

**AN UNDERGRADUATE THESIS**

**THE IMPLEMENTATION OF PICTURES IN IMPROVING  
THE STUDENTS' SPEAKING ABILITY AT THE  
EIGHTH GRADE OF MTS DARUSSALAM  
SEPUTIH BANYAK CENTRAL  
LAMPUNG**



**By**

**HENI TITIN HANISAH  
STUDENT NUMBER: 1292057**

**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES  
OF METRO  
1439 H / 2018 M**

**THE IMPLEMENTATION OF PICTURES IN IMPROVING  
THE STUDENTS' SPEAKING ABILITY AT THE  
EIGHTH GRADE OF MTS DARUSSALAM  
SEPUTIH BANYAK CENTRAL  
LAMPUNG**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Study Program

By:  
**HENI TITIN HANISAH**  
Student Number: 1292057

TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT

Sponsor : Dr. Umi Yawisah, M.Hum  
Co-sponsor : Trisna Dinillah Harya, M.Pd

**STATE INSTITUTE FOR ISLAMIC STUDIES  
OF METRO  
1439 H / 2018 M**

**THE IMPLEMENTATION OF PICTURES IN IMPROVING THE  
STUDENTS' SPEAKING ABILITY AT THE  
EIGHTH GRADE OF MTS DARUSSALAM  
SEPUTIH BANYAK CENTRAL  
LAMPUNG**

**ABSTRACT**

**BY:  
HENI TITIN HANISAH**

The main purpose of this research is to investigate the students' speaking ability of MTS Darussalam Seputih Banyak which found in describing picture and to know what extend the pictures could help the students' learning process. The writer tries to attest that describing pictures can be one of the teaching media to increase the students' speaking ability.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consist of planning, acting, observing, and reflecting. The subjects of this research is 30 students in VIII class of MTS Darussalam Seputih Banyak In collecting data, the researcher used test (pre-test, post test 1 and post test 2), observation and documentation. The research is conducted collaboratively with an English teacher of MTS Darussalam Seputih Banyak.

The result of this research shows that implementation describing picture can be used as a teaching media of speaking. It provided by the average mark result of pre-test and post-test show that there were improved mark. At post test I is 75 and post test II is 87, it improve 12 points. The researcher concluded that there was significant improve of using describing picture technique on the speaking ability at the eighth grade students of MTS Darussalam Seputih Banyak.

Key word: *Pictures, Speaking, Ability, Improving, Describing.*

**PENERAPAN GAMBAR DALAM MENINGKATKAN KEMAMPUAN  
BERBICARA SISWA DI KELAS DELAPAN MTS DARUSSALAM  
SEPUTIH BANYAK LAMPUNG TENGAH**

**ABSTRAK**

**OLEH:  
HENI TITIN HANISAH**

Tujuan utama dari penelitian ini adalah untuk mengkaji kemampuan berbicara siswa MTS Darussalam Seputih Banyak dalam mendeskripsikan gambar dan untuk mengetahui sejauh mana gambar dapat membantu proses belajar siswa. Penulis mencoba untuk membuktikan bahwa mendeskripsikan gambar dapat menjadi salah satu media pembelajaran untuk meningkatkan kemampuan berbicara siswa.

Dalam penelitian ini, peneliti melaksanakan penelitian tindakan kelas yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, pengamatan dan tingkat keberhasilan. Subjek penelitian ini adalah 30 siswa di kelas delapan MTS Darussalam Seputih Banyak dalam pengumpulan data, peneliti menggunakan tes (pre-test, post test 1 and post test 2), pengamatan dan dokumentasi. Penelitian ini bekerjasama dengan guru Bahasa Inggris MTS Darussalam Seputih Banyak.

Hasil penelitian ini menunjukkan bahwa penerapan mendeskripsikan gambar dapat digunakan sebagai media pengajaran dalam berbicara. Hal ini dibuktikan oleh hasil nilai rata-rata dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai rata-rata dari post test I adalah 75 dan post test II adalah 87 dan meningkat sebanyak 12. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan deskripsi gambar pada kemampuan berbicara siswa di kelas delapan MTS Darussalam Seputih Banyak.

Kata kunci: *Gambar, Berbicara, Kemampuan, Meningkatkan,*



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon dimunaqosyahkan Skripsi**

**Saudari Heni Titin Hanisah**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name : Heni Titin Hanisah

Students Number : 1292057

Judul Skripsi : THE IMPLEMENTATION OF PICTURES IN IMPROVING STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADE OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEAR OF 2017/2018

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

Metro, Mei 2018  
Co-sponsor

**Trisna Dinillah Harva, M.Pd**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**APPROVAL PAGE**

Title : THE IMPLEMENTATION OF PICTURES IN IMPROVING STUDENTS' SPEAKING ABILITY AT THE EIGHT GRADE OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEAR OF 2017/2018

Name : Heni Titin Hanisah

Students Number : 1292057

Department : English Education

Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Sponsor

Metro, May 2018  
Co-sponsor

**Dr. Umi Yawisah, M.Hum**  
NIP. 19620424 199903 2 001

**Trisna Dinillah Harva, M.Pd**  
NIP. 19830511 200912 2 004

The Head of English Education Department



**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 01



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111  
 Telp. (0725) 4157, Fax (0725) 47296 Email: stainmetro@yahoo.com website: www.stain\_metro.ac.id

**RATIFICATION PAGE**

No: *P-22-03/10-28-1/D/PP-009/07/2018*

An undergraduate thesis entitled: THE IMPLEMENTATION OF PICTURES IN IMPROVING THE STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADE OF MTS DARUSSALAM SEPULIH BANYAK CENRAL LAMPUNG

Written by Heni Titin Hanisah, student number. 1292057, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on July 05, 2018 at 09.00-11.00.

**BOARD OF EXAMINERS:**

- Chairperson : Dr. Umi Yawisah, M.Hum. ....)
- Examiner I : Ahmad Subhan Roza, M.Pd. ....)
- Examiner II : Trisna Dinillah Harya, M.Pd. ....)
- Secretary : M. Dini Handoko, M.Pd. ....)



The Dean of Tarbiyah

and Teacher Training Faculty



*[Signature]*  
**Dr. Akla, M.Pd.**

NIP. 196910082000032005*[Signature]*

## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : HENI TITIN HANISAH  
Student Number : 1292057  
Department : Tarbiyah  
Study Programme : English Education

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, July 2018



**HENI TITIN HANISAH**  
Student Number: 1292057



## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama : HENI TITIN HANISAH  
NPM : 1292057  
Program Study : Pendidikan Bahasa Inggris  
Jurusan : Tarbiyah

Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, July 2018

Yang Menyatakan



*Handwritten signature*  
**NI TITIN HANISAH**

Student Number: 1292057

## **DEDICATION PAGE**

*This Piece of work is dedicated to:*

*My beloved parents  
(Alm. Mr.Mahmud Yunus and Mrs.Siti Mujayanah)*

*My beloved brothers  
(Wahyu Rajib Kalingga, Riski Ibra Fernandi, and Lukmawati Aulia)*

*My beloved family  
(Hufron, Etik, Kudhori, Heri)*

*My beloved lectures of English Education Study Program  
Of Institute Islamic College (IAIN) of JuraiSiwo Metro*

*My Best Friends  
(Imam Rojali, Fitri Yani, Eva Septia, Siti Nurbaeti)*

*My almamater*

**DEDICATION PAGE**

*This Piece of work is dedicated to:*

*My beloved parents  
(Mr.Mahmud Yunus and Mrs.Siti Mujayanah)*

*My almamater*

## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is to Allah, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. The researcher is very grateful for the chances. He has given the researcher blessing and mercies to accomplish this under graduate thesis entitled "The Implementation of Pictures in Improving The Students' Speaking Ability At The Eight Grade of MTS Darussalam Seputih Banyak in The Academic Year of 2017/2018".

First of all, the researcher would like to express her gratitude to Mrs. Dr. Umi Yawisah, M.Hum as a Sponsor who has contributed his expertise and idea to assist the writer. The researcher also wishes to express this thanks to Mrs. Trisna Dinillah Harya, M.Pd as Co-Sponsor who has constantly given his time and guidance so that the researcher could finish this under graduate thesis. The researcher also gives her thanks to her beloved family and all her friends who have given support and spirit, so the writer could finish this paper.

Finally, the researcher welcomes any suggestion and critic for the improvement this research proposal and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

Metro, July 2018

The researcher,

  
**Heni Titin Hanisah**  
St. N. 1292057

## TABLE OF CONTENTS

<b>COVER</b> .....	<b>i</b>
<b>TITLE</b> .....	<b>ii</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>NOTA DINAS</b> .....	<b>v</b>
<b>APPROVAL PAGE</b> .....	<b>vi</b>
<b>RATIFICATION PAGE</b> .....	<b>vii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY</b> .....	<b>viii</b>
<b>MOTTO</b> .....	<b>ix</b>
<b>DEDICATION PAGE</b> .....	<b>x</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>xi</b>
<b>TABLE OF CONTENTS</b> .....	<b>xii</b>
<b>LIST OF TABLE</b> .....	<b>xv</b>
<b>LIST OF FIGURE</b> .....	<b>xvi</b>
<b>LIST OF GRAPHS</b> .....	<b>xvii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study.....	1
B. Problem Identification .....	4
C. Problem Limitations .....	5
D. Problem Formulation .....	5
E. The Objectives of The Research .....	6
F. Benefit of The Study .....	6
<b>CHAPTER II REVIEW OF THE RELATED THEORIES</b> .....	<b>7</b>
A. Theoretical Review .....	7
1. Concept of Speaking Ability .....	7
a. The Definition of Speaking .....	7
b. The Definition of Ability .....	10
c. The Difficulties of Speaking Ability .....	11
d. Types of Classroom Speaking Ability .....	13

e. Technique in Speaking Test .....	15
f. Principle For Designing Speaking Technique .....	19
g. Teaching Speaking .....	20
h. Teachnique in Teaching Speaking .....	23
2. Concept of Pictures .....	24
a. Definition of Pictures .....	24
b. The Advantages Using of Pictures.....	25
c. The Disadvantage Using of Pictures .....	25
d. The Use of Pictures .....	26
B. Action Hyphotheses .....	28
<b>CHAPTER III RESEARCH METHODOLOGY .....</b>	<b>29</b>
A. Setting of The Study .....	29
B. Object of The Study .....	29
C. Concept of Classroom Action Research .....	30
D. Data Collection Technique .....	37
E. Data Analysis Method .....	40
<b>CHAPTER IV RESULT OF THE RESEARCH AND</b>	
<b>INTERPRETATION .....</b>	<b>42</b>
A. Result of The Research .....	42
1. Description of Research Location .....	42
a. The Brief Story of MTS Darussalam Seputih Banyak .....	42
b. The Condition of Teacher and Official Employees at MTS Darussalam Seputih Banyak .....	45
c. The Quantity Students of MTS Darussalam Seputih Banyak .	47
d. The organization Structure of MTS Darussalam Seputih Banyak .....	49
B. Description of The Result .....	51
1. Cycle I .....	53
2. Cycle II .....	63

<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>80</b>
A. Conclusion .....	79
B. Suggestion .....	80
<b>BIBLIOGRAPHY .....</b>	<b>81</b>
<b>APPENDIXES</b>	
<b>CURRICULUM VITAE</b>	

## LIST OF TABLE

TABLE	PAGE
1. Result of Pre-Test at The Eight Graders of MTS Darussalam .....	4
2. Classified Analytic Speaking Criteria .....	16
3. The Subject of The Research .....	30
4. Teacher Educational Background .....	45
5. The Quantity Students of MTS Darussalam Seputih Banyak .....	47
6. The Students' Pre-Test .....	51
7. Percentage Students' Score of Pre-Test .....	52
8. The Students' Score of Post-Test I of Speaking Ability in Cycle I ....	56
9. Percentage Students' Score of Post-Test I of Speaking Ability .....	57
10. The Students' Activities Result in Cycle I .....	58
11. Frequency of Students' Activities Result in Cycle I .....	60
12. The Result Score of Students' Pre-Test and Post-Test I .....	61
13. The Result of Students' Post-Test I at The Eight Grades of MTS Darussalam Seputih Banyak .....	65
14. Percentage Students' Score of Post-Test in Cycle II .....	67
15. The Students' Activities Result in Cycle II .....	68
16. Frequency of Students' Activities Result in Cycle II .....	70
17. The Result of The Activity in Cycle and II .....	71
18. The Result Score of Students' Post-Test I and Post-Test II.....	73
19. The Result Score of Students' Pre-Test, Post-Test I and Post-Test II	75



## LIST OF FIGURES

FIGURE	PAGE
1. Sequences of Action-Reflection Cycles .....	32
2. Site Plan MTS Darussalam Seputih Banyak .....	48
3. Structure Organization of Mts Darussalam Seputih Banyak .....	50

## LIST OF GRAPHS

TABLE	PAGE
1. The Percentage Average of Students' Score Pre-Test and Post-Test I	62
2. The Comparison of Percentage Students' Activity in Cycle I and Cycle II .....	72
3. Percentage Average of Students' Score on Post-Test I and Post-Test II .....	74
4. The Comparison of The Average Students' Score on Pre-Test, Post- Test Cycle I and Post-Test Cycle II .....	76

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

English is one of the international languages used all over the world. It is used both in oral and written. By learning English, we can communicate with many people all over the world. Communication means able to understand and transfer the information, messages, thought and feeling. Recently, English is an essential language for people around the world. People tend to use English communicate and make relationship with people from different part of place and language in the world. It is also used in many aspect of life such as politic, economy, education, technology, etc.

In Indonesian, English is the foreign language. Mastery English as a foreign language of course is not as simple as learning English as a national language. Teacher and students must master and understand what the strategy that suitable to be used in English teaching and learning process. Learning English with suitable strategies can help the students to understand English material well.

There are four skills in English, namely: listening, speaking, reading and writing. Speaking as one of the four skills has always been as a part of the syllabus in teaching English. It is widely accepted that speaking plays an important role in human being communication.

Speaking is assumed as the most simple way of expressing ideas and feeling. Expressing makes known a feeling or an opinion. Speaking is the first productive skill that enables human being share information. Knowing facts or detail about somebody or something. Need a good communication to get the information. Language is one of the ways to communicate each other.

English is decided as one of international language, so that it can be utilized to get the information in communication easily. English is one of difficult language. It is the reason for the students to learn English especially in speaking subject. Many aspect that the students need to developing and using English as a way in education. In other words, speaking is essential for communication.

One of the goals teaching speaking is the student can speak appropriately and effectively in many kinds of content. Speaking is one of the subject that considered difficult by the students. It is often considered as a complicated learning because its need some technique and preparation.

Learners often hesitate to speak because they are worried of pronouncing the word correctly or the students feel really shy about talking in front of other class, although everyone knows that the best way to speak a language as knowing the language and therefore view learning the language is learning how to speak the language, because succes is measured in term of ability to carry out conversation in the (target)

language. Therefore if the students do not learn how to speak in the language classroom they may soon get boring and lost interest in learning interested in learning foreign language. On the other hand, if the right activities are taught in the right way, speaking in the class can be a lot fun, raising general motivation and making the English language classroom fun and dynamic.

