
English Speaking Materials Development Through Describing Picture Method For Junior High Students

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Abstract

This research aims to develop the supplementary English material for speaking through describing the Picture. The problem found that the worksheet (LKS) is the dominant book because the amount of coursebook is minimal. The researcher used the Educational Research and Development design. Educational Research and Development is a research design developing educational products, like curriculum, Syllabus, textbooks, instructional media, modules, assessment instruments, etc. The results show that Most students like this book because it is suitable for their needs and supporting them in learning speaking. In conclusion, this product is designed and improved following the learning need and suitability of the product to overcome the problem in education speaking process

Keywords: Instructional Material, Supplementary Material, Describing Picture

I. INTRODUCTION

Speaking is a productive skill that can be directly and empirically observed (Kholis & Aziz, 2020). Those observations are invariably colored by accuracy and effectiveness, a listening test-taker skill, which necessarily compromises the reality and validity of an oral production test (Brown & Abeywickrama, 2010). In mastering speaking, students have to learn and practice. Because it is a priority for many second language or foreign language. Speaking is exceptional because it is interactive nature and also has to be measured in interaction directly (Aziz & Dewi, 2020). Most people always talk to each other anywhere, anywhen. One purpose the teachers have to teach English in school.

Teaching speaking in Junior High School based on Syllabus, the teacher teaches some short expression of dialogue and short texts (Aziz & Dewi, 2020). Junior high school students who demand to apply the linguistic materials in good understanding, and appreciating excellent performance by expressing opinions, as well as their responses (Halim, 2018). So Every teacher wants to run the teaching-learning process effectively. The use of media is aimed to enable the students to get the lesson and give an enjoyable atmosphere in the classroom to encourage motivation and interest in the teaching (Aziz & Dewi, 2020). Such as Pictures are beneficial media, especially to avoid misunderstanding of the questions

since the students can relate the issues to the pictures given. Pictures have an essential role in the understanding of meaning. They illustrate something and make it clear. Images are used to help students to understand and comprehend something clearly and easily.

Describing images is a method in learning to speak which suitable to practice English speaking skills in all sorts of fields. Illustrations provide dangerous language practice and can be invaluable in the classroom for stimulating discussion and bringing enormous variety and interesting the lessons (Amalia, 2016). They also provide the teacher with a flexible and convenient tool for practicing speaking. The various pictures are the right media to help students learn sputtering and fun, and subconsciously, they are learning to present the images. States Brown that media established condition which enables the learners to acquire knowledge, skills, and attitude. Media are tools or the material things used by the teacher to facilitate the instruction (Brown, 2000).

At pesantren Mambaus Sholihin 3 Benjeng Gresik, the use of English and Arabic is an obligation for the students in their daily activities (Aziz & Dewi, 2019). Students are trained to use English every day to face the progression of the world. Primarily, students of eight grades of MTs Mambaus Sholihin 3 Benjeng, Gresik. There, teaching speaking

skill is monotonous. Because the teacher offers them repeat text or material what the teacher says, after that, they analyze and express elements, and then the teachers provide to do some work in LKS as a worksheet. The problem seems more severe in the learning process. The content of the LKS is not exciting and less relevant to the students' needs, especially for speaking, and also not enjoy it, so the improvement and development of the students' English speaking skills are limited.

II. LITERATURE REVIEW

A. Understanding Teaching and Learning Speaking

Learning is acquiring or getting knowledge of a subject or an ability by study, experience, or instruction (Brown, 2000). The process of learning often happens around people every day. We often see the students get knowledge from their teacher, or someone learns from his experience. Talking about education is not getting out of teaching. Similarly, teaching, which is implied in the first definition of learning, may be defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000). It can be concluded that teaching and learning is the process of giving experience from the teacher to the students to make

students understanding and knowing something (a subject or a skill).

The main objective of learning speaking is to develop the learner's ability to communicate in the target language. The characteristics of speaking are talking. So the learners have to speak as much as possible the period.

