

The Effectiveness the Power of Two in Speaking Skill in Describing Pictures at the Second Years of Madrasah Nurul As'adiyah Callaccu Sengkang.

Muhammad As'ad¹⁾

¹S1 Keperawatan Stikes Muhammadiyah Gombong (Muhammad As'ad)

*Email: asadm138@yahoo.com

Abstract

Keywords:

Power of two;
Speaking skill;
Describing Picture.

Background: This research was about the effectiveness the power of two in describing pictures in speaking skill at the second years of Madrasah Nurul As'adiyah Callaccu Sengkang. The study tried to answer the problem: "what was effective is the power of two in describing pictures in enhancing student's speaking skill?"

Purpose: The objectives of the research were to find out the effectiveness the power of two in describing pictures in enhancing students' speaking skill.

Method: This research used pre experimental method. The population of this research was the second years students of Madrasah Nurul As'adiyah Callaccu Sengkang Kabupaten Wajo in academic years 2013/2014. The total number of the population was 70 students. The sample of the research was selected by using purposive sampling technique. The total numbers of sample were 30 students. The instrument of this research was speaking test including pre-test and post-test. After several meetings, this research found out that the used of the power of two in describing pictures was effective to enhance the students' speaking skill.

Result: The result of this research was the mean score obtained by the students through the pre-test was 40,18 and post-test was 55,18. The t-test value was higher than t-table ($7,31 > 2.045$). It means that there was a significant difference between the result of the students' pre-test and post-test. Therefore, hypothesis H_0 was rejected and H_1 was accepted. It could be said that using the power of two in describing pictures is effective to enhance the students' speaking skill at Madrasah Nurul As'adiyah Callaccu Sengkang. Based on the data above, the researcher concluded that the power of two in describing picture was effective to enhance the students' speaking skill. Therefore, the researcher suggests to English teacher to use the power of two in describing picture as media in teaching speaking skill.

1. INTRODUCTION

Learning speaking skill for learners is important because is one of the components skills in English language.

Through speaking, someone can communicate his/her idea, feeling, emotion, and desire. Sometimes a clever person who has a good idea must be

stopped only because he/ she can't speak fluently. According to Cameron (2001:40), speaking is the active use of language to express meanings so that other people can make sense of them. Then, Kartini in Ali (2013) states that speaking is an instrument for communication thought, feeling, ideas, and intention to other people through spoken language, in order that what we say can be understood by the listeners.

Based on the preliminary study conducted in Madrasah Nurul As'adiyah Callaccu on February 2014, it was found that students' speaking ability was still apprehensive. In this case, many problems were found such as lack of controlled vocabulary and lack of confidence of the students to speak. In addition, it was also found that the students did not have a good motivation to speak. Furthermore, their grammatical competence was still low in which they did not know how to arrange the word being a good sentence. Finally, they did not also know some expressions that help them to express their ideas. From the problems stated above, there are various factors affecting them in terms of 1) the lack of interest in students to memorize vocabulary, 2) students are afraid of the conversation, and 3) the teacher do not have appropriate method or technique to teach.

To improve the students' ability and to overcome the problems, the researcher conducted this research. He applied cooperative learning. Some researchers had concluded that cooperative learning was good method to apply in the class because the students were interested and motivated in learning English. Therefore, the researcher totally believes that cooperative learning can improve the students' ability and overcome the students' problems in speaking skill, because in cooperative learning, the students worked together to accomplish shared goals and maximize their own and each other as learning (Johnson, 1994). Then, through cooperative learning methods, students work together in four member teams to master material initially

presented by the teacher (Slavin in Isjoni, 2009: 15). According to Lie (2002), cooperative learning is one of the learning systems that give opportunity to students to work together with other students in structured assignment. There are only four or six members in each group. According to Johnson (1994), cooperative learning is grouping students in class to a small group so that students can work together with maximal ability that they have and teach each other in the small group. The cooperative learning is one of the learning methods where students are arranged in groups when they receive material from a teacher or do their task or assignment. According to Nasution (1989), cooperative learning would be effective if each student has responsibility to their group and they are active and work together with the other students effectively. According to Suryosubroto (2002), cooperative learning is formed with expectation all students can participate actively in the learning process. From all the definitions cited above, the researcher can conclude that cooperative learning was one of the styles of learning could be made all the students actively to work together, share, and help each other in mastering the material and achieving the goals.

