CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the data collection during the research from observation checklist, questioner, and documentation. The writer tried to answer the research questions in chapter one. How is the improvement after the implementation of "find the differences" picture as media to teach speaking descriptive text at the eighth grades of SMPN 3 Bangkalan? And how is the students' response after the implementation of "find the differences" picture as media to teach speaking descriptive text at the eighth grades of SMPN 3 Bangkalan? And how is the students' response after the implementation of "find the differences" picture as media to teach speaking descriptive text at the eighth grades of SMPN 3 Bangkalan? All the data that the writer gets are from observation that is described and presented in the form of paragraph.

A. Result findings

1. The Result of Implementation Find Differences Picture for Three Meetings

The first meeting conducted on September 30th, 2013. In the opening of the lesson teacher greeted the students and took students' register by calling their name one by one. Then, the teacher gave stimulate to students with warming up and some questions. The teacher continued the conversation with introduce about "find the differences" picture media. Teacher : Assalamu'alaikum Wr. Wb. Good morning class.. Students : Good morning, Sir...

Teacher : How are you today?

Students : Fine Sir.. and you?

- Teacher : I'm fine too thanks. Ok class... Could you like to stand up beside your chair?
- Students : Yes Sir.. (and they just stand up)
- Teacher : Would you clap your hand like this? (the teacher give example to clap with certain rhythm)

Students : (just follow the teachers' instruction)

- Teacher : Ok good.. Sit down please.. Lets' see something in this class.
 There are whiteboard, eraser, lamp, table, chair, etc. Could you describe one of them in one sentence? Raise your hand! Ayo yang bisa memberikan contoh dalam 1 kalimat acungkan tangan...
- Riskiya : Sir..(She raised her hand). That whiteboard is wide.

Teacher : Very good... Anyone else?

Rohim : The eraser is black.

Teacher : Good ...

Based on their dialogue, the students looked enthusiastic in learning English. It was known because they were happy to answer the questions.

Teacher : Now, I brought a pair of picture. (Teacher took picture from his bag).

The teacher showed "find the differences" picture to students. The picture was about animals.

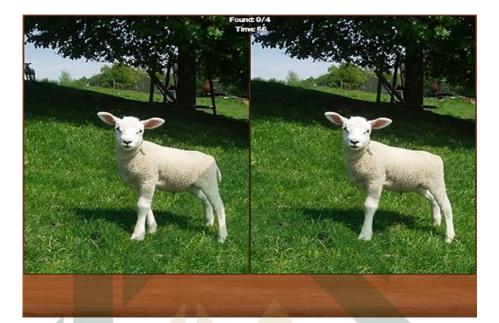


Figure 2

Teacher : Ok class, here I had two pictures. Could you see it? 2 Gambar yang hampir sama ini harus kalian cari perbedaannya. What animal was it?

Students : Goat Sir...

Teacher : Ok...This was white goat. Here there were two pictures. On the right was picture A and on the left was picture B. How many goats on the picture A?

Students : One...

Teacher : Please looked carefully!

- Rohim : There were two goats
- Students : Oh yes Sir.. Two goats in picture A

Teacher : Very good...There was another goat behind this goat. Did you see other differences?

Students : Yes, Sir...

Teacher : What was that?

Students : There was no a tail on the picture B but there was a tail on the picture A.

Teacher : Any other differences?

Students : In the picture A, the goat had 3 legs only but in the picture B the goat had 4 legs.

Teacher : So, how many differences did you find?

Students : There were three differences Sir...

After that, the teacher described the differences between two pictures and he wrote the descriptive of goat on the white board as an example.

From that activity, the writer saw that the teacher explained the material with give some questions to the students. It made the students remember about what they learned before. The teacher tried to stimulate students to think about descriptive text, its characteristics and its functions. The writer thought that it was very useful for the students because they could understand the material well.

The teacher asked students to make some groups that consist of 5 people in one group. He recommended to students that your member who

sat next you, beside and behind you. After the students found their member, the teacher gave a pair of picture to the each group.

Teacher : Listen please... Apakah semua group sudah mendapatkan gambar?

Students : Ya Sir...

Teacher : Good.. I will have been giving you 5 minutes to discuss and describe that picture with your group. After that, you performed your work in front of the class.

After 5 minutes, the teacher asked the groups who had been ready to present their work in front of the class. Rohims' group was the first group who presented their work.



Figure 3

There are similar pictures of dogs but they are different. In the left side, the tall dog wear necklace but picture of dog in the right side doesn't wear necklace. The short dog in the left side also wears a bell in its necklace but short dog in the right side doesn't. The last, there is a bird behind the dog in left side only.