One way to improve students speaking ability is the student have to be more active than the teacher and the students also have to be confidence, it can be tried through describing picture strategy. A picture description is an ideal way of practising your English vocabulary in all sorts of fields. Pictures provide serious language practice and can be invaluable in the classroom for stimulating discussion and bringing enormous variety to lessons. And there's also a benefit for everyday life – imagine you want to show pictures of your family or home to your foreign friends. So pictures is the manner to improve interest learning students to get target good speaking.

Based on the result pre-survey data was conducted in December 25, 2016, the researcher found some students at the eight graders of MTS Darussalam Seputih Banyak had difficulties in speaking and they don't reach completeness standard. The completeness standard in MTS Darussalam Seputih Banyak 75. It can be seen from the following table:

**Table 1**  
**The Result of Pre-Survey at the Eight Graders**  
**of MTS Darussalam Seputih Banyak**

No.	Score	Category	Frequency	Percentage (%)
1	$\geq 75$	Passed	17	56,7 %
2	$\leq 75$	Failed	13	43,3 %
Total			30	100%

Source: Students' speaking Score at The Eight Graders of MTS Darussalam Seputih Banyak, taken on the pre- survey at May 05<sup>th</sup>, 2016

From the table above, we can see that there are 30 students included into failed level for the score  $\leq 75$  (43,3%), and 5 students passed level for the score  $\geq 75$  (56,7%). It means that most of students get low score. Therefore, the researcher want to know whether Improving Students Speaking Skill through Pictures at the Graders class. Based on the background of the problem above the researcher would like to promote a research with the title: The Implementation of Pictures in Improving Students' Speaking Ability at the Eight Graders of MTS Darussalam Seputih Banyak in the Academic Year 2017/2018.

## **B. Problem Identification**

Based on the background above, some problems are identified as follow;

- 1) The students speaking ability is low;

- 2) The students vocabulary is low;
- 3) The students did not have confidence to speak in front of the class;
- 4) The students difficult to practice material especially of speaking ability as well as the drilling conducted by the teacher in the teaching learning process;
- 5) The students have low motivation to learn English, they are not anthusiastic and not courage enough to involve in the speaking learning process;

### **C. Problem Limitation**

Based on the problem above, the researcher limits the problem only about the implementation of pictures in improving students' speaking ability.

This research is conducted at MTS Darussalam Seputih Banyak. The subject of the research is the students at the eighth grader. The researcher focus on speaking ability by pictures media before.

### **D. Problem Formulation**

Can the implementation of pictures improve the students speaking ability at the eighth grade of MTS Darussalam Seputih Banyak Central Lampung?

## **E. The Objectives of the Research**

The objective of this research is to find out whether the implementation of Pictures can improve the students' speaking ability at the eight of MTs Darussalam Seputih Banyak entral Lampung.

## **F. Benefits of the Study**

### 1. For the Students

- a. To motivate the students in learning English,
- b. They can be interested in learning English so that they can achieve their competence in speaking ability.

### 2. For the Teacher

- a. To give informations about how to improve the students speaking ability.
- b. To give information about pictures.

### 3. For the Researcher

- a. As enhancing speaking ability of the researcher.
- b. As motivate the researcher to be creative and innovative in designing instructional scenarios so the teaching learning English more effective.

### 4. For the Headmaster

The result of the research is expected to improve the quality of English teaching and learning especially in developing the method of teaching speaking ability in MTS Darussalam Seputih Banyak.



## CHAPTER II

### REVIEW OF THE RELATED THEORIES

#### A. THEORETICAL REVIEW

##### 1. Concept of Speaking Ability

###### a. The Definition of Speaking

The word “speaking: oxford advance learner’s dictionary is derived from the word “speak” that can be defined as follows:

- 1) To say words
- 2) To talk or say something about something or to mention something
- 3) To know and be able to use language.<sup>1</sup>

There are so many skillful that have different definition for speaking. But here the writer will take several definitions, according to the expert as follows:

Speaking is the ability to speak fluently presupposes not only knowledge of language features but also the ability to process information and language on the spot.<sup>2</sup> Meanwhile Thornburry states that speaking is so much part of daily life that take it for granted, when an average person produce tens of thousands of

---

<sup>1</sup> AS Hornby, *Oxford Advance Learner’s Dictionary Of Current English*, (Oxford university press, 1995), p. 1140.

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching: third edition*, (Cambridge: Longman, 2001), p. 269.

words a day although some people like auctioneers or politicians may produce even more than that.<sup>3</sup>

Speaking is combining sounds in a recognized and systematic way, according to language-specific principles, to form meaningful utterances.<sup>4</sup>

In addition, Christopher states that speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation. Research shows that ideas and information are more easily understood and processed through speech than through writing.<sup>5</sup>

From the definition above, the research understood that speaking is the process of producing sounds to say and express about something or to mention something which is related with pronunciation. If the people to say or express about something with pronounce correctly so another people can understand what their says.

Produce speech sounds it is very important for the speaker or speech language learners. There are parts of the product to know the sound to speakers or language learners. They are:

---

<sup>3</sup> Scott Thornbury, *How to Teach Speaking*. (Longman, Kanisius: Kesainc Blanc, 1994). P. 8.

<sup>4</sup> Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing*, (New York: Routledge Publisher, 2001), p. 18.

<sup>5</sup> Christopher Turk, *Effective Speaking Communicative in Speech*, (Francis: Spon Press, 1985), p. 9.

### 1) Pronunciation or speech Sounds

Generally speech is started by pumping of air from language them for larynx that there is vocal cord. Speech sounds is classified into consonant and vowels.

### 2) Intonation

a) Intonation is a change in pitch usually used over a large unit than the word, such as the phrase or sentence, to convey or modify meaning.<sup>6</sup>

b) Intonation is often spoken of as if it consists of melodic patterns or tunes added on to the consonants and vowels of an utterance.<sup>7</sup>

c) Intonation is the rise and fall of the voice in speaking especially as this affects the meaning of the what is being said.<sup>8</sup>

### 3) Stressing

Stressing is part of speech sound, from hard and soft sounds that is resulted. This stressing can happen sporadic, and then they are distinctive.

Stress is a feature of words not only when the word contrasts phonemically with its minimal pair partner, but also and giving shape to a word as spoken.<sup>9</sup>

---

<sup>6</sup> Leaver, Betty, et.al, *Achieving Success in Second Language Acquisition*, (Cambridge: Cambridge University Press, 2005), p. 161

<sup>7</sup> Gallop, Collin, *English Phonology Learner's Dictionary*, (Cambridge: University Press, 2009), p. 106

<sup>8</sup> *Ibid*, p.713

#### 4) Pitch

Pitch is the rising and falling of the voice. Changes in pitch can make a difference meaning at the word level where it is called “tone” or in a larger sentential unit (where it is called “intonation”).<sup>10</sup>

#### **b. The Definition of Ability**

Etymologically, the word “ability” in Oxford Advanced Learner’s Dictionary. It can be defined as follows:

- a) The mental or physical capacity.
- b) Power or skill required to do something.<sup>11</sup>

Moreover, Robinson states that ability is the group of competence that cover into fast processing, short and long memory, memorize, time planning, competence of pragmatic, intelligent of interaction, intelligent of emotional, and confidence.

The researcher concludes that ability is the characteristic of human nature and it can be observed and concrete as the competence of human into created the interaction and build self confidence. Based on the questions about speaking and ability, it

---

<sup>9</sup> Broughton, Geoffrey, et.al. *Teaching English as a Foreign Language*, (London: University of London Institute of Education, 1980), Second Edition, p. 53

<sup>10</sup> *Ibid*, p.171

<sup>11</sup> *Ibid*, p. 2

can be inferred that speaking ability is the process of producing the competence to do interaction with people.

### **c. The Difficulties of Speaking Ability**

The students are often felt, that speaking is very difficult ability. They has feeling like it, because they do not know the problem of speaking. This is the researcher will which and give the definition about the something can make speaking is difficult.

There are some characteristics in to productive of speech, the characteristics of spoken language can make oral performance easy as well as, in some cases difficult.

#### 1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

#### 2) Redundancy

The speaker has an opportunity to make meaning clear through the redundancy of language. Learners can capitalize on this feature of spoken language.

#### 3) Reduced Forms

Contractions, elisions, reduced vowels, etc. All form special problem in teaching spoken English (see the section below in teaching pronunciation). Students who don't learn

colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turnigmatizes them.

#### 4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speaking allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate.

#### 5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

#### 6) Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

#### 7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

## 8) Interaction

As noted in the previous section, learning to produce waves of language in a vacuum would rob speaking skill of its richest component: the creativity of conversational negotiation.<sup>12</sup>

From the explanation above it can be concluded that any same characteristics must be taken into account in the productive generation of speech, but with a slight twist in that the learner is now the producer. Bear in mind that the following characteristics of spoken language can make oral performance easy as well as, in some cases, difficult. They are like clustering, Redundancy, Reduced forms, Performance variables, Colloquial language, Rate of delivery, Stress, rhythm, and intonation and interaction. Thus, from all of the explanation above.

### **d. Types of Classroom Speaking Ability**

With the obvious connection between listening and speaking, six similar categories apply to the kind of oral production that students are expected to carry out in the classroom.

#### 1) Imitative

In this problem, imitative is for focusing on some particular element of language form. It is the primary type where the

---

<sup>12</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: State University, 2001), Second Edition, p.270-271

students are obligated to understand the language form before they practice a language.

2) Intensive

Intensive includes any speaking performance that is designed to practice some phonological or pragmatical aspect of some pair work activity, where learners are “going over” certain form of language.

3) Responsive

Responsive is short replays of teacher or student-initiated question or comments and it is good agreement of student’s speech.

4) Transactional (dialogue)

Transactional language is such conversation and extended form of responsive language is group work activity. On the contrary, transactional is a dialogue, convey their idea in topic which is done by group of the students.

5) Interpersonal (dialogue)

Interpersonal dialogue carried out more for the aim of preserve social relationship than for the transmission of facts and information.



6) Extensive

The register is more formal and calculative because these monologues can be planned or improvised.<sup>13</sup>

In speaking study the teacher must know to different types of speaking ability so it can make a kind of type on speaking class. It is also able for the teacher more easy in studying activity. The types of class speaking performance like imitative, intensive, responsive, transactional, interpersonal, and extensive where the definition of them has explained above.

**e. Technique in Speaking Test**

To test speaking ability, there are some indicators that should be scored, according to Weir, he classified into five Analytic speaking criteria as follow:

---

<sup>13</sup> Brown, H. Douglas, *Teaching by Principle*, (New York: Longman Person Education, 2001), p.272-274

**Table 2****Brown's oral English scale frame.<sup>14</sup>**

Criteria	Rating score	Description
Pronunciation	5	Has few traces of foreign accent
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand, because of pronunciation problems must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually un intelligible.
Grammar	5	Makes few (if any) noticeable errors of Grammar or word order.
	4	Occasionally makes Grammatical and/ or word- order errors which do not,

---

<sup>14</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, Longman, p.172-173

		however, obscure meaning.
	3	Makes frequent errors of Grammar and word-order obscure meaning.
	2	Grammar and word-order errors make comprehension difficult. Most often rephrase sentences, and/ or restrict him to basic pattern.
	1	Errors in Grammar and word-order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of native speakers.
	4	Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.
	3	Frequently uses the wrong words, conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.

	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of native speakers.
	4	Speed of speech seems to be slightly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant, often forced into silence by language limitations.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty.
	4	Understand nearly everything at normal speech, although occasional repetition may be necessary.
	3	Understand most of what is said at slower-than-normal speech with repetitions.

	2	Has great difficulty following what is said.  Can comprehend only “social conversation” spoke slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

From the text above we can get conclusion that in speaking ability have some point must attention. They are pronunciation, grammar, vocabulary, fluency, and comprehension. Usually this point be appreciation of always attention by the other speaker if we doing a conversation so both of them can be a four point testing of the people speaking ability in a conversation.

#### **f. Principles for Designing Speaking Technique**

in speaking class the teacher must attention their students. The attention like principles for designing of learning process. In speaking class we as the teacher must choose good principles for designing toward our lesson technique. There are for designing of speaking technique as follow:

- 1) Use techniques that cover the spectrum of learner needs, from language based focus on the spectrum to message-based focus on interaction, meaning, and fluency.

- 2) Provide intrinsically motivating techniques.
- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening.
- 6) Give students opportunities to initiate oral communication.
- 7) Encourage the development of speaking strategies.<sup>15</sup>

From the explanation above it can be inferred that the teacher can use of the points above to design of speaking technique on learning activity. Where every students have different ability. So the researcher has assumption that above point can help the teacher to design of learning speaking on study activity.

#### **g. Teaching Speaking**

Bambang said that aim of the teaching speaking is the students are able to use language accurately, fluently, and appropriately with the content of situation then the student must be actively use to engaged to speak.

Moreover Bambang added that there are three levels of teaching speaking:

---

<sup>15</sup> *Ibid*, p. 276

### 1) Setting up

Setting up or using stages are to introduce the students to the topic so that they are motivated to study it. In other words, this aims to make the students ready with the topic they are studying. The topic may make materials to be demonstrated to whole class, or the students may make materials to be used during speaking practice. Demonstration of the topic may be made in order that the students find it easy to do the task provided by the teacher. The first step is intended for the students to get ready with what they have to do and to practice pronunciation of any words or phrases, or intonation that the teachers know the learners will find difficult.

### 2) Speaking practice

Speaking practice or active stages, where the students are exposed to practiced the topic introduced in the setting up or in the engage stage. The activities must be suited to the real-life situation. Basically, the students are exposed to the language but manipulated the activities reflecting real life situation or suited to the context of real communication.

### 3) Feedback

Feedback or study stage, this stages suggests the teacher ask the students to report back what they have talked about. And the teacher monitoring the activities as the basic of the feedback. In this case of grammar and vocabularry errors, try to write them on the board so that the students can see what is wrong. If a large number of the students have made mistake, you might need to spend some time explaining of clarifying it, make sure they have understood and perhaps ask them to do the activities again with a different patrner. You might also like to make this language problem the topic of another lesson at a later date.

Based on the explanation above, theaching speaking is essential to the succes of teaching speaking. The succesful of teaching speaking depends on the teachers, but also students. The teacher can make the students active in speaking classroom and make the lesson is easy and enjoy so they not feel boring during the learning process moreover they can speak communicate between students and another.



## **h. Technique in Teaching Speaking**

There are various ranges of technique in teaching speaking recommended for the teachers to follow. What they have in common is that the students are suggested to work in pair or in a small group. It is understandable that pair or group work has been widely recommended for the teacher to use in teaching speaking. There are many different technique to create meaningful context for speaking practice in English.

- 1) Ask and answer : learners ask and answer the question
- 2) Describe and draw : learners work in pair. Learners has the picture which learners B cannot see. Learners A describe the picture and learners B draw it.
- 3) Discussion : learners' work in pair or group to find out each other's ideas or opinions on a topic.
- 4) Guessing : the teacher or some of the learners have information in which the others have to guess by asking the questions.
- 5) Remembering : learners close their eyes and try to remember, for example, items from a picture or the location of object in the classroom.
- 6) Miming : a learners mimes, for example, a feeling or action in which the other has to identify.

