IMPROVING STUDENTS' SPEAKING SKILL THROUGH DESCRIBING PICTURE AT GRADE XI SMA NEGERI 3 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirement for graduate degree of Education (S.Pd.) in English

Written By:

MORA HASONANGAN
Reg. Number. 12 340 0101

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017

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2017

Term   : Munaqosyah   Padangsidimpuan, May 01st 2017
             a.n. Mora Hasonangan   To :
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                                              Padangsidimpuan
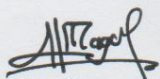
Assalamu'alaikum Wr. Wb.

         After reading, studying and giving advice for necessary revises on thesis
belongs to **Mora Hasonangan**, entitle *"Improving Students' Speaking Skill through*
Describing Picture at Grade XI SMA Negeri 3 Padangsidimpuan". We assume that
the thesis has been acceptable to complete the requirement to fulfill for Graduate
degree of Education (S.Pd.) in English Departement of Tarbiyah and Teacher
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         Therefore, we hope that the thesis will soon be examined in front of thesis
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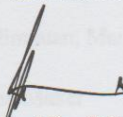IAIN Padangsidimpuan. Thank you.

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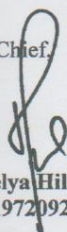
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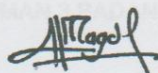
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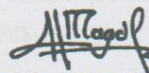**Dr. Lelya Hilda, M.Si**
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Thesis	:	**IMPROVING STUDENTS' SPEAKING SKILL THROUGH DESCRIBING PICTURE AT GRADE XI SMAN 3 PADANGSIDIMPUAN.**
Written By	:	**MORA HASONANGAN**
Reg. No	:	**12 340 0101**
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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of

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Title of Thesis : Improving Students' Speaking Ability through Describing Picture at Grade XI SMA Negeri 3 Padangsidimpuan

Year : 2017

ABSTRACT

This research was talking about improving students' speaking ability through describing picture at grade XI of SMAN 3 Padangsidimpuan. Most of students' had lack vocabulary in the way they memorized, students always used Bataknese/mother thongue in speaking, students could not produce words directly, shame and afraid of making mistake when they wanted to speak English. The research was done to solve the students' problems in speaking skill. The purposes of this research were: to know the students' speaking ability was improved if it would be taught through describing picture at grade XI of SMAN 3 Padangsidimpuan.

Research methodology that used in this research was classroom action research by implementing the Kemmis design which consisted of four steps. There were planning, acting, observing, and reflecting. To solve the students' problems in speaking the researcher applied Describing Picture technique. The researcher used two cycles, every cycle consisted of two meetings. Moreover, the participants of this research were the class of XI IPA-6 (29 students) and also there was collaboration with an English teacher. Meanwhile, the data was derived from speaking tests.

Based on the research result showed the improvement mean score of the students in first cycle was 63.58 (37.93%) and second cycle was 79.72 (93.10%). Based on the research result the mean of the second cycle was higher than the first cycle, it shows the improvement of students' mean score and students' percentage..

In conclusion, describing picture could improve students' speaking ability at grade XI of SMA Negeri Padangsidimpuan. Hopefully, the research result could be positive input for other researchers and teachers to conduct the research, particularly on speaking issue.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

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I realize this thesis cannot be considered perfect without critiques and suggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

<div style="text-align: right">

Padangsidimpuan,   March 2017
Researcher

MORA HASONANGAN
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CHAFTER I

INTRODUCTION

A. The Background of the Problem

Language is important role in human life. Language is very useful to communication between peoples. Language is the way for the people can express their emotions, thinks, desires ideas and feelings. Without language the people can not communication each other, moreover people can't build relation with other peoples. Language is very important to express something and to communication with other. People in the world can't communication each other in different country without lingua Franca. Because of that, in this world, there are some languages which use as lingua franca, one of that is English.

English is a language which dominate communication era to connect and transfer knowledge in the world. The importance of English in this era, make English become as one of important subject that study of the students. In Indonesia, English became important subject in elementary school level up to university level. In studying English, students must learn language skill. That is listening, speaking, reading and writing skills. The researcher focuses on speaking skill. This time will discuss about speaking skill.

Speaking is one of the important aspects in language learning, because speaking is the important tool for communication. Without speaking skill students will be a dumb. The teacher never knows the purpose of students'

mean. The interaction between these two modes of performance applies especially strongly to conversation, the most popular discourse category in the profession. In the classroom, even relatively unidirectional types of spoken language input (speeches, lectures, etc) are often follow or precede of various forms of oral production on the part of students.[1] By having more knowledge about language, students have much better chance of understanding and being understood and getting what students want and need from these around them. That is way speaking is important, but there are some problems that faced by the students:

First, speaking is an interactive process of conducting meaning. It involves producing, receiving, and processing information. When someone speaks something, they will interact and use the language to express idea, and feeling. It is the process to convey information from one people to another people. Richards states that, speaking skill is very important, in English is a priority for many second language.[2] So, speaking is very important for our life.

Second, speaking is maintaining a good realationship and keep communication. They will also share about the information to other trough communication. Communication takes place, where there is speech.

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[1]H. Douglas, Brown, *Teaching By Principles An Interactive Approach To Language Pedagogy*, (San Francisco: Addison Wesley Longman Inc, 2001), p. 267.
[2]Jack C. Richards, *Teaching Listening and Speaking: from Theory to Practice*, (New York: Cambridge University Press, 2008), p. 19.

Moreover, Speaking is one of skill in English that is very important as an ability to know the knowledge.

Third, speaking is as the measure of knowing a language because the mastery of speaking skill in English is a priority for second language learners or foreign language learners. As the consequence, the effectiveness of English course is decide based on how well the students improve their spoken language proficiency. So, we need to mastery speaking skill in interacting each other.

Fourth, speaking English is not simple because the students must master several element, they are vocabulary, grammar, pronounciation, fluency and so on. Teaching speaking is very important because the teacher must make students active and bravery to speak English in daily life.

Fifth, as students who had learned English from the elementary school until higher school, they have to know the important thing of English spoken. In fact, many students have problems in speaking especially in expressing for asking something and offering something, giving and sharing opinion about something, making a small daily conversation, making question, and so on. But many students do not bravery to speak English, especially in front of their class.

Next, teacher's strategy was less suitable in teaching speaking skill in the classroom. The teacher used drill and practice method in teaching speaking. Drill and practice method is one of good strategy in teaching

learning, especially to get the students' understanding. But it was less suitable to improve students' speaking skill in the classroom. The students still passive in the classroom without response from them.[3]

Based on private interview with one of student at grade XI IPA-6 of SMA Negeri 3 Padangsidimpuan Rizka. She said that speaking was very difficult because he did not know what will to say and difficult in pronounce words, also felt bored. She also can not memorize many words, shame and afraid of making mistake when they wanted to speak English.[4]

In addition, based on private interview with English Teacher in SMA Negeri 3 Padangsidimpuan, said there are so many students who do not able to speak English well. Speaking is problematic at SMAN 3 Padangsidimpuan in aspect of skill and mentalist. The fact revealed in the following illustration that has found from the English teacher and students. Students are not successful in English learning especially in speaking skill. Most of student says that English is difficult, it can be seen from their daily life where they never speak English, even when they having English subject, and they are lazy to practice English and also afraid to speak because the students less in speaking English language and then students difficult to speaking. They still use mother tongue and the other students think that English is just as a foreign

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[3]*Observation,* the observation is conducted when the researcher PPL/Teaching Practice at SMA N 3 Padangsidimpuan, (Padangmatinggi: February 2th, 2016, at 11.50 wib).

[4]*Private Interview,* Student of Grade SMA N 3 Padangsidimpuan, (Padangmatinggi: October, 20th, 2016, at 08.40 wib).

language. So that they think English is not important for them to learn English language especially in speaking.

Many efforts have been done by the teacher to increase the student skill in speaking. A lot of conversation, materials, method, has been done but the reality in the society shows that there are many students still unable to express their idea, opinion, experience and feeling. This condition is signal that they don't have skill in speaking, the teacher has said that students speaking skill is low. The English teacher seldom by made a group discussion teaching learning process. It has found the reason is the students will make noisy in classroom because they often reading and doing the exercises, its makes students get bored. One of ways to make students affective in process of teaching and learning by using good and interesting technique, so they enjoy and improve their speaking skill.[5]

The problems above need to be solved, in order to avoid flows in students as product of educations, many methods, strategys, and techniques that can be used to improve students' speaking skill. For example, Community Languge Learning (CLL), Competency-Based Language Teaching (CBLT), Communicative Language Teaching (CLT), Debate Technique, Interaction Technique, Interview Technique, Describing Picture Technique, information Gap Technique, Role Play, and so on. From many

_____

[5]*Private Interview,* Teacher of English in SMA N 3 Padangsidimpuan, (Padangmatinggi, October 21th 2016, at: 08.45 wib).

methods, strategies and techniques, researcher interested to choice Describing Picture Technique, because it was one of method to improve students' speaking skill in teaching language.

Next, Describing Picture technique is used in this research to overcome the class problems. It was the only method that really focused on the feelings of the students and tried to address affective factors in learning. This process decreases the anxiety through the support of interpersonal communication among interactive learners. Describing Picture technique advises teacher to consider their students as "whole person." It means that teachers consider not only their students' feeling and intellect, but also have some understanding of the relationship among students' physical reaction, their instinctive protective reactions and their desire to learn. Teacher must also be relatively nondirective and must be prepared to accept and even encourage the "adolescent" aggression of the Students strives for independence. The teacher must operate without conventional materials, depending on student topics to shape and motivate the class. In addition, the teacher must be prepared to deal with potentially hostile learner reactions to the technique. So the researcher wants using this technique to improve students speaking skill. The researcher hopes this technique can help the students' to gain self-confidence in speaking English especially to practice describing picture at grade XI students' of SMAN 3 Padangsidimpuan..

Based on the statements above, the researcher conducted a class action research to improve students' problems in speaking at Grade XI SMAN 3 Padangsidimpuan. So, the researcher interested the research the title of "Improving

Students' Speaking Skill through Describing Picture at Grade XI SMAN 3 Padangsidimpuan."

B. The Identification of the Problem

Problems of the research based on the background above that need to identify in order to be characterized as they should, are:

1. The students' don't have desire to speak in the class.

   The students' don't have desire to speak because they did not know what would to say and difficult to pronounce words, also felt bored.

2. Using mostly mother tongue in English class

   The students' mostly using mother tongue when they speak because they afraid of making mistake when they wanted to speak English.

3. Passive English learning in the classroom

   English learning in the classroom could passive when the students' felt shamed and dumb to speak because they scare in English practice

4. Low achievement of student speaking skill.

   Students got low achievement because they had lack vocabulary and less motivation of English study, and their view of English is one of the most difficult lesson. So they seldom practiced and used target language and they always used mother tongue in the classroom.

   From the explanation above, the researcher interest to use technique that can be solve their speaking skill by describing technique to overcome the class problems. It was the only technique that really focused on the feelings of

the students and tried to address affective factors in learning. This process decreases the anxiety through the support of interpersonal communication among interactive learners.

C. The Limitation of the Problem

The researcher limits the problem on Improving Students' Speaking Skill through Describing Picture Technique at grade XI SMA N 3 Padangsidimpuan."