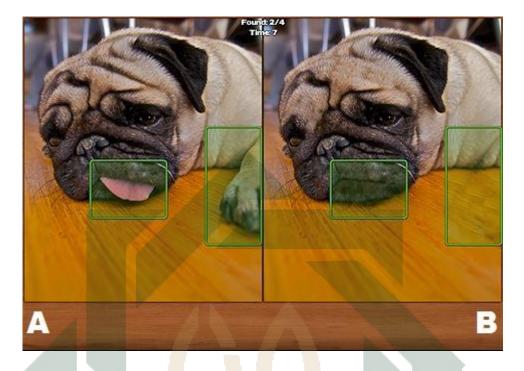


Figure 4

This is our picture about bulldog. In picture A its tongue is out from its mouth and tongue of bulldog in picture B doesn't out its tongue. There are two sprinkle and in picture B only one sprinkle. We can look the leg of bulldog in picture A but in picture B we can't look the leg.



Figure 5

This is our picture. In picture A there is bird with yellow color but in picture B doesn't. In picture A also there is stone but in picture B doesn't and in picture B there is butterfly but in picture A doesn't.



Figure 6

This is picture about horse. There are two horses white. One in picture A and one again in picture B. Horse in picture A have horn and flower. But horse in picture B has not horn and flower.

That day, all groups present their work. Although some of the group make grammatical error. The teacher gave support to the students to speak in front of the class without afraid they would make mistakes.

The second meeting conducted on October 1st, 2013. In the opening of the lesson teacher greets the students. Then, the teacher gave some questions about previous material.

Teacher : Did you still remember what have you studied last meeting? Students : Yes Sir...

Teacher : What was that?

Students : describing Sir...

Teacher : What have you described about last meeting?

Students : Animal...

Teacher : Good... Ok, today we will have been describing different picture. Now, you looked for your group, the same group with last meeting and described the picture together with your group.

On that meeting, the teacher gave find the differences picture of other animals to each group. After that, all students seem quiet when they did their work. The teacher went around the class to check and help students. He also asked to students to open dictionary if it was needed. Then, a student asked to the teacher how to make sure how many differences that they could be found in the picture. The teacher tried to answer students' question.

Teacher : please looked at your picture. Actually, I have already given mark on the each picture to know how many differences. Could you see that?

Students : Oh, yes Sir...

The teacher remanded students who had finished their work to raise their hands and present it in front of the class. In fact, the students spent longer time to finish it. The writer realized that the picture a little more complicated than last meeting especially in vocabulary.

After some minutes, the teacher asked students to present their work randomly.

Teacher : Ok class...have you finished?

Students : Finished Sir...

Teacher : Well, here I had some piece of papers. There was your leader name in each paper. I will have been taking one and call your group randomly. Were you ready? 1,2,3... Rahmats' group presented your work in front of the class, please!



Figure 7

This is our picture. There is one cat in picture A and B. There are 2 differences in this picture. Cat in picture A has small eyes but cat in picture B has bigger eyes. Then, there is one button in picture A but there are two buttons in picture B



Figure 8

In this picture there are two monkeys. In A picture has a leaf and in B picture has more. There are 5 fingers on monkey's head in A picture and 6 fingers in B picture. The twig in B picture longer than twig in A picture.



Figure 9

We want to describe the similar pictures of ostrich but they are different. In picture A there is one black ostrich but there are two black ostriches in picture B. Gray ostrich in picture B has legs but a gray ostrich in picture B has not.



Figure 10

We have this picture, this is elephant. We can see front leg in picture A but no in picture B. The elephant in picture A has two eyes bur in picture B only has one. And elephant in picture A has two tusks but in picture B only has one.

The third meeting conducted on October 2nd, 2013. This was the last observation done by the writer to collect the data. Before starting the lesson the teacher greeted the students and took students' register by calling their name one by one. Then, the teacher asked them to sit with their group and she asked about the previous activity. He also gave pictures to each group (the same picture with the last meeting but different group) and shared key words that related with the picture.

Teacher : What did you had to do? It was same with the last meeting. You

had to describe the picture in your group and present it. Ok??? Students : Ok Sir...

After all group presented their work, the teacher gave time to the writer to share questionnaire sheet to the students for a few minutes. After that the students submitted the questionnaire sheet that they answered and the teacher closed the lesson.

Here the result of observation checklist the use of find the difference picture media very successful and interesting because each points in indicator was "Yes" answer. The teacher used animal pictures in the first meeting, the second and third meeting the teacher use more complex pictures, they are comparison pictures. The material also helped students to comprehend the content of descriptive text and motivate students to state their own opinion.

