

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer tries to present and analyze the data collected during the study. It contains an explanation of the data analyst. Data was the result of observations in the learning process in getting by the writer. Data are also concerned about what kind of a composite picture which has been provided by the teacher, how the Implementation of composite picture to teach writing descriptive text. In addition, the data also includes the students' response to the use of composite picture writing descriptive text. This chapter shows the finding of observation and discussion.

4.1 The kind of composite pictures used to teach writing descriptive text

The research was done two meetings. The first meeting was done on April 23, 2015 and the second meeting was done on April 30, 2015. The important thing to get success in teaching so that students can accept teaching method which was prepared by the teacher. The writer conducted research about composite media used by teacher in teaching writing of descriptive text, it is accordance with the theory written by Yunus in chapter II. Yunus (1981: 49) mention that English teacher often use picture as the media, one of which is the use of composite picture. Composite picture are large single picture which show a scene in which a number of people can be seen doing many things.

During the observation teaching learning process, the writer observed the sort of composite picture used by the teacher. It was aimed to know what and how pictures are used by the teacher in teaching writing descriptive text to the students. Teacher provides some pictures which are shown few people who are doing activities in a place. The teacher provides seven composite pictures that were described by each group of students, and the teacher divides the class into seven groups (See Appendix 5), every composite picture has a different theme so that the goal and the way they describe it will be different.

Moreover, in order to be creative and inspired to pull out new ideas that they thought. The teacher provides seven composite pictures. Namely, the first is the pictures of some students in the class, the second is the picture of teachers who teach in the classroom, the third is the picture of the family who cleans their house, The fourth is the student cleanliness competition class in school, the fifth is the picture of the thief who stole at someone's home, the six is the picture of early childhood education, and the last one is the kid who bothers his mother at home.

The composite picture which was used in this study is consistent with what was said by Morgan and Bowen (1982: 5-6) According to them, the criteria of good pictures in teaching English are five criteria. All points of these criteria in the composite picture provided by the teacher. The first criteria is appeal, in this research the composite picture provided by the teacher can make students interested and easy to imagine. The second is relevance, composite picture provided by the suitable with the theme being taught. The composite picture is material for them to be able to write a descriptive text.

The third is Recognition, in the research of this composite picture contains important knowledge, especially regarding moral like a composite picture of the thief is not a good thing to do , other examples exist composite picture is to cooperate in cleaning the classroom is a form of solidarity, so the composite picture can improve knowledge. The four is clarity, composite pictures provided by the teacher are not too crowded, since junior high school students need simple picture so that they are easy to describe. And the last is the size, the teacher provides a different composite picture in each group, the size is large enough and clear, it is easier for them to write descriptive text.

From all of the above, the composite picture can help students follow the lessons writing descriptive text. The composite picture provided by the teachers already appropriate with the criteria of good pictures. It can be concluded that the composite picture is an excellent media for teaching writing descriptive text, because it can easily raise the imagination of the students in writing.

4.2 The Implementation of composite picture to teach writing descriptive text

The research was done for two meetings. The first meeting was done on 23 April 2015, it began with the arrival of the teacher to the class and then she gave greeting to all students. Before starting the activity, "the teacher told the students to pray together, especially reading the verses of the Qur'an", but actually common prayer activities not listed in the lesson plan (See appendix 6).

After the teacher checked attendants of all the students, she called their names one by one. Each student who called his name raised their hand indicating that she/he was present that the time. In this meeting, there were four students

who did not attend. She described the topic being taught at that day, said the purpose of learning, stimulating and provided students with a challenging question that all students can follow the direction of the topics that will be described specifically in teaching writing descriptive text.

In this meeting, the teacher focused on teaching basic concepts of descriptive text, such as definition, generic structure and characteristic of descriptive text. It is a good beginning as the basic for studying descriptive text. The teacher used some simple examples. Described the thing; she used as the example namely of mobile phone. She gave challenging questions to students so that students can pull out all imagination. One by one, students tried to describe the objects that had been shown. All students are enthusiastic to answer. The students described the name, the function, the shape, the color of the hand phone. The teacher asked the students to describe more about what kind of phone they saw. Some of them were true but there were also some students who answered wrong. She helped justify answers students in taste quite right.

Besides that, there is also describe the people; she gave a media which facilitate their understanding of descriptive text in the following subjects, by choose one of students to stand up in front of the class as a subject for describing. After one of the students stand up in front of the class, the teacher asked the students describe what they saw from their friend. As mentioned gender and the characteristics of the students. There was a student who was willing to be used as materials describe to the front class, she was named Yuni . When Yuni was in front of the class, another friend described about her. One by one, students tried to answer the characteristics of the object. After all the students can mention the

gender and characteristics of the object, she explained the steps in writing a correct descriptive text. She wrote to the board of the generic structure and characteristic of descriptive text. She explained in the front of the class accompanied by some examples of objects around the class. The explanation of the generic structure and characteristic of descriptive text are useful for directing students in describe what they saw, especially in an object that had been provided.

After the teacher explains all about descriptive text, she gave reflection to all students to make conclusions. It was done so that students remember the material that has been taught at the time. All students discussed and answered the core of learning materials at that time. Students understand the material Descriptive text with some simple examples given by the teacher at that time. Then, she carried out a followed to provide direction next activity. She gave few definition and examples of the media composite picture to students.

