THESIS

# USING PICTURE STRIP STORY IN TEACHING SPEAKING SKILL OF THE TWELFTH GRADE STUDENTS OF LANGUAGE DEPARTMENT OF SMA DARUSSALAM IN ACADEMIC YEAR 2021/2022.

BY

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ISLAMIC INSTITUTE OF DARUSSALAM BLOKAGUNG

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## 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 Department

## BY

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## 2021

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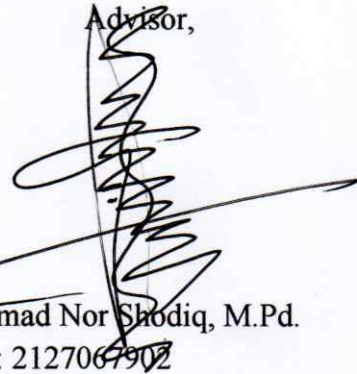
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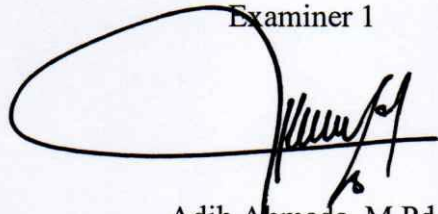Dr. Hj. Zulfi Zumala Dwi Andriani, SS.MA.   Mohamad Nor Shodiq, M.Pd.
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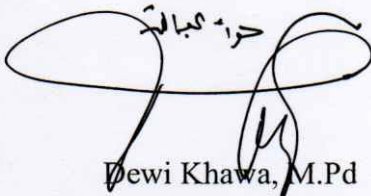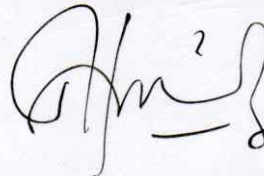
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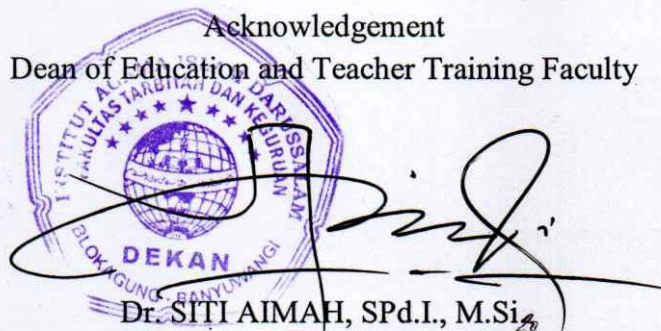Examiner 2

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# DECLARATION OF AUTHORSHIP

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# ABSTRACT

Maulidi, 1. 2021. Using Picture Strip Story in Teaching Speaking Skill of The Twelfth Grade Students of Language Department of SMA Darussalam in Academic Year 2021/2022.
**Key Word**: Picture Strip Story, Speaking Skill,

The purpose of this study was to improve speaking skills using English through Picture Strip Story in twelfth grade students majoring in language at SMA Darussalam Blokagung. When the researcher conducted the initial research, most of the students had problems communicating using English. The background is that students are afraid to make mistakes, lack confidence, and have low vocabulary. Thus, the researcher believes that this method can make students more active. With this method, students are given various sets of pictures that have been printed and are still a random story, whereupon students are asked to combine one random picture into a good story so that students are asked to tell it in class using their own words. The formulation of the problem is "How to improve the ability to speak English through picture strip story of The Twelfth Grade Students of Language Department of SMA Darussalam?''

Therefore, the purpose of this study is to find out how using picture strip story can improve speaking skills of The Twelfth Grade Students of Language Department of SMA Darussalam.

The methodology used is a qualitative research approach. With this approach, the researcher collects the required data through interview observations, related libraries and documentation,

The results of this study indicate that students' speaking ability increases after being taught through picture strip story. The students were more imaginative to show their understanding of the story. It makes them think to study and they can improve their speaking skills.

It can be said that there is an increase in the speaking ability of The Twelfth Grade Students of Language Department of SMA Darussalam. The results of student responses showed that most of the students were quite interested in applying story telling through pictures. This means that the picture strip story method is used to improve speaking skills of The Twelfth Grade Students of Language Department of SMA Darussalam

# ACKNOWLEDGEMENT

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. The gratitude and appreciation are addressed to:

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2. Dr. Siti Aimah, S.Pd.I., M.Si. Dean of Faculty of Education and Teacher Training

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   In English Education Department

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sacrifices and effort that will be valuable and beneficial for them to get successful in the future life. Aamiin.

Blokagung, 02 August 2021

The Research

# MOTTO

**‘’Jika Kamu Tidak Bisa Menjadi Orang**

**Yang Pintar Jadilah Orang Baik’**

*“If You Can't Be a Smart Person Be A*

*Good Person”*

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# CHAPTER I

## INTRODUCTION

This chapter presents the background of study, research problem, objective of the study, assumption of the study, significance of the study, the scope and limitation, and definition of key terms.

## A. Background of Study

English is very popular language among people in many countries, and so does in Indonesia. As a foreign language, English is very important to be though teaching. For Indonesian students, learning English is not an easy task. They are students should master English in all skills. There are four major skills of English master: listening, speaking, reading and writing which support each other. Based on British council report in Syakir (2007), more than two billion people use English to communicate. Therefore, the need of speaking is quite important.

Speaking is tool communication, Speaking or communicating with people is very important in a daily life. Through speaking, people can express thoughts, idea, and feeling and maintain social relationship with others. When someone makes an error in their language, it causes to miss understand, therefore speaking can highly influence the communication.

Based on the student's assumption about speaking, the students regarded that frightened skill especially in English as foreign language. There are two factors why students regarded speaking is the most frightened skill are personal factors and interpersonal factors. The first personal is about personality, such

as feeling ashamed and worry if making mistake. The second interpersonal factors means between two or more people, such as fear the teacher make correct when make mistake, fear their friends will laugh when make error in pronunciation, and worried when will take speaking test as well as feeling their friends have a good quality than him or her. Furthermore, the researcher assumed that the students suffer anxiety especially in speaking class in learning English as foreign language. Specifically, According to Worde (2003) said that foreign language learner anxiety identifying speaking in the target language as the most frightening skill. It is often reported that they feel stressed when they have taken turns in the classroom to speak. Furthermore, the researcher find out that many of students feel anxious and prefer to be silent when speaking class. The students reluctant to speak because they afraid making mistake and the teacher will correct directly. The researcher found that the students have ability to speak in front of their friends but they have lack of interest and low self-confidence and also some of difficulties that was faced by the student are students feel hard to make sentence, the idea that will be deliver to be blank in their mind, and negative thinking what will deliver will be unsuitable with the good pronunciation. In addition, this is proven by the low level of students' scores, as the following quotes prove, Paul (1985) said that understanding English, or any language, is not easy. Language problems are very complicated and unlike any other problems we meet. They are also, for everybody, unavoidable problem. Furthermore, lack of motivation and interest, and also the vocabulary they know still poor. Thus, the students speak ungrammatically, and error in pronunciation.

The importance of speaking should be mastered by people especially for students. Bahar (2013) stated that most English learners regard English speaking ability as the measure of mastering English. Moreover, speaking ability becomes the main objective of language learning especially for students in senior high school in Indonesia. Based on KTSP (School Based Curriculum) of English for senior high school, English must be taught integratedly. There are two competences that should be achieved by the students' both competences are standard competence and basic competence. Standard competence is the students are able to express meaning from transactional and interpersonal conversation in the context of daily life. Why Basic competence is the students are able to express the meaning from transactional and interpersonal conversation accurately, fluently and acceptably by using various simple oral language in daily life context. Moreover students are expected to be able to speak and communicate English well (Depdiknas 2006 in Amri 2007). From that statement, the researcher can conclude that students' success in learning language can be seen from how far they can speak, convey information or ideas, and communicate with others by using speaking language accurately, fluently, and acceptably.

Picture strip story is the series of pictures with a word or some words on it that are used to tell a story or describe event in chronological order by relating one picture to another (Prochaska, 2001:1). With picture strip story students may enjoy learning speaking. It can encourage the students to speak because picture strip story can stimulate ideas for them. Picture strip story also helps the students to enrich their vocabulary because it provides words for the

students.

Based on the researcher's preliminary observation which was done at the twelfth grade students of SMA Darussalam through interview on June 19 th 2021, the researcher identified that many students cannot speak well because they seldom practice their English in speaking class. On the other side, they have lack of vocabularies. Moreover, they were afraid of being wrong in English if they took part in communication. Those problems made students prefer to be not active in speaking. Some factors which caused that problems were many teachers conduct their learning in the class by using conventional method, for instance speech method which made the students passive or not active (teacher center). The students only stuck on the teachers' explanation, from the start until the end of the lesson. It makes the students bored and lazy to practice their English. Besides, the use of Indonesian language was also dominant than the use of English during the classroom activities. However the basic factors in this situation were the use of teacher's method in classroom. Therefore, to overcome the problem is how the teacher applies the good method to handle the classroom well because it will be more serious if the teacher cannot solve those problems faster.

One of the suitable techniques that can be used by the teacher to solve the problem in speaking is picture strip story. Diane (2000) stated that the students can predict some picture and discuss with group to solve the pictures story which enables them to practice in negotiating meaning. In this activity, one student in a small group is given a strip story. The student shows the first picture of the story to the other members of his/her group and asks them to

predict what the second pictures look like.

In connection with the explanation above, why do researchers use picture strip story, because in the twelfth class of languages, which in fact is the language class and the final class, there are some students who still cannot speak English fluently, therefore by using picture strip  story the researcher hopes to help students' problems when speaking English.

