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## APPENDIX

### 1. Appendix 1 Lesson plans and materials

#### RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : MTS HUSNUL RI'AYAH

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII / 2

Alokasi Waktu : 5x60 menit (5x pertemuan)

Kompetensi Dasar : Mengungkapkan makna dalam esai dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari

Indikator :

Setelah mengikuti pelajaran kali ini, siswa dapat :

1. Menyebutkan dengan benar pengucapan kosa kata
2. Dapat lebih percaya diri untuk belajar.
3. Mengungkapkan ide secara lisan dan berurutan.
4. Mengungkapkan secara mandiri materi yang dipelajari.

#### A. Tujuan Pembelajaran

- Peserta didik mampu menyebutkan ungkapan teks interaksi interpersonal lisan yang melibatkan ungkapan meminta dan memberi pendapat.
- Peserta didik mampu mengidentifikasi ungkapan teks interaksi interpersonal tulis yang melibatkan tindakan meminta dan memberi pendapat.

- Peserta didik mampu menyusun teks tulis sederhana tentang ungkapan meminta dan memberi pendapat..

B. Materi Pembelajaran (terlampir)

1. Materi : Teks interaksi interpersonal: ungkapan meminta dan memberi pendapat
2. Fungsi Sosial : Melakukan hubungan interpersonal dengan guru dan teman, dengan menggunakan ungkapan meminta dan memberi pendapat
3. Struktur Teks : Teks ungkapan-ungkapan meminta dan memberi pendapat

| Asking Opinion                  | Giving Opinion            | Responses           |
|---------------------------------|---------------------------|---------------------|
| What is your opinion about ...? | In my opinion...          | I think so          |
| What do you think about ...?    | In my view...             | That is right.      |
| How do you feel?                | I think...                | It is true          |
| Do you have any idea ?          | I believe...              | I don't think so    |
| Please give me your opinion.    | I guess...                | If I may say so,... |
| What is your comment on ... ?   | According to me ... .     | I disagree          |
| Do you think....?               | In my point of view, .... | I can't say that    |

- Unsur kebahasaan
  - Kosakata: kata sifat sederhana

- Tata bahasa: kata rujukan *it, they, these, those, that, this*.
- Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
- Ucapan, tekanan kata, intonasi
- Ejaan dan tanda baca Tulisan tangan

#### C. Metode Pembelajaran

- *picture describing*

#### D. Langkah- langkah Kegiatan Pembelajaran

##### 1. OPENING (15 minutes)

- Guru mengucapkan greeting pada siswa.
- Guru memperkenalkan diri pada murid.
- Guru menunjuk salah satu siswa untuk memimpin berdoa.
- Guru menanyakan siapa yang tidak masuk kelas pada hari tersebut dan mengapa.
- Guru memanggil nama siswa satu per satu agar lebih saling mengenal.

##### 2. MAIN ACTIVITIES (40 minutes)

- Guru menunjukkan dialog sederhana tentang ungkapan meminta dan memberi pendapat menggunakan gambar dan peserta didik diminta untuk menyebutkan ungkapan-ungkapan yang ada pada gambar.
- Guru menjelaskan dan mencontohkan tentang penggunaan ungkapan meminta dan memberi pendapat menggunakan gambar/powerpoint.
- Guru bertanya apakah siswa menyukai cerita-cerita yang ada dalam Picture 1.



- Peserta didik dibimbing oleh guru untuk memberikan pertanyaan berkaitan dengan materi yang disampaikan tentang ungkapan meminta dan memberi pendapat.
- Siswa mengemukakan pendapat semampu mereka mengenai manfaat cerita-cerita tersebut.
- Peserta didik diminta untuk membacakan dialog sederhana tentang ungkapan meminta dan memberi pendapat secara berpasangan didepan kelas.
- Peserta didik mengidentifikasi ungkapan meminta dan memberi pendapat yang terdapat pada dialog.
- Peserta didik menyebutkan ungkapan-ungkapan meminta dan memberi pendapat..
- Guru menjelaskan bahwa pada hari itu siswa akan mempelajari tentang *asking and giving opinion*.
- Guru dan siswa mendiskusikan materi
- Peserta didik diminta untuk mengerjakan soal latihan berupa mengidentifikasi ungkapan meminta dan memberi pendapat berdasarkan dialog pada Lembar kerja Peserta Didik (LKPD).
- Siswa membentuk kelompok yang terdiri dari 3 anak.
- Siswa secara acak menjawab pertanyaan-pertanyaan pada “Task 1”
- Siswa menceritakan kembali isi dari gambar.

### 3. CLOSING (5 minutes)

- Guru menanyakan perasaan siswa setelah mengikuti pelajaran tersebut.

- Guru mengucapkan “goodbye and I’ll see you later”

#### E. Media

1. *Sequences of pictures.*
2. *A worksheet*
3. *Bahan ajar*
4. *laptop*

#### F. EVALUATION

##### Speaking Rubrics

| NO | FLUENCY<br>(1-10) | ACCURACY<br>(1-10) | PERNOUNCIATION<br>(1-10) | VOCABULARY<br>(1-10) |
|----|-------------------|--------------------|--------------------------|----------------------|
|    |                   |                    |                          |                      |

Mengetahui,  
Kepala Sekolah

Situbondo, Juli 2023  
Guru Mata Pelajaran

TAUFIKURRAHMAN, S. Pd.  
NIP.

ISHAK  
NIM. 1942300041



**TASK 1 : Time to speak! Asking and Giving your opinion.**

**Skill : Speaking**

**Instructions : Please describe about the picture below!**



**Task 2 : Time to speak! Make groups of three and retell “Si Kancil” story.**

**Use the pictures given by your teacher to help you in retelling the story.**





### PRE-TEST AND POST-TEST

#### PRE-TEST

Skill : Speaking

Instructions : Please introduce yourself  
and tell your daily activity in one day!

#### POST-TEST

Skill : Speaking

Instructions : Please choose one picture  
that is around you then give and explain  
your opinion orally based on the  
picture!

