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BY

NUR REZKIANI

SIN. 11513200175

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**THE USE OF PICTURES IN TEACHING SPEAKING  
AT SECOND GRADE OF SENIOR HIGH SCHOOL  
KH. AHMAD DAHLAN OF TELUK KUANTAN**



**UIN SUSKA RIAU**

**BY**

**NUR REZKIANI**

**SIN. 11513200175**

**A Thesis**

Submitted as partial fulfillment of the Requirements  
for Bachelor Degree of English Education  
(S. Pd)

**DEPARTMENT OF ENGLISH EDUCATION  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
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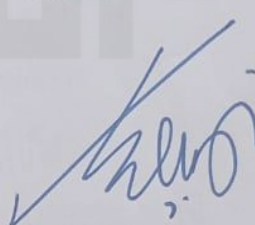
June, 22<sup>th</sup> 2021 M

Approved by,

Head of Department of  
English Education

Supervisor

  
Dr. Faurina Anastasia, S.S., M. Hum  
NIP. 198106112008012017

  
Dedy Wahyudi, M.Pd  
NIK. 130 117 117

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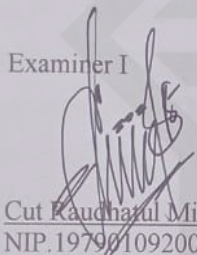
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July 30<sup>th</sup>, 2021 M

### Examination Committee

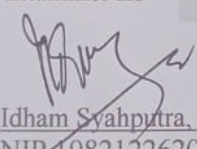
Examiner I

  
Cut Rauchatul Miski, M. Pd  
NIP.197901092009012011

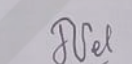
Examiner II

  
Melgis Dilkawati, M. Pd  
NIK.130117074

Examiner III

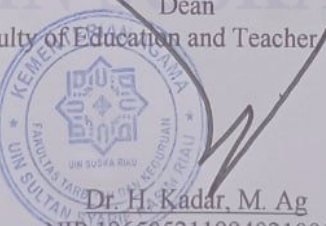
  
Idham Syahputra, M. Ed  
NIP.198212262009121004

Examiner IV

  
Nelvia Ibrahim, M. Pd  
NIP.198011012007102004

Dean

Faculty of Education and Teacher Training

  
Dr. H. Kadar, M. Ag  
NIP.196505211994021001



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STATEMENT OF AUTHENTICITY

I hereby,

Name : Nur Rezkiyani  
Student Number : 11513200175  
Phone Number : 085374326709  
e-mail : nurrezkiani97gmail.com  
Department : English Education  
Faculty : Education and Teacher Training  
University : State Islamic University Sultan Syarif Kasim Riau

Certify that this skripsi entitled **“THE USE OF PICTURES IN TEACHING SPEAKING AT SECOND GRADE OF SENIOR HIGH SCHOOL KH. AHMAD DAHLAN OF TELUK KUANTAN”** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

Pekanbaru, December 29<sup>th</sup>, 2021



Nur Rezkiyani  
SIN. 11513200175

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Finally, the writer really realizes that there are many weaknesses on the thesis. Therefore, constructive critiques and suggestions are needed in order to improve this thesis.

Pekanbaru, August 14<sup>th</sup> 2021

The Writer

NUR REZKIANI  
SIN. 11513200175





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## ABSTRACT

**NUR REZKIANI, (2022): The Use of Pictures in Teaching Speaking at Second Grade of Senior High School KH. Ahmad Dahlan Teluk Kuantan**

The purpose of this research is to find out how the students' speaking ability is by using pictures and if there is significant difference of students' speaking ability before and after being taught by using pictures at Second Grade of Senior High School KH. Ahmad Dahlan Teluk Kuantan. This research was included into experimental research. There were two classes consisted of 55 students as the samples selected by using cluster random sampling. In the data collection, the researcher distributed pre-test and post-test to respondents to find out their speaking ability by using pictures. The researcher used descriptive statistics to analyze the data. The results of this research show that the speaking ability of Second Grade of Senior High School KH. Ahmad Dahlan Teluk Kuantan after being taught by using pictures have higher score than by using traditional technique. Using pictures increase 12% of students' speaking ability.

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## ملخص

نور رزقيان، (٢٠٢١): استخدام الصور في تعليم مهارة الكلام بالفصل الثاني  
بمدرسة كياي حاج أحمد دحلان الثانوية في تيلوك  
كوانتان

إن الهدف لهذا البحث هو معرفة مهارة كلام التلاميذ إذا تم تعليمهم باستخدام الصور، ومعرفة ما إذا كان هناك فرق هام في مهارة كلام التلاميذ قبل وبعد تعليمهم باستخدام الصور بالفصل الثاني بمدرسة كياي حاج أحمد دحلان الثانوية في تيلوك كوانتان. وهذا البحث هو بحث تجريبي. هناك فصلان يجلس فيها ٥٥ تلميذا، وهم عينات البحث حيث تم الحصول عليها من خلال أسلوب أخذ العينات العنقودية العشوائية. ولجمع البيانات قامت الباحثة بالاختبار القبلي والبعدي أي لمعرفة مهارة كلام التلاميذ إذا علّموا باستخدام الصور. واستخدمت الباحثة الإحصاء الوصفي لتحليل البيانات. ونتيجة البحث دلت على أن مهارة كلام تلاميذ الفصل الثاني بمدرسة كياي حاج أحمد دحلان الثانوية في تيلوك كوانتان بعد تعليمهم باستخدام الصور نتيجتها أعلى مما قبله أي باستخدام التقنية التقليدية. فاستخدام الصور يمكن أي يرقى مهارة كلام التلاميذ بمعدل ١٢٪.

الكلمات الأساسية: ترقية، مهارة الكلام، استخدام الصور.

## Panduan Baca Judul, Beberapa Kosakata dan Nomor HP Penerjemah

### مُلَخَّصٌ

نور رزقيان، (٢٠٢١): إِسْتِخْدَامُ الصُّوَرِ فِي تَعْلِيمِ مَهَارَةِ الْكَلَامِ بِالْفَصْلِ الثَّانِي

بِمَدْرَسَةِ كَيَاي حَاج أَحْمَد دَحْلَانِ الثَّانَوِيَّةِ فِي تَيْلُوكِ

كَوَانَتَانِ

TK: روضة الأطفال

SDN: المدرسة الابتدائية الحكومية

SD IT: المدرسة الابتدائية الإسلامية المتكاملة

SMPN: المدرسة المتوسطة الحكومية

SMP IT: المدرسة المتوسطة الإسلامية المتكاملة

MTSN: المدرسة المتوسطة الإسلامية الحكومية

MTS: المدرسة المتوسطة الإسلامية

SMAN: المدرسة الثانوية الحكومية

SMA IT: المدرسة الثانوية الإسلامية المتكاملة

MAN: المدرسة الثانوية الإسلامية الحكومية

MA: المدرسة الثانوية الإسلامية

SMKN: المدرسة الثانوية المهنية الحكومية

SMK: المدرسة الثانوية المهنية

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	Surat Keterangan Pra Riset
	Rekomendasi Pelaksanaan Riset oleh Pemerintah Provinsi Riau
	Mohon Izin Riset
	Rekomendasi Pelaksanaan Riset Kementrian Agama Provinsi Riau

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

It had been widely known that English is very important for international communication nowadays. English is an International language that is mostly used by people in all over the world and also used in many aspects such as in politics, economy, education, technology, science and culture. English is one of the foreign languages that should be taught at school in Indonesia. English becomes a compulsory subject from Secondary School to University. We are also familiar with the fact that English is one of the four subjects to be tested in the National Examination every year. Therefore, it is expected that Indonesian should be able to use English actively for communication as well as seeking a job.

As one of the compulsory subjects that should be mastered by Indonesian students, they should comprehend the four language skills, namely listening, reading, writing and speaking. To develop their language components which deal with grammar, vocabulary, and pronunciation, speaking as one of important language component plays an important role in developing the four skills in English. According to Brown (2004) Speaking is a productive skill that can be directly empirically observe. Its mean speaking is one way to communicate which ideas and though a message orally between speaker and listener.

The ability of speaking is very important because according to the standard of competence for speaking skill, senior high school students are expected to be



able to express meaningful idea for both simple transactional (to get something done or get the information) and interpersonal (to get in touch with others for social purposes) communication to interact with people in the nearest environment (Depdiknas, 2006). The students at this level senior high schools are targeted to achieve the informational level that is to be able to communicate orally and in written form to find information (Depdiknas, 2006).