**B. Research Problem**

Based on the previous background, the researcher formulated the research problem of this research as How is the  use picture strip story in teaching speaking skill of the twelfth grade students' of language department of SMA Darussalam in academic year 2021/2022?**.**

**C. Objective of the Study**

Related to the research problem above, the researcher formulated that the specific objective of the research was to find out the use of picture strip story in teaching speaking skill of the twelfth grade students' of language department of SMA Darussalam in academic year 2021/2022.

**D. Assumption of the Study**

The assumptions of these research users of picture strip story support students to be able to speak the language in class and find out the factors that hinder students' speaking ability in class

**E. Significance of the Study**

This study aims to determine the use of separate images in students' speaking skills. The researcher hopes that this research can contribute theoretically and practically. In this study, 16 students of language class were collected to obtain qualitative data from group observations, group reports, and semi-structured interviews. The results showed that in the preparation phase the students stated that they started thinking and could convey what they had from the picture, and in the picture strip story usage phase students were able to explain and even speak fluently with the picture strip story.

In line with previous research, this study uses picture strip stories as a bridge to find out students' speaking. This research also enriches vocabulary and increases students' experience in being able to speak English.

In addition, hopefully the results of this research can be a source for teachers and students who teach and learn speaking especially by using picture strip stories. Furthermore, researchers can use it as a reference for further research. Meanwhile, practically, the results of this study are expected to

**F. The Scope and Limitation**

To make this research clear, this research focused on the language students' fluency and accuracy in delivering their idea using picture strip story. This research took place at SMA Darussalam. The research chose focus at the twelfth grade students' of language department of SMA Darussalam. More precisely all language class students are women. The study was conducted for 4 days

**G. The Definition of Key Terms**

**1. Picture Strip Story**

Picture strip story is a technique as group work activity that gives the students' prospect to do real communication in real condition. Picture strip story is a technique which facilitates and includes the student's to resolve the original structure of the story where student's in a small group is given a picture strip story. After that, the student displays the first picture to the other members of his/her group and asks them to expect what the second pictures will look like. It gives the students prospects to contribute, listen and answer by asking and answering verbally.

## 2. Speaking Skill

Speaking skill is the ability to communicate something orally in which the act is built by replies or student-initiated questions or responds. It involves identifying the student's fluency and accuracy. Fluency refers to rapid, efficient and accurate word recognition that the students use to speak while accuracy is the ability to produce correct sentences using correct vocabulary. Therefore, there were two elements of speaking skill that used to assess the enhancement of the student's speaking skill, they were fluency and accuracy.

According to Nunan, speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind.12 It meant that speaking was a spontaneous activity and also it was not only to talk without meaning, but we have to talk to each other with consistent ideas and messages. Some aspects consider speaking, namely used pronunciation, fluency, accuracy, and comprehension. It can be stated that speaking is a deductive skill that uses in daily life.

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

This chapter presents the previous research, the concept of speaking, the concept of picture strip story, and conceptual framework.

## A. Previous Research

In this research, the researcher tried to present the review of several related literatures dealing with some related research findings. Some of them are mentioned as follows:

Novianda (2017) on his research entitled "Teaching Speaking by Using Picture Strip Story" purposed to find out whether picture strip stories used as CLT (Communicative Language Teaching) could significantly help students develop their speaking skills, and also to find out which speaking sub-skills could be better taught by using picture strip stories. The study on his research used a true experimental research design with quantitative and qualitative methods. The subjects was limited to the class VIII of MTs Model Gandapura with 30 students each class. The result of his research showed that the students who were taught speaking by using the picture strip story technique improved significantly more in speaking than those who were not taught by using the picture strip story technique.

Khairunnisa' (2014) conducted a research about "The Effect of Using Picture Strip Story Technique toward Speaking Ability of the First Grade Students at MA Al Ihsan Bulu Rampai". The objectives of her research was to find out students' speaking ability taught without using picture strip story

technique, to find out students' speaking ability taught by using picture strip story technique, and to find out if there is any significant effect of using Picture Strip Story Technique toward speaking ability of the second grade students at MA AL Ihsan Buluh Rampai. The type of her research was quasi-experimental. She used pre-test and post-test which design with Nonequivalent Group. The result of her research was the implementation of Picture Strip Story technique was effective in improving speaking English ability.

Wulandari, Sukirlan, and Ginting (2014) on their research entitled: Effort to reduce speaking anxiety at SMKN Jaya Makmur Blitar in academic year, 2016/2015. The aims of their research were to find out whether picture strip story can improve the students' speaking ability after that technique implemented and to find out the students response after implementation of picture strip story in teaching speaking. Their research used one group pretest posttest design. The result of their research showed that the students` speaking ability was increase after the students was taught by using picture strip story technique and 90% students gave positive response.

Referring to whole previous research which is not only strongly motivated the researcher but also make the researcher concludes that technique, exactly Picture Strip Story has much usefulness such as it can be used to improve students' speaking skill especially. All of them take speaking as the main skill but with different places. Therefore, the researcher will focus on conducting the students' fluency and accuracy in delivering their idea by using Picture Strip Story technique. This research will take place in the twelfth grade of the Darussalam high school language department. This type of research is qualitative descriptive with data acquisition through interviews, observations, documentation.

## B. The Concept of Speaking

1. Definition of Speaking

Speaking is known as oral skill that processes in conveying one feeling or ideas to other with verbal language. Chaney as quoted by Berutu and Sumarsih (2013) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It means that effective speaking need to be able to process languages in their own heads and involves a good deal of listening and understanding. Many people also use speaking in some different purpose, some people speak in conversation for instance to make social contact with people or built social relationship with other people. In this case, speaking use to improve the students speaking skill effectively, known from the fluency and accuracy.

Brown and Yule in Ali (2013) said that "Speaking is to express the needs request, information, service, etc." From that statement, the speaker says words to the listener not only to express what in their mind but also to express what they needs weather information service. Therefore, communication involves two or more people: sender and receiver. Speaking can be the way to share information, ideas, opinions, views, or feelings. So, it is important that everything we want to say is conveyed in an effective way.

Kurniawan (2014) stated that speaking means that oral communication in giving ideas or information to others. The act of speaking involves not only the production of sound but also the gesture

and the movement of muscles of face and indeed of the whole body. The statement shows that speaking influences by many internal factors.

2. Kinds of Speaking

a. Speaking Performance

Manser in Budiayarno (2014), states that performance is the person's process or manner of play. Therefore, researcher may conclude that the speaking performance is the way of one's manner in speaking.

b. Speaking Competence

Manser in Budiayarno (2014), defines that competency has ability, skill, and knowledge to do something. Then, through this basic definition, researcher also may conclude that speaking competency is one's ability to speak which is supported with adequate skill and knowledge and it is not assessed by how is delivered.

3. Elements of Speaking Harmer in Aini (2014) categorized those things in six skills, they are:

a. Vocabulary

Vocabulary is a core component of language proficiency and provides much of basis for how well learners speak, listen, read and write. Vocabulary also refers to the words we must understand to communicate effectively.

b. Pronunciation

Pronunciation is one of the speaking elements that have a strong relation with articulation, stress, and intonation. As Webster explained in Aini (2014) pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation.

c. Grammar

Cook (2009) defines these types of grammar such as: perspective grammar, traditional grammar, structural grammar and grammar as knowledge. Another definition, grammar is the study of language which deals with the forms and the structure of word (phonology) and with the customary arrangements in phrases and sentences (syntax)

d. Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. Fluency is often compared with accuracy. Syukri (2015) stated that fluency refers to rapid, efficient, accurate word recognition skills that permitted person to construct the meaning of a context. This definition shows the strong correlation between fluency and comprehension. Therefore, fluency is highly complex ration relate mainly to smoothness of continuity in discourse.

e. Comprehension

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people getting the information that they want. Comprehension is defined as the ability to understand something by a reasonable comprehension of the subject or as the knowledge of what a situation is really like.

Based on above explanation, it can be concluded that there are five elements needed for spoken production, they are vocabulary, pronunciation, grammar, fluency and comprehension.

4. The characteristics of Effective Teaching in Speaking

The following characteristics of a spoken language are adapted for several sources (Richards in Amiqah, 2014), they are, Clustering, Redundancy, Performance variable, Colloquial language, stress, rhythm, intonation, and Interaction.

a. Clustering fluent speech is prasal, not word by word. Students can organize their output both cognitively and physically in group through clustering.

b. Redundancy the speaker has an opportunity to make meaning clearly through redundancy of language. Students can capitalize on this gesture of spoken language.

c. Performance variable one of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a

certain number of performance hesitations, pauses, backtrackings and corrections.

d. Colloquial Language make sure students are reasonably will acquaint the words, idioms and phrases of colloquial language and those they get practice in producing these forms.

e. Rate of delivery another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

f. Stress, Rhythm and Intonation this is the most important characteristics of English pronunciation. The stress timed rhythm of spoken English and its intonation patterns convey important message.

g. Interaction As note in this previous section, learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negosiation.

## C. The Concept of Picture Strip Story

1. Definition of Picture Strip Story

Fanshao (2009: 221) stated that Strip story is a split information ordering technique that provides a large amount of speaking practice. Each student is given part of a story or other text, which they have to memorize. They then talk together until they have reconstructed the complete text, in the correct order, from memory. To do this, they have to repeat each sentence many times.

Sloan (1991:1) in Turohmah (2012: 2) also stated that strip stories mean a corporative learning group that given one or more segments of story. Gibson in Mary and Jhon in Azhar (2003: 49) stated that procedure of strip story consists of breaking down a story sentence by sentence and typing each sentence on individual strip of paper. These sentences will be randomly distributed to the students. The students' task will be then to communicate the contents of their strips to the others in the class in so doing, to orally re-assemble the strips putting the sentences of the story intological sequence.

Diane (2000) stated that Picture Strip Stories are allowed the students to practice in negotiated meaning and the students are able to view the picture and compare it with their prediction.

