

**THE IMPACT OF THE DESCRIBING PICTURE STRATEGY
ON STUDENTS' SPEAKING ABILITY OF SMK NEGERI 2 MAKASSAR**

A PRE-EXPERIMENTAL



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment for
the Degree of Education in English Department*

**ISNAINI AZIZAH IBRAHIM
105351121317**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAH UNIVERSITY
2024**



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Name : Isnaini Azizah Ibrahim
 NIM : 105351121317
 Department : Pendidikan Bahasa Inggris
 Title : The Impact of The Describing Picture Strategy on Students' Speaking Ability of SMK Negeri 2 Makassar
 Consultant I : Dr. St. Asriati AM. S.Pd., M.Hum

Day / Date	Chapter	Note	Sign
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Makassar,
 Approved by:
 Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd
 NBM: 977 807



Terakreditasi Institusi



LEMBAR PENGESAHAN

Skripsi atas nama **Isnaini Azizah Ibrahim** NIM **105351121317**, diterima dan disahkan oleh panitia ujian skripsi berdasarkan surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor; 024 Tahun 1445 H/2024 M, tanggal 18 Rajab 1445 H/30 Januari 2024 M, sebagai salah satu syarat guna memperoleh gelar **Sarjana Pendidikan** pada Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari **Jum'at 2 Februari 2024**.

Makassar, 26 Rajab 1445 H
6 Februari 2024 M

- Panitia Ujian
1. Pengawas Umum : Prof. Dr. M. Ambo Asse, M.Ag
 2. Ketua : Erwin Akib, S.Pd., M.Pd., Ph.D.
 3. Sekretaris : Dr. H. Baharuddin, M.Pd.
 4. Dosen Penguji:
 1. Dr. Nurdevi, M.Pd.
 2. Ardiana, S.Pd., M.Pd.
 3. Dr. Sri Arjati AM, S.Pd., M.Hum.
 4. Andi Asri Jumlaty, S.Pd., M.Pd.

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

(.....)

Disahkan Oleh:
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, S.Pd., M.Pd., Ph.D.
NIM. 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : The Impact of The Describing Picture Strategy Students' Speaking Ability of Smk Negeri 2 Makassar (Pre Experiment Research)
Name : Isnaini Azizah Ibrahim
Reg. Number : 105351121317
Programmer : English Education Department Strata 1 (S1)
Faculty : Teacher Training and Education

Makassar, 3 Februari 2024

Approved By,

Consultant I


Consultant II

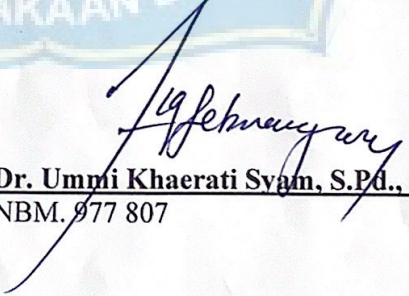

Dr. St. Asriati, M.S.Pd., M.Edum.
NIDN: 0910047502


Waharini, S.Pd., M.Pd.
NIDN: 0916048531

Dean of FKIP
Universitas Muhammadiyah Makassar

Head of
English Education Department


Erwin Akib, S.Pd., M.Pd., Ph.D.
NBM. 860 934


Dr. Ummi Khaerati Syam, S.Pd., M.Pd.
NBM. 977 807



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COUNSELLING SHEET

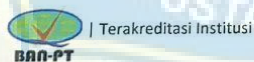
Name : Isnaini Azizah Ibrahim
 NIM : 105351121317
 Department : Pendidikan Bahasa Inggris
 Title : The Impact of The Describing Picture Strategy on Students' Speaking Ability of SMK Negeri 2 Makassar
 Consultant II : Maharida, S.Pd., M.Pd.

Day / Date	Chapter	Note	Sign
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10/1/2024	4	Discussion add more references to the discussion item	
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Makassar,
 Approved by:
 Head of English Education Department



Dr. Ummi Khaerati Syam, S.Pd., M.Pd
 NBM: 977 807



SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini:

Nama : **Isnaini Azizah Ibrahim**
Nim : **105351121317**
Jurusan : **Pendidikan Bahasa Inggris**
Judul Skripsi : **The Impact of Describing Picture Strategy on
Students` Speaking Ability at SMKN 2 Makassar**

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Isnaini Azizah
Ibrahim



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SURAT PERJANJIAN

Saya yang bertanda tangan dibawah ini:

Nama : Isnaini Azizah Ibrahim
Nim : 105351121317
Jurusan : Pendidikan Bahasa Inggris
**Judul Skripsi : The Impact of The Describing Picture Strategy on
Students` Speaking Ability at SMKN 2 Makassar**

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MOTTO AND DEDICATION

Motto

The only way to truly heal and grow is by facing our own pain and struggles.

(Kim Namjoon)



Dedication

In the name of Allah SWT, with love, honor and gratitude.

I dedicated this thesis to my beloved parents, my family and my friends who never end supporting me.

ABSTRACT

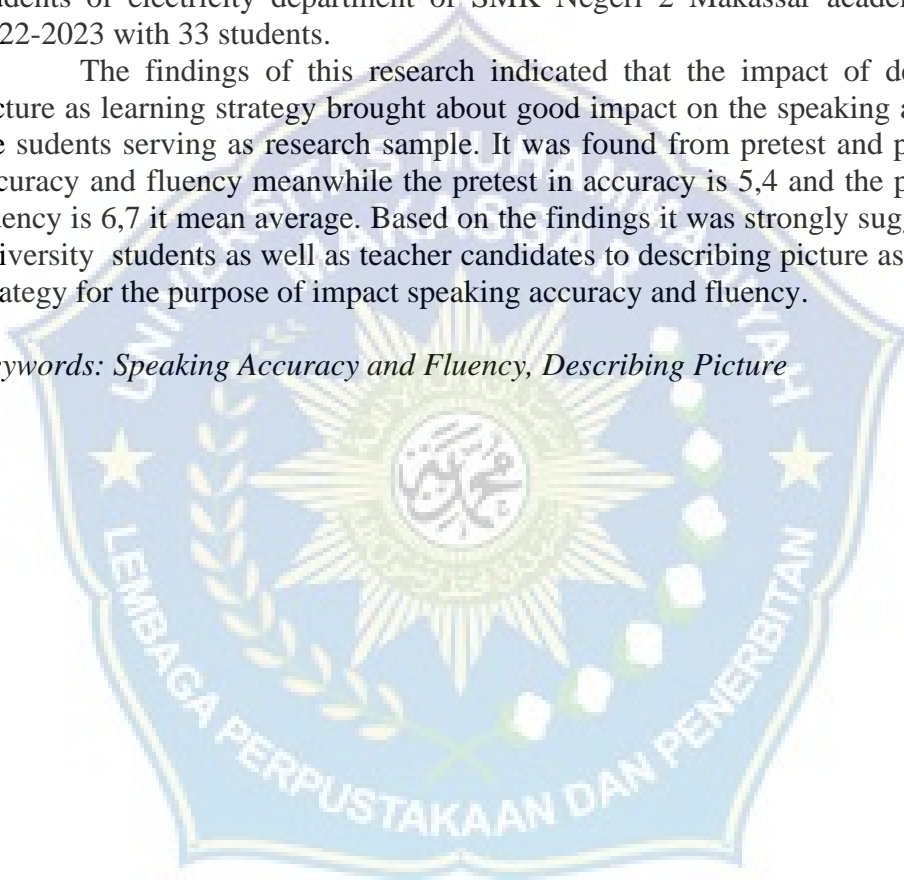
Isnaini Azizah Ibrahim. 2024. *The Impact of the Describing Picture Strategy on Students' Speaking Ability of SMK Negeri 2 Makassar (A Pre-Experimental Research).* Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar (Supervised by St. Asriati AM and Maharida).

This research aimed at finding out the impact of the describing picture as a learning strategy students' speaking ability for both accuracy and fluency.

Applying a pre-experimental design, this research used pretest and posttest to collect the data needed. The sample of this research was the grade ten students of electricity department of SMK Negeri 2 Makassar academic year 2022-2023 with 33 students.

The findings of this research indicated that the impact of describing picture as learning strategy brought about good impact on the speaking ability of the students serving as research sample. It was found from pretest and posttest in accuracy and fluency meanwhile the pretest in accuracy is 5,4 and the posttest in fluency is 6,7 it mean average. Based on the findings it was strongly suggested to university students as well as teacher candidates to describing picture as learning strategy for the purpose of impact speaking accuracy and fluency.

Keywords: Speaking Accuracy and Fluency, Describing Picture



ABSTRAK

Isnaini Azizah Ibrahim. 2024. *Dampak Penggunaan Media Gambar sebagai Strategi Pembelajaran terhadap Kemampuan Berbicara Siswa SMK Negeri 2 Makassar* (Penelitian Pre-Eksperimental pada Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, dibimbing oleh St. Asriati AM dan Maharida).

