Improving Students' Speaking Ability Through Illustration Picture at

SMA Muhammadiyah 9 Makassar

A THESIS

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

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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ii

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iii

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"Setiap Kesulitan pasti ada kemudahan''

Kebanyakan dari kita mensyukuri apa yang sudah kita miliki,

tetapi selalu mengeluh apa yang belum kita capai.

SABAR

Allah punya banyak cara jika sudah waktunya

-panji Ramdhana

ABSTRACT

YUNITA OKTARIA ZYAM, 2019. Improving Students' Speaking Ability through Illustration Picture at SMA Muhammadiyah 9 Makassar. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervisor by Nunung Anugrawati and Maharida

This research aims this research to find out the improvement Students' Speaking fluency through illustration Picture and Students' motivation through illustration picture. This research used pre-experimental research design. The data collection was conducted from September to October 2018. The data was collected from 15 students of SMA Muhammadiyah 9 Makassar academic year 2018/2019 selected by using purposive sampling technique. The instrument used to collect the data were monologue and questionnaire. The monologue held face to face with 10 students of SMA Muhammadiyah 9 Makassar year 2018/2019.The items of the monologue were some topic explained by students and used the questionnaire to know motivation students' Through Illustration Picture. The result of the research showed that there was a significant difference of the students' speaking ability in fluency before and after treatment and using of illustration picture was able to improve the students' speaking ability could motivate by using illustration picture at SMA Muhammadiyah 9 Makassar in the academic year of 2018/2019

Keywords: Illustration Picture, Speaking fluency, Students' Motivation.

ABSTRAK

YUNITA OKTARIA ZYAM, 2019. Meningkatkan Kemampuan Berbicara Siswa melalui Gambar Ilustrasi di SMA Muhammadiyah 9 Makassar. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Pembimbing oleh Nunung Anugrawati dan Maharida

Penelitian ini bertujuan untuk mengetahui peningkatan kelancaran berbicara siswa melalui gambar ilustrasi dan motivasi siswa melalui gambar ilustrasi. Penelitian ini menggunakan desain penelitian pra eksperimen. Pengumpulan data dilakukan dari September hingga Oktober 2018. Data dikumpulkan dari 15 siswa SMA Muhammadiyah 9 Makassar tahun akademik 2018/2019 yang dipilih dengan menggunakan teknik purposive sampling. Instrumen yang digunakan untuk mengumpulkan data adalah monolog dan kuesioner. Monolog diadakan berhadapan muka dengan 10 siswa SMA Muhammadiyah 9 Makassar tahun 2018 / 2019. Item monolog adalah beberapa topik yang dijelaskan oleh siswa dan menggunakan kuesioner untuk mengetahui motivasi siswa melalui Gambar Ilustrasi. Hasil penelitian menunjukkan bahwa ada perbedaan yang signifikan kemampuan berbicara siswa dalam kelancaran sebelum dan sesudah penggunaan gambar ilustrasi dan penngunaan gambar ilustrasi mampu meningkatkan kemampuan berbicara siswa serta dapat memotivasi dengan menggunakan gambar ilustrasi di SMA Muhammadiyah 9 Makassar di tahun akademik 2018/2019

Kata kunci: Gambar Ilustrasi, Kefasihan Berbicara, Motivasi Siswa.

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In the name of Allah Most Gracious Most Merciful

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Makassar, februari 2019

YUNITA OKTARIA ZYAM

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TABLE OF CONTENT

CHAPTER IV FINDINGS AND DISCUSSION

CHAPTER V CONCLUSION AND SUGGESTION

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLE

LIST OF FIGURE

CHAPTER 1

INTRODUCTION

A. Background

Speaking is the basic skill in language learning. Speaking seems to be the most important skills of all the four skill (listening, speaking, reading, and writing) because people who know a language are usually referred to as speakers of that language Ur (1996). Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by teacher than by students. However, oral language even as used by the teacher hardly ever function as a means for students to gain knowledge and explore idea. The major goal of all English language teaching should be to give learners the ability to used English effectively, accurately in communication Davies & Pearse (2000).

According to Richards and Reynanda (2002), speaking is considered to be the most important language skill. A large percentage of world's language study English in order to develop proficiency in speaking. We might use speaking to describe things, to complain about people behavior, to make polite request, or entertain people with jokes. Hornby (1995) stated that through speaking language learners will be judge upon most in real life situation.

According to Ur (1996:121) there were some speaking problem that the teacher can come across in getting students to talk in the classroom. These were inhibition, nothing to say, low or uneven participation and mother tongue use. The first problem is inhibition. It means that, when the students doing speaking in English language, they feel worried about mistakes, fearful of criticism or losing face. They are shy of the attention that their speech attracts.

Second is nothing to say. It means that the students often feel nothing to say when they get topic that not familiar for them and do not have a motivation to express themselves. Rivers (1968) believes that the leaners have nothing to express maybe because the teacher had chosen the topic which is not suitable for him or about which he knows very little. According to Baker & Westrop (2003), it was difficult for many students to respond when the teacher ask them to say something in a foreign language because they might have little ideas about what to say, which vocabulary to use , or how to use the grammar correctly.

The third problem is the participation low or uneven. It means that, in large group, each students will have very little talking time because only one students can talk at a time so that the others can hear him/her. There is a tendency of some learners to dominate while other speak very little or not at all.

The last problem is mother tongue use. The students feel that other tongue is easier that the target language. According Harmer (1991),

there some reason why students use mother tongue in class. Firstly, when the students are asked to have discussion about a topic that they are incapable of, if they want to say anything about the topic, they will use their own language. Another reason is that the use mother tongue is a natural thing to do. In addition using the first language to explain something to another if there is no encouragement from the teachers.

How to resolve the problem of speaking the teacher should be provide learning media, something which can deliver information and support English teaching learning activity effectively. Smaldino (2011) states media is a mediator or everything which brings all of information from the sources to the students in order to make communication and study easier.

One of media that can be used illustration picture . illustration picture include of learning media based visual. Illustration is two dimensional work of art, in the form of a fist (manual) or of the result of digital images from the computer or photography or a combination of both manual and digital, both black and white color that have a function as a light decorator to clarify or amplify the meaning or magnify the effect of a text. Illustration is one of the many media to teach speaking. It can help students to speaking English. Moreover, it can support students to enhance their motivation and their anxiety. illustration is a picture, figure, or chart used to explain or decorate something, especially written text. Illustrations used to accompany the text Danesi (2009:154).

Illustration can be fun, colourful and creative ways to aid improving students understanding. According to Sudjana & Rivai (2010:12) illustration picture are very interesting media to study. The advantages of illustration are it is no need electricity power. This mean that illustration can be used either in town or in a very remote area schools, illustration can establish a good habit of practice speaking. Every time the students see real objects which is has indicate the same things with the picture, they will remember and practice. Such condition become a habit. Every time and everywhere the students see real objects; they will practice, speaking with silent or oral and it easy to practice wherever and whenever the students are.

Based on the problem above the researcher decides to conduct experimental research under the title '' *Improving students' speaking ability through Illustration Picture at SMA Muhammadiyah 9 Makassar*''

B. Problem statement

The problem in this research is formulated in a research question as follow:

1. Does the use of illustration picture to improve students fluency in students speaking ?

2. How does the use of illustration picture motivate students to be fluent in speaking ?

C. Objective of the Research

Based on the problem of statement the objective of this study are as follows:

1. To find out whether using illustration picture improve students fluency in students speaking ability

2. To find out how the use of illustration picture motivate students to be fluent in speaking

D. Significance of the Research

The significance of the research classified into Theoretically and practically. Theoretically, the result of study could be as document research and give them information regarding to the how to use media illustration in teaching speaking. Practically, for the teachers the result of this study could give contribution to enrich their way in teaching speaking ability for the students, for the students able study can resolve bored in learning process and give the information how they able be improve speaking ability.

