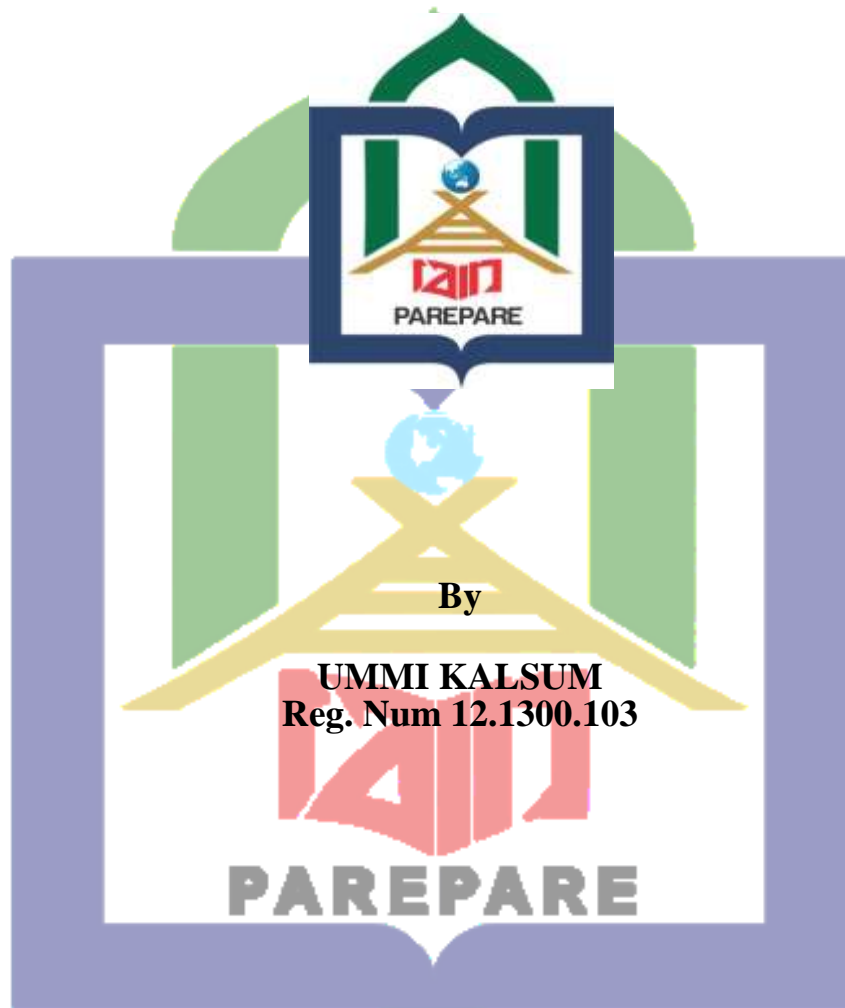


**THE IMPLEMENTATION OF DESCRIBING PICTURES
STRATEGY IN IMPROVING SPEAKING SKILLS AT
THE EIGHT GRADE OF SMPN 10 PAREPARE**



By

UMMI KALSUM
Reg. Num 12.1300.103

**ENGLISH PROGRAM OF TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2018

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THE EIGHT GRADE OF SMPN 10 PAREPARE**

Skripsi

**As Partial of Fulfillment of Requirements for the Degree of
Sarjana Pendidikan (S.Pd)**

English Program

Submitted by

Ummi kalsum

Reg. Num. 12.1300.103

PAREPARE

to

**ENGLISH PROGRAM OF TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

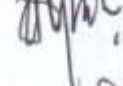

2018

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**THE IMPLEMENTATION OF DESCRIBING PICTURES
STRATEGY IN IMPROVING SPEAKING SKILLS
EIGHT GRADE at SMPN 10 PAREPARE**

Submitted by

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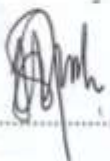
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Finally, the writer realizes that this skripsi always need correction in order to be perfect from any mistakes. Therefore, th criticism and sugestions will be highly appreciated.

Parepare, 7th January 2018

The Writer



Ummi Kalsum



DECLARATION ON THE AUTHENTICITY OF THE SKRIPSI

The writer who signed the declaration below:

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in Improving Students' Speaking skills eight grade at
SMPN 10 Parepare

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

Parepare, 7th January 2018

The Writer



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ABSTRACT

Umami kalsum, 2018. *The Implementation of Describing Pictures Strategy in Improving Speaking Skills at the Eight Grade of SMPN 10 Parepare* (supervised Hj. Nurhamdah and Amzah)

The Objective of this research is expected to find out whether or not strategy the students speaking skills at the VIII grade of SMPN 10 Parepare. This skripsi used describing pictures strategy which students was given the picture. The population and sample was class VIII.1 with 30 students as the sample of experimental group and class VIII.2 with 32 students as control group. The technique of sampling was one class from the all populations, the data was analyzed by using SPSS, mean score analyzed and classification.

The method that used in this research is describing pictures. The instrument that the researcher used were pictures.

The result of the data analyzed that the students' achievement of describing pictures is good from the students score at posttest of control class was 65.47 and students score at posttest of experimental class was 76.41. the students was increasing after treat meant that teach students with describing picture of SMPN 10 Parepare.

Keywords: skills, describing pictures.

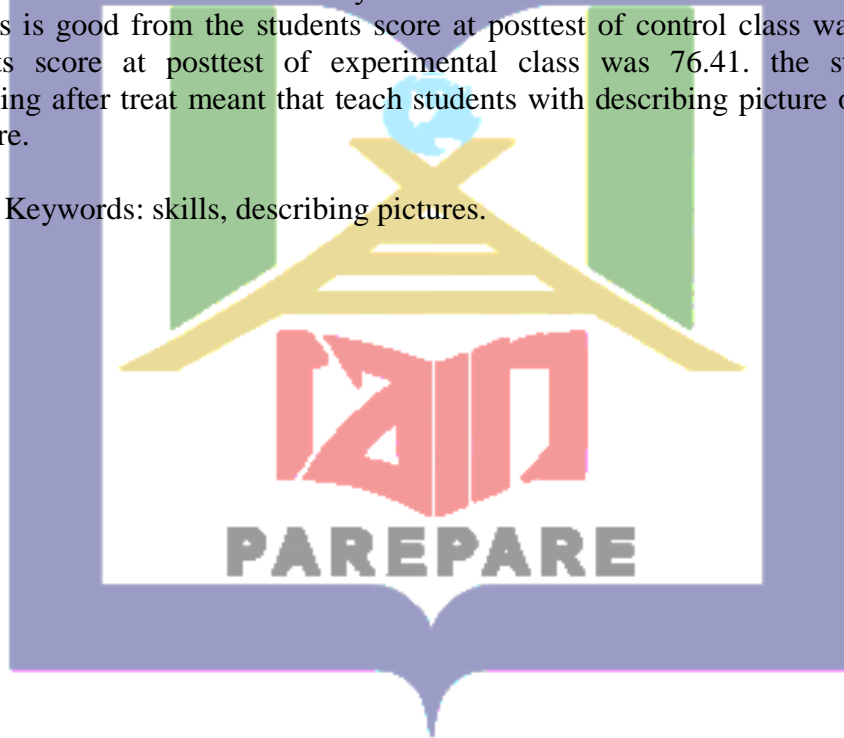
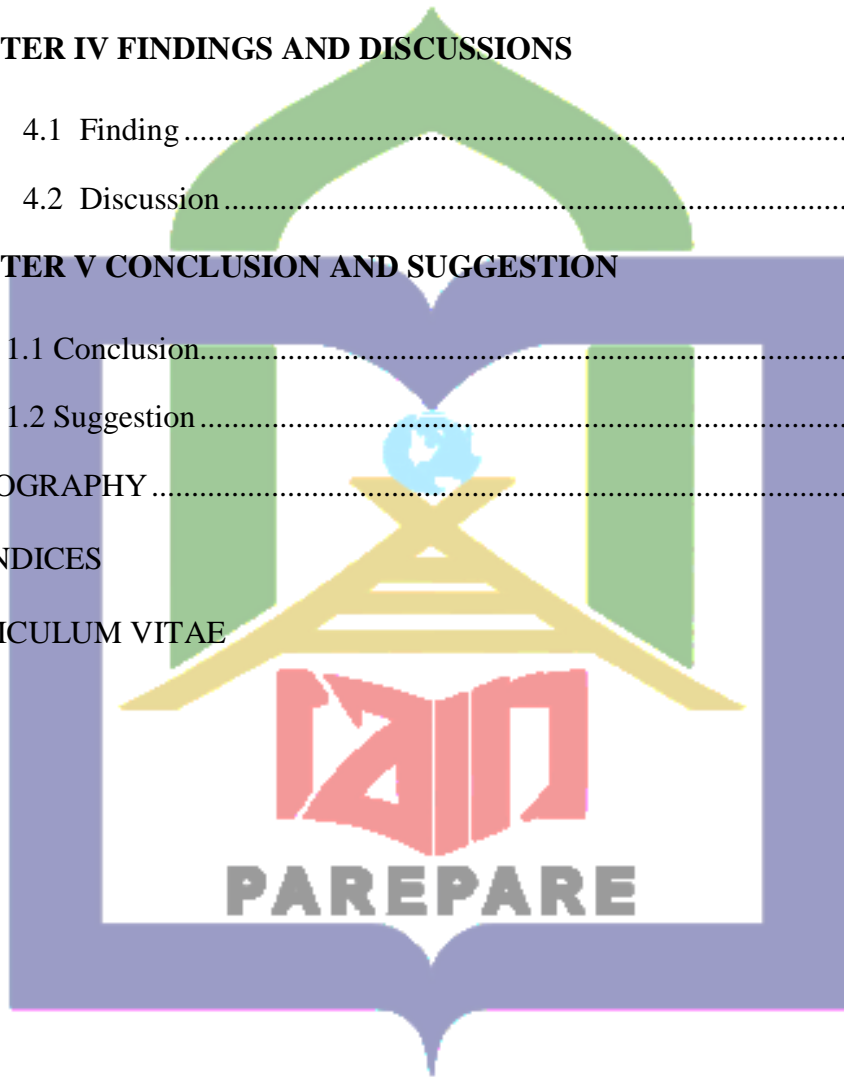


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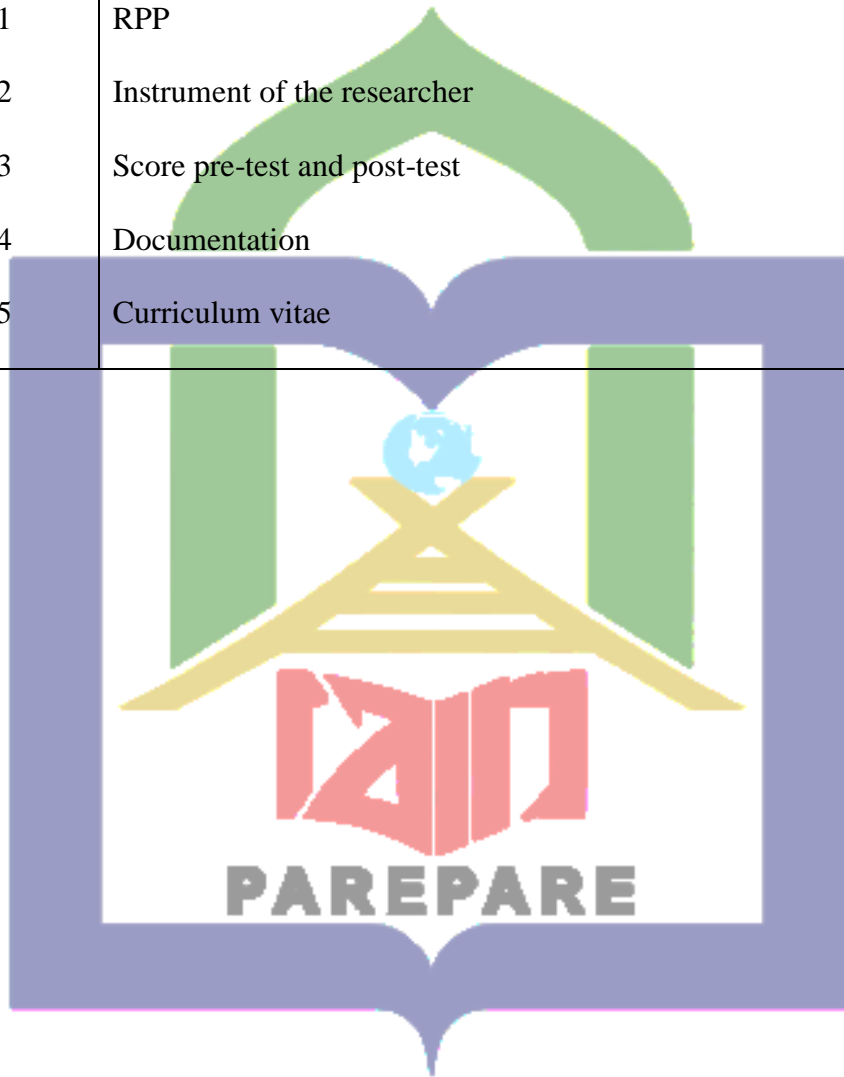
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CHAPTER I

INTRODUCTION

1.1 Background

Language is a tool of communication to send information from one people to other people. Language has five components; they are sound, word, phrase, sentence, and meaning. Language used to make interaction with other people in society. By language people could know what the other people said, Language has strategic role in development of nation especially English language. The function of Language is express thoughts, feelings, or ideas.

