AN UNDERGRADUATE THESIS
THE USE OF DESCRIBING PICTURE STRATEGY IN IMPROVING
STUDENTS' SPEAKING ABILITY AT SMPN 3 BLAMBANGAN UMPU
WAY KANAN WAY KANAN

BY :
PEBY MAYA MORISKA
1801071043

FACULTY OF TARBIYAH AND TEACHING TRAINING
ENGLISH EDUCATION DEPARTMENT

STATES INSTITUTE ISLAMIC STUDIES OF METRO
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THE USE OF DESCRIBING PICTURE STRATEGY IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMPN 3 BLAMBANGAN UMPU WAY KANAN WAY KANAN

Presented as a Partial Fulfilment of the Requirements For the Degree of
Sarjana Pendidikan (S.Pd) in English Education Department

BY:
PEBY MAYA MORISKA
Student Number: 1801071043

Sponsor : Lenny Setiyana, M.Pd

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

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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ii

NOTIFICATION LETTER

Number   :
Appendix :
Matter   : **In order to hold the munaqosyah**
              of Peby Maya Moriska

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Peby Maya Moriska
Student Number   : 1801071043
Department   : English Education
Faculty   : Tarbiyah and Teaching Training
Title   : THE USE OF DESCRIBING PICTURE STRATEGY IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMPN 3 BLAMBANGAN UMPU

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

<table>
<tr><td>Head of English Education
Departement</td><td>Metro, 07 November 2022
Sponsor</td></tr>
<tr><td>

Andianto, M.Pd.
NIP. 19871102 201503 1 004</td><td>

Leny Setiyana, M.Pd
NIDN. 2016099101</td></tr>
</table>

NOTA DINAS

Nomor   :
Lampiran   : -
Perihal   : **Mohon Dimunaqosyahkan Skripsi**
               Peby Maya Moriska

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN)
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

Nama   : Peby Maya Moriska
NPM   : 1801071043
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF DESCRIBING PICTURE STRATEGY IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMPN 3 BLAMBANGAN UMPU

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

Wassalamu'alaikumWr.Wb.

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<tr><td>Mengetahui,
Ketua Jurusan TBI</td><td>Metro, 07 November 2022
Pembimbing</td></tr>
<tr><td>

Andianto, M.Pd.
NIP. 19871102 201503 1 004</td><td>

Leny Setiyana, M.Pd
NIDN. 2016099101</td></tr>
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APPROVAL PAGE

Title : THE USE OF DESCRIBING PICTURE STRATEGY IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMPN 3 BLAMBANGAN UMPU

Name : Peby Maya Moriska

Student Number : 1801071043

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of Metro.

Head of English Education
Departement

Andianto, M.Pd.
NIP. 19871102 201503 1 004

Metro, 07 November 2022
Sponsor

Leny Setiyana, M.Pd
NIDN. 2016099101

RATIFICATION PAGE

No. B-5351/In.28.1/D/PP.009/12/2022

An Undergraduate thesis entitled: THE USE OF DESCRIBING PICTURE STRATEGY IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMPN 3 BLAMBANGAN UMPU WAY KANAN . Written by: PEBY MAYA MORISKA , Student Number 1801071043 , English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Monday, November 28th, 2022 at 10.00-12.00 a.m

BOARD OF EXAMINERS:

Chairperson   : Lenny Setiyana, M.Pd   (.....................)

Examiner I   : Dr. Widhiya Ninsiana, M.Hum   (.....................)

Examiner II   : Trisna Dinillah Harya, M.Pd   (.....................)

Secretary   : Rika Dartiara, M.Pd   (.....................)

The Dean of Tarbiyah and Teacher Training Faculty

Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

vi
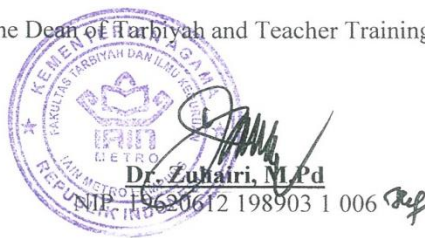
THE USE OF DESCRIBING PICTURE STRATEGY IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMPN 3 BLAMBANGAN UMPU WAY KANAN WAY KANAN

ABSTRACT
BY
PEBY MAYA MORISKA

The purpose of this research are to show that using describing picture strategy can improve the students' speaking ability and their learning activities at the eighth grade of SMP N 3 Blambangan Umpu Way Kanan Way Kananin the academic year 2021/2022. The researcher had outlined the problem in this research that focused on students' speaking ability. To improve students' speaking ability, the researcher used describing picture strategy.

The kind of this research is classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. Object of this research is the students' speaking ability. In collecting the data, the researcher used test, observation, documentation, field notes. This research was conducted which an English teacher of SMP N 3 Blambangan Umpu Way Kanan Way KananMrs. Wena Desriza, S.Pd.

The finding research 17% of students that can fulfill Minimum Mastery Criteria (MMC) and the average score of the pre-test was 62. it can say that the result of pre-test was unsatisfactory. And, in post-test I there are 52% of students that can fulfill MMC and the average score of the post-test was 72.Then, the resulting post-test II was 75% students that can fulfill MMC with the average score was 78. It means that the use of describing picture strategy in speaking can improve the student's speaking ability at the eighth grade of SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

Keyword: speaking ability, Describing Picture Strategy

PENGGUNAAN STRATEGI MENDESKRIPSIKAN GAMBAR DALAM MENINGKATKAN KEMAMPUAN BERBICARA SISWA DI SMP N 3 BLAMBANGAN UMPU WAY KANAN WAY KANAN

ABSTRAK
Oleh:
PEBY MAYA MORISKA

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan strategi describing picture dapat meningkatkan kemampuan berbicara dan aktifitas pembelajaran mereka pada siswa kelas delapan SMP N 3 Blambangan Umpu Way Kanan Way Kanan pada tahun pelajaran 2021/2022. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan berbicara. Untuk meningkatkan kemampuan berbicara, peneliti menggunakan strategi describing picture.

Bentuk dalam penelitian adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, pengamatan, dan refleksi. Objek dari penelitian ini adalah kemampuan berbicara. Dalam pengumpulan data, peneliti menggunakan test, observasi, dokumentasi, catatan lapangan. Penelitian ini dilaksanakan dengan guru mata bahasa inggris kelas delapan SMP N 3 Blambangan Umpu Way Kanan Way Kanan yang bernama ibu Wena Desriza, S.Pd.

Akhirnya setelah data diteliti dapat disimpulkan bahwa hasil pre-test hanya 17% siswa yang dapat mencapai Kriteria Ketuntasan Minimum (KKM) dengan rata-rata 62 hal ini dapat dikatakan bahwa hasil pre-test tidak memuaskan. Dan hasil post test I adalah 52% siswa yang dapat mecapai KKM dengan rata-rata 72. Kemudian, hasil post-test II adalah 75% siswa yang dapat mencapai KKM dengan rata-rata 78. Hal ini dapat disimpulkan bahwa penggunaaan strategi describing picture dalam berbicara dapat meningkatkan kemampuan berbicara siswa pada kelas delapan di SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

Keyword: speaking ability, Describing Picture Strategy

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Peby Maya Moriska

Student Number : 1801071043

Department : Tarbiyah

Study Program : English Edication

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

Metro, 28 October 2022

PEBY MAYA MORISKA
NPM. 1801071043

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama   : Peby Maya Moriska

NPM   : 1801071043

Jurusan   : 1801071043

Program Studi   : TBI

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

Metro, 28 Oktober 2022

PEBY MAYA MORISKA
NPM. 1801071043

x

MOTTO

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُواْ لِمَ تَقُولُونَ مَا لَا تَفۡعَلُونَ ٢ كَبُرَ مَقۡتًا عِندَ ٱللَّهِ أَن تَقُولُواْ مَا لَا

تَفۡعَلُونَ ٣

(QS. Ash-shaff Ayat 2-3)

Communication Requires Proof, Words Followed By Deeds.

DEDICATION PAGE

This undergraduate thesis is especially dedicate to:

My beloved parents Mr. Irham and Mrs. Linda, who always support me by their

endless love

My brother and sister Oop, Gulu, Abang muda, Ayuk vani, Adek dila and my

beloved friend Silvi Herlina Fitri, who always give support and guidance to

success in my study

My beloved almamater

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TABLE OF CONTENT

CHAPTER IV RESEARCH RESULT AND DISSCUSION

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDICES

1. Syllabus

2. Lesson Plan

3. Blueprint Of Speaking Test 8th Grade

4. Speaking Test Pre-test

5. Speaking Test Post-test I

6. Speaking Test Post-test II

7. Assessment Sheet

8. Blue Print Of Observation Sheet

9. Observation Sheet Teacher's Learning Activity

10. Observation Sheet Student's Learning Activity

11. Documentation Sheet

12. Thesis Guidance Card

13. Pre-Survey Permit

14. Research Permit Letter

15. Letter of Assignment

16. Pre-Survey Reply Letter

17. Research Reply Letter

18. Major Library Free Letter

19. Library Free Letter

20. Proposal Guidance Card

21. Research Instrument Guidance Card

CHAPTER I

INTRODUCTION

A. **Background of the Study**

Speaking skill is a language skill done by pronouncing words to appreciate, express, convey ideas, thoughts, opinions, ideas, and feelings to others. Speaking is a process of delivering information from the speaker to the listener. In the other words, speaking is defined as the expression of one's thoughts and feelings in the form of language sounds. Speaking skill is essentially skills in reproducing the flow of the articulation sound system to convey desires, needs, feelings, and desires to others.

In addition, speaking skill has many great benefits. By speaking, people can communicate the information effectively. This skill can make listeners believe in what they hear. This skill can also help ensure that the listeners do not misunderstand what is meant. The other benefits of speaking skill is facilitating communication, job opportunities, academics, increasing self-confidence. Skill benefits. The ability to speak makes a person better at conveying ideas, building relationships with others, and promoting things. By speaking skill, people can convey information in the form of facts, events, ideas, ideas, responses, and others.

Moreover, someone who has adequate speaking skill is more easily absorb and convey information both orally and in writing. By good mastery of speaking skill, a person can convey various kinds of information, wishes and desires, expresses various feelings. Communication between fellow human is

most widely used verbally through speaking. When speaking, a person uses a certain language that is mutually understood by each other. This is intended so that individual can understand each other the topic of the conversation being discussed. Someone who is good at speaking well, then by itself he gets the ease and fluency in communicating with the other person. Therefore, the ability to speak is very important for humans to facilitate communication.

One aspect that affects the quality of students' speaking skill is the application of appropriate teaching strategies or techniques. This is because teaching technique plays an important role in maintaining student interest and motivation to speak English. Therefore, English teachers need to apply teaching techniques that can stimulate students to intensively willing to practice speaking English on an ongoing basis.

One teaching strategy that can be used by English teachers in the speaking learning process is the describing pictures strategy. Describing picture is used to describing an image in written form in coherent and easy-to-understand language. Describing pictures which means description pictures are pictures made to describing an event, text, and others. Describing objects is the same as mentioning the characteristics of objects. Those mentioned include name, colour, quantity, function, and physical characteristics. Sentences used to describing objects must match the object.

Furthermore, describing pictures strategy has great benefits. This learning strategy can present interactive and interesting learning materials so that it improves learning motivation and maximize students' learning

outcomes. The describing picture strategy relies on images as a medium. The advantage of the describing pictures learning strategy in English learning is to develop and visualize an object or situation in real learning material as a message, information conveyed to students so that the visualization of the material can be clearly describing. Thus, students can describe and explain what they see. Drawn to practice speaking, and compose sentences to then be delivered in oral form.

In line with the description above, the researcher conducted a pre-survey on 5 january 2022 to find out the problems of students in learning English. This pre-survey data is the result of an English assignment related to the speaking skill that the researcher got from the English teacher. The results of the pre-survey are shown in the following table:

Table 1

The pre-survey result of the students' speaking skill

No.	Name	Nilai	Passing Grade	Criteria
1.	Irma	45	70	Incomplete
2.	Intan	35	70	Incomplete
3.	Aurel	60	70	Incomplete
4.	Anggun	70	70	Complete
5.	Zaki	30	70	Incomplete
6.	Fajri	35	70	Incomplete
7.	Gesti	55	70	Incomplete
8.	Alfia	45	70	Incomplete
9	Lisa	60	70	Incomplete
10.	Andin	70	70	Complete
11.	Amrina	35	70	Incomplete
12.	Ade	30	70	Incomplete
13.	Erik	60	70	Incomplete
14.	Rafi	70	70	Complete
15.	Panji	35	70	Incomplete
16.	Hamsah	30	70	Incomplete

17.	Andi	30	70	Incomplete
18.	Desta	45	70	Incomplete
Total	18 students			

Table 2

The pre-survey result the students' speaking skill

No.	Grade	Frequency	Percentage	Criteria
1.	>70	3 students	16%	Complete
2.	<70	15 students	84%	Incomplete
Total		**18 students**	**100%**	

Based on the information from the table above, the pre-survey was categorized based on passing grade that is 70 to be the criteria of complete and Incomplete. Complete is the criteria for the students who are able to achieve the passing grade and Incomplete is the criteria for students who do not achieve the passing grade. It is known that the number of students who reach the passing grade is less than the number of students who do not reach the passing grade in speaking skill. Therefore, it can be seen that the students' speaking skill is low. Based on the results of the pre-survey through interview with English teacher, it was known that the students have problems in speaking because of the limited English vocabulary, low grammar mastery, inability to develop ideas, low pronunciation.