B. Teaching speaking in MTs

Teaching and learning speaking process In MTs, based on curriculum 2013 are content competence and basic competence. Content competence is operational of SKL's quality that must be belonged students to finished their education. In short, the basic ability is every competence lesson for each class from content competence. The teaching-learning process of speaking is achieving the necessary capabilities. That is the teacher as the facilitator of students or *Learner-centered*. Which students are demanded active and thinking, as five principles of Curriculum^{13th} are Observe, Ask, and Gathering information, Associate, and Communicate. Five principles are seen as an ability or process of thinking that needs to be grown and accustomed to students so that they are accustomed to thinking scientifically. One of manners to get an excellent learning government give Syllabus as one of the models for teachers' inspiration to develop as students' needs. A stable below:

Contents Competence	Base Competence
○ Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye. ○ Processing, presenting, and reasoning in the concrete realm (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading, counting, drawing, and producing) following what is learned in school and other sources that are the same in point of view/theory.	○ Applying the text structure and linguistic elements to carry out the social function of expressions asking attention, checking to understand, appreciating excellent performance, and asking for and expressing opinions, as well as their responses, according to the context of their use. ○ Arrange simple oral texts to pronounce and respond to expressions asking for attention, checking to understand, and appreciating excellent performance, taking into account social functions, text structure, and language elements that are correct and in context.
○ Understanding and applying knowledge (factual, conceptual,	○ Applying the text structure and linguistic elements to carry out social functions states and asks about the ability and willingness to act, according to the context of its use.

- and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye. ○ Processing, presenting, and reasoning in the concrete realm (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading, counting, drawing, and producing) by what is learned in school and other sources that are the same in point of view/theory.	○ Compile oral and written texts to express and ask about the ability and desire to serve, taking into account social functions, text structures, and language elements that are correct and in context.
○ Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events	○ Applying the text structure and linguistic elements to carry out the social function of the expression of giving instructions, inviting, prohibiting, asking permission, and how to respond, by the context of its use. ○ Arrange simple oral and written texts to express, question, and answer to expressions of instruction, invite, prohibit, and request permission, taking into account social functions, text structures, and language elements that are correct and in context.

that appear to the eye. Processing, presenting, and reasoning in the concrete realm (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading, counting, drawing, and producing) by what is learned in school and other sources that are the same in point of view/theory.	
- Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye. - Processing, presenting, and reasoning in the concrete realm (using, parsing, stringing, modifying,	- Applying social functions, text structures, and language elements interpersonal oral and written interaction texts that involve acting, inviting, asking for permission, and responding to them, according to the context of their use. - Compile concise and straightforward versions of oral, interpersonal interactions that involve acting, inviting, asking for permission, and responding to them by paying attention to social functions, text structures, and elements of language that are correct and in context.

and making) and abstract domains (writing, reading, counting, drawing, and producing) by what is learned in school and other sources that are the same in point of view/theory.	
- Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye. - Processing, presenting, and reasoning in the concrete realm (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading, counting, drawing, and producing) by what is learned in school and	- Applying social functions, text structures, and language elements of oral and written transactional interaction texts that involve the act of giving and requesting information related to circumstances/actions/activities /events that are carried out / occur in real or general truth, in according to the context of their use. - Implementing social functions, text structures, and language elements of oral and written transactional interaction texts that involve the act of giving and asking for information regarding the circumstances/actions/activities /events that are being carried out / taking place when spoken, according to the context of their use. - Compiling a concise and straightforward text of oral and written transactional interaction that involves the act of giving and requesting information related to circumstances/actions/activities /events that are carried out / occurring routinely or are a general truth, with paying attention social functions, text structures, and correct elements according to the context of its use.