- 7) Ordering : learners arrange themselves in a particular order (for example, alphabetical) by asking questions until they find their correct position.
- 8) Completing a form : learners ask and answer question, or provides information, in order to complete a form or a questionnaire.
- 9) Role play : learners act out an imaginary situation.<sup>16</sup>

From the explanation above it can inferred that in order to measure the students' speaking ability, the teacher can use above it to diffirent techniques to create meaningful context for speaking practice in English, as well as the students can study more easy and effective in process of learning on the class.

## **2. Concept of Pictures**

### **a. The Definition of Pictures**

Hornby states that picture is painting, drawing, sketch of something especially work of art.<sup>17</sup> Moreover Rahmadi states that picture is two dimensional visual representations of person, places or things. Most commonly, it is not only a photograph but it also may be a sketch, a cartoon, a mural (lukisan dinding) or even a card, graph and maps.

---

<sup>16</sup> *Ibid*, p.6.15

<sup>17</sup> *Ibid*, p.730

Here the researcher used kind of pictures about animals, people, places, plants and fruits. For the example Rabbit, Bear, Aliando Syarief, Laudia Cintya Bella, Banana, Grape, Beach, Rose Flower etc.

### **b. The Advantages Using of Picture**

The advantages using picture in learning process is:

- 1) It is used to keep for reminder (after sometimes you can look at it).
- 2) It's freezes the detail which you can not keep in mind.
- 3) Picture contains the truth ( I mean you look at the picture it contains information which is there).
- 4) Picture can be kept for long time generations to generations.
- 5) We know the history by looking at the picture because we can't always imagine things by just reading.
- 6) Picture can give lucid idea about what something looks like.
- 7) Picture gives you self confidence.<sup>18</sup>

### **c. The Disadvantages Using of Pictures**

The disadvantages using picture in learning process is:

- 1) Merely a visual medium
- 2) only emphasizes the sensory perception of the eye

---

<sup>18</sup>[http://googleweblight.com/?lite\\_url=http://www.answer.com/Q/What are the Advantages and Disadvantages of Pictures&ei=w3Lbp-Gb&lc=id-ID&s=i&m=918&host=www.google.co.id&ts=1487133672&sig=AJssQQ1BoHFLMhqMebqaj4fuSBREXQAsXpQ](http://googleweblight.com/?lite_url=http://www.answer.com/Q/What_are_the_Advantages_and_Disadvantages_of_Pictures&ei=w3Lbp-Gb&lc=id-ID&s=i&m=918&host=www.google.co.id&ts=1487133672&sig=AJssQQ1BoHFLMhqMebqaj4fuSBREXQAsXpQ), acces 15-02-2017, 12.00

- 3) The image size is often less appropriate for teaching large groups
- 4) Requires the availability of sources of skill and foresight of teachers in their use.

**d. The Use of Pictures**

It has been mentioned that the objective of teaching English in Junior High School is to generate student's interest and delight in studying, one of the ways in by using pictures. According to Hamalik in Arsyad Azhar the use of pictures are follows:

- 1) To lay the foundation which is real; picture can make the students sure about the things they are dealing with, so they really know the concrete thing they see. For example, the students are given the picture of kangaroo, so they will know that the animal like that is kangaroo, an Australian animal that jumps along and carries its baby in a pouch.
- 2) To develop the students' attention, since the pictures is interest to look, it will attract the students' attention. The proportional size and colorful pictures are more interest for the learners.
- 3) To lay the base which is very essential for development or study, because when they know that the picture is

interesting, the students will be motivated to explore more about things they see in the picture.

- 4) To give real experience which develops students' self confidence; it really will be an interesting experience when they are given new knowledge, so it makes the students more confident in learning in the future.
- 5) To develop a way of thinking which is orderly and continuous; when the students are taught by picture media displayed orderly, it will practice their mind to think about things logically and continuously.
- 6) To help understand its meaning, when the students do not understand about something, then they are given pictures to explain it, it will be easier for them to understand the meaning.
- 7) To give the experience that can not be gained easier than other ways. Because, by implementing pictures the students will know the real thing they are dealing with. For example, the students are explained the words about plants, and they are also given the pictures. It means that they are not only given the abstract idea but also they experience the real thing.

Based on explanation above, picture as media can be used as an alternative way in learning process of preposition of place.

So the reseacher conclude that the implementation of picture is the manner or ways to improve interest learning students to get target good speaking in the learning process.

## **B. Action Hypotheses**

Based on the theoretical review above, the writer formulates the action hypothesis of the study is:

By implentation of pictures the students will be able to improve their speaking ability at the eighth class of MTS Darussalam Seputih Banyak Central Lampung.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Setting of The Study**

The Writer conducted the classroom action reseach at MTS Darussalam Seputih Banyak. The school was established at 1986. It is located at Monas Kembar Street, Seputih Banyak, Lampung Tengah. The total of the students of MTS Darussalam are 98 students. They are classified in three levels, namely 38 students are at the nineth grader, 30 students are at the eighth grader and 30 students are at the seventh grader.

#### **B. Object of the Study**

In this research, the researcher collaboratively with an English teacher, her name is Mr. Fuad Nasrulloh As the object is speaking ability, the teacher or researcher should know how to select the speaking material in this resarch. The object of classroom action research is class VIII of MTS Darussalam Seputih Banyak. The researcher chose the class VIII as the subject, because this class appropriate to the characteristics of the research. It is expected that the result of the researcher would be useful to increase the students' speaking ability. There are two classes in the class VIII and the researcher only focus on one class. This class consist of 30 students.

**Table 3****The subject of the research**

No	Class	Sex		Total
		Male	Female	
1.	VIII	12	18	30

**C. Concept of Classroom Action Research**

In this research, the researcher chooses classroom action research because the researcher wants to encourage the students to active in learning process activities and improving students' writing ability of recount text by using super memory technique.

Action research (for that matter all kinds of research) is more than just doing activities. It is a form of practice which involves data gathering, reflection on the action as it is presented through the data, generating evidence from the data, and making claims to knowledge based on conclusions drawn from validated evidence.

From the definition above, it can be concluded that classroom action research is an obvious research that is used to investigate and evaluate their work in teaching and learning process in the class to improve their performance and teaching skills in the classroom.



Action research deals with social practice and it involves the direct interaction of teachers and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.

It is normal for a project to go through two or more cycles in an interactive process; the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles.

In addition there are three elements in CAR :

- a. Research is in activity to improve an object by using appropriate methodology rules for getting data and information and then analyze to solve problem.
- b. Acting is an activity that is done for certain purpose, in cycle sequence from activity.
- c. Class is group of students when at the same time, receive same lesson from their teacher.

McNiff states that action research is a name given to particular way of researching your own learning<sup>19</sup>.

In a brief explanation, we can say that CAR is a reflective study done by teacher in a classroom for getting solution about the problem until it can be solved.

In addition, CAR helps teacher to solve the problem by applying a new technique as an alternative way leading to innovation.

---

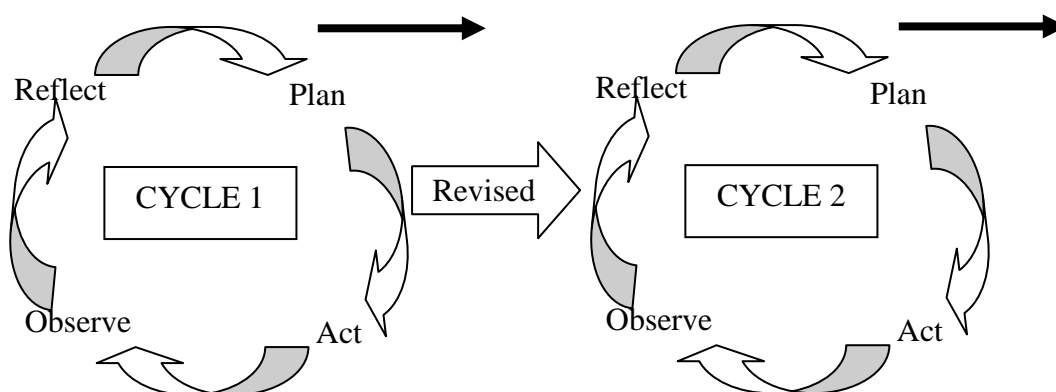
<sup>19</sup>McNiff, Jean Whitehead, *Action Research: Principles and Practice*, Second Edition, London and New York, 2002 P. 15

Furthermore, design is used as this classroom action research procedure. Consist two cycle, Action research occurs through a dynamic and complementary process which consists of four essential moment of planning, acting, observing, and reflecting. An established action for the plan was as detailed in figure below:

**Figure 1**

**Sequences of Action-Reflection Cycles**

*(Activities in CAR, adapted from McTaggart design and modified by the writer)<sup>20</sup>*



Classroom Action research (CAR) Cycles are:

**1. Cycle I**

a. Planning

Planning is the first step in every activity, Researcher explains about what, why, when, where, who and how the action is done.

<sup>20</sup>Kemmis S & McTaggart R, *"The Action Research Planner"*, New york: Springer,2014, p.32-33

Without planning, the researcher's activity will not focus. The planning will be reference in doing action. Here are the steps that the researcher did in planning:

- 1) The researcher identified the problem causes and finds the problem solving.
- 2) The researcher made a lesson plan
- 3) The researcher prepared the material, approach and technique of teaching
- 4) The researcher prepared the source of learning
- 5) The researcher prepared format to observe
- 6) The researcher prepared the instrument of evaluation.

b. Acting

Doing action is the second step in activity. It is the realization from the planning the researcher has made.

Without the action the planning just imagination that never can be real. After finishing the planning, the learning process has done in the eight grade of Mts Walisongo Sukajadi. It described about teaching procedures of the research. There are the steps that the researcher did in the action:

- 1) The teacher applied the lesson plan
- 2) The teacher explained the advantages of using ALM in teaching pronunciation

- 3) The teacher explained the strategies of learning pronunciation
- 4) The teacher asked the students to discuss with their group about the lesson or materials.
- 5) The teacher guided the students in teaching learning process based on the lesson plan.

c. Observing

Observing is the activity of recording the event and action. Based on the observation, the researcher can determine whether there is anything that the researcher has to be improved soon in order that the action can achieve the aim of researcher wants. The observation is done in teaching learning process. In this step, the researcher observed the process of teaching learning by using form of observation.

d. Reflecting

This step is reflection and evaluation to acting is done. The reflecting is the fourth steps that researcher was done.

The researcher tried to see and amuse again something that researcher has done. It was also know whether there was effect to the students' learning process. By reflection, the researcher analyzed and discussed result during teaching learning like the weakness and strength done by the researcher and the students

during teaching learning process. The researcher decides that the next cycle focused on the weakness in preview cycle.

## 2. Cycle II

### a. Planning

- 1) The researcher identified the problem and found the problem from the first cycle
- 2) The researcher prepared a lesson plan teaching
- 3) The researcher prepared the material, method and strategy of teaching
- 4) The researcher prepared the source of learning
- 5) The researcher prepared format to observe
- 6) The researcher prepared the instrument of evaluation.

### b. Acting

This stage designed based on the result of planning of cycle II.

### c. Observing

In this step, the researcher observed the process of teaching learning by using format of observation to collect the data in action plan II.

### d. Reflecting

In this step, the researcher compared the score of pre-test and post test. The researcher reviewed and reflected on students' activity and

teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

CAR was applied in this study. It is regarded important for the researcher to develop Speaking ability of VIII grade students at MTs Darussalam Seputih Banyak by applying a suitable technique. By applying this technique, it was expected to solve student's problems in teaching learning process of speaking ability.

The classroom action research design applied in this study is a collaborative classroom action research. In conducting the research, the researcher collaborated with the real English teacher of MTs Darussalam Seputih Banyak as an observer and collaborator. The writer plays a role as an English teacher who teaches speaking ability use pictures to the student's, while the real English teacher's role is as an observer who observes the action of the study while teaching learning activities happens in the classroom. Also acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but she also took actions by making lesson plan and giving assesment. Then, she also collected and analyzed data.

Action research deals with social practice and it involves the direct interaction of teachers and group of students. It is portrayed as a cyclical spiral process involving step of planning, acting, observing, and reflecting.

It is normal for a project to go through two or more cycles in an interactive process; the improvement of research can be seen from a series of cycles, each incorporating lesson from previous cycles.

It means that classroom action research is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work in the class. From the explanation above, it can be inferred that classroom action research is a research in teaching and learning in the class which the aim is to solve problem or to repair something.

#### **D. Data Collection Technique**

To collect the data, the researcher uses the data collection method as follows:

##### **1. Tests**

Test is the sequence of questions or statement that is used to measure skill, knowledge, intelligence, ability that have by individual or group.

The material in pre-test and post-test are different, but in post test cycle 1 and post-test cycle 2 have same material. The test consists of pre-test and post-test. The type of the test is comprehension text.

a) Pre-test

The pre-test is given in the first meeting before doing treatments in order to know ability of the students before doing the action research.

b) Pos-test

The post-test is given in the last meeting after doing treatments to find out whether the treatments gave any contribution to the students' achievement in the class or not. The improvement can be seen if the average score of the post-test is higher than pre-test. This step was done after the treatment to know the improving of the super memory technique to improve students' writing ability of recount text.

## 2. Observation

Observation is another versatile approach to data collection.<sup>21</sup>

In classroom action research, observation has several types. They are: researcher conceals role, role of researcher is known, observation role secondary to participant role, researcher observers without participating. In this research, the writer selects researcher conceals role. By this type, researcher has a first hand experience with participant. The writer observe

---

<sup>21</sup> Geoffrey Marczyk, David DeMatteo, and David Festinger." *Essentials of Research Design and Methodology*. Canada.2005.P.119



implemetation teaching directly and then take the student's writing ability of recount text in MTs Wali Songo Sukajadi.

### **3. Documentation**

When the process of creating the research is conducted, the researcher may collect documents. This data source is relatively scientific data and easy to gain. There are several types of collecting data of documentation, in this study, the researcher uses private documents such as journals, diaries and letters. The advantage of this type that it can be accessed at time convenient to the researcher an unobtrusive source of information

### **4. The Field Note**

To collect the data more accurately, the researcher used field note to make easy when analyze the data. In much profession, it is a manner of good practice to make field note while actually engaged in professional. The researcher used this method to know students' activities during teaching process. It is done after finishing learning process.

## E. Data Analysis Method

### 1. Formula

Analysis of data means studying the tabulated material in order to determine inherent facts or meanings. A plan of analysis can and should be prepared in advance before the actual collection of material.<sup>22</sup>

Data analysis techniques that is used in this research is descriptive statistical analysis. To find the average of 7 students' score and percentage of students' score then, the result is matched by the minimum standard. Descriptive statistical analysis is concerned with numerical description of particular group observed and any similarity to those outside the group can not be taken for granted. The data describe one group and that one group only.

