

**THE IMPLEMENTATION OF DESCRIBING PICTURES MODEL IN  
IMPROVING STUDENTS' SPEAKING ABILITY AT SMA NEGERI 11  
ENREKANG**

*(A Classroom Action Research)*



**A THESIS**

*Submitted at the Faculty of Teacher Training and Education Makassar  
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Education in English Department*

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**SARINA**

# MOITO

*Do your best to get the best...*

This thesis I dedicated to my beloved parents  
To my beloved siblings  
To my beloved big families  
Who always care, love, pray and always do the best for me.

## ABSTRACT

SARINA. 2017. *“The Implementation of Describing Pictures Model in Improving Students’ Speaking Ability At Sma Negeri 1 Enrekang”*. A Thesis of English Department, the Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Erwin Akib as the first consultant and Maharida as the second consultant.

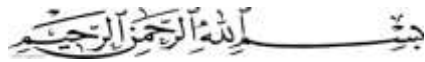
The objective of the research was to improve students’ speaking ability in terms of pronunciation and vocabulary by using Describing Pictures as a model of learning process at SMA Negeri 11 Enrekang. Describing pictures can motivated the students to learned English and it can help the teacher to made them interested and enjoy to learned especially speaking.

The subject of the research was the students the eleventh grade of SMA N 11 Enrekang in the academic year 2017/2018. The research method was Classroom Action Research (CAR) and it was conducted in two cycles. The data of this study were qualitative. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions. Then, they were analyzed qualitatively to find the mean in order to show the improvement of the students’ achievement in speaking.

The result showed that the implementation of describing pictures was successful in improving the students’ speaking ability in terms of pronunciation and vocabulary. The findings were supported by the means of the students’ accuracy scores which had improved accuracy in cycle I is 62.90 and 77.69 in cycle II, the improvement is 14.79%.

Key words : describing pictures, speaking ability ( pronunciation, vocabulary)

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Finally, the researcher realizes that this thesis is far from being perfect, therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be helpful and beneficial to everyone. Amen

Makassar, Desember 2017

The Researcher

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

Language is one of important things in communication. It is used as a tool of communication in the world. English as an international language is very important. Many people used English as a media of communication and it makes people come from different countries to be easier in making interaction, speaking and communication. In Indonesia English as a foreign language and English is taught in formal education. English becomes one of the compulsory subjects from junior high school until university.

In learning English, there are four skills that should be mastered, they are listening, speaking, reading and writing. However, the researcher concerns about speaking skill. In Webster new world dictionary, speaking I utter word orally, talk, to communicate as by talking , to make a request, to make a speech.

Speaking ability is important in the process of language learning. We communicate through speaking to get more information. Speaking ability is an activity to produce the words or a sentence in communication. In communication activity involves two or more people.

Speaking skill is known as complex skill and crucial to learn since it is the basic key to communicate which includes expressing ideas, purpose, and persuade to other people. It consists of some components such as grammar, vocabulary, pronunciation, fluency, and comprehension. Anyone who study English must be skillful at those components so there will be no any misunderstanding between the speakers and the listeners while they communicate.

Speaking is a basic skill that should be mastered by student. But the fact speaking skill has some components that students must be skillful at all gives students difficulty in speaking English. Based on my experiences during P2K, the students' difficulty to speak English caused some factors such as: lack self confidence, lack vocabulary, they difficult to pronounce the words and they have not interest to learn English, they feel afraid to making mistakes, nervous, and shy to express their ideas.

Teaching speaking is very important for the students to improve their knowledge and communicative skill. There are many way to teaching speaking for example through the game, pictures, dialogues, drama role play, song, movie, etc.

The researcher chose describing pictures model to improve the speaking ability because pictures is real object, It is not difficult to find. Pictures can use to stimulus the student to more active, and pictures helpful for teaching activity especially in conversation class. So, they accustomed to express their ideas in English.

Describing pictures is one activity in teaching speaking. The purpose of this activity is train to students' imagination and retell story in speaking English. Munadi in Jaya Nur Iman (2016) says that pictures make it easy for people to catch ideas or information conveyed in them clearly, more than if merely expressed verbally. When the students observe pictures, they are able to speak more and build new ideas.

Based on the explanation above, the researcher tried to investigate "the implementation of describing pictures model in improving students' speaking ability at SMA Negeri 11 Enrekang

## **B. Problem Statement**

Based on the background above, the formulation of this research are:

1. How does the implementation of describing pictures model in improving students' speaking ability (in terms of pronunciation) at SMA Negeri 11 Enrekang ?
2. How does the implementation of describing pictures model in improving students' speaking ability (in terms of vocabulary) at SMA Negeri 11 Enrekang ?



### **C. Objective of The Research**

Based on the problem above, the objective of the research are:

1. To improve students' speaking ability in terms of pronunciation by using describing pictures model of learning process at SMA Negeri 11 Enrekang.
2. To improve students' speaking ability in terms of vocabulary by using describing pictures model at SMA Negeri 11 Enrekang.

### **D. Significance of The Research**

The researcher hopes that the results of this study can be used by the researcher, teacher, students, educational institution, and next researcher for the following purposes:

1. For the students

The result of this research is expected to improve the students' interest in learning process, especially in learning speaking.

2. For the teacher

As an additional reference that may be useful for the teacher that good learning strategy, model and using of media can be interesting in teaching and learning process.

3. For the next researcher

The result of this research can be used as previous research in his/her research.

#### **E. Scope of The Research**

The scope of research was focused on the improving students' speaking ability in terms of pronunciation and vocabulary by using describing pictures model at SMA Negeri 11 Enrekang.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research Findings

There are three previous researches related to this study. The first is by Yusron Al Masykuri (2014) student of faculty languages and arts. In his thesis "*Efforts to Improve Students' speaking Ability at Grade X Smk Muhammadiyah 3 Wates by Using Pictures*". He said that using pictures as a media can dramatically increase the amount of talking for individual student while he practices his speaking ability. It also gives them an opportunity to speak about something they know well, instead of describing something that is new for them - thus building confidence in their own speaking ability.

The second is by Inta Aulia Asfa (2010). In her thesis "*The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text*". The researcher chooses describing picture to teach speaking in descriptive text, because with describing picture the students will be easier to express their ideas. With the describing picture, they can reflect on image, when they see. So if they can express their ideas of course they will speak and teacher can know the purpose of student's mean.

The third is by Andrea Alexandra De La Cruz Del Pezo (2015). In his thesis "*Picture Description to Promote Improvement of Speaking Skill*". The researcher said that picture description provides a great strategy where students not only promote

their ability of speaking in English at the moment they describe the pictures, they also increase their imagination, thinking and acquiring information about things that they can't know by themselves.

Those are some findings about the use of describing pictures in improving students' speaking ability. Based on the statement above, it can be concluded that the describing pictures is a good models to the students. The difference of this research from the previous findings is this researcher more focus to improve students' speaking ability in terms of pronunciation and vocabulary, unlike the previous three studies where the first thesis focus on pictures to effort the students', the second thesis focused on descriptive test and the last thesis focused on pictures description.

## **B. The Concept of Speaking**

In this section the discussion will be focused on review of speaking, skill of speaking, the importance of speaking skill in learning English, and models of teaching speaking, concept of describing pictures, types of pictures, preparations and procedures that used in describing pictures, the advantages of using pictures in teaching speaking.

### **1. Speaking**

There are four skills taught in teaching English. One of them is speaking. Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce

even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.

According to Grognet A.G in Jaya Nur Iman (2016) speaking skill is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communicating.

According to Brown in Jaya Nur Iman (2016) speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test.

Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation which affect conversational flow ( Thornbury 2005)

From the definition above, it can be concluded that speaking is expressing idea, opinion, or feelings to other by using word to get inform or to entertain.

## **2. Elements of Speaking**

Speaking skill can be described as the ability of a person to express his /her ideas and feeling in spoken language. Speaking has several components. The components are as follows Harris in Besti Yunanda Sari (2013)

a. Grammar

English grammar is different from Indonesian grammar. English has many tenses which are not found in Indonesian grammar. So, in speaking one should master and know exactly grammar if they want to talk smoothly. If the speaker makes mistakes in grammar when communicating with other people, it can make the listener miss understand what the speaker says.

Grammar is how to combine words to be a good sentence Hornby in Besti Ayunda Sari (2013). Because grammar is one of the components of speaking, the listener's ability to understand what the speaker says is in part determined by his grammar mastery. Furthermore, Thornbury (2005) states that grammar is the description of the rules that governs how language sentence are formed.

b. Vocabulary

In learning English, when if we want to say something, one thing that should be mastered and known is word. If we have many vocabularies, it can help us to express our ideas and combine sentences into other sentences. Finocchiaro in Besti Ayunda Sari (2013) says that at the beginning level we should concentrate on the function words and more frequently used vocabulary items, which are

needed to give practice structures and sound of the language. At the beginning level, it should be given to the vocabulary that is intimately related to the environment and experiences of the students. She also says that vocabulary is practiced and aimed at providing with opportunities to interact with one another and teacher as “natural” situation as possible.

To get more extensive vocabulary, the English students are expected to read English books as frequent as possible. By reading they will find new words. In addition, the new words can be looked up in the dictionary. As a result, they can use the words in practicing speaking English

c. Pronunciation

In speaking, we should master pronunciation because it will influence the meaning of words. According to Oxford Dictionary in Mansyur (2011), pronunciation is the way in which a language or particular word or sound is. Syafei in Besti Ayunda Sari (2013) states that pronunciation involves two processes: the recognition of sound and the production of sound. Therefore, the learners must know how to pronounce that language appropriately. There are several reasons why we must master pronunciation well in learning English. They are as follows:

1. English has differences in writing and pronunciation. In English, the pronunciation of word is not similar with written text and each of the words that is pronounced has different meaning. If we are wrong in pronouncing the words, the meaning will be different and make the learner difficult to understand.
2. Intonation in English can change the kinds of word. If it is separated one by one, it will show the other meaning. It means that if the intonation cannot spell correctly, the meaning of the sentence will confuse and change the meaning.

Based on the definition above it can be conclude the pronunciation is an important think in speaking English. Pronunciation can influence the meaning of the words. If she or he speak and not appropriate pronunciation, the listener cannot understand his/her say.

d. Fluency

According to random house Webster collage dictionary in Mansyur (2011) fluency refers to be able to speak or write smoothly, easily, or readily to an easy flow is word are to respond able to communicate with base it suggest to ready flow an accomplish speak or write. It usually terms of communication.