## 2. Appendix 2      Teaching's Pictures



*Figure 1 interview students*



*Figure 2 teaching actions*



*Figure 3 teaching actions*



*Figure 4 observations*



*Figure 5 observation and interview  
english teacher*



### 3. Appendix 3 : Students' Scores

Table 4.1 Students' Scores PREE-TEST

| No | Name | Fluency | Pronunciation | Accuracy | Vocabulary | Mean score |
|----|------|---------|---------------|----------|------------|------------|
| 1  | S1   | 5       | 5             | 5        | 5          | 5          |
| 2  | S2   | 5       | 5             | 5        | 5          | 5          |
| 3  | S3   | 6       | 6             | 6        | 6          | 6          |
| 4  | S4   | 7       | 7             | 7        | 7          | 7          |
| 5  | S5   | 6       | 6             | 6        | 6          | 7          |
| 6  | S6   | 5       | 5             | 5        | 5          | 5          |
| 7  | S7   | 6       | 6             | 6        | 6          | 6          |
| 8  | S8   | 5       | 5             | 5        | 5          | 6          |
| 9  | S9   | 4       | 4             | 4        | 4          | 4          |
| 10 | S10  | 6       | 6             | 6        | 6          | 6          |
| 11 | S11  | 5       | 5             | 5        | 5          | 5          |
| 12 | S12  | 5       | 5             | 5        | 5          | 5          |
| 13 | S13  | 5       | 5             | 5        | 5          | 5          |
| 14 | S14  | 6       | 6             | 6        | 6          | 6          |
| 15 | S15  | 5       | 5             | 5        | 5          | 5          |
| 16 | S16  | 7       | 7             | 7        | 7          | 7          |
| 17 | S17  | 6       | 6             | 6        | 6          | 6          |
| 18 | S18  | 7       | 7             | 7        | 7          | 7          |
| 19 | S19  | 5       | 5             | 5        | 5          | 5          |

|    |     |   |   |   |   |   |
|----|-----|---|---|---|---|---|
| 20 | S20 | 4 | 4 | 4 | 4 | 4 |
| 21 | S21 | 6 | 6 | 6 | 6 | 6 |
| 22 | S22 | 6 | 6 | 6 | 6 | 6 |
| 23 | S23 | 6 | 6 | 6 | 6 | 6 |
| 24 | S24 | 5 | 5 | 5 | 5 | 5 |
| 25 | S25 | 6 | 6 | 6 | 6 | 6 |

Table 4.2 Students' Scores CYCLE 1

| No | Name | Fluency | Pronunciation | Accuracy | Vocabulary | Mean score |
|----|------|---------|---------------|----------|------------|------------|
| 1  | S1   | 6       | 6             | 6        | 6          | 6          |
| 2  | S2   | 6       | 6             | 6        | 6          | 6          |
| 3  | S3   | 7       | 6             | 7        | 7          | 6.75       |
| 4  | S4   | 8       | 8             | 7        | 9          | 8          |
| 5  | S5   | 7       | 7             | 7        | 8          | 7.25       |
| 6  | S6   | 7       | 7             | 6        | 7          | 6.75       |
| 7  | S7   | 6       | 6             | 7        | 7          | 6.5        |
| 8  | S8   | 7       | 7             | 6        | 8          | 7          |
| 9  | S9   | 6       | 6             | 6        | 7          | 6.25       |
| 10 | S10  | 6       | 7             | 7        | 7          | 6.75       |
| 11 | S11  | 7       | 6             | 7        | 7          | 6.75       |
| 12 | S12  | 8       | 8             | 7        | 7          | 7.5        |
| 13 | S13  | 7       | 6             | 6        | 7          | 6.5        |

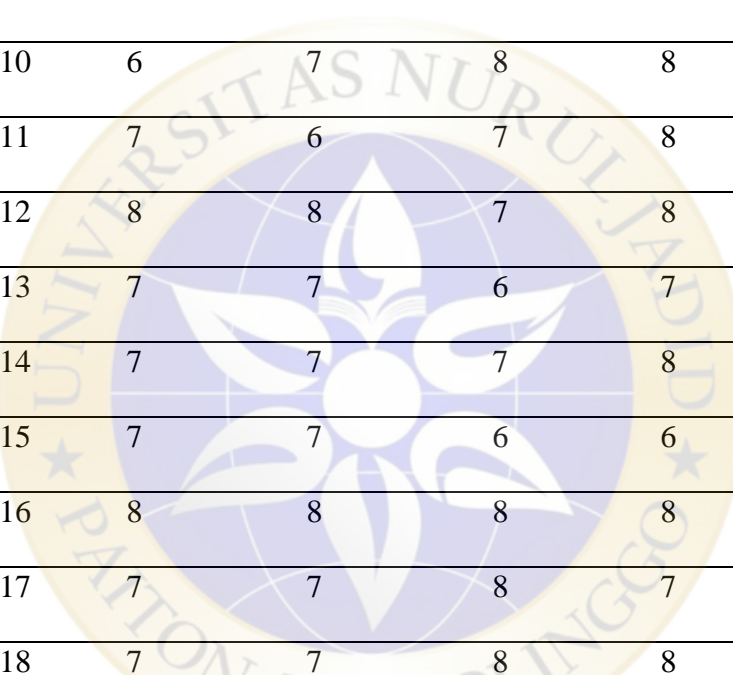
|    |     |   |   |   |   |      |
|----|-----|---|---|---|---|------|
| 14 | S14 | 7 | 7 | 7 | 7 | 7    |
| 15 | S15 | 6 | 6 | 6 | 6 | 6    |
| 16 | S16 | 8 | 8 | 7 | 8 | 7.75 |
| 17 | S17 | 7 | 7 | 7 | 7 | 7    |
| 18 | S18 | 7 | 7 | 7 | 8 | 7.25 |
| 19 | S19 | 6 | 6 | 6 | 7 | 6.25 |
| 20 | S20 | 7 | 7 | 7 | 8 | 7.25 |
| 21 | S21 | 8 | 7 | 7 | 8 | 7.5  |
| 22 | S22 | 7 | 7 | 7 | 7 | 7    |
| 23 | S23 | 7 | 6 | 7 | 8 | 7    |
| 24 | S24 | 6 | 6 | 6 | 6 | 6    |
| 25 | S25 | 7 | 7 | 6 | 7 | 6.75 |

