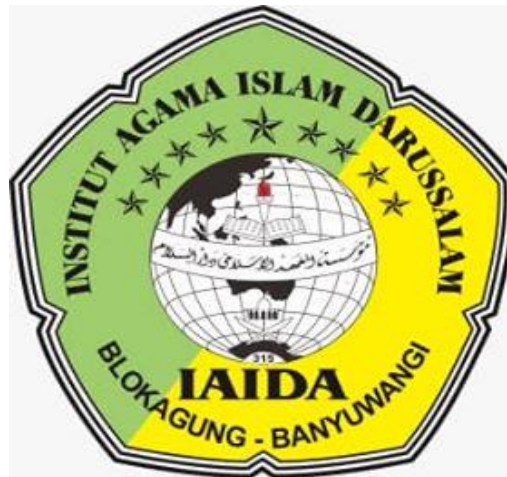


THESIS

**A SURVEY ON THE STUDENTS' PERCEPTIONS IN LEARNING
SPEAKING THROUGH PICTURE MEDIA AT THE ELEVENTH GRADE
STUDENTS OF MA ROUDLOTUL MUTA'ALIMIN SIMBAR CLURING
BANYUWANGI IN ACADEMIC YEAR 2019/2020**



By:

St. Shofia Munawaroh

NIM: 16112210021

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSAALAM
BLOKAGUNG BANYUWANGI
2020**

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THESIS

Presented to the Faculty of Education and Teacher Training in a Partical
Fulfillment of the Requirement for the Degree of Strata 1 in English
Education Departement

BY :

ST. SHOFIA MUNAWAROH

NIM: 16112210021

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
ISLAMIC INSTITUTE OF DARUSSAALAM
BLOKAGUNG BANYUWANGI
2020**

APPROVAL SHEET

This is certifying that sarjana's thesis of **St. Shofia Munawaroh** has been approved by thesis advisor for further approval by the board of examiner.

Banyuwangi, 26th July 2020

Head of Undergraduate Program
In English Education Department



Adib Ahmada, M.Pd
NIPY. 3150930068601

Advisor,



Adib Ahmada, M.Pd
NIPY. 3150930068601

AGREEMENT

This is to certify that the thesis of **St. Shofia Munawaroh** has been approved by the board of examiners as a requirement for Sarjana Degree in the English Education Department.

Banyuwangi, 29th July 2020

Examiner 1



Zulfi Zunala Dwi Andriani, S.S, M.A.
NIPY. 3150722128401

Examiner 2



Moh. Mahmud, M.Pd.
NIPY. 3150506057801

Examiner 3



Adib Ahmada, M.Pd.
NIPY. 3150930068601

Acknowledgement

Dean of Education and Teacher Training Faculty



Dr. Suci Aimah, S.Pd.I, M.Si.
NIPY. 3150801058001

MOTTO

A bad thing will be better when it brought by a good people

الأجرُ بِقَدْرِ التَّعَبِ

(Balasan itu sesuai kadar usahanya)

DECLARATION OF AUTHORSHIP

Bismillahirrohmanirrohim

Herewith, I:

Name : **St. Shofia Munawaroh**
NIM : 16112210021
Study program : English Education Departement
Addres : Blokagung Tegalsari Banyuwangi

Declare that:

- 1) This thesis has never submitted to any other tertiary education for any other academic degree.
- 2) This thesis is the sole work of the author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
- 3) If a later time it is found that the thesis is product of plagiarism, I am willing to accept any legal consequences that imposed to me.



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Declator



St. Shofia Munawaroh

ABSTRACT

Shofia, M. 2020. A Survey On The Students' Perceptions In Learning Speaking Through Picture Media At The Eleventh Grade Students Of Ma Roudlotul Muta'alimin Simbar Cluring Banyuwangi In Academic Year 2019/2020

Key Word: Perception, Speaking, Picture Media

Language is often considered as one of the most difficult aspects of language learning. For most foreign language learners, English speaking is not easy thing to be undertaken. Students need to be able to comprehend and produce spoken and written texts which consist of four language skills: listening, speaking, reading and writing. Among those four skills, speaking is seen as the most difficult. Media to teach is important where it may give a significant impact in teaching learning process, especially in teaching English skills that had been conducted in some schools. One of a good media is pictures media may also create an interesting situation in the classroom of using picture media in teaching speaking skill.

The research questions in this research ask about the students perceptions in learning speaking through picture media at the eleventh grade students of MA Roudlotul Muta'alimin in academic year 2019/2020. And then for the general aims in this research are to find out the students perceptions in learning speaking through picture media at the eleventh grade students of MA Roudlotul Muta'alimin in academic year 2019/2020. Furthermore, the aims can particularly be formulated as follows is to know what students perceptions in learning speaking through picture media.

This research was categorized as survey research with the descriptive quantitative approach. The subject of this research is the eleventh grade students of MA Roudlotul Muta'alimin in academic year 2019/2020 as the participants totally 18 students. The questionnaire was used to collected the data about students perceptions in learning speaking through picture media. And documentation was used to collected a description of the school and respondent.

And the result is the eleventh graders of MA Roudlotul Muta'alimin Simbar Banyuwangi had high integrative motivation to develop English speaking. They also had a high expectation that picture media could help them develop their English speaking skill. They also "strongly agreed" and "agreed" that English speaking mastery will help them to be more confident and courageous in speaking English, express their idea and motivate themselves even reached more than 80%. The response more than 85% of them "strongly agreed" and "agreed" that their mastery of English speaking will able to motivate themself to improve their ability to speak in English and make it easier for them to talk about anything in English by using picture media. In addition, the teacher also has an interesting method in learning English and often to use picture media in learning English.

DEDICATION

Praise the presence of Allah swt who has given grace, taufiq and guidance to us all, this thesis I offer to:

1. To Mbah yai Muktar syafa'at who always gives blessings to the blessing of knowledge and benefits.
2. To all caretakers of Darussalam Islamic Boarding Schools who always provide prayers and knowledge and hopefully become useful and blessing knowledge.
3. To my friends at Al Multazam and Darul Lughoh dormitory especially those who have helped in all fields.
4. Friends in arms English Tadris 2016 full of struggle working on thesis.
5. To my beloved parents and sister who always supporting me.
6. To someone who always gives encouragement in any situation.

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her “skripsi” after long effort of writing, Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

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2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of Faculty of Education and Teacher Training.
3. Adib Ahmada, M.Pd. Head of Undergraduate program in english education department.
4. Adib Ahmada, M.Pd. as my advisor who has given me sincere advise and available guidance during the preparation and completion this thesis.
5. All family and freands who have supported my spirit and have helped me to finish this thesis.

I do expect this thesis gives advantages to the world of education. For improvement this thesis . I welcome warmly for any constructive and suggestion. Hopefully, my God blesses those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Banyuwangi ,26th July 2020

The Writer

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CHAPTER I

INTRODUCTION

In this chapter consist of background of the research, research problem, the aims of research, the benefits of the research, definition of the key terms.

1.1 RESEARCH BACKGROUND

Language is the expression of human personality in the world, whether written or spoken. Language is the main means of communication used in social interaction within a community. Most of people's activities are done by using language. People teach and learn through language, sell and buy a thing through language. People also speak and listen to others through language. In short, social interaction tends to involve language. Language then, is very important thing in our life. Without language, we certainly can not communicate one another properly. English could be a tool of communication to people in other country or societies are accustomed express an inspiration, feelings and plenty of aspect in human life. English as a global language is widely spoken everywhere the planet. It becomes important in education aspect. Speaking is a component of the language skills which is very important for language learners to be developed (David, 2013:45). Furthermore, according to Richards (2018:14) as foreign language learners, we should master speaking skill in English as our priority.