Penelitian ini bertujuan untuk menemukan dampak penggunaan gambar sebagai strategy pembelajaran dalam upaya dampak kemampuan berbicara siswa-siswi SMK Negeri 2 Makassar tahun pelajaran 2022-2023.

Menggunakan desain pre-eksperimental, penelitian ini menggunakan pretest dan posttest dalam mengumpulkan data-data yang diperlukan dengan jumlah sample sebesar 33 orang siswa.

Temuan penelitian ini menunjukkan bahwa dampak mendeskripsikan gambar sebagai strategi pembelajaran membawa dampak yang baik terhadap kemampuan berbicara siswa yang dijadikan sampel penelitian. Ditemukan dari pretest dan posttest ketelitian dan kefasihan sedangkan pretest ketelitian 5,4 dan posttest kefasihan 6,7 berarti rata-rata. Berdasarkan temuan ini sangat disarankan kepada mahasiswa serta calon guru untuk mendeskripsikan gambar sebagai strategi pembelajaran untuk tujuan mempengaruhi akurasi dan kelancaran berbicara.

Kata-kata Kunci: *ketepatan ucapan, kelancaran berbicara, media gambar,*

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May Allah SWT always give guidance and blessing to us.

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Isnaini Azizah Ibrahim

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CHAPTER I

INTRODUCTION

A. Background of Study

The inhabitants of South Sulawesi engage in a variety of activities, including in teaching and learning process in school setting, which are inextricably linked to the local culture and its moral values. One of them is the student's first language (mother tongue), which is typically related to how they understand content, especially English-related stuff. Wehantouw (1998: V) states that not a single word should be used in the process of teaching English, the teacher should speak English when he is teaching that language in order to make his students familiar with that foreign language.

Language is a form of communication carried out by someone either orally, in writing or in the form of a sign, which is based on a system of symbols. Rodman and Fromkin (1993: 1) state that language is not an abstract construction of the learned, or of dictionary makers, but is something arising out of the work, needs, ties, joys, affections, tastes, of long generation of humanity, and has its bases broad and low, close to the ground. Language consists of all the rules for changing or combining these words. Language also has a common role in social, intellectual and emotional development and is a key determinant of success in learning all fields of study.

Knowing a language as stated by Rodman and Fromkin (1993: 8) means being able to produce new sentences never spoken before and to understand sentences never heard before. Language is expected to help students get to know

themselves, other people`s cultures and their culture as well as present ideas and feelings in participating in the community that uses the language. English is a communication tool that is not much different from the meaning of Indonesia, it`s just that here the language has a different and slightly unique notation. The meaning is the same, but the form and language of the sentece are different. English is also another language with the most grammatical rules and vocabulary in number. With this condition, no wonder if English is claimed as the global language. Crystal (1998: 1) states that as global language English is heard on television spoken by politicians from all over the world.

In accordance with the objectives to develop communicative competence, it is emphasized that teaching English to SMK students is directed to provide them with adequate knowledge on the use of the English language, especially that related to their specified study programs. Students focusing on Electricity study program, would be provided with English for Electricity, whereas those focusing on Pharmacy would be equipped with English related to Pharmacology, drugs, and any kinds of medicines. By the end of the teaching process, it is expected that students are able to communicate the language not only within their own groups, but also within national and international setting as well. The use of English within international setting means that the communicative competence possessed by the students must be grammatical and under the rules accepted by the native speakers of the language.

In general, schools especially in Indonesia have provided various aspects of language (the four language skills) that are taught in shoolding system i.e.,

speaking, writing, reading, and listening. In this case, the researcher does not deeply explain the four language skills one by one because the researcher focuses her study on why most Indonesian students have insufficient ability in context of speaking competencies. More specifically, the researcher is eager to bridge the gap encountered by so many students in case of impact speaking competencies in that they could gradually get the way how they could increase their own speaking competencies. At least, the writer could bitly provide a many technique that can be applied to motivate students impact in their speaking skill for the purpose of talking English in an acceptable setting.

Using describing pictures as a teaching tool can help students who have trouble in speaking because they do not only provide realistic images but also serve as a fun activity for the class. "Picture media can captivate and direct pupils and can be more optimal in learning speaking," (Arsyad, 2011). It's interesting that students are skilled in the describing pictures, according to the previous studies. The researcher decides to employ describing pictures as a strategy to inspire pupils to talk because of this. Because many students like activities when using these tools, integrating and reading becomes more appealing to students naturally. Many teachers believe that the pictures are merely for entertainment and are not intellectually challenging. This idea permeates every aspect of Western civilization (Efland, 2002). However, when combined with speech, picture can encourage students to engage in deep levels of study and to challenge themselves to examine their surroundings and so find.

Therefore, the researcher search for some media that might be utilized to enhance students' speaking abilities. After selecting of the media, the researcher chooses to employ describing pictures media to enhance students' speaking abilities in SMK Negeri 2 Makassar. Students can communicate their thoughts, ideas, and feelings through the picture. The capacity to decode, analyse, produce, challenge, and assess texts that use describing pictures to communicate in addition to or instead of words.

B. Problem Statements

Based on the background above, the researcher formulated the research as follows:

1. Is the use of Describing Picture Strategy impact of speaking ability at SMKN 2 Makassar?

C. Objective of The Research

In relating to the problem statement stated previously, the objectives of the research are:

1. Describing in details the impacts of the Describing Picture Strategy on the students' speaking ability of SMKN 2 Makassar.

D. Significance Research

The researcher expects that the findings of this research are useful and present positive contributions to many people in the learning process mainly in formal school setting, such as:

1. Teacher

Teachers can teach the learning materials more easily and have a new media to teach speaking through describing picture and to ease students understand the learning materials especially in learning English Speaking.

2. Students

Students can easily understand how to produce sentences with their own mind and it may impact their ability in speaking as well.

3. For Researcher

Researcher can find a lot of knowledge in the teaching and learning process and hopefully may become a new reference to other researchers in supplementing their research for a better result.

E. Scope of the Research

This research is focused on applying describing pictures strategy to give impact speaking fluency and accuracy especially in context of learning materials covering suggestion and offering, giving opinion, cause and effect, explanation text.

CHAPTER II

LITERATURE RIVIEW

A. Previous Research Findings

There were some researchers who had conducted research by using few technique or method in teaching speaking. Among others are as follows:

The research conducted by Kiyani Pishkar (2017) entitled "A comparison of the effects of teacher's speaking accuracy and fluency". The result showed that students' speaking fluency and accuracy increased based on what the teachers have done in their classes for the students. Students' fluency and accuracy in speaking ability can be better if the teacher have better ability to convey a good model of a fluent and accurate speaking ability.

The research conducted by Firman and Muhammad (2012) discussing about improving the students' speaking accuracy through "LSE 9.0 software version. The applicaton of LSE 9.0 software version can improve the students' speaking accuracy dealing with grammar and vocabulary. The application of learning to speak English 9.0 can make the students active in learning.

The research conducted by Nawshin (2009: 5-6), is another study linking with improving speaking ability. There are two key components to speaking. They are accuracy and fluency. The degree to which students' speech corresponds to what speakers of the target language actually say is referred to as accuracy. Fluency is also the degree to which speakers communicate swiftly and confidently, with few pauses, false beginnings, forced pauses, word searches, etc.

From those findings it can be concluded that there were similarities and differences with this current study. The similarities are those researchers also talked about speaking fluency and accuracy. The differences are some of them use pre-experimental research.

The researcher concludes that the researchers have the goal to reduce the students' inability in differentiating between fluency and accuracy and their difference was kind of speaking that they are used. Therefore, the researcher chooses describing pictures as a media. This media will make the students more active and bring positive impact to performance speaking ability.

B. Concept of Speaking

The basic concept of speaking might arise from linguistic approach pioneered by Leonard Bloomfield in its pamphlet entitled "Outline Guide for the Practical Study of Foreign Languages (Lado, 1993: 17). Through his linguistic approach named Army Specialized Training Programs (ASTP) Bloomfield proposes the basic principles of the approach that (1) language is speech, not writing, (2) a language is a set of habits, (3) teach the language, not about the language, and (4) languages are different.

Language is speech, not writing refers the concept that students' task is to learn to speak, not to write. The way to achieve the speaking competencies is to imitate a native speaker who model basic sentences and practical survival dialogue. Through the process of imitation to native speakers, students gradually improve their competencies in speaking both fluency and accuracy. In line with

this notion, Wehantouw (1998: 25) states that speak only in the language being taught since one learns to speak a language by speaking it.

1. Definition of Speaking

Speaking can be defined as an activity in which the speaking activity is done in English. When looking at the original term, it is concludable that speaking derives from the verb “Talk” which means “to convey opinions: to state, to convert.” So speaking here refers to a method of communicating of issuing thoughts of the words we desire to express. In simple terms, that is the definition of speaking, as well as the origin of the word. Speaking, on the other hand, has a rather broad reach in our lives. Every day, a large number of people around the world offer their thoughts so that we can listen, draw conclusions, and take positions based on what they say.