other sources that are the same in point of view/theory.	o Compile concise and simple texts of oral transactional interactions that involve the act of giving and asking for information regarding the circumstances/actions/activities /events that are being carried out / ongoing when spoken,, with paying attention social functions, the structure of the text and elements of language appropriate to the context of its use.
- o Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye. - o Processing, presenting, and reasoning in the concrete realm (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading, counting, drawing, and producing) by what is learned in school and other sources that are the same in point	- o Applying social functions, structures of oral and written interactional texts that involve giving and asking for information regarding the comparison of the number and nature of people, animals, objects, according to the context of their use - o Compile oral and written interactional texts that involve the act of giving and asking for information related to the ratio of the number and nature of people, animals, objects, taking into account social functions, text structures, and elements of language that are appropriate to the context.

of view/theory.	
- o Understanding and applying knowledge (factual, conceptual, and procedural) based on the curiosity about science, technology, art, culture related to phenomena and events that appear to the eye. - o Processing, presenting, and reasoning in the concrete realm (using, parsing, stringing, modifying, and making) and abstract domains	- o Apply social functions, text structures, and linguistic elements of oral and written transactional interaction texts that involve the act of giving and requesting information regarding circumstances/actions/activities /events that are carried out / routinely or not routinely, or become general truths in the past, in accordance with the context its use. - o Compare social functions, text structure, and linguistic elements of several oral and written personal recount texts by giving and asking for information related to own experiences in the past, short and straightforward, according to the context of their use - o Compiling concise and simple texts of oral transactional interactions which are immortal to the act of giving and requesting information related to circumstances/actions/activities /events that are carried out, routine or non-routine, or

(writing, reading, counting, drawing, and producing) by what is learned in school and other sources that are the same in point of view/theory.	become general truths in the past, taking into account social functions, Text structures and elements of language that are and by the context. ○ Text recount ○ Capturing contextually meaning related to social services, text structure, and linguistic features oral and written recount texts, concise and simple, relevant to personal experiences in the past. ○ Compiling oral and written recount texts, brief and simple, related to personal recount, concerning social functions, text structures, and elements of language, correctly as context.
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In other words, teaching speaking in eight grade of MTs Mambaus Sholihin 3 Benjeng, students demanded to study actively as five principles of curriculum 2013, which Syllabus is guidelines or manners to fulfill basic competence.

C. Definition of Describing Picture

Describing pictures is one of the methods of learning speaking English. In this method, students must describe photos in front of the class. Every student or group gets one picture from the teacher, and the student must explain it. The purposes of this activity are to train students' imagination and retell the story in speaking English (Asfa, 2010). In other words, describing pictures can also be used to stimulate the students' creativity and to motivate them in the learning process of speaking skills.

The study is doing something. The survey can be maximum if students more of using the five senses because they can be

more attractive to express something with their five senses. Describing a picture is a method that easy and enjoyable to play it. This method is very suitable to practice for students in Junior High School. If the students use describing the Picture, they used their five senses more maximum because they used eyes to saw the image, used ears to listen to what their partner said, used mouth to describe the Picture. So, the researcher hopes to use describing a picture, students more active to practice and improve speaking skills in the class. There are steps of application in describing Picture according to Ismail in *Strategi Pembelajaran Agama Islam Berbasis Paikem* as follows:

- a. The teacher prepares the image according to the topic or material of the subject.
- b. The teacher asks students to examine the picture accuracy.
- c. The teacher divides students into groups or personal.
- d. The teacher asks all members of groups to write the vocabularies based on the result of their examined the Picture. (necessary limitation of the time).
- e. Then, every group or personal make sentences and writes on the blackboard.
- f. After that, every group describes their Picture.
- g. Clarification/ conclusion/ teacher reflection.

It is an example of a strategy or method that can use as an individual or collaboration with the other plan based on the necessity.

D. *Teaching Speaking Using Describing Picture*

The most crucial factor in teaching-learning is a teacher, especially in the English subject. He or she must have the ability to make interest and enjoy the class. And the Picture is one of teaching media of speaking skills that can make students enjoy the learning process of speaking. Each classroom should have a file of images that can be used not only to illustrate the aspect of socio-cultural topics, but also gives it enjoyable, meaningful, easy to prepare, and too easy to organize. Teaching speaking using describing Picture is practice describing some maps that show about things, peoples, etc. And also, using a preposition, to practice listening and speaking to direction, to train students' imagination and retell the story in speaking English (Tarwiyah, 2002).

