A THESIS

**ENHANCING STUDENTS' SPEAKING SKILL THROUGH
PICTURE WORD INDUCTIVE MODEL (PWIM) MEDIA
AT THE EIGHT GRADE OF SMP AL-BIRRU
PAREPARE**

By :

**RAHMIATY. SN
REG. NUM. 16.1300.166**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
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2021

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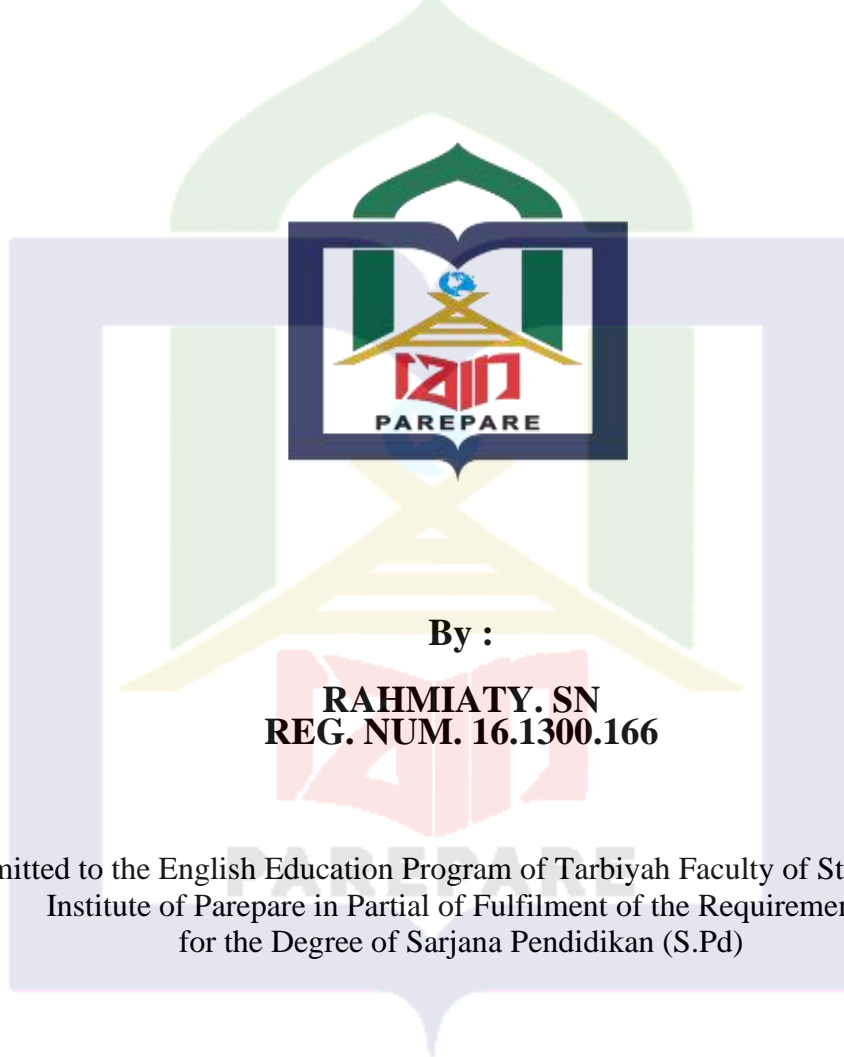AT THE EIGHT GRADE OF SMP AL-BIRRU
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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As a Part of Fulfilment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd)

English Education Program

Submitted by

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to

ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE

2021

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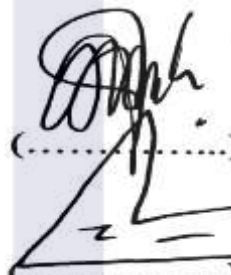
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iv

THESIS

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Submitted by

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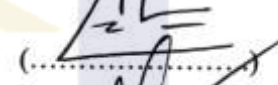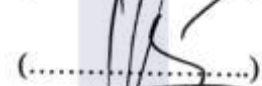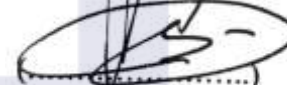Cognizant of:
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيم

In the name of Allah, the beneficent and the merciful

First of all, the writer would like to express deepest gratitude to Allah SWT, for blessing and merciful who has given to me strength and help so writer could finish this thesis. Shalawat and salam to our prophet Muhammad SAW as the last messenger of Allah Who has guided us from uneducated person to be educated person.

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DECLARATION OF THE RESEARCH AUTHENTICITY

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Stated this thesis is her own writing and if it can be proved that it was copied, duplicated or compiled by any other people, this thesis and the degree that has been gotten would be postponed.

Parepare, March 04th 2021

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ABSTRACT

Rahmiaty.SN**.** *Enhancing Students' Speaking Skill Through Picture Word Inductive Model (Pwim) Media at The Eight Grade of SMP Al-Birru Parepare* (Supervised by Hj. Nurhamdah and Hj. Nanning).

The research aimed to find out wheter Picture word inductive model media able to enhance the students' speaking skill and to know how the students' vocabulary after getting the Picture word inductive model media in learning English.

The populations of this research was the students of the eight grade of SMP Al-Birru Parepare and the total sample of this research was 22 students. In this research, the researcher used pre-experimental design in one group was given pre-test, treatment and post-test design. The success of the treatment is determined by comparing pre-test and post-test. The researcher used tests in pre-test and post-test for collecting the data. The data were analyzed as a percentage, mean score analysis and the value of the test.

Based on the data analysis, the result of this research indicates that there was an enhancement in the students' speaking skill. It was shown in the students' mean score of post-test (59.81) was greater than the pre-test (25.04). It showed that by using Picture word inductive model media was a good technique in learning English process. After analysing the data by using the t-test formula, the result of the t-test value is bigger than the t-table value $(21.86 > 1.721)$. It means that there is a different enhancement before and after giving Picture word inductive model media. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.

Keywords: Speaking skill, Picture word inductive model media

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CHAPTER I

INTRODUCTION

1.1 Background

Language is a tool for communication. In this era there are various languages that exist throughout the world, but English is the language most widely used in communicating internationally. Most people use English to communicate in various countries. That's why English is an international language. English is studied as a foreign language in Indonesia, and has been studied as a subject since elementary school. In learning English, students are encouraged to master four main skills namely speaking, listening, writing, and reading.

According to Alves & Oliveira, various factors contribute to the success of Second Language Acquisition (SLA). Ghezlou and Biria states that some understand English and good in writing essays but not in communicating the language itself. Ahmed and Terry states that schools play an important role in giving exposure to learners on the importance of English language and how can they acquire the language.[1] That's why a lot of students face in learning and particularly communicating the second foreign language, specifically in English. Some problems emerged in the students' daily interaction as stated above. The needs to interact in English need to be fostered by raising the students' awareness and understanding of why English should be mastered by them. The students' motivation should be paid a considerable attention since motivation is actually the driving force for the students to move further.

In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill.

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[1] Haida Umiera Hashim dan Melor Md Yunus, "English as a Second Language (ESL) Learning: Setting the Right Environment for Second Language Acquisition" (*Tadris: Jurnal Keguruan dan Ilmu Tarbiyah*, no.3, 2018), p.1.

In addition students must face four skills such as reading, writing, listening and speaking. But speaking skills need to be considered in learning this second language. In social interaction, speaking seems to be an important component of a language usage which enables people to communicate and get along to each other, besides speaking is also considered as the primary mode of communication because all humans learn to speak as a need to interact and to communicate their ideas, feeling, thoughts, as well as their wishes to the others.[2]

There are a lot of definitions of the word "speaking" that have been suggested by the researchers in language learning. In Webster New World Dictionary, speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech. According to Chaney, speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Brown, Burns and Joyce defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Bygate defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny, Florez, Howarth, and Abd El Fattah Torky defined speaking as a two–way process including a true communication of opinions, information, or emotions. This top-down view regards the spoken texts as the collaboration between two or more persons in the shared time and the shared context. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension.[3]

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[2] A. Kaharuddin Bahar, *Interactional Speaking* (Trustmedia Publishing Yogyakarta, 2014),p.1.

[3] Lai-Mei Leong dan Seyedeh Masoumeh Ahmadi, "An Analysis of Factors Influencing Learners' English Speaking Skill," *International Journal of Research in English Education*, (March, 2017), p.35

As stated above speaking not only function as a medium for maintaining social relationships between the participants, but also functions as a medium for transacting message being spoken[4]. So, speaking is one of the most important skills to be developed and enhanced as means of effective communication. There are a lot of functions of speaking in human lives every day.

However, these functions can be divided into three main categories namely: interactional speaking can obviously be illustrated as two or more people meet somewhere, they will exchange greetings, engage in small talk, recount recent experiences, and so forth. Then we also need to recognize transactional speaking as a medium for transacting message being spoken. The last is according to Richard speaking as performance is recognized as the third type of speaking which refers to public speaking, that is a speaking type that transmits information in front of audience, such as classroom presentations, public announcements, lecture as well as speeches.[5]

In the explanation above, the researchers conclude that speaking is an ability to communicate among humans in the use of English, a place to exchange information, thoughts, make a some conversation, and can be used in a speech, but it is necessary to pay attention to vocabulary and intonation so that the interlocutor can understand what we mean. In addition, speaking in a second language at the education level is less effective, there are still many students who feel stiff when speaking. Especially at the time of the current pandemic, learning is being carried out online and reducing student activity to communicate with each other and assistance from English teachers.

So, the researcher wants to try using picture word inductive model media in the form of images and there are several vocabularies to help students improve their speaking skills. This media is designed with pictures to stimulate students' thingking

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[4] A. Kaharuddin Bahar, *Transactional Speaking* (Gunadarma Ilmu Gowa, 2014), p.3.
[5] A. Kaharuddin Bahar, *Interactional Speaking* (Trustmedia Publishing Yogyakarta, 2014), p.3,7,9.

about what they see. The researcher hope this media can help students. Therefore the researcher is interested to do the research under the title "Enhancing students' speaking skill through picture word inductive model (pwim) media at the eight grade of SMP Al-Birru Parepare"

1.2 Research Question

Based on the background above, the researcher will give formulate the problem of the research as follow:

1.2.1. Is the picture word inductive model media able to enhance the students' speaking skill?.

1.3 The Objective of The Research

Based on the researcher formulate the problem previously set out the report of this researcher will aim at finding out the following objective:

1.3.1. To know enhancing students' speaking skill by using picture word inductive model media.

1.4 Significant of The Research

1.4.1 For the students

Picture word inductive model is expected will be a good experience of speaking learning, and also indirectly it will improve their vocabulary. So that, the student will be motivated and interested to study English.

1.4.2 For the teacher

The teacher can provide practical innovations and strategies to teach English by using this media so that students can learn easily, it hoped the teacher can teach speaking in properly.

1.4.3 For the researcher

This research is also expected to provide benefits as a reference for researchers who want to carry out research related to this one matter. This research could give the contribution, inspiration who was conducting similar research that deals with the same strategy

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Previous Research Findings

There some researchers had studied on English teaching by using picture word inductive model. Their findings are as following:

According to Wahyu Meiranti in the researcher the use of picture word inductive model in developing students' reading ability in descriptive text at the first grade of smpn 3 Natar Lampung Selatan is effective in improving students' reading skill. The result shows that the mean of the pretest was 44.47 and the mean of posttest was 60.12. It means that the improvement of the students' score is 15.65. Moreover, the significance level is 0.00 ($p<0.05$). Thus, for the hypothesis, the null hypothesis is rejected and the research hypothesis is accepted. It can be said that there was improvement of the students' descriptive text reading ability from the pretest to the posttest. Furthermore, vocabulary was the aspect that improved the most. Briefly, referring to the result above it can be concluded that Picture Word Inductive Model stategy can be applied to improve the students' descriptive text reading ability.[6]

The research was conducted by Happy Lailatul Rohmah entitled the effect of using picture word inductive model (pwim) on students' vocabulary mastery to the seventh grade students at smpn 1 Balong in academic year 2016/2017. the results of the researcher were as follows: the data was analyzing using t-tes for the significance 5%. the result of research shows that picture word inductive model (pwim) was effective in teaching vocabulary. The result of t-test calculation shows that t-value > t table (t-value = 4.05; t table =2.01). The research rejected Null Hypothesis (Ho) and accepted Alternative Hypothesis (Ha).

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[6] Wahyu Meiranti, *The Use Of Picture Word Inductive Model In Developing Students' Reading Ability In Descriptive Text At The First Grade of Smpn 3 Natar Lampung Selatan,* (Published Skripsi Bandar Lampung: Lampung University, 2016), p. 2.