Based on these problems, the researcher intended to improve students' speaking skill through classroom action research. The teaching strategy used by the researcher is describing pictures strategy. It is hoped that through the use of describing pictures strategy, students' speaking skill improve. Therefore, the researcher constructed a research proposal entitled the use

describing pictures strategy in improving student speaking ability in at SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

B. Problem Identification

Based on the problems that have been obtained from the presurvey, the researcher identify problems, including:

1. The students have low speaking skill.

2. The students have low vocabulary mastery.

3. The students have low grammar mastery skills.

4. Students have difficulties to develop ideas in the process of speaking English.

C. Problem Limitation

Based on the problems that the researcher has identified above, the researcher limits the problem only to the students' low English speaking skill, therefore the researcher has a goal to improve English speaking skill by conducting classroom action research by implementing a describing pictures strategy.

D. Problem Formulation

The formulation of this research is stated as "Can describing picture strategy improve students speaking ability and learning activity at SMP N 3 Blambangan Umpu Way Kanan Way Kanan?"

E. Objective and Benefits of the Study

1. Objectives of the Study

   The objective of the study is to investigate whether describing picture strategy can improve students speaking ability at SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

2. Benefits of the Study

   This research is expected not only to be useful for the researcher but also for students, teachers and other researchers, including the following:

   a. For the Students

      This research is expected to provide benefits to students to motivate students in learning English, especially in honing English speaking skill. With the application of the describing picture strategy, students are expected to improve their speaking skill by practicing speaking English more often.

   b. For the teacher

      This research is expected to be useful for teachers, especially English teachers, to provide information related to one of the effective strategies to be used in teaching speaking skill, namely describing picture strategy. in practicing speaking English.

   c. For the other researchers

      This research is expected to provide benefits for other researchers to provide information in the form of a reference regarding research on the topic of using describing picture strategies in improving speaking

skill. Through this research, other researchers can benefit not only from the theoretical side related to the describing picture strategy but also how to apply the describe picture strategy in a study.

F. Prior Research

In conducting this research, the researcher considers several prior researches conducted by previous researchers. The first prior research was conducted by Pratiwi and Ayu in SMA Al Azhar 3 Bandar Lampung by using qualitative research method.[1] The research result showed that describing picture can help students to improve students speaking skill. Their research have similarities and differences. The similarity lies in the topic, namely describing picture strategy in learning speaking skill while The difference between the prior research and this research is in the research method because the researcher's. Research method is a classroom action research method while their research method is qualitative research. Another difference lies in the research objectives. That is because the researcher's research objective is to improve students' speaking skill through the application of describing picture strategies, while their research is only to analyze the use of describing picture strategies to improve speaking skill.

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[1] Zakiyah Ayu Pratiwi and Mutiara Ayu, *The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skill,* no.2(2020),1

The second prior research was carried out by Iman's in Global Mandiri University by using quantitative research method. [2] The research result showed that using pictures with picture describing technique could give positive impact on the speaking achievement and it also could be used as the alternative medium of instruction in the teaching and learning environment. Iman research with researcher has similarities and difference, The similarity lies in the similarity of the topic namely the use of describing pictures technique for speaking skill. While The difference is in the purpose because the purpose of iman research is to examine the effect of using the describing picture technique on speaking skill, while the researcher's research aims to improve speaking skill by using describing picture technique.

The third prior research was carried out by Rofiqi, zuhairi and Rahmati in Wahid Hasyim Junior High School Dinoyo Malang by using quantitative research method.[3] This researcher already explained that describing pictutre technique is very beneficial in teaching speaing skill. The result showed that the use of describing picture strategy is effective in influencing the student speaking skill. Their research with the researcher has similarities and difference, The similarity lies in the similarity of research topic, namely the use describing pictures in the teaching speaking. While The difference is in the research method because their research method is quantitative while the researcher's research is classroom action research.

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[2] Jaya Nur Iman, *Using Pictures With Describing Technique to Improve The Speaking Achievement,* no.1(2016),1

[3] Fathol Ghafir Rofiqi, Alfan Zuhairi and Nuse A. Rahmati, *The Effectiveness of Using Describing Pictures in Teaching Speaking*, no.22(2006).1

CHAPTER II

LITERATURE REVIEW

A. Concept of Speaking Skill

1. Definition of Speaking Skill

Speaking is the process by which the speaker relies on all available information, such as background and language, to create a message that is understandable and meaningful to the target audience.[4] Speaking is a person's ability to express ideas, thoughts that are in themselves that involve other people in conveying the information by using words. Speaking is the ability to pronounce articulation sounds or words to express thoughts, ideas and feelings.

In addition, speaking is a language skill that needs to be developed and practiced regardless of the grammar curriculum.[5] In the other words, speaking is very important in helping speakers learn useful language for everyday communication. Speaking practice gives chance to speaker to develop the ability to convey information verbally and in a way that the listener can understand.

In addition, speaking is a language skill that needs to be developed and practiced regardless of the grammar curriculum.[6] Speaking aims to convey verbal message effectively, as a form of communication to others. It is

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[4] Mirosław Pawlak, Ewa Waniek-Klimczak and Jan Majer, *Speaking and Instructed Foreign*
 Language Acquisition(Bristol; Multilingual Matters,2011),132.
[5] Scott Thornbury, *how to teach speaking*, long man, 2011,4.
[6] Christopher N. Candin & David R. Hall: *Teaching and Researching Speaking*, no.2 (2011).84

stated that speaking is essentially a process communicate because in it there is a transfer of messages from one source to another source.

Public speaking skill is usually assessed during real-time face-to-face communication between the speaker.[7] Speaking is one of the skills to communicate with people others through the medium of language. Speaking is a form of speech act in the form of the sounds produced by the speech apparatus are accompanied by body movements and facial expressions. Therefore, speaking is an activity that is used by human to communicate.

If people speak too fast, the learner is more likely to shift the phonology of the foreign language and focus on mechanical difficulties.[8] Speaking is a means to communicate ideas that are compiled and developed according to the needs of listeners. Speaking is communication orally, it means conveying thoughts and feelings verbally to the speaker's. Speaking too used to convey ideas which aim to get learning.

Speaking skill is a milestone in English Education (ELT), as many want to master it for a variety of purposes, primarily for communication purposes.[9] Speaking activities to explain someone or report something in a particular situation. Speaking namely the organization and conditioning of

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[7] Christopher N. Candin & David R. Hall: *Teaching and Researching Speaking*, no.2 (2011).1

[8] I. S. P. Nation and J. Newton, *Teaching ESL/EFL Listening and Speaking*,(Routledge Taylor & Francis Group:New York)2009,21.

[9] Cehyun Yukselir and Sevki Komur, *Using Online Videos To Improve Speaking Abilities Of EFL Learners*, No.5 (2017),255

something, the transmission of questions, facts, opinions and events, as well as the description of certain things or objects using vocabulary.

Normal imitative and reproductive speech allows students to practice language and communication patterns.[10] Speaking is a need that must be done by humans in form is communication. Speaking is a communication activity between 2 or more people use of spoken language. Speaking is the ability to express oneself. Speaking is also known as the act of reporting through spoken language capable of speaking.

2. Function of Speaking Skill

Speaking skill has some great function including of:[11]

a. Talk as interaction

Talk as interaction refers to what the speakers normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small ta, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and

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[10] Sri Wahyuni and Muhamad Afandi, *Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia*, No. 3 (2020), 1

[11] Jack C. Richards, *Teaching Listening and Speaking*,(Avenue of the America,new York;Cambridge University Press)2008,22.

accurately is the central focus, rather than the participants and how they interact socially with each other.

c. Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

3. Speaking Assessment

To test speaking skill, there are some indicators that should be scored weir defines, he classified into five analytic speaking criteria as follows.[12]

Table 3
Speaking assessment

No	Component	Criteria
1.	Fluency	4. Generally natural delivery, only occasional halting when searching for appropriate words/expressions. 3. The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may needs regular prompts. 2. Speech is slow and hesitant. Maintans speech in a passive manner and needs regular prompts. 1. The student speaks so little that no 'fluent' speech can be said to occur.

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[12] Cyril J. weir, *Language Testing and Validation*, (New York: Palgrave Macmillan),2005,197.

2.	Pronunciation	4.occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded. 3. rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension. 2. comprehension suffers due to frequent errors in rhythm, intonation and pronunciation. 1. words are unintelligible.
3.	Vocabulary	4.effective use of vocabulary for the task with few in appropriacies. 3. for the most part, effective use vocabulary for the task with some examples of inappropriacy. 2. limited use of vocabulary with frequent inappropriacies. 1. inappropriate and inadequate vocabulary.
4.	Grammatical accuracy	4.very few grammatical errors evident. 3. some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension. 2. speech is broken and distorted by frequent errors. 1. unable to construct comprehensible sentences.
5.	Interactional strategies	4.interacts effectively and readily participates and follows the discussion. 3. use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently. 2. interaction ineffective. Can seldom develop an interaction. 1. understanding and interaction minimal.

B. Describing Picture Strategy

    1. Concept of Describing Picture Strategy

        a. Definition of picture

Picture is one of the visual images that is essential in English language teaching that carry equal meaning for English native and non-native learners. And can be use as valuable teaching tools bringing to the I what others ways can be only imagine.[13]

Furthermore, picture is defined as a design or representation made by various means such as painting, drawing, or photography.[14] Picture are an excellent media in which they can inspire play full to students because the pictures are interesting. The purpose of describing pictures is to train students imagination and retell stories in speaking English.

Furthermore, pictures are considered a visual media that provide textual information. Moreover, they can be used to enhance students' participation and create a positive attitude towards English.[15] What is meant by describing the images is to explain what is contained in the image.

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[13] Dewi Satria Elmiana, *Pedagogical Representation of Visual Images in EFL Textbooks: a Multimodal Perspective,* vol 1, no.1(2019):1

[14] Diana Elizabeth Arguello San Martin, Maria Rosana Ramirez-Avila, and Irma Guzman, *Foreign Language Teaching & Learning*, vol 5, no.2(2020):119

[15] Pamela l. Lavalle and Mark Briesmaster, *The Study of The Use of Picture Description in Enhancing Communication Skills Among The 8th-Grade Students—Learners of English as a Foreign Language,* vol 9, no.1(2017):4

b. Definition of Describing Picture Strategy

Describing picture is done by practicing the steps by steps to express a descriptive sentence correctly using the correct sentence coherent. A picture description is an ideal way of practicing English.

In addition, picture description is a way to elicit language input for data collection such as grammar feature samples, oral proficiency samples, and a picture story as a prompt for a writing task.[16] Picture can provide a lot of information at glance and understandable across languages. An image description is a written caption that describes the essential information in an image. Image descriptions can define photos, graphics, gifs, and video basically anything containing visual information.

Moreover, picture description technique and powerful method to elicit students' oral language performance all extensive and intensive levels.[17] An image description gives as short, simple explanation of a photo. This is a meaningful way to elaborate on a picture or add depth to a piece of content. Picture description is an ideal way of practicing English in all sorts of fields.

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[16] Diana Elizabeth Arguello San Martin, Maria Rosana Ramirez-Avila, and Irma Guzman, *Foreign language Teaching & Learning*, vol 5, no.2(2020):120

[17] Pamela l. Lavalle and Mark Briesmaster, *The Study of The Use of Picture Description in Enhancing Communication Skills Among The 8th-Grade Students—Learners of English as a Foreign Language,* vol 9, no.1(2017):4

2. **Benefits of Describing Picture Strategy**

Describing picture strategy has some great benefits, as follow:

a. Having learners as individual make sense of output and input surrounding them in their daily life.

b. Allowing the learners to predict, infer and deduce information from a variety of sources.

c. Bringing the outside world into the classroom, thus making situations better and into helping the learner to use appropriate associated language.

d. Creating a social setting or to immerse a learner to into a new or familiar world that cannot otherwise be created in the classroom environment.18

e. Communication experts have discovered about the benefits of the visual medium, and incorporating graphic elements into largely text-driven communications, the speakers can communicate more effectively.

f. Describing picture strategy is not only more effortless to recognize and process than words, but also easier to recall.

g. Describing picture strategy facilitates learning by providing clarifying examples, extra-lingual information, contexts for interpretation, and redundancy which aids recall.

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[18] Cannin g-Wilson and Christine, *Using Picture in EFL and ESL Classroom*, (Abu Dhabi: EDRS),1999,5.

h. Communicating with both graphics and text I s well suited to the way our minds work. Reeds point out that our cognitive abilities to comprehend, remember, reason, solve problems, and make decisions depend on a rich combination of words and images.[19]

3. Teaching Steps of Describing Picture Strategy

Teaching speaking through the use of describing picture strategy can be done through the following steps: [20]

a. The teacher gives students 5 minutes to do warm up activity by talking about a speaking topic given by the teacher.

b. The teacher gives students picture and asks them to look at the picture and write down important key words that can be used to describe the picture.

c. The teacher asks students to look at the picture again and asks them to note the clear key words that describe the picture.

d. The teacher asks students to draw pictures and asks them to note the important key words that describe the contents of the picture.

e. The teacher asks students to speak up about the combination of the contents of the picture given by the teacher and the picture they have made themselves.

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[19] Pauline Dewan, Words Versus Pictures: *Leveraging The Research on Visual Communication*, vol.1, no.1(2015):2

[20] Peg Dawson and Richard Guarde, *Excecutive Skills in Children And Adolescents*, (New York:The Califord),2010,86.

C. Action Hypothesis

The action hypothesis of this classroom action research is stated as follow:

"The use of describing picture strategy can improve the students' speaking ability and learning activity at SMP N 3 Blambangan Umpu Way Kanan Way Kanan."

