

THESIS

THE USE OF DESCRIBING PICTURE IN TEACHING

SPEAKING SKILL AT THE ELEVENTH GRADE STUDENTS OF MA AL

AMIRIYYAH BLOKAGUNG BANYUWANGI IN ACADEMIC YEAR OF

2019/2020



BY

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AND TEACHER TRAINING ISLAMIC INSTITUTE OF DARUSSALAM

BLOKAGUNG BANYUWANGI 2020

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2019/2020**

THESIS

Presented to the faculty of Education and Teacher Training in a Partial
Fulfillment of the Requirement for the degree of Strata 1 in English Education
Departement

BY

MEGA APRILYANA

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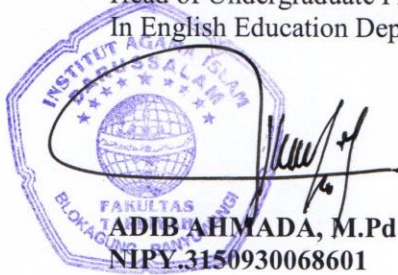
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APPROVAL SHEET

This is certifying that Sarjana's thesis of **MEGA APRILIYANA** has been approved by thesis advisor for further approval by the board of examiner.

Banyuwangi, 30th July 2020

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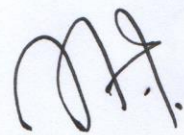
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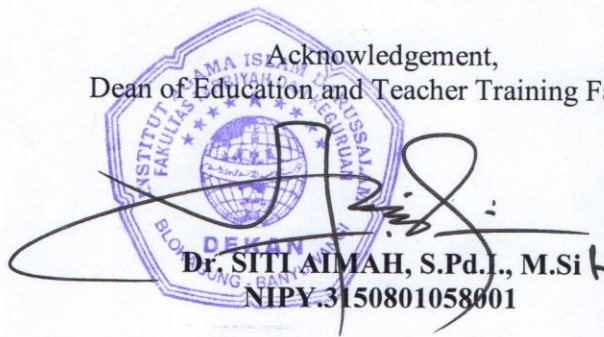
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MOTTO

*Life is nothing COINCIDENCE
But that was indeed the DESTINY that God gave*

~ Crash Landing on You ~

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

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Declare that:

1. This thesis has never submitted to any other tertiary education for any other academic degree.
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Blokagung, 25th July 2020



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ABSTRACT

Apriliyana, Mega. 2020. THE USE OF DESCRIBING PICTURE IN TEACHING SPEAKING SKILL AT THE ELEVENTH GRADE STUDENTS OF MA AL AMIRIYYAH BLOKAGUNG BANYUWANGI IN ACADEMIC YEAR OF 2019/2020

English Education Department, IAIDA Blokagung Advisor Zulfi Zumala Dwi Adriani, S.S, M.A.

Keywords: Speaking, Teaching Speaking, Describing Picture.

This study aims to determine the use of picture descriptions in teaching speaking English and to determine the progress of students' ability in speaking English after being taught using picture description media. The population of this research is the eleventh-grade students of religion two MA Al Amiriyyah Blokagung Banyuwangi. Describing pictures can motivate students to learn English and can also help teachers to make students interested and comfortable in learning, especially in speaking, according to Kidler and Huebner, "As a learning medium, pictures can help teachers to make students interested and comfortable learning. especially English. What's more, pictures can present real situations". It is expected that students can improve their speaking skills. Also, describing pictures can be used to stimulate their imagination and motivation to learn English, especially in speaking skills. This study uses the Qualitative method. Data collection techniques using observation, interviews, and documentation.

ABSTRACT

Apriliyana, Mega. 2020. THE USE OF DESCRIBING PICTURE IN TEACHING SPEAKING SKILL AT THE ELEVENTH GRADE STUDENTS OF MA AL AMIRIYYAH BLOKAGUNG BANYUWANGI IN ACADEMIC YEAR OF 2019/2020

English Education Department, IAIDA Blokagung pembimbing Zulfi Zumala Dwi Andriani, S.S, M.A.

Keywords: Speaking, Teaching Speaking, Describing Picture.

Penelitian ini bertujuan untuk mengetahui penggunaan pendeskripsian gambar dalam pengajaran berbicara bahasa Inggris dan untuk mengetahui kemajuan kemampuan siswa dalam berbicara bahasa Inggris setelah diajarkan menggunakan media pendeskripsian gambar. Populasi penelitian ini adalah siswa kelas sebelas agama dua MA Al Amiriyyah Blokagung Banyuwangi. Pendeskripsian gambar dapat memotifasi siswa untuk belajar bahasa Inggris dan juga dapat membantu guru untuk membuat siswa tertarik dan nyaman untuk belajar, terutama dalam berbicara, Menurut Kidler dan Huebner, "Sebagai media pembelajaran, gambar dapat membantu guru untuk membuat siswa tertarik dan nyaman untuk belajar, terutama bahasa Inggris. Terlebih lagi, gambar dapat menyajikan situasi yang nyata". Ini diharapkan bahwa siswa dapat meningkatkan kemampuan berbicara mereka. Serta, Pendeskripsian gambar dapat digunakan untuk merangsang imajinasi dan motifasi mereka untuk belajar bahasa Inggris, terutama dalam kemampuan berbicara.. Penelitian ini menggunakan metode Qualitative. Teknik pengumpulan data dengan cara observasi, wawancara dan dokumentasi.

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I hope on this occasion can give blessing to the word education. To enhance this thesis, I warmly welcome any criticism and suggestions. May my god bless those mentioned above for all their sacrifices and their valuable and beneficial efforts to be successful in the next life. Aamiin

Blokagung, 25th July 2020
The Writer

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CHAPTER I

INTRODUCTION

A. Background of the Research

Speaking in English is very important for students to be able to improve their knowledge and communicative skills. According to Chaney, speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. (Chaney, A., & Burke, T. (1998: 13). Teaching Oral Communication in Grades K-8. Boston: Allyn and Bacon). While another expert, Theodore Huebner said "Language is essentially speech, and speech is communication by sounds". According to him, speaking is a skill used by someone in daily life communication whether at school or outside. The skill is acquired by many repetitions; it primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages (Huebner, Audio Visual Technique in Teaching Foreign Language, 1990: 5)

In learning English, students need to master four language skills. Namely listening, speaking, reading, and writing. Listening and reading skills are considered receptive skills while speaking and writing skills are considered productive skills. All of the four skills are considered important. But of the four skills, speaking is something more important than the others. The success of someone can see from the ability of how smooth a person can carry out conversations fluently, in the process of speaking involving the creation,

reception, and processing of information. Speaking is very important because we can master the skills of speaking, we can have conversations with others, exchange ideas, and exchange information.

In improving speaking, students can finish by learning many strategies, such as cooperative activities, role play, creative tasks, drilling, and describing pictures. All the strategies above, it can help students to active learning in the classroom. That way students can find out the level of difficulty they experience. Researcher found that speaking English was learning a foreign language that was difficult to learn for listeners who were beginners. Having speaking skills is not as easy as imagined. Many people are good at writing, but when asked to convey their writing in oral form the results are not so good. And vice versa, many people can speak well, but encounter obstacles when asked to write their ideas. In line with this, Arsjad and Mukti (1993: 1) argue that sometimes the subject matter delivered by someone is quite interesting, but because the presentation is less interesting, the results are less satisfying. Therefore, speaking skills need to be continuously trained. Tarigan (1998: 43) states that speaking skills are mechanistic skills. The more practice of speaking the more mastered the speaking skills. The notion that anyone can speak by themselves has led to the development of speaking skills is often ignored. This is the reason why speaking is difficult for students. This problem also arises with eleventh-grade students of religion two of Ma Al Amiriyah Blokagung Banyuwangi in academic years 2019/2020.

In the process of learning to speak, the eleventh-grade students of religion two of MA Al Amiriyah

Blokagung Banyuwangi often encounter several problems. The problem that is often found is native language causes difficulty using foreign languages. Another reason is the lack of motivation to practice a second language, especially English in conversation. They lack confidence when the teacher tells them to speak English in front of the class. They are also too shy and afraid to take part in the conversation. According to Horwitz (1986: 125), some learners may claim to have a mental block against anxiety when they come to learn to speak a second or foreign language. It makes students have less confidence, stress, and nervousness that impede their learning process. The psychological factors should be identified early before reducing and controlling them to cope with the mental block. Many factors can cause problems for students. Regarding interesting material and media, including teaching techniques to speak in English and many techniques that can be applied to teach speaking including describing pictures.