D. The Formulation of the Problem

Here, formulation of the problem in this research like, Can describing picture improve students' speaking skills at grade XI SMA N 3 Padangsidimpuan?

E. The Objective of the Study

The objective of the study is to know describing picture can improve students' speaking skill at grade XI of SMA N 3 Padangsidimpuan.

F. The Significances of the Study

The significances of the study hopes that the results of this study can be useful for:

1. The Headmaster, to encourage English teachers to do the best in teaching English.
2. The English Teachers, to have practical and theoretical information about problems that students' have.
3. The Students, to improve their speaking skill easily.

4. The Researcher, to do for their same topic of the research.

G. The Definition of Key Terms

To avoid misunderstanding, this is presents the following definition of the key terms:

1. Improving

Improving is a process of becoming or making students' speaking skill better through several cycles which improves students' speaking skill by the chosen technique in learning activities. Improving "to make something or become better"[6]. Improving means become better than before.[7] `So improving is making trough better work to realize something. In this research adapted to be improve students' speaking skill better from level to level through the process of teaching from cycle to next cycle.

2. Speaking Skill's

In *Webster New World Dictionary*, *speaking* is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.[8] Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the

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[6]A.S Hornby, *Oxford Advanced Learned Dictionary seven Edition*. (New York: Oxford University Press, 2005), p. 628.

[7]*Ibid.,* p. 781.

[8]Oxford University Press, *Oxford Learner's Pocket Dictionary,* (New York: Pindar Graphies Origination Scarborough, 1995), p. 403.

ability to carry out a conversation in the language.[9] Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.[10]

Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be a dumb and never know everybody's means.

3. Describing Picture

In *Webster New World Dictionary*, *describe* is say what somebody or something is like.[11] Describing Picture is a technique which uses descriptive language and vocabulary as determined by the teacher's choice of pictures. Describing picture is one of activity in learning speaking English. In this activity, students must describe pictures in front of class.

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[9]Jeremy Harmer, *The Practice Of English Language Teaching,* (Great Britain: Pearson Education Limited, 2001), 3rd Ed., p. 39.

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

[11]Oxford University Press, *Oxford Learner's Pocket Dictionary,* (New York: Pindar Graphies Origination Scarborough, 1995), p. 116.

Student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English.[12]

H. The Indicator of Actions

Classroom action research is the processing of study a real school on classroom situation to undestand improve the quality of action or instruction.[13] Action research is always to do with learning, and learning is to do with education and growth, many people regard it as a form of educational research.

In this research, the researcher will make lesson plan and material that will use Describing Picture. Next, the researcher's will collaboration with English teacher to make a team works together for solving the students' problem in improving speaking skill at grade XI SMA Negeri 3 Padangsidimpuan. The indicators of action are identifying students' accent can be known from their speech and how they pronounce the words, grammar refers to the students' achievement of arrange the words into a good sentence, vocabulary refers to the students achievement to build up the words using some relate vocabularies, fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, and comprehension think aloud in performance may help some participants focus by falling of working and talking.

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[12]M. Solahudin, *Kiat-Kiat Praktis Belajar Speaking,* (Jogjakarta: Diva Press, 2009), p. 99.
[13]Andrew P Johnson (2005), *A Short Guide to Action Research, Second Edition,* (America: Pearson Education, 2015), p. 21.

I. The Thesis Outline

Thesis outline of this research can be divided into five chapters. Moreover, every chapter consists of sub chapters with detail as follow:

Chapter I introduction that consists of background of the research, identification of the Research, focus of the Research, formulation of the research, purposes of the research, significances of the research and significances of the research, definition of the key terms, indicator of action and the thesis outline.

Then, Chapter II consists of theoretical descriptions which explain about, Speaking Skill, Describing Picture technique, conceptual framework and also hypotheses of action.

Next, Chapter III is research methodology, and it consists of location and schedule of the research, research design; and participants of the research. Then instruments of collecting data are: oral test, use to collect the data. Procedures of classroom action research and technique of analyzing data

Chapter IV consists of the result of the research. The result of the research consisted of the description of the data, comparing the action result, and last analyzing the research result.

Chapter V is consisted of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Description

In arranging a research, theories were very important to explain some concepts or terms that applied in this research. Review of related literature involved the systematic identification, location and analysis of documents containing information related to the research problems. The terms were as follow:

1. The General Concept of Speaking Skill

a. Definition of Speaking Skill

In *Webster New World Dictionary*, *speaking* is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.[1] Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic.[2] Thus, speaking as interaction, and speaking as a social and situation based activity that involves how to construct the meaning.

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[1]David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*, (NY: Phoenix Ltd., 1995), p. 593.

[2]I.S.P Nation, and Jonathan Newton, *Teaching ESL/EFL Listening and Speaking,* (New York: Routledge, 2009), p. 122.

Skill is ability to do something well.[3] Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test".[4] It means that, speaking is a skill that can be observed that need validity or reliability of oral test.

Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.[5]

Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.[6] Based on Competence Based Curriculum *speaking* is one of the four

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[3]Oxford University Press, *Oxford Learner's Pocket Dictionary,* (New York: Pindar Graphies Origination Scarborough, 1995), p. 403

[4]H. Doughlas Brown, *Language Assessment*: *Principles and Classroom Practice.* (New York: Pearson Education, Inc). p. 140.

[5]*Ibid*., p. 39

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

basic competences that the students should gain well. Richard and Renandya in their book:

> Speaking is used for many different purposes, and each purpose involves different skills. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. When we use casual conversation, for example, our purposes may be to make social contact with people to establish rapport, or to engage in the harmless chitchat that occupies much of time we spend with friends.[7]

The last, a large percentage of the world's English language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills.[8] People can define speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be a dumb and never know everybody's means.

From above definitions, it can be concluded that speaking is an interactive process that can produce sound of words to express feeling

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[7]Jack C. Ricards and Willy A. Renandya, *Methodology in Language Teaching An Anthology of Current Practice,* (Cambridge: University Press, 2002), p. 204

[8]Jack C. Richards and Willy A. Renandya, *Methodology in Language Methodology in Language Teaching An Anthology of Current Practice.* (Cambridge: University Press, 2002), p. 201.

or sense, idea and thinking of human. Speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language.

b. **Types of Spoken Language**

There are two types of spoken language, they are:

1) Interpersonal Speech (sometimes referred to as interactional) is communicating with someone for social purpose. It refers to someone who talks about something to her/his mother, teacher, or friends.

2) Transactional Speech involves communicating to get something done, including the exchange of goods and/or service.[9] It means that there is a transaction between one person with someone else. The students are able to converse with a total stranger as well as someone with whom they are quite familiar.[10]

So that, there are two types of speaking, they are interpersonal and transactional. Interpersonal is communicating in social purposes and transactional is communicating to get something done.

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[9]David Nunan, *Practical English Language*, (New York: McGraw-Hill Companies, 2002) p. 56.
[10]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (United Stated of America: Longman, 1998), p. 272.

c. **Basic Types of Speaking**

Speaking is the same as a product of oral language with the purpose to produce sounds, words, feeling, idea, or thinking. Doughlas Brown states there are five types of speaking:

1) *Imitative.*Imitative is the ability to imitate the sound of word or phrase or possibly sentence.
2) *Intensive.* Intensive is the production of short stretches of oral language designed to demonstrate competence, example of intensive assessment task include directed response tasks, reading aloud, sentence and dialogue completion.
3) *Responsive.* Responsive assessment tasks include interaction and test comprehension such as; very short conversations, standard greetings and small talk, simple requests and comment the like.
4) *Interactive.* The difference between responsive and interactive speaking is in the length and complexity of interaction, which sometimes includes multiple exchanges or multiple participants.
5) *Extensive* (monologue). Extensive oral production tasks include speeches, oral presentations, and story telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (for example, my vocation in mountains, a recipe for outstanding pasta primavera, recounting the plot or movie.[11]

From those types, it could be concluded that there are five types of speaking. They are; Imitative, Responsive, Intensive, Interactive and Extensive (monologue).

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[11]*Ibid.,* p. 141.

d. Speaking Difficulties

Speaking is not an easy subject. It needs a routine learning activities and also strategies to make it fluency and accuracy. Some students will feel difficult when they are trying to speak. Furthermore, the teacher should aware about the conditions of students and reinvestigate their difficulties.

There are something that make speaking difficult. Those are points that generally cannot be mastered well by the learners.

1) Clustering: clustering is how to speak fluently phrase by phrase, not word by word.
2) Redundancy: redundancy is how to make the meaning clearer through redundancy of language.
3) Reduced forms: contractions, elision and reducing vowel are some problems in teaching spoken English.
4) Performance variables: one of the advantages of spoken language is that the process of thinking as you speak allows you to repeat your speech or to make a correction. Learners can be taught how to pause and hesitate. For example; in thinking time is not silent, but we can insert certain fillers such as *well, you know, like, and I mean.*
5) Colloquial languages: learners can be with the words, idioms, and phrases of colloquial language.
6) Rate of delivery: One of the tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.
7) Stress, rhythm, and intonation: This is the most important characteristic of English pronunciation because the stress timed rhythm of spoken English and its intonations patterns convey important messages.
8) Interaction: The creativity of conversational negotiation.[12]

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[12]*Ibid.,* p. 270.

From the above explanation, it could be concluded that some points that make speaking difficult are how to speak Fluently, how to give opportunity and to make the meaning clearer through the redundancy of language, Reduced forms, looking for Colloquial languages, and the creativity in conversation.

e. Teaching Speaking in the Classroom

1) Principles for Teaching Speaking Skill

Assumption about teaching speaking mostly concerns on real communicative and motivational learning. Lazaraton in addition states that, Oral skills classes at all levels are often structured around functional uses of language.[13]

However, the difficulty that is found by teacher in the classroom is the difficulties to students speak in English, not to use their mother tongue. Harmer assumed that those can be handled by setting clear guidelines, choosing appropriate tasks, creating an English atmosphere and using persuasion and other in-document to promote the use of English and explain clearly what is expected by students.[14]

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[13]Anne Lazaraton, "Teaching Language Skill", MarianneCelce-Mercia(ed) *Teaching English as a Second or Foreign Language,* (USA: Heinle-Heinle Thomson Learning, 2001), p. 105.

[14]Jeremy Harmer, *The Practice Of English Language Teaching.* (Great Britain: Pearson Education Limited), p. 132-133.

In summary, teaching speaking at elementary level of proficiency should consider several factors as pointed out by Brown, they are in the following:

a) Students' cognitive learning process should be engaging in plenty repetition of a limited a number of words, phrases and sentences and getting students to use practiced language for genuinely meaningful purposes.
b) The role of teacher is the only initiator of language. Pair-work and group work are effective techniques for taking students focus off teacher and for getting them into an interactive frame of mind.
c) Teacher talk: teacher input in the class is crucial. Teacher English needs to be very clearly articulated.
d) Authenticity of language: language should be authentic. Utterances are limited to short, simple phrases.
e) Fluency and accuracy: fluency is a goal at this level. Students need to practice freely and openly without fear being corrected. Teacher needs to give some treatment of selected of grammatical and phonological errors.
f) Students' creativity: teacher gets students to be creative within confines of a highly controlled repertoire of language.
g) Technique: group and pair activities are excellent techniques as long as they are structured and very clearly defined with specific objectives.
h) Speaking goals: speaking functions are meaningful and authentic communication task.[15]

2) Testing Speaking

Brown states "a test is a method of measuring a person's ability or knowledge in a given domain".[16] It means that, test is

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[15]H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy,* (United Stated of America: Longman, 1998), p. 111-113.
[16]*Ibid.*, p. 384.

used to measure students' achievement. Some important points in testing speaking are knowing the students' proficiency level.

