

CHAPTER I

INTRODUCTION

1.1. Background of Study

Language is one of the crucial things humans have as human society. Nunan (2003) states that since a century ago, language acquisition research has influenced the way people think about how humans learn to speak. Because by using language, humans can achieve their goal to make a plan with other people. According to Douglas, language operates in a speech community or culture. In this world, there are many languages based on their regions, so that every society has a different language. It is impossible if humans make a relationship but the language is different. That is why the government declares to make an international language as a tool to achieve human beings' so its goal, to be familiar with all of the human beings, so it can avoid misunderstanding between them.

Now English is an international language, so many people want to master it. The reason for this case is because they believe that English can bring their future better. English will bring people walks around the world if it can be mastered by them.

English has become the primary language of communication and it is spoken by millions of people all over the world. English also has become the dominant language in many fields of activity. Considering that English is very important, it is needed to increase teaching and learning in English. One of the fourth basic skills of English is speaking.

Speaking is very important since it is the most used skill when someone wants to convey messages and exchange information. Richards (2008: 19) concerns that the mastery of speaking skills in English is a priority for many second-language or foreign-language learners.

Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency.

Speaking should be learned and mastered by the students does not mean listening, reading, and writing should not be learned and mastered of the students because in learning the English language, learners need to master four language skills. In speaking, students should master the elements of speaking, such as comprehension, vocabulary, pronunciation, grammar, and fluency. The indicators of speaking teaching materials suggested by the standard of the content are supposed to be able to conduct various speech acts not only in transactional dialogue but interpersonal dialogue. As a researcher in school, the writer found that speaking English as a foreign language is a difficult subject to be mastered by the third grade at SMP Negeri 7 Medan in the teaching practice program (PPL 2019). There are some reasons why the subject is difficult for students. They are ashamed and nervous to speak and take part in the conversation if the teacher asks them to speak in front with friends, many students have a lacking vocabulary and grammatical structure, and they find difficulty in speaking. This problem was found in class VIII when the researcher was in the teaching Practice Program (PPL 2019) at SMP Negeri 7 Medan.

Most of the second-year students of SMP Negeri 7 Medan find difficulties in speaking. It caused by some factors. Most of the students are too shy and afraid to take part in the conversation in other word, the students are having a problem with their confidence. Most of the students are still in speaking, they just speak when the teacher asks them. The students are not enthusiastic and not courageous enough to involve in the speaking learning process. Therefore, they need an attractive strategy to stimulate them to speak English.

It can understand that most of the students were still difficult to achieve the minimal mastery level criterion or Kriteria Ketuntasan Minimal (KKM) for English subjects, which was determined by the school that is 70 (seventy).

Those cases are quite problematical and the teacher considers that it is necessary to find out an alternative way to create suitable and interesting strategies related to students' condition. The use of dialogue in the teaching and learning process is necessary to language skills, especially speaking.

Dialogue can attract students' attention through the conversations and each other can say what they need to say about the topic study so that they can be more motivated in learning English. Besides, it can help the teacher transfer the knowledge and materials and make the students understand the materials easily. It also adds variety in the classroom learning so that the students can be more motivated and the teaching and learning process can be more interesting and communicative. Dialogues enable the students to learn the use of English in a real context and develop their listening, speaking, and pronunciation skills through four exposures to the friends' talk. Therefore, it is likely reasonable that dialogues can be utilized as one of the learning media to teach students' speaking skills. Therefore, the teacher of SMP Negeri 7 Medan using describing pictures in teaching transactional and interpersonal dialogue in speaking. They were enthusiastic and encouraged to learn English Speaking. The students are more interested, and for the need for research, the writer chooses SMP Negeri 7 Medan because of many students' of SMP Negeri 7 Medan not confident to speak English. The students' eighth junior high school SMP Negeri 7 Medan also poor speaking in speaking skills, because of their lack of vocabulary, rarely practiced in daily conversation, in addition to professional teacher in the learning process, SMP Negeri 7 Medan also very disciplined in a variety of things. There is a

special day for all teachers and students in SMP Negeri 7 Medan using the English language. Orderliness school hour 6, 45 already exists in the school and follows spiritual spray, etc. The writer chose the IX grade because this class was taught in the teaching practice program (PPL 2019). To solve the students' problems in speaking, the teacher used describing picture strategy in ninth grade of SMP Negeri 7 Medan.

Describing pictures is one of the activities in learning speaking English. In this activity, every student gets one picture and they must describe it in front class. Solahudin (2009) describing pictures is useful for training a student's imagination and retell the story in speaking English. Harmer (1991) points out that the teacher can stimulate the students to produce oral compositions by showing them the series of pictures, miming a story, or playing theme the tape with a series of sounds.

Describing pictures is an ideal way of practicing the students English speaking in all sorts of fields. The picture is a tool to create an interesting teaching-learning process because it can present the real situation. The students can imagine the abstract to the situation illustrated in the picture. As a consequence, it makes students enjoy learning English. They will be easy to speak when they see the pictures. The writer hopes that pictures can help them to catch ideas in speaking English. The writer will create an attractive activity and make students enjoy learning in the class.