Generally, in learning a language especially English, there are four skills that we need to know. They are listening, reading, speaking, and writing. These abilities need to be mastered in communication properly, either by written or oral. The four language skills are interrelated because by listen we can speak, by speak we can write, by write we can read and by read we can understand.

Speaking is an important thing in all aspect of language skills. It is because most of people in this world used speaking ability in transferring their intensions to other people. One of the reasons is because they think that they are easy to make other people to understand when they are using speaking than the other skills.

Speaking is a means of oral communication that plays essential role in human interaction and communication when people express their ideas, mind, and feeling to others through the sequence of sound, word, and sentence. If someone speaking, they need enough vocabulary, grammar, pronunciation, and fluency as rule forming the speaking. One of form the speaking skills is vocabulary, because without enough vocabulary, the ability to communicate and convey cannot be established. Therefore

English teachers must have responsibility to use the material in teaching a foreign language.¹

In teaching speaking, the teacher should choose the method of learning to students. There are many different types of methods in teaching speaking. But the teacher must choose a better learning for their students. Because in learning speaking there are many problems found by the students. Students are usually shy to speak in front of their friends, and they cannot practice English with foreigner.

According to experience of researcher, speaking activity a in English lesson at SMPN 10 Parepare is not too prominent. It means that the English lesson dominated by grammar such as gerund material, tenses etc. Teachers are still teaching in the traditional way with the biggest emphasis on the grammar. So in point of view of researcher the comprehension of English dominated on grammar, and not balance between one skill and other skills in English.

The goal of learning foreign language is how we can speak correctly. So that's why, speaking skill is very important in teaching English. And according to the researcher a good way to deliver knowledge in speaking by describe something. Specially for teenagers, picture is an interesting thing. We can see all about things in our environment and also easily by us to describe something simple by picture. Beside that picture is a effective visual instrument, because it can apply things realistically. The information which be expressed can be understood by the other people easily. It means that the content of pictures is similar with the fact or really situation.

¹Harnita. "The Influence of Reinforcement to Increase Speaking Ability at the Second Year Students of MTs Negeri Pinrang". Skripsi Sarjana; Jurusan Tarbiyah. Parepare, 2015, p.2

Based on the explanation above, the researcher is interested to do the research under the title “The implementation of describing pictures to improve students’ speaking ability at SMPN 10 Parepare”.

1.1 Research Question

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

Is The Implementation of Describing Pictures Strategy in Improving Speaking Skills at the Eight Grade of SMPN 10 Parepare?

1.3 Objective of the Research

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

To find out whether or not the using describing pictures strategy improve the students speaking skills at the VIII grade of SMPN 10 Parepare.

1.4 Significance of the Research

The significances of the research are:

- 1.4.1 To improve speaking skills through describing pictures to the students at SMP Negeri 10 Parepare.
- 1.4.2 To improve the teaching method of the teacher.
- 1.4.3 As like an object information of language used.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Ideas

2.1.1 The concept of Speaking

2.1.1.1 Definition of speaking

In psycholinguistic, speaking is a productive language skill. It is a mental process. Mental process also called as “a process of thinking”. We use 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 pragmatic content) in a language, while a phrase is a syntactic structure that consists of more than one word but lacks the subject-predicate organization of a clause. When we combine these words into one group, then it becomes a sentence.²

To understand speaking as a concept, it is important to understand the definition of speaking first. Below are some definitions of linguists about speaking: Speaking seems to be an important component of a language which enables people to communicate and get along to each other. Besides, it is 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 others.³

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

² O’ Grady, William and Dobrovosky, *Contemporary Linguistic Analysis: An Introduction*, (London: Copp Clark LTD, 2000), p. 310

³Kaharuddin Bahar, *Interactional Speaking: A Guide to Enhance Natural Communication Skill in English*, p. 1

symbol, in variety of context.⁴On the writer'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 as one of skills in learning language is very important to posses since speaking enables language learners to communicate each other. Besides 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 non-verbal symbols. Speaking is a crucial part of second language learning and teaching. Speaking is one of the most difficult aspects for students to master.

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. 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.⁵

According to Webster speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language, to utter words or

⁴Chaney, *Teaching Oral Communication in Grade K-8* (Boston: Allyn and Bacon, 1998), p. 13.

⁵A. Kaharuddin Bahar, S.IP,M.Hum. *The Communicative Competence-Based English Language Teaching*. (Yogyakarta. 2013), p.15.

articulate sounds, as human beings, to express thoughts and express opinions by words.⁶

Speaking also produce skill that consists of producing systematic verbal utterances to convey meaning.⁷

Based on of definition above the researcher was concluded that speaking is expressing ideas, opinions, or feeling to others by using word or sound articulation in order to inform, to persuade to certain that speaking is the more important in studying and learning about language especially in English. And speaking is communication of two persons or more people to get information or message by expression.

Kaharuddin Bahar stated in his research that if someone speaking, they need good grammar and pronunciation, enough vocabulary and fluency as rule in forming the speaking. Therefore, speaking makes less misunderstanding.⁸

2.1.1.1 Functions of Speaking

According to Richards, in humans' daily lives, people use speaking to employ three major functions i.e. speaking as interaction, speaking as transaction, as well speaking as performance.

1. Speaking as Interaction

Speaking as interaction is commonly found in our real social live in terms of interpersonal dialogues or conversations. Since speaking displays interactional

⁶Webster. *Third New Interaction Dictionary*. 1982.p58

⁷A. Kaharuddin Bahar, S.IP,M.Hum. *Interactional Speaking a Guide to Enhance Natural Communication Skills in English* (Yogyakarta: Trust Media, 2014), p.1.

⁸A. Kaharuddin Bahar. *Let's Speak English Actively (A Comprehensive Guiding Book for Speaking)* Parepare: STAIN Parepare. 2007.p.1

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

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. The message meaning and making oneself understood clearly and accurately are the central focus. Moreover, transactional activities can be thought as consisting of a sequence of individual moves or function which, together, constitute a 'script'. For example, when people order food in restaurant, they usually look at the menu, ask any necessary questions and then tell

the waitperson what they want. The wait person may ask additional questions and then repeat their order to check. When people check into hotel, the transaction usually start with a greeting, the clerk enquires if the person has a reservation, the client confirm and provide his or her name and so on.

3. Speaking as Performance

Speaking as performance is recognized as the third type of speaking which refers to public speaking, that is, a speaking type that transmits information in front of an audience, such as classroom presentations, public announcements, lecture as well as speeches. Performance speaking is commonly delivered in the form of monolog rather than dialog.⁹ Example of speaking as performance are giving a class report about a school trip, conducting a class debate, giving a speech of welcome, making a sales presentation, giving a lecture.

The main features of talk as performance are a focus on both message and audience, predictable organization and sequencing, importance of both form and accuracy, language is more like written language, often monologic. Some of the skills involved in using talk as performance are using an appropriate format, presenting information in a appropriate sequence, maintaining audience engagement, using correct pronunciation and grammar, creating an effect on the audience, using appropriate vocabulary, and using an appropriate opening and closing.

⁹A. Kaharuddin Bahar, S.IP, M.Hum. *Interaksional Speaking a Guide to Enhance Natural Communication Skills in English* ,p.2-9.

2.1.1.2 The Element of Speaking

According to Syakur there are at least five components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.¹⁰

1. Comprehension

Comprehension is the process of understanding speech or writing. It results from an interaction between different kinds of knowledge. For example, a knowledge of words (including the way to spell and pronounce), and a knowledge of grammar. Comprehension also involves different psychological operations, including perception, recognition, and inference. Comprehension contributes to a language learning and without comprehension there is no learning.¹¹

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

¹⁰ Syakur, *Language Testing and Evaluation*. (Surakarta: Sebelas Maret University Press, 1987), p.3

¹¹ Scott Thornbury, *An A-Z of ELT: A Dictionary of Term and Concepts Used In English Language Teaching* (Oxford: McMillan, 2006), p. 43.

2. Grammar

Grammar is the rules that say how words recombined, arranged and changed to show different meanings. The grammar lessons are studied through formulas and sample sentences. Sometimes, grammar also defined as the way or word are put together to make correct sentence.¹² Grammar is like a basic component of language that organizes a sentence in a language. In popular use, the term grammar describes what people usually native speakers-ought or ought not to say or write. This is called perspective grammar because is prescribes correct usage then do practice exercise (oral and written) at the end of each section. The lessons presented here aimed at giving fundamental knowledge of making sentences for communication purpose.¹³ A specific instance of grammar is usually called a of 'structure'. Example of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. So that is why Grammar is one important aspect of speaking because an utterance can has different meaning if the speaker uses incorrect grammar.

3. Pronunciation

Pronunciation is the way words produced by someone which is made up by sounds, stress, and intonation. When someone produces several words out of their mouth it is called speech. In an introduction to linguistics, it is stated that speech is an incredibly complex activity which involves coordinate efforts of all participating parts of the vocal tracts. The outer manifestation of speech is sound. According to Oxford Learners Dictionaries, pronunciation is the way in which a language or a

¹² Penny Ur, *A Course In Language Teaching: Practice and Theory* (London: Cambridge University Press, 1996), p. 75.

¹³A. Kaharuddin Bahar, S.IP, M.Hum. *The Communicative Grammar Translation Method; An Integrated Method of CLT and GT for Teaching English Communicatively and Accurately.* (Yogyakarta; 2013), p.94.

particular word or sound is pronounced.¹⁴ Pronunciation has traditionally been taught with a goal of “speaking like native speaker” but this is not practical. In fact, it is a recipe for discouragement both for teacher and for students.¹⁵ This has been referred to as “the perfection trap”. A more practical approach is to aim for “listener-friendly pronunciation.” This aim makes sense to a student who hopes to achieve something through conversations with native speakers, whether in the social or business sense. If the listener finds that it takes too much effort to understand, the speaker loses out. So mastering the basics of English communication is sensible. Refinements can come later if the student wants to put more effort and time into learning nuances of spoken English.

The writer conclude that pronunciation is the way for students’ to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in a verb tense, the listener still has an idea of what is being said.¹⁶ So, it can be seen that good pronunciation is vital if a student is to be understood.

4. Vocabulary

Vocabulary is defined as the words we teach in foreign language. Moreover, vocabulary is a basis of a language: it is very important to be mastered first. We cannot speak well and understand written materials if we do not master it. Norbert Schmitt stated that no matter how successfully the sound of the foreign language is

¹⁴ Oxford Learners Dictionaries, *Definition of Pronunciation* <http://www.oxfordlearnersdictionaries.com/definition/english/pronunciation?q=pronunciation> (12 January 2017).

¹⁵Judy B. Gilbert, *Teaching Pronunciation*, (Cambridge, new York, 2008),p.42

¹⁶Lucy Pollard, *Teaching English*, (London, Lucy Pollard Copyright, 2008), p.65

mastered, without words to express the wider range of meanings, communication in a foreign language just cannot happen in any meaningful way.¹⁷

Webster has three definition of vocabulary as follows:

- 1) A list or collection of words and phrases usually alphabetically arranged and explained or define.
- 2) A list or collection of terms or codes available for use.
- 3) A sum or stock of word employed by a language group, individual or work or in a field knowledge.¹⁸

However, a new item of vocabulary may be more than a single word: for example, post office and mother-in-law, which are made up of two or three words but express a single idea. There are also multi-word idioms such as call it a day, where the meaning of the phrase cannot be deduced from an analysis of component words.¹⁹

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

5. Fluency

Fluency can be defined as the ability to speak fluently and accurately. According to Longman Dictionary, fluency is speaking, writing, or playing a musical

¹⁷Norbert Schmitt, *Vocabulary in Language Teaching* (USA: Cambridge University Press,1997) p. 40

¹⁸Merriam Webster, *Collegiate Dictionary* (America: Merriam Web Inc.2003) p.1400

¹⁹Penny Ur, *A Course in Language Teaching: Practice and Theory* (London: Cambridge university Press, 1996), p.60

instrument in an easy or smooth manner.²⁰ Fluency in speaking is the aim of many language learners. Signs of fluency include reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time researching for the language items needed to express the message.²¹

2.1.1.3 Problem With Speaking Activities

There are many experts that suggest about problem. One of them says that problem will appear if there is inappropriate between exception and reality. Another defines that a problem will happen if someone’s necessity does not fulfill. A problem is something that if it appears many people will get dissatisfaction. It can make trouble and difficulty for him/herself or other people, and if people procure a problem, they always want to lose it. Problem is perceived gap between the existing state and a desire state, or a deviation from a norm, standard or status quo, although most problems turn out to have several solution. Problem is a question proposed for solution, anything which is required to be solved or done, or a source of difficulty.

