

**THE USE OF DESCRIBING PICTURE METHOD
IN TEACHING SPEAKING OF 7TH GRADE AT
SMP SALAFIYYAH KEBARONGAN
KEMRANJEN BANYUMAS**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiyah and Teacher Training of State Islamic
University Prof. K.H Saifuddin Zuhri Purwokerto as a Partial Fulfillment of
Requirements for *Sarjana Pendidikan* (S.Pd)**

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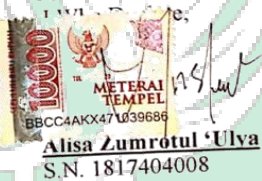
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APPROVAL SHEET.

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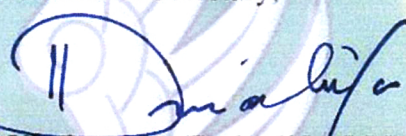
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MOTTO

Al muhafadzotu 'alal qodimisholih wal akhdzu bil jadidil ashlah
(K.H. A.Chalwani Nawawi Berjan Purworejo)



DEDICATION

I dedicate this work to my beloved parents, my father (Fatah Amin, S.H) and my mother (Ummi (Zumaeroh, S,Pd.I) for their support, prayer, spirit, and ease in my life.

It is for my beloved Brother (M.Zumar Khoirunnida, S.H) and my beloved Sister (Apriliana Nur Kartika), for their suggestion and my decisions.

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This script is the thesis that has been proposed to Faculty of Education and Teacher Training of State Islamic University Prof. K.H Saifuddin Zuhri Purwokerto as a partial fulfilment of the requirement for obtaining the scholar degree of education (S.Pd).

During the arrangement of this thesis and as long as the writer learn in State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, the writer has gotten many directions, motivation, aid and guidance from many sides. Thus, in this chance the writer will convey the gratefulness and award as high as possible to honourable:

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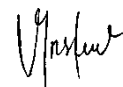
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Finally, this Thesis is hoped to be able to provide useful knowledge and information for the readers, although the writer realized that this thesis has weakness and is still far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Wassalamu'alaikum Wr.Wb

Purwokerto, 12th June 2023



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ABSTRACT

This study aimed to explain the use of describing picture method in teaching speaking to students. In SMP Salafiyah Kebarongan, there is a teacher who used interested method in teaching speaking. Through that method most of the student got better skills in the field of speaking. This research used field research and descriptive qualitative method. The data collections are observation, interview, and documentation. The technique of data analys are data collection, data reduction, and data presentation. The subject of this research is an English teacher and the seventh-grade students of SMP Salafiyah Kebarongan. Then, the result of this research is the teacher prepared the picture, teacher show the picture to the students than ask the students what they see in the picture, teacher give the opportunity to students to speak giving the description about the picture, the teacher used the animal picture, the teacher also gives instruction to the students to practice dialogue who pair up with a friend and practice the dialogue and write down the text of dialogue practice.

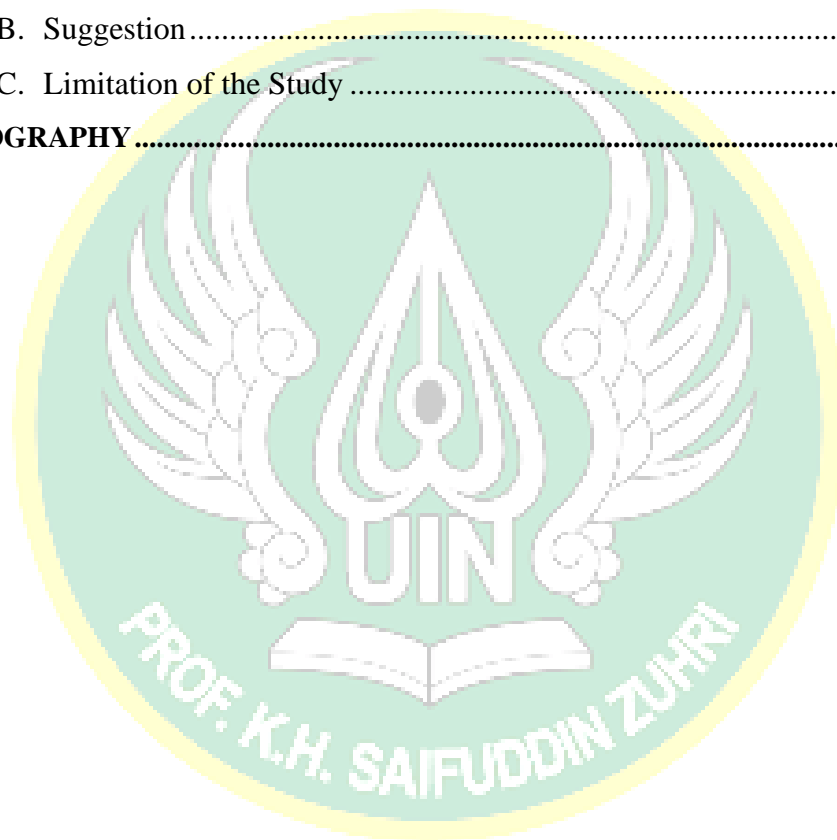
The advantages use describing picture method are use picture method is inexpensive and widely available because picture easy to found such as magazine, internet, books, newspaper and so on, use describing picture method also help the students misunderstanding about the material and made the students more active and confidence to talk with English and the disadvantages use describing picture method is the small picture is not good enough for the big group also can't use the picture not clear because it's made the students difficult to suggest the picture.

Keyword: Describing Picture Method, Teaching Speaking, Teaching English

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CHAPTER I

INTRODUCTION

This chapter shows about the background research that conducts into some subchapters. The first subchapter shows background research, the second subchapter shows operational definition, the third subchapter shows research question, the fourth chapter subchapter shows The Purpose and the Benefit of the Research, the fifth chapter subchapter shows review of relevant student, the six chapter subchapter shows structure of the study.

A. Background Research

Speaking is one of the skills or abilities in English to express opinions, comment, and reject the opinions from others, if it's not accordance with our opinion, as well as the ability to ask and answer the question (lasim: 2015) at this time there are many students who does not have enough english skills so that they need a unique and appropriate way of learning that can help their speaking skill. One of the ways is to use the describing picture method. This research was conducted to find out how many speaking skill they have, especially in SMP Salafiyyah the use of speaking there is still minimal because most of them still have a little vocabulary.

Speaking is a fundamental skill that all students should be able to learn. However, the fact that speaking competence involves specific components that students must be skilled in at all times makes it challenging for pupils to speak English. Based on the preliminary research, the research ask students in SMP Salafiyah Kebarongan they are difficult to speak in English, lack of confidence, lack of vocabulary, they are difficult to pronouncing, afraid to make mistake, nervous and so on, based on some weakness above, the teacher should create an interest to teach speaking.

Teaching speaking is the most important for the student to improve their knowledge and communicative skill. The success of the process of teaching and learning is entirely depend on the teachers ability to guide students and

make the teaching learning process enjoyable it can be done with the help of photographs. To put into action a successful procedure of to increase students speaking skills, the author undertakes a study. The utilization of the alternative ways that can be employed in describing picture strategy is instructing on public speaking. The goal of this practice is to help children develop their creativity and recount story in public. People can more easily grasp concepts of information communicated through pictures than if they were just expressed vocally (Munadin: 2016), with picture also they are able to try more speak and create more concept.

According to Kayi (2006:1), the teaching of speaking is a very important part of second language learning because it clearly and efficiently contributes to the success of the learners in school as well as their life. Thus, it is essential that language teacher pay great attention to the teaching of speaking.

The author chose to describe pictures in teaching speaking in this study because pictures are a good visual tool for learning in class and can attract students to pay more attention. According to Huebner (1990, p.37), "A picture is one of the visual aids, every type of pictorial presentation." And according to Kidler (1992:1), "As a media pictures can help the teacher to make the students interest and enjoy learning especially speaking in English. Moreover, pictures can present the real situation". Pictures can be designed and used in teaching material in expressing personal identity text. The media will facilitate the capture of students or teachers to master the material presented. So that way students can practice speaking fluently using a pronunciation that he can explain in front of the class using pictures.

In the learning process, a teacher must be able to direct his students and think more creatively in a comfortable learning speaking. It can be applied using pictures. This process is effective, so researcher in research can implement student speaking. Using the strategy of describing pictures is one alternative technique that can easily be given to students. Students can learn with more enthusiasm and creativity, especially in 7th grade of SMP Salafiyah Kebarongan.

Because of that explanation above, the author is interested to research about what is 'The use of describing picture method in teaching speaking of 7th grade at SMP Salafiyyah kebarongan Kemranjen Banyumas'. In this research, the writer focused on what is describing the picture, the function of describing the picture and why the English teacher uses that method in teaching speaking skills. The researcher doing this research used a qualitative descriptive research design interviews and observation were used as a technique of collecting data.

B. Conceptual Definition

To avoid misunderstanding the meaning of this research, the writer provides three key terms to confirm, as follows:

1. Describing Picture Method

There are a variety of approaches to teaching the learning process. One of the ways to explain a real situation is to use a picture. One of the activities in learning English is describing pictures. Students must describe a picture in front of the class in this activity. The goal of this practice is to help pupils develop their creativity and recount stories in English. This strategy makes the student easier to describe and say something in English, this way also makes students enjoy the process

The describing picture method is a common technique used in language teaching to develop learners speaking skills. The method involves presenting an image or picture to students and asking them to describe what they see

Mcwan (2015: 93) Pictures are the simplest and commonly used. Pictures are very effective. Pictures provide associations for the learning of new words. The more concrete a word is, the easier it is to find and uses a picture for its illustration.

2. Teaching speaking

Teaching speaking is an activity done by the teacher to give knowledge to the students. To get the best result in teaching activity the

teacher must have a strategy for teaching. The result of teaching depends on the teacher's strategy. In daily interaction, speaking abilities are most frequently used. Speaking is an interactive activity that involves the creation, reception, and processing of information (Brown,2007).

C. Research Question

Based on the background of the study that has been mentioned before, this research is conducted to answer the question that is

1. How is the implementation of describing picture method in teaching speaking at SMP Salafiyah Kemranjen Banyumas?
2. What are the advantages and disadvantages of describing picture method in teaching speaking for students at SMP Salafiyah Kebarongan Banyumas?

D. The Purpose and the Benefit of the Research

1. The researcher formulated the aims of the research as follows:
 - a. To describe the implementation of the picture method in teaching speaking at SMP Salafiyah Kebarongan Banyumas
 - b. To find the advantages and disadvantages of teaching speaking in use describing picture method at SMP Salafiyah Kebarongan Banyumas
2. The Benefits of the Research:
 - a. The researcher hopes this research can be useful for readers in improving teaching skill strategies, especially for English teachers in Indonesia
 - b. The researcher hopes this research can be useful to another person who needs some references in teaching English, especially in speaking skills.

