AN UNDERGRADUATE THESIS

THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE EIGHTH GRADERS AT STATE JUNIOR HIGH SCHOOL 1 TRIMURJO, CENTRAL LAMPUNG

Written By:

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ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES
(IAIN) OF METRO
1442 H/ 2020

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APPROVAL PAGE

Assalaamu'alaikum Wr.Wb

Title : THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY TO IMPROVE STUDENTS SPEAKING ABILITY OF THE EIGHTH GRADERS AT STATE JUNIOR HIGH SCHOOL 1 TRIMURJO IN THE ACADEMIC YEAR OF 2019/2020

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

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Assalamualaikum Wr.Wb.

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

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

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in
order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

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RATIFICATION PAGE
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An Undergraduate thesis entitled: THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE EIGHTH GRADERS AT STATE JUNIOR HIGH SCHOOL 1 TRIMURJO CENTRAL LAMPUNG, Written by: Atika Novitasari, Student Number 14121037 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on December 23th, 2020, at 13.00-15.00. PM

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THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE EIGHTH GRADERS AT STATE JUNIOR HIGH SCHOOL 1 TRIMURJO, CENTRAL LAMPUNG

ABSTRACT

BY

ATIKA NOVITASARI

The objective of the study is to find out whether the use of describing pictures strategy will be able to improve the students speaking ability at the State Junior High School 1 Trimurjo. Speaking is used to communicate as by talking, to make a request, to make a speech. Through speaking someone can share his/her knowledge, conveying idea, feeling and intention to the other people. In teaching learning process, the teacher should be able to create or choose the suitable and good strategy. Describing pictures strategy is one of the strategies that can be applied in the teaching English, especially teaching speaking ability.

This research is a classroom action research which was done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subject of this research is VIII A class. In collecting the data the researcher used test (pre test, post test 1 and post test 2), observation and documentation.

The result of this research shows that *Describing Pictures strategy* has positive role in improving students' speaking ability of the eighth grade at State Junior High School 1 Trimurjo It can be proved through the students' average score from pre-test to post test. The average score in pre-test was 61,8, post-test 1 was 69 and post-test 2 was 77,2. It means that the usage of describing pictures strategy could improve the students speaking ability.

Keyword : *Speaking, Describing Pictures Strategy and Action Class Reasearch.*

PENERAPAN STRATEGI MENDESKRIPSIKAN GAMBAR
UNTUK MEMPERBAIKI KEMAMPUAN BERBICARA SISWA
DIKELAS DELAPAN SMP NEGERI 1 TRIMURJO, LAMPUNG TENGAH

ABSTRAK

OLEH

ATIKA NOVITASARI

Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan dari strategi mendeskripsikan gambar akan dapat meningkatkan kemampuan berbicara siswa di SMP Negeri 1 Trimurjo. Berbicara digunakan untuk berkomunikasi, membuat permohonan dan membuat pembicaraan. Seseorang dapat berbagi pengetahuan, menyampaikan ide, perasaan dan perhatian kepada orang lain. Dalam proses belajar mengajar, guru harus bisa menciptakan atau memilih sebuah pendekatan yang baik dan sesuai dengan keadaan siswa. *Describing Pictures Strategy* merupakan salah satu pendekatan yang biasa digunakan dalam pembelajaran bahasa Inggris, khususnya untuk mengajarkan kemampuan berbicara siswa.

Penelitian ini menggunakan metode Penilitian Tindakan Kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, pelaksanaan, observasi dan refleksi. Subjek penelitian ini adalah siswa kelas VIII A. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test 1 and post test 2), observasi dan dokumentasi.

Hasil dari penelitian ini menunjukan bahwa *Describing Pictures Strategy* sebagai strategi memiliki hasil positif dalam meningkatkan kemampuan berbicara siswa kelas delapan di SMP Negeri 1 Trimurjo. Hal ini dapat dibuktikan berdasarkan nilai pre-test adalah 61,8, post-test 1 adalah 69 dan post-test 2 adalah 77,2. Ini berarti bahwa penggunaan *Describing Pictures Strategy* yang dapat meningkatkan kemampuan berbicara siswa.

Kata kunci : *Berbicara, Mendeskripsikan Gambar,* dan *Penelitian Tindakan Kelas*.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originaly the result of the researcher's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, December 2020

The researcher

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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian peneliti kecuali bagian-bagian tertentu yang dirujuk dalam daftar pustaka yang telah disebutkan.

Metro, Desember 2020

Peneliti

Atika Novitasari
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MOTTO

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ ۝

فَإِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝ إِنَّ مَعَ ٱلۡعُسۡرِ يُسۡرًا ۝

So verily, with the hardship, there is relief. Verily, with the hardship, there is

relief.

(QS Al-Insyirah: 5-6)

DEDICATION PAGE

This piece of work is dedicated to:

1. My beloved family, especially my parents (Mr. Sarwani and Mrs. Sri Winarni), my beloved sisters and brother (Rahma Nurulita, Adeeva Safaa Haura and Naufal Aziz) who always pray and support in their endless love.

2. My sponsor and Co-sponsor, thanks for guiding.

3. My beloved friends Gajah Mada Squad and Cherrybelle big thanks for your support and always accompany me.

4. My fandom GOT7 and Ahgase as my spirit.

5. My beloved Almamater of State Institute for Islamic Studies (IAIN) Metro.

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First of all, the researcher would like to praise to Allah SWT for His blessing so that to she can finished this undergraduated thesis. The main goal of this thesis is to fulfill one requirement in accomplishing the S-1 degree of the English Education at IAIN Metro Lampung. This thesis is titled: **THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE EIGHTH GRADERS AT STATE JUNIOR HIGH SCHOOL 1 TRIMURJO.**

In this opportunities, the researcher would like to express her deepest gratitude especially to:

1. Prof. Dr. Hj. Enizar, M.Ag, as the Head of IAIN Metro Lampung.

2. Dr. Akla, M.Pd, as the dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.

3. Ahmad Subhan Roza, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.

4. Dr. Umi Yawisah, M.Hum, as the first advisor and Trisna Dinillah Harya, M.Pd as the second advisor in this undergraduate who have supported and guided in writing this undergraduate thesis.

5. All lecturers of the English Education Department of IAIN Metro Lampung who have given their thought and shared their experience to the reseacher.

6. My parents, my beloved sisters, and relatives who gave me support in finishing my undergraduate thesis.

7. All of students at SMP Negeri 1 Trimurjo, Thank you for being cooperative.

Finally. may God bless and reward them in return for their help and the researcher would also like to appreciate any constructive criticism in order to improve this research. The researcher hopes this undergraduate thesis would be useful to all readers.

Metro,   December 2020
The Researcher,

Atika Novitasari
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CHAPTER I

INTRODUCTION

A. Background of The Study

Language of communication occurs in daily activity as a text. This is true in any spoken and written language. There are four skills in English that must be taught, namely: listening, speaking, reading and writing. It is considering the language components such as vocabulary, structure and grammar in situation where English is taught for general purposes these skills should be careful integrated and used to perform as many genuinely communicative test task as possible. Language as medium of communication has two types, they are written and spoken. Spoken language can be manifested in oration, dialogue and presentation. Written language can be manifested in letter, news, short message, short story and novel. Language is very important to express something and to communicate with other.

Speaking is one of the important aspects in learning language, because speaking is the important tool for communication. Speaking ability can help the students have good listening and reading. In the fact, students cannot mastery in learning English, because they have problems in teaching and learning English. From communicative pragmatic view of the language classroom, listening and speaking skill are closely intertwined. More often than not, ESL curricula that treat oral communication skill will simply be label as listening/speaking courses. The interaction between these two modes

of performance applies especially strong to conversation, the most popular discourse category in the profession. In the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc.) are often followed or preceded by various forms of oral production on the part of students.[1]

In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mind sets say foreign language is difficult to learn because most of them know nothing from begin. The reasons of learning are to change students' intellectuality and morality. To reach the reason, the students interact with circle of learn that arranged by teacher in the learning process. There are two aspects in learning methodology such as; learning method and learning media as tools to help students in learning process. While, judgment is tool to measure or determine standard of achievement on the reason of learning.

Learning media in learning process gives advantages to make learning more attractive, material of learning more clearly, learning methods more have variation. Learning speaking at junior high school can be done with many media to help students in speaking skill such as: pictures, cards, paper sheet etc. The researcher chooses describing picture to teach speaking in descriptive text, because with describing picture the students will be easier to express their ideas. With the describing picture, they can reflect on image,

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[1] Brown, Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: Addison Wesley Longman Inc, 2001) P. 267.

when they see. So, if they can express their ideas of course they will speak and teacher know the purpose of students' mean.

On the pre-survey result, at State Junior High School 1 Trimurjo on 15 October 2019 the researcher detect many students have difficulties to study English especially speaking ability. Most of them felt bored in speaking subject, and the teacher not realize about this problem. The researcher found that the students speaking ability was still low. The Minimum Criteria or KKM in this school is 75 and the problems can be clearly read through the following table.

Table 1

The Pre-Survey Data of the Students' Speaking Achievement of the Eighth Graders at State Junior High School 1 Trimurjo

No	Score	Category	Frequency	Percentage
1	≥75	Complete	3	12%
2	≤75	Incomplete	22	88%
Total			25	100%

Source: The result of Pre-survey October 15th, 2019.

From the data above, it can be seen that from 25 students of one class, there were 22 got low score. Because the English teacher said that the criteria of minimum mastery (KKM) score for English subject at the school is 75. It means that they do not have good speaking ability. The students usually find some difficulties when they are learning about describing picture and speaking. They cannot sit quietly and pay full attention during the lesson without doing anything, especially in describing picture.

Considering the above matter, the researcher is interested in conducting an experiment research on the teaching of speaking using describing picture. In this research the researcher gives some interest and familiar pictures. And the researcher hopes with the pictures can improve students' speaking ability. From this technique the researcher wants to know the result of teaching speaking using describing picture.

B. Problem Identification

Based on background above, the researcher identified problem as follows:

1. The students' still have difficulties to express their idea to speak in describing picture.
2. The students' speaking ability are low.
3. The students' get bored in learning.
4. Some students' knowledge in speaking ability is still less, but other students have enough knowledge.

C. Problem Limitation

Based on identification of problem above, the researcher limited the research on students find difficulties in describing picture of speaking ability.

D. Problem Formulation

Concerning with the background of the researcher above, the researcher formulates the problem as follows:

Can Describing picture strategy improve the student speaking ability of the Eighth graders of Junior High School 1 Trimurjo in the Academic Year of 2019/ 2020.

E. **Objectives and Benefits of the Study**

1. **Objectives of the Research**

   Based on the formulation of the problem above, the objective of research as follows:

   To know the implementation of using describing picture strategy can improve the students speaking ability of the eighth graders of State Junior High School 1 Trimurjo in the Academic Year of 2019/ 2020.

2. **Benefits of the Research**

   1. For the students

      It will be help for students to improve their speaking ability especially in describing pictures.

   2. For the teachers

      As an additional reference that may be useful for the teacher that good learning strategy and using of media can be interesting in teaching and learning process.

   3. For the educational institution

      It will make a right decision to use a new method to support teaching and learning process at State Junior High School 1 Trimurjo.

4. For the next researchers

   The result of this research can be used as previous research in his/her research.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking Ability

1. Definition of Speaking Ability

Speaking is part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.[2]

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Depending on the formality and importance of the speech situation (and their own personal linguistic propensities), the learners may also attempt to monitor their output. In conversations and other interactive speech events, the speakers must attend to the feedback from their interlocutors and observe the rules of discourse used in the target culture. Phonological considerations add to the difficulty of the task, especially for adult learners, as speakers strive to achieve "good" pronunciation. The speed

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[2] Scott Thornbury, *How to Teach Speaking,* (Longman, Pearson education limited 2005), p. 1.

of such interaction is also an issue because there may not be adequate time for processing either outgoing speech or incoming messages at the typical rate of native-speaker interaction. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. The desire to communicate with others, often face to face and in real time, drives people to attempt to speak fluently and correctly. There is a dynamic tension caused by the competing needs for fluency and accuracy during natural speech.[3] People can define speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be a dumb and never know everybody's means.

Speaking Ability means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purposes. L.G Alexander arranges the speaking ability within these purposes.

1. To understand English dealing with everyday subjects and spoken normal speed.

2. To answer question which require short and extended answers.

3. To ask questions to elicit short or extented answers.

4. To use orally a large number of elementary sentences patterns.

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

5. To reproduce orally substance of passage of English after having heard it several times and read it.

6. To conduct a simple conversation on everyday subject (e.g. expressing preferences, polite, interchange, careers, travel, common experience, etc).

7. To give a short talk (prepared or unprepared).[4]

Based on the previous definitions of speaking, the researcher concludes that speaking is a process of conveying meaning, the way to carry out our feeling through words and conversation to other people in various contexts. Moreover, speaking ability can be defined as the ability to use words essential normal communication situation and signal system of pronunciation, stress, intonation, grammatical and vocabulary of foreign language at normal rate of delivery for native speaker of the language. Speaking also used to communicate as by talking, to make request and to make a speech. To be a good speaker, a person should master several aspect of speaking. Some of the aspects are fluency, accuracy and comprehensibility. Therefore, the researcher composes an operational definition of speaking ability for this study as the ability to build and share meaning with other people fluently, accurately and comprehensibly.

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[4] L.G Alexander, *Fluency in English*, (London: Longman, 1967) p. 156

2. The Process of Speaking

Teaching and learning process of English in Junior High School is based on the school curriculum. The latest approach stressed that the language is acquired through communication. The basic language assumptions are:

a.   Language as a means of communication is used to express meaning grammatically.

b.   Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended.[5] So, English learner have to ready to using English as a tool of communication during their daily lives inside or outside the classroom.

In language teaching, the four skill are described in terms of their direction. Language generated by the learner (in speech or writing) is referred to productive. Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire

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[5] Jeremy Harmer, *The Practice of English Language Teaching,* (Great Britain: Pearson Education Limited, 2001), 3rd Ed, p. 271

people with no training to teach conversation. One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English conversation. Therefore, in order the students need to practice the language for English fluently. This condition does not only improve the students' speaking ability but also their pronunciation, in addition, they will be able to produce correct structure. The language experience on nation of correct response mau enable the students to his pronunciation and improve his ability to produce short structure response.