Based on the first observation the students can understand and follow the find the difference picture media well because the use of picture in the first meeting still simple, just about describing differences one kind of animal in a pair picture. The students can compare the pictures and find some differences.

In second meeting, the students were able to speak. They can describe the some pair of pictures and state their own opinion although their speaking still using Indonesian language in some words. It was because the teacher gave more complex pictures and the students less in vocabulary.

In third meeting, the students were able to speak because the teacher gave the same pictures with vocabularies which are related with each picture. The teaching technique supports the students to comprehend descriptive text well so that the students speak very active in the class.

The teacher did not dominate the class so the students can state their ideas. Firstly, the teacher explained the activity, then he gave an example about describing something using find the differences picture media. The teacher also motivated the students to understand the material and technique. In teaching learning process the students asked some questions and the teacher helped their difficulty. There are some indicators in observation checklist. Here the statements of the observation checklist: (See appendix III). The teacher began the lesson effectively. It meant that the teacher began the lesson in enough times. He did simple warming up and did not spend many times. The teacher introduced "find the differences" media and gave an example to the students. He explained it very clearly so that the students were able to follow the teaching and learning process in the class well. The teacher also used sentences that made the students understand easily and divided them into group to help them share opinion and discussed the picture before they performed it in front of class. The "find the differences" picture is fun media that interest students' attention to speak more active in the class. This media helped them to describe something orally. The teacher came to each group to helped the students if they have questions or difficulties in describing "find the differences picture" of animals. The teacher also closed the lesson in the right time.

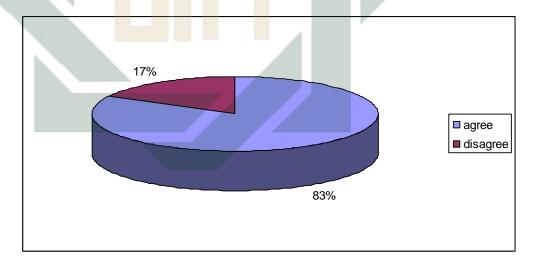
2. The Result of Students' Responses

In order to support the data, the writer collected the data through questionnaire. The questionnaire was given in the third meeting in end of classroom activity. There were 10 statements related to the "find the differences" picture. The students filled the questionnaire by choosing one option that was prepared. (See appendix IV).

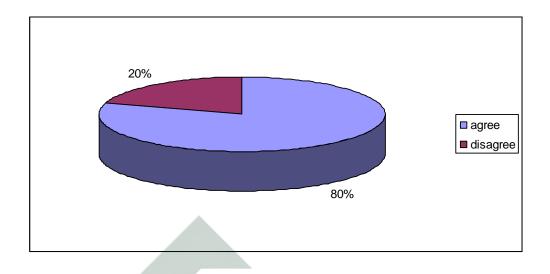
• The teachers' role in the implementation of find difference picture in teaching speaking (1,2)

- The students' motivation on use of the implementation of find difference picture in teaching speaking (3,4,5,6)
- The students' opinion on use of the implementation of find difference picture in teaching speaking (7,8,9)
- The students' problem on use of the implementation of find difference picture in teaching speaking (10)
- a. The teacher roles in the implementation of find difference picture in teaching speaking

Based on the result from statement number one, almost of the students agreed that the teacher explained the material using find the difference picture media clearly with their response agree 83% and disagree 17%.

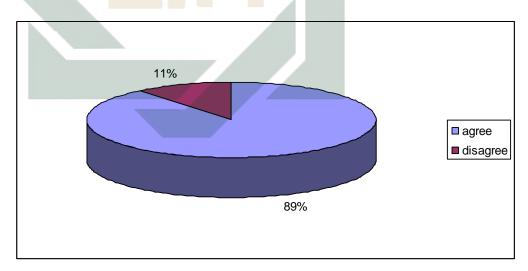


Based on the result from statement number two, almost students agreed that the students followed the instruction of find the difference picture media from the teacher well with their response 80% agree and 20% disagree.