It can understand that most of the students were still difficult to achieve the minimal mastery level criterion or *Kriteria Ketuntasan Minimal (KKM)* for English subjects, which was determined by the school that is 75 (seventy-five).

From the observations, it can be proven that the eleventh-grade students of Religion MA Al Amiriyyah Blokagung Banyuwangi are still less confident in speaking English. It can be seen when the teacher asks to speak in front of the class the students still feel scared and ashamed because students still have difficulty in speaking English, lack of words they know, and lack of openness in daily life. Therefore, the teacher uses description pictures to make it easier for students to improve speaking in English.

The researcher chose to describe pictures in this study because pictures are a good visual tool for learning in class and can attract students to pay more attention. According to Huebner (1990, p.37), "A picture, one of the visual aids, is every type of pictorial presentation." And according to Kidler (1992:1), "As a media pictures can help the teacher to make the students interested and enjoy learning especially English. Moreover, pictures can present the real situation". Pictures can be designed and used in teaching material in expressing personal identity text. The media will facilitate the capture of students or teachers to master the material presented. So, that way students can practice fluently using a pronunciation that he can explain in front of the class using pictures.

In the learning process, a teacher must be able to direct his students and think more creatively in a comfortable learning process. It can be applied using pictures. This process is effective, so researchers in research can implement student speaking. Using the strategy of describing pictures is one alternative technique that can easily be given to students. Students can learn with more enthusiasm and creativity, especially in class eleventh grade students of religion two of MA Al Amiriyyah Blokagung Banyuwangi.

From the various descriptions above, researchers are interested in conducting a study titled "THE USE OF DESCRIBING PICTURE IN TEACHING SPEAKING SKILL AT THE ELEVENTH GRADE STUDENTS OF RELIGION TWO OF MA AL AMIRIYYAH BLOKAGUNG BANYUWANGI N ACADEMIC YEARS 2019/2020". The researcher writes this thesis because of being inspired and supported by some thesis, such as The first research was conducted by Yulis Megawati (054100126), under the title

Using Pictures in Teaching Writing Descriptive Text a Case of the Eighth Grade Students of SMP Islam Sudirman Banyubiru in the Academic Year 2008/2009'. The second research was conducted by Inta Aula Asfa (063411061), under the title is The Effectiveness Of Using Describing Picture To Improve Students' Speaking Skill In Descriptive Text At The Eighth Grade Students Of SMP H. Isriati Semarang In The Academic Year 2010/2011. The third research was conducted by Ai Dewi Prihastuti (109060240), under the title, Teaching Speaking Procedure Text Using Picture to Improve Speaking Ability at the Ninth Grade Students of SMP PGRI Kedawung Cirebon in the Academic years 2016/2017.

B. Research Question

The study formulates the research question as follows:

“How to use of describing a picture in teaching speaking skill at the eleventh-grade students of religion two of Ma Al Amiriyyah Blokagung Banyuwangi in academic years 2019/2020?”

C. Research Objective

Based on the above research questions, the research is aimed at:

“To know the use of describing a picture in teaching speaking skill at the eleventh-grade students of religion two of Ma Al Amiriyyah Blokagung Banyuwangi in academic years 2019/2020?”

D. Scope and Limitation of the Research

Researcher understand this research to learn about the use of pictures in teaching to speak. In research, the researcher is also prohibited from displaying a picture using visual media. For visual media using a projector and printed paper in the form of a picture education model. This research is observational research and its population is in class eleventh grade students of religion two of Ma Al Amiriyyah Blokagung Banyuwangi in academic years 2019/2020.

E. Significance of Research

1. Theoretically

In this study, the Researcher found effective teaching, by describing pictures that can be showing student motivation to improve the speaking skills of eleventh-grade students of religion two of Ma Al Amiriyyah Blokagung Banyuwangi in the academic year 2019/2020.

2. Practically

a. For the Teachers

As an additional reference that might be useful for teachers, this technique is a good strategy, and by using media that can be interesting in the teaching and learning process.

b. For the Students

In this study, it is hoped that it can motivate students to learn English and can stimulate students to imagine especially being able to improve their speaking skills, especially in eleventh-grade students of

religion two of Ma Al Amiriyyah Blokagung Banyuwangi in academic year 2019/2020.

c. For the Researcher

In this study, to increase knowledge about learning, especially this method in improving students' speaking skills.

d. For the Next Researcher

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

F. Definition of Key Terms

There are some terms in this study that should be defined as clear as possible to avoid misunderstanding. The terms are:

1. Speaking

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

2. Teaching Speaking

Speaking is one aspect of language skills and is also the target of Indonesian language learning. Speaking skills can be improved if supported

by other language skills, such as listening, reading, and writing. This speaking skill is a very important position in teaching and learning activities.

The importance of speaking skills is not only for the teacher but also for students as students' subjects and objects. In everyday life, humans are required to speak skill fully. This is in line with the statement made by Suyoto (2003: 32) that someone skilled at speaking tends to dare to appear in society. He also tends to have the courage to appear as a leader in his group.

3. Describing Picture

Describing pictures is one of the activities in learning speaking English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell stories in speaking English.

G. Preview Study

This research is supported by some researches below:

There are three previous kinds of research related to this study. The first research was conducted by Yulis Megawati (054100126), student of English Education and Art Faculty IKIP PGRI Semarang under the title *Using Pictures in Teaching Writing Descriptive Text a Case of the Eighth Grade Students of SMP Islam Sudirman Banyubiru in the Academic Year 2008/2009*. The objectives of the study are to find out the students' ability and significances

between the students' ability in writing descriptive text who were taught using pictures and without using pictures. This study was experimental research. The numbers of students are 40 students. The experimental group consists of 20 students, and the control group consists of 20 students. The instrument used in this study was test consists of a set of pictures that contained 16 pictures. Based on the result of the study, it was suggested that by using pictures teachers could improve the students' ability that applying pictures in teaching writing the descriptive text was effective. In other words, the pictures give a possible contribution to improving writing skills. In this study, there are similarities with researchers, namely the objectives and results. The purpose of this study is both to see the ability of students to improve learning outcomes achieved by using pictures. The learning outcomes of using this method can improve students' abilities in the teaching and learning process, while the difference is in the method, the researcher uses the qualitative method, while in this study using experimental.

The second research was conducted by Inta Aula Asfa (063411061) student of the Faculty Of Tarbiyah Walisongo State Institute For Islamic Studies under the title is The Effectiveness Of Using Describing Picture To Improve Students' Speaking Skill In Descriptive Text At The Eighth Grade Students Of SMP H. Isriati Semarang In The Academic Year 2010/2011. The objectives of the study are to find how effective it is to describe images to improve students' speaking skills in descriptive texts. This study was experimental research. With the score obtained from the t-test. The t-test shows that the t-score of 4,348 is higher than the t-table of 2.01. This means that H_a

(alternative hypothesis) is accepted and H_0 (null hypothesis) is rejected. Because the t-score is higher than the t-table, there is a significant difference in achievement between students in class VIII A who are taught to speak in the descriptive text using describing pictures and students in class VIII B who are taught to speak in the descriptive text without using the technique of describing pictures (direct method). The mean score of the experimental group was 76.83 and the mean score of the control group was 67. This means that the experimental group (class VIII A) was better than the control group (class VIII C). Based on the research results it is suggested that the use of describing pictures in teaching speaking descriptive text is effective. In this study, there are similarities with researchers, namely the objectives and results. The purpose of this study is both to see the ability of students to improve learning outcomes achieved by using pictures. The learning outcomes of using this method can improve students' abilities in the teaching and learning process. The difference is in the method, the researcher uses the qualitative method, while in this study using the experimental.