From the result data analysis above, the researcher concluded that there is significant difference between vocabulary mastery of students who are taught using picture word inductive model (pwim) than who are not taught using picture word inductive model (pwim).[7]

The research was conducted by Siti Apiah Yustiani entitled the effectiveness of picture word inductive model (pwim) on students' ability in writing recount text (a quasi-experimental study at the eighth grade students of smpn 3 tangerang selatan in academic year of 2015/2016). The result of the calculation showed that degree of freedom (df) is 58 whereas the value of t-test on the degree of significance 5% (0.05) is 1.67. The findings of the study showed that students taught by using pwim strategy have higher achievement than those who were taught without pwim. According to the result of statistical calculation it can be seen that to is 2.39. It means that the value of to (tobservation) is higher than tt (ttable) or 2.39>1.67. It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. To sum up the result, pwim strategy is effective on students' ability in writing recount text.[8]

In the first paragraph of the previous research, it was explained that there was an increase in the reading ability of students' descriptive texts using this picture word inductive model. The second paragraph shows that in students' vocabulary learning there is a significant increase using the pwim media. Then in the third paragraph explains the improvement of students using this pwim strategy on students' writing skills in recount text. The whole of this research shows that the alternative hypothesis is accepted using the media, with the various abilities that the previous researchers studied. Therefore, the researcher wanted to conduct research using this pwim media on the speaking skill of second grade junior high school students.

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[7] Happy Lailatul Rohmah, *The Effect Of Using Picture Word Inductive Model (Pwim) On Students' Vocabulary Mastery To The Seventh Grade Students At Smpn 1 Balong In Academic Year 2016/2017*, (Published Ponorogo: IAIN Ponorogo, 2017). p.2

[8] Siti Apiah Yustiani, *The Effectiveness Of Picture Word Inductive Model (Pwim) On Students' Ability In Writing Recount Text (A Quasi-Experimental Study At The Eighth Grade Students Of Smpn 3 Tangerang Selatan In Academic Year Of 2015/2016)*, (Published Jakarta: Syarif Hidayatullah State Islamic University, 2016). p.5

2.2 Some Pertinent Idea

2.2.1   Picture Word Inductive Model

2.2.1.1 Definition of Picture Word Inductive Model

The picture word inductive model developed by Calhoun, which uses pictures containing familiar objects, actions and scenes to draw out words from children's listening and speaking vocabularies. This model helps students add words to their sight reading vocabulary, as well as their writing vocabulary, and also discover phonetic and structural principles present in those words.[9] Another definition according to Jiang and Perkins, PWIM is a method that intends to capitalize on children"s ability to think inductively and generalize the basis of structural and phonetic analysis.[10] The model is designed to capitalize on children's ability to think inductively. It means that the process of teaching was began with the explanation and then the main idea came later.

According to Joyce which states that the Picture Word Inductive Model is designed from a study on how students can learn from an image that is specifically interpreted for each part so that it can be assembled into the form of students' thoughts and interpretations more generally. And this model is developed so that students can learn words, sentences, paragraphs from an image.[11] From some of the explanations above, it can be concluded that the Picture Word Inductive Model was a learning model that is appropriate for teachers to used to transfer knowledge to students, especially in writing activities by developing vocabulary by looking at

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[9] Emily F. Calhoun, *Teaching Beginning Reading and Writing with the Picture Word Inductive Model (PWIM)* (United States of America: Association for Supervision and Curriculum Development, 1999), p.21

[10] Xuan Jiang and Kyle Perkins, *A Conceptual Paper on the Application of the Picture Word Inductive Model Using Bruner's Constructivist View of Learning and the Cognitive Load Theory*: *Interdisciplinary Journal of Teaching and Learning Vol. 3* (Miami: Florida International University; 2013), p. 9

[11] Sri Aminah, "Implementasi Model Pembelajaran Picture Word Inductive Model Dalam Meningkatkan Keterampilan Menulis Bahasa Inggris Di Sekolah Menengah Pertama," (*Jurnal Ilmu-ilmu Sejarah, Sosial, Budaya dan Kependidikan 6*, no. 2, 2019), p.194

pictures then developing these words into sentences and then developing them into paragraphs.

The learning model is defined as an overall picture of a complex learning with various techniques and procedures that are an important part. In the complexity of the learning model, there are methods, techniques, and procedures that intersect with each other (Miftahul Huda, 2014).[12] So that the learning model is a complex learning device that houses the methods, techniques, and procedures. Therefore, this PWIM is an appropriate method in the form of learning media for junior high school students in learning English. In this media, it has been arranged how the procedures and techniques are carried out for students in learning English as a foreign language

The picture given made the students built many words. Here are the examples of Picture Word Inductive Model:

Figure 2.1 Example of Picture Word Inductive Model media

In the book developed by Calhoun explained that PWIM is intended to improve reading and writing skills using image media. However, the researcher wanted to use this pwim media in order to inductively stimulate the students' brains in speaking English.

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[12] Hanna Sundari, *Model-Model Pembelajaran Dan Pemerolehan Bahasa Kedua/Asing Vol. 1, No. 2*,(Jurnal Pujangga, Desember 2015), p.106

2.2.1.2 The Purpose of Picture Word Inductive Model

PWIM has several purposes. It is used to lead students into "inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading and writing". A goal of implementing PWIM is toenable young readers to think inductively and generalize awareness of phonetic and structural rules by building sight vocabularies, learning structural analysis of word sans sentences and paragraphs. Another purposes of the strategy is to developed learners' vocabulary concepts and paragraphsand sentence structures in general content subject matters, including mathematics, reading, science, and social science. The ultimate goal of this strategy is to enable language beginners to become powerful language learners.[13]

The basic material for this model is the picture word chart. The picture word chart companies the picture and the words that are identified from the pictures by the studens'. The concept of using picture as a stimulus for language experience activities in the classroom was develop specific for the students to read and write. In learning to used the picture will happen the visual process can capture and process the information from the brain works. The visual brain were intuitive; easy to remember a face: responding to the study demonstrated, illustrate, and symbolic in nature.[14] So with the pictures, the lesson can be easy to remember and is understood by students. The picture word inductive model (PWIM) is designed to enable students to immediately succesful as language learners in the formal school setting and to immerse them in how language works.

2.2.1.3 Teaching Speaking by Using Picture Word Inductive Model

Actually Picture Word Inductive Model used to teach reading, writing and also vocabulary, but it is also used to teach directly speaking. Because in PWIM there

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[13] Jiang and Xuan, *Vocabulary Learning through Use of the Picture Word Iductive Model for Young English Learners In China: A Mixed Method Examination Using Cognitive Load Theory*, (FIU electronic theses and dissertations, 2014), p.26

[14] Didik Santoso, *Pengaruh Pendekatan Pembelajaran dan Gaya Belajar Terhadap Keterampilan Berbicara Bahasa Inggris*, (Medan : Duta Azhar, 2017), p. 77

were pictures containing familiar objects, actions and scenes. The students can hear and see the words spelled correctly directly and they will analyze word by word, so it can made the more understanable to speak and made easier to memorize the vocabulary directly. The steps in teaching speaking through Picture Word Inductive Model:

a. Select a picture, the teacher must decide the picture that he or she wanted to show to the students. The picture should suit the students' age and relate to their knowledge. It also should match students' need as stated in syllabus.

b. Ask the students to identify and label what they see in the pictures (draw a line from the identified object or area, said the word aloud, asked the students to spell the word and then pronounce it). In this session, the researcher could tell the meaning of each vocabulary that is shown.

c. Read and review the picture word chart. The researcher spelled aloud the words correctly and let the students hear the words pronounced correctly many times, and students are welcome to follow the correct spelling of words that have been said by researcher repeatedly.

d. Lead the students to created a title for the picture words chart. Asked students to observe and think about the information on the chart and what they wanted to say about. The students can add words and developed their ideas to connect word by word contained in the picture to make a story according to the knowledge of each student that fits on the picture.

e. After designed a sentence from the picture that has been shown by the researcher, students are asked to talk about what is in the picture, the story that the students compiled can be written first and then express it, or express it directly in front of their friends and researcher.

f. The researcher asked the students about what they got from the lesson of today, and she asked the students whether they have any difficulties about the topic. The last is the researcher closed the meeting.

2.2.1.4 Advantages and Disadvantages of Picture Word Inductive Model

Using Picture Word Inductive Model in teaching reading has some advantages and disadvantages. Collon and Martinez quoted Calhoun who says that there are five advantages of using PWIM in teaching learning, some of them are:[15]

a. Pictures provided authentic, concrete referentsfor the learning of new words, phrases, and sentences.

b. Because students used pictures related to content material under study, they have the opportunity to used the words repeatedly in an authentic way.

c. They feel a part of the classroom community and can participated in class activities.

d. Students are assisted in seeing the patternsand relationships of the English language, enabling them to apply this learning to newly encountered words.

e. Students heard and see words spelled correctly and participate in the correct spelling and writing.

Disadvantages are:

a. The teacher should be aware about the size of the picture. The size of the picture should be appropriate to the number of the class.

b. Some of the student less participant in the class.

c. Some of the student still less in spelling and pronouncing the word correctly.

d. The model is time consuming.

2.2.2 The Concept of Speaking

2.2.2.1 Definition of Speaking

Speaking skill is one of the basic language skills that has important role rather than other skills due to its significance and its used for communication. As the reality, people in the world have speaking ability because speaking is an activity that a

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[15] Wahyu Meiranti, *The Use Of Picture Word Inductive Model In Developing Students' Descriptive Text Reading Ability At The First Grade Of Smpn 3 Natar Lampung Selatan*, (Published: Bandar Lampung, Lampung University, 2016), p.23

certain people always did in every time to communicate with other people and to made a good relationship in society.

In psycholinguistic, speaking is a productive language skill. It is mental process. Mental process also called as "a process of thinking". We used word, phrases, and sentences to convey a message to a listener. A word is the smallest free form (an item that may be uttered in isolation with semantic or programatic content) in a language, while a phrase is a syntatic structure that consists of more than one word but lacks the subject-predicate organization of a clause. When we combined these words into one group, then it becomes a sentence.[16] According to Brown speaking is a productive skill that can be directly and empirically observed; those observations are invariable colored by the accuracy and effectiveness of attest-taker's listening skill, which necessarily compromises the reliability and validity of an oral productions test.[17] Speaking is an integral part of people daily lives. So that, speaking cannot be separated from our life. Speaking makes our life complete.

Another definition of speaking is stated by Chaney that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbol, in variety of context[18]. On the researcher's point of view, speaking is an activity which somebody conveys his idea to the other ones using a certain strategy to make other people can understand his point. Speaking is not only a matter of the saying something correctly according to the grammar, vocabulary and pronunciation, but it also a matter of producing language appropriately according to the functional and the social convention in the foreign language.[19]

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[16] O'Grady, William and Dobrovosky, *Contemporary Linguistic Analysis: An Introduction*, (London: Copp Clark LTD, 2000), p.310

[17] H. Douglas Brown, *Language Assessment: Principles and Classroom Practice* (United States of America: Longman, Inc., 2004), p.140.

[18] Chaney, *Teaching Oral Communication in Grade K-8* (Boston: Allyn and Bacon, 1998), p.13

[19] A. Kaharuddin Bahar, S.IP,M.Hum, *The Communicative Competence-Based English Language Teaching*, (Yogyakarta, 2013), p.15

Speaking in term of usage is oral communication in expressing ideas to their people as partner of conversation. It's mean the speaker can express his ideas through the language. Speaking is the process of building and sharing meaning through the use of verbal and no-verbal symbols. Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life.

Based on the explanation above, the researcher concluded that speaking is expressing ideas, opinions, or feelings to others by using articulations of words or sounds. Its function is to informed, ensure that speaking is more important in learning a language, especially in English, and speaking is the communication of two or more people to get information or messages through expressions. So it is very important in learning the ability to speak in English as the key to the success of teachers in teaching material to their students.

2.2.2.2 The Components of Speaking

According to Harmer speaking is a complex skill because at least it's concerned with components of grammar, vocabulary, pronunciation, fluency and comprehension. The five components of speaking that must be paid attention by the students if they want to speak well. There are:[20]

1. Grammar

   Grammar is a set of rules which described how we used a language. The aim of grammar is also to learned a correct way to gain expertise in language in oral written forms. Therefore, grammar is needed for students to arrange a correct sentence in conversation.

2. Vocabulary

   The other component which is important is vocabulary. Vocabulary means the appropriate diction which is used in communication. Without having a sufficient

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[20] Febria Herdinatara, *A Comparative Study on Students' Speaking Skill Using Audio-Video and Picture ,(Published: Semarang,* Universitas Muhammadiyah Semarang, 2017), p.7-9

vocabulary, one cannot communicate effectively or express his/her ideas in both oral and written forms.