Murni (2018) stated that Improving students' English speaking ability can be done through some teaching strategies, such as, cooperative activities, role play, creative task, drilling, and describing pictures. All of strategies can help students to actively practice their English in the classroom. The researcher chooses by using pictures for this research because pictures are good visual aid in teaching learning in the classroom and considered effectively to engage the student attention. According to Raimes (1983) Pictures is valuable resource as they provide a shared experience in the classroom, a need for common language forms to use in the classroom, a variety of tasks, and a focus of interest for students. Therefore, it is believed that pictures could be used to overcome the problems and to help the students to improve their speaking skills.

The use of media gives advantages to make learning more active and it help students in speaking skill such as: pictures, cards, paper sheet etc. The researcher chooses using picture to teach speaking in narrative text, because with using picture the students will be easier to express their ideas. Not only that, but also they are interest if in speaking class have a picture or the others. Moreover, English is one of subjects that will be examined for National Examination for



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every grade of educations in Indonesia. It is learnt from Junior High School until Senior High School. One of Senior High School that encourages its students to learn English is Senior High School KH. Ahmad Dahlan of Teluk Kuantan.

Based on the preliminary research which done by the researcher by doing an interview the English teachers, most of the students in Senior High School KH. Ahmad Dahlan of Teluk Kuantan did not perform English in their language conversation. When speaking class, the students afraid to make mistakes because they still thinking about grammar and shy to express their idea not only that, the lack of vocabulary make them difficult to say something moreover make a sentence. In this research, the researcher found some phenomena that related to the students' speaking ability problems at 2nd grade of senior high school KH. Ahmad Dahlan of Teluk Kuantan". It can be seen items as follow:

1. Some of the students are lack of vocabulary in speaking ability.
2. Some of the students are not able to comprehend the sentences.
3. Some of the students are not able to speak fluent in conversation.
4. Some of the students are afraid to speak English each other

Furthermore, based on the students problem and the previous researchers, there are some similar literatures with this research, but they have the differences focus from this research such as Karsono (2013), Zainatuddar (2015), Purwatiningsih (2015), Pratiwi (2016), Kosdian (2016), Nurdini (2018), Murni (2018) they focus on teaching speaking by using pictures in classroom action research. Then Khotimah, Daud and Burhansyah (2017), Wening (2017), they only focus on writing, reading and vocabulary.



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This research has different research design, setting, and participant with the previous research. Most of the previous literatures conducted the research in junior high school, used Classroom Action Research design, quasi experimental design and qualitative approach such as observation, interview, and field note. Different from the previous research, this research is experimental research conducted at second grade of senior high school, use quantitative approach by two kind of tests; pre and posttest. In this research, the researcher would like to find out how using picture could help the students speaking ability by using picture. The researcher is interested in carrying out a research entitled: “The Use of Pictures in Teaching Speaking at Second Grade of Senior High School KH. Ahmad Dahlan of Teluk Kuantan”

## **B. The Problem**

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

Based on the problem described in the background above concerning the phenomenon, the problems that the writer identified as follows:

- a. What makes some of the students lack in vocabulary in speaking ability?
- b. What makes some of the students unable to comprehend the sentences?
- c. What makes some of the students unable to read fluent in speaking ability?
- d. Why some of the students are afraid to speak English each other

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

Based on the problem, the researcher will use narrative text as a media for improving speaking students' ability by using picture because based on syllabus





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from Senior High School, narrative text is one of the kind of the text that learning from that school.

### 3. The Formulation of the Problem

Based on the phenomenon of the problem stated above, the problems of this research can be formulated in these following questions:

- a. How is students' speaking ability taught by using pictures at Second Grade of Senior High School KH. Ahmad Dahlan of Teluk Kuantan?
- b. How is students' speaking ability taught without using pictures at Second Grade of Senior High School KH. Ahmad Dahlan of Teluk Kuantan?
- c. Is there any significant difference between students' speaking ability taught by using and without using pictures at Second Grade of Senior High School KH. Ahmad Dahlan of Teluk Kuantan?

### C. The Objective of the Research

Generally, the objective of the research is to find out the answer of the problems and state the purposes clearly. The objective of the research as follows:

- a. To know students' speaking ability taught by using pictures at Second Grade of Senior High School KH. Ahmad Dahlan of Teluk Kuantan?
- b. To know students' speaking ability taught without using pictures at Second Grade of Senior High School KH. Ahmad Dahlan of Teluk Kuantan?
- c. To know is there any significant difference between students' speaking ability taught by using and without using pictures at Second Grade of Senior High School KH. Ahmad Dahlan of Teluk Kuantan?



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### **D. Reason for Choosing the Tittle**

There are some reasons why the writer is interested in carrying out this research. The reasons are as follows:

1. The tittle of this research is not yet investigated by other previous researchers.
2. Based on the theory using pictures can improving the speaking of the students
3. The location of the research facilitates the writer to conduct the research
4. The title of this research very interesting to investigate by researcher

### **E. Definition of Terms**

In order to avoid misunderstanding and misinterpreting of the terms in this research, it is necessary to define the terms consisted in this research as follows:

#### **1. Speaking Ability**

Speaking is the verbal use of language to communicate with other. In additional, Brown (1994) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, stated that speaking ability more complex and difficult than people assume, and speaking research like research other cases in research of language, naturalize many case to language teachers.



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## 2. Pictures

The use of picture is important because it may give a significant impact in teaching learning process, especially in teaching English skills that had been conducted in some schools. There are some teachers who have conducted a research in improving English skills by using pictures as media. A research conducted by Nugroho, Sudirman, Hasan (2014) found out that pictures that there are significant differences of students' speaking ability after being taught by using picture. The students are helped in the comprehension of the main idea. The use of pictures may also create an interesting situation in the classroom.

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## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Framework

##### 1. The Nature of Speaking

There are many definitions of speaking according to experts. Speaking derives from the word “Speak”. According to Oxford dictionary, “Speak” means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc. Speaking is the verbal use of language to communicate with other. In additional, Brown (1994) defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information.

Speaking consists of producing systematic verbal utterances to convey meaning (Nunan, 1999). It means that speaking is a productive skill that requires the speakers to produce words or sentences with particular meaning that can be received and comprehended by the listeners. So, speaking is an activity done by someone to communicate with others. When someone speaks, he/she interacts and uses the language to express his/her ideas, utterances, feeling and thought. He/she also shares information to others through communication.

Furthermore, Nunan defines speaking as the use of language quickly and confidently with few unnatural pauses, which is called as fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. On the other hand, speaking can be called as





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oral communication and speaking is one of skills in English learning. This become one important subject that teacher should give.

That is why the teachers have big challenge to enable their students to master English well, especially speaking English in class or out of the class. Ability is a word that describes about a capacity, skill and power to do something mentality or physically, that permits or facilitates achievement required to do something and get it done. In this research, the ability of students is student skills to do something related to research. The word of ability often related to capability, skill and competence, especially in cognition aspect of education sides.

Speaking ability is the students' ability in expressing their ideas orally which is represented by the scores of speaking. Speaking is only an oral trail of abilities that it got from structure and vocabulary, speaking ability more complex and difficult than people assume, and speaking research like research other cases in research of language, naturalize many case to language teachers.

**a. The Purpose of Speaking**

It is beneficial to understand about the purpose of speaking themselves. According to lynch and Anderson there are eight purpose of researching speaking:

1. To achieve and extend the learner's linguistic competence
2. To increase their confidence in using spoken English
3. To develop their ability to analyze and evaluate spoken performance
4. To sharpen their strategy competence in face-to-face interaction
5. To convey their message to someone else.



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6. The learners can communication strategies, dictionaries of previous input to make up for gaps in their productive knowledge
7. There are plenty of opportunities to produce
8. The learners talk about things that are largely familiar to them.

### **b. The Components of Speaking**

Speaking becomes important because it is a skill that can make people understand to what things explained easily. English students' speaking ability is expected to be good because they have been learning English since some years before and they will have many performances related to oral skill in universities. It is surprising that many English students especially in Indonesia lack of speaking performance. Moreover, their perceptions about grammar and speaking skill always occurs, they think it is impossible to speak without grammar mastery, some of student also thinks that to master speaking skill we need to stay in native English atmosphere. One step we need in order to be able master speaking skill is by accustoming ourselves to learn and practice speaking performance. According to Hughes (2003), there are five components of speaking, namely, pronunciation, grammar, vocabulary, fluency, comprehension. Here is the explanation:

#### **1. Pronunciation**

Pronunciation is one of important aspect in speaking skill, because it gives meaning to everything we say. Wrong pronunciation will cause understanding and misunderstanding. Pronunciation refers to the students' ability in producing comprehensible utterances to fulfill the task requirements.