E. Scope of the research

This study focuses on the students, speaking particularly in fluency especially the eleventh grade students of SMA Muhammadiyah 9 Makassar. This study only use illustration picture that can make learning process effectively. This study's scope relied on the students ability and

can be active in the classroom which is become concern in learning process and only focus in external motivation like how the use of illustration picture motivate students to be fluent in speaking.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related research findings

There some previous findings have relations to this research. Some of them also investigate about illustration picture.

Candra (2015). *The effective of Using Illustration Picture in teaching reading narrative text at the eight grade students of SMP Mutaqqin Kemiri in the Academic year of 2014/2015*. Based on this finding, the researcher found that there is an obvious effect of using illustration picture on improving the students' reading skill . The researcher concluded from it could be effective in teaching reading narrative text.

Kusmayanti (2012). *The effectiveness of using illustration picture to improve vocabulary mastery at the seventh grade students of SMP N 1 Mirit in the Academic year 2012/2013* . this study show that using use illustration picture can be improve vocabulary mastery.

Saputro (2013). *Teaching Preposition by using illustration picture as the media for the first year of MTS HS Wadasilintang in the academic year 2012/2013.* In his research on the use of illustration is effective in teaching English preposition to the first year of Madrasah Tsanawiyah. The researcher to

be more attention for English teacher should use to the media and improve the media to stimulate the students in the reaching-learning process.

The similarities between those previous research findings above and this research is the using of illustration picture in English learning. Moreover, there are some differences between this research and previous researches. While previous research used illustration picture in reading and illustration as the media, this research is going to focus on speaking. Previous research did not focus on the effectiveness of using illustration while this research is going to concern on how to improve speaking ability through illustration picture.

B. Some Pertinent Ideas

1. The Concept of illustration picture

a. Definition of illustration picture

According to Danesi (2009:154) illustration is a picture, figure, or chart used to explain or decorate something, especially written text. Illustration used to accompany the text. Meanwhile, Supriyono (2010:51) stated that illustration picture is picture of photo which has the purpose to clarify the text and create the interest. The objective of illustration is to clarify the text and meaning and content. Illustration picture is two dimensional work of art. In the form of a fist or if the result of digital images (from the computer or photography) or a combination of both manual and digital, both black and white or color that has a

function as a light decorator to clarify or amplify the meaning or magnify the effect of text .

Moreover Viola and Groller (2005:210) stated the aim of illustration is to generate expressive images that effectively convey certain information via the visual channel to the human observer. Illustrations in teaching and learning is the most interesting to learn through images, the results of research Sudjana & Rivai (2010: 12) concluded the following illustration picture :

1). Illustration pictures are very interesting media to study

2). Illustration pictures help students to recall reading in interpretation
    and content of the materials accompanying text.

3). In general, children are more like half or full page pictorial with some
    clear instructions.

4). Illustration pictures should be linked to real life, so that the interest of
    the students to be effective

5). Illustrations should be arranged in such a way.

Illustration is great tool for studying. They can be fun, colorful, and creative ways to aid improving of speaking. illustration teaching strategies are popular with teachers because of their effectiveness. Parents also appreciate the illustration pictures because it is an easy teaching strategy for home. Inclusion of

illustrations intended to clarify information or message as well as a tool to attract the reader's attention (attention grabber).

Digolo and Mazrui (2005:51) subcategorize illustration into the techniques, which are being applied, such as: drawing, painting, printing, and pasting. These techniques affect the art in various ways, being chosen for the different impact the chosen medium produces. The choice can be based on the requirements of the illustration, constraints of the artist, cost, or other factors

b. Types of illustration

There are some types of illustration according to Trianto (2009:150) they as follows:

1). Advertising or Commercial Illustration . It Used to sell promote a product, service, or idea.

2). Editorial Illustration , it used to support an editorial article in a publication (newspapers, magazines, etc).

3). Medical Illustration . Ranges from illustrating medical products to physical anatomy and microscopic organisms.

4). Fashion Illustration . Exaggerated proportions to represent the sleek and slender style of a model

5). Portraits , usually realistic representations of a person.

6). Caricatures, exaggerating features to create a comical representation of a person.

7). Children's Book Illustration, Usually in a whimsical style it accompanies children's story, and contains multiple illustrations throughout the book.

8). Book Jacket Illustration, Single image used on the cover of book/novel to give potential readers a feel for the book's content and Increase sales.

C. The Implementation of illustration picture

The implementation of illustration picture that will be used are:

1).The teacher give a pre-test to know the ability for students

2).The teacher introduce her self

3).The teacher tells the students what they are going to do

4). The teacher provide some illustration with portable computer

5). The teacher explain material use illustration picture

6) The teacher give an example how to speak up with good toward illustration picture

7).The teacher ask the students to look a picture and guess, explain what the mean of picture. Illustration picture which are:

a. The teacher shows to students a picture illustrated a girl is who help a grandmother . After that the teacher ask the students what is the meaning of picture and then it is hoped that the student will be answer correctly

b. The teacher shows to students a picture illustrated the teacher is teaching some students then teacher ask what is opinion of picture? it is hoped the students will be answer with correctly

c. The teacher shows to students a picture illustrated family then teacher ask the students what do you know related the picture?

d. The teacher shows to students a picture illustrated a disaster after that the teacher asks what your idea after you see this picture?

e. The teacher shows to students a picture illustrated the woman who drive a car with capacity of goods excessive. After that the teacher ask the students what are you view?

8). The Teacher gives opportunity to the students for ask related with material

9). The teacher conclude the material

10) The teacher tell to students what is the next material with use illustration picture

2. **The Concept of Speaking**

    a. Definition of Speaking

    According to Ladouse (in Nunan, 1991:23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report

acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.

Another definition comes from Cameron (2001:40). She says that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires. Brown and Yule point out that the loosely organized syntax, the use of non-specific words and phrases and the use of fillers such as 'well', 'oh', and 'uhuh' make spoken language feel less conceptually dense than other types of language such as expository prose Nunan (1989).

Caroline (2005: 45) defines that speaking is a basic oral communication among people in society. It is speaking which serves as natural means of communication of the members of the community for both expression of thought and form a social behavior

From the definitions above, it can be concluded that speaking is an activity in which the speaker produces utterances to express the speaker ideas in order to exchange information, so the listener understands what the speaker means

b. Basic Types of Speaking

Almirah (2018:21) states that brown categorized 4 basic types of 4speaking which are:

1. Imitative

At one end of continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly sentence. While this purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of languages may be included in the criterion performance.

2. Intensive

The second types of speaking frequently employ and assessment context is the production of short stretches of oral language designed to demonstrate commencer in a narrow band of grammatical, phrasal, lexical and phonological relationship such as prosodic elements-- intonation, stress, rhythm, and juncture.

3. Responsive

Responsive assessment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talks, simple request, and comet and the like.