CHAPTER III

RESEARCH METHOD

This chapter explains the research method used by the researcher in this research. It consists of variable and operational variable, research setting, subject of the research, research procedure, data collection technique, research instrument, data analysis method, and indicator of success.

A. Variables and Operational Definition of Variables

1. Variable of Research

This research consists of two variables; they are independent and dependent variables. The independent variable of research is Describing Picture Strategy implemented to improve the students' speaking ability.

The dependent variable of this research is speaking. It is one of four language skills that should be mastered by the students. Speaking skill is very important for the students to communicate the important message in English.

2. Operational Definition of Variable.

An operational definition of variable is a definition based on the characteristic of the things that is defined and observed or measured. Based on statement, the definition operational of the variable in this research is:

a. Dependent variable

According to Hatch, dependent variable of the major variable is measured in the study or research.[21] It means that dependent variable is a variable that can be improved by an independent variable. The dependent variable of this research is students' speaking ability.

b. The independent variable

According to Hatch, independent variable is a variable that the researcher feels may relate to improve the dependent variable.[22] In a sense, the independent this research is describing picture strategy. Through the application of a describing picture strategy, students' speaking skills can be improved.

B. Research Location

The research was conducted by using Classroom Action Research (CAR) at SMP N 3 Blambangan Umpu Way Kanan Way Kanan. The object of this research is the students' speaking ability at eight grade of SMP N 3 Blambangan Umpu Way Kanan Way Kanan located at Letjend alamsyah street km.23, Gistang, Blambangan Umpu Way Kanan, Way Kanan.

C. Subject and Object of Study

This research is Classroom Action Research (CAR). The subject of this action research is the students of eight grade at SMP N 3 Blambangan Umpu Way Kanan Way Kanan. The researcher chooses one of the class that

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[21] Evelyn Hatch and Annel Lazaraton, *The Research Design and Statistics for Applied Statistic*, (Los Angeles:Heinle Publisher),1991,63.

[22] Ibid, p.64

the students had a low average grade in speaking. the Describing picture strategy is the problem solution for making students be better in speaking.

Table 4
The quantity of students at the eleventh grade
At Smp N3 Blambangan Umpu Way Kanan

Class	Gender		Total
	Male	Female	
VIII B	**21**	**10**	**31**

D. Action plan

The design of this research is classroom action research. It is called CAR because the research is aimed in developing a certain instructional technique to solve problems in a class.

According to Mc Niff stated that, Action research is a term for a specific type of research into one's own learning. It's a handy way to look at people practice to check if it's doing what people think it should.[23] In addition, Mac stated that action research is a cyclical process of "think-do-think" to research and create change. We think about what we do in present, then we do something to create change, then we think again about what we have done and its effects.[24] It means that Classroom Action Research (CAR) carried out a class to know the effects of action applied to a research subject in the class.

Based on the statement, the researcher can say that Classroom Action Research (CAR) is a reflective study done by teacher in a classroom for getting a solution to the problem until it can be solved. Besides, Classroom

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[23] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge Falmer),2002,second edition,15

[24] Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies, A Step by Step Guide*, (New York: Open University Press),2009,1.

Action Research (CAR) helps the teacher to solve a problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

Classroom Action Research (CAR) consists four steps cycles, they are planning, acting, observing and reflecting.[25] Classroom Action Research (CAR) was applied in this research since it regarded important to develop speaking ability of eight grade of SMP N 3 Blambangan Umpu Way Kanan Way Kanan by Describing picture strategy. By applying this strategy, it is expected to solve students' problems in the teaching-learning process of speaking ability.

The classroom action research is designed to apply in this research is a collaborative classroom action research. In conducting the research, the researcher collaborates with the real English teacher of SMP N 3 Blambangan Umpu Way Kanan Way Kanan as an observer and collaborator. The researcher plays a role as an English teacher who teacher speaking ability in English through Describing Picture Strategy to the students. Meanwhile, the real English teacher's role is as an observer who observes the action of the research while teaching-learning activities happen in the classroom. In this case, the real English teacher also acts as a collaborator when helps the researcher in designing a lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the researcher is not only as an observer but the researcher also conducted actions by making a lesson plan

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[25] Ibid, p.41

and giving assessment for the students. Then, the researcher also collected and analyzed data by collaborating with the teacher to know the result of their student speaking.

According to the Lewin's action research design, the researcher wants to describe a plan for Classroom Action Research (CAR) as follows:

1. **Cycle**

   a. Planning

   In planning, the researcher makes instruments, as follows:

   1) The researcher prepares the lesson plan based on 2013 curriculum and English syllabus.

   2) The researcher prepares the observational note and guidelines.

   3) The researcher prepares the instrument of speaking test before and after Classroom Action Research (CAR)

   b. Acting

   In this phase, the researcher acted as the teacher and the real teacher become the observer. The researcher conducted some activities in the class as follows:

   1) Boxing Pre-teaching

   a) The researcher greets the students and check the attendance list.

   b) Th researcher gives a warm-up activities.

   c) The researcher explains the general overview related to the topic of report

2) Whilst Teaching

    a. The teacher gives students 5 minutes to do warm up activity by talking about a speaking topic given by the teacher.

    b. The teacher gives students picture and asks them to look at the picture and write down important key words that is used to describe the picture.

    c. The teacher asks students to look at the picture again and asks them to note the clear key words that describe the picture.

    d. The teacher asks students to draw pictures and asks them to note the important key words that describe the contents of the picture.

    e. The teacher asks students to speak up about the combination of the contents of the picture given by the teacher and the picture they have made themselves.

3) Post-Teaching

    a) The researcher gives a conclusion about report text

    b) The researcher closes the class.

c. Observing

1) In this phase, the researcher conducts some activities some activities as follow :

2) The real teacher observes teaching-learning activity in the classroom, such as class situation, teachers' performance, and students' response.

3) The researcher identifies the students' achievement in learning speaking ability by giving the test after CAR in cycle

4) 3) The researcher calculates students' improvement grades from the test before CAR to test after CAR in cycle, does it improve or not?

d. Reflecting

In this phase, the researcher and teacher have some activities as follows:

1) The teacher and the researcher discuss about the result of the implementation of CAR, students' achievement and the media.

2) The teacher and the researcher prepare the lesson plan for the next cycle and test after CAR in cycle 2 to know the improvement of students' grade and to solve the problem that unfinished yet.

E. Data collecting Technique

There are two types of collecting data, they are qualitative data and quantitative data. The researcher used observation dealing with qualitative data. On the other side, the researcher used the students' final result grade of speaking as pre-test and post-test to obtain the quantitative data.

Some instruments were applied to obtain the data in this study. The complete explanation of those instruments as follows:

1. Test

The researcher used the test to get the data result of the students' speaking ability. The result of this test is students' speaking. This test aims

to measure the students' speaking ability. The tests consist of some types, as follows:

a) Pre-test

      The pre-test is conducted before implementing Describing Picture Strategy in the study. Pre-test of this research is in the form of a speaking test that asks the students to speak up in English by doing conversation.

b) Post-test

      The post-test is implemented after using Describing Picture Strategy in teaching speaking ability. Post test of this research is in the form of a speaking test that asks the students to speak up in English by doing conversation.

2. Observation

      Observation is a part of action research. It enables researcher to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think they occur.[26] In this case, the researcher observed the students directly in the classroom and gets the description of students' activity in learning speaking process. The real teacher also observed the researcher who teachers in the classroom and the implementation of CAR based on observation notes which already made before.

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[26] Anne Burns, *Collaborative Action Research for English Language Teachers*, (New York: Cambridge University Press),1999,80.

The data is taken based on the students' participants during teaching and learning activity according to the lesson plan. The information obtained from this observation was used as a basis to determine the planning for the following cycle.

3. Documentation

Documentation is collection of various documents relevant of the research query which can include students' worksheet, students records and profile, lesson plan, classroom material.

The researcher used the documentation method to get some information about:

a. The history of SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

b. Vision and mission of SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

c. The condition teachers and officials employees in SMP N 3 Blambangan Umpu Way Kanan.

d. The quantity of the students of SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

e. The condition building and the sketch of SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

f. Organization structure of SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

g. Speaking worksheet, lesson plans and classroom material of the students at SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

F. Data Collection Instrument

1. Speaking Test

   To identify the students' speaking ability of the eighth grade of SMP N 3 Blambangan Umpu Way Kanan Way Kanan, the researcher applied a speaking test. The test measures with the ability of the students about the topic of speaking.

   The test consists of this research is in the form of speaking test that asks the students to speak up in English by doing conversation in pre-test and post test.

2. Observation

   In order to observe the learning activity and each cycle, the researcher used an observation sheet. It was used to observe the following items:

   a. Paying attention to the teacher's explanation.

   b. Asking or answering the teacher's question.

   c. Being active in class.

   d. Doing the task by given the teacher.

3. Documentation Sheet

   The researcher used the documentation sheet to complete the research information about:

   a. The history of SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

   b. The vision and mission of SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

c. The condition teachers and official employees in SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

d. The quantity of the students of SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

e. The condition of building and the sketch of SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

f. The organization structure of SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

g. The speaking worksheet and classroom materials of the students at SMP N 3 Blambangan Umpu Way Kanan Way Kanan.

G. Data Analysis Technique

Data analysis is conducted by taking the average grade of the pre-test. The researcher used a statistical technique. In scoring the test, the students' grade is counted with the following formula:

Notes :

X = The sample mean

$\sum X$ = The sum of individual score

N = The number of score in the sample

Mo-re over, to know the result, the researcher is compared between pre-test and post-test. The result is matched by the minimum standard in this school at least 70. If from cycle 1, there are some students not successful, so the researcher conducted cycle II.

The formula to figure out the percentage of the students who pass the MMC in each cycle as follows:

P= Percentage

F= Frequency

N= Number of Observation

H. Indicator of Success

The success of this research is determined from the process and the result of the action research. This research is called successful if 75% of the students achieve the passing grade in their speaking ability and be active in learning activity.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The history of SMPN 3 Blambangan Umpu Way Kanan

SMPN 3 Blambangan Umpu Way Kanan began to accept new student based on the head of education department and the head of tourism, art and culture departments' decision of way kanan regency, number: 1542/C3/DS/SK/2005 in January 10th 2005. Therefore, the learning teaching activity of SMPN 3 Blambangan Umpu Way Kanan was begin in academic year 2005/2006.

In first existence, the management and development of SMPN 3 Blambangan Umpu Way Kanan was implemented by the head of SMPN 3 Blambangan Umpu Way Kanan (Wartoyo, M. Pd). Therefore, the head of SMPN 3 Blambangan Umpu Way Kanan assigned the vice head of SMPN 3 Blambangan Umpu Way Kanan (Agus Tri Kuncoro, S.Pd) to manage SMPN 3 Blambangan Umpu Way Kanan.

b. Vision and Mission of SMPN 3 Blambangan Umpu Way Kanan

1) Vision of School

a. The realization of a safe, healthy, neat and beautiful (ASRI) environment in the implementation of KBM.

b. The realization of a guided and conducive learning atmosphere in the implementation of KBM based on the 2013 curriculum.

c. The realization of graduates who are akhlaqul karimah, sensitive to the environment, social, independent and religious.

d. The realization of graduates who are smart and competitive.

2) Mission of School

a) Create a beautiful and fun learning environment.

b) Seek guidance in the implementation of KBM based on KTSP & kurtilas.

c) Cultivate active, creative, effective and fun (PAKEM)

d) Strive to procure facilities to support PBM, science and technology through learning experiences.

Improve students achievement in academic and non-academic fields.

c. **The Condition of Teacher and Official Employers at SMPN 3 Blambangan Umpu Way Kanan**

Condition of teachers and official employers in SMPN 3 Blambangan Umpu Way Kanan, the numbers of teachers and official employers in SMPN 3 Blambangan Umpu Way Kanan could be identified as follows:

Table 5
The Condition of Teachers at SMPN 3 Blambangan Umpu Way Kanan

No	The subjects' teacher	Graduate		PNS	Honor	Total
		S1	S2			
1	English	2	-	1	1	2
2	Mathematics	1	-	1	-	1
3	Economics			-	1	1
4	Indonesian language	1	2	3	-	3
5	Art and culture	1	-	1	-	1
6	Civic education	1	-	-	1	1
7	Counselling guidance	1	-	-	1	1
8	Natural science	-	1	1	-	1
9	Social science	1	-	1	-	1
10	Information technology	1	-	-	1	1
11	Lainnya	1	-	-	2	2
	Total	10	3	7	7	15

Sources: documentation of condition teacher at SMPN 3 Blambangan Umpu Way Kanan in the academic year 2022/2023

Table 6
The Official Employers at SMPN 3 Blambangan Umpu Way Kanan

No	Administration	Graduate				PNS	P3k	Honor	Total
		S2	S1	D3	SMA				
1.	School information staff	-	-	1	1	-	-	2	2
2.	Science lab head	1	-	-	-	1	-	-	1
3.	Head of administration	-	1	-	-	-	1		1
4.	Scoutmaster	-	1	-	-	-	1	-	1
5.	Library head	-	1	-	-	1	-	-	1
6.	Student council builder	-	1	-	-	1	-	-	1
7.	Headmaster	1	-	-	-	1	-	-	1
8.	Vice headmaster	-	1	-	-	1	-	-	1
	Total	2	5	1	1	5	2	2	9

Source: Documentation of official employers at SMPN 3 Blambangan Umpu Way Kanan.

d. **The Quantity of the Students of SMPN 3 Blambangan Umpu Way Kanan**

There are 199 students of SMPN 3 Blambangan Umpu Way Kanan. Each graders consist of 8 classes. The seven grades consist of 8 classes with 74 students, the eighth grades consist of 3 classes with 73 students and the nine grades consist of 2 classes with 54 students. The quantities of the students at SMPN 3 Blambangan Umpu Way Kanan that could be identified as follows:

Table 7
The Students' Quantity of SMPN 3 Blambangan Umpu Way Kanan

No	Class	Male	Female	Total
1.	VII A	13	11	24
2.	VII B	8	17	25
3.	VII C	14	11	25
4.	VIII A	12	14	26
5.	VIII B	10	14	24
6.	VIII C	11	12	23
7.	IX A	16	12	28
8.	IX B	13	13	26
Total		199		

Sources: Documentation of students'quantity at SMPN 3 Blambangan Umpu Way Kanan in the academic year 2022/2023.

e. **The Building The Sketch Location of SMPN 3 Blambangan Umpu Way Kanan**

The building of SMPN 3 Blambangan Umpu Way Kanan could be shown in the table as follows:

Table 8
The Building of SMPN 3 Blambangan Umpu Way Kanan

No	Kinds of room	Total
1.	School hall	1
2.	Teacher office	1
3.	Headmaster office	1
4.	Administrative office	1
5.	Classroom	9
6.	Language laboratory	1
7.	Science laboratory	1
8.	Field ceremony	1
9.	Prayer room	1
10.	Warehouse	1`
11.	Library	1
12.	Counselling guidance room	1
13.	Canteen	1
14.	Student council room	1
15.	Student health room	1
16.	Meeting room	1
17.	Teacher's toilet	2
18.	Student toilet	4
19.	School caretaker's house	1
Total		**31**

Sources: Documentation of building at SMPN 3 Blambangan Umpu
Way Kananin the academic year 2022/2023.