As said by Brown in Mansyur (2011) fluency is probably best achieved by allowing the “stream” of speech to flow then, assumes of his speech spills over beyond of comprehensibility to “riverbank” of instruction or someone detail of phonology, grammar, discourse, will channel to speech or more purpose full course.

There are four characteristic of fluency activity:

1. The facts are usually whole pieces of discourse: conversation, stories, etc.
2. Performance is assessed and how well ideas are expressed or understood.
3. Texts are usually used as they would be in real life.
4. Tasks are often simulated real like situation.

### **3. Skill of Speaking**

Brown in Yusron Al Masykuri (2014) proposes a list of micro skills for oral communication which focus on both the form of language and the function of language. They are mentioned as follows:

- 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 intonational contours.
- d. Produced 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, fillers, self-corrections, backtracking-to enhance the clarity of the message.
- h. Use grammatical word phrases (nouns, verbs, etc.), systems (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 features, 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 your interlocutor is understanding you.

#### **4. The Importance of Speaking Skill in Learning English**

According to Boyd in Sari (2013) speaking is a activity of presentation information from the speaker to the listener. In learning English, speaking is important to support students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities. Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. As skill that enables people to produce utterances, when genuinely communicative, speaking is desire (and purpose driven), in order words they genuinely want to communicative something to achieve particular end.

#### **5. Teaching Speaking**

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training

to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple.

Tarigan in Shohib (2012) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is basic language. The goal of teaching speaking skills is to communicate efficiency.

According to Hornby in Shohib (2012) teaching means giving the instruction to (a person): give a person (knowledge skill, etc). while speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate.

a. Instruction to teach speaking

1. There are some instructions to teach speaking consist of:

Pair students up when doing a speaking activity. This often make students feel more comfortable and not too self-conscious of their language abilities.

2. Give a time limit with most speaking activities. Ten minutes is the maximum for most activities. Gradually, aim for activities that involve more of a dialogue and interaction based on authentic topics.

3. Start with very small activity and then work your way up. Brainstorming is a good activity for all levels because each student can participant at the level she or he feels comfortable

with. Wherever possible use lots of pictures especially for lower level performing students or very young students.

## **6. Models of Teaching Speaking**

Average person who want learn English language, most certainly they have same reason. It is can speak English. So, they learn English language to try speaking English. Usually, failure of learn speaking cause bore situation in the class, unattractive, less fun and silent in the class. There are many models of learning speaking. According to *M. Solahudin in Kiat-Kiat Praktis Belajar Speaking*, there are some models of learning speaking as follows:

### **a. Main class and study club**

It is better for meeting with the teacher in the class twice a day. First meeting is called main class and second meeting is called study club. Main class is meeting with the teacher, that the teacher as students' advisor in the class. The teacher has important character in the class. All activities in the class depend on the teacher. Study club is group of learning, it held to repeat the material study in the class by senior. Because the senior is not teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not different with main class, because the reason of study is to explain material learning.

### **b. Conversation on the way**

Conversation on the way is one of activity in speaking class. The function is to bore disappear in the class. They can share about their daily activities. So, the students feel the conversation more clearly, attractive, and comfortable.

c. Discussion group

Discussion group is one of activity in speaking class. Discussion in speaking program only talking about easy topic. Because this discussion just to train the students to speak English. The purpose of discussion is to train the students to speak English more clearly.

d. Describing picture

Describing pictures is one of activity in teaching speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell story in speaking English.

Those are models that Solahudin offers to use in speaking class, and as the title of this research, the researcher chooses the last model. The researcher thinks that describing picture is suitable to improve students' speaking skill in descriptive text because the purposes of these activities are to train students' imagination and

describe something in speaking English. Usually, students can't speak anything because they have not idea.

The researcher hopes that picture can help students to speak English, because students will be easier to say when they see.

### **C. The Concept of Picture**

There are several methods in teaching learning process. Picture is one of the ways to explain a real situation. In Webster new world dictionary, describe is say what somebody or something is like. Describing pictures is one of activity in learning speaking English. In this activity, the students must describe pictures in front of class. The purpose of this activity is to train students' imagination and retell story in speaking English. This strategy is to make students easier describe something, and make learner process more enjoyable.

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

#### **1. Types of Pictures**

Merriem – wesbter picture is a design or representation made by various means ( such as painting, drawing, or photography). According to

Jeremy harmer in Risky Fauziah (2016), pictures can be in form of flashcard, large wall pictures, cue card, photographs or illustration and projected slide.

a. Flashcard

It is a small card which teacher can hold up for students to see.

Flashcards are particularly useful for drilling grammar items, for cueing different sentences, or practicing vocabulary.

b. Large wall picture

It is a big enough for everyone to see detail. Some time teacher use large wall pictures, when pointing to detail of a pictures to elicit a response.

c. Cue card

It is a small card which students use in pair or group work.

Teachers put students in pair or group and give some cue card so that a student picks up the top cue card in pile he or she has to say a sentence that the card suggests.

d. Photograph or illustration

It is a photo or image that depicts a situation or people in action.

The teachers use it to make the situation or the action clear.

Photograph can be found in the book, newspaper, magazine, etc.

e. Projected slide

In the multimedia class, the teachers also use it. Sometime the teachers use it to show the images in the big form.



## **2. Preparations and Procedures That Used in Describing Pictures.**

### **a. Preparations**

If want this strategy more interesting, must prepare material, that used in drawing picture technique before give this technique to students. And there are some preparations: select from magazine, internet, books, any pictures which show a number of different objects, the object should be clear in shape and the pictures should preferably. Alternatively, the language can be limited if the original is a simple line drawing or the language may be specialized if the original is a technical diagram.

### **b. Procedures**

There are some procedures of describing pictures to teach speaking in descriptive text, they are:

1. Let the class work in pairs.
2. Give each pair two different pictures. Tell them not look at each other's picture.
3. Ask **A** to describe his or her picture, and ask **B** to do the same as what **A** does after **B** has finished drawing.
4. Have them to compare their pictures with the original.

These are the preparation and procedures of describing pictures.

### **3. The Advantages of Using Pictures in Teaching Speaking**

A picture is an excellent media in which this can be done pictures arouse play fullness to the students because pictures are interesting. They provide variety of fun and games, furthermore, it also means that use of pictures may offer parallel opportunities both for teachers- students and students interaction.

Gerlach and Elly in Rizky Fauziah (2016) state the benefit of using pictures as follow:

1. Pictures are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.
2. Pictures provide common experiences for entire group of students. It means by using picture, teacher can involve all of students in his or her class.
3. Pictures can help prevent misunderstanding. It means by using picture, teacher can explain the new vocabularies to students easily, so it prevents misunderstanding between students' perception and teachers' perception.
4. Pictures help the students to focus attention to the subject and make students active.
5. The function of describing picture to teach speaking are to practice describing things and using preposition and position, to

practice listening and speaking to direction, to train the students' imagination and retell story in speaking English.

a. The benefits of using pictures.

Pictures are all right for beginner and for young learner. There are many benefits of describing pictures in teaching proses, they are:

1. Learning becomes more interactive.
2. The length of time required be reduced.
3. The instruction be more interesting.
4. The quality of learning can be improved.
5. The positive attitude of students toward what they are learning and the process it's self can be enhanced.

b. The weakness of using describing pictures.

1. Teacher needs an extra time to prepare pictures.
2. Teachers should give handout the photocopied pictures to the students.

#### **D. Conceptual Framework**

Speaking is one of media to communicate with other people. However, teaching speaking more crucial that the other skills because it has some components that students skillful at all. In addition, the students' difficulty to speak English caused some factors such as: lack self confidence, lack vocabulary,

they difficult to pronounce the words and they have not interest to learn English, they feel afraid to making mistakes, nervous, and shy to express their ideas.

However, the researcher wanted to overcome the problems by using describing picture in the speaking class. This model choose because pictures can used to stimulus the student to more active, and pictures helpful for teaching activity especially in conversation class. So, they accustomed to express their ideas in English.

Based on the reason that speaking was one skill that has to be mastered by students, the teacher needs to found out the models to improve students speaking skill. One of the models is by using describing pictures. The used of pictures provides many advantages to support active learning in the classroom and it can be used to improve the students speaking ability in terms of pronunciation and vocabulary.

The researcher used Classroom Action Research (CAR) that has four phases. They are planning, action, observation, and reflection. In the last phases of cycle I, the method unsuccessful, the research continue to cycle II that same phases of cycle I

By the implemented Describing Pictures in improving students' speaking ability at SMA Negeri 1 Masalle, it can motivate and encourages the students to

practice speaking English. It made them easy to express their ideas, and opinion.

So, the students can improve the pronunciation and vocabulary.

The conceptual framework of this research is in the following diagram:

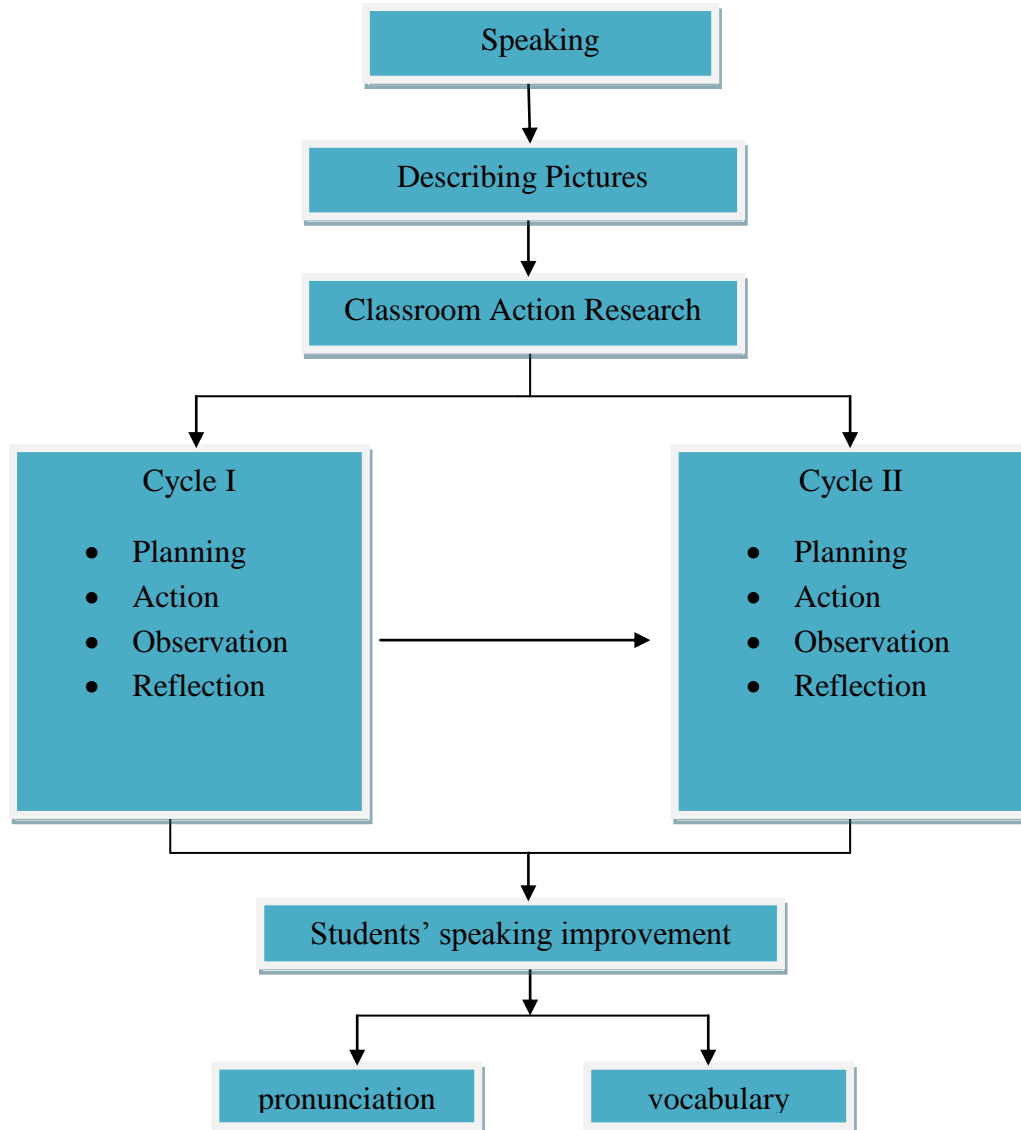


Figure 2.1 Conceptual Framework

# CHAPTER III

## RESEARCH METHOD

### A. Research Design

This research was Classroom Action Research (CAR). According Kemmisin Yusron (2014) Classroom Action Research is a form of self reflection that conducted by participant (teacher, students, headmaster) in social situation (include education) to repair rationality and the truth.

The process in CAR can be shown in the scheme by Kemis and Mc Tagart in Yusron Al Masykuri (2014)

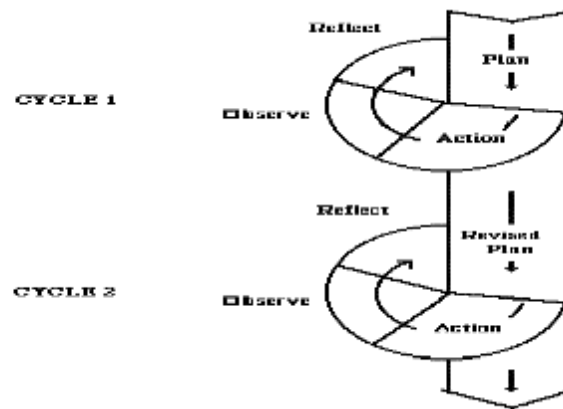


Figure 3.1 the phases in CAR

## **B. Research Subject**

The subject of research was involved the researcher, English teacher, and the eleventh grade students of SMA NEGERI 11 ENREKANG in academic year of 2017/2018.

## **C. Procedure of Action Research**

The research consisted of II cycles namely cycle I and cycle II. The first cycle was done in four meetings. Four meetings used to the learning process and once meeting the test of cycle I. Cycle II consisted four meetings. Four meetings used to learning process and once meeting the test of cycle II.

Both of cycle I and cycle II consisted of planning, action, observation, and reflection.

### **Cycle I**

#### **a. Planning**

In this plan, the researcher prepared the lesson plans, the material taught to students about describing pictures for first meetings until the fourth meetings, and the researcher made observation sheet to observed the students activities.

#### **b. Action**

In this stage, the researcher implemented the lesson plan, the researcher taught about speaking ability by using describing pictures (photograph or image), the researcher gave pictures to students and asked

to explain that. Lesson plan and material were used as media in teaching learning process.

c. Observation

When the action done, the researcher observed in teaching learning process such as the students' respond the material, and the students' active in doing task.

d. Reflection

The result of the observation and evaluation had been analyzed by observer, and the done reflect herself about the success of action research. The first cycle was unsuccessful and the teacher continued to the second cycle.

## **Cycle II**

a. Re - Planning

In this plan, evaluating the result of reflection, the researcher prepared the lesson plans, the material to taught to students about describing pictures for first meetings until the fourth meetings, and the researcher made observation sheet to observe the students activities.

b. Action

In this stage, the researcher applied the lesson plan, the research taught about speaking ability by using describing pictures (photograph or image), the researcher gave pictures to students and ask to explain that. Lesson plan and material were used as media in teaching learning process.



The teacher gave a material about vocabulary that related about the which their learned every meeting. The students practiced speak in front of class

c. Observation

In generally, in this section of observation of the second cycle was continued of the first cycle. The teacher gave evaluation to the students to know the students' achievement on the used pictures.

d. Reflection

Reflection was done to see the whole second cycle action process. The result of the observation and evaluation analyzed by observer, and the done reflected herself about the success of action researcher. The researcher made the conclusion about implementation of describing pictures model.

#### **D. Research Instrument**

To get the data, there are two kinds of instruments used to collect the data from students, namely observation and speaking skill test.

a. Observation sheet

Observation aims to collected data about the students' participation and students active in teaching learning process. Data of the students' actives was collected based on the following table.

No	The Students' Active Participation	Score	Indicator
1	Very active	4	Students are very active to respond the material
2	Active	3	Students respond the material actively
3	Fairly active	2	Students respond the material just once or twice
4	Not active	1	Students just sit down during the learning process without doing something

Heaton in Rahma Afiah Kasim (2015)

b. Speaking test

Speaking test aim to get about students' speaking ability in terms of pronunciation and vocabulary by using describing pictures. The form was pictures gave to the students and ask to students to describe the picture during 10 minutes. Types of speaking test which used in this research was observing or take note form. It was to know the improvement of speaking ability of students.

## **E. Procedure Data Collection**

In collecting the data, the researcher used two instruments; they were observation sheet and speaking test.

### **a. Observation Sheet**

The researcher observed the students activities in teaching learning process in the class to found out the students' data about their activities and presence in teaching learning process.

### **b. Speaking Test**

The data was collected through the following step:

- a. The researcher gave one pictures to the students. The researcher tell them not look at each other picture.
- b. After the students got the picture, the researcher asks to them to described picture into in 2 paragraphs and practice in front of class.
- c. Lastly, the researcher analyzed the students' test speaking performance through describing picture model..

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

- a. The assessment of vocabulary

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
-----------------------	--------------	-----------------

Excellent	96-100	They speak effectively and excellent of using vocabulary
Very good	86- 95	They speak effectively and very good of using vocabulary
Good	76- 85	They speak effectively and good of using vocabulary
Fairly good	66-75	They speak sometimes hasty but fairly good of using vocabulary
Fair	56-65	They speak sometimes hasty, fair of using vocabulary
Poor	36-55	They speak hasty, and more sentences are appropriate using vocabulary
Very poor	0-35	They speak very hasty, and more sentence are not appropriate using vocabulary or no communication

Layman in Masni (2017)

a. The assessment of pronunciation

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	96-100	They speak effectively and excellent of using pronunciation
Very good	86- 95	They speak effectively and very good

		of using pronunciation
Good	76- 85	They speak effectively and good of using pronunciation
Fairly good	66-75	They speak sometimes hasty but fairly good of using pronunciation
Fair	56-65	They speak sometimes hasty, fair of using pronunciation
Poor	36-55	They speak hasty, and more sentences are appropriate using pronunciation
Very poor	0-35	They speak very hasty, and more sentence are not appropriate using pronunciation or no communication.

Layman in Masni (2017)

## **F. Data Technique Analysis**

The data of this research was qualitative. The research collected the pronunciation and vocabulary from the research members. The qualitative data were collected by conducting class observations during the implementation of the actions, interviewing the students, taking the photograph or image.

The data on the students' speaking ability in terms of pronunciation and vocabulary were analyzed in the following procedures:

1. To find out the mean score of the students' test, the researcher used the formula:

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

Where:

X : Mean Score

$\sum x$  : Total Number of Students Score

N : The Number of Students

Gay in Rahma Afiah Kasim (2015)

2. After collecting the data of students, we could classify the score of the students. We could classify the score of the students into the following criteria:

a. 86 – 100 as excellent

b. 76 – 85 as very good

c. 66 – 75 as good

d. 56 – 65 as fair

e. 36 – 55 as poor

f. 0 – 35 as very poor

Depdikbud in Rahma Afiah Kasim (2015)

3. Calculating the percentage of the students score by using the following formula:

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

Note: P : Percentage

F : Frequency

N : The number of students

Sudjana in Nurwahyuni (2013)

4. To calculate the percentage of the students' activeness in learning process the formula which was used as follows:

$$P = \frac{Fq}{4x N} \times 100$$

Notation :

P : Percentage

Fq : Frequency

N : Total Sample

Sudjana in Rahma Afiah Kasim (2015)

5. To analyzed the percentage the development of the students' speaking ability, the researcher used percentage by using formula:

$$P = \frac{x2-x1}{x1} \times 100$$

P : Percentage

X1 : The First Main Score

X2 : The Second Main Score

Sudjana in Rahma Afiah Kasim (2015)

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this chapter consisted of findings data of research and discussion. The findings present the improvement of students' speaking ability, the percentage students' progress and participation during the teaching learning process. The discussion of research covers further explanation of the findings.

#### **A. FINDINGS**

The finding of the research deals with the answer of the problem statement which aims to find out the improvement of the students in speaking ability. The result of data analysis found that teaching speaking ability through describing pictures model can improve the students' speaking ability in terms of pronunciation and vocabulary at the eleventh grade of senior high school 11 Enrekang. Therefore, for clear explanation about the students' improvement can be seen in the following table.