B. Knight describes that oral test is a fascinating workshop in which teachers investigate how to measure students' speaking skill.[17] That is all to know how far students' achievement after giving the explanation about the material.

Arthur Hughes explains that there are five categories to measure speaking skill as the following:[18]

a) Accent

The term accent is "used to refer to the speech of someone who speaks a language non-natively."[19]The students' accent can be known from their speech and how they pronounce the words.

Furthermore, Arthur Hughes stated that accent can be identified looks like this:

(1) Pronunciation frequently unintelligible.
(2) Frequent gross errors and a very heavy accent make understanding difficult.
(3) "Foreign Accent" requires concentrated listening and mispronunciation lead to occasional

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[17]Jeremy Harmer, *The Practice Of English Language Teaching.* (Great Britain: Pearson Education Limited), p. 334.

[18]Arthur Huges, *Testing for Language Teachers,* (USA: Cambridge University Press, 1990), p. 110-113.

[19]Nirmala Sari, *An Introduction to Linguistic,* (Jakarta: Departemen Pendidikan dan Kebudayaan, 1988), p. 138.

misunderstanding and apparent errors in grammar or vocabulary.

(4) Marked "Foreign Accent" and occasional mispronunciations, which do not interfere with understanding.

(5) No conspicuous mispronunciations, but would not be taken for a native speaker.

(6) Native pronunciation, with no trace of foreign accent. [20]

b) Grammar

According to Cambridge Encyclopedia "Grammar deals with the abstract system of rules in terms of which a person's mastery of his native language can be explained".[21] In addition, grammar also refers to the students' achievement of arrange the words into a good sentence.

Furthermore, Arthur Hughes stated that grammar can be identified looks like this:

(1) Grammar almost entirely inaccurate phrases.

(2) Constant errors showing of very few major patterns and frequently preventing communication.

(3) Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.

(4) Occasional errors showing imperfect control of some patterns but not weakness that causes misunderstanding.

(5) Few errors, with no pattern of failure.

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[20]Arthur Huges, *Testing for Language Teachers,* (USA: Cambridge University Press, 1990), p. 110.

[21]Crystal, D. *The Cambridge encyclopedia of the English language*, (Cambridge: Cambridge University Press, 1995), p. 5.

(6) No more than two errors durimg the interview. [22]

c) Vocabulary

Nunan states "Vocabulary is more that a list of target language of words."[23]A spoken word is a sound or sequence of sounds, which communicate those "ideas" precisely, a speaker should express them with precise words rather than general words. In addition, vocabulary refers to the students achievement to build up the words using some relate vocabularies.

Furthermore, Arthur Hughes stated that vocabulary can be identified looks like this:

(1) Vocabulary inadequate for even the simplest conversation.
(2) Vocabulary limited to basic personal and survival areas (time, food, transportation, family).
(3) Choice of words some time inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
(4) Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion on any non-technical subjects with some circumlocution.
(5) Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.

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[22]Arthur Huges, *Testing for Language Teachers,* (USA: Cambridge University Press, 1990), p. 287.

[23]David Nunan. *Practice Language English Language*, (New York: McGraw-Hill Companies, 2002), p. 258.

(6) Vocabulary apperently as accurate and extensive as an of the educated native speaker. [24]

d) Fluency

Nunan states "Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, and so on."[25]

Furthermore, Arthur Hughes stated that fluency can be identified looks like this:

(1) Speech is no halting and fragmentary that conversation is virtually impossible.
(2) Speech is very slow and uneven except for short or routine sentences.
(3) Speech is frequently hesitant and jerky: sentence may be left uncompleted.
(4) Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. Speech is effortless and smooth, but perceptibly non-native in speed and evenness.
(5) Speech is effortless and smooths but perceptibly non-native in speed and evenness.
(6) Speech all professional and general topic as effortless and smooth as a native speaker. [26]

e) Performance/Comprehension

Performance is the capacity for understanding ideas, fact, and so on. performance in think aloud technique capture preference data simultaneously rather than having to ask

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[24]Arthur Huges, *Testing for Language Teachers,* (USA: Cambridge University Press, 1990), p. 110.

[25]David Nunan, *Practice Language English Language*, (New York: McGraw-Hill Companies, 2002), p. 55.

[26]*Op.Cit*. p. 111.

preferences questions later. Then, think aloud in performance may help some participants focus by falling of working and talking.

Moreover, Arthur Hughes stated that performance can be identified looks like this:

a) Understands too little for the simplest type of conversation.
b) Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.
c) Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.
d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.
e) Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech.
f) Understands everything in both formal and colloquial speech to be expected of an educated native speaker. [27]

Teaching speaking in the classroom should be considered the number of essential factors which influence the students' behavior in learning language. They are including contexts of teaching which deals with proficiency, age and socio-cultural factors; principles of teaching; and objectives of teaching speaking.

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[27]*Ibid,* p.113.

2. The General Concept of Describing Picture

a. Definition of Describing Pictures

In *Webster New World Dictionary*, *describe* is say what somebody or something is like.[28] Describing picture is one of activity in learning speaking English. In this activity, students must describe pictures in front of class. Student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English.[29] This method is to make students easier to describe something, and make learner process more enjoyable.

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English.[30] Those are models that Solahudin offers to use in speaking class, and as the title of this research, the researcher chooses the last model. The researcher thinks that describing picture is suitable to improve students' speaking skill in descriptive text because the purposes of these activities are to train

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[28]Oxford University Press, *Oxford Learner's Pocket Dictionary,* (New York: Pindar Graphies Origination Scarborough, 1995) , p. 116.

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

[30]*Ibid.,* p. 99.

students' imagination and describe something in speaking English. Usually, students can't speak anything because they have not idea. The researcher hopes that picture can help students to speak English, because students will be easier to say when they see. The writer will make this activity more attractive and make students get enjoyable in the class.

Pictures are one of the visual aids that can be used in teaching speaking. It makes something more interesting for the students. It also can be used in creating situation for speaking classes more clearly. Picture as aids are clearly in dispensable for language teacher since they can be used in so many ways. The teacher can teach vocabulary easily through pictures it means blackboard drawing, wall pictures, chart and flashcard.

b. Types of Pictures

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

a. Flashcard

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

b. Large wall picture

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

c. Cue card

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

d. Photograph or illustration

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

e. Projected slide

In the multimedia class, the teachers also use it to teach. Sometimes the teachers use it to show the images in the big form.[31]

Photograph or illustration picture is appropriate to use to develop learner's idea because it can stimulate learner's mind by seeing the picture. The researcher makes some picture as like in the following below:

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[31]Jeremy Harmer, *The Practice Of English Language Teaching.* (Great Britain: Pearson Education Limited), p. 136.

c. Function and the Benefits of Using Pictures in Language Learning

There are several methods in teaching learning speaking. Picture is one of the ways to explain a real situation. It is very simple visual aids that can be picked up from the newspaper, magazine, internet, book, etc.

a. The use of pictures in teaching speaking

Teacher is the most important actor in teaching learning, especially in English subject. He or she must have an ability to make an interesting class. Picture is one of teaching media that can make the students enjoy the lesson. Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.[32]

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[32]Azhar Arsyad, *Media Pembelajaran,* (Jakarta: PT. Raja Grafindo Persada, 2009), p.165

b. The functions with the benefit of using pictures in teaching speaking

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

Gerlach and Elly state the benefit of using picture as follow

1) Pictures are inexpensive and widely available.

The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.

2) Pictures provide common experiences for an entire group Of students. It means by using picture, teacher can involve all of students in his or her class.

3) Pictures can help prevent misunderstanding.

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

4) Pictures help the students to focus attention to the subject and make students active.[33]

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

The functions of describing picture are to practice describing things and using preposition of position, to practice listening and speaking to direction, to train students' imagination and retell story in speaking English.[34]

d. Procedures of Describing Picture

Study is doing something. Study can be maximum if students more of using the five senses, because they can more attractive to express something with their five senses. Describing picture is a technique that very easy to play it. This technique is very suitable to students in Senior High School. If the students are given describing picture, they used their five senses more maximum, because they used eyes to saw the picture, used ears to listen what their partner said, used mouth to describe the picture. So, the researcher hopes with using describing picture, students more active in the class. There are steps of application in describing picture as following:

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

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

3) The teacher divides students into groups.

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[34]Siti Tarwiyah, *Game Songs and Practical Ideas to Teach Language a Supplementary Book for Language Teachers*, p. 53.

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

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

6) After that, every group describes their picture.

7) Clarification/ conclusion/ teacher's reflection.

This is example of technique that can used as individual or collaboration with the other strategy based on the necessity.[35]

B. The Review Of Related Findings

There are five previous researches related to this study. The First research was conducted by Eni Fauziah Harahap "The Effect of Group Presentation technique to students' speaking skill at SMA Negeri 3 Padangsidimpuan". The concluding of her research there was a significant effect to students' speaking skill in teaching speaking by using group presentation to students' speaking skill.[36]

The second, Ida Royani Hasibuan, she also had done research in SMK Negeri 1 Padangsidimpuan through the title "Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK Negeri 1 Padangsidimpuan". The research design was class action research (CAR). She

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

[36] Eni Fauziah Harahap, *The effect of group presentation technique to students' speaking skill at SMA Negeri 3 Padangsidimpuan* (thesis, Padangsidimpuan: STAIN, 2013).

said that the implementation of simulation technique to improve students' skill at SMK Negeri 1 Padangsidimpuan has become one of technique that can be used by the English teacher in teaching speaking.[37]

The third, Rica Umrina Lubis had done research in SMA Negeri 1 Padangsidimpuan through the title "Improving students' speaking skill through Debate at SMA Negeri 1 Padangsidimpuan". The research design was class action research (CAR). The researcher gave the solution or alternative in teaching speaking skill to improve students' speaking skill through debate.[38]

The fourth, Sulastri was done in English Educational Study Program at STAIN Padangsidimpuan entitled "improving students' self-confidence in speaking ability through simulation technique at grade X SMA Negeri 8 Padangsidimpuan.[39]

The last, Siti Hijrah, she also had research in SMK Swata Panca Dharma Padangsidimpuan through the title "Improving students' speaking ability through song at grade XI SMK Swasta Panca Dharma Padangsidimppuan".[40] The research design was Classroom Action Research (CAR). She said that the students at grade VI had some problems in speaking

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[37]Ida Royani Hasibuan, "*Improving Students' Speaking Skill by Using Simulation Technique at Grade XI SMK Negeri 1 Padangsidimpuan in 2012 Academic Year",* (Unpublished Thesis), (Padangsidimpuan: STAIN, 2012), p. 56.

[38]Rica Umrina Lubis, "*Improving students speaking skill through debate at SMA Negeri 1 Padangsidimpuan in 2011 Academic Year",* (Unpublished Thesis), Padangsidimpuan: STAIN, 2011)

[39]Sulastri, *Improving students' self-sonfidence in speaking ability through simulation technique.* (thesis, Padangsidimpuan: STAIN, 2012).

