



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
Hak Cipta Dilindungi Undang-Undang

# **THE INFLUENCE OF THE APPLICATION OF ORALLY DESCRIBING PICTURE ON THE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF *SMA N 4 CIREBON***

## **A THESIS**

**Submitted to the English Education Department of IAIN *Syekh Nurjati  
Cirebon* in Partial Fulfillment of the Requirements for the Islamic Graduate  
Degree in English Education Department (S.Pd.I)**



**Arranged by:**

**MOCHAMMAD TAJWID**  
**Reg. Number 58430678**

**ENGLISH EDUCATION DEPARTMENT OF TARBIYAH  
FACULTY SYEKH NURJATI STATE INSTITUTE FOR  
ISLAMIC STUDIES CIREBON  
2012**

## ABSTRACT

**MOCHAMMAD TAJWID**

**Reg. Number (58430678) : THE INFLUENCE OF THE APPLICATION OF ORALLY DESCRIBING PICTURE ON THE STUDENTS' SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF SMA N 4 CIREBON.**

The main duty of teacher is carrying out activities of learning. Teacher should know the meaning of learning activity, teaching and learning strategy in order to create an effective activity. One of learning object is English. There are four major skills of language that the learners have to improve: speaking, reading, writing, and listening. But actually speaking skill is considered as the most difficult among them. In the speaking process, there are some obstacles inside. Teacher should select and decide the appropriate strategies to overcome speaking problem. One of them is describing picture.

The objectives of this study are to find out the data about the students' speaking skill before being taught by using orally describing picture, to find out the data about the students' speaking skill after being taught by using orally describing picture, to find out the data about the influence of the application of orally describing picture on the students' speaking skill.

The approach of the research in writing this thesis is quantitative approach. The techniques of collecting data are observation and test. The quantitative data is analyzed by using T-test (pre-test and post-test one group design). The population of this research is the second grade students of *SMA N 4 Cirebon*. The researcher uses class XI IPA 4 it consists of 30 students.

Having analyzed the data, the writer found that the mean score of the students' achievement in speaking before using orally describing picture is 48.2667. the mean score of the students' achievement in speaking after using orally describing picture is 64.9333. And The score of  $t_{\text{test}}$  is 14.66. So the result of  $t_{\text{test}}$  is  $14.66 > t_{\text{table}}$  is 2.045.

From the result above,  $H_a$  is received and  $H_0$  is ignored, it can be known that there is positive and significant influence of the application of orally describing picture on the students' speaking skill.



## PREFACE

In the name of Allah, the Most Gracious, the Most Merciful. All praises and thankfulness be to God because of his permission and blessing, the writer has been able to finish this thesis. My invocation and safety always be given to the prophet Muhammad (peace be upon him), his family, his colleagues, and his followers up to the end of the world.

The thesis entitled in: ***“THE INFLUENCE OF THE APPLICATION OF ORALLY DESCRIBING PICTURE ON THE STUDENTS’ SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF SMA N 4 CIREBON”*** is presented to the English Education Department of IAIN *Syekh Nurjati Cirebon* in partial fulfillment of the requirements for the degree of Islamic Scholar in English Education Department.

In writing this thesis, there are many people who have participated, helped, and advised directly or indirectly. So, in this opportunity, the writer would like to convey his sincere and gratitude to the following people:

1. Prof. Dr. H. Maksum Muhtar, M.A., the Rector of *Syekh Nurjati* State Institute for Islamic Studies.
2. Dr. Saefudin Zuhri, M.Ag, Dean of Tarbiyah Faculty of IAIN *Syekh Nurjati Cirebon*.
3. Dr. Hj. Huriyah Saleh, M.Pd, the Chairwoman of English Education Department of Tarbiyah Faculty of IAIN *Syekh Nurjati Cirebon*.
4. Sumadi, SS. M.Hum as the first supervisor
5. Tedi Rohadi, M.Pd, S.E, Dipl.TEFL as the second supervisor





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :  
 a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
 b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.