##### **1. The Improvement Of Students' Speaking Ability in Accuracy**

The improvement of the students' speaking ability in terms of pronunciation and vocabulary (accuracy) was shown through the mean score found in d-test, cycle I, cycle II. It is more clearly showed in the table

**Table 4.1 The Students' Mean Score in Accuracy**



Variable	Score			Improvement %		
	D test	C I	C II	D T- C I	CI – CII	D T – CII
Accuracy	51.53	62.90	77.69	11.37	14.79	26.16

Table 4.1 shows the mean score of students' achievement in accuracy. The students' mean score in d-test was 51.52 classified into poor score, the students' mean score in cycle I was 62.90 classified into fair, and the students' mean score in cycle II was 77.69 classified into very good.

Table 4.1 also indicates the improvement of the students' speaking ability from d-test to cycle I and cycle II. From d-test to cycle I the improvement of students' speaking ability was 11.37 %, cycle I to cycle II improved was 14.79 % and from d-test to cycle II improved until 26.16%.

The improvement of students' achievement in speaking ability in terms of accuracy:

**Table 4.2 The Students Mean Score of Speaking in Accuracy**

Variable	Score			Improvement %		
	D test	C I	C II	D T- C I	CI – CII	D T – CII
Pronunciation	51.55	62.52	77.55	10.97	15.03	26
Vocabulary	51,08	63.29	77.73	12.21	14.44	26.65

$\sum x$	102,63	125.81	155.28	23.18	29.47	52.65
X	51.31	62.90	77.64	11,59	14.73	26.32

The students' mean score in D-Test was 51.53 (*poor*), the students' mean score in cycle I was 63.29 (*fair*) and the students' mean score in cycle II was 77.64 (*very good*). So, the improvement of the students' content between D-Test to cycle I was 11,59% and improvement from cycle I to cycle II was 14.73% and improvement of the students' from d-test to cycle II was 26.32%. Based on the result of analysis above, it can be conclude that the students' score of cycle I and cycle II was higher than d-test . It is mean that, there was improved of the students' achievement in speaking ability in terms of accuracy. It is more clearly showed in the chart below:

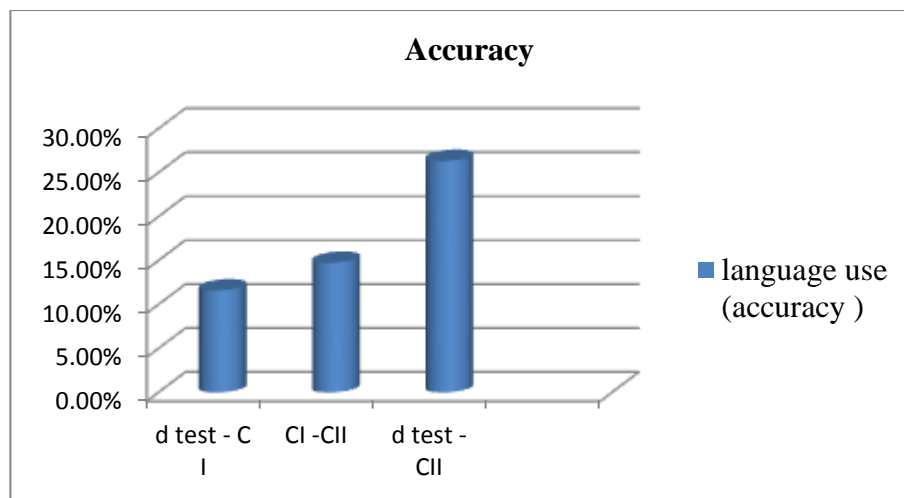


Figure 4.1 The Improvement of Students' Score in Accuracy

**a. Accuracy**

The following table and chart show the percentage of students' improvement in speaking ability in accuracy before and after implementation describing pictures model at the eleventh grade o senior high school 11 Enrekang.

**Table 4.3 The Percentage of Students' Speaking Achievement in Accuracy**

No	Score	Classification	D-Test		Cycle I		Cycle I	
			Freq	(%)	(Freq	(%)	Freq	(%)
1	86-100	Excellent	0	0	0	0	1	2.94
2	76-85	Very Good	0	0	1	2.94	23	67.64
4	66-75	Good	3	8.82	9	26.47	10	29.41
5	56-65	Fair	3	8.82	20	58.82	0	0
6	36-55	Poor	28	82.35	4	11.76	0	0
7	0-35	Very Poor	0	0	0	0	0	0
Total			34	100	34	100	34	100

Table 4.3 shows that in the d-test, there were 28 students (82.35%) classified into *poor* score, 3 students (8.82%) classified into *fair* score, and 3 students (8.82%) classified into *good* score. Whereas, none of the students classified into *very poor*, *very good* and *excellent* score.

Table 4.3 shows that the result of students' speaking achievement accuracy in the cycle I and cycle II. In cycle I, none students (00.00%) classified *very poor*, 4 students (11.76%) classified *poor*, 14 students (41.17%) classified *fair*, 9 students (26.47%) classified *good*, 1 students (2.94%) classified *very good* and none students (00.00%) classified *excellent*. In the cycle II, none students (00.00%) classified into *very poor* score, none students (00.00%) classified into *poor* score, none students (00.00%) classified into *fair* score, 10 students (29.41%) classified into *good*, 23 students (67.64%) classified into *very good* score and 1 students (2.94%) classified into *excellent* score. The data was also shows in chart below.

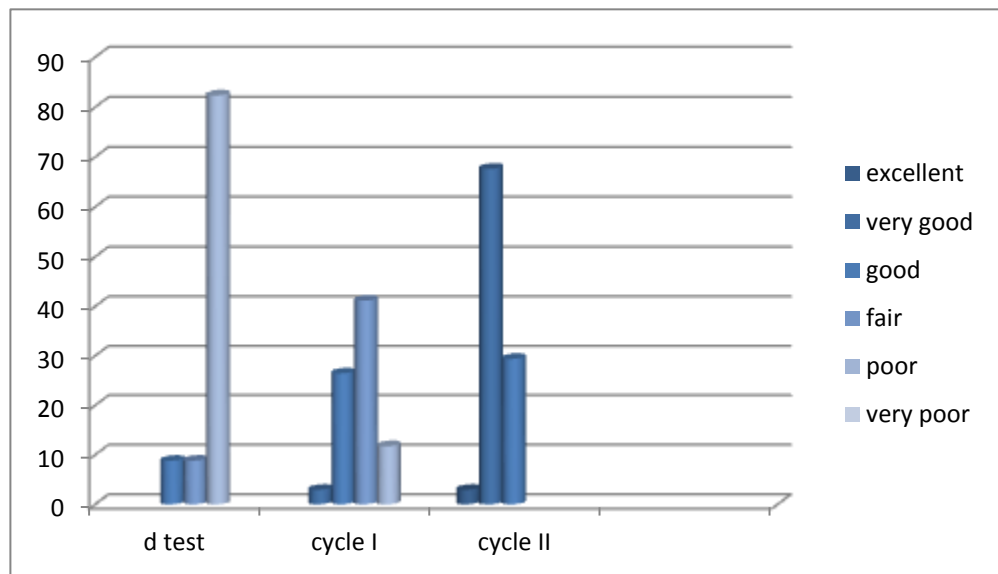


Figure 4.2 Percentage of Students' Speaking Ability in Accuracy

1. The Percentage of Students' Achievement in Speaking Ability in Terms of Pronunciation

The following table and chart show the percentage of students' improvement in speaking ability in terms of pronunciation before and after implementation describing pictures model at the eleventh SMA N 11 Enrekang.

**Table 4.4 The Percentage of Students' Speaking Ability in Terms of Pronunciation**

No	Score	Classification	D-Test		Cycle I		Cycle I	
			Freq	(%)	(Freq	(%)	Freq	(%)
1	86-100	Excellent	0	0	0	0	1	2.94
2	76-85	Very Good	0	0	1	2.94	21	61.76
4	66-75	Good	1	2.94	7	20.58	12	35.29
5	56-65	Fair	15	44.11	22	64.70	0	0
6	36-55	Poor	18	52.94	4	11.76	0	0
7	0-35	Very Poor	0	0	0	0	0	0
Total			34	100	34	100	34	100

Table 4.4 shows that in the d-test, there were 18 students (52.94%) classified into *poor* score, 15 students (44.11%) classified into *fair* score, and 1 students (2,94%) classified into *good* score. Whereas, none of the students classified into *very poor*, *very good* and *excellent* score.

Table 4.4 shows that the result of students' speaking ability in terms of pronunciation in the cycle I and cycle II. In cycle I, none students (00.00%) classified *very poor*, 4 students (11.76%) classified *poor*, 22 students (64.70%) classified *fair*, 7 students (20.58%) classified *good*, 1 students (2.94%) classified *very good* and none students (00.00%) classified *excellent*. In the cycle II, none students (00.00%) classified into *very poor* score, none students (00.00%) classified into *poor* score, none students (00.00%) classified into *fair* score, 12 students (35.29%) classified into *good*, 21 students (61.76%) classified into *very good* score and 1 students (2.94%) classified into *excellent* score. The data was also shows in chart below:

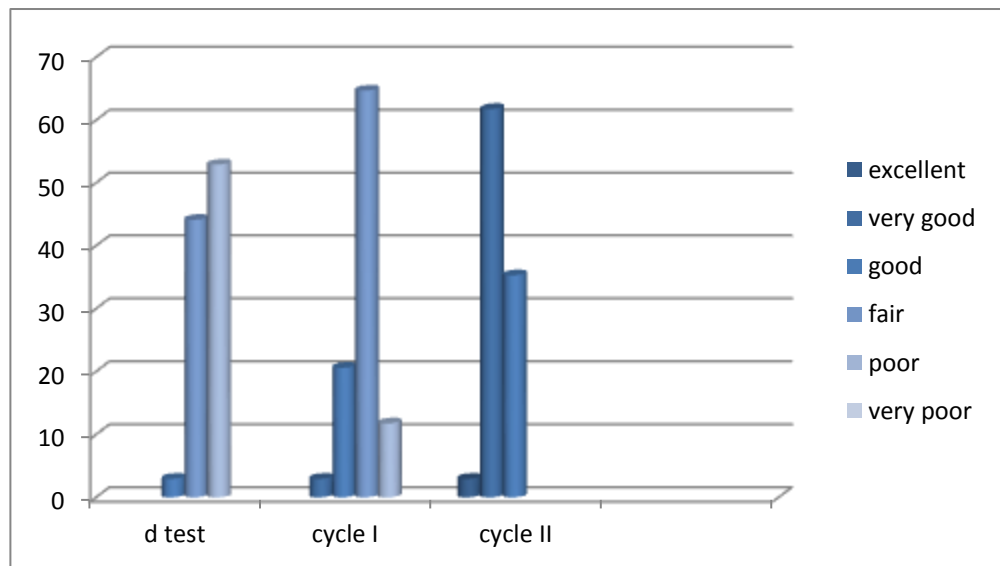


Figure 4.3 Percentage of Students' Speaking Ability in Pronunciation

2. The Percentage of Students' Achievement in Speaking Ability in Terms of Vocabulary

The following table and chart show the percentage of students' improvement in speaking ability in terms of vocabulary before and after implementation describing pictures model at the eleventh grade of SMA N 11 Enrekang.

