



**IMPROVING SPEAKING SKILL BY USING PICTURES  
MEDIA AT THE TENTH GRADE STUDENTS MAS  
SYAHBUDDIN MUSTAFA NAULI, PADANG LAWAS  
UTARA**

**A THESIS**

Submitted to the English Education Department of State Institute For Islamic  
Studies Padangsidimpuan as a Partial Fulfillment of the Requirement For  
Degree of Islamic Education Scholar (S.Pd) In English Program

Written By:

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**STATE INSTITUTE FOR ISLAMIC STUDIES**  
**PADANGSIDIMPUAN**  
2022



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## LETTER AGREEMENT

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Item : 7 (seven) exemplars

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To: **Dean**

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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary on thesis belongs to Musthafa Fadli Perkasyah, entitled "IMPROVING SPEAKING SKILL BY USING PICTURES MEDIA AT THE TENTH GRADE STUDENTS MAS SYAHBUDDIN MUSTAFA NAULI, PADANG LAWAS UTARA" we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduation of Education (S.Pd) in English Education, Tarbiyah and Teacher Training Faculty, in IAIN Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

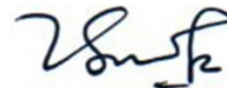
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Declaration maker



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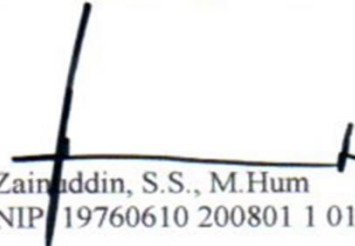
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**LEGALIZATION**

**Thesis : Improving Speaking Skill by Using Pictures Media At  
The Tenth Grade Students MAS Syahbuddin Mustafa  
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**Title of Thesis** : Improving Students` Speaking Skill by Using Describing Pictures Media at Grade X MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara

This research focused on the effect of using Describing Pictures Media in students speaking skill at grade X Mas Syahbuddin Mustafa Nauli Padang Lawas Utara. The problems of this research were students` achievement is low because students` lack of vocabularies, students did not have confidence to speak and students also could not produce the words directly.

The formulation of the problems in this research are the students` speaking ability improved by using pictures and how does pictures improved the students` speaking ability. The objectives of this research were to know are the students` speaking ability improved and to know how is pictures improved students speaking ability.

This research employed classroom action research that consisted of two cycles and each cycle was divided into two meetings. The procedure of this research was planning, action, observation and reflecting. The subject of this research was the students of XB MAS Syahbuddin Mustafa Nauli that consisted 25 students academic year 2020/2021.

From the result of the data analysis of each cycles, researcher found that students speaking ability was improved. It supported by the result of the testing in cycle 1 and cycle 2. In cycle 1 the students` mean score was 64,60 and the percentage was 33,33% and in cycle 2 the students` mean score was 77,48 and the percentage was 77,77%. It was concluded describing picture media could improve students` speaking skill.

*Key words: Speaking Skill and Describing Picture Media*



## ABSTRAK

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**Jurusan** : Bahasa Inggris  
**Judul Skripsi** : Meningkatkan Kemampuan Berbicara Siswa Dengan Menggunakan Media Deskripsi Gambar Pada Kelas X MAS Syahbuddin Mustafa Nauli, Padang Lawas Utara

Penelitian ini difokuskan pada pengaruh penggunaan media deskripsi gambar pada kemampuan berbicara siswa kelas XB MAS Syahbuddin Mustafa Nauli padang lawas utara. Masalah pada penelitian ini adalah prestasi belajar siswa yang rendah karena siswa randa kosa kata, siswa tidak percaya diri dalam berbicara dan siswa tidak dapat menghasilkan kata secara langsung.

Rumusan masalah pada penelitian ini adalah apakah kemampuan berbicara siswa dapat diperbaiki dengan menggunakan media deskripsi gambar dan bagaimana media deskripsi gambar dapat memperbaiki kemampuan berbicara siswa. Tujuan penelitian ini adalah untuk mengetahui apakah kemampuan berbicara dapat diperbaiki and untuk mengetahui bagaimana media deskripsi gambar dapat memperbaiki kemampuan berbicara siswa.

Penelitian ini menggunakan penelitian tindakan kelas yang terdiri dari 2 siklus dan setiap siklus dibagi menjadi 2 pertemuan. Prosedur penelitian ini adalah perencanaan, tindakan, observasi dan refleksi. Subjek pada penelitian ini adalah siswa kelas XB MAS Syahbuddin Mustafa Nauli yang terdiri dari 25 siswa tahun ajaran 2020/2021.

Dari data hasil analisis pada setiap siklus, peneliti menemukan bahwa kemampuan berbicara siswa meningkat. Itu dapat dibuktikan dengan hasil test pada siklus 1 dan siklus 2. Pada siklus 1 rata-rata nilai siswa adalah 64,60 dan persentasi 33,33% dan pada siklus 2 rata-rata nilai siswa adalah 77,48 dan persentasi 77,77%. Itu dapat disimpulkan bahwa media deskripsi gambar dapat memperbaiki kemampuan berbicara siswa.

*Kata kunci: Media Deskripsi Gambar dan Kemampuan Berbicara*

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Padangsidempuan, 17 November 2021

Researcher

**MUSTHAFA FADLI PERKASYAH**  
**Reg. No. 17 203 00105**

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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Speaking is one of important skills that must be understood for English learners, this ability helps students as foreign language learner to know the part of English. Speaking is one of media in conversation that must be mastered by every students or even teacher, so speaking is one of the aspect that have strong influences for people who wants to learn more about English. There are some skills in English that support speaking lesson, they are listening, reading, and writing.<sup>1</sup> Listening and reading can call as input skills and speaking and writing are output skills.

The purpose for students to learn about speaking are to improve self-confidence. How the confidence of a student is grown, because in speaking, students must have a lot of practice. Students have the oppurtunity to speak in front of many people in English. Even, the benefits of speaking are not limited to that. Besides having an impact on one's self-confidence, then speaking yourself in the context of English is one of the most important factors in developing other English skills.

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<sup>1</sup> Brown Douglas (2000). *Principles of English Language Learning and Teaching*. New York: Longman. P. 232



This condition is not only for academic but also other submitted like business, tourism, and some jobs like flight attended, pilot, hotel administration, receptionist, marketing officers, guides and operators, that have to work in situation understanding or able to speak in English.

Speaking in the school do not always run well, in fact the problems that always face in Indonesia's students are afraid of contributing in foreign language classes. Students feel unmotivated, discouraged and think that studying foreign language is not easily. It may increase the students' motivation to learn as long as passes.<sup>2</sup> Students also need to understand how to speak in English, and usually students don't know how to express their feelings and what they want to say.

Everything can be lead in speaking. For example, when learning to write or mastering various types of tenses, so that when you speak, your grammar and your vocabulary must be mastered. That's why speaking can be an attraction part.<sup>3</sup> Teaching and learning English speaking at Senior high school can be variation with many medias to support the lesson such as: pictures, cards, paper sheet and so on. The researcher chooses describing picture in descriptive text, because with describing picture the student can be easier to express their ideas. Students can suggest on the picture, when they see. So if they can express their

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<sup>2</sup><https://thinkbahasa.com/indonesian-books-for-beginners/> 3/september/2021

<sup>3</sup> Brown, Douglas, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Francisco: Addison Wesley Longman Inc, 2001), p. 267.

opinions, they will speak better and teacher will know the purpose of student's idea and what do student's mean.

Based on the illustration above, it is undeniably that speaking skill is a problematic at grade X MAS Syahbuddin Mustafa Nauli Padang Lawas Utara one in aspect of vocabulary. The actual fact is revealed in the following illustration.

First, students' speaking is low. It proved with the achievement of the students in speaking. Some of students at grade X cannot pass the standard value in this school. The standard value in this school is 75. Students cannot pass the standard value because the students have lack vocabulary and grammar.<sup>4</sup> This makes the students are difficult to learn speaking.

Second, students are lack motivation in speaking, researcher did interview with one of the student at the grade X MAS Syahbuddin Mustafa Nauli. Henni Almairah said she does not like speaking because she is difficult in pronounce the words and she do not know how to express or how to say their ideas directly.<sup>5</sup> This reason makes her lazy and less confidence to speak.

There are many media used in learning English especially in speaking skill, one of them is pictures, picture is a visual capture of an object, picture can be created using devices such as digital camera, scanner, smartphone or are works of

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<sup>4</sup> M.P.S., "English Teacher in Class X MAS Syahbuddin Mustafa Nauli, Private interview" (18 December 2021 At 09.00 A.M, 2021)

<sup>5</sup> H.A., "Students At Grade X MAS Syahbuddin Mustafa Nauli, Private Interview (18 December 2021 At 10.00 A.M., 2021)

art created on the computer.<sup>6</sup> This media is good to use in speaking skill, based on the Puguh Karsono that is implementation of action research by using describing pictures also improved the students' speaking skill aspect. The students' mean score gradually increase from 66 in cycle 1 becomes 80 in cycle 2. From the explanation above it can conclude if the value is improved. Based on the result of the research, it can conclude if using picture media is helpful teaching and learning process and made the students motivated and actively in speaking activity, using picture media help students develop better activities in students and using picture could minimized the students' passiveness in process of teaching and learning to speak.<sup>7</sup> Based on the illustration above it means picture is effective to use in improving students' speaking skill.

Through the problem above, the researcher is interested to do a research an experiment research on the teaching of speaking in descriptive text using describing picture. In this research, the researcher gives some interest and familiar pictures. Researcher hopes that pictures will improve student's speaking ability. From this technique the researcher wants to know the result of teaching speaking using describing picture especially in descriptive text.

Pictures are media which can help students to do a conversation. Pictures can make an illustration and imagination which students' minds are focused on the

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<sup>6</sup> Khamsiah And Friedns, *Improving Students' Speaking Skill In Expressing Personal Identify Through Picture Media* (Makassar: Sinar Jaya,2017).P.57

<sup>7</sup> Puguh Karsono, *Using Pictures in Improving The Speaking Ability* (Yogyakarta: Dinamika Ilmu,2018).P.87.

meaning and use of the language so it will experience them to their participation in the activity. In this case, the researcher focus on students seaking ability at tenth grade, Because of that the researcher is very interesting in doing research entitle “Improving Students’ Speaking Skills By Using Describing Pictures Media at The Grade X Mas Syahbuddin Mustafa Nauli, Padang Lawas Utara.

### **B. Identification of the Problem.**

There are some problem that come from the student and the teachers. First is the strong ability from teachers to design the materials. Teachers sometimes cannot make a good mood where the students have to speak. Although some students can practice speaking English well, some other students still do not join theinstruction by the English teacher. These students are mostly who sit in the backside of the class. The teachers’ explanation sometimes make the students confused because they do not know the purpose just by using speech. Sometimes teachers must use any visual aid to help students to understand the materials.

The second problem is ability of the teachers in motivating the students. Motivation is one of important part. It is difficult to do the learning process when the students do not have any motivation at the time. Teacher is a true motivator that can give motivation outside the class like in the form of self approaching, suggestions and so on<sup>8</sup>. But in fact teachers sometimes fail to motivate the students. They are too focused and serious to the materials. For example the teacher

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<sup>8</sup>Glenn fulcher, *Testing Second Languge Speaking*, (Routledge :Taylor and Francis, 2014), p.56

motivates the students with reward techniques (the teacher notes the students who can answer correctly), some students are still not motivated to speak. One way to motivate the students in speaking is through the leaning media. Interesting media design is needed.

Teachers must can identify and modify interesting and motivating materials mediathat applied on their speaking classes for example through pictures. Pictures are flexible and easier materials that can be used to help students to support their English skill.

### **C. Limitation of the Problems**

There are some speaking activities in the classroom, but this research limits in monologue conversation and uses pictures of B.J. Habibie and Ustad Abdul Somad in the first meeting of cycle I and uses pictures of Joko Widodo and Ria Ricis in the second meeting of cycle I. In cycle II researcher uses pictures of someone studies, someone eats and someone sleeps in the first meeting and uses picture of someone runs, cooks and writes in the second meeting as the media of teaching. This study focuses its discussion on improving the students' speaking ability by using pictures that focused on asking and giving opinion materi.

### **D. Formulation of the Problem**

There are some formulation of the problems in this research, they are;

1. Is the students` speaking ability improved or not by using pictures?
2. How does picture improve the students` speaking ability?

### **E. Objective of the Study**



Based on the formulation of the problem, the objective of the study are;

1. To know how is students` speaking skill improved.
2. To know how is pictures media can improve students` speaking ability.

#### **F. Significances of the Study**

The significances of the study are :

1. Students

It helps students to improve their speaking ability by describing pictures as a learning media that can support students' ambition and make student more understand about speaking.

2. Teacher

It helps teacher in develop in learning way to study about speaking by using pictures. The research tells about speaking lesson that foccused in study about pictures and how to describe it.

#### **G. Definition Of The Key Terms**

##### **a. 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.<sup>9</sup> Speaking is an ability to do something well in term follow the rule and need interaction between oral language to the brain and producing a conversation.

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<sup>9</sup> David Nunan, Guralnik, *Language Teaching Methodology a Textbook for Teachers*,(NY: Phoenix Ltd., 1995), p. 593.

Speaking is a part of our daily life activity that people take it for granted. Every person produces tens of thousands of words a day through speaking activities, although some peoples, like auctioneers or politicians-may produce even more than that.<sup>10</sup> They practiced the language orally everytime they realize or even not realize.

**b. Describing picture**

Describing is one of an activity in teaching speaking and picture is one of the media that can be used in learning way. In this activity, students must describe pictures in front of class. Every student have one picture and must describe it. The purpose of this activity is to train students imagination and retell story in speaking English and also it develop their English skill with speaking through the condition, and this activity must be controlled full by the teacher, so if the students still confused the theacher will be guide them in a right term.

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<sup>10</sup>Scott Thornbury, *How to Teach Speaking*, (Longman, Pearson education limited 2005), p. 1.

## CHAPTER II

### REVIEW OF RELATED FINDINGS

#### H. Theoretical Description

##### 1. Concept of speaking skill

###### a. Definition of speaking

Psycholinguistic studies show that speaking is a productive language skill. It is a mental process. Mental process also called as “a thinking process”. Speaking uses words, phrases, and sentences to convey and deliver a message to a listener. Word is the smallest form (an item that may be uttered in isolation semantic or pragmatic content) in a language, beside that phrase is a syntactic structure that consists of more than one word but lacks the subject-predicate organization of a clause.<sup>11</sup> The combination of these words into one group, then it becomes a sentence.

Speaking by Glenn Fulcher that is the verbal use of language to communicate with others.<sup>12</sup> On the researcher's point of view, speaking is an activity which somebody conveys his idea to the other ones orally to help communication between people. In terms of speaking as one of skills in learning language is an important side to possess since speaking makes learners able to communicate each other. Speaking in terms of usage is oral communication in expressing ideas to their people as partners of

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<sup>11</sup>O'Grady, William and Dobrovolsky, *Contemporary Linguistic Analysis: An Introduction*, (London: Copp Clark LTD, 2000), p. 310

<sup>12</sup> Glenn Fulcher, *Testing Second Language Speaking*, (Routledge :Taylor and Francis, 2014), p.23

conversation so that mean the speaker can express and show his ideas and opinion through the language by speaking .