The result of the students' speaking progress after implementing the describing Picture is better. This technique was very suitable to give a contribution to teaching speaking, and the students brave to talk and did not shy anymore. Besides, students can increase their verbal ability (Kano & Fardyansyah, 2015).

1. Advantages of describing the Picture

Advantages of using pictures in teaching speaking A film is an excellent medium in which this can be done images play fullness to the students because pictures are fascinating. They provide a variety of fun and

games. Furthermore, it also means that the use of photos may offer parallel opportunities both for teacher-students and students' interaction.

According to Inta Aulia Asfa, Based on Gerlach and Elly state the benefit of using the Picture as follow (Asfa, 2010):

- a. Images are inexpensive and widely available. The teacher can find the image quickly, for example, in books, magazines, and newspapers, etc.
- b. Pictures provide everyday experiences for an entire group of students. It means by using an image, the teacher can involve all of the students in his or her class.
- c. Pictures can help prevent misunderstanding. It means by using photographs, the teacher can explain the new vocabularies to his or her students easily, so it prevents disagreement between students' perception and teachers' perception. Pictures help the students to focus attention on the subject and make students active.

2. The approach of Describing Picture

Our model assumes that there is a space of Meanings that comes between the area of Sentences and the scope of Images. We evaluate the similarity between a sentence and an image by (a) mapping each to the meaning space then (b) comparing the results. Figure 1 depicts a common area of meaning. We will learn the mapping from images (response sentences) to meaning

discriminatively from pairs of photographs (response sentences) and assigned meaning representations (Farhadi et al., 2010).

E. *Supplementary Material*

Supplementary material is the supplement materials, which are not designed for instructional purposes, reflect the authentic and real use of the target language. And also, helping the teacher to teach the student in the learning process, our students should develop the ability to communicate in the target language. That is able to express their ideas in speech and writing and also understand what they listen from teacher or people and read in books. Integrating the use of authentic materials with language skills can be highly useful in developing the communicative competence of learners (Aziz, 2019; Thakur, 2015).

Supplementary material is additional materials to supplement the LKS (worksheet), Textbook, etc. Supplemental materials are designed when teachers find that there aren't suitable or relevant materials that can be found in the published spreadsheet or the other. Supplementary materials are designed to help them understand better (Paputungan, Otoluwa, & Machmud, 2018). In short, additional equipment is a convenient tool to help motivate the student to improve their speaking ability in the learning and teaching process.

F. *Developing of English Learning Speaking Materials*

Content is information or ideas for a book. Material is one of the keys to the teaching and learning process. It is essential in learning. The material could be in the form of printed materials, nonprinted materials, or both written and nonprinted materials. The printed materials could be books, workbooks, worksheets, textbooks. While no printed materials are materials such as cassette, audio documents, videos, computer-based materials, etc.

Another linguist, Richards and Schmidt state instructional materials are anything which can be used by teachers or learners to facilitate the teaching and learning of language. Articles could be linguistic, visual, auditory, or kinesthetic, and they may be presented in print, audio, or video form, on CD-ROMS, on the Internet, or through live performance or display (Mulyawati, 2017).

G. *Material Development*

Tomlinson states that materials development is everything made by people (the writers, the teachers, or the students) to give some pieces of information and provide the experience of the user of language, which is designed to develop language learning. Before developing the materials, the writer has to identify students' needs to consider the objective of the teaching and learning process. After that, they can develop the materials by analyzing the students' needs

and the purpose of improving or of making interest them and also more suitable for learners' needs. State Graves's material development is the process of planning by which a teacher can put the objectives and goals of the course into units and tasks (Graves & Xu, 2000).

Material developers might write textbooks, tell stories, bring advertisements into the classroom, express an opinion, provide examples of language use, or read a poem aloud. Those are the input that can be used to learn the language more effectively. Tomlinson also states the criteria of suitable materials; some of them related to this research are mentioned below (Tomlinson, 2011).

