

ABSTRACT

Amalia, Linda Rizka.2016.THE IMPLEMENTATION OF DESCRIBING PICTURE STRATEGY IN TEACHING SPEAKING TO THE EIGHTH GRADE OF SMPN 5 PONOROGO IN ACADEMIC YEAR 2015/2016. English Education Department, STAIN Ponorogo Advisor Dra. Aries Fitriani, M.Pd.

Key words: Speaking ability, Teaching Speaking, Describing Picture Strategy.

English has become the primary language of communication. It is spoken by million of people all over the world. English has become the dominant language in many fields of activity. Considering that English is important, it is needed to increase teaching and learning in English. Speaking is one of the four basic skills of language should be learnt and mastered by the students. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Statements of the problem in this study are (1) How the steps implementation of Describing Picture Strategy in teaching speaking to the eighth grade of SMPN 5 Ponorogo in academic year 2015/2016? (2) How are the impacts of describing picture strategy in teaching speaking to the eighth grade of SMPN 5 Ponorogo in academic year 2015/2016?

This study took the eighth grade students of SMPN 5 in academic year 2015/2016 as the subject of the study. This study was qualitative. The data were collected by applying observation during implementation of Describing Picture Strategy in teaching speaking and interview by verbal communication with the English teacher and students of SMPN 5 Ponorogo to get the data analysis and the data were presented through a descriptive qualitative.

The implementation of Describing Picture Strategy in teaching speaking were implemented through some steps; (1) The teacher presented and explained the material by using the media projector to support the students understanding of the material. (2)After that the teacher asked the students to read loud the text based on the material with correct pronunciation.(3) Next, the students do in pairs to discuss the material, then the teacher gave assessment to arranged the pictures to be good story.(4) The last, the students memorized the story and from every group presented the result of discussion in front of class. Also were any impact of Describing Picture Strategy, the positive impact made students having fluency, active in speaking during learning process, confident in speaking and more understand to the material and problem they had and the negative impact faced by teacher in implementing Describing Picture Strategy such as noisy in the class, lack of classroom control. Beside that students had low motivation in speaking English. While for students, they had problems on some points such as : they are not confident to speak English and they had very limited vocabulary .

CHAPTER 1

INTRODUCTION

A. Background of Study

English has become the primary language of communication. It is spoken by million of people all over the world. English has become the dominant language in many fields of activity such as industry, military, business, tourism, transportation, sports, international relation etc.

In indonesia, English is adopted as the foreign language. It is included in curriculum education that every school runs. It becomes a local content in Elementary School, a compulsory subject in Junior and Senior High School and a complementary subject of the higher education institution. This is because of the situation we are facing now, globalization era, which is very competitive. In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Listening and reading skills are regarded as receptive skills while speaking and writing skills are considered to be productive skills.¹⁹

The four skills are all important. However, of all the four skills, speaking seems intuitively the most important.²⁰ The succes is measured in terms of the ability to carry out conversation in speaking language in an interactive process of conctructing meaning that involves producting, receiving, and processing infor mation. Speaking is very important because by mastering speaking skills, people

¹⁹ Jeremy Harmer, *The Practice of English Language*, (New York: Longman, 1989), p.16

²⁰ Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 1996), p.120

can carry out conversation with others, give the ideas and exchange the information with others.

In speaking, students should master the elements of speaking, such as vocabularies, pronunciation, grammar, and fluency. As a researcher in school, many students has lack vocabularies and grammatical structure, and they find difficulty in speaking. This problem also appears to the students of SMPN 5 Ponorogo.

In fact, most of the second year students of SMPN 5 Ponorogo find difficulties in speaking. It caused by some factors. Most of the students are too shy and afraid to take a part in the conversation. In the other words, the students are having problem with their confidence. Most of the students are still in speaking, they just speak when the teacher ask them. The students are not enthusiastic and not courage enough to involve in the speaking learning process. Therefore, they need an attractive technique to stimulate them to speak English. Less vocabulary in speaking English.²¹

It can be understand that most of the students were still difficulty to achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) for English subject, which was determined by school that is 65 (sixtyfive).

Those cases are quite problematical and the teacher considers that it is necessary to find out an alternative way to create suitable and interesting technique related to students' condition. Therefore the teacher of SMPN 5 Ponorogo often use describing picture to teach speaking ability.

²¹ Mrs. Nety, Pre Research, English Teacher of SMPN 5 Ponorogo.

They were enthusiastic and encouraged to learn English speaking. The students are more interesting, and for the need of research, the writer chooses SMPN 5 Ponorogo because many students of SMPN 5 Ponorogo not confident to speak English. The students of eighth grade junior high school SMPN 5 Ponorogo also poor in speaking skill, because their lack of vocabulary, rarely practiced in daily conversation, in addition to professional teacher in the learning process, SMPN 5 Ponorogo also very disciplined in a variety of things. There is a special day for all teachers and students in SMPN 5 Ponorogo using the English language. Orderliness school hour 6.45 already exists in the class and follow spiritual spray ect. The writer choosen the VIII class because this class is more passive than the other class. To solve the students' problems in speaking, the teacher used describing picture strategy in eighth grade of SMPN 5 Ponorogo.

Describing picture is an ideal way of practising 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 lessons. They also provide the teacher with a flexible and convenient tool to test many different things in exams.²²

The various pictures are good media to help students learn speaking easily and fun, subconsciously, they are learning while presenting the pictures. This statement is definitely suitable with the theories from Brown who state that media establishes condition which enable the learners to acquire knowledge, skills, and

²² M. Cristina C.B, Picture Description Guidelines, Techniques and Exam Tips.

attitude. Media are tools or the physical things used by teacher to facilitate the instruction²³

From the description above, the researcher is interested to conduct a research entitle “**THE IMPLEMENTATION OF DESCRIBING PICTURE STRATEGY IN TEACHING SPEAKING TO THE EIGHTH GRADE OF SMPN 5 PONOROGO IN ACADEMIC YEAR 2015/2016**”.

B. Research Focus

To avoid a farther discussion, this study focuses on the use of describing picture strategy in teaching speaking for eighth grade of SMPN 5 Ponorogo in academic year 2015/2016.

C. Statement of the Problem

1. How the steps implementation of describing picture strategy in teaching speaking for eighth grade of SMPN 5 Ponorogo in academic year 2015/2016 ?
2. How are the impacts of describing picture strategy in teaching speaking for eighth grade of SMPN 5 Ponorogo in academic year 2015/2016?