3. **The Concept of Speaking Ability**

Speaking is speech production that become a part of daily activities. Most of speaking activities are in form of face-to-face dialog. The meaning of ability in 2004 curriculum is defined as knowledge, skill, behaviour and values which accustom to be applied in the habitual thought and action. The study of ability will inevitably entail consideration of such variables as attitude, motivation and a number of sociocultural factors. Speaking ability is a skill to communicate a speech articulation or to speak a talk for expressing an idea and a message. Lado points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying a messages or ideas.

The following are indicators indicating that one can be called having a speaking ability. They are as follows:

1. Imitative. The student is able to imitate a word or phrase or possibly a sentence.

2. Intensive. The student is able to produce short stretches of oral language designed to demonstrate ability in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic elements – intonation, stress, rhythm, juncture).

3. Responsive. The student is able to respond a very short conversation, standard greetings and small talk, simple requests and comments.

4. Transactional (dialogue). He/she is able to take the two forms of either transactional language which has the purpose of exchanging specific information, is an extended from of responsive language.

5. Interpersonal. It is the purpose of maintaining social relationships with the transmission of facts and information.

6. Extensive (monologue). The student is able to develop (monologue) oral production including speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out together.[6]

The process of teaching speaking is by considering the level of difficulties, the students' ability and in which type the students are, before giving the high material, certainly based on the syllabus that has been

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[6] Brown, Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: Addison Wesley Longman Inc, 2001), p. 171

arranged by the teacher. Teacher always tries to keep the communication by using English, so that the students are stimulated to try to respond by using the target language. In addition, if the students get the difficulties or make mistake in their speaking, so the teacher will help them and correct their mistake.

4. The Roles of the Teacher in Speaking Class

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

According to Diane in Ratna, the teacher facilitates communication in the classroom. In this role, one of the major responsibilities is to establish situations likely to promote communication.[7] Teachers should play such of different roles in teaching speaking. Harmer states the roles as follow:

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[7] Ratna Irtatik, *The Use of Role Play to Improve Students' Transactional Skill (A Classroom Action Research with 8th Grade Students of MTs Miftahul Ulum Klego Boyolali in the Academic Year of 2008/2009)*, (Semarang: IAIN, 2009), p. 11

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

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

c. Feedback provider: When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.[8]

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[8] Jeremy Harmer, *op. cit.*, p. 275-276.

Teacher delivers the material of the subjects, of course following the rule from education department, which is written in curriculum and developed in the syllabus and then the teacher makes the lesson plan in order the students are going to achieve the aims of teaching learning process. Teaching is relationship or interaction between teacher and the students in the process of transferring knowledge in order that the students are able to apply their knowledge in their daily life. From the definitions above, we have understood that teaching is an effort or an activity, which is aimed in how the students learn the materials to achieve the purpose of learning.

5. **The Importance of Speaking**

In learning English, speaking is important to support students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities. Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. As skill that enables people to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in other words they genuinely want to communicate something to achieve particular end.[9] To improve students speaking ability, the teacher needs to help the students as [art of his job as

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[9] Jo McDonough and Christopher Shaw, *Materials and Method in ELT; A Teacher's Guide,* (UK: Blackwell Publishing Ltd, 1993), p. 134.

expressed. States that it is part of the teacher's job to help learner's forms in foreign language. It means teacher always correct their student's knowledge about English.

B. Describing Pictures in Language Learning

1. General Concept of Describing Pictures Strategy

Describing picture is the activities in learning speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and describes it. The purposes of this activity are to train students' imagination and retell story in speaking English.[10] Picture used almost for all skills of learning or intelligence. The use of picture as a media means of delivery of the lesson not only interesting but also can make the attention and clarify ideas or information presented to the students of a teacher. This function of the method is to make students easier to describe something and make learner process more enjoyable.

Pictures are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the students in speaking learning. It also can be used in creating situation for speaking classes more clearly. Picture as aids are clearly in dispensable for language teacher since they can be used in so many ways. The teacher can teach pronunciation and vocabulary easily through pictures it means blackboard drawing, wall pictures, chart and flashcard. Media-based visual (image or parable) play a very important role in the learning

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

process. Visual media can facilitate understanding (through the elaboration of the structure and organization) and strengthen memory. Visual also can cultivate students' interest and can provide the relationship between the content of the subject matter with the real world. To be effective, visual should be placed in a meaningful context and students to interact with the visual (image) to convince the update process.

Strategy is a teaching agenda that indicates the direction of the classroom activities to help the students make an achievement of some knowledge and skill on a certain language aspect. Strategy have some steps to reach the purpose of education. A good from strategy is design, realize, evaluation and experiment. A certain teaching is associated with a certain teaching material and classroom teachers are suggesting to use the suitable strategy to make students achievement and improve on the teaching material to contract a certain knowledge and skill such as listening, speaking, reading, and writing.

The applying suitable strategy of the students will be easy to understand what the teacher conveyed, the students can be motivated to learn without feel bored or suffered. As a teacher, we should understand with the biggest potential of the students in learning. To create the students interest, the teacher should apply many strategies in transferring knowledge to the students. students who are taught by applying interest strategy is more highly motivated than those who are not taught with a

monotone style. The reason why it is important is that a teaching strategy includes: what are involved actively in learning, how much the students are responsible for learning and how learning is assessed.

There are many strategies that are used by teacher to improve the students' ability in speaking. But, to make learning more fun and to make the class more active, the teacher can use describing pictures strategy in learning, especially in teaching speaking.

2. **Types of Pictures**

According to Jeremy Harmer, pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustration, and projected slide.[11]

a. Flashcard

It is a small card can hold up for students to see. Flashcards are particularly useful for drilling grammar item and cueing different sentences, or practicing vocabulary. It is so meaningful for the teacher to deliver learning material. Teachers use Flashcard to point the detail of a picture to elicit a response.

b. Large wall picture

It is big enough for everyone to see detail.

c. Cue card

It is a small card which students use in pair work or group work. Teachers put students in pair or groups and give them some cue

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[11] Jeremy Harmer, *op. cit.,* p. 136.

cards so when a student picks up the top cue card in a pile they have to say a sentence that the card suggests.

d. Photograph or illustration

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

e. Projected slide

In the multimedia class, the teachers also use it to teach. Sometimes the teachers use it to show the images in the big form.[12]

People can get pictures anywhere, it may be a large and small size and it can be found in our surrounding. However, students can collect pictures about a variety of subjects and give reports to the class. Help the pupils know how and what to look for in a picture about animals, place and people.

3. **Kinds of Picture Game**

There are various types of game. Broadly, they involve: comparing and contrasting pictures; considering differences or similarities; considering possible relationship between pictures, such as narrative sequence; describing key features that someone else may identify them or represent them in similar way. Most of the games involve the learners in the relatively free use of all the language at their command. There are games and variations here for all levels of proficiency, such as:

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[12]Jeremy Harmer, *op. cit* p. 137.

a. Predicting Pictures

For the preparation collects 15-20 pictures of objects from catalogue or magazine. The procedure is class, group or pair work. The learners should first familiarize themselves with the pictures on the cards. Then mix all the pictures and lay them in a pile, face down. Players take it in turns to try and to predict the next picture: if they right and then they take it and if they wrong they should place it at the bottom of the pack.

b. Describe and Identity the Picture

For preparation is teacher need one picture with a lot of detail in it. This procedure is pair work. One learner thinks of one detail and then describes it so that his/her partner can identify it by pointing to or marking the picture.[13] The researcher chooses the second game to make describing picture more attractive and enjoyable. So, the researcher thinks that describing picture can help the students to gain self-confidence in speaking English especially to practice in describing things. Correlation with the point of this study; that is students' speaking ability improvement especially in descriptive things, and will give a significant contribution for students' improvement in speaking especially in descriptive things. Then the researcher wants to find the effectiveness of using describing picture to improve students' speaking ability.

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[13] Wright Andrew, *Games for Language Learning,* (Australia: Cambridge University Press, 1983), p. 32

Select a picture game is important to learner for make students have interest to purpose of learning. The picture game can motivate the students and make them want to pay attention and want to take a part. The researcher used describe and identity the picture to improve students' speaking ability. However, students can enjoy in leaning if teacher have select picture game correctly.

4. **The Roles of Pictures Media**

According to Andrew Wright there are several roles of picture media:

a. Pictures can motivate the students and make students want to pay attention and want to take a part.

b. Pictures contribute to the context in which the language is being used. They bring the fun world into the classroom.

c. The pictures can be described an objective way or interpreted or responses to subjectively.

d. Pictures can responses to question, or cue substitutions through control practice.

e. Pictures can stimulate and provide information to be referred to in conversation, discussion, and storytelling.[14]

5. **Function of Using Pictures in Language Learning**

There are some methods in teaching learning speaking. Picture is one of the best ways to explain a real situation. It is very simple because

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[14] Andrew Wright,. *Pictures for Language Learning*, (New York: Cambridge University, 1989). P.10

visual aids can be picked up from the newspaper, magazine, internet, book, etc.

Teacher have used pictures to engaged students and linguistically useful. Pictures of all kinds can be used in a multiplicity 17 of ways, Harmer as the following example show:

1) Drills With lower level students a traditional use for pictures or graphics whether drawn, taken from books, newspaper and magazine, or photographs to facilitate learning.

2) Communication (games) Pictures are extremely useful for a variety of communication activities, especially if they have a game, they feel will describe and draw activities.

3) Understanding one of the most appropriate used for pictures is for the presenting and checking for the meaning.

4) Ornamentation Pictures of various kinds are often used to make work more attractive.

5) Prediction Picture are useful for getting students to predict what is coming next in a lesson.

6) Discussion Pictures can stimulate question.[15]

Teacher is the most important role in teaching learning, especially in English subject. They must have an ability to make an interesting in class. Picture is one of teaching media that can make the students enjoy in the lesson. Ideally, each classroom should have a file of pictures which

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[15] Jeremy Harmer, *op. cit.*, p. 134-136

can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.

6. **Describing Picture to Teach Speaking**

The functions of describing picture are to practice describing things and using preposition of position, to practice listening and speaking to direction, to train students' imagination and retell story in speaking English.

a. The benefits of using describing picture

Pictures are all right for beginner and for young learner. There are many benefits of describing pictures in a teaching process, they are:

1) Learning becomes more interactive and attractive

2) The length of time required can be reduced

3) The instruction be more interesting

4) The quality of learning can be improved

5) The positive attitude of students toward what they are learning and the process itself can be enhanced.

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

Gerlach and Elly state the benefit of using picture as follow:[16]

1) Pictures are inexpensive and widely available.

The teacher can find picture easily, for example in the books, magazine, and newspaper, etc. So, it is more very simple way to teacher in learning.

2) Pictures provide common experiences for an entire group of students.

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

3) Pictures can help prevent misunderstanding.

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

b. The weakness of using describing pictures

1) Teacher needs an extra time to prepare pictures

2) Teacher should give handout the photocopied pictures to the students

c. The procedures of describing picture

Study is doing something. Study can be maximum if students more of using the five senses, because they can more attractive to express something with their five senses. Describing picture is a method that very easy to play it. This method is suitable to students in Junior

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[16] Gerlach and Elly, *Teaching and Media: a Systematic Approach*, (New Jersey: Prentice Hall, 1980), p. 277.

High School. If the students are given describing picture, they used their five senses more maximum, because they used eyes to saw the picture, used ears to listen what their partner said, used mouth to describe the picture. So, the researcher hopes with using describing picture, students more active in the class. There are steps of application in describing as follows:

1) The teacher prepares picture according to the topic or material of subject.

2) The teacher asks students to examine the picture accuracy.

3) The teacher divides students in groups.

4) The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture (necessary limitation of the time).

5) Then, every group make sentences and writes on the black board.

6) After that, every group describes their picture in front of class.

7) Clarification/ conclusion/ teacher reflection.[17]

This is example of step of application in describing that can used as individual or collaboration with the other strategy based on the necessity. The researcher hopes describing picture will be successes. So, the researcher must prepare preparations that used in this strategy. And the

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[17] Ismail SM, *Strategi Pembelajaran Agama Islam Bebasis Paikem*, (Semarang: RaSAIL Media Group, 2008), p. 94

researcher also prepares the procedures to give regulations to the students, so that students can be understood with the researcher hope.

C. Action Hypothesis

Based on the frame of theories and assumptions above the researcher formulates the action hypothesis as follows: by using describing pictures strategy it can improve students' speaking ability of the Eighth graders at State Junior High School 1 Trimurjo in the Academic Year 2019/ 2020.

CHAPTER III

RESEARCH METHOD

This chapter discussed about the research method. The topics that were discussed in this chapter were setting, object of the study, action plan, data collection method, data analysis technique and indicator of success.

A. Variable and Operational Definitions of Variables

1. Variable of Research

A variable is a characteristic or attribute of an individual or an organization that (a) researcher can measure or observe and (b) varies among individuals or organizations studied. They are key ideas that researcher seek to collect information on to address the purpose of their study.[18] The object in this research include 2 variables, they are independent variable and dependent variable. The two variables can be explained as follow:

a. The Independent Variable

The independent variable is the major variable which the researcher hopes to investigate. It is the variable which is selected, manipulated, and measured by the researcher.[19] The independent variable of this research was the using describing picture.

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[18] John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (USA: Pearson Education, 2012), Fourth Edition, p. 112.
[19] Hatch and Farhady, *Research Design and Statistic for Applied Linguistics, (*London: Newbury House Publisher, INC, 1982) p. 15

a.   The Dependent Variable

The dependent variable, on the other hand, is the variable which the researcher observe and measure to determine the effect of the independent variable.[20] The dependent variable of this research was improvement students' speaking ability.

2. **Operational Definition of Variable**

Operational definition is the definition which based on characteristic of the things that will be defined and it can be observed. Meanwhile, a variable can be defined as an attribute of a person or of an object which "varies" from person to person or from object to object.

a. Independent Variable (X)

The independent variable is the major variable which you hope to investigate. It is the variable which is selected, manipulated and measured by the researcher. Independent variable of this research is describing picture of way to give lesson plan used by the teacher in teaching-learning process. A way to measure this variable is using observation, the measuring instrument is an observation sheet and for the score is start from 0-100 to assess and measures the students speaking ability. The indicator of this variable is the students can describe the picture with good pronunciation, grammar, vocabulary, fluency and comprehension.

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[20] Hatch and Farhady, *op.cit*, p.15

b. Dependent Variable (Y)

The dependent variable is the variable which you observe and measure to determine the effect of the independent variable. Dependent variable of this research is speaking abilities. A way to measure this variable is using test, the measuring instrument is a question test, and for the score is start from 0-100 to assess and measures the students speaking ability in produce describing pictures. The indicator of this variable is the students easier to improve students' speaking ability.