[40]Siti Hijrah, *"Improving Students Speaking Ability Through Songs at Grade XI Swata Panca Dharma Padangsidimpuan in 2013 Academic Year",* (thesis, Padangsidimpuan: STAIN, 2013), p. 55

ability, the problem were: the student were afraid to express their ideas, the less students' motivation in learning English because weakness to understand vocabularies, the student were difficult to memorize a long list of words, and the students were not able to speak well. From the cases, the researcher gave solution to solve the problem by using songs. She said that song could improve students' speaking ability.

C. The Conceptual Framework

In speaking there is process of communication between speaker and listener, speaking is a process in which speaker expresses his ideas, thoughts, opinion, perceptions. It is necessary to find a way in teaching speaking in order to improve students' speaking skill and purpose to get communication well. Have a good fluently in speaking make students' and teacher work together in the class. So, the purpose of teaching English can be reached.

Describing picture is one of many ways in improving students' speaking skill. Describing picture is considered to be effective way of teaching speaking because it enables the students' to communicate effectively and give them many chances to practice target language. It needs the students' to be more active, because this technique asks the students' to express their idea into speaking.

So, describing picture gives changes to students' to use the target language creatively without ashamed and afraid. Describing picture is

expected brings better result in order to improve students' speaking ability.

The researcher plans to do research based on the framework below:
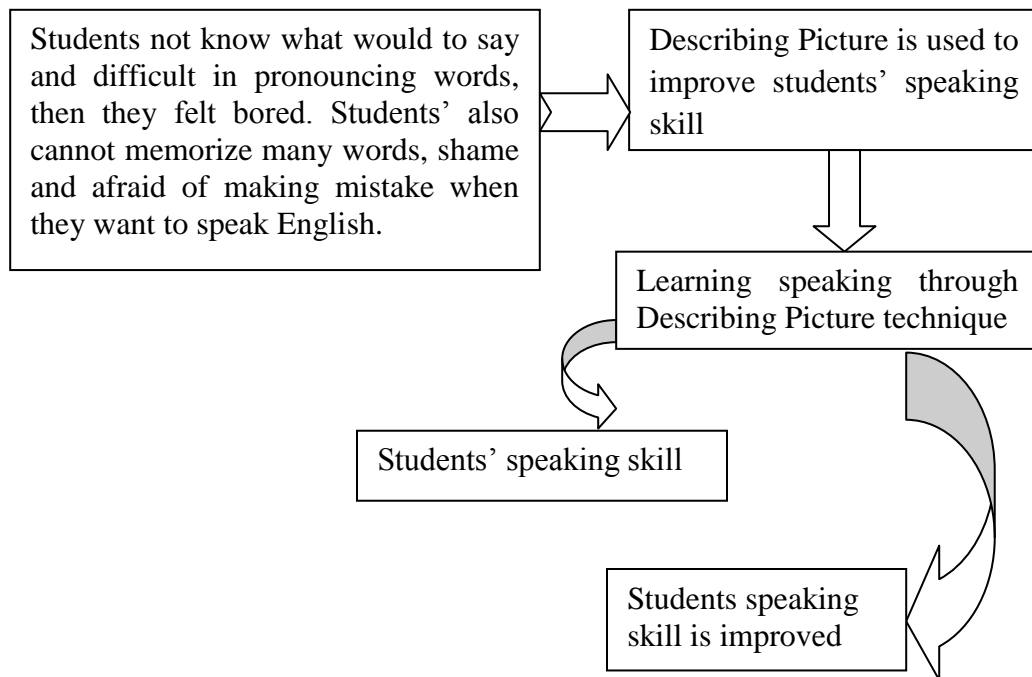
Figure.1. Research Conceptual Framework

D. The Hypothesis of Action

The hypothesis is needed to show the researchers thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is that: "Describing picture could improve students' speaking skill at SMAN 3 Padangsidimpuan."

CHAFTER III

RESEARCH METHODOLOGY

A. The Research Methodology

1. The Place and Time of the Research

The place of the research was at SMA Negeri 3 Padangsidimpuan. It is located at Perintis Kemerdekaan Street; No.56 Padangsidimpuan. This research is done in XI IPA-6. Time of the research was starting from April 2016 until February 2017.

2. The Research Design

Research is an attractive way to build evidence based on explanation for events and phenomena. The research will be designed by class action research. Action research is working towards practical outcomes, and also about creating new forms of understanding, since action without understanding is blind, just as theory without action is meaningless.[1] Bassey in Valsha describes "action research as an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice".[2] Meanwhile, Gay and Airasian states that, classroom action research is a atype of practioner's practice action implies doing or changing someting.

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[1]Valsa Koshy, *Action Research for Improving Practice,* (New Delhi: Paul Chapman Publishing, 2005), p. 8.
[2] *Ibid.,* p. 8.

Research design of this research follows action research spiral by Kemmis because this form is one of the best models and the essential steps of the classroom action research process.

Figure 2: Action Research Spiral by Kemmis[3]
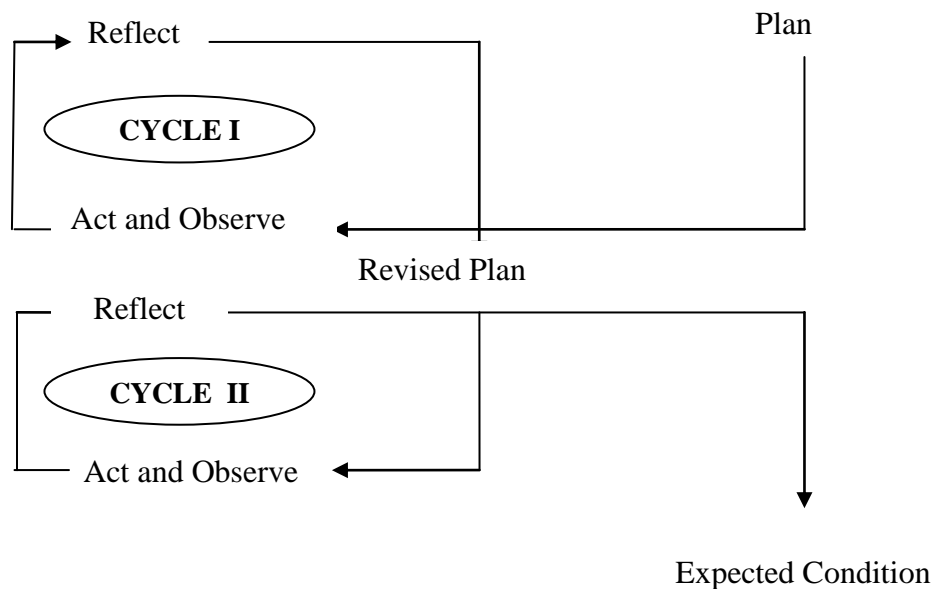
From the above definitions, researcher concludes that classroom action research is a research action to teach students' problems in the classroom not just theory because theory without action is meaningless. Classroom action research consists of four steps namely: planning, action, observation and reflection. So, it will teaching and will be describing picture to improve students' speking skill at grade XI SMA Negeri 3 Padangsidimpuan.

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[3]Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 9.

3. The Participants of the Research

The partisipants of this research are the grade XI IPA-6 of SMAN 3 Padangsidimpuan, its consist of 29 students in academic years 2016/2017. Another participant in this class research is an English teacher of SMAN 3 Padangsidimpuan. Research will be done on collaborating with the teacher of English at grade XI SMA N 3 Padangsidimpuan.

4. The Instrument of Collecting Data

In collecting data uses test as instrument of collecting data. Researcher will test the students oraly.

a. Test (Oral test)

The researcher uses oral test in doing the test. Brown defined a test as a method of measuring a person's ability: knowledge or performance in a given domain.[4] Oral presentation based on Weir is expected to have candidate giving a short talk which he has either been asked to prepare beforehand or has been informed of shortly before the test.[5] The researcher takes some indicators of speaking test as the table below:

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[4]H. Douglas Bown, *Language Assesment: Principles and Classroom Practice,* (New York: Pearson Education, Inc., 2004), p. 3.

[5]Cyril J. Weir, *Communicative Language Teaching,* (UK: Prentice Hall, 1990), p. 75.

Table. 1
Indicators of Speaking Test:[6]

NO.	The Indicators of Speaking Skill	Score
1.	**Accent :**	**1-5**
	1. Pronunciation frequently unintelligible.	**1**
	2. Frequent gross errors and a very heavy accent make understanding difficult.	**2**
	3. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding.	**3**
	4. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding.	**4**
	5. No conspicuous mispronunciations, but would not be taken for a native speaker	**5**
2.	**Grammar**	**1-5**
	1. Grammar almost entirely inaccurate phrases.	**1**
	2. Constant errors showingcontrol of very few major patterns and frequently preventing communication.	**2**
	3. Frequent errors showing some major patteerns uncontrolled and causing occasional irritation and misunderstanding.	**3**
	4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.	**4**
	5. Few errors, with no patterns or failure.	**5**

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[6]Arthur Hughes, *Testing for Language Teachers,* (USA: Cambridge University Press, 1990), p. 110-113

3.	**Vocabulary:**	**1-5**
	1. Vocabulary inadequate for even the simplest conversation.	**1**
	2. Vocabulary limited to basic personal and survival areas.	**2**
	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	**3**
	4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.	**4**
	5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations	**5**
4.	**Fluency :**	**1-5**
	1. Speech is so halting and fragmentary that conversation is virtually impossible.	**1**
	2. Speech is very low and uneven except for short or routine sentences.	**2**
	3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.	**3**
	4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	**4**
	5. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	**5**

5	**Comprehension :**	**1-5**
	a) Understands too little for the simplest type of conversation.	**1**
	b) Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	**2**
	c) Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	**3**
	d) Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	**4**
	e) Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech	**5**
	MAXIMAL SCORE: 25 x 4	**100**

Table.2
The Criteria of the Qualification Score

No	Criteria	Percentage	High score
1	Accent	20%	20
2	Grammar	20%	20
3	Vocabulary	20%	20
4	Fluency	20%	20
5	Comprehension	20%	20
	Total	100%	100

5. The Procedures of the Research

This action research follows the model of Kemmis. It is a famous representation of the action research "spiral" that contains four stages; planning, acting, observing and reflecting.

a. **First Cycle** (Consisted of two meetings, each meeting is about 80 minutes at grade XI IPA-6 students of SMAN 3 Padangsidimpuan) the procedures as follow**:**

1) Planning

In this meeting, researcher will do planning as following:

a) Making lesson plan that consist of the steps of action.

b) Preparing rubric scale for testing.

c) Designing procedure of the teaching speaking by Describing Picture.

d) Preparing the learning material, indicators of speaking scores, and tests for the first cycle.

2) Action

Researcher will do the steps as following:

a) Introducing the procedures of describing picture

b) Prepare pictures according to the topic or material of subject

c) Divided students into groups and give the picture to every group.

d) Ask all members of groups to write the vocabularies based on the result of their examined the picture (necessary limitation of the time).

e) Every group discusses how to describe their picture.

f) After that, every group describes their picture in front of class by limited time about 7 minutes for every group.

g) Giving the students' steps how to be affective speaker in front of class.

h) Giving some practices that was related to the topic.

i) Monitoring time allocation with all activities that will be done.

j) Preparing the solution if there are problems when the action finish.

k) Observing the classroom activities.