4. Extensive

Extensive oral production task include speech oral presentation, storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or rolled out altogether. So those types speaking activities are much concern with the age of the speaker. A speaker will be able to produce the more complicated sentences as he become older.

c. Microskills and Macroskills of Speaking

1. Macroskills

Brown (2000: 272) lists 16 points of macroskills in speaking. They are:

a. Produce chunks of language of different lengths.

b. Orally produce differences among the English phonemes and allophonic variants.

c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours.

d. Produce reduced forms of words and phrases.

e. Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

f. Produce fluent speech at different rates of delivery.

g. Monitor your own oral production and use various strategic devices pauses, filters, self-corrections, backtracking – to enhance the clarity of the message.

h. Use grammatical word classes (nouns, verbs, etc.), system (e.g., tense, agreement, pluralization) word order, patterns, rules, and elliptical forms.

i. Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentences.

j. Express a particular meaning in different grammatical forms.

k. Use cohesive devices in spoken discourse.

l. Accomplish appropriately communicative functions according to situations, participants, and goals.

m. Use appropriate registers, implicative, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.

n. Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

o. Use facial gestures, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

p. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well the interlocutor is understanding the students.

2. Microskills

There are 5 microskills according to Brown (2000: 272) which are:

a. Appropriately accomplish communicative functions according to situations, participants and goals.

b. Use appropriate styles, registers, imply capture, redundancies, pragmatic conventions, conversation rules, floor-keeping and – yielding, interrupting and other sociolinguistic features in face-to-face conversations.

c. Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.

d. Convey facial features, kinetic, body language and other nonverbal cues along with verbal language.

e. Develop and use battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of sounds, appealing for help, and accurately assessing how well the interlocutor understanding.

d. Definition of Speaking Fluency

Fluency is probably best achieved by allowing the air stream of speech to follow then as some of this speech spill over beyond comprehensibility. Yeni (2012:13)

The more present study about fluency that is fluency might be rapid, smooth, accurate, lucid, and efficient translation of thought or communicative intention into language under the temporal constraints of on-line processing. This earlier concept of fluency was acceptable by most of the teachers and researchers since they have to realize that fluency is different in nature from other components of oral proficiency such as range of vocabulary and

complexity of syntax which are associated with linguistic knowledge of accuracy. Jawatlou (2011: 11)

Speaking fluency is developed by many variables: the interaction in problem solving tasks, the negotiation of meaning in pair work and the use of communication strategies. The language learners are supposed not to make pauses, instead speaking meaningfully and naturally, with no excessive repetition. Whereas teacher's role is to correct the students' misunderstandings and guide them avoiding communication breakdowns Richards, (2006).

Based on Fillmore's (1979) definition of speaking fluency: a) the ability to talk at length with few pauses; b) be able to produce sentences coherently, reasoned and semantically; have appropriate expressions in a wide range of contexts; language use should be creative and imaginative. further stated that speaking fluency is in line with: the coherent response within the turns of communication, appropriate use of linking different devices, intelligible pronunciation and proper intonation. In addition, the reason why insisted on the importance of fluency development is that focusing on the speaking fluency creates a comfortable feeling and cultivates learners' self-confidence through CLT. For six adult learners observe the improvements in speaking fluency, grammar accuracy and control of the content after a short period of time in his study. The practice of the speaking fluency is not conflict with

the form-focuses instruction instead strongly enhances its grammar accuracy. Maurice (1983).

Fluency improvement in learning a second language with the 4/3/2 activity illustrated the students' performance was dramatically high. Their research analyzed the amount of words articulated per minute and the average pauses between the different syllables when speaking and these two variables were improved. Developing fluency in language use should share one quarter of class time and claimed the fluency activity aims to develop the listening speaking reading and writing skills in general on account of these four skills are internal related and affected in the communicative language teaching. Arevart (1991)

Along the same line, has attempted to explore the measures and perceptions of fluency for the second language learners. They found speech rate, mean length of runs, phonation-time ratio, pace which refers to the number of stressed words pronounced per minute, are the predictors of speaking fluency. Did not find the numbers of filled and unfilled pauses that influence the speaking fluency, but they concluded the concept of speaking fluency is best described as smoothness, speed, pace and accurate production of a language. Karnos (2004)

Under these conditions, the accuracy is an essential component in speaking fluency since they believe accuracy and speaking speed

are positively interacted. They set up two groups: one repeated the same topic and the other changed into different topics in the three sessions in the activity. Results indicated that the speaking fluency is improved by both groups, but the participants in the repeated group repeated more words, but not closely related to the topic of conversation. Activity not only develops speaking fluency which transfers to new topics after training, but also changes the processing of language knowledge due to proceduralization which enables fluent production pausing less and filling more in the speech. Denes (2004).

C. Conceptual Framework

```
            ┌─────────────────────────────┐
            │      Speaking Material       │
            └─────────────────────────────┘
                           │
                           ▼
            ┌─────────────────────────────┐
            │     Illustration Picture     │
            └─────────────────────────────┘
                        ╱        ╲
                      ↙            ↘
┌──────────────────────────┐  ┌──────────────────────────┐
│ Improving speaking       │  │ Motivate students' to be │
│ fluency by using         │  │ fluent in speaking       │
│ illustration picture     │  │                          │
└──────────────────────────┘  └──────────────────────────┘
```
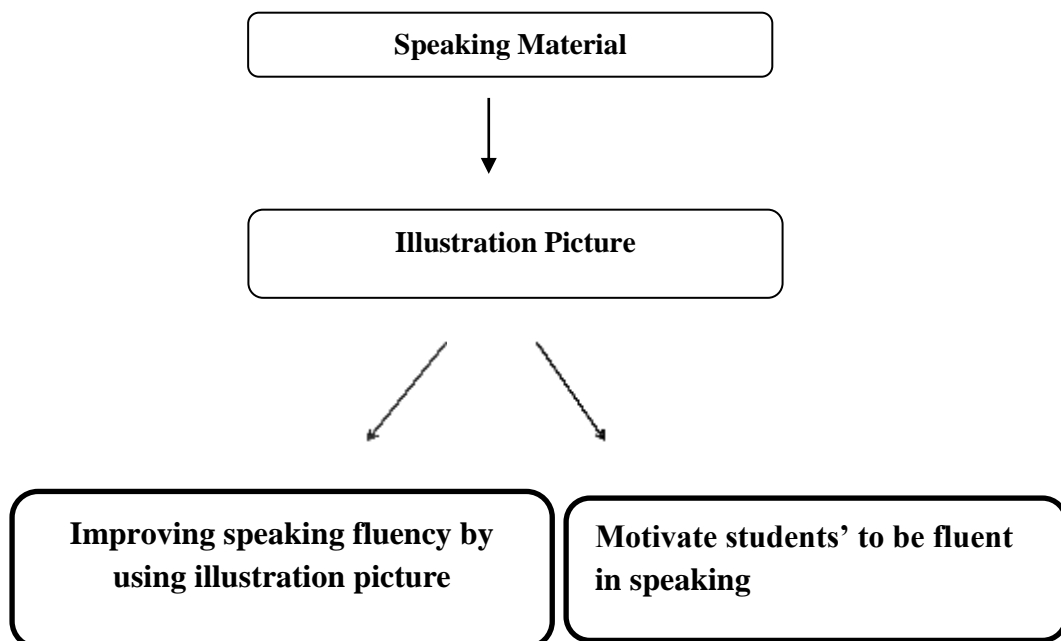
Figure 2.1: Conceptual Framework

Learning process is the main activity in the classroom used illustration picture. There were interaction between teacher and students. In this Pre-experimental research there was including one class. Teaching and learning process were done and guide to reach the maximal result. To reach the maximal result, the teacher must be able to design the learning model based on the material subject and to practice the students' thinking.

