

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

This chapter presents the data that the researcher found at SMA Muhammadiyah 1 Taman. The data is collected through interview, questionnaires and observation. The data focuses on the use of pictures as media in learning speaking and also the students' responses.

#### **A. Research Finding**

According to the research problems, the research finding presents the result of the research based on the statement problems and the variables. They are about the use of pictures as a media in learning speaking and the students' responses on the use of pictures as a media in learning speaking.

These data was collected by the researcher on Monday, 19<sup>th</sup> of August, Tuesday, 20<sup>th</sup> of August, and Saturday, 24<sup>th</sup> of August 2013. Based on research procedure and data collection technique, the data were collected by doing interview, giving questionnaires and doing observation.

# **1. How does teacher use pictures as a media in the students' process of learning speaking in first grade of SMA Muhammadiyah 1 Taman**

In this part the researcher will talk about using pictures as media in learning speaking. It will be divided into two points, teacher's preparation and the use of pictures in learning process.

## **a. Teacher's preparation**

According to the result of the interview and observation on the 19<sup>th</sup> and 24<sup>th</sup> of August 2013, teacher did preparation before doing the lesson. Before starting the lesson the teacher prepared module, hand book, dictionary<sup>1</sup>. He also ask the students to bring the single pictures from their house<sup>2</sup>.

In the module there were lesson plan, material and also design of media (appendix 5). The lesson plan which was prepared by the teacher was for speaking skill. Beside lesson plan, in the module there was a material about introducing others. In the module also there was design of the media. In the design of the media there were several single pictures which would be used by the teacher<sup>3</sup>. The teacher printed the pictures as big as A4 paper. He prepared it one week before. He prepared it to make him easy in learning process.

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<sup>1</sup> Result of interview guide question number 1

<sup>2</sup> Result of interview guide question number 3

<sup>3</sup> Result of interview guide question number 2

The teacher also prepared hand book (TUNTAS), he prepared that book to make him easily delivered the materials. In this class the teacher used exercise book (LKS) because there were materials and some exercise that were appropriate for the students in that book.

The last teacher also prepared dictionary to help him found the meaning of difficult English words.

These are several pictures which were prepared by the teacher;



**Picture 4.1**



**Picture 4.2**

Picture 4.1 is Prianti Nur Ramadhani who usually called Nia Ramadhani and picture 4.2 is Annisa Larasati Pohan. Both of them are an actress. The teacher used these pictures because they were famous for the

teacher and the students. Beside that these picture were very easy to take from the internet.



**Picture 4.3**



**Picture 4.4**

Picture 4.3 is Elang Gumilang. He is a young entrepreneur. The teacher prepared this picture because he hoped the people in the picture could be a motivator for the students. The teacher hoped the students study hard and they could be better than Elang.

Picture 4.4 is Andi Arsyil Rahman Putra. He is an actor. The teacher prepared this picture because the people in the picture was famous

for the teacher and the students. Beside that this picture were very easy to take from the internet.

**b. The use of pictures in the students' process of learning speaking**

According to the result of the interview and observation on 19<sup>th</sup> and 24<sup>th</sup> of August 2013, the teacher used pictures to give stimulus to the students about the material that would be learned at the day.

When in the class, the teacher started by saying Salam to the students continued by checking the students' attendance list. Then the teacher reviewed the last material. The teacher also gave stimulus about the material that would be learned. In this research when the researcher observed the activity, the researcher found that the teacher reviewed about introducing self and gave the material about introducing others.

In giving the material about introducing others, the teacher used pictures as media to help him delivered the materials<sup>4</sup>. In this meeting the teacher used single pictures as media. The teacher used pictures like his friends who would be introduced to the students<sup>5</sup>. The teacher also asked several students to introduce the people in the pictures they brought as friends.

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<sup>4</sup> Result of interview guide question number 4

<sup>5</sup> Result of interview guide question number 5

**Example :**

There was a conversation between the teacher and the students, the teacher brought one pictures of Mr. Elang (Picture 4.3)

Teacher : Good morning, everybody

Students : Good morning, sir.

Teacher : How are you ?

Students : Fine. How about you, sir ?