2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

© Hak Cipta Milik Perpustakaan IAIN Syekh Nurjati Cirebon  
 Hak Cipta Dilindungi Undang-Undang

6. Drs. H. Wirsad Yuniuswoyo, M.Pd as the head master of *SMA N 4 Cirebon*
7. Tuti Romdo, S.Pd as the English teacher of *SMA N 4 Cirebon*
8. All the lectures of English Education Department who have taught and educated the writer during his study at *IAIN Syekh Nurjati Cirebon*.
9. All of my friends at *IAIN Syekh Nurjati Cirebon* who helped the writer in writing this thesis, being my friends for the last few years and thanks for a wonderful friendship.

The words are not enough to measure how much help and contribution which they have given in writing this thesis, may Allah the Almighty God guide and give them all happiness throughout their life.

Finally, the writer realized that this thesis is still far from being perfect, and of course there are many mistakes whether in the arrangement or in the content of this thesis. Therefore, it is a great pleasure for him to receive suggestion and critic from everyone who will encourage him to continue his study.

Cirebon, November 2012

The writer,

## TABLE OF THE CONTENTS

<b>ABSTRACT .....</b>	<b>i</b>
<b>PREFACE .....</b>	<b>ii</b>
<b>APPROVAL .....</b>	<b>iv</b>
<b>OFFICIAL NOTE .....</b>	<b>v</b>
<b>LETTER OF AUTHENTICITY .....</b>	<b>vi</b>
<b>AUTOBOIGRAPHY .....</b>	<b>vii</b>
<b>TABLE OF CONTENT .....</b>	<b>viii</b>
<b>LIST OF TABLES .....</b>	<b>xi</b>
 <b>CHAPTER I INTRODUCTION .....</b>	 <b>1</b>
A. The Background of the Problem .....	1
B. The Identification of the Problem .....	3
C. The Limitation of the Problem.....	4
D. The Questions of the Research.....	4
E. The Aims of the Research.....	5
F. The Use of the Research .....	5
 <b>CHAPTER II THEORETICAL FOUNDATION.....</b>	 <b>7</b>
A. The Nature of Speaking .....	7
B. Speaking as an English Language Skill.....	8
C. Teaching Speaking .....	10
D. Media in Teaching Speaking.....	18



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
- b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seizin Perpustakaan IAIN Syekh Nurjati Cirebon.

E. Orally Describing Picture .....	19
F. Frame of Thinking.....	22
G. Hypothesis of the Research.....	24

### **CHAPTER III THE METHODOLOGY OF THE RESEARCH ..... 25**

A. Research Design.....	25
B. The Variables of the Research .....	25
C. The Place and Time of the Research .....	27
D. The Method of the Research .....	27
E. The Population and Sample .....	27
1. Population.....	27
2. Sample .....	28
F. The Technique of Collecting the Data.....	29
G. Instruments of Test.....	30
H. Prosedures of Research.....	33
I. Techniques of Data Analyses.....	37

### **CHAPTER IV THE RESEARCH FINDINGS AND DISCUSSION .... 39**

A. The Research Finding .....	39
1. The Students' Speaking Skill before being taught by using Orally Describing Picture .....	39
2. The Students' Speaking Skill after being taught by using Orally Describing Picture .....	41





3. The Influence of the Application of Orally	
Describing Picture on the Students' Speaking Skill.....	44
<b>B. Discussion .....</b>	<b>49</b>

## **CHAPTER V CONCLUSION AND SUGGESTION..... 50**

A. Conclusions .....	50
B. Suggestions .....	51

## **BIBLIOGRAPHY**

## **APPENDIX**



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

## LIST OF TABLES

Table 3.1 One Group Design.....	25
Table 3.2 Scoring Rubric.....	30
Table 3.3 Pre Tests.....	32
Table 3.4 The Students' Activities in Experimental Group.....	34
Table 3.5 The Schedule of Activities during the Research.....	34
Table 3.6 Post Test.....	35
Table 4.1 The Result of Students' Pre Test.....	38
Table 4.2 The Mean Pre Test One Simple Statistik.....	39
Table 4.3 The Result of Students' Post Test .....	40
Table 4.4 The Mean Post Test.....	41
Table 4.5 Paired Sample Statistic .....	41
Table 4.6 Paired Sample correlations .....	42
Table 4.7 Paired Samples test.....	42
Table 4.8 The Result of Students' Orally Describing Picture.....	44