The researcher gave speaking test to the students to analyze their scores on pronunciation, grammar, vocabulary, fluency, and comprehension. In giving scores to the students, the researcher used analytic scale which categorized by some categories and the researcher follows these scoring criteria for each category. This analytic score has five items and each item scores five. Analytic scoring of speaking could be seen on the following figures:

Table 2

Analytic Scoring of Speaking

Aspect	Score	Description
Pronunciation	5	Have few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problem 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 unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	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 a native speaker.

	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate.
	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**	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	**5**	Appears to understand everything without difficulty.

	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetitions.
	1	Cannot be said to understand even simple conversation virtually impossible.

Based on "*Testing English as a Second Language*"[21]

B. Setting of the Study

The researcher used this research in eighth graders at State Junior High School 1 Trimurjo. It was located in Purwodadi 13A, Kecamatan Trimurjo, Kabupaten Lampung Tengah, Provinsi Lampung.

C. Subject of the Study

The subject of this study is VIII students of State Junior High School 1 Trimurjo. Actually in the eighth graders of State Junior High School 1 Trimurjo there are seventh classes, but the researcher choose VIII A class, because their class have heterogen level of English. That is based on pre-

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[21] David P. Haris, *Testing English as a Second Language*, (Washington DC: Georgetown University, 1969). p. 84.

survey and information with teacher of eighth grader. This class has 25 students consist of 14 male and 11 female.

D. Research Procedure

1. Classroom Action Research

The research is aimed to the implementation describing pictures strategy in improving students' speaking ability, so the researcher using classroom action research. Action research is different from quantitative and qualitative research, but has characteristics of both.

Wallace explains that classroom action research is basically a way of reflecting on your teaching in the class by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be.[22]

Based on the explanation above, the researcher conclude that action research in one of way research to increase or improve the teaching learning process.

In the classroom action research, the researcher would like to hold the research in two cycles, Cycle 1 and Cycle II. Each cycle is consisting of four activities, they are: planning, acting, observing and reflecting.

Here is the Classroom Action Research (CAR) design proposed by McNiff Jean, and Whitehead Jack:[23]

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[22] Alison Mackey, *Second Language Research*, (USA: Lawrence Erlbaum Associates, 2005), p. 216
[23] McNiff Jean, and Whitehead Jack, *Action Research: Principles and Practice Second Edition,* (New York: Routledge Falmer Taylor & Francis Group, 2002), p. 41.

Figure 1

Spiral Classroom Action Research
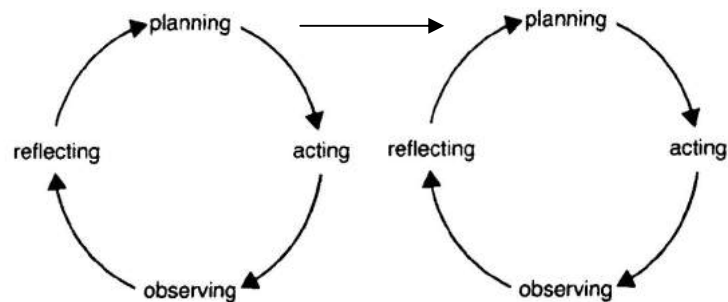
McNiff Jean and Whitehead Jack Model

2. **Action Plan**

Based on McNiff Jean, and Whitehead Jack research design, the steps of the research cover four phases in each cycle. They are the following:

a. **Cycle 1**

   1) **Planning**

      Planning is the first steps in activity. Without planning the activity that the researcher does not focus.

      Here is step that the research can make in planning:

      a) The researcher prepared the lesson plan.

      b) The researcher prepared the subject material.

      c) The researcher prepared source learning.

      d) The researcher prepared observation sheet and list student name.

e) The researcher prepared worksheets and answer sheets which will be learned by the student.

2) Acting

The second step in the activity is acting. It is the implementation of the planning that researcher has made. In this action, the researcher will do the pre-test, treatment and post-test to the students. In this step the researcher acted as follows:

a) Pre Teaching Activity

In this activity the teacher:

(1) Greeted the students.

(2) Checked the attendance list.

(3) Asked the students condition.

(4) Gave a brainstorming by:

(a) Asking the students about their past experiences of events

(b) Asking the students what they know about procedure text.

b) While Teaching Process

In this learning phase:

(1) Teacher applied the lesson plan.

(2) Teacher gives all the points about describing picture.

(3) Teacher gives definition or purpose of descriptive text.

(4) Teacher ask to describe something (topic given by teacher) and applied by oral information.

c) Post Teaching Activities

Before ending the classroom activities, the teacher should be do some steps as follow:

a) Teacher gives reflection by asking the students "Well students. What have we learn today?".

b) Teacher gives summarizes about the materials.

c) Teacher close the lesson by praying.

3) Observing

In this step the researcher and teacher used test, observation and questioner to identify the activity of students and teacher, and also evaluation in describing pictures to improve students' speaking ability.

4) Reflecting

Reflecting is the process of analyzing data to determine how far the data collected have shown the success of the strategy in solving problem. In this phase the researcher investigate all action that happened in learning process. Based on the data has been collected furthermore do evaluation to perfect next action. The reflection include analysis, synthesis and evaluation to result of observation toward action that done. If the researcher face of problems in reflection process so it will

be done process investigation. The reflection would be stopped when the students has increase their scores. However if the student have not got increasing of the target the next cycle will be done until they get increasing in their score.

b. Cycle 2

1) Planning

Planning is the first steps in teach activity. Without planning the activity, the researcher not focus. Here are step that the researcher makes in planning:

a) Studying the result of reflecting in cycle 1.

b) Preparing the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets, and test for pre-test and post-test.

2) Acting

The second steps is acting. It is the implementation about the planning. In this step the researcher act as follow:

a) The teacher gave the students motivation to study harder.

b) The teacher did the treatment by using example.

c) The teacher gave post-test after the treatment.

3) Observing

In this step, the researcher observed the process of teaching and learning activity by using observation sheet. The researcher observed such as, the student activities, student communication,

pronunciation, vocabulary and grammar when make a described pictures.

4) Reflecting

The researcher will correct and analysis the result of the action. By reflecting, the researcher will know the weakness and strength of the action. In the step the researcher compared the score distribution of pre-test and post-test. The research review and reflect on the student's attitude whether it is positive and negative. So the researcher could be stop this research until cycle 1.

5) Field Notes

Field notes are the most common data collection strategy used in action research to provide a record of what is going on during an observation. Field notes can include descriptions of places (locations, physical layouts, etc.), people (individuals, types, positions, etc.), objects (buildings, furniture, equipment, materials, etc.), acts (single actions that people take), activities (sets of related acts), events (sets of related activities), purposes (what people are trying to accomplish), time (times, frequency, duration, sequencing, etc.), and feelings (emotional orientations and responses).[24]

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[24] Donald Ary, et.al, *Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), Eighth Edition, p. 526.

E. Data Collecting Technique

1. Test

Test is a set of questions and exercises used to measure the achievement or capacity of the individual or group.[25] In order to discover how students are thinking and using the target language (English). There are tests used in this research. Those are pre-test and post-test.

a. Pre-test

Pre-test conducted in the first meeting before implementing the meaningful learning strategy, in order to know the level and ability of student describing picture before doing the action research. The researcher will conduct oral test in describing picture.

b. Post-test

Post-test conducted in the last meeting after implementing the meaningful learning strategy, in order to know whether the implementing the meaningful learning strategy give contribution to be student speaking ability of eighth grade of the eighth graders at State Junior High School 1 Trimurjo. The researcher give oral test for students. The increasing could be know if the score of post-test was higher that pre-test and the score could achieve the passing grade.

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[25] Addision Wesley Longman, *Teaching by Principle: An Interactive Approach to Language Pedagogy*, (New York : A Person Education Company, 2001), 2nd Ed, p.384.

2. **Observation**

Observation is collecting data technique that the observer everything that is happen. Observation is the viewed tool cannot be divided from the acting in each cycle. In the research, the research will be observer something that related to activity of teacher that appropriate with the problem. The term observation is being used in the sense of taking regular and conscious notice of classroom actions and occurrences which are particularly relevant to the issues or topics being investigated by observing, the research could observer the subject that would be researcher without other mediator.

3. **Documentation**

Another data is needed to help the researcher in this research. In addition to do that, data will be collected through documentation of the students' previous examination score from the school. It will be used to validate the sample. Documentation of students' speaking test recording is used to evaluate students' speaking ability.

F. **Research Instrument**

The researcher used three kinds of the instrument to collect the data, there are test, observation, documentation, and field note.

1. **Test**

The researcher used two kinds of test, there are pre-test and post-test. The pre-test instrument was different with the post-test instrument,

but have the same difficulty level. The researcher ask them to describe the picture that give by researcher.

The researcher will conduct oral test in describing picture. The form of the test was direct test item of speaking because the researcher put the students in group and asked them to describe picture. The pictures are picture of places (bedroom, living room, dining room, etc), person (thin man, fat man, tall man, short man, etc) and animals (tiger, cat, bird, etc). The researcher analyzed the result of the test and gave score.

Harmer states that a test item is direct if it asks candidates to perform the communicative skill which is being test. The test will be conducted action research which consist of 25 students in form of describing pictures to evaluate students' speaking before and after the treatment. The scoring system will pay attention to the five aspects of speaking scoring; grammar, vocabulary, fluency, pronunciation, and comprehension.

2. **Observation Guidance**

The researcher used the observation guidance as the instrument for collecting the data. Therefore, the researcher makes the observation list to know the students' activity in the classroom directly.

3. **Documentation Guidance**

The researcher used the documentation guidance as the instrument for collecting the data. Instrument which would be used in documentation was documentation guidance, as follows:

a. Documentation about historical background of State Junior High School 1 Trimurjo.

b. Documentation about structural organization of the Eighth graders at State Junior High School 1 Trimurjo.

c. Documentation about facilities of State Junior High School 1 Trimurjo.

d. Documentation about sketch of location State Junior High School 1 Trimurjo.

e. Documentation about condition of the teachers and official staff of State Junior High School 1 Trimurjo.

f. Documentation about students of State Junior High School 1 Trimurjo.

G. Data Analysis Technique

Data analysis conducted by taking the average of score of the pre-test and post-test. Furthermore to know gain, the researcher will compare between pre-test and post-test. Then the result will be matched by the minimum standard in this semester at least 75. If from cycle 1 there are some student not successful, so we would like conducted cycle II. The minimum cycle in CAR (Classroom Action Research) were two cycle, if from cycle II all of the student were successful the cycle able to be stop until cycle II.

The data analysis technique in classroom action research could be done by the qualitative and quantitative analysis. The analysis of learning result from taking the average score of pre-test and post-test in cycle I and cycle II.

The formula from the average score of pre-test and post-test were formulated as follow[26] :

$$\bar{x} = \frac{\sum X n}{n}$$

Notes:

x̄= Mean

Σ = Sum of Total Score

X = Raw Score

N = Number of Classes

Σx = Total Number of Student Score

In order to know the class percentage whether it passes the minimum mastery criteria (MMC) 75, this formula is used:

$$P = \frac{F}{n} \text{ x } 100\%$$

Notes :

P = Percentage

F = Total of Students

n = Number of The Students

To get total score and increased the student progress from the implemented treatments, the researcher compare the average of pre-test and post-test.

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[26] Donald Ary, *op. cit*, p. 108-109.

H. Indicators of Success

The indicator of the success taken from the process and the result of the action research. This research is called success if 75% of minimum mastery criteria (MMC) is 75. In addition, there was increasing in study activities and learning result in the learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Result of the Research

1. The Description of Research Location

a. The History of State Junior High School 1 Trimurjo

State Junior High School 1 Trimujo is located on Jalan Raya Metro - Wates KM.3, Purwodadi, Trimurjo, Kabupaten Lampung Tengah, Lampung 34125. In the academic year 1999/2000 State Junior High School 1 Trimurjo has a permanent teacher of 21 people and administration of 3 people. As time went by State Junior High School 1 Trimurjo began to clean up, both in the field of education personnel, educational staff and in facilities and infrastructure that support the teaching and learning process, and now State Junior High School 1 Trimurjo has 45 educators.

School continued to strive to improve its quality through various activities in order to achieve the achievement. Students' achievements in academic got better both in quality and quantity, from city, provincial, and national level has been carved by students of State Junior High School 1 Trimurjo. State Junior High School 1 Trimurjo has experienced the replacement principal, as follows:

1. Drs. Zainal Jas, 1963 - 1988

2. Risik Hadi Siswoyo, 1988 – 1998

3. Drs. Kayadi, 1999 to 2001

4. Drs. Sriyono, 2002 – 2006

5. Drs. Edy Supriono, 2006 – 2009

6. Drs. Aprizal, 2009 – 2012

7. Dewi Indawati, 2012- now

b. The Condition of Teacher and Official Employees

Table 3

List of the Teacher of State Junior High School 1 Trimurjo

No.	Teachers' Name	No.	Teachers' Name
1	Dewi Indawati, S. Pd, MM.	23	Rosnita, S.Pd
2	Suhaimi, S.Pd	24	Drs. Supriyanto
3	Toto handoko, S.Pd	25	Yusnita, S.Pd
4	Edi Turpuji, S.Pd	26	Sugito
5	Nur Hasanuri, S.Pd	27	Hanipah, S.Pd
6	Sudartono, S.Pd	28	Eliyati Astina, S.Pd
7	St Musyarofah, Am.PD.	29	Unyah S., S.Pd
8	Subroto, S.Pd	30	Wagino, S.Pd
9	Dra. Atinawati	31	Ika Rokhmawati, S.Pd
10	Erma Noverda	32	Retno H.S., S.Pd M.Pd
11	Marsini, S.Pd	33	Yulia Budi S., S.Pd
12	Srining Ishak, S.Pd	34	Wiwi Novita Sari, S.Pd
13	Nova Santika, S.Pd	35	Mawan Imam G., S.Pd
14	Maryati, S.Pd	36	Agustina K
15	Dahmalia, S.Pd	37	Nara Huripma R., S.Sn
16	Dra. Montesori	38	Ashari
17	Eka Erita, S.Pd	39	Agus S., Amd
18	Nurbaity, S.Pd	40	Eva K., S.E
19	Ika Yunita F., S.Pd	41	Indra Yuniar, S.Kom
20	Febriyanti, S.Pd	42	Suhari, S.Pd

21	Dra. Efriani	43	Erni, S.Pd
22	Kusdarmaji, Amd	44	Yunita, S.Pd

Source: Data of Junior High School 1 Trimurjo

c. The Number of Student's State Junior High School 1 Trimurjo

The number of students in State Junior High School 1 Trimurjo at each level is different. For class IX consists of 7 classes, while for class VIII and class VII each consists of 7 classes. The learning activities for all the students in State Junior High School 1 Trimurjo from class IX, VIII, and VII begin at 07.15 until 02.00 pm.

d. The Condition of Building

From the results of observations that researchers have done, facilities and infrastructure that support in the learning process of students in State Junior High School 1 Trimurjo is the permanent building and not terraced, with the number of buildings in the school are 21 buildings including offices, libraries, administrative room, classroom, UKS room, teacher room, Lab. Language, Lab. Science, Lab. Computer, BK room, mosque, school guard house, guard post, and equipped with canteen, student bicycle parking, as well as the toilet for teachers and students. The condition of the building in State Junior High School 1 Trimurjo are all in good condition and comfortable to be used in the process of teaching and learning activities.

