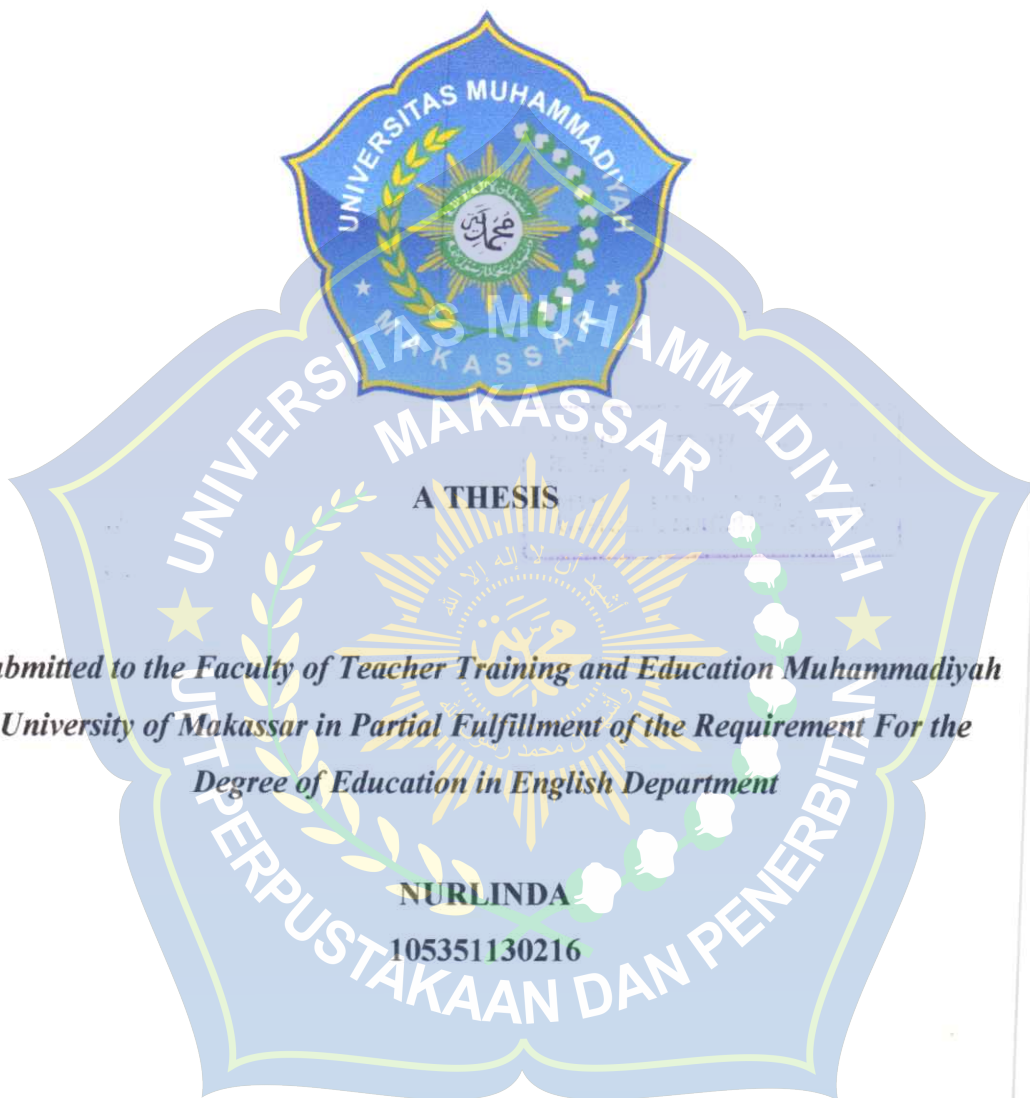


**THE ANALYSIS OF STUDENTS' SPEAKING SKILL BY USING MEDIA
PICTURE OF FIRST GRADE AT SMPN 3 POLONGBANGKENG UTARA**

(Pre-Experimental)



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

MAKASSAR

2022

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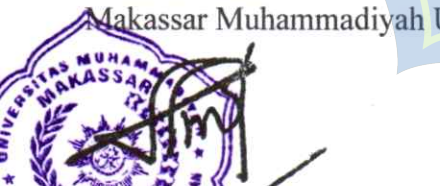
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MOTTO

Do not remember the tiredness of studying, but remember the sweet fruit that can be picked later when successful. And failures and mistakes teach us to take lessons and become better.



ABSTRACT

NURLINDA, 2022: “The analysis of students’ speaking skill by using media picture of first grade at smpn 3 polongbangkengutara” (*A Pre-Experimental Research*) Faculty of Teachers Training and Education, Muhammadiyah University of Makassar (Supervised by Erwin Akib and Ariana)

This study to improve the speaking skills of seventh grade students of SMPN 3 Polongbangkeng Utara. The method in this research was pre-experimental design, with one group pre-Test design, it consists of single class. Language was also called a communication tool which was person's ability to interact with others. Language also had an important role in the world of education, namely as a subject in school. Language was an inseparable part of human life, as a human property, language always appears in all aspects of human life and activities. The students given Pre-Test, a treatment and Post-test. A generalization area consisting of objects / subjects that had certain qualities and characteristics that were determined by the researcher to study and then draw conclusions. The population of this research taken from single class VII.A of SMPN 3 Polongbangkeng Utara, Takalar Regency, it consists of 15 students. The results showed that the improvement in speaking skills of seventh grade a Students of SMPN 3 Polongbangkeng Utara, increased after the application of using media picture. This was evidenced by the average pre-test score on pronunciation 62.65 and evidence of the post-test average score on pronunciation 73.35 and improvement was 17.07. Then the proof mean score on the pre-test on fluency 64.15 and the proof score on the post-test mean on fluency 74.85 and improvement was 16.67. speaking skill pronunciation and fluency Pre-Test was 126.8. Then speaking skill pronunciation and fluency Post-Test was 148.2 and improvement 84.2. The results above, the researcher concludes that the by using media pictures was effective for teaching speaking skills.

Keyword: *Analysis, Speaking skill, Media picture.*

ABSTRAK

NURLINDA, 2022: “The analysis of students’ speaking skill by using media picture of first grade at smpn 3 polongbangkengutara” (A Pre-Experimental Research) Faculty of Teachers Training and Education, Muhammadiyah University of Makassar (Supervised by Erwin Akib and Ariana)

Penelitian ini untuk meningkatkan keterampilan berbicara siswa kelas VII SMPN 3 Polongbangkeng Utara. Metode dalam penelitian ini adalah pre-experimental design, dimana one group pre-test design terdiri dari kelas tunggal. Bahasa disebut juga sebagai alat komunikasi yang merupakan kemampuan seseorang untuk berinteraksi dengan orang lain. yaitu sebagai mata pelajaran di sekolah. Siswa diberikan Pre-Test, Treatment dan Post-test. Suatu area generalisasi yang terdiri dari objek/subyek yang memiliki kualitas dan karakteristik tertentu yang ditentukan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulan. Populasi dalam penelitian ini diambil dari kelas tunggal VI.A SMPN 3 Polongbangkeng Utara Kabupaten Takalar yang berjumlah 15 siswa. Hasil penelitian menunjukkan bahwa peningkatan keterampilan berbicara siswa kelas VII a SMPN 3 Polongbangkeng Utara meningkat setelah penerapan penggunaan media gambar. Hal ini dibuktikan dengan nilai rata-rata pre-test pengucapan 62,65 dan bukti nilai rata-rata post-test pengucapan 73,35 dan peningkatan 17,07. Kemudian nilai rata-rata pembuktian pada pre-test pada kefasihan 64,15 dan nilai pembuktian pada rata-rata post-test pada kefasihan 74,85 dan peningkatan adalah 16,67. Pre-Test keterampilan berbicara pengucapan dan kelancaran adalah 126,8. Kemudian Post-Test keterampilan berbicara pengucapan dan kelancaran adalah 148,2 dan peningkatan 84,2. Hasil di atas, peneliti menyimpulkan bahwa dengan menggunakan media gambar efektif untuk mengajarkan keterampilan berbicara.

Kata kunci: Analisis, Keterampilan Berbicara, Media gambar.

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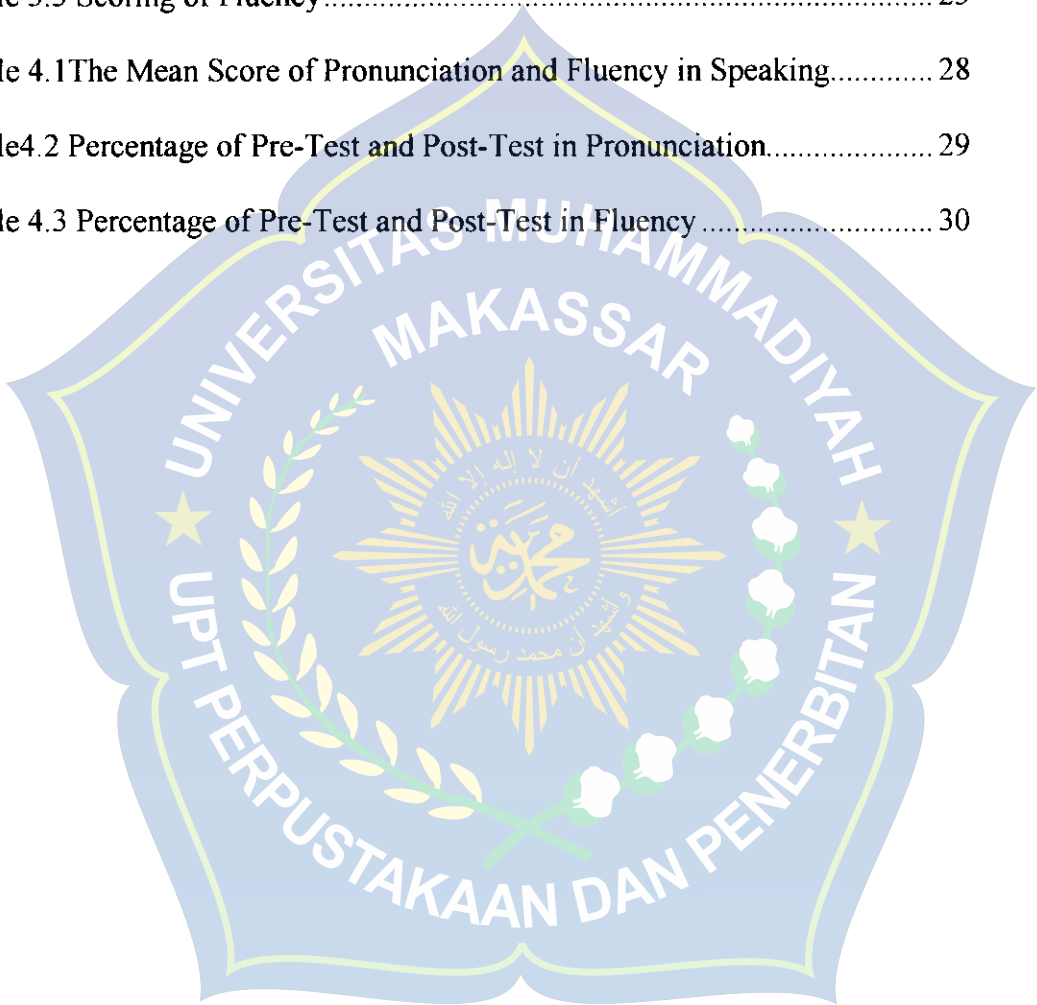
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CHAPTER I

INTRODUCTION

A. Background

Language is also called a communication tool which is a person's ability to interact with others. Language also has an important role in the world of education, namely as a subject in school. Language is an inseparable part of human life, as a human property, language always appears in all aspects of human life and activities. There is not a single human activity that is not accompanied by the presence of language. Language learning aims to communicate, while the purpose of communication is to achieve mutual understanding between speaker and listener or between writer and reader. According to the National Education Standards Agency, language learning is directed at improving students' ability to communicate in any language properly and correctly, both orally and in writing. (Ferliana, 2015)

According to Ferdinand De Saussure (2020), language is the most prominent distinguishing feature because with language every social group feels itself as a different unit from other groups. The main function of language is as a tool for interacting with humans, a tool for thinking, and channeling the meaning of trust in society. Read also: Indonesian Language: History and Development Apart from being a means of communication and interaction, language also has an important meaning as a method of learning within the scope of the language itself. Language also functions as the identity of a tribe

or nation because of its uniqueness. Because every Tribe or Nation certainly has a different Language.