**Table 4.5 The Percentage of Students' Speaking Ability in Terms of Vocabulary**

No	Score	Classificati on	D-Test		Cycle I		Cycle I	
			Freq	(%)	(Freq	(%)	Freq	(%)
1	86-100	Excellent	0	0	0	0	1	2.94
2	76-85	Very Good	0	0	1	2.94	21	61.76
4	66-75	Good	3	8.82	12	35,29	12	35,29
5	56-65	Fair	4	11.76	17	50	0	0
6	36-55	Poor	27	79.41	4	11,76	0	0
7	0-35	Very Poor	0	0	0	0	0	0
Total			34	100	34	100	34	100

Table 4.5 shows that in the d-test, there were none students (00.00%) classified into *very poor* score, score 27 students (79.41%) classified into *poor* score, 4 students (411.76%) classified into *fair* score, and 3 students (8.82%) classified into *good* score. Whereas, none of the students (00.00%) classified into *very good* and *excellent* score.

Table 4.5 shows that the result of students' speaking ability in terms of pronunciation in the cycle I and cycle II. In cycle I, none students (00.00%) classified *very poor*, 4 students (11.76%) classified *poor*, 17 students (50%) classified *fair*, 12 students (35.29%) classified *good*, 1 students (2.94%) classified *very good* and none students (00.00%) classified *excellent*. In the cycle II, none students (00.00%) classified into *very poor* score, none students (00.00%) classified into *poor* score, none students (00.00%) classified into *fair* score, 12 students (35.29%) classified into good, 21 students (61.76%) classified into *very good* score and 1 students (2.94%) classified into *excellent* score. The data was also shows in chart below:

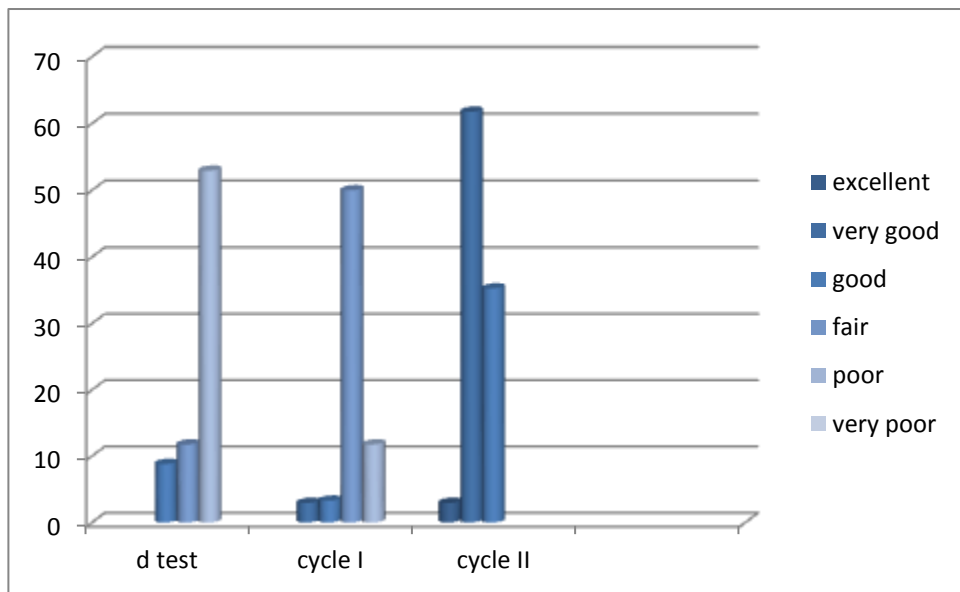


Figure 4.4 Percentage of Students' Speaking Ability in Vocabulary



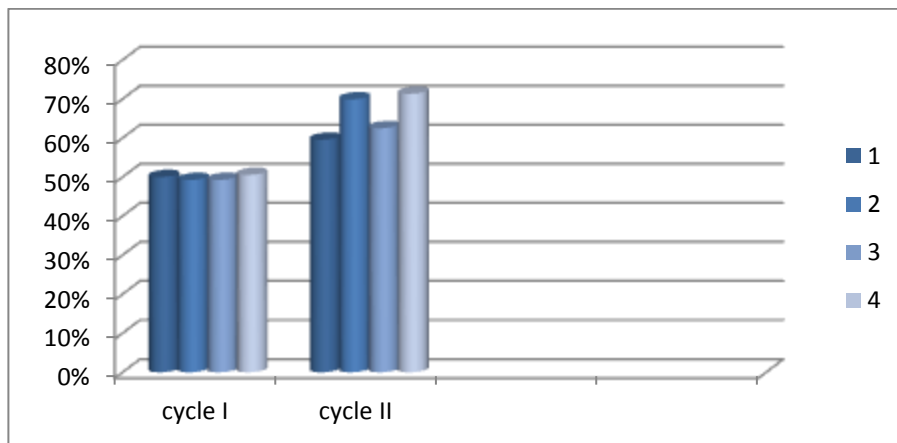
**b. Observation Sheet**

The following table and chart showed the observation result of the student's participation in learning speaking of cycle I and cycle II.

**Table 4.6 The Percentage of Students' Participation**

Cycle	Students' Participation			
	Meeting (%)			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<b>Cycle I</b>	50%	49.24%	49.26%	50.57
<b>Cycle II</b>	59.55%	65.90%	62.6%	71,32%

Based on the table 4.6 above, the students' participation was improved. At the first meeting in the cycle I the students' participation was 50%, whereas in the last meeting at the cycle II the students' participation was 71.32%. The data was also show in the chart below:



**Figure 4.5 The Percentage of Students' Participation**

## **B. DISCUSSION**

In the following it will describe the analysis on the improvement of the students' pronunciation and vocabulary based on the mean score found in d-test, cycle I and cycle II.

### **a. Pronunciation**

The success in communication is often dependent as much on the listener as on the speaker. There are three components to make fluent in producing speech, namely vocabulary, pronunciation, and grammar. Harris in jaya nur iman (2016) states that speaking is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. He adds that there are five components of speaking ability. They are: *pronunciation*, including the segmental features vowels and consonants and the stress and intonation patterns.

The mean score of students' speaking ability in pronunciation in cycle I and cycle II. In cycle I, none students classified into very poor score, 4 students classified into poor score, 22 students classified into fair score, 7 students classified into good score, 1 students classified into very good and none students classified into excellent. In cycle II, none students classified into very poor score, none students classified into poor score, none students classified into fair score, 12 students classified into good, 21 students classified into very good and 1 students classified into excellent.

The implementation of describing pictures model in the eleventh grade student of senior high school of 11 Enrekang could improve that students' accuracy in pronunciation and vocabulary. It can be shown of the students' mean score of pronunciation viewed from its content from d- test  $(51.55) \leq \text{cycle I } (62.52) \leq \text{cycle II } (77.55)$ .

The procedures to get improvement in speaking accuracy viewed from pronunciation were:

#### Cycle I

- a. The researcher began with showed a picture
- b. The students looked the pictures
- c. The students respond the pictures how to describe the pictures.

#### Cycle II

To solve the problem faced found in cycle I that was speaking accuracy the researcher gave feedback revised the previous lesson plan in cycle II. The researcher gave detailed information how to start in describing pictures. So the students could improve their speaking ability.

Based on the explanation above the researcher analyzed that the implementation of describing pictures model can improve the students' speaking accuracy in terms of pronunciation, where the students' mean score

in cycle I and cycle II in which implemented describing pictures model was higher than d-test.

#### **b. Vocabulary**

The mean score of students' speaking ability in vocabulary in cycle I and cycle II. In cycle I, none students classified into very poor score, 4 students classified into poor score, 17 students classified into fair score, 12 students classified into good score, 1 students classified into very good and none students classified into excellent. In cycle II, none students classified into very poor score, none students classified into poor score, none students classified into fair score, 12 students classified into good, 21 students classified into very good and 1 students classified into excellent.

The implementation of describing pictures model in the eleventh grade student of senior high school of 11 Enrekang could improve that students' accuracy in pronunciation and vocabulary. It can be shown of the students' mean score of vocabulary viewed from its content from d- test  $(51.08) \leq \text{cycle I } (63.29) \leq \text{cycle II } (77.73)$ .

The procedured to get improvement in speaking accuracy viewed from pronunciation were:

##### Cycle I

- d. The researcher began with showed a picture
- e. The students looked the pictures

- f. The students respond the pictures how to describe the pictures.

#### Cycle II

To solve the problem faced found in cycle I that was speaking accuracy the researcher gave feedback revised the previous lesson plan in cycle II. The researcher gave detailed information how to start in describing pictures. So the students could improve their speaking ability.

Based on the explanation above the researcher analyzed that the implementation of describing pictures model can improve the students' speaking accuracy in terms of vocabulary, where the students' mean score in cycle I and cycle II in which implemented describing pictures model was higher than d-test.

The researcher also analyzed the percentage of students' progress in speaking ability through describing pictures model at the eleventh grade of SMA N 11 ENREKANG.

The result of the students' speaking progress after implementing the describing picture was improved. This model was very useful to give contribution in teaching speaking. The teacher was not difficult to found the pictures and the students brave to speak and were not shy any more. In addition, the students were easily to express their idea.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter was divided into two sections. They are conclusions and suggestions. The explanation of each point was presented below.

