

The researcher conducted the first observation in the first class on January, 12 2011. It is conducted at eight F class and the students were taught by Mr. Subagio S.Pd. The subject was writing and the material was recount text by the theme “Accident”. As we knew that the media was made on print papers and formed as a group of singular pictures.

To begin the lesson, the teacher started by saying greeting to the students and checked the students' attendance to create conducive atmosphere. Then, the teacher asked all of the students to pray for opening the lesson. After that, the lesson would be started and the students were asked to pay attention to the teacher.

Afterwards, the teacher asked the students to make in group and each group was gave the chunk of the words related to the topic. The chunks were distributed in every group. The teacher explained to the students about how to play the games. First, every group should be matched the words with the

pictures which hung on the whiteboard. After the students' work was done, the teacher and students corrected and discussed it together. Next, the teacher gave the hand out for the example of the topic to the students and he explained about the topic by explaining each part of the topic by using wall chart. Afterward, the students identified the part of the topic together by little short discussion. He asked the students to do the assignment related to the topic based on the wall charts which were hung on the blackboard. The teacher monitored the students while they have been doing the task. It was to anticipate them if they have the difficult words and also to control them.

After the time was up, the teacher asked the students to collect their tasks in the end of teaching learning process. Then, he reviewed the lesson that has been taught, checked the students' comprehension, and made the summary of the lesson today. Finally he closed the lesson by greeted their students.

2. The second meeting

The researcher conducted the second observation in the second class on January, 13 2011. It was conducted at eight C class and the students were taught by Mrs. Lilik Suharti S.Pd M.Pd. The subject was reading and the material was functional text by the theme “Announcement”. As we knew that the media was made on clipping of newspaper and formed as a group of announcement and advertisement picture.

To begin the lesson, the teacher started by saying greeting to the students and checked the students' attendance to create conducive atmosphere. Then, the teacher asked all of the students to pray for opening the lesson. After that, the lesson would be started and the students were asked to pay attention to the teacher.

In warning up activities, the teacher made statements or questions related to the topic thought picture on the wall chart to invite the students' background knowledge.

Then, the teacher began to explain the instruction and give example how to play the game through using wall chart that would be played by them. It focused on new vocabularies for reading material. After everything was settled, the teacher went to the next activities.

The teacher hung more than 20 articles of newspaper as the wall chart, and then teacher asked students to identify and answer the question individually in their book based on the wall chart. They did it in 10 minutes.

After they finished doing it, Teacher checking students' answer and discuss the material in peer checking. The teacher guided the students in discussion. He asked the questions one by one in the book. The students looked interesting by saying the right answers loudly. At that time, he wrote the answers and gave the translation of the word in Indonesian. He did it until the whole of the questions had been answered.

taught by Mr. Bambang Marsyudi Santoso S.Pd. The subject was speaking and the material was narrative text by the theme “Animals”. As we knew that the media was made on print paper and formed as a plural picture.

To begin the lesson, the teacher started by saying greeting to the students and checked the students’ attendance to create conducive atmosphere. Then, the teacher asked all of the students to pray for opening the lesson. After that, the lesson would be started and the students were asked to pay attention to the teacher.

At first, the teacher stimulated the students about the topic that will be taught by asking the question related to the topic of the day. Then, he started explaining about the topic by holding a short discussion to build the students’ knowledge. He asked the students about meaning of the materials, a few of students ought to raise their hand and try to answer the teachers’ questions.

Afterwards, the teacher asked the students to make in group and each group was gave the chunk of the words related to the topic. They ought to arrange the chain of plural pictures of tales to become a good story. All of them began by arranging the word in a paragraph for a singular picture. Then, they combined all stories of singular pictures into several paragraphs. They did it in 15 minutes. After that, they collected to the teacher.

To know their result, the teacher asked each of group to present their chain of stories in front of the class. Each member of group presented each paragraph to know their speaking ability one by one. Finally, after all of the

knowledge. He asked the students about meaning of the materials, a few of students ought to raise their hand and try to answer the teachers' questions.