TadkiroatunMusfiroh (2010:110) suggests that children's language develops from the simplest form to the more complex form. The child first emits nonlingual sounds into meaningful language sounds, after that the child reaches the groping stage, followed by the one-word stage and then two-word stage and so on. Children need a process in developing their language skills, so they can be fluent in expressing their thoughts.

For early childhood, language has several benefits, namely language as a means for thinking, language as a means for listening, language as a means for carrying out speaking activities and after entering language school, it has benefits for reading and writing (Suhartono, 2005).

Language as a means of thinking can be seen when children express what is in their mind with what they say, language as a means of listening is seen when children can listen to what other people say, this will not happen to children who have a deficiency in their hearing, Language as a means to carry out speaking activities is seen when children begin to communicate with other people around them and other people understand what the child is saying. The conclusion from the description above is that language is very useful for the development of aspects of children's language. Through language, children can socialize and communicate with other people around them.

Language skills are obtained or achieved through the learning process. This shows that the language must be learned. In other words, language skills

are a Learning outcome ability, and not as something that is inherited. Language skills can only be acquired and mastered by way of practice and a lot of practice, the earlier and the more practice the results will be the maximum. (Aini, 2012)

Language skills consist of four aspects, namely listening, speaking, reading and writing. One aspect of language that students must master is speaking, because speaking skills support other skills. This skill is not a type of skill that can be passed down from generation to generation, although basically every human being can speak naturally. However, formal speaking skills require intensive practice and direction. Therefore, the development of speaking skills must be done as early as possible. (Maryani, 2013)

By mastering speaking skills, students will be able to express their thoughts and feelings intelligently according to the context and situation when they are talking. Speaking skills will also be able to shape creative future generations so that they can produce communicative, clear, coherent, easy to understand and systematic speech or utterances. In the future, students will become the next generation of the nation who will also fill leadership positions. Every leader will be required to speak skillfully. More than that, speaking skills are not only for leaders, but in everyday life as humans we are required to be able to communicate well. (Novalina, 2014)

To be able to speak skillfully, students have to practice a lot or do a lot of speaking activities. There are various ways to train students to speak during learning. One of them is by using the media. There are many media that can be

used to get students to talk. One of the simplest and most frequently encountered is image media. Besides being easy to use, the image media is also in accordance with the stages of elementary school age, namely concrete learning.

The main purpose of speaking is to communicate. In order to be able to convey information effectively, the speaker should really understand the content of the conversation, besides that, he must also evaluate the effect of his communication with the listener. So, not only what will be discussed, but how to put it. How to put it, this concerns the problem of language and the pronunciation of the sounds of the language. What is meant by speech is all the activities we do in producing language sounds, which include articulation, namely how the position of speech instruments, such as the tongue, teeth, lips, and palate when we form sounds, both vowels and consonants. (Emila, 2013)

Picture media is one of the media that can be used to help students be able to speak skillfully, namely by showing pictures to students, so that students can understand and express messages from the images they see. Student learning activities through reading pictures train students' reasoning skills in translating messages to pictures (Said and Budimanjaya, 2015). To get a complex message, it takes not just one image. But by using a serial picture. So, students can more easily compose sentences by composing sentences by looking at pictures that have been arranged sequentially and chronologically. (Said, 2015)

Picture media can be used by the teacher to provide student experiences that are difficult to obtain through direct media. Images can also provide

experiences from time to time, even circumstances in the past. In addition to these general functions, images in particular also function to attract attention, clarify the presentation of ideas, illustrate or decorate facts that may be quickly forgotten or ignored if not depicted. Apart from being simple and easy to manufacture, image media is a relatively inexpensive medium when viewed in terms of its cost. (Ian, 2010)

Researchers found a lot of research related to speaking skills, in an effort to improve students' speaking skills. This indicates that speaking skills are an important part of educational goals that are still far from expectations. Based on the researcher's experience while still in elementary school, classroom teachers rarely ask for opinions or ask students to convey something by speaking. Because they are not used to it, the students are afraid to express their opinions. As a result, when students are at a higher level of education, they are not confident enough to say something, they are hesitant to raise their hands. Or at least, not many significant changes have occurred. (Yusuf, 2014)

In a language study, it is stated that the reality in the field shows that some students still cannot practice speaking well, and it is not uncommon for some students to be nervous, stand stiff, afraid, and embarrassed, so they forget what to say when dealing with a number of other students. This shows that learning speaking skills has not obtained optimal results. If this continues, it will have an impact on students' speaking skills. Which has implications for not achieving the goals of learning Indonesian, namely communicating effectively

and efficiently in accordance with applicable ethics, both orally and in writing.(KTSP, 2006:317).

With regard to students' abilities in developing ideas to find topics of conversation, Darmansyah, et al (2007: 45) states that if students get reasonable and pleasant stimuli, feel safe and comfortable physically and emotionally in learning, then all the highest intelligence they have will be function optimally. The functioning of this intelligence will increase the effectiveness of learning. The highest intelligence possessed by students related to the problems faced by students in learning to speak is about developing ideas to find material in speaking. In this case, if students are given stimulation, for example in the form of learning media, the ability to develop ideas in order to find material to speak will emerge. The discovery of material by students is expected to improve the quality of the learning process which results in an increase in the quality of learning outcomes. (Darmansyah, 2007)

Takalar Regency is a district in South Sulawesi province, its capital is located in Pattalassang. Takalar Regency consists of nine sub-districts namely Pattalassang, South Polombangkeng, North Polombangkeng, Galesong, South Galesong, North Galesong, Sanrobone, Mappakasunggu. And I want to do research in the North Polongbangkeng sub-district.

Based on the above background, the researcher felt the need to analyze the speaking skills of the 7th grade students of SMPN 3 POLONGBANGKENG UTARA in English subjects with image media as a data collection tool.

B. Research Question

Based on the background above, the research question formulated research question:

How can picture media affect students' speaking skills?

C. Objective of the Research

Concerning the problem statement above, the objective of the research:

To know picture media can affect students' speaking skills.

D. Significant of the Research

1. The author can find out what are the significant that it becomes a role model for the next writer.

2. Practical significant

a. For students

The benefit for students to further develop student learning, to learn more about improving the students' speaking skills, then students practice in front of the class by saying what they see in the pictures the teacher has provided.

b. For Teachers

Teachers should be able to fully support this learning model and can always find out what needed by students to be able to understand the subjects we deliver and students always achieve the targets.

c. Next researcher

This can be used for other researchers as a reference for doing similar research studies or conducting further research.

E. Scope of the Research

The scope of this research was learning speaking skills using media picture. The speaking component involved in this study was pronunciation and fluency which will be tested in the Pre-Test and Post-Test with the speaking skill that had been taught were Narrative Text. The analysis of students' speaking skill by using media picture of first grade at SMPN 3 Polongbangkeng Utara.



CHAPTER II

REVIEW OF LITERATURE

A. Previous Related Research Findings

According to as stated by Van Duzer (2010), in research Zahratul Latifa is Students' speaking skills and speaking habits Bad results on the success of any of those exchanges. Then Students voted presenters must really can prepare for the pros and cons and later generate expected patterns from certain discourse situations. They also have to manage other elements such as re-disclosures, providing feedback, taking turns, or diversions. Other things that are included in the indicators of good speaking skills: Produce sounds, stress patterns, rhythm structures, and language intonation. Use grammar and structure accurately. Choose vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the place where the speech act occurs. Implement strategies to increase understanding, such as emphasizing keywords and rephrasing. Use gestures or body language. Pay attention to the successful interaction and adjustment of speech components such as vocabulary, speech rate, and the complexity of grammar and Structure to maximize listener understanding and engagement.(Zahratul, 2015)

According to As Brown, 1994: Burns & Joyce, 1997 defined Teaching and learning speaking the main aim in learning speaking is to convey idea verbally or to interpret meaning. Speaking is a productive skill conveyed through verbal utterances from one people to another. Speaking is a process

to construct meaning. It involves producing and receiving information. Speaking is an interactive process of constructing meaning that involves producing and receiving and Processing information. Speaking occupant (in topics and coverage) and developing. (Roswita, 2019)

According to Brown (2001: 113) it is assumed that by speaking, students can participate in short conversations giving and answering questions, looking for ways to express intentions and gather information. Then the illustration image is also very influential on student learning, one of the models that can be used in the teaching and learning process. Illustration image media is a two dimensional art that aims to describe something. Illustration images have several functions. Illustrations are divided into patterns: realist images, caricatures, cartoon images and decorative images. The main characteristic of illustrated images is humans, animals or plants. Types of illustration include comics, magazine or magazine book covers and literary arts (Tugino, 2013)

From some of the experts above I can conclude that speaking skills are very good abilities because they convey ideas verbally and interpret meanings. And the difference in the research that I studied was by looking at the illustrated image with the narrative text object. Previous studies have used illustrations of films, films and others. This is where I am motivated that I want to take research using illustrated images with object narrative text. By using illustrated images, students can better understand and be more enthusiastic in following English lessons.

1. Definition of Picture Media

A picture is an education media which is included in audiovisual media. It can be used to support an education world. It can help students to accept the material in school easier. A picture is an effective media in teaching and learning process because it stimulates students both receptive skills (listening skill and reading skill) and productive skills (writing skill and speaking skill). A picture can be more effective than the other (Arsyad, 2010).

Picture can be interpreted as the appearance of an object into picture medium. Picture media can be paper, cloth, wooden boards, and various other media. Besides that, a person can also express the imagination that is in his mind. One of the functions of picture is as an expression, as a medium for conveying for the information, and various other picture functions.

2. Types of picture media

- a. Reality is real objects used as learning materials, for example: Scenery from nature, and so on.
- b. A graphic object is an image or visual whose appearance is not projected.
- c. Display is the material from an exhibition or display that is installed in a certain place.

3. Picture media function

Broadly speaking the main functions of using picture media are:

- a. The educational function means to educate and have a positive influence on education.
- b. Social function means providing authentic information and experiences in various fields of life and giving the same concept to everyone.
- c. Economic function means providing production through fostering maximum work performance.
- d. The political function of the yaks influences development politics

4. Picture Media as Educational Media

Picture as an educational medium certainly has the expected function in the teaching and learning process including:

a. Affective Function

Here visual media or images can be seen from the level of student enjoyment when studying or reading pictorial text. For example: Images or visual symbols can upload students' emotions and attitudes, for example n information regarding problems with how students dare to speak in front of the class.

b. Cognitive Function

Here the visual media or media can be seen from the determination Findings which reveal that visual or media facilitate the Achievement of the goal to Understand and remember the information or messages contained in the image.

c. Compensatory Functions

Here learning media can be seen from the results of research that visual media or images that provide context for understanding texts help students who are weak in reading to organize information in txts and recall them in other words, learning media functions to accommodate weak students.

d. The Benefits of Picture Media as Educational Media

- e. Generate attraction in students.
- f. Simplify the understanding of student understanding.
- g. Simplify abstract understanding
- h. Clarify and enlarge important / small parts so they can be observed.