2. Activities in Teaching Speaking

There are several activities that can be used to teach speaking ability, according to (Kayi 2006) in his book “Teaching Speaking : Activities to Promote Speaking in a Second Language” explained some activities in teaching speaking as follows:

a. Discussion

Kayi (2006) stated that for efficient of group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but group discussions, whatever the aim

is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

b. Role Play

Lado (1988: 274) states that another way to make the students speak is by using role play activities. Role playing aims at developing facility in conversation in which students acquire speaking competencies by spontaneously creating conversations within the constraints of a given situation and a character. In this occasion, teacher describes a situation and characters. While students create the conversation teacher may introduce unexpected characters to make the conversation more lively. Teacher helps students with words and expressions or gives the information to think or feel and then students will speak. Before the teacher gives the information to learners, such as who they are and what they think or feel and then the students will speak. Before the teacher gives the information, the students have to pretend they are in various social context and have a variety of social roles so the students will think and feel like what they are pretending on.

c. Story Telling

Kayi (2006) states that another way of getting students to speak is story telling. In story telling activities teacher will ask the students to retell something. The students naturally has a profound ability to summarize a tale or story they heard from somebody, or the story they watched and read before. Moreover, the students may create their own stories to tell their classmates. Story telling can fosters creative thinking, therefore, it will help the students express ideas in

format of beginning, development, and ending, it is included the characters and setting a story has to have. Moreover, the students can also talk about riddles or jokes or even inserted in inside of a story that they retell whether it is in the opening, development, or ending. In this way, not only will the teacher address students` speaking ability, but also get the attention of the class.

d. Pictures Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubric can include the vocabulary or structures they need to use while narrating. According to Lado (1988: 57) a good way to begin the narrative is by showing the picture to the students and pointing out the main characters, the actions, the situation, and the setting, as well as others items enhancing students expressing their ideas or feeling orally.

e. Pictures Describing

Lado (1988: 57) states that another way to make the students speak is by using a picture. It must be kept in mind that pictures without accompanying words can suggest too many different things. So for such an activity pictures should be accompanied by a narrative text that clarifies the situation. In this activity, the students will be given a picture and having them describe what is the picture about. For this activity, the researcher can divide the students into four groups, and each group will be given a different picture. Students will discuss with their group about the picture they have. Then, the spoken person of each group will describe the picture by covering suggestion and offering, cause and effect, giving

opinion, and explanation text. based on what they have discussed in their group. This activity fosters the creativity and give impact of the learners as well as their public speaking ability.

f. Three areas of knowledge that are involved in speaking

Bashir and Azeem (2011) stated that there are three areas that are involved in speaking. The first area is mechanics (pronunciation, grammar, and vocabulary) which means using the right words in the right order with the correct pronunciation. The second area is functions (transaction and interaction) which means knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building). The last is social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants) which means we have to understand about how to take into account who is speaking to whom. In what circumstances, about what, and for what reason.

In the communicative model of language teaching, instructors help their students develop by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.

3. Types of Speaking

According to Brown (2000) stated that “three are five basic types of speaking, they are”:

a. Imitative

Imitative as explained by Brown (2000) that at one end a continuum of types of speaking performance the ability to simply parrot back (imitate) a word, phrase, or possibly a sentence while this is a purely phonetic level of oral production. A number of prosodic, lexical and grammatically properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation” inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive here is in the short-term storage of a prompt. Just long enough to allow the speaker to retain the short stretch of language that must be imitated.

b. Intensive

Brown (2000) explained that a second type of speaking frequently employed in assesment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band grammatical, phrasal lexical or phonological relationship (such a prosodic elements-intonation, stress, rhythm juncture). The speaker must be able to respond but interaction with an interlocutor or test administrator is minimal a best. Example of intensive assesment tasks include directed responce tasks reading aloud, sentence and dialogue completion. Limited picture-cued task including simple sequences a translation up to the simple sentences level.

c. Responsive

Brown (2000) explained that responsive assesment tasks include interaction and test comprehension but at the somewhat limited level of very short

conversations, standard greetings and small talk, simple spoken prompt (in order to preserve authenticity) with perhaps only one or follow up questions or restarts.

d. Interactive

Brown (2000) explained that the difference between responsive and interactive speaking in the length and complexity participants. Interaction can take two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, oral production can become pragmatically complex with the need to speak in casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic convention.

e. Extensive (monologue)

Brown (2000) explained that extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to none responses) or rule out taint informal in the monologues such as casually delivered speech (for example, vacation in the mountains, a recipe for understanding pasta primavera, recount the plot of a novel or movie).

C. The Concepts of Describing Picture

1. Definition of Describing Picture

Describing picture is one of activities in learning speaking English. In this activity, every student gets one picture and they must describe it in front class. According to Solahudin (2009), describing picture is useful for training students' imagination and retell story in speaking English. Harmer (1991)

points out that the teacher can stimulate the students to produce oral compositions by showing them a series of pictures, miming a story, or playing them a tape with a series of sounds. In addition, Bailey (2005, p.37) states that, in a speaking lesson, pictures and “manipulables” can provide the motivation for talking. Speaking is productive skill. Therefore, pictures can be used to develop the skill.

Picture is one of the visual aids that can be used to support and help students for comprehending the lesson explained by teacher in teaching speaking and writing. As part of visual aids, picture has many function in teaching learning process. For example, a number of experts propose their opinions and ideas related to the picture. Evison (1992) said that a picture is the description of what something looks like. Picture is representation of something such as person or scene.

2. Type of Picture

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

3. The Advantage of Picture

According to Yustina (2011) images can overcome the location and when, not all objects, objects or events are brought to class, and are not always able to be brought to the object or event. Further Yustina (2011) explains that picture can clarify a problem, in any sector and for any age level, so it will prevent or correct misunderstandings.

4. The Function of Picture

According to Hamalik (in Arsyad, 2010:15), the use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students.

5. According to Ismail (2008) There are steps of application in describing picture as follows:

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

5. The Elements of Speaking

a. Pronunciation

Pronunciation is the way to produce word by word clearly when we are speaking. It means that we can communicate effectively when we have good pronunciation and intonation even though they have limited vocabulary and grammar. It can be minimize understanding conversation or speaking up if we have a good pronunciation. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline, 2001: 69).

Moreover, pronunciation includes all those aspects of speech which make for an easily intelligible flow of speech, including segmental articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact (Fraser, 2001:6). Based on the statement above can be concluded that Pronunciation includes many aspects that include articulation, rhythm, intonation and phrasing, and more peripherally even gesture, body language and eye contact.

b. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well form or grammatical utterances in the language (Purpura, 2004:6). Moreover, the other definition of grammar as stated by Greenbaum and

Nelson (2002:1) that Grammar refers to the set of rules that allow us to combine words in our language into larger units. The grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language (Harmer, 2001:12). Thus, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context; in addition, it is used to avoid misunderstanding in each communicator.

c. Vocabulary

Vocabulary means the appropriate diction or the most important thing in a language especially in speaking; furthermore, knowing many vocabularies we will be easier to express our ideas, feeling and thoughts both in oral or written form. In spoken language, the vocabulary tends to be familiar and everyday (Turk, 2003:87). It means that in spoken language or speaking, the vocabulary use must be very familiar and it is used in everyday conversation in order to understand the spoken discourse.

d. Fluency

Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation (Pollard, 2008:16). 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 compare with accuracy, which is concerned with the types, amount and seriousness of mistake made. Hornby in Misrawati (2012 :11) states that fluency is the quality or condition of being fluent. Fluency is highly complex notion relates mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence pattern vary in word-order and omit elements of structure and also certain aspects of the prosody of discourse.

According to Andi Atika Putri (2020) there are four characteristics of fluency activity:

- a. The facts are usually whole pieces of discourse; conversation, stories, etc.
- b. Performance is assessed and how well ideas are expressed or understood.
- c. Texts are usually used as they would be in real life.
- d. Tasks are often simulated real like situation.