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## 2. Grammar

Grammar is the system of rules governing conventional arrangement and relationship of words in sentence.

## 3. Vocabulary

Thornbury (2005 p 22) suggest three usual things used by speakers in what they are being said:

- a. They are (speakers) involving high proportion of words and expressions that express their attitude (stance) to what is being said
- b. Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
- c. A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

## 4. Fluency

Fluency has four deferent interpretations. First, defines fluency as the ability to talk at length with few pauses and to be able to fill the time with talk. Second, a fluent speaker can speak/talk with hesitations and express his/her message in coherent, reasoned, and semantically dense manner. Third, speakers who know what to say in a wide range of contexts, and the last is creative and imaginative speaker in their language use and have all of aforementioned abilities.



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Foster and Skehan in Nunan (2004 p 87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task. Moreover, Lado (1961 p 240) point out, speaking ability is the ability to report acts or situation in precise word or the ability to converse/express sequence of ideas fluently. Thornbury (2005 p 8) also states that the fluent speaker is speakers that have the following feature:

- a. Pauses may be long but not frequent
- b. Pauses are usually filled
- c. Pauses occur at meaningful transition points
- d. There are long runs of syllables and words between pauses

### 5. Comprehension

According to Hornby (1987), comprehension is the power of understanding or an exercise aimed at improving or testing one understands of a language (written and spoken). It indicates that in comprehension the speaker and the listener have to understand what the intended meaning of the speaker when he or she say something.

#### c. The importance of Speaking

Nowadays, people realize that speaking is very important skill to be mastered; speaking proves its effectiveness with the development of period. Many aspect of our live engage speaking as the priority in almost all contexts of our live, people communicate each other to express their ideas, feeling, thought, and etc. In



additions, business man, salesman, and other professions which need speaking skill now race each other to grab the costumer by using their speaking style.

Taking not of the phenomenon, it will be somewhat to find out what is the really function of speaking. Viewing from its usage, the function of speaking can be categorized in three versions; talk as interaction, talk as transaction, and talk as performance. Each of the three speech kinds is distinct in term and function, it also need different teaching approach.

#### **d. Teaching Speaking**

Teaching speaking is to teach English language learners to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the first language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgments and use the language quickly and confidently with few unnatural pauses, which is called as fluency. Richard and Renandya (2002 p 201) said that a large percentage of the world's language learners study English in order to develop proficiency in speaking.

The goal of teaching speaking is to make an interactive communication. It means learners are expected to make themselves understood in their capacity as a whole. They also avoid confusion in the message because of incorrect pronunciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communication situation.





## 2. Media

Media delivered from the latin medium means “between” and it refers to anything that carries information between source and a receiver. Film, television, radio, audio recordings, photographs, projected visual, printed material and the like are media of communication. In addition, some students fail in learning because teacher cannot present the material clearly. Therefore, the teacher needs something to help them in presenting materials by using media the in order to make the teaching learning process successful.

By using media the students acquire experience and do activities affectively so that they get better result. By variety of teaching aid, students might be interested in teaching speaking. There are advantages of teaching using media as follows:

1. Media can help to simplify the teaching process, and they can help to perfect it.
2. Machines allow teachers to practice the principle of subject teaching and illustration.
3. By using media the use of mother tongue of the students can be avoided
4. Media are instruments of motivation if they are used in such ways to stimulate learning.

In Gagne taxonomy, there are some classifications of instructional media; they are a thing a demonstrated, oral communication, silent picture and film. These classifications are connected into the ability to fulfill the function which is



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developed as stimulator of the student's thinking and gives a feedback said among of education media, picture is the most common media used. It is general language can be understood and enjoyed everywhere. There are three kinds of media;

### 1. Flash Cards

"Flash cards are sets of cards with a word or phrase on the other side and it is meaning, usually in translating on the other hand, Flash cards are also pictured which measures 21 x 17 cm. The picture may be taken from magazines, newspaper or drawings. Further, explains that there are two types of flash cards.

First, cards which describe one action, one person or one subject. Second flashcard which describe a situation consisting of some activities, people or objects. This type can also be used to introduce dialogues, practice sentence patterns, and stimulate students to make oral, as well as written composition. It can also be used to present new vocabulary. The message of the pictures is written at the backside of cards to make sure that the teacher is not holding a wrong picture during teaching English activities.

### 2. Blackboard

Blackboard is the most common and generally accepted medium of visual instruction. It is standard equipment in every classroom. Now it comes in a variety of colors. The use of blackboard should be carefully planned. The blackboard should be completely erased before beginning any new lesson or new point in the lesson. By the law of contiguity, there will be association made between whatever is on the board and the material practiced. If the material on the board has no



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relation with the lesson, with the association has established, will interfere the desired learning. Excellent use of blackboard can memorize dictation of the material. For example, the teacher explains about a part of a room on the blackboard include the meaning of those words.

### 3. Picture

Gerlach (2003) says that a still picture is a record or a copy of real object or event, which may be larger, or smaller than the object or event it represents. Picture have been successfully used to show the meaning of words and utterances. They are particularly effective to sign the meaning stimulus in practice exercise. So, the researcher will use pictures as media in teaching speaking.

#### a. Using Pictures

Picture series can be used as media in the teaching speaking. Using picture in teaching has some advantages. Beside that pictures can translate abstract ideas into more realistic form, can be easily obtained, can be used in different academic levels, can save teacher's time and energy, and can attract students' interest. Students whose use pictures to tell stories free themselves from what they are saying. The joyful learning brought into the classroom through the pictures can really liven up the learning experience.

The use of picture is important because it may give a significant impact in teaching learning process, especially in teaching English skills that had been conducted in some schools. In teaching speaking skills, there are several principles that should be considered by the teacher. One of the important principles is to provide something for learners that will encourage or stimulate



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them to talk. There are many things that can be presented to stimulate them to talk. In this case, visual stimuli in the form of a picture series were used in teaching speaking. Linking to visual or aural stimuli, says that visuals have the advantages, of being inexpensive, of being available in most situations, of being personal, that is, they are selected by the teacher, which leads to an automatic sympathy between teacher and materials, consequent enthusiastic use, and of bringing images into the unnatural world of the language classroom.

In a connected set of illustrations, for good selection and display, the teacher must: Make the titles and captions large enough to read, or omit them all together and do the describing orally; Link pictures. There should be continuity of characterization, setting and subject from picture to picture, with figures of uniform size and recurring landmarks; If book or magazine illustrations are copied, they should be simplified and parts not essential to teaching aims should be left out; The pictures themselves should all be the same size and similarly mounted in order to make a set.

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 functions 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.

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Picture can also be the important key in communicative and interactive classroom. According to Hamalik (1988), pictures are the effective visual media that are very important and easy. They can facilitate students to catch the ideas clearly.

**b. The Type of Pictures**

There are several kinds of picture. There are many kinds of pictures that are useful in teaching learning process:

1. Check chart of pictures
2. Pictures of single objects
3. Pictures of one person
4. Pictures of famous people
5. Pictures several people
6. Pictures of people in action
7. Pictures of the news
8. Pictures of fantastic

**c. Sources of Pictures Media**

There are sources of picture. They are as the following:

1. Magazines
2. Calendars
3. Advertisements and Publicity
4. Newspaper
5. Catalogues
6. Business Brochure



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7. Post Cards
8. Reproducing of art
9. Posters
10. Instruction
11. Course book
12. Playing cards
13. Comic and Cartoon strips
14. Family photographs and skill

The pictures used in the class must be appropriate with the intellectual level of the students. When the teacher teaching must always have creativity to make their students enjoy and pay more attention to learn about English by using pictures.

**d. Advantages of Pictures**

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:

1. Pictures are inexpensive and widely available. The teacher can find picture easily, for example in the books, magazine, and newspaper, etc.
2. Pictures provide common experiences for an entire group of students. It means by using picture, teacher can involve all of students in his other class.

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3. 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.
4. Pictures help the students to focus attention to the subject and make students active.

Moreover, Finocchiaro (1996) stated that "pictures can also be used to play games, to illustrate stories, and to do numerous other activities which will certainly occur to you as you use them". It is clear that picture can be used in playing games, to enhance story and other activities such as to assist teacher in presentation or to exercise. 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. Besides 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.