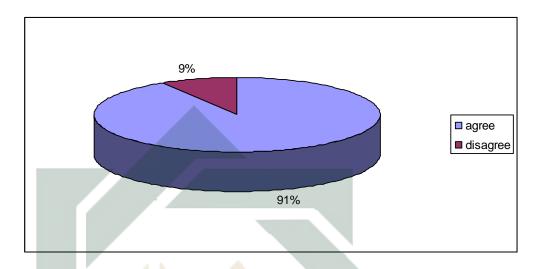


b. The students' motivation on use of the implementation of find difference picture in teaching speaking

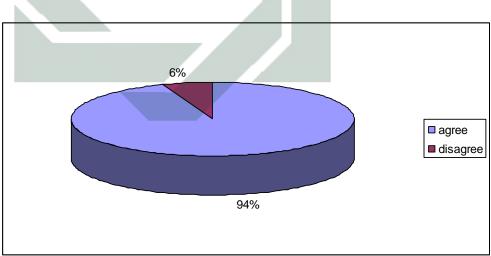
Based on the result from statement number three, most of the students agreed that they were enthusiastic join teaching learning process using find the difference picture media with their response agree 89% and disagree 11%



Based on the result from statement number four, almost of the students agreed that studied using find the difference picture media very interesting with their response agree 91% and disagree 9%.

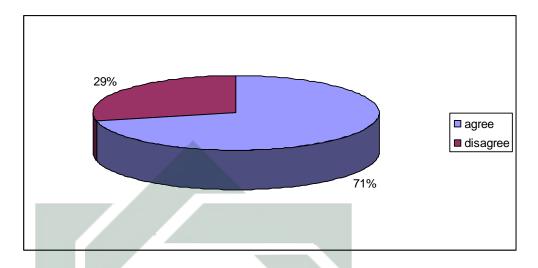


Based on the result from statement number five, almost students agreed that they motivate to study the descriptive text using find the difference picture media with their response 94% agree and 6% disagree.



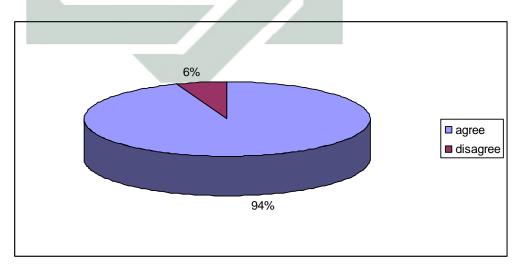
Based on the result from statement number six, most of students agreed that they did not get bore when they joined teaching

learning process using find the difference picture media with their response agree 71% and disagree 29%.

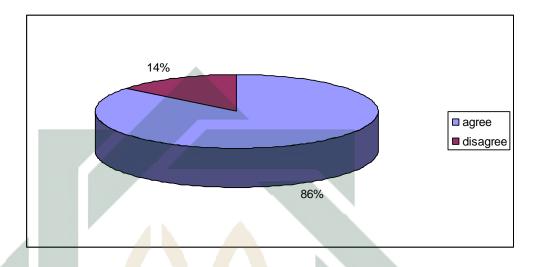


c. The students' opinion on use of the implementation of find difference picture in teaching speaking

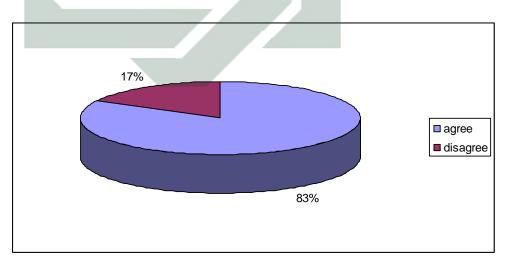
Based on the result from statement number seven, almost of the students agreed and just two students disagree that the find the difference picture media very appropriate in teaching speaking descriptive text with their response agree 94% and disagree 6%.



Based on the result from statement number eight, almost of students agreed that find the difference picture media made them happy used "find differences" picture in English subject, with their response agree 86% and disagree 14%.

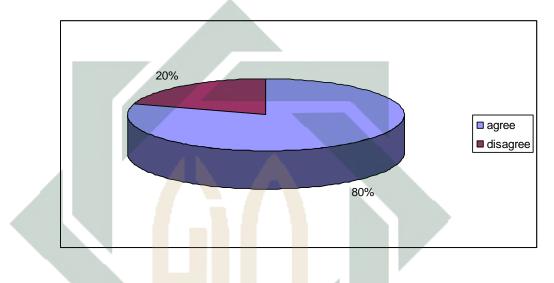


Based on the result from statement number nine, almost of students agreed that they studied using find the difference picture media make students active in speaking class with their response agree 83% and disagree 17%.



d. The students' problem on use of the implementation of find difference picture in teaching speaking

Based on the result from statement number ten, almost students disagreed that they had difficulties to do exercise/assignment about find the difference picture media from the teacher with their response disagreed 80% and agreed 20%.



B. Discussion

The discussion classify into two parts. They are: 1) Implementation of the "find differences" picture as media in teaching speaking 2) The students' response of the implementation of "find the differences" picture as media.