3) Observation by the researcher:

a) Observing the execution of describing picture of students' accent, vocabulary, grammar, fluency and comprehension.

b) Observing the students' speaking skill in describing picture

c) Evaluating students by taking the score of students' speaking based on describing picture.

4) Reflection by the researcher:

a) Discussing with co-teacher (English teacher of SMAN 3 Padangsidimpuan) about the action.

b) Analyzing the weakness and the teacher progress that using describing picture to determine the followed up of activity.

c) Reflecting the teacher's learning activity.

d) Reflecting the students' learning activity.

e) Making any decision for the next meeting.

b. Second Cycle (consisted of two meetings) the procedures as following:

1) Planning

In this meeting, researcher plan and design activities of students' activity that will be used to solve the students' problem in speaking skill. Researcher's planning as following:

a) Making lesson plan that consist of the steps of action.

b) Preparing rubric scale for testing.

c) Designing procedure of the teaching speaking by describing picture.

d) Preparing the learning material, indicators of speaking scores, and tests for the second cycle.

2) Action

Researcher will do the act and followed by the students':

a) Eliminating the problems in cycle 1 by motivating, encouraging, controlling and managing the class.

b) Re arranging the classroom arrangement.

c) Changing the new scenario and explain better than cycle 1

d) Explaining that the students' speaking skill must be better than first cycle.

e) Material/picture that will be discussed are chosen by the students.

f) Giving the second test.

g) Giving the directions of test.

h) Recording students' performance.

i) Celebrating the achievement together

j) Observing the classroom.

3) Observation

Researcher observes students' speaking skill and activity of learning by using Describing Picture.

a) Observing the procedures that had been arranged whether worked.

b) Observing the students' speaking skill by using instrument.

c) Evaluating students by taking the score of students' speaking skill based on describing picture.

4) Reflection: researcher reflected all cycles and analyzed to have conclusion of using describing picture technique in improving students' speaking skill in English learning.

6. **The Techniques of Analyzing Data**

In technique of analyzing the data uses quantitative data. Quantitative data is used to analyze the score of students. It is collected and analyzed by computing the score of speaking test.

To know the means score of students' for each cycle, the researcher applies the following formula:[7]

$$M = \frac{\Sigma fX}{N}$$

Explanation:

M : the mean of the students

$\sum fX$: the total score

N : the number of the students

The percentage of students' improvement in speaking skill, researcher will be done analyzed by the following formula:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : the percentage of students who get the score 75

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[7]Hartono, *Statistik: Untuk Penelitian* (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

R   : the number of students who get the score up 75

T   : total numbers of students do test

After calculating and scoring students' answer sheets then, their score were consulted the classification quality on the table below:[8]

Table. 3
Classification Quality of Students' Score

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very Good

After the researcher finds the mean scores of all students, it is consulted to the criteria as follows:

a. If the value of mean score 81 – 100%, it can be categorized into very high.

b. If the value of mean score 61 – 80%, it can be categorized into high.

c. If the value of mean score 41 - 60%, it can be categorized into enough.

d. If the value of mean score 21 - 40%, it can be categorized into low.

e. If the value of mean score 0 - 20%, it can be categorized into very low.

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[8]Riduwan, *Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Penerbit Alfabeta, 2012), p. 89.

CHAFTER VI

RESULT OF THE RESEARCH

After researcher has done the research in SMAN 3 Padangsidimpuan, now researcher will describe how the research was done. It discussed about the way to improve students' speaking skill by using describing picture technique at grade XI IPA-6 of SMAN 3 in academic year 2016/2017. The descriptions are as follow:

A. The Data Description

There were two cycles of this action research, the first and the second cycle. Each cycle was done in two weeks, twice meetings and every meeting was done in 80 minutes.

1. The First Cycle

The first cycle was done at 11th until 18th of January 2017. In this case, the cycle was conducted for two meetings. In SMAN 3 Padangsidimpuan, every meeting was done 80 minutes. It means that the time allocation was 160 minutes. It caused 2x80 minutes is 160 minutes. Along the time, teacher explained about describing picture technique. Here, the teacher made the activities and gave the process of improvement students' speaking skill in the first cycle as follow.

a. First Meeting

In the first meeting, the teacher found some problems of students' learning process. Some students were not ready to study and they did not

have desire to speak English. Furthermore, the learning process consisted of four steps for doing research, such as planning, action, observation, and reflection. It would be explain as follow:

1) Planning

   a) The teacher made lesson plan that consist of the steps action. . (It can be looked in Appendix I for Lesson Plan Cycle I)

   b) The teacher prepared rubric scale for testing in speaking.

   c) The teacher designed procedure of the teaching speaking by describing picture.

   d) The teacher gave the learning material about *short funny and love story.* The teacher also prepared students' evaluation in accent, grammar, vocabulary, fluency, and comprehension. The teacher prepared the test for the first cycle and the time for planning was about 10 minutes.

2) Action

   a) In this step, the teacher introduced the procedures of describing picture that would be done by the students in English speaking.

   b) The teacher prepared the pictures according to the topic or material of subject, the picture of short funny and love story as examples:

The Mouse Deer and Crocodile   Cinderella

c) The teacher divided students into five groups and the groups consisted of six persons. Then, the teacher gave the pictures for every group as discussed their knowledge about the picture.

d) The teacher asked all members of group and wrote the vocabularies based on the result of their examined the picture (necessary limitation of the time).

e) The teacher order for every group discussed how to describe their picture in front of class.

f) After that, every group described their picture in front of class by limited time was about 7 minutes for every group and for other group call away the attention for the group performed.

g) For better in speaking English, the teacher gave the students' steps how to be affective speaker in front of class. High

confidence and knew the material was important things in speaking.

h) The teacher gave some practiced for the students' that was related to the topic.

i) The teacher monitored time allocation all activities that will be done and observed the classroom activities time was about 50 minutes, the teacher also prepared the solution if there were problems when the action finished.

3) Observation

a) In this step, when the students were learning by using describing picture technique, the researcher observed the execution of students' accent, vocabulary, grammar, fluency and comprehension in describing picture.

b) The researcher evaluated students' speaking skill by taking the score of speaking based on describing picture in 10 minutes.

4) Reflection

a) In this step, the teacher discussed with co-teacher about the weakness and the teacher progress that using describing picture to determine the followed up of activity.

b) From reflected the activity the teacher found there were some problems occurred in learning process, such as: the students' were not ready to study because the subject was sport, it made the students felt sleepy and lazy to studying. Students' did not have motivation to speak English because, their lack vocabulary. Students' were passive in the class because they did not know how to speak English. For solving problems, the teacher motivated the students' to be active in the class, and gave some vocabularies to add their English word mastery, such as: dress, jump, garden, felt, fight, wonderful, accident and etc. because it was very important to improved students' speaking skill.

b. Second Meeting

The day after giving the material in the first meeting,

a) The teacher came to the class to continue the second meeting of learning process in the first cycle. It means that the teacher wanted to know the students' skill in speaking skill. In the second meeting, the teacher just reviewed the previous material to engage students' knowledge. Then, the teacher gave a test to students. So, the researcher explained more about the important thing of this research.

b) The teacher told the students that she would note everything that was done by the students. The teacher told the students to be natural when they were speaking, and that would be a reward for the students who active and sportive in the class.

c) For starting the test, the teacher gave group performance time to test students speaking skill. To measure students' speaking skill the teacher gave group performance test about *short funny and love story* topic. Then, the teacher evaluated the result of their speaking test in the second meeting.

c. **Students' Speaking Score of First Cycle**

After doing the test, the researcher had analyzed students' achievement based on their test in fist cycle. The researcher had found the students' speaking skill scores in the first cycle as the following table below:

Table 4
Students' Speaking Score in First Cycle [1]

No.	Code	Speaking Score					Total	Score (Total X 4)
		Accent	Gram Mar	Vocabu lary	Fluency	Perfom/ Compre		
1.	AD	4	4	3	4	4	19	76*
2.	AH	4	4	3	2	2	15	60
3.	AL	3	4	2	2	3	14	56
4.	AW	4	4	3	4	3	18	72
5.	DN	3	4	2	3	3	15	60
6.	GH	3	4	3	3	2	15	60
7.	HD	4	3	4	4	4	19	76*
8.	HF	5	4	4	4	4	21	84*

[1]Approved by Co-teacher (Siti Zubaidah, S.Pd) and also as a Observer.

9.	HH	4	4	4	4	3	19	76*
10.	IAD	3	3	2	4	3	15	60
11.	ID	4	4	4	4	4	20	80*
12.	IL	4	4	3	3	3	17	68
13.	IN	4	4	3	4	4	19	76*
14.	IR	3	4	4	4	4	19	76*
15.	JP	4	3	3	3	3	16	64
16.	KY	3	3	3	3	3	15	60
17.	ML	4	3	2	3	3	15	60
18.	MR	3	3	3	4	3	16	64
19.	MSH	4	4	4	4	4	20	80*
20.	N	4	3	4	4	4	19	76*
21.	NH	4	3	3	4	3	17	68
22.	PRS	3	4	3	3	3	16	64
23.	QM	4	4	4	4	3	19	76*
24.	R	3	3	3	3	3	15	60
25.	RDY	3	4	3	2	3	15	60
26.	RNI	3	3	3	3	3	15	60
27.	SL	4	3	2	3	3	15	60
28.	YG	4	4	3	3	2	16	64
29.	YI	4	4	3	4	4	19	76*
Total score		106	105	90	99	93	593	1844
Mean		3.65	3.62	3.10	3.41	3.20	20.44	63,58
Percentage								37.93%

*Students who passed the KKM (75) in first cycle.

From the table above, the students' mean score of accent was 3.65, 11 students had 'foreign accent' required concentrated listening and mispronunciations, which did not interfere with understanding. 17 students had 'marked foreign' accent and occasional mispronunciations which did not interfere with understanding, 1 student has pronunciation frequently unintelligible. So, Mean score this indicator was 3.65 (cycle 1). For solving the problem the researcher gave ways in training their pronounciation not only in the school but also in the house such as listening English song or English movie to accustom them heard the English word and reading English book ordinary little by little.

Grammar was 3.62, Problems faced by the students were difficulty in building words and their grammatical patterns were inaccurate because they have not mastered the grammar. In the interview, 11 of them: HD, IAD, JR, KY, ML, MR, N, NH, R, RNI and SL admitted that their difficulty in building words because they were less in mastering words and patters used to form the words. The problem was related to mastery of tenses or the patters in tenses. Which caused their sentences was uncompleted and their grammar in the sentences was wrong. Students' mistakes in grammar were in using 'to be' in nominal sentences, in using to be 'is', in using to be 'was', in using 'because', in using preposition 'in' to show place, in using negative sentences, in using plural noun, in using past sentences, in arranging sentences, in using 'have', and in using possessive pronoun. Researcher gave more explanation about the language context that targetted in the next meeting clearly so that they made study more..

Vocabulary was 3.10, from 29 students in the classroom, 5 students had vocabulary limited to basic personal and survival areas. 16 students had choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics. 8 students had professional vocabulary adequate to discuss special interested, general vocabulary permits discussion of any non technical

subject with some circumlocutions. Researcher gave tips or methods to memorize vocabularies such as semantic mapping, using pictures, and using key words that could be practiced by them in the school or in the house for solving their vocabulary.

