

**THE INFLUENCE OF USING DESCRIBING PICTURE STRATEGY
TOWARDS STUDENTS' SPEAKING ABILITY AT THE SECOND
SEMESTER OF THE EIGHT GRADE MTs OF HASSANUDIN
TELUK BETUNG IN THE ACADEMIC YEAR 2019/2020**



**(A Thesis)
Submitted as Partial Fulfillment of
the Requirement for S1-Degree**

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ABSTRACT

THE INFLUENCE OF USING DESCRIBING PICTURE STRATEGY TOWARDS STUDENTS' SPEAKING ABILITY AT THE SECOND SEMESTER OF THE EIGHTH GRADE MTs OF HASSANUDIN TELUK BETUNG IN THE ACADEMIC YEAR 2019/2020

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Speaking is one of language skills that should be mastered by the students. It is often considered most difficult skill by the students. This problem was also faced by the students of the eighth grade of MTs Hassanudin Teluk Betung. Some strategies were needed by teacher to overcome that problem. One of the strategies is "Describing Picture Strategy towards students' Speaking ability. The objective of the research to find out a significant effect of using "Describing Picture" strategy in students' speaking ability at the second semester of the eighth grade MTs of Hassanudin Teluk Betung in the academic year of 2019/2020.

The research was used quasi experimental design. The sample of this research was two classes consisting of 30 students for experimental class and 28 students for control class. In the experimental class, the researcher used "Describing Picture Strategy to speaking" strategy and in control class used Dialogue Memorization to teach students. The treatments were held in 3 meetings for each class in which 2x40 minutes. In collecting the data the used instrument in the form oral test. Before giving the treatments, this research gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, this research analyzed the data using SPSS version 16 to compute independent sample-test

After giving the post test, the researcher analyzed the data by using independent sample t-test, it was found out that result of $Sig. (P.value) = 0.002 < \alpha = 0.05$. It means that H_0 is rejected and H_a is accepted. Therefore, there is a significant influence of using Describing Picture towards students' speaking ability of the eighth grade at MTs Hassanudin Teluk Betung in the academic year of 2019/2020

Keywords: Describing picture strategy, Quasi experimental, Speaking ability.



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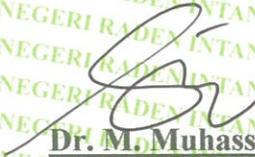
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Hereby, I stated this thesis entitled “The Influence of Using Describing Picture Strategy Towards Students’ Speaking Ability At The Second Semester of The Eighth Grade MTs of Hassanudin Teluk Betung in the academic year 2019/2020” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



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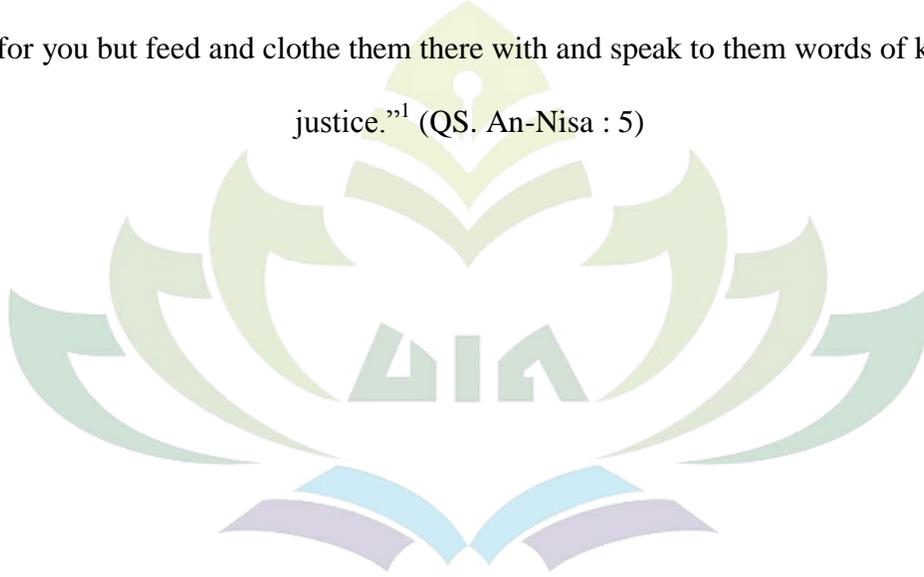
MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَلَا تُؤْتُوا السُّفَهَاءَ أَمْوَالَكُمُ الَّتِي جَعَلَ اللَّهُ لَكُمْ قِيَمًا وَارْزُقُوهُمْ فِيهَا وَاكْسُوهُمْ وَقُولُوا لَهُمْ قَوْلًا مَعْرُوفًا

(in the name of Allah, most gracious, most merciful)

“ To those weak of understanding make not over your property which Allah hath made a means of support for you but feed and clothe them there with and speak to them words of kindness and justice.”¹ (QS. An-Nisa : 5)



¹ Abdullah Yusuf Ali Translation, *The Meaning of Holy Qur'an* (Maryland : Amana Publications, 2001), pp. 184-185