Now, most of the people in the world use English to interact and communicate in order to maintain good communication in society. To fulfill the need of communication with others, people need to master English

language, people can learn it from various placeses, including in schools, (Anderson, 2015:7)

In Indonesia English is a foreign language. English is important to be taught for the younger person, for this case, students from beginner up to senior high school. In developing the students ability in mastering English, it can't be separated from speaking mastery, because it may be a measurement of scholars, understand in English (David, 2019:18).

According to School-Based Curriculum, the English teaching and learning in Senior High School is aimed to develop students' communicative competence. Therefore, David Crystal (2016:46) said students need to be able to comprehend and produce spoken and written texts which consist of four language skills: writing, reading, listening and speaking. Among those four skills, speaking to be the most difficult. As Brown (2017:34) states, speaking is also considered as the most difficult and challenging skill to be mastered.

Speaking itself is an activity done by someone to communicate with others. When someone speaks, he/she interacts and uses the language to express his/her ideas, utterances, feeling and thought. He/she also shares information to others through communication. Furthermore, Bertram (2017:24) states that oral language is a very important link in the process of student's learning and thinking development. Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus on their ideas. Bertram (2017:26) also adds that it is important to provide opportunities for oral language to continue to grow in

the classroom from those foundations. Before students achieve proficiency in reading and writing, oral language is one amongst important means of learning and of acquiring knowledge. After all throughout life, oral language skills remain essential for communication of ideas and intelligent conversations. Speaking is oral communication that is used to express ideas, feelings, and thought among people. Bryne (2018:8) states that speaking is oral communication between listener and speaker that involves the productive skill and understanding. It is also similar with argumentation from Lado (2017:240) states that speaking is described as an ability to converse or to express a sequence of ideas fluently. Communicating in English is indicated by being able to speak English fluently. It is reasonable because people know someone's ability in English based on his/her performance (Shuying, 2019:36). His/her oral performance in English indicates whether he/she has good ability in English or not. Furthermore, Nunan (2019:87) states that the ability to function in another language is generally characterized in terms of being able to speak that language. In other words, speaking ability is an instrument to measure whether someone has or does not have English proficiency as the foreign language. Due to the need for English, the students should have English proficiency. So, they can correctly express their utterances using the appropriate forms of grammar, pronunciation and vocabulary.

Based on the needs above, the students must study really hard to master speaking skills and they also need a good atmosphere in class to concentrate in learning speaking. However, it is different to the real situation in class

because some of the students got difficulties in speaking English based on the class when I practiced from my course. As Brown (2019:35) states that a few problems when the process of learning speaking in the class. That is problem was that most of the teachers taught about language instead of teaching how to use the language as a means of communication. In this case speaking proficiency was neglected. The teacher did not give the students' time to practice speaking. Students should be given highest opportunity to practice. In fact, most students were passive, shy, and afraid if they made mistakes, they were also afraid of having lack of confidence in their ability and being laughed at by his or her friends. They also had difficulties in organizing ideas and expressing their ideas orally. It was because the adopted teaching and learning media merely focused on language forms-the correctness of rules for every grammar pattern-instead of language functions. What the teacher taught was how to make the students able to answer all the questions in the National Examination and how they can pass it (Brown 2009:56).

According to Liao (2019:29 in Azizah 2018:1) states "Speaking to be one of the important skills in English beside writing, reading, and listening that should be mastered by language learners. It can use to communicate with all of the people over the world fluently. It is a crucial a part of everyday interaction and most frequently the primary impression of an individual relies on their ability to talk fluently and comprehensibility". There are such a lot of factors of how people can master speaking skill successfully, such as they never practice to speak English with their friends formally or informally, afraid of making mistakes, do not feel confident, and sometime they do not

have ideas in their mind if they are practice their speaking. To master this skill is not an easy, because there are some language components as the tools for mastering it, such as vocabularies, grammar, spelling, pronunciation, fluency etc. another factor from non linguistics are curriculum, material, teacher, family, students and environment. not only that, it will be called skillful in speaking when they are use the component to share ideas, feelings and thoughts. Besides that, there are another factor such as teaching technique, if the technique are not interesting, it can make the students do not interest and feel bored, surely they will difficult to understanding and practice. From the students, the problem is when they learn by their own and it is not in grouping, because every student has different ability to understanding. Groups usually have a much larger number of possible solution from which to choose. Group member can help each other think critically by correcting one another's misinformation, faulty assumption, and invalid reasoning (Adam and Galanes, 2016: 8).

MA Roudlotul Muta'alimin is one of school in Banyuwangi which applied islamic boarding school or *pesantren* system. This is a unique school in Banyuwangi which settled down the curriculum 2013 but established the Islamic boarding system. The specialty of this school is the media that used by some of teachers. Because media to teach is important where it may provides a significant impact in teaching learning process, especially in teaching English skills that had been conducted in some schools. And the researcher choose this school in her research because the researcher got an interested method that the researcher will do for this research. It is picture

media. A study conducted by Rochmah (2016) conducted a quantitative research with the title Teaching Speaking ability by describing picture at the Eight grade students of SMPN 1 Malang and she found out that picture media can give a good effect on the students' speaking. Also the researcher from Azhari (2017). He conducted a classroom action research to the seven year students of SMPN 18 Malang. He proved that the students' speaking skill had made an improvement after implementing the pictures as instructional media in speaking activities.

One of a good media is pictures media may also create a noteworthy situation within the classroom of using picture media in teaching speaking skill (Amalia, 2019:07). Teachers use the pictures media in any techniques or activities in order to meet the goal of speaking. Pictures are a very valuable resource as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students. Some of the English teacher at MA Roudlotul Muta'alimin Simbar use picture media in delivering the lessons. It makes the students learn fastly how to talk English fluency by using picture media (Jake, 2016:65).

Amalia (2019, 87) says that picture were believed to be ready to stimulate and guide the scholars to talk. Picture aids for illustration, develop students imagination, accommodate their interest and motivate them to express ideas and also make the learning process more interesting. And Wright (2018:34) also says that pictures are not just a side of method but through their representation of places, objects and folks they're a necessary a

part of the overall experiences the teacher must help their students to cope with.

Teachers could use the pictures in any techniques or activities in order to meet the goal of speaking. Pictures are very valuable resource as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students (Raimes, 2019:97). Therefore, it is believed that pictures may well be accustomed overcome the issues and to assist the scholars to enhance their speaking skills. By describing pictures, it would be easier for the students to deliver their ideas based on the pictures. It is also believed as a perfect combination between language practice and enjoyment of learning. So that, the researcher was interested to survey how the teachers teach speaking skill using picture media.

The use of pictures as media in the class was chosen to give the students motivation to speak in class and to help them organize ideas and express their ideas easily without any burden. Pictures were believed to be able to stimulate and guide the scholars to talk. Pictures aids for illustration, develop students imagination, accommodate their interest and motivate them to express ideas and also make the learning process more interesting (Richard, 2018:45).

Because of that, the researcher was interested to conduct a survey research in teaching students' speaking ability with the title "A survey on the students' perceptions in learning speaking through picture media at the

eleventh grade students of MA Roudlotul Muta'alimin Simbar Cluring Banyuwangi in academic year 2019/2020”

1.2 RESEARCH PROBLEM

The research problem in this research is what are the students perceptions in learning speaking through picture media at the eleventh grade students of MA Roudlotul Muta'alimin in academic year 2019/2020?

1.3 THE OBJECTIVE OF RESEARCH

Based on the research problem, the objective of this research is to find out the students perceptions in learning speaking through picture media at the eleventh grade students of MA Roudlotul Muta'alimin in academic year 2019/2020.