B. Speaking Ability

According to Fulcher, speaking is verbal language use to communicate with others. The purpose is to communicate with others that they are innumerable and it is not a book about human needs and desires. Hughes states,

Speaking is not a discrete skill. It cannot stand alone because of some complex activities or skills such as vocabulary mastery, comprehension, the input of language, phonology, and pronunciation. Based on the definition above, it can be interpreted that speaking is a verbal language which called a productive skill and can't stand alone because sub-skills activities, and the purpose is to communicate with others (Fulcher, 2003).

Speaking is more complicated and involves more than just pronouncing words. Speaking is a productive skill in oral mode. The purposes of real communication are conveying a message, obtaining information, or expressing an opinion. To achieve the purposes of real communication, participants have to manage uncertainty about what the other person will say, participants may have to clarify their meaning or ask information of their own understanding. According to Thornbury, speaking is interactive and requires the ability to co-operate in the management of speaking turns. And the nature of speaking process means that the grammar of spoken language differ in a number of significant ways from the grammar of spoken language differs in a number of significant ways from the grammar of a written language. (Niswatun, 2019)

Speaking ability is very useful for communicating with other people, interacting, expressing one's ideas and messages. Good speaking ability is needed, especially in foreign speaking, mistakes in speaking can be a problem because it can cause misunderstandings and confusion Moreover, the messages or ideas cannot be conveyed because of a mistake in speaking. Brown and Yule in Richards (2008) made a distinction between the interactional functions of

speaking and the transactional functions. Interactional functions of speaking serve to establish and maintain social relations, while the transactional functions of speaking focus on the exchange of information. Niswatun, 2019)

Speaking ability is very useful for communicating with other people, Interacting, expressing one's ideas and messages. Learning media to teach speaking has been widely used, such as images, audio, videos, films, and others. The success or failure of the learning process can be influenced by the habit factor. The frequency of students' watching movies may affect the level of students' English knowledge.

Also very influential on that, like the habit or intensity level of people's watching English movies. Watching English movie is an activity in watching a series of moving picture recorded with sound that tells a story using American or Europe (English) language, shown on television or at the cinema/movie theater. This activity usually is used for entertainment, information or education. Indirectly, students, who watch English movies they are learning a language. Because they listen to conversations in English-language films, they can get new English vocabulary, they can see the meaning of English vocabulary in Indonesian through subtitle, they can find out how to pronounce the words. Besides that, learners can see the situation in the film when the vocabulary or sentence is spoken. A study conducted by Ismail shows that movie can develop students' listening and communication skills. (isma, 2013).

In teaching English to develop speaking skill Learning like this provides a simple task and understanding: greeting, apologizing, providing information,

offering something, accepting, rejecting requests, suggestions and so on must continue to be practiced in a student's life (in daily conversation). So that speaking skills will be more effective and fluent.(Hidayat, 2015).

1. Problems speaking

When seeing students learn languages, students learn many languages and without them knowing it, many elements influence through the use of these real situations. That's how English learning should be presented. However, many obstacles faced no words, low or uneven participation.

a. Such as obstacles

Students often have difficulty speaking English in class because of excessive shyness, fear of making excessive mistakes.

b. No words

There is a feeling of guilt because it is difficult to say something in English so that there are no ideas to express.

c. Low or uneven participation

Only a handful of students are interested in learning English. The use of English tends to use language which still prioritizing students in the learning process carried out by the teacher, furthermore the teacher prefers to teach other.

2. Learning that can overcome these problems, are activities such as:

a. Start daily with the easier language.

b. Choose easier topic that fits in youth that you like and that is positive.

c. Give cues that persistence speak in groups.

Students prefer something new, and do not like boring things because they have to allow learning activities to provide challenging assignments, not too difficult or too easy so that students are interested and motivated to speak creatively in English. Student also need a lot of vocabulary, by itself students are forced to memorize a lot of vocabulary, besides that this activity will foster courage, responsibility and self-confidence situation. (hidayat, 2015)

1. Theory of Speaking

In the learning process, some theories have been introduced. The theories explain how learning process happen. The theories also occur for learning the language. There are three theories of language learning that can be used to teach speaking, as follow: (Thornbury, 2019)

a. Behaviorist

The formation of good language 'habits' through repeated reinforcement. The three stages of learning are the presentation, practice, and production (PPP), in its popularized form, audio lingual.

b. Cognitivist

Reject the behaviorist view of the learners as an empty vessel waiting to be filled, and instead credits them with an information processing capacity, analogous to computers. Cognitivist theory replaced the PPP

model with one that progresses from awareness-raising, through procedural, to autonomy, in teaching term.

c. Sociocultural

This learning process situation is firmly in its social context. The learning of a first and a second language is mediated through socio and cultural activity.

2. Pronunciation

Simon and Schuter (1979: 441) defined pronunciation as:

- a. The act manner of pronouncing word with references to the pronunciation of sound, the placing of the stress, intonation, etc.
- b. The manner of uttering a discourse notice ably accent is not the most priority matter to be native speaker like pronunciation, but having sure that the saying are understood is more important.

In other hands, the language learners need to be able to say what he or she wants to say. The means the pronunciation should be at least adequate for the purpose (being understood). It cannot be separated from the intonation and stress.

3. Fluency

According to Woolard (2005:7) fluency is the ability to speak naturally. Speak naturally means not making everything up one word at a time, but speaking in whole expression at normal speed. Fluency is the one of speaking parameter to assess students speaking ability. Fluency means that the students could speak naturally and the listener comprehends what the speaker said.



C. Conceptual Framework

The theoretical framework in this research showed in the following diagram:

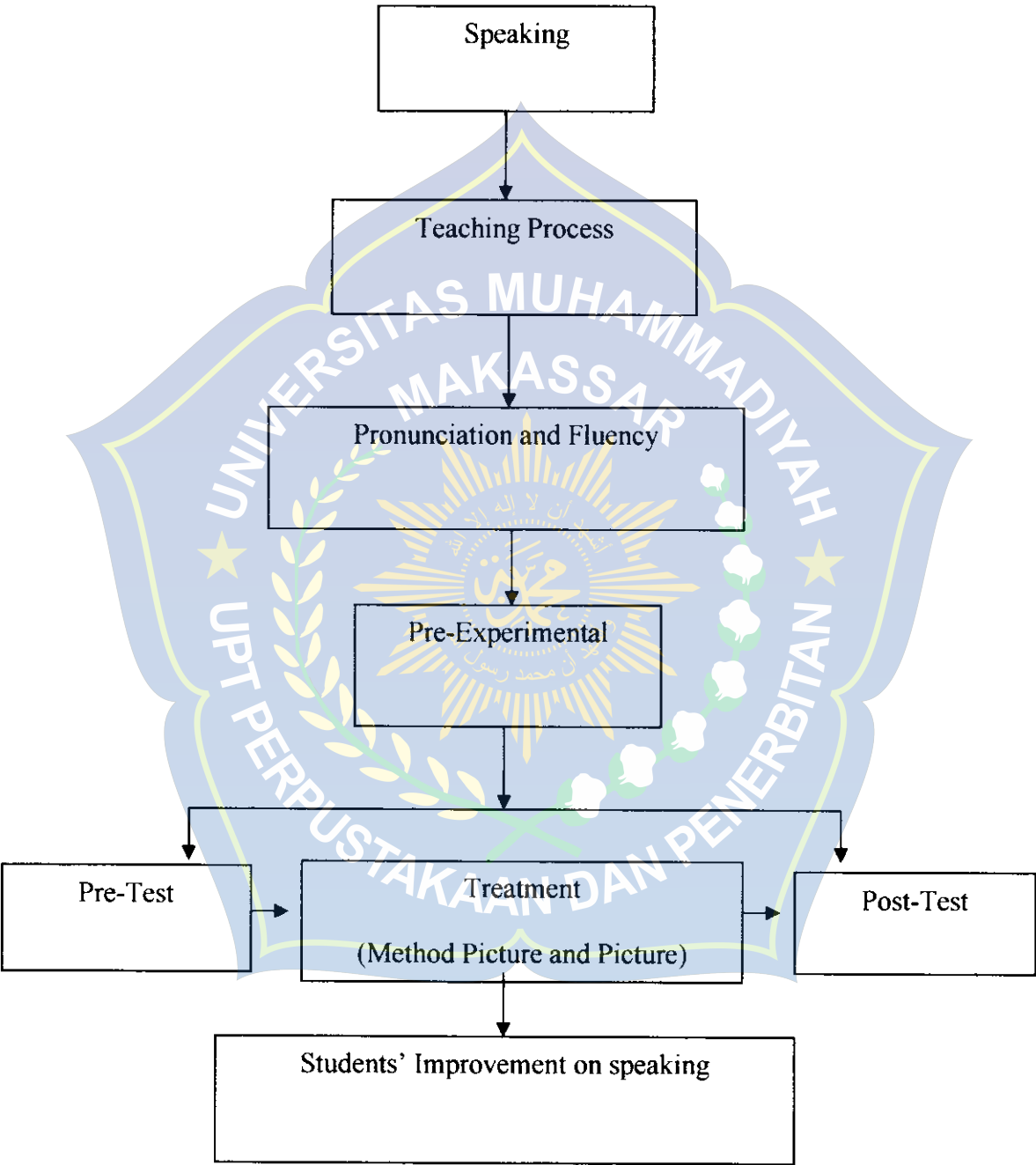


Table 2.1 Conceptual Framwork

D. Hypothesis

1. Null Hypothesis (H_0) : There is no significant improvement before and after treatment by using media picture in improving students' english speaking ability.
2. Alternative Hypothesis (H_a) : There is significant improvement before and after treatment by using media picture in improving students' english speaking ability.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The method in this research pre-experimental design, with one group pre-Test design, it consisted of single class. The students given Pre-Test, a treatment and Post-test.

Table. 3.1 : The research design

Pre-Test	Treatment	Post-Test
O ₁	X	O ₂

(Emzir, 2008:96)

O₁ : Pretest results of the Pre-Experimental

X : Treatment with picture media

O₂ : Post-Test Results of the Pre-Experimental

1. Pre-test

Before giving the treatment to the students, the research gave speaking test to know the prior level of the students. The form of speaking test oral test.

The students asked to deliver an opinion about the topic that given by the researcher. It aimed to know the students basic speaking skill.

2. Treatment

The researcher conducted the treatment for four meetings. The technique in teaching for every meeting same but had different learning materials.

3. Post-Test

After giving the treatment, the research gave the students the speaking test. Whether there was any achievement toward the students' speaking ability after taught by using direct method. The form of speaking test same as the pre-test.

B. Population and Sample

a. Population

Population a generalization area consisting objects / subjects that certain qualities and characteristics that were determined by the researcher to study and then draw conclusions. The population of this research taken from single class VII.A of SMPN 3 Polongbangkeng Utara Kabupaten Takalar, it consisted of 15 students.

b. Sample

Technique of sampling used in this research total sampling technique. Total sampling technique means the research used all the students in the class as the sample. Thus, the total numbers of the samples in this research 15 students.

C. Variable and Indicator of the Research

1. Variable

Variable the object of research or what the research center of a study. There are two kinds of variables in the study as follows.

- a. Media picture as an independent variable (X) acts as an influencing party.

- b. English speaking skill as the dependent variable (Y) acts as the affected party.

2. Indicator

The indicators of this research students' pronunciation and fluency. How to motivate and train students' speaking skills by using picture media.