3. Pronunciation

   Pronunciation is the way for students to produce clearer language when they speak. It deals with phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

4. Fluency

   Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers". These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

5. Comprehension

   Comprehension also is the one components of speaking. Comprehension is the mind, act power of understanding exercise aimed in improving is testing ones.

2.2.2.3 The Function of Speaking

   In humans' daily lives, people use speaking to employ three major functions based on Brown and Yule as cited by Richards: speaking as interaction, transaction, and performance:[21]

1. Speaking as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When a person meet with others, they exchange greetings, engange in small talk, recount recent experiences and so on, because they wish to be friendly and to build a

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[21] Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge University 2008), p.21

comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message. Talk as interaction has several main features as follows: has a primarily social function, reflects role relationship, reflects speaker's identify, may be formal or casual, uses conversational conventions, reflects degrees of politeness, employs many generic words, uses conversational register, is jointly constructed.

2. Speaking as Transaction. A transaction is an interaction that focuses on getting something done, rather than maintaining social interaction. As regard to speaking types, beside recognizing interactional speaking as a medium for maintaining social relationships between the participants, we also need to recognize transactional speaking as a medium for transacting message being spoken.[22]

3. Speaking as Performance. This refer to public that transmits information before audience, such as classroom presentation, public announcement, and speeches. The main feature of talk as performance are: explaining a need or interaction, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestion, clarifying understanding, making comparison, agree and disagree.[23]

2.2.2.4 Types of Speaking

According to Brown, there are five types of speaking, namely imitative, intensive, responsive, interactive and extensive (monologue). The explanation is as follows:[24]

1. *Imitative*. At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level or oral production, a number of prosodic,

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[22] A. Kaharuddin Bahar, S.IP, M.Hum, *Interactional Speaking A Guide To Enhance Natural Communication Skills In English*, (Yogyakarta: Trust Media Publishing, 2014), p.3

[23] Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, (Cambridge University 2008), p.30

[24] H. Douglas Brown, *Language Assessment Principle and classroom Practice.* (New York: Longman, 2003). p.141-142

lexical, and grammatical properties of language may be included in the criterion performance.

2. *Intensive*. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements-intonation, stress, rhythm, juncture). The speaker must be aware of semantic properties in order to be able best.

3. *Responsive*. Responsive assessmet task include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like. The stimulus is almost always a spoken prompt (in order to preserve authenticity), with perhaps only one or two follow-up question or retorts:

   a) Mary: Excuse me, do you have the time?

   Doug: Yeah. Nine-fifteen.

   b) Jeff: Hey Stef, how's it going?

   Stef: Not bad, and yourself?

   Jeff: I'm good.

   Stef: Cool. Okay, gotta go.

4. *Interactive*. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging spesific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. (In the three dialogues cited above, A and B were transactional, and C was interpersonal). In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5. Extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vacation in the mountains, a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

2.2.2.5 Speaking in Classroom Context

Students socially learn and practice using a foreign language in classroom context which tends to be natural. Besides that, using a foreign language pedagogically tends to be artificial so that it makes the student's oral production is the teacher intentionally must provide some classroom activities. According to Brown, there are six speaking categories in the classroom:[25]

1. *Imitative Speaking*. It tends on producing speech by imitating forms either phonological or grammatical. This category is not the purpose of meaningful interactions, but for focusing on orally repeating certain strings of language that may pose some linguistics difficulty. Imitative speaking tasks are based on repetition.

2. *Intensive Speaking*. It runs a step further than imitative. From this category, the learners can be self-initiated or intensive speaking can even from part of some pair work activity where they are going over to practice some phonological or grammatical aspect of language.

3. *Responsive Speaking*. It indicates the students' speech production in the form of short replies or student-initiated question or comments. These replies usually sufficient and do not take into dialogue which can meaningful and authentic:

   T: How are you today?

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[25] Brown Dauglas H, *Teaching by Principle An Interactive to Language Pedagogy*, (Addison Wesley Longman, New York USA, 2001), p.271

S: Pretty good, thanks, and you?

A: What is the main idea in this essay?

B: The United Nations should have more authority.

4. *Transactional (dialogue)*. Transactional language, carried out for the purpose of conveying or exchanging spesific information, is an extended form of responsive language. Conversations, for example, may have more of negotiative nature to them than does responsive speech:

T: What is the main idea in this essay?

S: The United Nations should have more authority.

T: More authority than what?

S: Than it does right now.

T: What do you mean?

S: Well, for example, the UN should have the power to force certain countries to destroy its nuclear weapons.

T: You don't think the UN has that power now?

S: Obviously not. Several countries are currently manufacturing nuclear bombs.

Such conversation could readily be part of group work activity as well.

5. *Interpersonal (dialogue)*. The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. These conversations are a little trickier for learners because they can involve some or all of the following factors:

- A casual register
- Colloquial language
- Emotionally charged language
- Slang
- Ellipsis
- Sarcasm
- A covert "agenda"

6. *Extensive (monologue)*. Finally, students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short speeches. Here the register is more formal and deliberative. These monologues can be planned or impromptu.

2.2.2.6 Imitative Speaking

You may be surprised to see the inclusion of simple phonological imitation in a consideration of assessment of oral production. After all, endless repeating of words, phrases, and sentences was the province of the long-since-discarded Audiolingual Method, and in an eraof communicative language teaching, many believe that non-meaningful imitation of sounds is fruitles. Such opinions have faded in recent years as we discovered that an overemphasis on fluency can sometimes lead to the decline of accuracy in speech. And so we have been paying more attention to pronunciation, especially suprasegmental, in an attempt to help learners be more comprehensible.

An occasional phonological focused repetition task is warranted as long as repetition tasks are not allowed to occupy a dominant role in an overall oral production assessment, and as long as you artfully avoid a negative washback effect. Such tasks range from word level to sentence level, usually with each item focusing on a specific phonological criterion. In a simple repetition task, test-takers repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question (to test for intonation production).[26]

Based on the explanation according to Douglas Brown above, the researcher will apply this type of imitation in speaking to students who are the object of research. They will imitate the things the researcher does or says during the learning process, and this type of imitation in speaking is very appropriate to use with the media provided by her. Because Pwim is very appropriate to make students imitate every pronunciation of vocabulary in the picture and can explain the story in the

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[26] H. Douglas Brown, *Language Assessment Principle and classroom Practice.* (New York: Longman, 2003). p.144

picture. This type is very appropriate for students at the junior high school level, and is expected to enhance the speaking ability of students in class and outside the classroom.

2.2.2.7 Problem with Speaking Activities

The learners have their own difficulties in learning the language. Particularly in improving speaking skill is not easy for the students. According to Munjayanah, the following are the problems of speaking skill:[27]

1. Inhabitation. Unlike reading, writing or listening activities, speaking requires some degree of real-time exposure to an audience. Learners are often inhabited about trying to say thing in foreign language in the classroom: worried about mistakes or simply shy of the attention that their speech attract.

2. Nothing to say. Even they are not inhibited, they often hear learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

3. Low or uneven participation. Only one participant can talk at a time if he or she is to be heard; and in large group this means the each one will have only very little talking time. This problem is compounded of some learners to dominate, while other speaks very little or not at all.

4. Mother tongue use. It is easier for the students to use their mother tongue in their class because it looks naturally. Therefore, most of the students are not disciplined in using the target language in the learning process

Based on the explanation above, the researcher concluded that there were several activity problems that might be faced by students in speaking. So, a teacher must be able to adjust students' problems in speech and provide corrections to students so that students who have difficulty speaking will not have difficulty speaking, and also apply good strategies to encourage students to be able to speak ideas in English.

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[27] Ira Pratiwi, *Improving The Speaking Skill Through Communicative Activities of The Eight Grade Students of MTSN 1 Melati in The Academic Year of 2012/2013*, (Yogyakarta, Yogyakarta State University, 2013), p.14-15

2.3 Conceptual Framework

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              ┌──────────────────────────────┐
              │ Picture Word Inductive Model  │
              └──────────────────────────────┘
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| Select Picture | → | Labelling | → | Review Picture |

| Design | ← | Create Tittle for Picture |

Imitative Speaking Improvement

| Vocabulary | Content | Pronunciation |

| Fluency | Accuracy |
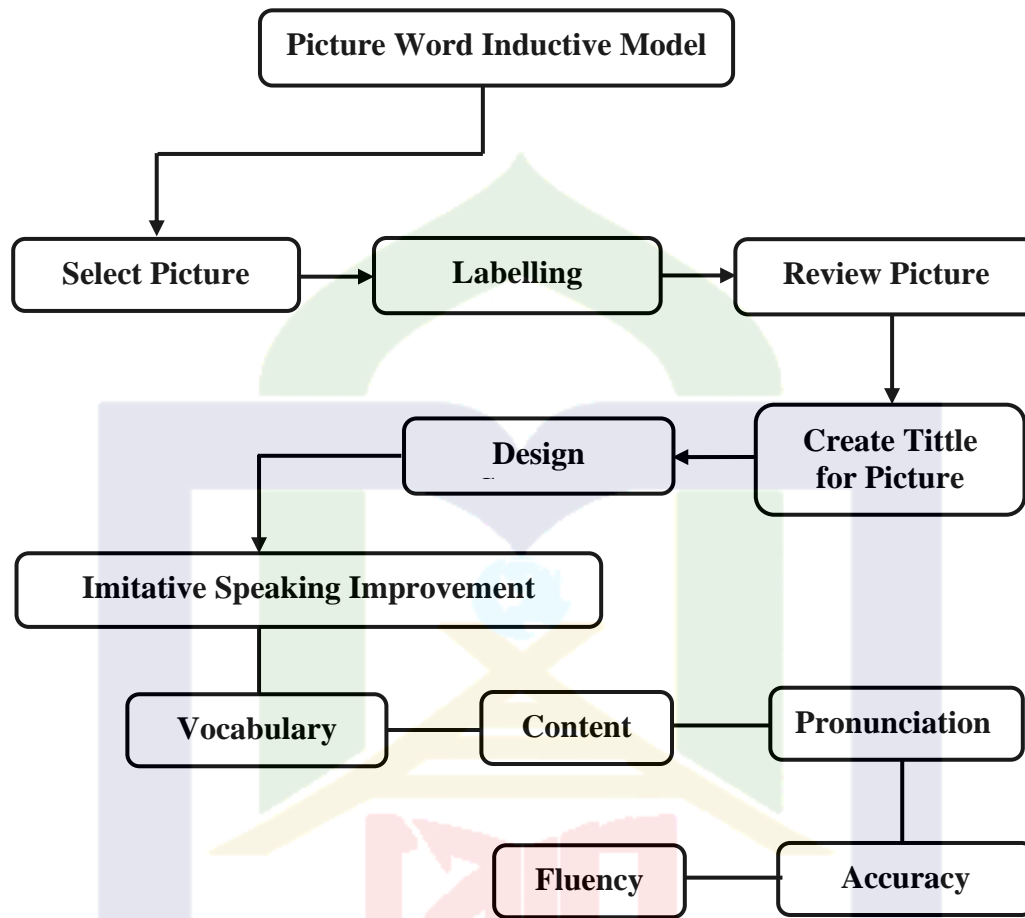
Based on the framework above, there are main components, namely the picture word inductive model and imitative speaking improvement. In the PWIM media at the treatment step, the researcher will first select the picture to give to the students, then she will label the picture, and the researcher reviews each vocabulary in the picture by imitating the pronunciation by the students, then the students will be taught to give the title to the picture and finally try to make story sentences based on the pictures given.

Then the second main component namely imitative speaking improvement is expected to have an impact on students after the application of the media by paying

attention to the content, pronunciation, vocabulary, accuracy and fluency of the students. This is because the type of imitation in speaking is very appropriate to be applied to junior high school students.

2.4 Hypothesis

Hypothesis means a mere assumption or some supposition to be proved or disproved. Based on the conceptual framework above, the researcher formulates hypothesis as follow:

2.4.1 Null Hypothesis (H_0): there is no significant difference of enhancing students' speaking skill before and after using Picture Word Inductive Model (PWIM) media.

2.4.2 Alternative Hypothesis (H_1): there is a significant difference of enhancing students' speaking skill before and after using Picture Word Inductive Model (PWIM) media.

2.5 Variable and Operational Definition of Variable

2.5.1 Variable

In this research there are two variables as follows:

2.5.1.1 Dependent variable is speaking skill.

2.5.1.2 Independent variable is picture word inductive model.

2.5.2 Operational Definition of Variable

2.5.2.1 Picture word inductive model media is a teaching approach to learning using pictures containing familiar objects, actions, or events to lure students out of words from their own vocabulary. This strategy is designed to help students practice their inductive thinking skills.