### **e. Teaching Speaking by Using Pictures**

Applying picture series in teaching learning process absolutely enables the students to achieve the lesson. Pictures can be drawn by the teacher, it is taken from magazine or newspaper, poster, brochure, or it is taken from magazine or it is found on internet, the teacher must consider that pictures can engage the students' interest. The use of pictures should be appropriate with the student level and it is visible by the students, (Harmer,2007:179). Using Pictures is one of the



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communicative techniques that can be applied in teaching and learning speaking. Its helps the students to improve their ability in speaking (Zainatuddar,2015:454-455). Developing and stimulating the students in learning process are the teacher role. As the teachers, we must have many sources that can stimulate the students to learn actively because it is important. They are included in teaching learning process. A picture is one of the resources that can help the students to stimulate their interest and motivation, (Wright, 1989:2).

Pictures as media that is very easy to play. Study can be maximums if the students use the five senses, because they can be attractive to express something with their five senses. The five senses used by the students in pictures; they used eyes to saw the picture, used ears to listen what their partner said, used mouth to describe the picture. Therefore, the writer hopes with using picture, students more active in the class and improve their speaking skill. There are steps to apply pictures according to Ismail (2008) as follows:

1. The teacher prepares picture according to the topic or material of subject.
2. The teacher asks students to examine the picture accuracy.
3. The teacher divides students in groups.
4. The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture
5. Then, every group make sentences and writes on the black board.
6. After that, every group describes their picture by speaking in front of the class.
7. Clarification/ conclusion/ teacher reflection.



## B. Relevant Research

The research has been contributed by:

First, the research was conducted by Karsono (2013) to Grade Eight-A Students of SMP Negeri 1 Anggana in Academic Year. In the research employed CAR (Classroom Action Research) design. The finding showed that use of pictures had succeeded, to some extent, to improve student's speaking ability and students' participation.

Second, the research was conducted by Nugroho, Sudirman, Hasan (2014) the subjects of this research consisted of 30 students of SMAN Grade X. The research employed times series design by quantitative data giving three pre-tests, three treatments, and three post-tests. There were two raters to judge the students' speaking performance. The result means that there are significant differences of students' speaking ability after being taught by using picture series.

Third, the research was conducted by Zainatuddar (2015) this research was an experimental research project using quantitative and qualitative methods, which employed a true experimental design of two classes: one as the experimental group taught using PST, and the other was the control group taught using the typical DT. There were 30 students in each group of the second-year at SMKN 1 Lhokseumawe. The instruments were a questionnaire sheet and a speaking test sheet.

Fourth, the research was conducted by Purwatiningsih (2015) this research was conducted to solve the students' problems in speaking. It is to improve the students' ability in speaking through story-telling technique by using picture

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series in terms of content and delivery of the story. The design of study was classroom action research which was conducted in two cycles consisting of six meetings. The subjects of this study were students of grade X-9 of MAN 2 Madiun in 2014/2015 academic year. The instruments to collect the data were observation checklists, field notes and speaking task measured using scoring rubrics, and questionnaire. The finding of the study indicated that the implementation of the technique was successful in improving the students' speaking ability, since the criteria of success were achieved.

Fifth, Pratiwi(2016) the objective of this research was to improve Grade VIII students' speaking skills of SMP Negeri 2 Tempel that were still low through pictures as main media and supported by other media in the academic year of 2016/2017. This research was classified as classroom action research. It was conducted in two cycles, which was held for three meetings in the first cycle and two meetings in the second cycle. The subjects of this research were 33 students of class VIII E of SMP Negeri 2 Tempel. The data were qualitative and quantitative. The qualitative data were obtained through observations and interviews with the students and the English teacher as the collaborator. The data were in the forms of field notes and interview transcripts.

### C. Operational Concept

The theoretical concepts stated above are still in general and in abstract form. Therefore it is required to be operationally described by a particular word that is measured empirically. In order to clarify the theories used in this research, the researcher would like to explain briefly about variables of this research.

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Teaching Speaking is an Pictures (X) and Students Speaking Ability is a dependent variable (Y). There are 2 indicators in for this research, as follow:

#### 1. Indicators of Pictures (X)

- a. The teacher prepare picture according to the topic or material of subject.
- b. The teacher asks students to examine the picture accuracy.
- c. The teacher divides students in groups.
- d. The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture
- e. Then, every group make sentences and writes on the black board.
- f. After that, every group describes their picture by speaking in front of the class.
- g. Clarification/ conclusion/ teacher reflection.

#### 2. Indicators of Students Speaking Ability (Y)

- a. Students are able to tell narrative text with good speaking fluency.
- b. Students are able to tell narrative text with good grammar in speaking.
- c. Students are able to tell narrative text with good speaking accuracy.
- d. Students are able to tell narrative text with good vocabulary in speaking.
- e. Students are able to tell narrative text with good pronunciation in speaking.

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### Scoring Technique based on ‘Testing English as a Second Language in Teaching Speaking’

Aspects	Score	Description
Pronunciation	5	Have few traces of foreign accent
	4	Always intelligible, though one is conscious of a definite accent
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.



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### D. The Hypothesis

#### 1. Null Hypothesis (Ho)

There is no a significant difference between students speaking ability before and after using pictures at Second Grade of Senior High Schoo KH. Ahmad Dahlan of Teluk Kuantan.

#### 2. Alterntive Hypothesis (Ha)

There is a significant difference between students speaking ability before and after using pictures at Second Grade of Senior High School KH. Ahmad Dahlan of TelukKuantan.

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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

This research is categorized as Experimental Research since it aimed to improve the students' speaking ability at the Second Grade of Senior High School Kh. Ahmad Dahlan Teluk Kuantan. According to Sugiyono (2006:80), experimental research is a research which has the purpose to find the cause-effect relationship among variables in a controlled condition. Then, According to Fred D. Kerlinger as cited by Arikunto (2006). That all experiments have one fundamental idea behind them; to test the effect of one or more independent variables on a dependent variable (it is possible to have more than one dependent variable in experiments. According to Cresswell (2008) stated that experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable. This research consisted of two variables namely independent variable or variable X as Pictures and dependent variable or variable Y as Speaking Ability. Moreover, the design of experimental teaching will pre-experimental which employed the pre-test and post-test in one class. The tests involved a group of students in the experimental. The experimental group will give the special treatment by using picture in teaching speaking. Therefore, the researcher chose this research design.



## **B. Time and the Location of the Research**

The research will conduct in the second grade of senior high school KH. Ahmad Dahlan of Teluk Kuantan on the first semester in the academic year of 2020/2021 for about 1 month begin from 25 July up to 24 September 2020. It will locate on Belibis street of Teluk Kuantan. To limitation of time, the researcher did not take all students as the subjects of the research. The researcher accomplishes the research twice in a week. It will conduct on Tuesday and Thursday for 120 minutes in each meeting.

## **C. Subject and Object of the Research**

### **1. Subject of the Research**

Based on the title of the research, the subject of this research will the Second Grade of students' of Senior High School KH. Ahmad Dahlan Teluk Kuantan.

### **2. Object of the Research**

The object this research will the students' speaking ability in using pictures at Second Grade of Senior High School KH. Ahmad Dahlan Teluk Kuantan.

## **D. Population and Sample of the Research**

### **1. Population of the Research**

The populations of this research are all of the Second Grade of Senior High School KH. Ahmad Dahlan Teluk Kuantan. They consists of 2 classes, they are science and social class. The total number of the second year students is 55 students, especially in Senior High School KH. Ahmad Dahlan Teluk Kuantan.





## 2. Sample of the Research

The writer took 1 class through cluster random sampling. Fraenkle & Wallen (2006:97) stated that the cluster random sampling is a sampling in the selection of groups, or clusters, of subjects rather than individuals. They also claimed that the advantages of cluster random sampling are that it can be used when it is difficult or impossible to select a random sample of the individuals, it is often far easier to implement in schools, and it is frequently less time-consuming. There were 2 classes of Second Grade of Senior High School KH. Ahmad Dahlan Teluk Kuantan. The writer chose 1 class randomly as the sample of the research. The chosen was science class.

## E. Technique of Collecting Data

The procedure used in collecting data for this research is an experimental research procedure. Data will collect from the experimental group. The data will in quantitative form obtained from the students' pretest and post-test scores. A pre-test will gives to both the experimental group. The test is an oral test. The students are asks to create a sentences in a group. The sentences will create based on the clue gives by the teacher. They have fifteen minutes to prepare the dialog, and five minutes to perform it in front of the class.