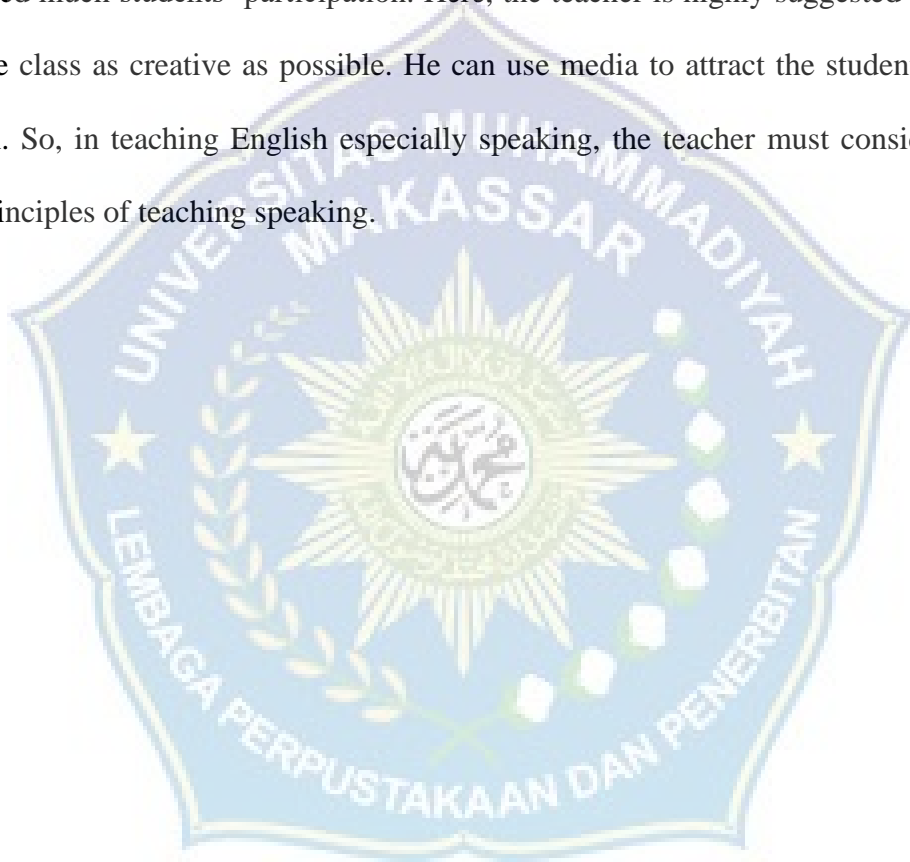
According to Kurniati (2017) signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

e. Accuracy

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary in natural interaction (Brown, 2001: 268). It means that accuracy is achieved by allowing the speaker to focus on the elements of phonology, grammar, and discourse in their spoken output. The aspect of accuracy in the speaking class is set by providing opportunities for the learners to be

engaged in the context of daily life. The teacher should give the students communicative tasks and activities such as games, conversation, role play, debates, etc. Such activities can engage the learners in the natural interaction process whenever possible.

According to Atika (2020) to reach the target of direct method strategy, it need much students' participation. Here, the teacher is highly suggested to design the class as creative as possible. He can use media to attract the students and so on. So, in teaching English especially speaking, the teacher must consider some principles of teaching speaking.



D. Conceptual Framework

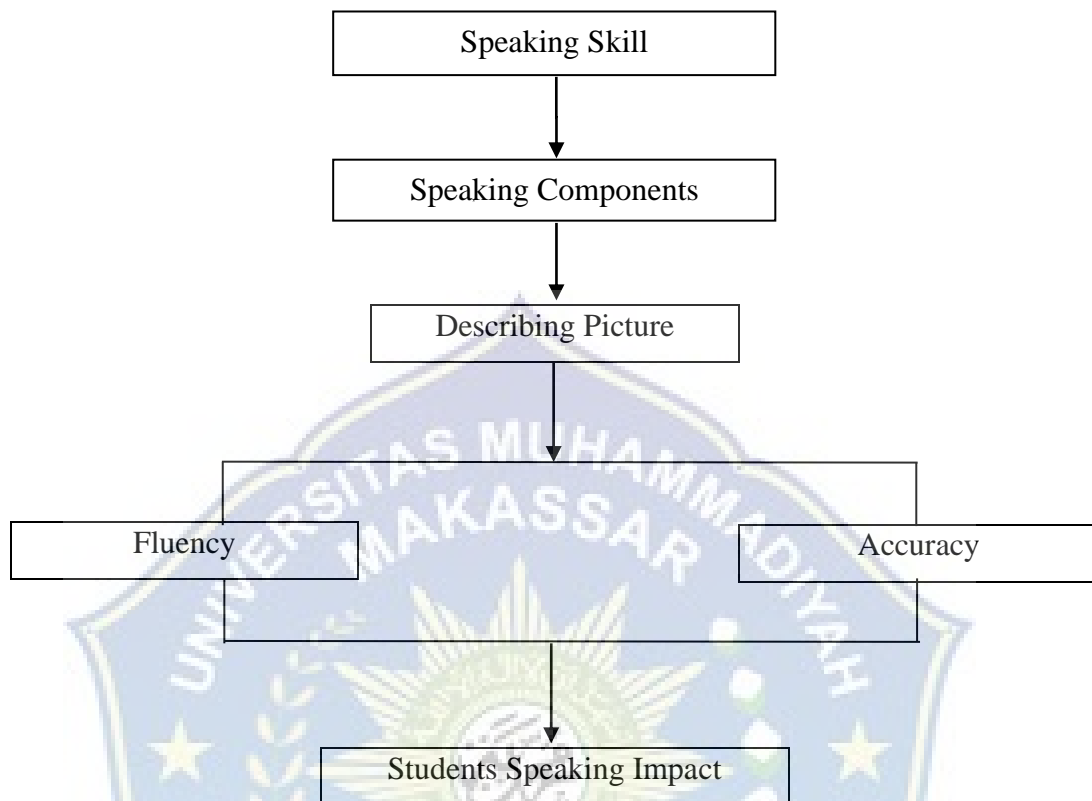


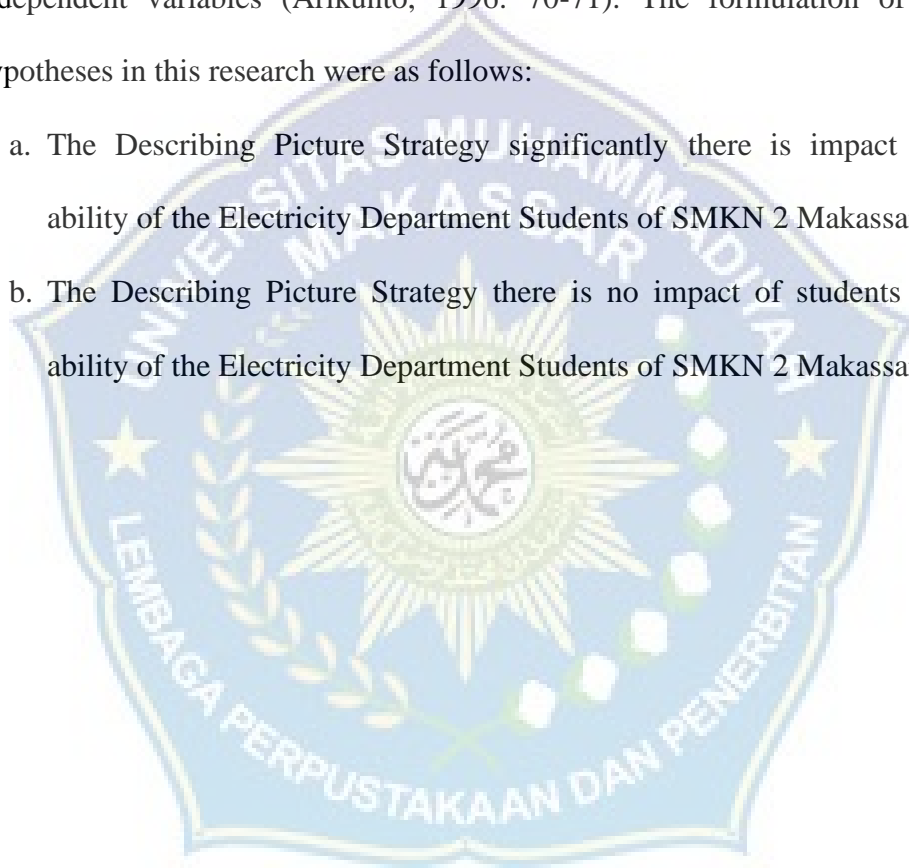
Figure 2.1 Conceptual Framework

Based on the conceptual framework above, speaking component was categorized as the main input material to apply in the classroom. In this research, the researcher focused on speaking ability, speaking materials performed as input and the process to achieve students' speaking fluency and accuracy through describing picture by covering suggestion and offering, giving opinion, cause effect and explanation text. While the output, namely the result of this treatment students' speaking ability.

E. Research Hypothesis

There were two hypotheses presented in this research, namely working or alternative hypothesis (H_a) stating the availability relationship between two research variables, the dependent and the independent variables; and hypothesis (H_0) showing the absence of relationship between the dependent and the independent variables (Arikunto, 1996: 70-71). The formulation of the two hypotheses in this research were as follows:

- a. The Describing Picture Strategy significantly there is impact speaking ability of the Electricity Department Students of SMKN 2 Makassar (H_a).
- b. The Describing Picture Strategy there is no impact of students speaking ability of the Electricity Department Students of SMKN 2 Makassar (H_0).