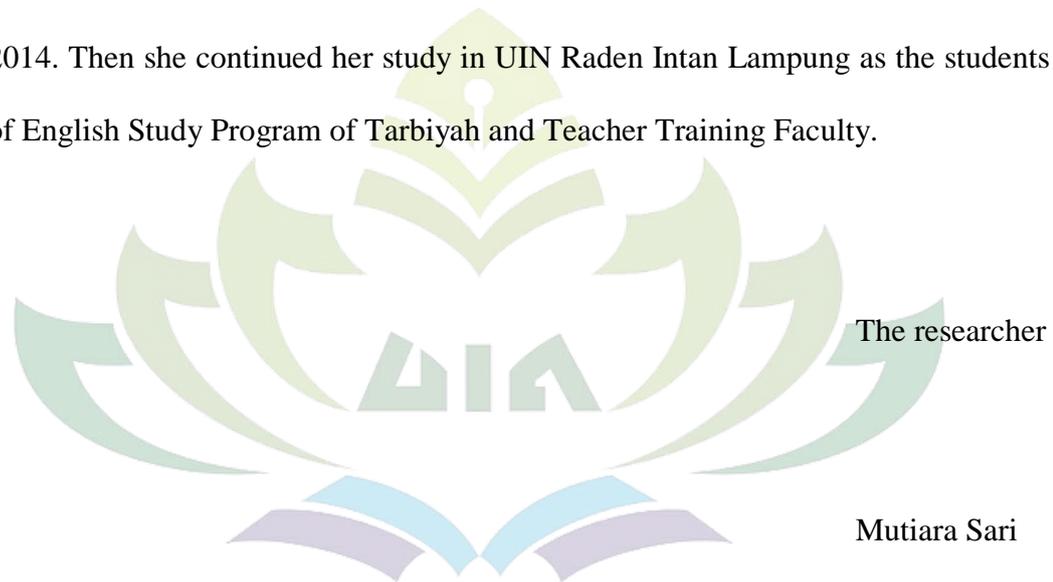
DEDICATION

From the depth of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved Father and Mother, Mr. Jahri Miss. Marzuliana, I cannot say anything because a thousand words nothing means to your kindness, I just can say I really proud of having you as my parents.
2. My beloved brother and sister, Andika Wahyudi, and Titin Sundari who always give me support and motivation.
3. My beloved friends (Fikri Satriawan S.Kom, Elgitha Purnama Sari S.Kom, Negi Setiawati S.Pd, Shelya Athami, S.Pd, Cici Trisnawati S.Pd, Eza Nindia S,Pd) who always support me to finish this thesis.
4. My almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

Mutiara Sari was born in Gedung Sako, Bintuhan, Bengkulu on May 08th, 1996. She is the first children of Mr. Jahri and Miss Marzuliana. She has one sister and one brother Titin Sundari and Andika Wahyudi. She accomplished her formal education Elementary school at SDN 7 Kaur Selatan finished in 2008. After that she continued her school at Junior High School at SMPN 2 Kaur Selatan finished in 2011. After that she continued her school SMAN 1 Kaur Selatan finished in 2014. Then she continued her study in UIN Raden Intan Lampung as the students of English Study Program of Tarbiyah and Teacher Training Faculty.



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Finally, it has to be admitted that nobody is perfect and the research is fully aware that there are still many weakness in this thesis. Therefore, the research sincerely welcomes criticism and suggestion from the readers to enhance the quality of this thesis. Furthermore, the research expects that the thesis is useful for the research particularly and the readers generally, especially for those who are involved in English teaching profession

Bandar Lampung, 2020

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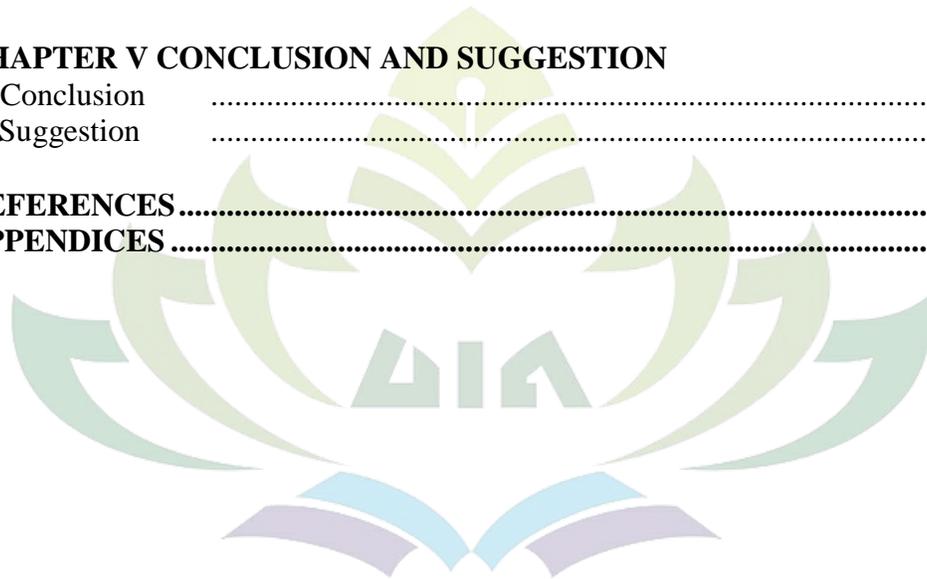
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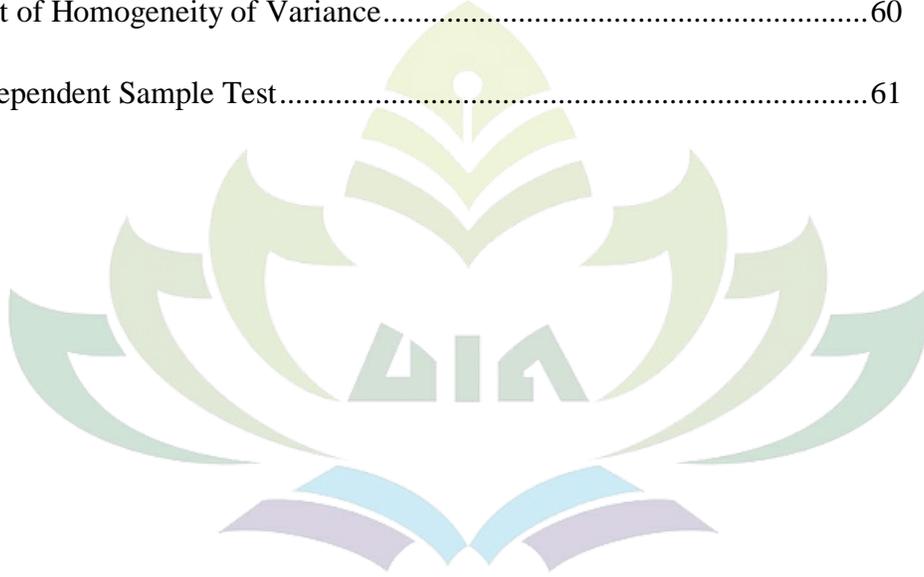
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CHAPTER I INTRODUCTION