The result of the teaching and learning process, which is the achievement of the students' speaking ability in after applied illustration picture. The Conceptual framework become basic from this research and able visualized in figure above. The figure shows the process of the teaching and learning process through illustration to improve the students' speaking ability in fluency and how the use illustration picture motivate students' to be fluent in learning speaking . So, the following was the explanation of the conceptual framework of this recearch:

1. Learning Speaking: teacher applied the speaking. The researcher give the students some illustration picture.
2. The students achievement in speaking to used illustration picture
3. The result of the students by using illustration picture be seen in their ability and their response after teaching learning process.
4. After learning speaking through illustration picture, the researcher know whether illustration picture can motivate students' to be fluent in speaking.

D. Hypothesis

According to Nunan (2007: 30), hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The researcher tries to determine the hypotheses of the research, they are :

1). H1 (Alternative Hypothesis) : There is significance difference before and after treatment by using illustration picture at XI grade students of SMA Muhammadiyah 9 Makassar in 2018 / 2019 academic year.

2). H0 (Null Hypothesis) : There is no significance difference on students speaking before and after treatment by using illustration picture at XI grade students of SMA Muhammadiyah 9 Makassar in 2018 / 2019 academic year

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was classified into pre-experimental research that used one group pre-test and post-test design. In one group pre-test and post-test design,

Table 3.1 The Illustration of Research Design

Pre-test	Independent Variable	Post-test
Y1	X	Y2

(Creswell, 2003:18)

Where:

Y1   : Students' achievement on speaking before being taught by using illustration picture

X   : Illustration picture

Y2   : Students' achievement on speaking after being taught by using illustration picture

B. Variable and Indicator

1. Variable

   A variable is everything that will become that object of research or the influencing. Variable is everything to which the researcher expects to find the answer and that become point of research. Based on the title of the thesis, it had two variables:

a) Independent Variable (X)

   Independent variable in this research was the use of illustration picture.

b) Dependent variable (Y)

   Dependent variable in this research was the students' speaking which was seen from their score.

2. Indicator

   The indicators of this research were the students' fluency and external motivation , how to motivate students' to be fluent in speaking.

C. Population and Sample

1. Population

   In this research the population was all eleventh grade students' SMA Muhammadiyah 9 Makassar in academic year 2018- 2019 , the consisted of 15 students'. So the number of population was 15 students'

2. Sample

In selecting sample, the researcher used total sampling technique because all of member of population was taken as sample, Which consisted of 15 students'

D. Instrument of Research

In this research the researcher used two instruments to collect data which were:

1). The researcher give a speaking test. The speaking test was monologue which was the researcher asked to choose one of five topics and the students' were ordered to explain about the topic.

2). The researcher give a questionnaire to know whether illustration   picture able be motivate students. the type of questionairres that be used in this research is close (yes/no) ended.

3). Recorder students' speaking was recorde using voice recorded

E. Technique of Data Collection

The researcher used test to find the data in this research. The test was give twice as follows:

1. Pre-test

Pre-test was conducted to obtain about the students' speaking ability before given treatment. It was done by giving students five topics

and the researcher asked to choose one of them and the students' were ordered to explain about the topic.

2. Treatment

The treatment used illustration picture. The steps were follows:

a). The teacher introduced her self

b).The teacher talked the students what they were going to do

c). The teacher provided some illustration with portable computer

d). The teacher explained material use illustration picture

e). The teacher gave an example how to speak up with good toward illustration picture

f).The teacher asked the students to look a picture and guess, explain what the meaning of picture.

g). The Teacher gave opportunity to the students for ask related with material

h). The teacher concluded the material

i) The teacher talked to students what was the next material with use   illustration picture

j). The teacher closed the learning process with pray together.

3. Post Test

Post-test is conducted to find out about the students' speaking after give treatment. It was done by giving students some topics in pre-test the students' explained unforgettable moment at least two minutes. In measuring a test the researcher used the following rating sheet to analyzed students speaking ability that can be seen as follow:

Table 3.3 The component of Assessing Speaking fluency

Aspect	Score	Requirement
	5	Speech as fluency and effortless as that a native speaker.
	4	Speed of speech seems to be slightly affected by language problem
Fluency	3	Speed and fluently rather strongly affected by language problem
	2	Usually hesitant, often only silence by language limitation.

	1	Speech is also halting and fragmentary as to make conversation virtually

F. Technique of Data Analysis

In giving score of students' speaking ability some categories the researcher used the formula follows:

Table 3.4 Category Student's Speaking Score

Range Score	Score	Category
80-100	A	Very Good
70-79	B	Good
50-69	C	Enough
40-59	D	Less
<49	E	Fail

1. Calculate the students' scoring test

$$Score = \frac{Students'Correct}{Total\ item} \times 100$$

2. To find out data analysis of motivation to speak through illustration picture, the researcher calculate how many students' choose yes or no in questionnaire and the researcher can concluded whether the students' can be motivate to speak.

3. Calculating the mean score of the students' speaking test by using the following formula:

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

Note :

$\bar{x}$ = Mean Score (symbol for the population mean)

$\sum x$ = The sum of all score

N   = Total number of students

Gay (2006: 320)

3. Finding the improvement's percentage of students' speaking achievement after using illustration picture. The formula as follows:

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

Where:

P = percentage

F = frequency

N = total of number of sample.

4. To find out the significant difference between the score of the pre-test and post-test. The researcher calculates the value of the test by using the following formula:

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

Where:

T	= test of significance
$\overline{D}$	= the mean score of difference (X1-X2)
$\sum D$	= the sum of the total score
$\sum D2$	= the square of the sum score of difference
N	= the total sample.

<div align="right">Gay (2006: 356)</div>

The formula explain about the significance difference between pre-test and post-test will find by calculation the value of the t-test. The aim of the formula is to know the illustration picture can be improve or not in improve students' speaking ability in learning at XI grade SMA 9 Muhammadiyah Makassar

5. Testing Hypothesis

After getting the students' significance scores (value of t) it is compare with the value of t-table. When it is find that the value of t-test is equal or greater than the value of t-table, it means that Null Hypothesis (H0) is reject and Alternative Hypothesis (H1) is accept because there is significance difference between pre-test and post-test and after teach speaking by using illustration picture. The criteria for the hypothesis testing as follows:

Table 3.5 Criteria for the hypothesis testing

Testing	Hypothesis	
	Ho	H1
t-test > t-table	Rejected	Accepted
t-call < t-table	Accepted	Rejected

(Gay,2006:56)

To find out illustration picture could be improve or not improve of students' speaking by using illustration picture in learning at XI SMA Muhammadiyah 9 Makassar

6. To find out data analysis of motivation to speak through illustration picture, the researcher calculate how many students' choose yes or no in questionnaire and the researcher can concluded whether the students' can be motivate to speak.

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research question in the previous chapter, the researcher administered a test that was given twice. A pre-test was given before treatment which was knowing the students' speaking ability in speaking fluency before doing the treatment, while post-test was given after treatment that is knowing the students' speaking ability after doing treatment and the result of the post-test of this research can answer the first question of this research that aims to find out the students speaking ability through illustration picture at eleventh grade of SMA Muhammadiyah 9 makassar.