Beside the statement above, there were some solutions that can be done such as cooperative learning lessons that can be applied by teachers as role play, Jigsaw, pear learning, active debate, four corners and the power of two. From all the learning strategies stated previously, the researcher interested in finding out the effectiveness the power of two in describing pictures in improving students speaking. According to Rahayu (2007), the power of two is a process learning there are small group that one group have two people and need a good work maximal.

The researcher chose this strategy because this strategy had some benefits to improve the existing problems. According to Muqowin (2007), the Power of Two teaching strategy has some benefits in the process. They are: 1) the

students can think with their own skill, 2) the students can find information from their friends, 3) the students can learn to compare idea or concept of other students, 4) the students can learn about how work in relation, 5) the students can increase their responsibility to do their task, and 6) the students can improve their interaction with their friend. This strategy allowed the students to study in group by utilizing their potential and interaction. Then, the students discussed with others when the lesson is processing. Also, they helped each other to understand the material. Therefore, it is expected to improve the students' speaking ability.

According to Lestariana in Karisma, (2012: 15), stated that the Power of Two was made with assumption that all discussion needs procedure to hold the class situation and procedure which is used in the Power of Two has given more time to students to think the material. Beside this strategy the researcher makes relation in using describing pictures. The both of application in students, every group had pictures and need to describe the pictures so that the strategy gives more to students to think the material and one of them speaks in front of class.

A picture was used as a learning tool. It usually had a question on one side and an answer on the other side. The students used picture to help them memorize learning materials, such as vocabulary and formula, etc. A picture could be effective teaching tools for many types of skills for students. Picture as sufficient essential visual aids could be used as a tool of communication between teacher and students in teaching learning process.

It was assumed that provided or shown some pictures which they might have seen before, automatically most of them tried to express some word or sentences about those pictures. They produced words, sentences or even short description. However, there were several ways to modify this process to enhance the learning experience.

By this strategy, the students had also given an experience to speak in front of class. According to Jean Piaget in Jack Richard (2002), children should be able to do experiment and research in themselves, teacher can just guide children

Preparing media but it's important that students can understand, they have to build their own understanding, and they have to find themselves.

2. PROBLEM STATEMENT

Based on the background above, the researcher paid attention to one essential problem as follows:

- A. What was the effectiveness of The Power of Two in Speaking Skill in Describing Pictures of second year Madrasah Nurul As'adiyah Callaccu Sengkang?

3. OBJECTIVE OF THE RESEARCH

Based on the problem statement previous, the objective of the research was to find out whether the power of two strategy in describing pictures is effective in improving the students' speaking skill.

4. SIGNIFICANCE OF THE RESEARCH

There were two significant of this research. They are:

- A. Theoretical significant

Some conception professionals before have proved that the power of two in learning was good to apply in the classroom to improve the students' achievements and make them active in the classroom. Therefore, the researcher tried it to improve the students' ability and overcome the students' problems in speaking skill.

- B. Practical significant

- 1) Significant for the students

The lecturer and the researcher expected that all of the students could speak very well. They also could analyze

all the elements of sentences of speaking texts. To achieve them, the researcher applied a type of the power of two in describing picture during the learning process. It made all the students active in mastering the material. They also worked together and help each other to understand the material.

2) Significant for the lecturers

By this research, the researcher really hoped that it helped the lecturers to improve their students' achievement. It was also expected to give good contributions for all lecturers in teaching speak skill. The lecturers could be easy to control and manage their students so that the goals could be achieved easily. The lecturers also could be easy to make their students understand the materials.

3) Significant for the institution

The researcher hopes that he helped the institution to solve some problems in the institution. The institution also would be easy to do their administration.