Fluency was 3.14 from 29 students', 3 students' were very low and uneven except for short or routine sentences in speech. 11 students' speech were frequently hesitant and jerky, sentences may be left uncompleted. 15 students speech were occasionally hesitant, with some unevenness caused by rephrasing and grouping for words. The Mean score this indicator was 3.41 (cycle 1). To solved the problem researcher motivated them to train their speaking and to record their speech so that they could know about their abilty.

Comprehension was 3.20. From 29 students in the classroom, 3 students understood only slow, very simple speech on common social and touristic topics, required constant repetition and rephrasing. 17 students understood careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. 9 students understood quite well normal educated speech when engaged in a picture describing, but require occasional repetition conversation or rephrasing. The Mean score this indicator was 3.20 (cycle 1). Researcher motivated students to memorize more vocabularies. They didn't

understand word event it was familiar words because of less in mastering vocabulary and they didn't know the meaning of the word.

The Students' skill every indicator of speaking in first cycle could be seen in the chart below:
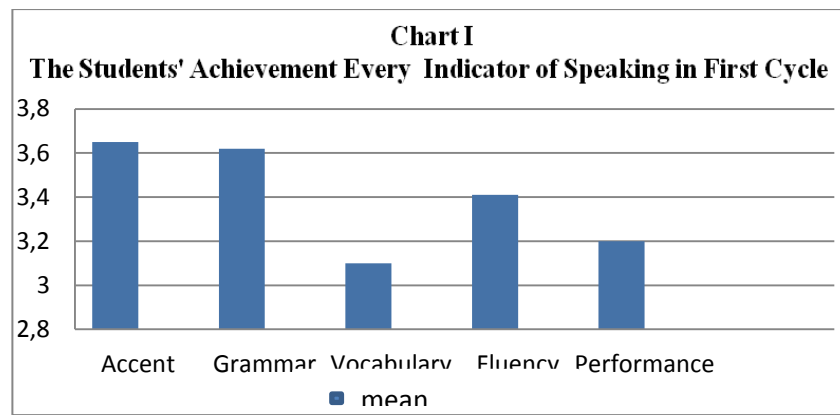
Chart I. The Students' Achievement Every Indicator of Speaking in First Cycle

Based on the table and chart above, it could be concluded that students' skill in speaking of first cycle was low, there were only 11 students passed the KKM (75). The mean score of students was 63.58 and the percentage of students' score was about 37.93%. Then, the researcher could explain that the score of students there was 1 student got 56 score, 10 students got 60 score, 2 students got 64 score, 2 students got 68 score, 1 student got 72 score, 8 students got 76 score, 2 students got 80 score, and 1 student got 84 score. From the explanation in first cycle, it didn't show improvement. So, the researcher would continue to the second cycle.

2. The Second Cycle

The second cycle was done at 23rd January until 8th of February 2017. In second cycle, Researcher would describe the learning process and the activity of teacher of second cycle.

a. Third meeting

The procedure of the second cycle was in the following:

1) Planning

   a) The teacher made lesson plan that consist of the steps action. (It can be looked in Appendix I for Lesson Plan Cycle II)

   b) The teacher prepared rubric scale for testing, prepared learning material about hot issue, indicators of speaking scores and test for the second cycle.

2) Action

   a) The teacher solved the problems in first cycle by motivated, encouraged, controlled and managed the class. Re arranged the classroom arrangement that students' seat not mixed between male and female in a group.

   b) Teacher explained was better than first cycle, gave students emphasis about describing picture. Absolutely, in hot issue subject. Explained that the students' speaking skill must be better than first cycle and material/ picture that discussed was took by the students'.

c) The teacher gave the direction and the second test to the students'. Teacher was recorded students performed and appraised the achievement together, so definite students knew about their score and made them enthusiasm in speaking.

3) Observation

a) The teacher observed the procedures that had been arranged was worked around the class and observed the students' speaking skill used instrument that gave by the teacher in learning processes.

b) The teacher evaluated students' by taking the score of students' speaking skill based on describing picture.

4) Reflection

The teacher reflected all cycles by seeing the students' score and analyzed to get the conclusion of using describing picture technique in improving students' speaking skill in English learning was worked.

b. Fourth Meeting

In the fourth meeting, the teacher reviewed the material in third meeting for a while. It has a purpose to remind the students about the material. Then, to measure students' achievement, the teacher had done the second test. For starting the test, the researcher gave performance to

test students speaking skill. To measure students' speaking skill the teacher gave a time to performance about *hot issue* material.

c. **Student's Speaking Skill Scores in the Second Cycle**

After doing the test, the researcher had analyzed students' achievement. Researcher had found the students' speaking skill scores in second cycle as the following table below:

Table 5
**Students' Speaking Score in Cycle 2[2]**

No.	Code	Speaking Score					Total	Score (Total X 4)
		Accent	Gram Mar	Vocabu Lary	Fluency	Perfom/ Compre		
1.	AD	4	4	4	4	4	20	80
2.	AH	4	4	3	4	4	19	76
3.	**AL**	**4**	**4**	**4**	**3**	**3**	**18**	**72***
4.	AW	4	4	3	4	4	19	76
5.	**DN**	**3**	**4**	**3**	**4**	**4**	**18**	**72***
6.	GH	3	4	4	4	4	19	76
7.	HD	4	4	4	4	4	20	80
8.	HF	5	4	4	4	5	22	88
9.	HH	4	4	4	4	5	21	84
10.	IAD	4	4	3	4	4	19	76
11.	ID	4	4	4	4	5	21	84
12.	IL	4	4	4	3	4	19	76
13.	IN	4	4	4	4	4	20	80
14.	IR	4	4	4	4	5	21	84
15.	JP	4	3	4	4	4	19	76
16.	KY	3	4	4	4	4	19	76
17.	ML	4	4	4	4	3	19	76
18.	MR	3	4	4	4	5	20	80
19.	MSH	4	4	4	4	5	21	84
20.	N	4	4	5	4	4	21	84
21.	NH	4	4	3	4	5	20	80
22.	PRS	4	4	4	4	4	20	80
23.	QM	5	4	4	5	4	22	88
24.	R	4	4	3	4	4	19	76
25.	RDY	4	4	4	3	4	19	76
26.	RNI	5	4	4	4	4	21	84
27.	SL	4	4	3	4	5	21	84
28.	YG	4	4	4	4	4	20	80
29.	YI	4	4	4	4	5	21	84

[2]Approved by Co-teacher (Siti Zubaidah, S.Pd)

Total score	115	115	110	114	123	578	2312
Mean	3.96	3.96	3.79	3.93	4.24	19.93	79.72
Percentage							93.10%

*Students who didn't passed the KKM (75) in cycle 2.

From the above table, the students' mean score of accent was 3.96, grammar was 3.96, vocabulary was 3.79, fluency was 3.93 and performance was 4.24. The Students' achievement every indicator of speaking skill in second cycle could be seen in the chart below:
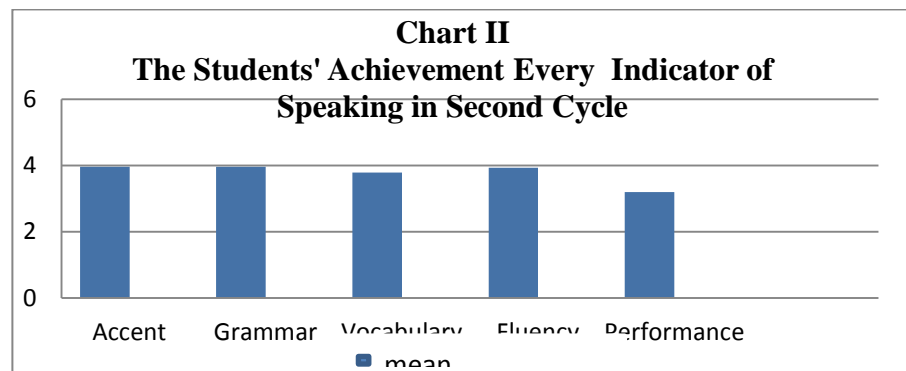
Chart II. The Students' Achievement Every Indicator of Speaking in Second Cycle

Based on the table and chart above, it could be concluded that the students' achievement in second cycle was increased. There were only 2 students unpassed the KKM (75). The mean score of students in second cycle was 79.72 and the percentage of students' score in second cycle was 93.10%. Students' achievement in speaking was categories very good. Then, the researcher could explain that the score of students there was 2 students got 72 score, 10 student got 76 score, 7 student got 80 score, 8 students got 84 score and 2 students got 88 score. The mean score of students in second cycle was

79.72 and the percentage of students' score in second cycle was 93.10%. Students' achievement in speaking was categories very good. The students' score in second cycle got improvement from the first cycle. It shown that first cycle was 63.58 (37.93%) and second cycle was 79.72 (93.10%).

After getting students' speaking scores in the second cycle, the researcher found the students' achievement were categorized into good category. It means that the students who had some problems in speaking in the first cycle were improved and could solve the problems in the second cycle.

3. The Comparative Result in First Cycle and Second Cycle

After knowing the score of students' achievement in speaking skill in first cycle and second cycle, Researcher would compare the achievement of students' speaking skill in first cycle and second cycle as below:

Table 6

Comparison of Students' Achievement in Speaking Ability
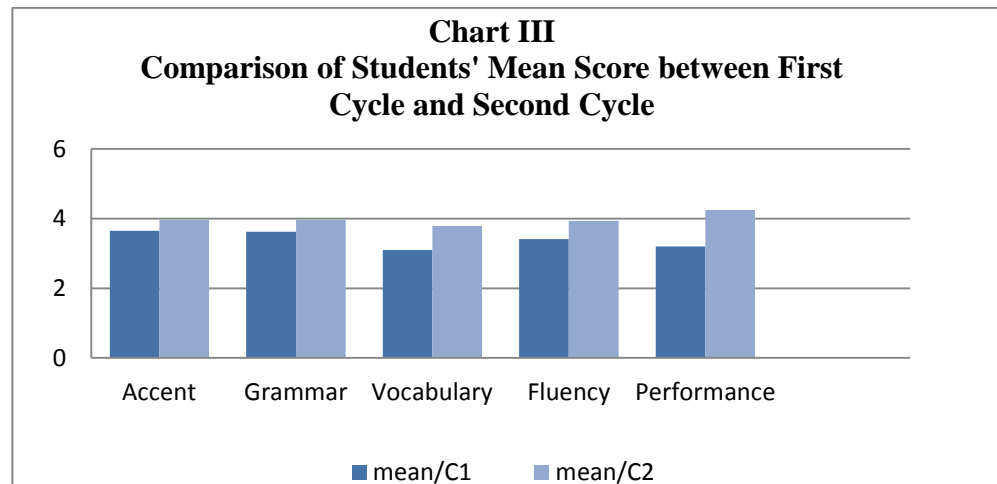
at first Cycle and second Cycle

No.	Code	Grade		State
		First Cycle	**Second Cycle**	
1.	AD	76*	80*	Improved
2.	AH	60	76*	Improved
3.	AL	56	72	Improved
4.	AW	72	76*	Improved
5.	DN	60	72	Improved
6.	GH	60	76*	Improved
7.	HD	76*	80*	Improved
8.	HF	84*	88*	Improved
9.	HH	76*	84*	Improved
10.	IAD	60	76*	Improved
11.	ID	80*	84*	Improved
12.	IL	68	76*	Improved

13.	IN	76*	80*	Improved
14.	IR	76*	84*	Improved
15.	JP	64	76*	Improved
16.	KY	60	76*	Improved
17.	ML	60	76*	Improved
18.	MR	64	80*	Improved
19.	MSH	80*	84*	Improved
20.	N	76*	84*	Improved
21.	NH	68	80*	Improved
22.	PRS	64	80*	Improved
23.	QM	76*	88*	Improved
24.	R	60	76*	Improved
25.	RDY	60	76*	Improved
26.	RNI	60	84*	Improved
27.	SL	60	84*	Improved
28.	YG	64	80*	Improved
29.	YI	76*	84*	Improved
Total score		**1844**	**2312**	Improved
Mean		**63.58**	**79.72**	Improved
Percentage		**37.93%**	**93.10%**	Improved

*The students who passed the KKM (75) in cycle 1 and cycle 2.