1. Illustration picture is able to improve students' speaking in fluency through illustration picture of SMA Muhammadiyah 9 Makassar

This part presents the result of data analysis about students' speaking ability in fluency of SMA Muhammadiyah 9 Makassar:

a. The result of pre-test and post-test as difference score, The mean score in pre-test (46.6) and post-test (65.3) . as he result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means

that the students' speaking ability has improved after doing the learning process that used illustration picture.

b. The rate percentage of students' speaking achievement after illustration picture . the following table showed the percentage of frequency of the pre-test and post- test

Table 4.1 The rate percentage of the pre-test and post-test

NO.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	80-100	2	7	13.3%	46.6%
2.	Good	70-79	-	-	-	-
3.	Enough	50-69	4	4	26.6%	26.6%
4.	Less	40-59	6	2	40 %	13.3%
5	Fail	<49	3	2	20%	13.3%
	Total		15	15	100%	100%

The data of the table above indicated that the rate percentage of the pre-test (13.3 %) students' got very good score, (26.6%) students' got enough score, (40%) students' got less score and (20%) students' got fail score while the rate percentage of the post- test , (50%) students' got very good score, (20%) students' got good score and (30%) students' got fair score. The percentage in post-test (46.6%) that students' got very good score was higher than the percentage in pre-

test. It showed that students' were able to improve their speaking after treatment that using illustration picture.

c. Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df = 14$$

For the level, significant (p) 5% and df = 14, and the value of the table is 2,14, while the value of t-test is 6,09. It means that the t-test value is greater than t-table (6,09 ≥ 2,14). thus, it can be concluded that the students' speaking ability by using illustration picture is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It has been found that there is an impact of using illustration picture in students' speaking ability in fluency.

2. Illustration picture is able to motivate Students' speaking ability in Fluency at the Eleventh Grade of SMA Muhammadiyah 9 Makassar

The second objective of this research is to find out whether illustration picture can motivate students' to be fluent. The result showed that lustration

picture can motivate students' to be fluent. It is shown by the questionairre that was addressed to the students to answer. The type of questionairre was close-ended which was consisted on 6 questions. The following explanation shows in the table :

Table 4.3 The result of questionnaire

NO	QUESTION	YES	NO
1.	Do you think illustration picture can be used as English program learning ?	15	
2.	Is illustration picture media interesting for learning English?	15	
3.	Do you enjoy learning English by using illustration picture?	12	3
4.	Does illustration picture help you more in improving speaking fluency	14	1
5.	Do you think illustration picture can motivate to improve your speaking ability ?	15	
6.	Do you feel it is easy to learn English by using illustration picture?	15	

a. Question one (Do you think illustration picture can used as English program learning?)

From fifteen students in the classroom, all of students chose illustration picture. That showed that illustration picture is media can be used as program English learning.

b. Quetion two (is illustration picture media interesting for learning English?)

For this question, all of students choose 'Yes'. This showed that all students think illustration picture is media interesting.

a. Question 3 (Do you enjoy learning English by using illustration picture?)

There were seven students choose "yes", and three students chose 'No'. This showed that each students have the way of different to make enjoy in learning

b. Question 4 (does illustration picture help you more in improving speaking fluency?)

For this question, only one student choose 'No', others chose 'Yes'. That showed that most of students rather think illustration picture help their more in improving speaking fluency.

c. Question 5 (do you think illustration picture can motivate to improve your speaking ability)

There were fourteen choose "Yes" and there were two chose "No"

d. Question 6 (do you feel is easy to learn English by using illustration picture?)

For this question from ten students. All of students choose "Yes" This showed that the students feel is easy to learn English by using illustration picture.

All of students chose 'yes'. This showed that their speaking ability in fluency has been improved.

The result above, shows that all students participated in this questionairre session. From all questions, it can be concluded that students can motivate students to be fluent in learning speaking had been improved. Students also think that this is kind of media in learning speaking english can be used in learning process.

B. Discussion

1. The Improvement of Students' Speaking Ability Through Illustration Picture

To know the improvement of students' speaking ability in fluency by using illustration picture, the researcher calculated the mean score of the students' speaking ability was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 54 and the mean score of post-test was 82 after treatment.

The researcher used illustration picture as media to improve students speaking ability in fluency. The researcher corrected the students fluency of speaking by focusing on the aspect of speaking which is how to manage students' speaking fluency by using illustration picture based on the component of speaking fluency . These component also were a guideline of researcher in scoring the students' speaking test. The students' speaking ability increased after the treatment. Because from the students' score in the pre-test before that was 54 and categorized as less classification and after giving treatment that was 82 and categorized as good classification.

By looking at the test finding, from the data provided in classification table based on the component of speaking fluency, clearly to see that on the rate percentage 46% student got very good score, there is 13.3 % students got fail score, (26.6%) students got enough score , the researcher concluded that the students' speaking fluency improved from fail to very good classification.

It means that, the using of illustration picture in students' speaking ability in fluency has an impact in improving the students' speaking ability . It showed that from students' score which fail classification to very good classification.

In addition, to know what was the hypothesis receipt between null hypothesis (H_0) and alternative hypothesis (H_1), the researcher used t-test to calculating result showed that on the t-test value 6,9 was greater than t-table value 2.14 table ($6,9 \geq 2.14$) with degree of freedom (df) 14. It means alternative hypothesis (H_1) was concluded that the using of illustration picture was able to improve the students speaking ability in fluency at the eleventh grade of SMA Muhammadiyah 9 Makassar. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

The result of this research was compatible with the previous study that found that illustration picture able to improve speaking fluency. Sudjana & Rivai (2010:12) stated illustration picture is very interesting media to study. It was media very useful for learning speaking, to make students' more focus in the classroom. Another than Kusmayanti (2012) in her thesis who found that illustration picture could be improved vocabulary mastery. Although this research not focus on vocabulary mastery but It was same with this research, this picture also could be improve in teaching, could be improve students' speaking fluency.

Related to the theory and previous research finding, it could concluded this research obviously supported the previous finding which explain that illustration picture cam improve the students' speaking fluency.

From discussion above, the researcher concluded that there was an impact of using illustration picture in students' speaking ability in fluency of SMA Muhammadiyah 9 Makassar.

2. The Ways of Using Illustration Picture in Improving the Students' Speaking Ability in Fluency

In connection with the finding in every meeting on treatment, the researcher concluded that the students enjoyed the class and they felt at ease to speaking because they have known their errors before that and try to replace that. They could be speaking well because they were speaking by their own knowledge. The Using of Illustration Picture has impact in improving the students' speaking ability. As a fact, based on the finding, most students have a good score in post-test. It meant that, the treatment succeeded in improving the students' speaking ability. Even, this media actually able to make the learning process became more interesting in learning process in the class.

Illustration picture made the learning process in practice speaking in fluency became interesting, because the researcher directly also used of speaking English in the classroom. The researcher also showed some interesting picture with suitable in their daily life..

There were three meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test. It aimed to know students' ability before getting the treatment. The step of this test was the researcher start to do brainstorming to take the students attention and it made the students can motivate to do the next instruction of the researcher. The researcher

after that, the researcher asked the students to focus and the researcher invite all of students' for speak in the classroom topic and they explain by their own knowledge. It aimed to know the students' ability in speaking fluency before got the treatment. In this case, the researcher checked attendance of students'. The researcher gave some game or trick for speaking English.

In the first meeting for treatment on Wednesday, September 19 th 2018, first the researcher gave motivation about the easy to study English then researcher give some picture then the researcher give an example how to speaking English based on the picture after that The researcher give a chance for ask related the material after the researcher answer the question, the students' try to speak with their knowledge. Most students got error in using a grammar and less vocabulary but the researcher for try to make understand about speaking don't afraid wrong.. .

On Thursday, September 20th 2018 was the second meeting, the researcher showed a picture and give their opinion toward the picture. While before meeting, the most students' is feeling hesitant, wrong when they are speaking but the second meeting rather not hesitant for speaking and the students' begin to give opinion based on the picture

On Friday, September 21st 2018 the researcher finally showed some picture again related their daily life and the students' describe a picture. .