#### A. CONCLUSIONS

Based on the research findings and discussion in the previous chapter after the implementation of describing pictures model are presented:

1. The implementation of describing pictures model in the eleventh grade SMA N 11 Enrekang could improve that students' pronunciation. It can be seen from the students' mean score of pronunciation test result viewed from its content from d- test (51.55)  $\leq$  cycle I (62.52)  $\leq$  cycle (77.55). It is proved by the students' achievement in cycle II that higher than cycle I
2. The implementation of describing pictures model in the eleventh grade SMA N 11 Enrekang could improve that students' vocabulary. It can be seen from the students' mean score of vocabulary test result viewed from its content from d- test (51.08)  $\leq$  cycle I (63.29)  $\leq$  cycle (77.73). It is proved by the students' achievement in cycle II that higher than cycle I

## **B. SUGGESTIONS**

The researcher gives some suggestions as follows:

1. The researcher suggests English teacher to apply this model as an alternative media in teaching speaking. It is very useful because it can increase students' ability in speaking. It can also motivate them to speak confidently.
2. The teacher should be creative in teaching English especially speaking because master English, It needs more technique or model in improving it.
3. To improve the students' vocabulary, there are many cases which must be improved. But in this research, the researcher focused to improving the students' speaking ability in terms of pronunciation and vocabulary. So, for the next researcher, they can take the other model to be improved speaking ability. But, it is better to use the picture in order to know the students' speaking ability in terms of pronunciation and vocabulary.

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# **A P P E N D I C E S**

## **Appendices 1**

### **RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : SMA NEGERI 1 MASALLE

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 1

Skill : Speaking

Alokasi Waktu : 8 x 45 menit

Siklus / pertemuan : 1/ 1-4

#### **Standar kompetensi :**

8. memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk *descriptive text* untuk berinteraksi dengan lingkungan terdekat
10. mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive text* untuk berinteraksi dengan lingkungan terdekat.

#### **Kompetensi dasar :**

- 8.2 merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive text*.
- 10.2 mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive text*.

#### **Indikator**

##### **Pertemuan 1**

1. Mengidentifikasi berbagai informasi dalam teks monolog lisan pendek berbentuk descriptive.

#### **Pertemuan 2**

2. Mengidentifikasi bagian bagian dari teks descriptive

#### **Pertemuan 3**

3. Menentukan ciri kebahasaan teks descriptive dalam bentuk simple present tense.

#### **Pertemuan 4**

4. Menentukan vocabulary yang sesuai dengan gambar
5. Mampu menjelaskan sebuah descriptive text ( describing pictures)

### **Tujuan pembelajaran**

Setelah proses pembelajaran selesai siswa diharapkan dapat:

#### **Pertemuan 1**

1. Mengidentifikasi berbagai informasi dalam teks monolog lisan pendek berbentuk descriptive. ( berdasarkan teks pada exercise 1)

#### **Pertemuan 2**

2. Mengidentifikasi bagian bagian dari teks descriptive.( exercise 2 )

#### **Pertemuan 3**

3. Menentukan ciri kebahasaan teks descriptive dalam bentuk simple present tense. ( exercise 1)

#### **Pertemuan 4**

4. Menggunakan kata-kata yang berhubungan dengan gambar (penampilan fisik, ukuran, bentuk, kualitas) dalam kalimat dengan tepat.
5. Mampu mendeskripsikan gambar yang diberikan oleh guru

### **Materi ajar**

- Descriptive text is a text that describes the features of someone, something, or a certain place.
- Example descriptive text.

### Mr. Danu

Mr. Danu is my uncle. He is a farmer in the country. He is 50 years old. He is tall and handsome. He has round eyes, a pointed nose, and tick lips. He has straight hair. He is very strong. His arms and legs are strong. Hi skin is brown. He is very diligent. He is also smart and honest. He is a good person and we love him very much.

- Parts of descriptive text
  - ❖ Introduction is the part of the paragraph that introduces the character.  
Example : mr kartono is very happy. The rainy season of this year makes the farm beautiful.
  - ❖ Orientation / description is the part of the paragraph that describes the character.
- Ciri kebahasaan menggunakan simple present tense.

**Pendekatan** : scientific approach

**Strategi** : cooperative learning

**Model** : describing pictures

**Media / peralatan** :

- Script
- Worksheet
- Lesson material
- Pictures
- Dictionary

### **Kegiatan pembelajaran**

#### **Pertemuan 1**

##### **a. Kegiatan pembuka**

- Salam / menyapa siswa
- Mempersiapkan kelas
- Mengecek kehadiran siswa
- Memyampaikan tujuan pembelajaran yang akan dicapai

**b. Kegiatan inti**

- Guru menjelaskan materi terkait descriptive text ( describing pictutes)
- Guru memberikan contoh descriptive text
- Memberikan kesempatan kepada siswa untuk menanyakan materi terkait descriptive text
- Guru memberikan tugas kepada siswa untuk mengidentifikasi teks descriptive ( exercise 1 )

**c. Kegiatan penutup**

- Menanyakan kesulitan siswa dalam proses belajar mengajar
- Membuat kesimpulan berdasarkan materi pembelajaran
- Memberikan motivasi kepada siswa
- Memberikan tugas rumah (PR)

**Pertemuan 2**

**a. Kegiatan pembuka**

- Salam / menyapa siswa
- Mempersiapkan kelas
- Mengecek kehadiran siswa
- Memyampaikan tujuan pembelajaran yang akan dicapai

**b. Kegiatan inti**

- Guru memberikan contoh descriptive text
- Memberikan kesempatan kepada siswa untuk menanyakan materi terkait descriptive text
- Guru menjelaskan bagian bagian teks descriptive.
- Guru memberikan tugas kepada siswa untuk mengidentifikasi teks descriptive ( exercise 1 )

**c. Kegiatan penutup**

- Menanyakan kesulitan siswa dalam proses belajar mengajar
- Membuat kesimpulan berdasarkan materi pembelajaran
- Memberikan motivasi kepada siswa
- Memberikan tugas rumah (PR)

**Pertemuan 3**

**a. Kegiatan pembuka**

- Salam / menyapa siswa
  - Mempersiapkan kelas
  - Mengecek kehadiran siswa
  - Memyampaikan tujuan pembelajaran yang akan dicapai
- b. Kegiatan inti**
- Guru bertanya kepada siswa terkait materi minggu lalu
  - Guru menjelaskan ciri ciri kebahasaan dalam teks descriptive dalam bentuk simple present.
  - Guru menyuruh siswa membuat contoh simple present tense. ( Exercise 1 )
  - Guru memberikan tugas kepada siswa untuk mendeskripsikan gambar. ( exercise 2 )
- c. Kegiatan penutup**
- Menanyakan kesulitan siswa dalam proses belajar mengajar
  - Membuat kesimpulan berdasarkan materi pembelajaran
  - Memberikan motivasi kepada siswa
  - Memberikan tugas rumah (PR)

#### **Pertemuan 4**

- a. Kegiatan pembuka**
- Salam / menyapa siswa
  - Mempersiapkan kelas
  - Mengecek kehadiran siswa
  - Memyampaikan tujuan pembelajaran yang akan dicapai
- b. Kegiatan inti**
- Guru bertanya kepada siswa terkait materi minggu lalu
  - Guru menerangkan berbagai kosa kata yang digunakan dalam describing pictures
  - Guru memberikan kesempatan kepada siswa untuk mendeskripsikan gambar exercise 1
- c. Kegiatan penutup**
- Menanyakan kesulitan siswa dalam proses belajar mengajar
  - Membuat kesimpulan berdasarkan materi pembelajaran
  - Memberikan motivasi kepada siswa
  - Memberikan tugas rumah (PR)



### Sumber pembelajaran

- Kamus
- Gambar
- Papan tulis

### Penilaian

❖ Teknik :

Aspect	Score	Description
vocabulary, pronunciation .	100	Correct and appropriate
	80	Sometimes not correct enough but not influence the meaning
	70	Not correct enough and influence the meaning
	<60	Incorrect

❖ Bentuk :

❖ Instrument : angket ptk

Makassar,..... 2017

Sarina  
10535574613

## First meeting

### Lesson material

Descriptive text is a text which says what a person or a thing is like. Its purpose is and reveal a particular person, place, or thing.

Contoh teks deskriptif.



#### Mr. Danu

Mr. Danu is my uncle. He is a farmer in the country. He is 50 years old. He is tall and handsome. He has round eyes, a pointed nose, and tick lips. He has straight hair. He is very strong. His arms and legs are strong. His skin is brown. He is very diligent. He is also smart and honest. He is a good person and we love him very much.

.list vocabulary

Farmer	diligent
Tall	smart
Handsome	honest
Round	good
Strong	pointed



**Students worksheet**

**Exercise-1**

Mengidentifikasi informasi dalam descriptive text

Mr. Danu

Mr. Danu is my uncle. He is a farmer in the country. He is 50 years old. He is tall and handsome. He has round eyes, a pointed nose, and tick lips. He has straight hair. He is very strong. His arms and legs are strong. Hi skin is brown. He is very diligent. He is also smart and honest. He is a good person and we love him very much.

Questions.

1. What is Mr. Danu...
2. How is old he...
3. How does he look like...
4. How does his nose look like...
5. How does his lips look like...
6. What is the color of his skin...
7. Is he diligent...
8. Is he strong...

## Second Meeting

### Lesson material

Menentukan bagian bagian dari descriptive text



My Diva

Agnes Monica is a famous pop singer. Most people in Indonesia know her. She certainly looks like an angel. She is tall, slim and beautiful. Her hair is brown. She always wears fashionable clothes. Her personality is as good as her voice. She is confident. She is also generous. She gives a lot of money to charity. Her hobby is unique. She keeps a dog as a pet. She does not like cooking.

1. The text is about...
2. She is a famous ...
3. Her hobbies are...
4. Sentence .... Identification /Introduce her
5. Sentence .... Describes her personality

Struktur descriptive text (generic structure) adalah:

- Identification (identifikasi) adalah pendahuluan berupa gambar umum tentang suatu topic.
- Description (deskripsi) adalah berisi cirri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

**Identification :** Agnes Monica is my diva

**Description** : Most people in Indonesia know her. She certainly looks like an angel. She is tall, slim and beautiful. Her hair is brown. She always wears fashionable clothes. Her personality is as good as her voice. She is confident. She is also generous. She gives a lot of money to charity. Her hobby is unique. She keeps a dog as a pet. She does not like cooking.

List vocabulary

Singer	good
Tall	generous
Slim	fashionable
Beautiful	charity

## Third meeting

Ciri kebahasaan Descriptive Text :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya focus pada satu objek tersebut.