D. Instrument of the Research

The instrument in collecting was Speaking test given to students to determine their ability to speak. The study asked students to did their speech in front of the class one by one after being given a topic. The researcher analyzed the test results and gave a score. In the assessment technique, the researcher two elements of speaking: Pronunciation and Fluency.

E. Data Collection Technique

To obtain data that is relevant and in accordance with the interests of this study, a test collection technique is needed that is in accordance with the formulation and objectives of the study. In this study, the researcher chose the technique of collecting data through tests. Tests are a number of questions or exercises and other tools used to measure skills, knowledge, intelligence, abilities or talents possessed by individuals or groups. The test is used to determine students' English speaking skills through the use of picture media in the teaching and learning process.

The procedure of the research involved the following steps:

1. Pre-Test

A Pre-Test for students were carry out to get their initial score. Students gave a matching about media picture test. This test conducted to find out the extent to which Students abilities about speaking skill by sing media picture they already know.

2. Treatment

The sampel for students by using media picture. The treatment carried out for six meetings. Each meeting was 2x40 minutes.

3. Post-Test

- a. After gave the treatment, the students given a set of speaking test
- b. The researcher gave score of the students result test.

F. Data Analysis Technique

In this research, the data collected after giving instruments of collecting data to the respondents (students). The data analyzed through quantitative analysis. To get the score, the researcher used scoring scale which includes of pronunciation and Fluency. The data analyzed by employing the following procedures:

1. Scoring the result of the students test

In scoring the result of the students test evaluated based on two aspect of speaking below:

a. Pronunciation

Table. 3.2 Scoring of Pronunciation

Classification	Score	Criteria
Excellent	91-100	Pronunciation is only very slightly influenced by the mother tongue. Two or three grammatical and lexical errors.
Good	75-90	Pronunciation is still moderately influenced by the mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Fair	61-74	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Less	51-60	Pronunciation seriously influenced by the mother tongue with the errors causing a breakdown in communication. Many basic grammatical and lexical errors.

(Heaton: 1988)

b. Fluency

Table. 3.3 Scoring of Fluency

Classification	Score	Criteria
Excellent	91-100	Has to make an effort to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	75-90	Although he has to make effort and search for word, there are not unnatural pauses. Fairly smooth, delivery mostly, in conveying the general meaning. Fairly range expression.
Fair	61-874	Has to make effort for much of time. Often has to reach for the desired the effort at time limited range of expression.
Less	51-60	Long pauses while he searches for desire meaning. Frequently fragmentally and healing delivery. Almost give up making the effort at times. Limited range of expression.

Heaton (1989)

To find out students mean score of the Pre-Test and Post-Test, the research applied the formula:

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

Notation:

\bar{X} : Mean Score

$\sum X$:Total Sum of all score

N: The total number of the sample

(Gay, 2006)

Classifying the students score into seven classification score

No	Score	Classification
1.	91-100	Excellent
2.	75-90	Good
3.	61-74	Fair
4.	51-60	Less

Depdiknas (1985)

Calculating the percentage of the students score(Sudjana: 1999)

$$P = \frac{F}{N} \times 100 \%$$

Where:

P: Rate percentage

F: The total number of students

CHAPTER IV

FINDING AND DISCUSSION

A. FINDING

In the finding section, the researcher had calculated the result of research in SMP Negeri 3 Polongbangkeng Utara. They were pre-test and post-test results. Each section was presented in detail as follows:

1. The Improvement of students' Speaking Skill

The improving students' pronunciation and fluency through the using by media picture of one grade SMP Negeri 3 Polongbangkeng Utara, Takalar Regency. The pre-test was given before the treatment and the post-test was given after the treatment which to find out whether there was a significant difference in speaking skills by using media picture before and after treatment.

Table 4.1: The Mean Score of Pronunciation and Fluency in Speaking

Indicator	Mean Score		Improvement
	Pre-Test	Post-Test	
Pronunciation	62.65	73.35	17.07
Fluency	64.15	74.85	16.67
Speaking Skill	126.8	148.2	33.74
$\sum x$	63.4	74.1	16.87

Table.4.1 Showed that the mean score of students pronunciation in Pre-Test 62.65 and Pronunciation in Post-Test 73.35. Improvement of students Pronunciation was 17.07 and total speaking skill was 126.8 Then, that the mean score of students Fluency in Pre-Test 64.15 and Fluency in Post-Test 74.85. And

the improvement of students Fluency was 16.67 and total speaking skill was 148.2. It indicated that the students Pronunciation and Fluency improved significantly speaking skill by using media picture.

Chart 4.1: The mean score of students speaking skill



2. The Students' Speaking Pronunciation

The use of picture series was effective to improve the students' speaking skill in pronunciation. It can be seen from the table below based on the students' score of pronunciation.

a. The Rate Percentage of Pre-Test Score in Pronunciation

Table. 4.2 The Rate Percentage of Pre-Test and Post-Test in Pronunciation

Category	Pre-Test			Post-Test	
	Score	Frequency	Percentage	Frequency	Percentage
Excellent	91-100	-	0 %	-	0 %
Good	76-90	15	75 %	20	100 %
Fair	61-75	5	25 %	-	0 %
Less	52-60	-	0 %	-	0 %
Total		20	100 %	20	100 %

The data in table 4.2 shows the rate percentage and frequency of the students' Pronunciation in speaking gained from pre-test and Post-Test. The table showed that from 20 students', in the classification showed that the students can improve their speaking skill in pronunciation. There were 15 students (75 %) classified into good score, and there were 5 students (25 %) classified into fair score. In can be concluded that using by media picture can improve Studentspronunciation.The data in table 4.2 shows the rate percentage and frequency of the students' Pronunciation in speaking gained from Post-test. The table showed that from 20 students', in the classification showed that the students can improve their speaking skill in pronunciation. There were 20 students (100 %) classified into good score. In can be concluded that using by media picture can improve Students pronunciation.

Chart 4.2 Rate percentage and frequencyPre-Test and Post-Test of the speaking in pronunciation form

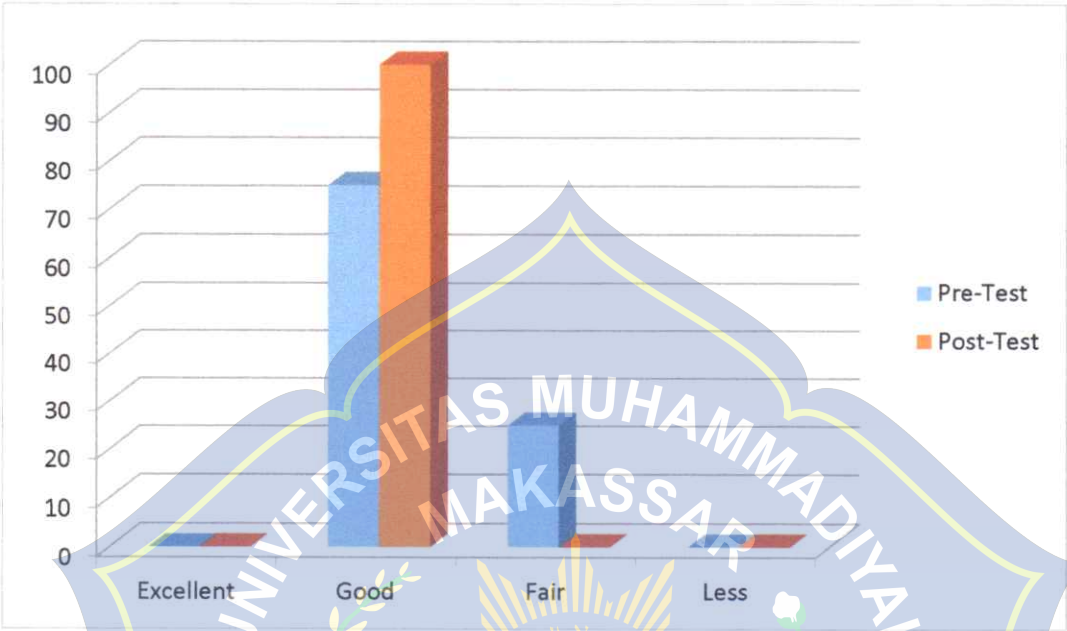


Chart 4.2 Indicate the score percentage of students' speaking skill in term pronunciation were too less. Before used by using media picture, all of students felt difficult to speak English. It was showed by graphic that was 15 students (75 %) achieved good and 5 students (25) achieved fair score in pre-test. indicated the score percentage of students speaking skill in term pronunciation were better higher than in the pre-test. After using by media picture in treatment, the students speaking pronunciation was better than post-test it was showed by the graphic that it was 20 students (100 %) classified into good score.

3. The Students’ Speaking Fluency

The use of picture series was effective to improve the students’ speaking skill in fluency. It can be seen from the table below based on the students’ score of fluency

a. The Rate Percentage of Pre-Test and Post-Test Score in Fluency

Table. 4.3 Percentage of Pre-Test and Post-Test Score in Fluency

Category	Pre-Test			Post-Test	
	Score	Frequency	Percentage	Frequency	Percentage
Excellent	91-100	-	0 %	-	0 %
Good	76-90	-	0 %	15	75 %
Fair	61-75	10	50 %	5	25 %
Less	52-60	10	50 %	-	0 %
Total		20	100 %	20	100 %

The data in table 4.4 shows the rate percentage and frequency of the students’ Fluency in speaking gained from pre-test. The table showed that from 20 students’, in the classification showed that the students can improve their speaking skill in Fluency. There were 10 students (50 %) classified into Fair score, and there were 10 students (50 %) classified into Less score. In can be concluded that using by media picture can improve Students Fluency. The data in table 4.5 shows the rate percentage and frequency of the students’ Fluency in speaking gained from Post-test. The table showed that from 20 students’, in the classification

showed that the students can improve their speaking skill in Fluency. There were 15 students (75 %) classified into good score. And 5 students fair score (25 %) In can be concluded that using by media picture can improve Students Fluency.

Chart 4.3 Rate percentage and frequency Pre-Test and Post-Test of the speaking in Fluency form

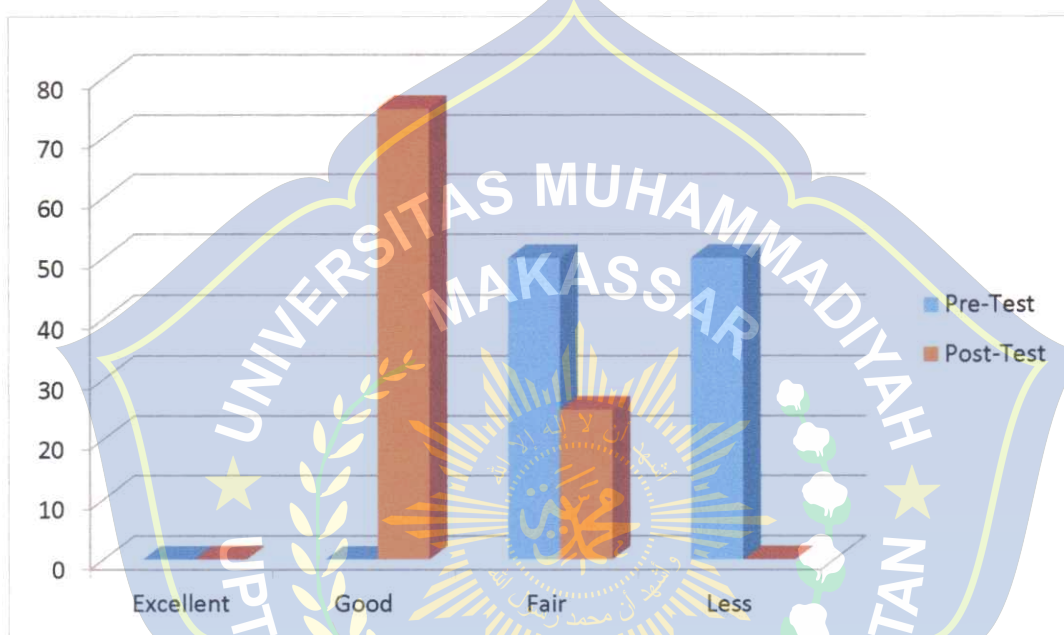


Chart 4.3 Indicate the score percentage of students' speaking skill in term fluency were too less. Before used by using media picture, all of students felt difficult to speak English. It was showed by graphic that was 10 students (50 %) achieved fair and Less 10 students (50 %) achieved fair score in pre-test. Indicated the score percentage of students speaking skill in term pronunciation were better higher than in the pre-test. After used by media picture in treatment, the students speaking pronunciation was better than pre-test it was showed by the graphic that it was 15 students (75 %) classified into good score, 5 students (25 %) were classified into fair score.