Teacher : I am very well, thank you.

Students, I will introduce my friend to you.

He is Mr. Elang. He comes from Bogor.

He is 32 years old. He is entrepreneur.

According to the result of the interview and observation on 19<sup>th</sup> and 24<sup>th</sup> of August 2013, in main process the teacher used pictures as media to help him delivered materials more easily<sup>6</sup>.

In this research the class learned about introducing others. The teacher used pictures as people who would be introduced to the audience. The teacher asked the students one by one to introduce the people in the pictures their brought as their friend<sup>7</sup>. This activity did not work easily because some students did not bring pictures, but it was not a big problem

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<sup>6</sup> Result of interview guide question number 6

<sup>7</sup> Result of interview guide question number 7

for teacher because he had prepared more pictures for students. So the students who did not bring picture could borrow the teacher's pictures.

The teacher also asked students practice to work in pairs, he asked them to introduce their pictures. In this activity there were two students ( students A and B ) practice in front of the other students, students A should introduce his picture to students B, and students B also introduced his picture to students A. The students enjoyed this activity, they paid attention to their friends who was practicing in front of them. These activities were appropriate with the lesson plan which teacher had made.

In the research which was done on the 19<sup>th</sup> up to the 24<sup>th</sup> of August 2013, the teacher also used pictures in the closing process<sup>8</sup>. He tried to introduce his pictures to the students. The teacher gave some sentences which was not used by students during the students' practice activity<sup>9</sup>. Many students used the same sentences but it was not problem for teacher. The teacher realized that it was a part of study, he was very happy because the students wanted to practice.

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<sup>8</sup> Result of interview guide question number 8

<sup>9</sup> Result of interview guide question number 9

Beside that the teacher also evaluated the students' vocabulary. The teacher gave the correct words, correct pronunciations and better sentences<sup>10</sup>. He did not forget to give motivation for students to study hard. The teacher asked to the students to use break time to practice speaking English with their friends.

## **2. What is students' response about the use of pictures as a media in learning speaking of first grade of SMA Muhammadiyah 1 Taman**

In this part the researcher will talk about students' responses when using pictures as media in learning speaking. According to instrument construction base which made by the researcher there are two sub-variables ; Students' preparation and students' participation.

### **a. Students' preparation before learning process**

In this part the researcher counted questionnaire using pattern:

$$\text{Percentage} = \frac{F}{N} \times 100 \%$$

In this activity there were 37 respondents. The result of questionnaire shows that most students gave positive responses.

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<sup>10</sup> Result of interview guide question number 10



Num.	Questions	Answers	N	F	Percentage (%)
1.	Did you ever learn speaking using pictures?	Yes	37	31	84 %
		No	37	6	16 %
TOTAL				37	100 %

**Table 4.1**

On first question most of respondents are give positive response, 84 % of them answer “yes” and 16 % of students in the class answer “No”.

Num.	Questions	Answers	N	F	Percentage (%)
2.	Did you prepare pictures from your house?	Yes	37	19	51 %
		No	37	10	27 %
		Sometime	37	8	22 %
TOTAL				37	100 %

**Table 4.2**

The teacher also asked to the students to bring pictures from their house for the next meeting, but not all of them brought pictures. According the result of questionnaire, the students who always brought the pictures to the class are 51 % and 22 % of students sometimes brought

pictures. The students who did not bring pictures are 8 students of 37 students in the class; it means just 22 % students did not prepare the pictures. The researcher also found 5 students who did not bring pictures when the researcher observed the learning activity.

Num.	Questions	Answers	N	F	Percentage (%)
3.	What kind of pictures did you ever bring to your school?	Individual pictures	37	31	84 %
		Pictures series	37	3	8 %
		Picture of situation	37	3	8 %
TOTAL				37	100 %

**Table 4.3**

On the third questions there were 3 choices about the kind of pictures. Individual pictures are the favorite choice of students. It can be seen from the result of this question that 84 % of respondents choose to bring individual pictures to their school. Eight percent chose pictures series and the last eight percent chose pictures of situation.