2.5.2.2 Speaking skill is an activity to expressing ideas, opinions, or feelings to others by using articulations of words or sounds. Its function is to inform, ensure that speaking is more important in learning a language, especially in English, and speaking is the communication of two or more people to get information or messages through expressions.

CHAPTER III

METHODOLOGY OF THE RESEARCH

This research described about the description of the research design, location and time of the research, focus of the research, population and sample, instrument of the research and procedure of collecting the data, technique of data analysis.

3.1 Research Design

The pre-experimental research method had various types of designs. The pre-experimental method in this research would use a type of research design with the one group pretest-posttest group design method. The table was as follows:

$$E = O1 \ X \ O2$$

Where:

E   : Experimental group

O1   : Pre-test

X   : Treatment for experimental class

O2   : Post-test[28]

3.2 Location and Duration of the Research

The location of this research got place in SMP Al-Birru Parepare by focusing at the second grade students, and the duration of this research used more than 1 month, because this research was the quantitative and have a several time to collected and analyzed the data.

3.3 Population and Sample

3.3.1   Population

Population is totally of all value or object about certain achievement concerning the group of object which is complete and clear that learned and identifying feature.[29]

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[28] Sugiyono, *Penelitian Pendidikan* (Bandung: Alvabeta, 2010), p.111.

[29] Nana Sujana, *Metode Statistik Pendidikan*, (Cet III, Persit, 1984), p.3

In this research, the population was all of the student at SMP Al-Birru Parepare. There are 3 classes in that school wich are VII, VIII, IX. The total population are 60 students.

Table 3.1 Total students at SMP Al-Birru Parepare

No	Class	Number of students
1	VII	15
2	VIII	22
4	IX	23
Total of the students		60

3.3.2 Sample

Sample is a part of population, as the representative that has been taken by using certain technique.[30] The researcher uses purposive sampling technique, which is a sampling technique based on the researcher's considerations regarding which samples are the most appropriate, useful and considered to be representative of a population. So, the researcher determined the eighth grade as the sample of this research. It class which is consist of 22 students.

3.4 The Instrument and Procedure of Collecting Data

3.4.1 The Instrument

In any scientific study, instrument for collecting data is important. The accuracy of the result of research is mostly dependent on how accurate the use of instrument.[31] In this research, the researcher used speaking test as the instrument. It

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[30] Margono, *Metodologi Penelitian Pendidik an Komponen MKDK (*Cet. VII; Jakarta: Rineka Cipta, 2009), p.121

[31] Raodatul Jannah, *The Effectiveness of Using Picture Word Inductive Model (Pwim) In Improve The Students' Vocabulary Mastery*, (Makassar, Universitas Muhammadiyah Makassar, 2020), p.30

apply in pre-test and post-test. The pre-test is aimed to know the students speaking skill before treatment while the aimed of the post-test is to find out wether the students speaking developed after the treatment.

3.4.2   Procedure of Collecting Data

The procedure of collecting data in this research as following:

3.4.2.1 Pre-test

The researcher introduced herself to students, and students did the same thing at the first meeting with the researcher, then explained the purpose of the research. Before the researcher gave treatment to the students, the researcher first gave an initial test or pretest to find out the extent of the students' skill or knowledge of speaking English, by providing pictures to students and making stories according to pictures and explaining the story in front of their friends and researcher. She also recorded each student's voice.

3.4.2.2 Treatment

After the pre-test, the researcher gave treatment to the students, the treatment is conducted for fourth meetings. The researcher taught the students about speaking by picture word inductive model (pwim), as follows:

3.4.2.2.1 The first meeting

1. Beginning the lesson, the researcher opened the lesson by greeting and checking the students' attendance list. The researcher gave direction to pray before learning.

2. Then explained what the picture word inductive model is, the purposes and benefits of it. In this learning too, the material taught to students about descriptive text is to explain what is in the picture.

3. Then the researcher showed the picture word inductive model media to the students in the learning process. The researcher asked the students to identify by making a label the vocabulary in the picture with the help of a dictionary or researcher.

4. After that, the researcher taught the pronunciation of the vocabulary contained in the pwim media properly and was followed by the students.

5. After the students imitated the pronunciation of each vocabulary in the picture, the students are asked to think inductively by making a story about the picture or connecting each vocabulary listed so that it becomes a story.

6. After that, some students can read the story that has been made in front of the class with the help of the researcher on each wrong pronunciation.

7. Before class ends, the researcher gave a short ice breaking and motivation to students to study English diligently and closed the class.

3.4.2.2.2 The second meeting

1. Beginning the lesson, the researcher opened the lesson by greeting and checking the students' attendance list. The researcher gave direction to pray before learning.

2. The researcher asked how are the students and how they learned during the first meeting. Then continue learning.

3. The researcher did the same thing by explaining the material about the descriptive text in accordance with the pictures provided, but it's different from before. At this meeting, all vocabulary in the picture has been listed.

4. Then the researcher asked the students to pronounce the vocabulary by imitating the researcher's pronunciation. Then, the researcher provided directions on how to connect the existing word by word into a story based on the picture with a person's inductive thinking ability, and spoke in front of their friends.

5. After that, some students can read the story that has been made in front of the class with the help of the researcher on each wrong pronunciation.

6. Before class ends, the researcher gave a short ice breaking and motivation to students to study English diligently and close the class.

3.4.2.2.3 The third meeting

1. Beginning the lesson, the researcher opened the lesson by greeting and checking the students' attendance list. The researcher gave direction to pray before learning.

2. The researcher did the same thing by explaining the material about the descriptive text in accordance with the pictures provided, and all vocabulary in the picture has been listed.

3. Then the researcher asked the students to pronounce the vocabulary by imitating the researcher's pronunciation. Then, the researcher provided directions on how to connect the existing word by word into a story based on the picture with a person's inductive thinking ability, and spoke in front of their friends.

4. After that, some students can read the story that has been made in front of the class with the help of the researcher on each wrong pronunciation.

5. Before class ends, the researcher gave motivation to students to study English diligently and closed the class.

3.4.2.2.4 The fourth meeting

1. Beginning the lesson, the researcher opened the lesson by greeting and checking the students' attendance list. The researcher gave direction to pray before learning.

2. When learning begins, pwim media is distributed again to the students, and did the same thing as the previous meeting. This is done with the help of the direction of the researcher, but here students played a more active role.

3. After that, some students can read the story that has been made in front of the class with the help of the researcher on each wrong pronunciation.

4. Before class ends, the researcher gave motivation to students to study English diligently and closed the class.

3.4.2.3 Post-test

After giving the treatment, the researcher did the post-test as the final evaluation to see whether there the students' speaking enhancement or not by using picture word inductive model. By providing pictures to students and made stories according to pictures and explaining the story in front of their friends and researcher. She also recorded each student's voice. Then, at the final meeting the researcher provided motivation to more study in learning English.

3.1 Technique of Data Analysis

The data collecting through the pre-test and post-test, the research be analyzed by the following procedure:

3.5.1 Scoring Classification

Tabel 3.2 Scoring formulation for students' speaking skill[32]

Classification	Score	Criteria
Fluency	9-10 7-8 5-6 3-4 1-2	• Directly explain completely. • Explain completely while thinking. • Explain but not complete. • Explain while thinking but not complete. • Purpose is not clear, needs a lot of communicating usually doesn't respond.
Accuracy	9-10 7-8 5-6 3-4 1-2	• No mistake • One inaccurate word • Two inaccurate word • Three inaccurate word • More than three inaccurate

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[32] H. Douglas Brown. *Language Assessment Principle and Classroom Practice,* (San Francisco: State University , 2001), p. 406-407.

Content	9-10 7-8 5-6 3-4 1-2	• Message required is dealt with effectively • Message required is dealt with effectively but a little unsystematic • Message required is adequately conveyed and organized but some loss of detail • Message is broadly conveyed but with little subtlety and some loss of detail • Inadequate or irrelevant attempts at conveying the message
Pronunciation	9-10 7-8 5-6 3-4 1-2	• Very good pronunciation • Good pronunciation • Fair pronunciation • Poor pronunciation • Very poor pronunciation

3.5.2 The Classification of The Students' Score

Tabel 3.3 The Classification of The Students' Score

Classification	Score
Very Good	81-100
Good	61-80
Fair	41-60
Poor	21-40
Very Poor	0-20

3.5.3 Scoring The Students' Speaking of Pre-test and Post-test

$$\text{Score} = \frac{Students'\ total\ score}{max\ score} \times 100$$

3.1.1.3 Finding out the mean score by using the following formula

$$X = \frac{\sum x}{N}$$

In which:

X = Mean score

Σ = Total score

N = The total number of students[33]

3.1.1.2 Calculating the rate percentage of the students' score by using the following

formula:

$$P = \frac{F}{N} \text{ X } 100 \text{ \%}$$

Where:

P = percentage

F = frequency

N = total of number of sample[34]

3.1.1.1 Finding out the difference of the mean score between pre-test and post-test by

calculated the T-test value using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

T   = test of significance

D   = the mean score of difference

ΣD   = the sum of the total score

ΣD2   = the square of the sum score of difference

N   = the total sample[35]

[33] Suharsumi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p.264

[34] Anas Sujidon, *Pengantar Statistik*, (Jakarta: Raja Grafindo Persada, 2006), p. 43

[35] Gay L.R, *Educational Research Competencies For Analysis and Application*, second edition, p.331

CHAPTER IV
FINDINGS AND DISCUSSION

This chapter consisted of the findings in this research and its discussion. It provided information about the result of data collected through test that can be discussed in this section below:

4.1 Finding

To find out the answer of the research question in the previous chapter, the researcher administrated a test. The test was a speaking test that was given twice, pre-test and post-test. Pre-test was given before treatment to know the students' speaking skill then post-test was given to know students' speaking skill after doing the treatment. From the result of post-test, it aimed to find out that used picture word inductive model media is able to enhance students' speaking skill at VIII class of SMP Al-Birru Parepare.

4.1.1. Students' speaking skill by using picture word inductive model media

This section described the result of data analysis in using the picture word inductive model media at VIII class of SMP Al-Birru Parepare.

4.1.1.1 The students' score in pre-test

The researcher gave the test in the form of a question accompanied by a picture written for the students to answer and find out their speaking skill. Every student got a test and the researcher recorded their answer to know how much vocabulary can their mention. After giving pre-test to the students, the researcher found out the result of students' speaking skill based on the criteria of speaking skills which are accuracy, fluency, content and pronunciation before giving the treatment. The result was shown in the following table:

Table 4.1 The students' score in pre-test based on speaking skill

No	Name	Fluency	Accuracy	Content	Pronunciation	Total
1	AR	3	2	2	3	10
2	AW	4	3	3	5	17
3	AS	3	2	2	3	10
4	AU	4	3	3	3	13
5	HA	2	2	2	1	7
6	HF	3	2	2	3	10
7	HTA	3	2	2	3	10
8	HU	3	2	2	2	9
9	KA	2	2	2	2	8
10	MF	3	2	2	2	9
11	MA	2	2	2	2	8
12	MI	2	2	2	2	8
13	NA	3	2	2	2	9
14	NS	3	2	2	3	10
15	NM	2	1	1	2	6
16	NAD	3	3	3	4	13
17	RL	3	2	2	3	10
18	RT	3	1	2	1	7
19	RM	2	1	2	2	7
20	SR	3	2	2	2	9
21	WY	3	2	2	2	9
22	WA	5	7	3	4	19
	Total	64	49	47	56	218

(Data source: the students' score in pre-test)

After knowing the students' scores in the pre-test based on the speaking ability criteria, namely fluency, accuracy, content and pronunciation. The following table below is to know the students' speaking score in pre-test:

Table 4.2 The Students' Speaking Score in Pre-test

No	Name	Pre-test of Students (X_1)			Classification
		Max score	Total Score (X_1)	$(X_1)^2$	
1	AR	40	25	625	Poor
2	AW	40	43	1849	Fair
3	AS	40	25	625	Poor
4	AU	40	33	1089	Poor
5	HA	40	18	324	Very Poor
6	HF	40	25	625	Poor
7	HTA	40	25	625	Poor
8	HU	40	23	529	Poor
9	KA	40	20	400	Very Poor
10	MF	40	23	529	Poor
11	MA	40	20	400	Very Poor
12	MI	40	20	400	Very Poor
13	NA	40	23	529	Poor
14	NS	40	25	625	Poor
15	NM	40	15	225	Very Poor
16	NAD	40	33	1089	Poor
17	RL	40	25	625	Poor
18	RT	40	18	324	Very Poor
19	RM	40	18	324	Very Poor
20	SR	40	23	529	Poor
21	WY	40	23	529	Poor
22	WA	40	48	2304	Fair
Total			$\Sigma X_1=551$	$\Sigma X_1{}^2=15123$	

(Data source: the students' score in pre-test)

Based on the result of the pre-test analysis in the table above, it showed that there were 7 students got very poor, there were 13 students got poor, and only 2 got fair. This showed that the lack of vocabulary they have in speaking before the treatment. So they needed treatment to enhance their speaking skill. Based on the table above, we can know the frequency of the classification score by looking the following table :

Table 4.3 The Rate Percentage of the Frequency of the Pre-test

No	Classification	Score	Frequency of Pre-test	Percentage of Pre-test
1	Very Good	81-100	0	0 %
2	Good	61-80	0	0 %
3	Fair	41-60	2	9.09 %
4	Poor	21-40	13	59,10 %
5	Very Poor	0-20	7	31,81 %
	Total		22	100 %

(Data source: the rate percentage of the frequency in pre-test)

As the explanation in the table above, the average score of students' speaking skill before applying picture word inductive model media. Most of the students were of poor classification with the percentage was 59.10 %. It had shown that the students' speaking skill in pre-test was low because they got very poor, poor and fair score. The following are the process of calculation to found out the mean and standard deviation in pre-test of the table 4.2.