## CHAPTER I

### INTRODUCTION

#### A. The Background of The Problem

English is the first foreign language studied in Indonesia, from elementary up to university. It implies that to learn a language means to use it to communicate with others. In order to learn and master both oral and written communication, Indonesian government through the Department of National Education has issued national curriculum, Standard of Content (*Standar Isi*), for English and other subjects. In this curriculum, teaching English, especially for Senior High School, focuses on developing students' skill to communicate in oral communication first and then gradually in written communication. This curriculum shows that learning language begins from learning oral skills first. The objective of Senior High School's curriculum is to enable students to use English for survival communication. (www.presidenri.go.id. 11.00 a.m)

Related to the objective, the productive skill, especially speaking, has an important place in teaching and learning English. For most language learners, being fluent in target language is one of the criteria to be called a successful learner. In this globalization era in which communication takes an important role in world communication, speaking as one of the important English skills is considered important to be taught.

However, the emphasis on speaking skill should not be seen as an exclusive thing. In the process of teaching and learning English, productive skills



are equally important with receptive skills. Speaking is skill that is taught integrated with other language skills.

In this paper, the writer makes an effort to investigate that the use of orally describing picture can help a reader to improve his/her English speaking. The students of the second grade of *SMA N 4 Cirebon*, as a matter of fact, have not learned English so long because speaking is not an easy skill to be mastered. Even most of the Senior High School students are unable to speak English well although they have learned the language for at least three years. According to Christy (2008: 10) states: This may be caused by many psychological factors, such as inhibition, anxiety, low self-esteem, fear of making mistakes, and shyness. It is also possible that is caused by external factors such as the lack of speaking opportunity to practice English both inside and outside the classroom, since most of the students rarely use English outside the class.

This may be caused also by a monotonous teaching in teaching speaking. Some teachers may use the same teaching speaking. This monotonous teaching can cause boredom so that students lose their curiosity in learning speaking.

One alternative to solve this problem, especially in helping teachers to create opportunity for students to practice English within certain situations through real communication activities, is using orally describing picture.

Based on the explanation above the writer interest to try using orally describing picture to applicate in teaching speaking, which is done considering of the important is speaking to students and to development of education system formed. This thing is becoming the reason for the writer to give the title of the



thesis namely, ***“THE INFLUENCE OF THE APPLICATION OF ORALLY DESCRIBING PICTURE ON THE STUDENTS’ SPEAKING SKILL AT THE SECOND GRADE STUDENTS OF SMA N 4 CIREBON.”***

## **B. The Identification of the Problem**

### **1. The Field of the Research**

My field of the research is speaking. This paper, which is entitled, the Influence of the Application of Orally Describing Picture on the Students’ Speaking Skill at The Second Grade Students of *SMA N 4 Cirebon* and the writer will try to describe, explain and know students’ skill in speaking English through orally describing picture.

### **2. The Kinds of the Problem**

There are many problems in English, especially in speaking. The writer would like to mention the kinds of the problem in this paper:

- a. The monotonous teaching can cause boredom so that students lose their curiosity in learning speaking.
- b. The students are unable to speak English well although they have learned the language for at least three years. This may be caused by many psychological factors, such as inhibition, anxiety, low self-esteem, fear of making mistakes, and shyness.

Those are some kinds of speaking problem, then as an English teacher we have to find out the way to solve those problems.





1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.

The first point is we have to know the weakness from the students, and that we guide them to study English step by step with orally describing picture in order to be easier for them. Furthermore the teacher builds and practices them with orally describing picture to retell what are the picture descriptions.