Afterwards, the teacher asked the students to make in group and each group was gave the chunk of the words related to the topic. The chunks were distributed in every group. The teacher explained to the students about how to play the games. First, every group should be matched the words with the pictures which hung on the whiteboard. After the students' work was done, the teacher and students corrected and discussed it together. Next, the teacher gave the hand out for the example of the topic to the students and he explained about the topic by explaining each part of the topic by using wall chart. Afterward, the students identified the part of the topic together by little short discussion. He asked the students to do the assignment related to the topic based on the wall charts which were hung on the blackboard. The teacher monitored the students while they have been doing the task. It was to anticipate them if they have the difficult words and also to control them

After the time was up, the teacher asked the students to collect their tasks in the end of teaching learning process. Then, he reviewed the lesson that has been taught, checked the students' comprehension, and made the summary of the lesson today. Finally he closed the lesson by greeted their students.

process. In addition, 50% had assessment of studying result, 0% referred to the teacher's personality, 25% had increased student's interest and ability and 75% were based on the teaching learning situation. (See Appendix 1)

The media were based on the most basic level good visual aids. We concluded that 75% of the media had a good organization, 100% of them were simplicity, 50% were clarity and 50% were legibility. (See Appendix 1)

The media were based on the important design concepts for effective visual aids. 50% of the media were big made, 100% of them were simply kept, 50% were clearly made and 50% were being consistent. (See Appendix 1)

The media have not included the good elements for visual aids. 25% of the media showed size and shape and 50% simplified the complex. Besides, 50% of them provided a reference and 75% overcame time and space. (See Appendix 1)

This media were extremely unmatched to the guidelines of using visual aids. 25% of the media used only if necessary, 50% were made large enough, 100% were simply made and 50% of the media were introduced before handed. In addition, 25% of the media were showed only when ready, 0% of them were put out of sight when finished, 75% of the teachers spoke to the audience, not to the visual and 50% of them didn't let visuals dominate the speech. All of English teachers didn't use the diagram and charts and then, 0% of the wall chart had pie charts that showed relative portions of a whole, they also didn't have bar charts then, 0% of the wall chart have bar charts which are best for comparisons of magnitude, 75% of line graphs were good for showing trends, 100% of the wall

them. 50% of the students still paid attention about the explanation of the teacher, 25% of the students have done the task well, 75% of the students gave opinion about the material and 75% of the students made summarizing. (See Appendix 1)

2. The Discussion

The researcher noted from the data above that most of the teachers used appropriate materials. If we saw from the technique of using wall chart, the media was good, because most of the technical criteria supported enough to the media because the media were based on the terms, they helped and supported the teaching learning process, they were based on the roles of instructional media and they were based on six principles of media selection. Besides, they were also based on the criteria for selecting media, based on the most basic level good visual aids and based on the important design concepts for effective visual aids even though the media have not included the good elements for visual aids, they were extremely unmatched to the guidelines of using visual aids and they have not completed the criteria of the good visibility combination of visual aid. If we saw from the teacher's activities, the media still appropriate to be used. Otherwise, we knew that the media still had good effects to the student's activities. The researcher assessed all the completed criteria from the data above as the excess of the visual aid's implementation in English teaching at SMPN 2 Buduran Sidoarjo.

Actually the several criteria that haven't been completed yet in the teaching learning process would make many problems inside. The researcher assessed the lack of the visual aid's implementation from the criteria of the good element for visual aids, the guidelines of using visual aids and the criteria of the good visibility combination of visual aid that haven't been completed yet in the implementation of visual aids in English teaching at SMPN 2 Buduran Sidoarjo. It's mean that if few elements of good criteria for visual aids haven't been completed yet in the teaching learning process, they would become problems which disturbing teaching learning process and also teaching purpose achievement even though most of the criteria have been completed yet.

From all of the categories which were presented in the observation checklist, the researcher concluded that the implementation of wall chart as the visual aids in English teaching at SMPN 2 Buduran Sidoarjo was quite well implemented by the English teachers there based on these techniques:

1. The teacher stimulated the students about the topic that will be taught by asking the question related to the topic of the day.
2. The teacher started explaining about the topic by holding a short discussion to build the students' knowledge.
3. The teacher asked the students about the meaning of the materials.
4. The teacher asked the students to make in group and each group was gave the chunk of the words related to the topic.