Therefore, the writer is wished that by using Describing picture strategy, the teaching-learning process will be more successful, especially on students' achievement in teaching transactional and interpersonal dialogue. Because the researcher chooses to describe picture strategy, So the title of the study the researcher is "the effect of using describing picture strategy in teaching transactional and interpersonal dialogue at IX grade in SMP Negeri 7 Medan".

1.2 The Problem of the Study

Based on the background above, it is important to formulate the problem of the study as:

1. “Does Using Describing Picture Strategy Effect on Students’ Achievement in Teaching Transactional and Interpersonal Dialogue at IX Grade at SMP N 7 Medan?”

1.3 The Objective of the Study

The objective of this study is:

1. To find whether describing pictures is effective on students’ achievement in teaching transactional and interpersonal dialogue in the third grade in SMP Negeri 7 Medan or not.

1.4 The Scope of the Study

The scope of the study is focused on the use of describing picture strategy on students’ achievement in teaching transactional and interpersonal dialogue in the third grade in SMP Negeri 7 Medan. The limitation is to describe a particular person, place, or thing. According to Gerot and Wignell, the description is a genre that has a social function to describe a particular person, place, or thing. According to Solahudin (2009), describing pictures is useful for training students’ imagination and retell the story in English speaking. In this activity, every student gets one picture and they have to describe it. Harmer (1991) points out that the researcher can stimulate the students to produce oral compositions by showing to the students a series of pictures, miming a story, or playing them a tape with a series of sounds. Therefore, describing a picture in the teaching and learning process in the interpersonal and transactional dialogue on students’ achievement allows the students to convey what they see in the picture.

1.5 The Significance of the Study

1. Theoretically

This research to find the teaching effectively by using describing picture strategy on students' achievement in teaching transactional and interpersonal dialogue for ninth grade of SMP N 7 Medan.

2. Practically

a. For researcher

The writer hopes the reader understand several problems concerning the implementation of describing picture strategy on students' achievement in teaching transactional and interpersonal dialogue and investigate of responses of the students in the implementations of describing picture strategy in teaching transactional and interpersonal dialogue.

b. For teacher

This strategy can be practiced in the classroom when dealing with transactional and interpersonal dialogue for motivating conversation. And give teachers some references about the interesting strategy of teaching English.

c. For students

They can learn in a fun way that's given them motivation for speaking English fluently through describing picture activity. They can learn transactional and interpersonal dialogue to ask and answer questions, to respond of hesitation correctly, and express correctly to the spoken acts of repetition.

1.6 Hypothesis

In this study, the hypothesis as follows:

Ha: There is a significant effect of describing picture strategy on student's achievement in transactional and interpersonal dialogue

Ho: There is no significant effect of describing picture strategy on student's achievement in transactional and interpersonal dialogue.

CHAPTER II

REVIEW LITERATURE

2.1 Speaking

The purpose of language is communication (Whong, 2011: 73). Speaking is the way people use language to communicate with other people. We need to apply the language in real communication. Communication can be done at least by two people, there are speaker and hearer. Speakers are people who produce the sound. They are useful as the tool to express opinions or feelings to the hearer. So if there are no speakers, the opinion or feelings or the feeling won't be stated. The speaker must be able to produce all the meaningful sound contrast of the language. Here, after the hearer must listen and understand what the speaker says, and then gives a response. Consequently, the goal of communication between speaker and hearer is to convey messages and feelings accomplished effectively.

Hall (1968) in Bashir et al (2011) expounds that language is the institution whereby humans communicate and interact with each other using habitually used oral- auditory arbitrary symbols. Language being learned is closely related to speaking. By speaking we can interact with other people to get the information.

Speaking is the verbal use of language to communicate with others (Fulcher, 2003: 23). Speaking requires that learners not only know how to produce a specific point of language but also that they understand in what ways to produce language. The purpose for which we wish to communicate with others so large that they are innumerable, and this is not a book about human needs and desires we will not even attempt to provide examples.

Speaking is intended for two communicate. Speaker-listener interaction takes place in real-time, the speaker will respond to the listener. Speaking most used express opinion, explanation, give information, and make an argument in daily life (Kammer. T. Sipayung, 2019).

Another definition comes from Hall in Fulcher's book (2003: 23-24) he declares that speaking is an ability that taken for granted, learned as it is through a process of socialization through communicating. Thus, we all as human beings who are given the opportunities to speak have to convey the message not only to communicate but also to carry information and knowledge for other people in our surrounding life.

2.2 Interpersonal Dialogue

There are two kinds of dialogue they are transactional dialogue and interpersonal dialogue. The indicators of speaking teaching materials suggested by the standard of the content are supposed to be able to conduct various speech acts not only in transactional dialogue but interpersonal dialogue. Transactional dialogue is a dialogue that you need to do if you want to get something done. For example, to get chicken sate, you need to speak to a sate seller. An interpersonal dialogue is a dialogue that you simply because there is somebody around you. But, the researcher just focuses on research the mastery of teaching interpersonal dialogue at school.