E. Structure of the Study

To make the systematic research, it was necessary to classify the structure of this research. The structure of this research explains as follow:

The Frist chapter serves as an introduction. This chapter discusses the background research of the study, operational definition, research question,

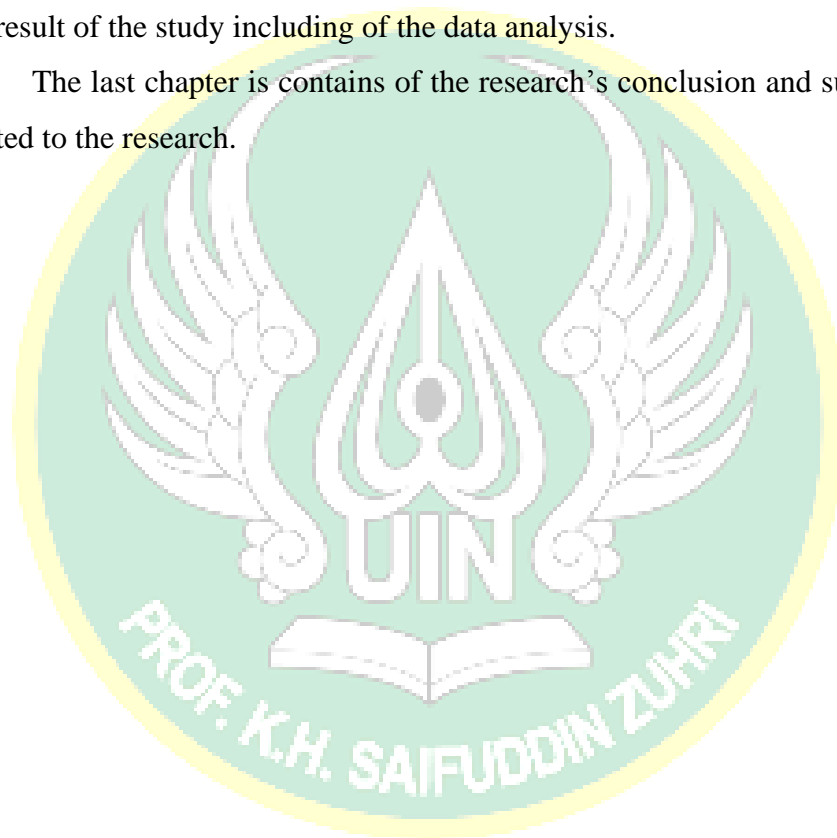
the purpose and the benefits of the research, review relevant studies and structure of the study.

The second chapter is a literature review. An overview of relevant theorist about definition of describing picture teaching speaking.

The third chapter is the method of research. It explains the type of the research, research location, research subject and object, technique of data collection and data analysis technique.

The fourth chapter is devoted to the finding and discussion. It presented the result of the study including of the data analysis.

The last chapter is contains of the research's conclusion and suggestion related to the research.



CHAPTER II

LITERATURE REVIEW

In this chapter, this research reviews the related theories and literature to understand and answer the research question theoretically.

A. Describing Picture Method

Describing picture method is one of the activities in learning English. In this activity, each student is given a picture and is required to describe it in front of the class. According to Solahudin (2009), describing pictures might help students develop their creativity and recount stories in English. According to Harmer (1991) in this lesson pictures can provide the motivation for talking, speaking is a productive skill, therefore, pictures can be used to develop the skill.

According to Brown (2007) Describing picture method is a common technique used in language teaching to develop learners speaking skills. The method involves presenting an image or picture to student and asking them to describe what they see.

According to Evison (1992) said that a picture is a description of what something looks like. The picture is a representation of something such as a person or scene. They are also common in everyday life. (Wright, 1989) The use of pictures in the teaching-learning process ensures that the students understand the lesson. The teacher can draw pictures for the students. It can be found in a magazine, a newspaper, a poster, a brochure, or on the internet. The teacher must consider how visuals can pique the interest of the children. As a teacher, we must have a variety of resources to encourage pupils to learn actively, because the teacher's purpose is to develop and stimulate students' learning. An image, on the other hand, is one of the resources that can aid kids to become more interested and motivated.

Applying picture in teaching learning process absolutely enables the students to achieve the lesson. Pictures can be drawn by the teacher. It can be

taken from magazine, newspaper, poster, brochure, or internet. The teacher must consider that pictures can engage the students' interest. As a teacher, we must have many sources that can stimulate the students to learn actively because developing and stimulating the students in learning process are the teacher's role. However, a picture is one of the resources that can help the students to stimulate their interest and motivation (Wright, 1989).

Picture is one of the visual aids that can be used to support and help students for comprehending the lesson explained by teacher in teaching speaking and writing. As part of visual aids, picture has many function in teaching learning process. For example, a number of experts propose their opinions and ideas related to the picture. Evison (1992) said that a picture is the description of what something looks like. Picture is representation of something such as person or scene. They are also common in everyday life.

1. Type of Picture

There are several kinds of picture. According to Szkyke (1981, p.45), there are two kinds of pictures that are useful in teaching learning process as teaching aids; pictures of individual and situational pictures.

a. Pictures of individual

- 1) Pictures of individual person or things may be used, mainly at the elementary level, to introduce or test vocabulary items.
- 2) Portraits, which are pictures that show a person in close detail, are useful for intermediate and advance learners. The students can be asked questions about the age and proportion of the person, whether she/he is married, her/his interest and traits of character. The pictures have enough cues, so that the students can figure out the meaning of a new word and sentence structure. The students understand and retain the meaning of a word better when they have seen or have touched some objects associated with it (Szkyke, 1981, p.45).

b. Situational Pictures

- 1) Situational pictures that show or suggest relationships between objects and or people can be good teaching for introducing, practicing or reviewing grammatical structures, from the simplest to the most complex.
- 2) Situational pictures with striking details or strong points of interest are particularly useful. Such pictures can be found in various magazines and daily newspaper. They arouse interest and release imagination and energy, which is a hard thing to do in a language class (Szykye, 1981, p.45). In different sense, Mackey (1996) divides three types of pictures. He focuses on language teaching pictures.

c. Thematic Picture

Thematic pictures are those used simply to illustrate a theme of a text. Their use in getting meaning across can only be incidental to their function as illustration. Thematic structure most often comes in the form of crowded scene, illustrating a single theme such as a teacher teaches in a classroom, a family leaves for vacation, etc.

d. Mnemonic Picture

Mnemonic pictures are those designed to remind the learner of certain word or sentences. They may be pictures of thing or situation, presented simultaneously with sentences about these situations, and used later to remind the learner of these sentences.

e. Semantic Picture

Semantic pictures are the pictures that have function only to teach meaning or give a specific meaning. They may be pictures of single thing or plural thing.

All those types mentioned above are possible to be used in classroom teaching-learning process. The picture can be chosen based on its function in understanding teaching material.

2. The Criteria of Good Picture

To make the use of picture effective in class, and to make teaching and learning process become optimal, the teacher needs to know criteria in choosing and using pictures as visual aids in teaching language. There are some criteria that should be considered by the teachers.

Finocchiaro (1996, p.137) said that there are four criteria that guide the teachers in choosing pictures in teaching;

- a. Pictures should be large enough to be seen by all students.
- b. The pictures of individual objects or people should be as simple as possible.
- c. Some of them should contain color for later use when adjectives of color are presented.
- d. The pictures should have no captions.

Wright (2004) also stated when the English teachers use or choose the pictures, they have to consider some criteria as a consideration in using picture in teaching and learning process; there are five criteria in choosing picture in the teaching and learning process, such as:

- a. Picture should be easy to prepare
- b. Picture should be easy to organize
- c. Picture should be interesting for the student
- d. The language and the way teacher wants the students to use the media will be authentic and meaningful to the activity.
- e. The activity should give rise to a sufficient amount of language.

From the description above, it can be seen that when the teachers want to use pictures in their teaching learning activity, the pictures should be large enough to be seen, should be as simple as possible, contain color for using adjective of color, and should have no captions. Picture also has to be easy to prepare and organized, interesting for the students, has to be authentic and meaningful to the activity, and should give rise to a sufficient amount of language. Last but not least, there are some points for the teachers who will select and use pictures in their teaching process;

choosing the picture that suitable with the grammatical structure and vocabulary items, considering the size and clarity of the picture, and choosing pictures that appeal to the eyes and have the entertainment value.

3. The Implementation of Describing Picture Method In Teaching Speaking

The describing picture method is a common technique used in language teaching to develop learners speaking skills. The method involves presenting an image or picture to students and asking them to describe what they see. Teaching speaking is an activity done by the teacher to give knowledge to the students. To get the best result in teaching activity the teacher must have a strategy for teaching. The result of teaching depends on the teacher strategy.

The implementation of describing method in teaching speaking can be used with this following way, according to Brown (2007) :

- a. Prepare the pictures or the photos that will be used in speaking activities. Choose interesting picture that are varied and accordance with the learning topic.
- b. Show the pictures or photos to the students, and ask them to observe closely. Allow enough time to observe the image.
- c. After this, ask the students to describe what they see in the picture verbally. Give a guide to explain how they see the image or pictures starting from the color, shape, size, and so on
- d. Give students the opportunity to speak giving a description of the picture. While students are talking, please give pay attention and provide relevant feedback.
- e. Continue the activity by giving students the opportunity to ask and answer each other about the picture shown.

4. The advantages and Disadvantages in Using Picture

a. The Advantages in Using Picture

A picture is an excellent media to create the exciting and alive teaching learning process. They provide variety of fun and games,

furthermore, it may offer parallel opportunities both for teacher-students and students' interaction.

Gerlach and Elly (1980, p.277) stated that the benefit of using picture as Follows:

- a. Pictures are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.
- b. Pictures provide common experiences for an entire group of students. It means by using picture, teacher can involve all of students in his or her class.
- c. Pictures can help prevent misunderstanding. It means by using pictures, teacher can explain the new vocabularies to his or her students easily. Therefore, it prevents misunderstanding between students' perception and teachers' perception.
- d. Pictures help the students to focus attention to the subject and make students active. Picture also can be used for presenting the meaning of word in order to make the students get the meaning easily, picture will make work more appealing or interesting, for the student especially, picture can make them predict what the next lesson and the last picture can stimulate the questions for the students to discuss. Celce-Murcia & Hilles (1998) also highlighted some advantage of using picture, "interesting or entertaining picture motivate student to respond in ways that more routine teaching aids, such as textbook or a sentence on the board, can't." The statement showed that the using of textbook or a board and chalk for the teachers are common aids which can make the students sometimes feel bored. Therefore, using different aids, such as picture, is able to make the students enthusiastic and to motivate them in teaching and learning process

According to Harmer (1998, p.182) stated that, "even in increasingly technological age, there is still a good value to be had from pictures of all shapes and size. Language teachers can use pictures as medium for controlled language work as an alternative to holding up objects". It

clearly shows that the use of pictures from all sizes and shapes can be used as an alternative to show representation or real objects in class. For example, if the teacher wants to show an elephant to the students, it is impossible to bring it in class. We can use the picture as an alternative way to bring representation of an elephant. From this statement, it shows that the use of pictures can add interest of students in learning English and they are simple and more realistic than the object of students' imagination. Furthermore, in teaching and learning English, picture can play an important role because it has a lot of contribution. Specifically, (wright 2004) stated that the pictures contribute to students' interests and 20 motivations, a sense of the context of the language, and a specific reference point or stimulus.