- ### B. The Teacher's Problems in the Use of Wall Charts in English Teaching

In every meeting, the teacher expected the student could understand the material. Wall chart was used by the teacher to teach English in the classroom to help the students to understand the material. The better the media has made, the easier the students would understand teacher's material. They would be more interested and motivated to learn the material.

In the implementation of this media, the researcher found many problems that caused of teacher's faults in using this media. Perhaps not all of teachers had known about their mistakes in using this media. Most of them understood of their mistakes based on their knowledges. Then, the knowledge would lead them to get their opinion including the wall chart they were used in their teaching.

1. The Findings from Interview Result

Many kinds of data the researcher got through interview about using wall chart in English teaching. The researcher got the information by interviewing the respondents that consisted of four English teachers. She interviewed the respondents after every classroom observation's meeting.

For the list of interview data to answer the second question in research problem, please see (Appendix 3). It was the answer from the respondent specifically about the problems which occurred during they used wall chart in English teaching. The category of the questions included the media they used in the classroom, how did they operate the wall chart, why did they choose that media to teach English, did they think that their wall charts were appropriate for their students, did the un-appropriate wall chart would distract teaching learning process, what was the big problem with their wall charts and what was the common problem when using wall chart. (See Appendix 3)

An English teacher said that he often used wall chart and flash card and the other English teacher used a blackboard or games. Another said that the media used was conventional. Otherwise, there was who often used OHP.

From the interview result we knew that the two English teachers usually searched it at internet, another always get it from the newspapers or magazines. Besides, the other liked to look for trash paper. Most of them usually operated the wall chart in English teaching by looking for it at internet because they thought that it was more update and it could immediately being printed out and fold on the blackboard even though the price was more expensive than getting the media from the newspapers or magazines. (See Appendix 3)

The researcher concluded that every teacher has his own reason or cause by choosing a certain media to teach English in the classroom. The first teacher gave a reason that he liked to use wall chart very much as he thought that the technique was easy and didn't need much time to use it. It was simpler than OHP or any other electronics media. Just a print papers or newspapers or maybe only a poster even it was looked rather traditional. The second gave her reason that he prefer chose the blackboard because it was flexible, it could be used many times and for many different materials. But if she must give the reason why she used wall chart was because it was easy to get and not expensive to buy. The next said that it will spend much time and much money if we look for it at internet. Besides, the color was less attractive

than if we got trace paper. But he more liked to use OHP because it was more modern to be used as teaching media. Otherwise, one of the teachers said that he just used it when he need and he was very seldom to use it. (See Appendix 3)

From the result above, the researcher identified the wall chart which was appropriate for the students even if most of the teachers said that their media were good. The first respondent said that his media was good enough because, he didn't directly hang the wall chart before he knew well about the media guidelines. He meant that he used many classified pictures/ plural pictures to become a chart to ease the students in understanding the material. He didn't use only a single picture to become a chart, because chart needed many pictures to classify kinds of them. So, the second respondent also said that her wall chart is good because it was easy to understand. It just differentiated between announcement and advertisement from the classified clippings. In addition, the two other respondents also said the same. The third gave a reason that it was based on the material and colorful enough. Then, the last respondent gave a reason that he used the calendar paper to spend less money, it has colorful color to attract the students, it was made bigger to avoid becoming hard to see and it was made based on the material, for the example: the theme is about job or occupation, then he has to look for the kinds of jobs or perhaps the occupational spots. It included what's the matter in each place or what were the people can do in each place. As I have said

before, that the good visual aids considered to the English teacher haven't surely completed the criteria of the appropriate visual aids. Then, it might be became a problem if the English teacher didn't want to enlarge their knowledge about the appropriate media they have to use in English teaching. (See Appendix 3)