²³ H.D. Brown. Principles of Language Learning and Teaching Fourth Edition.(San Francisco: Addison Wesley Longman Inc, 2000)

D. Objective of the Study

1. To describe how describing picture strategy can improve students' speaking ability for eighth grade of SMPN 5 Ponorogo in academic year 2015/2016.
2. To describe the impacts of describing picture strategy to improve students' speaking ability for eighth grade of SMPN 5 Ponorogo in academic year 2015/2016.

E. Significance of the Study

1. Theoretically

This research to find, the teaching effectively by the implementation of Describing Picture Strategy in improving students' speaking ability for eighth grade of SMPN 5 Ponorogo in academic year 2015/2016.

2. Practically

- a. For English teachers

This study is expected to give solution in increasing the student's speaking skill and solving the student's difficulty in the speaking.

- b. For students

This study is expected to give the students an awareness of increasing their speaking ability, particularly the eighth grade of SMPN 5 Ponorogo.

- c. For researcher

Obtain the information about the implementation of describing picture strategy in improving students' speaking ability to the eighth grade of SMPN 5 Ponorogo in academic year 2015/2016

F. Research Methodology

1. Research Approach

in this study is qualitative approach, qualitative is empirical research where the data are not in the form of numbers. (Punch, 1998: 4) ²⁴namely the research procedures which produce descriptive data in the form of words written or spoken about people and behaviors that can be observed.

2. Research Location

This research takes place in SMPN 5 Ponorogo. It located at Jl.Dr. Soetomo no. 11, Ponorogo. The researcher takes the school as the place of the study for some reason :

- Describing picture strategy has been applied in this school, particularly in teaching English.

3. Data Source

Data source in this research is using social situation. In this social situation, the researcher looked for the information from the primary and secondary resource. Primary data is most generally understood as data gathered from the information source and which has not undergone analysis before being included in the needs assessment²⁵. In this research the primary resources were eighth grade of SMPN 5 Ponorogo, English

²⁴ Cristina Hughes, Departement of Sociology, Qualitative and Quantitative Approach to Social Research

²⁵ An Introductory Brief, Qualitative and Quantitative Research Techniques for Humanitarian Needs Assessment, Acaps Better Assessment Better Aid, may 2012, p.3

teacher, some of the students in eighth grade of SMPN 5 Ponorogo, and the process of the implementation of Describing Picture Strategy in improving students' speaking ability.

Further secondary data is information which has typically been collected by researcher not involved in the current assessment and has undergone at least one layer of analysis prior to inclusion in the needs assessment²⁶. In this research the secondary data was from documentation which got from school administration that consist of written data and photos.

4. Technique of Data Collection

In this research, the researcher applies observation, interview, and documentation.

a. Observation

The researcher applies observation as a technique for collecting data. Observing and measuring the world around you, including observations of people and other measurable.²⁷

Dr. Khalifa Elmusharaf said that observation is a technique that involves systematically selecting, watching and recording behavior and characteristics of living beings, objects or phenomena.²⁸

²⁶ Ibid

²⁷ Dana lynn driscoll, introduction to primary research: observation, survey, and interview, (Library of Congress Cataloging-in-Publication Data, 2011), 154

²⁸ Dr. Khalifa Elmusharaf, Qualitative Data Collection Technique, Universitas of Medical Sciences & Technology, 2012.

Based on the statement above, it can be concluded that the observation is a data collection technique, which aims to determine the process where researchers design the process of implementation of Describing Picture Strategy in improving speaking. The researcher observes the geographical location of SMPN 5 Ponorogo, the condition of facilities in SMPN 5 Ponorogo, the teaching and learning process using Describing Picture Strategy, and also the obstacles of Describing Picture Strategy in speaking. Observation is also to observe English class, it is about speaking taught by the teacher using Describing Picture Strategy, and how the situation of the class during the lesson on speaking at the eighth grade of SMPN 5 Ponorogo.

b. Interview

In this research, the researcher uses interview to get information. Yan Zhang and Barbara M. Wildemuth said that interviews are a widely used tool to access people's experiences and their inner perceptions, attitudes, and feelings or reality.²⁹

The International Competition Network said that an interview is a formal or informal meeting between representatives of a NCA and an interviewee for the purpose of obtaining information and/or evidence in a cartel investigation³⁰.

From the statement above, it can be concluded that the interview technique is a technique that aims to obtain information from sources

²⁹ Yan Zhang and Barbara M. Wildemuth, *Unstructured Interview*, (Emily Post, 1922), p.1.

³⁰ International Competition Network, *Anti-Cartel Enforcement Manual*, April 2008, p.3

directly or indirectly. Interview techniques here also to learn to efficiently on the application of Describing Picture Strategy in teaching speaking. The respondents of interview are the English teacher and the students. Especially at the eighth grade of SMPN 5 Ponorogo.

c. Documentation

Documentation is one of the ways in collecting the data. John A Joseph said that document is a collecting of data, regardless of the medium on which it is recorded, that generally has permanence and can be read by humans or machines.³¹

Based on the statement above, it can be concluded that documentation technique is the process of collecting data that is obtained during the study. Researcher get information about history of SMPN 5 Ponorogo, English books, picture, media which related to research problem from administration and teacher of SMPN 5 Ponorogo.

5. Technique of Data Analysis

Data analysis is to sets in order process of data, organized, in one pattern, categories, and base description unit. Qualitative data analysis consists of three current flows activity: data reduction, data display, and conclusion drawing or verification.

a) Data reduction

Data reduction refers to the process of selecting, focusing,

³¹ John A. Joseph, Documentation, page 2

simplifying, abstracting and transforming the data that appear in written-up field notes or transcription. In this flow, the researcher needs to separate the accurate data from the inaccurate ones. Through data reduction, the researcher may focus on the data that will be analyzed. And it occurs continuously through the qualitative orientated project.

b) Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion drawing and action. Looking at display helps the researcher to understand what is happening and to do something-either analyze further or take action-based on that understanding. In this research, the researcher presents the narrative text as data display.

c) Conclusion Drawing or Verification

The third stream of analysis activity is conclusion drawing and verification. From the start of data collection, the qualitative analyst is beginning to decide what things mean-is noting regularities, pattern, explanations, possible configurations, causal flows, and proposition. In this step, the researcher make conclusion. The conclusion can be in a form of thick description. The conclusion here is the answers of the research problems that have been formulated.

6. Researcher's Role

In this research, the role of the researcher is observer. Therefore, the researcher interacts with the studies and actively works to minimize the distance between the researcher and object which is being researched.

7. Verification of Data Validities

In this stage the researcher can conclude that the validity of the data can be done with techniques below:

- Observe the situation in the classroom during the learning process going on thoroughly.
- Follow all activities in the classroom and follow the learning process to obtain optimal results and accurate.
- Observe the process of applying the Describing Picture Strategy continuously.