CHAPTER III

RESEARCH METHOD

This chapter covered about the type of Research Design, Subject of the Research, Population and Sample, Instrument of the Research, Variable and Indicators, Procedure of Collecting Data, and Data Analysis.

A. Research Design

The research used pre-experimental design. A single group was studied at two-time point, pre-test and post-test design. The result of this research might reveal that the treatment was more accurate because it can compare it with the situation before receiving treatment. The pre-test and post-test were administered to a single group with the following formula.

Pre-test	Treatment	Posr-test
O_1	X	O_2

Where:

O_1 : Pre-test

X : Treatment

O_2 : Post-test

1. Pre-test

A pretest is a conduct test before learning material or learning topic is explained. As usual, in this study the pretest was given to students before carrying out the learning materials. it aimed at determining the speaking ability or speaking competencies to achieve by the students serving as sample.

2. Treatment

The treatment was given four meetings and after the students have taken the pre-test . The treatment of this research was as follows:

- First meeting with Suggestion and Offering topics.
 - 1) Researcher explained the topic and the purpose of the topic
 - 2) Researcher gave the examples of the topic Suggestion and Offering.
 - 3) Researcher explained about Describing Pictures and the purpose of implementing the learning media.
 - 4) Researcher gave examples of the Describing Pictures.
 - 5) Researcher divided the students into four groups consisting of three students each.
 - 6) Researcher announced the theme “Fishing” through which the students created a project on by using Describing Pictures.
 - 7) Researcher gave time or chance to each group to discuss the theme and determine the steps to take in their project.
 - 8) While the students were discussing the researcher joined in the discussion in order to give the stimulus to the students.
 - 9) Each group presented their Describing Pictures project and the researcher gave a chance to other students to give additional suggestion when necessary.

- Second meeting with Giving Opinion material.
 - 1) Researcher gave explanation about the material and the purpose of the material.
 - 2) Researcher gave examples to the Giving Opinion material.
 - 3) Researcher explained about Describing Picture and the application purpose of this media as learning tool.
 - 4) Researcher gave example of the Describing Picture Project.
 - 5) Researcher divided the students into four groups consisting four students each group.
 - 6) Researcher announced the theme “Office room” through which the students created a project of Describing Picture.
 - 7) Researcher gave chance to each group to discuss the theme and the strategy to do with their project.
 - 8) While the students discussing their project the researcher involved in the discussion in order to give motivation and facilitation when needed.
 - 9) Each group presented their project and the researcher gave chance to other students to give additional suggestion.

- Third meeting with Cause and Effect materials.
 - 1) Researcher gave adequate explanation about the learning materials and the objective to achieve through the presentation the materials.
 - 2) Researcher gave examples of the Cause and Effect materials.

- 3) Researcher explained about Describing Picture Project and the advantages of this media as learning tool.
 - 4) Researcher gave examples of the Describing Picture Project.
 - 5) Researcher divided the students into four groups consisting four students.
 - 6) Researcher announced the theme “Traffic Jam” that the students created a project through Describing Picture.
 - 7) Researcher gave chance to each group to discuss the theme and the plan to apply with their project.
 - 8) While the students discussing their project the researcher involved in the discussion in order to give motivation and facilitation when needed.
 - 9) Each group presented their project and the researcher gave chance to other students to give additional suggestion.
- Fourth meeting with Explanation Text material.
 - Researcher gave adequate explanation about the learning materials and the objective to achieve through the presentation the materials.
 - Researcher gave examples of the Explanation Text material.
 - Researcher explained about Describing Picture Project and the advantages of this media.
 - Researcher gave examples of the Describing Picture Project.
 - Researcher divided the students into four groups consisting four students each group.

- Researcher announced the theme “Classroom” that the students created a project through describing picture.
- Researcher gave chance to each group to discuss the theme and the strategy to apply with their project.
- While the students were discussing their project the researcher involved in the discussion in order to give motivation and facilitation to the members of the group when needed.
- Each group presented their project and the researcher gave chance to other students to give additional suggestion.
- Each group presented their Describing Pictur and the researcher gave chance to other students to give additional suggestions as necessary.

3. Post-test

The post test was undertaken after the treatment using Describing Pictures. The purpose of the post-test was to measure whether the technique or the teaching strategy give impact to the students’ speaking ability of the grade ten students of Elecricity Department of SMKN 2 Makassar academic year 2022/2023.

B. Population and Sample

1. Population

According to Sugiyono (2008: 173) “the population is the whole subject of research”. The total population of research subjects who have certain qualities and facts determined by the researcher for research. The number of population was 69 students. They were divided into one classes

2. Sample

The sampling technique of this research was purposive sampling. Purposive sampling allowed the researcher takes the sample by using their judgement to the appropriate sample to collect data needed based on the prior information. The researcher selected grade ten (Electricity Department) of SMKN 2 Makassar with 33 students as sample.

C. Instrument of The Research

Instrument of this research was speaking test consisting of pre-test and post-test. The pre-test was intended to measure the students’ speaking ability before the implementation of the Describing Picture as learning strategy, whereas the post-test aimed at measuring the students’ speaking impact after the implementation of the Describing Picture Strategy.

D. Variable and Indicators

Research variables in this research the writer also took two variables, these were:

a. Independent Variable (X)

Independent variable is variable which can give influence or response to dependent variable. In this research, the independent variable was the result of the test from Describing Pictures functioning as learning media.

b. Dependent Variable (Y)

Dependent variable is variable which caused or influenced by other variable. Dependent variable in this research was the students' speaking ability after being treated using Describing Picture.

c. Research indicators

The indicators of this study were whether the use of Describing Pictures as learning tool could bring about positive impacts on student's speaking ability especially in case of fluency and accuracy.

E. Procedure of Data Collection

The following action was taken by the researcher when gathering data:

1. The researcher requested permission to the class's teacher
2. As a sample of this research, the research came to the class to do a pre-test
3. The research applied describing picture media and the students choose themes given to group.

4. After that, the students describing picture by covering suggestions and offering, giving opinion, cause and effect and explanation text.
5. At the final meeting, the research administered a post-test to the students .

F. Data Analysis

In this research, the researcher collected the data of the students' speaking ability after giving pre-test, post-test through quantitative analysis. The scoring classification to evaluate the students speaking ability was as shown in the following table:

1. The Rubric of Speaking Accuracy.

a. Pronunciation

Classification	Score	Criteria
Excellent	5	Pronunciation and intonation are almost always very clear/accurate.
Very Good	4	Pronunciation and intonation are usually clear/accurate with a few problem areas.
Good	3	Pronunciation and intonation errors sometimes make the student difficult to understand.
Average	2	Frequent problem with pronunciation and intonation
Poor	1	The students speak very hasty, and more sentences are not appropriate in pronunciation

(Longman in Ayyub (2015: 32))

2. The Rubric of Speaking Fluency.

a. Fluency

Classification	Score	Criteria
Excellent	5	Speaks smoothly, there is no hesitation that does not interfere with communication
Very Good	4	Speaks smoothly, with little hesitation that does not interfere with communication
Good	3	Speaks with some hesitation, but it does not usually interfere with communication
Average	2	Speaks with some hesitation, which often interferes 2 Average with communication
Poor	1	Hesitation too often when speaking, which often 1 interferes with communication Poor

(Longman in Ayyub, (2015:32))

3. Calculating the students' score:

$$\text{Students' score} = \frac{\text{students' gained score}}{\text{maximum score}} \times 100$$

(DEPDIKNAS 2014)

4. Classifying the students score:

Range Score	Classification
9 – 10	Very Good
7 – 8	Good
5 – 6	Average
3 – 4	Poor
1 – 2	Very Poor

(DEPDIKNAS 2014)

The collected students' score or data were analyzed through quantitative analysis. To get the score, the researcher applied scoring scale that includes the suitability as well as the correctness of students' speech according to the clues or pictures given. The data were collected in line with instruments and were analyzed using the following procedures:

1. Scoring the result of the students' test;
2. Classifying the score of the students;
3. Calculating the mean score, using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum X$ = The sum of all scores

(Gay, 2006: 320).

4. Calculating the standard deviation of students' pre-test and post-test, using the formula:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N - 1}}$$

Where:

SD = Equal o the square root of the number of squares

N = Number of subjects as sample

$\sum X$ = The number of all squares

(Gay, 2006: 321).

5. Calculating the value of t-test, concerning the different between pre-test and post-test, using the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = Test of significance

D = The difference between the matched pairs ($X_2 - X_1$)

\bar{D} = The mean score of the difference between $X_2 - X_1$

$\sum D^2$ = The number of the total difference between $X_2 - X_1$

$(\sum D)^2$ = The square of the sum of the total difference score

N = Total number of students taken as sample

(Gay, 2006: 355)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The researcher stated in the previous chapter that the way to collect the data was by using speaking test. The speaking test carried out twice - in pre-test and post-test. The pre-test aimed at finding information related to the early speaking competence of the electricity department students of SMK Negeri 2 Makassar academic year 2022/2023. The post-test on the other hand, was undertaken to measure whether or not the students could significantly impact in their speaking ability after practicing materials being taught by using Describing Picture Strategy covering suggestions and offerings, giving opinions, cause and effect, and explanation text.