In minimizing the problems of speaking, the teacher must be creative to find the way to solve the problem of speaking. So that, the students can easily learn speaking and speak well. There are many methods in teaching speaking ability. But,

²⁰Paul Pocter, *Longman Dictionary of Contemporary English* (England: Longman Group Ltd, 1981), p. 242.

²¹Dauglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (Addison Wesley Longman: New York, 2001), p.279.

the most important method is how to take learning in real life situation. So that the students can learn more enjoyable and practice English much.

2.1.1.4 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.²²

1. Imitative Speaking

Imitative speaking 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 linguistic difficulty. Imitative speaking tasks are based on repetition. You just need to repeat a sentence you hear.

2. Intensive Speaking

Intensive speaking 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. The example one are a read aloud task, picture cued task.

²²Brown Douglas H, *Teaching by Principles An Interactive to Language Pedagogy*. (Addison Wesley Longman, New York USA: 2001),p.271.

3. Responsive Speaking

Responsive speaking 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 e.g.

T: How are you today?

I: Fine, thanks, and you?

4. Transactional Speaking

Transactional speaking refers to the purpose of addressing and exchanging specific information. It be noticed an extended form of responsive speaking. This category of speaking is more responsive nature than negotiative such in conversation. In transactional speaking, you and the listeners are trying to share information in as efficient way as possible.

5. Interpersonal Speaking

Interpersonal speaking refers to an interaction activity which is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information greeting, engage in small talk, recount. By interactional speaking, we are looking at casual and formal conversation. Two are more people sitting around chatting about many things. The rules are completely different in this style of conversation.

6. Extensive Speaking

Extensive speaking requires the students to give extended monologues in the form of oral reports, summaries, or perhaps short speech. Here the procedure is more formal and deliberative. This can only be carried out by students at intermediate to advanced levels. The axample are oral presentations, picture cued-story telling, retelling a story, news event.

2.1.2 The Concept of Teaching Describing Pictures

2.1.2.1 Definition of Pictures

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

Based on Oxford Advanced Learners Dictionary said that “picture is painting or drawing that shows a scene, a person or a thing which involves information they need in order to understand a situation”.²³ By using the picture, it cannot limit by the time and place. Because the event or happening which happened in others time and place can be seen and be known by the people which are so far from the location of happening. Pictures can impart a lot of information at the glance and they are understandable across languages.

2.1.2.2 The types of picture.

Noor Aliza Yunus in his book grouped the picture into three groups.

1. Individual picture are single pictures of objects, person or activities such as pictures in size from small newspaper pictures and can be mounted singly.
2. Composite picture are large single pictures, which show a scene (Hospital, beach, canteen, railway station, street) in which number of people can be seen doing things.

²³ Oxford advanced learners dictionary, (New York: Oxford University Press, 2000), p. 991

3. Picture composition is a series of picture, an event. A picture composition or picture sequence shows on an activity.²⁴

According to Jeremy Harmer, pictures can be in form off lash card, large wall pictures, cue cards, photographs or illustration, and projected slide.²⁵

1. Flashcard

It is a small card which teacher can hold up for students to see. Flashcards are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

2. Large wall picture

It is big enough for everyone to see detail. Some time use large wall pictures, when pointing to detail of a picture to elicit a response.

3. Cue card

It is a small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests.

4. Photograph or illustration

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

5. Projected slide

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

²⁴Eighty 8 hundred, 2010, types of pictures, <http://05128800.blogspot.com/2011/06/types-of-pictures.html>, (online. Accessed on Wednesday 3rd January 2013)

²⁵Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p157.

2.1.2.3 Advantages of picture

A picture is an excellent media in which this can be done pictures arouse play fullness to the students because pictures are interesting. They provide variety of fun and games, furthermore, it also means that the use of picture may offer parallel opportunities both for teacher-students and students interaction.

The advantages of picture as follow:

1. They are inexpensive and widely available.
2. They provide common experiences for an entire group
3. The visual detail make it possible to study subject, which would turn back to be impossible.
4. They can help you to prevent and correct misconception.
5. They offer a stimulus to further study, reading and research visual evidence is power tool.
6. They help to focus attention and to develop critical judgement
7. They are easily manipulated.

The main advantage of picture is offering instead a non verbal means to stimulate written responses. Good way in beginning the writing process by using the picture to the students and pointing out the main characters, the actions, the situation and the new language material in context.

2.1.2.4 Definition of Describing Pictures

Several definition of describing have been given by different writers such as:

1. Give a description.
2. To give an account or representation of in words.
3. Make a mark or lines on a surface.
4. Identify as in botany or biology

5. Relate, tell, report, present, detail, explain, express, illustrate, set out, specify, chronicle, recount, recite, impart, narrate, set forth, give an account of, put in words²⁶

In *Webster New World Dictionary*, describe is say what somebody or something is like.²⁷ Describing picture is one of activity in learning speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students imagination and retell story in speaking English.²⁸ This method is to make students easier to describe something, and make learner process more enjoyable. Pictures are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Picture as aids are clearly in dispensable for language teacher since they can be used in so many ways. The teacher can teach vocabulary easily through pictures it means blackboard drawing, wall pictures, chart and flashcard.

2.1.2.5 Teaching describing picture

Describing picture is a method that very easy to play it. This method is very suitable to students in Junior High School. If the students are given describing picture, they used their five senses more maximum, because they used eyes to saw the picture, used ears to listen what their partner said, used mouth to describe the picture. So, the researcher hopes with using describing picture, students more active in the class.

²⁶[http://www.dictionary30.com/meaning/describing\(online\)](http://www.dictionary30.com/meaning/describing(online)), accessed on 30th June 2016

²⁷Oxford University Press, *Oxford Learners Pocket Dictionary*, (New York: Pindar Graphics Origination Scarborough, 1995), p.155.

²⁸M. Solahudin, *Kiat-Kiat Praktis Belajar Speaking*, (Jogjakarta: Diva Press, 2009),p.99.

There are steps of application in describing picture according to *Ismail* in *Strategi Pembelajaran Agama Islam Berbasis Paikem* as follows:²⁹

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

This is example of strategy or method that can used as individual or collaboration with the other strategy based on the necessity. The researcher hopes describing picture be successes. So, the researcher must prepare preparations that used in this technique. And the researcher also prepares the procedures to give regulations to the students, so that students can be understood with the researcher hope.

There are preparations and procedures that used in describing picture.

1. Preparation

If want this technique more comfortable, must prepare material that used in drawing picture technique before give this technique to students. And there are some preparations: Select from magazines, internet, books, any pictures which show a number of different objects, the objects should be clear in shape and the pictures

²⁹ Ismail SM, *Strategi Pembelajaran Agama Islam Berbasis Paikem* (Semarang: RaSAIL Media Group, 2008), p. 130

should preferably. It is amusing if the objects are bizarre in some way-but this is not essential. Alternatively, the language can be limited if the original is a simple line drawing or the language may be specialised if the original is a technical diagram.

2. Procedures

There are some procedures of describing picture to teach speaking especially in descriptive text, they are let the class work in pairs, give each pair two different pictures. Tell them not to look at each other's picture. Ask A to describe his or her picture, and ask B to draw it. Ask to do the same as what A does after B has finished drawing. And have them to compare their picture with the original.

3. The example of describing picture

Learner 1: There is a square table in the picture. It is in the middle of the picture.

Learner 2 : About here?

Learner 3 : Yes...well, a little further down.

Learner 4 : It is like that?

Learner 5 : No, no quite, the legs are too long.

When the artist and his patron have done as much as they can, the original and the copy should be compared, e.g.

Learner 2: Oh, the table legs are too long!

Learner 1: I told you they were. But you wouldn't change them!

These are the preparations and procedures of describing picture. Although this method can make students crowded, there searcher hopes this technique make students more active and no bored in the class. And the researcher hope describing picture can be successful in Junior High School and useful to the students.

2.2 Previous Research Findings

There are several research findings which are related to this research, below are some of previous research findings which are related to this one, as follows:

Inta Aulia asfa in her thesis, *The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in descriptive Text (An Experimental Research at the Eighth Grade Students of SMP H. Isriati Semarang in the Academic Year of (2010/2011))*. Describing picture in the teaching of speaking in descriptive text was effective. It was proved by the obtained score of t-test. The t-test showed that t-score 4.348 was higher than t-table 2.01. It meant that H_a (alternative hypotheses) was accepted and H_o (null hypotheses) was rejected.³⁰

Dian Mayang Sari in her thesis, *Student of English Education and Art Faculty IKIP PGRI Semarang under the title "Teaching English Using Still Picture to Improve Their Fluency in Speaking of the Seventh Grade of SMP N 01 Sukorejo Kendal in Academic Year 2008/2009."* This research is to find out the technique of teacher in teaching speaking using still picture, to know the ability of the student in speaking, to identify the problem faced by the teacher and the students in teaching learning process of speaking using still picture to improve their fluency in speaking, and to suggest some possible solutions of the problems. The type of the research is descriptive qualitative and methods of collecting data are observation and test. Meanwhile, the instrument of collecting data is recording the students' performance.

³⁰Inta Aulia asfa in her thesis, *The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in descriptive Text (An Experimental Research at the Eighth Grade Students of SMP H. Isriati Semarang in the Academic Year of 2010/2011)*, (IAIN walisongo Semarang, 2010).

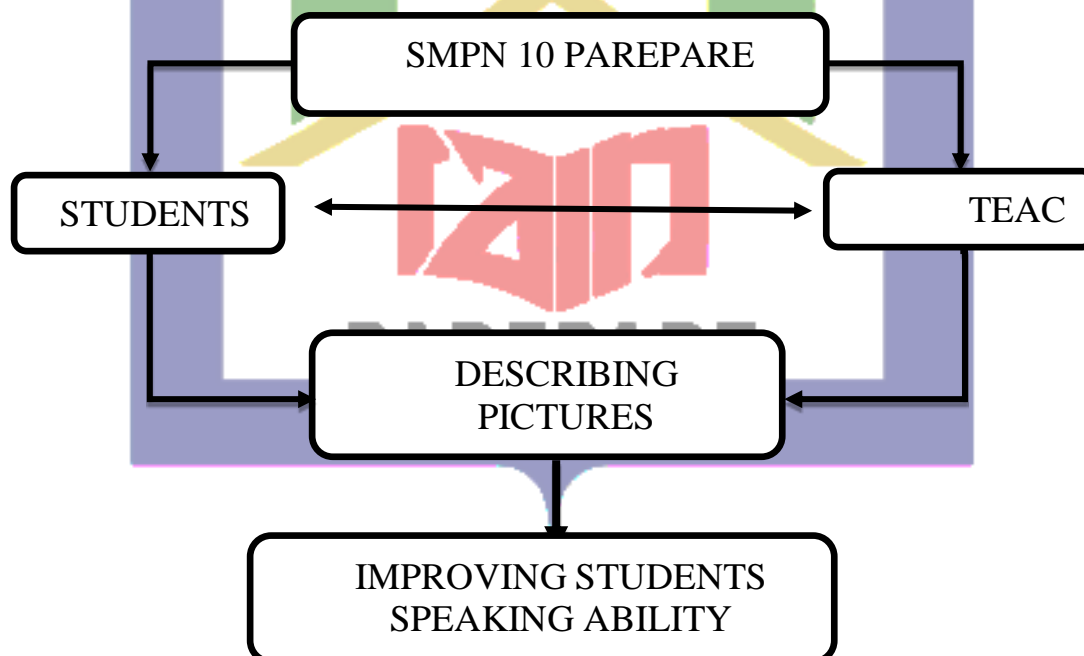
Based on the result of the study, it suggested that teaching using still pictures could improve their fluency in speaking and was effective.³¹

The first research showed describing picture in the teaching of speaking in descriptive text was effective. Then the second research also showed teaching using still pictures could improve their fluency in speaking and was effective. Based on the previous research above, the researcher optimistic that in this research also show the same result with research above.