The following techniques presented checks the validity of the data in the process of qualitative research is the participation of an extended:

1. Participation extended, 2. Diligent observation 3. Triangulation 4. Checking peers through discussion 5. Adequacy referential 6. Negative case studies 7. Checking member. This research chosse the trisngulation technique.

According to Prila Rochmawaty, data triangulation is a process, in which various sources of data are collected. The variety of sources can

refer to time, space, and person. The validity of the data was applied by observing data from the classroom interaction. Overall, there were four topics chosen randomly and observed during the data collection.³²

Triangulate different data sources of information by examining evidence from the source and using it to build a coherent justification for themes. If themes are established based on converging several sources of data or perspectives from participants, then this process can be claimed as adding to the validity of the study.³³

Triangulation is a method used in qualitative research that involves crosschecking multiple data sources and collection procedures to evaluate the extent to which all evidence converges.³⁴

8. Organization of the Thesis

This research is including of many parts that explain about the research planning.

The organization of the thesis is formulated into:

CHAPTER 1 : INTRODUCTION

This chapter introduces the whole of the research, that involves: background of the study, research focus, statement of the problems, objectives of the study, significance of the study, research methodology and organization of the thesis.

³² Pryla Rochm away, Task-Based Active Learning in EFL Speaking Class, (STAIN Ponorogo,2014), 41

³³ Chapter Nine, Qualitative Procedure, 191

³⁴ Chapter 12, Qualitative Data, Analysis, and Design,350

CHAPTER II : THEORITICAL BACKGROUND

This chapter talk about review of related literature: speaking, learning strategy, describing picture

CHAPTER III : DATA DESCRIPTION

This chapter gives the description about the location of study and describes the general and specific data about the research.

CHAPTER IV : DATA ANALYSIS

This chapter talk about analysis. It functions to analyze data that relevance in the research. In this chapter, there are data about how is implementation describing picture strategy in improving students' speaking ability to the eighth grade of SMPN 5 Ponorogo in academic year 2015/2016

CHAPTER V : CLOSING

It is last chapter in this thesis. It talks about conclusion and the answer for problem statement and recommendation about result of research.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Concepts of speaking

a. Definition of Speaking

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information.³⁵ Speech is about making choices. Students must choose how to interact in expressing them selves and forming social relationship through speech.

Sari Louma said that speaking skills are an important part of the curriculum in language teaching, and this makes them an important object of assessment as well.³⁶ Speaking is fundamental and yet demanding skill to be mastered by learners of English as a foreign language.³⁷

According to Kathleen speaking is such as fundamental human behavior thatwe don't stop to analyze it unless there is something noticeable about it. For example, if a person is experiencing a speech

³⁵Pryla Rochmawaty, Task- Based Active Learning in EFL Speaking Class, (STAIN Ponorogo), 2014,9

³⁶ Sari Louma, Assessing Speaking, (sNew York Cambridge Universiity Press), 2004, 1

³⁷ Mohammad Bagher Shabani, The Effect of Background Knowledge on Speaking Ability of Iranian EFL Learners (Journal), Imam Khoemeini International University of Qazvin, Qazvin-Iran, 2013.

pathology (if a person stutters or if his speech is impaired due to a stroke or a head injury).³⁸

In short speaking can be as the way to carry out feeling through words, even conversations with other. It means that human use words and phrase in interactive process of constructing meaning of speaking.

b. Elements of Speaking

Many students have difficulties in speaking. They are many elements of speaking that must be mastered by students in order to be a good speaker:

1. Connected speech

Effective speakers of English need to be able not only to produce the individual phonemes of English but also to use fluent connected speech. In connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2. Expressive devices

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non verbal means how they are feeling. The use of

³⁸ Kathleen M. Bailey, Practical English Language Teaching Speaking,(New York ,2005), 2.

these devices contributes to the ability to convey meaning. They allow the extra expressions of emotion and intensity, students should be able to deploy at least some of such supra segmental features and devices in the same way if they are to be fully effective communicators.

3. Lexis and grammar

Spontaneous speech is marked by the use of number of common lexical phrases, especially in their performance of certain language function. Teachers should therefore supply variety of phrases for different functions, such as: greeting, agreeing and disagreeing.

4. Negotiation language

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.³⁹

We often need ask for clarification when we are listening to someone else talk

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we delivered will be acceptable by all communicants if we mastered those elements

³⁹ Jeremy Harmer, the Practice of English Language Teaching,(Pearson Education limited England: 2002), 3rd Ed., p. 269.

c. Basic reasons to give students speaking task

there are three basic reasons why it is a good idea to give students speaking tasks which provoke them to use all and any language at their command.

1. Rehearsal

Getting students to have a free discussion gives them a chance to rehearse having discussions outside the classroom. Having them take part in describing picture. This is not the same as practice in which more detailed study takes place, instead it is a way for students to get the feel of what communicating in the foreign language really feels like.

2. Feedback

Speaking tasks where students are trying to use all and any language they know provides feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they are having students can also see how easy they find a particular kind of speaking and what they need to do to improve. Speaking activities can give them enormous confidence and satisfaction and with sensitive teacher guidance can encourage them into further study.

3. Engagement

Good speaking activities can and should be highly motivating. If all the students are participating fully- and if the the teacher has set

up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it. Many speaking tasks (describing picture) are intrinsically enjoyable in themselves.⁴⁰

d. Types of Speaking

The types of speaking are as follows :

1. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled “pronunciation” no inferences are made about the test-taker’s ability to understand or convey meaning or to participate in an interactive conversation. The only role of listening there is in the short-term storage of a prompt, just long enough to allow the speaker to retain the short stretch of language that must be imitated.

2. Intensive

A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed

⁴⁰ Jeremy Harmer, *How to Teach English*, (Pearson Education Limited England: 1998) first published, p. 87-88

to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3. Responsive

Assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt, with perhaps only one or two follow up questions or retorts.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5. Extensive (monologue)

Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction

from listeners is either highly limited or ruled out altogether. Language style is frequently more deliberative and formal for extensive tasks, but we cannot rule out certain informal monologues such as easually delivered speech.⁴¹

2. Teaching Speaking

a. Definition of Teaching Speaking.

Teaching speaking is to teach our learners to:

1. Produce the English speech sounds and sound patterns.
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Nunan, 2003).⁴²

⁴¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, San Francisco, California, September 2003, 141-142

⁴² Maryam Bahadorfar1 and Reza Omidvar, *Technology In Teaching Speaking Skill (JOURNAL)*, University of Mysore, Mysore (India), April 2014, p,10.

b. Problem in Teaching Speaking

In teaching speaking activities there are many problems according to Nunan (2003:270):

1. Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically through such clustering.