Speaking is one of the most difficult aspects for students to mastering because must to know many words. In learning system, speaking is an important part for second language learners. The ability to communicate and speak in a second language fluently and efficiently show the success of the learner in school and success later in every phase of life. Speaking is not only a matter of the saying something correctly according to the grammar, vocabulary and pronunciation, but it also a matter of producing language in a good way and fluently.

Webster state that speaking is the action of conveying information or expressing one's thoughts and feelings in spoken language, to utter words or articulate sounds as human beings, to express thoughts and express opinions by words.<sup>13</sup> Speaking consists of producing systematic verbal utterances to convey meaning.<sup>14</sup> Based on some experts' definition above, the researcher concluded that speaking is a process of expressing ideas, opinions, or feeling to others by using word or sound in puprosing to inform, to persuade and to certain the listeners, speaking is an important skill in studying and learning about language especially in studying English, so speaking is a communication

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<sup>13</sup> Webster. *Third New Interaction Dictionary*. 1982.p58

<sup>14</sup>Bailey Kathleen, *Practical English Language Teaching Speaking*, ( David Nunan Series Editor : 2005 ) p. 2

between two persons or more people to get information or conversation to get message by word and sound expression.

### **b. Functions of Speaking**

Richards states that in humans' daily lives, people use speaking to employ three major functions like speaking as interaction, speaking as transaction, as well speaking as performance.<sup>15</sup>

1. Talks as Interaction, this refers to what we normally mean by conversation.
2. Talks as transaction, this type talk or speak refers to situations where the focus is on what is said or done.
3. Talks as performance, this refers to public talk or public speaking that is talk which transmits information before an audience such as morning talks, public announcements and speeches.

Those are explanation about the function of speaking. The speaking skill should be improved time by time when you want to master English well. Practice in everyday is a must. It hopes that the vocabulary used is much than before. Each of these speech activities is quite distinct in term of form and function requires different teaching approaches.

### **c. Problem with Speaking Activities**

There are explanation from experts that support about problem. One of them says that problem will appear if there is

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<sup>15</sup> Walberg, H.J. *English For Communication* (Philadelphia: Open University Press, 2008). P. 45. <https://www.cambridge.org/elt/blog/2016/02/02/teaching-speaking-2-styles-functions-speaking-talk-interaction/21/09/2021/09:41>



mutualism between expectation and reality. Some of definition shows that a problem will come if someone necessity does not appropriate. The problem is something that if it disappear, people will get the satisfaction. The problem will make trouble and difficulty to the people, and if people show a problem, they always want to get lose it. Problem is a gap between the existing and desire states, from a norm, trending issues or status quo, although most problems must get several solution. Problem is proposed for getting solution, anything which is required to be solved, or a difficult sources.

In minimizing some of problems that come of speaking term, the teacher ought to create a creative way in order to find solving solution from the problem of speaking. So that, the students can get an easy way in learning speaking lesson and speak well as condition in the term. There are many methods in teaching speaking. The main important method is how to take learning in a real situation in this life, so that the students can learn more fun and enjoyable and they can practice English in their life activities.

#### **d. Speaking in Classroom Context**

Each Students try to learn and practice using a foreign language in the classroom context which tends a natural way. Besides that, using a foreign language as usual tends and practice an artificial so that it makes the student's oral sound production is the teacher

intentionally must show some classroom activities. Brown states, there are six speaking categories in the classroom;<sup>16</sup>

### 1. Imitative Speaking

Imitative speaking states on producing speech by imitating forms either phonological side or grammatical from. The purpose from this category to give meaningful interactions, but for focusing on oral product repeating certain to know some linguistic problem. Repetition is the basic from Imitative speaking tasks. You just need to repeat when you hear a sentence.

### 2. Intensive Speaking

Intensive speaking is different and futher than imitative. In Intensive Speaking, the learners can be self development or intensive speaking can even pair work activity where they are try to practice some phonological or grammatical sideof language. The example like read aloud task, picture cued task.

### 3. Responsive Speaking

Responsive speaking indicates about speech production from the student in the form of short replies or responding and also student-initiated questions or comments. The replies usually sufficient and do not take into dialogue which can meaningful.

T: How are you today?

S: Fine, thanks, and you?

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<sup>16</sup> Brown Dauglas H. P. 271.

#### 4. Transactional Speaking

Transactional speaking refers to the main aim of addressing and exchanging to get specific information, and noticed an extended form responsive speaking. This speaking category is more nature responsive than negotiative such in term of conversation. In transactional speaking, between speaker and the listeners are trying to share information in as efficient way.

#### 5. Interpersonal Speaking

Interpersonal speaking refers to an interaction habit activity which is foccused to the purpose of maintaining social relationship than for the transmission of facts and information greeting, engage in small conversiation, and recount context. Interactional speaking make people look at casual and formal conversation. People sitting around chatting about many things. The rules are completely different in this style of conversation.

#### 6. Extensive Speaking

Extensive speaking purpose is to make the students to give extended monologues in the form of oral reported, summaries and short speech. Here the procedure is more formal and conventional. This can only be carried out by intermediate to advanced student's levels. The example like presentations, picture cued or story telling and news event reporting.

Those are the categories of speaking in the classroom. Each categories have the different purpose, it is based on the situation and condition of the students in the classroom and teacher should be pay attention to know the students needed in the learning speaking skill.

#### e. **Speaking Assessment**

According to Harris, at least there are some assessments of speaking skill throught the grammar, vocabulary, comprehension, pronunciation and fluency.<sup>17</sup>

##### 1. Grammar

Grammar has a rules to say how words to get recombined, grammar will arranged and changed to show the differences meaning. Grammar studying give a lesson through focussed to formulas and example sentences. Sometimes, grammar also a form or word are put together in order to correct sentence.<sup>18</sup> Grammar is like a main or primary component of English that organizes a word and sentences in a language. Nowadays, the function of grammar show what people usually native speakers must or to say or write.

##### 2. Vocabulary

Vocabulary as the words that show in a language that often we see in foreign language. As we can see vocabulary is basic form of a language: it is the first important things to be mastered first.

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<sup>17</sup> David P. Harris *Testing Language as a Second Language* (McGraw-Hill: 1996) p. 81

<sup>18</sup> Penny Ur, *A Course In Language Teaching: Practice and Theory* (London: Cambridge University Press, 1996), p. 75.

Norbert Schmitt states shows that no matter the successfully the sound of the language is mastered, if it is without words to express the other meanings.<sup>19</sup> The formation in English make us speak well and understand written materials if we do not master it.

### 3. Comprehension

Comprehension is a term of understanding speech content or writing form. The result can got from an interaction between different kinds of knowledge. As examples, a knwoledge about words (it is include to the way to speak a pronunciation), and an ability of comprehension of grammar also content different psychological operation including inference, recognition and perception. Comprehension followed to a language learning and if it is not conclude comprehension there is no English learning situation.<sup>20</sup> Show to speaking ability there are some important situation that we have to understand to get a purpose as a good speaker.

### 4. Fluency

Fluency defined as the ability in speaking fluently and accurately way. Longman Dictionary stated, fluency is speaking, writing, or playing a musical instrument in an easy or smooth

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<sup>19</sup> Norbert Schmitt, *Vocabulary in Language Teaching* (USA: Cambridge University Press,1997) p. 40

<sup>20</sup> Scott Thornburry, *An A-Z of ELT: A Dictionary of Term and Concepts Used In English Language Teaching* (Oxford: McMillan, 2006), p. 43.

manner.<sup>21</sup> Fluency in speaking is the main purpose in every language learners. Fluency signs include reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time researching for the language items needed to express the message.

## 5. Pronunciation

The process of words produced by someone which is made by sounds, stress, and intonation is called Pronunciation. Someone produces words and sentences out of their mouth the process called speech. Introduction to linguistics stated that speech is an incredibly complex activity which involves coordinate efforts of all participating parts of the vocal tracts.

Speaking assessment used to measure how the students` speaking skill by giving the score based on the indicators. It is as a tool to know how far the students understand the materi of speaking and it used to know how the students can catch the point based on the context of conversation or dialogue.

## 2. The Concept of Describing Pictures

### a. Definition of Pictures

Picture is one of learning media in term of studying a language as a media of two dimensions. Picture media has effective visual

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<sup>21</sup> Paul Pocter, *Longman Dictionary of Contemporary English* (England: Longman GroupLtd, 1981), p. 242.

instrument, because it can apply things realistic and make a lot of variation. The information which will be show can be easily understood by the other people. It conclude that the content of pictures is similar with the fact or real situation.

Based on Hornby, he state “picture is painting or drawing that shows a scene, a person or a thing which involves information they need in order to understand a situation”.<sup>22</sup> When using the picture, it make a free space by the time and place. Because the picture which happened in other time and situation can be seen and be known by the people which are so far from the location. Pictures give a lot of impact to get information at the glance and the student can be easier study across languages.

#### **b. Types of Picture**

Jeremy Harmer said that pictures have many form like flash card, large wall picture, cue cards, photographs or illustration, and slide.<sup>23</sup> These are forms of pictures that often find in daily activity in different places or situation.

##### **1. Flash card**

Flash card is a small card which teacher can hold up so students can see. Flash cards are very useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

##### **2. Large wall picture**

Large wall picture is a picture that can see detail by the students. Sometimes the using of large wall pictures, when pointing to detail of a picture to get a response.

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<sup>22</sup>As Hornby, *Oxford advanced learners dictionary*, (New York: Oxford University Press, 2000), p. 991

<sup>23</sup> Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2007), p157.



### 3. Cue card

Cue card is a small card which students will use it in pair or group learning. Teachers divided students in pair or groups and give them some cue cards, when a student picks up the top cue card in a pile he or she has to say a sentence that the card suggests in well so the group know what spaker says.

### 4. Photograph illustration

Photograph Illustration or image that taken based a situation or people in action. The teachers use it in order to make the situation or the action clear and real. Photograph can be seen and found in the book, newspaper, magazine and so on.

### 5. Projected Slid

In multimedia class, sometime teacher use projector to teach. The teachers use it to show the images in the big form and slide formation.

There are some kinds of cards that can be used in learning speaking skill. To use the appropriate cards, teacher has to know the students interest and the students needed and using the cards media can be one of ways to avoid the students where bored in the learning speaking skill.

### **c. Advantages of Pictures**

Pictures are good media which this can be done pictures play fullness to get students interests because pictures are interesting. The

variety of using picture also can make in a fun and games, it also means that the using of picture may offer parallel interaction between teacher-students. The advantages of picture as follow :

1. Pictures are cheap and widely available everywhere.
2. Pictures give a lot of experiences for some people cause it shows a visual demention
3. The detail of visual make it possible and easier to study subject.
4. Pictures can help students to prevent and correct disconcertion.
5. It offer a good stimulus to futher learning, reading and research visual is power tool.
6. Picture able to help focus an attention and develop critical judgement.<sup>24</sup>

The variety of using picture also can make in a fun and games, it also means that the using of picture may offer parallel interaction between teacher-students and it can be catch the students focus in learning process.

#### **d. Disadvantages of Pictures**

There are also some disadvantages of using pictures in teaching and learning process, especially in in teaching speaking, they are:

1. Students pay attention on picture more than on learned material.
2. It takes time and costs much to provide attractive picture.
3. Small and unclear pictures may cause problem in the teaching learning - process since the students may misunderstanding about the picture.<sup>25</sup>

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<sup>24</sup> Gerlach And Elly, *Teaching And Media: A Systematic Approach* (New Jersey: Prentice Hall).P.227

<sup>25</sup> Sudjana,N., And Rivai, A., *Media Ppengajaran* (Bandung:Sinar Baru Algesindo,2001).P.77

Based on the point above, because of picture, students cannot pay attention to the material that must be an important thing to learn instead of the picture that will make them pay more attention.

#### **e. Definition of Describing Pictures**

Webster New World Dictionary describes what somebody or something is like.<sup>26</sup> Describing picture is one of an learning activity in speaking English. In this activity, students will describe some pictures in front of the class. Each students get one by one picture and must describe the picture that they got. The purposes are to train students imagination and retell story in English speaking content.<sup>27</sup> Method of describing picture to make students easier to describe something, and make the learning process more fun and enjoyable. Pictures are one of the visual media that often used in speaking learning process. This activity is interesting for the students. It can be used in making good situation for speaking classes clearly. Picture as media are clearly for language teacher since they can be used in so many ways. The teacher can teach vocabulary through pictures easier, it means blackboard drawing, wall pictures, chart and flashcard.

#### **e. Steps of Teaching Using Describing Pictures Strategy**

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<sup>26</sup>Alan Evison Oxford University Press, *Oxford Learners Pocket Dictionary*, (New York: PindarGraphicsOrigination Scarborough, 1995), p.15.

<sup>27</sup> M. Solahudin, *Kiat-Kiat Praktis Belajar Speaking*, (Jogjakarta: Diva Press, 2009),p.99.

Based on Ismail state, there are some application steps in describing picture according to Ismail.<sup>28</sup> As follows :

1. The teacher prepares a linear picture according to the topic or material of subject.
2. The teacher asks students to focused the picture accuracy.
3. The teacher divides some students in pairs or groups.
4. The teacher operates all members of pairs or groups to write the vocabularies that given based on the result of their examined the picture.
5. Then, every group make sentences and writes on the blackboard based on their pictures.
6. After that, every group describes their picture in front of the class
7. Finally Clarification, conclusion and teacher reflection.

This is example of method strategy that can used as individual or collaboration with another strategy. The researcher hopes describing picture be successes in learning speaking and there was an improvement in

## **I. Review of Related Findings**

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

The first was Inta Aulia asfa research.<sup>29</sup> She did her research about the effectiveness of using describing picture. In the result of thesis she said that describing picture in the teaching of speaking in descriptive text was effective.

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<sup>28</sup> Ismail SM, *Pictures An Attractive Media In Teaching Speaking Skill* (Semarang: RaSAILMedia Group, 2008), p. 130

<sup>29</sup> Intan Aulia Asfa in her thesis, *The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in descriptive Text (An Experimental Research at the Eighth Grade Students of SMP H. Isriati Semarang in the Academic Year of 2016/2017, (IAIN walisongo Semarang, 2017).*

It was proved by the obtained score of t-test. The t-test showed that t-table was higher than t-score. It meant that  $H_a$  (alternative hypotheses) was accepted and  $H_o$  (null hypotheses) was accepted.

The second was Dian Mayang Sari thesis.<sup>30</sup> He found that the technique of teacher in teaching speaking lesson still pictures. The ability of the student in speaking, they can identify the problem faced by the teacher and the students in teaching learning process of speaking using still picture and improve their fluency in speaking, and to suggest some possible solutions of the problems. Based on the result of the research, there was an improvement of students speaking skill.