1. Materials should achieve impact.

The impact is achieved when materials have a noticeable effect on learners; that is when the learners' curiosity, interest, and attention are attracted. If this is achieved, there is a better chance that some of the languages in the materials will be taken in for processing. Materials can make an impact through:

- a. novelty (e.g., unusual topics, illustrations, and activities);
- b. variety (e.g., breaking up the monotony of a unit routine with an unexpected event; using many different text types taken from many different kinds of sources; using several different instructor voices on a cassette);

- c. Attractive presentation (e.g., use of beautiful colors'; lots of white space; use of photograph);
- d. Appealing content (e.g., topics of interest to the target learners; questions which offer the possibility of learning something new; engaging stories; universal themes; local references).

2. Materials should help learners to feel at ease

Although it is known that pressure can stimulate some types of language learners, the writer finds that most researchers agree that most language learners benefit from feeling at ease and that they lose opportunities for language learning when they feel anxious, uncomfortable, or tense. Materials can help learners to feel at ease in several ways. For example:

- a. The learner feel more comfortable with materials with lots of white space than they do with documents in which lots of different activities are crammed together on the same page;
 - b. The learner feel more at ease with texts and illustrations that they can relate to their own culture than they are with those who are culturally exotic;
 - c. The learners are more relaxed with materials that are trying to help them to learn than they are with materials which are always testing them.
3. Materials should require and facilitate learner self-investment

Articles can help them to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner-centered discovery activities.

4. The learners' attention should be drawn to linguistic features of the input

To help learners to pay attention to linguistic features of authentic information can help them to acquire some of those features eventually.

1. Materials should provide learners with opportunities to use the target language to achieve communicative purposes. Learners should be given opportunities to use language for communication rather than just to practice it in situations controlled by the teacher and the materials.
2. Materials should provide opportunities for outcome feedback

Feedback, which is focused first on the effectiveness of the outcome rather than just on the accuracy of the output, can lead to a product that becomes a valuable source of input. Or in other words, if the language that the learner produces is evaluated in relation to the purpose for which it is used that language can become a compelling and informative source of information about language use.

III. METHOD

In this research, the researcher used the Educational Research and Development design. Educational Research and Development is a research design developing educational products, like curriculum, Syllabus, textbooks, instructional media, modules, assessment instruments, etc. This research design would like to solve such classroom problems related to educational products. The researcher develops the procedure of Educational RD from as illustrated in the figure:

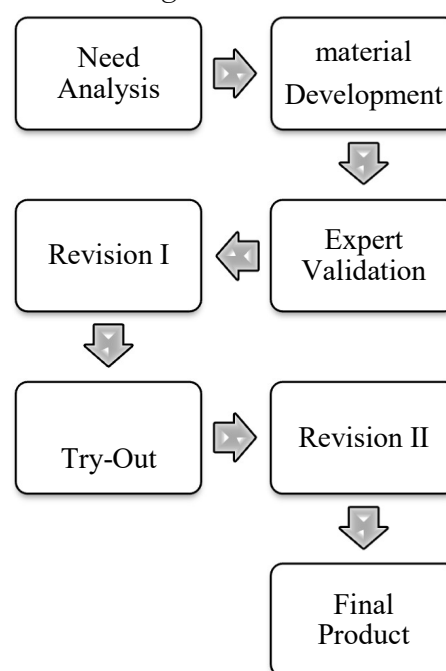


Figure R&D model of the research adopted from (Hyland, 2003)

IV. RESULT

A. Need Analysis

The researcher starts to identify the problem of students in learning English speaking by giving a questionnaire for obtaining information to eight grade students of MTs Mambaus Sholihin 3 Benjeng Gresik that consists of 28 female

students. The survey consists of twenty questions related to their problems in learning English speaking. The first instrument was close-ended questionnaires for the students. Those consists are background knowledge, necessities, lacks wants, goals, input, teacher's role, and students' role. The questionnaires were distributed to the students in March 2019. The researcher gives an interview with the teacher that consists of five questions. Before it, the researcher validates the items.