The result above also indicated that all of English teachers agreed that un-appropriate wall chart would distract teaching learning process. One of them expressed that it distracted student's understanding because it often made a misunderstanding of the exercise or the purpose of the task. Another gave a reason if her students complained that they couldn't see her picture well as it was too small. Then, two others reasoned that however the wall chart is functioned as a media and it was forbidden to disturbing student's concentration and attention. Therefore the media ought to become more attracted until the students prefer to see the picture than to listen to the teacher's explanation. (See Appendix 3)

The result approved that the big problem of using wall charts in English teaching was boring for the students. Sometimes teacher didn't know why the students were looked like a less motivated, perhaps because they were bored with the media. It was sometime just considered as an object of discussion although it is used as a teaching media. Besides, most of the English teachers said that the size of their wall charts were too small at usual.

On the contrary, the common problem of using wall charts in English teaching was looked like an elementary school's media even if it was still useful enough to help the students in understanding the material. The other problem was the students still less motivated even if the teacher used wall chart or blackboard. They were looked more attractive if the teacher used game during teaching learning process. Otherwise, the two teachers felt that they haven't any problem with their wall chart because they seldom used it. Then, considered to them, it was a simpler visual aid they have used because it was not as complex as they used OHP. (See Appendix 3)

The numbers of questionnaire were calculated from the result of all classes from class 8A, 8C, 8D until 8F to know how far the teacher's problem in the use of visual aids in English teaching. For the data of the respondents from the eight grade students of SMPN 2 Buduran Sidoarjo, please see at appendix 4. Finally, we can summarize that the wall chart was used well enough by the English teacher of SMPN 2 Buduran Sidoarjo during teaching learning process to the eight grade students even though many problems occurred. Because the problems still could be handled even if the wall chart often distract the teaching learning process. Many problems occurred were

For number 1, the percentage numbers of class 8F were 50%, class 8C were 64,8%, class 8A were 54,04% and 56,7% of class 8D students said about their likeness of English lesson. The numbers were 56,3%, it indicated that the students rather liked about the English lesson.

For number 3, the percentage numbers of class 8F were 72,2%, class 8C were 70,2%, class 8A were 64,8% and 78,3% of class 8D students said about their likeness of using wall chart as a media in English teaching. The numbers were 71,3%. It indicated that the students fond of using wall chart in English teaching.

For number 5, the percentage numbers of class 8F were 49,9%, class 8C were 62,1%, class 8A were 81% and 72,9% of class 8D students said

about their interest to the wall chart. The numbers were 66,4%. It indicated that the students were interested to the wall chart.

For number 6, the percentage numbers of class 8F were 52,7%, class 8C were 48,6%, class 8A were 43,2% and 67,5% of class 8D students said about their enthusiasm to do the classroom activity by using wall chart. The numbers were 53%. It indicated that the students were rather enthusiasm to do the classroom activity by using wall chart.

For number 7, the percentage numbers of class 8F were 91,6%, class 8C were 72,9%, class 8A were 72,9% and 81,07% of class 8D students said about the wall chart used by their teacher can help them in understanding the material. The numbers were 79,6%. It indicated that the wall chart used by their teacher helpful to their understanding of the material.

For number 8, the percentage numbers of class 8F were 52,7%, class 8C were 56,7%, class 8A were 43,2% and 51,3% of class 8D students about their difficulty in understanding the material during their teacher used wall chart. The numbers were 50,9%. It indicated that the students felt rather easy to understand the material during their teacher used wall chart.

For number 9, the percentage numbers of class 8F were 83,2%, class 8C were 70,2%, class 8A were 75,6% and 83,7% of class 8D students about the wall chart used by their teacher is looked simple and not confusing. The numbers were 78,1%. It indicated that the students agree that the wall chart used by their teacher was looked simple and not confusing.

For number 10, the percentage numbers of class 8F were 83,2%, class 8C were 70,2%, class 8A were 75,6% and 78,3% of class 8D students about the wall chart used by their teacher is having good color and not boring. The numbers were 76,8%. It indicated that the students agree that the wall chart used by their teacher was having good color and not boring.