2.3 Conceptual Framework

The theoretical framework of this research is given in the following diagram:

Related to the previous explanation the researcher will formulate the hypothesis as in the following:



³¹Dian Mayang Sari, *Teaching English Using Still Pictures to Improve Their Fluency in Speaking of the Seventh Grade of SMP N 1 Sukorejo Kendal in Academic Year 2008/2009* (IKIP:2008/2009)

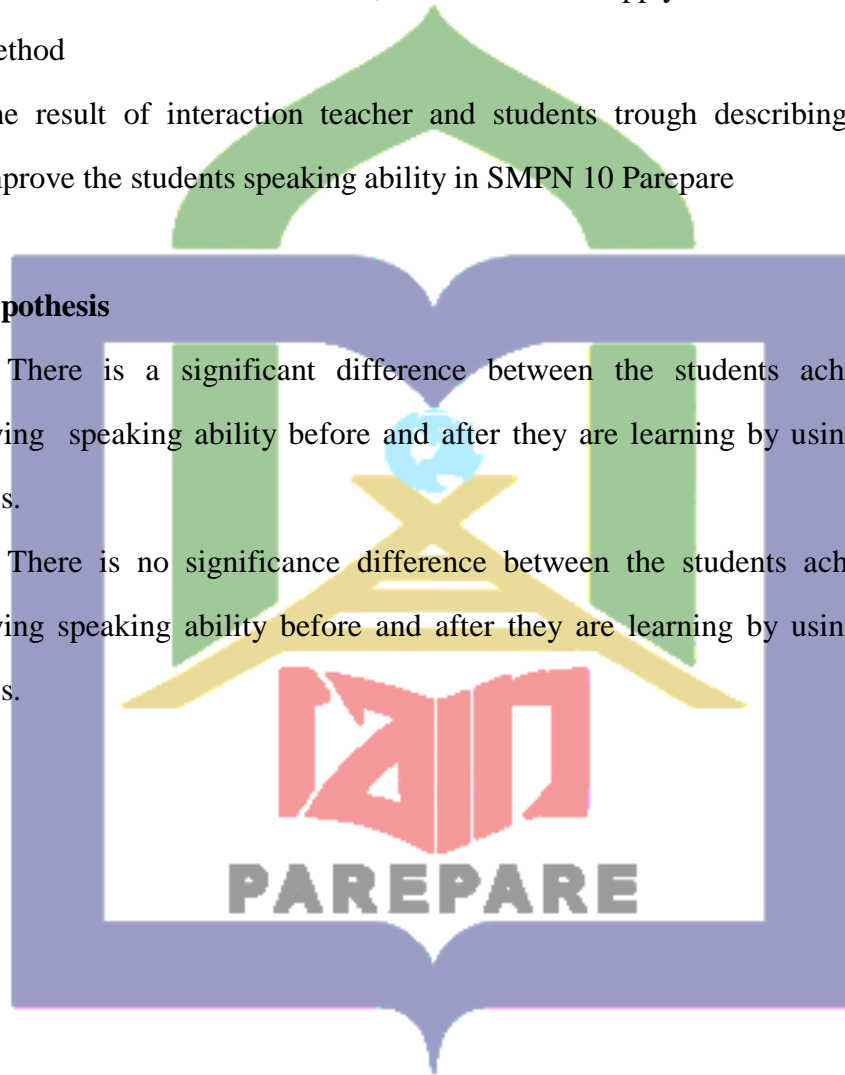
In the diagram above, there are five elements namely:

1. This research will be done in SMPN 10 Parepare
2. Teacher and students interact, where teacher apply the describing pictures method
3. The result of interaction teacher and students trough describing pictures to improve the students speaking ability in SMPN 10 Parepare

2.4 Hypothesis

H₁: There is a significant difference between the students achievement in improving speaking ability before and after they are learning by using describing pictures.

H₀: There is no significance difference between the students achievement in improving speaking ability before and after they are learning by using describing pictures.



CHAPTER III

RESEARCH METHOD

This chapter presents the research design, location and duration of the research, population and sample, instrument of the research, procedure of data collection, and technique of data analysis.

3.1 Design of The Research

The researcher wants to study the use of a program to improve the students' speaking skills. This research needs to have groups of people who receive the program. It requires a pretest and posttest for a treated and comparison group. Therefore, the researcher uses quasi-experimental research design. Quasi-experimental is a design of research which needs two groups to be tested.³² The groups that are already available at the place of the research should have almost the same ability. Thus, the researcher takes two classes which have almost the same ability and they are already available in the school.

The design is described as follows:

E: O1 X	O2
C: O1	O2

Where:

E: Experiment class

C: Control class

³²M. Adnan Latief, *Tanya Jawab Metode Pembelajaran Bahasa*, (Malang: UM Press, 2010), 117-121.

O1: Pre-test

X : Treatment

O2: Post-test³³

The design is efficient because it controls a number of extraneous variables which can affect the homogeneity of subject when more than one group is involved.

3.2 Location and Duration of the Research

The location of this research in SMP Negeri 10 Parepare by focusing at second year students. this research needs one month to conduct from the pre test, treatment, and post test, and because this research is quantitative that has several time to collect and analyze the data.

3.3 Population and Sample

3.3.1 Population

Scarvia in Sugiyono stated that a population is a set or collection of all elements possessing one or more attributes of interest.³⁴ The population of this research is the eighth grade students of SMP Negeri 10 Parepare that consist of five classes and the total number of population can be seen on the following table:

³³L.R. Gay, *Educational Research Competencies for Analysis and Application*, Second Edition. Columbus, Ohio: Charles. E. Merrill Publishing Co. 1981, p.228.

³⁴Sugiyono. *Metode Penelitian Kuantitatif Kualitatif dan R & D*. (Bandung: Alfabeta, 2010), p.115.

Table 3.1 Population of the research

No	Class	Number of student
1	VIII.1	30
2	VIII.2	32
3	VIII.3	32
4	VIII.4	30
Total		124

3.3.2 Sample

The researcher cluster random sampling technique to take two classes of the eight grade of SMP Negeri 10 Parepare as research sample. The researcher choose class VIII.1 with 30 students as the sample of experimental group and class VIII.2 with 32 students as control group.

3.4 Instrument of the Research

The instrument will be used to collect the data in truth to measure the research variable. In this research the researcher will use 4 instruments, consist of observation pretest, posttest and documentation.

3.4.1 Observation

As the scientific method that used to observation and investigation the location that want to inspection.

3.4.2 pre-test

The pre-test was oral speaking test were the students were given several leading questions about pictures and then they were asked to tell the picture based on

the leading questions. The pre-test was used to check the students speaking ability before giving treatment. It was given once

3.4.3 post-test

Post-test was given once. The students describe the picture given in the sixth treatment. They should do this activity individually in front of the class.

3.4.4 Documentation

The documentation is the instrument to collecting the data through making all the documentation data.

3.5 Data collection procedure

The procedure of collecting data in this research is the first the researcher does observation at SMPN 10 Parepare to know the situation there and to know the teacher and the learner's situation in learning process. Then after doing observation some days later the research give pretest to the students then give treatment about describing pitures. Then give posttest and the last, the researcher take a picture in the class as documentation. Following the steps procedure of collecting data

3.5.1 Experiemental Group

The students of VIII A are the number of experimental group. In the experimental group, the researcher is administrated in sixth meetings. The students are though using describing pictures as the treatment for the experimental group.

3.5.1.1 pre-test

The pre-test was oral speaking test where the students were given several leading questions about things in classroom to know how the students speaking ability. The pre-test was used to check the students speaking ability before giving treatment.

3.5.1.2 Treatment

After giving pre test the researcher given treatment about describing pictures. The treatment will organize six meetings in the classroom. Each meeting will run for 90 (2 x 45) minutes.

The steps in teaching speaking by describing picture are:

1. The first meeting

On the first meeting the researcher given greeting for the students and then gave motivation and introduce the material. The first material to the students with topic “describing Profession”, the researcher gave example about the material and then order the students to present with their partner. The ending material the researcher makes conclusion and close the meeting.

2. The second meeting

On the second meeting the researcher given greeting for the students before study. The second material to the students with topic “Describing Profession”. The researcher gave example opinion about profession. The ending material the researcher makes conclusion and close the meeting.

3. The third meeting

On the third meeting the researcher given greeting for the students before study. The third material to the students with topic “Describing like something”. The researcher gave explanation about the topic and then give example. The ending material the researcher makes conclusion and close the meeting.

4. The fourth meeting

On the fourth meeting the researcher given greeting for the students before study. The third material to the students with topic “Describing like something”. The researcher gave explanation about the topic and then give example. The ending material the researcher makes conclusion and close the meeting.

5. The fifth meeting

On the fifth meeting the researcher given greeting for the students before study. The fifth material to the students with topic “describing animal”. The researcher gave example opinion about the topic. The ending material the researcher makes conclusion and close the meeting.

6. The sixth meeting

On the sixth meeting the researcher given greeting for the students before study. The sixth material to the students with topic “describing animal”. The researcher gave example opinion about the topic. The ending material the researcher makes conclusion and close the meeting.

3.5.1.3 post-test

Post-test was given once. The students describe the picture given in the sixth treatment. They should do this activity individually in front of the class.

3.5.2 Control Group

The number of control group are the students of VIII B. there are also three meetings in control group the three meetings include, observation, pretest and post test. The students are not using describing pictures but conventional teaching is not using pictures just given the students questions about things in classroom to know how the Students speaking ability

3.6 Technique of analyzis data

The data of this study was quantitative data. Quantitative data is the result of students speaking test. The researcher used the standard speaking score criteria to analyze the data which are gotten from the speaking pre-test and post-test. The analysis is only gives score on three aspect; pronunciation, fluency and accuracy in speaking. Scoring the result of the students' use three criteria are illustrated in the table.

Table 3.2 Teacher Rating Scale for Speaking Test

Score	Pronunciation	Score	Fluency	Score	Accuracy
5	Pronunciation was very clear and easy to understand.	5	Speech is effortless and smooth with speed that comes close to that of a	5	Maintains consistent grammatical control of complex language, even while attention is

			native speaker.		otherwise engaged.
4	Pronunciation was good and did not interfere with communication	4	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	4	Consistently maintains a high degree of grammatical accuracy; error are rare, difficult to spot and generally corrected when they do occur.
3	Student was slightly unclear with pronunciation at times, but generally is fair	3	Speech is slow and often hesitant and irregular. Sentences may be left uncompleted, but the student is able to continue.	3	Show a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.
2	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	2	Speech is very slow, stumbling, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	2	Uses reasonably accurately a repertoire of frequently used "routines" and patterns associated with more predictable situations
1	Pronunciation problem so severe as to make speech virtually unintelligible	1	Speech is as halting and fragmentary as to make conversation virtually impossible.	1	Uses some simple structures correctly, but still systematically makes basic mistakes.

To classify the data of the students' scores as follow:

Table 3.3 Classification students score

No	Score range	Classifying
1	86-100	Excellent
2	71-85	Good
3	56-70	Fair
4	41-55	Poor
5	<40	Very poor

Computing the frequency and percentage of the students

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

Where: P = Percentage

F = Frequency

N = Total number of students³⁵

3.7 To analyze the data of this research, the research used the formula of SPSS statistic 21 to calculate data based on the students responses that was related of the test

³⁵Evelyn Hatch and HosseinFarhady, *Research Design and Statistics for Applied Linguistics* (Los Angeles: University of California, 1982), p.46.

CHAPTER IV

FINDING AND DISCUSSION

This chapter deals with description of the research, data analysis and discussion. The result of data was presented in description of the research and further explanation in analysis data and discussion.

4.1 Finding

This chapter presented of the result of the research. The writer obtained of two kinds of data; the scores of pre-test and the scores of post-test

4.1.1 Experiment Class

4.1.1.1 The Scores of Pre-test

The data of pre-test scores can be seen in the table below

Table 4.1 The Students Experiment Class Pre-Test Score

No	Pronunciation	Fluency	Grammar	Vocabulary	Score	Total score
1	3	3	2	2	10	50
2	2	3	2	2	9	45
3	2	2	3	3	10	50
4	3	3	3	2	11	55
5	2	2	3	3	10	50
6	2	3	2	3	10	50
7	2	2	2	2	8	40
8	3	3	2	2	10	50
9	2	3	3	2	10	50
10	3	3	3	3	12	60

11	3	3	2	3	11	55
12	2	3	3	2	10	50
13	2	2	2	2	8	40
14	2	3	3	2	10	50
15	2	2	2	3	9	45
16	2	3	2	2	9	45
17	2	2	3	3	10	50
18	2	3	3	2	10	50
19	3	2	2	4	11	55
20	2	2	2	3	9	45
21	2	2	3	3	10	50
22	2	3	3	2	10	50
23	2	3	3	3	11	55
24	2	3	3	2	10	50
25	2	2	2	2	8	40
26	2	2	3	3	10	50
27	2	3	3	2	10	50
28	2	3	3	3	11	55
29	2	3	2	2	9	45
30	2	2	2	2	8	40
31	3	3	3	3	12	60
32	2	3	4	4	13	65
Total	71	84	83	81	319	1595

Source: Result of Pre-test

From the result of the pre-test, 4 Student have score very poor or in interval <40, 25 student have score in interval between 41-55 and classified as poor, 3 student have score in interval 56-65 and classified as fair, none students have score in interval 66-79 and classified as good and none students who got very good score or interval 80-100. It means that the students were lack of speaking. The score was classified into five levels as follow:

Table 4.2 The Frequency and Percentage of the Result Pre-Test

No	Classification	Score	Frequency	Percentage %
1	Very good	80-100	-	-
2	Good	66-79	-	-
3	Fair	56-65	3	9.37
4	Poor	41-55	25	78.12
5	Very poor	< 40	4	12.5
Total			32	100

Source: Result of Pre-test

The tables above describes that none students classified into very good at the pre-test most of the student's score classified into poor with rate frequency 25 (78.12%) of students. At the fair there were 3(9.37%), 4(12.5%) students classified as very poor and none students classified very good.