Based on some definitions above, the researcher can conclude that picture strip story is as an attempt to teach something (story) about sequence. The students will predict the sequence of picture by speaking English. It turns out to be most effective way used to communicate each other.

2. Teaching Procedure of Picture Strip Story

In learning process, many activities can be done with picture strip story. Picture strip story is one of the problems solving of communicative technique. Wright states that Picture Strip Story technique are very important in helping students to retell about stories or understand something since they can represent place, object, people, etc. Pictures Strip Story help the students understand a more general context, which

may be made of pictures, the teacher's actions, the student's action, sound effect and words. This overall context of new language will have meaning to the students. Diane (2000) stated that Picture Strip Stories are allowed the students to practice in negotiated meaning and the students are able to view the picture and compare it with their prediction. Furthermore, there are two levels of language in this activity. The first is the language needed for description and narration. In this activity the teacher can exercise some controls at this level, through the content of the pictures selected. The second level is that the language is needed for discussion. This level is less predictable. But, the teacher can still exercise some control over the general level of difficulties, since this will depend in part on how clearly the pictures signal their original sequence. Additionally, as stated by Klasek there are some advantages of using picture strip story. Picture strip story is inexpensive, familiar medium of communication. Moreover, picture strip story can be arranged in sequence and can be adapted to many subjects. In addition, Picture Strip Story can assist in the prevention, correction and misconceptions. Besides, picture strip can translate word symbols, record events, explain process, extend experiences, draw comparison, show contrast, show continuity, focus attentions, and develop critical judgment.

In addition to make clear about the technique, the writer provides how the technique is applied. It will be stated in some activities as follows:

a. Teacher activities:

    1. Teacher devides the students into some groups.

    2. Teacher shows the picture and cut up into separate pictures.

    3. Teacher gives a picture to each member of group to disscuss and predicts the sequence of the story.

    4. Teacher controls the students' activity.

b. Students activities:

    1. Students decide on the original sequence and reconstruct the story.

    2. Students discuss in a group the original story sequence of the pictures to solve the problems.

    3. Each member of a group preform in front of the class to present the result of group discussion.

3. The Benefit of picture strip story in learning speaking these are some benefit using strip story technique in learning speaking:

a. The teacher's role becomes one of facilitator of learning, and the students can learn from each other.

b. The teacher discovers that vocabulary items need no explanation because someone in the class often will already know the word question one person is enough. If the student who has the word can spell it, someone in the group can provide the meaning.

c. The students will have a direct bearing on students' active communication. In that case this technique guides the students to be master in their speaking.

d. Besides learning grammar from each other with arranging the sentence to be good story, students often make radical improvement in their pronunciation during a single period.

## D. Conceptual Framework

Lavery (2011) who stated that Picture Strip Story can be used from beginner level to advanced level for a variety of language and discussion activities. The students could express their ideas, combined with the text or visual information. It will give them opportunities to speak and say what is in their mind. Furthermore, Picture Strip Story could create students confidence to communicate with others, because students memory were stronger than before directly it caused by the pictures or image in the narrative text. So, it make students have more chances to interact and practice speaking with their friends. And also as a media, this technique prepared a chance for students to develop their understanding and remembering by the image or picture that written in the text. Besides, the students will have a direct bearing on students' active communication. In that case, this technique guides the students to be master in their speaking. By applying this technique, it is not only can highly influence the students' effort to have a good speaking skill, but also it will give a positive impact to discussion activity for students to build their creativity with their own idea.

# CHAPTER III

# RESEARCH METHOD

This chapter provides is a research design, subject of the research, setting of the research, data source, procedure of data collection, data analysis, and data validity.

## A. Research Design

In this study, the researcher used a qualitative descriptive approach. Because the data used is data that is not in the form of numbers and is descriptive of research results as an answer to the formulation of research problems in the form of exposure to what is seen, heard, felt and asked to related objects to get the data correctly.

This is in accordance with what was expressed by Sugiyono (2015:29) which states that at the description stage the researcher describes what he sees, hears, feels and asks related objects to get information and data which is then compiled into good and correct results.

The reason why the researcher uses the qualitative descriptive method is to factually describe how the actualized process in the implementation of using picture strip story in teaching speaking skill of the twelfth grade students' of language department of SMA Darussalam in academic year 2021/2022.

**B. Subject of the Research**

The participant data in this study were all twelfth grade department of language SMA Darussalam Blokagung in academic year 2021/2022, with a total of 16 students.

**C.  Setting of the Research**

This research is conducted at SMA Darussalam. This institution was on April 7, 1976 under the auspices of the Darussalam Islamic Boarding School Foundation at Darussalam high school, a school that has three majors, sains, language and social. The number of students' in 2021/2022 is 580 students with 23 classes and 54 workers.

**D. Data Source**

1. Types of data

The data used in this study is qualitative, namely data presented in the form of verbal words not in the form of numbers.1 which includes qualitative data in this study is a general description of the object of research, including a brief history of the establishment, location of geographical objects, vision and Mission, organizational structure, teacher conditions, student conditions, state of facilities and infrastructure, standard assessment of invitation letter writing, interviews with students and teachers of English subjects and implementation of English language learning.

2. Source of data

In this study, what is meant by the source of data in research is the subject from which the data can be obtained. In this study, researchers used,

namely primary. Sources of data in this study using primary data and secondary data. It is in line with that expressed by Sugiyono (2015:308) states that the source of primary data is the source data that are directly provide the data to the collection of data or the researchers themselves Primary data sources are the result of observations and interview with school principals, English subject teachers, homeroom teachers, and students' of grade language of department in SMA Darussalam Blokagung.

**E. Procedure of Data Collection**

a. Observation

Gorman and Clayton define observational studies as studies that "involve the systematic recording of observable phenomena or behaviors in a natural setting" (2005:40). With that the researcher collected some material for the concept of determination before making observations. Spradley stated that participatory observations lead to 17 ethnographic descriptions (1980:50). So that researchers make descriptive observations of the object of research.

This means that researcher seek information and data by observing directly the object of research and are always ready to make systematic notes. So that the information and data extracted is completely accurate. Observations that can be made by the author are observations at school and directly from the principal, homeroom teacher, and English teacher. The author sees firsthand the students in learning and practicing language by using picture strip story

b. Interview

Interviews are a question and answer process in the research process which is carried out orally and directly by two or more people to be able to get accurate information and information (Arikunto, 2010:13). In this study, in-depth interviews will be conducted or called in-depth interviews. That is the process of obtaining information for research purposes by means of question and answer while face to face between the interviewer and the respondent or the person being interviewed.

Before implementing the research, the research interviewed the teacher about students' difficulties in the speaking skill, students' condition in speaking activity and the kinds of strategies usually adopted by the teacher in the speaking. The researcher also carried the interview after accomplishing the research to know the teacher's response toward the idea.

Therefore, before conducting interviews, researchers are required to prepare an interview instrument known as a guiding interview. This guide contains a number of questions or statements. The content of the question or statement can be in the form of facts, data, knowledge, concepts, opinions, perceptions, or evaluations of respondents regarding the focus of the problem or variable being studied.

The informants that the researchers conducted were parties related to the school starting from the principal, English teacher and students. The results of interviews with English teachers include the target of learning to speak, the use of story strip images, the practice of using English in

everyday life in the classroom, evaluation of learning, as well as supporting and inhibiting factors in the process of learning speaking skills.

Then for the informants from the English teacher and target participants the data obtained by the process of implementing picture strip story learning in the classroom, both implementation procedures, methods, media, learning strategies, as well as supporting and inhibiting factors for picture strip story learning.

c. Documentation

Documentation is any material or film, while notes are statements written by a person or institution for testing an event or accounting presentation (Moleong, 2011: 216). Documentation technique is data collection by collecting and analyzing documents, whether written, graphic or electronic. Data collection using this document analysis technique is to read, record, and collect data from written sources. The data of this study were collected through the results of students' assignments or assignments in writing recount texts. Furthermore, written sources are carried out by reading carefully and then selecting the relevant results as data to be obtained from SMA Darussalam Blokagung.

**F. Data Analysis**

According Patton, data analysis is the process of organizing data sequence, organizing them into a basic pattern, category and description. That definition illustrates how important data analysis positions are viewed in term of research's purpose. The important principle of qualitative research is to find the theory from data.

Data analysis technique is the next step after all data and information has been collected. According to Sutopo and Arief, data analysis is a data analysis process that is based on the existence of a semantic relationship between the variables being studied (Sutopo and Arif, 2010:57). The mindset that will be used in this study is an inductive mindset. While the data analysis process uses the Miles and Hubberman model analysis procedure, the steps are as follows:

1. Data reduction

    Data and information that has been obtained will be reduced. In the sense of re-examined and neatly arranged. So that if at any time you need data, researchers are not confused (Sugiyono, 2017: 247).

2. Data presentation (display)

    Data presentation is one of the qualitative data analysis techniques. Data presentation is an activity when a set of information is compiled, thus giving the possibility of drawing conclusions. The form of presentation of qualitative data is in the form of narrative text (in the form of field notes), matrices, graphs, and networks and charts (Sugiyono, 2017: 249).

3. Drawing conclusions (verification)

    Drawing conclusions is the most important and final process in qualitative analysis. Namely the results of the analysis that can be used to take an action. A conclusion drawn must be able to be tested for truth and suitability so that it really shows the actual situation. (Sugiyono, 2017: 252).

Based on the above information, each step in the process is dedicated to gaining a verification of the data by examining the data available from different sourcers in the field and personal documents, official documents, images, and so forth thourgh the methods of interview supported by the documentary study.

## G. Data Validity

Basically, apart from being used to refute accusations of qualitative research which is said to be unscientific, it is also an integral part of the body of research knowledge (Moleong, 2007:320).