1.4 THE SIGNIFICANCE OF RESEARCH

The research result is expected to be useful for the subsequent people: the English teacher, the students, and other researchers.

1.4.1 For the English Teacher

The English teachers can use the research for increasing their method to find out the scholars or students perception in teaching speaking skill.

1.4.2 For the Students

The result of the research to present the student's learning experience by using picture to motivate them in learning speaking so that they can improve their English speaking.

1.4.3 For the Other Researchers

The results of the research to be useful for other researcher as a reference to conduct a further research dealing with the teaching of speaking by using picture in different research design.

1.5 Definition of The Key Terms

To clarify and to avoid misunderstanding of the terms and content of the study, it is necessary to define the key terms bellow:

1.5.1 Perception

The process of perception begins with an object within the globe, called the distal stimulus or distal object. And this research will know about the students' perception in learning speaking through picture media.

1.5.2 Picture Media

Pictures aids for illustration, develop students imagination, accommodate their interest and motivate them to express ideas and also make the learning process more interesting. Picture that use is Graphic objects are images or visuals whose appearance is not projected and based on the material that required.

1.5.3 Speaking Skill

Speaking is an activity done by someone to communicate with others. When someone speaks, he/she interacts and uses the language to express his/her ideas, utterances, feeling and thought. To express his/her ideas, the students' will speak fluency when they use media. And one of a good media to make them fluency in speaking English is picture media.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter present or cover the definition of perception, the definition of picture, the definition of speaking and previous study.

2.1 The definition of Perception

Wagner dan Hollenbeck (2005:136) states that “We human beings have five senses through which we experience the world around us; sight, hearing, touch, smell and taste. Perception is the process by which individuals select, organize, store and interpret the information gathered from these senses”. Perception is not only the passive receipt of those signals, but it is also shaped by the recipient’s learning, memory, expectation, and a focus. Sensory input could be a process that transforms this low-level information (e.g., extracts shapes for object recognition). The method that follows connects an individual’s concepts and expectations (or knowledge), restorative and selective mechanisms (such as attention) that influence perception. The process of perception begins with an object within the universe, called the distal stimulus or distal object. By means of sunshine, sound, or another physical process, the item stimulates the body’s sensory organs. These sensory organs transform the input energy into neural activity. A process called transduction. This raw pattern of neural activity is named the proximal stimulus. These neural signals are then transmitted to the brain and

processed. The resulting mental re-creation of the distal stimulus is that the percept.

To explain the method of perception, an example may be a standard shoe. The shoe itself is that the distal stimulus. When light from the shoe enters an individual's eye and stimulates the retina, that stimulation is that the proximal stimulus. The image of the shoe reconstructed by the brain of the person is that the percept. Another example may well be a ringing telephone. The ringing of the phone is that the distal stimulus. The sound stimulating a human auditory receptors is that the proximal stimulus. The brain's interpretation of this because the "ringing of a telephone" is that the percept. (Harmer, 2017:98)

Bimo Walgito (2018) states that one of the authors of the book titled "Introduction to General Psychology" mentions that there are 3 conditions that make a perception.

1. The presence of objects that will be target perception
2. Presence of sensory or receptor tools
3. Attention (from the person who will give the perception).

With the object being subjected to perception or an event that can cause stimulus, it will trigger an individual's sensory instrument to elicit a perception or response. Further, BimoWalgito explains that a perception can be influenced by many factors. One is the attention factor of the individual. Because the psychological aspect is individual, which is the main role in holding a perception.

According to Schiffman & Kanuk (2007, p. 148) Perception is "a process by which one chooses, organizes, and defines the input of the received information into a meaningful, interrelated picture." Perception not only depends on the properties of physical stimuli, but also on the experiences and attitudes of the individual. Experience can be gained from all its deeds in the past or can also be learned, because by learning someone will be able to gain experience. The outcome of different experiences will form a different view, creating a process of observation in different purchasing behaviour. Perception is not just the case, but through a process, Walgito (1989:54) states that the formation of perception through a process, in which a process of perception can be expressed as follows:

Factors influencing perception based on Wikipedia are:

1. Objectives or Object perception

The target or object of perception is something that will be the goal of the perception that we have. Object perception is very varied, can be human, objects, animals, events, or whatever it is.

2. The individual concerned

When a person sees something, then he intends to give his interpretation of what he is seeing, so the personality of the individual will be very influential in the perception he would later be born. The meaning of the personality here is: knowledge, experience, interests, motives, interests, and attitudes of behaviour.

3. The situation

The situation is one of the important factors that can affect the formation of one's perception. Therefore, a perception should be seen contextually, i.e. understanding where the perception arises.

2.2 The definition of Picture

Based on Dictionary picture is a visual representation of a person, object, or scene, as a painting, drawing, photograph, etc. Pictures which are used to teach such as picture, picture series and so on. Wright (2018:23) states that pictures are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc. It is enjoyable for the students because it encourages activity in guessing the messages from the picture based on their imagination. Students can understand the content of the whole series of pictures because the pictures are related. Based on Wikipedia, the sense of picture media is a visual form that can only be seen, but has no sound or audio elements. The understanding of other picture media, the media of the picture is everything that can be manifested visually 2 dimensions as a thought or outpouring of various. The function of the picture media is as a tool in learning activities that provide a visual experience in children to encourage motivation to learn and simplify concepts complex and abstract becomes simpler, concrete and understandable. Benefits of picture media according to Subana (2008:322) The benefits of images as learning media are:

1. Increase students ' appeal.
2. Facilitate understanding or understanding of students.

3. Simplify understanding of abstract nature.
4. Clarify and enlarge the important part or the small part so it can be observed.
5. Abbreviate a description. The information that is clearly defined by the keyword may require a long description.

Pictures make easier for people to catch ideas or information clearly conveyed within them more than are merely expressed verbally (Munadi, 2008). Pictures are able to help students overcome their reluctance to speak. The picture not only stimulated the students' interest but also attract and increase their attention. This means that the use of pictures is encouraging students to express more ideas. This idea goes to Thomas and Kane (2003, 14) who state pictures can be effectively used to inform or describe a place, personality, and other. Further, picture as visual aids can help the writer in interpreting the specific characteristics or the details of an object (Doug and John, 1989, 12). Finally, Wright (1989, 18) states that pictures can be used to motivate the learner and to remind him or her to say.

Based on Competence-Based Curriculum and KTSP, picture media have proved to be effective and encourage the students in the learning process that are purposed to improve their skills of English subject, especially in conversation. Pictures can be employed for very creative use in communicative language teaching. Using picture is intended to be the technique of teaching aid and constitute the material of which language can be generated. The students can be divided into a group or in pairs. A group or in pairs can be asked to produce communicative sentence and giving

expression from the picture. Occasionally, in this case, is needed to guess and giving a concluding. The picture used has to have the real form. For that reason, the students can imagine it explicitly. By doing this, their imagination can be exerted. The activity of each group can work on a different picture, and attempt some kinds of a description which should involve question and answers related to the matter on the picture.

The types of images according to Subana (2008:322) include:

1. Reality is a real object, used as learning material. Example: View from nature and so on.
2. The Model is a three-dimensional object that is a representation of the actual object. Such as example: houses an others.
3. Graphic objects are images or visuals whose appearance is not projected.
4. Display is the material of the exhibits that are installed in a specific place.

2.3 The definition of Speaking

River (1978:6) states that speaking is developed from the first contact with the language that we learn. Richard and Rodger, (2009:72) state that speaking activities which involve real communication promote learning. Moreover Freeman (2000:127) states that teacher is responsible to establish situations likely to promote communication. Therefore, researcher used picture series as media to teach speaking in order to establish situation of learning activities which involve real communication.