Based on the above table, students got improvement on their score. From the students' mean score; the first cycle students' mean score were 63.58 and the second cycle students' mean score were 79.7 From the students Percentage; the first cycle, there were 11 students got score up 75 points (37.93%). The second cycle, there were 27 students got score up 75 (79.72 %). Based on the table above, it could be concluded that the students' achievement in second cycle was increased. There were only 2 students un passed the KKM (75). The mean score of students in second cycle was 79.72 and the percentage of students' score in second cycle was 93.10%. Students' achievement in speaking was categories very good.

From the table above, the comparison of students' mean score of accent, grammar, vocabulary, fluency and performance could be seen in the following chart:

Chart III
Comparison of Students' Mean Score between First Cycle and Second Cycle

Chart III. Comparison of Students' Mean Score between First Cycle and Second Cycle

Based on the tables and chart above, it could be concluded that the students' achievement in second cycle was increased. There were only 2 students didn't passed the KKM (75). The mean score of students in second cycle was 79.72 and the percentage of students' score in second cycle was 93.10%. Students' achievement in speaking was categories very good.

- The differences of each cycle:

First cycle:

1. Divided students into group consist of 6 students in a group.

2. The topic of describing picture were Short Funny and Love Story

3. The picture or material that discussed are choose by the teacher

4. The mean score in first cycle was 63.58

- Second cycle

1. Divided students into group consist of 3 and 4 students in a group.

2. The topic of describing picture was hot issue topic.

3. The picture or material that discussed are choose by the students' itself.

4. The mean score of second cycle was 79.72

- Problem and solution that face by the students' in a classroom

1) From the explanation above, there were many problems that found in every meeting until to get the improvement of students' speaking skill from first cycle and second cycle. Students' problem that face in learning process of describing picture when the teacher was taught in first cycle were the students' not ready to study, they make noisy as like walked in the class and talking which others without respect to the teacher. For solving the problem the teacher was made the activity before starting learning process as like pray together and ask the students' ready to study, so that they knew to study in the class and didn't talking which others when the learning process was happened.

2) Problem language that used by the students' in the class was batakness or mother tongue as usually at home and their real life. For solving it the teacher asks the students to be used English usually in their real life especially in the school or their class as like used their mother tongue.

3) Motivated them not to afraid in using English language because they were studying. The researcher as a teacher suggest them to respects the teacher and other students whish seriously performed their role with high confidence from their self without thinking another things that made confuse and disturb their concentrate in front of class.

4) Students' who have not care full when learning English speaking by using describing picture made them so hard when they speak. As a teacher, I ask them to not to hurry when they were speak up in front of class that made them so easily.

5) Some students' were sleepy in the class when the process of learning was happened this is caused by the spirit inside them was less in learning English. They felt so bored and tired to study because they think is nothing to learn English in their real life. For solving this problem the teacher gave some useful of English in our life as like knowledge about the technology that used English as international language.

6) Students' go permission or make a noise in the class that problem face by the students' in the class. For solving the problem the teacher gave time to permission firstly for the students' who wants to get the permission before starting the learning process.

Based on the explanation above, it can be concluded that the researcher' hypothesis that describing picture technique could improve students' speaking skill at grade XI SMAN 3 Padangsidimpuan was accepted.

B. Threats of the Research

In doing the research, the researcher found some threats in this research. The data in this research were not objective because it needed the description of the mark based on the researcher' listening to the students. Then, the tool that used in collecting the result of students' speaking was uncompleted because the researcher just used HP, laptop, picture or other tools were needed to make the mark more subjective and learning process more effective and efficient.

Researcher also found the students' problems in the classroom teaching learning process. The students still did not have motivation and could not active yet in learning process by using Describing Picture technique. Therefore, it would make them passive and silent. The students noise uncontrolled and made the class noisy. Even though, Describing Picture technique gave chance to the students to use target language for meaningful purposes. Describing Picture technique could develop students' speaking skill and could make the learning process closer to real life. The researcher hoped describing picture technique can be applied in teaching the students at SMAN 3 Padangsidimpuan.

CHAFTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the result of this research, researcher can be concluded that:

Describing Picture technique can improve students' speaking skill at grade XI SMAN 3 Padangsidimpuan. Based on the analyzing of research data, the mean score of students' speaking skill in first cycle is 63.58 (37.93%) and second cycle is 79.72 (93.10%). The students' improvement can be categorized into very high improvement (very good).

B. Suggestions

Based on the above conclusion, researcher has some suggestions as below:

First, students' speaking can improve by describing picture technique at Grade XI SMAN 3 Padangsidimpuan, researcher suggests to the teacher to apply this method in teaching speaking skill by looking at the students' problem in speaking skill, give solutions to the students' problem, and looking at the teacher's ways in teaching.

Second, in improving students' speaking skill there are some factors that influence students' speaking skill by using Describing Picture, the researcher suggests to the teacher and to another researchers who wants to do the same research can controls and look at the factors that influence students'

speaking skill by using Describing Picture. The teacher and the other researchers must give good motivation and increase students' interest in learning process.

The suggestions are special to the teachers, students' and other researchers. Therefore, the following suggestions are offered:

1. Describing picture is such activities can entertain and make the students fun, and could provide motivation to learn.

2. For the teacher, it is very wise to use describing picture in teaching English speaking because this technique can improve the students' speaking by engaging feelings so it could provide rich experience of language for the participant.

3. For the students especially that were hoped to develop their English speaking by using describing picture.

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CURRICULUM VITAE

1. **Personal Data**

   Name   : Mora Hasonangan

   Reg. Students Number   : 12 340 0101

   Place, Date of Birthday   : Simpanggambir, 22 Juni 1994

   Sex   : Female

   Address   : Simpanggambir, Kec. Lingga Bayu, Kab

   Madina

2. **Parents Data**

   Father's Name   : Alm. Saipuddin Lubis

   Mother's Name   : Masriani Nasution

3. **Educational Background**

   Primary School   : SD Negeri No. 10004 64/Inpres

   Simpanggambir (2006)

   Junior High School   : MTsN Simpanggambir (2009)

   Senior High School   : MAN 1 Simpanggambir (2012)

   Institute   : Institute Agama Islam Negeri

   Padangsidimpuan (2017)

CYCLE I LESSON PLAN

School	**: SMA N 3 Padangsidimpuan**
Learning material	**: English**
Class	**: XI-IPA-6**
Aspek/skill	**: Berbicara/*Speaking***
Meeting	**: the first and second meeting**
Time	**: 4 x 40 menit (2 kali pertemuan)**

A. Standard of competence:

9. Expressing meaning of formal and sustained transactional and interpersonal.
10. Expressing meaning of short functional text and simple monologue in form of   narratives, spoof and hortatory exposition item in daily life.

B. Basic competence:

9.1 Expressing meaning in formal and informal transactional (to get things done) and interpersonal (to socialize) conversation using simple spoken language accurately, fluently, and understandably in the form of expressing attitude, love and sadness in daily life.

9.2 Expressing meaning in formal and sustained transactional (to get things done) and interpersonal (to socialize) conversation using simple spoken language accurately, fluently, and understandably in the form of expressing of simple monologue using spoken language accurately, fluently, understandably in the form of embarrassment, anger, and annoyance.

10.1 Expressing meaning of formal and sustained short simple functional spoken text

10.2 Expressing meaning of simple monologue in daily life using spoken language accurately, fluently and understandably in the form of narrative, spoof, and hortatory exposition.

C. Learning Goals :

a. Expressions love, like, dislike and sadness

b. Reading the sympaty cards

c. Performing monolog text of spoof

Characteristic of students:

1. Trustworthiness

2. Respect

3. Diligence

4. Responsibility

D. Learning material: Short Funny and Love Story

The Mouse Deer and Crocodile   Cinderella

E. Learning approach: Describing Picture

F. Procedures:

The first and second meeting

Teacher activities	Student activities	Time
1. First act a. Teacher open the class by saying basmallah, and give a time to students' read pray before start to study. b. Teacher presents the absent. c. Teacher asks to the students about the material. d. Teacher explains the goals of learning material. e. Teacher remains about the students knowledge before (*Engage Knowledge)* in order to make students active speaking	a. Students give responses and pray as their believers. b. Students listens the present list and answer it. c. Students answer the asking of the teacher about the material. d. Students listen and comprehend about the goals of learning material.	**15 minutes**

in the class without focus on structure grammar but well focused on fluency and oratory students speaking		
2. Core activities a. Teacher gives explanation according as abstract of title about the material or text that will be studied. • Teacher applying describing picture technique to the students. Students given a chance to explorations about language skills with pay attention to the social context and speaking fluency. There are procedures as following: • *Teacher divides students to some group like circle and teacher standing outside the circle.* • *.The teacher translates the student message into the foreign language in a warm, accepting tone, in a simple language in phrases of five or six word.* • *The teacher has the counselor's aid if students mispronounces or hesitates on a more word or phrase. Then, teacher records the students' talk into a cassette or hand phone, after they are more fluent in expressing their*	• Students listen explanation from the teacher. • Students applying describing picture technique with explorations about language skills and pay attention to the social context and speaking fluency. There are procedures as following: • *Each Student must have a group.* • *A student expresses a message in the native.* • *Students will turn to the group and presents his/her ideas in the foreign language.*	**40 minutes**

idea in the foreign language.	
3. Close activities a. The teacher and students conclude the learning material together. b. The teacher gives a chance to the students give expressions things that felt during learning process. c. The teacher asks the students difficulties when they speak up in the class and give the solution or step how to speak in front of class. d. The teacher closes the process of learning and students motivation to keep active in English speaking with the other persons. e. The students give peace to the teacher.	**15 minutes**

G. Sources:
1. Books: Advanced Learning English 2 for Grade XI Senior High School Natural and Social Science Program By Herman Benyamin
2. Internet, pictures
3. English Dictionary

H. Assessment

Indicator competence	Technique of assessment	Instrument form	Instrumen Questioning
• Be able choose and description the material that dealt only with (short funny and love story) that choose by the teacher's	Work show	speaking	*Student will practice Speaking in front of their class based on short funny and love story learning topic.*

1. Instrument Test
   a. *Describe your picture and give your opinion about it!*
   b. *Create a dialogue about your picture and speak up in front of class with your friend!*