Mean score of the pre-test:

$$X = \frac{\sum x}{N}$$

$$X = \frac{551}{22}$$

$$X = 25.04$$

Thus, the mean score of pre-test is 25.04.

Based on the result above, the data showed that the mean score of pre-test is 25.04 from that analyzing. It showed that most of the 22 students are still low in speaking. They have very limited vocabulary like they knew and affect fluency, accuracy, content, and very low pronunciation of each vocabulary mentioned.

The standard deviation of pre-test:

$$SD = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{15123 - \frac{(551)^2}{22}}{22-1}}$$

$$SD = \sqrt{\frac{15123 - \frac{303601}{22}}{21}}$$

$$SD = \sqrt{\frac{15123 - 13800.04}{21}}$$

$$SD = \sqrt{\frac{1322.96}{21}}$$

$$SD = \sqrt{62.99}$$

$$SD = 7.93$$

Thus, the standard deviation of pre-test is 7.93

After determining the mean score of pre-test was 25.04 and standard deviation was 7.93. It had shown that the students' speaking skill were in low category.

4.1.1.2 The students' score in post-test

After doing the treatment using picture word inductive model media. The researcher gave a post-test to each student and their answers were recorded to determine their speaking skill, based on its category, namely fluency, accuracy, content and pronunciation. The result would be presented in the following table:

Table 4.4 The students' score of post-test based on speaking skill

No	Name	Fluency	Accuracy	Content	Pronunciation	Total
1	AR	6	5	5	6	22
2	AW	7	7	6	7	27
3	AS	6	7	7	5	25
4	AU	7	6	6	6	25
5	HA	6	5	5	5	21
6	HF	8	6	7	6	27
7	HTA	7	6	6	7	26
8	HU	6	5	6	5	22
9	KA	7	6	6	6	25
10	MF	7	6	6	5	24
11	MA	7	7	6	6	26
12	MI	6	5	5	4	20
13	NA	6	5	5	5	21
14	NS	7	6	6	6	25
15	NM	4	4	4	5	17
16	NAD	5	6	6	5	22
17	RL	6	6	6	7	25
18	RT	6	5	6	5	22
19	RM	6	7	6	7	26
20	SR	5	6	5	5	21
21	WY	8	7	6	6	27
22	WA	8	7	7	6	28
Total		141	130	128	125	524

(Data source: the students' score in post-test)

After knowing the students' scores in the post-test based on the speaking ability criteria, namely fluency, accuracy, content and pronunciation. The following table below is to know the students' speaking score in post-test:

Table 4.5 The Students' Speaking Score in Post-test

No	Name	Pre-test of Students (X_1)			Classification
		Max score	Total Score (X_2)	$(X_2)^2$	
1	AR	40	55	3025	Fair
2	AW	40	68	4624	Good
3	AS	40	63	3969	Good
4	AU	40	63	3969	Good
5	HA	40	53	2809	Fair
6	HF	40	68	4624	Good
7	HTA	40	65	4225	Good
8	HU	40	55	3025	Fair
9	KA	40	63	3969	Good
10	MF	40	60	3600	Fair
11	MA	40	65	4225	Good
12	MI	40	50	2500	Fair
13	NA	40	53	2809	Fair
14	NS	40	63	3969	Good
15	NM	40	43	1849	Fair
16	NAD	40	55	3025	Fair
17	RL	40	63	3969	Good
18	RT	40	55	3025	Fair
19	RM	40	65	4225	Good
20	SR	40	53	2809	Fair
21	WY	40	68	4624	Good
22	WA	40	70	4900	Good
Total			$\Sigma X_2=1316$	$\Sigma X_2^2=79768$	

(Data source: the students' score in pre-test)

Based on the result of the post-test analysis in the table above, it showed that there were 10 students got fair and 12 students got good category. This shows that there is an enhanced in students' speaking skill after treatment using picture word inductive model media. Based on the table above, we can know the frequency of the classification score by looking the following table:

Table 4.6 The Rate Percentage of the Frequency of the Post-test

No	Classification	Score	Frequency of Post-test	Percentage of Post-test
1	Very Good	81-100	0	0 %
2	Good	61-80	12	54.5 %
3	Fair	41-60	10	45.5 %
4	Poor	21-40	0	0 %
5	Very Poor	0-20	0	0 %
	Total		22	100 %

(Data source: the rate percentage of the frequency in post-test)

As the explanation in the table above, the average score of students' speaking skill after applying picture word inductive model media. Most of the students were of good classification with the percentage was 54.5 %. This showed that the students' speaking skill on the post-test enhanced because they got fair and good scores, compared to the classification during the pre-test. The following are the process of calculation to find out the mean and standard deviation in post-test of the table 4.5.

Mean score of the post-test:

$$X = \frac{\sum X}{N}$$

$$X = \frac{1316}{22}$$

$$X = 59.81$$

Thus, the mean score of post-test is 59.81.

Based on the result above, the data showed that the mean score of post-test is 59.81 from that analyzing. It showed that most of the 22 students have an enhanced in speaking. They have additional vocabulary they know and affect the fluency, accuracy, content and increased pronunciation of each vocabulary mentioned.

The standard deviation of post-test:

$$SD = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

$$SD = \sqrt{\frac{79768 - \frac{(1316)^2}{22}}{22-1}}$$

$$SD = \sqrt{\frac{79768 - \frac{1731856}{22}}{21}}$$

$$SD = \sqrt{\frac{79768 - 78720.72}{21}}$$

$$SD = \sqrt{\frac{1047.28}{21}}$$

$$SD = \sqrt{49.8}$$

$$SD = 7.06$$

Thus, the standard deviation of post-test is 7.06.

4.1.1.3 The result of pre-test and post-test were presented in the following:

Table 4.7 The mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	25.04	7.93
Post-test	59.81	7.06

(Data source: the mean score and standard deviation of pre-test and post-test)

The data in table 4.7 above, showed that the mean score of pre-test was X_1=25.04 while the mean score of post-test increased X_2=59.81. The standard deviation of pre-test was 7.93 while post-test was 7.06.

As the result at this item is the mean score of post-test was greater than in pre-test. It means that students' speaking skill had improvement after doing the learning process that picture word inductive model media.

4.1.1.4 The rate percentage of the frequency of the pre-test and post-test

The following table showed the percentage of the frequency in pre-test and post-test.

Table 4.8 The rate percentage of the frequency of pre-test and post-test

No	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	81-100	0	0	0 %	0 %
2	Good	61-80	0	12	0 %	54.5 %
3	Fair	41-60	2	10	9.09 %	45.5 %
4	Poor	21-40	13	0	59,10 %	0 %
5	Very Poor	0-20	7	0	31,81 %	0 %
Total			22	22	100 %	100 %

(Data source: the rate percentage of frequency of pre-test and post-test)

The data of the table above indicated that rate percentage of the pre-test most students 59.10 % got poor score while the post-test, most of them 54.4 % got good score was higher than pre-test. It showed that students were able to enhance students' speaking skill after treatment through applying picture word indcutive model media.

4.1.2 The implementation of picture word inductive model media on students' speaking skill at SMP Al-Birru Parepare

4.1.2.1 T-test value

The following is the table to found out the difference of the mean score between pre-test and post-test.

Table 4.9 The worksheet of the calculation the score in pre-test and post-test of the students' speaking skill.

No	X_1	X_2	$(X_1)^2$	$(X_2)^2$	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	25	55	625	3025	30	900
2	43	68	1849	4624	25	625
3	25	63	625	3969	38	1444
4	33	63	1089	3969	30	900
5	18	53	324	2809	35	1225
6	25	68	625	4624	43	1849
7	25	65	625	4225	40	1600
8	23	55	529	3025	32	1024
9	20	63	400	3969	43	1849
10	23	60	529	3600	37	1369
11	20	65	400	4225	45	2025
12	20	50	400	2500	30	900
13	23	53	529	2809	30	900
14	25	63	625	3969	38	1444
15	15	43	225	1849	28	784
16	33	55	1089	3025	22	484
17	25	63	625	3969	38	1444
18	18	55	324	3025	37	1369
19	18	65	324	4225	47	2209
20	23	53	529	2809	30	900
21	23	68	529	4624	45	2025
22	48	70	2304	4900	22	484
T	$\Sigma X_1=551$	$\Sigma X_2=1316$	$\Sigma X_1^2=15123$	$\Sigma X_2^2=79768$	$\Sigma D=765$	$\Sigma D^2=27753$

In the other to see the students' score, the following is T-test was statistically applied:

To find out D used the formula as follow:

$$D = \frac{\Sigma D}{N} = \frac{765}{22} = 34.77$$

The calculation the t-test value:

$$t = \frac{D}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{34.77}{\sqrt{\frac{27753 - \frac{(765)^2}{22}}{22(22-1)}}}$$

$$t = \frac{34.77}{\sqrt{\frac{27753 - \frac{585225}{22}}{22(21)}}}$$

$$t = \frac{34.77}{\sqrt{\frac{27753 - 26601.13}{462}}}$$

$$t = \frac{34.77}{\sqrt{\frac{1151.87}{462}}}$$

$$t = \frac{34.77}{\sqrt{2.50}}$$

$$t = \frac{34.77}{1.59}$$

$$t = 21.86$$

Thus, the t-test value is 21.86

Based on the calculating on pre-test and post-test above, the researcher would like to present the table about t-test and t-table as follow:

Table 4.10 The test of significant

Variable	T-test	T-table value
Pre-test – post-test	21.86	1.721

This research used pre-exerimental design with pre-test and post-test. The data above showed the value was greater than t-table value. In indicated that there was a significant difference between the result students' pre-test and post-test.

4.1.2.2 Hypothesis testing

To find out the degree of freedom (df) the researcher used following formula:

Df = N - 1

    = 22 - 1

    = 213

For the level of significance (p = 0,05) and df = 21 then the value of the table = 21.86 the value of the T-test was greater than the t-table (21,86 > 1,721). It means that there was an improvement with the students' speaking skill after giving the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It has been found that there was improvement of picture word inductive model media on students' speaking skill.

4.1.3 The way of applying Picture word inductive model media to enhance the students' speaking skill

There were six meetings for doing the treatment of this research. Two meeting for doing the pre-test and post-test, and four meetings for doings treatment by applying Picture word inductive model media. The first meeting was conducted on Monday, February 8th 2021. The lesson was started by praying together and checking attendance list, before giving the treatment, the students did the pre-test. It purposed to know students' skill in speaking. The step of this learning was the researcher started to introduce herself and gave information about her aim with the students. Then the researcher explain little about the pre-test. After the researcher gave work of

pre-test question. It purposed to know the students' enhancement in speaking before getting the treatment. The researcher also recorded each students' speaking pre-test answer.

On Tuesday 9th February 2021, this is the first treatment meeting after doing the pre-test. The researcher started the class by praying, greeting and checked the attendance list. In the learning process, the researcher gave the first material about descriptive text, he showed a picture of a playground and asked students to identify each vocabulary related to the picture, this activity was assisted by the researcher. Then the researcher helped the students first to make a line the available vocabularies in the picture. After each part of the picture has been identified by making a label, she asked the students to imitate the pronunciation of each vocabulary listed. Then, she asked students to try to make a story according to the picture and vocabulary listed. They can connect each word or add new words with the help of dictionaries and researcher. At the end of the meeting, the researcher did a little game to entertain the students and motivate them to continue learning English and close the meeting.