5. SCOPE OF THE RESEARCH

This research was limited to the teaching English speaking skill at the second years of Madrasah Nurul As'adiyah Callaccu Sengkang in academic of the second year. The researcher focused their attentions to build up the students' speaking skill and the students' interest in the process of teaching and learning using the power of two strategy in describing pictures. Kinds of speaking criteria would be employed in this research are: 1) Pronunciation, 2) Vocabulary, and 4) Fluency.

6. DEFINITION OF TERMS

In this section, the researcher gives the operational definition of the topics.

A. Speaking

Speaking is an interactive process of constructing that involves producing and receiving information (Brown, 1994; Burs & Joyke, 1997). Its forms and meaning are dependent on the context in which it occurs, including the participants, themselves, their collective

experiences, the physical environment, and the purposes for speaking, it is often spontaneous, open-ended an involving.

According to Kathleen in Malayanti (2005) speaking is an interactive process of constructing meaning that involves producing and and receiving and processing information. Nunan and Kathleen in Malayanti (2005) speaking is such a fundamental human behavior that we don't stop to analyze it unless there is something noticeable about it. Widdowson (1985) state that the act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or other forms of verbal exchange. In addition, Brown (2004:140) states that speaking is an interactive process of constructing meaning that involve producing and receiving and processing information.

B. Power of Two Strategy

Sanjaya (2005) The Power of Two Strategy is activities undertaken to improve the collaborative learning and encourage the emergence of synergy gains, because two people would be better than one. This strategy the power of two include part of the cooperative learning in which the learning process need small group and work together maximally and get the purpose of learning.

C. Describing picture

Describing picture is one of activity in learning speaking English. In this activity, students must describe pictures in front of class. Every student gets one picture and must describe it. The purposes of this activity are to train student's imagination and retell story in speaking English.

7. METHOD

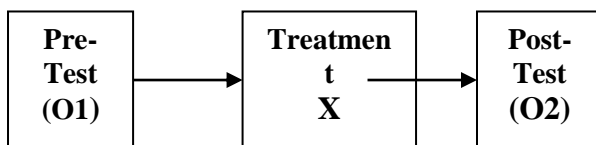
A. Research Design

The research design in this study was *pre-experimental design*. There were three designs in pre experimental design;

one shot case study, pre-test and post-test, and static group comparison. This research employed one group pre-test – post-test design. This design involved one group pre-test (O_1), exposed to a treatment (X), and post-test (O_2). In this research, the subject of research was one group class. In the pre-test and post-test design, this research aimed at knowing whether the Power of Two Strategy in Describing Pictures build up the Students' Speaking skill. To compare the success of the treatment, the researcher compared pre-test and post-test scores. The researcher measured students' ability in speaking skill twice, before treatment and after treatment.

Arikunto (2010) recited that the nature of the research was pre-experimental using "pre-test and post-test one group design". In this design, the observation was done twice before and after treatment. Observation made before treatment called pre-test, and observation made after treatment called post-test. The design can be presented as follows:

Figure 1. Research Design



B. Research Variables

There were two variables in this research namely dependent variable and independent variable. Hatch (1991) recites that the independent variable is the major variable which is investigated. They are independent variable (X) and dependent variable (Y). Independent variable is a factor which is manipulated by the researcher to determine the relationship between the phenomena observed. While dependent variable is a factor which is observed and measured to determine the effect of independent variable (Arikunto, 2010).

1) Independent variable

The independent variable (X) was the effectiveness the power of two in

speaking skill at the second-year students of MA. Nurul As'adiyah Callaccu Sengkang. It was because the power of two as a treatment was expected in enhancing students' ability in speaking text.

2) Dependent Variable

The dependent variable (Y) of this research was students' speaking skill of the second-year students of MA. Nurul As'adiyah Callaccu Sengkang. It was students' speaking skill used as subjects to be measured the speaking skill.

C. Place and Time of Conducting Research

This research was conducted at the Second Year Students of MA. Nurul As'adiyah Callaccu Sengkang. In the academic year 2013/2014 for one month started from 11th June to 11th July 2014. This research was conducted at MA. Nurul As'adiyah Callaccu Sengkang.