Speaking for most people is considered the hardest skill because it covers many aspects of English language skills, among others, pronunciation

(pronunciation), listening (listening), grammar and vocabulary (the vocabulary) at once (Yanto, 2015). But the only thing that is needed is a bit of courage and a great motivation to speak English fluently. Speaking (speaking) is one of the skills that must be mastered and must really be able to be practiced in the field with others as opposed to talk (Astrawan, 2013). In the educational system, learning English using this Speaking material will be taught by the teacher and usually the teacher uses discussion techniques or dialogue as the first step of teaching. Based on Wikipedia, through Speaking, a Speaker communicates to convey its intent and purpose. In the speech techniques learned in the pronunciation of English words, in addition, the ability to speak is an active English that means one must be able to speak English actively.

Another important thing to master the ability to speak is to master many vocabulary. To master a lot of vocabulary needed as many exercises and this is the main key to speaking skills. Exercises, exercises and exercises. Practice makes perfect, said a phrase. In addition, the ability to master John (2018, 25) says that grammar is also very important so that we are fluent in English. Regardless of all aspects to be considered in mastering the ability to speak. Shame that is not in place is what has killed many dreams of thousands of people who want to learn English. Consequently, in the later days they regret, why be ashamed to learn English.

In the teaching and learning process, the teachers give less attention to speaking. Therefore, if students do not learn how to speak or do not get any opportunities to speak in the language classroom, they may soon lose their

interest in learning. Students, who do not develop strong oral skills during this time, will find it difficult to keep pace with their peers in later years. All of elements need to be mastered by the students. In teaching and learning process, the teachers give less attention to speaking (David, 2016:15).

Many definitions about speaking have been proposed by language theorists. Based on Wikipedia, speaking is most difficult skill than others skill. It can use to communicate with all of the people over the world fluently. There are so many factors of how people can master speaking skill successfully, such as they never practice to speak English with their friends formally or informally, afraid of making mistakes, do not feel confident, and sometime they do not have ideas in their mind if they are practice their speaking. To master this skill is not an easy, because there are some language components as the tools for mastering it, such as vocabularies, grammar, spelling, pronunciation, fluency etc. another factor from non linguistics are curriculum, material, teacher, family, students and environment. not only that, it will be called skillful in speaking when they are use the component to share ideas, feelings and thoughts. Besides that, there are another factor such as teaching technique, if the technique are not interesting, it can make the students do not interest and feel bored, surely they will difficult to understanding and practice. From the students, the problem is when they learn by their own and it is not in grouping, because every student has different ability to understanding.

Nature's broad meaning of speaking has a considerable shell in our lives. A day many people in this world who have issued his opinion so that

we can follow, conclude and also take the attitude of what they expressed. When the individual speaks it will produce a vowel consisting of voices. There are several main systems when individuals speak and produce voices, which consist of lung and multiple muscles combined for breathing and release of air and Throat. The system consists of the air needed to speak where it is produced when breathing exits. And from here it can be taken to understand that the ability to speak is the ability of the individual to produce sound, where to produce this sound is needed some major systems consisting of vocals, multiple lung combined muscles to breathing and release of Air and Throat. Through speaking or speaking activities we can interact with the world wide community. In speaking we seem to be doing the translation in doing so that indirectly makes our brains work twice. This can be described as when the child is given a question and then you prepare it first in its preparation stage in a good and true Indonesian language. Then move it or synchronize it into English which is certainly in the correct pattern, thus our brains will work twice. But it is different when we immediately think of sentences in English.

2.4 Previous Study

A study conducted by Rochmah (2016) conducted a quantitative research with the title Teaching Speaking ability by describing picture at the Eight grade students of SMPN 1 Malang and she found out that picture media can give a good effect on the students' speaking. The students are helped in talk with other friends. Azhari (2017) conducted a classroom action research to the seven year students of SMPN 18 Malang. He proved that the students'

speaking skill had made an improvement after implementing the pictures as instructional media in speaking activities. Then, Anshori (2018) also conducted a study on cue cards to increase the students' speaking ability. The subjects were the second grade students of SMPN 2 Pracimantoro, Surakarta. The students were satisfied and responded positively with the developed procedure.

Purnomo (2009: 121) says that good teaching techniques challenge students to perform better learning. They also minimize boredom and energize students to do more than usual. Good teaching techniques, in their turn, increase students' motivation. Students are more motivated to learn when they are taught using challenging and interesting teaching techniques. There is significant difference in writing skill between students having high motivation and those having low motivation. Highly motivated students perform better learning achievement than students having low motivation. Winkel (1996: 150) says that learning motivation plays an important role to promote the spirit of learning so that students with high learning motivation have strong energy to perform learning.

CHAPTER III

RESEARCH METHOD

Methodology is absolutely needed in any research in order to find the accurate, and effective research. This chapter presents the description of the research method used in the study. In this chapter consist of research design, population and sample of research, technique of collecting data, data analysis, systematic of thesis and research schedule.

3.1 Research Design

According to Nazir (in Nasution, 2004), research design is: “All the processes required in the planning and execution of the study, from the preparation phase to the preparation stage of the report.” Research design is used to analyse and identify the subject of this study. In order to make the research going in the right way, a research design is needed.

This research was used quantitative research focused on teaching speaking skill using picture media. In this research, survey research is employed to find out the student’s perceptions in learning speaking through picture media at the eleventh grade students of MA Roudlotul Muta’alimin in academic year 2019/2020. Survey research is one of components in nonexperimental quantitative research. Ary (2010, 24) stressed that in nonexperimental research, the researcher identifies variables and may look for relationship among them but does not manipulate the variables. Major

forms of nonexperimental research are relationship studies including ex post facto, correlational research, and survey research.

Ary (2010, 41) says that survey is classified according to their focus and scope (census or sample survey) or according to the time form for data collection (longitudinal and cross sectional survey). A survey that covers the entire population of interest is referred to as a census. A census of tangible will be more difficult because this census deals with constructs that are not directly observable but must be inferred from indirect measures.

3.2 Population and Sample of Research

3.2.1 Population

Population is defined as all members of any well defined class of people, events, or objects. In line with this, Sugiyono (2017) gives an understanding of the population, namely the generalization area. So, the population area is not only people, but also objects and another natural objects (Sugiyono, 2015:76).

It can be conclude that population is defined all member are consist of object which set by researchers to be studied. The object of this research are all of students of the tenth grade which is consist of one department and more less 50 students at MA Roudlotul Muta'alimin Simbar Tampo Cluring Banyuwangi.

3.2.2 Sample

The small group that is observed is called a sample (Sugiyono, 2015:80). The researcher need technique to defined the sample through sampling. Sampling is indispensable to the researcher. Sugiyono (2015, 82) says that sampling comes to the researcher aid by enabling researcher to research a portion of the population rather than the intire population. In this case, the researcher used nonprobability sampling. Donald Ary (2016, 80) says that non Probability sampling is defined as the kind of sampling in which every element in the population has not an equal chance of being selected. In this research, the researcher took purposive sampling.

According to Arikunto (2010,183) purposive sampling is the process of selecting sample by taking subject that is not based on the level or area, but it is taken based on the specific purpose. In purposive sampling, firstly identify the strata of interest and then take a spicified subjects of all population (Donald Ary, 2016:98). So the researcher took the students in one class of XI IPA 2 in amount of 18 students.

3.3 Technique of Collecting Data

This part consist of the types of data collection, research instrument, and data analysis used in the research.

3.3.1 Types of Data

This research uses quantitative research. focused on teaching speaking skill using picture media. In this research, survey research is employed. These data were gained through some means such as questionnaire, documentation.