In conclusion, picture provides some advantages for teaching and learning process. One of them is it can attract the students' motivation and interest to respond the teacher explanation in teaching and learning process. Beside the teacher can use picture in various ways such as pair work or group, it enables students to be more active and communicative with their pairs or groups.

b. The Disadvantages in Using Picture

Pictures not only have advantages in some cases, but they also have several disadvantages as media in teaching learning process. One of the disadvantages is unclear pictures will make the students misunderstand of what the picture describe. Pictures provide a great deal of information at a glance, but when used to illustrate the meaning of a particular expression, they can mislead (Lado, 2003).

Sudjana & Rivai (2001) had given some points that if the pictures are too small, they are difficult to see, the students attention and interest will lose. It means, it is bad if the teacher shows the small pictures to the students in front of the classroom. Every student will compete to see and make noisy. Obviously, the student will not give

their attention anymore. However, small picture still can be used in pair or small group.

Sadiman (2007) gave another opinion about some disadvantages of picture as follows:

- a. The pictures only focus at the sight perception.
- b. The pictures that are too complex are ineffective in teaching learning process. Students do not know how to read the pictures.
- c. The small pictures is not suitable for the big group

According to the Sadiman (2007), the students sometimes do not understand of what the pictures describe about. It is because pictures are too complex. Moreover, the students do not always know how to read the pictures. Those reasons above can make misunderstanding. Therefore, to avoid this problem and make the use of pictures to be effective, the teacher should use clear, simple, and big pictures to the students in order to make teaching and learning process more attractive.

B. Speaking Skill

There are several resources that explain and clarify the definition of speaking. Brown (1994) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking consist of producing systematic verbal utterances to convey meaning (Nunan, 1999). It means that speaking is productive skill that requires the speakers to produce words or sentences with particular meaning that can be received and comprehended by the listeners.

Finochiro and Bonomono (1987, p.109) state that the speakers must think of the idea wished to express. They must change the position of the tongue in order to articulate the appropriate sound. They must consciously be aware of the grammatical, lexical and cultural needed to express the ideas. Speakers must be sensitive to any changes in register or style necessitated by the people whom speak on the situation in which the conversation is taking place.

In speaking, the ability to compose the sentence is highly needed because oral communication takes place when someone writes a sentence. According to Morris (1980, p.24), speaking serves as a natural means of communication among member of a community, both for expression of thought and as a form of social behavior. Widdowson (1987, p.56) states that communication through speaking is commonly performed face to face and occurs as a part of dialogue or other forms of verbal exchange. He also added that speaking is a productive skill that makes the knowledge of language complex mental and physical aspect of the speaker when they produce sentences.

Based on the previous definitions of speaking, the writer concludes that speaking is a process of conveying meaning, the way to carry out our feeling through words and conversation to other people in various contexts. Moreover, Speaking are ability can be defined as the ability to use words in essential normal communication situation and signal system of pronunciation, stress, intonation, grammatical, and vocabulary of foreign language at normal rate of delivery for native speaker of the language. Speaking also used to communicate as by talking, to make request, to make a speech. To be a good speaker, a person should master several aspects of speaking. Some of the aspects are fluency, accuracy and comprehensibility. Therefore, the writer composes and operational definition of speaking skills for this study as the skills to build and share meaning with other people fluently, accurately, and comprehensibly.

C. Teaching Speaking

Teaching speaking is very important for the student to improve their knowledge and communicative skill, Speaking is an oral expression that incorporates not only the use of appropriate rhythm and intonation patterns but also the proper sequencing of words to convey the intended message. Preparing pupils to utilize English is one of the most difficult aspects of foreign language instruction. The teacher must prepare and consider the

lesson's goal for students to learn effectively. To be able to speak English, you must also have a basic understanding of grammar and vocabulary (Bygate, 1987).

According to Hornby (2012), teaching means "providing a person instruction," and "giving a person (knowledge and skill). Speaking, on the other hand, refers to the use of words in a normal voice. So, teaching speaking is instructing someone on how to communicate.

Speaking is an interactive task that must be completed within a certain amount of time. It means pupils will be able to employ words and sentences naturally without having to think about it. Effective speakers must be able to process language in their thoughts and arrange it logically so that it emerges in forms that are not only comprehensible but also convey the intended meanings (Harmer, 2001).

Teaching speaking is needed by the students. It can stimulate students motivation in learning English. The principles for teaching speaking are depending on the objective, focusing on both fluency and accuracy, providing intrinsically motivating techniques, encouraging the use of authentic language in meaningful contexts, providing appropriate feedback and correction, capitalizing on the natural link between speaking and listening, giving the students opportunities to initiate oral communication, and encouraging the development of speaking strategies. (Brown, 2007)

D. The Roles of Teacher in Speaking Class

Speaking is a means to communicate with other people; it can be done in monologues or dialogues. As a result, the role of speaking in human life is too important because human can't live normally without communicating with other people. But the problem that commonly faced by the teacher in speaking class is so complicated, such as the students who are mostly afraid to speak up. It is too difficult for the teacher to make them speak, the students are not only afraid to speak up but also they do not have much vocabulary to speak. Therefore, the teacher has important role in encouraging students to speak.

The role of teacher in the classroom can affect the success of teaching and learning process. According to Irtatik (2009) the teacher facilitate communication in the classroom. In this role, one of the major responsibilities is to establish situations likely to promote communication. Teachers should play such of different roles in teaching speaking. Harmer (2001) states the roles as follow:

1. Prompter

Students sometimes get lost, cannot think what to say next, or in some other way lose the fluency the teacher expects of them. The teacher can leave them to struggle out of situation on their own, and indeed sometimes this may be the best option. However, the teacher may be able to see the activity progress by offering discrete suggestion..

2. Participant

Teachers should be good animators when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and with enthusiasm. At other times, however, teachers may want to participate in discussion or role play themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing students' engagement, and generally maintain creative atmosphere. However, in such circumstances they have to be careful that they do not participate too much, thus dominating the speaking and drawing all the attention to them.

3. Feedback provider

When students are in the middle of a speaking activity, over-correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of the mistakes or errors they have made.

E. The Components of Speaking

Speaking skill can be described as the ability of people to express their ideas and feeling in spoken language. Speaking has several components. The components are as follows (Harris, 1979)

1. Grammar

English grammar is different from Indonesian grammar. English has many tenses which are not found in Indonesian grammar. Therefore, in speaking one should master and know exactly grammar if they want to talk smoothly. If the speaker makes mistakes grammatically when communicating with other people, it can make the listener misunderstand what the speaker says. Grammar is how to combine words to be a good sentence (Hornby, 1987, p.375). Because grammar is one of the components of speaking, the listener ability to understand what the speaker says is in part determined by his grammar mastery. According to Brown (2001), grammar is the system of rules governing to conventional arrangement and relationship of word in a sentence.

Cross (1991) mentions that grammar is the body of rules which underlie a language. Furthermore, Thornbury (1999) states that grammar is the description of the rules that governs how language sentence are formed. Hall (1993) says that grammar is description of certain organizing aspect of particular language. It usually includes phonological (sound), morphological (word composition), and syntactic (sentence composition) points. In short, structure or grammar is very important part in speaking

2. Vocabulary

When we want to say something, one thing that should be mastered and known is word. If we have many vocabularies, it can help us to express our ideas and combine the sentence into other sentence. Finocchiaro (1981) says that at the beginning level, we should concentrate on the function words and more frequently used vocabulary items, which are needed to give practice structures and sound of the language. At the beginning level, it should be given to the students.

3. Pronunciation

In speaking we should master in pronunciation because it will influence the meaning of words. Hornby (1987) states that pronunciation is the way in which a language is spoken, person's way of speaks a language, a way in which a word is pronounced. According to Morris (1980), the goal of learning English is to make the learners understand how to speak and understand the sentence. The learners must know how to pronounce the language appropriately. There are several reasons why we must master pronunciation well in learning English. They are as follows:

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

From the explanation above we can see that good pronunciation is an important thing in mastering speaking because pronunciation can influence the meaning of the words. If she/he does not speak appropriate pronunciation, the listener cannot understand her/his say.

F. Review of Relevant Students

Based on several sources related to this research, there are journals and previous research related to the topic of this research. The following are the result comparison of previous research studies.

Firstly, journal entitled "*Picture Description to Promote Improvement of Speaking Skill*" was written by Andrea Alexandra (2015) The researcher said that picture description is an excellent method because it allows students to not only practice speaking English while describing photos, but it also

allows them to expand their creativity, think critically, and learn about subjects they wouldn't know otherwise. Those are some findings about the use of describing pictures in improving students' speaking ability. Based on the statement above, it can be concluded that the describing pictures is a good models to the students. The difference of this research from the previous findings is this researcher more focus to improve students' speaking ability in terms of pronunciation and vocabulary. The similarity of that journal with the writer research is the media that be used, that is use picture description, the differences are the technique of data collecting, data that used by the writer are pretest and post pest meanwhile the technique of collecting data by the researcher are interview, observation and documentation that research take in senior high school and the researcher take in junior high school, the researcher and the writer that journal are same use qualitative approach.

Secondly, thesis entitled "*The effectiveness of using describing picture to improve students speaking skill in descriptive text*" was written by Asfa (2011) looked on ways to help pupils enhance their speaking skills in descriptive text learning to talk in junior high school can be done with a variety of media to assist kids in developing their speaking skills, such as pictures, cards, paper sheets, and so on. The researcher chose to describe the descriptive text using picture media because it will be easier for students to express their ideas if they describe the picture. They can reflect on the image they see by describing it. So that they can convey their views and the teacher can understand what the students' goals are. In light of the foregoing, the researcher is considering doing a study on the instruction of speaking in descriptive texts utilizing describing pictures. The similarity of that research are the same media, the media that use in research and researcher is using describing picture, the class that research and researcher take also same that is Junior High School. The differences that research uses experiment research meanwhile the researcher used descriptive research.