To describe a place or things you can use the following pattern:

**It + is + a + adj + noun**

Example

- It is a nice house
- It is a small garden

Positive statement

Subject	Be	Adjective
He	Is	Good
She	Is	Clever
They	Are	Kind

Negative statement

Subject	Be	Not	Adjective
She	Is	Not	Good
He	Is	Not	Good
They	Are	Not	Kind

Students worksheet

### Exercise 1

Buatlah 5 kalimat dengan menggunakan **simple present tense**

### Exercise 2 ( homework)

Describe about yourself.

## Fourth meeting

Mengajarkan vocabulary terkait dengan gambar for example:



### Describing People

Mendesripsikan atau menggambarkan seseorang dengan apa yang ia pakai, kenakan atau ciri ciri fisik lainnya baik pada saat orang yang dimaksud berada di tempat atau tidak. Untuk lebih memudahkan mendesripsikn orang kita dapat menggunakan kosakata sebagai berikut :

1. Age ( Umur ) : young, old
2. Body (tubuh) : fat, thin, short, tall
3. Hair ( rambut ) : long, short, straight, wavy, curly, neat
4. Face ( wajah) : round, oval, square,
5. Personality ( kepribadian ) : calm, cheerful, garrulous,
6. Eyes ( mata) : slanting, round
7. Lips ( bibir ) ; thin,, thick

### Adjectives to describe character

Generous	: murah hati	Cruel	: kejam
Happy	: bahagia	stingy	: kikir
Hard working	:pekerja keras	sociable	: suka bergaul.

## RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMA NEGERI 1 MASALLE

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : XI / 1

Skill : Speaking

Alokasi Waktu : 8 x 45 menit

Siklus / pertemuan : 2 / 1-4

### Standar kompetensi :

8. memahami makna dalam teks lisan fungsional dan monolog pendek sangat sederhana yang berbentuk *descriptive text* untuk berinteraksi dengan lingkungan terdekat
10. mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive text* untuk berinteraksi dengan lingkungan terdekat.

### Kompetensi dasar :

- 8.2 merespon makna yang terdapat dalam monolog sangat sederhana secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive text*.
- 10.2 mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive text*.

### Indikator

#### Pertemuan 6

6. Mengidentifikasi fungsi dan karakteristik *descriptive text*



### **Pertemuan 7**

7. Menentukan ciri kebahasaan teks descriptive dalam bentuk simple present tense.

### **Pertemuan 8**

8. Mampu menjelaskan sebuah descriptive text ( describing pictures)
9. Mengungkapkan ungkapan dalam menggambarkan ciri ciri orang (pictures)

### **Tujuan pembelajaran**

Setelah proses pembelajaran selesai siswa diharapkan dapat:

#### **Pertemuan 6**

6. Mengidentifikasi fungsi dan karakteristik descriptive text

#### **Pertemuan 7**

7. Menentukan ciri kebahasaan teks descriptive dalam bentuk simple present tense. ( exercise 1)

#### **Pertemuan 8**

8. Menggunakan kata-kata yang berhubungan dengan gambar (penampilan fisik, ukuran, bentuk, kualitas) dalam kalimat dengan tepat.
9. Mampu mendeskripsikan gambar yang diberikan oleh guru

### **Materi ajar**

- Descriptive text is a text that describes the features of someone, something, or a certain place.
- The purpose of descriptive text is to describe and reveal a particular person, place or thing.

#### **My Favorite Superhero**

My favorite superhero is Spiderman. He is a cool superhero. He wears a red and blue costume, with a spider logo on his chest. He is not tall but not short. He is very agile because he has slim body. He releases a spider web from his hands to make him fly through buildings in the city. He can climb a wall like a spider. He loves to help people and fights criminals.

Ciri kebahasaan

- menggunakan simple present tense.
- Particular noun

- adjectives

**Pendekatan** : scientific approach

**Strategi** : cooperative learning

**Model** : describing pictures

**Media / peralatan** :

- Script
- Worksheet
- Lesson material

## **Kegiatan pembelajaran**

### **Pertemuan 6**

#### **d. Kegiatan pembuka**

- Salam / menyapa siswa
- Mempersiapkan kelas
- Mengecek kehadiran siswa
- Memyampaikan tujuan pembelajaran yang akan dicapai

#### **e. Kegiatan inti**

- Guru menjelaskan materi terkait descriptive text ( describing pictutes)
- Guru memberikan contoh descriptive text
- Memberikan kesempatan kepada siswa untuk menanyakan materi terkait descriptive text
- Guru menjelaskan fungsi dan karakteristik teks descriptive.
- Guru memberikan tugas kepada siswa untuk mengidentifikasi teks descriptive ( exercise 1 )

#### **f. Kegiatan penutup**

- Menanyakan kesulitan siswa dalam proses belajar mengajar
- Membuat kesimpulan berdasarkan materi pembelajaran
- Memberikan motivasi kepada siswa
- Memberikan tugas rumah (PR)

### **Pertemuan 7**

**d. Kegiatan pembuka**

- Salam / menyapa siswa
- Mempersiapkan kelas
- Mengecek kehadiran siswa
- Menyampaikan tujuan pembelajaran yang akan dicapai

**e. Kegiatan inti**

- Guru bertanya kepada siswa terkait materi minggu lalu
- Guru menjelaskan ciri ciri kebahasaan dalam teks descriptive dalam bentuk simple present.
- Guru menyuruh siswa membuat contoh simple present tense. ( Exercise 1 )
- Guru memberikan tugas kepada siswa untuk mendeskripsikan gambar. ( exercise 2 )

**f. Kegiatan penutup**

- Menanyakan kesulitan siswa dalam proses belajar mengajar
- Membuat kesimpulan berdasarkan materi pembelajaran
- Memberikan motivasi kepada siswa
- Memberikan tugas rumah (PR)

**Pertemuan 8**

**d. Kegiatan pembuka**

- Salam / menyapa siswa
- Mempersiapkan kelas
- Mengecek kehadiran siswa
- Menyampaikan tujuan pembelajaran yang akan dicapai

**e. Kegiatan inti**

- Guru bertanya kepada siswa terkait materi minggu lalu
- Guru menerangkan berbagai kosa kata yang digunakan dalam describing pictures
- Guru memberikan kesempatan kepada siswa untuk mendeskripsikan gambar exercise 1

**f. Kegiatan penutup**

- Menanyakan kesulitan siswa dalam proses belajar mengajar
- Membuat kesimpulan berdasarkan materi pembelajaran
- Memberikan motivasi kepada siswa
- Memberikan tugas rumah (PR)

### Sumber pembelajaran

- Kamus
- Gambar
- Papan tulis

### Penilaian

❖ Teknik :

Aspect	Score	Description
Grammar, generic structures, vocabulary, punctuation.	100	Correct and appropriate
	80	Sometimes not correct enough but not influence the meaning
	70	Not correct enough and influence the meaning
	<60	Incorrect

❖ Bentuk :

❖ Instrument : angket ptk

Makassar,..... 2017

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## Sixth Meeting

### Lesson material

Descriptive text is a text which says what a person or a thing is like. Its purpose is and reveal a particular person, place, or thing.

The purpose of descriptive text is to describe and reveal a particular person, place or things



#### My Favorite Superhero

My favorite superhero is Spiderman. He is a cool superhero. He wears a red and blue costume, with a spider logo on his chest. He is not tall but not short. He is very agile because he has slim body. He releases a spider web from his hands to make him fly through buildings in the city. He can climb a wall like a spider. He loves to help people and fights criminals.

List vocabulary

Cool

Red , blue

Tall

Short

Agile

Slim

fly

climb

love

- Read the text above and answer the questions

#### Questions

1. The text is about....
2. Write the adjective based on the text...
3. What is the characteristic of spiderman...

## Seventh Meeting

Ciri kebahasaan Descriptive Text :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya focus pada satu objek tersebut.

To describe a place or things you can use the following pattern:

**It + is + a + adj + noun**

Example

- It is a nice house
- It is a small garden

### Panda

I went to the zoo yesterday and I see panda for the first time. Panda is the very cute animal I have ever seen. It has little eyes with black spots around them. His body is black and white color. Panda's body is almost looks alike with bear. Panda looks like tame animals but it's actually not. Panda eat bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like panda because they are cute.



### list vocabulary

Zoo                      panda

Cute                      eat

Little

Black

Tame



**Students worksheet**

**Exercise 1**

Make 5 sentence by use **simple present tense**

**Exercise 2**

Teacher give pictures to students and ask them to describe

**Eight Meeting**

**Vocabularies of Describing people**

Beautiful	: cantik	short	: pendek
Big	: besar	slanting	: sipit
Brown	: coklat	slim	: sipit
Curly	: keriting	strong	: kuat
Doctor	: dokter	thin	: kurus
Farmer	: petani		
Fat	: gemuk		
Flight attendant	: pramugari		
Handsome	: ganteng		
Long	: panjang		
Nurse	: perawat		
Pilot	: pilot		
Pointed	: mancung		

1.



Picture 8.21  
a **fat** man



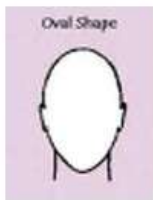
Picture 8.22  
a **slim** woman

2.

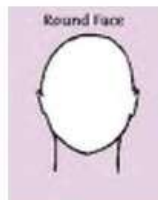


Picture 8.23  
a **tall** man   a **short** woman

3.



Picture 8.24  
an **oval** face



Picture 8.25  
a **round** face

4.



Picture 8.26  
**straight** hair



Picture 8.27  
**curly** hair

5.



Picture 8.28  
**thick** lips



Picture 8.29  
**thin** lips

6.



Picture 8.30  
a **pointed** nose



Picture 8.31  
a **flat** nose

7.



Picture 8.32  
**black** hair



Picture 8.33  
**grey** hair

8.



Picture 8.34  
**round** eyes



Picture 8.35  
a **slanting** eye



## Appendices 2

### INSTRUMENT D TEST

#### **Direction :**

Describe pictures below into one or two paraphrap and practice in front class.