3.3.2 Data Collection Procedures

To collect of quantitative data, the researcher used two techniques of collecting data furthermore, those techniques are explained as the following:

1. Questionnaire

Once the overall research question has been determined, the next task is to construct an instrument that will provide the desired information. Because survey data consist of people's responses to individual questions, it is essential to start with good question.

2. Documentation

This technique is used to compile a variety of secondary data that contains certain information sourced from written documents relating to the school MA Roudlotul Muta'alimin Simbar.

3.3.3 Research Instrument

To conduct the research, the researcher used some research instrument. Each research instrument supported each other.

Those research instrument are explained as the following

1. Questionnaire sheet

The questionnaire was constructed based on Robbin's (2003) three domains of perception: perceiver, target, and situation. These three domains were distributed equally in all 15 statements. The first part, including statement 1,2,10 and 11 concentrates on the participants' perception viewed from the perceiver dimension. The second part covering statement 3,4,5,6,7,8,9,12 and 15 focus on the participants' perception viewed from the target dimension. The last part, which includes statement 13 and 14 concentrates on the participants' perception as seen from the context dimension.

2. Documentation

According to Suharsimi Arikunto, the method of documentation is to find data on things or variables that form notes, transkrip, books, newspapers, magazines, inscriptions, minutes of and agenda (Arikunto, 2013) This technique is usually used to strengthen and facilitate researchers in interpreting the data results from the research.

3.4 Data Analysis

Data analysis may simply consist of determining the frequencies and percentages of responses for the questions of the research (Arikunto, 2019:98). Statistic descriptive are used in this research to find out mean, median, and mode value. After that, the researcher determining the frequencies of the data using index formula which calculate each categories as follow :

$$P = \frac{\sum x}{\sum c} \times 100\%$$

Note:

P : The symbol of percentage

$\sum x$: The total amount of calculating each categories and scoring each items

$\sum c$: The total amount of ideal score

3.5 Systematic of Thesis

Systematic of thesis is a summary of the contents that aims to understand the whole of the existing discussion. This research consist of 5 chapters and each chapter have several sub chapter that related to one other. Here will be explained briefly what the every chapter consist of:

Chapter I Introduction. In this chapter consist of background of the research, problem research, the aims of research, significance of the research, definition of the key terms.

Chapter II Related of review. In this chapter consist of previous research and theory.

Chapter III Research Design. In this chapter consist if research design, population and sample of research, technique of collecting data, data analysis, systematic of thesis and research schedule.

Chapter IV Finding and Discussion. In this chapter discuss the result of the data collection and data analysis.

Chapter V Conclusion In this chapter consist of conclusion and suggestion.

3.6 Research Schedule

This research was did for five months, start from April 2020 until July 2020. The research schedule is as follows:

Table 3.6

Research Schedule

No	Research Activities	April	May	June	July
1.	Observation in school				
2.	Submission of title				
3.	Proposal Preparation				
4.	Questionnaire				
5.	Analysis and Collecting data				
6.	Thesis Preparation				

CHAPTER IV

FINDING AND DISCUSSION

In this chapter consist of findings and discussion of this research.

4.1 FINDING

4.1.1 Data Description

MA Roudlotul Muta'alimin Simbar is one of school in Banyuwangi which applied Islamic boarding school system. This is a unique school in Banyuwangi which settled down the curriculum 2013 but established the islamic boarding system. MA Roudlotul Muta'alimin Simbar was established in 1967. It is located in Street Hasanuddin no. 13, Dusun Simbar, Desa Tampo, Kecamatan Cluring Banyuwangi.

There are 11 teachers who help teaching and learning process and almost 100 students in MA Roudlotul Muta'alimin Simbar. This school had a program back to nature. Most of teaching learning process was undertaken in the nature. The English teacher used several method to teach them with the easy ways. Using picture media are the best way to make them understand what the material is. There were several programs which are related to the nature and Islamic program. So, they will get the general education with the Islamic education.

As presented in chapter III, the researcher took the population of XI IPA grade students totalling of 45 students. In this research, the

researcher took sampling through stratified sampling. So the researcher took the students in one classe in amount of 18 students that is taken based on the specific purpose. Here are the name of the students as the respondent can be seen in appendix 1 about respondent draft page

4.1.2 Data Analysis

As it was described in chapter 3, the fifteen items included in the questionnaire can be divided into three parts. The first part, including statement 1,2,10 and 11 concentrates on the participants' perception viewed from the perceiver dimension. The second part covering statement 3,4,5,6,7,8,9,12 and 15 focus on the participants' perception viewed from the target dimension. The last part, which includes statement 13 and 14 concentrates on the participants' perception as seen from the context dimension.

To respond to the questionnaire, participants should indicate their agreement arranged in 5 Likert's scales: 'Strongly Disagree' (SD=1); 'Disagree' (D=2); Agree (A=3); 'Strongly Agree' (SA=4) and 'Neutral' (N=5)

4.1.2.1 Students' Perception In Learning Speaking Through Picture Media Viewed From The Perceiver Dimension

Table 4.1.2.1 Students' Perception In Learning Speaking Through Picture Media Viewed from the Perceiver Dimension

NO	QUESTIONS	SA %	A %	N %	D %	SD %
1	I'm very enthusiastic about studying English	11,1	44,4	38,9	5,6	0
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary	61,1	5,6	11,1	16,6	5,6
10	The use of pictures is the easiest media to use for learning English	5,6	61,1	33,3	0	0
11	The use of pictures is an interesting media for learning English	11,1	66,7	16,7	5,5	0

The findings related to the respondents' perception in learning speaking through picture media viewed from the perceiver dimension (as shown in Table 1) revealed that 55,5% of the students "strongly agreed" and "agreed" they are enthusiastic to study English. In general, more than a half of them "strongly agreed" and "agreed" that they are still have difficulty expressing something when speaking English due to lack of mastery of vocabulary. In addition, 66,7% of them "strongly agreed" and "agreed" that the use of pictures is the easiest media to use for learning English and 77,8% of them "strongly agreed" and "agreed" that the use of pictures is an interesting media for learning English. Seeing from the response percentage average, the findings revealed only 66,67% of them positively perceived in learning speaking through picture media. These

findings indicated that there were a bit more than a half of the students who personally perceive in learning speaking through picture media in their speaking skill development. A bit more than a half of them quite enthusiastically support and love to learning speaking through picture media.

4.1.2.2 Students' Perception in learning speaking through picture media Viewed from the Target Dimension

Table 4.1.2.2 Students' Perception In Learning Speaking Through Picture Media Viewed from the Target Dimension

NO	QUESTIONS	SA %	A %	N %	D %	SD %
3	I can understand speaking material easily using picture media	22,2	55,6	11,1	11,1	0
4	The picture can help me be more confident and courageous in speaking English	22,2	38,9	27,8	11,1	0
5	By using pictures I can express my idea	0	55,6	38,9	5,5	0
6	By using pictures I can motivate myself in speaking English	16,7	44,4	33,3	5,6	0
7	I can enrich and add more my vocabulary through picture media when speaking English	0	55,6	22,2	22,2	0
8	With picture I can improve my ability to speak English with good and correct pronunciation	5,6	44,4	27,8	22,2	0
9	With picture I can improve my ability to speak English with good and correct grammar	0	33,3	38,9	27,8	0

12	The use of pictures can make it easier for me to talk about anything in English	11,1	50	27,8	5,6	5,5
15	I am able to motivate myself to improve my ability to speak in English	0	44,4	44,4	11,1	0

The findings (as shown in Table 2) more than 75% of them “strongly agreed” and “agreed” that they can understand speaking material easily using picture media. Those who “strongly agreed” and “agreed” that English speaking mastery will help them to be more confident and courageous in speaking English, express their idea and motivate themselves even reached more than 80%. The response more than 85% of them “strongly agreed” and “agreed” that their mastery of English speaking will able to motivate themselves to improve their ability to speak in English and make it easier for them to talk about anything in English by using picture media. In addition, they can enrich and add more their vocabulary through picture media when speaking English and improve their ability to speak English with good and correct pronunciation.