D. Population and Sample

1) Population

The population of this research was the second-year students of Madrasah Nurul As'adiyah Callaccu Sengkang. There were two classes of second year student as a population; *IPS* and *MAK*. The total number of the students was 75. The researcher examined in this school because the access to go to school was not very difficult and this school was one of the places where researcher was graduated. So, it was not too difficult for researcher to conduct this study because he already known many things about this school and the researcher found that there were many problems in learning English at that school.

2) Sample

The samples in this research were chosen by purposive sampling, in order to examine the entire population. As Arikunto (2010) says that, if someone want to research all of the elements in research area, so the research named by population research. involving, one class; one class was taken as an experimental group in second years because the

students in class were sustainable for researcher's expectation. In another idea, the English teacher recommends this class to be class experiment because of the students in this class have skill spread evenly. Therefore, the researcher should be taken the class second year as experimental class. The second class was consisting of 30 students.

E. Research Instruments Speaking Test

The instrument of this research was speaking test. The test would be done in two sections. The pre-test was used to see the students' prior knowledge on speaking which given before treatment, while the post-test was used to know the improving students' speaking ability after treatment. In the speaking test, the researcher used some pictures to do this research. The pictures used was full colors and relationship with the around were such as family, or ambience in the school and ambience in friendship. So, the students could describe orally. The researcher used the same instrument both of pre-test and post- test.

F. Procedure of Collecting Data

The procedure of collecting data the researcher required eighth meetings, each meeting consisted 60 minutes. The research was processed some things to do as follows:

1. Socialization and Introduction: The researcher socialized and introduced the way of the research that to implemented in students' learning.
2. The first meeting was Pre-test: The researcher asked the students to speaking based on the topic in the speaking test. In this pre-test, the researcher gave the students three topics at the pictures then asked them to choose one topic that they would describe orally. This pre-test spent 45 minutes. The pre-test was conducted to know the students' prior knowledge about descriptive writing.

3. Treatment: After giving the pre-test, the researcher applied The Power of two strategy in describing pictures. The researcher applied this strategy for six meetings. Each meeting covered the procedures proposed by Sanaky (2006) as follows: First, the teacher gave one or more pictures to students that require reflection in determining the answer. Second, the teacher asked the students to reflect and answers the questions on their own. Third, the teacher divided the participants into pairs based on the list of their absent in the learning process. Fourth, the teacher asked the pairs to discuss in order to search for new answers. In the learning process, the teacher asked students to create a new answer for each question by improving the response of each individual. Fifth, the teacher asked the participants to discuss the results of his sharing. In the learning process, students were encouraged to discuss issues that were unclear or poorly understood. All pairs compared the responses of each partner to the other partner. Finally, both teacher and students concluded the learning materials.
4. Post-test: After treatment, the researcher gave post-test to the students. Post-test aimed to know the enhancing students' speaking skill. This test was similar to pre-test with same topics. This meeting spent 45 minutes. From the post-test result, the researcher found out the students' achievement in speaking skill in using method power of two in describing after they got treatment from the researcher.

G. Techniques of Data Analysis

To classify the students' speaking score, the researcher will use the following rubrics cited from Hughes in Nurmayanti (2003).

Table 1. Pronunciation

Score	Criteria
1	Pronunciation frequently unintelligible
2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
3	“Foreign accent” concentrated listening, and miss pronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
5	No conspicuous mispronunciation, whit no trace of “foreign accent”
6	Native pronunciation, whit no trace of “foreign accent”

Table 2. Vocabulary

Score	Criteria
1	Vocabulary inadequate for even the simplest conversation
2	Vocabulary limited to basic personal and survival areas (time, food and transportation, family, ect)
3	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topic.
4	Professional vocabulary adequate to discuss special interests: general vocabulary permits discussion of any non-technical subject whit some circumlocutions
5	Professional vocabulary broad and precise, general vocabulary adequate to cope whit complex practical problems and varied social situations
6	Vocabulary apparently as accurate and extensive as that of an educated native speaker

Table 4. Fluency

No	Classification	Range of Score
1	Excellent	96-100
2	very good	86-95
3	Good	76-85
4	Fairly good	66-75
5	Fair	56-65
6	poor	46-55
7	Very Poor	0-45