In the last, the researcher gave a post-test on Monday, 24 th , 2018. Before that, the researcher did brainstorming first to take the students' focusing and their attention. The researcher recording the voice of students' they talk about experience or unforgettable moment. It aimed to know whether this treatment has an impact or not.

From the first meeting until the last meeting, the students speaking related the picture with a different practice and they can know new vocabulary , speak to be fluent and try to search how to pronoun that. It was hoped to attract the students' ideas and inspiration when they are speaking. Illustration picture able to help the students to make a good practice in speaking and able to improve the students speaking ability. As conclusion, the use of illustration picture has an impact in improving the students' speaking ability in fluency.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

Based on the result of data analysis and the discussion of the result in previous chapter, the researcher concluded that there is a significant difference of the students' speaking ability in fluency before and after treatment and the using of illustration picture is able to improve the students' speaking ability could motivate by using illustration picture. The following were the description of the conclusion based on the problem statement of this research:

1. Using illustration picture could improve students' speaking with som interesting picture inlearning process also could make active in learning process

2. Using illustration picture could motivate students' to be fluent in speaking, this proved by spirit of students' in learning process and this proved in the result of questionannaire

Based on the description of the result above, it can be proved by looking at the mean score of the students' speaking test in pre-test and post-test. The mean score of pre-test (46.6) is lower than the mean score of post-test (65.3). Then, the t-test (6.9) was greater than t-table (2.14). it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

B. Suggestion

Based on the research, the researcher gives some suggestions as follow:

1. In teaching speaking, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.

2. The teacher should be active in giving the material to involve the students in teaching learning process.

3. Using illustration picture as media in learning can be applied in English teaching learning process, particularly the attempt of improving the students' speaking ability in fluency

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APPENDICES

1. To know the Students' Speaking Ability on Pre-test The Students Choose one of the following topics and make a speech.

     1). Friends

     2). Home town

     3). Future

     4). Family life

     5) Drugs

2. To know the Students' Speaking Ability on Post test The students talk about unforgettable moment at least two minutes!

3. To know illustration picture is able to motivate Student's Speaking Ability The students' Answer some question (close ended-Yes No) below:

 1. Do you think illustration picture can be used as English program learning ?

 2. Is illustration picture media interesting for learning English?

 3. Do you enjoy learning English by using illustration picture?

 4. Does illustration picture help you more in improving speaking fluency ?

 5. Do you think illustration picture can motivate to   improve your speaking ability ?

 6. Do you feel it is easy to learn English by using illustration picture?

1. **Transcript of Pre-Test**

Sample 01 AL

The topic is hometown: my topic is hometown we are want to invite us. Our trip is really know the eyes of the world but if you want to know little story about toraja. Listen, toraja is like remote paradise that you want to see it. Understand the meaning of peachy in this story because maybe you will go to there.

Sample 02 AA

 My name is Amelia eh apalagi I have my friends now her name is naimah, she is from bali,. The first time eh apa know her she is talkative person.

Sample 03 FS

My my my topic is eh eh future, eh actually miss I have many miss apa abahasa inggrisnya rencana? Yah planning in my future. One of my future I want to to be doctor

Sample 04 FN

My name is febriyana suherman eh I have have twin. She is also my classmate here. She is talkative always always make angry with me then eh eh tidak jelas her name is febrianti.

Sample 05 DI

The topic is future: I want to take of the topic is the future so I train have for my goals to be I wanna be fighter . my inspiration is Indonesian atlet

Sample 06 MR

The topic is friend: My friend is sultan is people honestly he is always give me the best motivation to move forward. He characteristic of my big friend and him father need not arrogant, and helpful and care also diligently pray and also invite me pray and also drove in my home make food my friend favourite martabak, fried rice, and noodles

Sample 07 NS

My name is nur alifia I wan to go to village to see garden

Sample 08 GU

The topic is future. The reason I choose the doctor because a doctor help people a lot and also want to be produce song. I make listener happy and being doctor can help people who are sick, i do not medical expensive and a…a.. also insprong want to produce song, some people to hear feel happy and calm

Sample 09 RI

Attempt of drug is very connected with compound that a give the effect of addiction for user. Danger of drugs not only impact in physical but interperents mental or soul the drugs addict has dealer and drug user must be eradicated .

Sample 10 SA

My name is siti nurul azisah. The topic is friend. I have a friend who name is gita. She is good . we are always together in class. She is pretty and smart. She like teenager now she is like K-pop music

Sample 11 TA

Topic friend. I have a friend her name is Amelia. Amelia is good person but sometimes lazy and angry with not clear. Always make me happty and friendly also help each other

Sample 12 TK

I Inpired want to be a policeman. Inwant to make both my parents happy. I hope later that can be reality.

Sample 13 SK

I want to talk about a.. a my friends in the classroom. My friends s funny. When there no teacher we playing together. My friends, friends have eh different characteristic but we not fight. We…. We always how to say ketawa yah laugh together in the classroom

Sample 14 NH

My topic is future. I have a lot of for my future the first think I want to make my parents proud of I do. like making changes in my life.

Sample 15 UM

Friendship, I I want to to talk the best friends. Goo friend no only know about your story in your life bit best friends have live with you. Who understand you, know your smile.

2. Transcript of Post- Test

Sample 01 AL

When I was 15 years old, I got unforgettable experience. It happen in my house as usual I always do my house activites everyday, on of them was taking the dry clothes, then I taking the dry clothes at the upstairsof my house, on the balcony eh balkon not long after that there is eh was a problem there. When I was tryong to take my clothes, some clothes flown away by the wind. Sometimes I laugh if I remember it and maybe miss anu kesal.

Sample 02 AA

I study English first time when I was junior high school. I never know about English before. So I very excited for study but suddenly I hate English very much because of the English teacher. He teach me very discipline, I am afraid when he teaching me in the class. I think English so difficult yah

Sample 03 DI

One day I play basket ball with my friends in my school field. It was rainy season. It was cloudy at the time. Before we play basketball, we given some instruction by our coach. After that I and my friends to do warming up. Our coach ask us to runaround the fiel. Not long after that, the rain stop. I and my friends started to a game.

Sample 4 FN

I I tidak ku tau miss. I… I… have moment not I forget when I was five years old. I go to market with my mother and I lost. Sudahmi miss, ituji.

Sample 5 FS

Eh…. Ehh I have experience I not forget, waktu I fall out in the field, in my school eh.. baru apa bahasa inggrisnya ''banyak'' miss? Banyak peoples look me and laugh then. Maluka eh… I shy.

Sample 06 GU

When I was in elementary school, I go to the city with my father to check the construction progress of our new house. It was just two of us, so my father on the fornt and I sit on the back. This is unforgettable moment with my father, I with my father full one day there.

Sample 07 MR

My unforgettable moment is when I four years old . I learn a bike at the time. I learn a bike with my brother. At the time I was afraid to ride a bike. But because my friend can ride a bike so I want to learn a bike. First I learn bike with help my brother. I do slowly and fear. The suddenly my brother say to me was not help with him. I was very scary and confused. Because I'm confuse all off a sudden when I turn right I hit a jackfruit tree. I fell of my bike, my legs pin and sprain s. my brother run and help me. And my grandmother say to me for carefully when I learn a bike.

Sample 08 NS

Oke (take a breath) when I was in junior high school, my father invite me to go to fishing with him at the river on Sunday morning.