Third, This research was done with the title "*Using picture media in English language teaching*" this research was written by Wulandari (2012)

The researcher discovered two difficulties that may be solved. The issue was that there were no facilities for presenting content, no input activities for speaking, and no media to push pupils to talk. She investigated at XI IIS 2 of SMA Kasih in the academic year of 2011-2012. Those activities generate beneficial consequence. The pupils were more motivated and interested in involving the English lesson by using the picture, the students' fluency, pronunciation, accuracy, and vocabulary increased. Finally, employing graphics made it easier for the pupils to perform speaking. The similarity of that thesis with the writer research is the media that is used picture media. The differences are the kinds of the research, that research uses quantitative research, meanwhile the researcher uses qualitative research. The technique of collecting data in the thesis is pre-test and post-test, meanwhile the writer technique data collection is interview and observation. That research are for XI senior high school meanwhile the researcher do the observation at VII junior high school.

Fourth, the study was conducted by Karsono (2013). The journal article explains about using picture in improving the speaking ability of the grade eightA students of SMPN 1 Anggana. In this study, the numbers of the participant were 31 students. The study employed Classroom Action Research design. The instrument which was used by the writer was the tests of speaking achievement test, student's participation measurements, observation, interview, and questionnaire. The result showed that the use of pictures had succeeded to improve students speaking ability and students' participation. The use of pictures could enhance students' speaking ability. Mostly, the students could improve their fluency, content, pronunciation, and grammar. The similarity of that thesis with the researcher is the media that is used the picture media, also same use the observation and interview, the differences between the researcher and the author above is the author does the observation at 8th grade meanwhile the researcher do the observation at 7th grade, the author do the observation with 31 student's meanwhile the researcher only 24 students, the author use the questioner and the researcher only observation and

interview, the author use the quantitative research and the researcher use the qualitative research.



CHAPTER III

RESEARCH METHOD

This chapter explain about the descriptions of the steps that are taken to conduct this study. They are: (A) Research Type (B) Research setting of the time and place (C) Subject and object of the research (D) Technique of data collection (E) Technique of data analysis.

A. Research Type

This part explain how the data collected. This study was taken on the topic of the Use of Describing Picture Method in Teaching Speaking of 7th Grade at SMP Salafiyah Kebarongan Kemranjen Banyumas. The information began to get the data from the English teacher in 7th grade. The collecting of data is continued to observe the English teaching in the class, which included the culture around the school environment to support the way of the observation.

The type of research used by the author is field research. The author directly do observation in the location of the research at SMP Salafiyah Kebarongan. The technique of collecting data used by the author is an interview with an English teacher, observation in the location, and field notes from the observation. This is used a qualitative descriptive approach. Qualitative approach is the situation that the author seeks to establish the meaning of a phenomenon from the views of the participant (Jhon:2014)

B. Research location

The research took place at SMP Salafiyah Kebarongan which is located in jln.Raya Buntu-Gombong Km 02 Kebarongan Kemranjen Banyumas Central java. The institution was chosen because that teacher used some interested teaching speaking method namely is describing picture, which helped students understand English better.

C. Subject and Object of The Research

1. Subject

People who live in the study area and have connections to academic institutions serve as the study subject and the topic of discussion.

The following are the primary topics of this research

- a. An English teacher of SMP Salafiyah Kebarongan.
- b. The students in 7^A grade of SMP Salafiyah Kebarongan.

Since the informants are experts in the implementation of learning, the aforementioned informants serve as reliable data sources

2. Object

The determination of the object of the data sources in this research is the process of the teaching speaking using describing picture method. In this research was carried out with the implementation of communicative approach in English teaching learning at 7^A grade students of SMP Salafiyah Kebarongan.

D. Technique of Data Collection

Technique collecting data is the most important step in research because the main purpose of the research is to obtain data. In this technique, the author collect a number of different information, namely researchers conduct participatory observation, interview, and documentation.

1. Observation

This study observed the class activity on implemented describing picture method in SMP Salafiyah Kebarongan, especially in teaching speaking. According to Arikunto, Observation is an activity that gives the concentration on the object using all the sense (Ahmad Tanzeh:2011)

This method is used to collect data related to the situation of teaching-learning. It is used this method to collect the data by observing the progress of English learning in the classroom, especially the process of the use of describing picture method at 7th grade students in SMP Salafiyah Kebarongan.

The observation start from 14-22 September 2022 the observation took place in 7a around four meeting and used non participant observation to collect the data, acting as a passive participant. In this observation It does not join their activity but only record the activity in the class.

The observation followed the steps below:

1. Decide the focus of the research about the use of describing picture method in teaching speaking of 7th grade at SMP Salafiyah Kebarongan.
2. It takes place at SMP Salafiyah Kebarongan, a school stands in one foundation there while the subject of observation is students of 7th grade at SMP Salafiyah, these are 7a and 7b and the teachers of 7th grade is Mrs. D
3. Conducted the stages of data collection. The observation which started from coming to the school, doing class observation, and doing evaluation after learning activity
4. The observation conducted in the English class activity is based on the materials of 7th grade
5. The last data was gathered from the 1st until the end the result of data observation to test the consistency and authenticity of the data.

Table1. Observation Schedule

	Date	Day	Time	place
1 st	14 th September 2022	Wednesday	08.30-09.45 a.m.	7a
2 nd	15 th September 2022	Thursday	08.30-09.45 a.m.	7a
3 rd	21 st September 2022	Wednesday	08.30-09.45 a.m.	7a
4 th	22 nd September 2022	Thursday	08.30-09.45 a.m.	7a

2. Interview

Interview is meeting two persons to exchange information and idea trough question and responses, resulting in communication and join

construction of meaning about particular topic. Interview is used not only as a data collection technique if the researcher wants to conduct the preliminary research to find the problems that need to be investigated but also used to know things in more depth from the respondent.

Structured interviews were applied in this research because structured interview is a very personal approach. Thus, the researcher can gather highly-personalized data. The author prepared the questions that are needed to gain information related to the research. The research conducted the interview with Mrs. D it occurred in the 19 februari 2022 at SMP Salafiyah Kebarongan, which is done to know the general information about teaching English in 7th grade of smp salafiyah kebarongan and continue on the 23-24 September 2022 after the class was done. The following interview with a headmaster of SMP Salafiyah Kebarongan is Mrs. Ety Imroatun,S.Ag,S.Pd who discussed about the school culture and the relationship with society.

Furthermore the author also proposed some question to the students as respondent to find out about the advantages and disadvantages of communicative approach during the teaching English use describing picture method.

3. Documentation

Supported this study, the documentation gives roles to explore the study from of education administration, doing learning activities in the classroom is based on syllabus, it is used to analyze the composition of materials of 7th grade in the 1st and 2nd semester and the standard of students competency in the English learning activity. Before the learning activity, it needs the lesson plan as guidance. The textbook identified the local wisdom in the learning activity as a source of materials. In this practice, the teachers used and the teacher module.

E. Techniques of Data Analysis.

Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to

increase your own understanding of them and to enable you to present what you have discovered to others (Sugiyono 2015).

1. Data Collecting

This method is use to collect the data either through observation interviews and documentaion carried out using evidence media and the clarification from the English teacher as an informant at SMP Salafiyah Kebarongan. Then read and analyzed carefully.

2. Data Reduction

Following the data collection from observation, interviews, and documentations, there is still included general information that has to be chosen. The describing picture method in teaching speaking to 7th graders was the focus of this study. The information from the observational study was transcribed include the notes, interview findings, and supporting documents were all thoroughly detailed. Following the information above, those data were divided into many categories based on the theory of the describing picture method.

3. Data Presentation

When the data is complete, the next step is presentation of the data. Data presentation provides structured information and conclusion of the data, the result of interview, observation and documentation.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the authors present the finding and discussion of the research about The Use of Describing Picture Method In Teaching Speaking at 7th Grade SMP Salafiyah Kebarongan. The finding and were obtained from the result of observation, interview and documentation, continued with discussions this study involved an English teacher and class VII students of SMP Salafiyah. Observation in this study was carried out for six meetings on 14-24 September 2022. At the time of observation, research entered the class according to the teacher's schedule to find the process of the teaching English use the describing picture method. This study used use the additional information through interview English teacher at SMP Salafiyah Kebarongan. These instruments data are discussed in the finding and discussion below.

A. The Implementation Use of Describing Picture Method in Teaching Speaking At the 7th Grade SMP Salafiyah Kebarongan.

The results of the research was collected through the observation. The observation was done in six meeting in the classroom activities that held on 14-22 September 2022. This research are observed the teacher to find how the teacher teach student in speaking skills. The result of this research observation is the teacher used describing picture method. There was some method found by the teacher in teaching speaking.

Before use this method, the teacher ever try to use audio and video to the students however, this is less acceptable to students because most of they are lack of vocabulary, so that the teacher change the method with a more interested method namely describing picture, with this describing picture method the students are can follow the study better, indeed, the use of interesting methods will have implications for students learning outcomes.

In applying the describing picture method the teacher uses picture or photo which later the pictures or photo are used for students assessment, with the describing picture method the teacher also provides some vocabulary that

students can use to describe the picture, through picture or photos and vocabulary that have been pocketed by students, the teacher gives assignments in the form of dialogue practice. This dialogue practice aims to find out how far the students understand about the lesson that has been conveyed by the teacher. This method is used by the teacher to teach students in class, especially in speaking class. So here the researcher attached the excerpt from the teacher.

1. Prepare The Pictures Or The Photos That Will Be Used In Speaking Activities

At the first meet, researcher conducted observation at the SMP Salafiyah Kebarongan on Wednesday, 14 September 2022, especially for 7th grade that is when the teacher is carrying out the teaching and learning process using describing picture method to improve the student speaking skills. And asked student's condition than the teacher choose the head class to lead a prayer. Teaching learning the teacher was opened the class by saying greeting

The opening activity of the teachers inculcated the religious attitude, polite, and logical thinking. Steps on preliminary activity with teacher inculcated polite greetings by giving a smile to the students when entering the classroom and always said "Assalamu'alaikum". Than after the greeting and asking the condition also pray before study the teacher do the teaching and learning, the teacher explains clearly but some students are still confused.

And during the teaching and learning activities, they begin to teach the student with describing picture method in teaching speaking. With this method, the situation in the classroom becomes very pleasant and some students are interested in learning even though the classroom becomes crowded, this method can make students to start speaking in English little by little.

Using picture in teaching speaking can make the learning process can more engaging, interactive and memorable. They provide their visual context for students to express their thought.

Result of Interview: "I look for the topic that I believe they are capable to practice it, so that I always prepare the topic with low level with the hope that students can follow what I have explained"

Based on the interview above the teacher use the animal picture because it adapts to the ongoing the material and this animal picture it will be more easy to understand by students because the teacher choose the picture that often found in around us, than the teacher ask students to describe correctly the picture with the teachers instruction and the picture that has prepared by the teacher before, its states is according to the theory (finochiaro 1996) which states that the picture of individual objects or people should be as simple as possible.

Result of Interview: "I have used the Audio and video, but students have a lot of difficulties. Because the audio that is presented to student uses full English dialogue, students still cannot listen to the audio and must repeat it many times, which take quite a lot of time. On average, students still cannot listen to audio in full English. I choose other ways that are suitable for students, such as Picture or photos, additional vocabulary, and sometimes I insert dialogues practice in learning so that students can be more active in speaking English."

