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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.







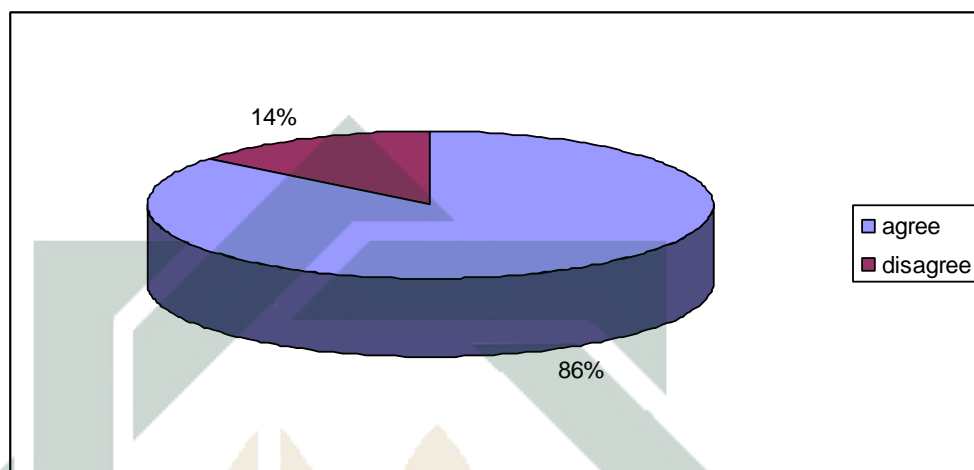




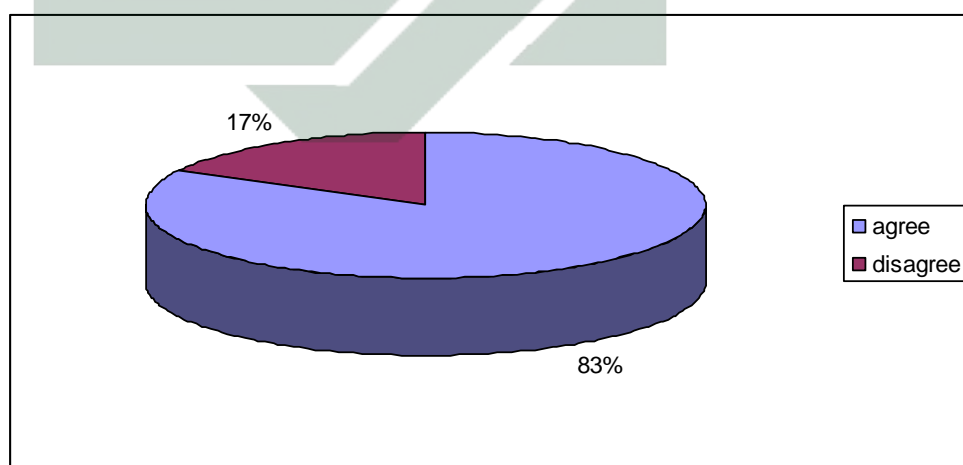




Based on the result from statement number eight, almost of students agreed that find the difference picture media made them happy used “find differences” picture in English subject, with their response agree 86% and disagree 14%.



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%.









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



things like usually, they can see the image before describing it. So the differences” picture is a good media in teaching speaking especially in teaching.