The third was Ririn tyas Purba thesis.<sup>31</sup> She has done her research about the correlation of using describing picture to improve students' speaking skill in descriptive text. The result of her thesis was The t-test showed that t-score 3,8 was higher than t-table 2.01. it show the correlation between speaking and picture as media have strong connection in descriptive text.

The fourth was Prastyo Hartono thesis.<sup>32</sup> He found the ability of the student in speaking can be improved by using pictures as media that we can see from his result. The students can identify and can some solutions of the

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<sup>30</sup> Dian Mayang Sari, *Teaching English Using Still Pictures to Improve Their Fluency in Speaking* of the Seventh Grade of SMP N 1 Sukorejo Kendal in Academic Year 2017/2018(IKIP:2017/2018)

<sup>31</sup> Ririn Tyas Purba, *The Correlation Of Describing Picture Media to Improve The Students Speaking Skill In Descriptive Text Of The Eleventh Grade Of SMA N. 07 Bandung* In Academic Year 2016/2017.

<sup>32</sup> Prastyo Hartono, *Improving Students` Speaking Skill By Using Describing Picture Media At The Tenth Grade Of Students In Academic Year 2018/2019.*

problems in learning or teaching speaking. The last was the thesis by Sasmita.<sup>33</sup> The findings showed that describing pictures media can motivate the students to learn English and it helped the teacher to make them interested and enjoyed to learn especially speaking. It can also use to stimulate the students` imagination in speaking progress and the students` achievement was improved from cycle I to cycle II.

Based on the related findings above, the researcher tries to use the describing pictures media at MAS Syahbuddin Mustafa Nauli, Hulu Sihapas and hopefully this media can apply and contribute in teaching speaking in the classroom especially at grade XB MAS Syahbuddin Mustafa Nauli.

#### **J. Conceptual Framework**

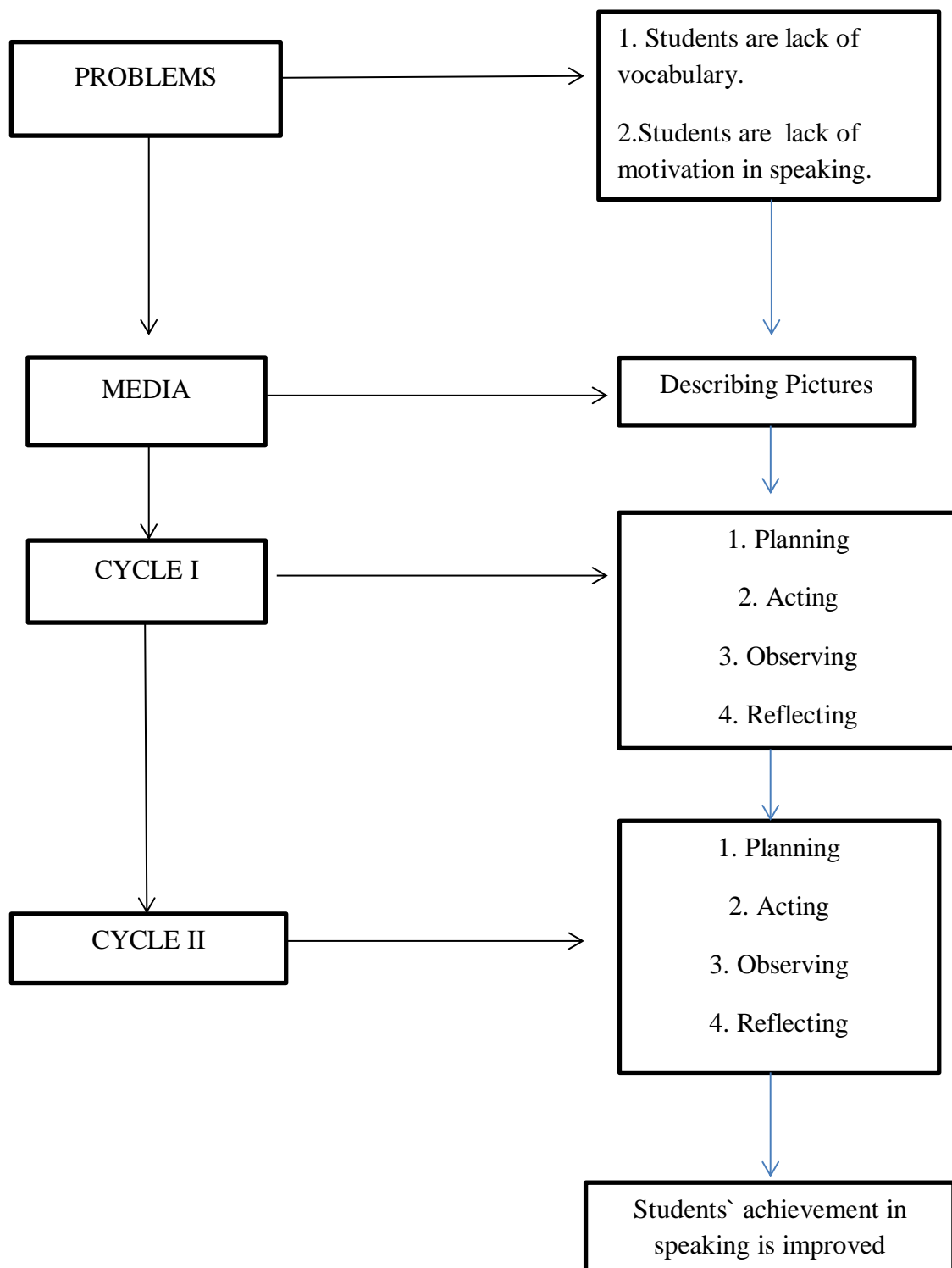
Based on the theoretical explanation and review related findings, the researcher make conceptual of this research. There are four skill that must be mastered in, they are writing, speaking, reading and listening. In teaching these skills, there are some problems that finds by students in classroom especially in speaking learning.

The reseacher are able to discover a way of expressing ideas, arguments or feeling by pronounce and speak it directly. In learning process at MAS Syahbuddin Mustafa Nauli, researcher found many problems that occurs on students` speaking ability, they are. First is the lack ability of the teachers in designing the materials, second is the lack of ability of the teachers in

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<sup>33</sup> Sasmita, *The Use of Describing Pictures Technique To Improve Students` Speaking Ability* (Makassar: Universitas Hasanuddin, 2018). P. 87.

motivating the students. From that problems the researcher try to make soluton by applying the describing picture to solve the problems and see the result or achievement from the students after researcher taking actions. This research follows the research design that develop by Anne Burns that consist of four steps; planning, acting, observing and reflecting. This step did in two cycles.



### **Figure 1: Conceptual Framework of Classroom Action Research**

#### **D. Hypothesis of Action**

In accordance with the formulation and limitation of the problems above and in order to provide guidance for this research, the hypothesis of this research is “the describing picture can improve students’ speaking skill at X grade MAS Syahbuddin Mustafa Nauli, Hulu Sihapas” was accepted.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **G. Time and Place of the research**

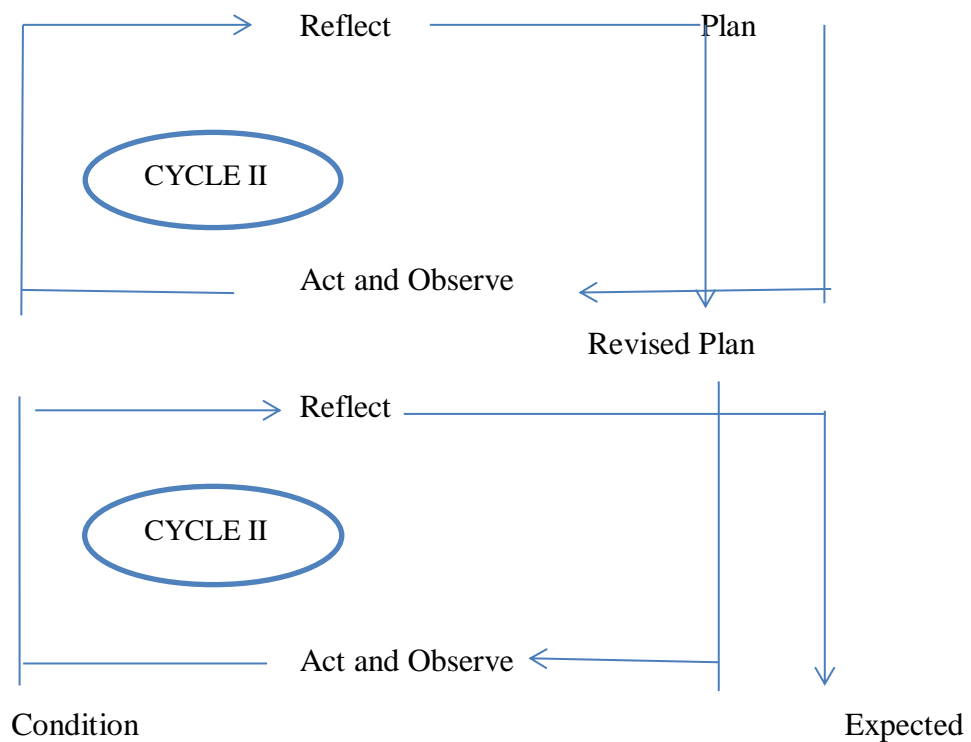
This research was conducted at grade X in the academic year of 2021/2022. The research held on September 2021 until finish. The research took place in Mas Syahbuddin Mustafa Nauli, which was located on Jalan Padang Sidimpuan – Gunung Tua, Kecamatan Hulu Sihapas, Padang Lawas Utara, North Sumatera at Syahbuddin Mustafa Nauli Islamic Boarding School.

#### **H. Research Design**

This research was quantitative research and focused on classroom action research concerned of four steps. They were, planning, acting, observing and reflecting. Planning was the relecting of the action had done, action means implementation about the content in the classroom. The action and observation cannot be seperated each other, because the teacher just did return observation while writing what was being done. Reflecting was ro propose what have done. This action research follows the model of developer by Kemis and Robin.<sup>34</sup> That contained four stages; planning, action, observing and reflection. The model is described in the following figure below:

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<sup>34</sup>Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010).P.9.



**Figure 2: Action Research Spiral**

### **I. Population and Sample**

This study was conducted in MAS Syhbuddin Mustafa Nauli located at Jalan Jalan Padang Sidimpuan, Aek Nauli, Hulu sihapas, Padang Lawas Utara. The subject of this study were X grade students of MAS Syhbuddin Mustafa Nauli 2021/2022 academic year, there were two classes at grade X. They were XA and XB, XA was a class for boys that consisted of 36 students and XB was a class for girls that consisted of 27 students. In this research, researcher chose XB as the participants of the research because the students were confused about speaking lesson and need to improve. It can be seen in the table below.

**Table 1**  
**Total of Students Class X**

No	Class	Amount of students
1	XA	36
2	XB	27
Total of Students: 63		

## **J. Instrument of The Research**

The instrument was used to collect the data in truth to measure the research variable. The instrument of this research were:

### 1. Observation

Observation was used to get data about teacher and students' activities in learning process of speaking. As the scientific method that used to observation and investigation the location that want to inspection. Researcher used observation, type observation was note sheet. The observer observed students' activities and teachers' activities during teaching-learning process in the classroom using the factors which influence the teaching-learning process.

### 2. Test

Test was used to know about the improvement of students' speaking ability. The researcher took a test based on some categories like Grammar, Vocabulary, Fluency, Listening and Voice/non Verbal communication, and took some errors and problems that found and fixed it in the method of classroom action research so the improving can be see from the first test to the final assignment. The indicators can be seen in the table:

**Table 2**

### Speaking Scoring Aspect

Aspects	Score	Criteria
Grammar	5 4 3 2 1	<p>Makes few errors of grammar or word order.</p> <p>Occasionally makes grammatical or word order errors which do not, however, obscure meaning.</p> <p>Makes mistakes frequent errors of grammar and word order which occasionally obscure meaning.</p> <p>Errors in grammar and word order so severe as to make speech virtually unintelligible.</p>
Vocabulary	5 4 3 2 1	<p>Use of vocabulary and idioms is virtually that of a native speaker.</p> <p>Sometimes use inappropriate terms or must rephrase ideas because of lexical inadequacies.</p> <p>Frequently uses the wrong words; conversational somewhat limited because of inadequate vocabulary.</p> <p>Misuse of words and very limited vocabulary make comprehension quite difficult.</p> <p>Vocabulary limited so extreme as to make conversation virtually impossible.</p>
Comprehension	5 4 3 2 1	<p>Appears to understand everything without difficulty.</p> <p>Understand nearly everything at normal speed, although occasional repetition may be necessary.</p> <p>Understand most of what is said at slower than normal speed without repetition.</p> <p>Has great difficulty following what is said can comprehend only social conversation spoken slowly and with frequent repetition.</p> <p>Cannot said to understand even simple conversational English.</p>
Fluency	5 4 3	<p>Speech as fluent and effortless as that of a native speaker.</p> <p>Speed of speech seems to be slightly affected by language problems</p> <p>Speed and fluency are rather strongly affected by language problems.</p>

Aspects	Score	Criteria
	2	Usually hesitant; often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually.
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible, through one is conscious of a definite accent.
	3	Pronunciation problems necessitate concenterd listening and occasionally lead to
	2	misunderstanding.
	1	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat. Pronunciation problems so serve as to make speech virtually unintelligible.

Adopted from Brown<sup>35</sup>. This is the rubric score that used at MAS Syahbuddin Mustafa Nauli.

### K. The Procedure for Classroom Action Research

The action research followed the model that was developed by kemis. It was a famous representation of the action research spiral that contained four stages, they are Planning, Action, Observing, and Reflecting.

In this research applied two cycles. Every cycle consisted of two meetings and the time allocation was 90 minutes for every meetings. The explanation

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<sup>35</sup> Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy. Second Edition* (New Tork: Longman,2007)P.67.

activities in teaching speaking skill by using describing pictures at the grade X MAS

Syahbuddin Mustafa Nauli, are:

a. Cycle I

1) First meeting

Planning

- a) Making lesson plan that consisted of the step of action.
- b) Making learning planning approach that used in teaching speaking.
- c) Preparing the topic for describing picture.
- d) Preparing the media (pictures) used in learning process.
- e) Discussing how describing picture done in teaching speaking.
- f) Preparing all material that was needed in teaching-learning process.

Action

- a) Greeting in the classroom.
- b) Praying before starting the teaching learning activity.
- c) Taking attendance list.
- d) Explaining the topic (Describing picture) to students.
- e) Explaining the purpose of describing picture.
- f) Explaining the example of describing picture by using a picture.
- g) Giving the students pictures.
- h) Asking all of the students to describe the pictures.
- i) Checking together.
- j) Asking the students` difficulties in learning describing picture.
- k) Giving more explanation.