Based on the interview with the teacher above, the teacher once used the audio and video when teaching speaking, but when the teacher explained with those method the teacher found students difficulties in teaching the material, from these difficulties the teacher chooses some method that more suitable for students.

According to Solahudin (2009) Describing pictures might help students develop they creativity and recount stories in English. Use picture method also make the students creativity and make the student more interesting for study and the students can follow the study Wright (2004).

2. Show The Picture Or Photos To The Students

In this session the teacher tell what the picture that will be used to study than the students asked to observe the picture that has been provided by the teacher. Than the students observed the pictures that has been shared by the teacher, they are observed the picture with enjoyably and happily, used this method is make the student interested to follow the class. According to Finocchiaro (1996) picture should be large enough to be seen by all students, so that the teacher used the animal picture because the animal picture it can be fulfill the criteria of a good picture.

Interview teacher *“I was ever to use the view picture like a beach or mountains but the student feeling troubled because in a landscape image there are many components right? Such us rice field, footpath, farmer, farm animals and soon, and that make the student feels little difficult to describe it because knowing that the vocab that they have is also very minimal, so that way I choose the single animal picture for this speaking lesson and Alhamdulillah the students can follow this lesson little by little.”*

Based on the interview teacher above, the teacher was use the some picture/photo, among them are a picture of mountain, picture of beach and the other picture that there are many component but use the picture like this the students are feels difficult to describe it, as the teacher was tell that the English of the students is basic, so that the teacher change the picture with a single picture here the teacher use the animal picture because the animal picture or single picture it just have one or two component I meant that the component not too much and still can be understand by the students.

According to Szkyke (1981) picture of individual person or things may be used, mainly at the elementary level, to introduce or test vocabulary items. From the definition above, we can see that used a single picture can make it easier to the students that have a basic English and vocabulary.

3. Ask The Students To Describe What They See In The Picture Verbally.

For the next, The teacher prepare of the dialogue practicing, then the teacher explain to students how to do the dialogue practice, the teacher start from give question to the student “what picture is this?” after answering the question the teacher gives the example of the dialogue practice, then the teacher says a few items to the students and the student should be able to describe the picture with the example that was made by the teacher.

Result of Interview “Because students still cannot have a dialogue, so I prepared the dialogue and then exemplified, like what to ask and what to answer. After that students are given time to practice it.”

According to the interview teacher, the teacher gives dialogue to the students because most of the students are still unable to have a dialogue. So, the teacher gives an example of a dialogue which is then filled in by the students who are empty.



(Picture1. Teacher does some dialogue practice example)

Based on the picture one the teacher doing the example of dialogue practice with the student, give some example to students how do practice the dialogue about the picture that has been explain by the teacher before, this activity made the students more understand about what they do when they practice the dialogue.

According to Rustiyah (p: 93-94) “a teacher’s functions in the educational interaction include facilitator, guide, motivator, organizer, and

man resource. In this lesson, the teacher focuses on the student's comprehension of the materials. One of the guide's responsibilities is to ensure that students learn effectively and efficiently. the teacher ask to the student to analysis and tell the picture that they got from the teacher, with this method teacher will be know the progress of the students of using describing picture method to improve their speaking skill.

After the activity was carried out, students were asked to write in their respective books, students were asked to practice the dialogue in pairs 10 minutes, the final step is for students to come forward to practice the dialogue, then the teacher checking their answer during the checking their answer the teacher guided the students pronunciation, vocabulary, and grammar.

Result of Interview : "I very happy when what type that I applied to the students can be received well, although their English language is a little, but this is a good progress, because the students can be confident with the speaking skill that they get"(Translate from bahasa)

According to (Brown: 2007) analysis the picture is covers from the color, size, and everything which can be described the image provided.

(Table2. Dialogue practicing material)

Rizal : hay rizal, how are you
Raka : I am fine, how about you
Rizal : I am fine to
Raka : Rizal, what is this?
Rizal : This is cat image
Raka : so cute, what the color of the cat
Rizal : this cat has a grey color
Raka : He has soft fur and cute tail
Rizal : o my god, I feel to want to buy cat like that

This table is what use to students practice the dialogue, this dialogue made by the teacher, because the students are lack of vocabulary

so that the teacher made the text of dialogue to practice the student, the teacher hope that students are confidence to say something with English, so that the teacher students little by little, with hope that sometimes students can make the dialogue by them self and confidence to say something with English language.

4. Give Student The Opportunity To Speak Giving a Description of The Picture

After the teacher prepares the picture of what they try to describe in front of the class. Then, the teacher explain to student how to tell the picture and fill in the blank of the dialogue to students after the activity was carried out the teacher gave some opportunity for the students to try to speak in front of class while explain about what they describe before of course also accompanied and assisted by the teacher.

Result of Interview “because the students in my class actually lack of basic English, so as much as possible I teach them slowly and patiently, I try my best, I also always guided them in every way insha allah”

Based on the result of interview above the teacher always guided the students enthusiastic to their speaking skill, because the students are lack of English language so that the teacher guide students to say word by word that it will be used to describe the picture, the teacher teach the material slowly with the aim that what is the teacher conveyed can be understand by the students.

In this session the teacher ask the students to come forward to in front of the class to practice giving a description of the picture that has been prepared by the teacher here the teacher used the giraffe picture it’s mean that the teacher used the animal picture in this method. Therefore the students were asked to come forward in front of class to describe the giraffe picture that has been prepared by the teacher, the teacher also asked the other students to come in front of class to describe the giraffe picture that each students had received. In addition, teacher also guide students wh are currently describing the picture in front of class while corrected some

inaccurate vocab and pronunciation. The teacher also gave some feedback to the student aims so that the students can describe another picture well and true. In addition to guide, correcting, and gave feedback of course the teacher also gives additional value to students who brave to come forward to describe the picture.

5. Continue The Activity By Giving Students The Opportunity To Ask And Answer Each Other About The Picture Shown

In this part teacher gave some opportunity to the students for doing the dialogue practice with his/her seatmate about the picture that has been shared by the teacher, students are given the task of making dialogue with the questions and answer and that will be practice in front of their friends.

According to (Hornbury:2005) Dialogue practicing has a long history in language teaching, which is not surprising given that language is fundamentally dialogue is its use and that, with a little creativity, any grammatical structure or lexical area can be used to work into dialogue

Through dialogue practicing can improve students in interaction. Usually, the teacher asked students to practice dialogue. That is used with the topic of the implementation by the teacher the students practice by them self before they practice in front of the class and pair up with their friends.

Result of Interview: "after explain about the material, I give some assignment to the students, with the hope they are can improve their speaking skill little by little, I feel really happy with the students who confidence going to in front of class to practice, although sometimes their not use full English, I mean mix with bahasa. (Translated from bahasa)

Based in interview teacher, the teacher used this method because the method was simple and easy to understand. Students enjoy and actively used this method in learning speaking. Even though the class was not using full English at least they have willingness to improve their speaking skill and from the explanation above used the describing picture method can improve their speaking

Before the teacher wraps up the learning exercise, Mrs. Diana gave the summary about the lesson that day and the last Mrs. Diana wrap up the class by giving assignment and asked to the class leader to lead the prayer.

The teacher repeat the material and gave some games, the games is guess what the teacher tell it makes the student imagine about what the teachers says. And last the teacher and the students praying together.

B. The Advantages and Disadvantages Use Describing Picture Method In Teaching Speaking of 7th Grade At SMP Salafiyah Kebarongan.

Implementing use describing picture method in learning has advantages and disadvantages. Here the researcher presented the advantages and disadvantages this data was obtained from the results of class observation and interviews. So, it is explained in this section.

1. The Advantages Use Describing Picture Method in Teaching Speaking

Here, the researcher was found some advantages in the research use describing picture method in teaching speaking In the process of learning to teach English, Many teachers try to help their students to be able and competent to master or be skilled in English. As always emphasize students to be skilled at speaking (conversation), discuss and so on.

Pictures can be used as a medium for teaching, media images are not only an aspect of a method but also represent an picture of an object, place, or person who is important part of the students experience that the teacher must know.

According to Gerlach and Elly (1980) Picture are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper etc. use describing picture method in teaching speaking is the easy one that the students can catch the material faster because the teacher show pictures that has been familiar around the students, the students also learn the material more impressed, because the students can observe the picture directly that has prepared by the teacher, by analyzing the picture it can be develop the power of logical reasoning

Interview Teacher “I choose this method to teach speaking because this method can help student misunderstanding, with this method also the students more active because they can say anything about the picture that has been I prepared before and with their vocabulary that has been memorize little by little”

Based on the interview above the teacher use describing picture method because with picture the students are more active and the class more effectives. Based on the observation beside made the students more active and class more effective this method also can control the way students speak using English, Initially the students had difficulty say something in English, through this method, students were more able and confident in what they were going to say. In fact, it's not only their speaking ability that has increased but indirectly they will also pocket more new vocabulary that they know after they study describing picture method.

2. The Disadvantages Use Describing Picture Method in Teaching Speaking

It is not only the advantages the writer also found the disadvantages use the describing picture method in teaching speaking, based on interview the writer found one disadvantages of use describing picture method in teaching speaking

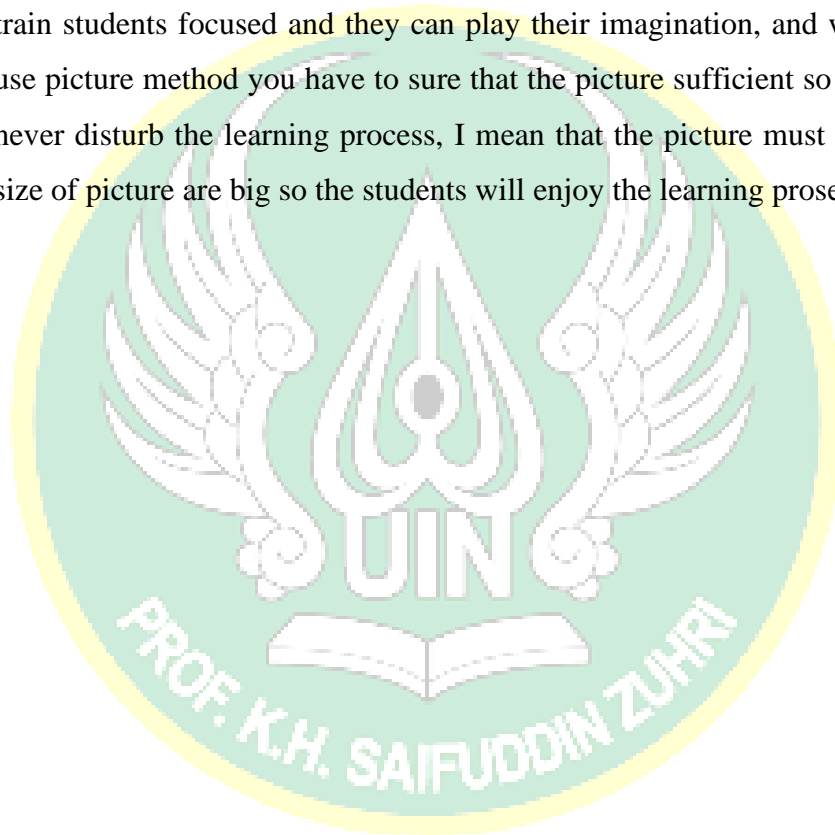
Result of Interview: so far when I used this method the disadvantages use describing picture method it is just in the physical, I mean that when I print the picture sometimes the picture it's not clear, so I have to make sure the picture before I print it.