To get the average score of pre-test and post-test the formula is:

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

Note:  $\bar{x}$  = Average score

$\sum x$  = The total number of student's score

$N$  = Total of Students.<sup>23</sup>

---

<sup>22</sup>Yogesh Kumar Singh "Fundamental of Research Methodology and Statistics" New Age International Publisher, New Delhi, 2006, P. 223

<sup>23</sup>Sugiyono, *Statistika Terapan untuk Penelitian*, cv alvabeta bandung, 2007. p49

The formula to get percentage:

$$P = \frac{\sum X}{N} \times 100\%$$

X = Average

$\sum X$  = Total of score

N = Total of students

P = Percent<sup>24</sup>

## 2. Indicator of the Successful

Indicator of successful in this research is students can construct the picture about daily activity, the students can apply the formula of simple present tense correctly. To know the result of research, the research would compare pre test and post test. The minimum standard (MS) at the school is 75. There many students did not reach the minimum standard (MS). Researcher would conduct the cycle 1. If the cycle 1 is not enough success, the reasercher would continued the cycle 2. The minimum cycles in classroom action research is two cycles. If they are not success, the researcher will conduct cycle 3 and other.

---

<sup>24</sup>Louis Cohen, Lawrence Manion, & Keith Morizon, *Research Method In Education Sixth SSEditions*, (new york , 2007), p. 423

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

This section is concerned with the result of the research and interpretation. In this writing explore about the brief history, and result of the research. All of them will explain more clearly as below :

#### **A. RESULT OF THE RESEARCH**

##### **1. Description of Research Location**

###### **a. The Brief Story of MTS Darussalam Seputih Banyak**

Based on (MTS Darussalam Documentation) explained that, the establishment of MTS Darussalam Seputih Banyak departed from the concern for the increasingly important madrasah education. Madrasah Tsanawiyah Darussalam was founded in 1986 by several public figures of Seputih Many, among them Syaifuddin Hasan (Alm).

The establishment of MTs Darussalam Seputih Banyak can not be separated from public support Seputih Banyak in general, especially the support of community leaders such as Bp. Dulhadi (Alm) and Mr. Sa'id. In addition to Mr. Syaifuddin Hs, both are also very helpful Madrasah establishment, especially in the field of fundraising. In addition, the establishment of MTs Darussalam Seputih Many also inspired the establishment of MA Darussalam Seputih Banyak have been established 1 year after MTS Darussalam.

MTS Darussalam Seputih Banyak was established in 1986, with a land area of 5.500 m<sup>2</sup> and a building area a 500 m<sup>2</sup>. MTS Darussalam Seputih Banyak began operating around 1986, addressed Monas Kembar street No 15-16, Tanjung Harapan Village, Seputih Banyak Subdistrict, Center Lampung, contact person: (0725) 7623308, NSS/NSM: 312180216184/10802296 and accredited B.

Following up on the global development that increased rapidly and greater challenges for a future Muslim generations and people's desire to choose the quality Madrasah that was recognized regionally, nationally and even international, for the MTS Darussalam Seputih Banyak was expected be ready to realize the graduates who were responsive and able to tackle challenges in global competition. One effort that was expected to achieve those all above was by projecting themselves to change the vision and mission that would be developed into a national standard of Madrasah. MTS Darussalam Seputih Banyak has Vision and Mission.

The Vision is " Being a religious school and cultured environment."

The mission are :

1. Achieving the Development of Education Unit Level Curriculum (SBC) which is proactive and adaptive.
2. Realizing innovative, innovative, creative, efficient and enjoyable learning (PAIKEM).

3. Achieving guidance on students in achieving the competency standards of graduates.
4. Achieving self-development according to interests and talents.
5. Realizing the professionalism of educators and education personnel.
6. Achieve the availability of educational facilities and infrastructure.
7. Realizing the development of instructional media.
8. Realizing the development of school administration system.
9. Realizing networking with school committee, business world and other institutions.
10. Realizing the mastery of information and communication technology.
11. Achieve comprehensive assessment system validation strategy.
12. Realization of human resources with noble character.
13. Realizing a healthy, clean, beautiful, safe and comfortable school environment.

**b. The Condition of Teacher and Official Employees at MTS**

**Darussalam Seputih Banyak**

Condition of teachers and the official employers in MTS Darussalam Seputih Banyak, the numbers of teacher and official employers in MTS Darussalam Seputih Banyak in the academic year of 2017/2018 are that can be identified as follows:

Table 4

Teacher Educational Background

No	Name	Educational		
		SMA/MA	D3	S1
1	Hanif Riyadi,S.Pd	-	-	√
2	Mukharafiq, S.Pd.I	-	-	√
3	Drs. Komari,	-	-	√
4	Nur Khayadi	√	-	-
5	Fuad Nasrulloh, S.Pd	-	-	√
6	Drs. M. Suyadi	-	-	√
7	Drs. Rohmad	-	-	√
8	Drs.M.Rozi	-	-	√
9	Arif Pambudi, S.Pd	-	-	√
10	Ma.Mubayinah, S.Pd.I	-	-	√
11	Murdaningsih, S.Pd	-	-	√
12	Nursilawati, S.Pd	-	-	√
13	Niswati Hasanah, S.Pd.I	-	-	√
14	Rita Sartika,A.Md	-	√	-
15	Jarwati,S.Pd	-	-	√
16	Septi Astuti, S.Pd	-	-	√

17	Nurul Aini, S.Pd	-	-	√
18	Ririn Mardiyah ,S.Pd.I	-	-	√
19	A. Aziz Fatoni Alwi, S.Pd	-	-	√
20	yardi, S.Pd	-	-	√
21	aTejowati, A.Md	-	√	-
22	astri, A.Md	-	√	-
23	i Anggraini, S.Pd	-	-	√
24	arsih, S.Pd	-	-	√
25	Kusuma W, S.Pd	-	-	√
26	i Indriano, S.Pd	-	-	√
27	dro, S.Pd	-	-	√
28	saifudin, S.Pd	-	-	√
29	i Setiawan, S.Pd	-	-	√
30	i Arista Jayanti, S.Pd	-	-	√
31	Mariana, S.Pd	-	-	√
32	tiyah	√	-	-
33	i Junando	√	-	-

*Source : Result of documentation at MTS Darussalam Seputih  
Banyak January 20<sup>th</sup> 2018*



**c. The Quantity Students of MTS Darussalam Seputih Banyak**

The quantities of the students at MTS Darussalam Seputih Banyak that can be identified as follows:

Table 5

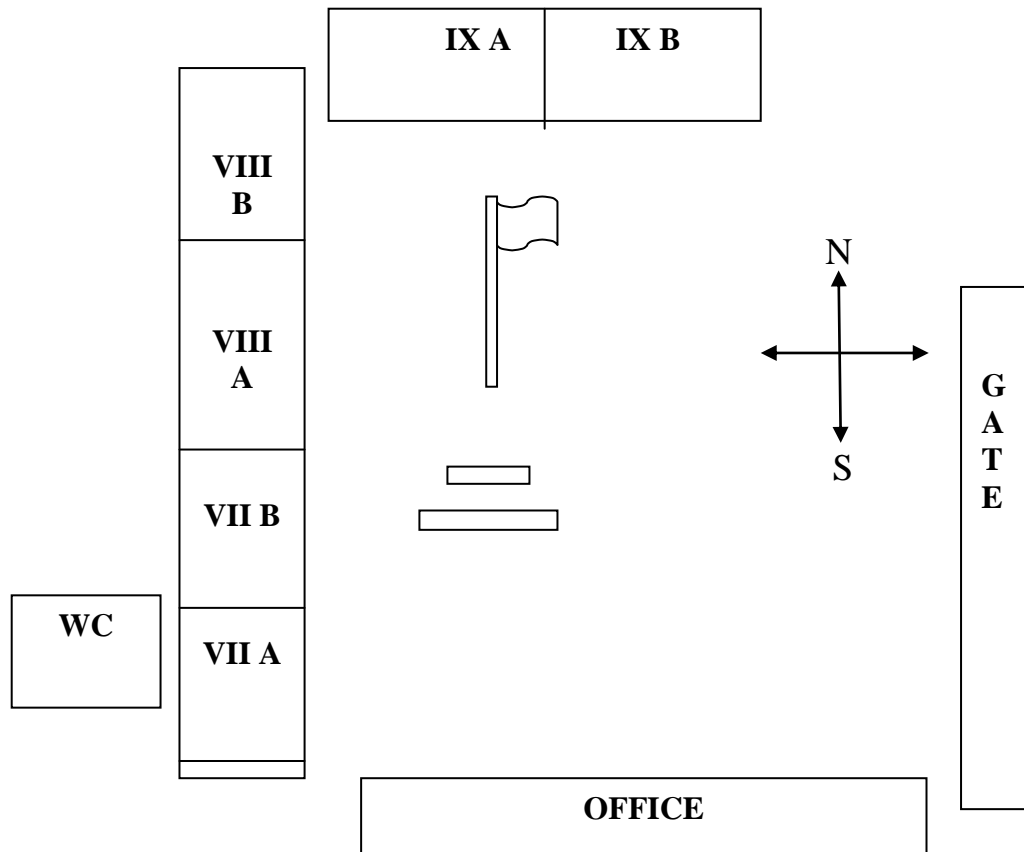
Table The Students Quantity of MTS Darussalam Seputih Banyak in the Academic Year of 2017/2018

<b>KELAS</b>	<b>JUMLAH SISWA</b>			<b>Ket.</b>
	<b>2015/2016</b>	<b>2016/2017</b>	<b>2017/2018</b>	
I	38	30	30	
II	30	38	30	
III	25	30	38	
<b>Jumlah</b>	<b>93</b>	<b>98</b>	<b>98</b>	

*Source : Result of documentation at MTS Darussalam Seputih Banyak on January 20<sup>th</sup> 2018*

**Figure 2**

Site Plan MTs Darussalam Seputih Banyak  
in Academic Years of 2017/2018



*Source : Result of documentation at MTS Darussalam Seputih Banyak  
on January 20<sup>th</sup> 2018*

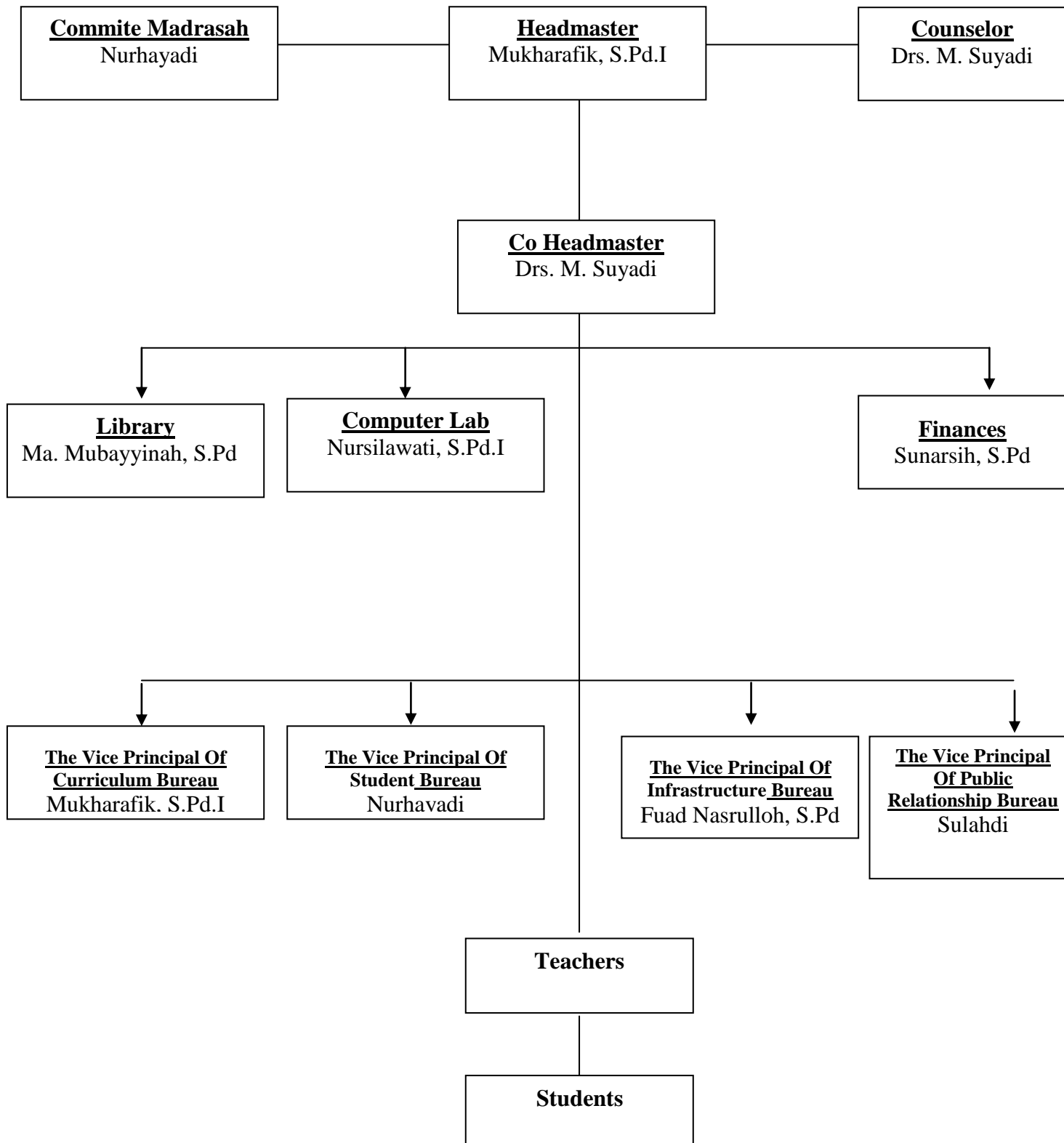
**d. The Organization Structure of MTS Darussalam Seputih Banyak**

The Organization Structure of MTS Darussalam Seputih Banyak in the Academic Year of 2017/2018 can be shown in the figure as follows:

Figure 3

## Structure Organization of MTs Darussalam Seputih Banyak

In Academic Years of 2017/2018



## B. Description of The Result

In this research before the process of cycle one, the researcher conducted the pre-test on January 22<sup>th</sup> 2018. The result of the students' score could be seen on the table as follow:

**Table 6**  
**The Students' Pre-test Result of Speaking Ability**

No	Name	The aspects that evaluates					Score	Criteria	Category
		P	G	V	F	C			
1	AP	2	3	3	3	3	56	Poor	Failed
2	AR	3	3	4	3	4	68	Fair	Failed
3	AN	3	3	4	3	3	64	Fair	Failed
4	AA	3	4	4	4	4	76	Good	Passed
5	AY	3	4	4	4	4	76	Good	Passed
6	AU	3	3	3	3	3	60	Poor	Failed
7	AS	3	3	4	4	3	68	Fair	Failed
8	BA	3	4	4	3	3	68	Fair	Failed
9	BB	2	3	3	3	3	56	Poor	Failed
10	DF	3	3	4	3	4	68	Fair	Failed
11	D	2	3	3	3	3	56	Poor	Failed
12	DK	3	3	3	3	3	60	Poor	Failed
13	DY	3	3	4	3	3	64	Fair	Failed
14	FA	3	3	3	3	3	60	Poor	Failed
15	HN	3	4	4	3	4	72	Good	Failed
16	IH	3	4	3	3	3	64	Fair	Failed
17	JS	2	3	4	3	3	60	Poor	Failed
18	K	3	4	4	3	4	72	Good	Failed
19	KK	2	3	3	3	3	56	Poor	Failed

20	MK	3	3	4	3	3	64	Fair	Failed
21	MS	3	4	4	3	4	72	Good	Failed
22	MA	3	3	3	3	3	60	Poor	Failed
23	MS	3	4	4	4	4	64	Fair	Failed
24	NY	3	3	3	3	3	60	Poor	Failed
25	N	3	3	4	4	3	68	Fair	Failed
26	PA	2	3	3	3	3	56	Poor	Failed
27	RW	3	4	3	4	3	64	Fair	Failed
28	SN	2	3	4	3	3	60	Poor	Failed
29	WS	3	3	4	3	3	64	Fair	Failed
30	YM	3	3	3	3	3	60	Poor	Failed
<b>Total</b>								1.916	
<b>Highest score</b>								76	
<b>Average</b>								63,86	
<b>Low Score</b>								56	

*Source: The result of Pre-test on January 22<sup>th</sup> 2018*

**Table 7**  
**Percentage Students' Score of Pre-test of Speaking Ability**

No	Interval	Frequency	Percentage	Category
1	71-75	5	16,67%	High
2	66-70	5	16,67%	Average
3	61-65	7	23,33%	Average
4	56-60	13	43,33%	Low
Total		30	100%	

*Source: The result of Pre-test on January 22<sup>th</sup> 2018*

Based on table above, it can be seen just only 4 students got high mark and 26 students got low score. While standard minimum for English lesson in MTS Darussalam Seputih Banyak at least 75. So, the researcher choose describing pictures to increase their speaking ability in MTS Darussalam Seputih Banyak.