### Appendices 3

#### INSTRUMENT CYCLE I

**Direction :** Choose one of the three pictures below. And describe it into one or two paraphraph...



## Appendices 4

### INSTRUMENT CYCLE 2

#### **Direction :**

1. Every students prepared 1 pictures and describe it .
2. Describe pictures below into one or two paraphrap and practice in front class. ( specially for students not prepared the pictures)



## Appendices 5

### Data Analysis

#### 1. Diagnostic Test (D Test)

##### The score of students' speaking

No	Name	Aspect		Total Score (x)	Classification
		Pronunciation	Vocabulary		
1	S - 1	50	47	48.5	Poor
2	S - 2	52	50	51	Poor
3	S - 3	53	50	51.5	Poor
4	S - 4	50	45	47.5	Poor
5	S - 5	50	45	47.5	Poor
6	S - 6	50	47	48.5	Poor
7	S - 7	45	40	42.5	Poor
8	S - 8	40	40	40	Poor
9	S - 9	45	45	45	Poor
10	S - 10	45	40	42.5	Poor
11	S - 11	47	45	46	Poor
12	S - 12	40	40	40	Poor
13	S - 13	50	51	50.5	Poor
14	S - 14	45	43	44	Poor
15	S - 15	55	52	53.5	Poor
16	S - 16	52	50	51	Poor
17	S - 17	52	50	51	Poor
18	S - 18	50	47	48.5	Poor
19	S - 19	55	56	55.5	Poor
20	S - 20	50	53	51.5	Poor
21	S - 21	54	55	54.5	Poor
22	S - 22	57	60	58.5	Fair
23	S - 23	62	65	63.5	Fair
24	S - 24	50	55	52.5	Poor
25	S - 25	47	50	48.5	Poor
26	S - 26	50	47	48.5	Poor
27	S - 27	45	45	45	Poor
28	S - 28	65	57	66	Good
29	S - 29	72	74	73	Good
30	S - 30	55	54	54.5	Poor
31	S - 31	50	50	50	Poor
32	S - 32	57	58	57.5	Fair

33	S – 33	50	52	51	Poor
34	S – 34	63	69	66	Good
	Total score	1753	1737	1745	
	Mean	51.55	51.08	51.32	

### THE MEAN SCORE FOR DIAGNOSTIC – TEST

#### speaking

a. Pronunciation

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

$$\bar{X} = \frac{1753}{34} = 51.55$$

b. Vocabulary

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

$$\bar{X} = \frac{1737}{34} = 51.08$$

**Note**

X : Mean Score

$\sum x$  : Total Number of Students Score

N : The Number of Students

## 2. Cycle I

### The score of students' speaking

No	Name	Aspect		Total Score (x)	Classification
		Pronunciation	Vocabulary		
1	S – 1	57	58	57.5	Fair
2	S – 2	60	59	59.5	Fair
3	S – 3	62	60	61	Fair
4	S – 4	60	60	60	Fair
5	S – 5	57	58	57.5	Fair
6	S – 6	60	61	60.5	Fair
7	S – 7	55	55	55	Fair
8	S – 8	50	52	51	Fair
9	S – 9	56	59	57.5	Fair
10	S – 10	55	56	55.5	Fair
11	S – 11	57	58	57.5	Fair
12	S – 12	55	50	52.5	Fair
13	S – 13	60	59	59.5	Fair
14	S – 14	57	55	56	Fair
15	S – 15	68	67	67.5	Good
16	S – 16	62	70	66	Good
17	S – 17	64	65	64.5	Fair
18	S – 18	60	58	59	Fair
19	S – 19	64	67	65.5	Fair
20	S – 20	62	65	63.5	Fair
21	S – 21	65	70	67.5	Good
22	S – 22	70	74	72	Good
23	S – 23	72	74	73	Good
24	S – 24	63	70	66.5	Good
25	S – 25	58	66	62	Fair
26	S – 26	62	60	61	Fair
27	S – 27	57	58	57.5	Poor
28	S – 28	73	74	73.5	Good
29	S – 29	80	80	80	Very good
30	S – 30	65	60	62.5	Fair
31	S – 31	64	65	64.5	Fair
32	S – 32	72	70	71	Good
33	S – 33	70	69	69.5	Good
34	S – 34	74	70	72	Good
	Total score	2126	2152	2139	
	Mean	62.52	63.29	62.9	

## THE MEAN SCORE FOR CYCLE I – TEST

### speaking

a. Pronunciation

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

$$\bar{X} = \frac{2126}{34} = 62,52$$

b. Vocabulary

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

$$\bar{X} = \frac{2152}{34} = 63,29$$

**Note**

X : Mean Score

$\sum x$  : Total Number of Students Score

N : The Number of Students

### 3. Cycle II

#### The score of students' speaking

No	Name	Aspect		Total Score (x)	Classification
		Pronunciation	Vocabulary		
1	S – 1	75	75	75	Good
2	S – 2	78	75	76.5	Very good
3	S – 3	79	78	78.5	Very good
4	S – 4	77	78	77.5	Very good
5	S – 5	75	75	75	Good
6	S – 6	75	77	76	Very good
7	S – 7	75	75	75	Good
8	S – 8	74	73	73.5	Good
9	S – 9	76	77	76.5	Very good
10	S – 10	75	75	75	Good
11	S – 11	76	75	75.5	Good
12	S – 12	78	75	76.5	Very good
13	S – 13	76	75	75.5	Good
14	S – 14	75	75	75	Good
15	S – 15	79	78	78.5	Very good
16	S – 16	77	80	78.5	Very good
17	S – 17	77	78	77.5	Very good
18	S – 18	75	75	75	Good
19	S – 19	78	79	78.5	Very good
20	S – 20	79	77	78	Very good
21	S – 21	79	80	79.5	Very good
22	S – 22	80	79	84.5	Very good
23	S – 23	81	80	80.5	Very good
24	S – 24	80	80	80	Very good
25	S – 25	75	77	76	Very good
26	S – 26	75	80	77.5	Very good
27	S – 27	70	70	70	Good
28	S – 28	80	80	80	Very good
29	S – 29	90	95	92.5	Excellent
30	S – 30	75	77	76	Very good
31	S – 31	79	76	77.5	Very good
32	S – 32	81	79	80	Very good
33	S – 33	78	80	79	Very good
34	S – 34	85	85	85	Very good
	Total score	2637	2643	2645	
	Mean	77.55	77.37	77.79	



## THE MEAN SCORE FOR CYCLE II – TEST

### Speaking

a. Pronunciation

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

$$\bar{X} = \frac{2637}{34} = 77,55$$

b. Vocabulary

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

$$\bar{X} = \frac{2643}{34} = 77,73$$

#### Note

X : mean score

$\sum x$  : Total number of students score

N : the number of students

## Appendices 6

### **The Student's Participation**

The Result of Students' Activeness in Cycle I and Cycle II

No	Name	Meetings							
		Cycle I				Cycle II			
		1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
1	S - 1	2	2	2	1	2	3	2	3
2	S - 2	2	2	2	2	2	3	2	3
3	S - 3	3	2	2	2	2	4	2	3
4	S - 4	2	2	2	2	2	3	2	3
5	S - 5	2	2	2	2	2	3	2	3
6	S - 6	2	2	2	2	2	2	2	3
7	S - 7	2	2	2	A	2	2	3	3
8	S - 8	1	2	2	2	2	2	3	3
9	S - 9	2	2	2	2	2	3	2	3
10	S - 10	2	2	2	2	2	3	3	3
11	S - 11	2	2	2	2	2	2	3	3
12	S - 12	2	2	1	2	2	3	2	3
13	S - 13	2	2	2	2	2	3	2	3
14	S - 14	2	A	2	2	2	2	3	3
15	S - 15	2	2	2	2	2	3	2	3
16	S - 16	2	2	2	2	2	3	3	3
17	S - 17	2	2	2	2	2	2	3	3
18	S - 18	2	2	2	2	2	3	3	3
19	S - 19	2	2	2	2	3	2	3	3
20	S - 20	2	2	2	2	3	2	2	3
21	S - 21	2	2	2	2	3	2	2	3
22	S - 22	2	2	2	2	3	3	1	3
23	S - 23	2	2	2	2	3	2	2	3
24	S - 24	2	2	2	2	3	3	2	3
25	S - 25	2	2	2	2	2	I	2	3
26	S - 26	2	2	2	2	2	3	3	3
27	S - 27	1	2	2	2	2	3	2	2
28	S - 28	2	2	2	2	3	3	3	2
29	S - 29	3	3	2	4	4	3	4	3
30	S - 30	2	2	2	1	2	2	3	2
31	S - 31	2	2	2	2	3	3	3	2
32	S - 32	2	2	2	3	3	2	4	3
33	S - 33	2	2	2	2	3	2	2	3

34	S – 34	2	2	2	3	2	3	3	2
	Subject	34	33	34	33	34	33	34	34
	Freq	68	65	67	67	81	87	85	97
	Percentage	50	49.24	49.26	50.57	59.55	65.90	62.5	71.32

NOTE:

4 : Very Active

3 : Active

2 : Fairly Active

1 : Not Active

### PERCENTAGE OF THE OBSERVATION RESULT

$$P = \frac{Fq}{4x N} \times 100$$

Notation :

P : Percentage

Fq : Frequency

N : Total Sample

#### 1. CYCLE I

##### a. The first meeting

$$P = \frac{68}{4x 34} \times 100$$

$$P = 50 \%$$

##### c. The third meeting

$$P = \frac{67}{4x 34} \times 100$$

$$P = 49.26 \%$$

**b. The second meeting**

$$P = \frac{65}{4 \times 33} \times 100$$

$$P = 49.24 \%$$

**d. The fourth meeting**

$$P = \frac{67}{4 \times 33} \times 100$$

$$P = 50.75 \%$$

## 2. CYCLE II

**a. The first meeting**

$$P = \frac{81}{4 \times 34} \times 100$$

$$P = 59.55 \%$$

**c. The third meeting**

$$P = \frac{85}{4 \times 34} \times 100$$

$$P = 62.5 \%$$

**b. The second meeting**

$$P = \frac{87}{4 \times 33} \times 100$$

$$P = 65.90 \%$$

**d. The fourth meeting**

$$P = \frac{97}{4 \times 34} \times 100$$

$$P = 71,32 \%$$



**Appendices 8**

**DOCUMENTATION in TEACHING LEARNING PROCESS at SMA N 11  
ENREKANG**









## **CURRICULUM VITAE**



**SARINA** is the first child from the marriage couple Rimpung and Hawang. She was born in Pakewa, on march 28<sup>th</sup>, 1993. She has one brothers and four sister. She started her study in elementary school in 2001 at SD Kaban, Enrekang regency and graduated in 2006. She continued her study in junior high school at SMP Negeri 7 ALLA, Enrekang regency and graduated in 2009. Then, she continued in senior high school at SMA Muhammadiyah Kalosi, Enrekang regency and graduated in 2012. In the different year (2013), she was accepted as a student of English Education Department, Faculty of Teacher Training and Education at Muhammadiyah University of Makassar.