- l) Conclude the materi.
  - m) Asking the students to take a note of materi.
  - n) Preparing the allocation with all activity is done.
- 2) Second meeting
- Observation
- a) Observing the students` understanding in describing pictue.
  - b) Making note activity when teaching learning process was done.
- Reflection
- a) Analyzing the finding during the observation was done.
  - b) Reflecting the students learning activity.
  - c) Analyzing the students understanding in describing picture.
  - d) Evaluating or interpreted the data gotten from the class and make the decisions for next meeting.
- b. Cycle II
- 3) Third meeting
- Planning
- a) Making lesson plan that consisted of the step of action.
  - b) Making learning planning approach that used describing picture in teaching speaking.
  - c) Preparing the topic for describing picture.
  - d) Preparing the media (pictures) used in learning process.
  - e) Discussing how describing picture to be done in teaching speaking.
  - f) Preparing all material that was needed in teaching-learning process.

#### Action

- a) Greeting in the classroom.
  - b) Praying before starting the teaching learning activity.
  - c) Taking attendance list.
  - d) Review the last materi.
  - e) Explaining the topic to students.
  - f) Explaining the purpose of the materi.
  - g) Explaining the examples of describing picture by using pictures media.
  - h) Giving the adjective vocabulary to stimulate students.
  - i) Asking students to write the adjective vocabulary.
  - j) Divided the students into pairs, give them a pictures and let them to describe in front of the class.
  - k) Asking the students` difficulties in learning describing picture from the previous meeting.
  - l) Giving more explanation.
  - m) Conclude the materi.
  - n) Asking the students to take a note of materi.
  - o) Preparing the allocation with all activity is done.
- 4) Fourth meeting

#### Observation

- a) Observing the fourth learning process
- b) Observing the students` understanding in describing picture.
- c) Making note activity when teaching learning process was done.



- d) Calculating the test of the students.

#### Reflection

- a) Evaluating learning process in fourth meeting
- b) Analyzing the finding during the observation was done.
- c) Reflecting the students learning activity.
- d) Analyzing the result, if the result have been achived the cycle is stopped
- e) Make a report.

#### L. Techniques of data analysis

In analyzing the data researcher used quantitative and qualitative. Qualitative data used to describe the situation during the teaching process. The process of data analysis involved making sense out of text. It involved preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data and making an interpretation of the large meaning of the data. The qualitative data was analyzed from observation sheet.

Quantitative data used to analyze the score of students. the quantitative data was collected and analyzed by computing the score of writing test to know means of student score for each cycle. The researcher applies the formula:<sup>36</sup>

$$M = \frac{\sum fx}{N} \times 100\%$$

Where:

M: The mean of the students

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<sup>36</sup>John.W. Cresswell, *Research Designed: Qualitative, Quantitative and Mix Methods Approaches* (United State: Sage Publication, 2016).P.180.

Fx: the total score

N: The number of the students

Moreover, to count the percentage of students, the researcher uses the formula as follow:

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

Explanation:

P: The percentage of students who get the score 75

R: The number of students who get the score up 70

T: total numbers of students do test

After calculating and scoring students' answer sheets then, their score was consulted based on classification quality on the below:

**Table 3**  
**Classification of Students' Score Quality**

NO	Score Range	Classification
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very good <sup>37</sup>

After the researcher found the mean score of all the students, it was consulted to the criteria as follows:

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<sup>37</sup> Jack R. Fraenkel and Norman E, *How to Design and Evaluate Research in Education*, (Ny, McGraw Hill, 2006).P.178.

- a. If the value mean score 81 – 100%, it can categorized into very good
- b. If the value mean score 61 – 80%, it can categorized into good.
- c. If the value mean score 41 – 60%, it can categorized into enough.
- d. If the value mean score 21 – 40%, it can categorized into low.
- e. If the value mean score 0 – 20% , it can categorized into very low.<sup>38</sup>

This are the Classification of Students' Score Quality that will be used to know the quality of the students in the classroom after taking action.

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<sup>38</sup>Jack R. Fraenkel and Norman E, *How to Design and Evaluate Research in Education*,(Ny, McGraw Hill, 2006).P.189.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

Chapter IV presents the research findings and discussion based on the analysis of the data that collected from the implementation of describing pictures media to improve students speaking skill in two cycle that consist of four meeting. Related to the research findings, the data was attained from the teaching process and evaluation. Then, one of the goals of giving and evaluation was to know how far the students` skill in speaking by pictures media in this action research.

#### **A. Findings/data presentation**

The data description in this research describe is all of the things that have been found in the class when the researcher did the research with collaborative teacher. The data could be from learning process in every test, observation and interview. Researcher described it in cycle 1 and cycle II that each cycle consists of two meetings.

##### **1. The Students` Speaking Ability By Using Describing Pictures Media**

The research was conducted in two cycles divided into four meetings. Each cycle consisted of four stages, they were; planning, action, observation and reflection. Researcher would describe learning process cycle I and cycle II below.

##### **a. Cycle I**

The first and the second meeting in cycle I was done on 21<sup>th</sup> and on 28<sup>th</sup> of January 2022. The meeting was divided into two meetings that consisted of 90 minutes. The learning activities are described below.

1) Learning process of cycle I in first meeting

First meeting was done at 21<sup>th</sup> of January 2022. The stages of teaching activities run chronologically follow the classroom action research stages. The researcher will be described the learning process and the learning activity in cycle I first meeting.

a) Planning

Planning was the first step in classroom action research, this stages should be prepared before the action given to the subject. In this steps researcher made the lesson plan, made learning planning in speaking by using describing picture media, prepared the material and in this cycle the material was asking and giving opinion and the topic to do describing picture was about famous person (B.J.Habibie and Ustad Abdul Somad), prepared the pictures that was about famous person will use in learning process, and prepared all materi about asking and giving opinion that needed in leaching-learning process of speaking by using describing picture.

b) Action

Action was the next steps, this action was the implementation of planning. The process in action was started with teacher came to the class started by follow the steps of describing picture media. First, teacher gave

greeting in the classroom. Prayed before starting the teaching-learning process, took attendance list of students and asked the students about related matter and explain about asking and giving opinion in English. After doing that teacher applied the describing picture steps, they are:

- (1) Teacher prepared the pictures as example that was about information of famous person (B.J.Habibie and Ustad Abdul Somad) and gave the explanation of pictures by asking what in the pictures are, what are they wears, what they looks like, such as color, hairs the eyes and others.
- (2) Teacher asked the students to focus on the famous picture person (B.J.Habibie and Ustad Abdul Somad) while teacher gave the explanation of pictures.
- (3) Teacher divided students into pairs after explaining the picture.
- (4) Teacher asked all members of pairs to write the vocabularies that given while explaining the pictures.
- (5) Teacher asked every pairs to make sentences used the vocabularies have given of pictures in asking and giving opinion based on their own sentences and wrote on the blackboard.
- (6) Teacher divided the two pictures (B.J.Habibie and Ustad Abdul Somad) randomly to every pairs and asked them to describe their picture in front of the class.
- (7) Teachers gave clarification and concluded the matter together before closing the class.

The last in post teaching, teacher asked the students difficulties in teaching-learning process and made it clear. Teacher asked the students to take a note of materi and teacher asked the students to pray together and closed the class.

c) Observation

In observing the action, this observation would be done by researcher and co-teacher. The researcher observed the students and classroom process and the co-teacher observed the researcher when doing the action by using observation sheet. In observing the action, researcher used observation sheet to observe the students and teaching – learning process.

In this meeting the observation result from the observation sheet has found that the researcher came to the class on time, greeted the students, he explained the material about speaking by using describing picture media clearly and concluded the material after doing the class. These are some observation result when the teachers observed the students:

- (1) When teacher explained the matery, there were some students who make some noise.
- (2) When teacher asked the students to focus on pictures, there were 5 students who are not ready to study.

- (3) When teacher asked the students to write the vocabularies that given while explanation, there were 5 students who did not have pens.
- (4) When teacher asked every pairs to write sentences still there were 7 students who did not write the sentence.
- (5) When teacher asked every pairs to describe their picture still there were 8 students who did not feel confidence to speak.
- (6) When teacher gave verification and conclude the matery still there were 5 students could who not produce the words directly while teacher asked them.

d) Reflection

To repair the reflecting related to action researcher and effort that had been done in first meeting. It means that making evaluation about teaching learning process in first cycle gave solution for the next meeting. Observation that had been done by researcher and co-teacher purposed to find out the problem when the action or teaching –learning process was done and made conclusion. The problems faced by students at first meeting in cycle I will be explained in the table below.

**Table 4**  
**Students Problems in Cycle I and Solutions**

<b>Problems In First Cycle</b>	<b>Solutions</b>
a. There were some students who were noisy.	a. Teacher asked students to silent and sit based on their chair.



<ul style="list-style-type: none"> <li>b. There were 5 students who were not ready to study.</li> <li>c. 5 students did not have pens.</li> <li>d. 7 students did not write the sentence.</li> <li>e. 8 students did not have confidence to speak.</li> <li>f. 6 students could not produce the words directly.</li> </ul>	<ul style="list-style-type: none"> <li>b. Teacher gave warming up about materi to catch the students' focus.</li> <li>c. Teacher asked the students who have more than one pen to share it with their friends that did not have pens.</li> <li>d. Teacher asked the students to write the sentences and gave the time and teacher also will give punishment for everyone who not wrote it.</li> <li>e. Gave motivation the importance of English now days and teacher and students gave appreciate to students while they are speaking</li> <li>f. Teacher wrote the related vocabulary on the board.</li> </ul>
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2) Learning process of cycle I in second meeting

The meeting in cycle I was done on 28<sup>th</sup> of January 2022. The meeting was consisted of 90 minutes. The learning activities are described below.

a) Planning

Planning was the first step in classroom action research, this stages teacher prepared before the action given to the subject. In this steps researcher made the lesson plan, made learning planning in speaking by using describing picture media, prepared the material and in this cycle the material was asking and giving opinion and the topic to do describing picture was about famous person, prepared the pictures that was about famous person (Jokowidodo and Ria Ricis) will use in learning process, and prepared all materi about asking and giving

opinion that needed in teaching-learning process of speaking by using describing picture media.

b) Action

Action was the next steps, this action was the implementation of planning. The process in action was started with teacher came to the class started by follow the steps of describing picture media. First, teacher gave greeting in the classroom. Pray before starting the teaching-learning process, took attendance list of students and asked the students about the last matery and explained simple present tense in verbal. After doing that teacher applied the describing picture steps, they are:

- (1) Teacher prepared the pictures as example that was about information of famous person (Jokowidodo and Ria Ricis) and gave the explanation of pictures by asking what in the pictures are, what are they wears, what they looks like, such as color, hairs the eyes and others.
- (2) Teacher asked the students to focus on the famous picture person (Jokowidodo and Ria Ricis) while teacher gave the explanation of pictures.
- (3) Teacher divided students into pairs after explaining the picture.
- (4) Teacher asked all members of pairs to write the vocabularies that given while explaining the pictures.

- (5) Teacher asked every pairs to make sentences used the vocabularies have given of pictures in asking and giving opinion based on their own sentences and wrote on the blackboard.
- (6) Teacher divided the two pictures (Jokowidodo and Ria Ricis) randomly to every pairs and asked them to describe their picture in front of the class.
- (7) Teachers gave clarification and concluded the matery together before closing the class.

The last in post teaching, teacher asked the students difficulties in teaching-learning process and made it clear. Teacher asked the students to take a note of materi, teacher gave the task to students and teacher asked the students to pray together and closed the class.

#### c) Observation

In observing the action, this observation would be done by researcher and co-teacher. The researcher observed the students and classroom process and the co-teacher observed the researcher when doing the action by using observation sheet. In observing the action, researcher used observation sheet to observe the students and teaching-learning process.

In this meeting the observation result from the observation sheet has found that the researcher came to the class on time, greeted the students, he explained the material about speaking by using describing

picture media clearly and concluded the material after doing the class. These are some observation result when the teacher observed the students:

- (1) When teacher explained the matery, there were 4 students who make some noise.
- (2) When teacher asked the students to focus on pictures, there were 3 students who were not ready to study.
- (3) When teacher asked the students to write the vocabularies that given while explanation, there were 4 students who did not have pens.
- (4) When teacher asked every pairs to write sentences still there were 5 students who did not write the sentence.
- (5) When teacher asked every pairs to describe their picture still there were 5 students who did not feel confidence to speak.
- (6) When teacher gave verification and conclude the matery still there were 4 students who could not produce the words directly while teacher asked them.

d) Reflection

To repair the reflecting related to action researcher and effort that had been done in first meeting. It means that making evaluation about teaching learning process in first cycle gave solution for the next meeting. Observation that had been done by researcher and co-teacher purposed to find out the problem when the action or teaching–learning process was

done and made conclusion. The problems faced by students in cycle I will be explained in the table below.

**Table 5**  
**Students Problems in Cycle I and Solutions**

Problems In First Cycle	Solutions
a. There were 4 students who make noisy.	a. Teacher asked students to silent and sit based on their chair.
b. There were 3 students who were not ready to study.	b. Teacher gave warming up about materi to catch the students` focus.
c. 4 students did not have pens.	c. Teacher asked the students who have more than one pen to share it with their friends that did not have pens.
d. 5 students did not write the sentence.	d. Teacher asked the students to write the sentences and gave the time and teacher also will give punishment for everyone who not wrote it.
e. 5 students did not have confidence to speak.	e. Gave motivation the importance of English now days and teacher and students gave appreciate to students while they are speaking
f. 4 students could not produce the words directly.	f. Teacher wrote the related vocabulary on the board.

### 3) Students` speaking score in cycle I

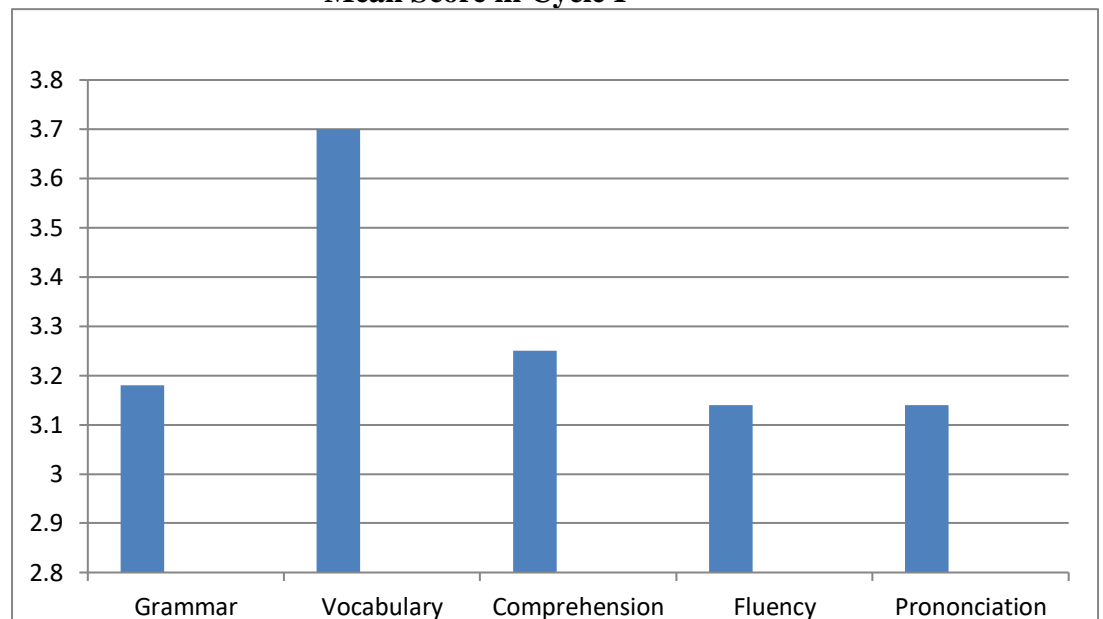
After doing the test at cycle I in second meeting the researcher had analyzed students` speaking skill based on their oral test. The researcher had found the students` speaking skill in first cycle as the following below.