The third research was conducted by Ai Dewi Prihastuti (109060240). Student of faculty English Education Department Cirebon, under the title Teaching, Speaking Procedure Text Using Picture to Improve Speaking Ability at the Ninth Grade Students of SMP PGRI Kedawung Cirebon. The objectives of the study are to find out the use of pictures effective in improving speaking ability in procedure text and to find the students' responses to the use of pictures in improving speaking ability in procedure text. This study was experimental research. The calculation of the t-test in post-test scores shows the experimental

group got a higher score, the t obtain 7.25 is higher than t critical 2.021, meaning that the null hypothesis is rejected. It means there a significant difference of means between the experimental group that was assigned a series of pictures and the control groups that were not. Based on the research results it is suggested that the use of pictures in improving speaking ability in procedure text is effective and responds the use picture in improving speaking ability good and makes the students enjoy when teaching speaking. In this study, there are similarities with researchers, namely the objectives and results. The purpose of this study is both to see the ability of students to improve learning outcomes achieved by using pictures. The learning outcomes of using this method can improve students' abilities in the teaching and learning process. The difference is in the method, the researcher uses the qualitative method, while in this study using the experimental.

CHAPTER II

REVIEW OF LITERATURE

A. Speaking

1. Definition of Speaking Skill

In *Webster New World Dictionary*, speaking is to utter words orally, talk; to communicate as by talking; to make a request; to make a speech.¹⁶ Skill is the ability to do something well. Speaking is a skill which deserves attention every bit as much as literary skill, in both first and second languages. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

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

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language.

Depending on the formality and importance of the speech situation (and their linguistic propensities), the learners may also attempt to monitor their output. In conversations and other interactive speech events, the speakers must attend to the feedback from their interlocutors and observe the rules of discourse used in the target culture. Phonological considerations add to the difficulty of the task, especially for adult learners, as speakers strive to achieve good pronunciation. The speed of such interaction is also an issue because there may not be adequate time for processing either outgoing speech or incoming messages at the typical rate of native-speaker interaction. All of these factors combine to make speaking in a second or foreign language a formidable task for language learners. Yet for many people, speaking is seen as the central skill. The desire to communicate with others, often face to face and in real-time, drives people to attempt to speak fluently and correctly. There is a dynamic tension caused by the competing needs for fluency and accuracy during the natural speech.

People can define speaking as a way to carry out our feeling through words, conversations with others. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life because without speaking they will be dumb and never know everybody means.

2. The Roles of the Teacher in Speaking Class

Speaking is a means to communicate with other people; it can be one in monologues or dialogues. So the role of speaking in human life is so important because humans can't live normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are most afraid to speak up. It is very difficult for teachers to make them speaking, the students are not only afraid to speak up but also they do not have much vocabulary to speak. So the teacher has an important role in encouraging students to speak.

The role of the teacher in the classroom can affect the success of the teaching and learning process. According to Diane in Ratna, the teacher facilitates communication in the classroom. In this role, one of the major responsibilities is to establish situations likely to promote communication. Teachers should play such different roles in teaching speaking. Harmer states the roles as follow:

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

- b. Participant: Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussions or role-play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.
- c. Feedback provider: When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, a helpful and gentle correction may get students out of the mistakes or errors they have made.

3. The Importance of Speaking

In learning English, speaking is important to support students' ability to use the language. As one of the language skills, speaking has given an important contribution to human work. Important speaking can be seen in people's daily activities and business activities. Speaking is an interactive task and it happens under real-time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. As a skill that enables people to produce utterances, when

genuinely communicative, speaking is desire (and purpose-driven), in other words, they genuinely want to communicate something to achieve a particular end.

B. Teaching Speaking

1. Description of Teaching Speaking

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

- a. Language as a means of communication is used to express meaning grammatically.
- b. Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language.

Speaking is an interactive task and it happens under real-time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

Effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meanings that are intended.

One of the reasons for including speaking activities in language lessons is to help students familiar with oral use of language in English

conversation. Speaking activities provide exercise opportunities in real-life speaking in the safety classroom.

2. Models of Teaching Speaking

The average person who wants to learn the English language, most certainly they have the same reason. It is can speak English. So, they learn the English language to try speaking English. Usually, failure to learn speaking causes bore situations in the class, unattractive, less fun, and silent in the class. There are many models of learning speaking. According to M. Solahudin in *Kiat-Kiat Praktis Belajar Speaking*, there are some models of learning speaking as follows:

a. Main class and study club

It is better for meeting with the teacher in the class twice a day. The first meeting is called the main class and the second meeting is called a study club. The main class is meeting with the teacher, that the teacher as students' advisor in the class. The teacher has an important character in the class. All activities in the class depending on the teacher. A study club is a group of learning, it held to repeat the material study in the class by senior. Because the senior is not a teacher, so the students more enjoy making questions and practices speaking with the senior. Activities in the study club are not different from the main class, because the reason for the study is to explain material learning.

1. Conversation on the way

Conversation on the way is one of the activities in speaking class. The function is to bore disappear in the class. They can share their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable.

2. Discussion group

The discussion group is one of the activities in the speaking class. Discussion in speaking is a program only talking about an easy topic. Because this discussion just to train the students to speak English. The purpose of the discussion is to train the students to speak English more clearly.

3. Describing picture

Describing pictures is one of the activities in teaching speaking English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell stories in speaking English.

Those are models that Solahudin offers to use in speaking class, and as the title of this research, the researcher chooses the last model. The researcher thinks that describing pictures is suitable to improve students speaking skills in descriptive text because the purposes of these activities are to train students' imagination and describe something in speaking English. Usually, students can't speak anything because they have not the idea. The researcher hopes that pictures can help students to speak English because students will be easier to say when they see them.

The writer will make this activity more attractive and make students get enjoyable in the class.

3. Describing Picture in Language Learning

a. General Concept of Describing Pictures

In *Webster New World Dictionary*, describe is to say what somebody or something is like. Describing pictures is one of the activities in learning speaking English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell stories in speaking English.

This method is to make students easier to describe something and make the learner process more enjoyable.

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

b. Types of Pictures

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

1. Flashcard

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

2. Large wall picture

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

3. Cue card

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

4. Photograph or illustration

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

5. Projected slide

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

c. Kinds of Picture Game

There are various types of games. Broadly, they involve: comparing and contrasting pictures; considering differences or similarities; considering the possible relationship between pictures,

such as narrative sequence; describing key features so that someone else may identify them or similarly represent them. Most of the games involve the learners in the relatively free use of all the language at their command. There are games and variations here for all levels of proficiency.

1. Predicting Pictures

Language	Future with <i>going to</i> . Exclamations of pleasure (e.g. what a pity)
Skills	Listening and speaking
Control	Guided
Level	Beginners/ intermediate
Time	10-15 minutes
Materials	Magazine or catalog pictures, pieces of card.

Preparation:

Collects 15-20 pictures of objects from catalog or magazine. Alternatively, you may picture them. The pictures from happy twins´ (game 3) may be used. Mount your pictures on pieces of card which are all the same size. Procedure:

Class, group, or pair work.

The learners should first familiarize themselves with the pictures on the cards. Then mix all the pictures and lay them in a

pile, face down. Players take it in turns to try to predict the next picture: if they are right they take it and if they are wrong they place it at the bottom of the pack, e.g.

Learner 1: It's going to be a typewriter. No! What a pity! (What a shame!) (puts it underneath the pack)

Learner 2: It's going to be a kettle. Yes, it's mine! Marvelous!

2. Describe and Identify the Picture

Language	Describing details of the picture
Skills	Listening and speaking
Control	Free
Level	Intermediate/advanced
Time	15-20 minutes
Materials	Pictures and drawing

Preparation:

Either teacher needs one picture with a lot of detail in it: for example, the famous Bruegel painting which shows children playing 60 different games would be ideal! Or you need a collection of pictures which might be, for example, a page of comic strip pictures. You, or one of your students, could draw about 20 small drawings on one piece of paper. Procedure: Pair work,

One learner thinks of one detail and then describes it so that his/her partner can identify it by pointing to or marking the picture.