Interpersonal dialogue is to establish or maintain a social relationship, such as personal interviews or casual conversation role plays. According to Celce-Murcia, interpersonal conversations are usually used to express (Celce-Murcia et, al. 1995)

- a. Greeting and leave-taking
- b. Making introductions, identifying oneself
- c. Extending, accepting, and declining invitations and offers
- d. Making and breaking the engagement

- e. Expressing and acknowledgment gratitude
- f. Complimenting and congratulating
- g. Reacting to the interlocutor's speech
- h. Showing attention, interest, surprise, sympathy, happiness, disbelief, disappointment
- i. Asking and giving opinion

This conversation can be done to fulfill the social interaction to the society like in socialization. The topic is free and people just produce the talk to involve in the community.

2.3. Transactional Dialogue

Transactional dialogue is to make something done. For example: to get chicken satay, it is necessary to speak to a satay seller. On the other hand, an interpersonal dialogue is carried out to have communication with people around. We talk for the sake of talking such as chatting and gossiping.

On the other hand, when communicating, a speaker may have a dialogue with his/her interlocutor in transactional and interpersonal forms. According to Brown (2000: 273), a transactional dialogue is an extended form of responsive language. It is not just limited to give a short response but it can convey or exchange specific information. Whereas, an interpersonal dialogue is designed to maintain a social relationship than for the transmission of facts and information (Brown, 2000: 274). There are some factors which can be involved in the interpersonal conversation, which can make them a little trickier for the speaker: (a) a casual register, (b) colloquial language, (c) emotionally charged language, (d) slang, (e) ellipsis, (f) sarcasm.

Besides, transactional and interpersonal dialogues always happen in people's activities at various levels. However, to know the effect of using describing picture strategy in teaching transactional and interpersonal dialogue to the students', the researcher used experimental quantitative design. Based on the experimental quantitative, second-grade students experience significant effect on describing picture strategy in teaching transactional and interpersonal dialogue.

2.4 Describing Picture

Describing pictures is one of the activities in learning speaking English. In this activity, every student gets one picture and they must describe it in front class. According to Solahudin (2009), describing pictures is useful for training a student's imagination and retell the story in speaking English. Harmer (1991) points out that the teacher can stimulate the students to produce oral compositions by showing them the series of pictures, miming a story, or playing theme the tape with a series of sounds. Besides, Bailey (2005: 37) states that, in a speaking lesson, pictures and "manipulable" can motivate for talking. Speaking is a productive skill. Therefore, pictures can be effective to develop the teaching transactional and interpersonal dialogue.

Applying pictures in the teaching-learning process enables the students to achieve the lesson. Pictures can be drawn by the teacher. It can be taken from magazines, newspapers, posters, brochures, or the internet. The teacher must consider that pictures can engage the students' interest. As a teacher, we must have many sources that can stimulate the students to learn actively because developing and stimulating the students in the learning process are the teacher's role. However, a picture is one of the resources that can help the students to stimulate their interest and motivation (Wright, 1989).

The picture can be used as a stimulus for a creative activity because it is a real object which is very helpful for teaching the meaning of some words or for stimulating the students' activity especially in conversation class. The real object of the picture has a good starting point for the students in practicing the language. Moreover, it brings a variety of communication activities. The use of pictures should be appropriate with the students' level and it is visible by the students (Harmer, 2007).

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

The pictures can also an important key in a communicative and interactive classroom. According to Hamalik (1988), pictures are effective visual media that are very important and easy. They can facilitate students to catch the ideas. Wright (2006) additionally states that pictures can stimulate and provide information to be referred to in conversation and discussion as in storytelling.

Based on the opinion of the experts, the writer concludes that picture is a tool to create an interesting teaching-learning process because it can present the real situation. The students can imagine the abstract to the situation illustrated in the picture. As a consequence, it makes students enjoy learning English. They will be easy to speak when they see the pictures. The writer hopes that pictures can help them to catch ideas in speaking English. The writer will create an attractive activity and make students enjoy learning in the class.

2.4.1 Previous Researches

There is some similar literature with this study, but they have the differences focus from this research. First, the study was conducted by Inta Aula Asfa (2010) at the eight graded students of SMP H. Isriati Semarang. The research methodology was experimental research which was conducted in two classes; the experimental group and the control group as the sample. In collecting the data, the writer used the test as the instrument of the study. The writer chose the cluster random sampling in determining the sample of the research. The study tried to investigate the effectiveness of using describing pictures to improve students' speaking skill in descriptive text. The result showed that describing pictures was an effective technique/method in improving students speaking skills.

Second, the study was conducted by Khamsiah (2016) at Grade-A SMPN 1 Tandun. The journal article is about improving students' speaking skill in expressing personal identity through picture media. The numbers of the participant were 14 students. The study used Classroom Action Research as the research method. The instruments that were used by the writer are tests, observation, and field notes. Techniques of collecting data of the study were quantitative and qualitative data. The result of the study showed that the research might not have the same result in every cycle. In this study, the picture media help the students to increase their skill in speaking and it can be seen from the improvement of the students' value in expressing personal activity.

Third, the study was conducted by Murni (2018) at the second-grade students of SMPN 2 Darul Imarah Gatot, Aceh Besar. The research methodology was using the quantitative approach and pre-experimental research design; pre-test, post-test, and questionnaires as the study to collect the data and the writer use the data analysis to show that t_{score} and t_{table} . The participants in the research were 21 students. The study tried to find out the use of describing a picture

strategy to improve students' English speaking skills. The writer found out the students' problem in learning speaking using describing picture strategy. First, many students could not apply grammar correctly when they speak by using the strategy. Second, the students are difficult to understand English when their friends speak English using describing pictures. Third, the students could not speak English fluently and concentrate on speaking English when the teacher used the strategy.