1. The Impacts of the Describing Picture Strategy on the Students' Speaking Ability

This part dealt with the speaking ability concerning both accuracy and fluency levels performed by grade ten of Electricity Department Students of SMKN 2 Makassar either in pre-test and post-test covering the learning material of suggestions and offerings, giving opinions, cause and effect, and explanation text.

a. Accuracy Aspect

The speaking ability concerning the aspect of accuracy performed by grade ten of Electricity Department Students of SMKN 2 Makassar both in pre-test and post-test as well as the progress achieved at all learning materials coverage were presented in the following table.

Table 4.1 Accuracy level of students' speaking performance achieved in all components assessed

No.		Mean Score		Progress	
		Pre-test	Post-test		
1	Accuracy Level	5.36	7.75	2.39	
2		5.40	7.54	2.14	
3		5.61	7.09	1.48	
4		5.30	7.33	2.03	
		Σ	21.67	29.71	8.04
		X	5.4	7.4	2.0

Data in table 4.1 above showed that in terms of accuracy students' speaking ability at each component assessed tended to increase as the effect of the Describing Picture Strategy by suggestions and offerings component, the score achieved by the students increased from 5.36 at pre-test to 7.75 at the post-test with the progress was 2.39. Correlated to the scoring classification State, the students' speaking accuracy impact from 'average' to 'good' classification. This meant that there was a slight impact achieved by the students in case of accuracy level dealing with suggestions and offerings.

In terms of giving opinion component, the students' speaking performance also impact from 'average' to 'good' classification i.e. from 5.40 to 7.54 with the progress was 2.14. Compared to the suggestions and offerings component students' speaking accuracy seemed to be better than that achieved at the component of giving opinions.

In terms of cause and effect component the level of accuracy performed by the ten grade students of Electricity Department of SMKN 2 Makassar increased from 5.61 to 7.09 or from 'average' to 'good' category with 1.48 points of progress, lesser than two components described before. This data showed that the component of cause and effect was more complicated than the two components before. Nevertheless, the impact of the describing picture applied as teaching strategy to impact of speaking ability of the students was greatly influential.

In terms of explanation text component, speaking accuracy performed by the ten grade students of Electricity Department of SMKN 2 Makassar increased from 5.30 to 7.33 with 2.03 points of progress. It impact from 'average' to 'good' category or classification. In conclusion, data at the accuracy level table showed that speaking impact achieved by the ten grade students of Electricity Department of SMKN 2 Makassar ranged merely from 'average' to 'good' category meaning that the impact was not great.

b. Fluency Level

The fluency level of speaking ability of grade ten students of Electricity Department of SMKN 2 Makassar was presented in the following table.

Table 4.2 Fluency level of students' speaking performance achieved in all components assessed

No.		Mean Score		Progress
		Pre-test	Post-test	
1	Fluency Level	4.78	6.33	1.55
2		5.11	7.45	2.34
3		5.09	6.43	1.34
4		4.53	5.89	1.36
	Σ	19.51	26.10	6.59
	X	5	6.5	1.7

Data in table 4.2 above indicated that in terms of fluency the speaking ability of the grade ten students of Electricity Department of SMKN 2 Makassar tended to increased at all components assessed. In terms of suggestions and offerings the students' speaking fluency increased from 4.78 to 6.33 with the progress of impact was at 1.55 points. Having consulted to the scoring classification State. the students' speaking fluency moved from 'poor' to 'average' category.

In terms of giving opinions component, the level of fluency performed by the students increased from 'average' to 'good' category or from 5.11 to 7.45 with the impact progress was at 2.34 points. This fact indicated that the impact of

students' speaking fluency in terms of giving opinions component was greatly significant.

In terms of cause and effect component, the speaking fluency performed by the grade ten of Electricity Department Students of SMKN 2 Makassar increased from 5.09 at pre-test to 6.43 at post-test with 1.34 points of impact. Having consulted to the scoring classification, it was found that the students' speaking fluency was stagnant at 'average' category.

In terms of explanation text component, the speaking fluency performed by the grade ten of Electricity Department Students of SMKN 2 Makassar got impact from 4.53 to 5.89 with the impact progress was 1.36 points. According to the scoring classification, the students' speaking fluency moved from 'poor' to 'average' category meaning that the impact progress was not greatly significant.

B. Discussion

The discussion of this section dealt with the interpretation of the findings derived from the result. Since this study focused on accuracy and fluency of speaking competency.

1. Accuracy Aspect

Data shown in table 4.1 of this study indicated that accuracy level of speaking ability performed by the students was generally average in nearly all of the speaking components. In terms of suggestions and offerings the mean score of accuracy aspect achieved by the students was on 'average' category at pre-test and became 'good' category at post-test. The progress of impact was 2.39 points

or from 5.36 to 7.75. This data revealed that most of the students made errors in case of pronunciation and intonation at which their oral expressions were difficult to understand. Some students even frequently got problem with their pronunciation and intonation meaning that they were at 'average' classification (according to Longman in Ayyub (2015: 32). More than 20% of the students' fluency fell to 'poor' classification at which they spoke very hasty in which sentences expressed out were not in appropriate pronunciation.

In term of giving opinions component, accuracy aspect performed by the students was at 'average' category in pre-test and at 'good' category in post-test with the progress of impact was 2.14 points or from 5.40 to 7.54. This fact proved that students in terms of speaking accuracy was dominated by 'average' classification. According to the rubric of speaking accuracy made by Longman in Ayyub (2015: 32) the grade ten of Electricity Department Students of SMKN 2 Makassar quite frequently with pronunciation and intonation problem. Very few of the students got 'excellent' nor 'very good' classification in which their pronunciation and intonation were almost very clear and accurate nor usually clear/accurate with a few problem areas.

In terms of cause and effect component, students' speaking accuracy was at 'average' category in pre-test whereas in post-test was at 'good' category with the progress of impact was 1.48 points or from 5.61 to 7.09. This data depicted that students' speaking accuracy was dominated by 'average' classification in which they were hindered mostly by pronunciation and intonation problem. Students' performance with 'very good' and 'good' classification at which

pronunciation they produced usually clear and accurate as well as errors merely appeared at 'some time' was equal to those with 'poor' classification at which students spoke quite hastily that their oral expressions were not in appropriate pronunciation.

In terms of explanation text component, the students' speaking accuracy performed increased from 5.30 to 7.33 with the impact progress was at 2.03 points. Having consulted to the rubric of speaking accuracy formulated by Longman in Ayyub (2015: 32), the students' speaking performance was frequently hindered by pronunciation and intonation problem. A few students even performed 'poor' category of speaking accuracy at which they spoke so hastily that sentences expressed out were not in appropriate pronunciation. To make it more understandable the following was presented the frequency distribution of accuracy level performed by the students.

2. Fluency Aspect

Students' speaking performance in case of fluency aspect seemed to be not so great of differences from the aspect of accuracy described previously. Students' performance was generally ranging from 'very poor' to 'good' classification. Data showed in table 4.2 of this study revealed that students mostly reached speaking improvement after treatment period using Describing Picture Strategy as mlearning media.

In terms of suggestions and offerings the mean score of fluency aspect achieved by the students was on 'poor' category at pre-test and became 'good' category at post-test. The progress of impact was 1.55 points or from 4.78 to 6.

33. This data revealed that most of the students spoke with some hesitation even usually interfered with communication. Some students even produced too often hesitation when speaking and interfered with poor communication.

In term of giving opinions component, the fluency aspect performed by the students was at 'average' category in pre-test and at 'good' category in post-test with the progress of impact was 2.34 points or from 5.11 to 7.45. This fact proved that students' speaking impact in terms of speaking fluency was dominated by 'average' classification. According to the rubric of speaking accuracy made by Longman in Ayyub (2015: 32) the grade ten of Electricity Department Students of SMKN 2 Makassar serving as sample of this study quite frequently spoke with some that communication process they built became unclear-cut.

In terms of both cause and effect as well as explanation text components, students' speaking fluency performed. Were also in 'average' classification. High frequent of hesitation when speaking even very oftenly interfered with communication poor were so dominant.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on discussion proposed in previous chapter, it can be conclude that:

1. The use of describing pictures as learning media significantly give impact speaking ability of the grade ten students of Electricity Department of SMKN 2 Makassar, It is proven by students score of pretest in accuracy is 5,4 meanwhile the posttest of fluency is 6,5. While the posttest is higher. It mean the Describing Picture Strategy was an effective technique in guiding the students to practice speaking competencies and involves them in learning activities enthusiastically.