The validity of the data is carried out to prove whether the research conducted is really a scientific research as well as to test the data obtained. The validity of the data in this qualitative research is by using triangulation

So that the data in qualitative research can be compared as scientific research, it is necessary to test the validity of the data. Test the validity of data that can be done.

William Wiersma (1986) said that triangulation in credibility testing is defined as checking data from various sources at various times. Thus there is triangulation of sources, triangulation of data collection techniques, and time (Sugiyono, 2007:273).

1. Source Triangulation to test the credibility of the data, it is done by checking the data that has been obtained through several sources. The data obtained were analyzed by researchers so as to produce a conclusion,

then an agreement was requested (member check) with three data sources (Sugiyono, 2007: 274).

2. Triangulation Techniques to test the credibility of the data is done by checking the data to the same source with different techniques. For example, to check the data can be through interviews, observation, and documentation. If the data credibility testing technique produces different data, the researchers conduct further discussions with the relevant data sources to ensure which data are considered correct (Sugiyono, 2007:274).

3. Time Triangulation the data collected by interview technique in the morning when the informants are still fresh, will provide more valid data so that it is more credible. Furthermore, it can be done by checking with interviews, observations or other techniques in different times or situations. If the test results produce different data, then it is done repeatedly so that the certainty of the data is found (Sugiyono, 2007: 274).

# CHAPTER IV

# RESEARCH FINDINGS

## A. Preliminary Of Observation

The researcher observed the teaching and learning process in class XII LANGUAGE at SMA Darussalam on 28 June 2021 on 02 July 2021, The research schedule is as follows

**Table 4.1**

**Schedule of research**

| ACTIVITY | DATE | | | | |
| --- | --- | --- | --- | --- | --- |
| | 28 June 2021 | 29 June 2021 | 30 June 2021 | 01 July 2021 | 02 July 2021 |
| Pre-study | ███ | | | | |
| | ███ | | | | |
| first day meeting | | ███ | | | |
| | | ███ | | | |
| Second day meeting | | | ███ | | |
| | | | ███ | | |
| Third day meeting | | | | ███ | |
| | | | | ███ | |
| Fourth day meeting | | | | | ███ |
| | | | | | ███ |

research conducted at SMA Darussalam Blokagung precisely in the twelfth grade of the language department with a total of 16 students. The object of the research is the principal, WKS curriculum, homeroom teacher, English teacher and twelfth grade students of language department in SMA Darussalam Blokagung.

## B. Research Finding

In this section, the researcher presents the findings of the use of picture strip story through observation and its use through interviews conducted by researchers with 16 students in the twelfth grade language department at SMA Darussalam Blokagung.

## 1. Implementation of Picture Strip Story in Teaching Speaking Skill

## a. Preparation

The first preparation was carried out by Mr. M. Baydowi, S.Pd. and the homeroom  teacher of the twelfth grade students of language department. Before carrying out the activity, socialization was held about the use of picture strip stories which was carried out in every English lesson in the s of the twelfth grade students of language department, with the aim that students could find out how the process and stages of language learning by using picture strip stories were.

Before the day of implementation, the researcher introduced himself to the twelfth grade students of the Darussalam high school language department and the purpose of using the picture strip story. Then the researcher gave a little information about the picture strip story that would be used in learning to

speak. In this case, the researcher does not require students to be active and enthusiastic in using the picture strip story later. With the hope that later in the use of this method it can run smoothly

**b. Implementation**

Below are the results of observations made by researchers:

1). Observation on the first day, 28 June 2021

a) Object

On the first day of this study, the researcher met with the school principal wanting to know how the condition of the language class at Darussalam high school was, where the language class was a class that specifically studied the language, specifically English. After the principal explained the development of language learning at SMA Darussalam Blokagung, the researcher and the principal saw together how the language learning process in the twelfth grade language department at SMA Darusssalam.

b) Media

Picture strip story is used as a tool to convey material and media interaction between researchers or teachers and students, as well as interaction media between students and is used as an interactive learning resource for students. The theme of this picture includes school activities, professions and daily activities

c)The use of using picture strip story in teaching speaking skill of twelfth grade students in language department SMA Darussalam.

**(1). Stages Preparation**

(a).The teacher prepares all things related to the lesson using story strip images and rows of students so that they sit neatly, tidying up all learning components.

(b).The teacher prepares any needs just to learn to speak including, text stories or picture stories, tools such as projectors.

**Picture 4.1: The Tutor Orders Students to Sit Neatly**



**(2). Opening stage**

(a).The teacher explains the method using picture strip stories

(b) The teacher explains the technique of sequencing a good and correct picture story

(c) The teacher gives a random picture story where students start to sort the pictures so that the story is good and true.

**(3). Core stages**

(a) The teacher gives an example first using a picture strip story

(b) After the teacher gives an example of using a picture strip story, the teacher gives a sheet of drawing paper randomly

(c) Students start sorting what they see in the picture that has been given by the teacher.

(d) Along with the students' process of sorting random pictures, students ask each other questions about the pictures with their friends.

(e) After the students sort the pictures randomly, the teacher asks the students to come forward one by one to present the results that have been done by each student.

**(4). Closing**

 (a) The teacher gives the opportunity to ask students related to the picture story and the theme.

 (b) The teacher conveys the content of the story and the message in the story that may be applied by students in everyday life.

The implementation of the use picture strip story method at SMA Darussalam cannot be separated from the supervision of the homeroom teacher and the English teacher himself, as conveyed by the homeroom teacher.

> "Alhamdulillah activities using picture strip strory method it has implemented this in SMA Darussalam this, the cooperation of the whole teacher who would like me then make a creativity to deliver learning materials that attract the attention of children and can help students' proficiency in speaking English."
> (Interview 05 July 2021).

*Picture 4.2: Interview with homeroom teacher*



2. Observation on the s e c o n d day, 28 June 2021

On the second day, the research began by looking at the condition of the classroom directly during English language learning using picture strip stories in the twelfth grade of Darussalam high school blockagung. The initial step taken by the researcher was to find out to what extent the use of this story strip image was applied by the language teacher in the twelfth grade of the Darussalam high school language department. On the second day, the researcher can conclude that the use of story strip images is considered good and smooth, because the researchers found and saw firsthand most of the students in learning in class. Then the stages carried out by the researcher are calling students to be asked for interviews directly by the researchers, the interviews are as follows:

***Berliana allanis mengatakan*** :

*R: apakah penggunaan picture strip story ini bias membantu untuk memudahkan temen2 dalam berbicara bahasa inggris?*

*S: sangat membantu, karena adanya penggunaan picture strip story ini siswa bisa berbicara dengan baik lancar*

*R: kalau boleh factor apa yng mendukung teman-teman bisa berbicara dengan lancar dan baik*

*S: factor yang dialami oleh siswa ketika penggunaan picture strip ini siswa bisa mengetahui kosa kata pada gambar dan mampu untuk berimajinasi*

*Picture 4.3: Interview with One of the student*
*English department*



3. Observation on the third day, 28 June 2021

On the third day, the researcher began to observe the changes experienced by students when learning a language using picture strip stories in the classroom. In teacher learning, such as before starting

learning the teacher greets students, after that little by little start language learning activities using picture strip stories with the teacher speaking in front of the class, where the teacher explains in detail the initial steps involved in using this method. First the teacher asks the students to stand up and say what is on the students' minds; the third after the students reveal what the students have been asked to sit back according to the class formation. The four teachers started language learning by using this picture story, the five teachers gave random pictures that each student already had. The six teachers gave technical examples of sorting good and correct pictures so that they become stories that many people can understand. After the teacher gives an example to the students, the teacher gives a second random picture with the aim that the picture can be a good picture so that a story can be displayed in front of the class. After the students sorted the random pictures, the students were asked to reorder them like the example given by the teacher. In the final stage, the teacher asks some students to come forward in front of the class to explain what has been obtained from the random image.

From the statement above, it can be concluded that some children feel very happy with learning using Picture strip story media. In addition to getting directions and guidance from the teacher, children are also given the opportunity to increase their confidence in re-communicating the contents of the story or being one of the pictures that can be sorted into a good story.

Based on some of the results of the interviews above, it can be concluded that the application of the picture strip story method in improving students' speaking skills at SMA Darussalam Blokagung, the purpose of the method is so that children get interesting and fun learning. In between, the teacher can also exclude creativity by applying the method because it is proven that the children are happy with this activity and are very enthusiastic. In applying this method the teacher also takes four steps in its implementation:

(1) Preparation, the teacher prepares a random picture story that will be brought before carrying out the activity, (2) Opening, before starting sometimes asking about personal experiences that children have about the story to be told and providing directions and procedures for telling a good and true story. (3) Core, enter the contents of the story. (4) Closing, it is expected that children understand the content of the story, and are confident to retell to friends in front of the class and are able to answer the teacher's questions about the sequence of the story

*Picture 4.3: teaching and learning activities using*
*picture strip story*



4. Observation on the fourth day, 28 June 2021

On the fourth day the researchers conducted direct research with Curriculum at SMA Darussalam Blokagung.

**a. Planning picture strip story Learning Method**

In the lesson plan, the English teacher in all classes held a consultation which was attended by Curriculum, and start the class to discuss how the picture strip story method will work effectively and efficiently. And how students feel satisfied, happy and able to master picture strip story lessons. In line with the Curriculum of SMA Darussalam Blokagung Bpk.M. Baydowi:

> "Before we carried out this picture strip story lesson, we held a joint deliberation. In order to design and manage learning later in accordance with expectations and run well and smoothly. (Source interview 05 July 2021).

From the results of these interviews, we as researchers conclude that planning in a lesson is very important to produce good and maximum learning.