Table 4.3 mean score cycle I

| No | Score aspect | Mean Score |
|----|--------------|------------|
| 1  | Pre-Test     | 5.64       |
| 2  | Cycle I      | 6.83       |

Table 4.4 Students' Scores CYCLE 2

| No | Name | Fluency | Pronunciation | Accuracy | Vocabulary | Mean score |
|----|------|---------|---------------|----------|------------|------------|
| 1  | S1   | 6       | 6             | 6        | 7          | 6.25       |
| 2  | S2   | 6       | 6             | 6        | 7          | 6.25       |



|    |     |   |   |   |   |      |
|----|-----|---|---|---|---|------|
| 3  | S3  | 7 | 7 | 7 | 7 | 7    |
| 4  | S4  | 8 | 8 | 8 | 9 | 8.25 |
| 5  | S5  | 8 | 7 | 8 | 8 | 7.75 |
| 6  | S6  | 7 | 7 | 7 | 8 | 7.25 |
| 7  | S7  | 6 | 6 | 7 | 7 | 6.5  |
| 8  | S8  | 7 | 7 | 7 | 8 | 7.25 |
| 9  | S9  | 6 | 6 | 6 | 7 | 6.25 |
| 10 | S10 | 6 | 7 | 8 | 8 | 7.25 |
| 11 | S11 | 7 | 6 | 7 | 8 | 7    |
| 12 | S12 | 8 | 8 | 7 | 8 | 7.75 |
| 13 | S13 | 7 | 7 | 6 | 7 | 6.75 |
| 14 | S14 | 7 | 7 | 7 | 8 | 7.25 |
| 15 | S15 | 7 | 7 | 6 | 6 | 6.5  |
| 16 | S16 | 8 | 8 | 8 | 8 | 8    |
| 17 | S17 | 7 | 7 | 8 | 7 | 7.25 |
| 18 | S18 | 7 | 7 | 8 | 8 | 7.5  |
| 19 | S19 | 6 | 6 | 7 | 7 | 6.5  |
| 20 | S20 | 7 | 7 | 8 | 8 | 7.5  |
| 21 | S21 | 8 | 7 | 8 | 8 | 7.75 |
| 22 | S22 | 7 | 8 | 7 | 8 | 7.5  |
| 23 | S23 | 7 | 7 | 7 | 8 | 7.25 |
| 24 | S24 | 6 | 6 | 7 | 7 | 6.5  |



|    |     |   |   |   |   |      |
|----|-----|---|---|---|---|------|
| 25 | S25 | 7 | 7 | 6 | 7 | 6.75 |
|----|-----|---|---|---|---|------|

Table 4.5 Students' Scores POST-TEST

| No | Name | Fluency | Pronunciation | Accuracy | Vocabulary | Mean score |
|----|------|---------|---------------|----------|------------|------------|
| 1  | S1   | 6       | 6             | 7        | 7          | 6.5        |
| 2  | S2   | 6       | 6             | 7        | 7          | 6.5        |
| 3  | S3   | 7       | 7             | 8        | 8          | 7.5        |
| 4  | S4   | 8       | 8             | 9        | 9          | 8.5        |
| 5  | S5   | 8       | 8             | 8        | 8          | 8          |
| 6  | S6   | 7       | 7             | 8        | 8          | 7.5        |
| 7  | S7   | 6       | 6             | 7        | 8          | 6.75       |
| 8  | S8   | 7       | 8             | 7        | 8          | 7.5        |
| 9  | S9   | 6       | 7             | 6        | 7          | 6.5        |
| 10 | S10  | 6       | 7             | 8        | 8          | 7.25       |
| 11 | S11  | 7       | 7             | 7        | 8          | 7.25       |
| 12 | S12  | 8       | 8             | 8        | 8          | 8          |
| 13 | S13  | 7       | 7             | 7        | 7          | 7          |
| 14 | S14  | 7       | 8             | 7        | 8          | 7.5        |
| 15 | S15  | 7       | 7             | 7        | 7          | 7          |
| 16 | S16  | 8       | 8             | 8        | 8          | 8          |
| 17 | S17  | 7       | 8             | 8        | 7          | 7.5        |
| 18 | S18  | 7       | 8             | 8        | 8          | 7.75       |

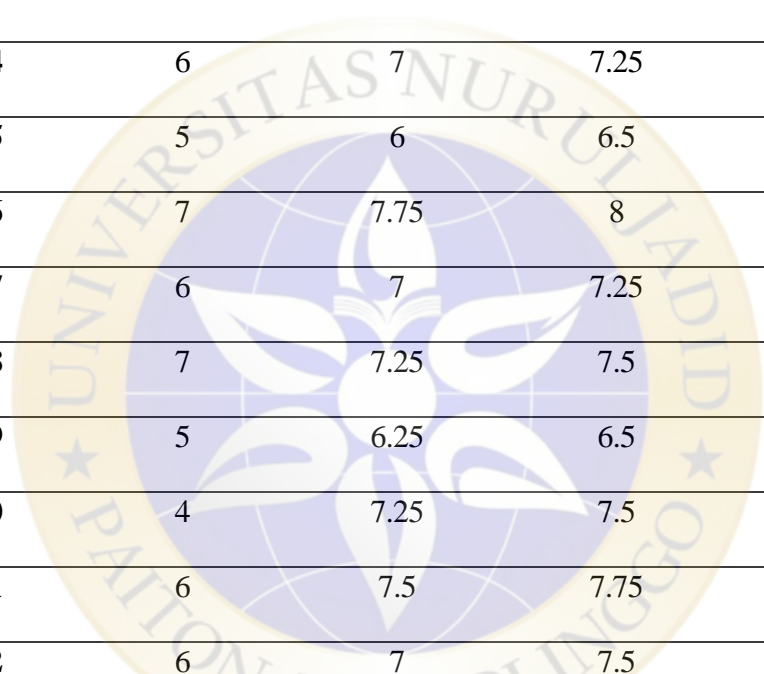
|    |     |   |   |   |   |      |
|----|-----|---|---|---|---|------|
| 19 | S19 | 6 | 7 | 7 | 7 | 6.75 |
| 20 | S20 | 7 | 7 | 8 | 8 | 7.5  |
| 21 | S21 | 8 | 8 | 8 | 8 | 8    |
| 22 | S22 | 7 | 8 | 8 | 8 | 7.75 |
| 23 | S23 | 7 | 7 | 8 | 8 | 7.5  |
| 24 | S24 | 6 | 7 | 7 | 7 | 6.75 |
| 25 | S25 | 7 | 7 | 7 | 7 | 7    |