(Depdiknas, 2005: 27)

Table 5. Scoring Rank

Score	Criteria
1	Speech is so halting and fragmentary that conversation is virtually impossible.
2	Speech is very slow and uneven except for short or routine sentences
3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
4	Speech is occasionally hesitant, whit some unevenness caused by rephrasing and grouping for words
5	Speech is effortless and smooth, but perceptively nonnative in speed and evenness

6 Speech on all professional and general topics and effortless and smooth as a native speaker's
(Nurmiyanti in Hughes, 2003)

1. Scoring pre-test and post-test by using the following formula (adopted from Depdikbud in Sukirman 2010: 36).

Score:

$$\frac{\text{the students' gained score}}{\text{total score}} \times 100$$

2. Classifying the students' score answer into the following criteria (adopted from depdikbud in Sukirman, 2010:37)
3. Finding out the mean score, by the following formula: (adopted from Gay in Munawwarah, 2012: 15)

$$X = \frac{\sum x}{N}$$

Where:

X: Mean score

$\sum x$: The sum of all scores
 N : The number of students

4. Finding out standard deviation of the students' score in pre-test and post-test by using the following formula (adopted from Gay in Munawwarah, 2012: 15)

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}{N - 1}$$

Where:
 SD : Standard deviation
 $\sum x$: The sum of all score
 $\sum x^2$: The sum square of all sore
 N : Total number of students

5. Finding out the mean score differences by using the following formula (adopted from Gay in Munawwarah, 2012: 17):

$$\bar{D} = \frac{\sum D}{N}$$

Where:
 \bar{D} : The mean of the differences score
 $\sum D$: The sum of the differences score
 N : The total number of students

6. Finding out the significant differences between the score of pre-test and post-test by using the following formula (adopted from Gay in Munawwarah, 2012: 16) :

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N - 1)}}$$

Where:
 t : Test of significance

\bar{D} : The mean score
 $\sum D$: The sum of total score of difference
 D : The Square of the sum score of different
 N : The total number of students

8. FINDINGS AND DISSCUSSIONS

A. Findings

The data were collected by administrating the test, the test were done twice namely pre- test and post – test, the pre- test were given before the treatment and the post-test was given after treatment.

- 1) The Analysis of Data Obtained from the test
 In analysis data, the researcher gave three components classification. They were 1) Pronunciation, 2) Vocabulary, and 3) Fluency. The students score was classified in to some criteria as follow:

- a) The Students' Pre- Test score
 Table 6. *The students' Score in Pronunciation*

No	Classification	Score	f	(%)
1	Excellent	6	-	-
2	Very good	5	-	-
3	Good	4	4	13.33
4	Fairly	3	16	53.33
5	Poor	2	8	26.66
6	Very poor	1	2	6.66
Total			30	100%

The table 1 shows that, none of the students could be classified SD excellent, and very good. The majority of the students' score in pronunciation are fairly.

- Table 6. *The students' score in vocabulary*

N	Classification	Score	F	(%)
---	----------------	-------	---	-----

No	Classifications	Score	F	(%)
1	Excellent	6	-	-
2	Very good	5	-	-
3	Good	4	5	16.66
4	Fairly	3	8	26.66
5	Poor	2	14	46.66
6	Very poor	1	3	10
Total			30	100%

The table 2 shows that, none of the students could be classified as excellent and very good, based on vocabulary illustrated that most of them still get poor.

Table 7. *The students' score in fluency*

No	Classifications	Score	F	(%)
1	Excellent	6	-	-
2	Very good	5	-	-
3	Good	4	-	-
4	Fairly	3	2	6.66
5	Poor	2	15	50
6	Very poor	1	13	43.33
Total			30	100%

The table fluency shows that, none of the students can be classified as excellent, very good and good. It means that the majority of the students' score in fluency were still poor.