B. Discussion

As explained in the second chapter, that speaking test was to improve students' speaking skills in terms of pronunciation and fluency. This was supported by the frequency and percentage level of students' Pre-Test and Post-Test results. This was supported by the frequency and presentation of the students' pre-test and post-test results. Similar to Aprilia (2017) about students' pronunciation in speaking. He found that by using picture media speaking skills, students' speaking skills improved based on the above findings in applying using by media pictures in the classroom, researchers focused on using media pictures to improve students' speaking skills.

In contrast to each skill closely related to each other. In acquiring language skills, usually in an orderly sequence: first in childhood a person learns to listen to language, then speaks, then learns to read and write. Listening and speaking are learned before entering school. In the speaking aspect, the main focus of this lesson was on the ability of students to speak effectively and efficiently to express ideas, opinions, criticisms, feelings, in various forms to various speaking partners according to the purpose and context of the conversation and appreciate literature in various types and forms through activities literature.

The word media comes from Latin and the plural form of the word medium which literally means intermediary or introduction. Media is the delivery of messages from the sender to the recipient of the message. Briggs

(in Ian, 2008) states that the media are various types of components in the student's environment that can stimulate them to learn. He argues that the media were all physical tools that can produce messages and stimulate students to learn. From the two expert opinions above, the message to the recipient of the message so that it can stimulate the thoughts, feelings, concerns and interests and concerns of students in such a way that the learning process is realized visually in two ways. Dimensions as a result of feelings and thoughts.

Speaking according to the Big Indonesian Dictionary (1996: 114) to say, speak, speak. Meanwhile, according to Sayuti, (2009) speaking a language skill that develops in a child's life, which is only preceded by listening skills, and at that time the ability to speak or speak is learned, while according to Sudradjat (2009), speaking the ability to pronounce sentences for express, express convey thoughts, ideas and feelings. According to Sedradjat (2009), speaking ability the ability to pronounce articulation sounds or pronounce words to express, state, convey thoughts, ideas, and feelings. The listener receives information through a series of tones and stresses. If the communication takes place face-to-face, it coupled with the movement of the hands and facial expressions of the speaker. The main purpose of speaking to communicate.

In order to be able to convey information effectively, the speaker should really understand the content of the conversation, besides that it must also be able to evaluate the effect of his communication on the listener. So it's not just

what to talk about, but how to say it. How to put it, this concerns the problem of language and the pronunciation of the sounds of the language. What was meant by speech was all the activities we did in producing language sounds, which include articulation, namely how the position of speech tools, such as the tongue, teeth, lips, and palate when we form sounds, both vowels and consonants. Consists of 15 students. The results showed that the improvement in speaking skills of seventh grade students of SMPN 3 Polongbangkeng Utara, increased after the application of using media picture. This was evidenced by the average pre-test score on pronunciation 62.65 and evidence of the post-test average score on pronunciation 73.35 and improvement was 17.07. Then the proof mean score on the pre-test on fluency 64.15 and the proof score on the post-test mean on fluency 74.85 and improvement was 16.67. Speaking skill pronunciation and fluency Pre-Test was 126.8. Then speaking skill pronunciation and fluency Post-Test was 148.2 and improvement 84.2. The results above, the researcher concludes that the by using media pictures was effective for teaching speaking skills.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections. The first section deals with the conclusion and the second one deals with suggestion.

A. Conclusion

Before doing research on the analysis of students speaking skill by using media picture. And based on the previous chapter, the researcher concluded that speaking skill by using media picture can improve Students pronunciation and fluency. Speaking skill it was the ability to pronounce in English that was in us or in humans, this ability was not an easy ability because the ability to speak in English requires good and complete practice.

1. Speaking English in Indonesian was not easy, because when we speak English, we not only have to think about the truth in grammar but we also have to think about the social function of the sentences we say, in speaking we have to do the things above. So that we do not hurt someone who will be accompanied speaking. Consists of 15 students. The results showed that the improvement in speaking skills of seventh grade a Students of SMPN 3 Polongbangkeng Utara, increased after the application of using media picture.
2. This was evidenced by the average pre-test score on pronunciation 62.65 and evidence of the post-test average score on pronunciation 73.35 and improvement was 17.07.

3. Then the proof mean score on the pre-test on fluency 64.15 and the proof score on the post-test mean on fluency 74.85 and improvement was 16.67. Speaking skill pronunciation and fluency Pre-Test was 126.8. Then speaking skill pronunciation and fluency Post-Test was 148.2 and improvement 84.2. The results above, the researcher concludes that the by using media pictures was effective for teaching speaking skills.

B. Suggestions

Based on the conclusion above, the researcher proposes the following suggestion:

1. For the students

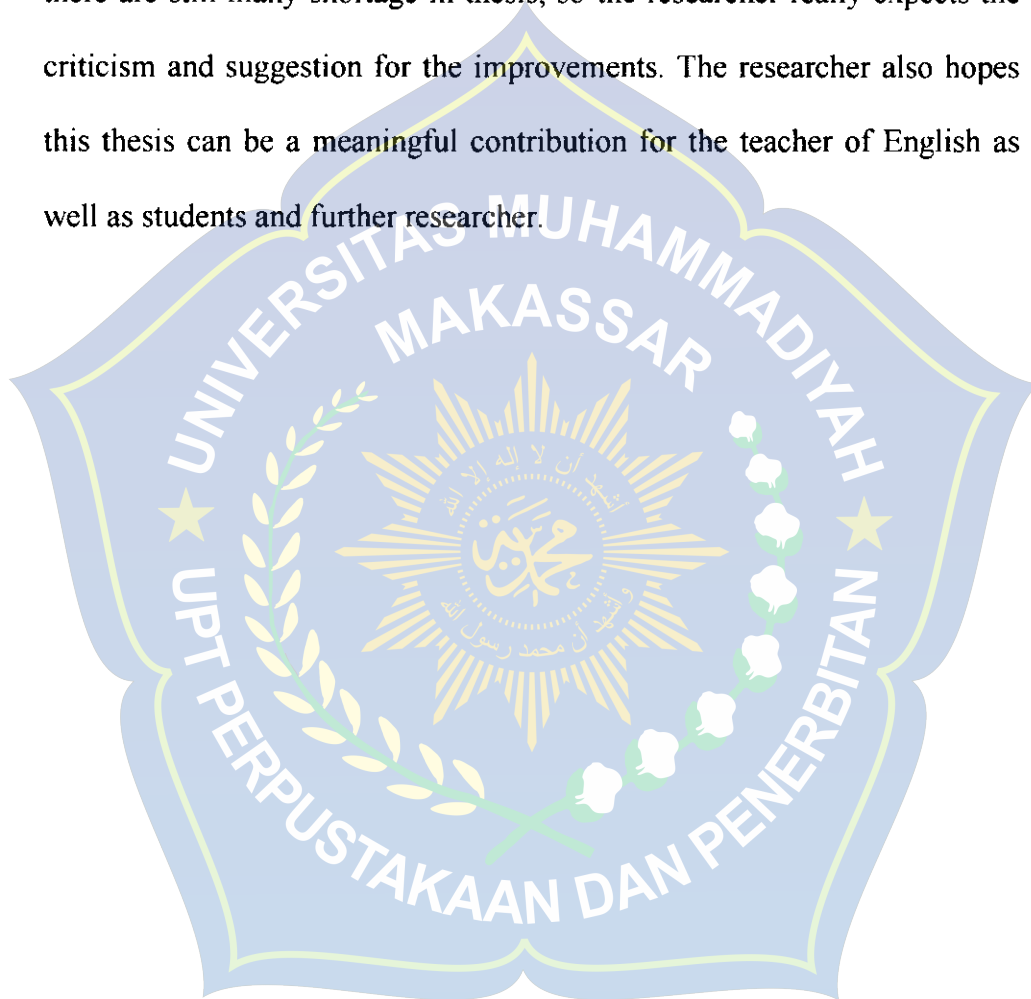
The students need to be more active in the classroom. A further effort needs to be made by the students to encourage themselves in speaking skill without worries making mistakes in speaking. It gives advantages for the students if they can develop their skill in speaking. The students can easily understand what they listen, speak, read and write.

2. For the teacher

The teacher better make the class be interesting and enjoyable. Here the using by media picture, contributed to motivate and stimulus the Students ability of speaking. Giving the material about make connecting with situation in daily lives, so The have the background knowledge can reduce the abxicty to tell about nice experience because easy to understand. Theacher should pay attention to the increasing of Students activies in the class. Let the students explore their potential and their ability.

3. For the Researchers

Is recommended to the other research who are interested in the same field to continue and develop this action research in order to find by using media picture is effective in teaching speaking. Finally, the researcher realize that there are still many shortage in thesis, so the researcher really expects the criticism and suggestion for the improvements. The researcher also hopes this thesis can be a meaningful contribution for the teacher of English as well as students and further researcher.



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A

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D

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S





NO	STUDENTS'	CLASS
1.	MUH. EISAL	VII/A
2.	PUTRI KHUMAIRAH	VII/A
3.	CITRA SAFINA	VII/A
4.	SARIYANTI	VII/A
5.	MARHAM RAMADAN	VII/A
6.	DEVITA	VII/A
7.	ABD RAHMAN RAHIM	VII/A
8.	NUR FHADILAH	VII/A
9.	AIDIL AKBAR	VII/A
10.	ROSTINA	VII/A
11.	AULIA RAMADANI	VII/A
12.	DEWA RAMADAN	VII/A
13.	SYAMSINAR	VII/A
14.	LASTI	VII/A
15.	SAIPUL	VII/A
16.	IRIYANTO	VII/A
17.	ST. AMINAH	VII/A
18.	HAIRATI	VII/A
19.	MUH REHANG	VII/A
20.	MUH RESKI	VII/A

**THE STUDENTS' SCORE OF IMPROVEMENT SPEAKING SKILL IN
PRE-TEST**

No	Sample	Improvement Students' Speaking Skill		Total Score	Classification
		Pronunciation	Fluency		
1	01	76	77	76.5	Good
2	02	70	70	70	Fair
3	03	60	62	61	Fair
4	04	62	63	62.5	Fair
5	05	63	65	64	Fair
6	06	50	50	50	Less
7	07	60	50	55	Less
8	08	50	50	50	Less
9	09	77	77	77	Good
10	10	60	50	55	Less
11	11	53	65	59	Less
12	12	50	55	52.5	Less
13	13	55	55	55	Less
14	14	76	77	76.5	Good
15	15	50	67	58.5	Less
16	16	62	68	65	Fair
17	17	55	70	62.5	Fair
18	18	78	77	77.5	Good
19	19	70	60	65	Fair
20	20	76	77	76.5	Good
Total		1.253	1.285	1.269	
Mean		62.65	64.15	63.45	