Fourth, the study conducted by Amalia Linda Rizka (2016) at eight grade of SMPN 5 Ponogoro in the academic year 2015/2016. The journal article is about the implementation of describing picture strategy in teaching speaking. The numbers of participants were eighth-grade students. The study used qualitative as the research method. The instruments that were used by the writer are, observation interviews and documentation. Techniques of collecting data of the study were descriptive qualitative. The result of the study was a positive impact and a negative impact. The positive impact was made students having fluency, active in speaking during the learning process, confident in speaking and more understanding of the material and problem they had, and the negative impact faced by teacher noise in the class, lack of classroom control.

2.4.2 Types of Picture

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

2.4.2.1 Pictures of individual

- a. Pictures of individual persons or things may be used, mainly at the elementary level, to introduce or test vocabulary items.

- b. Portraits, which are pictures that show a person in close detail, are useful for intermediate and advance learners. The students can be asked questions about the age and proportion of the person, whether she/he is married, her/his interest, and traits of character. The pictures have enough cues so that the students can figure out the meaning of a new word and sentence structure.

2.4.2.2 Situational Pictures

- a. Situational pictures that show or suggest relationships between objects and or people can be a good teaching for introducing, practicing, or reviewing grammatical structures, from the simple to the most complex.
- b. Situational pictures with striking details or strong points of interest are particularly useful. Such pictures can be found in various magazines and daily newspapers. They arouse interest and release imagination and energy, which is a hard thing to do in a language class (Szykye, 1981, p.45).

In a different sense, Harmer (2001) divides the picture into five types:

1. Flashcard

Flashcard is a small card particularly used to drill the grammar items, identify different sentences, or practice vocabulary.

2. Large wall picture

The picture is big enough for everyone to see detail. Sometimes, teachers use large wall pictures for pointing the detail of a picture to elicit a response.

3. Cue card

The cue card is a small card used by students in pair or group work. Teachers put students in pairs or groups and give them some cue cards so that when the students pick up the top cue card in a pile, they have to say a sentence that the card suggests.

4. Photograph or illustration

Photograph or illustration is a photo or image that depicts a situation or people in action. The teachers use it to make the situation or the action clear. Photographs can be found in the book, newspaper, magazine, etc.

5. Projected slide

In the multimedia class, the teachers also use it in teaching. Sometimes, the teachers use the projector slide to show the images in the big form.

Mackey (1996) divides three types of pictures. He focused on language teaching pictures.

2.4.2.3 Thematic Picture

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

2.4.2.4 Mnemonic Picture

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

2.4.2.5 Semantic Picture

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

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

2.4.3 The Criteria of Good Pictures

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

Finocchiaro (1996: 137) said that four criteria that guide the teachers in choosing pictures in teaching;

1. Pictures should be large enough to be seen by all students.
2. The pictures of individual objects or people should be as simple as possible.
3. Some of them should contain color for later use when adjectives of color are presented.
4. The pictures should have no captions.

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

1. The picture should be easy to prepare.
2. The picture should be easy to organize.
3. The picture should be interesting for the student

4. The language and the way the teacher wants the students to use the media will be authentic and meaningful to the activity.
5. The activity should give rise to a sufficient amount of language.

From the description above, it can be seen that when the teachers want to use pictures in their teaching-learning activity, the pictures should be large enough to be seen, should be as simple as possible, contain color for using adjectives of color, and should have no captions. The picture also has to be easy to prepare and organized, interesting for the students, has to be authentic and meaningful to the activity, and should give rise to a sufficient amount of language. Last but not least, there are some points for the teachers who will select and use pictures in their teaching process; choosing the picture that suitable with the grammatical structure and vocabulary items, considering the size and clarity of the picture, and choosing pictures that appeal to the eyes and have the entertainment value.

2.4.4 The Function of Using Picture in Language Learning

The teacher is the most important factor in teaching-learning, especially in English subject. He or she must have the ability to make an interesting class. For this reason, using various learning sources and methods is important. The picture is one of the teaching strategies for a teacher in creating an enjoyable learning classroom. It is one of the ways to explain a real situation and is very simple visual aids that can be picked up from the newspaper, magazine, internet, book, etc.

In teaching speaking skills, 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 them to talk such as offer visual stimuli in the form of a picture series that were used in teaching speaking. Ideally, each classroom should have a file of pictures which can be used not

only to illustrate the aspect of socio-cultural topics, but also to give interesting circumstance, easy to prepare, and easy to organize (Arsyad, 2009).

2.4.5 The Advantages and Disadvantages of Using Picture

2.4.5.1 The Advantages

A picture is an excellent media to create an exciting and alive teaching-learning process. They provide a variety of fun and games, furthermore, it may offer parallel opportunities both for teacher-students and students' interaction.

Asnawir the advantages of using pictures are that they are more concrete to improve the student's feeling. A simple shape will make it easier for both the teacher and students to bring it wherever. The pictures can solve time, room, eyes limitation of the user. Both the teacher and students will focus on looking at the picture.