The table 1,2 and 3 shows that, the total score of all students based on the pre – test was 217 and the total mean score was 40.18. The make clear see in appendix.

b) The Students' Pos-test Score

Table 8. *The Students' Score in Pronunciation*

No	Classifications	Score	F	(%)
1	Excellent	6	1	3.33
2	Very good	5	4	13.33

3	Good	4	9	30
4	Fairly	3	15	50
5	Poor	2	1	3.33
6	Very poor	1	-	-
Total			30	100%

The table shows that, there were 3.33% student could be classified as excellent. Based on the pronunciation illustrated,13,33% achieved the very good score, 30% achieved the good score and 3.33% of the students achieved poor score. It could be concluded that most of students' pronunciation ability in post – test were fairly.

The table 9. *The students' score in vocabulary*

No	Classifications	Score	F	(%)
1	Excellent	6	-	-
2	Very good	5	3	10
3	Good	4	9	30
4	Fairly	3	12	40
5	Poor	2	6	20
6	Very poor	1	-	-
Total			30	100%

The table 5 shows that, the most of the students' score in vocabulary were fairly.

The table 10. *The Students' Score in Fluency*

No	Classifications	Score	F	(%)
1	Excellent	6	-	-
2	Very good	5	2	6.66
3	Good	4	5	16.66
4	Fairly	3	14	46.66
5	Poor	2	9	30
6	Very poor	1	-	-
Total			30	100%

The table 6 shows that, most of the students score in fluency were fairly. Based on the table 4,5, and 6 shows that, the total score of all the students post – test was 298 and the total mean score was

55.18. The data was illustrated that majority of the students' score in post-test were fairly. To make clearly see in appendix.

Table 11. Total Mean Score of Pre – Test and Pos- Test

Type of test	Mean Score
Pre – test	40.18
Post – test	55.18

The table above shows that, the mean score of the students pre – test and was 40.18 while the mean scores the students post – test was 55.18 it reevaluated that the mean score of pre – test and post - test obtained by the students were different.

B. Test of Significance Testing

In order to know whether or not the mean score was statically different from two variables (pre-test and post- test) at the level of significant difference (0.05) with degree of freedom (df) = N-1, where N = the total of the student (30).

Table 8. The following Table Show the Result of t-test Calculation:

Variable	t-test value	t table
X ₂ -X ₁	6.60	2,045

Table 8 indicates that the value of the t-test was higher than value of the t-table. It indicated that there was a significant difference between the result of the students' in the pre-test and post-test.

C. Test of Hypothesis

The alternative hypothesis would be accepted if the t-test is higher than t-table and the null hypothesis rejected. While, if the t-test is smaller than t-table, the null hypothesis is accepted and rejected the alternative hypothesis.

The result of data analysis was the t-test value (6.60) was higher than the t-table value (2.045). Based on the result, hypothesis test showed at. H₀ was rejected and H₁ was accepted. In other words, the use of the power of two in

describing pictures was effective to enhance the second grade students' in speaking skill

H₁ was accepted, $t_{\text{test value}} > t_{\text{table df, (1 - } \alpha)}$

$$t_{6.60} > t_{2.045, 29 (1 - 0.05)}$$

D. Discussion

The researcher brought the power of two in describing pictures as a method in teaching speaking skill to this research to help the students to solve their difficulties in speaking English. The researcher believed that by using the power of two in describing pictures to make the learning process more comprehensible and interesting because the students practiced it directly.

Based on the result in pre – test and post - test of the research, the researcher claims that using the power of two in describing pictures was effective to enhancing the students' speaking ability. The data which were obtained from this research showed that the students' speaking ability improved significantly. It was in line with other research such as: Asfa(2010) found out that the application of using describing pictures to improve students' speaking skill in descriptive text was improve. Kiftia(2014) conducted the used of strip story technique to improving students' speaking ability, was improve significantly, Gailea (2011) conducted of developing students speaking ability through pantomime in the second grade of SMA Negeri 1 Majene, was good improvement.

However, the research that were stated before, there were some differences in this research. Kiftia (2014) in her researches, only used two components of speaking as indicators of the student's improvement, they are fluency and comprehensibility. In this research used the three components of speaking, but the differences was lay on the research design, both of them used true experimental design, meanwhile in this research used pre – experimental design.

From the explanation above, the researcher concluded that power of two in describing pictures as a method in teaching English speaking is a good method to enhancing student's speaking skill.