Based on the interview teacher, the disadvantages use describing picture method it is just in the physical so the teacher has to make sure the picture you want to print is clear. Because the teacher prepared all alone so the teacher has a little difficulties, the teacher has make sure that the picture is clear, make sure that the picture is big, because the small picture is not suitable for learning, this statement is a have different with Sadiman (2007) statement that the picture only focus at the sight perception but in fact with picture the students can control their imagine about the picture.

Result of Interview: In addition, to image that are not clear, images that are too small also affect the difficulty of learning.

In the interview, the researcher asked that what else the disadvantages use describing picture method, and the teacher answer the small picture also made the difficult to learning, because the student also will be difficult to analysis the picture, this statement is same with the (Sadiman 2007) that the small picture is not suitable for the big group.

Based on statement above it can be conclude that with picture can train students focused and they can play their imagination, and when you use picture method you have to sure that the picture sufficient so it will be never disturb the learning process, I mean that the picture must clear, the size of picture are big so the students will enjoy the learning proses.



CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter includes conclusion and suggestion. The conclusion is relevant to the findings and discussions. The Suggestion contains several notes which are very important in the use of describing picture method in teaching speaking

A. Conclusion

According to the research finding about the use describing picture method in teaching speaking, this research can be concluded based on the following findings and discussion: There are two finding and discussion the first is implementation use describing picture method in teaching speaking, and the second is the advantages and disadvantages use describing picture method in teaching speaking.

First the teacher prepared the picture that will be used in speaking class, the teacher prepared the picture with the low level topic so that the students can follow the lesson, the second teacher showed up the picture to the students than the teacher ask student to suggest what the picture that teacher bring it, after that the teacher try to explain to the students about the picture and how to do the dialogue about describe the picture well than ask the students to describe what they see in the picture and write their analysis in their respective book. After that the teacher gave the students opportunity to speak about their description of the picture while come forward in front of their friends, before it the teacher always prepare the example about the dialogue practice because the students are lack of vocabulary so that the teacher also prepared the text of dialogue practice while hope with this dialogue practice are the students will have more new vocabulary. For the last the teacher ask the students to practice the dialogue with her/his seatmate about the picture that has been prepared before.

The implementation of that teaching method used by the teacher is very appropriate for the students at 7th grade of junior high school. Even though

they still use an mix languages, students are more active in speaking class. This made the students are more confident in speaking skills and are not afraid to make some mistakes. The teacher will always guide them when the students have a problem and will correct their problem carefully. Used this method in teaching speaking can help students to improve their speaking skills, particularly in areas such as vocabulary and pronunciation.

For the advantages, use picture method is inexpensive and widely available because the picture can found in everywhere such as magazine, newspaper, books, internet and so on, use describing picture method also help the students misunderstanding and use this method make the students more active in speaking class. And the disadvantages use picture method is we can't use the picture that doesn't clear because when we teach the student with the picture not clear the students will be difficult to suggest the picture, than use picture method also we can't use the small picture, because small picture is not good enough for the big group/class.

B. Suggestion

Based on the findings and discussions of data analysis, the method has an impact on many aspects, including the teacher, school, and students. For more information, consider the following:

1. For the teacher:

The study's findings are likely to help English teacher in using describing picture in teaching speaking more effectively than before. Teacher expected give more attention on advantages and disadvantages of using describing picture method so more effectively.

2. For the students:

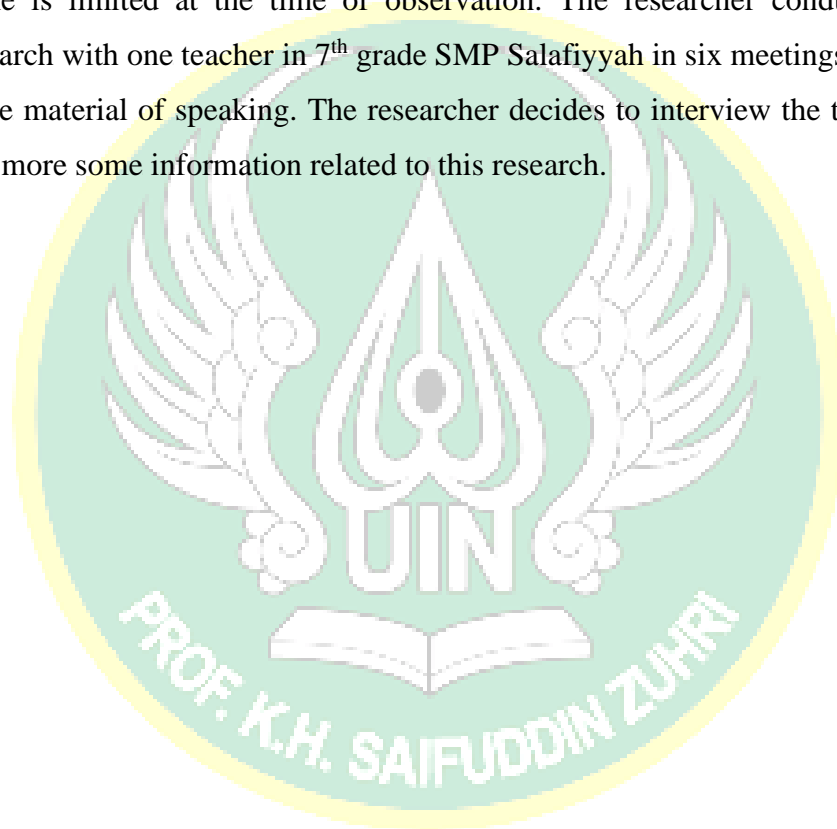
Students should any alternative in improving speaking and can apply the strategies given by the teacher to improve English speaking skills.

3. For the researcher:

This research can be expanded by further researchers who are interested in conducting research on use describing picture method in English language skill especially in teaching speaking. Hopefully this research will be useful.

C. Limitation of the Study

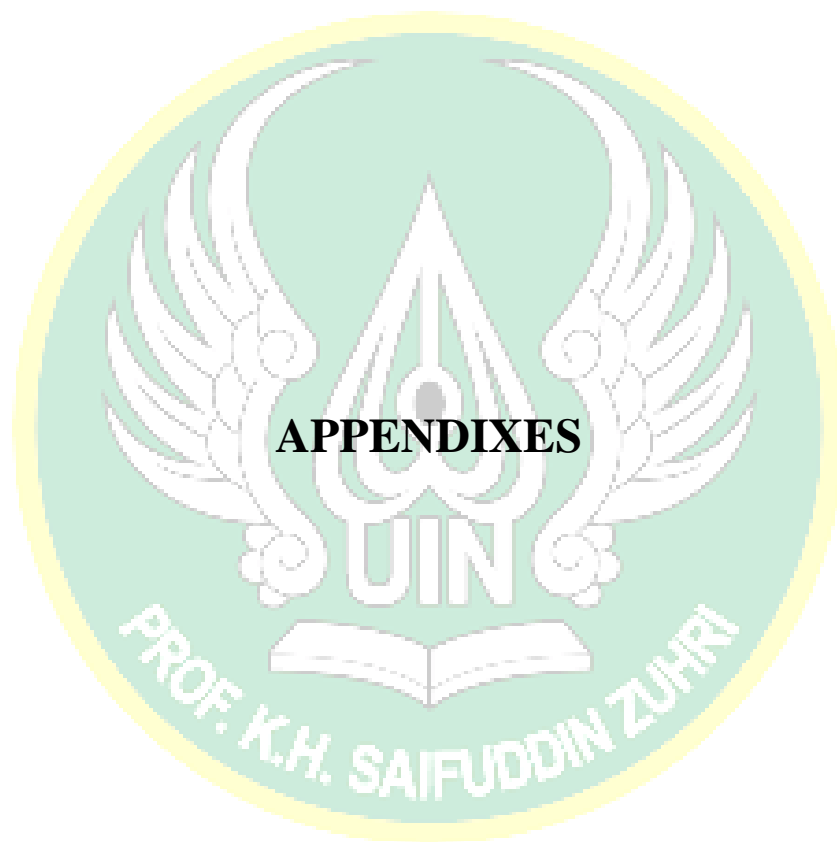
Thus research has achieved its objectives, there are some limitations. Time is limited at the time of observation. The researcher conducted the research with one teacher in 7th grade SMP Salafiyyah in six meetings with the same material of speaking. The researcher decides to interview the teacher to add more some information related to this research.



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APPENDIXES

Interview Name : Alisa Zumrotul ‘Ulya

Interview Date : 19-02-22

Respondent : English Teacher

Interviewer : Apakah ibu bersedia saya mintai tolong untuk menjadi narasumber penelitian saya ?

Teacher : Baik mba, insha allah saya bersedia semampu saya ya

Interviewer : Sebelumnya, boleh saya tahu sudah berapa lama ibu mengajar di SMP Salafiyah ini bu ?

Teacher : Sudah lumayan lama mba, sekitar 5tahunan

Interviewer : Sudah lumayan lama nggih bu, selama kurang lebih 5 tahun mengajar ibu hanya mengajar B.inggris atau ada mata pelajaran lain bu?

Teacher: Iya mba kebetulan saya dulu kuliah ambilnya b,inggris pendidikan jadi saya diberi jam maple inggris oleh sekolah.

Interviewer: Oh baik bu, ada berapa kelas yang ibu ampu untuk sekarang ini bu ?

Teacher : saya hanya ngampu kelas 7 saja mba, kebetulan di sekolah saya kelas 7 nya hanya 2 a dan b, untuk kelas 8 dan 9 ada guru lain yang ngampu

Interviewer: baik bu, trimakasih atas jawabannya, lalu saya ingin menanyakan tentang metode pembelajaran yang ibu terapkan kepada para siswa di smp salafiyah ini apakah ibu berkenan?

Teacher : boleh mba, monggo

Interviewer: baik, trimakasih sebelumnya bu, disini yang saya tanyakan perihal penggunaan metode yang digunakan ibu saat pembelajaran speaking, jadi apa metode yang ibu gunakan pada saat pembelajaran speaking di kelas ibu ?