### **1. Cycle I**

Cycle I was divided into planning, acting, observating, and reflecting. There are explain more clearly as below :

#### **a) Planning**

The first meeting was done on January 22<sup>th</sup>, 2018. It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a new teacher to the students by Mr. Fuad Nasrulloh, S.Pd. Based on the result of pre-test score, the researcher has identified and found the problem after taking the student's post-test score. Therefore, the researcher directly prepared the lesson plan such as; the material, media, task and evaluation for the second meeting.

#### **b) Acting**

The implementation of these cycles were conducted in three meeting. In this meeting the researcher was being a teacher. Here the activities of this cycle:

1) first meeting

The first meeting was conducted on Monday, January 22<sup>th</sup> 2018. for 2x45 minutes. This meeting was used as the pre-test before the students were given action. The collaborator opened the class by greeting, praying and asking the students' condition. And then, for 70 minutes gave pre-test to the students. The kind of test was speaking test.

2) Second Meeting

The second meeting was used as the implementation the action in cycle I. The second meeting was conducted on Thursday, January 25<sup>th</sup> 2018 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendace list and asking the students condition. The researcher wrote topic of how to describe people, how to describe fruits, how to describe animals and how to describe place. Next, the researcher explained the material about that. After that, the researcher asked the students what was their interested topic about that. The researcher ask the students to make a describing pictures and performed in front of class. In this stage, the condition of the class was not effective because still there are many students who were noisy, students were less active in teaching and learning process. In the end of meeting, the teacher conclude the material. And then, the researcher greets to cloosing the meeting.



### 3) Third Meeting

The third meeting was conducted on Monday, January 29<sup>th</sup>, 2018. In this meeting the researcher was being the teacher and the collaborator was being the observer. First, the teacher checked the students' attendance and asked the condition of students.

In this meeting, the researcher gave the post test like a practice their describing pictures in front of the class. It was done to know students learning result after following the learning process through describing pictures. The process of students learning and teaching in describing pictures were written on the field note, teacher observation sheet, and students activities sheet.

Then the after time was over, after 90 minutes and the researcher gave motivation for trhe students, pray and study hard at home and keep fighting.

In this sesion, the researcher got the result of the students' post-test 1 in cycles I. The result can be seen as follow:

**Table 8**  
**The Students' Post-test 1 Result of Speaking Ability in Cycle I**

No	Name	The aspects that evaluates					Score	Criteria	Category
		P	G	V	F	C			
1	AP	3	3	4	3	3	64	Fair	Failed
2	AR	3	3	4	4	4	72	Good	Failed
3	AN	3	3	4	3	3	68	Fair	Failed
4	AA	4	4	4	4	4	80	Good	Passed
5	AY	4	4	4	4	4	80	Good	Passed
6	AU	3	3	4	3	4	68	Fair	Failed
7	AS	3	4	4	3	4	72	Good	Failed
8	BA	3	4	4	3	4	72	Good	Failed
9	BB	3	3	3	3	3	60	Poor	Failed
10	DF	3	4	4	4	3	72	Good	Failed
11	D	3	4	3	3	3	64	Fair	Failed
12	DK	3	4	4	3	3	68	Fair	Failed
13	DY	3	4	4	3	3	68	Fair	Failed
14	FA	3	3	4	3	3	64	Fair	Failed
15	HN	3	4	4	4	4	72	Good	Failed
16	IH	3	4	4	4	4	72	Good	failed
17	JS	3	3	4	4	4	72	Good	Failed
18	K	3	4	4	4	4	76	Good	Passed
19	KK	3	3	4	3	3	64	Fair	Failed
20	MK	3	4	4	4	3	72	Good	Passed
21	MS	3	4	4	4	4	76	Good	Passed
22	MA	3	3	4	3	3	64	Fair	Failed
23	MS	3	4	4	3	4	72	Good	Failed
24	NY	3	3	4	3	3	64	Fair	Failed

25	N	3	4	4	3	4	72	Good	Failed
26	PA	3	3	3	3	3	60	Poor	Failed
27	RW	3	4	4	3	4	72	Good	Failed
28	SN	3	3	4	3	4	68	Fair	Failed
29	WS	3	4	4	4	3	72	Good	Failed
30	YM	3	3	4	3	3	64	Fair	Failed
<b>Total</b>								2.084	
<b>Highest score</b>								80	
<b>Average</b>								69,46	
<b>Low Score</b>								60	

*Source: The result of Pre-test on January 29<sup>th</sup> 2018*

**Table 9**

**Percentage Students' Score of Post-test I of Speaking Ability**

No	Interval	Frequency	Percentage	Category
1	76-85	6	20 %	High
2	56-75	24	80%	Average
3	46-55	-	-	Low
Total		30	100%	

*Source: The result of Pre-test on January 29<sup>th</sup> 2018*

Based on the data above, it can be seen that 6 students' got high mark and 24 students' got average mark. It was higher than the result of pre-test. The criterion of students' who got minimum mark 75. Learning process is said succes, when 70% got score above 75. The fact showed that the result was unsatisfactory.

## c) Observing

The researcher conducted 2 meeting in cycle I. The researcher gave material about how to describe prople, how to describe fruits, how to describe animal and how to describe place. The students make describe pictures from that materials and perfomed use in front of class with their gorup. Some students can active to join discussion but also there are some students didn't active and made condition of the class be noise. Here the result observation sheet of students' activity.

**Table 10**  
**The Students' Activities Result in Cycle I**

No	Name	Firts Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	AP	1	20%	1	20%	Constant
2	AR	2	40%	3	60%	Increase
3	AN	1	20%	2	40%	Increase
4	AA	2	40%	3	60%	Increase
5	AY	2	40%	3	60%	Increase
6	AU	1	20%	2	40%	Increase
7	AS	2	40%	3	60%	Increase
8	BA	2	40%	3	60%	Increase
9	BB	1	20%	1	20%	Constant
10	DF	2	40%	3	60%	Increase
11	D	1	20%	1	20%	Constant
12	DK	1	20%	2	40%	Increase
13	DY	1	20%	2	40%	Increase
14	FA	1	20%	2	40%	Increase
15	HN	2	40%	3	60%	Increase
16	IH	1	20%	2	40%	Increase
17	JS	1	20%	2	40%	Increase
18	K	2	40%	3	60%	Increase
19	KK	1	20%	1	20%	Constant
20	MK	1	20%	2	40%	Increase
21	MS	2	40%	3	60%	Increase
22	MA	1	20%	2	40%	Increase

23	MS	1	20%	2	40%	Increase
24	NY	2	40%	3	60%	Increase
25	N	1	20%	2	40%	Increase
26	PA	1	20%	1	20%	Constant
27	RW	1	20%	2	40%	Increase
28	SN	1	20%	2	40%	Increase
29	WS	1	20%	2	40%	Increase
30	YM	1	20%	2	40%	Increase

*Source: the result of students activities on January 22-29<sup>th</sup> 2018*

Note :  $\leq 17\%$  : Not Active

$\geq 83\%$  : Actives

#### **The students Score Criteria:**

1. The students to attention explanation from the teacher.
2. Giving respond
3. Making note
4. Aktif in learning process
5. Doing the task

#### **Scoring:**

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

**Table 11**  
**Frequency of Students' Activities Result in Cycle I**

No	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	-	-	-	-	Very Good
3	3	-	-	10	33,33%	Good
4	2	10	33,33%	15	50%	Enough
5	1	20	66,66%	5	16,66%	Low
Total		30	100%	30	100%	

*Source: the result of students activities on January 22-29<sup>th</sup> 2018*

According to the result of observation above, it can be concluded that the learning process was sufficient. Although there some of students made noisy, it can be inferred that the learning process has done well. It can be seen in the first meeting the students did 33,33% of positive activity in learning process, and 66.66% enough active in the class. Therefore the second meeting the students more active than first meeting. It can be seen that more than 50% from all class was active in the learning process.

d) Reflecting

Based on the result of cycle I, it could be seen that most of students' got difficulty to make describe pictures. It happened because the students did not have enough vocabulary and confidence in speaking. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes like student's pre-test score and the

result of student's post-test 1 score. The comparison between pre-test score and post-test 1 score as follow:

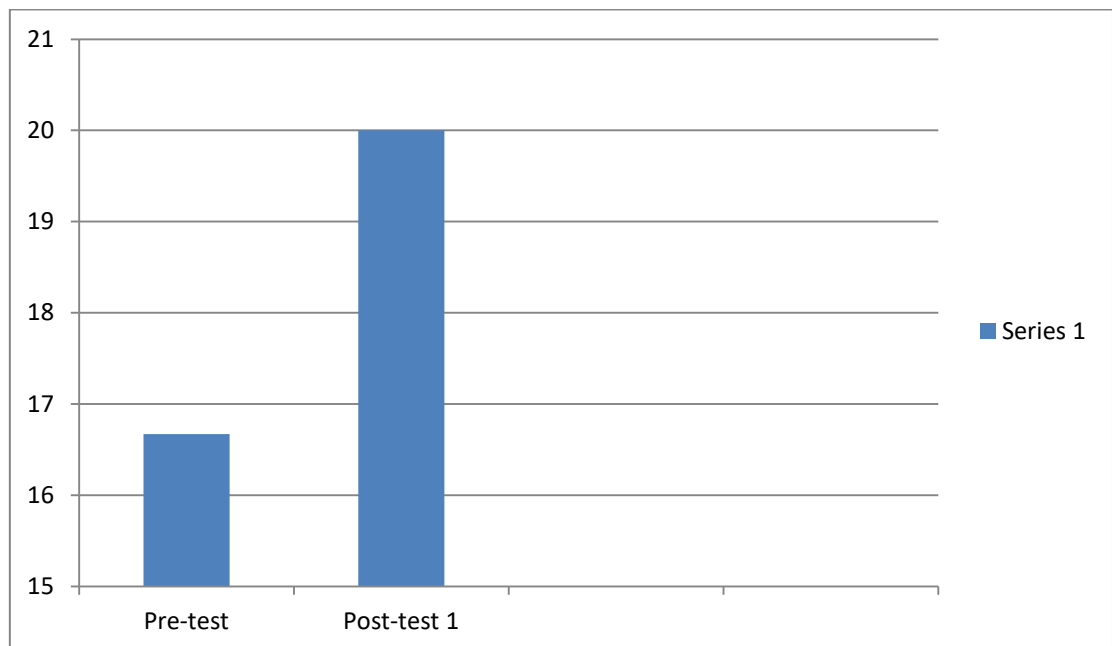
**Table 12**  
**The Result Score of Students' Pre-test and Post-test 1**

No	Name	Students' Result			Category
		Pre-test	Post-test	Increase	
1	AP	56	64	8	Increase
2	AR	68	72	4	Increase
3	AN	64	68	4	Increase
4	AA	76	80	4	Increase
5	AY	76	80	4	Increase
6	AU	60	68	8	Increase
7	AS	68	72	4	Increase
8	BA	68	72	4	Increase
9	BB	56	60	4	Increase
10	DF	68	72	4	Increase
11	D	56	64	8	Increase
12	DK	60	68	8	Increase
13	DY	64	68	4	Increase
14	FA	60	64	4	Increase
15	HN	72	72	-	Constant
16	IH	64	72	8	Increase
17	JS	60	72	12	Increase
18	K	72	76	4	Increase
19	KK	56	64	8	Increase
20	MK	64	72	8	Increase
21	MS	72	76	4	Increase
22	MA	60	64	4	Increase

23	MS	64	72	8	Increase
24		60	64	4	Increase
25	N	68	72	8	Increase
26	PA	56	60	4	Increase
27	RW	64	72	8	Increase
28	SN	60	68	8	Increase
29	WS	64	72	8	Increase
30	YM	60	64	4	Increase
Total		1916	2084		
Average		63,86	69,46		

*Source: The result of pre test and post test 1*

**Graphic 1**  
**The Percentage Average of Students' score on Pre – Test**  
**and Post – Test I**



*Source: The result of pre test and post test 1*



The table and the graphic above, it could be seen that the percentage average of students' in pre 16,66% (5 students) and the percentage average of post test 20% (6 students) but it was not fulfill the completeness standard (minimum standard criteria) at least 70 % students must get  $\geq 75$ . Based on the analyzing of learning process, the researcher concluded that this research should be continuing in cycle II.

## **2. Cycle II**

Cycle II are similar to cycle I, it was divided into planning, acting, observing and reflecting. It will explain more detail as follow:

### **a. Planning**

In this step, the researcher and collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle I, the researcher and collaborator concluded that the problems are some students are not confident. They difficult to express their idea, the students afraid if they make a mistake. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged lesson plan for continuing to cycle II.

b. Acting

1) First Meeting

The meeting conducted on Thursday, February 1<sup>st</sup> 2018. For the first, the researcher was opened the meeting by greeting, asked students to prayed together, checking students' attendance and then the researcher try to talk with the students in simple conversation. After that the researcher announced the result of speaking score at last meeting. The researcher told that the students should be more active in learning process. Then the researchers reviewed the last material about (how to describe people, how to describe fruits, how to describe animals and how to describe place) and performed it. When the researcher explained, the students more active join the learning process and also they pay attention to the explanation.

During the discussion, the collaborator observed the students' cooperative and activeness in discuss the material. The condition of the class was more controlled than last meeting. The students gave their performancein speaking. After finished the discussion, the researcher closed the meeting because time is over. The researcher asked the students to present their result on the next meeting.

## 2) Second Meeting

The second meeting was conducted on Monday, February 5<sup>th</sup>, 2018 followed by 30 students. In this meeting the researcher was being the teacher and the collaborator was being the observer. This meeting used to post test II in the end of cycle II. The researcher gave post test to the students. In this meeting almost of the students could delivered about the topic well, and also their confidence improve significant. It can be seen from the result of the post test II.