Those are kinds of games that Andrew offers to make the teacher teaching more comfortable. The researcher chooses the second game to make describing pictures more attractive. So, the researcher thinks that describing pictures can help the students to gain self-confidence in speaking English especially to practice describing things in descriptive text. Correlation with the point of this study; that is students speaking skill improvement especially in descriptive text, and will give a significant contribution to student improvement in speaking especially in descriptive text. Then the researcher wants to find the effectiveness of using describing pictures to improve students speaking skills in descriptive text.

d. The function of Using Pictures in Language Learning

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

1. The use of pictures in teaching speaking

The teacher is the most important factor in teaching-learning, especially in English subject. He or she must have the ability to make an interesting class. The picture is one of the

teaching media that can make the students enjoy the lesson. Ideally, each classroom should have a file of pictures which can be used not only to illustrate the aspect of socio-cultural topics, but also gives interesting, meaningful, easy to prepare, and easy to organize.

2. The advantages of using pictures in teaching speaking

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

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

- a. Pictures are inexpensive and widely available. The teacher can find pictures easily, for example in books, magazines, and newspapers, etc.
- b. Pictures provide common experiences for an entire group of students. It means by using pictures, the teacher can involve all of the students in his or her class.
- c. Pictures can help prevent misunderstanding. It means by using pictures, the teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between student perception and teacher perception.
- d. Pictures help the students to focus attention on the subject and make students active.

4. Describing Picture to Teach Speaking

The functions of describing pictures are to practice describing things and using the preposition of position, to practice listening and speaking to direction, to train student imagination, and retell the story in speaking English.

a. The benefits of using describing picture Pictures are all right for beginners and for the young learner. There are many benefits of describing pictures in a teaching process, they are:

- 1) Learning becomes more interactive
- 2) The length of time required can be reduced
- 3) The instruction be more interesting
- 4) The quality of learning can be improved
- 5) The positive attitude of students toward what they are learning and the process it' self can be enhanced.

b. The weakness of using describing pictures

- 1) A teacher needs extra time to prepare pictures
- 2) A teacher should give handout the photocopied pictures to the students

c. The procedures for describing a picture

The study is doing something. The study can be maximum if students more of using the five senses because they can more attractive to express something with their five senses. Describing picture is a method that very easy to play it. This method is very suitable for students in Junior High School. If the students are given describing

pictures, they used their five senses more maximum, because they used eyes to see the picture, used ears to listen to what their partner said, used mouth to describe the picture. So, the researcher hopes with using describing pictures, students more active in the class. There are steps of application in describing picture according to Ismail in Strategi Pembelajaran Agama Islam Berbasis Paikem as follows:

- 1) The teacher prepares a picture according to the topic or material of the subject.
- 2) The teacher asks students to examine the picture accuracy
- 3) The teacher divides students into groups.
- 4) The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture (necessary limitation of the time).
- 5) Then, every group makes sentences and writes on the blackboard.
- 6) After that, every group describes their picture.
- 7) Clarification/ conclusion/ teacher reflection.

This is an example of a strategy or method that can use as an individual or collaboration with the other strategy based on the necessity.

The researcher hopes to describe pictures to be successful. So, the researcher must prepare preparations used in this technique. And the researcher also prepares the procedures to give regulations to the students, so that students can be understood with the

researcher hope. There are preparations and procedures used in describing pictures.

1. Preparation: If want this technique more comfortable, must prepare the material that used in drawing picture technique before giving this technique to students. And there are some preparations: Select from magazines, the internet, books, any pictures which show several different objects, the objects should be clear in shape and the pictures should preferably. It is amusing if the objects are bizarre in some way-but this is not essential. Alternatively, the language can be limited if the original is a simple line drawing or the language may be specialized if the original is a technical diagram.
2. Procedures: There are some procedures of describing the picture to teach speaking especially in descriptive text, they are:
 - a. Let the class work in pairs.
 - b. Give each pair two different pictures. Tell them not to look at each other's pictures.
 - c. Ask A to describe his or her picture, and ask B to draw it. Ask B to do the same as what A does after B has finished drawing.
 - d. Have them compare their picture with the original.
3. The example of describing picture Learner
 - a. There is a square table in the picture. It is in the middle of the picture.
 - b. Learner 2: About here?

- c. Learner 3: Yes...well, a little further down.
- d. Learner 4: It is like that?
- e. Learner 5: No, no quite the legs are too long. When the artist and his patron have done as much as they can, the original and the copy should be compared, e.g. Learner 2: Oh, the table legs are too long! Learner 1: I told you they were. But you wouldn't change them! These are the preparations and procedures for describing the picture. Although this method can make students crowded, the researcher hopes this technique make students more active and no bored in the class. And the researcher hope describing picture can be successful in Junior High School and useful to the students.

5. Good Picture Criteria

To make effective use of pictures in the classroom, and to make the optimal teaching and learning process, the teacher needs to know the criteria for choosing and using pictures as visual aids in the teaching language. Several criteria must be considered by teachers.

Finocchiaro (1996, p.137) says that four criteria guide teachers in choosing pictures in teaching;

1. Pictures must be large enough to be seen by all students
2. Pictures of individual objects or people should be as simple as possible.
3. Some of them must contain colors for later use when color adjectives are presented.

4. Pictures should not have text.

Wright (2004) also states that when English teachers use or choose pictures, they must consider several criteria as considerations in using pictures in the teaching and learning process; there are five criteria in choosing pictures in the teaching and learning process, such as:

1. Pictures must be easy to prepare
2. Pictures must be easily arranged
3. Pictures must be attractive to students
4. The language and the way the teacher want students to use the media will be authentic and meaningful for the activity.
5. The activity must bring up many languages.

From the description above, it can be seen that when teachers want to use pictures in their teaching and learning activities, pictures must be large enough to be seen, must be as simple as possible, contain colors to use adjectives of color, and should not have text. Pictures must also be easily prepared and arranged, attractive to students must be authentic and meaningful to the activity, and must bring up an adequate number of languages. Last but not least, there are some points for teachers who will choose and use pictures in their teaching process; choose pictures that fit the grammatical structure and vocabulary items, consider the size and clarity of the pictures and choose pictures that are eye-catching and have entertainment value.

6. The Function of Using Pictures in Language Learning

The teacher is the most important factor in teaching-learning, especially in English subjects. He must have the ability to make interesting classes. For this reason, using various sources and learning methods is important.

The picture is one of the teaching media for teachers in creating a pleasant learning space. This is one way to explain real situations and very simple visual aids that can be taken from newspapers, magazines, the internet, books, etc.

In teaching speaking skills, there are several principles that must be considered by the teacher. One important principle is to provide something for students that will encourage or stimulate them to speak, such as offering visual stimulation in the form of a series of pictures used in teaching speaking. Ideally, each class must have a picture file that can be used not only to describe aspects of a socio-cultural topic, but also to provide an interesting, easily prepared, and easily arranged situation (Arsyad, 2009).

7. Advantages and Disadvantages of Using Pictures

a. The advantage

Pictures are an excellent medium for creating interesting teaching and living-learning processes. They provide a variety of fun and games, furthermore, may offer parallel opportunities both for teacher-students and students ' interactions.

Gerlach and Elly (1980, p.277) state that the benefits of using pictures as follows:

1. Cheap and widely available pictures.

The teacher can find pictures easily, for example in books, magazines, and newspapers, etc.

2. Pictures provide a common experience for the whole group of students.

This means that by using pictures, the teacher can involve all students in his class.

3. Pictures can help prevent misunderstandings.

This means that by using pictures, the teacher can explain new vocabulary to students easily. Therefore, it prevents misunderstandings between students' perceptions and teachers' perceptions.

4. Pictures help students to focus attention on the subject and make students active.

Pictures can also be used to present words meanings so students get meaning easily, pictures will make work more interesting or interesting, for students, in particular, pictures can make them predict what the next lesson is and the final picture can stimulate questions for students to discuss. Celce-Murcia & Hilles (1998) also underline some of the advantages of using pictures, "picture or entertaining pictures motivating students to respond in more routine ways to teaching aids, such as textbooks or sentences

on the board, cannot. " The statement shows that the use of textbooks or blackboards and chalk for teachers is a common tool that can make students sometimes feel bored. Therefore, using different aids, such as pictures, can make students enthusiastic and motivate them in the teaching and learning process.

Pictures also add variety and make a high level of interest to students "interest. Besides, he also states that" pictures can be used in various ways to improve learning and practice, such as working in pairs or in groups. "They enable students to do activities that encourage them to be more active and brave in learning grammar by a partner or group work. Besides, Finocchiaro (1996) states that" pictures can also be used to play games, to illustrate stories, and to perform various other activities that are going to happen when you use hem ". Pictures can be used in playing games, to enhance stories and other activities such as to help teachers in presentations or sports.