## F. Technique of Analysis Data

To analyze the data, quantitative analysis will use. The data analysis will conduct by organizing the data gain from the pre-test and post-test. The data obtain will analyze using the Statistical Package for the Sosial Sciences (SPSS). To find out whether the data set have normal distribution or not, the Kolmogorov-



smirnov test will use. Meanwhile, To find out the different achievement between the experimental, the independent t-test will use. Then, the Etta Squared statistical test will use to identify the level effect of improving students' speaking ability by using pictures at Second Grade of Senior High School KH. Ahmad Dahlan of Teluk Kuantan.

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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Referring to the data analysis and data presentation in chapter IV, finally the researcher concludes that the answers of the formulation of the problem are as follows:

1. The students' speaking ability of the second grade students at senior high school KH. Ahmad Dahlan of Teluk Kuantan after being taught by using picture had higher score than using traditional technique.
2. The students' speaking ability of the second grade students at senior high school KH. Ahmad Dahlan of Teluk Kuantan before being taught by using picture had lower score.
3. The result of data analysis was based on inferential statistics which had been identified after using picture that could improve 12% on students' speaking ability.

#### B. Suggestion

Based on the research conclusions above, it is known that the use of picture in the classroom can improve students' speaking ability. So that, teaching by using picture is one of the solutions for the English teacher in order to improve students' ability, especially the students' ability in speaking skill.

1. Suggestion for the teacher :
  - a. The teacher teaches constantly to use picture.

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- b. Teacher trains students to speak in English during the teaching and learning process.
  - c. Teacher encourages students' awareness about the importance of speaking skill for their future career.
  - d. The building up of creatives and enjoyable learning for students should be developed by the English teacher.
  - e. Teachers should support their teaching strategies by using interesting and representative media.
2. Suggestion for the students:
  - a. The students are expected to use English as the only one language, at least in learning English.
  - b. The students make such kinds of opportunities to practice English.
  - c. The students find other people that can improve their speaking ability.
  - d. The students never feel bored in practicing their English.
3. Suggestion for the other researchers:
  - a. The researchers are expected to find the new strategy, method or approach in order to make the students easy and joyful in learning English especially in speaking.
  - b. The researchers always watch the development of education.
  - c. The researchers are enforced to be agents of change in education.

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# APPENDIX

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumunkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 1. The Data of Pre Test of Students' Speaking Ability Before Being Taught by Using Pictures

No	Respondents	Pre Test		Final Score
		Rater I	Rater II	
1	Respondent 1	50	46	48
2	Respondent 2	60	51	56
3	Respondent 3	54	62	58
4	Respondent 4	50	54	52
5	Respondent 5	60	64	62
6	Respondent 6	48	52	50
7	Respondent 7	52	48	50
8	Respondent 8	54	58	56
9	Respondent 9	62	58	60
10	Respondent 10	58	79	69
11	Respondent 11	64	60	62
12	Respondent 12	56	56	56
13	Respondent 13	50	46	48
14	Respondent 14	52	48	50
15	Respondent 15	54	58	56
16	Respondent 16	50	50	50
17	Respondent 17	52	58	55
18	Respondent 18	60	56	58
19	Respondent 19	50	50	50
20	Respondent 20	56	52	54
21	Respondent 21	56	48	52
22	Respondent 22	50	62	56
23	Respondent 23	52	60	56
Total		1250	1276	1263
Mean		54,35	55,48	54,91

**Hak Cipta Dilindungi Undang-Undang**

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

## 2. The Data of Posttest of Students' Speaking Ability after Being Taught by Using Pictures

No	Respondents	Post Test		Final Score
		Rater I	Rater II	
1	Respondent 1	60	52	56
2	Respondent 2	58	66	62
3	Respondent 3	50	50	50
4	Respondent 4	68	80	74
5	Respondent 5	64	68	66
6	Respondent 6	58	62	60
7	Respondent 7	60	60	60
8	Respondent 8	68	72	70
9	Respondent 9	70	70	70
10	Respondent 10	55	65	60
11	Respondent 11	50	54	52
12	Respondent 12	50	50	50
13	Respondent 13	56	60	58
14	Respondent 14	70	62	66
15	Respondent 15	58	50	54
16	Respondent 16	58	58	58
17	Respondent 17	48	48	48
18	Respondent 18	62	70	66
19	Respondent 19	54	58	56
20	Respondent 20	54	62	58
21	Respondent 21	60	64	62
22	Respondent 22	70	70	70
23	Respondent 23	46	50	48
Total		1347	1401	1374
Mean		58,57	60,91	59,74

#### Hak Cipta Diindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

### 3. Data Analysis

Pre Test			
NO	Rater I	Rater II	Total
1	50	46	<b>48</b>
2	60	51	<b>56</b>
3	54	62	<b>58</b>
4	50	54	<b>52</b>
5	60	64	<b>62</b>
6	48	52	<b>50</b>
7	52	48	<b>50</b>
8	54	58	<b>56</b>
9	62	58	<b>60</b>
10	58	79	<b>69</b>
11	64	60	<b>62</b>
12	56	56	<b>56</b>
13	50	46	<b>48</b>
14	52	48	<b>50</b>
15	54	58	<b>56</b>
16	50	50	<b>50</b>
17	52	58	<b>55</b>
18	60	56	<b>58</b>
19	50	50	<b>50</b>
20	56	52	<b>54</b>
21	56	48	<b>52</b>
22	50	62	<b>56</b>
23	52	60	<b>56</b>
Total	1250	1276	1263
Mean	54,35	55,48	54,91

Post Test			
NO	Rater I	Rater II	Total
1	60	52	<b>56</b>
2	58	66	<b>62</b>
3	50	50	<b>50</b>
4	68	80	<b>74</b>
5	64	68	<b>66</b>
6	58	62	<b>60</b>
7	60	60	<b>60</b>
8	68	72	<b>70</b>
9	70	70	<b>70</b>
10	55	65	<b>60</b>
11	50	54	<b>52</b>
12	50	50	<b>50</b>
13	56	60	<b>58</b>
14	70	62	<b>66</b>
15	58	50	<b>54</b>
16	58	58	<b>58</b>
17	48	48	<b>48</b>
18	62	70	<b>66</b>
19	54	58	<b>56</b>
20	54	62	<b>58</b>
21	60	64	<b>62</b>
22	70	70	<b>70</b>
23	46	50	<b>48</b>
Total	1347	1401	1374
Mean	58,57	60,91	59,74



1. Dilarang mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.
2. Dilarang mengutip sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

#### 4. Pre Test rater 1 ( Rizky Gushendra, M.Ed.)

NO	RESPONDENTS	SCORE					TOTAL
		PRONONCIATION	VOCABULARY	GRAMMAR	FLUENCY	COMPREHENSION	
1	Respondent 1	12	12	10	9	7	50
2	Respondent 2	14	12	12	12	10	60
3	Respondent 3	13	10	10	10	11	54
4	Respondent 4	10	11	12	9	8	50
5	Respondent 5	12	12	12	12	12	60
6	Respondent 6	10	10	8	11	9	48
7	Respondent 7	12	12	10	10	8	52
8	Respondent 8	12	10	10	12	10	54
9	Respondent 9	16	12	14	10	10	62
10	Respondent 10	14	12	10	10	12	58
11	Respondent 11	13	13	12	14	12	64
12	Respondent 12	10	12	14	11	9	56
13	Respondent 13	8	10	10	10	12	50
14	Respondent 14	12	12	10	8	10	52
15	Respondent 15	14	10	10	11	9	54
16	Respondent 16	12	12	8	10	8	50
17	Respondent 17	11	10	12	9	10	52
18	Respondent 18	13	14	11	12	10	60
19	Respondent 19	11	12	10	9	8	50
20	Respondent 20	14	12	12	8	10	56
21	Respondent 21	10	11	13	10	12	56
22	Respondent 22	10	10	11	10	9	50
23	Respondent 23	12	11	10	9	10	52

## 5. Pre Test Rater 2 ( Muhammad Taufik Ihsan, S.Pd., S.Kom., M.Pd)

NO	RESPONDENTS	SCORE					TOTAL
		PRONONCIATION	VOCABULARY	GRAMMAR	FLUENCY	COMPREHENSION	
1	Respondent 1	10	10	10	9	7	46
2	Respondent 2	9	12	12	10	8	51
3	Respondent 3	14	12	10	14	12	62
4	Respondent 4	10	14	12	10	8	54
5	Respondent 5	14	14	11	13	12	64
6	Respondent 6	10	12	8	10	12	52
7	Respondent 7	9	10	9	11	9	48
8	Respondent 8	16	12	10	10	10	58
9	Respondent 9	12	12	14	10	10	58
10	Respondent 10	18	16	15	15	15	79
11	Respondent 11	11	14	15	10	10	60
12	Respondent 12	10	12	13	12	9	56
13	Respondent 13	8	10	9	10	9	46
14	Respondent 14	10	11	10	9	8	48
15	Respondent 15	15	10	10	11	12	58
16	Respondent 16	12	11	9	10	8	50
17	Respondent 17	12	12	12	12	10	58
18	Respondent 18	13	10	11	12	10	56
19	Respondent 19	11	10	10	9	10	50
20	Respondent 20	12	13	10	8	9	52
21	Respondent 21	9	10	9	10	10	48
22	Respondent 22	12	12	14	12	12	62
23	Respondent 23	13	14	12	11	10	60