On Wednesday 10th February 2021, this is the second treatment meeting. The researcher started the class by praying, greeting and checking the attendance list. She asked the students how the learning progressed yesterday. In the learning process of this treatment, the material given is about descriptive text, it showed a picture of children playing marbles, but it's different from before. At this meeting, all vocabulary in the picture has been listed. The researcher also asked students to imitate the pronunciation of each vocabulary listed. Then, she asked students to try to make sentences according to the vocabulary listed, and practice it in front of their friends. At the end of the meeting, the researcher played a small game to entertain students and motivate them to continue learning English, not forgetting that the researcher also asked them to memorize the vocabulary that had been given.

On Thursday 11th February 2021, this is the third treatment meeting. The researcher started the class by praying, greeting and checking the attendance list. She asked the students how the previous lesson. In the learning process in this treatment

the material given is about descriptive text in the form of pictures of yard houses and all vocabulary in the picture has been listed, she asked students to do the same thing with previous lessons. The researcher also asked students to imitated the pronunciation of each vocabulary listed. Then, she asked students to try to make sentences according to the vocabulary listed. At the end of the meeting the researchers motivated them to continue learning English, not forgetting that the researchers also asked them to memorize the vocabulary they had been given.

On Saturday 13th February 2021, this is the last treatment meeting. The researcher started the class by praying, greeting and checking the attendance list. She asked the students how the previous lesson, and test them against the vocabulary they have memorized. In the learning process in this treatment the material given is about descriptive text in the form of pictures of soccer that all vocabulary in the picture has been listed and here students play a more active role. They are more active in mentioning each vocabulary and its meaning in the picture. The researcher also asked students to imitated the pronunciation of each vocabulary listed. Then, she asked students to try to make sentences according to the vocabulary listed. At the end of the meeting the researchers motivated them to continue learning English, not forgetting that the researchers also asked them to memorize the vocabulary they had been given as additional vocabulary in speaking English.

On Monday 15th February 2021, this is the last meeting, the researcher gave a post-test speaking to the students after doing the treatment. As in the previous pre-test, the researcher recorded each student's speaking skill. Then, the researcher continues to provide motivation to be diligent in learning English to students, said thank you and closing the meeting.

4.2 Discussion

This part explain the discussion about the results findings that shows in the previous section. In the first chapter, there was a statement of the problem. They is: Is the picture word inductive model media able to enhance the students' speaking skill?.

This problem statement had been answered by the previous part of this chapter. It was answered by the data that researcher got in pre-test and post-test.

The problem is the students still face difficulty to express their ideas orally in English because they lack vocabulary and did not have self confidence. Most of the students feel this problem, they sometimes feel stiff when pronouncing words in English, except for those who study in schools which require them to be able to speak English. But the school is only a few, even counted. Especially in the education system, students have started learning English at the elementary school level, but at that level not all students can understand it because their mother tongue is still very strong. So the researcher wanted to teach students at the junior high school level starting by providing vocabulary first with the activity of imitating each given vocabulary accompanied by the meaning of the vocabulary. The researcher choose the junior high school level in this research because at this stage students were easier to imitate the lessons from the teacher.

At the time the researcher gave teaching, initially she tried to communicate using English with the students, they tend to keep silent when the researcher invited them to interact using English in asking something, because of the lack of vocabulary they had so they felt less confident. These problem cannot only be attributed to the students' personal factors but also to the types of teaching the material. Most students may feel bored and cannot be in the learning process that seems simple as usual, so the teacher's initiative is needed how to create a learning atmosphere that is vibrant and easy to understand.

Before the treatment was carried out by the researcher, she first did a pre-test, it was distributed to each student and recorded by the researcher how they spoke. Therefore, they got trouble in answering the test that is given by the her. Based on the statement that most students have some problems expressing their ideas orally. It is proved by the mean score of students in the pre-test which was very poor, because their inductive ability is still low. But there are some factors that are influenced the

students in their speaking skills after they got treatment using Picture word inductive model media.

Based on the data analysis, it showed that the students' score in pre-test was very low. But during fourth meetings in treatment, the students got the higher score in post-test. It can be showed in the score of post-test result. Where, the mean score of pre-test was 25,04 and the mean score of the post-test was 59,81. The mean result of post-test scores was much higher than pre-test scores. So, it can be concluded that the treatment have been effective. The researcher proved that learning speaking by using Picture word inductive model media can enhance the students' speaking skill. Based on this picture word inductive media model, the labeling of the words on the picture is arranged and how the researcher makes students imitate the researcher's words and make a story of sentences from the words available in the picture.

After conducting the research, the researcher found that the students really looked exited about the applying Picture word inductive model media as a technique to be used in the class. So, they followed the teaching and learning process enthusiastically. According to Shaman and Feng Pwim media helps students practice spelling, phonics and grammar, and Pwim improved students English vocabulary and students able to compose meaningful English paragraph. As well as students motivation toward learning English[36]. In other words, picture word inductive model media really helped students' problems in learning English, namely the lack of students' vocabulary. So, with this process it really helped to add the vocabulary to the students with picture media, and they are also tried to think inductively how each of the words listed can be linked into a story based on the picture, this is also helps students in the pronunciation of each vocabulary and how to pronounce it by speak up in the English.

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[36] Mira Ermita, Emzir, and Ninuk Lustyantie, "Picture Word Inductive Model For Better Descriptive Text Writing," *Indonesian EFL Journal (IEFLJ)*, Vol. 5, Issue 2, (July 2019), p. 75. https://www.researchgate.net/publication/334650027_Picture_Word_Inductive_Model_For_BetterDes criptive_Text_Writing

Pwim media is indeed intended to enrich students' English vocabulary in its application, but the researcher used it to develop students' speaking as well. Because this media contains several words in the picture, the researcher helped students by using this media to learn how to think inductively, connecting all the existing vocabulary into a story and explaining it in front of the class, as stated in the conceptual framework of this research, there is a design sentences.

With the Pwim media, the researcher can teach the pronunciation of each vocabulary in the picture. Students are more enthusiastic in learning because picture media have been provided along with the vocabulary. Then students can write down each vocabulary and its meaning in their notebooks. Most children used their visuals to learn, so with the pictures students can enthusiastically participated in the lesson, with the helped of researchers imitating the pronunciation of words and how to made sentences based on the picture. This method also needed to be used by teachers in teaching English to students in accordance with the learning process design required by the government. Teachers can also take the initiative to play ice breaking using this media, so that students can save learning in their long-term memory.

As the result of the tes, the researcher can draw the conclusion that the applying of Picture word inductive model media is able to enhanced students' speaking skill at the eight grade of SMP Al-Birru Parepare. Therefore, the alternative hypothesis (H_1) can be accepted in accordance with the previous data processing in this chapter. It is proven in the results of the t-test and t-table, where the data analysis technique of this study uses imferential statistical analysis, the results of the t-test which is a hypothesis test is 21.86 compared to the t-table which is 1.721 one tail test 0.05.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consist of two parts namely conclusion and suggestion of the research about enhancing students' speaking skill through Picture Word Inductive Model (PWIM) media at the eight grade of SMP Al-Birru parepare.

5.1 Conclusion

Based on finding and discussion on previous chapter in the study, the researcher concluded that:

From the results of data analysis and discussion in the previous chapter, the researcher conclude that using Picture word inductive model media significantly enhance the students' speaking skill at the eight grade of SMP Al-Birru Parepare. The data analysis also showed that there was a different before and after giving the treatment. It was proved by development of means score from 25.04 from the pre-test and 59.81 from the post-test. While the T-test value was higher than t-table 1.721. Therefore, Picture word inductive model media was able to enhance the students' speaking skill at the eight grade of SMP Al-Birru Parepare.

The researcher also can see how the students' responses by using Picture word inductive model media from the result. It showed that the students was interest to learn English speaking by using Picture word inductive model media. They was very enthusiastic and exited to learn English and was able to enhance their speaking.

5.2 Suggestion

Based on the researcher, the researcher gives some suggestions as follow:

5.2.1 For the teacher: the teacher need to be more creative and innovative in teaching English to manage the use of media, method and technique. The teacher also has a good feedback to the students, it made them not to bored and would be active in learning process. Expect gave motivations, the teacher must be given the students more attention and leveling students.

5.2.2   For the students: the students was more active in learning process and not afraid to make a mistake in English vocabulary. The students also was more practice the vocabulary in daily life and the vocabulary can be used in learning process. It is also hoped that students will study this international language diligently

5.2.3   For further researchers: researchers suggest other researchers to conduct further research on the importance of picture word inductive model media in various other skill. The last, the researcher hoped that result of this research can be used as a additional references for the other researcher.

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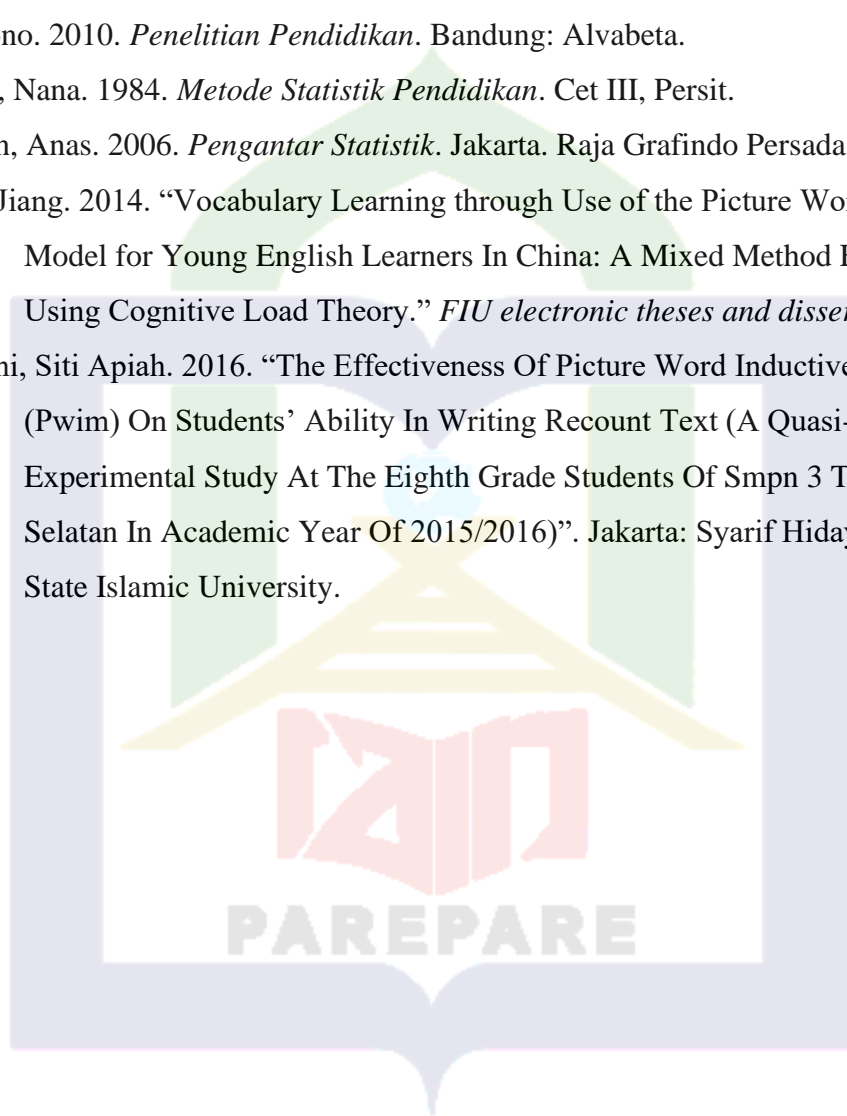
APPENDICES

Appendix 1: Instruments of the research

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NIM	:	16.1300.166
Fakultas/Prodi	:	Tarbiyah / Tadris Bahasa Inggris
Judul	:	Enhancing Students' Speaking Skill Through Picture Word Inductive Model (Pwim) Media At The Eight Grade Of Smp Al-Birru Parepare

Research Instrument

In this research, the researcher used pre-experimental by giving a pre-test and post-test to the class as follows:

1. Pre-test Instrumen

The researcher instructed all students to provide titles and stories based on the picture test about cleaning the classroom that had been given, and the researcher will record it to know their skill in speaking orally.

Make the title and story for the picture below, then practice it in front of the class.

- Title of the picture :
- Make a story of the picture :

2. Post-test Instrument

The researcher instructed all students to provide titles and stories based on the picture test about the village that had been given, and the researcher will record it to know their skill in speaking orally after the treatment.

Make the title and story for the picture below, then practice it in front of the class.

- Title of the picture :
- Make a story of the picture :

Appendix 2: Students' speaking skill of pre-test

Name: Roodiatan Mardiyah

Class: VIII

Researcher   : What is your name?

Students   : My name is Roodiatan Mardiyah.

Researcher   : Okay, tell me what is the title of the picture?

Students   : Clining of the classroom sister.

Reseracher   : So, please make the story of the picture.