The picture also can be used for presenting the meaning of the word on order to make the students get the meaning easily, pictures will make work more appealing or interesting, for the student especially, the picture can make them predict what the next lesson and the last picture can stimulate the questions for the students to discuss. Celce-Murcia & Hilles (1998) also highlighted some advantages of using pictures, "interesting or entertaining picture motivate students to respond in ways that more routine teaching aids, such as a textbook or a sentence on the board, can't." The statement showed that the use of a textbook or a board and chalk for the teachers are common aids that can make the students sometimes feel bored. Therefore, using different aids, such as pictures, can make the students enthusiastic and to motivate them in the teaching and learning process.

Pictures also add variety and maintain a high level of learners' interest. Besides, she also stated that "picture can be used in various ways to enhance learning and practice, such as work in

pairs or groups.” They enable students to do activities that encourage them to be more active and courageous in learning grammar by pairing or group working. 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”. The picture can be used in playing games, to enhance the story and other activities such as to assist teachers in the presentation or to exercise.

Harmer (1998: 182) stated that “even in the increasingly technological age, there is still a good value to be had from pictures of all shapes and size. Language teachers can use pictures as a medium for controlled language work as an alternative to holding up objects”. It clearly shows that the use of pictures from all sizes and shapes can be used as an alternative to showing representation or real objects in a class. For example, if the teacher wants to show an elephant to the students, it is impossible to bring it in class. We can use the picture as an alternative way to bring the representation of an elephant.

From this statement, it shows that the use of pictures can add interest of students in learning English and they are simple and more realistic than the object of students’ imagination. Furthermore, in teaching and learning English, the picture can play an important role because it has a lot of contribution. Specifically, Wright (2004) stated that the pictures contribute to students’ interests and motivation, a sense of the context of the language, and a specific reference point or stimulus.

In conclusion, the picture provides some advantages for the teaching and learning process. One of them is it can attract the students’ motivation and interest to respond to the teacher explanation in the teaching and learning process. Besides the teacher can use pictures in

various ways such as pair work or group, it enables students to be more active and communicative with their pairs or groups.

2.4.5.2 The Disadvantages

Pictures not only have advantages in some cases, but they also have several disadvantages as media in the teaching-learning process. One of the disadvantages is unclear pictures will make the students misunderstand what the picture describes. "Pictures provide a great deal of information at a glance, but when used to illustrate the meaning of a particular expression, they can mislead" (Lado, 2003: 194). For example, the picture of the trumpet with a cross sign around the mosque that means the vehicle is not allowed to produce a sound, many children still do not know the meaning of this picture.

Asnawir the disadvantages of using pictures are the explanation of the teacher will make any differences students' understanding. It does not problem of using pictures, because the teacher can be permitted students who did not understand to ask to the teacher. The next disadvantage is the pictures also only describe about sense because there is no body language. It does not a matter for the teacher, because he can solve this problem by using pictures series. He can make a specific view to change a body language. The last is the pictures only focus on the students who sit in front. It contrast for students who sit in the back, but it does not a problem for the teacher, because he can give picture to each student.

Sudjana & Rivai (2001: 75) had given some points that if the pictures are too small, they are difficult to see. Thus, the students' attention and interest will lose. It means, it is bad if the teacher shows the small pictures to the students in front of the classroom. Every student will compete to see and make noise. Obviously, the student will not give their attention anymore. However, the small picture still can be used in pairs or small groups.

There are also other disadvantages of using pictures in the teaching and learning process, such as;

- a. Students pay attention to the picture more than on learned material.
- b. It takes time and costs much to provide an attractive picture.
- c. Small and unclear pictures may cause a problem in the teaching-learning process since the students may misunderstand about the picture.

Based on the points above, because of the picture, students cannot pay attention to the material that must be an important thing to learn instead of the picture that will make them pay more attention. Besides, the use of pictures as a medium of teaching-learning activities needs a lot of time and costs. And the last, the size of the picture is important because small and unclear pictures are not suitable for big group students. It can cause a problem since the students do not understand the picture. In addition, Sadiman (2007) gave another opinion about some disadvantages of pictures as follows:

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

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

2.4.6 The Procedures of Describing Picture

Describing pictures is a method that is very easy to play. The study can be maximum 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 describing pictures; they used eyes to see the picture, used ears to listen to what their partner said, used mouth to describe the picture. Therefore, the writer hopes with using describing pictures, students more active in the class, and improve their speaking skills. There are steps of application in describing picture according to Ismail (2008) as follows:

1. The teacher prepares a picture according to the topic or material of the subject.
2. The teacher asks students to examine the picture accurately.
3. The teacher divides students into 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 makes sentences and writes on the blackboard.
6. After that, every group describes their picture by speaking in front of the class.
7. Clarification/ conclusion/ teacher reflection.

To be successful in teaching by using describing picture strategy, some preparations and procedures are needed to give regulations to the students, so that the students can understand the activity's rule. Preparations and procedures that are used in describing the picture as follows:

1. Preparation

The writer must prepare material that is used in describing picture strategy. The preparations are: select the material from magazines, the internet, books, any pictures

which show many different objects, the objects should be clear in shape. It is amusing if the objects are bizarre in some ways (Wright, 1983).