## 6. Post Test rater 1 ( Rizky Gushendra, M.Ed.)

NO	RESPONDENTS	SCORE					TOTAL
		PRONONCIATION	VOCABULARY	GRAMMAR	FLUENCY	COMPREHENSION	
1	Respondent 1	12	12	14	14	8	60
2	Respondent 2	12	12	12	12	10	58
3	Respondent 3	11	10	10	10	9	50
4	Respondent 4	13	15	14	12	14	68
5	Respondent 5	12	11	10	12	13	58
6	Respondent 6	10	12	8	14	14	58
7	Respondent 7	15	13	10	12	10	60
8	Respondent 8	18	14	13	12	11	68
9	Respondent 9	16	12	14	13	15	70
10	Respondent 10	12	12	10	11	10	55
11	Respondent 11	10	10	11	10	9	50
12	Respondent 12	10	9	12	10	9	50
13	Respondent 13	12	10	12	10	12	56
14	Respondent 14	16	14	14	14	12	70
15	Respondent 15	15	10	10	11	12	58
16	Respondent 16	14	12	10	12	10	58
17	Respondent 17	10	9	10	9	10	48
18	Respondent 18	13	14	11	14	10	62
19	Respondent 19	15	18	12	12	11	68
20	Respondent 20	10	12	13	8	11	54
21	Respondent 21	12	12	13	10	13	60
22	Respondent 22	14	12	14	14	16	70
23	Respondent 23	10	10	8	9	9	46

## 7. Post Test Rater 2 ( Muhammad Taufik Ihsan, S.Pd., S.Kom., M.Pd)

NO	RESPONDENTS	SCORE					TOTAL
		PRONONCIATION	VOCABULARY	GRAMMAR	FLUENCY	COMPREHENSION	
1	Respondent 1	12	12	10	9	9	52
2	Respondent 2	14	14	12	14	12	66
3	Respondent 3	10	10	10	10	10	50
4	Respondent 4	12	18	15	17	18	80
5	Respondent 5	12	14	14	14	14	68
6	Respondent 6	10	12	11	15	14	62
7	Respondent 7	12	14	10	12	12	60
8	Respondent 8	18	14	15	14	11	72
9	Respondent 9	15	12	14	15	14	70
10	Respondent 10	14	12	15	12	12	65
11	Respondent 11	11	11	12	10	10	54
12	Respondent 12	10	11	10	10	9	50
13	Respondent 13	12	10	12	12	14	60
14	Respondent 14	16	14	12	10	10	62
15	Respondent 15	12	10	10	9	9	50
16	Respondent 16	14	12	10	12	10	58
17	Respondent 17	10	9	10	10	9	48
18	Respondent 18	15	14	15	14	12	70
19	Respondent 19	15	10	14	9	10	58
20	Respondent 20	14	13	13	8	14	62
21	Respondent 21	12	13	13	12	14	64
22	Respondent 22	14	15	14	15	12	70
23	Respondent 23	10	9	11	10	10	50



Non  
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Hal

1. Diarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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Fax. (0761) 561647 Web [www.ftk.unswaska.ac.id](http://www.ftk.unswaska.ac.id) E-mail: [effak\\_unswaska@yahoo.co.id](mailto:effak_unswaska@yahoo.co.id)

Pekanbaru, 31 Oktober 2019

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : NUR REZKIANI  
NIM : 11515200175  
Semester/Tahun : IX (Sembilan)/ 2019  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.

an, Dekan  
Wakil Dekan III

Dr. Drs. Nursalim, M.Pd 24  
NIP. 19660410 199303 1 005



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2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



MAJELIS PENDIDIKAN DASAR DAN MENENGAH PIMPINAN DAERAH MUHAMMADIYAH KUANTAN SINGINGI  
**MADRASAH ALIYAH PONPES KH. AHMAD DAHLAN**  
**KABUPATEN KUANTAN SINGINGI**  
**AKREDITASI "A"**  
Alamat : Jln. Balble No. 11 Kel. Simpang Tiga Teluk Kuantan-Kec. Kuantan Tengah-Kuantan-Riau 28562 Telp. (0780) 32243  
Email : mald\_ahmaddahlan@yahoo.co.id



## SURAT KETERANGAN PRARISSET

Nomor: 165/JIL.4/F/A.U/XI/2019

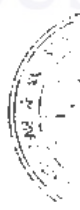
Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Pondok Pesantren KIL.Ahmad Dahlan Teluk Kuantan, Kabupaten Kuantan Singingi, dengan ini menerangkan :

- |                   |  |
|-------------------|--|
| 1. Nama           | : Nur Rezkiani                         |
| 2. NIM            | : 11513200175                          |
| 3. Semester/Tahun | : IX (Sembilan)/ 2019                  |
| 4. Program Studi  | : Pendidikan Bahasa Inggris            |
| 5. Fakultas       | : Tarbiyah dan Keguruan UIN Suska Riau |

Bahwa yang bersangkutan diizinkan melaksanakan PraRiset di Madrasah Aliyah Pondok Pesantren KIL.Ahmad Dahlan Teluk Kuantan.

Demikianlah Surat Keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Teluk Kuantan, 20 November 2019  
Kepala Madrasah Aliyah



  
Agusrianto, S.Psi.I, MA  
NKTAM. 107 4133

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
 Gedung Menteri Lintas Kuning Lantai II, Jl. Komp. Kantor Gubernur Riau  
 Komplek Sukamara No. 460 Temp. (67/51) 39084 Fax: (0761) 24117 PEKANBARU  
 Email : dpmptap@riau.go.id

**REKOMENDASI**

Nomor : 503/DPMTSP/NON IZIN-RISET/34928  
 TENTANG

**PELAKSANAAN KEGIATAN RISET-PRA RISET  
 DAN PENGUMPULAN DATA UNTUK BAHAN SKRIPSI**



1.04.02.01

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau setelah membaca Surat Penerimaan Riset dari Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau, Nomor : UN.04 F.II PP.00.9/9411/2020 Tanggal 28 Agustus 2020, dengan ini memberikan rekomendasi kepada

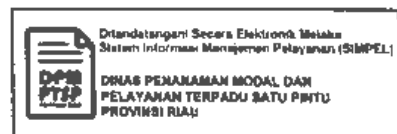
1. Nama	NUR REZKIANI
2. NIM /KTP	115132001750
3. Program Studi	PENDIDIKAN BAHASA INGGRIS
4. Jurusan	SI
5. Alamat	PEKANBARU
6. Judul Penelitian	THE USE OF PICTURES IN TEACHING SPEAKING AT SECOND GRADE OF SENIOR HIGH SCHOOL KH. AHMAD DAHLAN OF TELUK KUANTAN
7. Lokasi Penelitian	MA KH. AHMAD DAHLAN

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi diterbitkan
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud

Demikian rekomendasi ini dibuat untuk dipergunakan sepenuhnya

Dibuat di : Pekanbaru  
 Pada Tanggal : 28 Agustus 2020



**Tembusan :**

**Disampaikan Kepada Yth :**

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Kepala Dinas Pendidikan Provinsi Riau
3. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

Hak Cipta Dilindungi Undang-Undang

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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU  
FAKULTAS TARBIYAH DAN KEGURUAN

كلية التربية والتعليم  
FACULTY OF EDUCATION AND TEACHER TRAINING

Jl. H. R. Soedarsono No.155 Km.18 Tampar Pekanbaru Riau 28293 PO BOX 1004 Telp. (0761) 561647  
Fax. (0761) 561647 Web: www.uin-suska.ac.id E-mail: info@uin-suska.ac.id

Pekanbaru, 28 Agustus 2020 M

Nomor : Un.04/F.II/PP.00.9/9411/2020  
Sifat : Biasa  
Lamp. : 1 (Satu) Proposal  
Hal : **Mohon Izin Melakukan Riset**

Kepada  
Yth. Gubernur Riau  
Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu  
Satu Pintu  
Provinsi Riau  
Di Pekanbaru

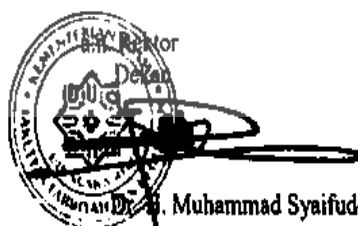
*Assalamu 'alaikum warahmatullahi wabarakatuh*  
Rektor Universitas Islam Negeri Sultan Syarif Kasim Riau dengan ini  
memberitahukan kepada saudara bahwa :

Nama : NUR REZKIANI  
NIM : 11513200175  
Semester/Tahun : X (Sepuluh)/ 2020  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan riset guna mendapatkan data yang berhubungan dengan  
judul skripsinya : The Use of Pictures in Teaching Speaking at Second Grade of Senior High  
School Kh. Ahmad Dahlan of Teluk Kuantan  
Lokasi Penelitian : MA KH AHMAD DAHLAN  
Waktu Penelitian : 3 Bulan (28 Agustus 2020 s.d 28 November 2020)

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang  
bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih.