Sample 09 RI

I have my unforgettable moment with my father miss. when I go to my village. I remember at 10.00 in the morning after having a breakfast with my family.it is my habit to be sleepy when I am full. Within the first my trip with my family, I already yawn so many times. Then my father slap my hand and remind me not to fall as sleep on the road. I try to do it as he said but just couldn't hear him. I sleep and I hug my father.

Sample 10 SA

My experience is I can not forget when I go to hospital for the first time for me. I'm fever that time the in the hospital eh… eh.. I am afraid with doctor. The doctor hold eh miss eh.. jarum sintik.

Sample 11 TA

I forget when happen this miss. When I want to go to home, on the way my home, my friend told me that my nose was swollen and red. They also said that it was pointed. When I arrived at home. I show my nose to my mother and tell her story.

My mother just smile at me and she said it was ok and I was not dangerous. I'm shock this is my first time.

Sample 12 TK

My unforgettable moment when I play basketball with my friends in the field. It was heavy rainy but I reamin play basketball. So fun it's like I feel free with my friends. I am very happy that moment but after that I'm sick but no problem.

Sample 13 SK

I remember when I want to go to bira beach with my friends, that is the first time I go to bira beach. There I am with my friends for three days . in the morning, I go to beach. We waking till evening. Then In the midnight we playing guitar and sing a song while eat a fish.

Sample 14 NH

When I was a high school, I went to vacation to the waterfall, waterfall near my friends' house. Although we have to walk walk for one hours to the waterfall. It was fun. It was cold, we trough the tea field, bamboo field, even the corn field to the destination. Because we came in the evening it feel fun for me. I the trip we talk about our future. What university we will take, what department, and even there are some many good friends who sing dangsut koplo. What a good day in the past.

Sample 15 UM

When I was kid eh… eh…. Eh… tidak bisaka berfikir miss. Oh anu, when i… I was kid I … with my friendswant to eat manga eh mango. The tree so.. so high but I… I try the I jatuh fall out in the tree.

- To find the mean score

    a. Mean score of the pre-test:

    $$x = \frac{\sum x}{N}$$

$$X = \frac{700}{15}$$

$$X = 46,6$$

Thus, the mean score (Y_1) of pre-test is 46,6 and the students' score

in pre- test would be presented in the following table:

Table 4.1 The students' Score in pre-test based on aspects of speaking fluency

NO	Students' Code	Score
1.	AL	60
2.	AA	40
3.	FS	20
4.	FN	20
5.	DI	40
6.	MR	60
7.	NS	40
8.	GU	80
9.	RI	40
10.	SA	60
11.	TA	60
12.	TK	40
13.	SK	80
14.	NH	60
15.	UM	20

After knowing the students' score in pre-test based on the component of speaking fluency, then the mean score (Y_1) of pre-test is 46,6 and the students' score in post- test would be presented in the following table:

Table 4.3 Students' Score Post-test

NO	Students' Code	Score
1.	AL	80
2.	AA	60
3.	FS	20
4.	FN	20
5.	DI	80
6.	MR	100
7.	NS	40
8.	GU	100
9.	RI	60
10.	SA	60
11.	TA	80
12.	TK	60
13.	SK	100
14.	NH	80
15.	UM	40

b. Mean Score of the Post-test

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

$$X = \frac{980}{15}$$

$$X = 65,3$$

Meanwhile the mean score (Y2) of post test is 65,3

- The worksheet of the calculation of the score on pre-test and post-test on the students' speaking in fluency by using illustration picture..

No.	Y_1	Y_2	$(Y_1)^2$	$(Y_2)^2$	$D(Y_2-Y_1)$	$D(Y_2-Y_1)^2$
1.	60	80	3600	6400	20	400
2.	40	60	1600	3600	20	400
3.	20	20	400	400	0	0
4.	20	20	400	400	0	0
5.	40	80	1600	6400	40	1600
6.	60	100	3600	10.000	40	1600
7.	40	40	1600	1600	0	0
8.	80	100	6400	10.000	20	400
9.	40	60	1600	3600	20	400
10.	40	60	1600	3600	20	400
11.	60	80	3600	6400	20	400
12.	40	60	1600	3600	20	400
13.	80	100	6400	10.000	20	400

14.	60	80	3600	6400	20	400
15	20	40	400	1600	20	400
Total	700	980	38.000	74.000	280	7.200

- To find out Hypothesis Testing

To find out degree of freedom (df) the researcher used the following formula:

$$Df \quad = N\text{-}1$$
$$= 15 \text{ -}1$$

- In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\Sigma D}{N} = \frac{280}{15} = 18,66$$

The calculation the t-test value

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

$$t = \frac{18,66}{\sqrt{\frac{7.200 - \frac{280^2}{15}}{15(14)}}}$$

$$t = \frac{18,66}{\sqrt{\frac{7.200 - \frac{78.400}{15}}{15(14)}}}$$

$$t = \frac{18,66}{\sqrt{\frac{7.200 - 5.226}{16(14)}}}$$

$$t = \frac{18,66}{\sqrt{\frac{1974}{210}}}$$

$$t = \frac{18,66}{\sqrt{9,4}}$$

$$t = \frac{18,66}{3,06}$$

$$t = \mathbf{6,09}$$

Thus, the test value is 6,09

Table 4.7 The test of significance

Variable	T-test	T-table value
Pre-test – post-test	6,09	2,14

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

RENCANA PEMBELAJARAN
(RPP)

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Satuan Pendidikan : SMA/MA

Materi Pembelajaran : BAHASA INGGRIS

Kelas/Semester : XI/1

Materi Pokok : *What is in your mind?(Expressing asking and giving opinion)*

Skill : Speaking

Alokasi Waktu : 2 x 90 menit

A. KOMPETENSI INTI (KI)

KI. Menghayati dan mengamalkan ajaran agama yang dianutnya

K2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolahsecara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
2.	2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	Menyapa guru dan teman dengan santun
3.	Menyusun teks lisan untuk menyatakan dan merespon ungkapan menyatakan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik mampu :

1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris dengan tepat dan berterima

1.2.1 Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima

4.2.1 Mengucapkan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.

4.2.2 Menggunakan tindak tutur menyampaikan pendapat dan meminta pendapat disertai responnya secara lisan sesuai konteks dalam kehidupan sehari-hari dengan penuh percaya diri setelah diberi contoh

D. MATERI PEMBELAJARAN

Asking and Giving Opinion

Asking Opinion	Giving Opinion
What do you think of..	In my opinion..
Is that right (true) that..	I think..
Do you think it's going..	I fell..
Why do they behave like that?	I believe..
Do you have any idea?	I personally believe..
How do you like that?	I personally think..
Please give me your opinion..	To my mind..
	In my case..
	Well, personally..
	It seems that..