Since the establishment until now State Junior High School 1 Trimurjo is 18 years old and experiencing various physical development of facilities and infrastructure such as:

e. The Organization Structure of State Junior High School 1 Trimurjo

The personnel of the organization in State Junior High School 1 Trimurjo are:

Figure 2

The Personnel Organization Structure

```
                    ┌─────────────────────┐
                    │     Headmaster      │
                    │                     │
                    │  Dewi Indawati, S.Pd.│
                    │        MM           │
                    └─────────────────────┘
┌──────────────┐           │           ┌──────────────┐
│    School    │───────────┼───────────│ School Staff │
│  Committee   │           │           │              │
└──────────────┘           │           └──────────────┘
                    ┌─────────────────────┐
                    │   Vice Principal    │
                    │                     │
                    │   Suhaimi, S.Pd     │
                    │  Toto handoko, S.Pd │
                    │  Edi Turpuji, S.Pd  │
                    │  Nur Hasanuri, S.Pd │
                    └─────────────────────┘
┌──────────────┐           │           ┌──────────────┐
│  Counselor   │───────────┼───────────│   Teachers   │
│              │           │           │              │
└──────────────┘           │           └──────────────┘
                    ┌─────────────────────┐
                    │      Students       │
                    │                     │
                    └─────────────────────┘
```
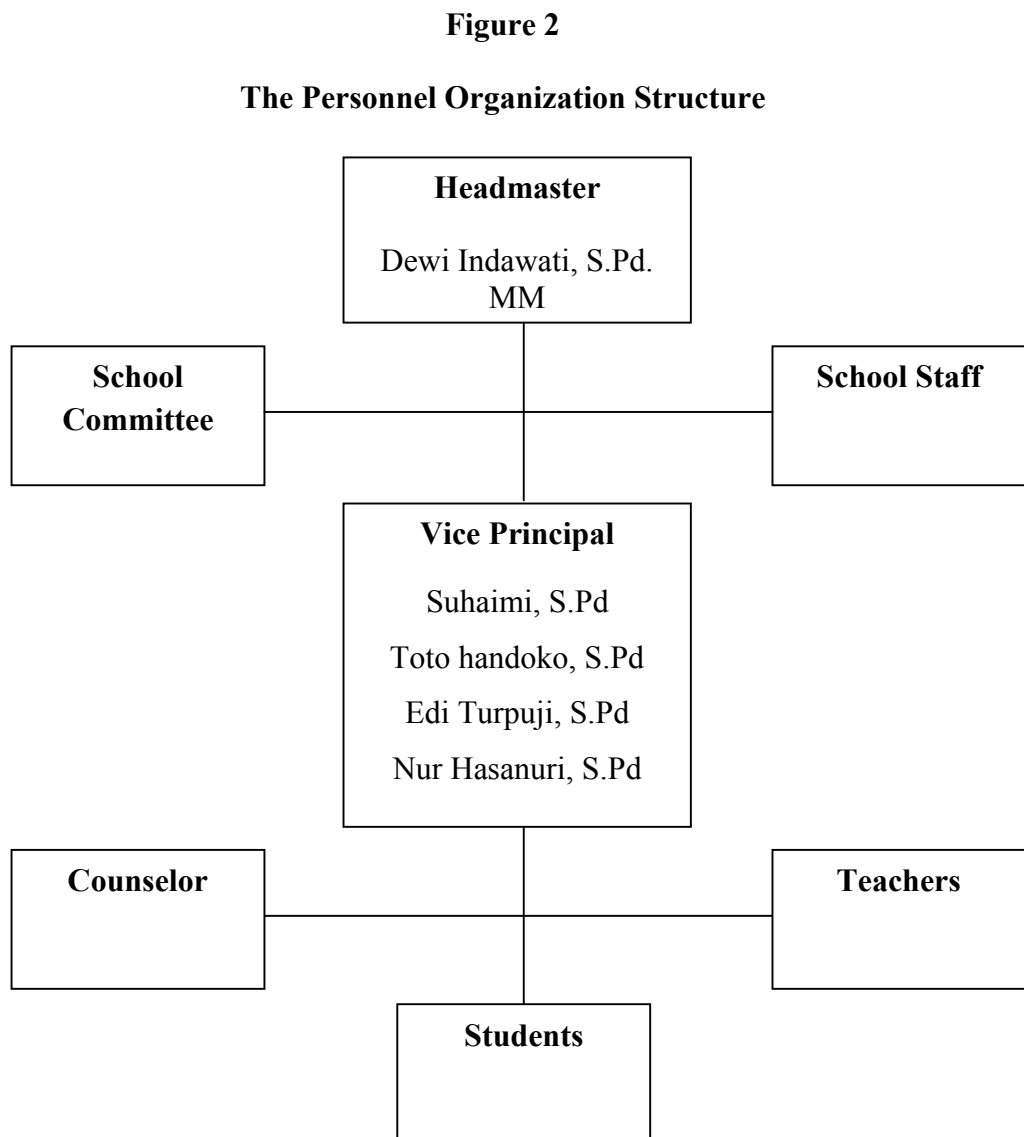
2. Description of Research Result

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in each cycle and each

meeting in these cycle took 2 x 45 minutes. As it was mentioned before, each cycle consists of planning, acting, observing and reflecting. In planning the researcher makes lesson plan and the researcher would teach the students by using the lesson plan. The material of this research was about describing picture. The researcher also prepared observation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

1. Pre- Test

The research conducted pre-test to know the students ability in describing picture in speaking ability before giving treatment and it used as the comparison score with post-test. The students were given task to orally describing pictures. The pre-test was conduct on Tuesday, October 15th 2019. The result of the pre-test could be seen on the table below:

Table 4

The Result Score of Students' Speaking Ability
Pre-test

No.	Name	Score	Criteria
1	AZ	70	Incomplete
2	AR	60	Incomplete
3	AD	40	Incomplete
4	AP	80	Complete
5	AM	60	Incomplete
6	CA	60	Incomplete
7	CE	50	Incomplete
8	DR	60	Incomplete
9	DS	70	Incomplete
10	DN	75	Complete

11	DA	55	Incomplete
12	ED	65	Incomplete
13	EP	65	Incomplete
14	FF	50	Incomplete
15	FS	60	Incomplete
16	GP	60	Incomplete
17	IN	60	Incomplete
18	JA	65	Incomplete
19	JR	50	Incomplete
20	MF	60	Incomplete
21	MR	65	Incomplete
22	MZ	55	Incomplete
23	MA	65	Incomplete
24	MS	80	Complete
25	RD	65	Incomplete
Total Score		**1545**	
Highest Score		**80**	
Average Score		**61,8**	
Lowest Score		**40**	

Source: The result of Pre-test on Tuesday, October 15th 2019

Based on the data above, the researcher measured the frequency

of students' speaking ability score at the pre-test could be seen as follow:

Table 5

**Frequency Distribution of Students' Speaking Ability Score
in Pre-test**

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	3	12,00 %
2	< 75	Incomplete	22	88,00 %
Total			25	100 %

Source: The result of Pre-test on Tuesday, October 15th 2019

Then, the graph of percentage students' speaking ability pre-test score could be seen as follow:

Figure 3

Percentage of the Result Score of Students' Speaking Ability in Pre-test
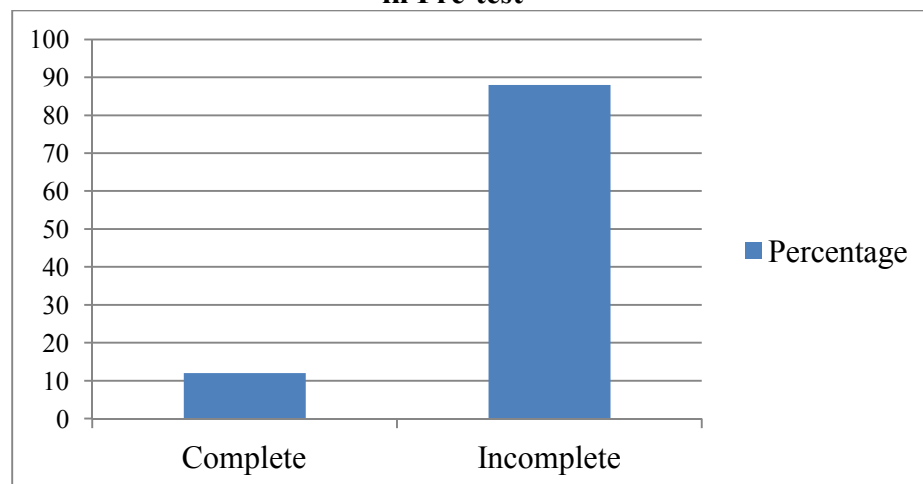
Source: The result of Pre-test on Tuesday, October 15ᵗʰ 2019

Based on the result, it could be analyzed that the level of the students speaking ability were low because the minimum score is 75. The students not raise the minimum standard at the State Junior High School 1 Trimurjo. The total subject of the research were 25 students, only 3 students with percentage 12,00 % were passed, and 22 students with percentage 88,00 % were failed. So, it was the reason why the researcher used picture to improve the students' speaking ability.

a. **Cycle 1**

Cycle 1 consist of planning, acting, observing and reflecting. After they finished the pre-test, the research asked them to study about the material more. The following step of pre-test that was done by the researcher ;

1) Planning

The first meeting was done on Tuesday, October 15th 2019. It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a teacher for the students. Researcher prepare the teaching media, such as picture that would be needed in teaching learning process. Then, the researcher prepared research instrument and material for each group. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet and evaluation for the second meeting.

2) Acting

The second meeting was conducted on Tuesday, October 5th 2020. The researcher started this meeting by praying, greeting, checking the students attendance list and asking the condition of the students.

Firstly, the researcher prepare the picture and used flashcard about giraffe and Barrack Obama pictures. The teacher asked students to examined the picture accuracy. The students sees the detail of the pictures. The students divided in group, any 3-4 in each

group. The researcher asks group to writes the vocabulary about adjective verb in back flashcard based on result of their examined the picture. The researcher asks every group to make sentence and write on black board. Then, the students one by one describe their picture with oral presentation in front of class. After the students finish their test, the researcher makes conclusion and gives refection.

The result of post-test in cycle 1 could be seen on the table, as follow:

Table 6

The Result Score of Students' Speaking Ability
Post-test 1 in Cycle 1

No.	Name	Score	Criteria
1	AZ	70	Incomplete
2	AR	65	Incomplete
3	AD	65	Incomplete
4	AP	85	Complete
5	AM	75	Complete
6	CA	60	Incomplete
7	CE	55	Incomplete
8	DR	65	Incomplete
9	DS	70	Incomplete
10	DN	75	Complete
11	DA	65	Incomplete
12	ED	65	Incomplete
13	EP	75	Complete
14	FF	60	Incomplete
15	FS	65	Incomplete
16	GP	65	Incomplete

17	IN	70	Incomplete
18	JA	70	Incomplete
19	JR	60	Incomplete
20	MF	75	Complete
21	MR	65	Incomplete
22	MZ	70	Incomplete
23	MA	70	Incomplete
24	MS	85	Complete
25	RD	80	Complete
Total Score		**1725**	
Highest Score		**85**	
Average Score		**69**	
Lowest Score		**55**	

Source: The result of Post-test 1 on Tuesday, October 5th 2020

From the table above, it could be analyzed that the students' average score was 69. The highest score was 85 and the lowest score was 55. Based on the minimum mastery criteria (KKM), there were 5 students that had complete on post-test 1 or got score ≥ 75. It means that in cycle 1 the students' speaking ability could improve enough, but it was not successful yet.

Table 7

**Frequency Distribution of Students' Speaking Ability Score
in Post-test 1**

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	7	28,00 %
2	< 75	Incomplete	18	72,00 %
Total			25	100 %

Source: The result of Post-test 1 on Tuesday, October 5th 2020

Then, the graph of percentage students' speaking ability post-test score could be seen as follow:

Figure 4

Percentage of the Result Score of Students' Speaking Ability in Post-test 1
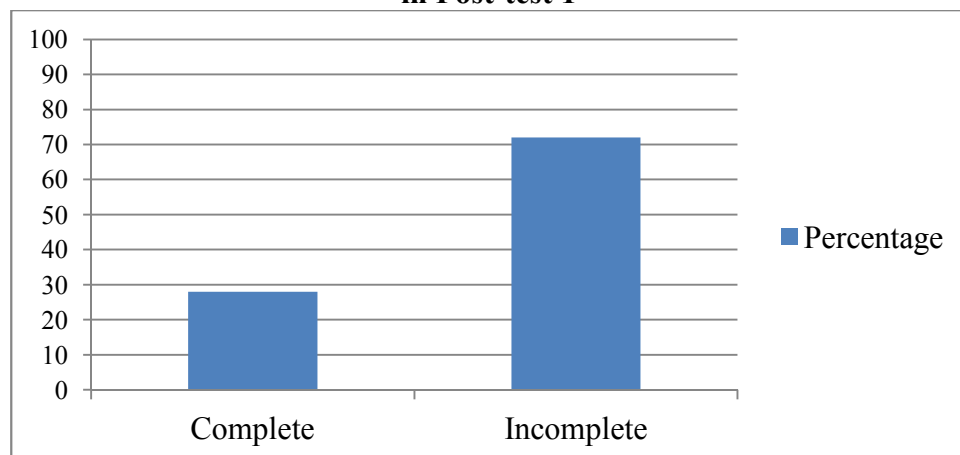
Source: The result of Post-test 1 on Tuesday, October 5th 2020

According to the table 8 and figure 4, the students' score had improved than the pre-test before. There were 7 students who passed the test that before only 3 students. But, the improving in post-test 1 was not successful because the percentage of students that passed the test only 28,00 of 70 % as the minimum standard percentage.