**Table 6**  
**Students` Score in Cycle I**

<b>NO.</b>	<b>Students` Score</b>	<b>Total Students</b>
1.	44	3
2.	52	3
3.	56	2
4.	60	4
5.	64	1
6.	68	5
7.	76	4
8.	80	3
9.	84	2
Mean Score: 64,60		27
Percentage: 33,33%		

From the table it can be seen if the lowest score in cycle I was 44 and the highest score was 84. The mean score was 64,60 and the percentage of students score was 33,33% and it still into low categories. Based on the table from 27 students, there were 18 students did not pass the minimum mastery criterion (KKM) and there were 9 students pass the minimum mastery criterion. Based on test the students mean score for every indicator was in the chart below.

**Chart 1**  
**Mean Score in Cycle I**



From the chart above, it can be seen that the mean score of grammar was 3,18. The mean score of vocabulary was 3,70. The mean score of comprehension was about 3,25. The mean score of fluency was about 3,14 and mean score of pronunciation was about 3,14.

## 2. Cycle II

The third and the fourth meeting in cycle II was done on 04<sup>th</sup> and 11<sup>th</sup> of February 2022. The meeting was divided into two meetings that consisted of 90 minutes. The learning activities will describe below.

### 1) Learning process of cycle I in third meeting

The third meeting was done at 04<sup>th</sup> of January 2022. The stages of teaching activities run chronologically follow the classroom action research stages. The researcher described the learning process and the learning activity in cycle II third meeting.

a) Planning

Planning was the first step in classroom action, this stages should be prepared before the action given to the subject. In this steps researcher make the lesson plan, made learning planning in speaking by using describing picture media, preparing the materi, the materi was about asking and giving opinion and the topic to do describing picture was daily activities, prepared three pictures that was about the daily activities (someone eat, someone study and someone sleep), it will be used in learning process, and prepared all matery about asking and giving opinion that needed in leaching-learning process of speaking by using describing picture media

b) Action

Action was the next steps, this action was the implementation of planning. The process in action was started with teacher came to the class started by follow the steps of describing picture media. First, teacher gave greeting in the classroom, prayed before starting the teaching-learning process, took attendance list of students and asked the students about related matery and explained about the sentences that used in asking and giving opinion. After doing that teacher applied the describing picture media steps, they are:

- (1) Teacher prepared the pictures as example that was about information of daily activities (someone eat, someone study and



someone sleep) and gave the explanation of pictures by asking what in the pictures are, what are they wears, what are they doing, what they looks like, such as color, hairs the eyes and others.

- (2) Teacher asked the students to focus on the picture (someone eat, someone study and someone sleep) while teacher gave the explanation of pictures by using asking and giving opinion.
- (3) Teacher divided students into pairs after explaining the picture and gave more vocabulary of verbs to stimulate the students.
- (4) Teacher asked all members of pairs to write the vocabularies that given while explained the pictures and gave a picture for every pairs and asked them to write the vocabularies based on their picture.
- (5) Teacher asked every pairs to make the sentences and writes on the blackboard.
- (6) Teacher asked every pairs to describe their picture by using simple present in nominal in front of the class.
- (7) Teachers gave clarification and concluded the matery together before closing the class.

The last in post teaching, teacher asked the students difficulties in teaching-learning process and made it clear. Teacher asked the students to take a note and teacher asked the students to pray together and closed the class.

c) Observation

In observing the items of observation in cycle II were similar with cycle I, based on the observation sheet, there was an improvement on students speaking skill. The researcher could improve his ability in tough the class. In the opening the class, The researcher gave good motivation to students so they were enthusiast in teaching-learning process. They also improve their speaking skill.

Researcher could organize the class well. He gave suggestion and students more active in pairs. Even though there were some students made noisy but still can handled by teacher and students more active in joining the class during teaching-learning process. These are some observations result when the teacher observed the students:

- (1) When teacher explained the matery, there were 3 students who make some noise.
- (2) When teacher asked the students to focus on pictures, there were 4 students who were not ready to study.
- (3) When teacher asked the students to write the vocabularies that given while explanation, there were 3 students who did not have pens.
- (4) When teacher asked every pairs to write sentences still there were 5 students who did not write the sentence.

(5) When teacher asked every pairs to describe their picture still there were 4 students who did not feel confidence to speak.

(6) When teacher gave verification and conclude the matery still there were 4 students who could not produce the words directly while teacher asked them.

d) Reflection

In this cycle, reflection was done by analyzing the result from the text. The second cycle is carried out to determine the success of implementation of improvement by applying the describing picture media in teaching speaking skill and from the result is effective in teaching-learning process and can improve students speaking.

By using this media students were easier to understand the material, in this cycle the researcher evaluate that students` speaking skill can improve by using describing picture media, so the purpose of this research was done.

**Table 8**  
**Students Problems in Cycle II and Solutions**

<b>Problems in Second Cycle</b>	<b>Solutions</b>
a. There were 3 students who were noisy.	a. Teacher asked students to silent and sit based on their chair.
b. There were 4 students who were not ready to study.	b. Teacher gave warming up about materi to catch the students` focus.
c. 3 students did not have pens.	c. Teacher asked the students who have more than one pen to share it with their friends that did not have pens.

<b>Problems in Second Cycle</b>	<b>Solutions</b>
d. 5 students did not write the sentence.	d. Teacher asked the students to write the sentences and gave the time and teacher also will give punishment for everyone who not wrote it.
e. 4 students did not have confidence to speak.	e. Gave motivation the importance of English now days and teacher and students gave appreciate to students while they are speaking.
f. 4 students could not produce the words directly.	f. Teacher wrote the related vocabulary on the board.

## 2) Learning process of cycle II in second meeting

The fourth meeting in cycle II was done at 11<sup>th</sup> of February 2022.

The meeting was consisted of 90 minutes. The learning activities will be described below.

### a) Planning

Planning was the first step in classroom action, this stages should be prepared before the action given to the subject. In this steps researcher make the lesson plan, made learning planning in speaking by using describing picture media, preparing the materi, the materi was about simple present tense and the topic to do describing picture was daily activities, prepared three pictures that was about the daily activities (someone runs, someone cooks and someone write), it will be used in learning process, and prepared all matery about asking and giving opinion that needed in leaching-learning process of speaking by using describing picture media.

b) Action

Action was the next steps, this action was the implementation of planning. The process in action was started with teacher came to the class started by follow the steps of describing picture media. First, teacher gave greeting in the classroom, prayed before starting the teaching-learning process, took attendance list of students and asked the students about related matery and explained about the asking and giving opinion. After doing that teacher applied the describing picture media steps, they are:

- (1) Teacher prepared the pictures as example that was about information of daily activities (someone runs, someone cooks and someone write), and gave the explanation of pictures by asking what in the pictures are, what are they doing, what are they wears, what they looks like, such as color, hairs the eyes and others.
- (2) Teacher asked the students to focus on the picture (someone runs, someone cooks and someone write) while teacher gave the explanation of pictures by using asking and giving opinion.
- (3) Teacher divided students into pairs after explaining the picture and gave more vocabulary of verbs to stimulate the students.
- (4) Teacher asked all members of pairs to write the vocabularies that given while explained the pictures and gave a picture for every pairs and asked them to write the vocabularies based on their picture.

- (5) Teacher asked every pairs to make the sentences and writes on the blackboard.
- (6) Teacher asked every pairs to describe their picture by using simple present in nominal in front of the class.
- (7) Teachers gave clarification and concluded the matery together before closing the class.

The last in post teaching, teacher asked the students difficulties in teaching-learning process and made it clear. Teacher asked the students to take a note and gave them task and teacher asked the students to pray together and closed the class.

c) Observation

In observing the items of observation in cycle II were similar with cycle I, based on the observation sheet, there was an improvement on students speaking skill. The researcher could improve his ability in tough the class. In the opening the class, the researcher gave good motivation to students so they were enthusiast in teaching-learning process. They also improve their speaking skill.

Researcher could organize the class well. He gave suggestion and students more active in pairs. Even though there were some students made noisy but still can handled by teacher and students more active in joining the class during teaching-learning process. These are some observations result when the teacher observed the students:

- (1) When teacher explained the matery, there was a student who makes noise.
- (2) When teacher asked the students to focus on pictures, there was a student who was not ready to study.
- (3) When teacher asked every pairs to describe their picture still there were 4 who did not feel confidence to speak.
- (4) When teacher gave verification and concluded the matery still there was a student who could not produce the words directly while teacher asked them.

d) Reflection

In this cycle, reflection was done by analyzing the result from the text. The second cycle is carried out to determine the success of implementation of improvement by applying the describing picture media in teaching speaking skill and from the result is effective in teaching-learning process and can improve students speaking.

By using this media students were easier to understand the material, in this cycle the researcher evaluate that students` speaking skill can improve by using describing picture media, so the purpose of this research was done.

**Table 6**  
**Students Problems in Cycle II and Solutions**

<b>Problems In Second Cycle</b>	<b>Solutions</b>
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<ul style="list-style-type: none"> <li>a. There was 1 student who was noisy.</li> <li>b. There was 1 student who was not ready to study.</li> <li>c. 1 student did not have confidence to speak.</li> <li>d. 1 student could not produce the words directly.</li> </ul>	<ul style="list-style-type: none"> <li>a. Teacher asked students to silent and sit based on their chair.</li> <li>b. Teacher gave warming up about materi to catch the students` focus.</li> <li>c. Gave motivation the importance of English nowadays and teacher and students gave appreciate to students while they are speaking.</li> <li>d. Teacher wrote the related vocabulary on the board.</li> </ul>
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### 3) Students` speaking score in cycle II

After doing the test at cycle I in second meeting the researcher had analyzed students` speaking skill based on their test. The researcher had found the students` speaking skill in first cycle as the following below.

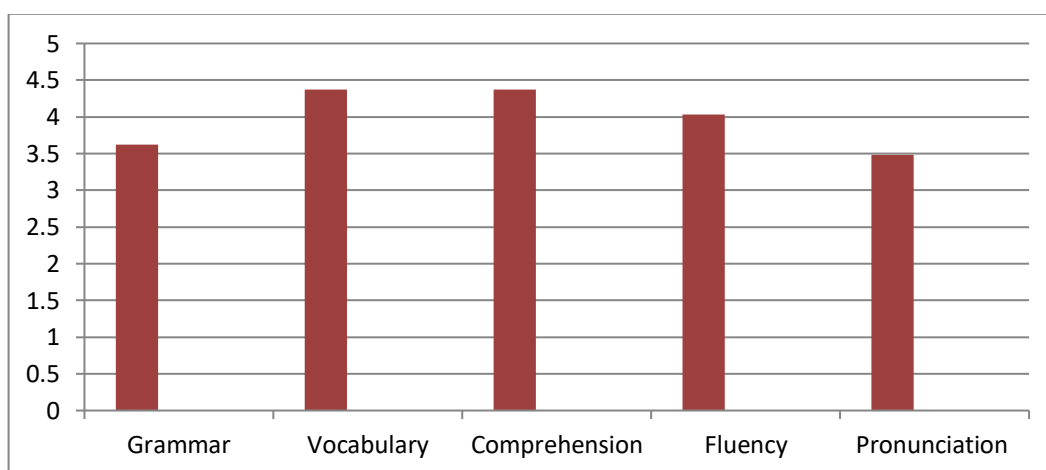
**Table 7**  
**Students` Score in Cycle II**

No	Students` Score	Total Students
1	60	1
2	68	5
3	72	1
4	76	8
5	80	3
6	84	5
7	88	4
Mean Score: 77,48		27
Percentage: 77,77%		



From the table it can conclude if lowest score in cycle II was 60 and the highest score was 88. The mean score was 77,48 and the percentage was 77,77% and it can categories into good. From the 27 students, there were 7 students did not pass the minimum criterion mastery (KKM) and there were 20 students pass the minimum criterion mastery (KKM). It means the students` achievement was improved from cycle I to cycle II and the mean score of every indicator like the chart below.

**Chart 2**  
**Mean Score in Cycle II**



From the chart above, it can be seen the mean score of grammar was 3,62. The mean score of vocabulary was 4,37. The mean score of comprehension was 4,37. The mean score of fluency was 4,03 and the mean score of pronunciation was 3,48.

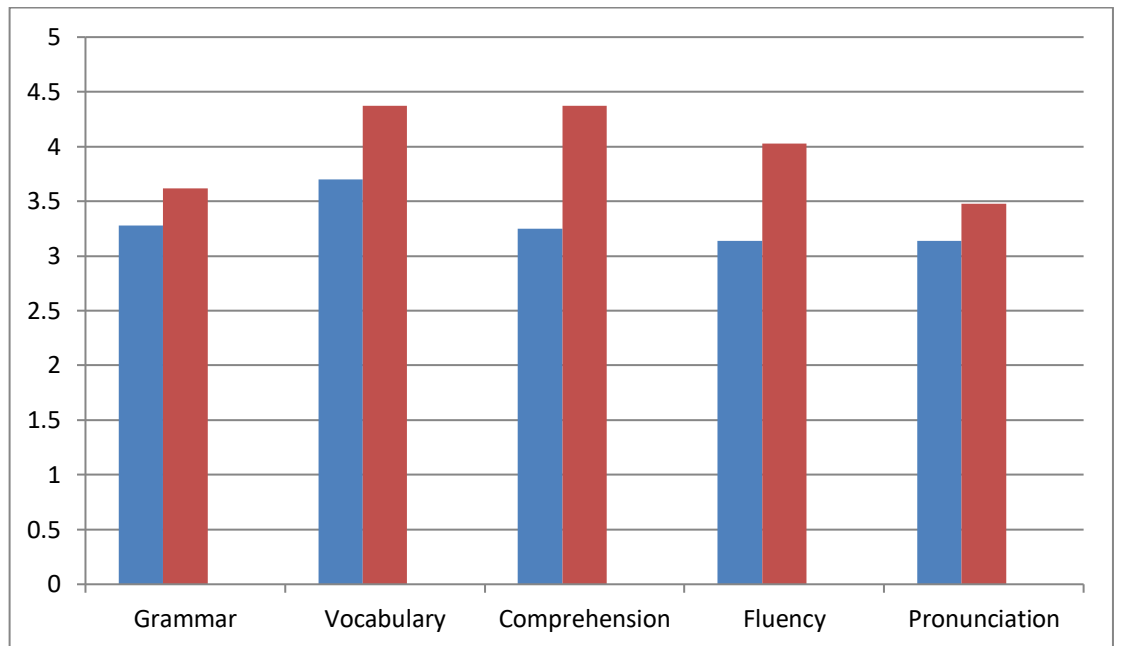
### **B. Comparison of Students` Speaking Skill Achievement**

In this research, researcher compared the students` achievement in speaking skill. First, before using describing pictures media the students mean score in

speaking was 65 and most of the students could not pass the criteria standard mastery (KKM) and researcher tried to give solution by using describing pictures media to improve students` speaking skill and the research was done in two cycles and every cycle consisted of two meetings. In cycle I researcher just explained the matery by following the steps without gave stimulate about adjective vocabulary and researcher using the pictures and the test in cycle I told about the party. In cycle II researcher explained the matery by following the steps and researcher gave the adjective vocabulary first to stimulate the students and researcher gave three different pictures and the test told about activity in the bus.