The pre-test score was processed and analyzed by using SPSS statistics 21 for windows has eventually resulted in the following pre-test description:

Table 4.3 The Statistic Result of Pretest**Statistics**

Eksperiment Pre test

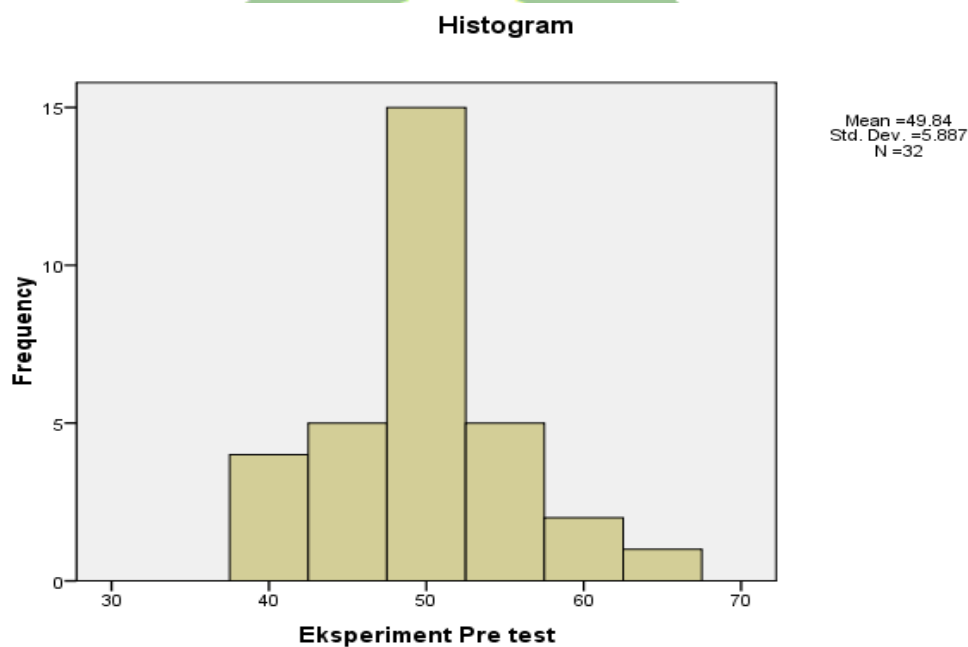
N	Valid	32
	Missing	0
Mean		49.84
Median		50.00
Mode		50
Std. Deviation		5.887
Minimum		40
Maximum		65

Source: Output SPSS 21 For Windows

Table above shown that the number of sample was 32 students could be described from table above that the students' maximum score was 65 and the minimum score was 40, the mean score 49.84, the median score 50 and the standard deviation score was 5.887

The significant pre-test scores can be seen in the histogram below:

Chart 4.1 The Histogram of Pre-test Scores



Source: Output SPSS 21 For Windows

The histogram above shows describe that none students classified into very good at the pre-test most of the student's score classified into poor with rate frequency 25 (78.12%) of students. At the fair there were 3 (9.37%), 4(12.5%) students classified as very poor and none students classified very good.

4.1.1.2 The Scores of Post-test

The data of post-test scores can be seen in the table below

Table 4.5 the Students Post-test Score

No	Pronunciation	Fluency	Grammar	Vocabulary	Score	Total score
1	3	4	4	3	14	70
2	4	3	4	4	15	75
3	3	3	4	3	13	65
4	4	4	3	5	16	80
5	4	5	5	4	18	90
6	3	5	3	3	14	70
7	3	3	4	5	15	75
8	3	4	4	3	13	65
9	4	4	4	3	14	70
10	3	3	3	3	12	60
11	4	4	4	5	17	85
12	3	4	4	4	15	75
13	3	3	4	4	14	70
14	4	4	4	5	17	85
15	4	5	4	4	17	85
16	4	4	4	5	17	85
17	3	4	3	4	14	70
18	4	4	4	4	16	80
19	4	4	4	5	17	85
20	4	4	4	3	15	75
21	4	4	3	3	14	70
22	4	4	4	5	17	85
23	3	4	4	4	15	75
24	4	3	4	4	15	75
25	3	3	3	3	12	60
26	4	4	4	4	16	80
27	4	5	5	4	18	90
28	3	3	3	5	14	70
29	4	5	5	5	19	95
30	4	4	3	3	14	70
31	4	4	5	4	17	85
32	3	3	4	4	15	75
Total	115	124	124	127	489	2445

Source: The Result of Post-test

From the result of the post-test, none Student have score very poor or in interval <40, none Student have score poor or in interval between 41-55, 4student have score in interval between 56-65 and classified as fair, 15students have score in interval 66-79 and classified as good and 13 students who got very good score or interval 80-100. The score was classified into five levels as follow:

4.6 The Frequency and Percentage of the Result Post-test

No	Classification	Score	Frequency	Percentage %
1	Very good	80-100	13	40.62
2	Good	66-79	15	46.87
3	Fair	56-65	4	12.5
4	Poor	41-55	-	-
5	Very poor	< 40	-	-
Total			32	100

Source: Result of Pre-test

At the post test most of students classified as very good score with rate frequency 13(40.62%), 4(12.5%) students classified fair, Good there were 15 (46.87%) students, none students classified at very poor score and none students classified poor.

The post-test score was processed and analyzed by using SPSS statistics 21 for windows has eventually resulted in the following post-test description:

Table 4.7 The Statistic Result of Post-test

Statistics

Eksperiment Post test

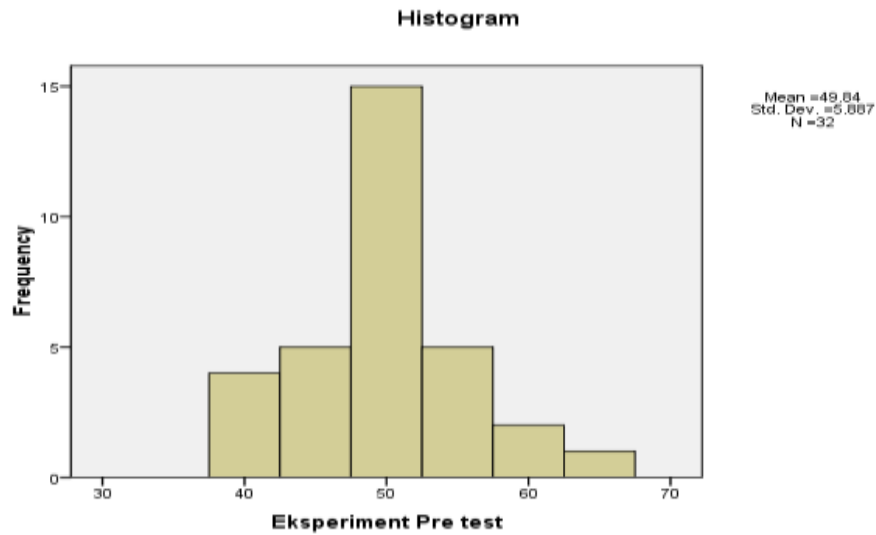
N	Valid	32
	Missing	0
Mean		76.41
Median		75.00
Mode		70
Std. Deviation		8.820
Variance		77.797
Range		35
Minimum		60
Maximum		95
Sum		2445

Source: Output SPSS 21 For Windows

Table above shows that the number of sample was 32 students could be described from table above that the students' maximum score was 95 and the minimum score was 60, the mean score 76.41, the median score 75 and the standard deviation score was 8.820

The significant post-test scores can be seen in the histogram below:

Chart 4.2 The Histogram of Post-test Scores



Source: Output SPSS 21 For Windows

The histogram above shows the classification of the students on post-test. Most of the students are classified as very good classification and none students classified as poor classification.

4.1.2 Control Class

4.1.2.1 Control Class pre test

No	Pronunciation	Fluency	Grammar	Vocabulary	Score	Total score
1	2	2	2	2	8	40
2	2	2	2	3	9	45
3	2	3	3	2	10	50
4	3	2	3	2	10	50
5	3	3	3	2	11	55
6	3	3	2	2	10	50
7	2	2	3	3	10	50
8	3	3	3	3	12	60

9	3	3	2	2	10	50
10	2	3	3	3	11	55
11	2	3	3	2	10	50
12	2	3	3	2	10	50
13	3	3	2	2	10	50
14	2	2	2	3	9	45
15	2	3	2	2	10	50
16	2	3	2	2	10	50
17	2	3	2	2	10	50
18	2	2	2	2	8	40
19	3	2	2	3	10	50
20	3	3	2	2	10	50
21	2	3	2	2	9	45
22	3	2	3	2	10	50
23	2	2	3	3	10	50
24	3	2	3	3	11	55
25	2	2	3	3	10	50
26	2	3	2	2	9	45
27	2	2	2	2	8	40
28	2	3	3	2	10	50
29	2	3	2	3	10	50
30	3	3	4	3	13	65
31	3	2	2	3	10	50
32	2	2	2	3	9	45
Total	76	82	79	77	317	1585

From the result of the pre-test, 3 Student have score very poor or in interval <40, 27 Student have score poor or in interval between 41-55, 2 student have score in interval between 56-65 and classified as fair, none students have score in interval 66-79 and classified as good and none students who got very good score or interval 80-100. The score was classified into five levels as follow:

No	Classification	Score	Frequency	Percentage %
1	Very good	80-100	-	
2	Good	66-79	-	
3	Fair	56-65	2	

4	Poor	41-55	27	
5	Very poor	< 40	3	
Total			32	100

At the pre test none students classified as very good score, 2(6.25%) students classified fair, none student classified Good, 3 (9.37%) students classified at very poor score and 27 (84.37%) students classified poor.

The post-test score was processed and analyzed by using SPSS statistics 21 for windows has eventually resulted in the following post-test description:

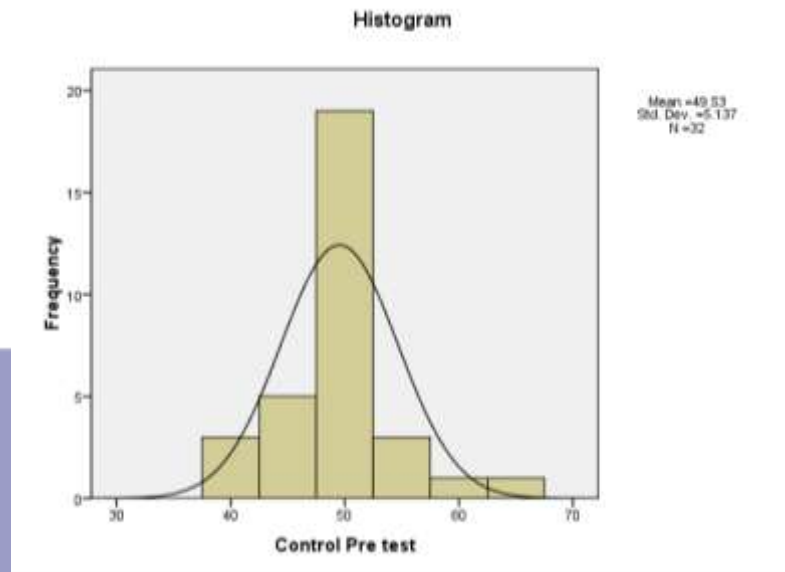
Statistics

Control Pre test

N	Valid	32
	Missing	0
Mean		49.53
Median		50.00
Mode		50
Std. Deviation		5.137
Variance		26.386
Range		25
Minimum		40
Maximum		65
Sum		1585

Table above shown that the number of sample was 32 students could be described from table above that the students' maximum score was 65 and the

minimum score was 40, the mean score 49.53, the median score 50 and the standard deviation score was 5.137



The histogram above shows none students classified as very good score, 2(6.25%) students classified fair, none student classified Good, 3 (9.37%) students classified at very poor score and 27 (84.37%) students classified poor.