3) Observing

In observation of the researcher has done, the collaborator observed the students' activities. The researcher as a teacher who gave the about speaking ability by using describing pictures strategy.

In the learning process, there were five activities that used to know the students' activity in the class. Every student who was active in learning process got a tick in their observation sheet. Then,

the students were not active in learning process. So, they let their observation sheet empty. The indicators of the students' activities were:

a) The students pay attention to the explanation from teacher

b) Ask/ answer the question from the teacher

c) Active in class

d) Doing the task

The result of the students' learning activities could be seen as follow:

Table 8

The Students' Activities in Cycle 1

No.	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	18	72%
2	Ask/ answer the question from the teacher	11	44%
3	Active in class	17	68%
4	Doing the task	20	80%
Total		**66**	**264 %**
Average		**17**	**66 %**

Source: The result of cycle 1 on Tuesday, October 5ᵗʰ 2020

Based on the result above, it could be inferred that the learning process of cycle 1 was not successful because there are not got percentage more than 70 %, but it better than pre-test score. So, the researcher use describing picture to improve student's score.

4) Reflecting

Based on the result of cycle 1, it could be seen that most of students got difficulty when they perform in front of the class. It happened because the students still afraid and not confidence in speaking English. Furthermore, the result of the learning process in cycle 1 before and after doing the treatment could be analyzed in the following table:

Table 9

**The Comparison Students' Speaking Ability Score
in Pre-test and Post-test 1**

No.	Name	Pre-test	Post-test 1	Category
1	AZ	70	70	Constant
2	AR	60	65	Increased
3	AD	40	65	Increased
4	AP	80	85	Increased
5	AM	60	75	Increased
6	CA	60	60	Constant
7	CE	50	55	Increased
8	DR	60	65	Inceased
9	DS	70	70	Constant
10	DN	75	75	Constant
11	DA	55	65	Increased
12	ED	65	65	Constant
13	EP	65	75	Increased
14	FF	50	60	Constant
15	FS	60	65	Constant
16	GP	60	65	Increased
17	IN	60	70	Increased

18	JA	65	70	Increased
19	JR	50	60	Incresed
20	MF	60	75	Increased
21	MR	65	65	Constant
22	MZ	55	70	Increased
23	MA	65	70	Increased
24	MS	80	85	Increased
25	RD	65	80	Increased
Total Score		**1545**	**1725**	
Average		**61,8**	**69**	

Source: The result of Pre-test and Post-test score

Then, the graph of percentage students' speaking performance score in pre-test and post-test 1 could be seen as follow:

Figure 5

Percentage of the Result Score of Students' Speaking Ability in Pre-test and Post-test 1
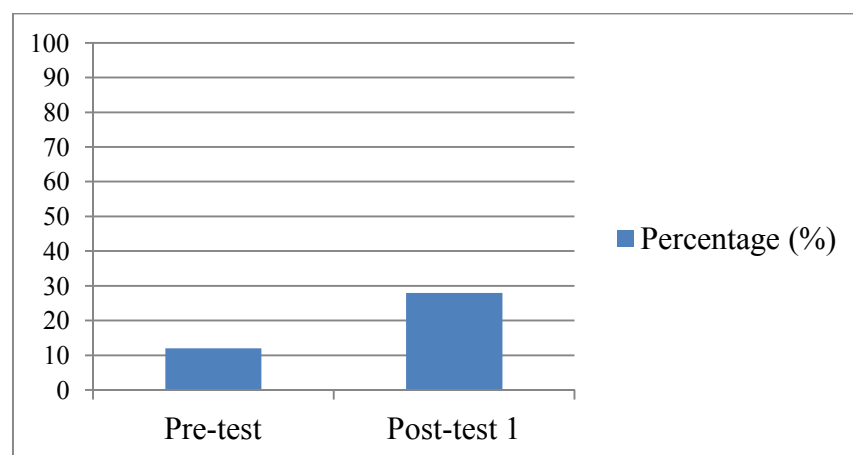
Source: The result of Pre-test and Post-test score

In this research, pre-test and post-test 1 had done individually. It was aimed to know the students' speaking ability before and after the treatment. From the result of pre-test and post-

test 1, we knew that there was an improvement from the students'
result score. It could be seen from the average score in pre-test 61,8
and post-test 1 69. Although there was an improvement from the
students' speaking ability, cycle 1 was not successful yet because
only 7 students (28,00%) who passed in post-test 1. It can be
concluded that cycle 1 was not successful because the indicator of
success was not reached and the researcher had to revise the teaching
and learning process in the next cycle. Therefore, this research
would be continued in cycle 2.

b. Cycle 2

The cycle 2 was similar with cycle 1. It devided into planning,
acting, observing and reflecting. It would be explained more as follow:

1) Planning

Based on the observation and reflection in cycle 1, the
researcher and collaborator tried to revise the several problems that
appeared in cycle 1 and arranged the planning for continuing in cycle
2. The researcher prepared the lesson plan, material, media,
observation sheet and the task. Researcher prepare the teaching
media, such as picture that would be needed in teaching learning
process. Then, the researcher prepared research instrument and
material for each group.

Based on the result of pre-test score, the researcher has
identified and found the problems after taking the students' pre-test

score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet and evaluation for the second meeting.

2) Acting

The description of teaching and learning process of cycle 2 was not different from previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings.

The treatment in cycle 2 was conducted on Saturday, October 10th 2020. Firstly, the researcher prepare the picture and used flashcard of place about Monas and Chandra Department Store. The teacher asked students to examined the picture accuracy. The students sees the detail of the pictures. The students divided in group, any 3-4 in each group. The researcher asks group to writes the vocabulary about adjective verb in back flashcard based on result of their examined the picture. The researcher asks every group to make sentence and write on black board. Then, the students one by one described their picture with oral presentation in front of class. After the students finish their test, the researcher makes conclusion and gives refection.

In the end of meeting, the teacher closed the meeting by gave motivation to the students to study hard so they could got good score especially in English subject.

After giving the treatment in cycle 2, the researcher conducted the post-test 2. It was the same type with the first cycle but had different levels of difficulty. The result of post-test 2 could be seen on the table below:

Table 10

The Result Score of Students' Speaking Ability
Post-test 2 in Cycle 2

No.	Name	Score	Criteria
1	AZ	75	Complete
2	AR	80	Complete
3	AD	75	Complete
4	AP	85	Complete
5	AM	80	Complete
6	CA	75	Complete
7	CE	65	Incomplete
8	DR	75	Complete
9	DS	80	Complete
10	DN	80	Complete
11	DA	75	Complete
12	ED	80	Complete
13	EP	75	Complete
14	FF	70	Incomplete
15	FS	75	Complete
16	GP	75	Complete
17	IN	80	Complete

18	JA	75	Complete
19	JR	70	Incomplete
20	MF	85	Complete
21	MR	75	Complete
22	MZ	80	Complete
23	MA	75	Complete
24	MS	90	Complete
25	RD	80	Complete
Total Score		**1930**	
Highest Score		**90**	
Average Score		**77,2**	
Lowest Score		**65**	

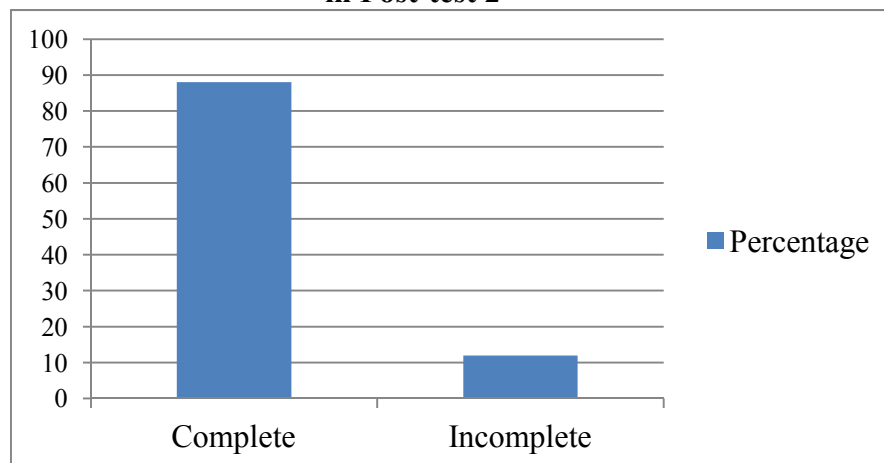*Source: The result of Post-test 2 on Saturday, October 10th 2020*

Based on the table above, it could be seen that the students' average score in post-test 2 was 77,2. The highest score was 90 and the lowest score was 60. It means that there were increasing score in post test 2. There was improvement of students' scores in speaking by using describing picture strategy. It also can be seen from the mean of students' scores in pre-test, post-test 1 and post-test 2. The mean of post-test 2 was the highest than the other tests.

Table 11

Frequency Distribution of Students' Speaking Ability Score in Post-test 2

No.	Score	Category	Frequency	Percentage
1	≥ 75	Complete	22	88,00 %
2	< 75	Incomplete	3	12,00 %
Total			25	100 %

Source: The result of Post-test 2 on Saturday, October 10th 2020

Figure 6

**Percentage of the Result Score of Students' Speaking Ability
in Post-test 2**

Source: The result of Post-test 2 on Saturday, October 10th 2020

From the table and figure above, it can be seen that there was an increasing score from post-test 1 and post-test 2. There were 88,00 % or 22 students who passed the minimum mastery score. It means that post-test 2 was successful because the indicator of success was achieve.

3) Observing

In this step, the researcher presented the material by describing pictures strategy. In learning process, there were also four indicators used to know the students' activities like in the learning process previously.

Based on the result of the observation sheet in cycle 2, the researcher indicated that learning process in cycle 2 was successful. The result of students' learning activities observation as follow:

Table 12

The Students' Activities in Cycle 2

No.	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	22	88%
2	Ask/answer the question from the teacher	17	68%
3	Active in class	19	76%
4	Doing the task	24	96%
Total		**80**	**328%**
Average		**20**	**82%**

Source: The result of cycle 2 on Saturday, October 10th 2020

Based on the result of the research in cycle 2, it could be inferred that cycle 2 was successful. The researcher felt satisfied about the result of the research. There were >70 % of students passed the test and active in learning process.

4) Reflecting

At the end of this cycle, it could be analyzed the comparison score between students post-test 1 and post-test 2 that could be seen on the following table:

Table 13

**The Comparison Students' Speaking Ability Score
in Post-test 1 and Post-test 2**

No.	Name	Post-test 1	Post-test 2	Category
1	AZ	70	75	Increased
2	AR	65	80	Increased
3	AD	65	75	Increased
4	AP	85	85	Constant

5	AM	75	80	Increased
6	CA	60	75	Increased
7	CE	55	65	Increased
8	DR	65	75	Increased
9	DS	70	80	Increased
10	DN	75	80	Increased
11	DA	65	75	Increased
12	ED	65	80	Increased
13	EP	75	75	Constant
14	FF	60	70	Increased
15	FS	65	75	Increased
16	GP	65	75	Increased
17	IN	70	80	Increased
18	JA	70	75	Increased
19	JR	60	70	Increased
20	MF	75	85	Increased
21	MR	65	75	Increased
22	MZ	70	80	Increased
23	MA	70	75	Increased
24	MS	85	90	Increased
25	RD	80	80	Constant
Total Score		**1725**	**1930**	
Average		**69**	**77,2**	

Source: The result of Post-test 1 and Post-test 2

Then, the graph of percentage students' speaking performance score in pre-test and post-test 1 could be seen as follow:

Figure 7

**Percentage of the Result Score of Students' Speaking Ability
in Post-test 1 and Post-test 2**
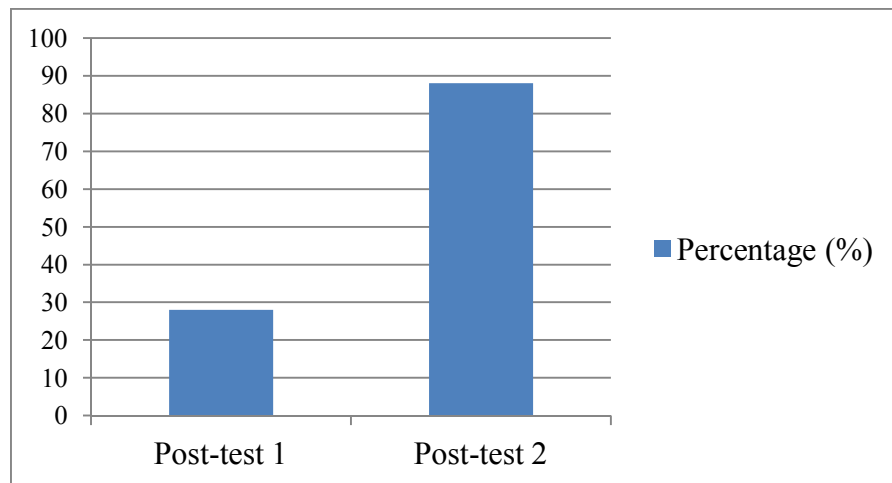
The result score of cycle 2 was better than cycle 1. There was

significant improvement in this cycle. The average score in the post-

test 1 was increased from 69 became 77,2 in the post-test 2.

Table 14

The Comparison of Students Activities in Cycle 1 and Cycle 2

No.	Students' Activities	Cycle 1		Cycle 2		Category
		F	Percentage	F	Percentage	
1	The students pay attention to the explanation from teacher	18	72%	22	88%	Increased
2	Ask/answer the question from the teacher	11	44%	17	68%	Increased
3	Active in class	17	68%	19	76%	Increased
4	Doing the task	20	80%	24	96%	Increased
	Total	**66**	**264 %**	**80**	**328%**	
	Average	**17**	**66 %**	**20**	**82%**	

Source: The result activities of cycle 1 and cycle 2

Figure 8

**Percentage of the Result of Students' Activities
in Cycle 1 and Cycle 2**
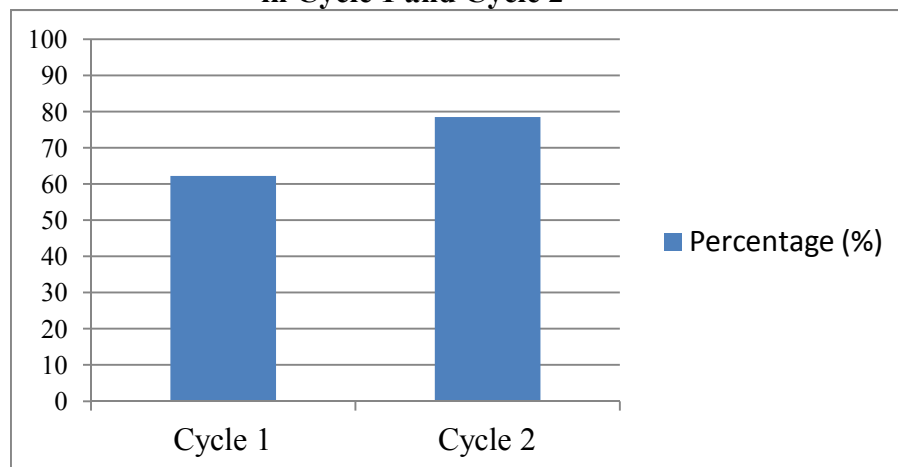
Source: The result activities of cycle 1 and cycle 2

From the table 14 and figure 7, it could be seen that there was an increasing frequency and percentage of the student's activities from the cycle 1 and cycle 2. The condition of the class was getting better than before and the students became more active in the class during the teaching learning process.