The sketch location of SMPN 3 Blambangan Umpu Way

Kanan is illustration as follows:

Figure 1
The sketch location of SMPN 3 Blambangan Umpu Way Kanan
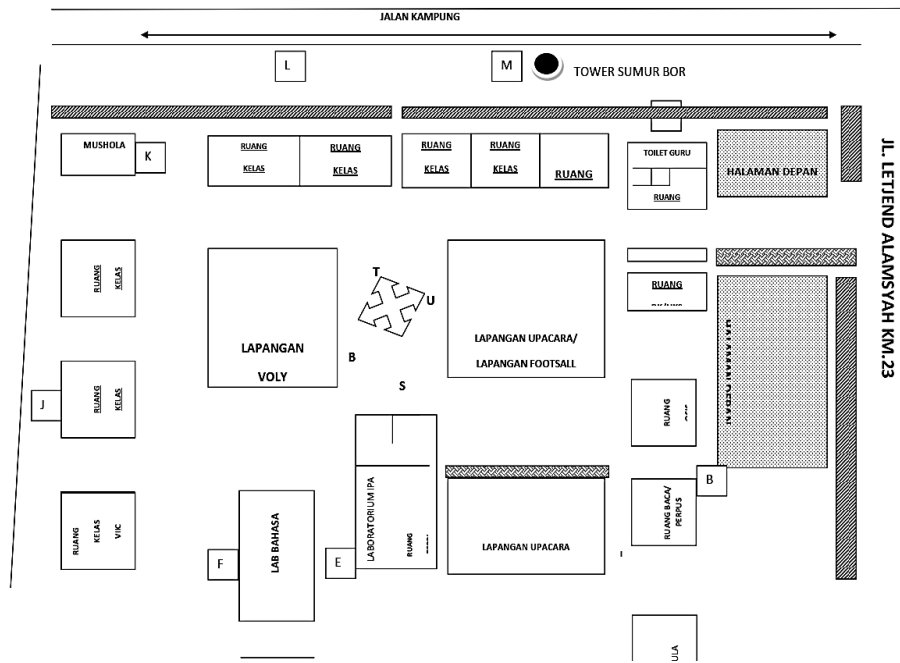
f. The organization of SMP N 3 Blambangan Umpu Way Kanan

Figure 2
Organization structure of SMPN 3 Blambangan Umpu Way Kanan

HEADMASTER Wartoyo, M.pd. NIP. 196808061992031015	Vice Headmaster Agus Tri Kuncoro. S.Pd NIP. 198308072008041002

Science Lab Head Ratna Agustini, M.Pd NIP. 197608192003122006	Head of Administration Ali Syahbana, S.Kom NIP. 2349760662200033	Library Head Anna Diana, S.Pd NIP. 197911102008012025

Student Counsil Dewi Sriyanti, S.Pd NIP. 7947759660300012	Scoutmaster Ani Ariyadi, S.Sos NIP. 7635761662300072	Counseling Guidance Paulena, S.Pd NIP. 8435767667131102	School Administration Staff Siti Armiyati

Class of guardian
VII A: Patin Hamama, S.Pd
VII B: Suci Rahmawati, S.Pd
VII C: Ani Ariyadi, S,Sos

Class of guardian
VIII A: Hidayatul Kamila, S.Pd. i
VIII B: Anna Diana, S.Pd wali
VIII C: Wena Desriza, S.Pd

Class of guardian
IX A: Ratna Agustini, M.Pd
IX B: Dewi Sriyanti, S,Pd

2. Description of research data

  This research used classroom action research. It was conducted in two cycles that include of cycle I and cycle II. Each cycle consisted of two meetings and each meeting takes 2x45 minutes. Each cycle includes of planning, action, parallel observation, and reflection. In relation to manage the class, the researcher made a lesson plan. The action of this research used describing pictures strategy to improve the students' speaking ability.

a. Pre-test Activity

The researcher conducted pre-test on Monday, August 08th 2022 at 08.00 until 09.30. All students had been already in the class when the teaching time came. The researcher greeted the students. In addition, the researcher told the students that the researcher had aim to conduct the research in their class in order to know their speaking skill before conducting classroom action research. The researcher informed the students that they were going to do pre-test to investigate their speaking ability. The pre-test was administrated to the students to be finished individually. The kind of test is the speaking test that asks students to do a dialogue. Students were given several choices of topics related to existence people, things and animals.

The students' pre-test result is presented on the following table:

Table 9
Students' Pre-test Grade

No	Students' name	Grade	Category
1.	AA	55	Incomplete
2.	AJF	65	Incomplete
3.	CKP	50	Incomplete
4.	CM	65	Incomplete
5.	DHM	75	Complete
6.	F	65	Incomplete
7.	FT	75	Complete
8.	IR	50	Incomplete
9.	JO	55	Incomplete
10.	MA	65	Incomplete
11.	MFS	55	Incomplete
12.	N	50	Incomplete
13.	NS	55	Incomplete
14.	O	60	Incomplete
15.	PGP	60	Incomplete
16.	QS	55	Incomplete

17.	R	60	Incomplete
18.	RA	65	Incomplete
19.	RAP	75	Complete
20.	RS	65	Incomplete
21.	SA	75	Incomplete
22.	SL	65	Incomplete
23.	TW	60	Incomplete
Total		1.420	
Average		62	

Sources: The result of comparison between post-test I at the eighth grade of SMPN 3 Blambangan Umpu Way Kanan august 08th 2022.

Table 10
Frequency of students' grade in pre-test

No	Grade	Frequency	Percentage	Explanation
1.	≥ **75**	4 students	17%	Complete
2.	< **75**	19 students	83%	Incomplete

Sources: The grade result of speaking pre-test at the eighth grade of SMPN 3 Blambangan Umpu Way Kanan.

Figure 3
The percentage of the students' grade on pre-test
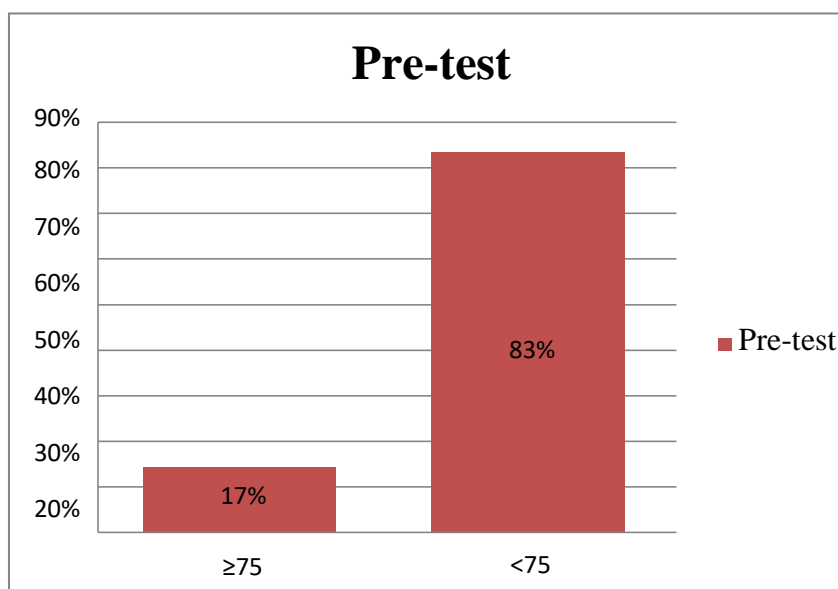
Based on the data above, it is inferred that 19 students (83%) are not successful and 4 other students (17%) are successful. The

students were those who get the minimum mastery criteria at SMPN 3 Blambangan Umpu Way Kanan at least 75.

The successful students are fewer than those unsuccessful students. Based on the pre-test result, the researcher gets an average score of 62 so the result is unsatisfied.

Therefore, the researcher used Describing picture strategy to improve the students' speaking ability.

b. Cycle I

1) Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also planned to give an evaluation to measure the students' mastery of the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Monday, August 15th at 10.00 until 11.30 and followed by 23 students. The meeting was started by praying, greeting and checking the attendance list. In this stage, the condition of the class was

effective because the collaborator handled the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

In the beginning the researcher gave the students five minutes to do warm up activity by talking about a speaking topic given by the researcher. The speaking topic chosen an in the first meeting in cycle I is a handphone.

In conducting the first step, the researcher asked the students some questions about handphone and some students answered the researcher question by stating their description about handphone. Specifically, the researcher asked the students *what is a handphone?* One of the students answered that "the handphone is a communication tool".

 In the second step, the researcher gave a picture of the handphone and asked the students to pay attention to the picture carefully. futhermore the researcher asked the students to write down important key words that could be used to describe the picture. At this step, the researcher asked students to state "pay attention to this handphone picture carefully and then write important words related to the handphone picture".

In this process, the students pay attention to the words related to the handphone picture.

In the third step, the researcher asked students to draw a handphone on the paper provided based on their own thought. After that, the researcher asked the students to write down important key words related to their own pictures, namely handphone. At this step the student seriously drew handphone by adding elements not in the pictures given by the teacher and after that write key words directly related to the pictures they have made.

In the fourth stage, the researcher asked students to talk about the topic of handphone by combining the information from the picture given by the teacher and their own picture. At this step, the students actively spoke in dialogue in pairs to describe handphone with background knowledge formed based on the key words of the picture given by the teacher and their own picture.

b) The Second Meeting

The second meeting was conducted on Friday, august 19th, 2022 at 08.00 until 09.30 for 2x45 minutes. The implementation of the research began with prayers, greetings, checking the attendance list, and the condition of the students.

The learning process about asking and stating the description of people, objects and animals.

In the first step the researcher gave warm up activity by discussing the topic of speaking, namely about Way kambas by asking who had been Way Kambas? "*what do people see in Way kambas*?" and one of the students answered that I saw various animals in Way kambas, especially elephants.

In the second step the researcher give a pictures of the Way kambas and students pay attention to the picture. After that, students write down the key information they see from the picture. In the third step students actively draw what they know about Way kambas. In addition, students write down information or key words related to Way kambas. In the fourth step students actively have a dialogue in English with their partner about Way kambas. Dialogue occurs in the process of students developing information from the pictures they get from the teacher and their own pictures, students actively develop important ideas related to the two picture by actively engaging in dialogue in English.

c. Post-test I Activity

In addition, on Monday, august 22nd   2022 at 08.00 until 09.30 the researcher conducted post- test 1 cycle 1, the researcher gave post-test of cycle I with a similar test on a pre-test before. The kind of

test is an oral test in the form of the speaking test that asks students to do a dialogue in English. The students are given several choices of topics related to existence people, things and animals. After that, the students did the dialogue in English for 3 minutes and the researcher record the video. The result of post-test I is the following table:

Table 11
Students' Post-test I Grade

No	Students' name	Grade	Category
1.	AA	65	Incomplete
2.	AJF	75	Complete
3.	CKP	60	Incomplete
4.	CM	75	Incomplete
5.	DHM	80	Complete
6.	F	75	Complete
7.	FT	80	Complete
8.	IR	65	Incomplete
9.	JO	65	Incomplete
10.	MA	75	Complete
11.	MFS	65	Incomplete
12.	N	65	Incomplete
13.	NS	65	Incomplete
14.	O	75	Complete
15.	PGP	75	Complete
16.	QS	65	Incomplete
17.	R	70	Incomplete
18.	RA	70	Incomplete
19.	RAP	80	Complete
20.	RS	75	Complete
21.	SA	80	Complete
22.	SL	75	Complete
23.	TW	70	Incomplete
	Total	1.645	
	Average	**72**	

Source: the grade result of speaking post-test I at the eighth grade of SMPN 3 Blambangan Umpu Way Kanan august 22nd 2022.

Table 12
Frequency of Students' Grade in Post-test I

No	Grade	Frequency	Percentage	Explanation
1.	≥75	12 students	52%	Complete
2.	<75	11 students	48%	Incomplete

Source: The Grade Result of speaking post-test I at the eighth grade of SMPN 3 Blambangan Umpu Way Kanan august 22nd 2022.