4.1.2.3 Students' Perception in learning speaking through picture media Viewed from the context Dimension

Table 4.1.2.3 Students' Perception In Learning Speaking Through Picture Media Viewed from the Context Dimension

NO	QUESTIONS	SA %	A %	N %	D %	SD %
13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English	16,7	44,4	27,8	11,1	0
14	My teacher has an interesting method of learning English	11,1	50	33,3	5,6	0

The distribution of the students' perceptions in learning speaking through picture media to speaking skills development viewed from the situation or context dimension revealed that the program implementation was good enough. More than 61,1% of them "strongly agreed" and "agreed" that Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English, and 61,1% "strongly agreed" and "agreed" their teacher has an interesting method of learning English.

4.2 Discussion

From the findings above, there are some important points that are interesting to discuss. The first one is most of the students "strongly agreed" and "agreed" they are enthusiastic to study English. It will make the students easier to study English. But in general, more than a half of them "strongly

agreed” and “agreed” that they are still have difficulty expressing something when speaking English due to lack of mastery of vocabulary. Whatever the reasons they have, it is a great ideas for teachers to optimal this student’s habitual as the way to improve their speaking if they are enthusiastic to study English. Moreover, through the picture media, new skills can be found as a bonus in this activity. It is same argumentation with Amalia (2019:07) that say if one of a good media is pictures media may also create an interesting situation in the classroom of using picture media in teaching speaking skill. Also similar with students perception in MA Roudlotul Muta’alimin Simbar if the picture can help them be more confident and courageous in speaking English, express their idea and motivate themselves even reached more than 80%.

It similar with students perception there is show more than 85% of them “strongly agreed” and “agreed” that their mastery of English speaking will able to motivate themself to improve their ability to speak in English and make it easier for them to talk about anything in English by using picture media. It also similar with the argumentation from Richard (2018: 29) that say if pictures aids for illustration, develop students’ imagination, accommodate their interest and motivate them to express ideas and also make the learning process more interesting. This idea also similar with Thomas and Kane (2003, p. 14) who state pictures can be effectively used to inform or describe a place, personality, and other.

In addition, another finding from students perception in MA Roudlotul Muta’alimin Simbar is more than 61,1% of them “strongly agreed”

and “agreed” that teachers often use picture media in learning English to make it easier for students to improve their ability to speak English, and 61,1% “strongly agreed” and “agreed” their teacher has an interesting method of learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestion of the research. Conclusion is the summary of the discussion based on the research finding. While, the suggestion is the recommendation based on the result of the research to encourage students and teacher in applying full English speaking.

5.1 CONCLUSION

Based on the discussion in chapter IV can be concluded that the eleventh graders of MA Roudlotul Muta'alimin Simbar Banyuwangi had high instrumental and integrative motivation to develop English speaking. They also had a high expectation that picture media could help them develop their English speaking skill. However, almost half of them were enthusiastic to participate in learning speaking through picture media since they had previously experienced poor implementation of the program.

They also “strongly agreed” and “agreed” that English speaking mastery will help them to be more confident and courageous in speaking English, express their idea and motivate themselves even reached more than 80%. The response more than 85% of them “strongly agreed” and “agreed” that their mastery of English speaking will able to motivate themself to improve their ability to speak in English and make it easier for them to talk about anything in English by using picture media. In addition, the teacher

also has an interesting method in learning English and often to use picture media in learning English.

5.2 SUGGESTION

5.2.1 Teachers of MA Roudlotul Muta'alimin Simbar

The teachers should have strategy to make students more motivated. Because not all of them have motivation to study English. Be a friend but not a philosopher. Give the concrete examples when the teachers speak to them. Teacher must convince the students that practicing English is one way to enhance their speaking ability. Teacher can use a game to make the students easily understand the grammar. In addition, teacher should give warm feedback (comments or corrections) to the students when they do mistakes while speaking English. Consequently, they will learn from their mistakes previously and correct it for better speaking in next time.

5.2.2 Students of MA Roudlotul Muta'alimin Simbar

As the language learners, the students should keep their great motivation to improve their speaking ability. They should have more in practicing speaking English to improve their speaking ability. They also must use the correct grammar and pronunciation in speaking English. They have to be sure that being active help them to enhance their speaking ability. Students also must believe

that having mistakes in speaking is not a great matter since they are still in the process of learning.

5.2.3 Other Researcher

This research is also benefit to the future researcher. It can be as reference or previous study for next research that related with students' perception in learning speaking through picture media.

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APPENDIX 1

Respondent Draft

NO	Name of Students	Date of Birth	Gender
1	Ahmad Imron Rofi'i	10-05-2002	Male
2	Fikri Ahmad Luqoni	30-06-2003	Male
3	Fitria Nilam Zuhro	24-08-2003	Female
4	Galang Dwika Reztu Budiana	15-02-2003	Male
5	Imroatul Hasanah	19-07-2003	Female
6	Lathifatuz Zuhro Al-Chan	28-09-2002	Female
7	M. Bahrul Ulum	29-05-2003	Male
8	M. Erwin Sadili	16-09-2002	Male
9	Moh. Ghulam Mobin	10-06-2003	Male
10	Muhammad Ihsan Masruhin	15-03-2003	Male
11	Muhammad Rafli Andi	23-02-2003	Male
12	Nadya Faradila Agustin	01-12-2002	Female
13	Rahmadi Julio Arjuna	03-12-2003	Male
14	Riski Rahmatulloh	09-12-2002	Male
15	Septiniar Anas Hasan	30-09-2002	Male
16	Siti Karunia Cinta	19-02-2003	Female
17	Yunita Eka Artamevia Putri	25-06-2003	Female
18	Septia Intan Rahmawati	10-02-2003	Female

Source : Document review 2019

APPENDIX 2

A QUESTIONNAIRE OF THESIS ENTITLED

A Survey On The Students' Perceptions In Learning Speaking Through Picture
Media At The Tenth Grade Students Of MA Roudlotul Muta'alimin Simbar
Cluring Banyuwangi In Academic Year 2019/2020

By: St. Shofia Munawaroh

English Education Department

IAI Darussalam Blokagung Banyuwangi

Link of Questionnaire on Google Form :

[https://docs.google.com/forms/d/e/1FAIpQLSe1rVee-
pvepp0cs0oKjvLiWrhuKRic2RPMym_Vdy_O69DvQ/viewform?usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLSe1rVee-pvepp0cs0oKjvLiWrhuKRic2RPMym_Vdy_O69DvQ/viewform?usp=sf_link)

To respond to the questionnaire, participants should indicate their agreement arranged in 5 Likert's scales: 'Strongly Disagree' (SD=1); 'Disagree' (D=2); Agree (A=3); 'Strongly Agree' (SA=4) and 'Neutral' (N=5). For each item, please give a checklist (✓) in the box tha best represents how closely the statement applies to you. Give only one checklist in each item.