B. The Result of Questionnaires

The first question tries to obtain information about when students start to learn English. It can be concluded that most of the students in Eight Grade of MTs Mambaus Sholihin3 Benjeng Gresik start in learning English are from Kindergarten.

Question number two is given by the researcher purposed to obtain information about students' opinions of English. From the result above, it shows that most of them say English is Important.

Question number three, the researcher purposed to obtain information about students' feelings in English. It shows that result the question number two the most of them like English.

Question number four, the information about the researcher purposed to obtain information about skill in English. The result above shows that Eight Grade Students of MTs Mambaus Sholihin 3 Benjeng Gresik,

like speaking ability, it makes the researcher give a particular speaking book.

Question number five is provided by the researcher purposed to obtain information about learning English in the class. Primarily speaking, learning is exciting or not. The result is served that learning English, especially speaking in Eight Grade students of MTs Mambaus Sholihin 3 Benjeng Gresik is less attractive.

Question number six is given by the researcher proposed to obtain information about the importance of English, especially speaking skill. The result is served by 28 students. The researcher concludes that speaking ability is essential.

Question number seven is given by the researcher purposed to obtain information about their difficulty in learning English. From the result above, the researcher can conclude that the most Eight Grade students of MTs Mambaus Sholihin 3 Benjeng Gresik have difficulties in learning is a strategy of education. The researcher tries to give the solution to solve this problem by providing appropriate material about enriching vocabulary.

Question number eight asks students about the topic that teacher give to students are exciting or not. The results are served above the teacher give matter is less attractive in the class.

Question number nine, the researcher finds students' improved skills in learning English. From the results above proves that most Eight Grade Students of MTs Mambaus Sholihin 3 Benjeng Gresik want to improve speaking fluently.

Question number ten, the researcher asks the students to obtain the need analysis of what they need to supplement the book of speaking. The results are served above. It shows that most Eight Grade Students of MTs Mambaus Sholihin 3 Benjeng Gresik consider on the importance of supplement book for speaking to help them in sputtering.

Question number eleven asks the students to obtain the need analysis about weather supplement materials make them diligent in studying English or not. The results are served above. It concludes students of MTs Mambaus Sholihin 3 Benjeng Gresik are thorough study English if there are supplement materials. Therefore the researcher makes supplement books for speaking skills.

Question number twelve asks the students whether a supplement book for speaking makes them feel happy or not. The results show that they are feeling glad if there is a supplement book for speaking.

Question number fourteen asks students whether they need Pictures for talking books. There are served above. It shows that Eight Grade Students of MTs Mambaus Sholihin 3 Benjeng Gresik need

Picture for speaking book. Therefore, the researcher gives pictures of talking books.

Question number thirteen asks what kind of Picture to study speaking skill. The results are above. It concludes that they need kind picture for speaking book as topic.

Question fifteen asks what kind of activity of learning the talking that they choose. There are served that conclude that they like the activity of describing Picture.

Question number sixteen asks to obtain information about the students the manner of learning speaking. It reaches that they want the way that group.

Question number seventeen asks whether the topic used by the teacher in the class can use in practice. There are served above that shows that Eight Grade Students of MTs Mambaus Sholihin 3 Benjeng Gresik can't use the topic in class to practice.

Question number eighteen asks students to obtain information about worksheet what teachers use contents, and exercises are a benefit for speaking skill students or not. The rand the result shows that Eight Grade students of MTs Mambaus Sholihin 3 Benjeng Gresik can't use the worksheet to benefit their speaking skill.

Question number nineteen is given by the researcher about the role of students in learning speaking skills. And the result showed that it indicates that the students are participator in learning speaking.

Question number twenty asks the students to obtain information about the teacher's role in learning speaking skills. It concludes that the teacher is the controller for students.

Result of questionnaires, the researcher finds that the students are exciting in learning English, especially speaking skills. But based on their opinion, they have difficulties in studying to practice it. Therefore, the researcher develops speaking books as supplement materials based on their needs.