2. Redundancy

Sometimes it is used to make meaning clearer.

3. Reduced forms

It is including contractions, elisions, reduced vowels, etc. If the learners don't know about this, it will sometimes develop a stilted, bookish quality of their speaking.

4. Performance variables

The difference between native and nonnative speakers of language is in their hesitation phenomena. Learners should know when to pause, backtrack or correct the language when they have to speak with it.

5. Colloquial language

The learners should also know about the words, idioms and phrases of colloquial language and that they get practice in producing these forms.

6. Rate of delivery

Another salient characteristic of fluency is rate of delivery. The teacher should help learners to achieve an acceptable speed along with other attributes of fluency.

7. Stress, rhythm, and intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages.

8. Interaction

Speaking is about interaction. It is about how you interact and what kind of language that you use that will make the communication goes smoothly⁴³.

c. How to Teach Speaking

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by “interacting”. Communicative language teaching and collaborative learning serve best for this aim. Teacher should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.⁴⁴

Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure

⁴³ Emma Rosana Febriyanti, Teaching Speaking of English as a Foreign Language Problems and Solutions, FKIP Universitas Lambung Mangkurat. (Journal)

⁴⁴ Dr. Fayzeh Shrouf, Teaching and Improving Speaking Skill, Philadelphia University, p.11

memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed before can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.⁴⁵

The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.⁴⁶

Teaching speaking is started at teaching the students how to speak in English as their foreign language, for then ask them to be able to pronounce the new language accurately. It's continued then to guide students to a point where they can begin to judge whether their sound productions are correct or not.

At this point, teacher is no longer primarily to correct, but he or she is supposed to encourage students to practice speaking the target language. Meanwhile, teacher should be able to encourage students speaking some sounds, repeating, and imitating him/her. Finally, the students are required to be used to practice and do oral language.

⁴⁵ Ibid.

⁴⁶ Jack. C. Richards, *Teaching Listening and Speaking from Theory to Practice*, Cambridge University Press, New York, 2008, p.19.

3. 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 (Oxford, 1990).⁴⁷

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’.⁴⁸

Strategy have been worldwide 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 aspectc of learning strategies, particularly when Oxford (1990) came up with a questionnaire to assess language learning strategies called Strategy Inventory for Language Learning (SILL).⁴⁹

⁴⁷ Rebecca L. Oxford, Ph.D, Language Learning Styles and Strategies: an Overview, Oxford, GALA 2003, P, 8

⁴⁸ My Strategy Lab, Introducing Strategy, p.3

⁴⁹ Junaidi Mistar, Atik Umamah, Strategy of Learning Speaking Skill by Indonesian Learning of English and Their Contribution to Speaking Proficiency, Universitas Islam Malang (Journal), p 204

b. Definition of Describing Picture Strategy

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

A picture is a delimited surface with markings on it that represent something. By what means can a picture be said to represent, to bring clearly before the mind⁵⁰

An important accuracy strategy that good readers use to help gain meaning from text is to use the pictures. Pictures help to confirm that the words being read make sense. Illustrations can provide hints to help students decode a word. Using the pictures is a necessary strategy to help children prepare for other strategies they use as they become more developed readers. Many times beginning readers feel they are “cheating” when they look at the pictures. It is important to model the effectiveness of using pictures to help decode words and to gain meaning so children feel comfortable using this strategy and know it is “okay” to use the pictures when reading.⁵¹

This research is about Describing Picture Strategy. Strategic use of images in the classroom helps engage students who have grown up in a media rich environment. Digital technology makes picture more readily

⁵⁰ Margaret A. Hage, *Picture Perception: Toward A Theoretical Model*, Boston University, 1974, p 471

⁵¹ Allison Behne, *Paper Pipeline*, CAFE Book, written by Gail Boushey & Jodin Moser

available and easier to incorporate into teaching and learning materials.⁵²

This strategy is to make students easier to describe something, and make learner process more enjoyable

Describing picture strategy 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. Pictures 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 picture, chart and flashcard.

c. Types of Picture

According to Jeremy Harmer, pictures can be in form of flashcard, large wall pictures, cue cards, photographs or illustration, and projected slide.⁵³

- 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 big enough for everyone to see detail. Some time teachers use large wall pictures, when pointing to detail of a picture to elicit a response.

⁵² Adrienne Lai, Best Practice Forum, Teaching with Images, Art Libraries Society of North America, 2008

⁵³ Jeremy Harmer, The Practice English Language Teaching, Third Edition Completely Revised and Updated

- c. **Cue card** It is a small card which students use in pair or group work. Teachers put students in pair or groups and give them some cue cards so that when a student picks up the top cue card in a 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 to teach. Sometimes the teachers use it to show the images in the big form.

d. Procedure of Teaching Speaking Use Describing Picture Strategy

Many steps to teach speaking use describing pictures strategy, that are:

A picture is worth a thousand words. In describing picture strategy, the teacher can pick an image and without showing it to the class, describe it while students draw. It can also be a partner activity where half of the class is given one picture and the other half a different one. Students with different pictures are made partners and stand up a book or folder between them. One student describes her pictures while the other draws. When it's complete and the

students is given feedback, the roles can be reserved. Students can also be asked to write sentence describing the picture.⁵⁴

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.⁵⁵

e. 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 stored and reused. Picture can arouse interest and imagination. They provide a common experience for the audience to stimulate imagination and start a discussion.⁵⁶

The following are advantages of pictures in class speaking

⁵⁴ Lerry Ferlazzo, *Using Photos With English- Language Learners*, California, 2013.

⁵⁵ Shinta Septia, *Applying Picture Describing to Increase Speaking Skill for REC(ronggolawe English Club) Members at Unirow Tuban, FKIP Unirow Tuban(journal)*

⁵⁶ S. Ganguly, *Communication Media System and Strategy*, 145

- Availability: Pictures are inexpensive and easy to get – teachers can prepare cuttings from magazines, copies of pictures in books, calendar posters, etc.
- Interest: Personal pictures of the learners or of the teacher even better increase interest by the learners. They like talking about themselves and getting 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 meaningful language-learning”.
- Diversity: There is a wide spectrum of pictures – different types and formats, also the subject matter differs. What is more, learners usually cannot anticipate what will be the task.
- Wide usage: Pictures can be used 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 subjects: There is usually more than one topic the picture relates to, which is an advantage mainly for primary schools pupils.