APPENDIX 2A

Name: Ahmad Imron Rofi'i

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English			√		
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary			√		
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English		√			
5	By using pictures I can express my idea			√		
6	By using pictures I can motivate myself in speaking English		√			
7	I can enrich and add more my vocabulary through picture media when speaking English		√			
8	With picture I can improve my ability to speak English with good and correct pronunciation		√			
9	With picture I can improve my ability to speak English with good and correct grammar			√		
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English		√			

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English			√		
14	My teacher has an interesting method of learning English			√		
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2B

Name: Fikri Ahmad Luqoni

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English			√		
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary		√			
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English		√			
5	By using pictures I can express my idea			√		
6	By using pictures I can motivate myself in speaking English		√			
7	I can enrich and add more my vocabulary through picture media when speaking English		√			
8	With picture I can improve my ability to speak English with good and correct pronunciation		√			
9	With picture I can improve my ability to speak English with good and correct grammar			√		
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English		√			

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English			√		
14	My teacher has an interesting method of learning English			√		
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2C

Name: Fitria Nilam Zuhro

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English			√		
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary			√		
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English		√			
5	By using pictures I can express my idea			√		
6	By using pictures I can motivate myself in speaking English		√			
7	I can enrich and add more my vocabulary through picture media when speaking English		√			
8	With picture I can improve my ability to speak English with good and correct pronunciation		√			
9	With picture I can improve my ability to speak English with good and correct grammar			√		
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English		√			

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English			√		
14	My teacher has an interesting method of learning English			√		
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2D

Name: Galang Dwika Reztu Budiana

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English			√		
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary				√	
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English		√			
5	By using pictures I can express my idea			√		
6	By using pictures I can motivate myself in speaking English			√		
7	I can enrich and add more my vocabulary through picture media when speaking English		√			
8	With picture I can improve my ability to speak English with good and correct pronunciation		√			
9	With picture I can improve my ability to speak English with good and correct grammar		√			
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English			√		

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English		√			
14	My teacher has an interesting method of learning English		√			
15	I am able to motivate myself to improve my ability to speak in English		√			

APPENDIX 2E

Name: Imroatul Hasanah

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English			√		
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary			√		
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English			√		
5	By using pictures I can express my idea			√		
6	By using pictures I can motivate myself in speaking English		√			
7	I can enrich and add more my vocabulary through picture media when speaking English		√			
8	With picture I can improve my ability to speak English with good and correct pronunciation		√			
9	With picture I can improve my ability to speak English with good and correct grammar			√		
10	The use of pictures is the easiest media to use for learning English			√		
11	The use of pictures is an interesting media for learning English			√		
12	The use of pictures can make it easier for me to talk about anything in English			√		

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English			√		
14	My teacher has an interesting method of learning English		√			
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2E

Name: Lathifatuz Zuhro Al-Chan

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English		√			
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary			√		
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English			√		
5	By using pictures I can express my idea		√			
6	By using pictures I can motivate myself in speaking English		√			
7	I can enrich and add more my vocabulary through picture media when speaking English			√		
8	With picture I can improve my ability to speak English with good and correct pronunciation			√		
9	With picture I can improve my ability to speak English with good and correct grammar			√		
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English			√		

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English		√			
14	My teacher has an interesting method of learning English			√		
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2F

Name: M. Bahrul Ulum

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English		√			
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary			√		
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English			√		
5	By using pictures I can express my idea		√			
6	By using pictures I can motivate myself in speaking English		√			
7	I can enrich and add more my vocabulary through picture media when speaking English			√		
8	With picture I can improve my ability to speak English with good and correct pronunciation			√		
9	With picture I can improve my ability to speak English with good and correct grammar			√		
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English			√		

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English		√			
14	My teacher has an interesting method of learning English			√		
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2G

Name: M. Erwin Sadili

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English		√			
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary			√		
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English			√		
5	By using pictures I can express my idea		√			
6	By using pictures I can motivate myself in speaking English		√			
7	I can enrich and add more my vocabulary through picture media when speaking English			√		
8	With picture I can improve my ability to speak English with good and correct pronunciation			√		
9	With picture I can improve my ability to speak English with good and correct grammar			√		
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English			√		

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English		√			
14	My teacher has an interesting method of learning English			√		
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2H

Name: Moh. Ghulam Mobin

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English		√			
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary		√			
3	I can understand speaking material easily using picture media	√				
4	The picture can help me be more confident and courageous in speaking English		√			
5	By using pictures I can express my idea		√			
6	By using pictures I can motivate myself in speaking English		√			
7	I can enrich and add more my vocabulary through picture media when speaking English		√			
8	With picture I can improve my ability to speak English with good and correct pronunciation		√			
9	With picture I can improve my ability to speak English with good and correct grammar		√			
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English			√		

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English			√		
14	My teacher has an interesting method of learning English			√		
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2I

Name: Muhammad Ihsan Masruhin

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English		√			
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary	√				
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English			√		
5	By using pictures I can express my idea		√			
6	By using pictures I can motivate myself in speaking English			√		
7	I can enrich and add more my vocabulary through picture media when speaking English		√			
8	With picture I can improve my ability to speak English with good and correct pronunciation		√			
9	With picture I can improve my ability to speak English with good and correct grammar		√			
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English		√			

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English		√			
14	My teacher has an interesting method of learning English			√		
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2J

Name: Muhammad Rafli Andi

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English		√			
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary		√			
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English	√				
5	By using pictures I can express my idea		√			
6	By using pictures I can motivate myself in speaking English	√				
7	I can enrich and add more my vocabulary through picture media when speaking English				√	
8	With picture I can improve my ability to speak English with good and correct pronunciation				√	
9	With picture I can improve my ability to speak English with good and correct grammar		√			
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English		√			

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English		√			
14	My teacher has an interesting method of learning English		√			
15	I am able to motivate myself to improve my ability to speak in English		√			

APPENDIX 2K

Name: Nadya Faradila Agustin

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English		√			
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary		√			
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English	√				
5	By using pictures I can express my idea		√			
6	By using pictures I can motivate myself in speaking English	√				
7	I can enrich and add more my vocabulary through picture media when speaking English				√	
8	With picture I can improve my ability to speak English with good and correct pronunciation				√	
9	With picture I can improve my ability to speak English with good and correct grammar		√			
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English		√			

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English		√			
14	My teacher has an interesting method of learning English		√			
15	I am able to motivate myself to improve my ability to speak in English		√			

APPENDIX 2L

Name: Rahmadi Julio Arjuna

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English			√		
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary		√			
3	I can understand speaking material easily using picture media			√		
4	The picture can help me be more confident and courageous in speaking English			√		
5	By using pictures I can express my idea			√		
6	By using pictures I can motivate myself in speaking English		√			
7	I can enrich and add more my vocabulary through picture media when speaking English		√			
8	With picture I can improve my ability to speak English with good and correct pronunciation			√		
9	With picture I can improve my ability to speak English with good and correct grammar			√		
10	The use of pictures is the easiest media to use for learning English			√		
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English			√		

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English			√		
14	My teacher has an interesting method of learning English			√		
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2M

Name: Riski Rahmatulloh

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English		√			
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary		√			
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English	√				
5	By using pictures I can express my idea		√			
6	By using pictures I can motivate myself in speaking English	√				
7	I can enrich and add more my vocabulary through picture media when speaking English				√	
8	With picture I can improve my ability to speak English with good and correct pronunciation				√	
9	With picture I can improve my ability to speak English with good and correct grammar		√			
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English		√			

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English		√			
14	My teacher has an interesting method of learning English		√			
15	I am able to motivate myself to improve my ability to speak in English		√			

APPENDIX 2N

Name: Septiniar Anas Hasan

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English	√				
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary		√			
3	I can understand speaking material easily using picture media			√		
4	The picture can help me be more confident and courageous in speaking English			√		
5	By using pictures I can express my idea			√		
6	By using pictures I can motivate myself in speaking English			√		
7	I can enrich and add more my vocabulary through picture media when speaking English			√		
8	With picture I can improve my ability to speak English with good and correct pronunciation			√		
9	With picture I can improve my ability to speak English with good and correct grammar			√		
10	The use of pictures is the easiest media to use for learning English			√		
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English		√			