Teacher: Metode pembelajaran speaking yang saya gunakan pada kelas yg saya ampu khususnya speaking skill itu saya menggunakan gambar mba, karena di kelas saya masih sangat dasar sekali,

Interviewer: apakah ibu pernah menggunakan metode lain selain gambar bu ?

Teacher : pernah mba, tapi hasilnya nihil, anak-anak kesusahan menggunakan metode yang saya terapkan sebelum ini

Interviewer : metode apa kalo boleh saya tahu bu?

Teacher : saya coba teman-teman untuk mendengarkan sebuah audio, video juga pernah, tapi mungkin itu belum ranah nya anak-anak mengingat English mereka masih sangat-sangat minim, karena seperti yang kita ketahui bahwa keseharian mereka menggunakan jawa dan bahasa inggris adalah bahasa yang asing bagi mereka

Interviewer: baik, apa dgn metode yg ibu gunakan siswa dapat merespon dengan baik ?

Teacher : Sejauh ini anak-anak bisa menerima pembelajaran dengan baik si mba, pelan-pelan, sambil menata rasa percaya diri teman-teman dikelas, saya juga selalu memberikan kosa kata yang nantinya mereka bias gunakan baik di keseharian maupun ketika mereka saya beri tugas untuk mendeskripsikan gambar yg saya beri kepada mereka

Interviewer : Oh, jadi gambarnya ibu sendiri yang menyediakan ?

Teacher : betul, karena anak-anak kadang pada ndlaper (tidak focus) mendengarkan instruksi tugas yg saya beri, jadi saya ambil amannya saja, saya yang menyiapkan gambar jadi anak-anak tinggal focus belajar saja

Interviewer: Wah Masya allah sekali ya bu, hehe...

Teacher : iya mba, jadi sebelum kelas saya akan menyiapkan hal-hal yang akan saya sampaikan nanti di kelas, juga dengan metode metode yang akan saya gunakan juga saya siapkan sebelum kelas, jadi waktu jadwalnya saya, saya sudah siap

Interviewer : Baik bu, trimakasih informasinya , selanjutnya apa kelemahan dan kelebihan selama menggunakan metode gambar pada pembelajaran ini ?

ng ibu berikan, ini sangat membantu saya bu

Teacher : Iya, sama-sama mba

Teacher : kebanyakan siswa lebih aktif dalam pembelajaran speaking mba, karena disamping mereka sudah mengantongi vocab yang sudah mereka hafalkan mereka juga bisa lebih mudah mengatakan apa yang akan mereka katakana terhadap gambar tersebut. Untuk kekurangannya sejauh ini si Cuma ada di fisik gambar maksudnya adalah ketika saya ngeprint gambar kadang ada gambar yang hasilnya tidak clear jadi susah dipahami siswa, juga saya harus make sure bahwa gambar yang saya siapkan itu besar dan jelas karena gambar yg tidak clear, tidak jelas, kurang besar itu akan mengganggu pembelajaran teman-teman dikelas.

Interviewer : Baik, berate sejauh ini masih bisa diatasi ya bu kekurangan menggunakan metode ini

Teacher : betul mba, lagian gambar itu menurut saya adalah metode yang gampang, gampang didapatkan gampang diajarkan juga, dengan gambar juga imajinasi siswa jadi lebih terbuka, anak jaman sekarang kan sukanya belajar sambil bermain, dan I think metode ini cocok untuk teman-teman yang ingin belajar speaking sambil bermain dan berimajinasi

Interviewer : hih betul bu, baik trimakasih atas semua informasi ya

Research Activities





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Nomor : B-e. /Un.19/FTIK.J.TBI/PP.05.3/2/2021
Lampiran : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada Yth.

**Kepala Madrasah SMP salafiyah Kebarongan
di Jln. Raya Buntu-Gombang Km 02 Kebarongan Kemranjen Banyumas**

Assalamu'alaikum Wr.Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Alisa Zumrotul 'Ulya
2. NIM : 1817404008
3. Semester : VIII
4. Jurusan/Prodi : TBI
5. Tahun akademik : 2021/2022

Memohon kepada Bapak/Ibu berkenan memberikan izin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Guru bahasa Inggris
2. Tempat/Lokasi : SMP salafiyah Kebarongan
3. Tanggal observasi : 19/02/2022

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum wr. wb.

Purwokerto, 17/02/2022
A.n. Wakil Dekan I
Kepala Jurusan

Dr. Maria Ulpah, M.Si.
NIP:198011152005012004





**YAYASAN KESEJAHTERAAN MUSLIM NADZIRIYAH
SEKOLAH MENENGAH PERTAMA
SMP SALAFIYAH KEMRANJEN
STATUS : TERAKREDITASI B**

Akta Notaris: Ir.Sari Wahjuni, M.Sc., S.H., M.H., M.Kn. Jl. Dipatiukur No.91 Bandung 40132
SK Menteri Hukum dan Hak Asasi Manusia RI Nomor: AHU-AH.01.06-0027018,

Alamat : Jl. Raya Kebarongan Km.3 Poros Buntu Gombang Telp. (0282) 5293216 Email : smpsalafiyah@yahoo.co.id

NPSN : 20301983

NSS : 202030206090

Nomor : 001/HK.6/D/III/2022
Lamp : -
Hal : Keterangan Observasi

2 Maret 2022

Kepada Yth.
Wakil Dekan I UIN Purwokerto
Di
PURWOKERTO

Assalamu'alaikum Wr.Wb.

Menindaklanjuti surat dari UIN Prof. KH. SAIFUDIN ZUHRI Purwokerto Nomor : B-e.581/Un.19/FTIK.J.TBI/PP.05.3/2/2021 tentang Permohonan Ijin Observasi Pendahuluan, maka dengan ini kami sampaikan bahwa :

Nama : Alisa Zumrotul 'Ulya
NIM : 1817404008
Semester : VIII
Jurusan/Prodi : TBI
Tahun Akademik : 2021/2022

Telah melaksanakan Observasi Pendahuluan di SMP Salafiyah Kemranjen Guru Bahasa Inggris pada tanggal 19 Februari 2022.

Demikian surat keterangan ini kami buat, untuk dapat dipergunakan sebagaimana mestinya.

Kemranjen, 2 Maret 2022
Kepala Sekolah



MUSEIKHUDIN, S.Pd.I



**YAYASAN KESEJAHTERAAN MUSLIM NADZIRIYAH
SEKOLAH MENENGAH PERTAMA
SMP SALAFIYAH KEMRANJEN
STATUS : TERAKREDITASI B**

Akta Notaris: Ir.Sari Wahjuni, M.Sc., S.H., M.H., M.Kn. Jl. Dipatiukur No.91 Bandung 40132
SK Menteri Hukum dan Hak Asasi Manusia RI Nomor: AHU-AH.01.06-0027018, Tanggal 18 Agustus 2021
Alamat : Jl. Raya Kebarongan Km.3 Poros Buntu Gombang Telp. (0282) 5293216 Email : smpsalfiyah@yahoo.co.id

NPSN : 20301983

NSS : 202030206090

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 004/UM.1/D/IX/2022

Yang bertanda tangan di bawah ini:

Nama : **ETY IMROATUN, S.Ag., S.Pd**
Instansi : **SMP SALAFIYAH KEMRANJEN**
Jabatan : **Kepala Sekolah**

Menerangkan dengan sebenarnya bahwa :

Nama : **ALISA ZUMROTUL 'ULYA**
NIM : **1817404008**
Semester : **9 (Sembilan)**
Jurusan / Prodi : **Tadris Bahasa Inggris**
Alamat : **Sirau RT 03 RW 02 Kemranjen Banyumas**
Judul : **The Use of Describing Picture Method in Teaching Speaking of
7th Grade at SMP Salafiyah Kebarongan**

Adalah benar-benar telah melaksanakan penelitian di SMP Salafiyah Kemranjen Tahun Pelajaran 2022/2023 terhitung sejak 13 September 2022 s/d 13 Oktober 2022

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

Kemranjen , 28 September 2022

Kepala Sekolah
SMP Salafiyah Kemranjen





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**REKOMENDASI
SEMINAR PROPOSAL SKRIPSI**

Dengan ini kami Dosen Pembimbing Skripsi dari mahasiswa:

Nama : Alisa Zumrotul 'Ulya
NIM : 1817404008
Semester : VIII
Jurusan/Prodi : FTIK / TBI
Tahun Akademik : 2021/2022
Judul Proposal Skripsi : The Use of Describing Picture Method In Teaching Speaking of 7th Grade at SMP Salafiyah Kebarongan Banyumas

Menerangkan bahwa proposal skripsi mahasiswa tersebut telah siap untuk diseminarkan apabila yang bersangkutan telah melengkapi berbagai persyaratan akademik yang telah ditentukan.

Demikian rekomendasi seminar proposal skripsi ini dibuat dan dipergunakan sebagaimana mestinya.

Purwokerto, 07 April 2022

Mengetahui,
Ketua Jurusan/prodi..... TBI

Desi Wijayanti M., M.Pd.

Dosen Pembimbing

Irra Wahidiyati M.Pd



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SURAT KETERANGAN
SEMILAR PROPOSAL SKRIPSI
 No. B.1704/Un.19/FTIK.JTBI/PP.05.3/4/2022

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul :

"The Use of Describing Picture Method In Teaching Speaking of 7th Grade at SMP Salafiyah Kebarongan Kemranjen Banyumas"

Sebagaimana disusun oleh:

Nama : Alisa Zumrotul Ulya
 NIM : 1817404008
 Semester : 8 (Delapan)
 Jurusan/Prodi : FTIK/TBI

Benar-benar telah diseminarkan pada tanggal : 20 April 2022

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 26 April 2022

Mengetahui,
 Koordinator Jurusan/Prodi TBI


 Desi Wijsanti Marutah, M.Pd.
 NIP. 19820112152018012003

Penguji


 Desi Wijsanti Marutah, M.Pd.



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SURAT PERNYATAAN
LULUS SELURUH MATA KULIAH
PRASYARAT UJIAN KOMPREHENSIF

Yang bertandatangan di bawah ini,
 Nama : Alisa Zumrotul 'Ulya
 NIM : 1817404008
 Jurusan / Prodi : FTIK/TBI

- Dengan ini menyatakan dengan sebenar-benarnya bahwa
1. Semua nilai mata kuliah teori dan praktik sebagaimana dipersyaratkan dalam ujian Komprehensif telah lulus (minimal mendapatkan nilai C).
 2. Semua ujian BTA-PPI, Pengembangan Bahasa serta matakuliah dengan bobot nol (0) SKS telah lulus serta dapat dibuktikan dengan sertifikat.

Apabila pernyataan ini tidak benar, maka saya bersedia menerima sanksi akademik berupa:

1. Dibatalkan hasil kelulusan ujian komprehensif;
2. Mengulang mata kuliah yang belum lulus secara reguler melalui pengisian KRS;
3. Mengikuti ujian komprehensif ulang setelah ybs lulus semua mata kuliah.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya tanpa ada paksaan dari pihak manapun.