According to Harmer (1998, p.182) states that "even in an increasingly technological age, there is a good value to be had from pictures of all shapes and sizes. Language teachers can use pictures as a medium for controlled language work as an alternative to holding objects This clearly shows that the use of pictures of all sizes and shapes can be used as an alternative to showing representations or tangible objects in the class For example if a teacher wants to show an elephant to students, it is not possible to

bring it in class We can use pictures as an alternative way to bring representations from elephants.

From this statement, it shows that the use of pictures can increase students 'interest in learning English and they are simpler and more realistic than students' objects of imagination. Furthermore, in teaching and learning English, pictures can play an important role because they have many contributions. Specifically, Wright (2004) states that pictures contribute to interests and motivation, sense of language context, and certain reference points or stimuli.

In conclusion, the picture provides several advantages for the teaching and learning process. One of them can attract students' motivation and interest to respond to the teacher's explanation in the teaching and learning process. Besides, the teacher can use your picture in various ways such as partner or group work, it allows students to be more active and communicative with their partners or groups.

b. The disadvantage

Pictures not only have advantages in some cases, but they also have some disadvantages as a medium in the teaching and learning process. One disadvantage is that unclear pictures will make students misunderstand what the pictures depict. "Pictures provide a lot of information at a glance, but when used to describe the meaning of the

ocular, they can be misleading" (Lado, 2003, p.194). For example, the picture of a trumpet with a cross around the mosque which means vehicles are not allowed to make sounds, many children still don't know the meaning of this picture.

Sudjana & Rivai (2001, p.75) have given several points that if the pictures are too small, they are difficult to make. Thus, students' attention and interest will be lost. That is, it is bad if the teacher shows small photos to students in front of the classroom. Each student will compete to see and make a fuss. Students will not give their attention anymore. However, thumbnails can still be used in pairs or small groups.

There are also other disadvantages of using pictures in teaching and learning processes, such as;

- a. Students pay attention to the picture more than the material being studied.
- b. It takes a lot of time and costs to provide an interesting picture.
- c. Small and unclear pictures can cause problems in the teaching and learning process because students might misunderstand about pictures.

Based on the points above, because of pictures, students cannot pay attention to material that must be important to learn than pictures that will make them pay more attention. Besides, the use of pictures as a medium for teaching and learning activities requires a lot of time and money. And finally, the picture size is important because small and unclear pictures are not suitable for large group students.

This can cause problems because students don't understand pictures. Besides, Sadiman (2007) provides another opinion about some drawbacks of the picture as follows:

- a. The pictures only focus on visual perception.
- b. Pictures that are too complicated are not effective in the teaching and learning process. Students don't know how to read pictures.
- c. Thumbnails are not suitable for large groups.

According to Sadiman (2007), students sometimes do not understand what the pictures depict. That's because the picture is too complete. Besides, the lack of color in some pictures will also limit the correct interpretation. Students don't always know how to read pictures. That the reasons above can create misunderstandings. Therefore, to avoid this problem and make effective use of pictures, the teacher must use clear, simple, and large pictures for students so that the teaching and learning process is more interesting.

8. The procedure of Picture Pictures

Picture a picture is a very easy method to play. Learning can be maximized if students use the five senses because they can be interesting to express something with their five senses. Five senses used by students in describing pictures; they use the eyes to see the picture, use the ears to listen to what their partner is saying, use the mouth to describe the picture.

Therefore, the authors hope that by using pictures that illustrate, students are more active in class and improve their speaking skills. There are several application steps in describing pictures according to Ismail (2008) as follows:

- a. The teacher prepares pictures according to the topic or lesson material.
- b. The teacher asks students to check the accuracy of the picture.
- c. The teacher divides students into groups.
- d. The teacher asks all group members to write vocabulary based on the results of the pictures they check
- e. Then, each group makes sentences and writes on the board.
- f. After that, each group illustrates their picture by speaking in front of the class.
- g. Clarification / conclusion / reflection of the implementer.

To be successful in teaching by using picture strategies, some preparation and procedures are needed to provide rules to students, so students can understand the rules of the activity. The preparations and procedures used in describing the pictures are as follows:

1. Preparation

The writer must prepare the material used in describing the picture strategy.

Preparation is: choose material from magazines, the internet, books, any picture that shows several different objects, the object must be shaped. It's funny if things are weird in some ways (Wright, 1983).

2. Procedure

There are several procedures describing pictures for teaching speaking specifically in descriptive text, they are:

3. Let the class work in pairs.
4. Give each pair two different pictures. Tell them not to look at each other's pictures.
5. Ask A to draw the picture, and ask B to draw it. Ask B to do the same thing as what A did after B finished the picture.
6. Ask them to compare their pictures with the original (Wright, 1983).

The preparation and procedures for describing this picture can make students more active and no one gets bored in class. Based on preparation and procedure, picture pictures is one useful and successful strategy for improving students' speaking abilities.

CHAPTER III

RESEARCH METHODOLOGY

A. Time and Setting

This research was conducted in the second semester of the academic year of 2019/2020. For about Observations and interviews were conducted from Thursday, 23 to Sunday 26 July 2020, and the Researcher collected interview data from Sunday, 26 July 2020 - Tuesday 28 July 2020.

B. The Subject of the Research

This study was conducted in MA AL Amiriyyah located at PP. Darussalam Blokagung Banyuwangi. The subjects of this study were the eleventh' grade students' of religion two of MA Al Amiriyyah Blokagung Banyuwangi in the academic years 2019/2020. This study was conducted in the second semester. To limitation of time, the researcher did not take all students as the subjects of the study but drew a sample.

1. Population

The population can be defined as a group to whom the researcher would like to generalize the result of the study. The population of the research was the eleventh' grade students of religion two of MA Al Amiriyyah Blokagung Banyuwangi. The number of students in one class is 32 students.

2. Sample

A sample is a group in a research study on which information is obtained. Because the population of the study is big and in other that students undisturbed, the researcher chooses the cluster random sampling in determining the sample of the study. This technique is similar to simple random sampling, but simple random sampling used individually selected, cluster random sampling used class selected. In it, the subjects were regarded that each of them has an equal chance to be chosen as the sample. This is an effective way of determining the sample of the study. Class XI Religion 2 was taken as the control class.

C. Research Design

In this research, the researcher will focus on speaking skills by describing pictures. Considering the purpose of the research and the nature of the problems, this research is a descriptive qualitative. Scientific research has to use methodology the method used is absorptive of the study and can be counted as scientific. The researcher uses observations, in-depth, open-ended interviews, and written documents to identify the effectiveness of using describing pictures to improve students' speaking skill in eleventh grade religion two of MA Al Amiriyyah in academic years 2019/2020. The subject of this research are students of 32 students.

1. Qualitative Research

The qualitative research method is a research method that is descriptive in nature, uses analysis, refers to data, uses existing theories as

supporting material, and produces a theory. Another opinion suggests that qualitative research is a type of social science research that collects and works with non-numerical data and which seeks to interpret the meaning of this data so that it can help us understand social life through the study of targeted populations or places. Qualitative research methods are subjective from the perspective of the participants in a descriptive manner so that the results cannot be generalized. In other words, this research method is more of a clear description of a problem following the facts in the field.

Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research. Qualitative research is the opposite of quantitative research, which involves collecting and analyzing numerical data for statistical analysis.

According to Lexy J. Moleong (2005: 6), a qualitative research method is research that intends to understand the phenomena experienced by research subjects. For example behavior, perception, motivation, action, etc., holistically, and by way of description in the form of words and language, in a specific natural context, and by utilizing various natural methods. According to Sugiyono (2009: 15), qualitative research methods are research used to investigate, discover, describe, and explain the quality or features of social influences that cannot be explained, measured, or described through a quantitative approach. According to Sugiyono (2009:

15), the definition of qualitative research is research based on the post-positivism philosophy, used to examine the conditions of natural objects, (as opposed to experiments) where the researcher is the key instrument, data source sampling is done purposively and snowball. , collection techniques by tri-accounting (combined), inductive or qualitative data analysis, and qualitative research results emphasize meaning rather than generalization.