2. Procedures

There are some procedures of describing the picture to teach speaking especially in descriptive text, they are:

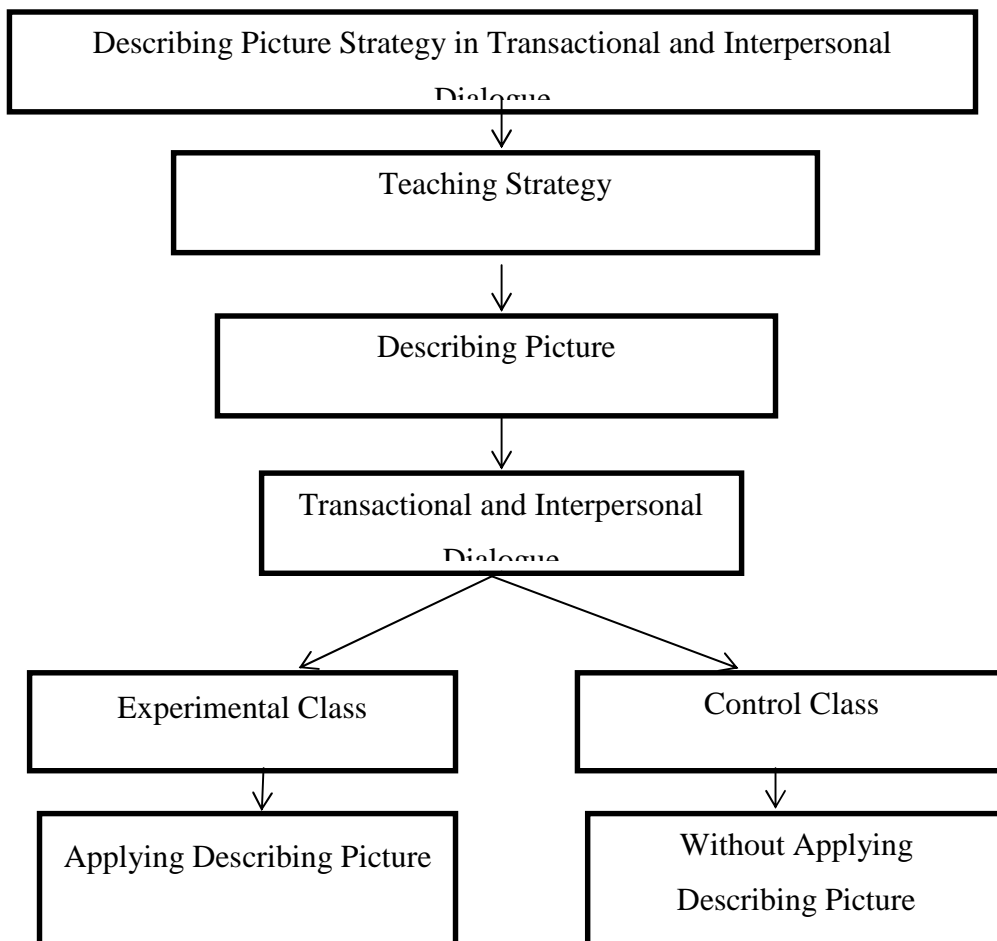
- a. Let the class work in pairs.
- b. Give each pair two different pictures. Tell them not to look at each other picture.
- c. A to describe his or her picture, and ask B to draw it. Ask B to do the same as what A does after B has finished drawing.
- d. Ask them to compare their picture with the original (Wright, 1983).

These preparations and procedures of describing pictures can create students being more active and there is no bored in the class. Based on the preparation and procedures, describing pictures is one of the useful and successful strategies for teaching transactional and interpersonal dialogue.

2.5 Conceptual Framework

In conducting research, theories are needed to explain some concern in the research concern. The concept which is used must be clarified to have the same perspective of implementation in the field and avoid misunderstanding. In this chapter, the theoretical framework is presented to give clear concepts and a much better understanding so that the readers will get the point.

This study will analyze the using describing picture strategy on students' achievement in teaching transactional and interpersonal dialogue. Following the literal review and conceptual framework, the analysis carried in this study is constructed in the figure below:



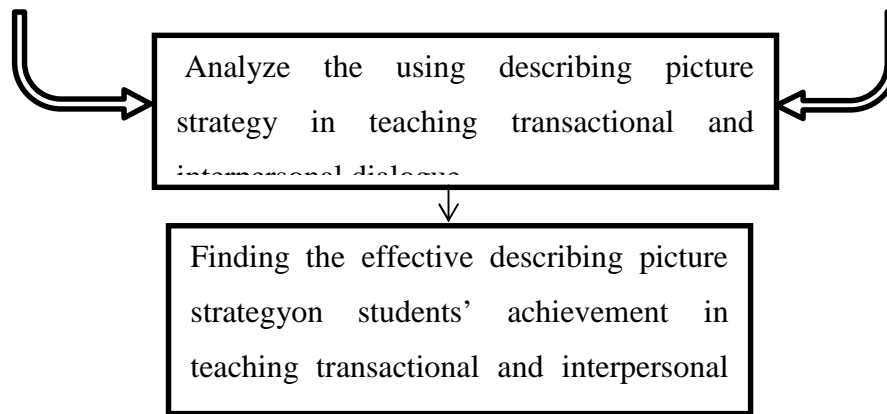


Figure 2.8

Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The design of the research is experimental quantitative design. There are two variables, such as the dependent variable as a teaching transactional and interpersonal dialogue and the independent variable as a describing picture. Best (2002: 133) experimental research the classic method of the science laboratory, where elements manipulated and effects observed can be controlled. In this experimental research, the researcher used two classes of the study, namely experimental classes and control classes. In experimental classes, the teaching transactional and interpersonal dialogue was taught by describing picture and control classes that was taught without describing the picture. The design can be a figure as following:

Table 3.1 Research Design

Class	Types	Treatment	Types
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Experimental (X)	Pre-test	Have treatment (describing picture)	Post-test
Control (Y)	Pre-test	Without treatment (conventional strategy)	Post-test

3.2 Population and Sample

In research, the researcher must find out the population and the sample before. They are one of the most important things to complete this research. The population and sample have a big function in this study. The population and sample in this study are the following:

3.2.1 The Population

The population of this research is conducted for the third-grade students of SMP Negeri 7 Medan. Which consist of nine class, they are IX 1- IX 9, and the total number of the population are 288 students. This school is located on Jl. H. Adam Malik No 12 Medan.

3.2.2 The Sample

Based on the population above there are two classes the researcher used as a sample, they are X^1 and X^2 . Suharsimi Arikunto (2006), the researcher used a cluster random sampling technique because this research focuses on group Clustering, Random Sampling Technique will be used in taking the sample because the population is homogenous that used the same materials, syllabus, and curriculum. In selecting the sample, the researcher wrote the name of each class on small pieces of paper and put them into a box. Class IX-6 and class IX-4 were taken as the sample of this research. By using the same technique the class IX-6 was taken as an Experimental Class which consists of 24 students and class IX-4 was taken as the Control Class which consists of 24 students.

3.3 Instrument

For collecting the data, the writer used an oral test that was used in the pre-test and post-test instrument. The writer was asked the students to create a conversation based on the topic. In this case, the same test was given in the experimental class and control class and this study use pre-test and post-test that was given to the experimental class and control class. This pre-test and post-test were used by the writer to see the change that comes between the two classes. After giving the treatment for the experimental class, the students from each other was gave the post-test. This test was found out the result of teaching presentations in both classes.

3.4 The Procedure of Collecting Data

To get the data, there are three procedures which are taken by the writer they are pre-test, treatment, and post-test. The steps of the procedures are:

3.4.1 Pre-test

Both of class, the writer gave the test where the students' conversation to introduce their self that they have decided it before and they choose the pictures and make a dialogue or conversation used their own word or sentences by interesting those kinds of expression of asking and giving opinion. The function of the pre-test is to know the mean scores of the experimental and control classes.

3.4.2 Treatment

In this study, the treatment was taught in the experimental class only. The experimental class teaches by using describing picture strategy; while the control class was taught without describing picture strategy. The treatment in the experimental class was done as the following table:

Table 3.4.2.1

Treatment in Experimental Class

Teacher's activity	Student's activity
<ol style="list-style-type: none">1. Explain and give examples about the topic with pictures: place, animal, etc.2. Explain about describing picture strategy.3. Asks the students' to choose their friends to be dialogue partners.4. Ask each form in pairs to discuss and practice the topic.5. The teacher asks for each form in pair representative the topic that they discussed. Record the students' representative.	<ol style="list-style-type: none">1. The students are listening to the teacher's explanation.2. Listening and made notes about describing picture strategy.3. The students work with their partners and more active with their partners.4. Each pair discusses the topic.5. Students speak up in front of the class.

Table 3.4.2.2

Treatment in Control Class

Teacher's activity	Student's activity
<ol style="list-style-type: none">1. The teacher explains the topic: place, animal, etc.2. Give some examples of the topic.3. Ask the student to make their own-word examples.4. Ask the students, one by one to present in front of the class, record the students' representative.	<ol style="list-style-type: none">1. Students listening to the teacher's explanation, making notes, or copy the book.2. Students write down an example.3. Doing the instruction.4. Students practice in front of the class.

3.4.3 Post-test

After doing the treatment, the writer gives the post-test. It functions to find out the differences in their mean scores of the experimental group and control group.

3.5 Scoring

According to (Fulcher, 2003: 12) some aspects that influence the speaking scores, in Foreign Service (FSI), the component which needs to be scored is vocabulary, grammar, accent, fluency, and comprehension. The researcher chooses fluency and comprehension to be scored. Therefore, the FSI system was used to score the test by considering some component scales as follows:

Grammar

1. Grammar almost entirely inaccurate expects in the stock phrase. (6)
2. Constant errors showing control of very few major patterns and frequently preventing communication. (12)
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. (18)
4. Occasional errors showing imperfect control of some pattern but not weakness that causes misunderstanding. (24)
5. Few errors, with no pattern of failure. (30)
6. No more than two errors during the interview. (36)