Num.	Questions	Answers	N	F	Percentage (%)
4.	Did you bring a dictionary when learning process?	Yes	37	24	65 %
		No	37	4	11 %
		Sometime	37	9	24 %
TOTAL				37	100 %

**Table 4.4**

Beside bringing pictures, the teacher also asked students to bring dictionary to support learning activity but only 65 % of students in the class brought the dictionary, while 11% of the students did not bring dictionary. Only 24 % students answer “*sometime*”. During the observation activity, most of students brought dictionary.

Num.	Questions	Answers	N	F	Percentage (%)
5.	Did you find a new vocabulary when learning speaking using pictures?	Yes	37	36	97 %
		No	37	1	3 %
TOTAL				37	100 %

**Table 4.5**

Dictionary is very helpful for student in learning activity because according to questionnaire no 5, 97 % of students in the class found new vocabulary.

These are several pictures which were prepared by the students;



**Picture 4.5**



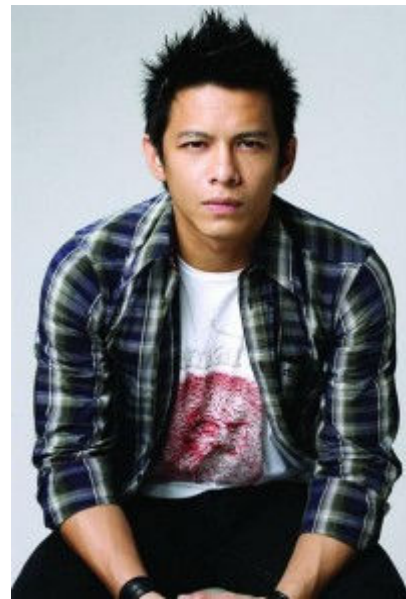
**Picture 4.6**

Picture 4.5 is Najwa Shihab. She is a Quraissy Shihab's daughter. The student brought this picture to the school because he was amazing to her when she become a host in Mata Najwa.

Picture 4.6 Putri Titian Asih. She is an actress. The student brought this picture to the school because she was amazing to her. She got this picture from the internet



**Picture 4.7**



**Picture 4.8**

Picture 4.7 is Jaya Setiabudi. He is business man. The student took this picture from the internet. She took this picture because the person in the picture is handsome.

Picture 4.8 is Nazril Irham. He is NOAH'S vocalist. The student took this picture from the internet. She took this picture because the person in the picture is handsome.

**b. The students' participation in learning process**

In this part the researcher will presents about students' participation, there are 5 questions in this part. The researcher will use the pattern like the pattern which was mentioned on the last part.

Num.	Questions	Answers	N	F	Percentage (%)
6.	Did you enjoy when learning speaking using pictures?	Yes	37	26	70 %
		No	37	4	11 %
		Sometime	37	7	19 %
TOTAL				37	100 %

**Table 4.6**

Most students enjoyed the learning activity, especially in learning speaking. The result shows that 70 % of students enjoyed learning speaking using pictures, 19 % of the students sometime enjoyed the learning activity, and only 11 % of the students did not enjoy learning speaking using pictures.

Num.	Questions	Answers	N	F	Percentage (%)
7.	Did you participate when learning process?	Yes	37	16	43 %
		No	37	6	16 %
		Sometime	37	15	41 %
TOTAL				37	100 %

**Table 4.7**

The learning activity was very lively because most of the students participated in the class. According to questionnaires, 43 % students in the class always participated, 41 % students in the class sometime participated in learning activity, and only 16 % or 6 students in the class who did not participate in learning activity.

Num.	Questions	Answers	N	F	Percentage (%)
8.	Did you open the dictionary when find a new vocabulary?	Yes	37	32	86 %
		No	37	0	0 %
		Sometime	37	5	14 %
TOTAL				37	100 %

**Table 4.8**

In learning activity, students always found new vocabulary or difficult word, but they always tried to find the meaning in the dictionary. In this research mention that 86 % students opened the dictionary when they found new vocabulary and 14 % of the students sometime opened the dictionary when they found new vocabulary. This is in line with the result of the observation.