Speaking activity is important for human because it is communication media and making interaction with another people. It means that speaking cannot separated from our daily lives. Instructional media can help the teachers and students to create a fun learning environment in the class. Instructional media are various components in learners' environment which

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support the learners learn.⁵⁰ There are many kinds of Instructional media, one of them is picture.

The teacher should choose a suitable way such as using picture. According to Uri Sulevitz, Picture as a media to describe about fact and give all the require information.⁵¹ In other words, people can get much information with describing a picture. Picture can increase their speaking skill and their listening skill when they hear their friend speaking English or their writing skill when they make some notes. There is a phrase that describes a picture means a thousand words. It means that everyone has their own opinion on an image. So, although some of students are given the same pictures, each student will give different opinion when describe it. That's why the picture is very effective to be used in teaching speaking.

One of the alternative pictures in teaching speaking is using "find differences" picture.⁵² This is a type of picture that can be used to speaking because students will explore the differences containing in two pictures and describe the differences based on theirs in the image.

Based on the result of the observation, the writer conclude that "find differences" picture is implemented successfully in teaching speaking of descriptive text. Some the advantages of "find the differences" picture are: it meets with a wide range of use not only in acquiring vocabulary, but also in

⁵⁰ Aditya as quoted Nuhung Ruis, Muhyidin, Tri Waluyo, *Instructional Media*, (Jakarta: Ministery of National Education, 2009),7

⁵¹ Uri sulevitz, *Writing with Picture, How to Write and Illustrated Children's Books*, (New York:Warson.Guptil Publication,1985), 16

⁵² Farida as quoted Andrew Wright, *Games for Language Learning*, (Cambridge: University press, 2003), 30

many other aspects of foreign language teaching. ⁵³ It can use in very different language areas (structure, vocabulary, functions, situations and all four skills). "Find the differences" picture can motivate and draw learners' attention.⁵⁴ It means that the students feel curious and be interested learn use picture so that they pay attention in the class. "Find differences" picture is logical games.⁵⁵ It develops logical thinking, provides kids with decision making skills, and stimulates improvement in creativity. It is not only for kids but it is a great brain exercise for adult too.

The result of observation in teaching process, it can be seen from students' confidence and students' speaking activeness. They share their idea, enjoy the teaching learning process, and they confidence to speak in front of the class. The teacher explains "find differences" picture media clearly and the students follow the class well, they also can describe the picture. From the first meeting until the last meeting, the students show their speaking ability. Although in the first time they make mistakes in grammatical and pronunciation but after that they can follow the teacher instruction and explanation, so they can correct their mistakes.

The material in teaching learning process is suitable with curriculum and students skill. The teacher used animal pictures in the first meeting, the second and third meeting the teacher use more complex pictures, they are comparison pictures. The material also help students can describe something

⁵³ Andrew Wright, *Pictures for Language Learning*, (Cambridge: University press, 1990), 4

⁵⁴ Andrew Wright, *Pictures for Language Learning*, (Cambridge: University press, 1990), 5

⁵⁵ Emma, http://ezinearticles.com/?Spot-the-Difference&id=5157612, Submitted On October 06, 2010

orally and motivate students to state their own opinion. In the first meeting the teacher introduces "find differences" picture media. He gives examples about "find differences" picture media and he divides students into some group to discuss and perform some picture that he is given. In the second and third meeting the teacher does not dominate the class, the students speak very active and the teacher just observes and guide students if they have problem or question.

The teachers' role in implementing "find difference" picture as media in teaching speaking is important. The teacher chooses and prepares media before implementing "find difference" picture media in the classroom. The teacher explains the topic, introduce media, and give instruction very well. The teacher also gives variation of "find difference" picture with nice color and animals' picture as object to make students be more interesting in follow teaching and learning process.

From the result of the questionnaire, the students' opinion and motivation on use of the implementation of find difference picture in teaching speaking are positive response. Almost of them agree that "find the difference" picture appropriate in learning speaking, it help them to describe something and they can speak more, and they interest to follow the class so they are enthusiast to speak in front of the class.

Only four until five students have problem on use of the implementation of find difference picture in teaching speaking. The problem

about unfamiliar vocabulary and limit time because they have to look for some words in dictionary.

From the data questionnaire, the students show positive response. They are enjoying, enthusiast, and interest to study descriptive text using "find differences" picture media. The students agree that this media can make them can describe something easily because they do not need to only imagine the things like usually, they can see the image before describing it. So, "find differences" picture is a good media in teaching speaking especially in teaching.