- Experience: Even when students do not travel to ESC, the culture awareness helps them understand films, books, etc. from ESC. While learning a language, learners encounter the target culture and are able to realize the differences between their own and the target culture.⁵⁷

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 picture.⁵⁸

Another disadvantages :

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

⁵⁷ Karolina Peskova, Teaching About English Speaking Countries Through Pictures, Masaryk University in BRNO, Departemen of English Language and Literature, 2008, p.20

⁵⁸ S. Ganguly, Communication Media System and Strategy, 145

which becomes more efficient. But the quantity of vocabulary should not be overwhelming, which could deprive students.

- Mother tongue: By group work activities, learners tend to use their mother tongue. The reasons might be adapted according to Harmer (1998:121): learners share the same language, they feel less “exposed” and it is much easier.
- Inappropriate level: The teacher may not predict the performance of the learners. If the activities are too demanding 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, teachers have to choose the right activity according to their students. Every student has different personality, concerning the interaction and the procedure of the activities, the behaviour and reactions of students will vary individually. The solution is to have a wide choice of activity options varying in time, picture type, purpose, language focus, etc⁵⁹

⁵⁹ Karolina Peskova, Teaching About English Speaking Countries Through Pictures, Masaryk University in BRNO, Departemen of English Language and Litetarure,2008, p.21

4. Previous Research

This research is supported by some researches below:

1. Ai Dewi Prihastuti (109060240), “Teaching Speaking Procedure Text Using Picture To Improve Speaking Ability: An Experimental At The Ninth Grade Students Of SMP PGRI Kedawung Cirebon” this research is aimed at finding the answer to the following research questions.

1. Is the use of pictures effective in improving speaking ability in procedure text of ninth grade students at SMP PGRI Kedawung Cirebon?
2. What are the students’ responses the use of pictures in improving speaking ability in procedure text of ninth grade students at SMP PGRI Kedawung Cirebon?

This research concluded that the method used in this research was quasi experimental class focused on improving speaking ability using pictures. The calculation of t-test in post-test scores shows experimental group got higher score, the t obtain 7.25 is higher than t critical 2.021, meaning that the null hypothesis is rejected. It means there significant difference of means between experimental group that was assigned series pictures and control groups that was not

2. Puguh Karsono, “ Using Pictures in Improving the speaking ability of the grade eighth student of SMP Negeri 1 Anggana” the following research question are:

1. What the significant impact using pictures in improving the speaking ability of the grade eighth students of SMP Negeri 1 Anggara?

concluded the students' speaking ability had improved after using pictures. The students of grade VII-A had an improved from cycle to cycle. As the findings showed that the number of students which were classified as good and very good improved from 6,4% in preliminary study to 83%, 9% in cycle 1 and became 100% in cycle 2. While those who classified as fair and poor reduced from 93,6% in preliminary study to 16,1% in cycle 1 and became 0% in cycle 2. As a result, the using of pictures could enhance the students' speaking ability. Mostly, the students could improved their fluency, content, pronunciation, and grammar. Based on the studies that had been stated above, the use of pictures is important because it may give a significant impact in teaching learning process.

3. Inta Aula Asfa (063411061) “The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text (An Experimental Research at the Eighth Grade Students of SMP H. Isriati Semarang in the Academic Year of 2010/2011). The research focus from Inta Aula Asfa is “

1. How effective is describing picture to improve students speaking skill in decsriptive text at the eighth grade students of SMP H. Isriati Semarang in the academic year 2010/2011?”

Based on the finding and discussion in chapter IV, it could be concluded that the use of describing picture in the teaching of speaking in descriptive

text was effective. It was proved by the obtained score of t-test. The t-test showed that t-score 4.348 was higher than t-table 2.01. It meant that H_a (alternative hypotheses) was accepted and H_o (null hypotheses) was rejected. Since the t-score was higher than the t-table, there was a significance difference in the achievement between students in class VIII A who were taught speaking in descriptive text using describing picture and students in class VIII B who were taught speaking in descriptive text without using describing picture technique (direct method). The average score of experimental group was 76.83 and the average score of control group was 67. It meant that the experimental group (class VIII A) was better than the control group (class VIII C).

Those three previous research findings show that Describing Picture Strategy gives the positive impact for students. There are different from researcher's thesis they are quantitative and classroom action research and researcher's research is qualitative research. There are several kinds of ways to teach speaking use describing picture strategy. Each of strategy applied provides with the advantages and disadvantages.

CHAPTER III

RESEARCH FINDING

A. General Data.

1. The history of Establishment of SMPN 5 Ponorogo

In 1993/1994 down the decree of the Minister of Education and Culture, dated October 5th, 1994 number 0259 / O / 1994 on changes in the ST and SKKP into Junior High School, and ST Negeri 1 Ponorogo into SMP Negeri 5 Ponorogo.

After SMP changed its name to SLTP (1997) SMP 5 became SLTP - PPK / SLTP implementing the program skills or in 2000 SLTP school plus. With the SK Regent Ponorogo no. 75 th. 2004 dated 12th February 2004. All SLTP and SMU changed its name to SMP and SMA, who followed up with a letter to the Department of Education Ponorogo dated March 24th, 2004 number: 421.3 / 509 / 405.43 / 2004, the contents of which SLTP PPK Negeri 5 Ponorogo converted into SMP Negeri 5 Ponorogo, and starting in 2010 SMP Negeri 5 increased their status rose to National Standard School (SSN) or more full SMP Negeri 5 districts Ponorogo National Standard School District of Ponorogo by decree number 2499 / C3 / KP / 2010 dated November 10, 2010.

The geographical location of SMPN 5 Ponorogo in the public Schools Dr.Sutomo no. 11 Village Bangunsari District Ponorogo

Regency Ponorogo postal code 63 419 and telephone number (0352) 481 442.

2. Vision mission of SMPN 5 Ponorogo

a. Vision

Create a generation of achievers, honest, caring and civilized environment, based on faith and taqwa

b. Mission

1. Realizing graduates who excel-based local and national culture
2. Realizing a creative curriculum development
3. Growing develop an attitude of honesty and practice of religion
4. Realizing school community of faith and devoted
5. Development of infrastructure facilities continuing education
6. Create a caring culture green environment and preservation of the environment
7. Citizens schools striving for the prevention of environmental pollution
8. Citizens schools striving for the prevention of environmental damage

B. Specific Data

1. Data about the Steps Implementation of Describing Picture Strategy in Teaching Speaking for Eighth Grade of SMPN 5 Ponorogo

In collecting the data, researcher uses observation and interview in SMPN 5 Ponorogo. The researcher takes the data in SMPN 5 Ponorogo to know the speaking ability of the students. The researcher finds there are many of eighth grade students less in speaking. It is found when the researcher does the interview and observation with the teacher and students.