2. Approaches to qualitative research

Qualitative research is used to understand how people experience the world. While there are many approaches to qualitative research, they tend to be flexible and focus on retaining rich meaning when interpreting data.

Common approaches include grounded theory, ethnography, action research, phenomenological research, and narrative research. They share some similarities but emphasize different aims and perspectives.

3. Qualitative research methods

Each of the research approaches involves using one or more data collection methods. These are some of the most common qualitative methods:

- a. Observations: recording what you have seen, heard, or encountered in detailed field notes.
- b. Interviews: personally asking people questions in one-on-one conversations.

- c. Focus groups: asking questions and generating discussion among a group of people.
- d. Surveys: distributing questionnaires with open-ended questions.
- e. Secondary research: collecting existing data in the form of texts, images, audio or video recordings, etc.

The qualitative researcher often considers themselves "instruments" in research because all observations, interpretations, and analyses are filtered through their lens.

4. Qualitative data analysis

Qualitative data can take the form of texts, photos, videos, and audio. For example, you might be working with interview transcripts, survey responses, field notes, or recordings from natural settings.

Most types of qualitative data analysis share the same five steps:

- a. Prepare and organize your data. This may mean transcribing interviews or typing up fieldnotes.
- b. Review and explore your data. Examine the data for patterns or repeated ideas that emerge.
- c. Develop a data coding system. Based on your initial ideas, establish a set of codes that you can apply to categorize your data.
- d. Assign codes to the data. For example, in qualitative survey analysis, this may mean going through each participant's responses and tagging them

with codes in a spreadsheet. As you go through your data, you can create new codes to add to your system if necessary.

- e. Identify recurring themes. Link codes together into cohesive, overarching themes.

There are several specific approaches to analyzing qualitative data. Although these methods share similar processes, they emphasize different concepts.

D. Methods of Data Collection and Analysis

1. Data Sources

Research data were collected from the results of interview transcripts, survey responses from interviews using describing pictures in teaching speaking skills, and documentation from interviews and research interviews.

2. Method of Collecting Data

a. Observasi

This observation was conducted to see the real situation of teaching speaking in the classroom. The points that were observed were students during the process. The observation was made from Thursday, 23 to Sunday 26 July 2020.

b. Interview

Interview information of this study is the head of the teacher (Sunday, 26 July 2020) and four students from 32 students' (Monday 27th July 2020 until Tuesday 28th July 2020)

c. Documentation

Each activity carried out is collected using the documentation of each activity.

E. Methods of Data Analysis

There are three kinds of methods that will be used in qualitative research, namely observation, interviews, and documentation. So the three methods are the process of analyzing the collected data.

1. Observation

From observations made by researchers in the eleventh class of religion two MA Al Amiriyyah Blokagung Banyuwangi, the researcher found several problems that students experienced, namely students were still not brave enough to speak English because they lacked the vocabulary and other things they experienced were embarrassed, afraid. and a lack of self-confidence. That way the teacher uses the describing puzzle technique to improve the students' speaking ability.

2. Interview

Personally, the researcher asked questions to the teacher and four students from thirty students in class eleven religions two MA Al Amiriyyah Blokagung Banyuwangi. The technical interviews conducted between teachers and students were different. Interviews with teachers were conducted at the MA Al Amiriyyah Blokagung Banyuwangi office when the teacher finished teaching in class, with the researcher asking the question and the teacher answering the question, then the researcher recorded all the answers the teacher answered onto a sheet of paper. For technical interviews

with students of the eleven religions of the two MA Al Amiriyyah Blokagung Banyuwangi, it was conducted in the dormitory they shared with, because during this pandemic the teaching and learning time at school was very ineffective, so the interview was conducted in the dormitory they shared with, namely the Syafa'atul Qur'an Dormitory PP. North Princess with code Y.

3. Documentation

Other data are needed to assist the researcher in this study. Besides, data will be collected through documentation data from observations and when researcher interview teachers and students of the eleventh-grade religion of MA Al Amiriyyah Blokagung Banyuwangi. It will be used to validate the data.

CHAPTER IV

RESEARCH FINDINGS

A. General Description of MA AL AMIRIYYAH

BLOKAGUNG 1. Institutional History

Madrasah Aliyah Al Amiriyyah is located in Blokagung Banyuwangi, it is established on April 7, 1976 under the auspices of the Islamic Boarding School Foundation with the main Ma'arif Education Institute, Madrasah Aliyah Al Amiriyyah was originally called the Madrasah Tsanawiyah Al Amiriyyah 6 years which was established based on SK. Blambangan Ma'arif Education Institute Branch.

Based on the Darussalam Foundation Board of Trustees meeting on June 20, 1978, which paid attention to the letter of the Head of the Office of the Department of Religion in Banyuwangi, the madrasa which was originally 6 years was changed to 3 years, namely Madrasah Aliyah Al Amiriyyah and at the same time opened the department of religion. Status of Aliyah Al Amiriyyah Madrasah registered on March 24, 1994, until 2006 remained in the status of "diakui", on August 24, 2006, Madrasah Aliyah Al Amiriyyah Accredited with a value of B (Good). And since November 19, 2012, changed to Accredited A

The establishment of the Madrasah Aliyah Al Amiriyyah also motivated by the thought of open education characterized by Islami to education upper secondary level in Desa Karangdoro District of Gambiran

are now joined by the subdistrict Tegalsari Banyuwangi with the consideration that the Madrasah Aliyah Al Amiriyyah under the auspices of Yayasan Pondok Pesantren very synonymous with Islamic education.

B. Research Findings

In this research, the researcher used three kinds of instruments, namely observation, questionnaire, and documentation. The researcher observed all activities in the classroom and observed the process of teaching speaking using describing pictures. The researcher tried to explain the result of the observation based on the real and natural conditions.

1. Findings

a. Result of Analysis in the First Meeting

At the first meeting, researchers conducted observations at the MA Al Amiriyyah school on Thursday, 23rd July 2020, especially for the eleventh-grade students of Religion II. That is when the teacher is carrying out the teaching and learning process using the describing picture technique to improve the students' speaking ability. In the teaching and learning process, the teacher explains clearly but some students are still confused, and during the teaching and learning activities, they begin to understand the use of depicting pictures in teaching speaking. With this technique, the situation in the classroom becomes very pleasant and some students are interested in learning, even though the class becomes crowded. This technique can make students start speaking in English.

b. Result of Analysis in the Second Meeting

At the second meeting, researchers conducted another observation in the eleventh class of Religion two MA Al Amiriyyah Blokagung Banyuwangi on Sunday 26th July 2020. In this observation, the teacher was conducting written and oral tests on the eleventh-grade students of religion two MA Al Amiriyyah Blokagung Banyuwangi, to test the results of using picture describing techniques to improve students' speaking ability.

c. Result of Analysis in the Third Meeting

At the next meeting, this time the researcher conducted an interview with the eleventh grade English teacher of Religion II MA Al Amiriyyah Blokagung Banyuwangi on Sunday, 26th July 2020. With the aim of knowing how to use describing pictures to improve students' speaking ability, especially in the eleventh-grade students of Religion Two MA Al Amiriyyah Blokagung Banyuwangi. The interviews conducted by researchers with the eleventh-grade teachers of Religion two MA Al Amiriyyah Blokagung Banyuwangi, Miss Liya, namely:

1. Why do teachers use describing pictures in speaking class?
2. What is the purpose of the teacher using describing pictures in teaching speaking?
3. How does the teacher implement describing pictures in teaching speaking?
4. What techniques did the teacher use before describing pictures?

5. What is the result or impact of using describing pictures in teaching speaking?
6. What are the positive and negative impacts of using describing pictures in teaching speaking?
7. Have you ever had a written test or an oral test? And what are the results of the test?

d. Result of Analysis in the Fourth Meeting

At the next meeting, researchers conducted interviews with eleventh-grade students of Religion II MA Al Amiriyyah Blokagung Banyuwangi on Tuesday 28th July 2020. With the aim of knowing how to use the describing picture to improve the speaking ability of students of grade eleven Religion II MA Al Amiriyyah Blokagung Banyuwangi. The interviews conducted by researchers with eleventh-grade students of Religion Two MA Al Amiriyyah Blokagung Banyuwangi, namely:

1. What is the impact of using describing pictures in learning to speak English?
2. What are the positive and negative impacts of using describing pictures in learning to speak English?
3. How about speaking your English after using picture describing?