A. Background of The Problem

English is considered as a foreign language rather than a second language in Indonesia. The less use in daily conversation as stated by Cahyono & Widiati.¹, is the reason why it runs that way. Differently with its neighbor countries, such as Singapore, Malaysia, and Philippines that English is used in almost every aspect of the people's life. However, at certain levels or circumstances, the language is commonly use. In an academic environment, as example, English is familiar to be used in communication between scholars. There so, the staffs of offices use English by code -mixing and code-switching in Indonesian and English. Based on this background, the field of teaching and learning English is still large to be done in Indonesia.²

As social being, every human certainly needs to interact with others in order to grant their needs. The interaction in this case is the ways human communicate to others. In order to communicate with others, human requires a tool or instrument to convey his/her ideas and intentions to be accepted and understood. The instrument is called a language. Harmer stated that language is

¹ Cahyono & Widiati, U. 2001. *The Teaching of English as a Foreign Language in Indonesia*. Malang: State University of Malang Press

² Satria ,Adi Pradana, *English Education (Jurnal Tadris Bahasa Inggris, Volume. 10,1 (2017) P.1*

used widely for communication between people who do not share the same first (or even second) language.³

It means that language is a tool of communication to express what the thought. It also makes us able and give and receive information. People use language to express their ideas and wishes to other people such as they need others help so that close relation with others can be carried out, that language is the system of communication. Everyone needs language because not only for communication but also for getting science and technology we must obey the rules in order to communicate well and be such communicate to other people. Brown says that language is acquired by all much the same way language and learning language both have universal.⁴

There are many languages in the world. They have different pronunciation, writing and grammar. Although we have different language, it does not mean that people can not communicate and interact each other in the world. It is important to learn English because it is an international language, which is used in many countries over the world and widely used in many sectors such as information, trade, and education. In Indonesia English has an important role especially in education because English as a unifying language that is used to communicate and interact with other countries and it is used to operate the technology that we used

³Jeremy Harmer, *the practice of English Language Teaching*, (4th Ed), (Edinburgh Gate: Longman, 2007), p. 13

⁴H. Douglas Brown, *Principle of language learning and teaching* 5th Ed. White Plains: Longman, 2006, p.17

is using English. Therefore, English is taught as the foreign language in all levels of school and language course.

English has four skills which have the same important part in communication, namely, listening, speaking, reading and writing. Speaking is one important aspects to learning English because it is one of the English skill that mostly become the main purpose why so many people get curious of learning English. Pollard states that speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person, you are communicating with.

Learning speaking at junior high school can be done with many media to help students speaking skill such as : picture, cards, paper sheet, and etc. The teacher chooses describing picture the students will be easy 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.

Considering the above matter, the research is interest in conducting an experiment research on the teaching of speaking in descriptive text using describing picture. In the research the teacher gives some interest and familiar pictures. And the teacher hopes with the picture can improve students speaking

skill. From this technique the teacher wants to know the result of teaching speaking using describing picture strategy especially in speaking skills.⁵

Any learner of a foreign language can confirm how difficult speaking is.⁶ It means that learning to talk in foreign language is difficult, especially speaking English. Based on preliminary research at MTs Hassanudin Teluk Betung, at the eleventh grade, by interviewing Elviyati, S.Pd. As an English teacher over there, she said that the students had difficulties in speaking because they could not speak English well and they had difficulty to pronounce words correctly and the students are asked to memorize the dialogue then they performed it in front of the class, and also the teacher has not taught speaking by using describing picture strategy.⁷

Based on interview between the writer and the students in the eleventh grade of MTs Hassanudin, Teluk Betung, they stated that English is difficult subject, especially about the speaking skill. They also had a little practice in speaking and they were bored to study English because the teacher did not teach by using interesting technique. They spoke just based on the dialogue in the book. It made class unpleasant and less attractive. The students became unmotivated to learn and unable to speak English well.⁸ This factors that makes the teaching learning process become ineffective. Such situation can be avoided by providing the

⁵ Inta Aulia Asfa. 2010. *The Effectiveness Of Using Describing Picture to Improve Students Speaking skill Descriptive text*

⁶ Lucy Pollard, *Guide to Teaching English, The University of London, 2008, p.33*

⁷ Elviyati, *an English teacher at the Eleventh Grade of MTS HASSANUDIN Teluk Betung, An Interview, July, 2nd 2018.*

⁸ Ade and Dina, *The Students at the Eleventh Grade of MTs Hassanudin Teluk Betung an Interview, July 2nd 2018*

students with the better situation. So the students can be actively involved in teaching learning process.

It can be seen from table 1.1 the students have good score in speaking, the teacher about the score taken as the data. The teacher got the data through test of speaking to the students of MTs Hassanudin, Teluk Betung the oral test based on dialogue memorization. The students' score of speaking can be seen in the following table:

TABLE 1
Students' Score of Speaking Ability in Descriptive Text at Eight Grade
Students second semester of MTS HASANUDDIN Teluk Betung in Academic
Year 2019/2020

No.	Class	Score < 70	Score ≥ 70	Number Of Students
1	VIII A	19	11	30
2	VIII B	5	25	30
3	VIII C	21	9	30
4	VIII D	19	10	29
5	VIII E	20	8	28
6	VIII F	26	4	30
	Total	110	67	177
	Percentage	62.2 %	37.8 %	100 %

Source: documentation from English teacher of MTS HASANUDDIN Teluk Betung in academic year 2019/2020

Based on the table above, it can be explain that about 110 or 62.2 % students still get score under 70. Based from interview by teacher if the students get score 70 of minimum in speaking, is filled the criteria of minimum mastery (KKM). It means the students should have score 70 or more.