Figure 4
The percentage of the students' completeness grade on post-test I
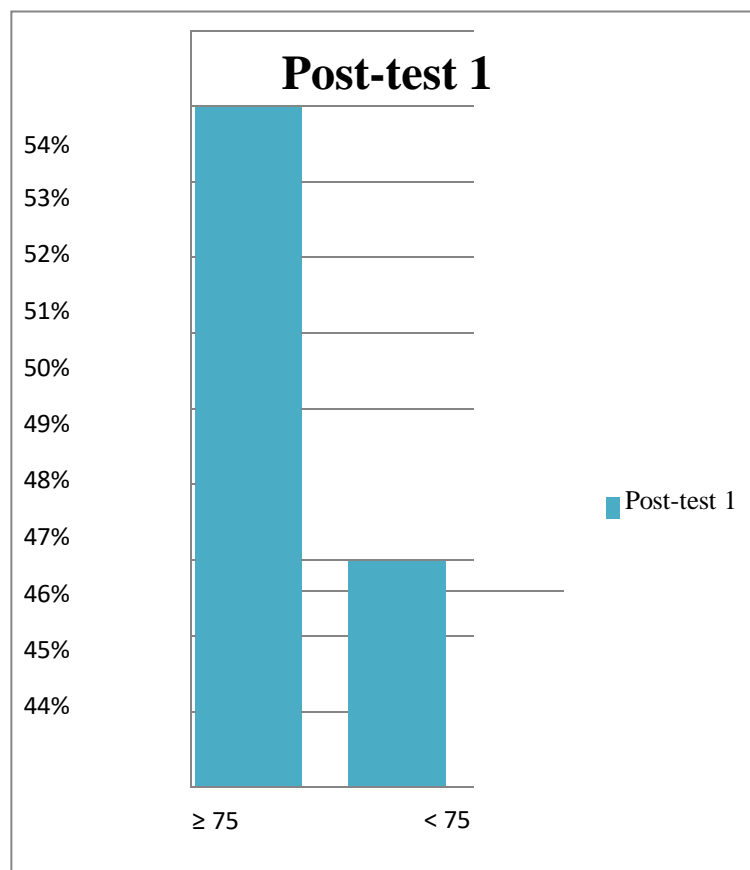
Based on the result above, it could be seen that 12 students (52%) got grade up to the standard and 11 students 48(%) got grade less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said successful when 75% students got grade ≥75. The fact showed that the result was unsatisfied.

3) Observing

In observation, the collaborator observed the students' activities. The researcher as a teacher gave material about stating and giving opinion by using describing picture strategy. While the treatment was being executed, the students' activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The indicators of the students' learning activities were:

a. The students are able to do warm-up activities by talking about the speaking topic given by the teacher

b. The students are able to pay attention to pictures and write important key words used to describe pictures

c. The students are able to pay attention to the picture again and note the key words clearly that describe the picture

d. The students are able to draw a picture and note important key information words that describe the content of the picture

e. The students are able to speak about the combination of the content of the picture given by the teacher and the picture that they have made themselves

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

Table 13
The Students Learning Activities Observation in Cycle I

No	Students name	The indicator of students' learning activities				
		Activiting prior knowledge by talking about the speaking topic	Paying attention to pictures and speaking ability important key words used in describing picture	Paying attention to the picture again and noting the key words	Drawing a picture and note important key information words	Speaking about the combination of the content of the picture given by the teacher and the students' picture
1.	AA	√	-	-	√	-
2.	AJF	√	√	√	√	√
3.	CKP	√	-	-	√	-
4.	CM	√	√	√	√	√
5.	DHM	√	√	√	√	√
6.	F	-	-	-	√	√
7.	FT	√	√	-	√	-
8.	IR	√	-	-	-	√
9.	JO	√	-	-	√	-
10	MA	-	√	√	√	-
11.	MFS	√	-	-	√	-
12.	N	-	√	√	-	-
13	NS	√	-	-	√	√

No	Name					
.						
14.	O	-	√	√	√	-
15.	PGP	√	√	-	√	√
16.	QS	-	√	√	-	-
17.	R	√	√	√	√	-
18.	RA	-	√	-	-	-
19.	RAP	√	√	√	√	√
20.	RS	√	√	√	√	√
21.	SA	√	√	√	√	√
22.	SL	√	-	√	-	-
23.	TW	√	-	-	√	-
TOTAL		17	14	12	18	10

Source: The Result grade of students' activities observation in cycle I at the eighth grade of SMPN 3 Blambangan Umpu Way Kanan August 15th 2022.

Table 14
The Frequency of Students' Activities in Cycle I

No	Students activities	Frequency	Percentage
1.	Activiting prior knowledge by talking about the speaking topic	17 students	74%
2.	Paying attention to pictures and speaking ability important key words used in describing picture	14 students	61%
3.	Paying attention to the picture again and noting the key words	12 students	52%
4.	Drawing a picture and note important key information words	18 students	78%
5.	Speaking about the combination of the content	10 students	44%

of the picture given by the teacher and the students' picture		
Total students	**23**	

Source: The result grade of students' activities in cycle I at class eight of SMPN 3 Blambangan Umpu Way Kanan.

Figure 5
The Percentage of Students Learning Activities in Cycle I
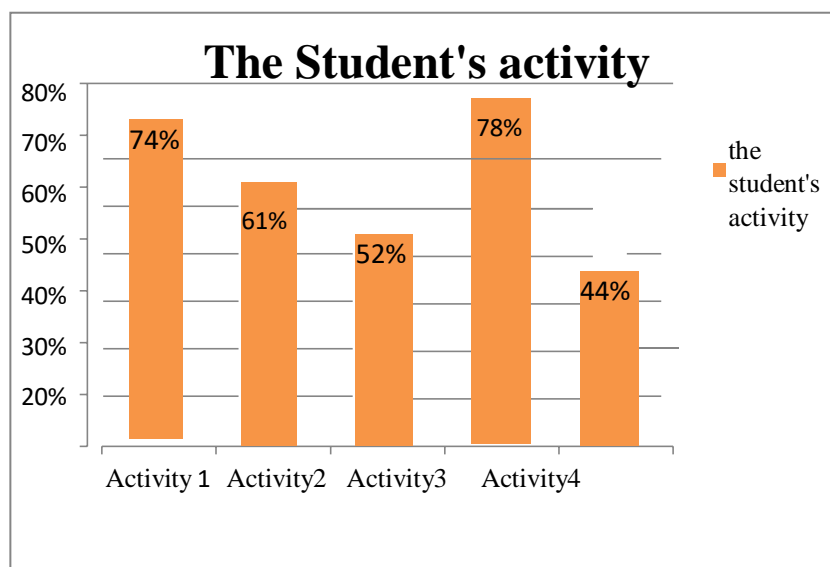
The table shows that no all the students' active in learning process. There are 17 students (74%) who give attention to the teacher explanation. 14 students (61%) who understood the materials, 12 students (52%) who active in the class, 18 students (78%) were able to do the task and 10 students (44%) who active in the group.

4) **Reflecting**

Based on the result observation in learning process in cycle I, it could be concluded that in the learning process has not achieved Passing grade of the research yet. At the end of this cycle, the researcher analyzed and calculated all the processes such as students' pre-test grade and the result of students' post-test I grade. The comparison between pre-test grade and post-test I grade was as follow:

Table 15
The Comparison Between Pre-test and Post-test I Grade in Cycle I

No	Name students	Pre-test	Post-test I	Improving	Explanation
1.	AA	55	65	10	Improved
2.	AJF	65	75	10	Improved
3.	CKP	50	60	10	Improved
4.	CM	65	75	10	Improved
5.	DHM	75	80	5	Improved
6.	F	65	75	10	Improved
7.	FT	75	80	5	Improved
8.	IR	50	65	10	Improved
9.	JO	55	65	10	Improved
10.	MA	65	75	10	Improved
11.	MFS	55	65	10	Improved
12.	N	50	65	10	Improved
13.	NS	55	65	10	Improved
14.	O	60	75	10	Improved
15.	PGP	60	75	10	Improved
16.	QS	55	65	10	Improved
17.	R	60	70	10	Improved
18.	RA	65	70	10	Improved
19.	RAP	75	80	5	Improved
20.	RS	65	75	10	Improved
21.	SA	75	80	10	Improved
22.	SL	65	75	10	Improved
23.	TW	60	70	10	Improved
Total		1.420	1.645		
Average		62	72	215	
High grade		75	80		
Low grade		50	60		

Source: The result of speaking comparison between pre-test and post-test I grade in cycle I at the eighth of SMPN 3 Blambangan Umpu Way Kanan.

Table 16
The comparison of students' pre-test and post-test I in cycle I

Interval	Pre-test	Post-test I	Explanation
≥75	17%	52%	Complete
<75	83%	48%	Incomplete
Total	**100%**	**100%**	

In addition, the graph of comparison about the students speaking ability pre-

test and post-test I grade in cycle I could be seen as follow:

Figure 6
The Comparison of Percentage of the Students' Completeness Grade on Pre-test and Post-test I
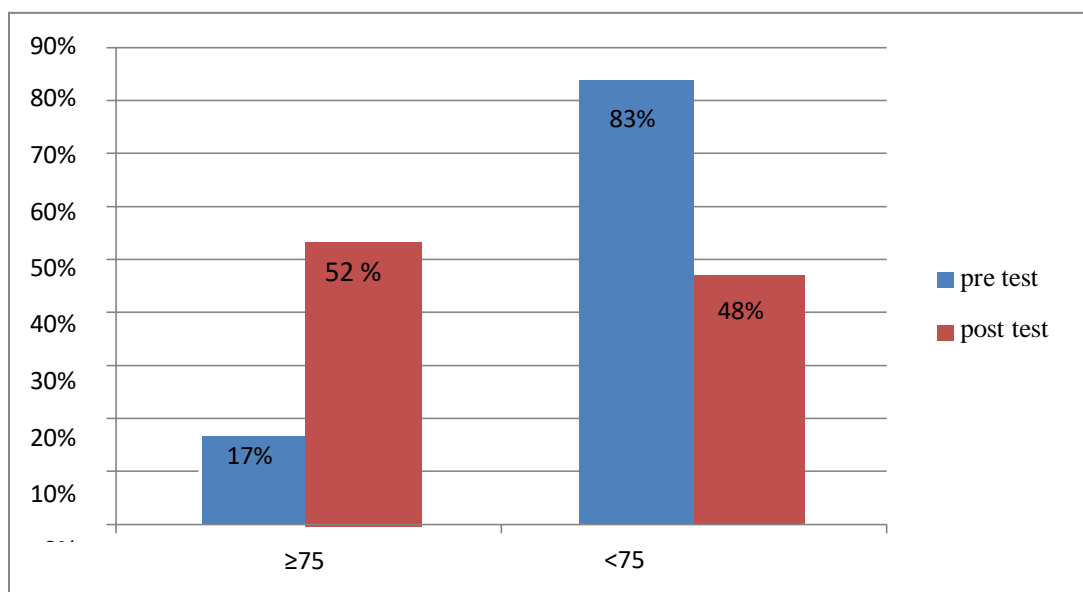
The table and the graphic above, in pre-test it could be seen

that total from 23 students, it was concluded that 17% or 4 students

among the interval ≥75 students, achieved the minimum standard

criteria. Then the students not achieve the minimum standard

criteria were 83% or 19 students among the interval ≤75. In

post-test I, it was concluded that 52% or 12 students among

the interval ≥75 students, achieved the minimum standard criteria. In addition, the students who did not achieve the minimum standard criteria were 48% or 11 students among interval ≥75. The average grade of pre-test was 62 and average grade of post-test I was 72. There was improvement between pre-test and post-test I but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet 75% of the total students must be passed the criteria. Therefore, the researcher had to continue in cycle II which consisted of planning, acting, observing, and reflecting.

d. Cycle II

The action in the cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. In addition, the researcher and collaborator planned to give the material for students in speaking ability by asking and giving information about thing, animal and person with the strategy of describing picture.

The researcher and collaborator prepared the lesson plan,

observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

2) Acting

a) The first meeting

The first meeting was conducted on Friday, August 26th 2022 at 08.00-09.45 followed by 23 students. before the material is given, the researcher greets, prays, checks the attendance and condition of the students.

In the beginning the researcher warmed up by discussing the topic of cars. In the first step the researcher actively discussed with students by asking the question *what do people think about car?* One students replied that I think a car is a valuable item because it is very expensive. In the second step, students pay attention to the car picture given by the teacher and note the key words related to the picture. In the third step students draw a car based on their own thoughts on a piece of paper accompanied by keywords related to the picture they made. In the fourth step, students and their partners conduct dialogues in English with the topic cars. The dialogue is carried out by developing topics based on keywords obtained from the pictures given by the teacher and the pictures the have made.

b) The second meeting

The second meeting was conducted on Monday, August 29th 2022 at 10.00 until 11.30. The researcher began the lesson

by praying, greeting, checking attendance list and asking the students' condition.

In the first step, the researcher warmed up by discussing with students the topic of bicycles. The researcher asked the students "*how do people feel when people ride a bicycle?*" One of the students answered that they were interested in riding a bicycle because they were exercising. In the second step the researcher asked students to pay attention to the picture of bicycle by nothing the key words related to the picture of the bicycle. In the third stage, students actively drew bicycles based on their imaginations and recorded key words related to bicycles. In the fourth step the researcher asked students to carry out a dialogue in English related to the topic bicycles. The speaking activity was carried out by developing the content of the dialogue related to the key information obtained by the pictures provided by the teacher and their own pictures.

e. **Post-test II activity**

In addition, on Friday, September 2nd 2022 at 08.00 until 09.30 the researcher conducted post-test 2 of cycle 2 for 2x45 minutes. The researcher gave post-test to the students.