E. CONCLUSION

1. Conclusion

From the discussion in the previous chapter, it could be concluded that using power of two in describing pictures was effective to enhance the students' ability in speaking skill. The students' mastery in speaking skill before using power of two strategy in describing pictures was very poor. It was different from the students' mastery after using the power of two strategy in describing pictures as media in learning speaking skill. The mean score of students before using the power of two strategy in describing pictures was 40.18. It was categorized as very poor. The mean score of students after using the power of two strategy in describing pictures was 55.18. It was categorizing as fairy good. It was also proved from the t-test in this research. The t-test was 6.60 and the-table was 2.045. The t-test was higher than t-table, it meant that H_1 was accepted explaining that the power of two strategy in describing pictures in speaking test was effective to enhance the students' ability in speaking skill.

Furthermore, the power of two strategy in describing pictures was a kind of strategies which could be help the student to enhance their speaking skill. It could be seen from the language feature which was used. By using the power of two strategy in describing pictures the students could be learn easy and work together

BIBLIOGRAPHY

Alam, S. *The Using of Self Determination approach in Teaching Speaking Skill at the Second Years of Mts modern Islamic boarding school Biru kab. Bone*. Thesis UIN. 2007.

- Ali. *Increasing the Speaking Ability of Eleventh Class Student of SMAN 2 Watammpone through Individual Performance in Public Speaking Activity*. A Thesis- FB UNM. 2007.
- Asfa, I.A. *The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text* A Thesis. Tarbiyah Walisongo State Institute for Islamic Studies. 2010.
- Arikunto, S. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: PT. Rineka Cipta. 2006.
- Bachtiar, I. *Reducing Speaking Anxiety through Various communicative active*. Thesis. Makassa. 2006.
- Brown, H.D. *Principles of Language Learning and Teaching* (4th ed.). Englewood Cliffs NJ: Prentice-Hall. 2000.
- Brown, D.H. *Language Assessment: Principle and Classroom Practices*. New York: Pearson Education. 2004.
- Brown, H.D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Englewood Cliffs, NJ: Prentice Hall Regents. 1994.
- Byrne, D. *Teaching Writing Skill*. Longman Group (FE) Ltd: Hong Kong. International Review of The English Language. 1988.
- Cameron, L. *Teaching Language to Young Learners*. Cambridge: Cambridge University Press. 2001.
- Chaney, A.L. *Teaching Oral Communication in Grade k- 8*. Boston: Allyn & acon. 1998.
- Depdikbud. *Garis-Garis Besar Pengajaran Bahasa Inggris*. Jakarta: Departemen Pendidikan dan Kebudayaan. 1985.
- Djajadisastra, J. *Metode - Metode Mengajar*. Bandung: Angkasa 1982.
- Gay, L.R. *Educational Research Competencies for Analysis and Application*. USA: Merrill Publishing Company. 1987.