Student	: Rudi menyapu lantai. Riri menghapus papan tulis. Alif is clining jendela. Ana membersihkan de table

Name: Muh. Adam

Class: VIII

Researcher	: What is your name?
Students	: My name is Muh. Adam.
Researcher	: Okay, tell me what is the title of the picture?
Students	: Membersihkan kelas kak.
Reseracher	: So, please make the story of the picture.
Student	: Haikal membersihkan window. Putri membersihkan table. Rauf clean the rubbish.

Name: Abdul Rauf

Class: VIII

Researcher	: What is your name?
Students	: My name is Abdul Rauf.
Researcher	: Okay, tell me what is the title of the picture?
Students	: Clean class sister.
Reseracher	: So, please make the story of the picture.
Student	: Dayu sweep rubbis. Siti clean the table. Edo lap the mirror. Lani membersihkan black board.

Name: Auliah

Class: VIII

Researcher	: What is your name?
Students	: My name is Auliah.
Researcher	: Okay, tell me what is the title of the picture?
Students	: Bekerja bakti membersihkan kelas sister.
Reseracher	: So, please make the story of the picture.
Student	: Auliah is clining de black board. Winda is clining the table. Ikram is clining the window. Asis is clining the floor.

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Appendix 3: Students' speaking skill of post-test

Name: Roodiatan Mardiyah

Class: VIII

Researcher   : What is your name?

Students   : My name is Roodiatan Mardiyah.

Researcher   : Okay, tell me what is the title of the picture?

Students   : The Farmer sister.

Reseracher   : So, please make the story of the picture.

Student   : In the village, there are many farmer who painting the rice in the rice field. Around the village, have a beautiful view. We can see the mountain, the bamboo tree and many else.

Name: Muh. Adam

Class: VIII

Researcher   : What is your name?

Students   : My name is Muh. Adam.

Researcher   : Okay, tell me what is the title of the picture?

Students   : The village sister.

Reseracher   : So, please make the story of the picture.

Student   : In the village, there are the rice field and the bamboo tree. Around the roads, there are many the big tree.

Name: Abdul Rauf

Class: VIII

Researcher   : What is your name?

Students   : My name is Abdul Rauf.

Researcher   : Okay, tell me what is the title of the picture?

Students   : My village sister.

Reseracher   : So, please make the story of the picture.

Student   : In my village, there are many shrub and in the rice field, there is a farmer hack it. There are many the big tree also.

Name: Auliah

Class: VIII

Researcher : What is your name?

Students : My name is Auliah.

Researcher : Okay, tell me what is the title of the picture?

Students : The farmer sister.

Reseracher : So, please make the story of the picture.

Student : In the village, there is a farmer going to a rice field, around the roads there are many tree, beside it there is the farmer's house, a beautiful hill and many grass.

Appendix 4: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah :SMP Al-Birru Parepare

Mata pelajaran :Bahasa Inggris

Kelas/semester :VIII/2

Materi pokok :Teks deskriptif tentang taman bermain

Alokasi waktu :2x45 menit

Pertemuan :01

A. Kompetensi Inti (KI):

KI 1 :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 :Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dgn wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 3 :Menunjukkan keterampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

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B. Kompetensi Dasar:

KD. 2.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengucapan kosakata yang tertera pada media gambar sesuai dengan konteks penggunaannya.

C. Indikator:

1. Menganalisis fungsi sosial, struktur teks, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang gambar taman bermain sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran:

1. Peserta didik menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang gambar taman bermain.
2. Peserta didik menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait descriptive text tentang gambar taman bermain.
3. Peserta didik mampu mengidentifikasi descriptive text melalui gambar yang disediakan beserta kosakata yang tertera.
4. Menyusun descriptive text tentang gambar taman bermain yang disediakan beserta kosakata dengan lisan dan tulisan.

E. Materi Pembelajaran:

Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, atau orang yang dideskripsikan.

Unsur-unsur kebahasaan:

- Kata benda yang terkait dengan orang/benda/tempat/binatang.
- Kata sifat yang terkait dengan sifat orang/binatang/benda.
- Menggunakan simple present tense.
- Ucapan, tekanan kata dan intonasi ketika mempresentasikan secara lisan.

Contoh gambar disertai dengan kosakata yang tertera yang akan dideskripsikan:

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F. **Metode Pembelajaran:** Task based instruction

G. **Media, Alat, dan Sumber Pembelajaran:**

1. Media dan alat: sebuah gambar dengan kosakata yang tertera dan papan tulis.
2. Sumber belajar: buku bahasa Inggris dan kamus.

H. **Langkah-Langkah Kegiatan Pembelajaran:**

Pertemuan Ke-1

1. Kegiatan Pendahuluan (10 menit)

- Peneliti memberi salam (greeting) dan berdoa (praying) bersama.
- Peneliti memeriksa kehadiran peserta didik.
- Peneliti menanyakan pengalaman siswa dalam belajar bahasa Inggris.
- Peneliti menyampaikan tema dan materi pembelajaran.

2. Kegiatan Inti (60 menit)

- Peneliti memperlihatkan gambar tanpa kosakata terlebih dahulu kepada para siswa dan menempelkannya di papan tulis.
- Peneliti menunjuk beberapa siswa untuk mengidentifikasi setiap bagian yang terdapat pada gambar dan peneliti akan memberikan label kosakata dalam bahasa Inggris dan artinya dalam bentuk garis sesuai pada setiap bagian gambar di papan tulis.
- Peneliti akan meminta siswa untuk meniru setiap pengucapan kosakata yang tertera.
- Selanjutnya, peneliti mengarahkan siswa untuk mendeskripsikan gambar tersebut dengan bantuan kosakata yang telah ada menjadi sebuah cerita. Peneliti akan memberikan satu contoh kalimat sebelumnya.
- Setelah cerita telah dibuat, beberapa siswa akan membacakannya secara lisan dengan bantuan pengucapan dari peneliti.

3. Kegiatan Penutup (20 menit)

- Setelah pembelajaran, peneliti memberikan ice breaking mengasah otak singkat untuk menghibur para siswa.
- Setelah itu, peneliti melakukan refleksi atau memberikan kesimpulan terhadap hasil pembelajaran dan menanyakan pendapat peserta didik dengan pelajaran pada hari ini.
- Peneliti mengucapkan terima kasih kepada para siswa setelah selesainya pembelajaran.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   :SMP Al-Birru Parepare

Mata pelajaran   :Bahasa Inggris

Kelas/semester   :VIII/2

Materi pokok   :Teks deskriptif tentang bermain kelereng

Alokasi waktu   :2x45 menit

Pertemuan   :02

A. Kompetensi Inti (KI):

KI 1   :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   :Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dgn wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 3   :Menunjukkan keterampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar:

KD. 2.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengucapan kosakata yang tertera pada media gambar sesuai dengan konteks penggunaannya.

C. Indikator:

1. Menganalisis fungsi sosial, struktur teks, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang gambar bermain kelereng sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran:

1. Peserta didik menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang gambar bermain kelereng.
2. Peserta didik menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait descriptive text tentang gambar bermain kelereng.

3. Peserta didik mampu mengidentifikasi descriptive text melalui gambar yang disediakan beserta kosakata yang tertera.
4. Menyusun descriptive text tentang gambar bermain kelereng yang disediakan beserta kosakata dengan lisan dan tulisan.

E. Materi Pembelajaran:

Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, atau orang yang dideskripsikan.

Unsur-unsur kebahasaan:
- Kata benda yang terkait dengan orang/benda/tempat/binatang.
- Kata sifat yang terkait dengan sifat orang/binatang/benda.
- Menggunakan simple present tense.
- Ucapan, tekanan kata dan intonasi ketika mempresentasikan secara lisan.

Contoh gambar disertai dengan kosakata yang tertera yang akan dideskripsikan:

F. Metode Pembelajaran: Task based instruction

G. Media, Alat, dan Sumber Pembelajaran:

1. Media dan alat: sebuah gambar dengan kosakata yang tertera dan papan tulis.
2. Sumber belajar: buku bahasa Inggris dan kamus.

H. Langkah-Langkah Kegiatan Pembelajaran:

Pertemuan Ke-2

1. Kegiatan Pendahuluan (10 menit)

- Peneliti memberi salam (greeting) dan berdoa (praying) bersama.
- Peneliti memeriksa kehadiran peserta didik.
- Peneliti menanyakan pengalaman siswa dalam belajar bahasa Inggris.
- Peneliti menyampaikan tema dan materi pembelajaran.

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2. Kegiatan Inti (60 menit)

- Peneliti memperlihatkan gambar tanpa kosakata terlebih dahulu kepada para siswa dan menempelkannya di papan tulis.
- Peneliti menunjuk beberapa siswa untuk mengidentifikasi setiap bagian yang terdapat pada gambar dan peneliti akan memberikan label kosakata dalam bahasa Inggris dan artinya dalam bentuk garis sesuai pada setiap bagian gambar di papan tulis.
- Peneliti akan meminta siswa untuk meniru setiap pengucapan kosakata yang tertera.
- Selanjutnya, peneliti mengarahkan siswa untuk mendeskripsikan gambar tersebut dengan bantuan kosakata yang telah ada menjadi sebuah cerita. Peneliti akan memberikan satu contoh kalimat sebelumnya.
- Setelah cerita telah dibuat, beberapa siswa akan membacakannya secara lisan dengan bantuan pengucapan dari peneliti.

3. Kegiatan Penutup (20 menit)

- Setelah pembelajaran, peneliti memberikan ice breaking mengasah otak singkat untuk menghibur para siswa.
- Setelah itu, peneliti melakukan refleksi atau memberikan kesimpulan terhadap hasil pembelajaran dan menanyakan pendapat peserta didik dengan pelajaran pada hari ini.
- Peneliti mengucapkan terima kasih kepada para siswa setelah selesainya pembelajaran.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   :SMP Al-Birru Parepare

Mata pelajaran   :Bahasa Inggris

Kelas/semester   :VIII/2

Materi pokok   :Teks deskriptif tentang pekarangan rumah

Alokasi waktu   :2x45 menit

Pertemuan   :03

A. Kompetensi Inti (KI):

KI 1   :Menghargai dan menghayati ajaran agama yang dianutnya.

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KI 2   :Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dgn wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 3   :Menunjukkan keterampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar:

KD. 2.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengucapan kosakata yang tertera pada media gambar sesuai dengan konteks penggunaannya.

C. Indikator:

1. Menganalisis fungsi sosial, struktur teks, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang gambar pekarangan rumah sesuai dengan konteks penggunaannya.

D. Tujuan Pembelajaran:

1. Peserta didik menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang gambar pekarangan rumah.
2. Peserta didik menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait descriptive text tentang gambar pekarangan rumah.
3. Peserta didik mampu mengidentifikasi descriptive text melalui gambar yang disediakan beserta kosakata yang tertera.
4. Menyusun descriptive text tentang gambar pekarangan rumah yang disediakan beserta kosakata dengan lisan dan tulisan.

E. Materi Pembelajaran:

Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, atau orang yang dideskripsikan.

Unsur-unsur kebahasaan:

- Kata benda yang terkait dengan orang/benda/tempat/binatang.
- Kata sifat yang terkait dengan sifat orang/binatang/benda.
- Menggunakan simple present tense.

- Ucapan, tekanan kata dan intonasi ketika mempresentasikan secara lisan.

Contoh gambar disertai dengan kosakata yang tertera yang akan dideskripsikan:

F. **Metode Pembelajaran:** Task based instruction

G. **Media, Alat, dan Sumber Pembelajaran:**

1. Media dan alat: sebuah gambar dengan kosakata yang tertera dan papan tulis.
2. Sumber belajar: buku bahasa Inggris dan kamus.

H. **Langkah-Langkah Kegiatan Pembelajaran:**

Pertemuan Ke-3

1. Kegiatan Pendahuluan (10 menit)

   - Peneliti memberi salam (greeting) dan berdoa (praying) bersama.
   - Peneliti memeriksa kehadiran peserta didik.
   - Peneliti menanyakan pengalaman siswa dalam belajar bahasa Inggris.
   - Peneliti menyampaikan tema dan materi pembelajaran.

2. Kegiatan Inti (60 menit)

   - Peneliti memperlihatkan gambar tanpa kosakata terlebih dahulu kepada para siswa dan menempelkannya di papan tulis.
   - Peneliti menunjuk beberapa siswa untuk mengidentifikasi setiap bagian yang terdapat pada gambar dan peneliti akan memberikan label kosakata dalam bahasa Inggris dan artinya dalam bentuk garis sesuai pada setiap bagian gambar di papan tulis.
   - Peneliti akan meminta siswa untuk meniru setiap pengucapan kosakata yang tertera.