In this meeting, almost students were able to do speaking test. It could be seen based on the result of post-test II. There were only 8 of

34 students got the grade under the minimum mastery criteria in SMPN

3 Blambangan Umpu Way Kanan.

Table 17
The Students' Post-test II Grade

No	Students' name	Grade	Category
1.	AA	70	Incomplete
2.	AJF	80	Complete
3.	CKP	70	Complete
4.	CM	80	Complete
5.	DHM	85	Complete
6.	F	80	Complete
7.	FT	85	Complete
8.	IR	70	Incomplete
9.	JO	75	Complete
10.	MA	80	Complete
11.	MFS	75	Complete
12.	N	70	Incomplete
13.	NS	75	Complete
14.	O	80	Complete
15.	PGP	80	Complete
16.	QS	70	Incomplete
17.	R	80	Complete
18.	RA	75	Complete
19.	RAP	85	Complete
20.	RS	80	Complete
21.	SA	85	Complete
22.	SL	80	Complete
23.	TW	75	Complete
Total		**1.785**	
Average		**78**	

Source: The grade result of speaking post-test II at the eighth grade of
SMPN 3 Blambangan Umpu Way Kanan September 2nd 2022.

Table 18
The frequency of students' grade in post-test II

No	Grade	Frequency	Percentage	Explanation
1.	≥ 75	18 students	75%	Complete
2.	<75	5 students	25%	Incomplete
Total		**23 students**	**100%**	

Source : The grade result of speaking post-test II at the eighth grade of
SMPN 3 Blambangan Umpu Way Kanan September 2nd 2022.

Figure 7
The percentage of the students' completeness grade of post-test I
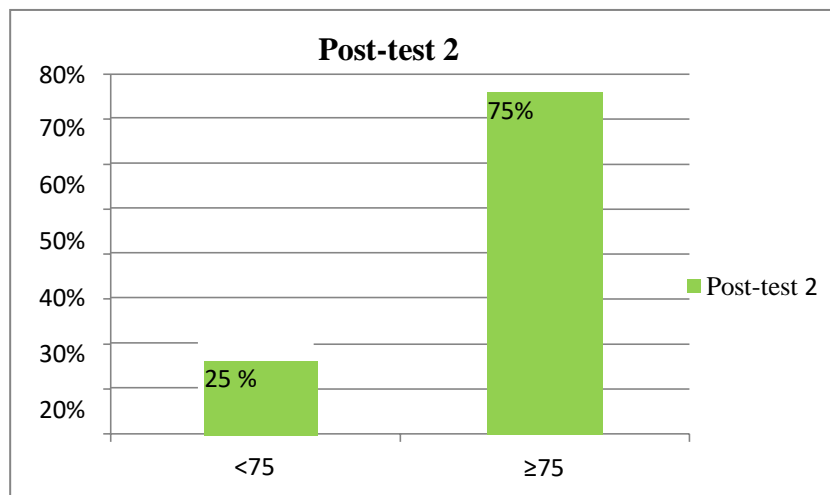
Based on the result above, it could be inferred that 18 students (75%) were successful and 5 other students (25%) were not successful. Based on the post-test 2 results, the researcher got the average of 78. It was higher than post-test 1 in cycle I.

3) Observing

In this step, the researcher presented the material by describing picture strategy. In learning process, there were also five indicators used to know the students' activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful. The grade result of students' learning activities observation, as follow:

Table 19
The Students' Activities Result in Cycle II

No	Students Name	The Indicator of Students' Learning Activities				
		Activiting prior knowledge by talking about the speaking topic	Paying attention to pictures and speaking ability important key words used in describing picture	Paying attention to the picture again and noting the key words	Drawing a picture and note important key information words	Speaking about the combination of the content of the picture given by the teacher and the students' picture
1.	AA	√	√	-	√	√
2.	AJF	√	√	√	√	√
3.	CKP	√	√	√	√	√
4.	CM	√	√	√	√	√
5.	DHM	√	√	√	√	√
6.	F	√	-	√	√	√
7.	FT	√	√	√	√	-
8.	IR	√	√	√	-	√
9.	JO	√	-	√	√	-
10.	MA	-	√	√	√	-
11.	MFS	√	√	-	√	√
12.	N	-	√	√	-	√
13.	NS	√	-	√	√	√
14.	O	-	√	-	√	√
15.	PGP	√	√	√	-	√
16.	QS	√	√	√	√	-
17.	R	√	√	√	√	√
18.	RA	√	√	-	-	√
19.	RAP	√	√	√	√	√
20.	RS	√	√	√	√	√
21.	SA	√	√	√	√	√
22.	SL	√	√	-	√	-
23.	TW	√	-	√	√	√
Total		**20**	**19**	**18**	**19**	**18**

Source: The grade result of students' activities in cycle hat the eighth grade of SMPN 3 Blambangan Umpu Way Kanan September 2nd 2022.

Table 20
The Frequency Students' Learning Activity in Cycle II

No	Students activities	Frequency	Percentage
1.	Activiting prior knowledge by talking about the speaking topic	20	87%
2.	Paying attention to pictures and speaking ability important key words used in describing picture	19	83%
3.	Paying attention to the picture again and noting the key words	18	79%
4.	Drawing a picture and note important key information words	19	83%
5.	Speaking about the combination of the content of the picture given by the teacher and the students' picture	18	79%
Total students		**23**	

Source: The grade result of students' activities in cycle of the eighth grade of SMPN 3 Blambangan Umpu Way Kanan September 2nd 2022.

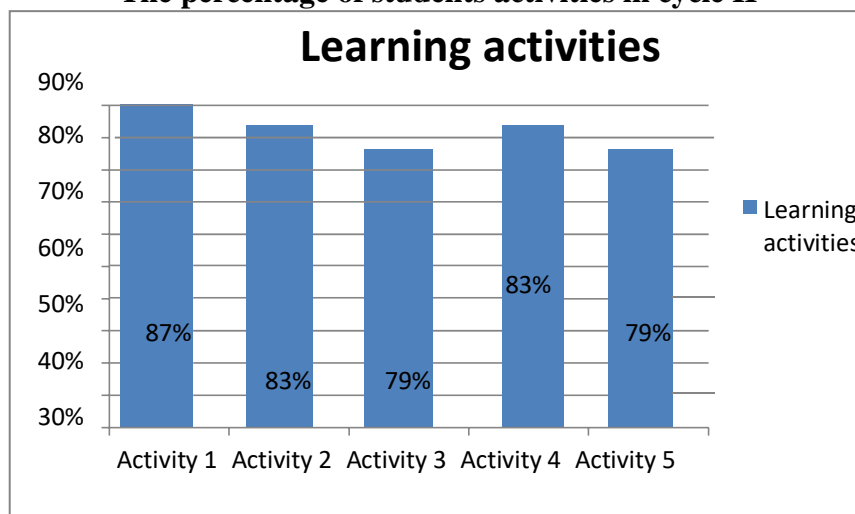In addition, the graph of percentage students activities in cycle II, as follow:

Figure 8
The percentage of students activities in cycle II

The table above shows that the students' activity in cycle II is improve. Activiting prior knowledge by talking about the speaking topic 87%, Paying attention to pictures and speaking ability important key words used in describing picture 83%, Paying attention to the picture again and noting the key words 79%, Drawing a picture and note important key information words 83%, Speaking about the combination of the content of the picture given by the teacher and the students' picture 79%. Based on the result above, the researcher indicates that learning process in cycle II is successful because the students' activity get percentage ≥75%.

4) Reflecting

Based on the result of learning process in cycle II, the researcher analyzed that generally by using describing picture strategy, the speaking ability would improve. At the end of this cycle, the researcher and the collaborator analyzed and calculated all the processes such as student's post- test II grade and observation of student's learning activities. The

comparison between students post test I grade and post-test II grade could

be compared on the following table.

Table 21
The Comparison Between Post-test I Grade and Post-test II Grade

No	Name initial	Post-test I grade	Post-test II grade	Improving	Explanation
1.	AA	65	70	5	Improved
2.	AJF	75	80	5	Improved
3.	CKP	60	70	10	Improved
4.	CM	75	80	5	Improved
5.	DHM	80	85	5	Improved
6.	F	75	80	5	Improved
7.	FT	80	85	5	Improved
8.	IR	65	70	5	Improved
9.	JO	65	75	10	Improved
10.	MA	75	80	5	Improved
11.	MFS	65	75	10	Improved
12.	N	65	70	5	Improved
13.	NS	65	75	10	Improved
14.	O	75	80	5	Improved
15.	PGP	75	80	5	Improved
16.	QS	65	70	5	Improved
17.	R	70	80	10	Improved
18.	RA	70	75	5	Improved
19.	RAP	80	85	5	Improved
20.	RS	75	80	5	Improved
21.	SA	80	85	5	Improved
22.	SL	75	80	5	Improved
23.	TW	70	75	5	Improved
Total		**1.645**	**1.785**		
Average		**72**	**78**	**135**	
Lowest grade		**60**	**70**		
Highest grade		**80**	**85**		

Source: The Result of comparison between post-test I and post-test II at the eighth grade of SMPN 3 Blambangan Umpu Way Kanan.

Table 22
**The comparison of students' grade in post-test I and post-test II**

Interval	Post-test I	Post-test II	Explanation
≥75	52%	75%	Complete
<75	48%	25%	Incomplete
Total	**100%**	**100%**	

Source: The Result of comparison about the students between post-test I and
post-test II at the eighth grade of SMPN 3 Blambangan Umpu Way
Kanan.

In addition, the graph of comparison about the students' speaking ability of asking and giving information about thing, animal and person in post-test I and post-test II grade in cycle II could be seen as follow:

Figure 9
The Percentage of Comparison of Students' grade on
Post-test I and Post-test II
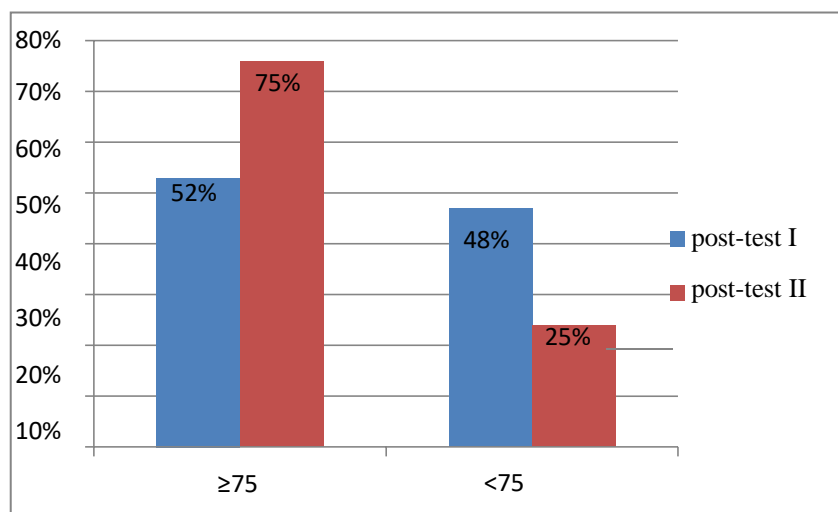
Based on the table above, it could be seen that the grade of the students in post-test II was various. The highest grade was 85 and the lowest grade is 70. The average grade of post-test II was 78. Besides, the percentages of students' success of post-test II grade was 75% or 18 students of the total students passed the passing grade and 25% or 5 students did not pass the passing grade at least 75. It means that the

indicator of success of this research had been achieved $\geq$75% students got grade 75. It indicated that the students' speaking ability was improved.

Regarding the result above, it could be inferred this Classroom Action Research (CAR) was successful and would not be continued to the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that describing pictures strategy improves students ability in speaking.

B. Discussion

The result of this research points out that use of describing picture strategy could improve the students' speaking ability at the eighth grade of SMPN 3 Blambangan Umpu Way Kanan. It was known from the result of post-test II. The percentage of students' speaking ability grade that achieve the passing grade in pre-test is 17%, and in post-test I 52%. Meanwhile, the percentage of students' speaking ability grade in   pos-test II is 75%. It means that result of cycle II had already achieved the indicator of success more than 75% students achieved the passing grade. Based on the explanation, it is discussed that the research is successful in increasing students' speaking ability.

Moreover, describing picture strategy can improve students' learning activity at the eighth grade of SMPN 3 Blambangan Umpu Way Kanan. It was known that the percentage of students learning activity of cycle I 72%. It was investigated that the percentage of learning activity of cycle II is 75%.

The indicator of success in this research is that 75% of the students achieve the passing grade in their speaking ability and their learning activity. It means that result of learning activity in cycle II had already achieved the indicator of success more than 75% students achieved the passing grade. It means that Describing picture strategy can improve the student's learning activity.

This research already proved that describing picture technique is very beneficial in teaching speaking skill. The result showed that the use of describing picture strategy is effective in influencing the student speaking skill. This is because by using the describing pictures strategy students actively think critically about the information they see in the picture and try to describe it in the picture and try to describe it in the form of speaking activities.

Therefore, it can be concluded that the use of describing picture strategy is very useful in learning English especially learning speaking. and it can be stopped in the cycle II because the indicator of success 75% of students got grade ≥75 are reached.