For number 12, the percentage numbers of class 8F were 66,6%, class 8C were 75,6%, class 8A were 59,4% and 78,3% of class 8D students said about the wall chart used by their teacher is having a suitable size. The numbers were 69,9%. It indicated that the students agree that the wall chart used by their teacher was having a suitable size.

The researcher compared the result of interviewing the four English teachers with the student's answer through questionnaire to know the problems which actually occurred during teaching learning process not only for the teachers but also for the students.

knew that the good visual aids considered to the English teacher haven't surely completed the criteria of the appropriate visual aids. Then, it might be became a problem if the English teacher didn't want to enlarge their knowledge about the appropriate media they have to use in English teaching. All of English teachers agreed that un-appropriate wall chart would distract teaching learning process. Besides, the problems of using wall chart in English teaching are the wall charts were too small and hard to see, they were looked like an elementary school's media even if they were still useful enough to help the students in understanding the materials and the students still lack motivated even if the teacher used wall chart or blackboard.

It was also supported by the result of questionnaire, the researcher noted that even if the students rather disliked about the English lesson and the use of wall chart in English teaching was difficult but the students fond of the used of wall chart. The students felt that they were less motivated to become more active through using wall chart because they were less interested to it. They didn't only feel that they were less motivated to become more active through using wall chart but they were also less enthusiasm to do the classroom activity. On the other hand, the wall chart used by their teacher was helpful to understand the materials. Therefore they felt rather easy to understand them. Then, the wall charts were looked simple and not confusing. Most of the wall charts had good color and not boring but they were looked clearly only from the front side of the classroom.

Teaching

In every problem that has occurred, the teacher expected to get the solution for getting the best media to ease the students in understanding the material. Looking for the other media might not help them to know the best way to teach the students. Otherwise, they might realize their mistakes first and then, they could look for any solution to solve their problem.

In order to solve the problem that occurred during implementation of this media, the researcher try to ask teachers reason that caused to their faults in using wall chart. Not all of the teachers realized and admitted to their mistakes in using this media. Most of them understood of their mistakes based on their know ledges. The wider the teacher's knowledge, the better they would use the media in English teaching. Then, the knowledge would lead them to get their solution in solving many problems occurred during the used of the wall chart.

1. The Findings from Interview Result

Many kinds of data the researcher got through interview about using wall chart in English teaching. The researcher got the information by interviewing the respondents that consisted of four English teachers. She interviewed the respondents after every classroom observation's meeting.

For the list of interview data to answer the third question in research problem, please see (Appendix 3). It was the answer from the respondent specifically for their solutions about the appropriate wall chart they have to

From the data above, the researcher concluded that every English teacher in SMPN 2 Buduran Sidoarjo has a different opinion about the appropriate wall chart in English teaching. Two of them said that it must look clearly, must be simple, the price isn't too expensive, it based on the material, the size is created big, must be colorful, wouldn't look boring if it is interested the students. Not just from the color but also from the drawing and diagram. The second teacher gave her opinion that it is the appropriate size, color, teaching purpose, price, time and energy. Then, the last said that a good wall chart is appropriate if help us to get the teaching's aim, useful enough and based on the good criteria of visual aids. The summary about the appropriate wall chart according to the four English teachers is that it ought to have not only the appropriate size, color, price, time and energy, but also the appropriate teaching purpose, help us to get the teaching's aim, colorful, useful enough, interested to the students, based on the material and based on the good criteria for visual aids. (See Appendix 3)

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After interviewing the English teachers, we knew that all of them agreed that the appropriate wall chart would give advantage for teaching learning process. The first reason is because the wall chart wasn't only a wall decoration, but it required teacher's creativity, then it must be appropriate. Besides, by the appropriate wall chart, the intended purpose can be reach and it ease the students to understand the lesson. In addition, it might lead the students to get the teaching aim. We concluded from the result above that all the appropriate wall charts would surely give advantages for teaching learning process. (See Appendix 3)