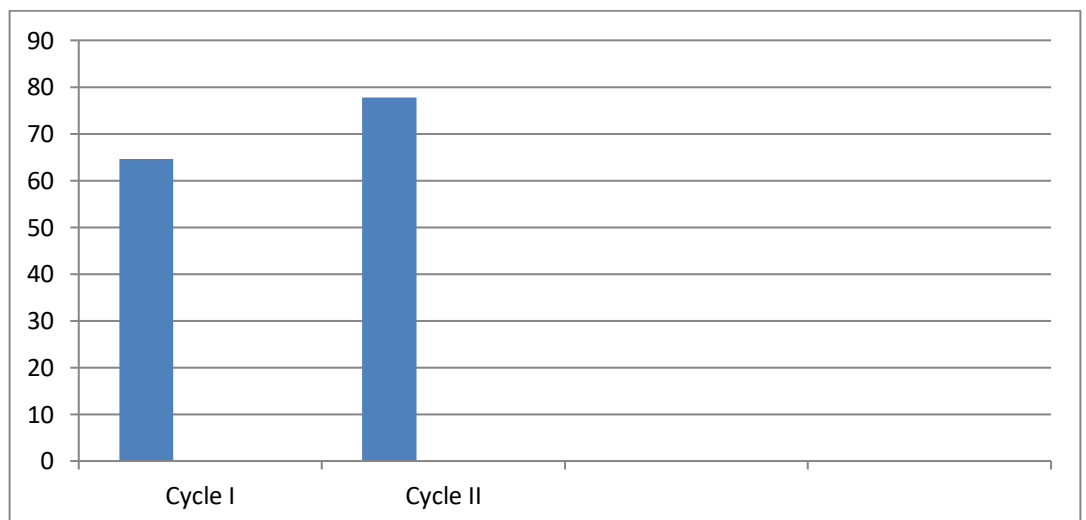
After knowing the students` achievement score in speaking skill in cycle I and cycle II, researcher would compare the students` achievement of speaking skill. Based on the test above, students got improvement on their score. From the students mean score, in cycle I was 64,60 and in cycle II was 77,48. From the students percentage in cycle I was 33,33% and in cycle II was 77,77%. From the achievement above it can be conclude that students speaking score was improved by using describing picture media from cycle I to cycle II and students` speaking skill was improved from did not use media. The comparison score in every indicator can be seen in the chart below.

**Chart 3**  
**Comparison of Students` Indicator Mean Score in Cycle I and II**



The chart showed the students mean score in speaking skill by using describing picture media was gradually improved from cycle I to cycle II and the students` achievement also increase. It could be seen the chart below.

**Chart 4**  
**Comparison of Students Score in Cycle I and II**



From the chart above, it can be seen if the students' achievement was gradually increased. In cycle I students mean score was 64,60 become 77,48 in cycle II. From this result it can be concluded if student achievement means' score by describing picture media can be categorized into good category.

### **C. Discussion of the Research Findings**

This research was conducted in MAS Syahbuddin Mustafa Nauli with 27 participants. Based on the research findings, the researcher got the result of the research showing that there was upgrading of students speaking skill by using describing picture media in learning process. It could be seen from the first cycle and the second cycle. There was upgrading percentages in answering test. It was from 33% become 77,77%. Here the researcher had to discuss the findings with other findings from other studies. This research was not the first research that had been done, there were some research related to this research.

The first, the thesis of Aulia Asfa.<sup>39</sup> She said used of describing picture media could improve students' speaking skill. The improvement of students' speaking skill could be seen from the students achievement that t-score 4,34 was higher than t-table 2,0. It means that  $H_a$  (alternative hypotheses) was accepted and  $H_o$  (null hypotheses) was rejected.

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<sup>39</sup> Aulia Asfa,...

The second was the thesis by Dian Mayang Sari.<sup>40</sup> The result of the thesis showed the improvement of the students' score from 67 become 82. Dian found that technique of the teacher in teaching speaking lesson still pictures and the ability of the students in speaking was students could identify the problems faced by students in learning process of using picture media and to suggest some possible solutions the problems.

The third was the thesis of Ririn Purba.<sup>41</sup> The thesis told about the correlation of using describing picture to improve students' speaking skill in descriptive text. The t-test showed that t-score was 3,8 was higher that t-table was 2,01. It showed there was the correlation between speaking and picture media in descriptive text.

The fourth was the thesis of Prasya Hartono under the title teaching English using still pictures to improve students' ability in speaking.<sup>42</sup> The researcher found that the ability of the students in speaking can improved by using pictures as media that we can see from his result the students identify and can give some solutions problems in teaching learning process.

The last was the thesis by Sasmita.<sup>43</sup> The findings showed that describing pictures media can motivate the students to learn English and it helped the teacher to make them interested and enjoyed to learn especially speaking. It can also use to stimulate the students' imagination in speaking

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<sup>40</sup> Dian Mayang Sari,...

<sup>41</sup> Ririn Purba,...

<sup>42</sup> Prasya Hartono,.....

<sup>43</sup> Sasmita,.....

progress and the students` achievement was improved from cycle I to cycle II.

Based on the related findings above, the researcher concluded that describing picture media was a good way in speaking, it can be seen from the students achievement in cycle I and students achievement in cycle II. The result was 64,60 become 77,48 and the percentage of the students score was 33,33% in cycle I become 77,77% in cycle II. The result indicated there was an improvement on the students speaking skill by using describing picture media at grade X students MAS Syahbuddin Mustafa Nauli.

#### **D. Threats of the Research**

When doing the research, the researcher found that some threats in this research. The researcher found the students` weakness in the class during the learning process by using describing picture media, one of the students` weakness was students was low in pronunciation the words so the researcher gave solution by giving more practice and asked students to repeat it.

When the action was running there were some students made noisy and made the other students did not pay attention full in learning process but researcher tried to handle it by giving them some motivation. In explained the matery teacher always tries to ask students` understanding by giving answer and question session and teacher answer it and made it understandable.

The last, the researcher was as a teacher in this research and the English teacher become the collaborator, the co-teacher observed the research when implementation the media in learning process especially in action, in observed the student teacher was an observant firstly although the co-teacher helped. The data was taken by test, it was an essay test. Action of the lesson plan should be effective and efficient. It concluded that the result of this research should be objective and all activities of this research should be presented in real situation.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After presenting and analyzing the data in previous chapter, the conclusion of the research was that the using of describing picture media in teaching speaking skill can give positive effect on students` achievement. This way can attract or motivates the students` to improve their speaking skill, based on the result of the classroom action research, it was concluded that describing picture media improved students` speaking skill at grade X students MAS Syahbuddin Mustafa Nauli. It can be seen from the mean score of students, in cycle I was 64,60 become 77,48 in cycle II.

#### **B. Suggestion**

The research gave some suggestions of this research based on the conclusion above, they are:

1. To the principle of MAS Syahbuddin Mustafa Nauli always to motivate the English teacher to increase her ability in teaching English espeacilly in teaching speaking skill.
2. To the students of MAS Syahbuddin Mustafa Nauli, it hopes that by applying the describing picture media students more interest in teachning learning process.



3. To the researcher, describing picture media as a reference to further or other classroom action research more paying attention in the efficiency of time.

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## APPENDIX I

### SIKLUS I (CYCLE I) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School : MAS Syahbuddin Mustafa Nauli

Class : X (Sepuluh)

Aspect/skill : Speaking

Time Allocation : 2 X 45 Menit ( 2X Pertemuan)

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#### A. Kompetensi Inti

1. Memahami kalimat memberi dan meminta pendapat dengan baik
2. Memahami struktur kalimat yang digunakan dalam memberi dan meminta pendapat
3. Memahami unsur kebahasaan dari ungkapan mengenai orang terkenal dalam memberi dan meminta pendapat
4. Mampu mendeskripsikan gambar terkait orang terkenal
5. Menyusun kalimat yang menjelaskan orang terkenal dengan menggunakan kalimat memberi dan meminta pendapat

#### B. Materi Pembelajaran

1. Teks mendeskripsikan orang terkenal dalam bentuk kalimat memberi dan meminta pendapat

#### C. Metode Pembelajaran

1. Describing Picture Media

**D. Langkah-Langkah Kegiatan**

Pertemuan pertama dan kedua.

No	Aktivitas guru	Aktivitas siswa
1	<p>Kegiatan pendahuluan</p> <ol style="list-style-type: none"> <li>Guru Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai Pembelajaran</li> <li>Guru memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>Guru Mengaitkan materi/ tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi tentang kegiatan sebelumnya</li> <li>serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.</li> <li>Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan &amp; manfaat) dengan mempelajari materi: Teks yang mendeskripsikan orag tekenal dalam bentuk kalimat meminta dan memberi pendapat.</li> </ol>	<ol style="list-style-type: none"> <li>Siswa memberikan salam dan berdoa.</li> <li>Siswa mendengarkan guru mengabsen.</li> <li>Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</li> <li>Siswa menjawab pertanyaan guru.</li> <li>Siswa mendengarkan motivasi dari guru.</li> </ol>
2	<p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"> <li><b>Kegiatan Literasi</b> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi komponen pembelajaran dengan cara melihat dan mengamati materi yang ditampilkan</li> <li><b>Critical Thinking</b> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang</li> </ol>	<ol style="list-style-type: none"> <li>Siswa memusatkan perhatian pada topik materi</li> <li>Siswa mendengarkan penjelasan dari guru mengenai topik materi dan bertanya secara keseluruhan tentang topik materi.</li> </ol>

	<p>disajikan dan akan dijawab melalui kegiatan belajar.</p> <p>c. Collaboration</p> <ol style="list-style-type: none"> <li>1. Guru menyiapkan gambar Mengenai orang terkenal yaitu B.J. Habibie dan Ustad Abdul Somad.</li> <li>2. Guru meminta siswa untuk fokus pada gambar B.J. Habibie dan Ustad Abdul Somad.</li> <li>3. Guru menjelaskan materi.</li> <li>4. Guru bertanya mengenai pemahaman siswa terhadap materi.</li> <li>5. Guru memberikan gambar kepada siswa.</li> <li>6. Guru meminta siswa untuk mendeskripsikan gambar tersebut.</li> <li>7. Guru dan seluruh siswa memeriksa kalimat yang telah ditulis.</li> <li>8. Guru memberikan penilaian dan kesimpulan mengenai materi.</li> </ol> <p>d. Creativity</p> <p>Guru dan murid membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Teks yang menjelaskan orang terkenal dalam bentuk kalimat meminta dan pendapat.</p>	<p>c. Collaboration</p> <ol style="list-style-type: none"> <li>1. guru memperhatikan gambar yang akan disiapkan oleh guru.</li> <li>2. Siswa fokus pada gambar yang diberikan oleh guru.</li> <li>3. Siswa mendengarkan penjelasan guru.</li> <li>4. Siswa bertanya mengenai materi yang kurang dipahami.</li> <li>5. Siswa menerima gambar yang diberikan oleh guru.</li> <li>6. Siswa mendeskripsikan gambar dengan kalimat yang sesuai dengan gambar.</li> <li>7. Siswa dan guru memeriksa bersama.</li> <li>8. Siswa mendengarkan kritik dan kesimpulan dari guru.</li> </ol>
3	<p><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>a. Peserta didik dan guru merefleksikan kegiatan pembelajaran.</li> <li>b. Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.</li> <li>c. Guru Memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya baik).</li> <li>d. Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan dipelajari.</li> <li>e. Guru menyampaikan materi pembelajaran berikutnya.</li> <li>f. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ol>	

### E. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument
1	Grammar	Tes lisan	Speaking test
2	Vocabulary		
3	Comprehension		
4	Fluency		
5	Pronunciation		
6	Test		

### F. Question (Test)

Describing Pictures

Instruction: You need to work in pairs, look at the picture and explain what do you think they are doing? Where does it take place? Why do you think so? Discuss with your friend and presented in the class, the teacher and the other pairs will be listened.

### G. Pedoman penilaian

#### a. Kategori skor

1. 0% -20% (Very low)
2. 21% - 40% (Low )
3. 41% - 60% (Enough)
4. 61% - 80% (Good)



5. 81% - 100% (Very good)
- b. Jumlah skor maksimal = 100
- c. Nilai maksimal= 100
- d. Nilai siswa=  $\frac{\text{skor perolehan}}{\text{Skor maksimal}} \times 100$
- e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum Fx}{N} \times 100\%$$

Explanation:

M : The mean score of students

$\sum Fx$  : The total score

N : The number of the students

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## **APPENDIX II**

### **SIKLUS I (CYCLE I) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

School : MAS Syahbuddin Mustafa Nauli

Class : X (Sepuluh)

Aspect/skill : Speaking

Time Allocation : 2 X 45 Menit ( 2X Pertemuan)

---

#### **A. Kompetensi Inti**

1. Memahami kalimat memberi dan meminta pendapat dengan baik
2. Memahami struktur kalimat yang digunakan dalam memberi dan meminta pendapat
3. Memahami unsur kebahasaan dari ungkapan mengenai orang terkenal dalam memberi dan meminta pendapat
4. Mampu mendeskripsikan gambar terkait orang terkenal
5. Menyusun kalimat yang menjelaskan orang terkenal dengan menggunakan kalimat memberi dan meminta pendapat

#### **B. Materi Pembelajaran**

1. Teks mendeskripsikan orang terkenal dalam bentuk kalimat memberi dan meminta pendapat

#### **C. Metode Pembelajaran**

1. Describing Picture Media

**D. Langkah-Langkah Kegiatan**

Pertemuan pertama dan kedua.