E. METODE PEMBELAJARAN

Strategi : pengamatan

F.   MEDIA PEMBELAJARAN

Media   :   illlustration Picture

G.   SUMBER BELAJAR

Buku SMA kelas XI dan gambar yang relevan

H.   LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	- Guru mengucapkan greeting dengan mengucapkan salam. - Guru mengecek kehadiran siswa. - Guru menstimulasi siwa melalui gambar gambar yang relevan Guru memberikan brainstorming mengenai ungkapan giving opinion serta menghubungkannya dengan gambar	**20 menit**
Kegiatan Inti	**Mengamati**. - Guru menunjukkan contoh bagaiman asking opinion and giving opinion dengan benar - Guru menjelaskan bagaimana memberi pendapat terhada sesuatu dan memahami gambar tersebut. **Mempertanyakan** - Guru memberikan kesempatan kepada siswa untuk bertanya tentang gambar. - Dengan bimbingan guru, siswa diminta untuk menanyakan ungkapan-ungkapan lain dalam menyampaikan pendapat yang ada pada teks tersebut menggunakan sebuah game secara berkelompok. (e.g: I think.. I am of my opinion that..) **Mengeksplorasi** -Siswa diminta untuk mendiskusikan dan mencari	**60 menit**

	tahu jawaban dari pertanyaan-pertanyaan tersebut secara berkelompok.	
	- Setelah siswa selesai membaca, siswa diminta untuk menyampaikan isi text tersebut dengan pemahaman mereka sendiri per paragraph secara berkelompok.	
	Mengasosiasi -Guru menanyakan ide utama kepada setiap kelompok dari penyampaian pemahaman kelompok temannya.	
	Mengkomunikasikan -Guru memberikan kesempatan kepada siswa secara berkelompok untuk mengemukakan pendapatnya menggunakan expressing asking and giving opinion mengenai pertanyaan yang ada dalam buku.	
Penutup	- Siswa ditugaskan untuk mengisi jurnal mengenai topik yang telah dipelajari. -Siswa bersama guru menyimpulkan hasil pembelajaran terkait dengan apa yang telah dipelajari pada pertemuan ini. -Guru memberikan informasi materi pembelajaran untuk pertemuan berikutnya. Salam Penutup.	

I. PENILAIAN

1. Tehnik Penilaian Sikap : Non test berupa pengamatan langsung

3. Keterampilan : Unjuk kerja

Aspect	Score	Requirement

	5	Speech as fluency and effortless as that a native speaker.
	4	Speed of speech seems to be slightly affected by language problem
Fluency	3	Speed and fluently rather strongly affected by language problem
	2	Usually hesitant, often only silence by language limitation.
	1	Speech is also halting and fragmentary as to make conversation virtually

Category student's speaking score

Range Score	Score	Category
80-100	A	Very Good

70-80	B	Good
60-70	C	Enough
50-60	D	Less
4-0	E	Fail

September,   2018

Mengetahui
Guru Mata Pelajaran   Mahasiswa

Nunun Ulfa A., S.Pd.,M.Pd   **Yunita oktaria Zyam**
NIP :   1031810   NIM : 10535582414

RENCANA PEMBELAJARAN
(RPP)

....

Satuan Pendidikan	: SMA/MA
Materi Pembelajaran	: BAHASA INGGRIS
Kelas/Semester	: XI/1
Materi Pokok	: *Describe things!*
Skill	: Speaking
Alokasi Waktu	: 2 x 45 menit

A. KOMPETENSI INTI (KI)

KI. Menghayati dan mengamalkan ajaran agama yang dianutnya

K2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

K3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolahsecara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

NO	KOMPETENSI DASAR	INDIKATOR
1	1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris
2.	2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.	Menyapa guru dan teman dengan santun
3.	Mengungkapkan makna dalam teks monolog sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancer dan berterima dalam konteks kehidupan sehari hari dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	Mengucapkan tindak tutur dan mendeskripsikan sesuatu. seperti sebuah benda atau pemandangan secara spontanitas Menggunakan tindak tutur mendeskripsikan secara lisan sesuai konteks

C. TUJUAN PEMBELAJARAN

Setelah mengikuti serangkaian pembelajaran, peserta didik mampu :

1.1.1 Mengungkapkan rasa syukur setiap saat mendapat kesempatan belajar bahasa Inggris dengan tepat dan berterima

1.2.1 Menyapa guru dan teman dengan santun dalam setiap komunikasi interpersonal pembelajaran dengan tepat dan berterima

4.2.1 Mengucapkan tindak tutur yang jelas secara lisan dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar setelah diberi contoh.

4.2.2 Menggunakan tindak tutur berbicara dengan benar dalam kehidupan sehari-hari dengan penuh percaya diri setelah diberi contoh

D. MATERI PEMBELAJARAN

Describe this picture!

Example:

This picture show there is moment like family time. They enjoy with the watermelon and enjoy with togetherness. This picture like staying in the beach.

E. METODE PEMBELAJARAN

Strategi : pengamatan

F. MEDIA PEMBELAJARAN

Media : illlustration Picture

G. SUMBER BELAJAR

Buku SMA kelas XI dan gambar yang relevan

H. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan	- Guru mengucapkan greeting dengan mengucapkan salam. - Guru mengecek kehadiran siswa. - Guru menstimulasi siwa melalui gambar gambar yang relevan -Guru memberikan brainstorming mengenai bagaimana mendeskripsikan sesuatu serta menghubungkannya dengan pengalaman	**20 menit**
Kegiatan Inti	**Mengamati** - Guru menunjukkan contoh bagaiman mendeskripsikan sesuatu - Guru menjelaskan bagaimana mendeskripsikan terhada sesuatu dan memahami gambar tersebut. **Mempertanyakan** - Guru memberikan kesempatan kepada siswa untuk bertanya tentang gambar. - Dengan bimbingan guru, siswa diminta untuk menanyakan terkait dengan materi **Mengeksplorasi** -Siswa diminta untuk mendiskusikan dan mencari tahu jawaban dari pertanyaan-pertanyaan tersebut secara berkelompok. - Setelah siswa selesai membaca, siswa diminta untuk menyampaikan isi text tersebut dengan	**60 menit**

	pemahaman mereka sendiri per paragraph secara berkelompok. **Mengasosiasi** -Guru menanyakan ide utama kepada setiap kelompok dari penyampaian pemahaman kelompok temannya. **Mengkomunikasikan** -Guru memberikan kesempatan kepada siswa secara berkelompok untuk mengemukakan pendapatnya menggunakan expressing asking and giving opinion mengenai pertanyaan yang ada dalam buku.	

Penutup	- Siswa ditugaskan untuk mengisi jurnal mengenai topik yang telah dipelajari.
	   -Siswa bersama guru menyimpulkan hasil pembelajaran terkait dengan apa yang telah dipelajari pada pertemuan ini.
	
	   -Guru memberikan informasi materi pembelajaran untuk pertemuan berikutnya.
	   Salam Penutup.	

I.   **PENILAIAN**

1. Tehnik Penilaian Sikap : Non test berupa pengamatan langsung

3. Keterampilan   : Unjuk kerja

Aspect	**Score**	**Requirement**

Fluency	5	Speech as fluency and effortless as that a native speaker.
	4	Speed of speech seems to be slightly affected by language problem
	3	Speed and fluently rather strongly affected by language problem
	2	Usually hesitant, often only silence by language limitation.
	1	Speech is also halting and fragmentary as to make conversation virtually

Category student's speaking score

Range Score	Score	Category
80-100	A	Very Good

70-80	B	Good
60-70	C	Enough
50-60	D	Less
4-0	E	Fail

September,   2018 Mengetahui:

Guru Mata Pelajaran   Mahasiswa

Nunun Ulfa A., S.Pd.,M.Pd   **Yunita oktaria Zyam**
NIP : 1031810   NIM :1053558241

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CURRICULUM VITAE

The researcher, **Yunita Oktaria Zyam** was born on October 10th, 1996 in Makassar, South Sulawesi . She is the first and only one daughter from three siblings from the marriage of Zyamsuddin and Hj. Saharia. She began her study at SDN 127 Patampanua and graduated in 2008. Then she continued her education at SMP N 1 Patampanua and graduated in 2011. Afterwards, she continued her study at MAN Pinrang. In year 2014, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the title *Improving Students' Speaking Ability Through Illustration Picture at SMA Muhammadiyah 9 Makassar*

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