Furthermore, the teacher should be able to be to create and apply various technique for teaching speaking so that will be effective in order to get good result and to avoid the students' boredom. There are many kinds of technique in teaching speaking. The technique can attract the students' motivation in learning English so that the students feel enjoy and they do not feel bored. For this case, the writer would like to apply using describing picture strategy in increasing speaking because using describe picture will make the students' interested in learning English especially in speaking.

Describing picture strategy is an ideal way of practicing your English speaking in all sorts of fields. Pictures provide serious language practice and can be invaluable in the classroom for stimulating discussion and bringing enormous variety to lesson. They also provide the teacher with a flexible and convenient tool to test many different things in exam.⁹

B. Identification of the problem

Based on of the problems above, it can be identifies some problems as follows

1. The students' speaking ability is very low.
2. Most of students feel shy to practice speak English inside or outside the class.
3. The teaching strategy is appropriate to practice speaking

C. Limitation of the Problem

From the identification of the problem. Focus on the influence of describing picture strategy towards student speaking ability. The object of research

⁹ M. Cristina C.B, *Picture Description Guidelines, Techniques and Exam Tips*.

is at the second semester of eleventh grade MTs Hassanudin, Teluk Betung in the academic year of 2019/2020..

D. Formulation of the Problem

Considering the identification and the limitation of the problem above in this research formulate the problem as follows: is there a significant influence of describing picture strategy towards student speaking ability?

E. Objective of research The objective

The objective of the research is to know whether there is or nor any influence of describing picture strategy towards student speaking ability.

F. Use of Research

The results of this research is expected to:

1. For the writer

It is hoped that the result of the investigation will improve the knowledge about teaching speaking ability.

2. For the Teacher

It is expected that the result of the research can improve the way how they teach.

3. For the Students

It is hope that the students will enjoy following the English class. They will be easy to understand the lesson and memorable. So that, it can be improve their understanding on speaking ability.

G. Scope of the Research

The scope of the research as follows:

1. Research subject

The research subject will be the students at the first semester of the eleventh grade of MTs Hassanudin Teluk Betung.

2. Research Object

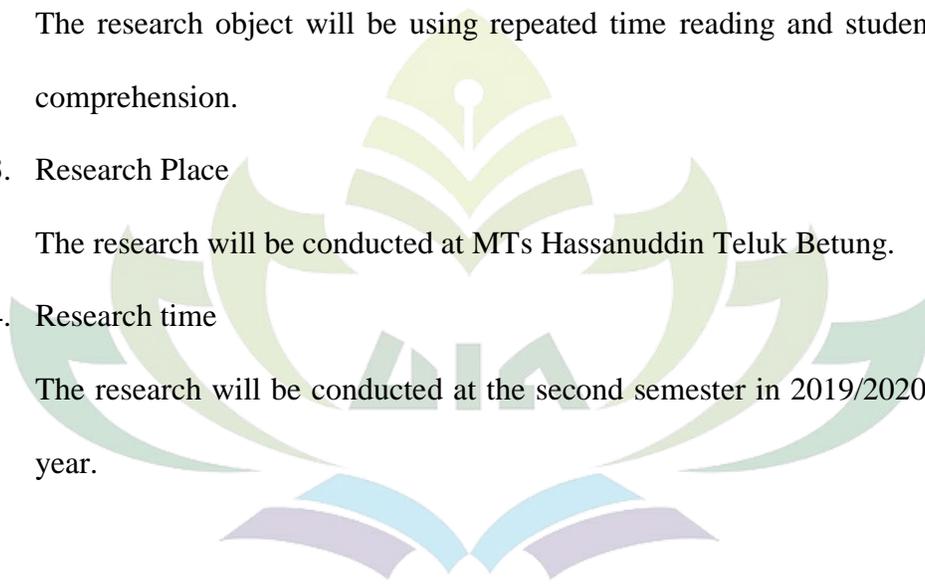
The research object will be using repeated time reading and students reading comprehension.

3. Research Place

The research will be conducted at MTs Hassanuddin Teluk Betung.

4. Research time

The research will be conducted at the second semester in 2019/2020 academic year.



CHAPTER II REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

English is taught since junior high school or even in elementary school. It shows how important English in Indonesia and how much attention is given to English learning. Teaching of English is intended to enable English learners to communication well both in spoken and written language. English is a foreign language that must be taught from junior high school up to senior high school. Harmer states that English is foreign language that is generally taken to apply to the students who are studying general English at school and institute in their own country or as transitory visitor in target language country.¹ English is an international language. In Indonesia, English is a foreign English and English has been a subject of learning in elementary school, junior high school, senior high school, and University level.

At Senior High School level, English is a compulsory subject where the students study four skill in English: listening, speaking, reading in writing. The English subject is one of curricular program that has purposes to develop the students' competence in terms: attitude, knowledge, and skill.²

¹ *Jeremy Harmer, How to Teach Writing, New York: Longman, 2009, p.39*

² *PerMenDikBud No.59 Tahun 2014*

From: [http: hukor. Kemdikbud. Go.id/asbodoku/media/peruu/permen_tahun2014_ nomor059](http://hukor.kemdikbud.go.id/asbodoku/media/peruu/permen_tahun2014_nomor059). Zip accessed on March, 9th 2014

It is hope that students have knowledge of English that can be used for communication. Learning English as a foreign language is not so difficult if the learners do a lot of practice and are exposed to situation that contents English elements in it. The students should practice their English regularly both inside and outside the classroom.

Crystal stated “If English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language, but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort. ³It means that teaching English as a foreign language is not easy because the students do not use English for daily communication. The students just use English when they have English class. Therefore, all activity in the classroom should give motivation. For the students to study English variations of methods so that the students will get enjoyable situation and good learning in teaching process.

Based on the explanation above, that English is the first foreign language that must be taught in Indonesia. It can be used for communication with other people from different countries in the world. English as a foreign language should be learned by the students, in order to develop the quality of human resources which are conveyed from our country through English.