B. Suggestions

Afer passed all of the procedure to finish this thesis, the researcher would like to give some suggestion in apply describing picture in teaching speaking ability as follows:

1. The researcher suggest to the English teacher to know and know how to monitoring the students, because it is very important to support the students knowledge in preparing the material or understanding the material before applied describing picture.
2. The researcher suggest to the teacher should using describing picture strategy in teaching speaking competencies has invited the students' interest, so when applying it, one should keep on trying to avoid the

students' boredom by devising more creative steps of describing pictures to match the students' needs and interest, such as by giving them enough opportunity to practice and to determine any text types to speak out or to use by themselves.



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LESSON PLAN
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran : Bahasa Inggris
 Sekolah : SMK Negeri 2 Makassar
 Materi : Suggestion and Offering
 Alokasi Waktu : 1 X 45
 Kelas/Semester : X/Genap

KOMPETENSI DASAR	
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya.	4.1 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
TUJUAN PEMBELAJARAN	
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari tindakan memberi dan meminta informasi terkait saran dan tawaran, sesuai dengan konteks penggunaannya. Serta siswa dapat menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
KEGIATAN PEMBELAJARAN	
Pertemuan 1	
<ol style="list-style-type: none"> 1. Menyepakati materi yang akan dipelajari 1 kali pertemuan yaitu menerapkan dan menyusun tindakan memberi dan meminta informasi terkait <i>Suggestion and Offering</i>. 2. Membaca materi pembelajaran dan mengamati contoh ekspresi <i>Suggestion</i> 	

<p>and Offering.</p> <ol style="list-style-type: none"> Memberikan contoh tentang Suggestion and Offering menggunakan media Describing Picture. Membagi siswa ke dalam beberapa kelompok setiap kelompok terdiri dari 4-5 orang siswa dan di setiap kelompok akan diberikan tema yang telah disediakan. Menanyakan hal-hal yang tidak diketahui atau yang berbeda. Siswa akan mempresentasikan hasil kerja kelompok di depan kelas. 	
PENILAIAN	
<p>Pengetahuan</p> <ol style="list-style-type: none"> Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks Suggestion and Offer. Membedakan setia prespons dan ekspresi Suggestion and Offer. 	<p>Keterampilan</p> <ol style="list-style-type: none"> Mempresentasikan tema interaksi meminta informasi terkait Suggestion and Offer.
<p>SIKAP</p> <ol style="list-style-type: none"> Menggunakan bahasa yang baik dan benar dalam mempresentasikan tema Suggestion and Offering. Tanggung jawab dan mengerjakan tugas. 	

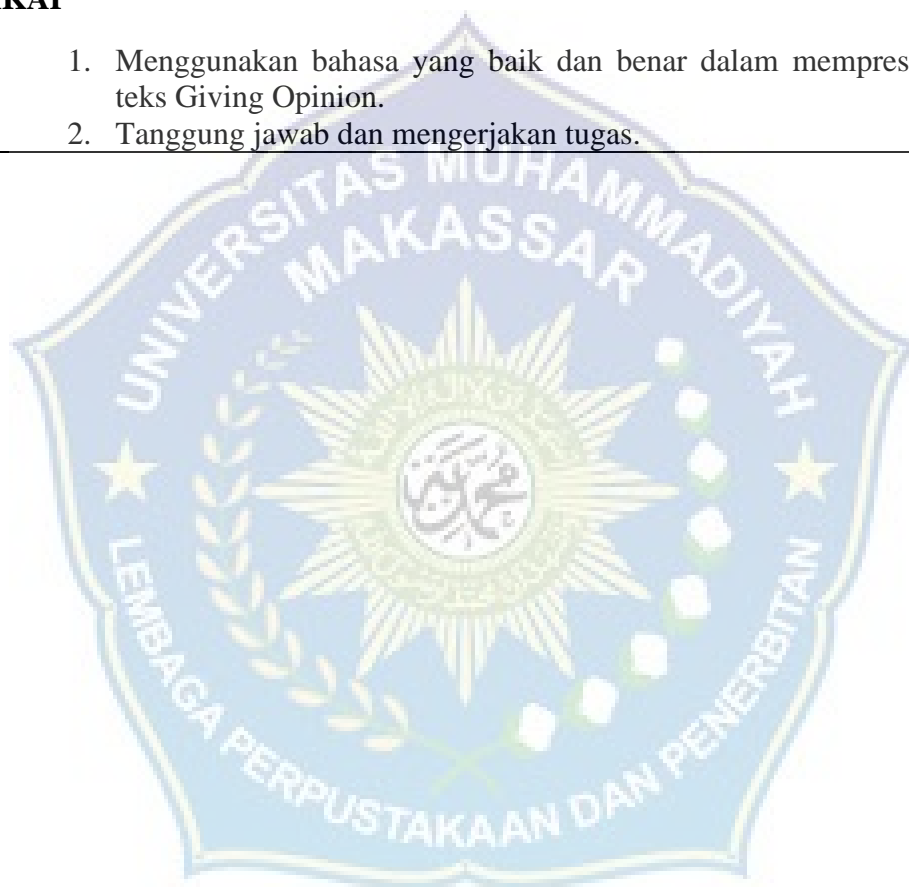
LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Sekolah	: SMK Negeri 2 Makassar
Materi	: Giving Opinion
Alokasi Waktu	: 1 X 45
Kelas/Semester	: X/Genap

KOMPETENSI DASAR	
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, sesuai dengan konteks penggunaannya.	4.2 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
TUJUAN PEMBELAJARAN	
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari tujuan ungkapan menyatakan pendapat dan pikiran dalam kehidupan sehari-hari, sesuai dengan konteks penggunaannya. Serta siswa dapat menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
KEGIATAN PEMBELAJARAN	
<p>Pertemuan 2</p> <ol style="list-style-type: none"> 1. Menyepakati materi yang akan dipelajari 1 kali pertemuan yaitu menerapkan dan menyusun tindakan memberi dan meminta informasi terkait Giving Opinion. 2. Membaca materi pembelajaran dan mengamati contoh ekspresi Giving Opinion. 3. Memberikan contoh tentang Giving Opinion menggunakan media describing picture Membagi siswa ke dalam beberapa kelompok setiap kelompok terdiri dari 4-5 orang siswa dan di setiap kelompok akan di berikan tema yang telah disediakan. 4. Menanyakan hal-hal yang tidak diketahui atau yang berbeda. 5. Siswa akan mempresentasikan hasil kerja kelompok di depan kelas. 	

PENILAIAN	
Pengetahuan <ol style="list-style-type: none"> 1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks Giving Opinion. 2. Membedakan setiap respons dan ekspresi Giving Opinion. 	Keterampilan <ol style="list-style-type: none"> 1. Mempresentasikan tema interaksi meminta informasi terkait Giving Opinion.
SIKAP <ol style="list-style-type: none"> 1. Menggunakan bahasa yang baik dan benar dalam mempresentasikan teks Giving Opinion. 2. Tanggung jawab dan mengerjakan tugas. 	



LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Sekolah	: SMK Negeri 2 Makassar
Materi	: Cause and Effect
Alokasi Waktu	: 1 X 45
Kelas/Semester	: X/Genap

KOMPETENSI DASAR	
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya.	4.7 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
TUJUAN PEMBELAJARAN	
Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari tindakan memberi dan meminta informasi terkait hubungan sebab akibat, sesuai dengan konteks penggunaannya. Serta siswa dapat menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan hubungan sebab akibat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	
KEGIATAN PEMBELAJARAN	
<p>Pertemuan 3</p> <ol style="list-style-type: none"> 1. Menyepakati materi yang akan dipelajari 1 kali pertemuan yaitu menerapkan dan menyusun tindakan memberi dan meminta informasi terkait hubungan sebab akibat Cause and Effect. 2. Membaca materi pembelajaran dan mengamati contoh ekspresi Cause and Effect. 3. Memberikan contoh tentang Cause and Effect menggunakan media Describing picture 4. 4. Membagi siswa ke dalam beberapa kelompok setiap kelompok terdiri dari 4-5 orang siswa dan di setiap kelompok akan diberikan tema yang telah disediakan. 5. Menanyakan hal-hal yang tidak diketahui atau yang berbeda. 6. Siswa akan mempresentasikan hasil kerja kelompok di depan kelas. 	

PENILAIAN	
Pengetahuan <ol style="list-style-type: none"> 1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan teks Cause and Effect. 2. Membedakan setiap respons dan ekspresi Cause and Effect. 	Keterampilan <ol style="list-style-type: none"> 1. Mempresentasikan tema interaksi meminta informasi terkait Cause and Effect.
SIKAP <ol style="list-style-type: none"> 1. Menggunakan bahasa yang baik dan benar dalam mempresentasikan teks Cause and Effect. 2. Tanggung jawab dan mengerjakan tugas. 	



LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Mata Pelajaran	: Bahasa Inggris
Sekolah	: SMK Negeri 2 Makassar
Materi	: Explanation Text
Alokasi Waktu	: 1 X 45
Kelas/Semester	: X/Genap

KOMPETENSI DASAR	
<p>3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait isu aktual, sesuai dengan konteks penggunaannya.</p>	<p>4.8 Menyusun teks eksplanasi, lisan dan tulis, pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
TUJUAN PEMBELAJARAN	
<p>Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari tindakan memberi dan meminta informasi terkait gejala alam atau sosial, sesuai dengan konteks penggunaannya. Serta siswa dapat menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	
KEGIATAN PEMBELAJARAN	
<p>Pertemuan 4</p> <ol style="list-style-type: none"> 1. Menyepakati materi yang akan dipelajari 1 kali pertemuan yaitu menerapkan dan menyusun tindakan memberi dan meminta informasi terkait hubungan sebab akibat Explanation Text. 2. Membaca materi pembelajaran dan mengamati contoh ekspresi Explanation Text. 3. Memberikan contoh tentang Explanation Text menggunakan media describing picture 4. Membagi siswa ke dalam beberapa kelompok setiap kelompok terdiri dari 4-5 orang siswa dan di setiap kelompok akan diberikan ema yang telah disediakan. 5. Menanyakan hal-hal yang tidak diketahui atau yang berbeda. 6. Siswa akan mempresentasikan hasil kerja kelompok di depan kelas. 	

PENILAIAN	
Pengetahuan <ol style="list-style-type: none">1. Menentukan fungsi sosial, struktur teks, dan unsur kebahasaan Explanation Text.2. Membedakan setiap respons dan ekspresi Explanation Text.	Keterampilan <ol style="list-style-type: none">1. Mempresentasikan tema interaksi meminta informasi terkait Explanation Text.
SIKAP <ol style="list-style-type: none">1. Menggunakan bahasa yang baik dan benar dalam mempresentasikan teks Explanation Text.2. Tanggung jawab dan mengerjakan tugas.	



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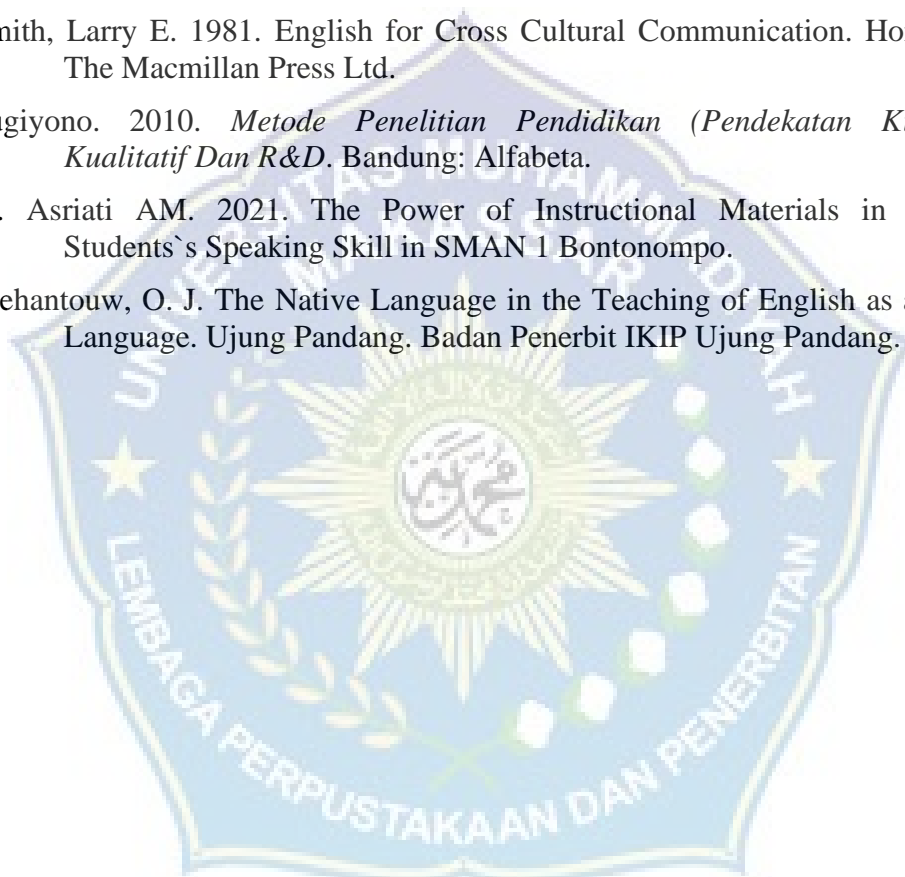
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Appendix

Instrument of pre test

Name :

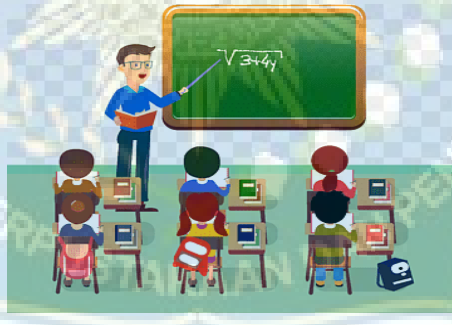
Class :

Instruction:

1. Choose one of the themes below:
 - a. Office room



- b. Classroom



- c. Fishing



2. Explain one of themes you have chosen

Instrument of Post test

Name :

Class :

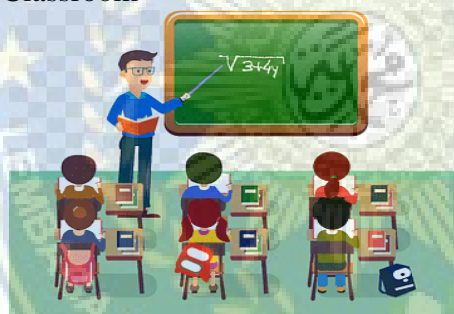
Instruction:

3. Choose one of the themes below:

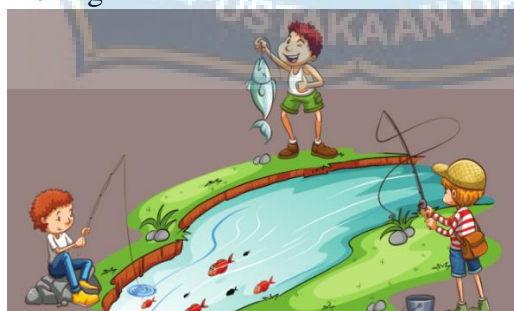
d. Office room



e. Classroom



f. Fishing



4. Explain one of themes you have chosen

The list name of X Electricity Students at SMK Negeri 2 Makassar

Name	Code
Achmad Fauzan Rasya	S-1
Angga	S-2
Dewa Andika	S-3
Galeh Saputra	S-4
Arfandy	S-5
Muh. Rafli	S-6
Kevin Putra Hidayat	S-7
Muh. Jafar	S-8
Muh. Ariel Firansyah	S-9
Muh. Fadhly Syah putra	S-10
Muh. Tegar Aldiansyah	S-11
Muh. Aiman Mahardika	S-12
Muh. Asril Saputra	S-13
Muh. Fadil S	S-14
Muh. Irsan Umar	S-15
Muh. Rasya Saputra H	S-16
Muh, Taufik Hidayat	S-17
Muhammad Hikmal Abrar	S-18
Muhammad Pamungkas T	S-19
Muhammad Umar	S-20
Nur Taqwa	S-21
Muhammad Kurniawan R	S-22
Ridwan	S-23
Sulfikri	S-24
Syahrul Aksanjani	S-25
Yusri Reyfan	S-26
Haerul Asdar	S-27
Muh. Faisal	S-28
Muh. Restu Bintang	S-29
Suhardi	S-30
Muh. Nur Taqwa	S-31
Muh. Ridwan	S-32
Zulkifli	S-33

Students score pretest and posttest

No	Sampel	Pretest	Postest
1.	S-1	60	60
2.	S-2	50	70
3.	S-3	50	60
4.	S-4	60	70
5.	S-5	50	60
6.	S-6	50	70
7.	S-7	60	70
8.	S-8	90	90
9.	S-9	60	80
10.	S-10	50	70
11.	S-11	90	90
12.	S-12	60	70
13.	S-13	60	80
14.	S-14	70	80
15.	S-15	50	70
16.	S-16	60	70
17.	S-17	60	80
18.	S-18	50	90
19.	S-19	70	60
20.	S-20	50	70
21.	S-21	40	70
22.	S-22	60	70
23.	S-23	50	70
24.	S-24	70	90
25.	S-25	40	70
26.	S-26	60	70
27.	S-27	50	60
28.	S-28	40	70
29.	S-29	40	60
30.	S-30	50	70
31.	S-31	70	80
32.	S-32	60	70
33.	S-33	60	70



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

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UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Isnaini Azizah Ibrahim

Nim : 105351121317

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	9 %	10 %
4	Bab 4	9 %	10 %
5	Bab 5	0 %	5 %

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Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 26 Januari 2024

Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



Nirsinah, S.Hum.,M.I.P

NBM. 964 591