Muhammad Syaifuddin, S.Ag., M.Ag.  
NIP. 9740704 199803 1 001

Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
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  - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumpukan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR WILAYAH KEMENTERIAN AGAMA  
PROVINSI RIAU**

Jalan Jenderal Sudirman No. 235 Kotak Pos 11311 Pekanbaru (28011)  
Telepon (0761) 242243; Faksimile (0761) 242242  
Website : riau.kemtenag.go.id

**REKOMENDASI**

Nomor B-205/Kw.04.1/2/Kp.01.1/09/2020

Berdasarkan Rekomendasi dari Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Pemerintah Provinsi Riau Nomor : 503/DPMPSTP/NON IZIN-RISET/34928 tanggal 28 Agustus 2020 perihal rekomendasi tentang pelaksanaan kegiatan Riset/Penelitian dan Pengumpulan data untuk bahan Skripsi, dengan ini Kepala Kantor Wilayah Kementerian Agama Provinsi Riau Memberikan Rekomendasi Penelitian kepada :

Nama : NUR REZKIANI  
NIM : 115132001750  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Jenjang : S1  
Alamat : PEKANBARU  
Judul Penelitian : THE USE OF PICTURES IN TEACHING SPEAKING AT SECOND GRADE OF SENIOR HIGH SCHOOL KH. AHMAD DAHLAN OF TELUK KUANTAN  
Lokasi Penelitian : MA KH. AHMAD DAHLAN

Rekomendasi Riset/Penelitian diberikan dengan ketentuan :

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini;
2. Adapun Rekomendasi Riset/Penelitian ini bertanggung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian rekomendasi ini diberikan agar dapat digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan serta membantu kelancaran kegiatan penelitian dalam pengumpulan data ini, sekian terima kasih.

Pekanbaru, 23 September 2020

a.n. Kepala  
Plh. Kepala Bidang Pendidikan Madrasah



**Tembusan :**

1. Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau di Pekanbaru
2. Kepala Kantor Kementerian Agama Kab. Kuantan Singingi
3. Kepala MA KH. Ahmad Dahlan Kuantan Singingi
4. Yang Bersangkutan

UIN SUSKA RIAU

## RENCANA PELAKSANAAN PEMBELAJARAN

### (RPPD)

Sekolah : MA KH. Ahmad Dahlan  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : XI MIPA/1  
 Materi Pokok : Text Narrative  
 Alokasi Waktu : 4 x 45 menit ( 2x Pertemuan)  
 Skill : Speaking Comprehension

#### A. KOMPETENSI INTI

KI 3: Memahami, menerapkan dan menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif serta mampu menggunakan metode sesuai kaidah keilmuan.

#### B. Kompetensi Dasar

Kompetensi dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3. 8.1 Mengidentifikasi fungsi sosial dan unsur kebahasaan pada teks narrative sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya 3.8.2 Mengidentifikasi makna kata atau kalimat dalam narrative text
4.8 menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	Mengidentifikasi makna terkait fungsi sosial dan unsur kebahasaan teks narrative berbentuk cerita pendek/ legenda Menentukan generic structure pada narrative text

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### C. Tujuan Pembelajaran

1. Mengidentifikasi fungsi sosial dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
2. Mengidentifikasi makna dari narrative text
3. Menentukan generic structure pada teks narrative

### D. Materi Pembelajaran

#### **Fakta**

Teks naratif, berbentuk legenda sederhana

#### **Fungsi sosial**

Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur, meneladani nilai-nilai moral, cinta tanah air, menghargai budaya lain, dsb.

#### **Unsur kebahasaan**

- Tata bahasa: Simple Past tense, Past Continuous Tense
- Kosakata: terkait karakter, watak, dan setting dalam legenda
- Adverbia penghubung waktu: first, then, after that, before, at last, finally, dsb.
- Adverbia dan frasa preposisional penunjuk waktu: a long time ago, in 1776, immediately after the dry season, dsb.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal

#### **Generic Structure**

- a. Pendahuluan (orientasi) dengan memperkenalkan tokoh, tempat, waktu, terjadinya cerita.
- b. Conflict urutan kejadian dari awal mula munculnya konflik hingga puncak konflik.
- c. Resolution bagaimana tokoh utama menyelesaikan konflik yang ada. Akhir cerita dapat dengan bahagia atau sedih
- d. Ulasan atau komentar umum (reorientasi), opsional.

### E. Metode pembelajaran

Genre Based Approach

## Kegiatan Pembelajaran

## Kegiatan Pendahuluan

melalui WA/Telegram grup

## Kegiatan Inti

melalui WA/Telegram grup

## F. Media pembelajaran

WA(whatsapp grup)

## G. Sumber belajar

Buku referensi (Buku pegangan Guru)Internet

Youtube

## A. Langkah-langkah Pembelajaran Pertemuan 1

Kegiatan Pembelajaran	Deskripsi Kegiatan	Alokasi Waktu
Kegiatan Pendahuluan melalui WA/Telegram grup	<ul style="list-style-type: none"> <li>Guru memberi salam (greeting).</li> <li>Guru memeriksa kehadiran siswa.</li> <li>Peserta didik dan guru mendiskusikan kompetensi yang sudah dipelajari dan dikembangkan sebelumnya berkaitan dengan kompetensi yang akan dipelajari dan dikembangkan.</li> <li>Peserta didik memperhatikan penjelasan guru tentang kompetensi yang akan dicapai dan manfaatnya dalam kehidupan sehari-hari.</li> <li>Peserta didik memperhatikan penjelasan guru tentang garis besar cakupan materi dan kegiatan yang akan dilakukan.</li> </ul>	10 Menit
Kegiatan Inti melalui WA/Telegram grup	<p><b><i>Building Knowledge of the Field (BKOF)</i></b></p> <ul style="list-style-type: none"> <li>Guru memberikan gambar contoh narrative text (malinkundang) <a href="https://www.youtube.com/watch?v=ItN0t3ld-AM">https://www.youtube.com/watch?v=ItN0t3ld-AM</a></li> <li>Guru bertanya kepada siswa tentang video tersebut, apakah peserta didik pernah</li> </ul>	60 Menit

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membaca atau melihat contoh lain seperti video tersebut

### ***Modelling of the Text (MOT)***

- Siswa diberikan link tentang materi dan contoh pembelajaran teks narrative  
[https://www.kampunginggris.id/mengenal-struktur-narrative-text-dalam-bahasa-inggris#Struktur dasar generic narrative text](https://www.kampunginggris.id/mengenal-struktur-narrative-text-dalam-bahasa-inggris#Struktur%20dasar%20generic%20narrative%20text)
- Siswa bertanya kepada guru melalui WA tentang bagian yang belum dimengerti
- Dalam kelompok (sebelumnya sudah dibagi melalui WA), siswa diberikan teks narrative yang akan dikerjakan secara berkelompok yang didiskusikan melalui grup WA
- Siswa secara berkelompok mengidentifikasi fungsi sosial dan unsur kebahasaan pada teks naratif
- Siswa mengidentifikasi makna dan menentukan generic structure dari teks narrative yang telah diberikan.
- Hasil diskusi dikirimkan melalui email masing-masing grup ke email guru

## Kegiatan Penutup

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- Peserta didik dan guru membuat rangkuman/simpulan pelajaran.
- Peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Guru memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Guru merencanakan kegiatan tindak

15 Menit

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lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik.

- Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## H. Penilaian

- a. Penilaian Sikap Observasi
- b. Penilaian Pengetahuan Tes tulis (terlampir)
- c. Penilaian Keterampilan



## MATERI NARRATIVE TEXT

'American Myths, Legends, and Tall Tales' karya Christopher R dan Jeffrey B Webb berikut cerita Malin Kundang dalam Bahasa Inggris,



*Once upon a time, on the north coast of Sumatera lived a poor woman and his son, who called Malin Kundang. His Father eventually died, and his mother lived alone as a poverty-stricken old woman. Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. One day, Malin Kundang decide going to overseas and promise to come back. After several years had gone by, Malin Kudang finally decide to return to his village. He arrived wearing fine clothes and traveling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight. One of the villagers recognized Malin Kundang form a scar that he had received while playing as a child. Upon recognizing the mark, the villager went to tell Malin Kundang's mother that her son had returned. Excitedly, she went to the shore and recognized her son the minute her eyes fell on him.*

*When the older woman called him her son, he refused to believe that he head such an old woman as a mother. His disbelief was heightened when his wife questioned why he had not told her that he had an elderly, poor mother. In an alternate translation, Malin Kundang was on the ship with just his crew. When his mother attempted to embrace him, he was too embarrassed by her ragged appearance to acknowledge her and instead, had one of them carry her away. Distraught and finally realizing he son's wickedness, Malin Kundang's mother gave up on her son's acknowledging her and prayed to her god to punish her son for his behavior. The day after his mother's prayer, Malin Kudang sailed out of the village. Shortly thereafter, the ships was met by a violent storm. Malin Kundang believed the storm was his god's and nature's ways of punishing him for his mistreatment of his mother.*

*He felt guilty about his behavior towards her, asked for forgiveness, and began to pray. However, his repentance was too late, for the ship was destroyed at sea. But, in some translations of the tale, Malin Kundang was turned into coral. In other, the ship, the crew, and he become rock formations that are still standing.*

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Berdasarkan teks narrative di atas, siswa diharapkan bisa menceritakan kembali di depan kelas.

**Mengetahui,**

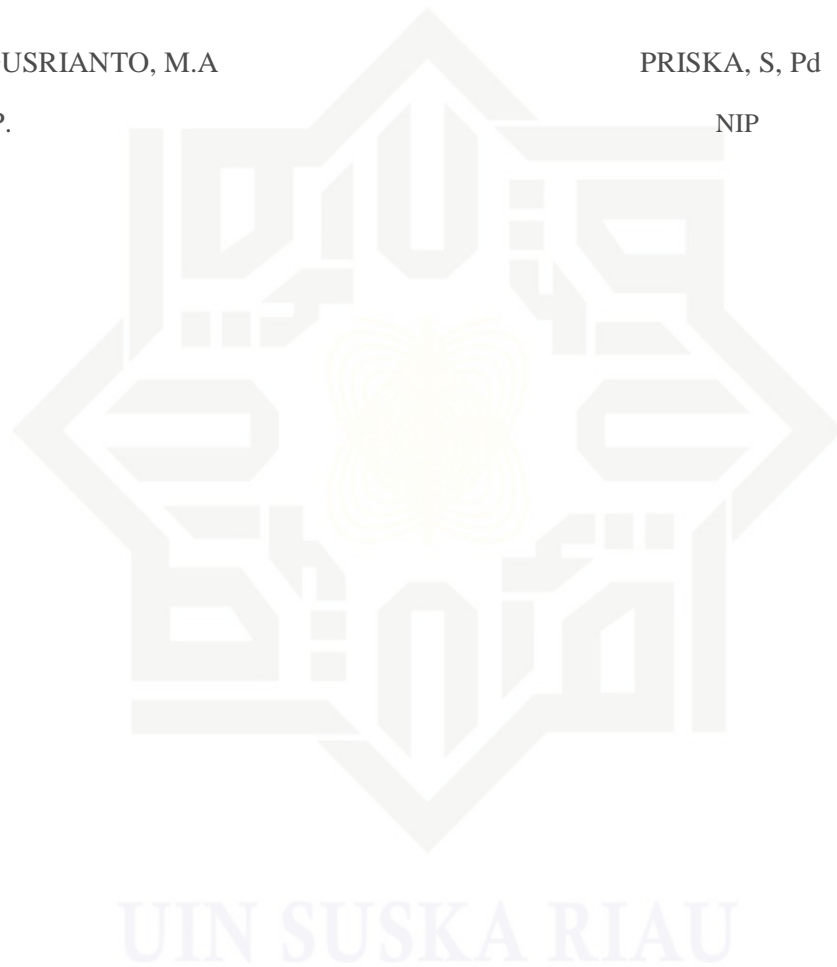
**Kepala Sekolah MA Ahmad Dahlan    Teluk Kuantan, Juli 2020**

AGUSRIANTO, M.A

NIP.

PRISKA, S, Pd

NIP



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## BAHAN AJAR

### Narrative Text

Narrative text merupakan jenis teks yang berupa cerita ber-urutan. Salah satu tujuan ditulisnya teks naratif adalah untuk menghibur pembaca.

Narrative text juga dapat dilihat dari jenis tenses yang digunakan, yaitu simple past tense. Selain itu, dalam narrative text, penulis akan menggunakan action verbs seperti do, walk, see, talk, dan masih banyak lagi.

#### Ciri narrative text

Untuk membentuk jenis noun phrase dalam narrative text adalah dengan menggunakan adjective.

- a. Kata ganti orang  
Untuk menjelaskan suatu tokoh, maka kita dapat menggunakan kata ganti orang.
- b. Pengurutan kejadian  
Narrative text berisi kronologis dari suatu peristiwa dan kisah. Urutan dalam struktur narrative text adalah pengenalan tokoh, masalah dari isi cerita, hingga solusi. Dalam narrative text digunakan conjunction text untuk penghubung.
- c. Past tenses  
Ciri ketiga dalam narrative text adalah past tenses. Karena cerita yang akan disajikan adalah cerita yang telah lama berlalu, maka kita menggunakan past tenses.

#### Struktur dasar(generic) narrative text

- a. Orientation (pendahuluan)  
Berisi paragraph pendahuluan untuk mengenalkan karakter atau latar belakang ceritakepada pembaca.
- b. Conflict (konflik)  
Berisi urutan kejadian dari awal mula munculnya konflik hingga puncak konflik.
- c. Resolution (penyelesaian masalah)  
Bagaimana tokoh utama menyelesaikan konflik yang ada. Penyelesaian masalah dapat berupa bahagia atau sedih.
- d. Re-orientation hanya optional yang berisi nasehat, saran atau pesan moral dari penulis.

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**Language Feature of Narrative Text:**

- Past tense : killed, drunk, etc
- Adverb of time : Once upon a time, one day, etc
- Adjectives (to describe the people, animal or things in the story) : beautiful girl, kindman, handsome boy, long black hair, etc.
- Time conjunction : when, then, suddenly, etc



- Specific character. The character of the story is specific, not general : Cinderella,  
Snow White, Alibaba, etc
- Action verbs. A verb that shows an action : killed, dug, walked, etc
- Direct speech. It is to make the story lively . The direct speech uses present tense :Snow White said, "My name is Snow White".



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## CURRICULUM VITAE



Nur Rezkiani, the first daughter from Mr. Kaharuddin and Mrs. Siti Rukiyah, was born in Cerenti, 25th July 1997. She lives at Pasar Cerenti, Cerenti, Kuantan Singingi, Riau. In 2009, She was graduated from Elementary School 001 Koto Peraku. In 2012, She finished her study at Junior High School KH. Ahmad Dahlan of Teluk Kuantan. She continued her study at Senior High School KH. Ahmad Dahlan of Teluk Kuantan, and finished it in 2015.

In 2015, She was accepted become one of the students in English Education Department, Faculty of Education and Teacher Training of State Islamic of Sultan Syarif Kasim Riau. On July 2018, She was doing KKN (Kuliah Kerja Nyata) in Padang Luas, Langgam, Pelalawan. Then She was doing Pre-Service Teacher Training Practice at Diniyah Putri Boarding School, Pekanbaru, Riau.

Finally, She followed Final Examination of her thesis entitled "The Use of Pictures in Teaching Speaking at Second Grade of Senior High School KH. Ahmad Dahlan of Teluk Kuantan". Then, her thesis was finally accepted and approved by the final examination committee for the award of Undergraduate Degree of Education on July 30<sup>th</sup> 2021 after she successfully passed in the final examination. She finish her study with IPK 3,35 and appropriate to get Undergraduate Degree (S.Pd.).