The teacher always motivate the students so that they brave to practice speaking English. There are some reasons and goal, why the teacher applies describing picture strategy in speaking class. According to miss Nety Dyah Indraswary as English teacher at the eighth grade of SMPN 5 Ponorogo,

”Describing Picture Strategy can help the students to speak English fluently. The students are more active in speaking skill. This strategy also makes students confident to speak in front of class.⁶⁰

The teacher uses the describing picture strategy in teaching speaking, because some reasons. According to Mrs. Nety Indraswary as English teacher of SMPN 5 Ponorogo.

⁶⁰ Interview transcript number: 02/W/08-IV/2016

“The reason why I choose Describing Picture Strategy. Because it helps the students in the process of learning English, and by describing picture strategy, students easier to remember vocabulary.”⁶¹

There some pupose Describing Picture Strategy in teaching speaking. Mrs. Nety said that,

“The purpose why I use Describing Picture Strategy. So that students more easier in teaching English with the communication using the media images.”⁶²

Describing Picture Strategy also facilitates students in speaking learning process. Mrs. Nety Says that,

“Describing Picture Strategy can facilitate students in learning speaking to get good scoring, and they can build sentence, also they brave to speak english in front of class.”⁶³

This statement above is supported by the results of interview with the students for the Eighth Grade of SMPN 5 Ponorogo, as Yunisya Putri N says :

“I can improve my speaking ability through using Describing Picture Strategy. Because, after using Describing Picture Strategy,I can understand the speaking and the material were given by teacher, ”⁶⁴

Also Intan Anggraini Sukma says

“Using Describing Picture Strategy in speaking ability makes me more better and confident in speaking English, also make easier in doing some exerices from the teacher.”⁶⁵

⁶¹ Interview transcript number: 02/W/08-IV/2016

⁶² Interview transcript number: 04/W/08-IV/2016

⁶³ Interview transcript number: 03/W/08-IV/2016

⁶⁴ Interview transcript number: 16/W/07-IV/2016

⁶⁵ Interview transcript number: 17/W/07-IV/2016

Based on the result of interview, the teacher explain about goal and reason use describing picture strategy in eighth grade of SMPN 5 Ponorogo.

Every teaching process needs some steps in teach. English teaching learning is also done by steps as the other teaching learning process in general. The steps are preparation, application, and also evaluation.

Generally, every teaching learning process in preparation, pre activity, and main activity depend on technique that applied by the teacher. Every technique has the different implementation.

When the researcher interview Mrs. Nery, the implementation of Decribing Picture Strategy at eighth grade of SMPN 5 Ponorogo, she states that:

“When I teach using Describing Picture Strategy there are three steps, first preparation, application, and evaluation. To start teaching, first I give pictures to the students. The students asked to observe the pictures that I have given. Second students dig up words correspond to the pictures that is formed into a sentence or paragraf which is true to the picture, in fact many kinds of steps to describing picture strategy but I more inclined to use such measures.”⁶⁶

At the observation on Monday, 28 Maret 2016 until Wednesday, 6 April 2016 with 26 and 28 students, F and G class. this

⁶⁶ Interview transcript number:06/W/08-IV/2016

research focused on the observation about three steps of the teaching program. Mrs. Nety says,

- Preparation

In this process, the teacher prepares some activity as follow:

1) The teacher prepares material about recount text, which is taught in teaching speaking using Describing Pictures Strategy.

The material is from student book.

2) The teacher designs the teaching and learning process in the form of lesson plan in order to guide him in calculating the instructional planning, the teacher arranges lesson plan which was develop from syllabus based on curriculum.

- Application

The application of Describing Pictures Strategy in teaching speaking especially at the eighth grade of SMPN 5 Ponorogo is divided in three activities. These activities are presented as follow:

➤ Pre-activities

Pre-activities are the activities done by the teacher before the teaching and learning process is started. These activities are included:

a) Greeting

To open meeting, the teacher says greeting to students, for beginning the activities. Then, the teacher builds the students' motivation for having and enjoyable feeling and motivation in teaching and learning process.

b) Apperception

The teacher gives apperception to stimulate the students' prior knowledge by asking them some question related to recount text.

➤ Main activities

Main activities are the activities which conducted by the teacher during the teaching and learning process. Here the teacher applies Describing Pictures Strategy for teaching learning process in speaking class. The steps in implementation this strategy is as follow:

a. Presenting the material

The teacher presents the material about recount text for the example is "Holiday". Before the teacher explained about recount text, the teacher has given some pictures about holiday to start the lesson. After that the teacher explains about recount text. And gives some example

recount text. The example of recount text is taken from student book of SMPN.⁶⁷

- b. Giving opportunity to students to read aloud the text.

The teacher asks the students to read a loud the text of recount text based on the teks with correct pronunciation. It has purposes to improve speaking ability and to makes the students easier to understand.

- c. Giving students some assessment

In this phase. The students do in pairs for discuss the material, they consisted of 2 students. Then the teacher gives assasement to arrange the pictures and recount that pictures to be good story. Here, the teacher was only as a facilitator, and who prepared the topic to discuss, because the teacher guided students to learn deeply in the learning process.⁶⁸

- d. Write the results and presentation

After all the story have been defined by the teacher, students returned to refine the result of their discussion.

In this phase, the group wrote the result achieved from the discussion. Then, the students memorize the story

⁶⁷Interview transcript number: 05/W/08-IV/2016

⁶⁸Observation transcript number: 04/O/06-IV/2016

clearly. Next, students from every group presented the result of discussion in front of the class. All students gave attention the story was presented by other students.

3) Last activities

The last activities are the activities which are done by the teacher after the teaching and learning process occurred, the teacher summarizes the learning process.

- Evaluation

A teaching and learning process needs to be evaluated. Evaluation conducted to determine the result of learning process. in this evaluation the teacher give a question and answer session to reflect students had learned during the learning process.⁶⁹ Every student was given evaluation about their skill or ability and given scoring about their result.

Except the teacher evaluated to give a question and answer session to reflect students, the teacher also evaluated students performance. The teacher evaluated each students, when she was working in do in pairs, pronunciation and the performance in front of class.

⁶⁹ Observation transcript number: 11/O/06-IV/2016

From the observation, the teacher gives evaluation to the students in the end of learning process. she asked the students to performance in front of class about the material. And the students must memorize the material with their language with the correct structure. The teacher can evaluate the student's ability when the students make the sentence and memorize the material.

2. How are the impacts of Describing Picture Strategy in Teaching speaking for eighth grade of SMPN 5 Ponorogo

Using Describing Picture Strategy in teaching speaking give positive and negative impact to the students of eighth grade at SMPN 5 Ponorogo.