**b.Guidance of Teaching Language teacher picture strip story**

In order to get maximum results. In this picture strip story lesson, it is necessary to develop or provide skills in the field of storytelling that will be carried out. The Curriculum conducts a consortium every week for language teachers at SMA Darussalam in order to match methods and achievements in learning. In addition, the school collaborated with the administrators of the Darussalam high school language dormitory at the northern women's boarding school by bringing in tutors to teach at the Darussalam high school Blokagung.

In accordance with the hopes. The curriculum of Mr. M. Baydowi, S.Pd . :

> "In an effort to improve the ability and mastery of teachers in picture strip story learning, we delegate our members from the language dormitory to conduct an evaluation every month regarding the use of this story strip." (Source interview 05 July 2021).

From the statement above, the researcher believes that with a qualified teacher, learning will be carried out with satisfactory results.

---

**Amalia Khoirunnisa**

*R: "terus menurut kamu, kamu menjadi lebih aktif gak ketika kamu menggunakan picture strip storyini?"*

*S: "lumayan sih, soalnya kayak seneng gitu bisa berkembang dan menambah kosa kata."*

**Agustin Dwi Megawati**

*R: "bagaimana penggunaan picture strip story didalam pembeljaran bahasa inggris dikelas gimana?*

*S: "penerapan didalam kelas yaitu guru dengan memberikan*

*gambar yang masih, dimana siswa diminta untuk mengurutkan cerita tersebut menjadi cerita yang baik dan benar.*

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## C. Discussion

### 1. Implementation of using picture strip story in teaching speaking skil

Based on the results of observations and interviews, it can be seen that the use of picture stories in teaching speaking skills can be used properly. This is because this method can help upload material with pictures and make students more enthusiastic because of the features in it.

### 2. Students' opinions on the use picture strip story in teaching speaking skill

The results of interviews conducted with twelfth grade students majoring in language resulted in several student opinions on the methods used by researchers when learning was carried out. From the student's opinion, the researcher concluded:

The use of picture strip stories helps students in learning. When the interview was conducted, the average student stated that this method could help them in learning to speak, because they could develop vocabulary through the pictures. According to the English teacher at SMA DARUSSALAM, this is because they are more interested in the storytelling method. The teacher's opinion about this is also in line with Arsyad in Zurtia (2019:66) that pictures help students understand the material, and their way to learn more effectively. This image can be uploaded by the teacher as teaching material given to students besides that, this method can also make students more active in learning languages easily, because based on their experience, this method is a new method they use to learn languages.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. CONCLUSION

Based on the results of the research and data analysis described above, the authors can conclude that learning speaking skills using the story strip image method can improve students' speaking skills in English. So with this researcher, it can be said that picture strip story learning in improving speaking skills in the twelfth grade of the Darussalam Senior High School language department can improve their skills and increase their interest and enthusiasm for learning English by using this method.

Based on the description that has been presented, the conclusions of this paper are:

1. Picture strip story is an effective method to help students improve their language skills in the form of proficiency in speaking English.

2. By doing the picture strip story technique, the teacher can find out the students' ability to improve speaking

3. By doing the picture strip story technique, students can develop their minds and can imagine according to the existing pictures

**B. SUGGESTION**

We as researchers feel that we are very lacking in knowledge of the method and the research itself, therefore I humbly ask for constructive criticism and suggestions for the perfection of this research.

There are several suggestions that researchers can convey, namely:

1. Institution

With this research, we hope that the Institute can use the storytelling method in improving students' speaking skills.

2. Teacher

Teachers as motivation and the first milestone in the use of the picture strip story method in improving students' skills. Hoping that there will be learning that makes students able to speak and can speak in English.

3. Student

The researcher hopes that students are able to develop their talents and interests in this picture story method, so that students are able to apply the method.

4. Researcher

For researchers themselves, with the implementation of the following research, developments and progress are highly anticipated by the general

public and relationships with researchers are always established, especially at the SMA Darussalam Blokagung.

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**APPENDIX I**

## DAFTAR RIWAYAT HIDUP

**NAMA :** IRFAN MAULIDI

**NIM :** 171112210018

**TTL :** Banyuwangi, 04 Juli 1999

**JENIS KELAMIN :** laki-laki

**AGAMA :** Islam

**JURUSAN :** Bahasa Inggris

**TELEPON :** 08124911033

**ALAMAT :** Padang, Singojuruh, Banyuwangi, Jawa Timur

**RIWAYAT PENDIDIKAN FORMAL**

| JENJANG PENDIDIKAN | TAHUN MASUK | TAHUN LULUS | NAMA SEKOLAH / PERGURUAN TINGGI | BIDANG STUDI |
|---|---|---|---|---|
| SD / MI | 2005 | 2011 | SDN 02 Padang | |
| SMP | 2011 | 2014 | SMP Plus Darussalam | |
| SMA / MAA | 2014 | 2017 | MA Al Amiriyyah | IPA |
| S1 | 2017 | 2021 | Institut Agama Islam Darussalam Blokagung Banyuwangi | Bahasa Inggris |

**RIWAYAT PENDIDIKAN FORMAL**

| JENJANG PENDIDIKAN | TAHUN MASUK | TAHUN LULUS | NAMA SEKOLAH |
|---|---|---|---|
| ULA | 2011 | 2015 | Madrasah Diniyah Al-amiriyyah Pondok Pesantren darussalam Blokagung Banyuwangi |
| WUSTHO | 2015 | 2017 | Madrasah Diniyah Al-amiriyyah Pondok Pesantren darussalam Blokagung Banyuwangi |
| ULYA | 2017 | 2019 | Madrasah Diniyah Al-amiriyyah Pondok Pesantren darussalam Blokagung Banyuwangi |

**APPENDIX II**
**RESEARCH LETTER**



YAYASAN PONDOK PESANTREN DARUSSALAM
# SMA DARUSSALAM
AKREDITASI "A"

NPSN : 20525832   NIS : 300140   NSS : 302052523062
**BLOKAGUNG KARANGDORO TEGALSARI BANYUWANGI**
Website:www.blokagung.net Email:smadarussalambwi@gmail.com

Jalan Pon. Pes. Darussalam Telepon:(0333)4460483 Karangdoro Tegalsari Kode Pos 68491 Banyuwangi

**SURAT KETERANGAN**
Nomor:31/0245/429.245.300/2021

Yang bertanda tangan dibawah ini, kami Kepala SMA DARUSSALAM Blokagung Tegalsari Banyuwangi menerangkan bahwa :

| | |
|---|---|
| Nama | : IRFAN MAULIDI |
| Tempat Tanggal Lahir | : Banyuwangi, 4 Juli 1999 |
| NPM/NIM | : 17112210018 |
| Fakultas/Jurusan | : Fakultas Tarbiyah dan Keguruan (FTK) |
| Program Studi | : Bahasa Inggris |
| Lembaga | : IAI DARUSSALAM |
| Alamat | : Padang Singojuruh Banyuwangi |

Telah melakukan penelitian mulai tanggal 6 Juni 2021 sampai dengan 31 Juli 2021 di SMA Darussalam Blokagung Tegalsari Banyuwangi untuk keperluan penyusunan Skripsi dengan judul **"Using Picture strip Story to Reduce Student's Speaking Nervousness of twelve grade at SMA Darussalam Blokagung in academic 2021/2022"**

Demikian surat ini kami buat, untuk dapat digunakan sebagaimana mestinya.

Tegalsari, 31 Juli 2021
Kepala SMA Darussalam

**AFAN SUCIPTO, S.Pd.**

**APPENDIX III**
**RESEARCH LETTER**

## INSTITUT AGAMA ISLAM DARUSSALAM
# IAIDA
### FAKULTAS TARBIYAH DAN KEGURUAN
### TERAKREDITASI
## BLOKAGUNG - BANYUWANGI

Alamat : Pon. Pes. Darussalam Blokagung 02/IV Karangdoro Tegalsari Banyuwangi Jawa Timur - 68491 Telp. (0333) 847459, Fax. (0333) 846221, Hp: 085258405333 , Website: www.iaida.ac.id-Email: iaidablokagung@gmail.com

Nomor : 31.5/211.20/FTK.IAIDA/C.3/VII/2021
Lamp. : -
Hal       : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:
**Kepala SMA DARUSSALAM BLOKAGUNG**

Di - Tempat

*Assalamu'alaikum warahmatullahi wabarokatuh*

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:

Nama                    : **IRFAN MAULIDI**
TTL                      : **Banyuwangi, 04/07/1999**
NIM /NIMKO        : **17112210018/2017.4.071.0147.1.000045**
Fakultas              : Tarbiyah dan Keguruan (FTK)
Program Studi      : Tadris Bahasa Inggris (TBIG)
Alamat                 : Jl Kh Abdulloh Hasbulloh Dusun Krajan Rt 003 Rw 004 Ds.
                             Padang Kec. Singojuruh Kab. Banyuwangi Prov. Jatim
HP                       : 082211305878
Dosen Pembimbing   : **Mohamad Nor Shodiq, M.Pd.**

Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi.
Adapun judul penelitiannya adalah:

***"Using Picture Strip Story To Reduce Students Speaking Nervousness Of The Twelfth Grade Students Of Language Department Of Sma Darussalam In Academic Year 2021/2022."***

Atas perkenan dan kerja samanya yang baik diucapkan banyak terima kasih.