Table 4.6 mean score cycle II

| No | Score Aspect | Mean Score |
|----|--------------|------------|
| 1  | Cycle II     | 7.11       |
| 2  | Post-test    | 7.35       |

Table 4.7 Students' Average Scores

| No Absen | Scores   |         |         |           |
|----------|----------|---------|---------|-----------|
|          | Pre-test | Cycle 1 | Cycle 2 | Post-test |
| 1        | 5        | 6       | 6.25    | 6.5       |
| 2        | 5        | 6       | 6.25    | 6.5       |
| 3        | 6        | 6.75    | 7       | 7.5       |
| 4        | 7        | 8       | 8.25    | 8.5       |
| 5        | 7        | 7.25    | 7.75    | 8         |
| 6        | 5        | 6.75    | 7.25    | 7.5       |



|                   |      |      |      |      |
|-------------------|------|------|------|------|
| <b>7</b>          | 6    | 6.5  | 6.5  | 6.75 |
| <b>8</b>          | 6    | 7    | 7.25 | 7.5  |
| <b>9</b>          | 4    | 6.25 | 6.25 | 6.5  |
| <b>10</b>         | 6    | 6.75 | 7.25 | 7.25 |
| <b>11</b>         | 5    | 6.75 | 7    | 7.25 |
| <b>12</b>         | 5    | 7.5  | 7.75 | 8    |
| <b>13</b>         | 5    | 6.5  | 6.75 | 7    |
| <b>14</b>         | 6    | 7    | 7.25 | 7.5  |
| <b>15</b>         | 5    | 6    | 6.5  | 7    |
| <b>16</b>         | 7    | 7.75 | 8    | 8    |
| <b>17</b>         | 6    | 7    | 7.25 | 7.5  |
| <b>18</b>         | 7    | 7.25 | 7.5  | 7.75 |
| <b>19</b>         | 5    | 6.25 | 6.5  | 6.75 |
| <b>20</b>         | 4    | 7.25 | 7.5  | 7.5  |
| <b>21</b>         | 6    | 7.5  | 7.75 | 8    |
| <b>22</b>         | 6    | 7    | 7.5  | 7.75 |
| <b>23</b>         | 6    | 7    | 7.25 | 7.5  |
| <b>24</b>         | 5    | 6    | 6.5  | 6.75 |
| <b>25</b>         | 6    | 6.75 | 6.75 | 7    |
| <b>Mean Score</b> | 5.64 | 6.83 | 7.11 | 7.35 |

#### 4. Appendix 4 Interview and Observation

Interview 1 Principal's office , Tuesday, 30 May 20 23

P : Principal, ET : English Teacher, R : Researcher

R : "Good afternoon sir, sorry to disturb your time for a while.

P : O yes, please enter Mas. How can I help you?

R: Look, sir, I am Ishak from Nurul Jadid University. I intend to ask for your permission to conduct thesis research here.

Q: Oh yes, there is a permit letter from campus, Mas?

R : Yes, there is sir, I have submitted it at TU.

P : When will the research work, if I just monggo, but I beg that the school be given a bundle of thesis results.

R : Thank you sir, surely I will give it once my thesis is finished.

P : Success, Mas.

R : Thank you, sir.

Interview 2 Teacher's office, Tuesday, 30 May 20 23

ET : English Teacher, R : Researcher

R : I'm sorry Mom, disturbing for a while, how are you?

ET: Okay Mas, how do you want AR here?

R : Yes ma'am, I beg you for help. What days do you teach and which classes might I research, Mom?

ET: I propose class VII A only because my students' abilities are the least scored so they need treatment. On the day I teach at VII A Tuesday and Thursday.

R: O I see, ma'am, I can ask for student attendance, ma'am. That means tomorrow I can observe, ma'am?

ET: Yes, you can. Attendance at TU ya Mas. How long do you want Mas? It's early July already semester, so I was given time to review.

R: Okay ma'am, I try to do it before it's finished. Okay, Mom, I said goodbye first. Thank you Mom.

Interview 3, Tuesday, 30 May 2023 VII A Classroom

R : Researcher, S1 : Student

R : S1, I wonder for a while, huh?"

S1 : Yes, you can.

R : How do you think the process of learning English has been, especially when told to practice speaking?

S1: How about it, sis, I think it's boring. The lesson is monotonous, just told to continue the conversation like in lks. So it lacks variety.

R : What is the use of media, has there ever been any media used when entering class?

S1: It's very rare, brother, even almost never, so it's boring.

R : What makes it difficult when teachers perform speaking performance?

S1: Before the performance, we were told to make a dialogue. When you practice it, you memorize it, but if you fit in front of it, you often lose it.

R : So you memorize first, huh?

S1 : Yes, sir, you can't be spontaneous yet. So when you are told to appear in front, it will be difficult, because the conversation is long, memorizing is also difficult.

R : Thanks

S1: You're welcome, brother

Interview 4 Teachers' office, Tuesday, 30 May 2023

R : Researcher, ET : English Teacher

R : I'm sorry Mom, I can ask around for a while?"

ET : Yes, please Mas.