There are some positive impacts of using Describing Picture Strategy in teaching speaking. Based on interview with Mrs. Nety as English teacher at SMPN 5 Ponorogo in teaching speaking are:

“Many positive impact of using Describing Picture Strategy in learning speaking as help students learn English, make it easier to memorize vocabulary, and easily understand the task”⁷⁰

This statement is supported by the results of interview with the students for the eighth grade of SMPN 5 Ponorogo. According to Yeni Kurniasari, as student at eighth grade, the impact after uses Describing Picture Strategy in learning speaking.

⁷⁰ Interview transcript number: 08/W/08-IV/2016

“Before using Describing Picture Strategy, I feel unpleasant, unattractive, and easily bored to learn English, especially on speaking. And after using Describing Picture Strategy, I feel to be better, more fun and enjoyfull because Describing Picture Strategy is to understand and remember the English language.”⁷¹

Also Satriya Bayu A. States that:

“Before using Describing Picture Strategy, I can not understand the meaning of English sentence. But after using Describing Picture Strategy, I can grow the imagine sentences in a lesson. I’m enjoy when learning to use such pictures.”⁷²

Besides the positive impact, Describing Picture Strategy in teaching speaking also gives the negative impact to the students of eighth grade at SMPN 5 Ponorogo. The negative impact here about the situation in the classroom during leraning process. According to Mrs. Nety says:

“The implementation of Describing Picture Strategy in teaching speaking at eighth grade of SMPN 5 Ponorogo, the situation can’t be controlled. During the speaking lesson using Describing Picture Startegy, the students were very enthusiastic and had spirit to learn. The fact, the situation was very noisy because each student gave the opinion to every problem faced by students. This made studentsun comfortable in learning. Before the students found aproprate solution, they are identify the cause of the problem firstly. After found the solution of the problem, the students discuss to memorize the story.”⁷³

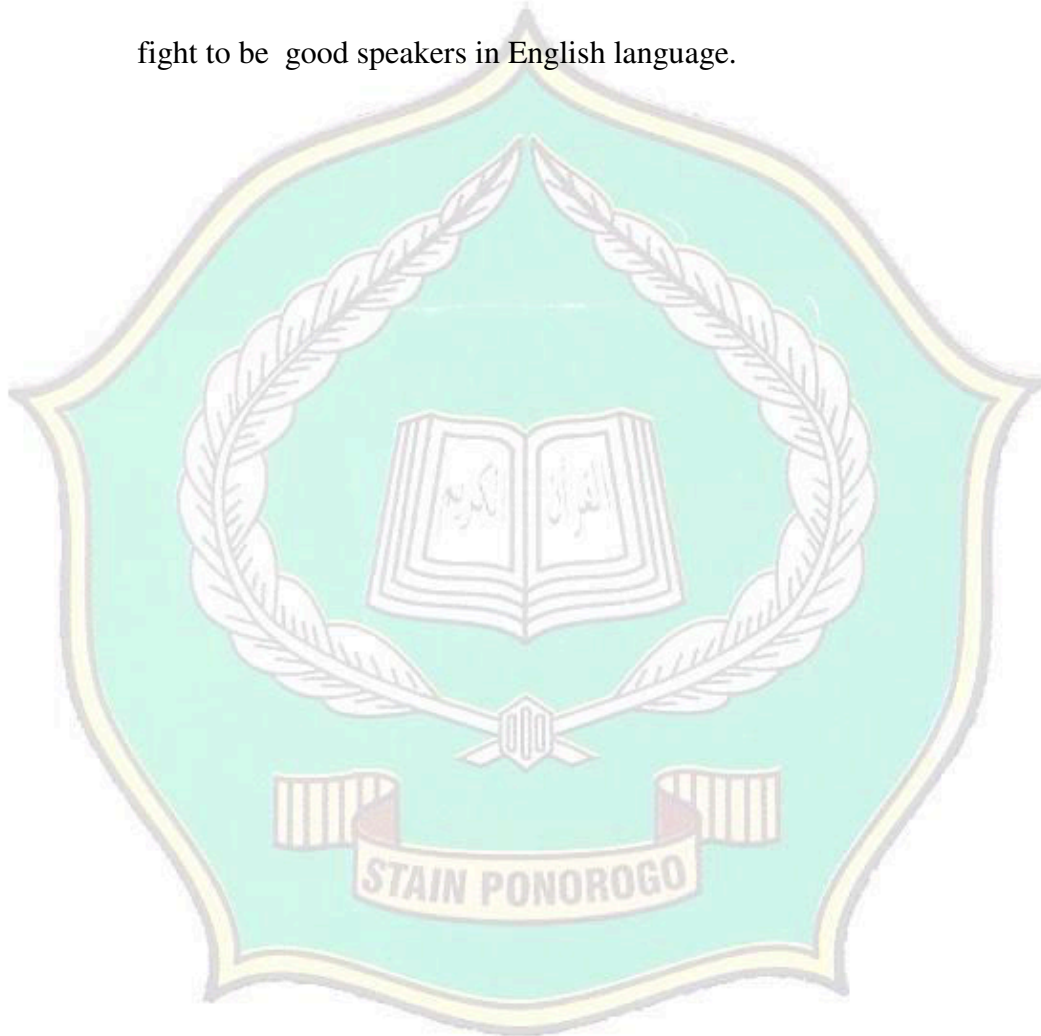
However, the uses of describing picture strategy in the classroom were not conductive when the teacher not monitoring during the learning process. So, the uses of such strategy required teachers only monitoring the situation and students in the classroom.

⁷¹ Interview transcript number: 14/W/07-IV/2016

⁷² Interview transcript number: 15/W/07-IV/2016

⁷³ Observation transcript number: 10/O/28-III/2016

Based on the observation, using Describing Picture Strategy at eighth grade gives the positive and negative impact to the students. The positive impact make the students confident and active during learning process. Meanwhile, the negative impact of this strategy is the class situation can't be controlled, and noisy. But the students always fight to be good speakers in English language.



CHAPTER IV

DATA ANALYSIS

In this chapter, the researcher discusses the result of the research based on the statement of the problem. The result taken from the observation, interview and documentation. In this chapter the researcher collects all the data and concludes that has been applied to Describing Picture Strategy on speaking class in SMPN 5 Ponorogo in academic year 2015/2016.

1. On the Steps implementation of Describing Picture Strategy in Teaching speaking for eighth grade of SMPN 5 Ponorogo in academic year 2015/2016.

A technique is required in the learning activity, that subject matter can be submitted to the student, of course teachers have reason why a Describing Picture Strategy is proper to be applied.