³ David Crystal, *English as a Global Language* (2nd Ed.), Cambridge, Cambridge University Press, 2003, p.3

2. Concept of Speaking

Speaking is one of the four basic skills in learning foreign language besides listening, reading, and writing. It has been taught since the students in elementary school; however it is not easy for students to communicate in English. They have to think more often when speaking English Cameroon states that speaking is the active use of language to express meanings so that other people can make sense of them.⁴

McKay states that when people speak, it is not case that they simply open their mouth and speak the words and sentences. When people speak, they are doing so in a cultural content, they speak to another person or persons (perhaps friend, a teacher or a tester) who bring with them a relative degree of status and power and they are doing so in order to meet the purpose required of the interaction, which may be a conversation, or a task that needed completing.⁵ It means that the people must know the topic, the extend it by speaking and the purpose is where the speakers can get intention of the speaking.

Pollard states that speaking is one of the most difficult aspect for students to master. This is hardly surprising when one considers everything that is involved speaking ideas, what to say, language how to use grammar and vocabulary, pronunciation as well as listening to reacting to the person

⁴ Lynne Cameron, *Teaching Language to Young Learner*, Cambridge, University Press, 2001, p.40

⁵ Penny McKay, *Assessing Young Language Learners*, Cambridge, Cambridge University Press, 2006, p.179

you are communicating with any learner of a foreign language can confirm how difficult speaking is.

It is important to give students as many opportunities as possible to speak in a supportive environment. Gaining confidence will help students speak more easily. You can achieve this by:

- a. Setting controlled speaking task and moving gradually towards freer speaking tasks.
- b. Setting task that are at the right level for students or at level lower than their receptive skills.
- c. Setting tasks that are easily achievable and gradually moving towards more challenging tasks.
- d. Praising students' efforts.
- e. Using error correction sensitively.
- f. Creating an atmosphere where students don't laugh at other people's efforts.⁶

Based on the explanation above, we know that setting task very well can help the students to speak English more easily and the tasks that we used should have good assessment too. The writer concludes that speaking is that speaking is a form of communication to extend a certain aim from person to person to others. Speaking is also one of important learning to improve the students' ability by practicing for communication verbally. The

⁶ *Lucy Pollard, Op, Cit. p. 33*

students must be active to communicate by using English so that they can improve their speaking ability very well.

3. Concept of Speaking Ability

There is a skill in English learning that must be mastered, it is speaking skill because speaking is used to communicate and to express someone feelings orally the students should have habitation to practice it. Line states that when children. Begin speaking, the experiment and play with the utterance that are made to form words and phrases as bye-bye, or go bye-bye. As they grow, children integrate these words and structures into their real and imaginary play.⁷ It means that speaking ability can develop as they grow. The students is senior high school can improve their words for speaking than the students in junior and elementary school. It can happen because the students in senior high school have more time to study about speaking. They have also many opportunities to increase their speaking ability but in reality, the students are still difficult to increase their speaking ability.

Speaking ability is not only based on the time where the students have studied about speaking for long time but also it is based on their habitation to speak English. They must practice in their daily activities because speaking ability is verbal intelligence. This is supported by Broughton, et. al. who states that it is important that a students should be

⁷Caroline T. Linse, *Practical English Language Teaching: Young Learner*, New York, McGraw-Hill, 2005, p. 46

able to produce naturally the language which has been presented to him and which he has practiced in various more or less controlled situations.⁸

Speaking ability cannot be assessed by time. Sari Luoma states that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Assessing speaking is challenging, however, because there are so many factors that influence our impression of how well someone can speak a language, and because we expect test scores to be accurate, just and appropriate for our purpose.⁹

4. Elements Of Speaking

Heaton states that speaking is a complex skill requiring the simultaneous use of a number of different abilities, which often develop at different rates. There are five components generally recognized in analyzing the speech process, these are:

a. Pronunciation

Pronunciation (including the segmental features—vowels and consonants, the stress and intonation patterns), if students want to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connection to speech. The speaker must be able to articulate the words, and create the physical sounds that carry meaning. At the level of word pronunciation, second language learners

⁸Geoffrey Broughton, *et. al.*, *Op. Cit.*, p. 82

⁹Sari Luoma, *Assessing Speaking*, Cambridge, Cambridge University Press, 2004, p. 1

regularly have problems distinguishing between sounds in the language that do exist in language they already know.

b. Grammar

It is no obvious that in order be able speak foreign language, it is necessary to know a certain amount of grammar and vocabulary. Grammar is the sounds patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences.

Therefore, grammar is very important in speaking because if the speakers do not mastering grammar structure, the cannot speak English well.

c. Vocabulary

As we know, vocabulary is a basic elements language. Vocabulary is as single words, set phrases, variable phrases, phrasal verbs, idioms. It is clear that limited vocabulary mastery makes conversation virtually impossible.

d. Fluency

Is simple terms, fluency is the ability to talk without too much stopping or hesitating. Fluency can be thought of as ‘the ability to keep going when speaking spontaneously. When speaking fluently students should be able to get the message across with whatever resources and abilities they have get, regardless of grammatical and other mistakes.

e. **Comprehension**

The last speaking element is comprehension. Comprehension is discussed by both speakers because comprehension can make people get information that they want. Comprehension is defined as the ability to understand something by reasonable comprehension of the subject or subject or as the knowledge of what a situation is really like.¹⁰

Based on the explanation above, the writer concludes that the speaking ability is verbal intelligence in producing language naturally to achieve the communicative competence which that competence can be measured by five criteria ;pronunciation, grammar, vocabulary, fluency, and comprehension.

5. Concept of Teaching Speaking

There are so many ways in teaching speaking that most of teachers of English having some ways in teaching learning speaking. The teacher has responsibility to make their teaching successful. The teachers of English also should apply various interesting technique that can attract student motivation in learning English so that the students enjoy in learning English to speak English as soon as possible so as you learn you practice and practice verbally. In learning speaking English students will also automatically learn to words and the sentences of language of language spontaneously in speaking.