No	Aktivitas guru	Aktivitas siswa
1	<p>Kegiatan pendahuluan</p> <ul style="list-style-type: none"> <li>a. Guru Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai Pembelajaran</li> <li>b. Guru memeriksa kehadiran peserta didik sebagai sikap disiplin</li> <li>c. Guru Mengaitkan materi/ tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi tentang kegiatan sebelumnya</li> <li>d. serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.</li> <li>e. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan &amp; manfaat) dengan mempelajari materi: Teks yang mendeskripsikan orag tekenal dalam bentuk kalimat meminta dan memberi pendapat.</li> </ul>	<ul style="list-style-type: none"> <li>a. Siswa memberikan salam dan berdoa.</li> <li>b. Siswa mendengarkan guru mengabsen.</li> <li>c. Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</li> <li>d. Siswa menjawab pertanyaan guru.</li> <li>e. Siswa mendengarkan motivasi dari guru.</li> </ul>
2	<p><b>Kegiatan Inti</b></p> <ul style="list-style-type: none"> <li>a. Kegiatan Literasi Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi komponen pembelajaran dengan cara melihat dan mengamati materi yang ditampilkan</li> <li>b. Critical Thinking Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan materi yang</li> </ul>	<ul style="list-style-type: none"> <li>a. Siswa memusatkan perhatian pada topik materi</li> <li>b. Siswa mendengarkan penjelasan dari guru mengenai topik materi dan bertanya secara keseluruhan tentang topik materi.</li> </ul>

	<p>disajikan dan akan dijawab melalui kegiatan belajar.</p> <p>c. Collaboration</p> <ol style="list-style-type: none"> <li>1. Guru menyiapkan gambar Mengenai orang terkenal yaitu Jokowi dan Ria Ricis.</li> <li>2. Guru meminta siswa untuk fokus pada gambar Jokowi dan Ria Ricis.</li> <li>3. Guru menjelaskan materi mengenai kalimat meminta dan memberi pendapat.</li> <li>4. Guru bertanya mengenai pemahaman siswa terhadap materi.</li> <li>5. Guru memberikan gambar kepada siswa.</li> <li>6. Guru meminta siswa untuk mendeskripsikan gambar tersebut.</li> <li>7. Guru dan seluruh siswa memeriksa kalimat yang telah ditulis.</li> <li>8. Guru memberikan penilaian dan kesimpulan mengenai materi.</li> </ol> <p>d. Creativity</p> <p>Guru dan murid membuat kesimpulan tentang hal-hal yang telah dipelajari terkait Teks yang menjelaskan orang terkenal dalam bentuk kalimat meminta dan pendapat.</p>	<p>c. Collaboration</p> <ol style="list-style-type: none"> <li>1. guru memperhatikan gambar yang akan disiapkan oleh guru.</li> <li>2. Siswa fokus pada gambar yang diberikan oleh guru.</li> <li>3. Siswa mendengarkan penjelasan guru.</li> <li>4. Siswa bertanya mengenai materi yang kurang dipahami.</li> <li>5. Siswa menerima gambar yang diberikan oleh guru.</li> <li>6. Siswa mendeskripsikan gambar dengan kalimat yang sesuai dengan gambar.</li> <li>7. Siswa dan guru memeriksa bersama.</li> <li>8. Siswa mendengarkan kritik dan kesimpulan dari guru.</li> </ol>
3	<p style="text-align: center;"><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>a. Peserta didik dan guru merefleksikan kegiatan pembelajaran.</li> <li>b. Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.</li> <li>c. Guru Memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya baik).</li> <li>d. Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan dipelajari.</li> <li>e. Guru menyampaikan materi pembelajaran berikutnya.</li> <li>f. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ol>	

### E. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument
1	Grammar	Tes lisan	Speaking test
2	Vocabulary		
3	Comprehension		
4	Fluency		
5	Pronunciation		
6	Test		

### F. Question (Test)

#### Describing Pictures

Instruction: You need to work in pairs, look at the picture and explain what do you think they are doing? Where does it take place? Why do you think so? Discuss with your friend and presented in the class, the teacher and the other pairs will be listened.

### G. Pedoman penilaian

#### a. Kategori skor

1. 0% -20% (Very low)
2. 21% - 40% (Low )
3. 41% - 60% (Enough)
4. 61% - 80% (Good)
5. 81% - 100% (Very good)

- b. Jumlah skor maksimal = 100
- c. Nilai maksimal= 100
- d. Nilai siswa=  $\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$
- e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum Fx}{N} \times 100\%$$

Explanation:

M : The mean score of students

$\sum Fx$  : The total score

N : The number of the students

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## **APPENDIX III**

### **SIKLUS II (CYCLE II) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

School : MAS Syahbuddin Mustafa Nauli

Class : X (Sepuluh)

Aspect/skill : Speaking

Time Allocation : 2 X 45 Menit ( 2X Pertemuan)

---

#### **A. Kompetensi Inti**

1. Memahami kalimat memberi dan meminta pendapat dengan baik
2. Memahami struktur kalimat yang digunakan dalam memberi dan meminta pendapat
3. Memahami unsur kebahasaan dari ungkapan mengenai orang terkenal dalam memberi dan meminta pendapat
4. Mampu mendeskripsikan gambar terkait orang terkenal
5. Menyusun kalimat yang menjelaskan orang terkenal dengan menggunakan kalimat memberi dan meminta pendapat

#### **B. Materi Pembelajaran**

1. Teks mendeskripsikan mengenai kegiatan sehari-hari dalam bentuk kalimat ungkapan meminta dan memberi pendapat

#### **C. Metode Pembelajaran**

## 1. Describing Picture Media

### D. Langkah-Langkah Kegiatan

Pertemuan Ketiga dan Keempat.

No	Aktivitas guru	Aktivitas siswa
1	<p>Kegiatan pendahuluan</p> <ol style="list-style-type: none"><li>Guru Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai Pembelajaran</li><li>Guru memeriksa kehadiran peserta didik sebagai sikap disiplin</li><li>Guru Mengaitkan materi/ tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi tentang kegiatan sebelumnya</li><li>serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.</li></ol> <p>2. Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan &amp; manfaat) dengan mempelajari materi: Teks yang menjelaskan orang terkenal dalam bentuk Teks mendeskripsikan orang terkenal dalam bentuk kalimat ungkapan meminta dan memberi pendapat</p>	<ol style="list-style-type: none"><li>Siswa memberikan salam dan berdoa.</li><li>Siswa mendengarkan guru mengabsen.</li><li>Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</li><li>Siswa menjawab pertanyaan guru.</li><li>Siswa mendengarkan motivasi dari guru.</li></ol>
2	<p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"><li><b>Kegiatan Literasi</b> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi komponen pembelajaran dengan cara melihat dan mengamati gambar yang ditampilkan</li><li><b>Critical Thinking</b> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang</li></ol>	<ol style="list-style-type: none"><li>Siswa memusatkan perhatian pada topik materi</li><li>Siswa mendengarkan penjelasan dari guru mengenai topik materi dan bertanya secara keseluruhan tentang topik materi.</li></ol>



	<p>disajikan dan akan dijawab melalui kegiatan belajar.</p> <p>c. Collaboration</p> <ol style="list-style-type: none"> <li>1. Guru memberikan kosa kata adjective kepada siswa.</li> <li>2. Guru meminta siswa untuk menulisnya dan mengingatnya.</li> <li>3. Guru menyiapkan gambar yang sesuai dengan materi atau topik pembahasan.</li> <li>4. Guru meminta siswa untuk fokus pada gambar.</li> <li>5. Guru meminta seluruh siswa untuk menulis kosakata yang sesuai dengan gambar yang diberikan.</li> <li>6. Guru meminta siswa untuk membuat kalimat yang sesuai dengan gambar masing-masing dan menulisnya di papan tulis.</li> <li>7. Guru meminta setiap pasangan untuk mendeskripsikan gambarnya masing-masing.</li> <li>8. Guru memberikan penilaian dan kesimpulan mengenai materi.</li> </ol> <p>d. Creativity</p> <p>Guru menunjukkan suatu gambar dan murid menjelaskan gambar tersebut melalui pertanyaan terkait gambar. Kemudian guru dan murid membuat kesimpulan tentang hal-hal yang telah dipelajari.</p>	<p>c. Collaboration</p> <ol style="list-style-type: none"> <li>1. Siswa memperhatikan kosa kata yang diberikan oleh guru.</li> <li>2. Siswa menulis dan mengingat kosa kata yang telah diberikan oleh guru.</li> <li>3. siswa memperhatikan gambar yang akan disiapkan oleh guru.</li> <li>4. Siswa fokus pada gambar yang diberikan oleh guru.</li> <li>5. Siswa menulis kosa kata yang sesuai dengan gambar.</li> <li>6. Siswa membuat kalimat yang sesuai dengan gambar masing dan menulisnya dipapan tulis.</li> <li>7. Siswa disetiap pasangan mendeskripsikan gambarnya masing-masing.</li> <li>8. Siswa mendengarkan kritik dan kesimpulan dari guru.</li> </ol> <p>d. Siswa melihat gambar yang ditunjukkan oleh guru dan menjawab pertanyaan guru melalui gambar tersebut.</p>
3	<b>Kegiatan Penutup</b>	
	<ol style="list-style-type: none"> <li>g. Peserta didik dan guru merefleksikan kegiatan pembelajaran.</li> <li>h. Peserta didik dan guru menarik kesimpulan dari hasil kegiatan Pembelajaran.</li> <li>i. Guru Memberikan penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kelompok yang kinerjanya baik).</li> <li>j. Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan dipelajari.</li> <li>k. Guru menyampaikan materi pembelajaran berikutnya.</li> <li>l. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ol>	

#### E. Penilaian

No	Indikator	Teknik penilaian	Bentuk instrument
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	<b>pencapaian kompetensi</b>		
1	Grammar	Tes lisan	Speaking test
2	Vocabulary		
3	Comprehension		
4	Fluency		
5	Pronunciation		
6	Test		

#### **F. Question (Test)**

Describing Pictures

Instruction: You need to work in pairs, look at the picture and explain what do you think they are doing? Where does it take place? Why do you think so? Discuss with your friend and presented in the class, the teacher and the other pairs will be listened.

#### **G. Pedoman penilaian**

f. Kategori skor

1. 0% -20% (Very low)
2. 21% - 40% (Low )
3. 41% - 60% (Enough)
4. 61% - 80% (Good)
5. 81% - 100% (Very good)

g. Jumlah skor maksimal = 100

h. Nilai maksimal= 100

i. Nilai siswa=  $\frac{\text{skor perolehan}}{\text{Skor maksimal}} \times 100$

j. Menghitung nilai rata-rata siswa

$$M = \frac{\sum Fx}{N} \times 100\%$$

Explanation:

M : The mean score of students

$\sum Fx$  : The total score

N : The number of the students

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## **APPENDIX IV**

### **SIKLUS II (CYCLE II) RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

School : MAS Syahbuddin Mustafa Nauli

Class : X (Sepuluh)

Aspect/skill : Speaking

Time Allocation : 2 X 45 Menit ( 2X Pertemuan)

---

#### **A. Kompetensi Inti**

1. Memahami kalimat memberi dan meminta pendapat dengan baik
2. Memahami struktur kalimat yang digunakan dalam memberi dan meminta pendapat
3. Memahami unsur kebahasaan dari ungkapan mengenai orang terkenal dalam memberi dan meminta pendapat
4. Mampu mendeskripsikan gambar terkait orang terkenal
5. Menyusun kalimat yang menjelaskan orang terkenal dengan menggunakan kalimat memberi dan meminta pendapat

#### **B. Materi Pembelajaran**

1. Teks mendeskripsikan mengenai kegiatan sehari-hari dalam bentuk kalimat ungkapan meminta dan memberi pendapat

#### **C. Metode Pembelajaran**

## 1. Describing Picture Media

### D. Langkah-Langkah Kegiatan

Pertemuan Ketiga dan Keempat.

No	Aktivitas guru	Aktivitas siswa
1	<p>Kegiatan pendahuluan</p> <ol style="list-style-type: none"><li>Guru Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai Pembelajaran</li><li>Guru memeriksa kehadiran peserta didik sebagai sikap disiplin</li><li>Guru Mengaitkan materi/ tema/ kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi tentang kegiatan sebelumnya</li><li>serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.</li><li>Menyampaikan motivasi tentang apa yang dapat diperoleh (tujuan &amp; manfaat) dengan mempelajari materi: Teks yang menjelaskan orang terkenal dalam bentuk Teks mendeskripsikan orang terkenal dalam bentuk kalimat ungkapan meminta dan memberi pendapat</li></ol>	<ol style="list-style-type: none"><li>Siswa memberikan salam dan berdoa.</li><li>Siswa mendengarkan guru mengabsen.</li><li>Siswa mendengarkan dan memahami tujuan pembelajaran yang dijelaskan oleh guru.</li><li>Siswa menjawab pertanyaan guru.</li><li>Siswa mendengarkan motivasi dari guru.</li></ol>
2	<p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"><li><b>Kegiatan Literasi</b> Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi komponen pembelajaran dengan cara melihat dan mengamati gambar yang ditampilkan</li><li><b>Critical Thinking</b> Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar.</li></ol>	<ol style="list-style-type: none"><li>Siswa memusatkan perhatian pada topik materi</li><li>Siswa mendengarkan penjelasan dari guru mengenai topik materi dan bertanya secara keseluruhan tentang topik materi.</li></ol>

	<p>c. Collaboration</p> <ol style="list-style-type: none"> <li>1. Guru memberikan kosa kata adjective kepada siswa.</li> <li>2. Guru meminta siswa untuk menulisnya dan mengingatnya.</li> <li>3. Guru menyiapkan gambar yang sesuai dengan materi atau topik pembahasan.</li> <li>4. Guru meminta siswa untuk fokus pada gambar.</li> <li>5. Guru meminta seluruh siswa untuk menulis kosakata yang sesuai dengan gambar yang diberikan.</li> <li>6. Guru meminta siswa untuk membuat kalimat yang sesuai dengan gambar masing-masing dan menulisnya di papan tulis.</li> <li>7. Guru meminta setia pasangan untuk mendescripsikan gambarnya masing-masing.</li> <li>8. Guru memberikan penilaian dan kesimpulan mengenai materi.</li> </ol> <p>d. Creativity</p> <p>Guru menunjukan suatu gambar dan murid menjelaskan gambar tersebut melalui pertanyaan terkait gambar. Kemudian guru dan murid membuat kesimpulan tentang hal-hal yang telah dipelajari.</p>	<p>c. Collaboration</p> <ol style="list-style-type: none"> <li>1. Siswa memperhatikan kosa kata yang diberikan oleh guru.</li> <li>2. Siswa menulis dan mengingat kosa kata yang telah diberikan oleh guru.</li> <li>3. siswa memperhatikan gambar yang akan disiapkan oleh guru.</li> <li>4. Siwa fokus pada gambar yang diberikan oleh guru.</li> <li>5. Siswa menulis kosa kata yang sesuai dengan gambar.</li> <li>6. Siswa membuat kalimat yang sesuai dengan gamabar masing dan menulisnya dipapan tulis.</li> <li>7. Siswa disetiap pasangan mendescripsikan gambarnya masing-masing.</li> <li>8. Siswa mendengarkan kritik dan kesipulan dari guru.</li> </ol> <p>d. Siswa melihat gambar yang ditunjukkan oleh guru dan menjawab pertanyaan guru melalui gambar tersebut.</p>
3	<p style="text-align: center;"><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>a. Peserta didik dan guru merefleksi kegiatan pembelajaran.</li> <li>b. Peserta didik dart guru menarik kesimpulan dari hasil kegiatan Pembelajaran.</li> <li>c. Guru Memberikar penghargaan (misalnya Pujian atau bentuk penghargaan lain yang Relevan kepada kclompok yang kinerjanya baik).</li> <li>d. Menugaskan Peserta didik untuk terus mencari informasi dimana saja yang berkaitan dengan materi/pelajaran yang sedang atau yang akan pelajari.</li> <li>e. Guru menyampaikan materi pembelajaran berikutnya.</li> <li>f. Guru menutup kegiatan pembelajaran dengan mengucapkan salam dan doa.</li> </ol>	

**E. Penilaian**

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument
1	Grammar	Tes lisan	Speaking test
2	Vocabulary		
3	Comprehension		
4	Fluency		
5	Pronunciation		
6	Test		

#### F. Question (Test)

Describing Pictures

Instruction: You need to work in pairs, look at the picture and explain what do you think they are doing? Where does it take place? Why do you think so? Discuss with your friend and presented in the class, the teacher and the other pairs will be listened.