Vocabulary

1. Vocabulary is inadequate for the simplest conversation. (2)
2. Vocabulary is limited to the basic personal and survives areas (time, food, transportation, family, etc). (8)
3. Choice the words sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics. (12)

4. Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocutions. (16)
5. Professional vocabulary board and precise; general vocabulary adequate to cope with complex practical problems and varied social situations. (20)
6. Vocabulary is apparently as accurate and extensive as that of an educated native speaker.(24)

Accent

1. Pronunciation is frequently unintelligible. (0)
2. Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition. (1)
3. "Foreign accent" requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary. (2)
4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding. (3)
5. No conspicuous mispronunciations, but would not be taken for a native speaker. (4)
6. Native pronunciation, with no trace of "foreign accent." (5)

Comprehension

1. Understands too little for the simplest type of conversation. (4)
2. Understands only show, very simple speech on common social and touristic; requires constant repetition and rephrasing. (8)
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing. (12)

4. Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing. (15)
5. Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech. (19)
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker. (23)

Fluency

1. Long pause, utterance left unfinished, or no response. (4)
2. Speech is very slow and uneven for short or routine sentences. (4)
3. Speech is frequently hesitant and jerky; sentences may be left uncompleted. (6)
4. Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping words. (8)
5. Speech is effortless and smooth, but perceptibly non-native in speed and evenness. (10)
6. Speech in all professional and general topics is as effortless and as smooth as a native speaker's. (12)

Table.3.5

Rubric of Speaking Score

Proficiency	1	2	3	4	5	6
Description						

Grammar	6	12	18	24	30	36
Vocabulary	2	8	12	16	20	24
Accent	0	1	2	3	4	5
Comprehension	4	8	12	15	19	23
Fluency	2	4	6	8	10	12

3.6 The Validity and Reliability of the Test

If the scores are not reliable and reproducible it is impossible to interpret the meaning of those scores, and therefore the pass and fail decision will lack validity, possibly passing students who should fail and failing candidates who should pass, the educational organization should, therefore, assure the reliability of its test cut scores (Severe, 2012:77).

To validate the instrument of this study, the writer established the validity and reliability of the test. The validity determined how well a testis. These two factors should be fulfilled by a test before it is used to derive valid data in research. To ensure that the test is already as good its validity and reliability should be established. Each of the components is presented in the following section.

3.7 The Validity of the Test

Validity as an integrated evaluative judgment of the degree to which empirical evidence and theoretical rationales support the adequacy and appropriateness of inferences and actions based on tests score or other modes of assessment Messick in Fulcher, (2003: 116)

Validity refers to the extent to which the result of an evaluation procedure serves the particular uses they are intended. A test is valid when it requires the learners to perform the same

behavior under the same condition specified in a learning objective. The validity of the test is the test measures what it is intended to measure. In this case for the establishment of the test validity in this study, the items are representative of both curriculum content and behavior objectives. This study is applied to content validity. Its concern with how well the test measures the objective matter and learning outcome covered during the instruction period. So in this case the validity of the test is to know the test really measures the students' conversation competence or not. The writer constructs the test consist of 5 items and the test items will be taken from the topic by using describing pictures.

Table 3.7.1

Items of Test Specification

	Specification	Content	Kinds of Test	Test Item	Score
Fluency	Transmitting idea and information smoothly	Connection of idea	Oral Test	1	20
	Expressing idea (advice or suggestion) correctly and appropriate with the topic	Smoothness	Oral Test	1	15
	Understand almost everything even though there are	Repetition and rephrasing	Oral Test	1	20

Comprehension	repetitions in certain sections				
	The language is very suitable with the topic and the context of communication	Simplest type of conversation	Oral Test	1	15
	The usage of content of transactional and interpersonal dialogues	Simplified speech	Oral Test	1	30
Total				5	100

3.8 The Reliability of the Test

Reliability is a necessary characteristic of any good test to be valid at all; a test must be reliable as a measuring instrument. If the test is administered to the same candidates on different occasions, then to the extent that it produces a differing result, it is not reliable.

The test in this study used oral test form. The scoring of the speaking involved the subjectively, thus to find out whether the test is reliable, the writer used the inter-reliability.

3.9 Technique of Analyzing the Data

To know the difference between the two classes, the writer using T-test formula as follows (Arikunto, 2010:354):

$$t = \frac{Mx - My}{\frac{\Sigma dx^2 + \Sigma dy^2}{Nx + Ny - 2} \cdot \frac{1}{Nx} + \frac{1}{Ny}}$$

Where: t : the effect

Mx : the mean of experimental class.

My : the mean of the control class.

Σdx^2 : the standard deviation of the experimental score.

Σdy^2 : the standard deviation of control's score.

Nx : the total number of samples of the experimental class.

Ny : the total number of samples of the control class.

And to know the Mean score of each group formula both of classes, the writer used:

$$M = \frac{\Sigma X/y}{N}$$

Where:

M = Mean of the group

X/y = the total of the X (experimental class) / y (control class)

N = Sum of the students

3.10 Procedure of Analyzing the Data

1. Collecting the data from the scoring of the experimental and control class.
2. Identifying the score of the students who are being treated and who are not.
3. Comparing the score.
4. Conclusion and answer the hypothesis.

5. Writing some finding.