V. DISCUSSION

There is one set interview that has been done by the researcher. She is the specialist, and this interview is essential to know the signs of English lessons and get some inputs to develop the English speaking material. The subject is the English teacher in Eight Grade of MTs Mambaus Sholihin 3 Benjeng Gresik. The questions consist of five issues related to the problems of teaching and learning English speaking. There aimed to get information from the teacher about the teaching and learning process.

Therefore, the researcher also has an idea to change the method to be describing Picture. The researcher has thought that conversation should be developed in instructional material. Based on this idea, the researcher writes some documents about the topic in each chapter. And then the teacher gives some picture to students. After that,

the students describe the Picture by themselves as their partner. At last, they are usually practice and confidence when they have to speak with their friends.

The result of the script above it showed that the students need a supplementary English speaking material. Because LKS (worksheet) that they used in class does not interest them. The supplementary English speaking Material is based on describing Picture.

Material Development

From the result of data obtaining questionnaire, interviewing and analyzing LKS of curriculum 2013, the researcher decides to develop the speaking skill of Eight Grade Students of MTs Mambaus Sholihin 3 Benjeng Gresik. Based on the data above, the researcher finds that the students need to improve their speaking ability to help and understand them in speaking material. The researcher completes the appropriate equipment for Eighth Grade Students of MTs Mambaus Sholihin 3 Benjeng Gresik in terms of topic and level based on the result of the data above. Most of them have not already mastered the basic competence of productive skills, especially speaking ability. The LKS used by the students doesn't give enough need for students; in other words, it is not useful for developing students' speaking skills. Therefore, the researcher tries growing LKS to be a supplement book of speaking.

The researcher puts seven chapters adopted from the LKS book of students, under the section: It's English Time, You Can Play the Guitar, You Must Do it, You Are Invited, My Mother is Chef, You Are Cleverest in the School, My Football Experience.

The development of the material is placed in additional content and some activities of pictures as media to help and improve their speaking. There, students expected active to speak English well.

Expert Validation

Then, the product needs to be validated to Validator to improve the quality of it. This process aimed to get comments, suggestions, and feedback from experts for the development of the materials.

Two experts involved the invalidation process. Their competence and contribution are needed to make the quality of product to be better and applicable well. They are lectures of English who have many experiences in teaching and learning English subject.

Revision

The first expert validates that the cover of book is good enough. The combination of the color and Picture can be unusual for the object that is Eight Grade Students of Islamic Junior High School. The second expert validates that the content of the book is still less some explaining, examples, and need down the level. Therefore, the researcher

revises the book is better as the comment and suggestion of Validator.

Try-Out

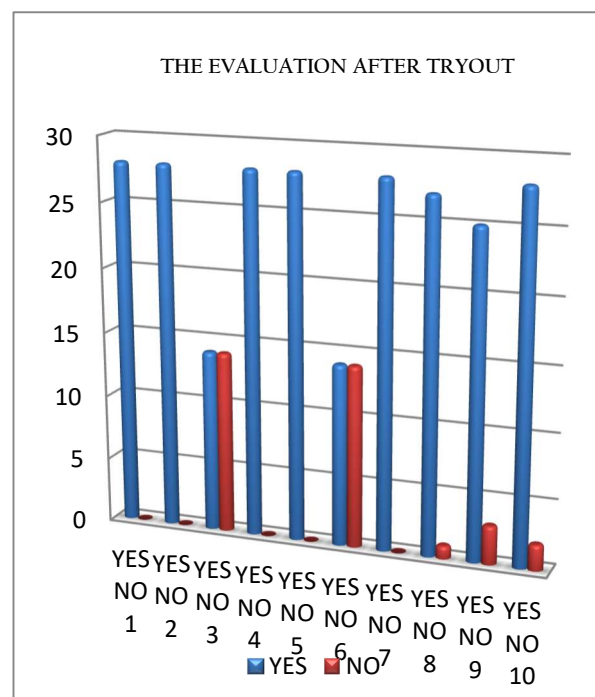
The next step to get an evaluation from the expert is conducting the try out for obtaining the feedback for the second revision. This process purposes to know whether the product is good enough to apply for still needs correction. The researcher conducts the try out in 2019 May 2nd until May 6th, 2019. First, the teacher asks students what the topic. Then, the teacher explains the grammar of the topic. Then students can ask the teacher about what they have not been understood. After that, the teacher gives activities using Picture to the individual or small group of students. And then, the students are ordered to do some related activities to know how far the students understand the material. The action may be an individual activity or small group activity. The events can be usual to practice their speaking.