R : Sorry Mom, I want to ask. I had a little question and answer with one of the students about the learning process of teaching in class, do you often use other facilities or teaching materials as learning media, mom? For example, to present material using objects or other things.

ET : To be honest, I rarely use Mas, because I usually deliver material directly or through books and books. If you use Power Point or other media, it takes time, now that's Mas, who didn't have time to make it.

R : Oh yes, ma'am, if children usually perform how?

ET : Usually I tell them to make a dialogue, then they advance in pairs or groups. If the quality of their speaking is still low, the important thing is that the children progress, I am happy.

R : Usually there is listening first or drilling pronunciation exercises, isn't it, ma'am?

ET : Rarely, in fact, almost never because in the field can not always be idealistic listening and speaking as in theory. Sometimes children are mood speaking but not in the mood listening so yes I just go straight.”

R : Thank you Mom, for your time

Interview 5, Tuesday, 6 June 2023 VII A Classroom

R : Researcher, S2 : Student, S1 : Student

R : How was the vocabulary discussion by using the dictionary?

S2 : It's good, sir, just because there are a lot of vocabs that we don't know, so the discussion is long and makes you sleepy, hehe

R : How is the drilling activity today?

S1 : Very useful, brother, we learn to pronounce words in English well, does not make sleepy also because we are not silent only.

Interview 6, Tuesday, 13 June 2023 Teachers' office

R : Researcher, ET : English Teacher

R : Do you see any problems in learning so far?

ET : Yes, especially when Mas shares pictures with students, they use the shared images to understand, not just focus on lks and talk to their deskmates. also when they retell the meaning of the picture model, some of them also memorize the words they will use.

R : Oh yes, I understand Mom. There's something else, ma'am?”

ET : Maybe for the children who sit in the back row, because they chat to themselves during the lesson Mas.

R : oh yes ma'am, well ma'am.



Interview 7, Tuesday, 13 June 2023 Teachers' office

R : Researcher, ET : English Teacher

R : Alhamdulillah mom, The first cycle has already been carried out.

I'm sorry I interrupted your time for a minute for the interview?"

ET : Yes please, please just monggo I am ready to Help.

R : What do you think about the use of images as a medium in the first cycle of learning yesterday??

ET : It's quite interesting, Mas, because they are rarely taught to use these facilities, they become more interested and enthusiastic.

R : In my material there is a picture for Building the Context, what do you think?

ET : I see that children are provoked to express their opinions, especially the pictures are interesting. I think the existence of this image is very effective.

R : What do you think of today's student performance? (What do you think about the students' performance, Mom?

ET : The use of images is very helpful, mas. They become more relaxed and confident when performing in front of the class. They have an idea of what to say, then the order also becomes easy to remember.

Interview 8, Tuesday, 13 June 2023 VII A Classroom

R : Researcher, S5 : Student, S3 : Student, S4 : Student

R : how are you today?

S4, S3, S5 : fine sir

R : May I ask?

S5 : yes sir..

R : So far, have we used Power Points and pictures during lessons, what do you think?"

S5 : Good sir, the material becomes interesting, then it's really clear if you use the media. also makes you sleepy.

R : At the beginning of the lesson, let's discuss the pictures, what do you think?"

S5 : Oh, who was told to express that opinion, brother? Yes, we just get motivated to talk, even though we can't, hehe.

R : About the using of pictures, did they help you in speaking, S3?.

S3 : Very helpful sir..

R : What kind of help do you mean, can you describe further?"

S3 : Yes, how about it, brother, we don't need to memorize before we go forward "performance", we just look at the picture and talk in our own language. Then we also don't forget the order of the story, hehe, anyway sip, I'm happy.

R : How about the speaking today, it is difficult or easy?

S4 : It's easy, it's difficult, sir. It's easy because there are pictures so it's easier for us to speak. If it's difficult, you have grammar, you often forget to use past tense. Trus medoknya is still visible, hehe.

Interview 9, Tuesday, 8 June 2023 VII A Class room

R : Researcher, S6 : Student, S7 : Student

R : S6 and S7, may I ask??

S6&S7: yes, sir.

R : S6 first. Do you like today's activity?

S6 : Yes, sir, especially outside the room so less focused, so the time read and explained with brother is very helpful.

R : Do you think there are benefits ga, the use of images for you?

S6 : Yes, sir, we know that telling stories is past tense. Thus we also know how to pronounce it rich in Italy, to read Iteli, not Aiteli, hehe.

R : How was the vocabulary discussion today, Did you find any difficulties to catch the meanings?"

S7 : Oh, who guessed the meaning of the word, sis. Actually, I was one of the students who had little vocabulary, but when my brother explained the material using pictures and various styles, I could understand what it meant and just look for synonyms S8.

Interview 10, Thursday, 22 June 2023 Teachers' office

R : Researcher, ET : English Teacher

R : Mother, I asked for a while. Is there any input for today's study, ma'am?"

ET : As for the use of images, I think there is no problem, even it makes students excited to start learning and activate their speaking skills again, because there are several pictures discussed and require student opinions.

R : How do you think your child is performing today?

ET : Increasingly, Mas, now they not only want to speak in front of the class, but also increase in terms of the use of grammar and pronunciation. Even if they forget, it doesn't matter."

R : Thank you mom.

Interview 11, *Tuesday, 22 June 2023* VII A Class room

R : Researcher, S9 : Student

R : S9, may I want to ask you?"

S9 : Yes, please.

R : What do you think about your performance today, S9?

S9 : It's a bit nervous, it's just quite helpful because there are pictures, so we get what we want to talk about. Moreover, I have been taught by my brother about grammar and pronunciation. Although some people forget it, brother, but I think it's pretty good. Isn't it? Hehe.