Num.	Questions	Answers	N	F	Percentage (%)
9.	Did you help your friend when they get difficulties in learning process?	Yes	37	23	62 %
		No	37	7	19 %
		Sometime	37	7	19 %
TOTAL				37	100 %

**Table 4.9**



The students also helped the other friend who got difficulties in learning process. In this research mention that 62 % students always helped their friend, 19 % students sometime helped their friend to solve the difficulties, and 19 % students did not help their friends.

Num.	Questions	Answers	N	F	Percentage (%)
10.	Did you note the teacher's evaluation at the end of learning process?	Yes	37	27	73 %
		No	37	0	0 %
		Sometime	37	10	27 %
TOTAL				37	100 %

**Table 4.10**

At the end learning process, 73% students always noted the teachers' evaluation and 27 % students sometime noted the teachers' evaluation. It means that most of the students in class want to be better. In the observation activity, the researcher also found that most of students note the teacher's evaluation at the end of learning process.

## **B. Discussion**

There are several things to be discussed here. It is according to the data of the research and the research questions of the study. Here, there will be discussed about the use of pictures in learning speaking and students' response about the use of pictures as a media in learning speaking.

### **1. The use of pictures as a media in the students' process of learning speaking**

Before starting the lesson, there are things that should be prepared by the teacher, such as pictures. In this learning process the teacher prepared pictures which was printed as big as A4 sized paper. The teacher argued that the pictures would be easy to see by the students who were sitting at the back row. It has been one of the techniques used by the teacher to solve a problem which was mentioned by Asnawir that picture was only give advantages for the students who sit in front<sup>11</sup>.

The teacher used pictures during a learning process. He started to use the pictures on the opening process up until the closing process. It made the teacher deliver the material and control the class more easily. So he gave more time for the students to explore their ideas because they used pictures in the first time the lesson started. Tafani mentioned that using media would gave

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<sup>11</sup> Asnawir. *Media Pembelajaran*. (Jakarta Selatan,: Ciputat Press, 2002), 51

more information<sup>12</sup>. It means that students had more time to use pictures, they would had more ideas.

According to Noor, there are three types of pictures: individual pictures, pictures series, and picture of situation<sup>13</sup>. From three types which mention by Noor, the teacher used individual pictures as media in learning activity. He said that all types of pictures could be used as media in learning activity but in this activity the teacher only chose one type, that pictures was individual pictures. He had a notion that this type was not only appropriate but also easy to prepare by the teacher or students. He also hoped that pictures would make the students interested to learn speaking with those media. As Wright mention that there are some criteria to selecting good picture for the students, such as; must be easy to prepare and interesting for students<sup>14</sup>.

## **2. Students' response about the use of pictures as a media in learning speaking**

Before starting the lesson the teacher asked the students to prepare the picture from their house. According the result of this research showed that 51 % of the students had prepared the pictures from their house. It could be said that it was a positive response from the students to learn speaking. It also

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<sup>12</sup> Vilma Tafani, *Teaching English Through Mass Media*, (Albina : Acta Didactica Napocensia, 2009), 82

<sup>13</sup> Noor A.Y., *Preparing and Using Aids for English Language Teaching*, (Oxford University Press, 1981),

<sup>14</sup> Andrew Wright. *Pictures For Language Learning*. (Longman Group Ltd, 1983 ), 3

could be said that individual pictures were good, because as Wright mentions that a good picture should interest for the students<sup>15</sup>.

Beside preparing pictures, the students also brought dictionaries from their house. Sixty five percent of the students who brought dictionary from their house gave a positive response because the students understand that they would need that dictionary during learning speaking.

Seventy percent (70 %) of the students enjoyed the learning speaking process. They felt happy probably because they were interested to media used and wanted to know about the people in the pictures. It made the students participated more during learning process.

During the learning process the students always got new vocabulary, it made them open their dictionary. They were not only looking for meaning of a new word, but also learn how to look for a word in the dictionary because looking for a word in the dictionary is not easy.

However, during the learning process, not all of the students could follow the learning process. Some of them felt difficult in the learning process, but there are other 62 % of the students who were willing to help their friends who got difficulties in the learning process.

In the end of the learning process most of the students always gave positive response. They noted the teacher evaluation.

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<sup>15</sup> Ibid.