98%	99%	99.8%	99.9%
	Confidence Level										

APPENDIX 9

ANGKET RESPON SISWA/I SMPN 2 DARUL IMARAH, ACEH BESAR KELAS VIII-1 TERHADAP PENGGUNAAN STRATEGI *DESCRIBING PICTURE* UNTUK MENINGKATKAN KETERAMPILAN BERBICARA BAHASA INGGRIS SISWA

Responden Yth,

Angket ini diajukan oleh peneliti yang saat ini sedang melakukan penelitian mengenai respon siswa/i terhadap penggunaan strategi *Describing Picture* untuk meningkatkan keterampilan berbicara bahasa Inggris siswa. Demi tercapainya hasil yang diinginkan, dimohon siswa/i untuk berpartisipasi dengan mengisi angket ini secara lengkap. Perlu saya informasikan bahwa tidak ada yang dinilai benar atau salah. Pilih sesuai dengan apa yang anda ketahui atau rasakan. Akhir kata saya ucapkan banyak terima kasih atas partisipasi anda dalam survey ini.

Nama :
Jenis Kelamin :

Lembaran ini merupakan salah satu instrument untuk mengumpulkan data skripsi.

Pilihlah salah satu jawaban yang tersedia di bawah ini dengan cermat dan jujur!

1. *Describing Picture* adalah strategi yang baru saya kenal dalam pembelajaran *English Speaking*.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

2. Strategi *Describing Picture* sesuai diterapkan dalam pembelajaran *English Speaking*.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

3. Proses pembelajaran *English speaking* menjadi lebih menarik dengan menggunakan strategi *Describing Picture*.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

4. Belajar *English speaking* dengan menggunakan strategi *Describing Picture* membuat saya lebih antusias untuk berbicara bahasa Inggris.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

5. Dengan menggunakan strategi *Describing Picture*, saya lebih termotivasi untuk belajar *English Speaking*.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

6. Belajar *English Speaking* dengan strategi Describing Picture menjadikan saya lebih percaya diri untuk berbicara bahasa Inggris.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

7. Strategi *Describing Picture* membuat saya lebih mudah untuk mengungkapkan ide saya dalam berbicara bahasa Inggris.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

8. Setelah belajar *English Speaking* dengan menggunakan strategi *Describing Picture,* kemampuan berbicara bahasa Inggris saya meningkat.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju

d. Sangat tidak setuju

9. Belajar *English Speaking* dengan menggunakan strategi *Describing Picture* meningkatkan penguasaan kosa kata saya.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

10. Setelah belajar *English Speaking* dengan menggunakan strategi *Describing Picture*, pengucapan saya dalam bahasa Inggris menjadi lebih baik.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

11. Dengan strategi *Describing Picture*, penggunaan *grammar* (tata bahasa) saya dalam *English Speaking* menjadi lebih baik.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

12. Strategi *Describing Picture* adalah strategi yang membosankan.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

13. Dengan strategi *Describing Picture*, *English Speaking* lebih mudah dipraktekkan.
   a. Sangat setuju
   b. Setuju
   c. Tidak setuju
   d. Sangat tidak setuju

14. Saya mengalami kesulitan dalam belajar *English Speaking* dengan menggunakan strategi *Describing Picture*.
   a. Sangat setuju
   b. Setuju

c. Tidak setuju
d. Sangat tidak setuju

15. Dengan menggunakan strategi *Describing Picture*, guru dapat mengarahkan instruksi dan materi dengan jelas dan terarah.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

16. Dengan menggunakan strategi *Describing Picture*, suasana belajar *English Speaking* menjadi lebih menyenangkan.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

17. Belajar dengan menggunakan strategi *Describing Picture* membuat saya lebih mudah memahami materi pelajaran bahasa Inggris.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

18. Dengan menggunakan strategi *Describing Picture*, saya dapat berbicara bahasa Inggris dengan lancar.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

19. Penerapan strategi *Describing Picture* sudah dilakukan dengan baik oleh guru.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

20. Dengan strategi *Describing Picture*, saya mendapat masukan dari teman-teman saya.
    a. Sangat setuju

b. Setuju
c. Tidak setuju
d. Sangat tidak setuju

21. Saya tetap tidak bisa berbicara bahasa Inggris setelah guru menggunakan strategi *Describng Picture*.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

22. Tugas-tugas yang diberikan dalam *English Speaking* dengan menggunakan *Describng Picture* tidak membantu saya dalam menguasai kosa kata dalam bahasa Inggris.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

23. Saya menjadi tidak focus belajar berbicara bahasa Inggris ketika guru menggunakan strategi *Describng Picture*.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

24. Saya suka pembelajaran *English Speaking* dengan menggunakan strategi *Describing Picture*.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

25. Setelah belajar *English Speaking* dengan strategi *Describing Picture* di kelas, saya termotivasi untuk belajar tambahan di luar kelas.
    a. Sangat setuju
    b. Setuju
    c. Tidak setuju
    d. Sangat tidak setuju

Sumber:

Zainatuddar. (2015). *Teaching Speaking by Using Picture Series Technique (An Experimetal Study at The Second Year Students of SMKN 1 Lhokseumawe).* Banda Aceh: Universitas Syiah Kuala

APPENDIX 10

AUTOBIOGRAPHY

Personal Identity

Name	: Anggia Murni
Place and Date of Birth	: Peureulak, April 5th 1995
Sex	: Female
Religion	: Islam
Nationality	: Indonesian, Acehnese
Marital Status	: Single
Occupation	: Student
	: Peureulak, Desa Lhok Dalam, Dusun Pulo Iboh, Aceh Timur
Email	: anggiamurni72@gmail.com

Parent

Father's Name	: H. Sofyan BA, S.Pd
Mother's Name	: Hj. Rosniar, S.Pd
Occupation	: Civil Servant
Address	: Peureulak, Desa Lhok Dalam, Dusun Pulo Iboh, Aceh Timur

Educational Background

Kindergarten	: TK Dharma Wanita, Tapaktuan (2000)
Primary School	: SDN Lhok Keutapang, Tapaktuan (2001- 2007)
Junior High School	: SMPN. 1 Tapaktuan (2007-2010)
Senior High School	: SMAN Unggul Tapaktuan (2010-2013)
University	: UIN Ar-Raniry (2013-2018)

Banda Aceh, May 23rd 2018

Anggia Murni