2. Result of Questionnaire

a. Results of interviews with English teachers

The results of interviews with the English teacher of the eleventh-grade religion students of MA Al Amiriyyah Blokagung Banyuwangi, namely:

1. Because the Teacher needs the easy way to improve the student speaking ability. Through the describing picture, students will get many words or vocabulary. Besides, that students will be interested in describing picture strategy.
2. Besides improving their speaking skill, they will easy to imagine the picture. Students will find the meaning of the picture. Besides, that describing picture strategy can add the vocabulary and find the new vocabulary.
3. By showing the pictures in front of the student through media or paper, after that teacher asks every student to describe the picture based on the topic of the picture.
4. Previously the teacher used
 - Role Play - Presentation - discussion the topic
5. The student will be interested in the learning process
 - a) Describing a picture strategy will be able to build the basic speaking skills
 - b) Through the describing strategy, students will be able to imagine with their creativity

- c) By describing picture students can improve their speaking because they will find many new vocabularies

6. Positive effect

- a) Student can catch the material faster because the teacher show pictures about the material being learned
- b) Learning more impressed, because the student can observe the pictures directly that has prepared by the teacher
- c) By analyzing the picture, can develop the power of logical

reasoning Negative effect

- a) Sometimes teacher find it difficult in the suitable picture and good quality based on the competency from the matter that will be a teacher
- b) If the teacher is not professional in class management, the possibility of the class will be confused
- c) They need a long time in the learning process
- d) They are needed facilities support, equipment, enough cost.

7. Once, the results of the eleventh-grade students 'oral and written tests of Religion II MA Al Amiriyyah Blokagung Banyuwangi showed that using the describing picture technique could improve students' speaking ability, with their scores being better than using other techniques before.

- a. The written and oral test results of the eleventh-grade students of Religion II MA Al Amiriyyah Blokagung Banyuwangi before using the describing picture

No	Name	Score		Total	Average
		write	Oral		
1	Afifah Nur Irzaningsih	80	75	155	77,5
2	Alfina Lutfiatun Nadliroh	80	80	160	80
3	Ananda Marinta Entinar	75	75	150	75
4	Arini Rofiqotul A'la	80	80	160	80
5	Dewi Musfiroh	80	75	155	77,5
6	Dinar Fajarrani	80	70	150	75
7	Dini Febriyanti	75	70	145	72,5
8	Ella Sunaria	75	70	145	72,5
9	Elli Susanti	75	75	150	75
10	Elmas Maisya Al Bareza	80	80	160	80
11	Fadea Indah Nabila	75	75	150	75
12	Fadilah Intan Afkarina	75	80	155	77,5
13	Finka Oktaviana Putri	80	70	150	75
14	Fitri Fahmiyah	75	80	155	77,5
15	Ilok Faiqoh	80	80	160	80
16	Iva Nailil Afkarina	-	75	75	75
17	Khosiatus Hanifah	80	75	155	77,5
18	Lailiyatul Barokah	75	80	155	77,5

19	Lintang Amalia Dewi	75	80	155	77,5
20	Luluk Arifatun Nisa	85	75	160	80
21	Marsyanda Wenindyah Hamamina	80	70	150	75
22	Mevilia Aninsya Dewi	80	75	155	77,5
23	Mezhaluna Shofil Aula Fiddin	80	70	150	75
24	Mutia Fitri Astuti	80	70	150	75
25	Nila Ulfi Khusniah	80	-	80	80
26	Nining Yunita Firdaus	75	80	155	77,5
27	Rif'atul Khasanah	85	75	160	80
28	Rossya Nabila	90	80	170	85
29	Rovikatus Sholihah	90	80	170	85
30	Syasya Fitri Maulida	-	85	85	85
31	Ulfita Ul Ulum	80	75	155	77,5
32	Zulfi Nafi' Salsabella	90	80	170	85

- b. The written and oral test results of the eleventh-grade students of religion two MA Al Amiriyyah Blokagung Banyuwangi after using the describing picture

No	Nama	Nilai		Jmlh	Rata-rata
		Tulis	Lisan		
1	Afifah Nur Irzaningsih	90	-	90	90

2	Alfina Lutfiatun Nadliroh	90	80	170	85
3	Ananda Marinta Entinar	85	85	170	85
4	Arini Rofiqotul A'la	90	90	180	90
5	Dewi Musfiroh	90	85	175	87,5
6	Dinar Fajarrani	90	80	170	85
7	Dini Febriyanti	-	80	80	80
8	Ella Sunaria	85	80	165	82,5
9	Elli Susanti	85	85	170	85
10	Elmas Maisya Al Bareza	90	90	180	90
11	Fadea Indah Nabila	85	85	170	85
12	Fadilah Intan Afkarina	85	90	175	87,5
13	Finka Oktaviana Putri	90	80	170	85
14	Fitri Fahmiyah	85	85	170	85
15	Ilok Faiqoh	90	85	175	87,5
16	Iva Nailil Afkarina	90	85	175	87,5
17	Khosiaturun Hani'ah	90	85	175	87,5
18	Lailiyatul Barokah	85	-	85	85
19	Lintang Amalia Dewi	90	80	170	85
20	Luluk Arifatun Nisa	85	80	165	82,5
21	Marsyanda Wenindyah Hamamina	90	-	90	90
22	Mevilia Aninsya Dewi	-	85	85	85

23	Mezhaluna Shofil Aula Fiddin	90	85	175	87,5
24	Mutia Fitri Astuti	-	-	-	-
25	Nila Ulfi Khusniah	90	80	170	85
26	Nining Yunita Firdaus	90	90	180	90
27	Rif'atul Khasanah	90	85	175	87,5
28	Rossya Nabila	90	80	170	85
29	Rovikatus Sholihah	90	-	90	90
30	Syasya Fitri Maulida	-	-	-	-
31	Ulfiti Ul Ulum	90	85	175	87,5
32	Zulfi Nafi' Salsabella	90	-	90	90

b. Results of interviews with four eleventh grade students of Religion Two
MA Al Amiriyyah Blokagung Banyuwangi

1. According to Zulfi Nafi 'Salsabella

In my opinion, learning English using pictures is easier to understand, and learning is more fun.

2. According to Mevilia Aninsya Dewi

In my opinion, learning English using pictures is more fun, less boring, and more responsive in terms of understanding

3. According to Maisya Al Bareza

In my opinion, learning English using pictures makes me and my friends more relaxed and quick to understand, and not boring.

4. According to Rofiqotul A'la

In my opinion, learning English using pictures is easier and less boring, because students are more likely to like interesting things, namely pictures.

According to the results of observations and interviews above. Using describing pictures is very useful to show students' speaking ability. In line with Gerlach, & Elly. (1994), stated that "A picture is a very good medium in which this image can evoke fullness play to students because the image is attractive". Pictures are one of the visual aids that can be used in teaching speaking. It makes something more attractive to students. It can also be used in creating situations for the class to speak more clearly.

3. The result from the Observation checklist

Topics of the materials used in each meeting were materials that were familiar to the students. The topic of material seemed to be able to attract the students' attention. The students could find them in their daily life and they were able to add the student's knowledge. Besides, students could express their opinion or idea.

Describing pictures was a valuable method to teach speaking for the students to speak up. Moreover, students also did their activity positively. They practice their ability to talk about the given topic. At the first, they were afraid and they still read their notes but later they could speak contemporaneously. They produced some errors in terms of grammar, vocabulary, and pronunciation. However, these errors did not prevent their

understanding of the topic. These errors were tolerated and seen as natural to outcome the student's progress in speaking.

BAB V

DISCUSSION

A. Discussion of Analysis Teaching – Learning Activities

This section will explain the use of describing pictures in teaching speaking presented by the teacher and students' responses to teaching speaking using describing pictures.