¹⁰ J.B Heaton, *English Language Test*, (New York : New York Inc,1990), p. 45

There are many speaking activities. The teacher will not be monotonous when teacher the students in the classroom. It is not good if the teacher only asks the students to note the material very much without practice it. There are some activities that can be done in learning process by Harmer. These are especially for speaking activities:

a. Information gaps

One type of speaking activity involves the so-called ‘information gap’ where two speakers have different parts of information making up a whole. Because they have different information, there is a ‘gap’ between them.

b. Surveys

One way of provoking conversation and opinion exchange is to get students to conduct questionnaires and surveys. If the students plan these questionnaires themselves, the activity becomes even more useful.

c. Discussion

Must teacher hope that they will be able to organize discussion session in their classroom, particularly if the exchange of opinions provokes spontaneous fluent language use. Many find, however, that discussion sessions are less successful than they had hoped.

d. Role-Play

Role- play activities are those where students are asked to imagine that they are in difficult situations and act accordingly.¹¹

¹¹ Jeremy Harmer, *How to Teach English* Edinburgh, Longman, 1998, p. 88-92

6. The Goal of Speaking

Fluency and confidence are the important goals in the speaking. From the statement above, it means that speaking exercises students to have fluency and confidence to communicate with others. Fluency is expected to be accurate in order to the listener easy to get the point of message. The goal of teaching speaking is to encourage students to develop ability to communicate and interact with others, to develop fluency and natural in expression and to have bravery share their ideas, feeling and opinion to other people. Basically the goal of speaking is communicate, Speech has three general goals: “to inform, to entertain and to persuade”.

7. Kinds of Speaking Classroom Activity

Speaking is an oral communication. It is a process in which someone uses spoken words to express feelings, ideas, opinions and information to another person. When students learn a language, they must practice speaking. There are many activities may be useful for students to improve their speaking ability as follow:

a. Communication games

Games which are designed to provoke communication between students frequently depend on an information gap so that one students has to talk to a partner in order to solve a puzzle draw and picture, describe and arrange to find similarities and differences between pictures. ¹²Speaking activities based on games are useful way of giving

¹²Loc. Cit. p.271

students valuable practices. Games-based activities can involve practice of oral strategies such as describing, predicting, simplifying, asking for feedback through activities such as filling questionnaires and guessing unknown information.

b. Acting from script

This activity encourages students to act out scenes from plays or their course books, sometimes filming the result. Students will often act out dialogues they have written themselves.

8. Concept of Describing Picture Strategy

a. Definition of Strategy

The word strategy comes from the ancient Greek word “strategia”, which means steps or actions taken for the purpose of winning a war. The warlike meaning of strategia has fortunately fallen away, but the control and goal directedness remain in the modern version of the word.¹³

According to Alfred D. Chandler strategy is the determination of the long-run goals and objectives of an enterprise and the adoption of course of action and the allocation of resource necessary for carrying out these goals’.¹⁴

Strategy have been world wide issues in English language teaching and have drawn considerable attention from scholars in the last few decades. It is proven by dozens of studies which have been carried out to get deep insight into many aspect of learning strategies, particularly when come up

¹³ Rebecca L. Oxford, Ph. D, *Language Learning Styles and Overview*, Oxford, GALA 2003,

with a questionnaire to assess language learning strategies called. Strategy Inventory for Language Learning(SILL).¹⁵

b. Definition of Describing Picture Strategy

According to Hornby in “Oxford Advance Learner’s Dictionary”, picture is painting or drawing etc. That show a scene, a person or a thing.

A picture is a delimited surface with markings on it that represent, to bring clearly before the mind¹⁶

An important accuracy strategy that good readers use to help gain meaning from text is use the picture. Picture help to confirm that the words being read make sense. Illustrations can provide hints to help children prepare for others strategies they use as they become more develop readers. Many times beginning readers fell they are “cheating “ when they look as the pictures. It is important to model the effectiveness of using picture to help decode words and to gain means so children feel comfortable using this strategies and know it is “okay” to use the picture when reading¹⁷.

Describing Picture strategy is one of activity in teaching speaking English. In this activity, students must describe pictures in front of the class. Every student get one picture and must describe it. The purposes of

¹⁵ Junaidi Mistar, Atik Umanah, *Strategy of Learning Speaking Skill by Indonesian Learning of English and Their Contributions to Speaking Proficiency. Universitas Islam Malang (Journal)*, p. 204

¹⁶ Margaret A, Hage, *Picture Perception: Towards A Theorical Model*, Boston University, 1974. P471

¹⁷ Allison Behne , *Paper Pipeline, Café Book*, written by Gail Boushey & Jodin Moser

this activity are to train students' imagination and retell story in speaking English.¹⁸

This research is about Describing Picture strategy are one of the visual aids that can be use in teaching speaking. It makes something more interesting for the students. It also can be use in create situation for speaking classes more clearly. Picture as aid are clearly in dispensable for language teacher since they can be use in so many ways. The teacher can teach vocabulary easily through pictures it means blackboard draw, wall picture, chart and flashcard.

9. Procedure of Teaching Speaking Use Describing Picture Strategy

The Procedure of Classroom application of Describing Picture Strategy according to Ismail as follows:

1. The teacher prepares picture according to the topic or material subject.
2. The teacher asks students to examined the picture accuracy.
3. The teacher divides students in groups.
4. The teacher asks all students to write the vocabulary based on the result of their examined the picture.
5. Then, every students make sentences and writes on the black board.
6. After that, every students describe their picture by speaking in front of the class.

¹⁸ M. Solahudin, Kiat-Kiat Praktis Belajar Speaking, (Jogjakarta: Diva Press,2009). P.66

7. Clarification /conclusion/teacher reflection.

To be success in teaching by using describing picture strategy, some preparations and procedure are needed to give regulations to the students, so that the students can understand the activity's rule. Preparations and procedures that are used in describing picture as follows:

1. Preparation

The writer must prepare material that is used in describing picture strategy. The preparation are: select the material from magazine, internet, books, any picture which show a number of different objects, the objects should be clear in shape. It is amusing if the objects are bizarre in some ways.