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English			√		
14	My teacher has an interesting method of learning English		√			
15	I am able to motivate myself to improve my ability to speak in English		√			

APPENDIX 20

Name: Siti Karunia Cinta

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English		√			
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary		√			
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English		√			
5	By using pictures I can express my idea			√		
6	By using pictures I can motivate myself in speaking English			√		
7	I can enrich and add more my vocabulary through picture media when speaking English		√			
8	With picture I can improve my ability to speak English with good and correct pronunciation			√		
9	With picture I can improve my ability to speak English with good and correct grammar				√	
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English		√			

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English	√				
14	My teacher has an interesting method of learning English			√		
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2P

Name: Yunita Eka Artamevia Putri

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English			√		
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary		√			
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English		√			
5	By using pictures I can express my idea			√		
6	By using pictures I can motivate myself in speaking English		√			
7	I can enrich and add more my vocabulary through picture media when speaking English		√			
8	With picture I can improve my ability to speak English with good and correct pronunciation		√			
9	With picture I can improve my ability to speak English with good and correct grammar			√		
10	The use of pictures is the easiest media to use for learning English		√			
11	The use of pictures is an interesting media for learning English		√			
12	The use of pictures can make it easier for me to talk about anything in English		√			

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English			√		
14	My teacher has an interesting method of learning English			√		
15	I am able to motivate myself to improve my ability to speak in English			√		

APPENDIX 2Q

Name: Septia Intan Rahmawati

NO	QUESTIONS	SA	A	N	D	SD
1	I'm very enthusiastic about studying English			√		
2	I still have difficulty expressing something when speaking English due to lack of mastery of vocabulary		√			
3	I can understand speaking material easily using picture media		√			
4	The picture can help me be more confident and courageous in speaking English		√			
5	By using pictures I can express my idea		√			
6	By using pictures I can motivate myself in speaking English		√			
7	I can enrich and add more my vocabulary through picture media when speaking English			√		
8	With picture I can improve my ability to speak English with good and correct pronunciation				√	
9	With picture I can improve my ability to speak English with good and correct grammar				√	
10	The use of pictures is the easiest media to use for learning English			√		
11	The use of pictures is an interesting media for learning English			√		
12	The use of pictures can make it easier for me to talk about anything in English		√			

13	Teachers often use picture media in learning English to make it easier for students to improve their ability to speak English				√	
14	My teacher has an interesting method of learning English		√			
15	I am able to motivate myself to improve my ability to speak in English				√	

AUTOBIOGRAPHY



Name : St. Shofia Munawaroh
The Place / Date Of Birth : Banyuwangi, 01 Januari 1997
Gender : Female
Religion : Islam
Tribe/ Nation : Java/ Indonesian
Address : Parijatahwetan, Srono, Banyuwangi

Educational stage :

1. Madrasah Ibtidaiyyah Mambaul Ulum 2009
2. SMPN 01 Srono 2012
3. SMKN Darul Ulum Muncar 2015
4. IAIDA Blokagung English Department (TBIG) Class of 2016.

Thus the author's educational history list is made with actual data and hopefully becomes clearer information.



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THESIS A SURVEY ON THE STUDENTS' PERCEPTIONS IN LEARNING SPEAKING THROUGH PICTURE MEDIA AT THE ELEVENTH GRADE STUDENTS OF MA ROUDLOTUL MUTA'ALIMIN SIMBAR CLURING BANYUWANGI IN ACADEMIC YEAR 2019/2020 _
 Created by: St. Shofia Munawaroh NIM: 16112210021 ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC INSTITUTE OF DARUSSAALAM BLOKAGUNG BANYUWANGI 2020 CHAPTER I INTRODUCTION In this chapter consist of background of the research, research problem, the aims of research, the benefits of the research, definition of key term. RESEARCH BACKGROUND Language is the expression of human personality in the world, whether written or spoken.

Language is the main means of communication used in social interaction within a community. Most of people's activities are done by using language. People teach and learn through language, sell and buy a thing through language. People also speak and listen to others through language. In short, social interaction tends to involve language. Language then, is very important thing in our life.

Without language, we certainly can not communicate one another properly. English could be a tool of communication to people in other country or societies are accustomed express an inspiration, feelings and plenty of aspect in human life. English as a global language is widely spoken everywhere the planet. It becomes important in education aspect.

Speaking is a component of the language skills which is very important for language learners to be developed. Furthermore, according to Richards (2018:14) as foreign language learners, we should master speaking skill in English as our priority. Now, most



**YAYASAN PENDIDIKAN ISLAM
MA ROUDLOTUL MUTA'ALLIMIN**

SIMBAR TAMPO CLURING BANYUWANGI

Notaris : RE Bawoeje, SH. Akte : No.1 tahun 1981

NSM : 131235100013 NPSN : 20579420

Alamat : Jl. Hasanudin No. 13 Simbar – Tampo – Cluring – Banyuwangi 68482 ☎ : 0333 - 307920

SURAT KETERANGAN PENELITIAN

Nomor :1578/F-2/MA.R/VII/2019

Yang bertanda tangan di bawah ini Kepala MA Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi menerangkan bahwa:

Nama : ST SHOFIA MUNAWAROH
 NIM/NIMKO : 16112210021 / 2016.4.071.0147.1.000017
 Fakultas : Tarbiyah dan Keguruan (FTK)
 Jurusan : Tadris Bahasa Inggris (TBIG)
 Institusi : Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi


Menerangkan dengan sebenarnya bahwa mahasiswa tersebut, telah melaksanakan penelitian di MA Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi, Tahun Pelajaran 2019/2020 untuk keperluan penyusunan skripsi dengan judul "*A survey on the students perceptions in learning speaking through picture media at the eleventh grade students of MA Roudlotul Muta'allimin Simbar Tampo Cluring Banyuwangi in academic year 2019/2020*" di MA Roudlotul Muta'allimin Simbar.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Banyuwangi, 27 Juli 2020

Kepala Madrasah

M. SAEROJI, S.Pd

NIM	16112210021	
NAMA	ST SHOFIA MUNAWAROH	
FAKULTAS	TARBIYAH DAN KEGURUAN	
PROGRAM STUDI	S1 TADRIS BAHASA INGGRIS	
PERIODE	20192	
JUDUL	A SURVEY ON THE STUDENTS PERCEPTIONS IN LEARNING SPEAKING THROUGH PICTURE MEDIA AT THE TENTH GRADE STUDENTS OF MA ROUDLOTUL MUTAALIMIN SIMBAR CLURING BANYUWANGI IN ACADEMIC YEAR 20192020	

No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20192	22 Juli 2020	22 Juli 2020	Submit Revisi BAB 1-5	ACC daftar Ujian Skripsi
2	20192	20 Juli 2020	20 Juli 2020	Submit BAB 1-5	Revisi
3	20192	13 Juli 2020	13 Juli 2020	Konsultasi BAB 4	Revisi
4	20192	05 Juli 2020	05 Juli 2020	Revisi Pasca Ujian Proposal	Revisi
5	20192	08 Mei 2020	08 Mei 2020	Submit BAB 1,2,3	Slap Ujian Proposal
6	20192	04 Mei 2020	04 Mei 2020	Submit BAB 3	Revisi
7	20192	30 April 2020	30 April 2020	Revisi BAB 1 dan BAB 2	Revisi
8	20192	25 April 2020	25 April 2020	Revisi BAB 1 dan Submit BAB 2	Revisi
9	20192	20 April 2020	20 April 2020	Revisi BAB 1	Revisi
10	20192	13 April 2020	13 April 2020	Submit Judul dan BAB 1	Revisi Bab 1