### 3. The Main of the Problem

The main of the problem in this research is the student's weakness to understand picture description. Therefore, the writer will tries to research this case by orally describing picture to their skill in speaking, as the problem solving.

## C. The Limitation of the Problem

In this research, the writer has decided to limit the topic only “The Influence of the Application of Orally Describing Picture on the the Students’ Speaking Skill at The Second Grade Students of *SMA N 4 Cirebon*” because many students have difficulties of learning speaking, especially practice it, and it is focused on the teaching speaking using orally describing picture. So that are supposed to be the teaching strategy.

## D. The Questions of the Research

Based on the background of the problem, the research is intended to answer the following questions.

1. How is the students’ speaking skill before being taught by using orally describing picture?

2. How is the students' speaking skill after being taught by using orally describing picture?
3. Is there any positive and significant influence of the application of orally describing picture on the students' speaking skill?

#### **E. The Aims of the Research**

In the line with the questions of the research, the study is directed to the following purposes:

1. To find out the data about the students' speaking skill before being taught by using orally describing picture.
2. To find out the data about the students' speaking skill after being taught using orally describing picture.
3. To find out the data about the positive and significant influence of the application of orally describing picture on the students' speaking skill.

#### **F. The Use of the Research**

These are the use of this research:

1. Through the practice of learning speaking after being taught using orally describing picture, the students are expected can be motivated in learning English, so can increase the students' speaking skill.
2. To find out how is the English teacher use the methodology of teaching in learning English at school.
3. Using orally describing pictures media can be implicated by English teacher to teach speaking.





## BIBLIOGRAPHY

- Arikunto, Suharsimi. 1987. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: PT Bumi Aksara.
- Bieger, George R. 2011. *Educational Research*. Washington: Delmar Publishers.
- Cahyono, Bambang Yudi. 1997. *Pengajaran Bahasa Inggris: Teknik, Strategi, dan Hasil Penelitian*. Malang: IKIP Malang.
- Christy, Fanny Setya. 2008. *Using Strip Story to Improve 8 Grades Speaking Ability*. Malang: Faculty of Education Press.
- P, Haris. 1969. *Testing English as a Second Language*. New York.
- Haeti, Sri. 2006. *The Application of Picture Test and its influence on the Fifth Year Students' Speaking Ability in Learning English at Gesik 2 Elementary School Tengah Tani Cirebon*. Cirebon: Faculty of English Department Press.
- Harmer, Jeremy. 1991. *The Practice of English Language Teaching*. London: Longman.
- Hayriye: <http://unr.edu/homepage/hayriyek>





- Hill, Mc Graw. 2003. *Practical English Language Teaching*. New York.
- Hornby A.S. 1987. *Oxford Advance Learner's Dictionary of Current English*. New York: Oxford University Press.
- Miller, Jane C. 2007. *Listening and Speaking Activities for Adult ESL Learners*. Colorado Department of Education.
- Oxford Learner's Pocket Dictionary. 2000. *New Edition*, New York: Oxford University Press.
- Rizka, Dina Elya. 2003. *Teaching Speaking Using Role-Play for the Second-Grade Students of SMA Negeri Taman Bondowoso*. Kediri: Faculty of English Department Press.
- Septia, Shinta. 2008. *Applying picture describing to increase speaking skill for REC (Ronggolawe English Club)*. Tuban: Faculty of English Department Press.
- Sudjana. 2002. *Metoda Statistika*. Bandung: Tarsito.
- Sadtono, E. 1987. *Antologi Pengajaran Bahasa Asing Khususnya Bahasa Inggris*. Jakarta: DEPDIBUD.
- Setiyadi, Bambang. 2006. *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu.

Weir, Cyril J. 1993. *Understanding and Developing Language Test*. United Kingdom: Prentice Hall International.

www.presidenri.go.id. 11.00 AM



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
  - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
  - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.