4.1.2.2 Control Class Post test

The data of post-test scores can be seen in the table below

Table 4.5 the Students Post-test Score

No	Pronunciation	Fluency	Grammar	Vocabulary	Score	Total score
1	3	3	3	3	12	60
2	3	4	4	4	15	75
3	3	4	3	3	13	65
4	3	3	3	3	12	60
5	3	2	4	3	12	60
6	3	3	3	4	13	65
7	3	3	3	3	12	60
8	3	3	3	3	12	60

9	4	3	3	3	13	65
10	3	3	3	3	12	60
11	4	4	3	3	14	70
12	3	2	3	3	11	55
13	3	3	4	3	13	65
14	3	3	4	4	14	70
15	3	4	3	3	13	65
16	4	4	4	4	16	80
17	4	4	3	3	14	70
18	3	3	4	3	13	65
19	3	3	3	3	12	60
20	2	3	3	2	10	50
21	3	3	2	3	11	55
22	4	4	4	5	17	85
23	4	3	3	4	14	70
24	4	4	4	3	15	75
25	3	3	3	4	13	65
26	4	4	3	3	14	70
27	3	3	3	3	12	60
28	4	4	5	4	17	85
29	4	4	3	4	15	75
30	3	3	4	4	14	70
31	3	3	2	2	10	50
32	2	3	3	3	11	55
Total	104	105	105	105	419	2095

Source: The Result of Post-test

From the result of the post-test, none Student have score very poor or in interval <40, 5 Student have score poor or in interval between 41-55, 15 student have score in interval between 56-65 and classified as fair, 9 students have score in interval 66-79 and classified as good and 3 students who got very good score or interval 80-100. The score was classified into five levels as follow:

4.6 The Frequency and Percentage of the Result Post-test

No	Classification	Score	Frequency	Percentage %
1	Very good	80-100	3	
2	Good	66-79	9	
3	Fair	56-65	15	
4	Poor	41-55	5	
5	Very poor	< 40	-	-
Total			32	100

At the post test most of students classified as very good score with rate frequency 3(9.37%), 15(46.87%) students classified fair, Good there were 9 (28.12%) students, none students classified at very poor score and 5(15.62) students classified poor.

The post-test score was processed and analyzed by using SPSS statistics 21 for windows has eventually resulted in the following post-test description:

Table 4.7 The Statistic Result of Post-test

Statistics		
Control Post test		
N	Valid	32
	Missing	0
Mean		65.47
Median		65.00
Mode		60
Std. Deviation		8.832
Variance		77.999
Range		35

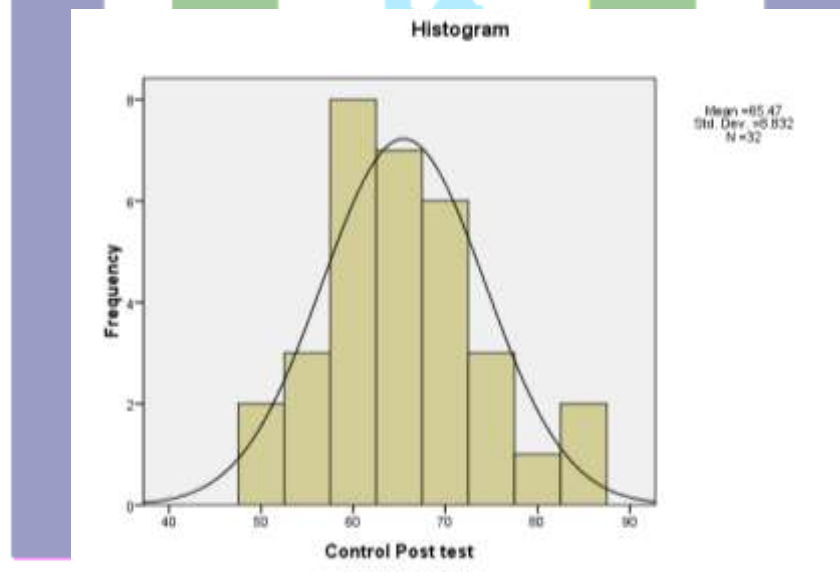
Minimum	50
Maximum	85
Sum	2095

Source: Output SPSS 21 For Windows

Table above shows that the number of sample was 32 students could be described from table above that the students' maximum score was 85 and the minimum score was 50, the mean score 65.47, the median score 65 and the standard deviation score was 8.832

The significant pre-test scores can be seen in the histogram below:

Chart 4.4 The Histogram of Post-test Scores



Source: Output SPSS 21 For Windows

At the post test most of students classified as very good score with rate frequency 3(9.37%), 15(46.87%) students classified fair, Good there were 9 (28.12%) students, none students classified at very poor score and 5(15.62) students classified poor.

4.2 The Analysis of the Data

Before the researcher analyzed the data the researcher prior to test data Normality.

4.2.1 The Test of Normality Data

Normality test is used to determine the types of statistics that will be used in the study, if the data is normally distributed, the statistic used is a parametric statistic, and if the data distribution is not normal, then the statistic used is a non-parametric statistics.

Basis for a decision in the normality test: if the significance value greater than 0.05 the data normally distributed. Conversely, if the significance value less than 0.05 the data are not normally distributed.

To calculate the normality of the data can be performed with Kolmogorov-Smirnov with SPSS ver. 21 for windows are presented the table below:

Normal P-P Plot of Regression Standardized Residual

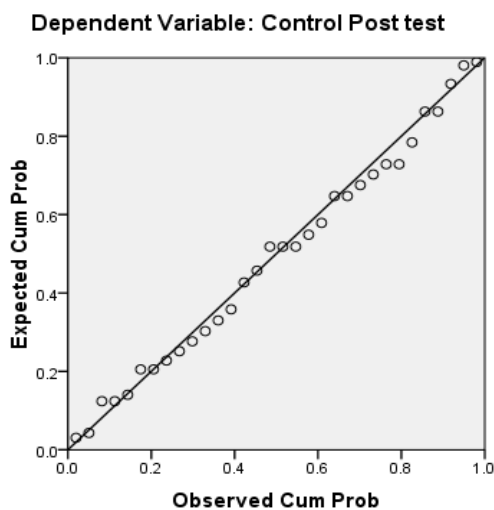


Table 4.9 Test of the normality data

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		32
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	8.74940192
Most Extreme Differences	Absolute	.081
	Positive	.081
	Negative	-.058
Kolmogorov-Smirnov Z		.457
Asymp. Sig. (2-tailed)		.985

a. Test distribution is Normal.

b. Calculated from data.

The table above shows N= 32, which means the number of samples was 32. The statistical test of Kolmogorov-Smirnov Z is 0.457. The value is listed as Asymp. Sig. (2-Tailed), which in this case p-value is 0.985. It means the data distribution normal because P value $0.985 > 0.05$

Before the researcher analyzed the data, the researcher has calculated the data into the statistic calculation. The researcher used T_{test} formula to find empirical evidence statically and to make the testing of the hypothesis. So this research will be easier.

Prior the calculation of T_{test} the researcher made the calculation table to gain mean and standard deviation from pre-test and post-test score.

4.2.2 The Mean Score and Standard Deviation of Students Pre-test and Post-test

The researcher calculating the mean score and standard deviation of the students pre-test and post-test by using SPSS version 21 for windows and are presented in the following table.

Table 4.10 Mean and Standard Deviation of the Pre-test and Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Eksperiment Post test	32	35	60	95	76.41	8.820	77.797
Control Post test	32	35	50	85	65.47	8.832	77.999
Valid N (listwise)	32						

Source: SPSS 21 for windows

Based on the table above, it can be seen that mean score of the students in post-test any significant. The result of post-test is better than the result of pre-test. The score of pre-test can be classified as fair classification and the score of post-test is good classification. It is proved by the mean score of posttest that is higher than the mean score of pretest. It means that the mean score of pre-test is low, and the mean score of post-test is high. It indicates that student's speaking ability any significant after the research teach describing picturesto the students.

Table 4.11 The Worksheet of the Calculation Score of Pre-test and Post-test

No	X_1	X_2	X_1^2	X_2^2	D	D^2
1	60	70	3600	4900	10	100
2	75	75	5625	5625	0	0
3	65	65	4225	4225	0	0
4	60	80	3600	6400	20	400
5	60	90	3600	8100	30	900

6	65	70	4225	4900	5	25
7	60	75	3600	5625	15	225
8	60	65	3600	4225	5	25
9	65	70	4225	4900	5	25
10	60	60	3600	3600	0	0
11	70	85	4900	7225	15	225
12	55	75	3025	5625	20	400
13	65	70	4225	4900	5	25
14	70	85	4900	7225	15	225
15	65	85	4225	7225	20	400
16	80	85	6400	7225	5	25
17	70	70	4900	4900	0	0
18	65	80	4225	6400	15	225
19	60	85	3600	7225	25	625
20	50	75	2500	5625	25	625
21	55	70	3025	4900	15	225
22	85	85	7225	7225	0	0
23	70	75	4900	5625	5	25
24	75	75	5625	5625	0	0
25	65	60	4225	3600	-5	25
26	70	80	4900	6400	10	100
27	60	90	3600	8100	30	900
28	85	70	7225	4900	-15	225
29	75	95	5625	9025	20	400
30	70	70	4900	4900	0	0
31	50	85	2500	7225	35	1225
32	55	75	3025	5625	20	400
Total	2095	2445	139575	189225	350	8000

Independent t-test is used to test the hypothesis. It is enabled as to know the null hypothesis is accepted or rejected. The finding assumed that pretest and posttest sample are normally distributed,

The researcher formulated the null hypothesis (H_0) and the alternative hypothesis (H_a) as follow:

Ho : There is a significant difference between the students achievement in improving speaking ability before and after they are learning by using describing pictures.

Hi : There is no significance difference between the students achievement in improving speaking ability before and after they are learning by using describing pictures.

If the T_{value} is below 0.05 (5%), the null hypothesis is rejected and concluded; it means that given treatment is effective in which there is statically significant main effect of treatment on students achievement in speaking ability.

The independent t-test to the test the hypothesis it is enable as to know the null hypothesis is accepted or rejected. This test use SPSS 21 for windows as follow:

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Control Post test	65.47	32	8.832	1.561
Eksperimen Post test	76.41	32	8.820	1.559

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Control Post test&Eksperimen Post test	32	.136	.457

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Control Post test - Eksperiment Post test	-10.938	11.601	2.051	-15.120	-6.755	-5.333	31	.000

Related to the table above, it is found that SPSS statistic 21 output for one sample t-test= -5.333 and sig (2-tailed) = 0.000. This output proves that $\text{sig} = 0.000 < T_{\text{value}} = 0.05$. From the explanation it can be inferred that there is significant difference between the students speaking ability before and after given treatment by describing pictures. It shows that the alternative hypothesis is accepted and the null hypothesis is rejected. It can be concluded that there is a significance difference between speaking achievement before using describing pictures and after using describing pictures.

4.3 Discussion

The teaching describing picture is a method that very easy to play it. This method is very suitable to students in Junior High School. If the students are given describing picture, they used their five senses more maximum, because they used eyes to saw the picture, used ears to listen what their partner said, used mouth to describe the picture. So, the researcher hopes with using describing picture, students more active in the class.

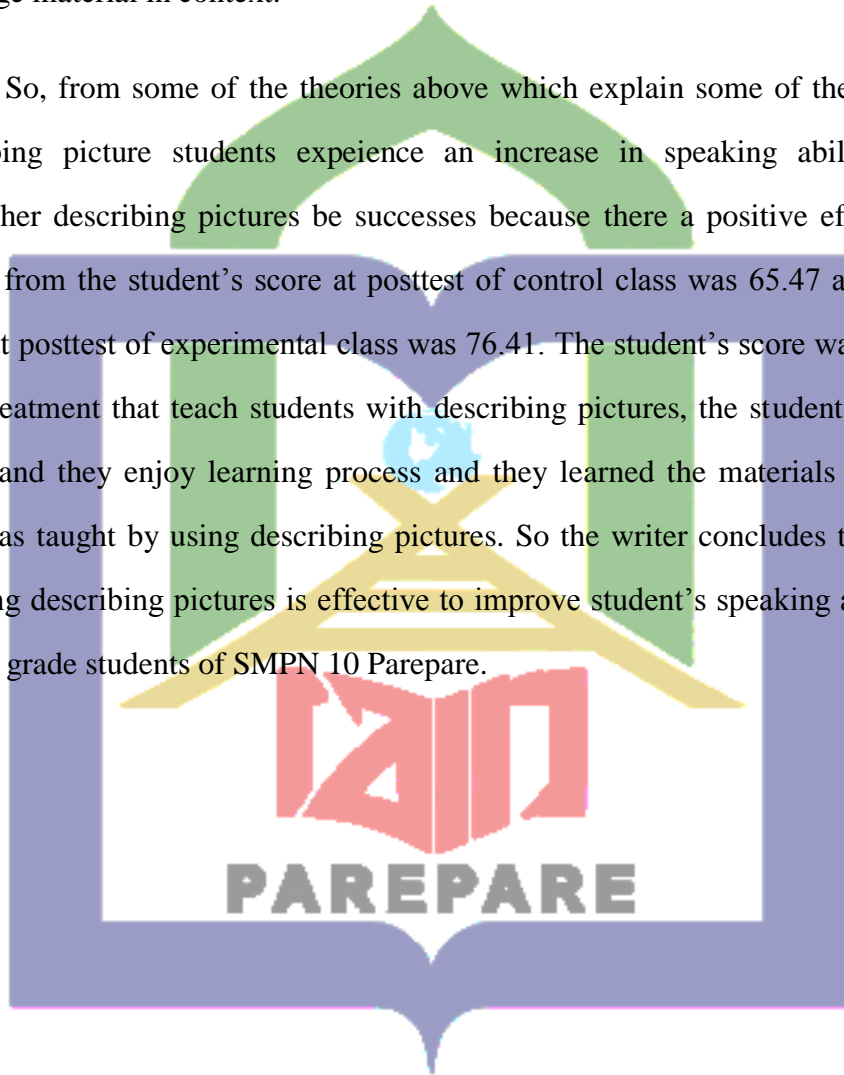
There are steps of application in describing picture in SMPN 10 Parepare is teacher prepares picture according to the topic or material of subject. The teacher asks students to examine the picture accurately. The teacher divides students into groups. The teacher asks all members of groups to know speaking ability the students (necessary limitation of the time). After that, every group describes their picture. Clarification/ conclusion/ teacher reflection.