**Table 13**  
**The Result of Students Post-test 2 at the Eighth Grade**  
**of MTS Darussalam Seputih Banyak**

No	Name	The aspects that evaluates					Score	Criteria	Category
		P	G	V	F	C			
1	AP	3	4	4	3	4	72	Good	Failed
2	AR	3	4	4	4	4	76	Good	Passed
3	AN	3	4	4	4	4	76	Good	Passed
4	AA	4	4	4	5	4	84	Excellent	Passed
5	AY	4	4	4	5	4	84	Excellent	Passed
6	AU	3	4	4	4	4	76	Good	Failed
7	AS	3	4	4	4	4	76	Good	Passed
8	BA	3	4	4	4	4	76	Good	Passed
9	BB	3	4	3	3	3	64	Fair	Failed
10	DF	3	4	4	4	4	76	Good	Passed
11	D	3	3	3	3	4	64	Fair	Failed

12	DK	3	4	4	4	4	76	Good	Passed
13	DY	4	4	4	4	4	76	Good	Passed
14	FA	3	4	4	4	4	76	Good	Passed
15	HN	4	4	4	4	4	80	Good	Passed
16	IH	3	4	4	4	4	76	Good	Passed
17	JS	3	3	4	4	4	72	Good	Failed
18	K	4	4	4	4	4	80	Good	Passed
19	KK	3	4	4	4	4	76	Good	Passed
20	MK	4	4	4	4	4	80	Good	Passed
21	MS	4	4	4	4	4	80	Good	Passed
22	MA	3	3	4	4	4	72	Good	Failed
23	MS	3	4	4	4	4	76	Good	Passed
24	NY	4	3	4	3	4	72	Good	Failed
25	N	4	4	4	4	4	80	Good	Passed
26	PA	3	3	4	3	3	64	Fair	Failed
27	RW	3	4	4	4	4	76	Good	Passed
28	SN	3	4	4	4	4	76	Good	Passed
29	WS	3	4	4	4	4	76	Good	Passed
30	YM	3	3	4	4	3	68	Fair	Failed
<b>Total</b>								<b>2.256</b>	
<b>Highest score</b>								<b>84</b>	
<b>Average</b>								<b>75,2</b>	
<b>Low Score</b>								<b>64</b>	

*Source: The result of Post-test II on February 5<sup>th</sup> 2018*

**Table 14**  
**Percentage Students' Score of Pos-test II in Cycle II**

No	Interval	Frequency	Percentage	Category
1	76-85	22	73,33%	High
2	66-75	5	16,67%	Average
3	56-65	3	0,1%	Low
Total		30	100%	

*Source: The result of Post-test II on February 5<sup>th</sup> 2018*

The table above is the result of students' score at post – test 2.

It can be seen that there was an improving from the score of post test 1 and post test 2. There were 73,33 % (22students) students who passed score of minimum mastery criteria. The lowest score was 58, the highest score was 84, and the average score was 75,33. The average post 1 was 69,46. It means that was improving 5,87 score from post – test 1 and post – test 2.

c. Observing

The observation was done by the researcher that presented about two meeting in cycle II. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follow:

## 1. The Students' Activities Result in Cycle II

**Table 15**  
**The Students' Activities Result In Cycle II**

No	Name	First Meeting		Second Meeting		Category
		At	Percentages	Act	Percentages	
1	AP	2	40%	3	60%	Increase
2	AR	4	80%	4	80%	Constant
3	AN	3	60%	4	80%	Increase
4	AA	4	80%	5	100%	Increase
5	AY	4	80%	5	100%	Increase
6	AU	3	60%	3	60%	Constant
7	AS	4	80%	4	80%	Constant
8	BA	4	80%	4	80%	Constant
9	BB	2	40%	3	60%	Increase
10	DF	4	80%	4	80%	Constant
11	D	2	40%	3	60%	Increase
12	DK	3	60%	3	60%	Constant
13	DY	3	60%	3	60%	Constant
14	FA	3	60%	4	80%	Increase
15	HN	3	60%	4	80%	Increase
16	IH	2	40%	3	60%	Increase
17	JS	3	60%	4	80%	Increase
18	K	4	80%	4	80%	Constant
19	KK	2	40%	3	60%	Increase
20	MK	3	60%	3	60%	Increase
21	MS	3	60%	4	80%	Increase
22	MA	3	60%	4	80%	Increase
23	MS	3	60%	4	80%	Increase
24	NY	3	60%	4	80%	Increase
25	N	2	40%	3	60%	Increase
26	PA	2	40%	3	60%	Increase
27	RW	2	40%	3	60%	Increase
28	SN	2	40%	3	60%	Increase
29	WS	3	60%	3	60%	Constant
30	YM	2	40%	3	60%	Increase

Source: the result of students activities on February 1<sup>st</sup> -5<sup>th</sup> 2018

Note :            ≤30% : Not Active  
                      ≥70% : Active

**The students Score Criteria:**

1. The students to attention explanation from the teacher.
2. Giving respond
3. Making note
4. Aktif in learning process
5. Doing the task

**Scoring:**

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

**Table 16**  
**Frequency of Students' Activities Result In Cycle II**

N	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentage	Frequency	Percentage	
1	5	-	-	2	6,67%	Excellent
2	4	7	23,33%	13	43,33%	Very Good
3	3	13	43,33%	15	0,5%	Good
4	2	10	33,33%	-	-	Enough
5	1	-	-	-	-	Low
Total		30	100%		100%	

*Source: the result of students activities on February 1<sup>st</sup> -5<sup>th</sup> 2018*

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

## 2. The Result of Students' Activity

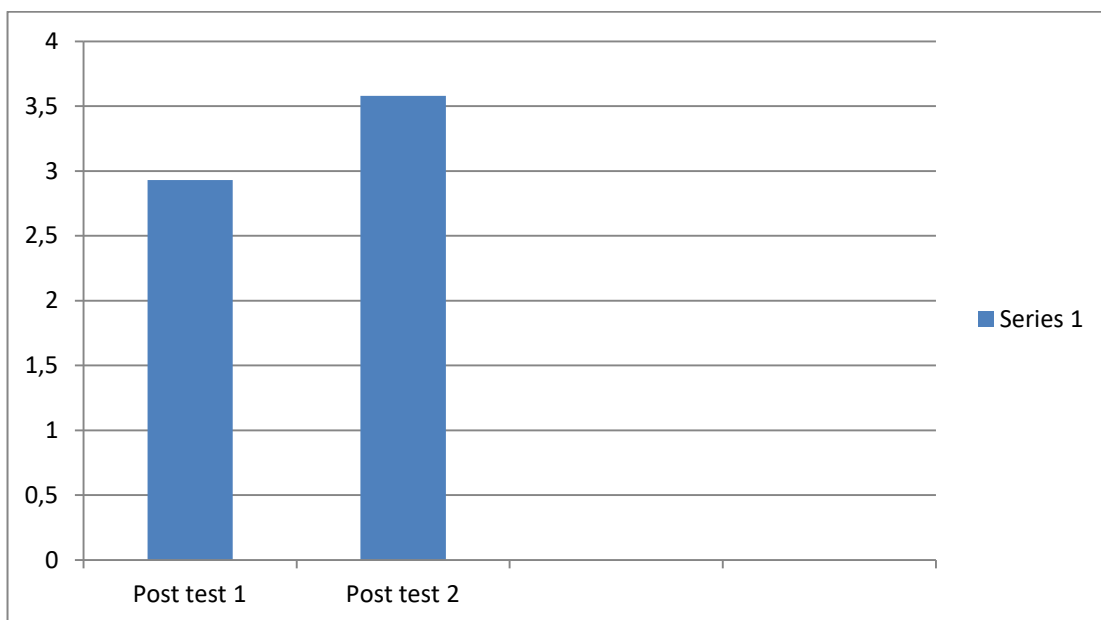
This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:



**Table 17**  
**The Result of The Activity in Cycle I & II**

No	Name	Cycle I		Cycle II		Category
		1 <sup>st</sup> Meeting	2 <sup>nd</sup> Meeting	3 <sup>rd</sup> Meeting	4 <sup>th</sup> Meeting	
1	AP	1	1	2	3	Increase
2	AR	2	3	4	4	Constant
3	AN	1	2	3	4	Increase
4	AA	2	3	4	5	Increase
5	AY	2	3	4	5	Increase
6	AU	1	2	3	3	Constant
7	AS	2	3	4	4	Constant
8	BA	2	3	4	4	Constant
9	BB	1	1	2	3	Increase
10	DF	2	3	4	4	Constant
11	D	1	1	2	3	Increase
12	DK	1	2	3	3	Constant
13	DY	1	2	3	3	Constant
14	FA	1	2	3	4	Increase
15	HN	2	3	3	4	Increase
16	IH	1	2	2	3	Increase
17	JS	1	2	3	4	Increase
18	K	2	3	4	4	Constant
19	KK	1	1	2	3	Increase
20	MK	1	2	3	3	Constant
21	MS	2	3	3	4	Increase
22	MA	1	2	3	4	Increase
23	MS	1	2	3	4	Increase
24	NY	2	3	3	4	Increase
25	N	1	2	2	3	Increase
26	PA	1	1	2	3	Increase
27	RW	1	2	2	3	Increase
28	SN	1	2	2	3	Increase
29	WS	1	2	3	3	Constant
30	YM	1	2	2	3	Increase
Total		39	64	85	104	
Average		1,34	2,20	2,93	3,58	

*Source: The result of students' activities in cycle I and II.*

**Graphic 2****The Comparison of Percentage Students' Activity in Cycle I and Cycle II**

*Source: The result of students' activities in cycle I and II.*

Based on the table and graphic above, it could be concluded that there was an increasing of students' activities during the learning process of cycle I and cycle II through using puppet toy-play technique. It means that puppet toy-play technique had positive effect to increase the teaching learning process.

d. Reflecting

The result of cycle II was better than cycle I. There was significant improving in this cycle. The condition of the class was getting better than before. The students listened to the teacher's

explanation and did not make noisy in learning activity. The students more active during discussion occurred.

1. The Result Score of Students' Post tes 1 and Post test 2

**Table 18**

**The Result Score of Students' Post-test 1 and Post-test 2**

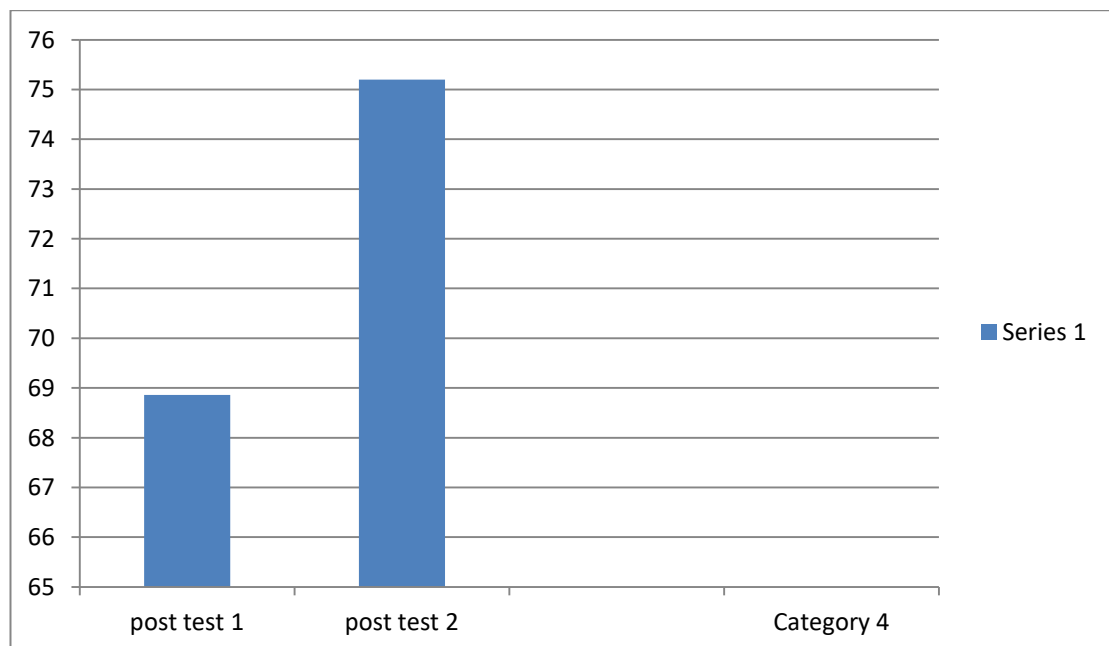
No	Name	Students' Result			Category
		Post test 1	Post test 2	Increase	
1	AP	64	72	4	Increase
2	AR	72	76	4	Increase
3	AN	68	76	8	Increase
4	AA	80	84	4	Increase
5	AY	80	84	4	Increase
6	AU	68	76	8	Increase
7	AS	72	76	4	Increase
8	BA	72	76	4	Increase
9	BB	60	64	4	Increase
10	DF	72	76	4	Increase
11	D	64	64	-	Constant
12	DK	68	76	8	Increase
13	DY	68	76	8	Increase
14	FA	64	76	12	Increase
15	HN	72	80	8	Increase
16	IH	72	76	4	Increase
17	JS	72	72	-	Constant
18	K	76	80	4	Increase
19	KK	64	76	12	Increase
20	MK	72	80	4	Increase

21	MS	76	80	4	Increase
22	MA	64	72	12	Increase
23	MS	72	76	4	Increase
24	NY	64	72	8	Increase
25	N	72	80	4	Increase
26	PA	60	64	4	Increase
27	RW	72	76	4	Increase
28	SN	68	76	4	Increase
29	WS	72	76	4	Increase
30	YM	64	68	4	Increase
Total		2.096	2.256		
Average		69,86	75,2		

*Source: The result of post test 1 and post test 2*

### Graphic 3

#### Percentage Average of Students' score on Post-test I and Post-test II



*Source: The result of post test I and post test II*

2. The Result of Students' Score Pre-test, Pos test I and Post test II

Nevertheless, there is an improving mark of the students' post test I than pre-test. At the cycle II, the improving of post test II better than post test I. This is the illusion score of them.