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- Selanjutnya, peneliti mengarahkan siswa untuk mendeskripsikan gambar tersebut dengan bantuan kosakata yang telah ada menjadi sebuah cerita. Peneliti akan memberikan satu contoh kalimat sebelumnya.
- Setelah cerita telah dibuat, beberapa siswa akan membacakannya secara lisan dengan bantuan pengucapan dari peneliti.

3. Kegiatan Penutup (20 menit)

- Setelah pembelajaran, peneliti memberikan ice breaking mengasah otak singkat untuk menghibur para siswa.
- Setelah itu, peneliti melakukan refleksi atau memberikan kesimpulan terhadap hasil pembelajaran dan menanyakan pendapat peserta didik dengan pelajaran pada hari ini.
- Peneliti mengucapkan terima kasih kepada para siswa setelah selesainya pembelajaran.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah   :SMP Al-Birru Parepare

Mata pelajaran   :Bahasa Inggris

Kelas/semester   :VIII/2

Materi pokok   :Teks deskriptif tentang sepak bola

Alokasi waktu   :2x45 menit

Pertemuan   :04

A. Kompetensi Inti (KI):

KI 1   :Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2   :Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dgn wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 3   :Menunjukkan keterampilan menalar, mengolah dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif dan komunikatif dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. **Kompetensi Dasar:**

KD. 2.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pengucapan kosakata yang tertera pada media gambar sesuai dengan konteks penggunaannya.

C. **Indikator:**

1. Menganalisis fungsi sosial, struktur teks, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang gambar sepak bola sesuai dengan konteks penggunaannya.

D. **Tujuan Pembelajaran:**

1. Peserta didik menunjukkan kesungguhan belajar bahasa Inggris terkait teks deskriptif sederhana tentang gambar sepak bola.
2. Peserta didik menunjukkan perilaku peduli, percaya diri, dan tanggung jawab dalam melaksanakan komunikasi terkait descriptive text tentang gambar sepak bola.
3. Peserta didik mampu mengidentifikasi descriptive text melalui gambar yang disediakan beserta kosakata yang tertera.
4. Menyusun descriptive text tentang gambar sepak bola yang disediakan beserta kosakata dengan lisan dan tulisan.

E. **Materi Pembelajaran:**

Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, atau orang yang dideskripsikan.

Unsur-unsur kebahasaan:

- Kata benda yang terkait dengan orang/benda/tempat/binatang.
- Kata sifat yang terkait dengan sifat orang/binatang/benda.
- Menggunakan simple present tense.
- Ucapan, tekanan kata dan intonasi ketika mempresentasikan secara lisan.

Contoh gambar disertai dengan kosakata yang tertera yang akan dideskripsikan:

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F. Metode Pembelajaran: Task based instruction

G. Media, Alat, dan Sumber Pembelajaran:

1. Media dan alat: sebuah gambar dengan kosakata yang tertera dan papan tulis.
2. Sumber belajar: buku bahasa Inggris dan kamus.

H. Langkah-Langkah Kegiatan Pembelajaran:

Pertemuan Ke-4

1. Kegiatan Pendahuluan (10 menit)

   - Peneliti memberi salam (greeting) dan berdoa (praying) bersama.
   - Peneliti memeriksa kehadiran peserta didik.
   - Peneliti menanyakan pengalaman siswa dalam belajar bahasa Inggris.
   - Peneliti menyampaikan tema dan materi pembelajaran.

2. Kegiatan Inti (60 menit)

   - Peneliti memperlihatkan gambar tanpa kosakata terlebih dahulu kepada para siswa dan menempelkannya di papan tulis.
   - Peneliti menunjuk beberapa siswa untuk mengidentifikasi setiap bagian yang terdapat pada gambar dan peneliti akan memberikan label kosakata dalam bahasa Inggris dan artinya dalam bentuk garis sesuai pada setiap bagian gambar di papan tulis.
   - Peneliti akan meminta siswa untuk meniru setiap pengucapan kosakata yang tertera.
   - Selanjutnya, peneliti mengarahkan siswa untuk mendeskripsikan gambar tersebut dengan bantuan kosakata yang telah ada menjadi sebuah cerita. Peneliti akan memberikan satu contoh kalimat sebelumnya.
   - Setelah cerita telah dibuat, beberapa siswa akan membacakannya secara lisan dengan bantuan pengucapan dari peneliti.

3. Kegiatan Penutup (20 menit)

   - Setelah pembelajaran, peneliti memberikan ice breaking mengasah otak singkat untuk menghibur para siswa.
   - Setelah itu, peneliti melakukan refleksi atau memberikan kesimpulan terhadap hasil pembelajaran dan menanyakan pendapat peserta didik dengan pelajaran pada hari ini.
   - Peneliti mengucapkan terima kasih kepada para siswa setelah selesainya pembelajaran.

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Appendix 5 Distribution of T-Table

dk	α untuk Uji Satu Pihak (*one tail test*)					
	0,25	0,10	0,05	0,025	0,01	0,005
	α untuk Uji Dua Pihak (*two tail test*)					
	0,50	0,20	0,10	0,05	0,02	0,01
1	1,000	3,078	6,314	12,706	31,821	63,657
2	0,816	1,886	2,920	4,303	6,965	9,925
3	0,765	1,638	2,353	3,182	4,541	5,841
4	0,741	1,533	2,132	2,776	3,747	4,604
5	0,727	1,476	2,015	2,571	3,365	4,032
6	0,718	1,440	1,943	2,447	3,143	3,707
7	0,711	1,415	1,895	2,365	2,998	3,499
8	0,706	1,397	1,860	2,306	2,896	3,355
9	0,703	1,383	1,833	2,262	2,821	3,250
10	0,700	1,372	1,812	2,228	2,764	3,169
11	0,697	1,363	1,796	2,201	2,718	3,106
12	0,695	1,356	1,782	2,179	2,681	3,055
13	0,692	1,350	1,771	2,160	2,650	3,012
14	0,691	1,345	1,761	2,145	2,624	2,977
15	0,690	1,341	1,753	2,131	2,602	2,947
16	0,689	1,337	1,746	2,120	2,583	2,921
17	0,688	1,333	1,740	2,110	2,567	2,898
18	0,688	1,330	1,734	2,101	2,552	2,878
19	0,687	1,328	1,729	2,093	2,539	2,861
20	0,687	1,325	1,725	2,086	2,528	2,845
21	0,686	1,323	1,721	2,080	2,518	2,831
22	0,686	1,321	1,717	2,074	2,508	2,819
23	0,685	1,319	1,714	2,069	2,500	2,807
24	0,685	1,318	1,711	2,064	2,492	2,797
25	0,684	1,316	1,708	2,060	2,485	2,787
26	0,684	1,315	1,706	2,056	2,479	2,779
27	0,684	1,314	1,703	2,052	2,473	2,771
28	0,683	1,313	1,701	2,048	2,467	2,763
29	0,683	1,311	1,699	2,045	2,462	2,756
30	0,683	1,310	1,697	2,042	2,457	2,750
40	0,681	1,303	1,684	2,021	2,423	2,704
60	0,679	1,296	1,671	2,000	2,390	2,660
120	0,677	1,289	1,658	1,980	2,358	2,617
∞	0,674	1,282	1,645	1,960	2,326	2,576

Appendix 6 Research Allowance

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor   : B.307/In.39.5.1/PP.00.9/02/2021
Lampiran : 1 Bundel Proposal Penelitian
H a l   : Permohonan Rekomendasi Izin Penelitian

Yth. Walikota Parepare
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

  Kota Parepare

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama   : Rahmiaty.SN
Tempat/Tgl. Lahir   : Parepare, 20 April 1998
NIM   : 16.1300.166
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester   : X (Sepuluh)
Alamat   : Jl. La Galigo Lorong 1 Kel. Lapadde, Kec. Ujung, Kota Parepare

Bermaksud akan mengadakan penelitian di wilayah Kota Parepare dalam rangka penyusunan
skripsi yang berjudul :

"Enhancing Student's Speaking Skill Through Picture Word Inductive Model (PWIM)
Media At The Eight Grade Of SMP Albirru Parepare"

Pelaksanaan penelitian ini direncanakan pada bulan Februari sampai bulan Maret Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima
kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 03 Februari 2021
Wakil Dekan I,

Muh. Dahlan Thalib

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

SRN IP0000091

PEMERINTAH KOTA PAREPARE
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jalan Veteran Nomor 28 Telp (0421) 23594 Faximile (0421) 27719 Kode Pos 91111, Email : dpmptsp@pareparekota.go.id

REKOMENDASI PENELITIAN
Nomor : 94/IP/DPM-PTSP/2/2021

Dasar :
1. Undang-Undang Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan, dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian.
3. Peraturan Walikota Parepare No. 7 Tahun 2019 Tentang Pendelegasian Wewenang Pelayanan Perizinan dan Non Perizinan Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu.

Setelah memperhatikan hal tersebut, maka Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu :

M E N G I Z I N K A N

KEPADA

NAMA : **RAHMIATY. SN**

UNIVERSITAS/ LEMBAGA : **INSTITUT AGAMA ISLAM NEGERI (IAIN) PAREPARE**

Jurusan : **PENDIDIKAN BAHASA INGGRIS**

ALAMAT : **JL. LA GALIGO LORONG 1 KEC. UJUNG KOTA PAREPARE**

UNTUK : melaksanakan Penelitian/wawancara dalam Kota Parepare dengan keterangan sebagai berikut :

JUDUL PENELITIAN : **ENHACING STUDENT'S SPEAKING SKILL THROUGH PICTURE WORD INDUCTIVE MODEL (PWIM) MEDIA AT THE EIGHT GRADE OF SMP ALBIRRU PAREPARE**

LOKASI PENELITIAN : **DINAS PENDIDIKAN DAN KEBUDAYAAN KOTA PAREPARE (SMP ALBIRRU)**

LAMA PENELITIAN : **10 Pebruari 2021 s.d 10 Maret 2021**

a. Rekomendasi Penelitian berlaku selama penelitian berlangsung
b. Rekomendasi ini dapat dicabut apabila terbukti melakukan pelanggaran sesuai ketentuan perundang - undangan

Dikeluarkan di: **Parepare**
Pada Tanggal : **11 Februari 2021**

KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KOTA PAREPARE

Hj. ANDI RUSIA, SH.MH
Pangkat : Pembina Utama Muda, (IV/c)
NIP : 19620915 198101 2 001

Biaya : Rp. 0.00

YAYASAN PEMBINA LEMBAGA PENDIDIKAN (YPLP) AL-BIRRU
KOTA PAREPARE

SEKOLAH MENENGAH PERTAMA
SMP AL-BIRRU PAREPARE

Status : Swasta Diakui
Jalan Marham Alam Raya, Bumi Harapan, Bacukiki Barat Parepare 91122, SULSEL

SURAT KETERANGAN
TELAH MELAKUKAN PENELITIAN
Nomor: 32/106.37/SMP AL-BIRRU/2021

Yang bertanda tangan di bawah ini kepala SMP AL-BIRRU Parepare menerangkan bahwa:

Nama : RAHMIATY. SN

NIM : 16.1300.166

Fakultas : Tarbiyah

Jurusan : Pendidikan Bahasa Inggris

Pada bulan Februari 2021 sampai Maret 2021 telah melaksanakan penelitian di SMP AL-BIRRU Parepare untuk keperluan penulisan skripsi yang berjudul "**Enhancing Students' Speaking Skill Through Picture Word Inductive Model (Pwim) Media At The Eight Grade of SMP AL-BIRRU Parepare**"

Bersama ini kami sampaikan pula bahwa mahasiswa tersebut telah melaksanakan penelitian dengan baik dan sesuai aturan yang telah ditetapkan pihak fakultas dan pihak sekolah.

Parepare, 03 Maret 2021
Kepala SMP AL-BIRRU Parepare

NURJAYA, S.Pd
NIY. 0437010973014011

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Appendix 7 Documentation

CURRICULUM VITAE

Rahmiaty SN. The researcher was born on April 20th 1998 in Parepare. She is the second child from four siblings. She has three sisters and she does not have brother. Her father name is Syamsir Nali and her mother name is Misdawati. She began her study in Bhayangkari kindergarten school on 2003 until 2004. Then, she continued her study in elementary school at SDN 17 Parepare and graduated on 2010. In the same year, she continued her study in junior high school at SMPN 1 Parepare and graduated on 2013. She decided to continue her study in senior high school at SMAN 4 Parepare and graduated on 2016. Then, she continued her study at State Islamic Institute of Parepare on 2016 and she took English Educational Department as her major. Finally she completed her skripsi in the title "Enhancing Students' Speaking Skill Through Picture Word Inductive Model (Pwim) Media at The Eight Grade of SMP Al-Birru Parepare".