**THE STUDENTS' SCORE OF IMPROVEMENT SPEAKING SKILL IN
POST-TEST**

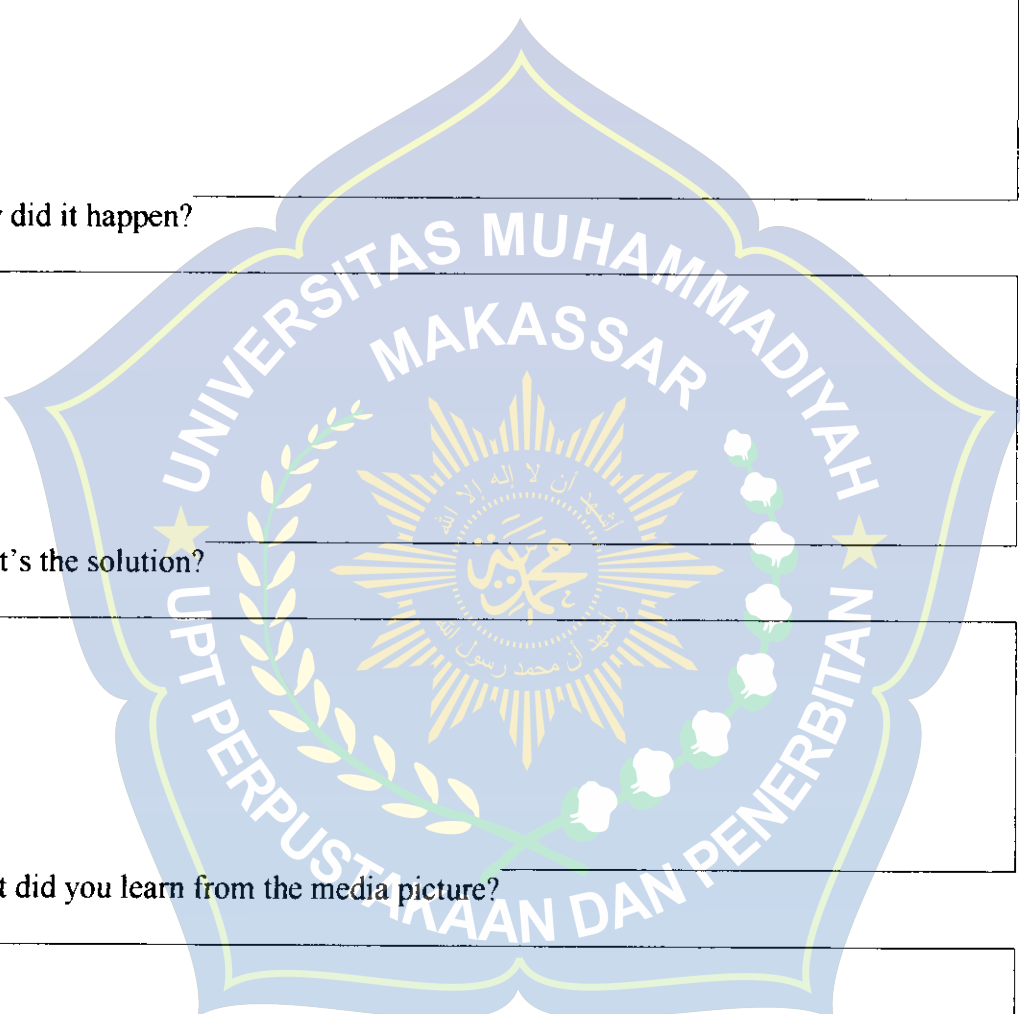
No	Sample	Improvement Students' Speaking Skill		Total Score	Classification
		Pronunciation	Fluency		
1	01	78	79	78.5	Good
2	02	77	77	77	Good
3	03	60	62	61	Fair
4	04	76	77	76.5	Good
5	05	76	77	76.5	Good
6	06	78	77	77.5	Good
7	07	77	78	77.5	Good
8	08	76	77	76.5	Good
9	09	78	79	78.5	Good
10	10	60	70	65	Fair
11	11	77	77	77	Good
12	12	70	65	67.5	Fair
13	13	76	77	76.5	Good
14	14	77	77	77	Good
15	15	76	78	77	Good
16	16	62	68	65	Fair
17	17	78	77	77.5	Good
18	18	77	77	77	Good
19	19	60	70	65	Fair
20	20	78	78	78	Good
Total		1.467	1.497	2.895	
Mean		73.35	74.85	144.75	

INSTRUMENT BY PRE-TEST

Insruction:

1. In this speaking test you will have 6 minutes

What story do you choose?



How did it happen?

What's the solution?

What did you learn from the media picture?

INSTRUMENT BY POST-TEST

Insruction:

2. In this speaking test you will have 6 minutes to tell picture media of the picture media you chose
3. You will get a guideline in preparing yourself before viewing the picture media.

What story do you choose?



How did it happen?

What's the solution?

What did you learn from the media picture?

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Negeri 3 Polongbangkeng Utara
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VII/A (Satu)
 Skill/ Fokus : Narrative Text
 Alokasi Waktu : 6x45 menit

Kompetensi Dasar

3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Tujuan Pembelajaran

1. menyusun kalimat acak menjadi teks *narrative* yang runtut sesuai dengan urutan yang logis secara tulis didalam kelompok dengan tepat dan dengan disiplin dan berkomunikasi dan bekerja sama.
2. Menemukan moral value atau lesson from the story dari cerita fiksi (fairy tails) pendek dan sederhana.
3. Menceritakan kembali ringkasan cerita di depan kelas atau di kelompoknya. Setelah mengikuti proses pembelajaran peserta didik di

diharapkan dapat:

Fokus Karakter :disiplin, rasa ingin tahu, berkomunikasi dan bekerja sama

Kegiatan Pembelajaran

A. Kegiatan Pendahuluan (Alokasi waktu 2 menit)

1. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
2. Guru bersama peserta didik berdoa sebelum memulai kegiatan pembelajaran
3. Guru memeriksa kehadiran peserta didik.
4. Guru meminta siswa untuk mengecek kebersihan kelas, membuang sampah jika ada ke dalam bak sampah yang tersedia dan mengingatkan tentang budaya peduli lingkungan.
5. Guru mengarahkan siswa untuk mengecek dengan mereview materi pertemuan sebelumnya.
6. Guru menyampaikan Kompetensi Dasar dan Tujuan Pembelajaran

B. Kegiatan Inti(Alokasi waktu 6 menit)

- 1.Stimulus: Guru menampilkan teks atau gambar Narrative text, melakukan curah pendapat untuk menggali pengalaman peserta didik yang berkaitan dengan cerita yang ditampilkan.
- 2.Identifikasi masalahPeserta didik mengomentari atau menanggapi teks atau gambar Narrative text kemudian menyusun pertanyaan terkait teks narrative. text, moral value of story dan lain sebagainya)
 - a. guru membagikan penggalan teks cerita dengan judul yang berbeda secara acak ke setiap kelompok.

- b. siswa mengamati untuk mengumpulkan informasi penggalan cerita / teks narrative dengan bantuan buku paket / media internet / kamus .
4. Pengolahan Data – Secara perorang peserta didik, mengurutkan penggalan teks dari potongan narrative teks berdasarkan struktur teks narrative.
5. Pembuktian - Peserta didik merespon hasil diskusi kelompok dengan member pertanyaan dan tanggapan secara bergantian.
 - a. Peserta didik satu persatu melakukan presentasi dengan mengurutkan dengan benar paragraph-paragraph tersebut menjadi satu teks naratif yang utuh. Dan memberikan penjelasan serta alasan logis untuk membuktikan hasil tela'ah kelompok masing-masing mengenai narrative teks.

C. Kegiatan Penutup (Alokasi Waktu : 2 Menit)

1. Peserta didik dengan bimbingan guru membuat resume atau kesimpulan tentang poin-poin penting yang muncul dalam kegiatan pembelajaran tema teks narrative.
2. Guru dan Peserta didik melakukan refleksi, siswa dapat menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
3. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya dan diakhiri dengan doa penutup.

SUMBER BELAJAR

1. Buku Paket Bahasa Inggris Kelas 7 BSI kurikulum 2013
2. <https://freeenglishcourse.info/cinderella-story-the-clearer-example-of-narrative-text/>

PENILAIAN

Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi unjuk kerja/hasil karya atau proyek dengan rubric penilaian sebagai nilai keterampilan.



RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMP Negeri 3 Polongbangkeng Utara

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/A (Satu)

Skill/ Fokus : Narrative Text

Alokasi Waktu : 6x45 menit

Kompetensi Dasar

- 3.8 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Tujuan Pembelajaran

4. menyusun kalimat acak menjadi teks *narrative* yang runtut sesuai dengan urutan yang logis secara tulis didalam kelompok dengan tepat dan dengan disiplin dan berkomunikasi dan bekerja sama.
5. Menemukan moral value atau lesson from the story dari cerita fiksi (fairy tails) pendek dan sederhana.
6. Menceritakan kembali ringkasan cerita di depan kelas atau di kelompoknya. Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

Fokus Karakter :disiplin, rasa ingin tahu, berkomunikasi dan bekerja sama

Kegiatan Pembelajaran

C. Kegiatan Pendahuluan (Alokasi waktu 2 menit)

7. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
8. Guru bersama peserta didik berdo'a sebelum memulai kegiatan pembelajaran
9. Guru memeriksa kehadiran peserta didik.
10. Guru meminta siswa untuk mengecek kebersihan kelas, membuang sampah jika ada ke dalam bak sampah yang tersedia dan mengingatkan tentang budaya peduli lingkungan.
11. Guru mengarahkan siswa untuk mengecek dengan mereview materi pertemuan sebelumnya.
12. Guru menyampaikan Kompetensi Dasar dan Tujuan Pembelajaran

D. Kegiatan Inti(Alokasi waktu 6 menit)

- 3.Stimulus: Guru menampilkan teks atau gambar Narrative text, melakukan curah pendapat untuk menggali pengalaman peserta didik yang berkaitan dengan cerita yang ditampilkan.
- 4.Identifikasi masalahPeserta didik mengomentari atau menanggapi teks atau gambar Narrative text kemudian menyusun pertanyaan terkait teks narrative.

text, moral value of story dan lain sebagainya)

- a. guru membagikan penggalan teks cerita dengan judul yang berbeda secara acak ke setiap kelompok.

- b. siswa mengamati untuk mengumpulkan informasi penggalan cerita / teks narrative dengan bantuan buku paket / media internet / kamus .
4. Pengolahan Data – Secara perorang peserta didik, mengurutkan penggalan teks dari potongan narrative teks berdasarkan struktur teks narrative.
5. Pembuktian - Peserta didik merespon hasil diskusi kelompok dengan member pertanyaan dan tanggapan secara bergantian.
 - a. Peserta didik satu persatu melakukan presentasi dengan mengurutkan dengan benar paragraph-paragraph tersebut menjadi satu teks naratif yang utuh. Dan memberikan penjelasan serta alasan logis untuk membuktikan hasil tela'ah kelompok masing-masing mengenai narrative teks.

C. Kegiatan Penutup (Alokasi Waktu : 2 Menit)

1. Peserta didik dengan bimbingan guru membuat resume atau kesimpulan tentang poin-poin penting yang muncul dalam kegiatan pembelajaran tema teks narrative.
2. Guru dan Peserta didik melakukan refleksi, siswa dapat menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
3. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya dan diakhiri dengan doa penutup.