Fieldnote 1, *Tuesday, 30 May 2023* VII A Classroom

R : Researcher, ET : English Teacher, Ss : Students

ET entered the classroom followed by R. ET told Ss that R would conduct an observation. R sat in the back corner of the room, observed the classroom and took a note. The classroom was clean and neat. There were some facilities such as an LCD projector, a viewer and an AC. ET started the lesson by greeting Ss. Then she asked Ss what they had learned at the previous meeting. One student seemed active in answering the questions. Meanwhile the others kept silent or answered lazily. ET told Ss that they would perform expressions of anger and embarrassment. ET didn't use

any media at all. Sometimes, ET used Indonesian. When ET was explaining the materials, some Ss sitting in the back rows were chatting with their friends. Some Ss were busy with their cell phones. Then ET asked the students to make and practice a dialogue related to the topic to be performed in front of the class. R listened to the Ss beside her. They memorized the dialogue seriously. Their pronunciation, fluency and accuracy were so bad for there were still many grammar errors, limited vocabulary, and intolerable local dialect. Ss performs in front of the class. They seemed trying to remember what they had memorized before. Sometimes they were silent, did not know what to speak as they suddenly skipped what they were going to say. Most of their pronunciation, fluency, and accuracy were bad for there were still many grammar errors, limited vocabulary, and intolerable local dialect. ET did not directly correct the Ss' mistakes. She took a note about those mistakes and corrected at the end of the class. Nevertheless, not all Ss' mistakes were noted and corrected. ET made a game to end the class. ET asked Ss to perform individually in front of the class to describe something, while the other students were asked to guess it. ET mentioned some names but they refused this challenge. Finally, there were some students who were brave enough to describe something. Their vocabulary was so limited. Also, their pronunciation, fluency and accuracy were bad. ET discussed the unknown words. However, most of Ss were lazy to consult the dictionary as they did not bring any dictionary and just waited the diligent students to

find the meanings of the words. Moreover, some of them did not bring any dictionary. They relied on the diligent S to check the meaning in the dictionary. ET asked Ss whether they had some questions. ET then asked students to introduce their selves and told their experiences. When the teacher asked the students to perform in front of the class, they felt minded. The teacher then offered some students to perform. None of them were willing to perform first. Finally, the teacher called the students' names one by one

Fieldnote 2, Tuesday, 6 June 2023 VII A Classroom

R : : Researcher, ET : English Teacher, Ss : Students

The bell rang. Ss came into the class. R and some Ss were preparing notebook. Some of the Ss were late for they had prayer in mosque before the lesson started. ET entered the class and got herself at the back corner of the classroom R checked the Ss' attendance. R displayed Power Point material on the viewer. On some of the first slides, there were pictures. R asked Ss' opinions related to those pictures. Ss randomly delivered their opinions. Their enthusiastic was pretty good.

R : So, have you seen this picture guys?

Ss : Yees.

R : What is it about?

Ss : It is a story about, what's the name?

R : What's the name of the animal?

Ss : kancil



R : Correct, anyone of you watched this movie?

Ss : Yeeess.

R : Anyone of you could tell me about the story?

Ss : The story si kancil kak. (The story of si kancil).

R : Do you still remember what the name of story about animals is?

Ss : kancil.

Ss : Eh, what is it

R : OK, we'll find out the answer after this, because we're going to learn about asking and giving opinion.

R started the lesson by displaying some pictures. After that, R and Ss started to discuss some things related to the topic. R reminded also about the definition. R shared the picture to Ss. Ss then mentioned the vocabulary that they did not know the meanings, while R listed them in the white board. R and Ss then discussed the meanings by opening the dictionary. Most of Ss did not bring any dictionary. R displayed software of dictionary in the laptop. The bell rang, class ended, R said goodbye.

Fieldnote 3, Thursday, 8 June 2023 VII A Classroom

The bell rang. R was ready with all the equipments. R greeted Ss and checked Ss' attendance. R reviewed the previous lesson about asking and giving opinion. R shared the worksheets, Ss worked in pairs. R played the recording, Ss filled the tasks. R and Ss discussed Task 1's answers together. Most of Ss were enthusiastic. R shared the sequences of pictures of *The Si kancil* story. Ss worked in groups which consisted of three



students. Ss had 15 minutes to practice Task 2 (retelling *Si kancil* story). All Ss performed group per group in front of the class. The bell rang, R told Ss that they would had personal performance (retelling their favourite narrative text) at the next meeting. Ss complaint but when they heard that they could use pictures, they felt more interested.

R : "Ok time is up, on the next meeting I want you to retell your favorite narrative story, could you pass this challenge?"

Ss : "Aaaaa... Can you use writing, sis? (Are we allowed to use a written text?)

R : Of course no, the only aid is just pictures. You can use pictures to help you in retelling.

Ss: "Can you take a picture yourself, sis? (May we use our own drawing?)

R : Yes, you may. You can also search in the internet. A lot of pictures there. Can't wait to see you, guys.

Ss : Ok sis.

R : Well, goodbye and see you.

Ss : See you.

Fieldnote 4, Tuesday, 13 June 2023 VII A Classroom

The bell rang. R and ET entered the class together. Ss were busy with their own preparation in retelling activity. R greeted Ss and checked the Ss' attendance. Some of Ss said that they were not ready to perform. R motivated Ss. R offered who would perform first. None of the students raised up their hands. R finally called Ss' name. R reoffered again who

would perform next, some of the Ss raised up their hands. All of students performed in front of the class. R said that she was satisfied and hoped Ss would be better at next time. The bell rang, R said goodbye.

Field note 5, Thursday, 15 June 2023 VII A Classroom

R : Researcher, ET : English Teacher, Ss : Students

The bell rang. Ss were already in the class. R was ready with her equipment's. ET entered the class and got herself at the back corner of the classroom R greeted Ss and checked the Ss' attendance. R moved the back row students, S8 and S7 to the front row of the class replacing S4 and S5. R presented some pictures related to the asking and giving opinion. Ss gave their opinions.

R : So, what happened to these people?

Ss : They smile and laugh.

R : What do you think, why do they laugh, are they listening to a sad story?

Ss : No... they listened to a funny story.

R : Do you like funny stories?

Ss : Yees.

R : What are they called in English?