- Gay, L. R, Education Research. New York Bell and Howell Company. 1981.
- Gay, L. R, Educational Research: Competencies for Analysis and Application. Charles E. Merrill Publishing co: USA. 1981.
- Gay, L.R. Education Research: Competencies for analysis and Application. Second Addition; A. Bell &Howel Company: London. 1987.
- Heaton. J. B. Writing English Language Test. Longman Inc: New York. 1988.
- Hornby, J.B. Oxford Advanced Learner's Dictionary. New York. Oxford University Press. 2000.
- Hatch. E, "The Research Manual: Design and Statistics for Applied Linguistics". New York Newbury House.1991.
- Isjoni, H. Cooperative Learning Efektivitas Pembelajaran Kelompok. Bandung: Alfabeta. 2007.
- Johnson, and J. Cooperative Learning in The Classroom. Virginia, Association for Supervision and Curriculum Development. 1994.
- Karisna, W. Strategi Belajar Mengajar (The Power of Two). <http://strategi-elajarmengajar.html>. Accessed 24th December 2013. 2011.
- Kiftiah,S. Improving Students' Speaking Ability By Using Strip Story Technique (A Class Action Research At The Second Year Students Of Smpn 27 Makassar)A Thesis of Tarbiyah and Teaching Sciences Faculty Alauddin State Islamic University Makassar. 2014.
- Lestari, N. The Application of Strip Story Technique to Improve the Students' Reading Skill at the Second Year Students Second Year of SMP Neg Kindang, Kab Bulukumba. A Thesis of UIN. 2011.
- Longman, Advanced American Dictionary.Pearson Longman. England. 2008.
- Lie, A. Cooperative Learning. Jakarta: Grasindo. 2002
- Malayanti. The Comparison between Students' English Speaking Achievement Living at and out of Dormitory at As'adiyah Islamic Boarding School Sengkang Wajo Regency. Thesis. Makassar English Department of Tarbiyah faculty IAIN Alauddin Makassar, 2004
- Muqowin. "Strategi Pembelajaran". <http://muqowin.com>. Diakses tanggal 25 Maret2014. 2007
- Munawwarah. Effectiveness of Using Photos in Teaching Writing Recount Text at the Second Grade of MTsN Balang-Balang Gowa, 2012.
- Munir, B. The speaking Ability of the third year students' in communicative classroom of MANPK Makassar. Thesis. Makassar English Department of Tarbiyah faculty IAIN Alauddin Makassar, 2003
- Nasution, S "Kurikulum dan Pengajaran" , Jakarta : Bumi Aksara, Hlm. 102. , 1991.
- Nurmayanti. Improving the second year students' speaking ability through sensations and feelings technique of SMAN 1 sungguminasa Gowa A Thesis of Tarbiyah and Teaching Sciences Faculty Alauddin State Islamic University Makassar. 2010.
- Oxford Dictionaries.Oxford University Press.Retvied on August, 9, 2012 from <http://oxforddictionaries.com/definition/English/video>
- Richard, J.C and W.A. R. Methodology in Language Teaching. An Anthology of Current Practice. Cambridge: Cambridge University Press. 2002.

- Rahayu. Metode Pembelajaran Cooperative learning, Bandung: Angkasa.2007.
- Sanjaya W. Pembelajaran Dalam Implementasi Kurikulum Berbasis Kompetensi, Jakarta: Kencana. 2005.
- Siberman, M. ACTIVE LEARNING: 101 Strategi Pembelajaran Aktif. Yogyakarta:Pustaka. 2004.
- Salmiah. Improving speaking skill through group work activities at th second years of SMA 1 Bulukumba. Thesis Makassar English Department of Tarbiyah faculty IAIN Alauddin Makassar, 2004.
- Sanaky, H. H. Metode dan Strategi Pembelajaran Berorientasi pada Pemberdayaan Peserta Didik. <http://sanaky.com>. Diakses tanggal 2 february 2014. 2006.
- Shafa, The Correlation Between the Fluency in Speaking English And the Vocabulary of The Second Year Students' Of Madrasah Aliyah Putrid As'adiyah Sengkang. Thesis. Makassar English Department of Tarbiyah faculty IAIN Alauddin Makassar, 2003
- Slavin, R, S. Cooperative Learning. Teori, Riset dan Praktik. Bandung: PT. Nusa Indah. 2008.
- Sukirman. The Ability of The Fifth Semester Students of English Language And Literature Department at Alauddin Islamic State University Makassar in Analyzing Sentence of Reading Text Using Cooperative Learning. Thesis of PBI UIN Alauddin, 2010.
- Sulastari, The Influence of Personality Factor in Improving Students' Speaking Skill (A case study at the fifth semester students' English department UMI) thesis. Ujung pandang: English Department, Faculty of Letters, Indonesia Moslem University, 1999
- Suryosubroto, "Proses Belajar Mengajar Di Sekolah", Bandung: Remaja Rosda Karya .2002.
- Tarmizi. R, "Strategi Pembelajaran the Power of Two pada Mata Pelajaran Matematika". <http://tarmizi.wordpress.com>. Diakses tanggal 11 Januari 2014. 2009.
- Webster, S. Third New International Dictionary of the English Language. Cambridge: Cambridge University Press.1992.
- Widdowson. H. Skill, abilities, and contexts of reality: Annual Review of Applied Linguistics. 198.