*Wassalamu'alaikum warahmatullahi wabarokatuh.*

Blokagung, 19 Juli 2021
Dekan

**Dr. Siti Aimah, S.Pd.I., M.Si.**
NIPY. 3150801058001

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**PROFIL SMA DARUSSALAM BLOKAGUNG**

# Profil Sekolah

| **1. Identitas Sekolah** | | | |
|---|---|---|---|
| 1 | Nama Sekolah | : | SMAS DARUSSALAM |
| 2 | NPSN | : | 20525832 |
| 3 | Jenjang Pendidikan | : | SMA |
| 4 | Status Sekolah | : | Swasta |
| 5 | Alamat Sekolah | : | JL.PON.PES DARUSSALAM |
| | RT / RW | : | 3 / 4 |
| | Kode Pos | : | 68485 |
| | Kelurahan | : | Karangdoro |
| | Kecamatan | : | Kec. Tegalsari |
| | Kabupaten/Kota | : | Kab. Banyuwangi |
| | Provinsi | : | Prov. Jawa Timur |
| | Negara | : | Indonesia |
| 6 | Posisi Geografis | : | -8,4499 Lintang |
| | | | 114,0989 Bujur |
| **3. Data Pelengkap** | | | |
| 7 | SK Pendirian Sekolah | : | 425.11.214.429.102.2002 |
| 8 | Tanggal SK Pendirian | : | 2002-01-21 |
| 9 | Status Kepemilikan | : | Yayasan |
| 10 | SK Izin Operasional | : | P2T/436/19.03/01/X/2018 |
| 11 | Tgl SK Izin Operasional | : | 2018-10-16 |
| 12 | Kebutuhan Khusus Dilayani | : | |
| 13 | Nomor Rekening | : | 0027026664 |
| 14 | Nama Bank | : | BPD JAWA TIMUR... |
| 15 | Cabang KCP/Unit | : | BPD JAWA TIMUR CABANG BANYUWANGI... |
| 16 | Rekening Atas Nama | : | SMASDARUSSALAM(DUPLIKAT)... |
| 17 | MBS | : | Ya |
| 18 | Memungut Iuran | : | Ya (Tahunan) |
| 19 | Nominal/siswa | : | 75,000 |
| 20 | Nama Wajib Pajak | : | SMA DARUSSALAM |
| 21 | NPWP | : | 030925325627005 |
| **3. Kontak Sekolah** | | | |
| 20 | Nomor Telepon | : | 03334460483 |
| 21 | Nomor Fax | : | |
| 22 | Email | : | smadarussalambwi@gmail.com |

| 23 | Website | : | http://www.smadarussalam.sch.id |
|----|---------|---|----------------------------------|

**4. Data Periodik**

| 24 | Waktu Penyelenggaraan | : | Pagi/6 hari |
|----|------------------------|---|-------------|
| 25 | Bersedia Menerima Bos? | : | Ya |
| 26 | Sertifikasi ISO | : | Belum Bersertifikat |
| 27 | Sumber Listrik | : | PLN |
| 28 | Daya Listrik (watt) | : | 5500 |
| 29 | Akses Internet | : | Telkom Speedy |
| 30 | Akses Internet Alternatif | : | Telkomsel Flash |

# Peserta Didik
## SMAS
## DARUSSALAM

Kecamatan Kec. Tegalsari, Kabupaten Kab. Banyuwangi, Provinsi Prov.
Jawa Timur

Tanggal Unduh: 2021-06-30
10:59:01

Pengunduh: Bahrowi
(sma_darussalambwi@yahoo.co.id)

**1. Jumlah Peserta Didik Berdasarkan Jenis Kelamin**

| Laki-laki | Peremp uan | Total |
|---|---|---|
| 212 | 403 | 615 |

**2. Jumlah peserta Didik Berdasarkan Usia**

| Usia | L | P | Total |
|---|---|---|---|
| < 6 tahun | 0 | 0 | 0 |
| 6 - 12 tahun | 0 | 1 | 1 |
| 13 - 15 tahun | 14 | 28 | 42 |
| 16 - 20 tahun | 198 | 374 | 572 |
| > 20 tahun | 0 | 0 | 0 |
| Total | 212 | 403 | 615 |

**4. Jumlah Siswa Berdasarkan Penghasilan Orang Tua/Wali**

| Penghasilan | L | P | Total |
|---|---|---|---|
| Tidak di isi | 3 | 10 | 13 |
| Kurang dari Rp. 500,000 | 14 | 23 | 37 |
| Rp. 500,000 - Rp. 999,999 | 42 | 88 | 130 |
| Rp. 1,000,000 - Rp. 1,999,999 | 134 | 251 | 385 |
| Rp. 2,000,000 - Rp. 4,999,999 | 18 | 30 | 48 |
| Rp. 5,000,000 - Rp. 20,000,000 | 1 | 1 | 2 |
| Lebih dari Rp. 20,000,000 | 0 | 0 | 0 |
| | | | |
| Total | 212 | 403 | 615 |

**5. Jumlah Siswa Berdasarkan Tingkat Pendidikan**

| Tingkat Pendidikan | L | P | Total |
|---|---|---|---|
| Tingkat 10 | 85 | 151 | 236 |
| Tingkat 11 | 59 | 137 | 196 |
| Tingkat 12 | 68 | 115 | 183 |
| Total | 212 | 403 | 615 |

**3. Jumlah Siswa Berdasarkan Agama**

| Agama | L | P | Total |
|---|---|---|---|
| Islam | 212 | 403 | 615 |
| Kristen | 0 | 0 | 0 |
| Katholik | 0 | 0 | 0 |
| Hindu | 0 | 0 | 0 |
| Budha | 0 | 0 | 0 |
| Konghucu | 0 | 0 | 0 |
| Lainnya | 0 | 0 | 0 |
| Total | 212 | 403 | 615 |

# Rombongan Belajar

## SMAS DARUSSALAM

Kecamatan Kec. Tegalsari, Kabupaten Kab. Banyuwangi, Provinsi
Prov. Jawa Timur

Tanggal Unduh: 2021-06-30          Pengunduh: Bahrowi
10:59:01                          (sma_darussalambwi@yahoo.co.id)

| No | Nama Rombel | Tingkat Kelas | Jumlah Siswa | | | Wali Kelas | Kurikulum | Ruangan |
|---|---|---|---|---|---|---|---|---|
| | | | L | P | Total | | | |
| 1 | X IIB | 10 | 0 | 23 | 23 | Mimin Habibah Thohir | Kurikulum SMA 2013 Bhs&Budaya | RK.X IIB |
| 2 | X IIS 1 | 10 | 0 | 21 | 21 | Belgis Anzelita Mazidah | Kurikulum SMA 2013 IPS | RK X IIS |
| 3 | X IIS 2 | 10 | 32 | 0 | 32 | Anis Amnan Mahfudi, S.t | Kurikulum SMA 2013 IPS | RK. X IIS 2 |
| 4 | X MIPA 1 | 10 | 0 | 35 | 35 | Illa Atmi Jayanti, S.pd | Kurikulum SMA 2013 MIPA | RK X 1 |
| 5 | X MIPA 2 | 10 | 0 | 37 | 37 | Emisa Umami | Kurikulum SMA 2013 MIPA | RK.X 2 |
| 6 | X MIPA 3 | 10 | 0 | 35 | 35 | Muh. Yusuf | Kurikulum SMA 2013 MIPA | RK.X 3 |
| 7 | X MIPA 4 | 10 | 30 | 0 | 30 | Moh. Syamsul Ma'arif | Kurikulum SMA 2013 MIPA | RK.X 4 |

56

| No | Kelas | | | | | Nama | Kurikulum | Ruang |
|---|---|---|---|---|---|---|---|---|
| 8 | X MIPA 5 | 10 | 24 | 0 | 24 | Ermawati | Kurikulum SMA 2013 MIPA | RK.X 5 |
| 9 | XI IIB | 11 | 0 | 16 | 16 | Latifatul Munawaroh, S.pd | Kurikulum SMA 2013 Bhs&Budaya | RK.XI.BHS |
| 10 | XI IIS 1 | 11 | 0 | 27 | 27 | Clara Elys Yunita | Kurikulum SMA 2013 IPS | RK.XI IIS.1 |
| 11 | XI IIS 2 | 11 | 16 | 0 | 16 | Muhamad Jamhari | Kurikulum SMA 2013 IPS | RK.XI.IIS |
| 12 | XI MIPA 1 | 11 | 0 | 34 | 34 | Lilik Suryati | Kurikulum SMA 2013 MIPA | RK.XI.IPA.1 |
| 13 | XI MIPA 2 | 11 | 0 | 31 | 31 | Sumiarsih, S.pd. | Kurikulum SMA 2013 MIPA | RK.XI.IPA.2 |
| 14 | XI MIPA 3 | 11 | 0 | 29 | 29 | Anastasia Perdana, S.pd | Kurikulum SMA 2013 MIPA | RK.XI.IPA.3 |
| 15 | XI MIPA 4 | 11 | 43 | 0 | 43 | Imam Khusnudin, M.m | Kurikulum SMA 2013 MIPA | RK. XI IPA 4 |
| 16 | XII IIB | 12 | 0 | 22 | 22 | Siti Khodijah | Kurikulum SMA 2013 Bhs&Budaya | RK.XII.BHS |
| 17 | XII IIS 1 | 12 | 22 | 16 | 38 | Akhmad Jaenuri | Kurikulum SMA 2013 IPS | RK.XII.IIS |
| 18 | XII MIPA 1 | 12 | 0 | 29 | 29 | Dra. Siti Hamidah | Kurikulum SMA 2013 MIPA | RK.XII.IPA.1 |
| 19 | XII MIPA 2 | 12 | 0 | 25 | 25 | Latiffatun Nasiroh | Kurikulum SMA 2013 MIPA | RK.XII.IPA.2 |
| 20 | XII MIPA 3 | 12 | 10 | 23 | 33 | Latifatuz Zuhroh, S.pd. | Kurikulum SMA 2013 MIPA | RK.XII.IPA.3 |
| 21 | XII MIPA 4 | 12 | 40 | 0 | 40 | Radityo Utomo | Kurikulum SMA 2013 MIPA | RK XII IPA 4 |