2. Rubric assessment

NO.	The Indicators of Speaking Skill	Score
1.	**Accent :**	**1-5**
	1. Pronunciation frequently unintelligible.	1
	2. Frequent gross errors and a very heavy accent make understanding difficult.	2
	3. "Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding.	3
	4. "Marked foreign" accent and occasional mispronunciations which do not interfere with understanding.	4
	5. No conspicuous mispronunciations, but would not be taken for a native speaker	5
2.	**Grammar**	**1-5**
	1. Grammar almost entirely inaccurate phrases.	1
	2. Constant errors showing control of very few major patterns and frequently preventing communication.	2
	3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.	3
	4. Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.	4
	5. Few errors, with no patterns or failure.	5
3.	**Vocabulary:**	**1-5**
	1. Vocabulary inadequate for even the simplest conversation.	1
	2. Vocabulary limited to basic personal and survival areas.	
	3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	2 3
	4. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.	4
	5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations	5
4.	**Fluency :**	**1-5**
	1. Speech is so halting and fragmentary that conversation is virtually impossible.	1
	2. Speech is very low and uneven except for short or routine sentences.	2
	3. Speech is frequently hesitant and jerky, sentences may be left uncompleted.	3
	4. Speech is occasionally hesitant, with some unevenness caused by	4

		rephrasing and grouping for words.	
		5. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	5
		Comprehension :	**1-5**
		1. Understands too little for the simplest type of conversation.	1
		2. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	2
		3. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
		4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	4
		5. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech	5
		MAXIMAL SCORE: 25 x 4	**100**

Mengetahui;   **Padangsidimpuan,   2017**
Guru Bahasa inggris   **Peneliti,**

Siti Zubaidah, S.Pd.   **Mora Hasonangan**
                                                              NIM. 12 340 0101

CYCLE II LESSON PLAN

School	**: SMA N 3 Padangsidimpuan**
Learning material	**: English**
Class	**: XI-IPA-6**
Aspek/skill	**: Berbicara/*Speaking***
Meeting	**: the third and fourth meeting**
Time	**: 4 x 40 menit (2 kali pertemuan)**

I. Standard of competence:

11. Expressing meaning of formal and sustained transactional and interpersonal.

12. Expressing meaning of short functional text and simple monologue in form of   narratives, spoof and hortatory exposition item in daily life.

J. Basic competence:

9.1 Expressing meaning in formal and informal transactional (to get things done) and interpersonal (to socialize) conversation using simple spoken language accurately, fluently, and understandably in the form of expressing attitude, love and sadness in daily life.

9.2 Expressing meaning in formal and sustained transactional (to get things done) and interpersonal (to socialize) conversation using simple spoken language accurately, fluently, and understandably in the form of expressing of simple monologue using spoken language accurately, fluently, understandably in the form of embarrassment, anger, and annoyance.

10.1 Expressing meaning of formal and sustained short simple functional spoken text

10.2 Expressing meaning of simple monologue in daily life using spoken language accurately, fluently and understandably in the form of narrative, spoof, and hortatory exposition.

K. Learning Goals :

d. Expressions love, like, dislike and sadness

e. Reading the sympaty cards

f. Performing monolog text of spoof

Characteristic of students:

5. Trustworthiness

6. Respect

7. Diligence

8. Responsibility

L. **Learning material:** *Hot Issue*

- Speaking practice: You have one minute to look at your picture. Describe all that you can see in the picture and explain what you think is happening

M. Learning approach: Describing Picture

N. Procedures:

The third and fourth meeting

Teacher activities	Student activities	Time
4. First act f. Teacher open the class by saying basmallah, and give a time to students' read pray before start to study. g. Teacher presents the absent. h. Teacher asks to the students about the material. i. Teacher explains the goals of learning material. j. Teacher remains about the students knowledge before (*Engage Knowledge)* in order to make students active speaking in the class without focus on structure grammar but well focused on fluency and oratory students speaking	e. Students give responses and pray as their believers. f. Students listens the present list and answer it. g. Students answer the asking of the teacher about the material. h. Students listen and comprehend about the goals of learning material.	**20 minutes**

5. Core activities
   b. Teacher gives explanation according to abstract of title about the material or text that will be studied.
   • Teacher applying describing picture technique to the students. Students given a chance to explorations about language skills with pay attention to the social context and speaking fluency. There are procedures as following:
   • *Teacher make student have one friend and teacher standing outside the circle.*
   • *.The teacher translates the student message into the foreign language in a warm, accepting tone, in a simple language in phrases of five or six word.*
   • *The teacher has the counselor's aid if students mispronounces or hesitates on a more word or phrase. Then, teacher records the students' talk into a cassette or hand phone, after they are more fluent in expressing their idea in the foreign language.*
	• Students listen explanation from the teacher.
	• Students applying describing picture technique with explorations about language skills and pay attention to the social context and speaking fluency. There are procedures as following:
	
	• *Each Student must have a friend.*
	• *A student expresses a message in the native.*
	
	• *Students will turn to the group and presents his/her ideas in the foreign language.*
	• *Students' describe a picture that have made by students' itself.*
		40 minutes

6. Close activities
   f. The teacher and students conclude the learning material together.
   g. The teacher gives a chance to the students give expressions things that felt during learning process.
   h. The teacher asks the students difficulties when they speak up in the class and give the solution or step how to speak in front of class.
   i. The teacher closes the process of learning and students motivation to keep active in English speaking with the other persons.
   j. The students give peace to the teacher.
		20 minutes

O. Sources:

    4. Books: Advanced Learning English 2 for Grade XI Senior High School Natural and Social Science Program By Herman Benyamin

5. Internet, English Dictionary, Pictures and etc.

P. Assessment

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/Soal
*Speak up in front of class *Describe a picture based on picture *Ask and answer for information about picture with friends.	Work show	Pick test speaking, Role Play	• *Search a picture based on the role picture, after that describe a picture and perform it in front of the class by speaking.*

NB: the students are allowed to bring the copies of the maps and the charts

    a. Measuring assessment
       Total score maximal around 100

       Maximal value any one of indicators 25

    b. Rubric Assessment

NO.	The Indicators of Speaking Skill	Score
1.	**Accent :**	**1-5**
	6. **Pronunciation frequently unintelligible.**	**1**
	7. **Frequent gross errors and a very heavy accent make understanding difficult.**	**2**
	8. **"Foreign accent" requires concentrated listening and mispronunciations, which do not interfere with understanding.**	**3**
	9. **"Marked foreign" accent and occasional mispronunciations which do not interfere with understanding.**	**4**
	10. **No conspicuous mispronunciations, but would not be taken for a native speaker**	**5**
2.	**Grammar**	**1-5**
	6. **Grammar almost entirely inaccurate phrases.**	**1**
	7. **Constant errors showing control of very few major patterns and frequently preventing communication.**	**2**
	8. **Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding.**	**3**
	9. **Occasional errors showing imperfect control of some patterns but or weakness that causes misunderstanding.**	**4**
	10. **Few errors, with no patterns or failure.**	**5**

3.	**Vocabulary:**	1-5
	6. Vocabulary inadequate for even the simplest conversation.	1
	7. Vocabulary limited to basic personal and survival areas.	
	8. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	2 3
	9. Professional vocabulary adequate to discuss special interests, general vocabulary permits discussion of any non technical subject with some circumlocutions.	4
	10. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situation.	5
4.	**Fluency :**	1-5
	6. Speech is so halting and fragmentary that conversation is virtually impossible.	1
	7. Speech is very low and uneven except for short or routine sentences.	2
	8. Speech is frequently hesitant and jerky, sentences may be left uncompleted.	3
	9. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words.	4
	10. Speech is effortless and smooth, but perceptibly non native in speech and evenness.	5
	Comprehension :	1-5
	6. Understands too little for the simplest type of conversation.	1
	7. Understands only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing.	2
	8. Understands careful, some what simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing.	3
	9. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition conversation or rephrasing.	4
	10. Understanding everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech	5
	MAXIMAL SCORE: 25 x 4	**100**

Nomor : In.19 / F.6 / PP.00.9/ 58 ./ 2015   Padangsidimpuan, 21 Maret 2015
Lamp : -
Perihal : *Pengesahan Judul dan Pembimbing Skripsi*

Kepada
Yth. :
1. Magdalena. M.Ag   (Pembimbing I)
2. Zainuddin, M.Hum   (Pembimbing II)

di-
      Padangsidimpuan

    Assalamu 'Alaikum Wr. Wb

    Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

       Nama / NIM   : Mora Hasonangan/ 12 340 0101
       Fakultas / Jurusan : FTIK / TBI-3
       Judul Skripsi   **: IMPROVING STUDENTS' SPEAKING SKILL**
                      THROUGH DESCRIBING PICTURE AT GRADE XI
                      SMAN 3 PADANGSIDIMPUAN

    Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris   Sekretaris Jurusan Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M.Ag   **Fitri Rayani Siregar, M.Hum**
NIP. 19710510 200003 2 001   NIP.19820731 200912 2 004

Mengetahui
a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si
NIP.19720920 200003 2 002

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

BERSEDIA/~~TIDAK BERSEDIA~~   BERSEDIA/~~TIDAK BERSEDIA~~
PEMBIMBING I   PEMBIMBING II

Dr. Magdalena, M.Ag   **Zainuddin, M.Hum**
NIP. 19740319 200003 2 001   NIP. 19760610 200801 1 016

Nomor : B - 38 /In.14/E.4c/TL.00/01/2017

Hal : Izin Penelitian

Penyelesaian Skripsi.

11 Januari 2017

Yth. Kepala SMA N 3 Padangsidimpuan
Kabupaten Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Mora Hasonangan

NIM : 123400101

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "Improving Students' Speaking Skill Through Describing Picture at Grade XI SMA N 3 Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Bidang Akademik

M.Si.

200003 2 002

PEMERINTAH PROVINSI SUMATERA UTARA
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 3
Jalan Perintis Kemerdekaan No.56 Padangmatinggi. Kode Pos : 22727
Email :   . Website : www.sman3padangsidimpuan.sch.id
KOTA PADANGSIDIMPUAN

SURAT KETERANGAN
Nomor : 448/421.2 /SMA-3/2017

Yang bertanda tangan dibawah ini Kepala SMA Negeri 3 Padangsidimpuan, Kecamatan Padangsidimpuan Selatan, Kota Padangsidimpuan, Provinsi Sumatera Utara dengan ini menerangkan bahwa :

Nama	: MORA HASONANGAN
NPM	: 12.340.0101
Fakultas/ Jurusan	: Tarbiyah dan Ilmu Keguruan/ TBI
Alamat	: Sihitang

Benar telah melaksanakan Penelitian di SMA Negeri 3 Padangsidimpuan dengan judul **"Improving Students' Speaking Skill Through Describing Picture at Grade XI SMA N 3 Padangsidimpuan"**.Sesuai dengan surat Direktu Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan Nomor: B/38/ln.14/E.4c/TL.00/01/2017 tanggal 4 Januari 2017, tentang Izin Penyelesaian Skripsi.

Demikian surat keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 02 Maret 2017
Kepala SMA Negeri 3
Padangsidimpuan

MANGSUR NASUTION,S.Pd
Pembina Tk.1
NIP. 19651225 198803 1 005