**Table 19**  
**The Result Score of Students' Pre-test, Post test I and Post test II**

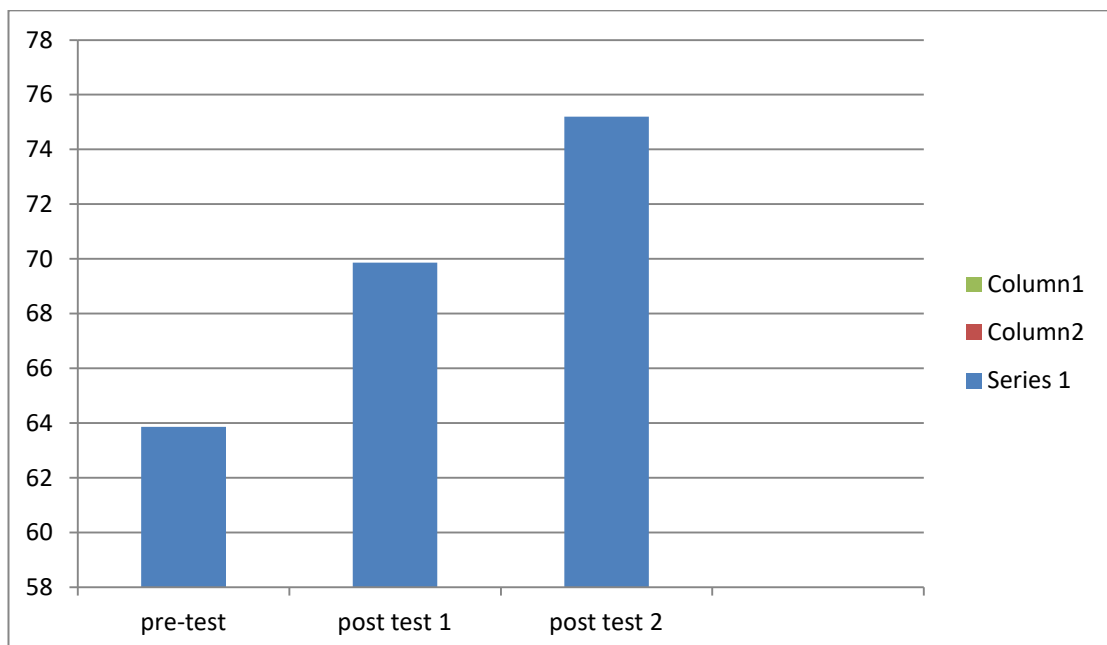
No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	AP	56	64	72	Increase
2	AR	68	72	76	Increase
3	AN	64	68	76	Increase
4	AA	76	80	84	Increase
5	AY	76	80	84	Increase
6	AU	60	68	76	Increase
7	AS	68	72	76	Increase
8	BA	68	72	76	Increase
9	BB	56	60	64	Increase
10	DF	68	72	76	Increase
11	D	56	64	64	Increase
12	DK	60	68	76	Increase
13	DY	64	68	76	Increase
14	FA	60	64	76	Increase
15	HN	72	72	80	Increase
16	IH	64	72	76	Increase
17	JS	60	72	72	Increase
18	K	72	76	80	Increase
19	KK	56	64	76	Increase
20	MK	64	72	80	Increase

21	MS	72	76	80	Increase
22	MA	60	64	72	Increase
23	MS	64	72	76	Increase
24	NY	60	64	72	Increase
25	N	68	72	80	Increase
26	PA	56	60	64	Increase
27	RW	64	72	76	Increase
28	SN	60	68	76	Increase
29	WS	64	72	76	Increase
30	YM	60	64	68	Increase
Total		1.916	2.096	2.256	
Average		63,86	69,86	75,2	

*Source: the Result of pre test, post test I and post test II*

**Graphic 4**

**The Comparison of the Average of The Students' score on Pre test, Post test Cycle I and Post test Cycle II**



*Source: The result of pre test, post test I and Post test II*

From the table above can be seen that there was an improving from post test I and post test II. The students' could achieve the target, most of students' got mark  $\geq 75$  and they could understand the material and can speaking well than before. It means that describing pictures can improving their skill in speaking ability.

## **C. Discussion**

### **1. The Result of Students' Learning Process**

Based on the research which did by two cycles, it had been got the result of students' mark of VIII by using describing pictures on cycle I and cycle II. The data showed that the students' average in the pre test was 63,86 in post test I was 69,86 and in the post test II was 75,2. So, it means that there was a significant improving students' score from cycle I and cycle II. It improving 6 points from pre test to post I and 5,34 points from post test I to post test II. So, the indicator of success was achieved because the minimum mastery criteria (KKM) was 75.

## **2. The Implementation of Improving Students' Result by Using Describing Pictures.**

Based on the result of observation by using describing pictures on speaking ability, it showed the tested hypothesis that using describing pictures could improve the students' speaking ability.

Describing pictures which can be used by teacher in teaching learning process where the students' speak well and can the students become confident. Based on the explanation above, it could be concluded that describing pictures could improve the result students' score and also the students' activity in learning process of speaking ability by using describing pictures. The discussion itself showed and also proved that is why the implementation of using describing pictures can improve the result of students' learning process on class VIII of MTS Darussalam Seputih Banyak.



## CHAPTER V

### CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

#### **A. Conclusion**

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

1. The implementation of describing pictures and activities in learning process, especially English subject of speaking could develop the students speaking ability. The students are active and have better self-confidence to speak up and explore their ability in speaking.
2. Based on the result of students' average score from pre test 63,86, test of cycle 1 69,86 and the result test of cycle 2 were 75,2. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and test in cycle 1. It is clear that describing pictures will be able to improve students' speaking ability.

## **B. Suggestions**

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The students must be active in learning process, especially in English subject and should cooperate one other either with friends or teacher especially in sharing their idea, experience and knowledge.
2. The Teacher It is suggested for the English teacher to use describing pictures because this media is effective to develop the students speaking ability in learning.
3. The Headmaster should support the English learning process by the preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' speaking ability.

## BIBLIOGRAPHY

- A.S, Hornby, *Oxford Advanced Learner's Dictionary*. Oxford University Press. New York, 2010.
- Betty Leaver, Medeline Ehrman, Boris Shekhtman, *Achieving Success in Second Language Acquisition*, Cambridge: Cambridge University Press, 2005
- Broughton, Geoffrey, Christopher Brumfit, Roger Flavell, Peter Hill and Anita Pincas, *Teaching English as a Foreign Language*, London: University of London Institute of Education, 1980
- Brown, H. Douglas, *Teaching by Principle*, New York: Longman Person Education, 2001
- Brown, H. Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*, San Francisco: State University, 2001
- Brown, H. Douglas, *Language Assessment Principles and Classroom Practice*, San Francisco: State University, 2004
- Collin Gallop, *English Phonology Learner's Dictionary*, Cambridge University Press, 2009
- David Festinger, David DeMatteo, and Geoffrey Marczyk, .” *Essentials of Research Design and Methodology*. Canada.2005
- Harmer Jeremy, *The Practice of English Language Teaching: third edition*, Cambridge: Longman, 2001
- Hornby AS, *Oxford Advance Learners Dictionary of Curren English*, New York: Oxford University Press, 1995
- [http://googleweblight.com/?lite\\_url=http://www.answer.com/Q/What\\_are\\_the\\_Advantages\\_and\\_Disadvantages\\_of\\_Pictures&ei=w3Lbp-Gb&lc=id-ID&s=i&m=918&host=www.google.co.id&ts=1487133672&sig=AJssQQ1BoHFLMhqMebqaj4fuSBREXQAsXpQ](http://googleweblight.com/?lite_url=http://www.answer.com/Q/What_are_the_Advantages_and_Disadvantages_of_Pictures&ei=w3Lbp-Gb&lc=id-ID&s=i&m=918&host=www.google.co.id&ts=1487133672&sig=AJssQQ1BoHFLMhqMebqaj4fuSBREXQAsXpQ), acces 15-02-2017, 12.00
- Jean Whitehead, McNiff, *Action Research: Principles and Practice*, Second Edition, London and New York: 2002
- Keith Morizon, Lawrence Manion, & Louis Cohen, *Research Method In Education Sixth SSEdition*, new york: 2007
- McTaggart R & Kemmis S, *The Action Research Planner*, New york: Springer, 2014

Ronald Carter & Sandra Cornbleet, *The Language of Speech and Writing*, New York: Routledge Publisher, 2001

Thornbury Scott, *How to Teach Speaking*, Longman, Kanisius: Kesainc Blanc, 1994

Turk Christopher, , *Effective Speaking Communicative in Speech*, Francis: Spon Press, 1985

Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, New Delhi : New Age International Publisher, 2006



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507: Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id e-mail: tarbiyah.iaim@metrouniv.ac.id

**SURAT TUGAS**  
 Nomor: 0279/In.28/D.1/TL.01/09/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
 menugaskan kepada saudara:

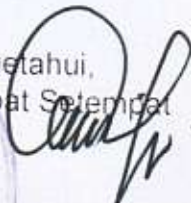
Nama : HENI TITIN HANISAH  
 NPM : 1292057  
 Semester : 11 (Sebelas)  
 Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS DARUSSALAM, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF PICTURES IN IMPROVING THE STUDENTS' SPEAKING ABILITY AMONG THE EIGHTH GRADERS OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEAR OF 2017/2018".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan. terima kasih.

Dikeluarkan di : Metro  
 Pada Tanggal : 05 September 2017



Mengetahui,  
 Pejabat Setempat  
  
**MUKHARATIK, Spdi**



Wakil Dekan I,  
  
**Dpa Isti Fatonah MA**  
 NIP. 19670531 199303 2 003



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : 0280/In.28/D.1/TL.00/09/2017  
Lampiran : -  
Perihal : IZIN RESEARCH

Kepada Yth.,  
KEPALA MTS DARUSSALAM  
di-  
Tempat

*Assalamu'alaikum Wr. Wb*

Sehubungan dengan Surat Tugas Nomor 0279/In.28/D.1/TL.01/09/2017,  
tanggal 05 September 2017 atas nama saudara.

Nama : HENI TITIN HANISAH  
NPM : 1292057  
Semester : 11 (Sebelas)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS DARUSSALAM, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF PICTURES IN IMPROVING THE STUDENTS' SPEAKING ABILITY AMONG THE EIGHTH GRADERS OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEAR OF 2017/2018"

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*


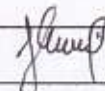

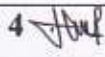


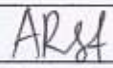



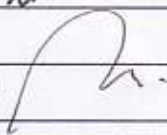
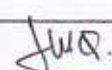

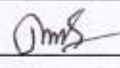
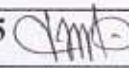
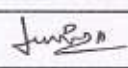

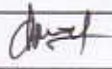


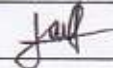
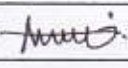


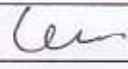




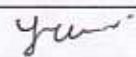
Metro, 05 September 2017



Dra. Isti Fatmahan MA  
NIP. 19620531 1993032 003































## ATTENDANCE LIST

Day/Date : Monday / February 5<sup>th</sup> 2018  
 Class : VIII

NO	NAME	SIGNATURE
1	Adi Prandika	1 
2	Agus Rohman Nurdin	2. 
3	Ahmad Nawawi	3 
4	Alvina Anggraini	4 
5	Anis Yuli Astuti	5 
6	Anisa Ulfadillah	6 
7	Arum Sari	7 
8	Bayu Arfi	8 
9	Bunga Berlian	9 
10	Danang Firmansyah	10 
11	Darsiti	11 
12	Dea Kurniawati	12 
13	Dwi Yulianto	13 
14	Fepi Andriani	14 
15	Harni Nengsih	15 
16	Indra Hermawan	16 
17	Johan Saputra	17 
18	Khoerudin	18 
19	Khoyul Khoyum	19 
20	Mayang Kusuma	20 
21	Mayang Sari	21 
22	Miko Aprilianto	22 
23	Mulihatuz Sholehah	23 
24	Nira Yuliana	24 
25	Nuraini	25 
26	Puji Astuti	26 
27	Risky Wahyu Saputra	27 
28	Septy Nurmala Dewi	28 
29	Wahyudin Saputra	29 
30	Yanda Miccola	30 

## ATTENDANCE LIST







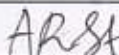






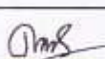

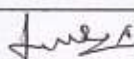





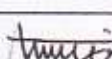


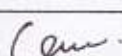





Day/Date : Thursday / January 25<sup>th</sup> 2018  
 Class : VIII

NO	NAME	SIGNATURE
1	Adi Prandika	1 
2	Agus Rohman Nurdin	2. 
3	Ahmad Nawawi	3 
4	Alvina Anggraini	4 
5	Anis Yuli Astuti	5 
6	Anisa Ulfadillah	6 
7	Arum Sari	7 
8	Bayu Arfi	8 
9	Bunga Berlian	9 
10	Danang Firmansyah	10 
11	Darsiti	11 
12	Dea Kurniawati	12 
13	Dwi Yulianto	13 
14	Fepi Andriani	14 
15	Harni Nengsih	15 
16	Indra Hermawan	16 
17	Johan Saputra	17 
18	Khoerudin	18 
19	Khoyul Khoyum	19 
20	Mayang Kusuma	20 
21	Mayang Sari	21 
22	Miko Aprilianto	22 
23	Mulihatus Sholehah	23 
24	Nira Yuliana	24 
25	Nuraini	25 
26	Puji Astuti	26 
27	Risky Wahyu Saputra	27 
28	Septy Nurmala Dewi	28 
29	Wahyudin Saputra	29 
30	Yanda Miccola	30 



## ATTENDANCE LIST

Day/Date : Monday / January 22th 2018  
 Class : VIII

NO	NAME	SIGNATURE
1	Adi Prandika	1 
2	Agus Rohman Nurdin	2. 
3	Ahmad Nawawi	3 
4	Alvina Anggraini	4 
5	Anis Yuli Astuti	5 
6	Anisa Ulfadillah	6 
7	Arum Sari	7 
8	Bayu Arfi	8 
9	Bunga Berlian	9 
10	Danang Firmansyah	10 
11	Darsiti	11 
12	Dea Kurniawati	12 
13	Dwi Yulianto	13 
14	Fepi Andriani	14 
15	Harni Nengsih	15 
16	Indra Hermawan	16 
17	Johan Saputra	17 
18	Khoerudin	18 
19	Khoyul Khoyum	19 
20	Mayang Kusuma	20 
21	Mayang Sari	21 
22	Miko Aprilianto	22 
23	Mulihatatus Sholehah	23 
24	Nira Yuliana	24 
25	Nuraini	25 
26	Puji Astuti	26 
27	Risky Wahyu Saputra	27 
28	Septy Nurmala Dewi	28 
29	Wahyudin Saputra	29 
30	Yanda Miccola	30 



**YAYASAN PENDIDIKAN ISLAM DARUSSALAM  
MADRASAH TSANAWIYAH DARUSSALAM  
SEPUTIH BANYAK LAMPUNG TENGAH  
STATUS : TERAKREDITASI**

Alamat : Jln. Monas Kembar No.15-16 Timur Pasar Tanjung Harapan Kec. Seputih Banyak Lampung Tengah 34156

Nomor : 203/YPID/MTs.Ds/SB/V/2016  
Lampiran : -  
Hal : SURAT BALASAN

Kepada Yth  
Bapak Ketua Jurusan  
STAIN Jurai Siwo Metro  
Di tempat

*Assalamu'alaikum Wr.Wb*

Yang bertanda tangan dibawah ini Kepala MTs Darussalam Sep. Banyak Lampung Tengah  
Menerangkan Bahwa :

Nama : Heni Titin Hanisah  
NPM : 1292057  
Jurusan : Tarbiyah  
Program Studi : PBI

Mahasiswa tersebut diizinkan untuk melaksanakan Riset/ Penelitian Di MTs. Darussalam  
Sep. Banyak Lampung Tengah untuk menyelesaikan tugas akhir/ Skripsi.

Demikian surat keterangan ini saya buat, agar dapat digunakan sebagaimana mestinya.