Many solutions for the big problem of the wall chart were looked for by the English teachers. From the result above, they gave their opinion about the way to solve the big problem which occurred to their media during teaching English. The first English teacher said that he tried to use the other traditional visual aids like flash card. This solution was so contrast with the other English teacher's opinions. Most of them gave solution that the wall chart ought to be bigger maybe, even if they have to print more than eight papers to print it, then, much money will be required. Besides, it has not only to be simple and clear, but also not spending much time and much money. (See Appendix 3)

From the data above, the researcher concluded that the first English teacher usually tried to make a classified wall charts like a group of singular pictures or a plural picture to face the common problem when using wall

chart, it was not just a singular picture because it would not describe kinds of them. The next teacher said that she often asked them to play a game, but it would be affected much to the intended purpose, so she supposed to try for making a simple wall chart with a big size, but she still didn't know what kind of wall chart material would be required. Otherwise, the other said that he would think before looking for the appropriate wall chart, but he must also think about the price because the good wall chart wasn't based on the expensive price. The last teacher said that he usually prepared it before hung up and the main thing from his wall chart is big, colorful and simple. Then the researcher concluded that each of English teacher has a different solution to face the common problem when using wall chart. (See Appendix 3)

Most of the English teachers always have the problem when using the certain media including the wall chart as one of the visual aids. Every English teacher always has his own solution to solve it including the way to make his wall chart better and more creative in English teaching. From the data above, the researcher took a conclusion that one of the English teachers intended to make an appropriate wall chart that didn't only functioned as attention getter and it surely helped and motivated the students in learning English. The other said that he required a bigger chart and also more much pictures to make a better media. Besides, another English teacher said that it must arouse student's curiosity by a colorful design or a suitable size. Then, it brought the students in direct contact with the wall chart by making it big. Then, the last

given material

For number 15, the percentage numbers of class 8F were 80,5%, class 8C were 62,1%, class 8A were 78,3% and 72,9% of class 8D students said that an appropriate wall chart would surely ease their understanding to the given material. The numbers of whom agreed were 73,4%. It indicated that an appropriate wall chart would surely ease their understanding to the given material.

3. The Discussion

In this part, the writer discussed about teacher's solutions for the problems in the use of wall charts in English teaching.

Every teacher surely has his own problems according to the media he used then, of course he has his own solution to make a better and creative ways to produce a media. Based on the result of interview to the four English teachers, the writer noted that they tried to solve the problems during they used the wall charts in English teaching by many solutions.

To make an appropriate wall chart, they make it clear, simple, not too expensive, big, colorful, not boring, having an appropriate size and color, based on the material, teaching purpose and also good criteria for visual aids.

It was supported by Setyosari's suggestion that the criteria for selecting media are based on: teaching purpose, teaching material, available aid, teaching learning process, assesment of studying result, teacher's

problem that the wall charts were too small and hard to see, they made the wall charts bigger, simple and clearly. For the problem that the students still less motivated if the teachers used wall charts, they created the wall charts to arouse student's curiosity by a colorful design or suitable size, attractive and not boring. In addition, for the problem that the wall charts were looked like an elementary school's media, they made a classified wall charts like a group of singular pictures, they avoid them to be functioned as attention getter, they surely help and motivated the students in learning English and the teachers think first before looking for the appropriate one and prepare them before hung up. All of teachers' solutions purposed to solve the problems in the previous meeting of classroom observation. Then, in the next meeting they have known their mistakes and corrected it by changing the un-appropriate wall chart with the appropriate one to motivate the student's in learning English and to ease their understandings to deliver the given materials.

All of teacher's solutions which known from the interview result were supported by the student's opinions through the questionnaire results. It has proven that 71,3% of the students agreed if the English teachers of SMPN 2 Buduran Sidoarjo would be better if they try to use an appropriate wall chart in English teaching and 44,1% of them agreed that un-appropriate wall chart would rather difficult their understandings to deliver the given material even though a few of them had been understood about it. In addition, there were 73,4% of them said that teachers ought to use an appropriate wall chart during

teaching learning process not only to the eight grade students but also to the whole grades. Because, un-appropriate wall chart would difficult the students to understand the given material and appropriate wall chart would surely ease them to understand the given material.