B. Interpretation

1. The Learning Result Cycle 1

In this research, a researcher gave the students pre-test individually for the purpose to know the students' speaking ability before giving a treatment. in the pre-test, there were only 3 students (12,00 %) who passed the pre-test and 22 students (88,00 %) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 40 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle 1. The treatment was conducted by teaching the students using describing picture strategy. Then, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

Afterwards, by analyzing the result of post-test 1, the researcher concluded that there were 7 students (28,00 %) who passed the post-test 1. The lowest score was 55, the highest score was 85 and the average score was 69.

From the result of students' score in pre-test and post-test 1, there was an improving from the students' result score. It could be seen from the average score in pre-test 61,8 and post-test 1 69. Although there was improving for the students achievement, cycle 1 was not successful yet because only 7 students (28,00 %) who passed the post-test 1. It means that in the cycle 1, the students' achievement could increase but the indicator of success was not reached.

2. The Learning Result Cycle 2

After analyzing the students' score in the post test of cycle 1, the researcher had to conduct the next cycle. In the next cycle, the researcher gave post test 2. Furthermore, the researcher analyzed the result of post-test 2 and concluded that there were 22 students (88,00 %) who passed the test. In this post-test, the lowest score was 60, the highest score was 90 and the average score was 77,2.

From the result of the students' score from post-test 2, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in post-test 1 was 69 then increased to 77,2 in the post-test 2. In the pre-test, post-test 1 and post-test 2 the total students who got score $\geq$ 75 were 3, 7 and 22 students. Because the achievement of students had increased and the indicator of success was reached, the researcher was successful and could be stopped in cycle 2.

3. The Comparison of Students' Score in Pre-test, Post-test 1 and Post-test 2

English learning process was successful in cycle 1 but the students' average score was low. While, the score of the students in post-test 1 was higher than pre-test. Moreover, in cycle 2 students' average score was higher than cycle 1. The following score in cycle 1 and cycle 2 was illustrated as follow:

Table 15

**The Comparison Students' Speaking Ability Score
in Pre-test, Post-test 1 and Post-test 2**

No.	Name	Pre-test	Post-test 1	Post-test 2
1	AZ	70	70	75
2	AR	60	65	80
3	AD	40	65	75
4	AP	80	85	85
5	AM	60	75	80
6	CA	60	60	75
7	CE	50	55	65
8	DR	60	65	75
9	DS	70	70	80

10	DN	75	75	80
11	DA	55	65	75
12	ED	65	65	80
13	EP	65	75	75
14	FF	50	60	70
15	FS	60	65	75
16	GP	60	65	75
17	IN	60	70	80
18	JA	65	70	75
19	JR	50	60	70
20	MF	60	75	85
21	MR	65	65	75
22	MZ	55	70	80
23	MA	65	70	75
24	MS	80	85	90
25	RD	65	80	80
Total Score		**1545**	**1725**	**1930**
Average		**61,8**	**69**	**77,2**

Source: The result of Pre-test, Post-test 1 and Post-test 2

Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant improving of the students' score. It could be seen from the average score 61,8 to 69 became 77,2. Therefore, the researcher concluded that the research was successful because the indicator of success whether the students' score and the activeness of the students in learning process of this research had been achieved.

Figure 9

**Percentage of the Result Score of Students' Speaking Ability
in Pre-test, Post-test 1 and Post-test 2**
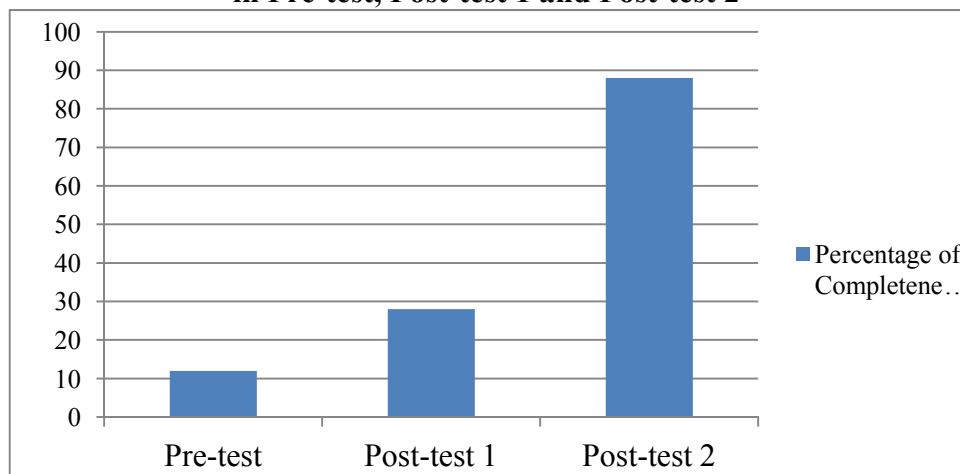
Source: The result of Pre-test, Post-test 1 and Post-test 2

Based on the figure above, it can be inferred that Describing Pictures Strategy could improve the students' speaking ability. It is supported by improving score of the students from pre-test to post-test 1 and form post-test 1 to post-test 2.

C. **Discussion**

Researcher observed about the studying of students in class VIII at the State Junior High School 1 Trimurjo especially in teaching learning English. Researcher found some problems faced by the students in learning process one of them was speaking English. Researcher observed why the students find it difficult to learn to speak because most students could not express their idea and it was difficult to remember what they want to say in English. Furthermore, researcher improve the students' speaking ability through describing pictures strategy . The researcher used this technique to help the

students with their speaking ability and made them more active and creative in learning process.

Based on the result of the research in cycle 1 and cycle 2, it could be concluded that the use of describing pictures strategy can improve the students' speaking ability. There were improving average score from pre-test that was 61,8, post-test 1 that was 69 and post-test 2 that was 77,2.

So, in teaching English especially in speaking subject, the teacher have to gave some techniques to make the students interest and pay attention in order they did not bored to catch the material. After the students was interested, the material that given by the teacher would be understand by the students more easily.

Based on the discussion above, we could take a conclusion that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when describing pictures was applied in the learning process from cycle 1 up to cycle 2.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering all data gathered from this classroom action research, the researcher has drawn up some conclusion of the research and some suggestion that support the research result.

A. Conclusion

Based on the result of the use of the describing pictures strategy in speaking ability. It can be concluded that there was an improvement on the students' of speaking ability by describing pictures strategy of the Eighth grade at State Junior High School 1 Trimurjo.

Therefore, the describing pictures strategy could be an effective approach in speaking ability and it could be used as an alternative choice in learning activity because this strategy is so easy to be implementation in speaking ability and could be used to improve the students' speaking ability in describing something or describing pictures in daily life.

And then, the result can be seen the average score of the students' speaking ability before and after being given the treatment. The average score of the post-test is higher than pre-test. The average score of pre-test is (61,8), the average score of post-test 1 is (69), and then the average score of post-test 2 is (77,2). So there is progress from the pre-test and the post-test. It was clear that the describing pictures strategy will be able to improve the students' speaking ability.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in speaking English.

2. The English teacher are suggested to use describing pictures strategy because this strategy is effective to improve the students' speaking ability in learning process.

3. The principle is supposed to give more motivation to the students in order to make the students more excite in English learning.

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APPENDICES

SILABUS

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaan nya. 4.11 Menangkap	Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan benda • *Fungsi sosial* Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • *Struktur text* (gagasan utama dan informasi rinci) a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan b. Menyebutkan sifat orang, binatang,	Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar. • Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut. Menanya	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda, pendek dan sederhana. • Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam	16 JP	• Buku Teks wajib • Keteladan an ucapan dan tindakan guru mengguna kan setiap tindakan komunikas i interperso nal/ transaksio nal dengan benar dan akurat • Contoh teks dari sumber

makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana. 4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	benda dan bagiannya, dan c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. Panjang teks: kurang lebih 6 (tiga) kalimat. • Unsur kebahasaan (1) Penyebutan kata benda singular dengan *a* dan *the*, dan plural (-s). (2) Kata ganti *it, they, she, we,* dst.; *our, my, your, their,* dst. (3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata	Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Mengumpulkan Informasi • Secara kolaboratif, mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda. • Membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: - fungsi sosial setiap teks - nama orang, binatang,	teks derkriptif. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam	otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnenglish.british council.org/en/ - https://www.google.com/

keterangan *quite, very.*

(4) Frasa nominal seperti *dark brown, cute little cat, beautiful red flower*

(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: *be, have, go, play, get, take,* dll.

(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their,* dsb secara tepat dalam frasa nominal

(7) Ucapan, tekanan kata, intonasi

(8) Ejaan dan tanda baca

(9) Tulisan tangan

Topik

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benda yang dideskripsikan

- sifat orang, binatang, benda yang dideskripsikan
- tindakan orang, binatang, benda yang dideskripsikan
- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan

• Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.

Menalar/Mengasosiasi

• Membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang,

---

teks deskriptif.

CARA PENILAIAN:
SIKAP

• Observasi

  • Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.

  • Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.

• Penilaian diri: Pernyataan siswa secara tertulis dalam jurnal

Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	benda yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan. Mengomunikasikan • Membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb). • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang	belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya. PENGETAHUAN • Tes tertulis Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda. • Portofolio Menilai penggunaan fungsi sosial, unsur kebahasaan, dan struktur teks

tentang orang, binatang, benda yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya.

- Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat)

  Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.

Guru Mata Pelajaran

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 1 Trimurjo

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/II

Materi Pokok : Speaking

Alokasi Waktu : 1 pertemuan (2 JP)

A. Kompetensi Inti

KI 1 :   Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 :   Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan dalam jangkauan pergaulan dan keberadaannya.

KI 3 :   Memahami dan menerapkan pengetahuan (faktual, konseptual, danprosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 :   Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. Standar Kompetensi

1. Mendengarkan

   Kemampuan merespon kata, frase, atau kalimat sederhana dalam mendeskripsikan sesuatu.

2. Berbicara

   Mengungkapkan dan mendeskripsikan sesuatu dengan kalimat sederhana.

C. Komptensi Dasar

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

2. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

3. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Indikator Penilaian Kompetensi

1. Menyebutkan kata-kata untuk mendeskripsikan sesuatu.

2. Menirukan guru dengan melafalkan kata-kata sifat.

3. Menyusun kata-kata dalam kalimat untuk mendeskripsikan sesuatu.

4. Mengkomunikasikan secara lisan dengan intonasi jelas dan tepat dalam mendeskripsikan sesuatu.

E. Tujuan Pembelajaran

1. Mengetahui macam-macam sifat dalam Bahasa Inggris.

2. Membedakan setiap jenis sifat-sifat yang disebukan.

3. Menunjukan beberapa sifat dari gambar.

4. Mengetahui intonasi dan ketepatan dalam mendeskripsikan sesuatu.

5. Mengungkapkan dengan kalimat dengan intonasi, grammar, dan ketepatan dalam berbicara.

6. Merefleksikan dalam kegiatan sehari-hari.

F. Metode Pembelajaran

Pendekatan :Metodeilmiah (scientific approach)

Strategi :Pengamatan, pemodelan, mengumpulkan informasi, penalaran, mempraktikkan

G. Kegiatan Pembelajaran

1. KegiatanPendahuluan

- Guru mengucapkansalam.
- Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran.
- Guru dan murid berdo'a bersama-sama sebelum memualai pembelajaran.
- Guru melakukan pengecekan kehadiran siswa.

2. Kegiatan Inti
- Guru menjelaskan pengertian dan tujuan dalam mendeskripsikan sesuatu.
- Guru menyebukan sifat-sifat atau keterangan contoh untuk mendeskripsikan sesuatu.
- Guru membagi siswa dalam delapan kelompok masing-masing 3-4 siswa perkelompok.
- Guru memberikan gambar berupa gambar binatang, orang dan benda untuk siswa deskripsikan. (setiap siswa harus bekerja sama dengan adil).
- Masing-masing kelompok menyebutkan vocabulary atau sifat-sifat sesuai dengan gambar dan menuliskannya di papantulis.
- Setiap kelompok membuat kalimat atau paragraf dan presentasikan di depan kelas.
- Setelah kelompok mempresentasikan, guru memberikan feedback kepada siswa.

3. Kegiatan Penutup
- Guru menanyakan apakah siswa memahami meteri pembelajaran yang dilakukan.
- Guru menjelaskan manfaat dari mendeskripsikan sesuatu.
- Guru dan murid bersama-sama menutup pelajaran denga berdo'a.

H. Sumber Belajar

1. Buku Bahasa Inggris kelas delapan
2. Kamus

3. Internet

I. Materi Pembelajaran

Fungsi sosial: mendeskripsikan sesuatu.

Please describe pictures of people below!

Picture number 1

Budi

Picture number 2

Haris

Vocabulary:

Picture number 1	Picture number 2
1. Young 2. Black skin 3. Tall 4. Thin 5. Black hair 6. Handsome	1. Old 2. White skin 3. Short 4. Fat 5. Bald hair

Picture number 1:

He is Budi. He is young man. He has black skin. He is tall and thin. His hair is black. However, He is handsome.

Picture number 2:

He is Haris. He is old man. He has white skin. He is short and fat. He has bald hair. However, He is handsome.

J. Media Pembelajaran

1. Flashcard
2. Laptop

K. Penilaian Hasil Belajar

Teknik test   :Lisan

Instrument   :Describe pictures and make a sentence with good sentence!