*Wassalamu'alaikum Wr.Wb*

Sep. Banyak, 8 Mei 2016  
Kepala MTs. Darussalam Sep.Banyak  
  
**MUALI IRSYAM.S.Pd.I**





**YAYASAN PENDIDIKAN ISLAM DARUSSALAM  
MADRASAH TSANAWIYAH DARUSSALAM  
SEPUTIH BANYAK LAMPUNG TENGAH  
STATUS : TERAKREDITASI**

*Alamat : Jln. Monas Kembar No.15-16 Timur Pasar Tanjung Harapan Kec. Seputih Banyak Lampung Tengah 34156*

Nomor : 159/YPID/MTs.Ds/SB/II/2018  
Lampiran : -  
Hal : **SURAT BALASAN**

Kepada Yth  
Bapak Ketua Jurusan  
Institut Agama Islam Negeri Metro  
Di tempat

*Assalamu'alaikum Wr.Wb*

Yang bertanda tangan dibawah ini Kepala MTs Darussalam Sep. Banyak Lampung Tengah  
Menerangkan Bahwa :

Nama : HENI TITIN HANISAH  
NPM : 1292057  
Jurusan : TARBIYAH  
Program Studi : TBI

Mahasiswa tersebut diizinkan untuk melaksanakan Riset/ Penelitian Di MTs. Darussalam  
Sep. Banyak Lampung Tengah untuk menyelesaikan tugas akhir/ Skripsi.  
Demikian surat keterangan ini saya buat, agar dapat digunakan sebagaimana mestinya.  
*Wassalamu'alaikum Wr.Wb*

Sep. Banyak, 05 Februari 2018  
Kepala MTs. Darussalam Sep.Banyak

**MUKHARAFIK.S.Pd.I**



**YAYASAN PENDIDIKAN ISLAM DARUSSALAM  
MADRASAH TSANAWIYAH DARUSSALAM  
SEPUTIH BANYAK LAMPUNG TENGAH  
STATUS : TERAKREDITASI**

Alamat : Jln. Monas Kembar No.15-16 Timur Pasar Tanjung Harapan Kec. Seputih Banyak Lampung Tengah 34156

**SURAT KETERANGAN TELAH MELAKSANAKAN RESEARCH**

**No. 128/YPID/MTs.DS/SB/I/2018**

Menindak lanjuti surat Intstitut Agama Islam Negeri (IAIN) Metro Nomor : 0279/In.28/D.1/TL.01/09/2017 Perihal Izin Research dengan Kepala Madrasah Tsanawiyah Darussalam Seputih Banyak Menerangkan Bahwa :

Nama : **HENI TITIN HANISAH**  
NPM : 1292057  
Jurusan : Pendidikan Bahasa Inggris

- Telah selesai melaksanakan **Penelitian** selama 3 (Tiga) Minggu dari tanggal 21 Januari – 05 Februari 2018 di MTs. Darussalam Seputih Banyak dengan judul “ THE IMPLEMENTATION OF PICTURES IN IMPROVING THE STUDENTS’ SPEAKING ABILITY AT THE EIGHTH GRADE OF MTS DARUSSALAM SEPUTIH BANYAK IN THE ACADEMIC YEAR OF 2017/2018 “ Dengan baik.

Demikian surat keterangan ini saya buat, agar dapat digunakan sebagaimana mestinya.

Sep. Banyak, 05 Februari 2018  
Kepala MTs. Darussalam Sep.Banyak



**MUKHARAFIK.S.Pd.I**

### The Criteria of Students' Score in Speaking Ability

School : MTS DARUSSALAM SEPUTIH BANYAK  
 Class : VIII/2  
 Subject : English  
 Material : Describing Pictures  
 Day/Date : Monday/ January 22<sup>th</sup> 2018

### The Result of Students Pretest at the Eighth grade of MTS Darussalam Seputih Banyak

#### The Students' Pre-test Result of Speaking Ability

No	Name	The aspects that evaluates					Score	Criteria	Category
		P	G	V	F	C			
1	AP	2	3	3	3	3	56	Poor	Failed
2	ARN	3	3	4	3	4	68	Fair	Failed
3	AN	3	3	4	3	3	64	Fair	Failed
4	AA	3	4	4	4	4	76	Good	Passed
5	AYA	3	4	4	4	4	76	Good	Passed
6	AU	3	3	3	3	3	60	Poor	Failed
7	AS	3	3	4	4	3	68	Fair	Failed
8	BA	3	4	4	3	3	68	Fair	Failed
9	BB	2	3	3	3	3	56	Poor	Failed
10	DF	3	3	4	3	4	68	Fair	Failed
11	D	2	3	3	3	3	56	Poor	Failed
12	DK	3	3	3	3	3	60	Poor	Failed
13	DY	3	3	4	3	3	64	Fair	Failed
14	FA	3	3	3	3	3	60	Poor	Failed
15	HN	3	4	4	3	4	72	Good	Failed
16	IH	3	4	3	3	3	64	Fair	Failed
17	JS	2	3	4	3	3	60	Poor	Failed
18	K	3	4	4	3	4	72	Good	Failed

19	KK	2	3	3	3	3	56	Poor	Failed
20	MK	3	3	4	3	3	64	Fair	Failed
21	MS	3	4	4	3	4	72	Good	Failed
22	MA	3	3	3	3	3	60	Poor	Failed
23	MS	3	4	4	4	4	64	Fair	Failed
24	NY	3	3	3	3	3	60	Poor	Failed
25	N	3	3	4	4	3	68	Fair	Failed
26	PA	2	3	3	3	3	56	Poor	Failed
27	RWS	3	4	3	4	3	64	Fair	Failed
28	SND	2	3	4	3	3	60	Poor	Failed
29	WS	3	3	4	3	3	64	Fair	Failed
30	YM	3	3	3	3	3	60	Poor	Failed
<b>Total</b>								<b>1.916</b>	
<b>Highest score</b>								<b>76</b>	
<b>Average</b>								<b>63,86</b>	
<b>Low Score</b>								<b>56</b>	

**Explanation :**

- P = Pronunciation (Pengucapan)
- G = Grammatical (Tata Bahasa)
- V = Vocabulary (Kosa Kata)
- F = Fluency (Kelancaran)
- C = Comprehension (Pemahaman)

Seputih Banyak, January 2018  
The Researcher

**Heni Titin Hanisah**  
**St. ID. 1292057**

### The Criteria of Students' Score in Speaking Ability

School : MTS DARUSSALAM SEPUTIH BANYAK  
 Class : VIII/2  
 Subject : English  
 Material : Describing Pictures  
 Day/Date : Monday/ January 29<sup>th</sup> 2018

### The Result of Students Post-test 1 at the Eighth grade of MTS Darussalam Seputih Banyak

No	Name	The aspects that evaluates					Score	Criteria	Category
		P	G	V	F	C			
1	AP	3	3	4	3	3	64	Fair	Failed
2	ARN	3	3	4	4	4	72	Good	Failed
3	AN	3	3	4	3	3	68	Fair	Failed
4	AA	4	4	4	4	4	80	Good	Passed
5	AYA	4	4	4	4	4	80	Good	Passed
6	AU	3	3	4	3	4	68	Fair	Failed
7	AS	3	4	4	3	4	72	Good	Failed
8	BA	3	4	4	3	4	72	Good	Failed
9	BB	3	3	3	3	3	60	Poor	Failed
10	DF	3	4	4	4	3	72	Good	Failed
11	D	3	4	3	3	3	64	Fair	Failed
12	DK	3	4	4	3	3	68	Fair	Failed
13	DY	3	4	4	3	3	68	Fair	Failed
14	FA	3	3	4	3	3	64	Fair	Failed
15	HN	3	4	4	4	4	72	Good	Failed
16	IH	3	4	4	4	4	72	Good	failed
17	JS	3	3	4	4	4	72	Good	Failed
18	K	3	4	4	4	4	76	Good	Passed
19	KK	3	3	4	3	3	64	Fair	Failed

20	MK	3	4	4	4	3	72	Good	Passed
21	MS	3	4	4	4	4	76	Good	Passed
22	MA	3	3	4	3	3	64	Fair	Failed
23	MS	3	4	4	3	4	72	Good	Failed
24	NY	3	3	4	3	3	64	Fair	Failed
25	N	3	4	4	3	4	72	Good	Failed
26	PA	3	3	3	3	3	60	Poor	Failed
27	RWS	3	4	4	3	4	72	Good	Failed
28	SND	3	3	4	3	4	68	Fair	Failed
29	WS	3	4	4	4	3	72	Good	Failed
30	YM	3	3	4	3	3	64	Fair	Failed
<b>Total</b>								<b>2.084</b>	
<b>Highest score</b>								<b>80</b>	
<b>Average</b>								<b>69,46</b>	
<b>Low Score</b>								<b>60</b>	

**Explanation :**

- P = Pronunciation (Pengucapan)
- G = Grammatical (Tata Bahasa)
- V = Vocabulary (Kosa Kata)
- F = Fluency (Kelancaran)
- C = Comprehension (Pemahaman)

Seputih Banyak, January 2018  
The Researcher

**Heni Titin Hanisah**  
**St. ID. 1292057**



### The Criteria of Students' Score in Speaking Ability

School : MTS DARUSSALAM SEPUTIH BANYAK  
 Class : VIII/2  
 Subject : English  
 Material : Describing Pictures  
 Day/Date : Monday/ February 5<sup>th</sup> 2018

### The Result of Students Post-test 2 at the Eighth grade of MTS Darussalam Seputih Banyak

No	Name	The aspects that evaluates					Score	Criteria	Category
		P	G	V	F	C			
1	AP	3	4	4	3	4	72	Good	Failed
2	ARN	3	4	4	4	4	76	Good	Passed
3	AN	3	4	4	4	4	76	Good	Passed
4	AA	4	4	4	5	4	84	Excellent	Passed
5	AYA	4	4	4	5	4	84	Excellent	Passed
6	AU	3	4	4	4	4	76	Good	Failed
7	AS	3	4	4	4	4	76	Good	Passed
8	BA	3	4	4	4	4	76	Good	Passed
9	BB	3	4	3	3	3	64	Fair	Failed
10	DF	3	4	4	4	4	76	Good	Passed
11	D	3	3	3	3	4	64	Fair	Failed
12	DK	3	4	4	4	4	76	Good	Passed
13	DY	4	4	4	4	4	76	Good	Passed
14	FA	3	4	4	4	4	76	Good	Passed
15	HN	4	4	4	4	4	80	Good	Passed
16	IH	3	4	4	4	4	76	Good	Passed
17	JS	3	3	4	4	4	72	Good	Failed
18	K	4	4	4	4	4	80	Good	Passed
19	KK	3	4	4	4	4	76	Good	Passed

20	MK	4	4	4	4	4	80	Good	Passed
21	MS	4	4	4	4	4	80	Good	Passed
22	MA	3	3	4	4	4	72	Good	Failed
23	MS	3	4	4	4	4	76	Good	Passed
24	NY	4	3	4	3	4	72	Good	Failed
25	N	4	4	4	4	4	80	Good	Passed
26	PA	3	3	4	3	3	64	Fair	Failed
27	RWS	3	4	4	4	4	76	Good	Passed
28	SND	3	4	4	4	4	76	Good	Passed
29	WS	3	4	4	4	4	76	Good	Passed
30	YM	3	3	4	4	3	68	Fair	Failed
<b>Total</b>								<b>2.256</b>	
<b>Highest score</b>								<b>84</b>	
<b>Average</b>								<b>75,2</b>	
<b>Low Score</b>								<b>64</b>	

**Explanation :**

- P = Pronunciation (Pengucapan)
- G = Grammatical (Tata Bahasa)
- V = Vocabulary (Kosa Kata)
- F = Fluency (Kelancaran)
- C = Comprehension (Pemahaman)

Seputih Banyak, February 2018  
The Researcher

**Heni Titin Hanisah**  
**St. ID. 1292057**

### The Criteria of Students' Score in Speaking Ability

School : MTS DARUSSALAM SEPUTIH BANYAK  
 Class : VIII/2  
 Subject : English  
 Material : Describing Pictures  
 Day/Date : Monday/ 5<sup>th</sup> February 2018

### The Result of Students Post-test 3 at the Eighth grade of MTS Darussalam Seputih Banyak

No	Name	The aspects that evaluates					Score	Criteria	Category
		P	G	V	F	C			
1	AP	3	4	4	4	4	76	Good	Passed
2	ARN	3	4	4	4	4	76	Good	Passed
3	AN	3	4	4	4	4	76	Good	Passed
4	AA	4	4	5	4	4	84	Excellent	Passed
5	AYA	4	4	4	5	4	84	Excellent	Passed
6	AU	3	4	4	4	4	76	Good	Passed
7	AS	3	4	4	4	4	76	Good	Passed
8	BA	3	4	4	4	4	76	Good	Passed
9	BB	3	3	4	3	4	68	Fair	Failed
10	DF	3	4	4	4	4	76	Good	Passed
11	D	3	4	4	3	4	72	Good	Failed
12	DK	3	4	4	4	4	76	Good	Passed
13	DY	4	4	4	4	4	80	Good	Passed
14	FA	3	4	4	4	4	76	Good	Passed
15	HN	4	4	4	4	4	80	Good	Passed
16	IH	3	4	4	4	4	76	Good	Passed
17	JS	3	4	4	4	4	76	Good	Passed
18	K	4	4	4	4	4	80	Good	Passed
19	KK	3	3	4	4	4	72	Good	Failed

20	MK	4	4	4	4	4	80	Good	Passed
21	MS	4	4	4	4	4	80	Good	Passed
22	MA	3	4	4	4	4	76	Good	Passed
23	MS	3	4	4	4	4	76	Good	Passed
24	NY	3	4	4	4	4	76	Good	Passed
25	N	4	4	4	4	4	80	Good	Passed
26	PA	3	3	4	3	4	68	Fair	Failed
27	RWS	3	4	4	4	4	76	Good	Passed
28	SND	3	3	4	4	4	72	Good	Passed
29	WS	3	4	4	4	4	76	Good	Passed
30	YM	3	4	3	3	4	68	Fair	Failed
								<b>2.288</b>	
								<b>84</b>	
								<b>76,267</b>	
								<b>68</b>	

**Explanation :**

- P = Pronunciation (Pengucapan)
- G = Grammatical (Tata Bahasa)
- V = Vocabulary (Kosa Kata)
- F = Fluency (Kelancaran)
- C = Comprehension (Pemahaman)

Seputih Banyak, February 2018  
The Researcher

**Heni Titin Hanisah**  
**St. ID. 1292057**

## DOCUMENTATIONS



Pre-Test



Pre-Test



Meeting 2 Explain About Materi of Describing Pictures



Post-Test 1



Post-Test 1



Meeting 4 Explain About Materi of Describing Pictures



Post-Test 2



Post-Test 2

## **CURRICULUM VITAE**

The name of the writer is Heni Titin Hanisah.



Heni Titin Hanisah was born on January 23<sup>th</sup> 1994 in Rama Oetama 4, Central Lampung. She is the first child of Mr. Mahmud Yunus (ALM) and Mrs. Siti Mujayanah.

She was graduated from SDN 3 Rama Oetama in 2006. Then, she continued her study at MTS Darussalam Seputih Banyak and graduated in 2009, She studied in MA Darussalam Seputih Banyak and graduated in 2012. Actually, at the same year, she was registered as a S1 student of English Education Study Program of State Institute For Islamic Studies (IAIN) Of Jurai Siwo Metro. At IAIN.