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	: SMP Negeri 3 Polongbangkeng Utara
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/A (Satu)
Skill/ Fokus	: Narrative Text
Alokasi Waktu	: 6x45 menit

Kompetensi Dasar

- 3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait fairy tales, pendek dan sederhana, sesuai dengan konteks penggunaannya.

Tujuan Pembelajaran

7. menyusun kalimat acak menjadi teks *narrative* yang runtut sesuai dengan urutan yang logis secara tulis didalam kelompok dengan tepat dan dengan disiplin dan berkomunikasi dan bekerja sama.
8. Menemukan moral value atau lesson from the story dari cerita fiksi (fairy tails) pendek dan sederhana.
9. Menceritakan kembali ringkasan cerita di depan kelas atau di kelompoknya. Setelah mengikuti proses pembelajaran peserta didik di diharapkan dapat:

Fokus Karakter :disiplin, rasa ingin tahu, berkomunikasi dan bekerja sama

Kegiatan Pembelajaran

E. Kegiatan Pendahuluan (Alokasi waktu 2 menit)

13. Guru mengucapkan salam dan bertegur sapa dengan peserta didik.
14. Guru bersama peserta didik berdo'a sebelum memulai kegiatan pembelajaran
15. Guru memeriksa kehadiran peserta didik.
16. Guru meminta siswa untuk mengecek kebersihan kelas, membuang sampah jika ada ke dalam bak sampah yang tersedia dan mengingatkan tentang budaya peduli lingkungan.
17. Guru mengarahkan siswa untuk mengecek dengan mereview materi pertemuan sebelumnya.
18. Guru menyampaikan Kompetensi Dasar dan Tujuan Pembelajaran

F. Kegiatan Inti(Alokasi waktu 6 menit)

- 5.Stimulus: Guru menampilkan teks atau gambar Narrative text, melakukan curah pendapat untuk menggali pengalaman peserta didik yang berkaitan dengan cerita yang ditampilkan.
- 6.Identifikasi masalahPeserta didik mengomentari atau menanggapi teks atau gambar Narrative text kemudian menyusun pertanyaan terkait teks narrative.

text, moral value of story dan lain sebagainya)

- a. guru membagikan penggalan teks cerita dengan judul yang berbeda secara acak ke setiap kelompok.

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C. Kegiatan Penutup (Alokasi Waktu : 2 Menit)

1. Peserta didik dengan bimbingan guru membuat resume atau kesimpulan tentang poin-poin penting yang muncul dalam kegiatan pembelajaran tema teks narrative.
2. Guru dan Peserta didik melakukan refleksi, siswa dapat menyampaikan kesulitan yang mereka hadapi saat pembelajaran di dalam kelas.
3. Guru menginformasikan kegiatan yang akan dilaksanakan pada pertemuan berikutnya dan diakhiri dengan doa penutup.

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Mengetahui , 28 Desember 2021

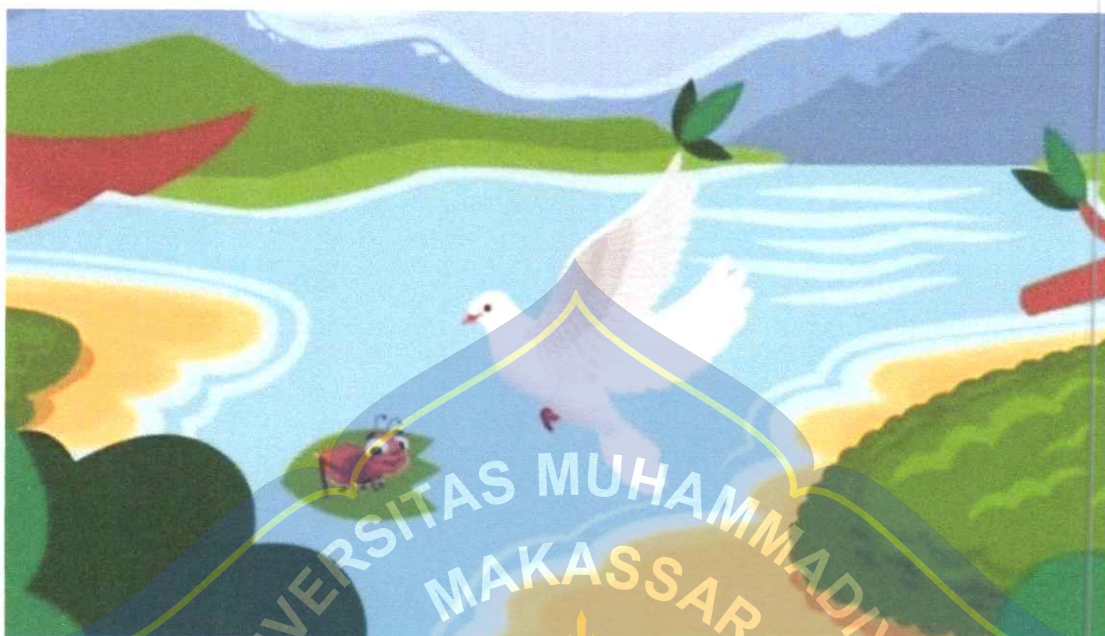
Guru Mata Pelajaran

SNOW PRINCESS



Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep. Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White." "Oh could I? Thank you." Then Snow White told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

ANTS AND DOVES



One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water.

She could have sunk if a dove up a nearby tree had not seen her. Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground. Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way.

Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

RABBIT AND TORTOISE



One day a rabbit bragged about how fast he could run. He laughed at the tortoise for being so slow. Much to the hare's surprise, the tortoise challenged him to a race. Rabbit thought this was a good joke and accepted the challenge. The fox became a race referee. When the race started, the hare ran far ahead of the tortoise, as everyone thought.

The hare got to the halfway point and couldn't see the tortoise anywhere. He was hot and tired and decided to stop and take a nap. During this time the tortoise continued to walk step by step. He never stopped no matter how hot or tired he was. He just kept going

However, the rabbit slept longer than he thought and woke up. He couldn't see the turtle anywhere! He went at full speed to the finish line but found the turtle there waiting for him.

1. Speaking Pre-Test

The activity is a Pre-Test speaking activity for grade 7/a, where students come to the front of the class to speak what they know about the pictures they chose themselves. Then students explain what they see about the pictures they have prepared. Below are students who are doing the speaking pre-test in grade 7/a.



2. Treatment

The activity is a Treatment activity, where this activity is to explain to grade 7/a students about all the pictures. There are 3 parts to this image, namely:

- a. Snow Princess
- b. Ants And Doves
- c. Rabbit And Tortoise

Students will choose one of the pictures, then they read and understand the contents of the picture.



3. Speaking Post-Test

The last activity is the Speaking Post-Test activity, where the speaking post-test is carried out when the treatment is finished for 7/a grade students. This activity is the same as the activity in the speaking pre-test, the difference is that the speaking post-test has been treated. Class 7/a students in front of the class explain what they know about what has been explained to the researcher about the three pictures.



Pre-Test script

Students 1

Teacher : What story do choose?
 Students : Rabbit and tortoise
 Teacher : how did it happen?
 Students : he laughed at the tortoise for being so slow
 Teacher : what's the solution?
 Students : the fox becamp a rale referee
 Teacher : what did you learn from the media picture?
 Students : however the rabbit slept longer the thought

Students 2

Teacher : what story do you choose?
 Students : Snow Princess
 Teacher : How did it happen?
 Students : After walking around for
 Teacher : What's the solution
 Students : Soon it earried her safely to dry
 Teacher : What did you learn from the media picture?
 Students : feeling the pain

Students 3

Teacher : what story do you choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Students : the tortoise
 Teacher : what's the solution?
 Students : waiting for him
 Teacher : what did you learn from the media picture?
 Students : found the turte there

Students 4

Teacher : what story do you choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Students : one the rabbit bragged about
 Teacher : what's the solution?
 Students : during this time the tortoise step
 Teacher : what did you learn from the media picture?
 Students : he went at full spead to the finish

Students 5

Teacher : what story do you choose?
 Students : snow princes
 Teacher : how did happen?
 Students : if you wish you may live here with us
 Teacher : what's the solution?

Students : snow white said oh could
 Teacher : what did you learn from the media picture?
 Students : she ran away in to the woods

Students 6

Teacher : what story do you choose?
 Students : snow princes
 Teacher : how did it happen?
 Students : one day
 Teacher : what's the solution?
 Students : ran away
 Teacher : what did you learn from the media picture?
 Students : told the

Student 7

Teacher : what story do you choose?
 Students : ants and doves
 Teacher : how did it happen?
 Students : one hot day an and
 Teacher : what the solution?
 Students : she leol have sunk
 Teacher : what's did you learn from the media picture?
 Students : not long after at the

Student 8

Teacher : what story do you choose?
 Students : ants and doves
 Teacher : how did it happen?
 Students : the water
 Teacher : what's the solution?
 Students : leaf and
 Teacher : what did you learn from the media picture?
 Students : not long

Student 9

Teacher : what story do you choose?
 Students : rabbit and doves
 Teacher : how did it happen?
 Students : snow white did not want her uncle
 Teacher : what's the solution?
 Student : aum and uncle where having bercakfast sare
 Teacher : what did you learn from the media picture?
 Student : white woke up sre saw dwarfs the dwarfs

Student 10

Teacher : what story do you choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Student : the rabbit slept longer than he though and woke up
 Teacher : what's the solution?
 Students : he just kept going
 Teacher : what did you learn from the media picture?
 Student : when the race started

Student 11

Teacher : what story do you choose?
 Students : snow princes
 Teacher : how did it happen?
 Students : one of the dwarfs said if you wish you may
 Teacher : what's the solution?
 Students : oh could I thank you
 Teacher : what did you learn from the media picture?
 Students : once upon a time three

Student 12

Teacher : what story do you choose?
 Student : snow princes
 Teacher : how did it happen?
 Students : once upon a time tibere
 Teacher : what's the solution?
 Students : snow white did not
 Teacher : what did you learn from the media picture?
 Students : go to America and

Student 13

Teacher : what story do choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Students : bacan a race referred
 Teacher : what's the solution?
 Students : continue to walk
 Teacher : what did you learn from the media picture?
 Students : however the rabbit slept

Student 14

- Teacher : what story do you choose?
 Students : ants and dove
 Teacher : how did it happen?
 Students : one hot day an ant was seeking for some
 Teacher : what's the solution?
 Students : then the ant moved towards the
 Teacher : what's did you learn from the media picture?
 Students : towards the dove to trap

Student 15

- Teacher : what story do you choose?
 Students : snow princes
 Teacher : how did it happen?
 Students : there they found
 Teacher : what's the solution?
 Students : she ran away into the woods
 Teacher : what did you learn from the media picture?
 Students : I dwarfs leved happily ever after

Student 16

- Teacher : what story do you choose?
 Students : snow princes
 Teacher : how did it happen?
 Student : she lived with her and
 Teacher : what's the solution?
 Students : once upon a time there
 Teacher : what did you learn from the media picture?
 Students : ogel ucno ant what mush

Student 17

- Teacher : what story do you choose?
 Students : snow princes
 Teacher : how did it happen?
 Students : once upon a time there lived snow
 Teacher : what's the solution?
 Students : you then snow white told the dwarfs
 Teacher : what did you learn from the media picture?
 Students : white sleeping from thank

Student 18

- Teacher : what story do you choose?
 Students : ants and doves
 Teacher : how did it happen?
 Students : after walking argumentasi for
 Teacher : what's the solution?