#### G. Pedoman penilaian

a. Kategori skor

1. 0% -20% (Very low)
2. 21% - 40% (Low )
3. 41% - 60% (Enough)
4. 61% - 80% (Good)
5. 81% - 100% (Very good)

b. Jumlah skor maksimal = 100

c. Nilai maksimal= 100

d. Nilai siswa=  $\frac{\text{skor perolehan}}{\text{Skor maksimal}} \times 100$

e. Menghitung nilai rata-rata siswa

$$M = \frac{\sum Fx}{N} \times 100\%$$

Explanation:

M : The mean score of students

$\sum Fx$  : The total score

N : The number of the students

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NIM. 17 203 00105



## **APPENDIX V**

**MAS Syahbuddin Mustafa Nauli Padang Lawas Utara**

### **DESCRIBING PICTURES TEST**

Subject : Bahasa Inggris

Class : X

Time Allocation : 45 Menit

Cycle/ Pertemuan : I/II

**Note:** Jawaban dari test ini tidak akan berpengaruh pada nilai siswa dari guru.

1. Look at the picture.
  - a. What do you think they are doing?
  - b. Where does it take place?
  - c. Why do you think so?

**Good Luck**

Validator

Melinda Puspita Sari,S.Pd.  
NIP.

Researcher

Mustafa Fadli Perkasyah  
NIM. 17 203 00105

## **APPENDIX VI**

**MAS Syahbuddin Mustafa Nauli Padang Lawas Utara**

### **DESCRIBING PICTURES TEST**

Subject : Bahasa Inggris

Class : X

Time Allocation : 45 Menit

Cycle/ Pertemuan : II/II

**Note:** Jawaban dari test ini tidak akan berpengaruh pada nilai siswa dari guru.

2. Look at the picture.

- d. What do you think they are doing?
- e. Where does it take place?
- f. Why do you think so?

**Good Luck**

Validator

Researcher

Melinda Puspita Sari,S.Pd.

Mustafa Fadli Perkasyah

NIP.

NIM. 17 203

00105

## APPENDIX VII

### Observation Sheet of Students` Activities

Subject : English (Describing pictue)

Class : X MAS Syahbuddin Mustafa Nauli

Hari/ Tanggal : Jumat/21 Januari 2022

Cycle/ Pertemuan : I/I

No	Activities	Problems
1.	Teacher explained the matery	There were some students noisy
2.	Teacher asked the students to focus on pictures.	There were 5 students did not ready to study
3.	Teacher divided the students into pairs	Every students followed the teachers` instruction
4.	Teacher operated all members of pairs to write the vocabularies that given while explanation.	There were 5 students did not have pens
5.	Teacher asked every group to write sentences.	There were 7 did not write the sentences
6.	Teacher asked every group to describe their picture.	There were 8 students did not confidence to speak
7.	Teacher gave clarification and conclude the matery.	There were 6 students could not produce the word directly while teacher asked them

## Observation Sheet of Students` Activities

Subject : English (Describing pictue)

Class : X MAS Syahbuddin Mustafa Nauli

Hari/ Tanggal : Jumat/21 Januari 2022

Cycle/ Pertemuan : I/II

No	Activities	Problems
1.	Teacher explained the matery	There were 4 students noisy
2.	Teacher asked the students to focus on pictures.	There were 3 students did not ready to study
3.	Teacher divided the students into pairs	Every students followed the teachers` instruction
4.	Teacher operated all members of pairs to write the vocabularies that given while explanation.	There were 4 students did not have pens
5.	Teacher asked every group to write sentences.	There were 5 did not write the sentences
6.	Teacher asked every group to describe their picture.	There were 5 students did not confidence to speak
7.	Teacher gave clarification and conclude the matery.	There were 4 students could not produce the word directly while teacher asked them

## Observation Sheet of Students` Activities

Subject : English (Describing pictue)

Class : X MAS Syahbuddin Mustafa Nauli

Hari/ Tanggal : Jumat/21 Januari 2022

Cycle/ Pertemuan : II/I

No	Activities	Problems
1.	Teacher explained the matery	There were 3 student noisy
2.	Teacher asked the students to focus on pictures.	There were 4 students did not ready to study
3.	Teacher divided the students into pairs	Every students followed the teachers` instruction
4.	Teacher operated all members of pairs to write the vocabularies that given while explanation.	There were 3 student did not have pens
5.	Teacher asked every group to write sentences.	There were 5 did not write the sentences
6.	Teacher asked every group to describe their picture.	There were 4 students did not confidence to speak
7.	Teacher gave clarification and conclude the matery.	There were 4 students could not produce the word directly while teacher asked them

## APPENDIX

### Observation Sheet of Students` Activities

Subject : English (Describing pictue)

Class : X MAS Syahbuddin Mustafa Nauli

Hari/ Tanggal : Jumat/21 Januari 2022

Cycle/ Pertemuan : II/II

No	Activities	Problems
1.	Teacher explained the matery	There were 1 students noisy
2.	Teacher asked the students to focus on pictures.	There were 1 students did not ready to study
3.	Teacher divided the students into pairs	Every students followed the teachers` instruction
4.	Teacher operated all members of pairs to write the vocabularies that given while explanation.	All the students followed the teachers` instruction.
5.	Teacher asked every group to write sentences.	All the students followed the teachers` instruction.
6.	Teacher asked every group to describe their picture.	There were 1 students did not confidence to speak
7.	Teacher gave clarification and conclude the matery.	There were 1 students could not produce the word directly while teacher asked them



## APPENDIX VIII

### Observation Sheet of Teacher Activities

Subject : English (Describing picture)  
Class : X MAS Syahbuddin Mustafa Nauli  
Hari/ Tanggal : Jum`at/ 21 Januari 2022  
Cycle/Pertemuan : I/I

No.	Activities	Checklist		Notes
		Yes	No	
1.	Teacher comes on time.	√		Teacher came at 07.40 WIB
2.	Teacher gives greeting.	√		Teacher gave greeting before starting the learning process
3.	Teacher checks students` attendance list.	√		Teacher take attendance list in the pre-teaching
4.	Teacher prepares the learning material based on the topic.	√		Teacher prepared material well
5.	Teacher asks students to focussed on the materi.	√		Teacher make the students interest so, the students can focus to materi
6.	Teacher explain materi well.	√		Teacher explain materi well and understandable
7.	Teacher operates all members in pairs to write sentence.	√		Teacher operated the pairs well
8.	Teacher manages the students to make the sentences.	√		Teacher menaged the students to made sentence
9.	Teacher asks the students to describe the picture in front of the class.	√		Teacher asked students to describe the picture well and enjoyable
10.	Teacher gives clarification and conclusion.	√		Teacher did it in the post-teaching

(Adopted From: Dian Mayang Sari)



### Observation Sheet of Teacher Activities

Subject : English (Describing picture)  
 Class : X MAS Syahbuddin Mustafa Nauli  
 Hari/ Tanggal : Jum`at/28 Januari 2022  
 Cycle/Pertemuan : I/II

No.	Activities	Checklist		Notes
		Yes	No	
1.	Teacher comes on time.	√		Teacher came 07.40 WIB
2.	Teacher gives greeting.	√		Teacher always give greeting
3.	Teacher checks students` attendance list.	√		Teacher checked attendance list in pre-teaching
4.	Teacher prepare the learning material based on the topic.	√		Teacher prepared all material needed
5.	Teacher asks students to focussed on the materi.	√		Teacher taking the students focus in during the class
6.	Teacher explain materi well.	√		Teacher explained the materi well
7.	Teacher operates all members in group to write sentence.	√		Teacher operated all the members in group to write sentenve
8.	Teacher manages the students to make the sentences.	√		Teacher managed the students well
9.	Teacher asks the students to describes the picture in front of the class.	√		Teacher asked the students to describe their picture
10.	Teacher gives clarification and conclusion.	√		Teacher did it in the post-teaching

(Adopted From: Dian Mayang Sari)

### Observation Sheet of Teacher Activities

Subject : English (Describing picture)  
 Class : X MAS Syahbuddin Mustafa Nauli  
 Hari/ Tanggal : Jum`at/04 Februari 2022  
 Cycle/Pertemuan : II/I

No.	Activities	Checklist		Notes
		Yes	No	
1.	Teacher comes on time.	√		Teacher came 07.40 WIB
2.	Teacher gives greeting.	√		Teacher always give greeting
3.	Teacher checks students` attendance list.	√		Teacher checked attendance list in pre-teaching
4.	Teacher prepare the learning material based on the topic.	√		Teacher prepared all material needed
5.	Teacher asks students to focussed on the materi.	√		Teacher taking the students focus in during the class
6.	Teacher explain materi well.	√		Teacher explained the materi well
7.	Teacher operates all members in group to write sentence.	√		Teacher operated all the members in group to write sentenve
8.	Teacher manages the students to make the sentences.	√		Teacher managed the students well
9.	Teacher asks the students to describes the picture in front of the class.	√		Teacher asked the students to describe their picture
10.	Teacher gives clarification and conclusion.	√		Teacher did it in the post-teaching

(Adopted From: Dian Mayang Sari)

### Observation Sheet of Teacher Activities

Subject : English (Describing picture)  
 Class : X MAS Syahbuddin Mustafa Nauli  
 Hari/ Tanggal : Jum`at/ 11 Februari 2022  
 Cycle/Pertemuan : II/II

No.	Activities	Checklist		Notes
		Yes	No	
1.	Teacher comes on time.	√		Teacher came 07.40 WIB
2.	Teacher gives greeting.	√		Teacher always give greeting
3.	Teacher checks students` attendance list.	√		Teacher checked attendance list in pre-teaching
4.	Teacher prepare the learning material based on the topic.	√		Teacher prepared all material needed
5.	Teacher asks students to focussed on the materi.	√		Teacher taking the students focus in during the class
6.	Teacher explain materi well.	√		Teacher explained the materi well
7.	Teacher operates all members in group to write sentence.	√		Teacher operated all the members in group to write sentenve
8.	Teacher manages the students to make the sentences.	√		Teacher managed the students well
9.	Teacher asks the students to describes the picture in front of the class.	√		Teacher asked the students to describe their picture
10.	Teacher gives clarification and conclusion.	√		Teacher did it in the post-teaching

(Adopted From: Dian Mayang Sari)

**APPENDIX IX**

**Table 1**  
**Students` Speaking Score in Cycle I**

No.	Code	Speaking Score					Total Score	Final Score
		G	V	C	F	P		
1	AM	2	3	3	4	3	16	60
2	AS	3	4	4	3	3	17	68
3	AN	4	4	3	4	3	19	76
4	AP	4	4	3	2	2	15	60
5	AR	4	5	4	4	4	21	84
6	DA	3	3	3	3	3	15	60
7	DS	2	3	3	3	3	13	52
8	FS	2	3	3	3	3	14	56
9	HS	4	4	4	4	4	20	80
10	KN	3	3	4	3	3	13	52
11	LA	4	4	2	3	3	16	64
12	MA	2	3	4	4	4	17	68
13	MS	4	4	4	3	3	19	76
14	NK	2	3	2	2	2	11	44
15	NS	2	3	2	2	2	11	44
16	NM	3	3	3	2	3	14	56
17	NR	4	4	3	4	4	17	68
18	NT	2	3	3	2	3	13	52
19	NR	4	4	3	3	3	17	68
20	RD	3	3	3	3	3	15	60
21	RY	3	4	4	3	3	17	68
22	SI	4	4	4	4	4	20	80
23	SM	2	3	2	2	2	11	44
24	SR	4	4	3	4	4	19	76
25	SR	4	5	4	4	4	21	84
26	SA	4	4	4	3	4	19	76
27	TH	4	4	4	4	4	20	80
Mean		3,18	3,70	3,25	3,14	3,14	16,29	64,60
Percentage: 33,33%								

**Table 2**  
**Students` Speaking Score in Cycle II**

No.	Code	Speaking Score					Total Score	Final Score
		G	V	C	F	P		
1	AM	4	4	4	4	3	19	76
2	AS	4	5	4	5	3	21	84
3	AN	4	4	3	4	3	19	76
4	AP	4	4	3	3	3	17	68
5	AR	5	5	4	4	4	22	88
6	DA	3	5	4	4	3	19	76
7	DS	2	4	4	4	3	17	68
8	FS	3	5	5	3	3	19	76
9	HS	4	5	4	5	4	22	88
10	KN	3	4	4	4	4	19	76
11	LA	4	5	5	4	3	21	84
12	MA	3	5	4	4	4	20	80
13	MS	4	4	4	3	3	19	76
14	NK	3	4	4	4	4	19	76
15	NS	4	4	4	5	4	21	84
16	NM	3	3	3	3	3	15	60
17	NR	4	4	3	4	4	17	68
18	NT	3	4	4	4	3	18	72
19	NR	4	4	4	4	3	19	76
20	RD	3	4	4	3	3	17	68
21	RY	3	4	4	3	3	17	68
22	SI	4	4	4	4	4	20	80
23	SM	4	5	4	4	4	21	84
24	SR	4	4	4	4	4	20	80
25	SR	4	5	4	4	4	21	84
26	SA	4	5	5	4	4	22	88
27	TH	4	5	5	4	4	22	88
Mean		3,62	4,37	4,37	4,03	3,48	19,37	77,48
Percentage: 77,77%								

## DOCUMENTATIONS







## CURRICULUM VITAE



Name : Musthafa Fadli Perkasyah  
Place and Date of Birth : Parau Sorat, 29 December 1998  
Gender : Male  
Marital Status : Single  
Present Address : Aek Nauli jl. Padangsidimpuan km 30  
Mobile Phone No. : 0822 1720 5183  
Email : musthafafadli61@gmail.com  
Education : State Of Islamic Studies Padangsidempuan

### Formal Education

SCHOOL	YEAR
SD NEGERI 101910	2006-2011
MTS Darul Arafah	2012-2014
MA Darul Arafah	2015-2017
IAIN Padangsidimpuan	2017 Until Finish

### Parents` Name

a. Father : Drs. H. Soleman Siregar  
b. Mother : Derliana Hutasuhut