**APPENDIX V**

**DAFTAR NAMA GURU SMA DARUSSALAM BLOKAGUNG BANYUWANGI**

| NO | NAMA | JABATAN |
|----|------|---------|
| 1 | Affan Sucipto , M.Pd | Kepala Sekolah |
| 2 | Nur Hamid , S.Pd | Wks. Kurikulum |
| 3 | Khaniful Adib  S.Pd | Wks. Kesiswaan |
| 4 | M. Ali Murtadlo  S.Pd | Bendahara |
| 5 | Yuni  Ma'rifayun Nisa S.Pd | Wks. Tata Usaha |
| 6 | Mimin Habibah Thohir | Guru |
| 7 | Belgis Anzelita Mazidah | Guru |
| 8 | Muh. Yusuf | Guru |
| 9 | Moh. Syamsul Muarif | Guru |
| 10 | Ermawati | Guru |
| 11 | Latifatul Munawwaroh, S.Pd | Guru |
| 12 | Sumiarsih, S.Pd | Guru |
| 13 | Imam Khusnudin, M.M | Guru |
| 14 | Siti Khodijah | Guru |
| 15 | Dra. Siti Hamidah | Guru |

| 16 | Akhmad Jaenuri | Guru |
|----|---------------------------|------|
| 17 | Anastia Perdana , S.Pd | Guru |
| 18 | David Ilham Yusuf, S.Pd | Guru |
| 19 | Muhammad Jamhari , S.Pd | Guru |
| 20 | Dina Islamiana, S.Pd | Guru |
| 21 | Clara Elys Yunita, S.Pd | Guru |
| 22 | Lilik Suryati , S.Pd, | Guru |
| 23 | Siti Muthmainnah, S.Pd | Guru |

**APPENDI VI**

**STRUCTURE**

**PERSONALIA ORGANISASI**

**SMA DARUSSALAM BLOKAGUNG**

**TEGALSARI BANYUWANGI**

1. Kepala Sekolah       : AFAN SUCIPTO, S.Pd.

2. Komite Sekolah       : AKHMAD JAENURI

3. Operator Dapodik      : BAHROWI, S.Pd.

4. Kepala TU          : KHOLIL FAWAID, S.Sos.I

5. Bendahara          : MOH. ALI MURTADHO, S.Pd.

6. WKS Kurikulum      : NUR HAMID, S.Pd.

7. WKS Kesiswaan      : KHANIFUL ADIB, S.Pd.

8. WKS BP/BK        : MOH. ALI MURTADHO, S.Pd.

9. WKS SarPras       : MUHAMAD NASIR, S.Pd.I

10. WKS Humas        : ANIS AMNAN MAHFUDI, S.T.

```
                    Komite Sekolah ──────── Kepala Sekolah

            Operator                          Kepala Tata Usaha
            DAPODIK ──────────────┼───────────

                                   Bendahara ──────── Staff Tata Usaha

    WKS. Kurikulum    WKS. Kesiswaan    WKS. HUMAS    WKS. SARPRAS

                         GURU

                        SISWA/I
```
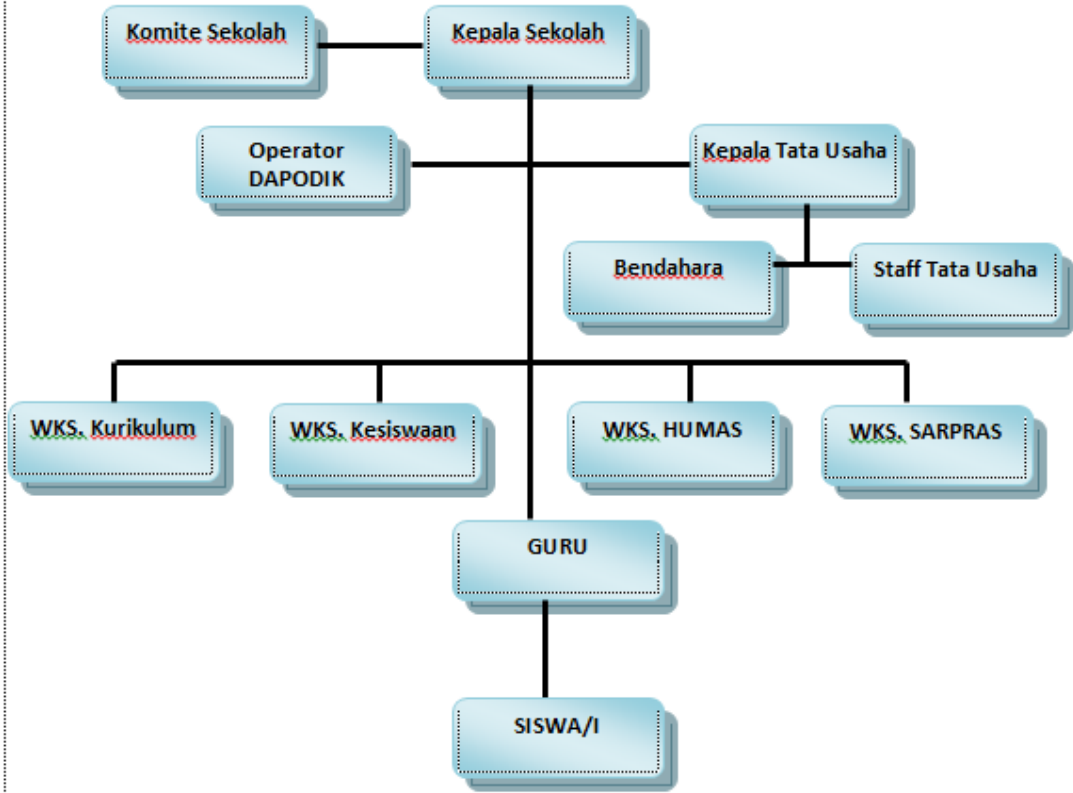
**APPENDIX VII**
**SOME PICTURE**

*(Picure. 01 )*



*(Documentation with the students grade of langague)*

*(Picture. 04)*



*((Documentation with together students grade of langague)*

**Interview 1**

**Headmaster Of SMA Darussalam**


P      : Principal / HeadMaster

R      : Researcher


R      : "Assalamualaikum pak, Mohon Maaf Menggangu  Waktunya sebentar, ini saya mau minta izin untuk menjukan permohonan kepada bapak"

P      : "Walaikumsalam, ohh iya dek monggo"

R      : "Begini pak, ini saya irfan maulidi dari Institut Agama Islam Darussalam, Sekarang saya sedang menempuh semester ahir saya, dan berkeinginan untuk mengadakan penelitian di SMA Darussalam"

P      : "oh, iya. Kami dengan senang hati mempersilahkan mas, kalau boleh tau dari jurusan apa nge?, dan kira – kira mau meneliti di bidang apa ?"

R      : "Alhamdulilah, saya dari jurusan falkultas pendidikan, lebih tepatnya di jurusan tadris bahasa inggris, kemaren saya sedikit mengobrol dengan teman saya yang aktif di sekolah sini, namanya mas hanif pak, dari hasil bincang bicang saya dengan mas hanif, rencana saya mau meneliti tentang progam bahasa di jurusan bahasa pada tepatnya kelas dua belas,."

P      : "Oh, iya mas, kira kira kapan melaksanakan penelitian mulai kapan ngeh ?"

R      : "Insyallah di bulan ini pak, untuk tanggal dan jadwalnya sudah tercantum dalam jadwal yang saya berikan dengan bersamaan surat ini pak."

P      : "oh, iya mas, kami selaku dari perwakilan pihak SMA Darussalam membuka lebar untuk mas habib dalam memohon izin mengadakan penelitian ini."

R      : "alhamdilah terimakasih ngeh pak."

P       : |"iya sama sama mas, nanti samean bisa langsung bersangkutan kepada yang terkait saja,lebih tepatnya kepada guru pelajaran bidang bahasa dikelas 12 bahasa

R       : "iya pak, siap pak, terimakasih ngeh pa katas izinnya dalam melakukan penelitiannya, sebisa mungkin saya akan memberikan yang terbaik buat SMA Darussalam"


**Interview 2**

**English Teacher  Of SMA Darussalam**

**Tanggal**


ET      : english teacher

R       : Researcher


R       : "Miss, sebelumnya mohon maaf, saya mau bertanya ini?"

ET      : "iya mas silahkan, sebisa saya, saya jawab ya mas"

R       : "hehehe iya Miss, Miss bagaimana kondisi siswa – siswa dalam berbicara bahasa inggris?"

ET      : "untuk sebelum – sebelumnya masih banyak siswa yang belum menguasai atau aktif dalam berbahasa inggris mas, jelasnya itu karena factor dari mereka belum bisa berbahasa inggris dengan lancer"

R       : "terus dengan adanya penggunaan picture strip story  ini kira – kira perubahannya bagaimana miss?"

ET      : "alhamdulilah baget mas, dengan adanya progam ini saya sendiri sebgai fasilitator belajar mereka, saya merasakan baget mas, memang ada perubahan kepada mereka yang sangat signifikan mas"

R       : "kira – kira berapa persen miss dari satu kelas itu miss perubahannya ?"

ET      : "saya memprediksi mas dengan adanya progam ini, ada sekitar 80% rata – rata siswa dapat berbicara bahasa inggris dengan lancar"

R       : " wah bayak baget ya miss"

ET : "iya mas, jadi memang mereka sebenernya hanya butuh kebiasaan saja mas dalam pentargetan untuk bisa berbahasa inggris"

R : "kira – kira pengaruh dalam pembelajaran kelas apa miss?"

ET : "pastinya banyak mas, dengan adanya progam ini pembelajaran dikelas lebih terlihat aktif, banyak siswa yang secara langsung dapat di ajak untuk ber diskusi, atau interaksi dalam berbahasa inggris, hehhehe jadi kan saya mudah dalam mengajari mereka mas"

R : " jadi ada keuntungan tersendiri ya mas bagi guru nya, terimakasih miss atas informasinya"


**Interview 3**

**Student  Of  SMA  Darussalam**

**Tanggal**

**L** **: Nabila yesi puspita**

**R** **: Researcher**


R : "hai dek, kakak mau Tanya – Tanya ni?|"

N : "ohh yaa silahkan kak, jadi grogi ni …. Hehhehe"

R : "santai aja kakak ngak Tanya aneh – aneh kok, penggunaan picture strip story dikelas  gimna dek,?"