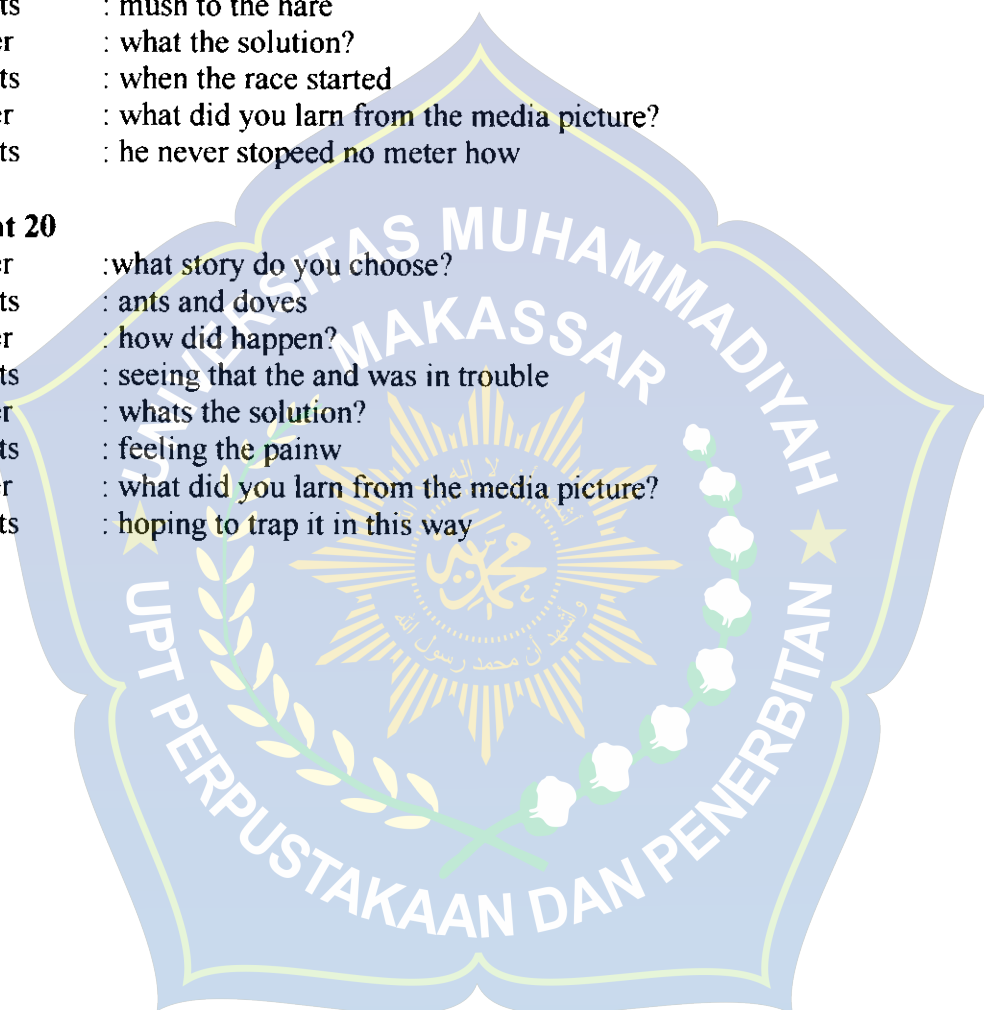
Students : soon it eared the saferly of dry
 Teacher : what did you learn from the media picture?
 Students : so it eared her safely to dry

Student 19

Teacher : what story do you choose?
 Students : rabbit and toroise
 Teacher : how did it happen?
 Students : mush to the hare
 Teacher : what the solution?
 Students : when the race started
 Teacher : what did you larn from the media picture?
 Students : he never stopeed no meter how

Student 20

Teacher : what story do you choose?
 Students : ants and doves
 Teacher : how did happen?
 Students : seeing that the and was in trouble
 Teacher : whats the solution?
 Students : feeling the painw
 Teacher : what did you larn from the media picture?
 Students : hoping to trap it in this way



Post Test Script

Student 1

Teacher : what story do you choose?
 Students : snow princes
 Teacher : how did it happen?
 Students : the next morning she ran away from home when her aunt and uncle were having break fast
 Teacher : whats the solution?
 Students : because the dwarfs were coming home from work
 Teacher : what did you larn from the media picture?
 Students : then snow white told the dwarfs the whole story and snow white and the 7 dwarfs lived happily even after

Students 2

Teacher : what story do you choose?
 Students : anfs and doves
 Teacher : how did it happen?
 Students : an ant was seeking for some water
 Teacher : whats the solution?
 Students : because the dove gulckiy putt off a lear from a tree and dropped it immed, ately into the water the
 Teacher : what did you larn from the media picture?
 Students : after walking around for a moment, she came toa spring , to reacn the spring she had to ciimb blade of grass

Students 3

Teacher : what story do you choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Students : tortoise callanged him to a race
 Teacher : whats the solution?
 Students : because he laughed at the tortoise for being so slow
 Teacher : what did you learn from the media picture?
 Students : he nefer stopped no matter how hot or tired he was

Students 4

Teacher : what story do you choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Students : one day a rabbit bragged about how fast he could run he laughed at the tortoise for being so slow
 Teacher : what the solution?
 Students : because rabbit thousht this was a good joke and aclepted the challenge the fox becamp a race referee
 Teacher : what did you learn from the media picture?

Students : turtle anywhere he went at full speed to the finish line but found the turtle three waiting for him

Students 5

Teacher : what story do you choose?
 Students : ants and doves
 Teacher : how did it happen?
 Students : while making her way up, she slipped and fell
 Teacher : what's the solution?
 Students : then the ant moved towards the leaf
 Teacher : what did you learn from the media picture?
 Students : soon it carried her safely to dry ground

Students 6

Teacher : what story do you choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Students : the tortoise challenged him to race
 Teacher : what's the solution?
 Students : because rabbit thought this was a good joke and accepted the challenge
 Teacher : what did you learn from the media picture?
 Students : during this time the tortoise continued to walk step by step

Students 7

Teacher : what story do you choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Students : much to the hare's surprise, the tortoise challenged him to a race
 Teacher : what's the solution?
 Students : rabbit thought this was a good joke and accepted the challenge
 Teacher : what did you learn from the media picture?
 Students : however, the rabbit slept longer than the tortoise and woke up

Students 8

Teacher : what story do you choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Students : he was hot and tired and decided to stop and take a nap
 Teacher : what's the solution?
 Students : the hare ran far ahead of the tortoise, as everyone thought
 Teacher : what did you learn from the media picture?

Students : during this time the tortoise he never stopped no metter how not or tired he was

Students 9

Teacher : what story do you choose?

Students : ants and doves

Teacher : how did it happen?

Students : she could have sunk if a dove up a nearby tree Hdnot see her

Teacher : what's the solution?

Students : because seeing that the ant in frouble, the dove quickiy put of a lear from a tree and dropped it immedia ately into the water near the struggling ant

Teacher : what did you learn from the media picture?

Students : feeling the pain the hunter dhopped his net and the dove flew away quickly from this net

Students 10

Teacher : what story do you choose?

Students : rabbit and tortoise

Teacher : how did it happen?

Students : however the rabbit slept longer than he thought and woke up

Teacher : what's the solution?

Students : he couldn't see the tortoise anywhere he went at full speed to the finish line but found the turtle there waiting for him

Teacher : what did you learn from the media picture?

Students : much to the hare's surprise the tortoise challenged him to a race rabbit thought this was a good joke and accepted the challenge

Students 11

Teacher : what story do you choose?

Students : snow princes?

Teacher : how did it happen?

Students : one day she heard uncle and aunt talking about learing

Teacher : what's the solution?

Students : she ran away from home when her aunt and unle were havin breakfast

Teacher : what did you learn from the media picture?

Student and the : s: then snow white told the dwarfs the wole story and snow white

Students 12

Teacher : what story do you choose?

Students : ants and dove

Teacher : how did it happen?

Students : an ant was seeking for some water

Teacher : what's the solution?

Student : because the dove quickly putt off a leaf from a tree and dropped it immediately into the water the struggling
 Teacher : what did you learn from the media picture?
 Students : hopping to trap it in this way

Students 13

Teacher : what story do you choose?
 Students : snow princes
 Teacher : how did it happen?
 Students : She knocked but no one answer she went inside and fell asleep
 Teacher : what's the solution?
 Students : because she lived with her aunt and uncle because her parents were dead
 Teacher : what did you learn from the media picture?
 Students : the seven dwarfs were coming home from work they went inside

Students 14

Teacher : what story do you choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Students : the hare got to the halfway point and couldn't see the tortoise anywhere
 Teacher : what's the solution?
 Students : he was hot and tired and decided to stop and take a nap
 Teacher : what did you learn from the media picture?
 Students : when the race started the here ran fan ahead of the tortoise, as everyone thought

Students 15

Teacher : what story do you choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Students : when the race started, the hare ran far ahead of the tortoise, as everyone thought
 Teacher : what's the solution?
 Students : the hare got to the halfway point and couldn't see the tortoise continued to walk step by step
 Teacher : what did you learn from the media picture?
 Students : he went at full speed to the finish line but found the turtle there waiting for him

Students 16

Teacher : what story do you choose?
 Students : ants and doves
 Teacher : how did it happen?
 Students : She could have sunk if nearby tree head not seen her

- Teacher : what's the solution?
 Students : because seeing that the ant was trouble, the dove quickly put off leaf from a tree and dropped it immediately into the water near the struggling ant
- Teacher : what did you learn from the media picture?
 Students : soon it carried her safely to dry ground. Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way

Students 17

- Teacher : what story do you choose?
 Students : rabbit and tortoise
 Teacher : how did it happen?
 Students : much to the hare's surprise, the tortoise challenged him to a race
 Teacher : what's the solution?
 Students : he laughed at the tortoise for being so slow
 Teacher : what did you learn from the media picture?
 Students : he went a full speed to the finish line but found the turtle there waiting for him

Students 18

- Teacher : what story do you choose?
 Students : snow princes
 Teacher : how did it happen?
 Students : snow white in the castle because they both wanted to go to America and they didn't have enough money to take snow white
- Teacher : what's the solution?
 Students : snow white did not want her uncle and aunt to do this so she decided it would be best if she ran away
- Teacher : what did you learn from the media picture?
 Students : if you wish you may live here the dwarfs said "one of the said"

Students 19

- Teacher : what story do you choose?
 Students : ants and doves
 Teacher : how did it happen?
 Students : an ant was seeking for some water
 Teacher : what's the solution?
 Students : she could have sunk if a dove up a nearby tree had not seen her
 Teacher : what did you learn from the media picture?
 Students : to words the dove, hoping to trap it in this way one hot day an ant was seeking for some water

Students 20

- Teacher : what story do you choose?
 Students : ants and doves
 Teacher : how did it happen?

Students : an ant she slipped and fell unintentionally into the water
Teacher : what's the solution?
Students : she could have sunk if a dove up a nearby tree had not seen her
Teacher : what did you learn from the media picture?
Students : soon it carried her safely to dry ground. Not long after at that
seeing that



CURRICULUM VITAE



NURLINDA was born on November Takalar 19th 1998 in Takalar, South Sulawesi. She is the first child from two siblings. Her father is Ismail and her mother is Rahmawati. In 2010, she graduated from SDN No. 158 Inpres Jenemattallasa and continued her study at SMPN 3 Polongbangkeng Utara and graduated in 2013. In the same year, she continued her study at SMAN 8 Takalar and finished in 2016. After finished in senior high school, she proceeded her study in Muhammadiyah University of Makassar in 2016. She accepted in English Education Department of Teachers Training and Education Faculty. At the end of her study, she could finish her thesis with the entitle "THE ANALYSIS OF STUDENTS' SPEAKING SKILL BY USING MEDIA PICTURE OF FIRST GRADE AT SMPN 3 POLONGBANGKENG UTARA"