In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English. This method is to make students easier to describe something, and make learner process more enjoyable. Pictures are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Pictures as aids are clearly indispensable for language teacher since they can be used in so many ways. The teacher can teach vocabulary easily through pictures it means blackboard drawing, wall pictures, chart and flashcard.

The teacher uses describing picture in teaching on SMPN 10 Parepare because there are several advantages is an excellent media in which this can be done pictures arouse playfulness to the students because pictures are interesting. They provide variety of fun and games, furthermore, it also means that the use of picture may offer parallel opportunities both for teacher-students and students interaction.

And the main advantages is offering instead a non verbal means to stimulate written responses. Good way in beginning the writing process by using the picture to the students and pointing out the main characters, the actions, the situation and the new language material in context.

So, from some of the theories above which explain some of the advantages describing picture students experience an increase in speaking ability and the researcher describing pictures be successes because there a positive effect because shown from the student's score at posttest of control class was 65.47 and student's score at posttest of experimental class was 76.41. The student's score was increasing after treatment that teach students with describing pictures, the students were more active and they enjoy learning process and they learned the materials easily when they was taught by using describing pictures. So the writer concludes that teaching by using describing pictures is effective to improve student's speaking ability at the second grade students of SMPN 10 Parepare.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

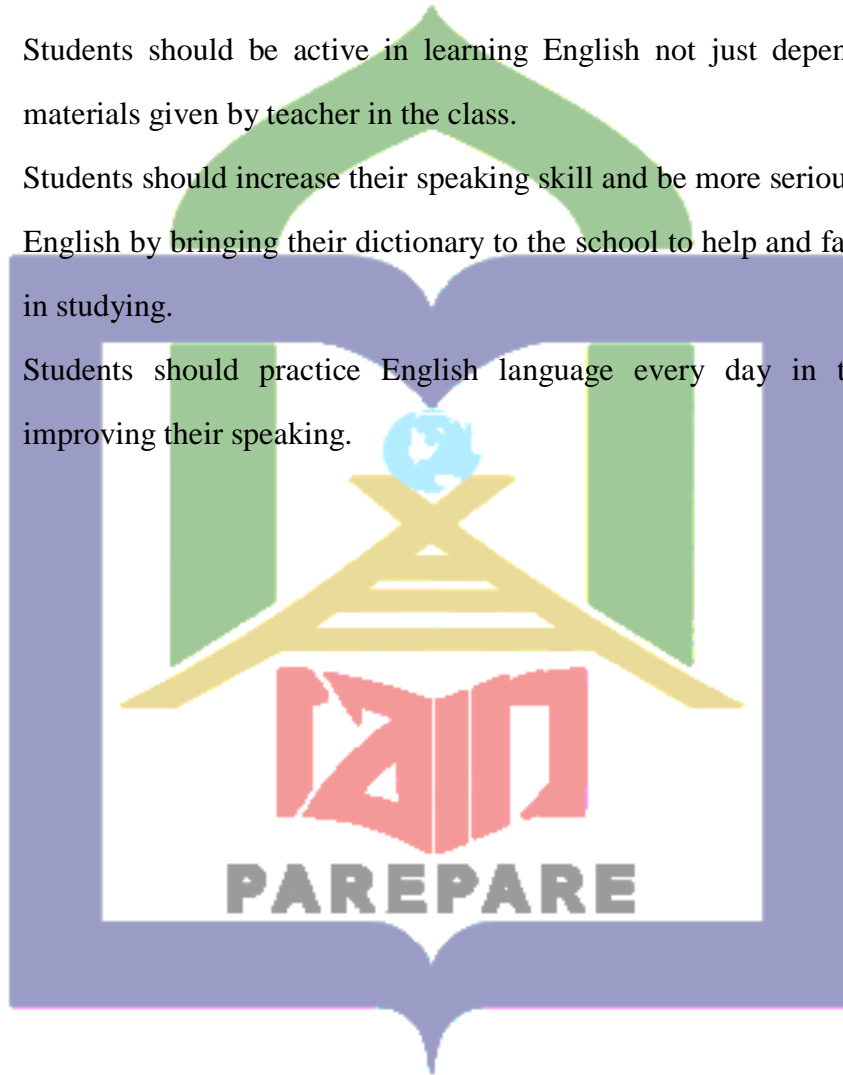
Based on the data described previously, the conclusion can be draw that teaching speaking by using describing pictures has given a positive effect, shown from the student's score at posttest of control class was 65.47 and student's score at posttest of experimental class was 76.41. The student's score was increasing after treatment that teach students with describing pictures, the students were more active and they enjoy learning process and they learned the materials easily when they was taught by using describing pictures. So the writer concludes that teaching by using describing pictures is effective to improve student's speaking ability at the second grade students of SMPN 10 Parepare

5.2 Suggestion

Dealing with the conclusion, the writer would like to suggest as follow:

1. To the teacher
 - a. Teacher should improve their way in teaching English, especially in teaching speaking skill in order to increase student's vocabulary.
 - b. Teacher should realize that there are many ways in teaching English to get the student's attention in the classroom, especially in teaching speaking.
 - c. The teacher should use various methods or techniques in teaching English especially teaching speaking and he might choose cloze technique to be used in teaching speaking skill as well as motivate them in learning.

- d. The teacher should determine the right method based on their objectives and learning situation, because different learning objectives and different learning situation need different teaching method.
2. To the students
 - a. Students should be active in learning English not just depending on the materials given by teacher in the class.
 - b. Students should increase their speaking skill and be more serious in learning English by bringing their dictionary to the school to help and facilitate them in studying.
 - c. Students should practice English language every day in the class to improving their speaking.



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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP 10 Parepare
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII / 2
 Alokasi Waktu : 2x 45 menit (2x pertemuan)
 Topik Pembelajaran : mendeskripsikan profesi (Speaking)
 Pertemuan Ke : 1 & 2

A. Standar Kompetensi

Berbicara

Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item.

Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
<ul style="list-style-type: none"> • Siswa dapat mendeskripsikan sebuah benda, binatang atau pemandangan secara spontanitas. • Siswa dapat menggunakan kalimat simple present dalam mendeskripsikan benda atau orang. 	<ul style="list-style-type: none"> • Kreatif • Teliti

<ul style="list-style-type: none"> Melakukan monolog untuk menyampaikan sebuah deskripsi. 	
--	--

C. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat mendeskripsikan sebuah benda, binatang, atau pemandangan secara spontanitas.
- Dalam mendeskripsikan suatu benda atau orang, siswa dapat menggunakan kalimat simple present.

D. Materi Pokok

Describe this picture!



The name of people at that picture is my friend. The paddy rice field is the place to plant paddy. We can see from the picture, the man is a farmer.

E. Metode Pembelajaran / Teknik

Audio Fisual Method (AFM)

F. Strategi Pembelajaran

Tatap Muka	Tersruktur	Mandiri
<ul style="list-style-type: none"> Bertanya jawab tentang deskriptif. Memilih siswa secara 	<ul style="list-style-type: none"> Berdiskusi secara kelompok untuk membuat sebuah deskripsi secara 	<ul style="list-style-type: none"> Siswa dapat menggunakan kalimat simple present dalam mendeskripsikan

<p>acak untuk mendeskripsikan suatu benda, binatang atau orang secara spontanitas.</p> <ul style="list-style-type: none"> Melakukan monolog untuk menyampaikan sebuah deskripsi. 	<p>sambung menyambung.</p>	<p>benda, binatang, atau orang.</p> <ul style="list-style-type: none"> Siswa dapat mendeskripsikan secara lisan di depan kelas.
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Langkah-langkah Kegiatan Pembelajaran

Kegiatan awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa
- Apersepsi
- Motivasi siswa

Kegiatan inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi tentang descriptive.
- Mendiskusikan materi bersama siswa.
- Memberikan kesempatan pada peserta didik untuk menyampaikan deskripsi mereka tentang benda, binatang atau orang.

Elaborasi

- Membimbing siswa untuk menyebutkan bagian-bagian dari benda, binatang atau orang yang akan dijadikan objek.
- Membimbing siswa untuk menggunakan kalimat simple present dalam mendeskripsikan benda, binatang atau orang.
- Membimbing siswa untuk terbiasa memberanikan diri untuk berbicara didepan kelas atau mempresentasikan hasil belajar.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal.

Konfirmasi

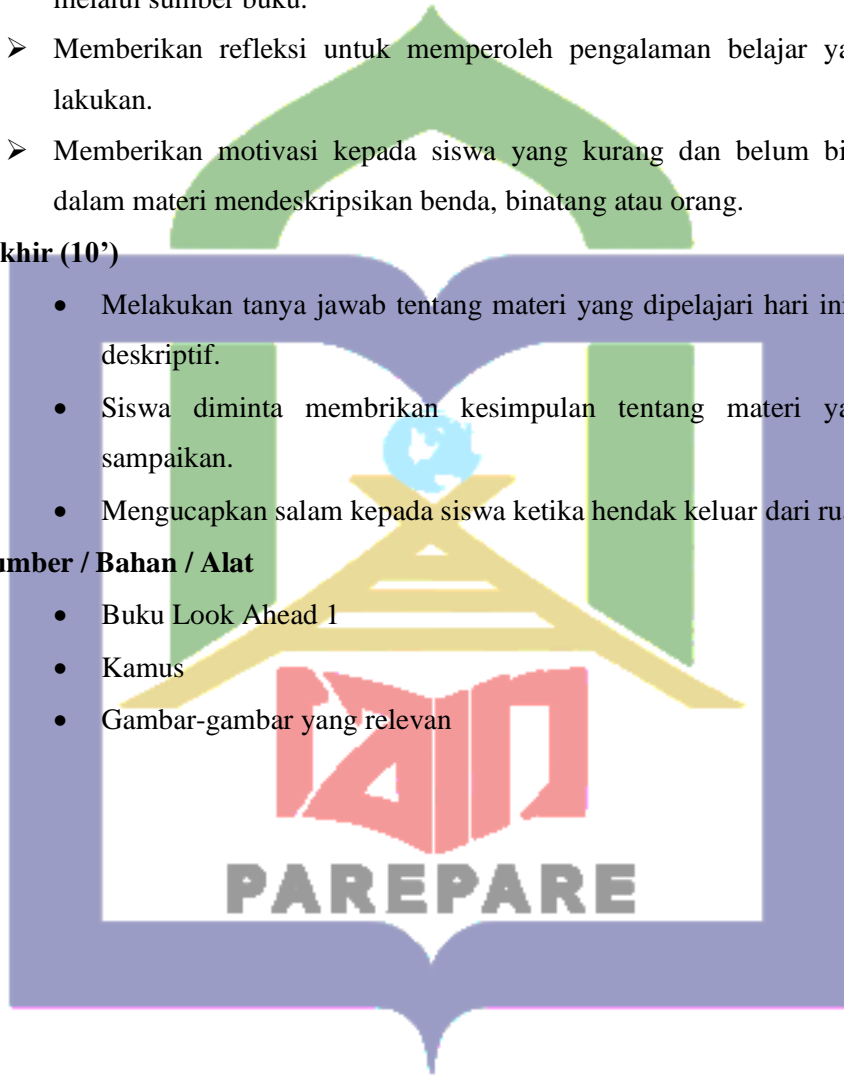
- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah di kerjakan oleh siswa melalui sumber buku.
- Memberikan refleksi untuk memperoleh pengalaman belajar yang sudah di lakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mendeskripsikan benda, binatang atau orang.