After doing tryout, most students can be easier to understand and comprehend the materials through the developed supplementary English speaking materials using Describing Picture. And also, they will be more comfortable to learn speaking skills. The Syllabus and the lesson plan are prepared as a guideline in conducting try out from the result of the tryout; the researcher finds that the book is appropriate to help the students.

Based on Questionnaires after the tryout, it was found that from 28 students of MTs Mambaus Sholihin 3 Benjeng Gresik that the first questionnaire, students answer like the cover of book 100%, dislike 0%. It concludes they like the cover. The second questionnaire, students answer like supplementary English Speaking book 100% and hate 0%. It shows that they want it. In the third questionnaire, students answer like 50% and dislike 50%. It concludes that the need to add be strong interest.

The display of the book, students, answered 100% that display is captivating. From 28 students that like with the topics provided in the book, even 100% of students say that the deciding issues of the book are suitable for them. Students answered that the book could help students to study speaking is 100%. From 28 students, 50% answered the book can help them, 50% say that it makes them confused. There are 28 students or 100% answers the question in the task efficiently and correctly. The explanation of the materials in the contents of the book based on 25 or 70% the opinion of students is so bright and 30% said it is not clear. The systematic of the materials of the book is thus suitable for students to need; it is according to the opinions of 28 students or 100% in the class is agreeing. In conclusion, the book is ideal for them can help them to increase their speaking skill more actively and productively before.

After conducting the tryout, the researcher did the second revision based on the result of the questionnaire given to the students in the tries out process. Based on it, the researcher found what want students from the materials, and there isn't significant revision for each case. It is the last step of correction to make the product is better and acceptable, and also the book is all ready to be published. Shortly, the book is appropriate and suitable for learners' needs to get the target of the teaching and learning process.



Final Product

The last step is the final product after finishing some process; there are two revisions, expert validation, and tryout. Therefore, the researcher gets the results of those, and the book can be completed both design and contain. The final product of speaking material can be published under the title "Explore English!".

The book designed as exciting and easy as possible to help the students' speaking skills. This book contains the seven chapters, and those are Chapter 1 "It's English Time," Chapter 2 "Can You Play The Guitar?", Chapter 3 "You Must Do It," Chapter 4 "You Are Invited," Chapter 5 "My Mother Is Chef," Chapter 6 "She Is The Cleverest Student In The School," Chapter 7 "My Football Experience."

The English speaking material of this book is developed based on students' need of Eight Grade Students of MTs Mambaus Sholihin 3 Benjeng Gresik. That consists of some elements of each chapter and four activity using Picture each section to easy to practice that of the book to be comfortable and interest students in studying it.

VI. CONCLUSION

Eighth Grade Students of MTs Mambaus Sholihin 3 Benjeng Gresik are students who are lazy to study English because during learning didn't make them increase their English. And also, LKS (worksheet) is dominant it the content of the LKS is not exciting and less relevant to the students' needs. Therefore, the researcher makes the product as supplementary English speaking book to help them can increase their speaking skill. This product has been validated by two experts and getting good value from them. This product has also been tried out to the students. The result is excellent. Most students like this book because it is suitable for their needs and

supporting them in learning speaking. In conclusion, this product is designed and improved by the students' needs and suitability of the product to overcome students' problem in learning speaking process. From the development process, it has produced a supplementary English speaking material using describing picture method for of MTs Mambaus Sholihin 3 Benjeng Gresik. The development book includes the introduction and description contents

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