N : " hehe, seru banget kak, membantu banget kak, asik lagi, temen-temen banyak yang antusias dan merasa senang bisa menambah vocab sehingga temen-temen tidak grogi dalam berbicara , jadi seneng banget, bisa lebih semangat"

R : "semangat ya, semoga sukses selalu, makasih infonya"

**Interview 4**

**Student Of SMA Darussalam**

**Tanggal**

**J        : Jesika wulandari**

**R        : Researcher**


R        : "kakak, mau Tanya nie?"

J        : "ohh ya silahkan kak"

R        : " Dengan adanya, penggunaan picture strip story dikelas bahasa ,
menurut kamu, hal apa yang kadang menjadi penghambat atau ketidak
asikan nya?"

J        : "kalau menurutku cuman sedikit sih kak, biasanya itu sulit memahami
thema kak, kan kadang – kadang kak turtornya itu ngasih temha kayak
politik gitu, jadi bingung mau ngomongin apa hehehe"

R        : "Oh, Gitu yaa"


**Interview 5**

**Student Of SMA Darussalam**

**Tanggal**

**U        : Umi mala nursiah**

**R        : Researcher**


R        : "dek kakak mau Tanya nie, adek kan salah satu siswa yang kelihatanya
menurut kakak udah lancar banget bahasa inggrisnya, menurut kamu kritik
dan sarannya apa kira – kira dek?"

U        : "saranku yang pertama ya kak, pengen jalan – jalan ke pantai biar bisa
langsung ngomong sama tourism, hehehe jadi kalau ngomong sama toris
dan orang local itu nervesnya beda

R      : "okey siap dek, tak ajukan nanti

**Interview 5**

**Student Of SMA Darussalam**

**Tanggal**

**U     : Rohmatul Ummah**

**R     : Researcher**

R      : "dek kakak mau Tanya nie, adek kan salah satu siswa yang kelihatanya masih nerfes dan takut untuk berbicara didepan temen;temen, kira; kira apa yang membuat adek nerfes ?"

R      : "ya kakak, memang saya akui kalau ketika saya disuruh berbicara bahasa inggris itu saya merasa nerves , faktor utama yang saya alami adalah kurang percaya diri kak"

R      : "okey siap dek, mungkin saya punya saran buat adek untuk menghilangkan rasa nerves itu salah satunya terus berlatih setiap hari, harus berani biar rasa malu dan nerfes itu hilang

R      : Oh ya kak, terima kasih saran kakak.

**APPENDIX XI**

# Plagiarism Checker X Originality Report

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-----------------------------------------------------------------------------------------

THESIS USING PICTURE STRIP STORY IN TEACHING SPEAKING SKILL OF THE TWELFTH GRADE STUDENTS OF LANGUAGE DEPARTMENT OF SMA DARUSSALAM IN ACADEMIC YEAR 2021/2022. / BY IRFAN MAULIDI NIM.17112210018
ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC INSTITUTE OF DARUSSALAM BLOKAGUNG BANYUWANGI 2021THESIS USING PICTURE STRIP STORY IN TEACHING SPEAKING SKILL OF THE TWELFTH GRADE STUDENTS OF LANGUAGE DEPARTMENT OF SMA DARUSSALAM IN ACADEMIC YEAR 2021/2022. / BY IRFAN MAULIDI NIM.17112210018
ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC INSTITUTE OF DARUSSALAM BLOKAGUNG BANYUWANGI 2021 USING PICTURE STRIP STORY IN TEACHING SPEAKING SKILL OF THE TWELFTH GRADE STUDENTS OF LANGUAGE DEPARTMENT OF SMA DARUSSALAM IN ACADEMIC YEAR 2021/2022.

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 Department BY IRFAN MAULIDI NIM.17112210018
ENGLISH EDUCATION DEPARTMENT FACULTY OF EDUCATION AND TEACHER TRAINING ISLAMIC INSTITUTE OF DARUSSALAM BLOKAGUNG BANYUWANGI 2021 APROVAL SHEET This is certifying that Sarjana's thesis

**TABLE 01**

**THE LIST OF THE TWELVE GRADE OF LANGUAGE**
**IN SMA DARUSSALAM BLOKAGUNG IN ACADEMIC YEAR 2021/2022**

| NO | NAME | CLASS |
|----|------|-------|
| 1 | Izza afkarina ulin nuha | XII LANGUAGE |
| 2 | Rade prianta wijaya | XII LANGUAGE |
| 3 | Lilis maghfiroh | XII LANGUAGE |
| 4 | Nabila yesi puspita | XII LANGUAGE |
| 5 | Salsabila nur husniah | XII LANGUAGE |
| 6 | Devi yupika sari | XII LANGUAGE |
| 7 | Umi mala nursiah | XII LANGUAGE |
| 8 | Rohmatul ummah | XII LANGUAGE |
| 9 | Alfiah nur afidah | XII LANGUAGE |
| 10 | Jesika wulandari | XII LANGUAGE |
| 11 | Riska oktavia | XII LANGUAGE |
| 12 | Arencha mayori | XII LANGUAGE |
| 13 | Yasmin fauziyahanh asti | XII LANGUAGE |
| 14 | Sandia muqidmmah | XII LANGUAGE |
| 15 | Zean najrina sakilah | XII LANGUAGE |
| 16 | Choirotun nisa' | XII LANGUAGE |

\

**TABLE 02**

**THE TABLE SCORE OF OBESERVATION FIRST MEETING**

| NO | NAME | fluence | Asking the question | Understanding | Minim of vocabulary |
|----|------|---------|---------------------|---------------|---------------------|
| 1 | *Izza afkarina ulin nuha* | *50* | *55* | *50* | *52* |
| 2 | Rade prianta wijaya | 65 | 60 | 70 | 65 |
| 3 | Lilis maghfiroh | 70 | 70 | 65 | 70 |
| 4 | Nabila yesi puspita | 70 | 60 | 70 | 50 |
| 5 | Salsabila nur husniah | 65 | 70 | 60 | 70 |
| 6 | Devi yupika sari | 70 | 70 | 70 | 70 |
| 7 | Umi mala nursiah | 60 | 60 | 75 | 70 |
| 8 | *Rohmatul ummah* | *60* | *65* | *55* | *55* |
| 9 | Alfiah nur afidah | 70 | 65 | 70 | 70 |
| 10 | Jesika wulandari | 70 | 65 | 60 | 65 |
| 11 | Riska oktavia | 65 | 60 | 70 | 60 |
| 12 | *Arencha mayori* | *55* | *60* | *65* | *65* |
| 13 | Yasmin fauziyahanh asti | 70 | 65 | 70 | 65 |
| 14 | Sandia | 65 | 70 | 65 | 65 |

| | muqidmmah | | | | |
|----|--------------------|------|------|------|------|
| 15 | Zean najrina sakilah | 70 | 60 | 70 | 65 |
| 16 | *Choirotun nisa'* | *50* | *50* | *50* | *50* |

**TABLE 03**

**THE TABLE SCORE OF OBSERVATION SECOND MEETING**

| NO | NAME | fluence | Asking the question | understanding | Minim of vocabulary |
|----|------|---------|---------------------|---------------|---------------------|
| 1 | Izza afkarina ulin nuha | 65 | 65 | 70 | 65 |
| 2 | Rade prianta wijaya | 76 | 60 | 65 | 65 |
| 3 | Lilis maghfiroh | 70 | 65 | 70 | 70 |
| 4 | Nabila yesi puspita | 70 | 65 | 70 | 70 |
| 5 | Salsabila nur husniah | 75 | 65 | 70 | 60 |
| 6 | Devi yupika sari | 75 | 75 | 75 | 75 |
| 7 | Umi mala nursiah | 85 | 80 | 85 | 75 |
| 8 | *Rohmatul ummah* | *63* | *67* | *60* | *60* |
| 9 | Alfiah nur afidah | 74 | 70 | 74 | 75 |
| 10 | Jesika wulandari | 75 | 70 | 70 | 70 |
| 11 | Riska oktavia | 70 | 70 | 75 | 70 |
| 12 | Arencha mayori | 70 | 65 | 70 | 70 |
| 13 | Yasmin fauziyahanh asti | 70 | 67 | 65 | 67 |
| 14 | Sandia | 70 | 73 | 70 | 70 |

| | muqidmmah | | 73 | | |
|----|----------------------------|----|----|----|----|
| 15 | **Zean    najrina**  **sakilah** | **70** | **65** | **70** | **70** |
| 16 | *Choirotun nisa'* | *50* | *50* | *50* | *50* |

**TABLE 04**

**THE LIST OF RESPONDENT NAMES**

| NO | NAME | DESCRIPTION |
|---|---|---|
| 1 | AFFAN AFANDI,M. PD | HEAD MASTER OF SMA DARUSSALAM |
| 2 | SITI MUTHMAINAH, S.PD. | ENGLISH TEACHER |

**TABLE 05**

**LIST OF CLASS INFRASTRUCTURE**

| NO | NAMA FASILITAS | JUMLAH | KONDISI | PENGGUNAAN |
|---|---|---|---|---|
| 1 | LCD PROYEKTOR | 1 | BAIK | SETIAP HARI |
| 2 | PAPAN TULIS | 1 | BAIK | SETIAP HARI |
| 3 | SOUD AKTIF | 1 | BAIK | JADWAL PRAKTEK |
| 4 | MEJA | 14 | BAIK | SETIAP HARI |
| 5 | KURSI | 28 | BAIK | SETIAP HARI |