The result of the student's learning activities in cycle I and cycle II are improve. Activiting prior knowledge by talking about the speaking topic from 74% become 87%, because students feel interested in the topic given the topic about car. Paying attention to pictures and noting important key words used in describing picture from 61% become 83%, because the use of the describing picture strategy can control the focus of students to concentrate on the illustration of the picture and put it in the important words they get from

the picture. Paying attention to the picture again and noting the key words from 52% become 79%, because describing picture strategy can stimulate students' ability to gather ideas in the process of speaking English. Drawing a picture and note important key information words from 78% become 83%, because through the use of a describing picture strategy after they pay attention to the picture they can pour a new from what they get in order to further clarify the important information they have obtained. Speaking about the combination of the content of the picture given by the teacher and the students' picture from 44% become 79%, because the use of describing picture strategy can encourage students to actively speak English by linking the topic contained in the pictures and tehir thoughts. The result of students' activities in cycle I and cycle II, there are improving about students' learning activities.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the students' speaking ability and learning activities could be improved through Describing picture strategy at the eighth grade of SMPN 3 Blambangan Umpu Way Kanan. Some conclusion are outline as :

Describing picture strategy can improve speaking ability at the eighth grade of SMPN 3 Blambangan Umpu Way Kanan. It can be seen on the progress from pre- test to cycle I and cycle II. The percentage of students' speaking ability grade that achieve the passing grade in pre-test 17%, and in post-test I 52%, meanwhile, the percentage of students' speaking ability grade in pos-test II is 75%. It means that result of cycle II had already reached the indicator of success ≥75% students fulfill the passing grade.

Moreover, Describing picture strategy can improve learning activity at the eighth grade of SMPN 3 Blambangan Umpu Way Kanan. It was investigated that the percentage of learning activity of cycle II is 75%. It means that Describing picture strategy can improve the student's learning activity.

B. Suggestion

Based on the conclusion above, some suggestions are provided as follow:

1. For English Teacher

   It is suggested for the teacher to use Describing picture strategy in English learning especially in speaking ability because it can improve students' speaking ability. The teacher is supposed to give motivation to the students to be active in the learning process.

2. For the students

   It is advised to the students to be more active in the learning process in the class and to improve their ability in speaking ability so they can be successful in English learning.

3. For headmaster

   It is suggested for the headmaster to support the English teachers to implement Describing picture strategy in the learning process because a Describing picture strategy is so helpful.

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APPENDICES

A. SILABUS

KURIKULUM 2013 REVISI
SILABUS PEMBELAJARAN
Sekolah Menengah Pertama (SMP)/
Madrasah Tsanawiyah (MTs)

Mata Pelajaran : Bahasa Inggris

Satuan Pendidikan   : SMPN 3 Blambangan Umpu
Kelas   : VIII / 1- 2
Nama Guru   : Wena Desriza, S.Pd
NIP/NIK   : 198312282009022004

Satuan Pendidikan : **SMP/MTs**

Mata Pelajaran : **Bahasa Inggris**

Kelas : **VIII (Delapan)**

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

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

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

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan	Teks lisan dan tulis untuk menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak	Mengamati • Terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan	• Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan tentang keberadaan	8 JP	• Buku Teks wajib • Keteladanan ucapan dan tindakan guru menggunakan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh peragaan dalam bentuk rekaman CD/VCD/ DVD/kaset • Contoh interaksi tertulis

| tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | tertentu
• *Fungsi sosial* Menjelaskan, membanggakan, memuji, mengaguni, mengkritik, dsb.
• *Struktur teks* *There are only a few students left in school. Where are the others?; How many chairs are there in this classroom? A lot.; There is not much water in the dry season. So we have to save water.; It's said that there very few monkeys in the zoo, and some are very thin.*, dan semacamnya. | tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
• Dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
Menanya
  Dengan bimbingan | orang, benda dan binatang dalam jumlah yang tidak.
• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.
• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, | | • Contoh teks tertulis
• Sumber dari internet, seperti:
  - www.dailyenglish.com
  - http://americanenglish.state.gov/files/ae/resource_files
  - http://learnenglish.britishcouncil.org/en/ |

	• *Unsur kebahasaan* (1) Ungkapan dengan *There ...* (2) Kosa kata: kata benda, Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).* (3) Kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya (4) Penggunaan nominal	dan arahan guru, menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb. Mengumpulkan Informasi • Mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan	ejaan, tanda baca, tulisan tangan. • Sikap tanggung jawab, kerjasama, peduli, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. Sikap: • Observasi • Observasi terhadap kesungguhan, tanggung		

singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal (5) Ucapan, tekanan kata, intonasi, (6) Ejaan dan tanda baca (7) Tulisan tangan. *Topik* Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan	orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dari film, kaset, buku teks, dsb. • Menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar. • Dengan bimbingan dan arahan guru, mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur	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 belajar sederhana berbahasa Indonesia tentang pengalaman belajar	

tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.	kebahasaan) interaksi menyebutkan dan menanyakan tentang (keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu. • Secara kolaboratif, berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dalam konteks pembelajaran, simulasi, *role-play*, dan kegiatan lain yang terstruktur. Menalar/Mengasosiasi • Membandingkan ungkapan	menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, termasuk kemudahan dan kesulitannya. Pengetahuan: • Tes tertulis Membaca dan menulis teks yang menuntut pemahaman dan kemampuan menghasilkan teks yang di dalamnya termasuk tindakan		

| | | menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dikumpulkan dari berbagai sumber tersebut di atas.
• Membandingkan ungkapan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.
• Memperoleh balikan (*feedback*) | menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu.

KETERAMPILAN
• Unjuk kerja Simulasi dan/atau bermain peran (*role play*) dalam bentuk interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang | | |

| | | dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.
Mengomunikasikan
• Menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.
• Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan | dalam jumlah yang tidak tertentu.
• Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu, ketika muncul kesempatan, di dalam dan di | | |

		ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. Membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah yang tidak tertentu dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	luar kelas.		

B. RPP

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan   : SMPN 3 BLAMBANGAN UMPU WAY KANAN

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : VIII/1

Materi Pokok   : *Teks Interaksi Transaksional*; Memberi dan   meminta

informasi terkait keberadaan   orang, benda,binatang

(*There is /There are*)

Alokasi Waktu   : 2 X 40 Menit (1 x Pertemuan)

A. Kompetensi Inti (KI)

KI-1 : Menghargai dan menghayati ajaran agama yang dianutnya.

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

KI-3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) 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, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator
3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, dan binatang. Melengkapi kalimat-kalimat rumpang mengenai jumlah benda dengan memperhatikan unsur kebahasaan: *there is / there are (*plural and singular)
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	Membuat teks pendek dan sederhana menggunakan ungkapan There is/There are (singular and plural) terkait keberaan orang, benda, binatang dan jumlahnya dengan ejaan dan tanda baca yang benar. Menyajikan teks pendek dan sederhana menggunakan ungkapan There is / There Are (singular and plural) secara lisan. plural) terkait keberaan orang, benda, binatang dan jumlahnya dengan ejaan dan tanda baca yang benar. Menyajikan teks pendek dan sederhana menggunakan ungkapan There is / There Are (singular and plural) secara lisan.

C. Tujuan Pembelajaran

1. Peserta didik dapat membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, dan binatang.

2. Peserta didik mampu menangkap informasi-informasi penting yang terkait dengan Tindakan memberi dan meminta informasi tentang keberadaaan orang, benda dan binatang dan mampu mengembangkan informasi-informasi penting tersebut dalam deskripsi lisan.

D. Materi Pembelajaran

➢ Fungsi Sosial
• Menyebutkan keberadaan orang, benda, binatang,
• Mendeskripsikan keberadaan orang, benda, binatang dan sebagainya
➢ **Struktur teks**
• Memulai
• Menanggapi (diharapkan/di luar dugaan)
➢ Unsur Kebahasaan
    • Ungkapan dengan *There is/are*
    • Kata jumlah yang tidak tertentu: *little, few, some, many, much, a lot (of).*
    • Frasa kata depan: *in, on, under, in front of, below, above,* dan lain lain.
    • Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
➢ Topik
  • Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI.

E. Metode Pembelajaran

   Strategi pembelajaran yang diginakan adalah *describing picture strategy*

   •   Metode   : Bertanya, tanya jawab, kerja kelompok

F. Media dan Alat Pembelajaran

   o   Media   : lembar kerja peserta didik

   o   Alat / Bahan   : Laptop, HP, audio

G. Sumber Belajar

   1. Kementrian Pendidikan dan Kebudayaan ,Bhs Inggris "When english Rings the bell ",SMP Kls VIII hal 76-84.

   2. Kamus Bahasa Inggris.

   3. Video pembelajaran & pengayaan tentang Grammar: *There is/ there are*

        a. https://www.youtube.com/watch?v=bY6WyeJPP2s (Frog on a log song: There is there are)

        b. https://www.peopletube.com/watch?v=CthKZlxrnh8 (Grammar: There is / There are)

        c. https://www.peopletube.com/watch?v=6_3cB8Trcec („*Heal The World" oleh Michael Jackson)*

H. Langkah – langkah pembelajaran

	Deskripsi kegiatan	PPK	Waktu
Kegiatan Pendahuluan	• Guru membuka kelas dengan salam pembuka dan berdo'a bersama.	Religius	5'
	• Guru mendata kehadiran siswa sebagai sikap **disiplin** • Guru menyampaikan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan penilaian yang akan dilakukan • Guru menyampaikan cakupan materi dan uraian kegiatan yang akan diajarkan	Disiplin	
Kegiatan Inti	• Guru memberikan waktu 5 menit kepada siswa untuk melakukan kegiatan pemanasan dengan membicarakan topik pembicaraan yang diberikan oleh guru • Guru memberikan gambar kepada siswa dan meminta mereka untuk melihat gambar tersebut dan menuliskan kata-kata kunci penting yang dapat digunakan untuk mendeskripsikan gambar tersebut. • Guru meminta siswa untuk melihat Kembali gambar tersebut dan meminta mereka mencatat kata-kata kunci yang jelas yang menggambarkan gambar tersebut. • Guru meminta siswa untuk menggambar dan meminta mereka mencatat kata-kata	Kreatif Rasa ingin tahu	2x pertemuan

	kunci penting yang menjelaskan isi dari gambar tersebut. • Guru meminta siswa untuk berbicara tentang kombinasi isi gambar yang diberikan oleh guru dan gambar yang mereka buat sendiri.		

I. Penilaian Hasil Pembelajaran

- **Penilaian ketrampilan** :

Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah yang tidak tertentu dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

Speaking : menyajikan teks yang sudah dibuatnya tersebut secara lisan

J. Rubrik penilaiain

4. Lembar Penilaian Keterampilan Berbicara

Sekolah   : SMPN 3 BLAMBANGAN UMPU WAY KANAN
Mata Pelajaran   : Bahasa Inggris
Kelas/Semester   : VIII / Gasal
Skill   : *SPEAKING*

Materi Pokok   : *Teks Interaksi Transaksional*; Memberi dan meminta informasi terkait keberadaan orang, benda, binatang. *(There is , There are ...)*

ASPEK	KETERANGAN	SKOR
Pelafalan *(pronounciation)* *(Skor:1-4)*	4. Sangat jelas sehingga mudah dipahami 3. Mudah dipahami meskipun pengaruh bahasa ibu dapat dideteksi 2.Ada masalah pengucapan sehingga pendengar perlu konsentrasi penuh 1.Ada masalah pengucapan yang serius sehingga tidak bisa dipahami	

Tata bahasa *(Grammar)* *(Skor:1-4)*	1. Tidak ada atau sedikit kesalahan tatabahasa 2. Kadang-kadang ada kesalahan tetapi tidak mempengaruhi makna 3. Sering membuat kesalahan sehingga makna sulit dipahami 4. Kesalahan tatabahasa sangat parah sehingga tidak bisa dipahami.	
Kosakata *(Vocabulary)* *(Skor:1-4)*	1. Menggunakan kosakata dan ungkapan yang tepat 2. Kadang-kadang menggunakan kosakata yang kurang tepat sehingga harus menjelaskan lagi 3. Sering menggunakan kosakata yang tidak tepat 4. Kosakata sangat terbatas sehingga percakapan tidak mungkin terjadi.	
Kelancaran *(Fluency)* *(Skor:1-4)*	1. Sangat lancar. 2. Kelancaran sedikit terganggu oleh masalah bahasa 3. Sering ragu-ragu dan terhenti karena keterbatasan bahasa 4. Bicara terputus-putus dan terhenti sehingga percakapan tidak mungkin terjadi.	
Interactional stratetgy		

Mengetahui,   Blambangan Umpu , Juni 2022
Kepala SMPN 3 Blambangan   Guru Mata Pelajaran

WARTOYO, M.Pd.   Wena Desriza, S.Pd.
NIP.196808061992031015   NIP. 198312282009022

Blueprint of speaking test 8ᵗʰ grade

Basic Competence	Test	Speaking Topics
4.6 Look at spoken and written texts to express questions about the existence of people, objects, animals in an indefinite number, talking into account social functions, text structure, and linguistic elements that are correct and in context	Pre-Test	The students have a dialogue in English based on the topic of : • Elephants • Horse • ants
	Post-Test 1	The students have a dialogue in English based on the topic of : • family • classmate • neighbours
	Post-Test 2	The students have a dialogue in English based on the topic of : • motorcycle • book • table

SPEAKING TEST

Pre-Test

Purpose of the test

The purpose of this speaking test is to measure students' speaking skill, especially those related to basic competence about asking and stating the description of people, objects and animals.

Direction

1. Students' in pairs carry out conversation using English related to the theme about asking and stating the description of people, objects and animals.

2. The students are asked to choose a speaking topic related to the theme about people, objects and animals by choosing one of the 3 rolls of paper that contains the speaking topic. After students choose one of the rolls of paper, the students have English conversation based on the chosen topic.