2. Procedures

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

- a) Let the class work in pairs.
- b) Give each pair two different picture. Tell them not to look at each other picture.
- c) Ask A to describe his or her picture, and ask B draw it. Ask B to do the same as what A does after B has finished drawing.

d) Ask them to compare their picture with the original.

The preparation and procedures of describing picture strategy can create students being more active and there is no bored in the class. Based on the preparation and procedures, describing picture strategy is one of the useful and successful strategy for improving students' speaking ability.¹⁹

10. Teaching Speaking By Using Describing Picture Strategy

Speaking English well is very important in order to communicate with others. Speaking is an important factor in all language. The students must continually learn how to say and speak as they practice the sound system. In addition the use of native language must be minimalized in the classroom.

One of describe picture in teaching speaking English is describing picture. This strategy is very effective and interested because the students is challenged to describe something to another learner, by speaking or writing, so well that the other learner can do something for example identify the meaning. The learner may describe something objectively or subjectively.

The teacher can use describing picture strategy in teaching learning process, in order to make the teaching learning process run well the teacher should prepare the material that would be used. In this case the material would be related to the students' condition at senior high school level.

¹⁹ Ismail the procedure of classroom application of Describing picture strategy 2008

11. The Advantages and Disadvantages of Using Describing Picture Strategy In Teaching Speaking.

a. The Advantages Of Using Describing Picture Strategy in Teaching Speaking

The advantages are that they are easily available and easy to use. They are low-cost and can be store and reuse. Picture can arouse interest and imagination. They provide a common experience for the audience to stimulate imagination and start a discussion²⁰

The following are advantages of picture in class speaking

- **Availability:** Pictures are inexpensive and easy to get-teachers can prepare cut from magazine, copies of picture in books, calendar posters, and etc.
- **Interest:** Personal Pictures of the learners or of the teacher even better increase interest by the learners. They like talking about themselves and get to know personal information of other people.
- **Reaction:** David A. Hill (1990:1) claims also that well-chosen visuals evoke an immediate response from learners in any class “a personal reaction which is the vital seed of all meaning full language-learning”.
- **Diversity:** There is a wide spectrum of pictures-different types and formats, also the subject matters differs. What is more, learners usually cannot anticipate what will be the task.

²⁰ S. Ganguly, Communication Media System and Strategy, 145

- **Wide usage:** Pictures can be use for various focuses on the language and from various aspects: discussion, essays, grammar, practice, vocabulary, etc.,.)
- **Stimulus :** They function as a stimulus (for writing speaking, reading, listening exercises).
- **Integrating subject:** There is usually more than one topic the picture relates to, which is an advantage mainly for primary school pupils.
- **Experience:** Even when students do not travel to ESC, the culture awareness help them understand film, books, etc. from ESC, while learning a language, learners encounter the target culture and are able to realize the differences between own and the target culture²¹

b. The Disadvantages of Using Describing Picture Strategy in Teaching Speaking

The disadvantages are that all details may not be discernible to the viewer in a single picture and some ideas are too big for a single picture²² Another Disadvantages :

- **Demanding preparation:** Preparation of the activities is time-consuming for the teacher (searching for appropriate picture. Cutting, etc.)

²¹ Karolina Peskova, *Teaching about English Speaking COUNTRIES Through Pictures*, Masaryk University in BRNO, Departemen of English Language and Literatur, 2008, p.20

²² S. Ganguly, *Communication Media System*

- **Insufficient knowledge of vocabulary:** if learners do not have sufficient knowledge of vocabulary, assistance of the teacher is often necessary. The most rapid method is handing out a ready-made vocabulary sheet as the picture is introduced. Write down only words the students do not already know, which becomes more efficient. But the quantity of vocabulary should not be overwhelming, which could deprive students. The reason might be adapted according to Harmer (1998:121) : learners share the same language, they feel less “exposed” and it is much easy.
- **Inappropriate level:** the teacher may not predict the performance of the learners. If the activities are too demand or do not correspond with the English level of the learners, they make the learners lose their interest.
- **Individual Differences:** As Rivers and Temperley (1978: 60) claim there are individual differences among the learners. Therefore, teacher have to choose the right activity according to their student. Every students have different personality, concerning the instruction and the procedure of the activities, the behavior and reflections of students will vary individually. The solution is to have a wide choice of activity options varying in time, picture type, purpose, language focus, etc.²³

²³ Karolina Pesvoka *Teaching About English Speaking Countries Through Picture*, Masaryk University in BRNO, Departemen of English Language and Literature, 2008, p. 21

12. Concept Of Dialogue Memorization

There are many activities that can be done and teaching speaking. All activities are hoped be able to help the students in improving their ability especially for speaking. According to Richards, Platt, and Platt, in Duong Thi Hoang Oanh and Nguyen Thu Hien “memorizing is the process establishing information in memory. The term ‘memorizing’ usually refers to the conscious processes.” It means the learner’s dictionary use memorization consciously and they think about the process of memorizations when they are applying it.²⁴ Then another explanation can be found in the oxford advanced learner’s dictionary in Duong Thi Hoang Oanh and Nguyen Thu Hien that “memorizing is to learn something carefully, so that you can remember it exactly.”²⁵

Larsen-Freeman says that dialogue memorizing is short conversation between two people, often used begin a new lesson. Students memorize the dialogue through to mimicry; students usually take the role of one person in the dialogue, and the teacher the other.²⁶

Dialogue memorization means that the students are given a short dialogue to memorize then they must use mimicry and apply role playing to present the dialogue. The example of the dialogue must be included in the materials section. Experiment with language and non-verbal elements (eg. Gesture). To achieve an effect for a particular purpose and audience.

²⁴ Duong Thi Hoang Oanh and Nguyen Thu Hien: TESL-EJ (Memorization and EFL Students’ Strategies at University Level in Vietnam). Volume 10. No 2. September 2006

²⁵ Ibid

²⁶ Diane-Larsen-Freeman: Loc. Cit

In memorizing dialogue, the students are also guided in pronunciation. The practicing of dialogue memorizing is given by the teacher with the objective to improve the speaking skill of the second grade students. The students are given a dialogue to be memorize and will be practice in pairs.