RUBRIK PENILAIAN

1. Penilaian Dari AspekPengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan   :

Tanggal Pelaksanaan :

Nama Siswa   :

NIS   :

No	Aspek yang Dinilai	Nilai
1	Kosa Kata (Vocabulary)	
2	Ketepatan (Accuracy)	
3	Pengucapan (Pronounciation)	
4	Pemahaman (Understanding)	

a. Kosa Kata (Vocabulary)

5= sempurna

4= Ada kesalahan tetapi tidak mengganggu makna

3= Ada kesalahan dan mengganggu makna

2= Banyak kesalahan dan mengganggu makna

1= Terlalu banyak kesalahan sehingga sulit dipahami

b. Ketepatan

c. Pengucapan

d. Pemahaman

2. **Penilaian Dari Segi Sikap (Attitude)**

Format Penilaian Individu

Nama Kegiatan :

Tanggal Pelaksanaan :

Nama Siswa :

NIS :

No	Aspek yang Dinilai	Nilai
1	Rasa Hormat (Respect)	
2	Peduli (Care)	
3	Berani (Brave)	
4	PercayaDiri (Confidence)	
5	InginTahu (Curiousity)	

a. Rasa Hormat

5= Selalu menunjukan sikap rasa hormat

4= Pernah menunjukan sikap tidak hormat

3= Beberapa kali menunjukan sikap tidak hormat

2= Sering menunjukan sikap tidak hormat

1= Sangat sering menunjukan tidak hormat

b. Peduli

c. Berani

d. Percayadiri

e. InginTahu

No	Aspek yang Dinilai	Nilai
1	Melakukan tindak komunikasi (Communicative action)	
2	Kerja Sama (team work)	

a. Melakukan tindak komunikasi yang tepat (communicative action)

    5= Selalu melakukan kegiatan komunikasi yang tepat

    4= Sering melakukan kegiatan komunikasi yang tepat

    3= Beberapa kali melakukan kegiatan komunikasi yang tepat

    2= Pernah melakukan kegiatan komunikasi yang tepat

    1= Tidak pernah melakukan kegiatan komunikasi yang tepat

b. Kerjasama (team work)

    5= Selalu kerjasama

    4= Sering bekerjasama

    3= Beberapa kali melakukan kerjasama

    2= Pernah melakukan kerjasama

    1= Tidak pernah kerja sama

Guru Mata Pelajaran

Metro,   Juni 2020
Peneliti

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ATIKA NOVITASARI
NPM 14121037

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SatuanPendidikan : SMPN 1 Trimurjo

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/II

MateriPokok : Speaking

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KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, danmembuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, danmengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/ teori.

B. StandarKompetensi

3. Mendengarkan

   Kemampuan merespon kata, frase, atau kalimat sederhana dalam mendeskripsikan sesuatu.

4. Berbicara

   Mengungkapkan dan mendeskripsikan sesuatu dengan kalimat sederhana.

C. KomptensiDasar

4. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang

deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.

5. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

6. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. IndikatorPenilaianKompetensi

5. Menyebutkan kata-kata untuk mendeskripsikan sesuatu.

6. Menirukan guru dengan melafalkan kata-kata sifat.

7. Menyusun kata-kata dalam kalimat untuk mendeskripsikan sesuatu.

8. Mengkomunikasikan secara lisan dengan intonasi jelas dan tepat dalam mendeskripsikan sesuatu.

E. TujuanPembelajaran

7. Mengetahui macam-macam sifat dalam Bahasa Inggris.

8. Membedakan setiap jenis sifat-sifat yang disebukan.

9. Menunjukan beberapa sifat dari gambar.

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11. Mengungkapkan dengan kalimat dengan intonasi, grammar, dan ketepatan dalam berbicara.

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Strategi   :Pengamatan, pemodelan, mengumpulkan informasi, penalaran, mempraktikkan

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- Guru dan murid berdo'a bersama-sama sebelum memualai pembelajaran.
- Guru melakukan pengecekan kehadiran siswa.

5. Kegiatan Inti

- Guru menjelaskan pengertian dan tujuan dalam mendeskripsikan sesuatu.
- Guru menyebukan sifat-sifat atau keterangan contoh untuk mendeskripsikan sesuatu.
- Guru membagi siswa dalam delapan kelompok masing-masing 3-4 siswa perkelompok.
- Guru memberikan gambar berupa gambar binatang, orang dan benda untuk siswa deskripsikan. (setiap siswa harus bekerja sama dengan adil).
- Masing-masing kelompok menyebutkan vocabulary atau sifat-sifat sesuai dengan gambar dan menuliskannya di papantulis.
- Setiap kelompok membuat kalimat atau paragraf dan presentasikan di depan kelas.
- Setelah kelompok mempresentasikan, guru memberikan feedback kepada siswa.

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- Guru menanyakan apakah siswa memahami meteri pembelajaran yang dilakukan.
- Guru menjelaskan manfaat dari mendeskripsikan sesuatu.
- Guru dan murid bersama-sama menutup pelajaran denga berdo'a.

H. SumberBelajar

4. Buku Bahasa Inggris kelas delapan
5. Kamus
6. Internet

I. MateriPembelajaran

Please describe pictures of people below!

TRADITIONAL MARKET

SUPERMARKET

Vocabulary:

Picture number 1	Picture number 2
7. Crowded	1. Orderly
8. Dirty	2. Fresh
9. Wet	3. Clean
10. Cheap	4. Expensive
11. Not comfortable	5. comfortable

Picture number 1:

It is traditional market. Traditional market is very crowded. It is so dirty, wet and not comfortable for customers. However, Traditional market's price is cheap than Supermarket.

Picture number 2:

It is Supermarket. Supermarket is very orderly and have good product. It is so clean, fresh and comfortable. However, Supermarket is expensive than Traditional market.

J. Media Pembelajaran

3. Flashcard

4. Laptop

K. PenilaianHasilBelajar

Teknik test   : Lisan

Instrument   : Describe pictures and make a sentence with good sentence!

RUBRIK PENILAIAN

3. Penilaian Dari AspekPengetahuan (Knowledge)

Format Penilaian Individu

Nama Kegiatan   :

Tanggal Pelaksanaan :

Nama Siswa   :

NIS   :

No	Aspek yang Dinilai	Nilai
1	Kosa Kata (Vocabulary)	
2	Ketepatan (Accuracy)	
3	Pengucapan (Pronounciation)	
4	Pemahaman (Understanding)	

e. Kosa Kata (Vocabulary)

5= sempurna

4= Ada kesalahan tetapi tidak mengganggu makna

3= Ada kesalahan dan mengganggu makna

2= Banyak kesalahan dan mengganggu makna

1= Terlalu banyak kesalahan sehingga sulit dipahami

f. Ketepatan

g. Pengucapan

h. Pemahaman

4. **Penilaian Dari SegiSikap (Attitude)**

Format Penilaian Individu

Nama Kegiatan   :

Tanggal Pelaksanaan :

Nama Siswa   :

NIS   :

No	Aspek yang Dinilai	Nilai
1	Rasa Hormat (Respect)	
2	Peduli (Care)	
3	Berani (Brave)	
4	PercayaDiri (Confidence)	
5	InginTahu (Curiousity)	

f. Rasa Hormat

5= Selalu menunjukan sikap rasa hormat

4= Pernah menunjukan sikap tidak hormat

3= Beberapa kali menunjukan sikap tidak hormat

2= Sering menunjukan sikap tidak hormat

1= Sangat sering menunjukan tidak hormat

g. Peduli

h. Berani

i. Percayadiri

j. InginTahu

3. **Penilaian Dari Segi Tingkah Laku**

Format Penilaian Individu

Nama Kegiatan   :

Tanggal Pelaksanaan :

Nama Siswa   :

NIS   :

No	Aspek yang Dinilai	Nilai
1	Melakukan tindak komunikasi (Communicative action)	
2	Kerja Sama (team work)	

a. Melakukan tindak komunikasi yang tepat (communicative action)

    5= Selalu melakukan kegiatan komunikasi yang tepat

    4= Sering melakukan kegiatan komunikasi yang tepat

    3= Beberapa kali melakukan kegiatan komunikasi yang tepat

    2= Pernah melakukan kegiatan komunikasi yang tepat

    1= Tidak pernah melakukan kegiatan komunikasi yang tepat

b. Kerjasama (team work)

    5= Selalu kerjasama

    4= Sering bekerjasama

    3= Beberapa kali melakukan kerjasama

    2= Pernah melakukan kerjasama

    1= Tidak pernah kerja sama

Metro, Juni 2020

Guru Mata Pelajaran   Peneliti

ST MUSYAROFAH, Am.PD.   **ATIKA NOVITASARI**

NIP 196409251990032005   NPM 14121037

Observation Sheet of Teacher Activities

Cycle 1

Day/Date : Tuesday, October 5th 2020

School : SMP Negeri 1 Trimurjo

Class : VIII

Teacher Activity	Good	Enough	Less

1. Pre teaching
   a. Prepare the lesson plan
   b. Prepare the media that will be used
   c. Ability in opening the learning process
	√		

2. While teaching
   a. Inform the objective of learning
   b. Explain the material chronologically
   c. Guide the students to follow the lesson
   d. Motivate the students to ask
   e. Practice the students to answer the question about the material
		√	

3. Post teaching
   a. Conclude the result of learning process
   b. Close the learning activity
	√		

Collaborator (English Teacher)   Researcher

ST MUSYAROFAH, Am.PD.   **ATIKA NOVITASARI**

NIP 196409251990032005   NPM 14121037

Observation Sheet of Teacher Activities

Cycle 2

Day/Date : Saturday, October 10th 2020

School : SMP Negeri 1 Trimurjo

Class : VIII

Teacher Activity	Good	Enough	Less

4. Pre teaching
  a. Prepare the lesson plan
  b. Prepare the media that will be used
  c. Ability in opening the learning process
	√		

5. While teaching
  a. Inform the objective of learning
  b. Explain the material chronologically
  c. Guide the students to follow the lesson
  d. Motivate the students to ask
  e. Practice the students to answer the question about the material
	√		

6. Post teaching
  a. Conclude the result of learning process
  b. Close the learning activity
	√		

Collaborator (English Teacher)   Researcher

ST MUSYAROFAH, Am.PD.   ATIKA NOVITASARI

NIP 196409251990032005   NPM 14121037

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

Day/Date : Tuesday, July 30th 2020

Day/Date : Tuesday, July 30th 2020

School : SMP Negeri 1 Trimurjo

Class : VIII

No.	Name	Students' Activities				Total
		1	**2**	**3**	**4**	
1.	AZA	√	√		√	3
2.	ARA	√		√	√	3
3.	ADK			√	√	2
4.	AP	√	√		√	3
5.	AMP	√		√	√	3
6.	CA	√		√	√	3
7.	CER	√			√	2
8.	DR		√	√		2
9..	DS	√		√	√	3
10.	DN		√	√	√	3
11.	DAW		√	√	√	3
12.	EDA	√		√		2
13.	EPH	√	√	√	√	4
14.	FF	√	√	√		3
15.	FSI		√		√	2
16.	GP			√	√	2
17.	INY	√	√		√	3
18.	JAS	√		√	√	3
19.	JRP	√	√			2
20.	MFS	√			√	2
21.	MRZ	√		√		2
22.	MZR	√		√	√	3
23.	MAA		√		√	2
24.	MS	√		√	√	2
25.	RDS	√		√	√	3
Total		**18**	**11**	**17**	**20**	**65**
Presentation (%)		**72%**	**44%**	**68%**	**80%**	

NOTES :

Indicators of the students's activities that observed are:

1. Giving attention to the teacher's explanation
2. Ask/ answer the question from the teacher
3. Active in the class
4. Doing the task

Direction :

- Give a tick (√) for the active students
- Let it empty for unactive students

Collaborator (English Teacher)   **Researcher**

ST MUSYAROFAH, Am.PD.   **ATIKA NOVITASARI**
NIP 196409251990032005   NPM 14121037

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

Day/Date   : Friday, July 3rd 2020
School   : SMP Negeri 1 Trimurjo
Class   : VIII

No.	Name	Students' Activities				Total
		1	**2**	**3**	**4**	
1.	AZA	√		√	√	3
2.	ARA	√	√	√	√	4
3.	ADK	√	√		√	3
4.	AP	√	√	√	√	4
5.	AMP	√	√	√		3
6.	CA	√		√	√	3
7.	CER	√	√		√	3
8.	DR	√	√	√		3
9..	DS	√		√	√	3
10.	DN	√	√	√	√	4
11.	DAW		√	√	√	3
12.	EDA	√	√	√		3
13.	EPH	√	√		√	3
14.	FF	√	√	√	√	3
15.	FSI	√		√	√	3
16.	GP			√	√	2
17.	INY	√	√		√	3
18.	JAS	√		√	√	3
19.	JRP	√	√	√	√	4
20.	MFS	√	√		√	3
21.	MRZ	√	√	√	√	4
22.	MZR	√	√	√	√	4
23.	MAA		√	√	√	3
24.	MS	√		√	√	3
25.	RDS	√	√	√	√	4
	Total	**22**	**17**	**19**	**24**	**81**
	Presentation (%)	**88%**	**68%**	**76%**	**96%**	

NOTES :

Indicators of the students's activities that observed are:

1. Giving attention to the teacher's explanation
2. Ask/ answer the question from the teacher
3. Active in the class
4. Doing the task

Direction :

- Give a tick (√) for the active students
- Let it empty for unactive students

Collaborator (English Teacher)   **Researcher**

ST MUSYAROFAH, Am.PD.   **ATIKA NOVITASARI**
NIP 196409251990032005   NPM 14121037

THE STUDENTS' SCORE OF PRE-TEST IN DESCRIBING PICTURES IN SPEAKING ABILITY

No	Name	F	P	V	G	C	Point Total	Total	Category
1	AZA	3	2	2	4	2	14	70	Incomplete
2	ARA	2	3	3	2	2	12	60	Incomplete
3	ADK	2	1	2	2	1	8	40	Incomplete
4	AP	4	2	4	3	3	16	80	Complete
5	AMP	3	1	2	3	3	12	60	Incomplete
6	CA	2	2	3	3	2	12	60	Incomplete
7	CER	3	2	2	1	2	10	50	Incomplete
8	DR	3	2	2	2	3	12	60	Incomplete
9	DS	3	3	3	3	3	14	70	Incomplete
10	DN	4	2	4	3	2	15	75	Complete
11	DAW	3	3	1	2	2	11	55	Incomplete
12	EDA	3	2	3	2	2	13	65	Incomplete
13	EPH	3	3	2	3	2	13	65	Incomplete
14	FF	1	2	2	2	3	10	50	Incomplete
15	FSI	2	3	3	2	2	12	60	Incomplete
16	GP	3	2	3	2	2	12	60	Incomplete
17	INY	2	1	3	3	3	12	60	Incomplete
18	JAS	2	2	3	3	3	13	65	Incomplete
19	JRP	1	3	2	2	2	10	50	Incomplete
20	MFS	2	3	2	2	3	12	60	Incomplete
21	MRZ	3	3	2	2	3	13	65	Incomplete
22	MZR	2	2	3	1	3	11	55	Incomplete
23	MAA	3	2	1	3	4	12	65	Incomplete
24	MS	3	4	4	3	2	16	80	Complete
25	RDS	4	1	3	2	3	13	65	Incomplete
	Total							1545	
	Highest score							80	
	Average							61,8	
	Low score							40	