Question

3. Make a conversation by picking one of the themes of topic bellow!
   a. Elephant
   b. Horse
   c. Ants

Example of the conversation

Randy = Hey Runa, what animal do people like most?

Runa = I really like cat.

Randy = Cat? Why?

Runa = They are cute. How about people?

Randy = I like Cheetah.

Runa = Why?

Randy = They are fast and also very precise in hunting their prey.

SPEAKING TEST
Post-Test 1

Purpose of the test

The purpose of this speaking test is to measure students' speaking skill, especially those related to basic competence about asking and stating the description of people, objects and animals.

Direction

1. Students' in pairs carry out conversation using English related to the theme about asking and stating the description of people, objects and animals.

2. The students are asked to choose a speaking topic related to the theme about people, objects and animals by choosing one of the 3 rolls of paper that contains the speaking topic. After students choose one of the rolls of paper, the students have English conversation based on the chosen topic.

Question

3. Make a conversation by picking one of the themes of topic bellow!
   a. Family
   b. Classmate
   c. Neighbours

Example of the conversation :

Adi: Hi, Edo. This is my friend, Ani.

Edo: How do people do?

Adi: This is my cousin, Nia.

Edo: How do people do?

Ani: Nice to meet people Edo.

Nia: Mr … Ferd…

Edo: Just call me Edo.

Adi: What are people doing here?

Edo: I am picking up my wife. She works here too

SPEAKING TEST
Post-Test 2

Purpose of the test

The purpose of this speaking test is to measure students' speaking skill, especially those related to basic competence about asking and stating the description of people, objects and animals.

Direction

1. Students' in pairs carry out conversation using English related to the theme about asking and stating the description of people, objects and animals.

2. The students are asked to choose a speaking topic related to the theme about people, objects and animals by choosing one of the 3 rolls of paper that contains the speaking topic. After students choose one of the rolls of paper, the students have English conversation based on the chosen topic.

Question

3. Make a conversation by picking one of the themes of topic bellow!

   a. Motorcycle

   b. Book

   c. Table

Example of the conversation :

Ani:"What is in peopler hand Nita?"

Nita:"Oh this is the pen.."

Ani:"Oh..I think it is a pencil"

Nita:"No, It is not, Ani"

Ani:"Then,what is the function of the pen?"

Nita:" The function is to write with brighter writing"

Ani:"Then,what do we use to delete the wrong writing?"

Nita:" usually people delete it using type x!"

Ani:"Thank people for telling me!"

Nita:"People are welcome."

May be useful.

Assessment sheet

No	Nama	Aspect			
		Spelling	Grammar	Vocabulary	Fluency
1.	F				
2.	SL				
3.	JO				
4.	RA				
5.	MFS				
6.	RS				
7.	PGP				
8.	OPS				
9.	DHM				
10.	AA				
11.	AJF				
12.	MP				
13.	IR				
14.	CKP				
15.	SA				
16.	NS				
17.	R				
18.	CM				
19.	RAP				
20.	QS				
21.	MA				
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

Blue Print of Observation Sheet

Aspect	Sub Aspect	Reference
Observing the teacher teaching performance	The teacher gives students 5 minutes to do warm up activity by talking about a speaking topic given by the teacher	Dawson, Peg, and Guarde Richard. Excecutive Skills in Children And Adolescents. New York:The Califord, 2010.
	The teacher gives students picture and asks them to look at the picture and write down important key words that can be used to describe the picture	
	The teacher asks students to look at the picture again and asks them to note the clear key words that describe the picture	
	The teacher asks students to draw pictures and asks them to note the important key words that describe the contents of the picture	
	The teacher asks students to speak up about the combination of the contents of the picture	

	given by the teacher and the picture they have made themselves	

Observation Sheet

Teacher's Activity

No	Learning activity	Description of observation result
1.	The teacher gives students 5 minutes to do warm up activity by talking about a speaking topic given by the teacher	
2.	The teacher gives students picture and asks them to look at the picture and write down important key words that can be used to describe the picture	
3.	The teacher asks students to look at the picture again and asks them to note the clear key words that describe the picture	
4.	The teacher asks students to draw pictures and asks them to note the important key words that describe thr contents of the picture	
5.	The teacher asks students to speak up about the combination of the contents of the picture given by the teacher and the picture they have made themselves	

Observation Sheet

The student's speaking Activity

No	Learning activity	Active	Non active	Description
1.	The students are able to do warm-up activities by talking about the speaking topic given by the teacher			
2.	The students are able to pay attention to pictures and write important key words used to describe pictures			
3.	The students are able to pay attention to the picture again and note the key words clearly that describe the picture			
4.	The students are able to draw a picture and note important key information words that describe the content of the picture			
5.	The students are able to speak about the combination of the content of the picture given by the teacher and the picture that they have made themselves			

Documentation Sheet

No	Aspect of documentation sheet	Available	Invailable
1.	Profile of SMPN 3 Blambangan Umpu Way Kanan		
2.	The building condition and school facilities in SMPN 3 Blambangan Umpu Way Kanan		
3.	The quantity of student at SMPN 3 Blambangan Umpu Way Kanan		
4.	Location sketch		
5.	The condition of teachers and staffs		

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

Nomor   : B-3721/In.28.1/J/TL.00/08/2022
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Leny Setiyana (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**PEBY MAYA MORISKA**
NPM	:	1801071043
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The use of describing pictures strategy in improving Students speaking ability at SMPN 3 BLAMBANGAN UMPU

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Agustus 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

Dokumen ini telah ditandatangani secara elektronik. Untuk memastikan keasliannya, silahkan scan QRCode.

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Nomor   : B-5235/In.28/J/TL.01/12/2021
Lampiran : -
Perihal   : **IZIN PRASURVEY**

Kepada Yth.,
KEPALA SMP N 3 BLAMBANGAN
UMPU
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**PEBY MAYA MORISKA**
NPM	:	1801071043
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THE USE OF DESCRIBING PICTURES STRATEGY IN IMPROVING STUDENT SPEAKING ABILITY IN PANDEMY ERA AT SMP N 3 BLAMBANGAN UMPU

untuk melakukan prasurvey di SMP N 3 BLAMBANGAN UMPU, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 13 Desember 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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Nomor   : B-3807/In.28/D.1/TL.00/08/2022
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMPN 3 BLAMBANGAN UMPU
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3806/In.28/D.1/TL.01/08/2022, tanggal 09 Agustus 2022 atas nama saudara:

Nama	:	**PEBY MAYA MORISKA**
NPM	:	1801071043
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 3 BLAMBANGAN UMPU, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DESCRIBING PICTURE STRATEGY IN IMPROVING STUDENTS SPEAKING ABILITY AT SMPN 3 BLAMBANGAN UMPU".

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 Agustus 2022
Wakil Dekan Akademik dan Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

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SURAT TUGAS
Nomor: B-3806/In.28/D.1/TL.01/08/2022

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

Nama	:	**PEBY MAYA MORISKA**
NPM	:	1801071043
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMPN 3 BLAMBANGAN UMPU, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF DESCRIBING PICTURE STRATEGY IN IMPROVING STUDENTS SPEAKING ABILITY AT SMPN 3 BLAMBANGAN UMPU".

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 : 09 Agustus 2022

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan Kelembagaan,

Wartoyo, M.Pd
NIP. 19680806 199203 1 015

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

PEMERINTAH KABUPATEN WAY KANAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BLAMBANGAN UMPU
Jl Letjen Alamsyah km 23 Kampung Gistang, Kec. BL Umpu, Kab. Way Kanan

SURAT IZIN PENELITIAN
NOMOR : 420 / 028 / III.01 / 01.03.03 / 2022

Menindak lanjuti surat Permohonan Izin Pasurvey dari Institut Agama Islam Negeri (IAIN) Metro. Nomor : B-5235/In.28/J/TL.01/12/2021. Dengan ini yang bertanda tangan dibawah ini Kepala SMP N 3 Blambangan Umpu dengan ini Mengizinkan kepada :

Nama Mahasiswa	: **PEBY MAYA MORISKA**
NPM	: 1801071043
Jurusan	: Tadris Bahasa Inggris
Judul	: THE USE OF DESCRIBING PICTURES STRATEGY IN IMPROVING STUDENT SPEAKING ABILITY IN PANDEMY ERA AT SMP N 3 BLAMBANGAN UMPU

Untuk melakukan Prasurvey di SMP N 3 Blambangan Umpu Kabupaten Way Kanan, dalam rangka menyelesaikan Tugas Akhir/Skripsi yang akan dilaksanakan pada :

Hari / Tanggal	: Rabu, 05 Januari 2022. s.d. selesai
Waktu	: Jam 09.30.WIB. s.d. selesai
Tempat	: SMP Negeri 3 Blambangan Umpu
Untuk	: Melaksanakan Prasurvey

Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Blambangan Umpu, 03 Januari   2022
Kepala SMP N 3 Blambangan Umpu

WARTOYO, M.Pd
NIP. 196808061992031015

PEMERINTAH KABUPATEN WAY KANAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 3 BLAMBANGAN UMPU
Jl Letj. Alamsyah Km 23 Kamp. Gistang, Kec. Umpu semenguk, Kab. Way Kanan 34764
E-mail : smpn3blambanganumpue@gmail.com Hp. 081377735227

SURAT KETERANGAN
Nomor : 420 /6/ 1.01.01.403/2022

Yang bertanda tangan di bawah ini :

Nama	:	WARTOYO, M.Pd.
NIP	:	196808061992031015
Pangkat/Gol	:	Pembina / IVb
Jabatan	:	Kepala SMP N 2 Umpu Semenguk

Menerangkan nama yang tercantum di bawah ini :

Nama	: PEBY MAYA MORISKA
NPM	: 1801071043
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris
Judul	: "THE USE OF DESCRIBING PICTURE STRATEGY IN IMPROVING STUDENTS SPEAKING ABILITY AT SMPN 3 BLAMBANGAN UMPU"
Asal Sekolah	: SMP N 2 Belitang Madang Raya

Mengizinkan yang bersangkutan untuk melakukan penelitian di SMPN 3 BLAMBANGAN UMPU dalam rangka menyelesaikan tugas akhir/skripsi.

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

Blambangan Umpu, 11 Agustus 2022
Kepala SMP N 3 Blambangan Umpu

WARTOYO, M.Pd.
NIP. 196808061992031015

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BUKTI BEBAS PUSTAKA JURUSAN TBI

Yang bertanda tangan di bawah ini menerangkan bahwa :

Nama : Peby Maya Moriska
NPM : 1801071043
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)
Judul Skripsi : THE USE OF DESCRIBING PICTURE STRATEGY IN IMPROVING STUDENTS' SPEAKING ABILITY AT SMPN 3 BLAMBANGAN UMPU

Bahwa yang namanya tersebut di atas, benar-benar telah menyelesaikan bebas pustaka jurusan pada Ketua Jurusan Tadris Bahasa Inggris (TBI) Institut Agama Islam Negeri (IAIN) Metro.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 30 Juni 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1293/In.28/S/U.1/OT.01/10/2022

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

Nama	: Peby Maya Moriska
NPM	: 1801071043
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801071043

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 November 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.
NIP.19750505 200112 1 002

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

Nama : peby maya moriska   Jurusan : TBI
NPM : 1801071043   Semester : VI

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	jumat 18/6 21		silahkan dilanjut bab 1	
2.	senin 10/1 22		Revisi bab 1	
3.	kamis 17/1 22		Lanjutkan ke bab 2	
4	kamis 24/22 /3		- Revisi bab 2 - tambahkan teori - penulisan huruf kapital	
5.	senin 28/22 /3		- Revisi bab 3 - tambahkan teori di bab 2 - lengkapi dgn daftar pustaka	

Mengetahui,
Ketua Jurusan TBI

ANDIANTO,M.Pd.
NIP.198711022015031004

Dosen Pembimbing

Leny Setyana, M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
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IAIN METRO

Nama : Peby Maya Moriska
NPM : 1801071043

Jurusan : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	selasa 5/4 22		1. Revisi daftar pustaka 2. revisi daftar isi 3. cek penulisan	
2.	kamis 21/4 22		ACC bab 1, 2 dan 3 silakan lanjut ke pengajuan Seminar.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Leny Setyana, M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

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

Nama : Peby Maya Moriska   Jurusan : TBI
NPM : 1801071043   Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
	Senin 1 Agst 2022	Leny Setiyana	ACC APD Silahkan lanjutkan ke penelitian	
	Rabu 21 Sept 2022	Leny Setiyana	Revisi Bab 4 Sesuaikan dgn revisi catatan	
	Kamis 13 Okt 2022	Leny Setiyana	Revisi Bab 4 * penjelasan bagian diskusi * sertakan Bab 5	
	Jumat 28 Okt 2022	Leny Setiyana	ACC Bab 4 dan 5 Silakan lanjut ke Munaqosah	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Lenny Setiyana, M.Pd
NIDN. 2016099101

Documentation of the research

BIOGRAPHY

The researcher was born on February 15, 2000 in Way Kanan, Lampung. His name is Peby Maya Moriska. He is the third child from Mr. Irham and Mrs. Linda. Her older brother name is Septian Moriska and Candra Wibawa. And her peoplenger brother and sister name is Basri Muda, Fani Erlin and Dila Erlin. At the time 2012, she graduated from SD Negeri 2 Gistang. Then, she continued his study to Junior High School SMPN 3 Blambangan Umpu Way Kananand graduated in 2015. After graduating from Junior High School SMPN3 Blambangan Umpu Way Kanan, she continued his study in Senior High School SMAN 1 Kasui for three years (2015-2018). And then she entered S1 English Program of State Institute of Islamic Studies (IAIN) Metro.