The use of Describing Picture Strategy is aimed in order the goals of learning can be achieved effectively. Teacher as one of component of learning has a big hand creating effective learning. For that, the teacher of SMPN 5 Ponorogo uses Describing Picture Strategy as teaching media in speaking.

The implementation of describing picture strategy in teaching speaking at SMPN 5 Ponorogo in eighth grade divided into several steps. First step in this process is preparation. The teacher prepares the material, which is taught in

teaching speaking using describing picture strategy and the material is from students book.

Second step is application. In this step the teacher presents and explains the material by using the media projector to support the students in understanding of the material. After that the teacher asks the students to read a loud the text based on the material with correct pronunciation. Next, the students do in pairs for discuss the material, then the teacher gives assasement to arrange the pictures to be good story.

In the last step, the students memorize the story clearly so students from every group presented the result of discussion in front of the class. All students gave attantion the story was presented by other students.

After teaching, the teacher evaluates her students by give a question and answer session to reflect students, students performed, and also evaluates when they working in do in pairs, pronunciation.

The researcher can identify that describing picture strategy in teaching speaking at eighth grade of is less that optimal with Lerry Ferlazzo, that In describing picture strategy, the teacher can pick and image and without showing it to the class, describe it while students draw. It can also be a partner activity where half of the class is given one picture and the other half a different one. Students with different pictures are made partners and stand up a book or folder between them. One student describes her pictures while the other draws. When it's complete and the students is given feedback, the

roles can be reserved. Students can also be asked to write sentence describing the picture.⁷⁴

There is difference in applying the describing picture strategy, the teacher of SMPN 5 Ponorogo and theory of Lerry Ferlazzo. The different in practice step, the teacher use do in pairs in the step of describing picture strategy. But in Ferry Ferlazzo ,the teacher can pick and image and without showing it to the class, describe it while students draw. It can also be a partner activity where half of the class is given one picture and the other half a different one.

From the discussion above, researcher can interpret that the uses of Describing Picture Strategy to the Eighth grade of SMPN 5 Ponorogo is done well. All students can do the teacher's instruction, the average students can do the task, practice, and make the sentence well. Although, sometimes some students less pay attention while the teacher present the material but the class interaction can be controlled by the teacher.

2. On the impacts of describing picture strategy in Teaching speaking ability for eighth grade of SMPN 5 Ponorogo in academic year 2015/2016.

Every teaching strategy gives the positive and negative impact during teaching learning process. There is no best strategy that used by teacher because it depends on the application of the teacher. Therefore the teacher must be selective when choose an appropriate strategy that suitable for students' ability.

⁷⁴ Lerry Ferlazzo, Using Photos With English- Language Learners, California, 2013.

Based on observation and interview, there are some positive impacts of describing picture strategy. First, describing picture strategy make learning becomes more interactive, the students are easier to understand the material and feel to be better in speaking English well. Second, can make students confident to speak in front of class. the students always ask the lesson that don't understand and always answer if the asked by teacher. Third, the students active during the learning process, and more interest to learn English. In this strategy, the students always gave spoken exercise to assess their ability and get the motivation to learn English by describing picture strategy.

While, the negative impact of the implementation of describing picture strategy in teaching speaking can't be controlled, the class is very noisy.

Based on theory by Karoline Peskova, she states that implementation of Describing Picture Strategy gives advantages and disadvantages. The advantages of Describing Picture Strategy are availability: pictures are inexpensive and easy to get – teachers can prepare cuttings from magazines, copies of pictures in books, calendar posters, interest: personal pictures of the learners or of the teacher even better increase interest by the learners. They like talking about themselves and getting 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 meaningful language-learning”, diversity: there is a wide spectrum of pictures – different types and formats,

also the subject matter differs. What is more, learners usually cannot anticipate what will be the task, wide usage: pictures can be used for various focuses on the language and from various aspects: discussion, essays, grammar practice, vocabulary, stimulus: they function as a stimulus (for writing, speaking, reading, listening exercises), integrating subjects: there is usually more than one topic the picture relates to, which is an advantage mainly for primary schools pupils, experience: even when students do not travel to ESC, the culture awareness helps them understand films, books, etc. from ESC. While learning a language, learners encounter the target culture and are able to realize the differences between their own and the target culture.

The disadvantages of Describing Picture Strategy are demanding preparation: preparation of the activities is time-consuming for the teacher, insufficient knowledge of vocabulary: if learners do not have sufficient knowledge of vocabulary, assistance of the teacher is often necessary, mother tongue: by group work activities, learners tend to use their mother tongue, inappropriate level: the teacher may not predict the performance of the learners, individual differences: every student has different personality, concerning the interaction and the procedure of the activities.⁷⁵

From the observation and interview, the researcher can identify that describing picture strategy give the positive impact that negative impact. it means that using describing picture strategy in teaching speaking can increase

⁷⁵ Karolina Peskova, Teaching About English Speaking Countries Through Pictures, Masaryk University in BRNO, Departemen of English Language and Literature, 2008, p.21

the students' English well. Describing picture make learning becomes more active, because pictures help the students to focus attention to the subject and make students active.



CHAPTER V

CLOSSING

A. Conclusion

From the data analysis in this research it can be concluded that:

1. The steps implementation of Describing Picture Strategy is in teaching speaking is implemented through some steps, they are the teacher presents and explains the material by using the media projector to support the students understanding of the material. After that the teacher asks the students to read a loud the text based on the material with correct pronunciation. Next, the students do in pairs for discuss the material, then the teacher gives assasement to arrange the pictures to be good story .In the last step, the students memorize the story clearly so students from every group presented the result of discussion in front of the class. All students gave attantion the story was presented by other students.
2. Describing Picture Strategy have positive and negative impact to improve students' speaking ability to the students and teacher. The positive impact are make students active in speaking during learning proses, speak fluently when they presentation in front of class, and have confident in speaking English. More understanding to the material and problem they have, and more easier make the sentences. Then the negative impact are some of students can't be controlled and very noisy in the class during learning process.

B. Recommendation

After getting the result of the study in this research, the researcher would like to give some suggestion, as follows:

1. For the English teacher

This strategy can inspire the English teacher. By using this strategy, the English teacher can make the students easier to understand the material and guide the students to practice and make sentences. Teachers should be more creative to choose an appropriate strategy to make the students interested during the learning process.

2. For the students

By applying this strategy, the researcher hopes the students will be active during the learning process and confident to practice in front of the class.

3. For readers

The researcher hopes this research is expected to be beneficial for the readers to increase their knowledge about speaking teaching strategies. It can also help the readers as references for the next research.