Dialogue memorization is kind of technique that is appropriate to be use in speaking activity which uses short dialogue to be memorize their partner's line, and each pairs might perform the dialogue.

It means that the students will be drilled to pronounce the dialog very well which it can be guided by the teacher, after that the students must be able to memorize the dialog and practice the dialog fluently.

Based on explanation above, the research conclude that dialogue memorization is a kind in teaching speaking that drills the students to be able to speak English fluently by memorization.

The Advantages and Disadvantages Using Dialogue Memorization in Speaking Class

The advantages:

- a) The students gets other view and not to defend their view
- b) It helps the students practice in speech, pronunciation intonation, stress, and also improves vocabulary.
- c) It brings people naturally sit down together and talk about important issues.²⁷

²⁷ Haryati, Debate and Dialogue to Improve Speaking Skill

Hopefully the dialog process will make the students' to absorb vocabulary easily in every conversation which they speak.

Moreover, it also can train the student's to communicate naturally.

The disadvantages:

- a) Dialog is not problem-solving process directly.
- b) Too much dialog can make confused, other people because sometime the dialog can run short or long.
- c) It can throw off readers because they don't yet understand why they should care.²⁸

When the students are doing the dialogue memorization, they should lower of the noisy voice attention to the performance in front of the class. It will make the class conductively and the classroom activities will run well. Therefore, the students also should choose the simple dialog in order to make them understanding easily the content of the dialog.

The Procedures of Using Dialogue Memorization in Teaching Speaking

There is a dialog memorization that is still used by the English teacher to teach the students in speaking activity. Here is the procedure of teaching speaking through Dialog Memorization:

1. Firstly, the teacher explains about description material and introduces about the Dialogue Memorization technique.

²⁸ Ibid., p.24

2. Secondly, the students first hear a model dialog (either read by the teacher or on tape) after that the students take role of one person in the dialog, and the teacher the other. The teacher pays attention to pronoun, intonation, and fluency. Correction of mistakes of pronunciation or grammar is direct and immediate.
3. Thirdly switch roles and memorize to other person's part. The dialog is memorized gradually, line by line.
4. Then, the dialog read aloud in chorus, one half saying one speaker's part and the other half responding. The students do not consult their book through tout this phase.
5. Next, this acted out by the students. The students may make dialog in pair and the students perform the dialogue for the rest of the class.
6. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out. It may be the next performance and the teacher gives evaluation about the student's performance²⁹

Based on those procedures, the research conclude that by using dialogue memorization, the students can develop their fluency because the practice the dialog repeatedly. The students can be more fluent in speaking but it is just for dialog that the students have memorize.

²⁹ Jack C. Richard and Theodore S. Rodgers, *Approaches and Method in Language Teaching* (Second Edition), Cambridge, Cambridge University Press, 2001, pp. 64-65

B. Frame of Thinking

Speaking ability is not measured by the students' intelligence to memorize many dialogues than practice the dialogues. Speaking ability is verbal intelligence and it is not memorization intelligence. In reality, the students feel difficult to take communication without text. It can happen because the students are not confident with their ability, and this activity cannot motivate and stimulated them to speak English. In this case, the teacher can use communication game for teaching speaking. The communication describe, the activity of Describe can help to develop students' speaking ability where the students have to talk to give information to other based on the words given, and the other students can identify what the students has been described.

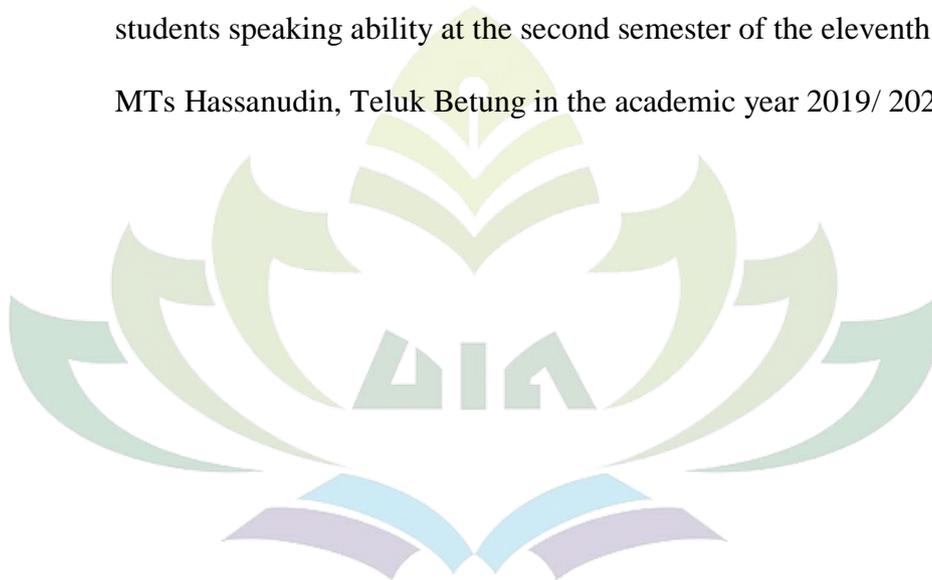
Based on description above, the writer assumes that describe and identify game for teaching speaking can help the students be freer to express their idea orally. Describe has high motivation where the students is challenged to describe something to another learners by speaking, the students must create good communication so that the other learners can identify the meaning of it. Therefore, describe picture can give influence towards the students speaking ability.

C. Hypothesis

Based on the frame of thinking above, the writer made the hypothesis as follows:

H_0 : There is no significant influence of using Describe picture towards students' speaking ability at the second semester of the eleventh grade of Mts Hassanudin, Teluk Betung in the academic year 2019/2020.

H_a : There is significant influence of using describe picture towards students speaking ability at the second semester of the eleventh grade of MTs Hassanudin, Teluk Betung in the academic year 2019/ 2020.



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