THE STUDENTS' SCORE OF POST TEST 1 IN DESCRIBING PICTURES IN SPEAKING ABILITY

No	Name	F	P	V	G	C	Point Total	Total	Category
1	AZA	3	3	3	2	3	14	70	Incomplete
2	ARA	2	2	3	3	3	13	65	Incomplete
3	ADK	1	4	3	2	3	13	65	Incomplete
4	AP	4	2	4	3	4	17	85	Complete
5	AMP	4	3	3	3	2	15	75	Complete
6	CA	3	2	2	2	3	12	60	Incomplete
7	CER	2	2	3	2	2	11	55	Incomplete
8	DR	3	2	2	3	3	13	65	Incomplete
9	DS	3	3	3	3	3	14	70	Incomplete
10	DN	3	3	4	3	2	15	75	Complete
11	DAW	3	3	3	2	2	13	65	Incomplete
12	EDA	3	2	3	2	2	13	65	Incomplete
13	EPH	3	3	3	3	3	15	75	Complete
14	FF	2	3	2	2	3	12	60	Incomplete
15	FSI	3	3	3	2	2	13	65	Incomplete
16	GP	3	2	3	2	3	13	65	Incomplete
17	INY	3	3	3	2	3	14	70	Incomplete
18	JAS	3	2	3	3	3	14	70	Incomplete
19	JRP	2	3	3	2	2	12	60	Incomplete
20	MFS	3	3	2	3	4	15	75	Complete
21	MRZ	3	2	3	3	2	13	65	Incomplete
22	MZR	4	2	2	3	3	14	70	Incomplete
23	MAA	3	2	2	3	4	14	70	Incomplete
24	MS	4	4	4	2	3	17	85	Complete
25	RDS	4	3	3	3	3	16	80	Complete
	Total							**1725**	
	Highest score							**85**	
	Average							**69**	
	Low score							**55**	

THE STUDENTS' SCORE OF POST TEST 2 IN DESCRIBING PICTURES IN SPEAKING ABILITY

No	Name	F	P	V	G	C	Point Total	Total	Category
1	AZA	4	3	3	3	2	15	75	Complete
2	ARA	4	4	3	2	3	16	80	Complete
3	ADK	3	3	4	2	3	15	75	Complete
4	AP	4	3	4	3	3	17	85	Complete
5	AMP	3	3	4	3	3	16	80	Complete
6	CA	3	4	3	2	3	15	75	Complete
7	CER	3	3	2	3	2	13	65	Incomplete
8	DR	3	3	2	3	4	15	75	Complete
9	DS	3	3	3	4	3	16	80	Complete
10	DN	4	4	3	3	2	16	80	Complete
11	DAW	3	4	2	3	3	15	75	Complete
12	EDA	4	4	3	3	2	16	80	Complete
13	EPH	3	3	4	2	3	15	75	Complete
14	FF	3	2	3	2	4	14	70	Incomplete
15	FSI	3	2	3	3	4	15	75	Complete
16	GP	4	3	2	3	3	15	75	Complete
17	INY	4	4	3	2	3	16	80	Complete
18	JAS	2	3	3	3	4	15	75	Complete
19	JRP	3	3	3	2	3	14	70	Incomplete
20	MFS	4	3	4	3	3	17	85	Complete
21	MRZ	3	2	3	4	3	15	75	Complete
22	MZR	4	4	2	3	3	16	80	Complete
23	MAA	3	3	4	3	2	15	75	Complete
24	MS	4	4	4	3	3	18	90	Complete
25	RDS	3	3	4	3	3	16	80	Complete
	Total							**1930**	
	Highest score							**90**	
	Average							**77,2**	
	Low score							**65**	

DOCUMENTATION

PRE TEST

POST TEST I

POST TEST II

SURAT KETERANGAN
Nomor : TBI-7.0009/PTF/11/2020

Tim Turnitin FTIK IAIN Metro menerangkan bahwa **Tes Turnitin Skripsi Jurusan TBI** telah selesai dilakukan pemeriksaan duplikasi dengan membandingkan artikel-artikel lain menggunakan perangkat lunak Turnitin pada tanggal **29 November 2020**

Judul	:	THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE EIGHTH GRADERS AT SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2019/ 2020
Penulis	:	Atika Novitasari
NPM/Jurusan	:	14121037/TBI
No. Pemeriksaan	:	TS.07.0015

Dengan Hasil sebagai berikut:

Tingkat Kesamaan diseluruh artikel (Similarity Index) yaitu **9%**

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya

Wassalamualaikum, Wr. Wb

Metro, 29 November 2020
Hormat kami,
Tim Turnitin FTIK

- Draf yang dilampirkan dalam Ujian Skripsi yaitu skripsi yang telah diturnitin (bisa itu yang asli atau dari dari hasil turnitin)

Mengetahui,
Metro, 14 Desember 2020
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd

Nomor : B-1446/In.28.1/J/TL.00/04/2018
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMP NEGERI 1 TRIMURJO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama	:	**ATIKA NOVITASARI**
NPM	:	14121037
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	THE IMPLEMENTATION DESCRIBING PICTURES STRATEGY IN IMPROVING STUDENTS' SPEAKING ABILITY AT THE EIGHTH GRADE OF SMP NEGERI 1 TRIMURJO IN THE ACADEMIC YEAR OF 2018/2019

untuk melakukan *pra-survey* di SMP NEGERI 1 TRIMURJO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 27 April 2018
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP 19750610 200801 1 014

**PEMERINTAH KABUPATEN LAMPUNG
TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 TRIMURJO**
Alamat: Jl. Raya Metro-Wates No. Km 3 Purwodadi, Trimurjo
Kabupaten Lampung Tengah, Lampung

SURAT KETERANGAN
NO. 850/ 1.12.3/SMP N.1/KP/2019

Yang bertanda tangan dibawah ii kepala sekolah SMP Negeri 1 Trimurjo menerangkan
bahwa:

No	Nama	NPM	Program Study
1.	ATIKA NOVITASARI	14121037	TADRIS BAHASA INGGRIS

Telah melaksanakan Pra Survey di SMP Negeri 1 Trimurjo pada hari selasa tanggal 15
Oktober 2019.

Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dapat dipergunakan
sebagaimana mestinya

Trimurjo, 15 Oktober 2019
A.n kepala sekolah

DEWI INDAWATI, S.Pd. MM
NIP. 196409251990032005

Nomor : B-2593/In.28/D.1/TL.00/09/2020
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 1 TRIMURJO
di-
　　Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2592/In.28/D.1/TL.01/09/2020, tanggal 23 September 2020 atas nama saudara:

Nama : **ATIKA NOVITASARI**
NPM : 14121037
Semester : 13 (Tiga Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 1 TRIMURJO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE EIGHTH GRADERS AT SMPN 1 TRIMURJO IN ACADEMIC YEAR OF 2019/2020".

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 September 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SURAT TUGAS

Nomor: B-2592/In.28/D.1/TL.01/09/2020

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

Nama	:	**ATIKA NOVITASARI**
NPM	:	14121037
Semester	:	13 (Tiga Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMPN 1 TRIMURJO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY TO IMPROVE STUDENTS` SPEAKING ABILITY OF THE EIGHTH GRADERS AT SMPN 1 TRIMURJO IN ACADEMIC YEAR OF 2019/2020".

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 : 23 September 2020

Mengetahui,
Pejabat Setempat

DEWI INDAWATI, Pd, MM
NIP. 19640925 199...

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : 207/I.12.3/SMPN.1/2020
Lampiran   : -
Perihal   : IZIN RESEARCH

Kepada Yth.
Wakil Dekan 1 Fakultas Tarbiyah dan Ilmu Keguruan Agama Islam Negeri (IAIN) Metro
Di
      Tempat
Dengan hormat,
Sehubungan dengan surat Nomor. B-2592/In.28/D.1/TL.01/09/2020 Tanggal 06 Oktober 2020, tentang permohonan izin research atas nama:

Nama   : Atika Novitasari
NPM   : 14121037
Jurusan   : Tadris Bahasa Inggris
Semester   : 13 (Tiga Belas)
Judul Skripsi : "THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE EIGHTH GRADERS OF SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2019/ 2020"

Pada dasarnya kami tidak keberatan memberikan Izin Research dengan ketentuan tidak mengganggu kegiatan belajar mengajar di sekolah kami.
Demikian durat keterangan ini di buat dengan sebenar dan dapat digunakan dengan sebagaimana semestinya.

Trimurjo, 06 Oktober 2020
Kepala Sekolah

DEWI INDAWATI, S.Pd. MM
NIP. 19640925 199003 2 005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-956/In.28/S/U.1/OT.01/11/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	:	Atika Novitasari
NPM	:	14121037
Fakultas / Jurusan	:	Tarbiyah dan Ilmu Keguruan/ TBI

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 14121037.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 Desember 2020
Kepala Perpustakaan

Drs. Mokhtafidi Sudin, M.Pd
NIP.195808311981031001

Nomor	: B-2483/In.28.1/J/TL.00/9/2020	Metro, 04 September 2020
Lampiran	: -	
Perihal	: **BIMBINGAN SKRIPSI**	

Kepada Yth.,
1. Dra. Umi Yawisah, M.Hum (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)
Di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, maka kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Atika Novitasari
NPM	:	14121037
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	TBI
Judul	:	THE IMPLEMENTATION OF DESCRIBING PICTURES STRATEGY TO IMPROVE STUDENTS' SPEAKING ABILITY OF THE EIGHTH GRADERS AT SMPN 1 TRIMURJO IN THE ACADEMIC YEAR OF 2019/ 2020

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
    a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing II.
    b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing I.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK Pembimbing Skripsi ditetapkan oleh Fakultas
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi yang ditetapkan oleh IAIN Metro
4. Banyaknya halaman skripsi antara 60 s.d 120 halaman dengan ketentuan sebagai berikut:
    a. Pendahuluan $\pm$ 1/6 bagian
    b. Isi $\pm$ 2/3 bagian
    c. Penutup $\pm$ 1/6 bagian
Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih

Wassalamu'alaikum Wr. Wb

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP.197506102008011014

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Atika Novitasari
NPM : 14121037

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 3/-20	✓		- Write based on the "Guideline Book" - Be Consistent in using the term : SMPN or Junior High School? - Hypothesis : Revisi - No bibliography ?	
2.	Jum'at 7/2	✓		- Revision is Ok - ACC for seminar	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

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

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Atika Novitasari   Jurusan : TBI
NPM : 14121037   Semester : XI

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	18/6 - 20	V		Perbaiki penulisan: juga nama penerbitp!	
2.	19/6 - 20	V		ACC for the instrument	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

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

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Atika Novitasari   Jurusan : TBI
NPM : 14121037   Semester : XIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa, 24/11 -20	√		- Be consistent in using the term! - Revise the mistyping! - Reserved originality & use the original! - Table 3 → move to appendix!	
2.	Rabu 2/12/20	√		acc for munaqosyah	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

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

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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Telp. (0726) 41507, Faksimili (0725) 47296.
Website www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

Nama : Atika Novitasari   Jurusan/Fakultas : TBI/Tarbiyah & Ilmu Keguruan
NPM : 14121037   Semester/TA : IX / 2018

No	Hari/ Tanggal	Hal Yang Dibicarakan	Tanda Tangan
1	Selasa 29/1 -19	- Revise Background of stuty - Revise Limitation of the Problem.	
2	Rabu 13/2 -19.	- Revise diction In your language - Please use a good english based on the correct grammar.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
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Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Atika Novitasari   Jurusan : TBI
NPM : 14121037   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
3	Rabu 6/3-2019		√	Revise Bacqume of Shey	
4	Rabu 10/4-2019		√	Acc ch. I Continue to ch. II.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19730610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Atika Novitasari　　　　　　　　　　　　Jurusan : TBI
NPM : 14121037　　　　　　　　　　　　　　　Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	Kamis 4/7-19		∪	Revise Ch. II.	
6.	Kamis 4/7-19	∨		Acc Ch. II Continue to ch. III	
7.	Kamis 10/7-19		∨	Revise Ch. III.	
8.	Kamis 25/7-19		∪	elaborate what kinds of test ...	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Atika Novitasari   Jurusan   : TBI
NPM : 14121037   Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
9	Kamis 1/8-19		∨	Revise grammar !	
10.	Senin 7/10-19		√	Revise all ch. III	
11.	Selasa 29/9-19		√	Revise ch III	
12	Selasa 12/11-19.		∨	elaborate more what kind of Test	
13	Selasa 19/11-19		√	Acc ch. III	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Atika Novitasari Jurusan : TBI
NPM : 14121037 Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
14	Senin 15/6-2020		✓	Revisi Instrumen	
15	Rabu 17/6-2020		✓	Acc Instrument.	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Atika Novitasari　　　　　　　Jurusan　 : TBI
NPM　: 14121037　　　　　　　　　　Semester : XIII

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
16	Selasa 27/10-2020		V	- Revise table 4 - elaborate more your data about aching	
17	Selasa 3/11-2020		V	- Revise All the table - Elaborate more the result of your research	
18	Selasa 17/11-2020		V	Acc ch. IV & V	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

CURRICULUM VITAE

The name of the researcher is Atika Novitasari. She was born on August, 19th 1996 at Metro, Lampung. She is the oldest child of Mr. Sarwani and Mrs, Sri Winarni. She has two sisters, they are Rahma Nurulita and Adeeva Safaa.

She was enrolled her study at SD Negeri Sukatani 1 at Tangerang, Banten on 2002 until 2008. In line her focus on study, she continued her study at SMP Negeri 1 Rajeg in Tangerang, Banten on 2008 and graduate on 2011. She decided to continue her study at SMK KP GAJAHMADA 2 Metro, Lampung and took business management on 2011 until 2014. Then, at the same year, she was registered as S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.