Ss : giving opinion

R : That's right, today we'll learn about asking and giving opinion

R presented material through Power Point and picture. After R read the material to the students, R then asked some questions to dig Ss'

comprehension toward the picture that they look before. The bell rang, R told Ss that the answers would be discussed on the next meeting. R ended the class.

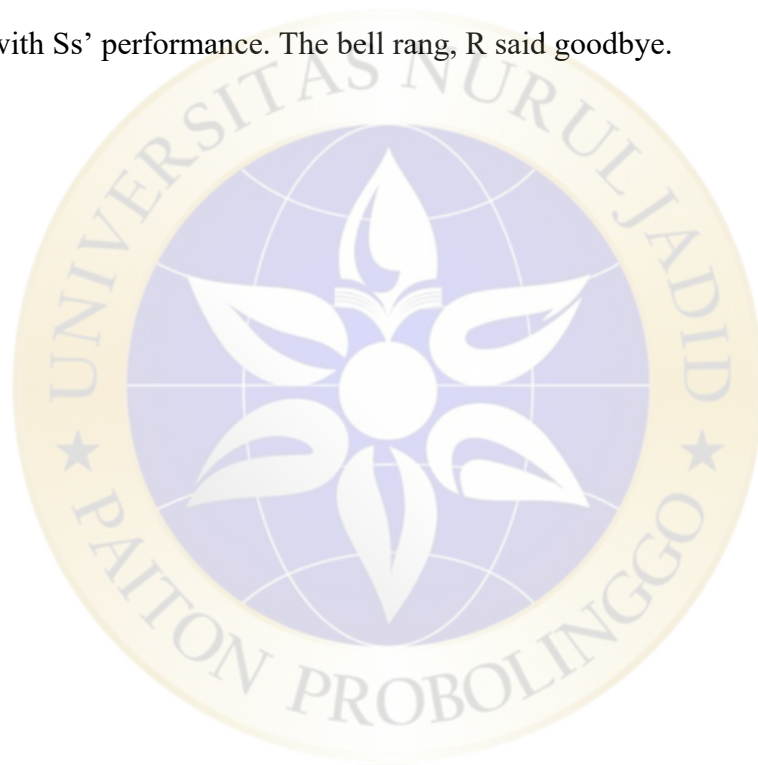
Fieldnote 6, Thursday, 22 June 2023 VII A Classroom

The bell rang. ET and R entered the classroom. R greeted and checked Ss' attendance. R reviewed the previous lesson. Most of the students still remembered about the previous lesson. R asked Ss to take their worksheets out. R and Ss discussed the answers of Task 2. Most of Ss could answer correctly. R asked Ss to make a group of three, Ss practiced retelling story with their own words. R walked around the class and went to each group to help Ss in their grammar and pronunciation problems. Ss looked enthusiastic in asking many questions to R. All of the groups performed in front of the class. When R offered which group would perform first, S2's group soon raised up their hands. Next, other groups raised up their hands soon after the other groups finished performing. R told Ss that she was satisfied for most of Ss used their own words in retelling the *picture*. R asked Ss to find a *picture* and retold it at the next meeting. Ss could use pictures as their aids. Ss did not complain. The bell rang. R ended the class.


Fieldnote 7, Tuesday, 22 June 2023 VII A Classroom

The bell rang. R and ET entered the classroom. Ss were busy in preparing their performance. R greeted Ss and checked Ss' attendance. Some of Ss said they need some times to prepare their performance. R

gave fifteen minutes preparation to Ss and went around the class to help Ss overcome the grammar and pronunciation problem. R stopped the preparation time and offered Ss to perform in front of the class. S1 raised up his hand. After S1 performed, many students raised up their hands. After all, Ss performed, R asked them to tell about their selves and retell their personal experience. Most of Ss could speak well without preparation. R told that day was the last day of her teaching. R impressed with Ss' performance. The bell rang, R said goodbye.



## 5. Appendix 5: Certificate Of Completion Of Research



**YAYASAN HUSNUL RI'AYAH**  
**MADRASAH TSANAWIYAH HUSNUL RI'AYAH**  
**KEMBANG SUKO SUBOH SITUBONDO**  
 Web:mtshusnulriayahjaya NPSN:20581873 NSM:121235120026  
 Sekretariat; Kp. Kembang suko Suboh- Situbondo 68354 Email: husnulriayah@yahoo.com

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**SURAT KETERANGAN**

**Nomor: 56/SK/MTs.HR/VII/2023**

Yang bertanda tangan di bawah ini:

Nama : **TAUFIKURRAHMAN, S.Pd**

Jabatan : Kepala Madrasah

Menerangkan bahwa:

Nama : **ISHAK**

Tempat, Tanggal Lahir : Situbondo, 07 April 2000

Nim : 1942300041

Fakultas/Prodi : Pendidikan Bahasa Inggris (PBI)


Bahwa yang bersangkutan telah melakukan penelitian di MTs. Husnul Ri'ayah sejak tanggal 30 Mei 2023 sampai dengan 23 Juni 2023 dengan judul

**THE USE OF PICTURE AS MEDIA TO IMPROVE STUDENT SPEAKING SKILL AT MTs HUSNUL RI'AYAH**

Demikian Surat Keterangan ini dibuat untuk di pergunakan sebagaimana mestinya.