Kegiatan akhir (10')

- Melakukan tanya jawab tentang materi yang dipelajari hari ini atau tentang deskriptif.
- Siswa diminta membrikan kesimpulan tentang materi yang telah di sampaikan.
- Mengucapkan salam kepada siswa ketika hendak keluar dari ruang kelas.

G. Sumber / Bahan / Alat

- Buku Look Ahead 1
- Kamus
- Gambar-gambar yang relevan



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP 10 Parepare
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII / 2
 Alokasi Waktu : 2x 45 menit (2x pertemuan)
 Topik Pembelajaran : mendeskripsikan sesuatu yang disukai
 Pertemuan Ke : 3 & 4

A. Standar Kompetensi

Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
<ul style="list-style-type: none"> • Siswa dapat mendeskripsikan sebuah benda, binatang atau pemandangan secara spontanitas. • Siswa dapat menggunakan kalimat simple present dalam mendeskripsikan benda 	<ul style="list-style-type: none"> • Kreatif • Teliti

atau orang. <ul style="list-style-type: none"> Melakukan monolog untuk menyampaikan sebuah deskripsi. 	
---	--

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat mendeskripsikan sebuah benda, binatang, atau pemandangan secara spontanitas.
- Dalam mendeskripsikan suatu benda atau orang, siswa dapat menggunakan kalimat simple present

a. Materi Pokok

Describe this picture!



b. Metode Pembelajaran / Teknik

Students' center

c. Strategi Pembelajaran

Tatap Muka	Tersruktur	Mandiri
<ul style="list-style-type: none"> Bertanya jawab tentang deskriptif. 	<ul style="list-style-type: none"> Berdiskusi secara kelompok untuk membuat sebuah 	<ul style="list-style-type: none"> Siswa dapat menggunakan kalimat simple

<ul style="list-style-type: none"> • Memilih siswa secara acak untuk mendeskripsikan suatu benda, binatang atau orang secara spontanitas. • Melakukan monolog untuk menyampaikan sebuah deskripsi. 	<p>deskripsi secara sambung menyambung.</p>	<p>present dalam mendeskripsikan benda, binatang, atau orang.</p> <ul style="list-style-type: none"> • Siswa dapat mendeskripsikan secara lisan di depan kelas.
--	---	--

Langkah-langkah Kegiatan Pembelajaran

Kegiatan awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa
- Apersepsi
- Motivasi siswa

Kegiatan inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi tentang descriptive.
- Mendiskusikan materi bersama siswa.
- Memberikan kesempatan pada peserta didik untuk menyampaikan deskripsi mereka tentang benda, binatang atau orang.

Elaborasi

- Membimbing siswa untuk menyebutkan bagian-bagian dari benda, binatang atau orang yang akan dijadikan objek.
- Membimbing siswa untuk menggunakan kalimat simple present dalam mendeskripsikan benda, binatang atau orang.

- Membimbing siswa untuk terbiasa memberanikan diri untuk berbicara didepan kelas atau mempresentasikan hasil belajar.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal.

Konfirmasi

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah di kerjakan oleh siswa melalui sumber buku.
- Memberikan refleksi untuk memperoleh pengalaman belajar yang sudah di lakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mendeskripsikan benda, binatang atau orang.

Kegiatan akhir (10')

- Melakukan tanya jawab tentang materi yang dipelajari hari ini atau tentang deskriptif.
- Siswa diminta membrikan kesimpulan tentang materi yang telah di sampaikan.
- Mengucapkan salam kepada siswa ketika hendak keluar dari ruang kelas.

d. Sumber / Bahan / Alat

- Buku pelajaran
- Kamus
- Gambar-gambar yang relevan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMP 10 Parepare
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII / 2
 Alokasi Waktu : 2x 45 menit (2x pertemuan)
 Topik Pembelajaran : mendeskripsikan binatang
 Pertemuan Ke : 5 & 6

A. Standar Kompetensi

Mengungkapkan makna dalam teks fungsional pendek dan monolog sederhana berbentuk narrative, descriptive dan news item dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: narrative, descriptive, dan news item.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya dan Karakter Bangsa
<ul style="list-style-type: none"> • Siswa dapat mendeskripsikan sebuah benda, binatang atau pemandangan secara spontanitas. • Siswa dapat menggunakan kalimat simple present dalam mendeskripsikan benda atau orang. 	<ul style="list-style-type: none"> • Kreatif • Teliti

<ul style="list-style-type: none"> Melakukan monolog untuk menyampaikan sebuah deskripsi. 	
--	--

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat mendeskripsikan sebuah benda, binatang, atau pemandangan secara spontanitas.
- Dalam mendeskripsikan suatu benda atau orang, siswa dapat menggunakan kalimat simple present.

a. Materi Pokok

Describe this picture!



b. Metode Pembelajaran / Teknik

Students' center

c. Strategi Pembelajaran

Tatap Muka	Tersruktur	Mandiri
<ul style="list-style-type: none"> Bertanya jawab tentang deskriptif. Memilih siswa secara acak untuk mendeskripsikan suatu benda, binatang 	<ul style="list-style-type: none"> Berdiskusi secara kelompok untuk membuat sebuah deskripsi secara sambung menyambung. 	<ul style="list-style-type: none"> Siswa dapat menggunakan kalimat simple present dalam mendeskripsikan benda, binatang,

<p>atau orang secara spontanitas.</p> <ul style="list-style-type: none"> Melakukan monolog untuk menyampaikan sebuah deskripsi. 		<p>atau orang.</p> <ul style="list-style-type: none"> Siswa dapat mendeskripsikan secara lisan di depan kelas.
--	--	---

Langkah-langkah Kegiatan Pembelajaran

Kegiatan awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa
- Apersepsi
- Motivasi siswa

Kegiatan inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi tentang descriptive.
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- Memberikan kesempatan pada peserta didik untuk menyampaikan deskripsi mereka tentang benda, binatang atau orang.

Elaborasi

- Membimbing siswa untuk menyebutkan bagian-bagian dari benda, binatang atau orang yang akan dijadikan objek.
- Membimbing siswa untuk menggunakan kalimat simple present dalam mendeskripsikan benda, binatang atau orang.
- Membimbing siswa untuk terbiasa memberanikan diri untuk berbicara didepan kelas atau mempresentasikan hasil belajar.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal.

Konfirmasi

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah di kerjakan oleh siswa melalui sumber buku.
- Memberikan refleksi untuk memperoleh pengalaman belajar yang sudah di lakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi mendeskripsikan benda, binatang atau orang.

Kegiatan akhir (10')

- Melakukan tanya jawab tentang materi yang dipelajari hari ini atau tentang deskriptif.
- Siswa diminta membrikan kesimpulan tentang materi yang telah di sampaikan.
- Mengucapkan salam kepada siswa ketika hendak keluar dari ruang kelas.

d. Sumber / Bahan / Alat

- Buku pelajaran
- Kamus
- Gambar-gambar yang relevan

e. Indikator, Teknik, Bentuk, dan Contoh

	Indikator	Teknik	Bentuk	Contoh
	skripsikan benda,binatang atau orang secara lisan.	an	skripsikan gambar.	be this picture in the front of class!

INSTRUMENT OF THE RESEARCH

Pilihlah salah satu tema di bawah ini dan ceritakanlah yang kamu ketahui di depan kelas minimal 50 kata !

- a. Introduce your self
- b. Mobile phone
- c. Library





KEMENTERIAN AGAMA REPUBLIK INDONESIA
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE

Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

Nomor : B-5759 /Sti.08/PP.00.9/12/2017
Lampiran : -
Hal : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Perencanaan Pembangunan Daerah
di
KOTA PAREPARE

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama : UMMI KALSUM
Tempat/Tgl. Lahir : PINRANG, 18 Juli 1994
NIM : 12.1300.103
Jurusan / Program Studi : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester : XI (Sebelas)
Alamat : DESA ANKAJANG, KEC. CEMPA, KAB. PINRANG

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka penyusunan skripsi yang berjudul :

"THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY IN IMPROVING STUDENTS SPEAKING ABILITY AT SMPN 10 PAREPARE"

Pelaksanaan penelitian ini direncanakan pada bulan **Desember** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

18 Desember 2017

A.n Ketua

Wakil Ketua Bidang Akademik dan
Pengembangan Lembaga (APL)



Djunaidi



PEMERINTAH KOTA PAREPARE
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jln. Jend. Sudirman Nomor 76, Telp. (0421) 25250, Fax (0421)26111, Kode Pos 91122
Email : bappeda@pareparekota.go.id, Website : www.bappeda.pareparekota.go.id

PAREPARE

Parepare, 22 Desember 2017

Kepada
Yth. Kepala Dinas Pendidikan dan Kebudayaan Kota Parepare
Di -
Parepare

Nomor : 050 / 3578 / Bapped
Lampiran : --
Perihal : **Izin Penelitian**

DASAR :

1. Undang-Undang Republik Indonesia Nomor 18 Tahun 2002 tentang Sistem Nasional Penelitian, Pengembangan dan Penerapan Ilmu Pengetahuan dan Teknologi.
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah.
3. Peraturan Menteri Dalam Negeri Nomor 17 Tahun 2016 tentang Pedoman Penelitian dan Pengembangan di Kementerian Dalam Negeri dan Pemerintah Daerah.
4. Peraturan Daerah Kota Parepare No. 8 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah.
5. Surat Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare, Nomor : B 3739/St.08/PP.00.9/12/2017 tanggal 18 Desember 2017 Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : UMMI KALSUM
Tempat/Tgl. Lahir : Pinrang/18 Juli 1994
Jenis Kelamin : Perempuan
Pekerjaan : Mahasiswa
A l a m a t : Akkajang, Kec. Cempa, Kab. Pinrang

Bermaksud untuk melakukan **Penelitian/Wawancara** di Kota Parepare dengan judul :
"THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY IN IMPROVING STUDENTS SPEAKING ABILITY AT SMPN 10 PAREPARE"

Selama : Tmt. Desember 2017 s.d. Januari 2018
Pengikut/Peserta : **Tidak Ada**

Sehubungan dengan hal tersebut pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Perangkat Daerah yang bersangkutan.
2. Pengambilan Data/penelitian tidak menyimpang dari masalah yang telah diizinkan dan semata-mata untuk kepentingan ilmiah.
3. Mentaati ketentuan Peraturan Perundang-undangan yang berlaku dengan mengutamakan sikap sopan santun dan mengindahkan Adat Istiadat setempat.
4. Setelah melaksanakan kegiatan Penelitian agar melaporkan hasilnya kepada Walikota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare)
5. Menyerahkan 1 (satu) berkas Foto Copy hasil "**Penelitian**" kepada Pemerintah Kota Parepare (Cq. Kepala Badan Perencanaan Pembangunan Daerah Kota Parepare).
6. Kepada Instansi yang dihubungi mohon memberikan bantuan.
7. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian izin penelitian ini diberikan untuk dilaksanakan sesuai ketentuan berlaku.



TEMBUSAN : Kepada Yth.

1. Gubernur Provinsi Sulawesi Selatan Cq. Kepala BKB Sulsel di Makassar
2. Walikota Parepare di Parepare
3. Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare di Parepare
4. Saudara UMMI KALSUM
5. Anslip.



PEMERINTAH KOTA PAREPARE
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 10

Alamat: Jalan Bau Massepe No. 474 ^{PP} (0421) 21331 Parepare
e-mail: info.smpn10parepare.sch.id website: http://smpn10parepare.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 422.4/096/SMP.10/V/2018

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 10 Parepare menerangkan bahwa ,

Nama : UMMI KALSUM
NIM : 12.1300.103
Jenis Kelamin : Perempuan
Jurusan : Tarbiyah
Prodi : TBI

Telah mengadakan Penelitian di SMP Negeri 10 Parepare tmt.. Desember 2017 sampai Januari 2018 dengan judul "THE IMPLEMENTATION OF DISCRIBING PICTURES STRATEGY IN IMPROVING STUDENTS SPEAKING ABILITY AT SMPN 10 PAREPARE".

Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagai mestinya.

Parepare, 15 Mei 2018
Kepala Sekolah,

Drs. M. SOFYAN, M. Pd
NIP. 195812311986031234



DOKUMENTATION



CURRICULUM VITAE



Ummi Kalsum was born on July 18nd 1995 in Akkajang, South Sulawesi. She is the first child from the marriage of his parents, H. Khaeruddin and Hj. Khadijah. She started her elementary school at SDN. 294 Akkajang. Then she continued her study to the secondary school at SMPN 1 Cempa. After graduating, she continued her study to the senior high school at SMA AL-MAAAKHIRAH Pinrang and graduated 2012. In the same year, she continued her education at Institute Islamic Collage (IAIN) Parepare and took English Program Tarbiyah Department as her major. Finally, she graduated her study at Institute Islamic Collage (IAIN) Parepare and has master degree in English Program Tarbiyah Departement.