B. The Use of Describing Picture in Teaching Speaking

It was presented by the teacher. In line with the statement of Chaney, A., & Burke, T. (1998: 13) stated "Speaking is .the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Based on the result of the observation, it could be said that the teacher had thought of speaking by using describing pictures in the right way. He had known how to use describing pictures in teaching speaking. The researcher observed from the beginning until the end of the lesson. Before delivering the method to the students, the teacher explained the method and its goal in the teaching-learning process. These errors were produced when they were in describing and making simple sentences in front of the class. In this case, the teacher did some corrections. It was hoped that this method would run well. Through describing pictures, students had the same opportunities as much as the others did.

C. The Students' Speaking Progress After Implementing Describing Pictures in Teaching Speaking to the Sebelas Agama Dua MA Al Amiriyyah.

The result of the students' speaking progress after implementing the describing picture is better. This technique was very useful to give a contribution in teaching speaking and the students brave to speak and did not shy anymore. Besides, students can increase their speaking ability. Moreover, describing pictures can also be used to stimulate the students' imagination and to motivate them in learning English.

D. The Advantages and Disadvantages of Using Describing Picture in Teaching Speaking Skill

a. The Advantages of Using Describing Picture in Teaching Speaking Skill.

After conducting the research, there were some advantages of using describing the picture to improve students' speaking skill in descriptive text:

1. Describing pictures makes learning becomes more interactive.
2. Describing picture make learning becomes more active because pictures help the students to focus attention on the subject and make students active.
3. Describing a picture can help prevent misunderstanding. It means by using pictures, the teacher can explain the new vocabularies to his or her students easily, so it prevents misunderstanding between students' perception and teachers' perception
4. Studying is the process of doing something. The study can be maximum if students more of using the five senses because they can more attractive to express something with their five senses. Describing picture is a method,

that very easy to do it. If the students are given describing pictures, they used their five senses more maximum, because they used eyes to saw the pictures, used ears to listen to what their partner said, used mouth to describe the picture, and also used a hand to draw the picture.

5. Most of the Indonesian students are lack ideas for what they should say and the bravery to speak, because of that they are afraid of doing mistakes. Describing a picture help students to be brave to speak up and express their idea through speaking. Because in describing pictures, students can describe something with their friends. And it can help students build their confidence.
6. Speaking in the descriptive text is students' ability need to be able to convey their idea. Describing pictures provides students to be easy to describe something because they can see what will describe. And it can be familiarized through doing describing pictures.
7. Describing pictures is very helpful in teaching English speaking. The textbook is one of the most important techniques in succeeding in the process of teaching-learning and describing pictures means helping teachers and students to get the aim or objective of learning a certain language.

b. The Disadvantages of Using Describing Picture in Teaching Speaking

Skill.

The disadvantages were described below:

1. It spent a lot of time because the students' skill was too low, they can't directly describe the picture after getting the picture that distributed by the teacher. They need time to prepare their descriptive text.
2. It was not easy enough to manage the class, because sometime the students will be very hysteric when they see their friends practicing in front of them. Their voice can disturb another class.
3. The teacher needs extra time to prepare pictures and should give handouts the photocopied pictures to the students.

E. Limitation of Research

The researcher realized that there were some hindrances and barriers to doing this research. The hindrances and barriers that occurred was not caused by the inability of the researcher but caused by the limitation of the research like time, fund, and equipment of research.

CHAPTER VI

CONCLUSSION AND SUGGESTION

A. Conclusion

From the data analysis in this study, it can be concluded

The conclusion was drawn based on the real phenomenon seen by the researcher during the observation. The teacher's role in the teaching-learning process is very important. He can choose a suitable or method in his way of teaching. It is done to make the class more alive and enjoyable. So, in the speaking class, the teacher can choose some techniques or methods like pictures. These techniques or methods can be applied in teaching speaking in Senior High School. These are the conclusion of the research by describing pictures as follows:

1. The use of describing pictures in teaching speaking was in the right way. He had known how to use describing pictures in teaching speaking. The researcher observed from the beginning until the end of the lesson. It could be one of the good techniques in teaching speaking in the large class. The teacher explained the method, its goal in the teaching-learning process, and the students' progress. This method also gave many chances to the students in delivering their ideas and opinion to discuss the topic and opinion in the teaching-learning process. The teaching speaking runs well. Besides, through this method, the class more alive, and all the components in the class were active both the teacher and students. However, using this method

the teacher should know the right way based on the theory to get activity run well

2. The students' speaking progress after implementing describing pictures in teaching speaking was known from the students' test results and questionnaire sheet. The result of the students' speaking progress after implementing the describing picture is better. This technique was very useful to give a contribution in teaching speaking and the students brave to speak and did not shy anymore. In the questionnaire, most of the students answered that they were interested in English and like this method and only a few of the students answered that they are rather interested in English and they do not like this method. This method could create a relaxed atmosphere so that the students are motivated to speak without any reluctance, shyness, or fear. They did not only practice their speaking English but also could develop their social skill when they interacted with others.

B. Recommendation

After the researcher gets the results of the study, the researcher wants to give some advice, as follows:

1. For English Teachers

This strategy can inspire English teachers. Using the picture strategies of the English teacher can make students more easily understand the material, make students more attentive and active in the learning process, and can guide students to practice and make a sentence. Teachers must be

more creative and innovative to choose the right strategy to make students rise and not get bored in the learning process.

2. For Students

By applying illustrating picture strategies, researchers expect students to be more active during the learning process and confident to practice speaking in front of the class.

3. For Readers

Researchers hope this research can provide benefits for readers to increase knowledge about teaching speaking. And also can help the reader as a reference for further research.

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Assalamu'alaikum Wr. Wb.

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Adapun judul penelitiannya adalah:

"The Implementation Of Describing Picture Strategy In Teaching Speaking At The Eleven Grade Of MA Al Amiriyah Blokagung In Academic Year 2019/2020"

Atas perkenan dan kerjasamanya yang baik diucapkan banyak terima kasih.

Wassalamu'alaikum Wr. Wb.

Blokagung, 11 Juli 2020

Dekan

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المدرسة العالية الاميرية البلاغي

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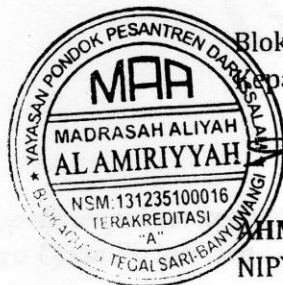
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Tanggal Penelitian : 27 April s.d 28 Juli 2020
Judul Penelitian : **The Implementation Of Describing Picture Strategy in Teaching Speaking to The Eleven Grade of MA Al Amiriyyah in Academic Year 2019/2020**

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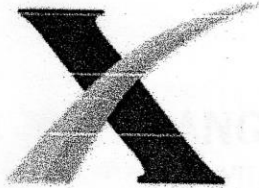


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CHAPTER I INTRODUCTION Background of the Research In learning English, students need to master four language skills. Namely listening, speaking, reading and writing. Listening and reading skills are considered receptive skills while speaking and writing skills are considered productive skills. All of the four skills are considered important. But of the four skills, speaking is something more important than the others. The success of someone can see from the ability of how smooth a person can carry out conversations fluently, in the process of speaking involving the creation, reception, and processing of information. Speaking is very important because we can master the skills of speaking, we can have conversations with others, exchange ideas and exchange information.

In improving speaking, students can finish by learning many strategies, such as cooperative activities, role play, creative tasks, drilling and describing pictures. All the strategies above, it can help students to active learning in the classroom. That way students can find out the level of difficulty they experience. Researcher found that speaking English was learning a foreign language that was difficult to learn for listeners who were beginners.

Having speaking skills is not as easy as imagined. Many people are good at writing, but when asked to convey their writing in oral form the results are not so good. And vice versa, many people can speak well, but encounter obstacles when asked to write their ideas. In line with this, Arsjad and Mukti (1993: 1) argue that sometimes the subject matter delivered by someone is quite interesting, but because the presentation is less interesting, the results are less satisfying. Therefore, speaking skills need to be continuously trained.

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 JUDUL The Implementation Of Describing Picture Strategy In Teaching Speaking At The Eleven Grade Of MA Al Amiriyyah Blokagung In Academic Year 20192020



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4	20192	01 Mei 2020	10 Mei 2020	bab 2	bab 2
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6	20192	04 April 2020	10 April 2020	bab 1	judul, research problem