Situbondo, 24 Juni 2023


Kepala MTs. Husnul Ri'ayah

  
**TAUFIKURRAHMAN, S.Pd**



## 6. Appendix 6: Berita Acara Bimbingan Skripsi

## a. Pembimbing 1

 **PANITIA PELAKSANA PROGRAM**  
**FAKULTAS SOSIAL DAN HUMANIORA**  
**UNIVERSITAS NURUL JADID**  
PROBOLINGGO JAWA TIMUR

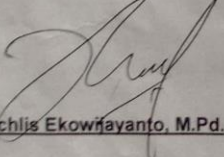
PP. Nurul Jadid  
Karanganyar Paiton  
Probolinggo 67291  
T. 08883077077  
sashum@unuja.ac.id

**BERITA ACARA BIMBINGAN SKRIPSI**


1. Nama Mahasiswa : **ISHAK**
2. NIM : **1942300041**
3. Prodi : **Pendidikan Bahasa Inggris**
4. Judul Skripsi : **THE USE OF PICTURES AS MEDIA TO IMPROVE STUDENTS SPEAKING SKILL AT MTS HUSNUL RI'AYAH**
5. Pembimbing I : **Mochlis Ekowijayanto, M.Pd.**
6. Fokus Bimbingan : **Aspek Relevansi Judul, Landasan Teori, Aktualisasi Data, Dan Ketajaman Analisis**
7. Konsultasi

| TANGGAL      | MATERI BIMBINGAN        | KETERANGAN KONSULTASI/ARAHAN   | PARAF |
|--------------|-------------------------|--------------------------------|-------|
| 01 Mei 2023  | Perbaikan Bab I & II    | Revice Research gab. structure |       |
| 08 Mei 2023  | Research title          | ACC                            |       |
| 15 Mei 2023  | Chapter I               | Revice                         |       |
| 22 Mei 2023  | Research Question       | Revice                         |       |
| 29 Mei 2023  | Chapter I               | ACC                            |       |
| 05 Juni 2023 | Chapter II              | Revice                         |       |
| 12 Juni 2023 | Chapter II              | ACC                            |       |
| 19 Juni 2023 | Chapter III             | Revice                         |       |
| 26 Juni 2023 | Methodology             | ACC                            |       |
| 03 Juli 2023 | Chapter III             | ACC                            |       |
| 10 Juli 2023 | Chapter IV              | Revice                         |       |
| 17 Juli 2023 | Findings and discussion | ACC                            |       |
| 24 Juli 2023 | Chapter IV              | ACC                            |       |
| 31 Juli 2023 | Chapter V and abstract  | ACC                            |       |

8. Bimbingan telah selesai pada tanggal 18 Juli 2023  
Dosen Pembimbing I

  
**Mochlis Ekowijayanto, M.Pd.**

## b. Pembimbing 2



PANITIA PELAKSANA PROGRAM  
FAKULTAS SOSIAL DAN HUMANIORA  
**UNIVERSITAS NURUL JADID**  
PROBOLINGGO JAWA TIMUR


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sashum@unuja.ac.id

**BERITA ACARA BIMBINGAN SKRIPSI**

1. Nama Mahasiswa : **ISHAK**
2. NIM : 1942300041
3. Prodi : Pendidikan Bahasa Inggris
4. Judul Skripsi : THE USE OF PICTURES AS MEDIA TO IMPROVE STUDENTS SPEAKING SKILL AT MTS HUSNUL RI'AYAH
5. Pembimbing II : **Durratul Hikmah, M.Pd.**
6. Fokus Bimbingan : Aspek bahasa, metodologi, kesesuaian antar bab, dan sistematika penulisan
7. Konsultasi :

| TANGGAL      | MATERI BIMBINGAN                    | KETERANGAN KONSULTASI/ARAHAN | PARAF |
|--------------|-------------------------------------|------------------------------|-------|
| 01 Mei 2023  | <del>Sub E</del> and Research title | Revise                       |       |
| 08 Mei 2023  | Research title                      | ACC                          |       |
| 15/05/23     | Chapter I                           | Revise                       |       |
| 22 Mei 2023  | Research Questions                  | Revise                       |       |
| 29 Mei 2023  | Chapter I                           | ACC                          |       |
| 05 Juni 2023 | Chapter II                          | Revise                       |       |
| 12 Juni 2023 | Chapter II                          | ACC                          |       |
| 19 Juni 2023 | Chapter III                         | Revise                       |       |
| 20 Juni 2023 | Methodology                         | ACC                          |       |
| 26 Juni 2023 | Chapter III                         | ACC                          |       |
| 03 Juli 2023 | Chapter IV                          | Revise                       |       |
| 10 Juli 2023 | Findings and discussion             | ACC                          |       |
| 17 Juli 2023 | Chapter IV                          | ACC                          |       |
| 18 Juli 2023 | Chapter V and abstract              | ACC                          |       |
|              |                                     |                              |       |
|              |                                     |                              |       |

8. Bimbingan telah selesai pada tanggal.....18 Juli 2023.....  
Dosen Pembimbing II

  
**Durratul Hikmah, M.Pd.**



## 7. Appendix 7: Nota Pembimbing

### NOTA PEMBIMBING

Hal: Persetujuan Ujian Skripsi

Kepada:

**Yth. Bapak Dekan Fakultas Sosial dan Humaniora  
Universitas Nurul Jadid Paiton Probolinggo**

*Assalamu'alaikum Warahmatullahi Wabarakatuhu*

Setelah secara cermat kami baca, dan koreksi kembali serta setelah diadakan perbaikan/penyempurnaan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa:

Nama : ISHAK

NIM : 1942300091

Prodi : PBI

Judul skripsi : *The use of pictures as media to improve students speaking skill at mtsr Husnul Ri'ayah*

Telah memenuhi syarat untuk diajukan dalam Ujian Skripsi Fakultas Sosial dan Humaniora Universitas Nurul Jadid Paiton Probolinggo.

Atas perhatian dan kerjasamanya, kami sampaikan terima kasih.

*Wassalamu'alaikum Warahmatullahi Wabarakatuhu*

Pembimbing I,



Mochlis Ekowijayanto, M. Pd

Pembimbing II,



Durratul Hikmah, M. Pd

## 8. Appendix 8: Biodata

## BIODATA

|                    |   |
|--------------------|---|
| Nama               | Ishak   |
| Nim                | 1942300041  |
| Place/Date Of Born | Situbondo, 07 April 2000  |
| Address            | Kp. Ledeng RT/RW 002/007 Desa<br>Selowogo-Bungatan-Situbondo Jawa<br>timur. |
| Email              | Isgakzs78@gmail.com   |
| Faculty            | SOSHUM  |
| Major              | Pendidikan Bahasa Inggris   |
| Education History  | SD, MTs, MA.  |