Purwokerto, 08 Mei 2023
 Yang Menyatakan

METERAI TEMPEL
 10000
 EEDAKX395578817
 Alisa Zumrotul Ulya



IAIN.PWT/FTIK/05.02.

Tanggal Terbit : diisi tanggal

Mo. Berisi : 0



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT KETERANGAN

No. B-1130Un.19/WD1.FTIK/PP.05.3/05/2023

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

N a m a : Alisa Zumrotul 'Ulya
N I M : 1817404008
P r o d i : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Kamis, 11 Mei 2023
Nilai : B-

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 15 Mei 2023
Wakil Dekan Bidang Akademik,

Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001



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UNIVERSITAS ISLAM NEGERI
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SURAT KETERANGAN
MENGIKUTI UJIAN MUNAQASAH SKRIPSI

Nomor: B-e. /Un.19/Koor. Prod/PP.06.3/8/2022

Yang bertanda tangan di bawah ini, Ketua Sidang/Penguji Ujian Munaqasah pada Fakultas Tarbiyah Ilmu dan Ilmu Keguruan (FTIK) UIN Prof. K.H. Saifuddin Zuhri Purwokerto menerangkan bahwa:

Nama : Alisa Zumrotul 'Ulya
 NIM : 18174040208
 Semester : IX
 Jurusan/Prodi : Tadris Bahasa Inggris

Dinyatakan telah mengikuti ujian Munaqasah skripsi pada:

No	Hari, Tanggal	Nama Penguji	Nama Peserta Ujian
1	Jumat, 11 11 22	1. Lera wahidiyati, M.Pd 2. Agus Alusein 3. Desi wijayanti M.MPd	Moor Fazira od

Demikian surat keterangan ini dibuat dan dapat digunakan sebagai syarat untuk mendaftar ujian munaqasah skripsi.

Purwokerto, 11 November 2022
 An. Koord. Prodi
 Penguji Ujian



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SURAT KETERANGAN

MENGIKUTI UJIAN MUNAQASAH SKRIPSI

Nomor: B-e. /Un.19/Koor. Prod/PP.06.3/8/2022

Yang bertanda tangan di bawah ini, Ketua Sidang/Penguji Ujian Munaqasah pada Fakultas Tarbiyah Ilmu dan Ilmu Keguruan (FTIK) UIN Prof. K.H. Saifuddin Zuhri Purwokerto menerangkan bahwa:

Nama : Alisa Zumrotul Uliya
NIM : 1817404008
Semester : IX
Jurusan/Prodi : Tadris bahasa Inggris

Dinyatakan telah mengikuti ujian Munaqasah skripsi pada:

No	Hari, Tanggal	Nama Penguji	Nama Peserta Ujian
1.	Jumat, 11 Nov 22	1. Deri wigayanti M. Mpd 2. Endang Sartika, S.pd, Mpa 3. Windariyati dyah K. MA, Mpa	Khavlah Mar'atus Sholihah.

Demikian surat keterangan ini dibuat dan dapat digunakan sebagai syarat untuk mendaftar ujian munaqasah skripsi.

Purwokerto, Oktober 2022

An. Koord. Prodi

Penguji Ujian

(Nama Terang)



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UPT PERPUSTAKAAN**

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Website: <http://lib.uinsaizu.ac.id>, Email: lib@uinsaizu.ac.id

SURAT KETERANGAN SUMBANGAN BUKU

Nomor : B-2323/Un.19/K.Pus/PP.08.1/6/2023

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama : ALISA ZUMROTUL 'ULYA

NIM : 1817404008

Program : SARJANA / S1

Fakultas/Prodi : FTIK / TBI

Telah menyumbangkan buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan judul dan penerbit ditentukan oleh perpustakaan. Sumbangan buku tersebut dilakukan secara kolektif atau gabungan dengan menipitkan uang sebesar :

Rp 40.000,00 (Empat Puluh Ribu Rupiah)

Uang terkumpul dibelanjakan buku yang kemudian buku hasil pembeliannya diserahkan secara sukarela sebagai koleksi perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Demikian surat keterangan ini dibuat untuk menjadi maklum dan dapat digunakan seperlunya.

Purwokerto, 19 Juni 2023
Kepala,

Aris Nurohman





**MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT**

Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

CERTIFICATE

Number: In.17/UPT.Bhs/PP.009/10721/2020

This is to certify that :

Name : ALISA ZUMROTUL 'ULYA
Date of Birth : BANYUMAS, November 29th, 1999

Has taken English Proficiency Test of IAIN Purwokerto with paper-based test,
organized by Language Development Unit IAIN Purwokerto on December 10th, 2018,
with obtained result as follows:

1. Listening Comprehension	: 44
2. Structure and Written Expression	: 47
3. Reading Comprehension	: 46

Obtained Score : 453




The English Proficiency Test was held in Purwokerto.

Purwokerto, January 13th, 2020
Head of Language Development Unit,

H. A. Sangid, B.Ed., M.A. 9
NIP: 19700617 200112 1 001




ValidationCode


IAIN PURWOKERTO
وزارة الشؤون الدينية
الجامعة الإسلامية الحكومية بورنوكرتو
الوحدة لتنمية اللغة

عنوان : شارع جندرل أحمددياني رقم: ٤٨، بورنوكرتو ٥٣١٢٦، هاتفه ٠٢٨١-٦٣٥٦٢٤- www.iainpurwokerto.ac.id

الشهادة


الرقم: ١٧.٥٨ / UPT.Bhs / PP.٠٠٩ / ٢٠٢٠/١٠٧٢١

	منحت الى
: أليسا زمرة العليا	الاسم
: بيانوماس. ٢٩ نوفمبر ١٩٩٩	المولودة
الذي حصل على	
٤٨ : فهم المسموع	
٤٤ : فهم العبارات والتراكيب	
٤٧ : فهم المقروء	
٤٦ : النتيجة	

في اختبارات القدرة على اللغة العربية التي قامت بها الوحدة لتنمية اللغة في التاريخ :
 مايو ٢٠١٩

بورنوكرتو. ١٣ يناير ٢٠٢٠
 رئيس الوحدة لتنمية اللغة.


 الحاج أحمد سعيد. الماجستير
 رقم التوظيف: ١٩٧٠٠٦١٧٢٠٠١١٢١٠٠١


 ValidationCode



Sertifikat

Nomor : 180/K.LPPM/KKN.49/05/2022

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto
menyatakan bahwa :

Nama : **ALISA ZUMROTUL `ULYA**

NIM : **1817404008**

Fakultas/Prodi : **TARBIYAH DAN ILMU KEGURUAN / TBI**

Telah Mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke-49 Tahun
2022 dan dinyatakan **LULUS** dengan nilai **88 (A)**



Purwokerto, 30 Mei 2022

Ketua,

Dr. H. Ansori, M.Ag.

NIP. 19650407 199203 1 004



KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBİYAH DAN ILMU KEGURUAN
 Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2023

Diberikan Kepada :

ALISA ZUMROTUL 'ULYA
1817404008

Sebagai bukti yang bersangkutan telah melaksanakan kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2022/2023 pada tanggal 23 Januari sampai dengan 4 Maret 2023 dengan Nilai

A

Mengetahui,
 Dekan Fakultas Tarbiyah dan Ilmu Keguruan



Prof. Dr. H. Suwito, M.Ag.
 NIP. 19710424 199903 1 002

Purwokerto, 28 Maret 2023
 Laboratorium FTIK
 Kepala,

Dr. Nurfuadi, M.Pd.I.
 NIP. 19711021 200604 1 002





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 UNIVERSITAS ISLAM NEGERI
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 Telepon (0281) 635624 Faksimili (0281) 636553
 www.uinsaizu.ac.id

BLANGKO BIMBINGAN PROPOSAL

Nama : Alisa Zumrotul 'Ulya
 No. Induk : 1817404008
 Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris
 Pembimbing : Irra Wahidiyati M.Pd
 Nama Judul : The Use of Describing Picture Method in Teaching of 7th Grade at SMP Salafiyah Kebarongan Banyumas

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Senin, 31 Januari 2022	Background Research		
2.	Rabu, 23 Februari 2022	Perbaikan Literatur Riview		
3.	Kamis, 24 Maret 2022	Perbaikan Research Question		
4.	Kamis, 31 Maret 2022	Grammarly dan Turnitin		

Dibuat di : Purwokerto
 Pada tanggal: 07 April 2022
 Dosen Pembimbing
 NIP. /





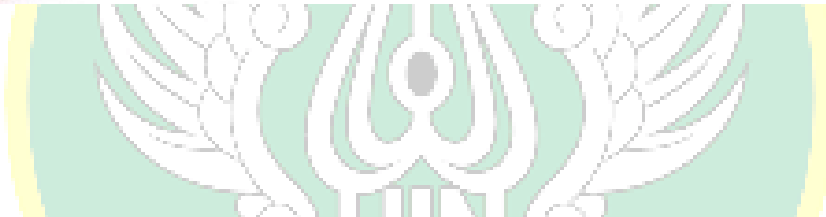
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BLANGKO BIMBINGAN SKRIPSI

Nama : Alisa Zumrotul 'Ulya
No. Induk : 1817404008
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Pembimbing : Itra wahidiyati, M.Pd
Nama Judul : The Use of Describing Picture Method In Teaching Speaking of 7th Grade at SMP Salafiyah Kebarangan Kemranjen Banyumas

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	13 Juni 2022	Bimbingan setelah seminar proposal		
2.	27 Juli 2022	Perbaikan Background Research		
3.	30 Juli 2022	Bimbingan bab 1 dan 2		
4.	24 November 2022	Bimbingan Background research dan bab 3		
5.	10 Januari 2023	Menambahkan langkah-langkah implementasi di Bab 2		
6.	29 Maret 2023	Bimbingan bab 2 dan bab 3		
7.	30 Mei 2023	Bimbingan bab 4		
8.	12 Juni 2023	Revisi bab 4 dan lanjut bab 5		
9.	14 Juni 2023	Bimbingan full bab 1-5 dan Abstrak		



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10.	16 Juni 2023	Acc		
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Dibuat di : Purwokerto
Pada tanggal: 16 Juni 2023
Desain Pembimbing

Itra Wahidiyati, M.Pd
NIP. 196811302019082001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH

Jl. Jend. A. Yani No. 40A Purwokerto, Jawa Tengah 53126, Telp:0281-635624, 628250 | www.ainpurwokerto.ac.id

SERTIFIKAT

Nomor: In.17/UPT.MAJ/13184/06/2020

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA : ALISA ZUMROTUL `ULYA
NIM : 1817404008

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur`an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	71
# Tartil	:	70
# Imla`	:	70
# Praktek	:	70
# Nilai Tahfidz	:	70



Purwokerto, 06 Jan 2020



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