The teacher explained some of activities carried out at the next meeting. After understanding the composite picture media, teachers conveyed to all students that the next meeting they would be leave about writing descriptive text by using composite picture based on what they've gotten . After one by one student from each group presented the results of their writing, Master helps them to correct the words of a sentence even less precise. It was the goal that they do not make the same mistake to the next .Teachers immediately end the activities in the first meeting, followed by a prayer together and then greeting.

The second observation was done on 30th April 2015, in this meeting, the teacher reviewed material that had been explained in the first meeting. It began with the arrival of the teacher to the class and then she gave greeting to all

the students. Before starting the activity, "the teacher told the students to pray together, especially reading the verses of the Qur'an", but actually common prayer activities not listed in the lesson plan (See appendix 6). After the teacher checked presence of all the students, she called their names one by one. Each student who called their name raised their hand indicating that she/he was present at that time. In this meeting, all the students attend all classes. Teachers divided all students into groups and asked them to discuss the composite picture in the descriptive text. Teachers provided some composite picture in which the picture made up of several people who was doing the activity.

Teachers gave different picture to each group. There were seven composite pictures, that would be described. The first is picture of some of the students in the class, the second is the picture of teachers who teach in the classroom, the third is a picture of the family who clean their house, The fourth is a student cleanliness competition class in school, the fifth is picture of the thief who stole at someone's home, the six is a picture of early childhood education, and the last the kid bothers his mother at home (See appendix 5)

The teacher gave the opportunity for each group to discuss it first, each group consisting of 3-4 students. It is intended that students can easily discuss the difficulties encountered in writing descriptive text, for 3-4 students into one group that includes the number of ideal in the discussion suitable with theory of Jeremy Harmer that one example of an approach written by forming a group, it allowed teachers to provide more detailed feedback and constructive because she/he was dealing with a number of groups rather than having to deal with lots of individual students. Each student also said that they had difficulty to state their ideas in

writing, when they have to work by themselves. By creating a group, they can discuss the difficulties that get. In this research, teachers can also saved time to check if there was any students faced some problems in writing descriptive text. Besides it can make them comfortable to ask or discuss with their friends without feel shy, so that it can make the learning process more effective. Students who felt more prominent in writing skill, will help others who are less ability in writing, it means that the skill in imagine something will help other students who are less capable of imagining.

Divided students into a group create understanding independently without detailed explanation of the teacher. After a few minutes they were in discussions with members of their group, teacher came to each group to ask about the difficulties faced by each group. She answered all questions of students who have difficulties in writing descriptive text. After she came to each group, teachers returned to write the generic structure of descriptive text on the board, so the students who were still confused can be easily understand and recall the generic structure that have been described in the first meeting.

After that, the teacher provided the opportunity for each group to continue the discussion in writing descriptive text. During the process of the discussing, all students of each group were active to ask the teacher about the difficulties that facing them and the teacher answered all the problem which found by them. Most of them were difficult to apply appropriate vocabulary to be written in their essays. After the specified time runs out, the teacher asked students about the work that they had done. Teachers told them to submit their work, and then the teacher told one of group represents in front the class to read

what they had written. Teachers immediately closed the activities in the first meeting, followed by a prayer together and then greeting.

All activities performed by the teacher during the learning process has been observed by the writer, She can see that the techniques and media used by the teacher appropriate with what was said by Harmer. He stated that the teacher always helps his students to develop the habit of writing; teachers can create enthusiasm in his students practice writing, and make students feel comfortable following the task of writing such other tasks. They seemed very enthusiastic and comfortable in describing the composite picture received, the composite picture they can easily exclude their ideas into a bouquet.

Based on the theory in chapter II. Halfield (2009: 116) mentions some information about the difficulties in writing that experienced by students. They have difficulty in following the writing class, not just writing in a foreign language (second language), but also write their own native language whenever they are also experiencing difficulties. Therefore, to get to learn and practice writing will assist them in dealing with the difficulties they experience.

Based on the observations, the writers concluded that the teacher's technique by providing a composite picture in a writing class is very good because the media was very helpful. They can easily develop their imagination through the ideas and pictures that received. Teachers also gave them the opportunity to practice writing it in accordance with what was said by Halfield.

When the teacher came to the class she said greeting to the students first before starting the next activity. This activity aimed to build a relationship and create a comfortable atmosphere in the learning process between teacher and

students. Then the teacher checked the presence of all students. Then teacher explained and provide examples of the descriptive text by using composite picture. It shows the role of the teacher as motivator (See appendix 1).

When students have started to understand and work on their writing assignments, teachers were ready to help all the difficulties students. In the second meeting, there was a little bit of repetition explaining which was already given at the first meeting. In this meeting, students were divided into several groups. The teacher gave them the opportunity to discuss each other. It shows the role of teacher as resource.

- Teacher : Ok students, have you finished? Do you have difficult Words?
- Students : Not, yet, Mam.....No....
- Teacher : Ok students, I will you one more explains. Do you still Remember?
What are the generic structures of descriptive text?
- Students : Ada 2 Mam..
- Teacher : Yes, there are two generic structures of descriptive text.
- Students : The first is identification, the second is description.
- Teachers : Ok good, and then there are kind of languages features of descriptive text. Can you tell me?
- Students : Menjelaskan sesuatu yang khusus Mam...
- Teachers : Good.. then?
- Students : Menggunakan tenses simple present....
- Teacher : Ok, and the last?
- Students : Menggunakan kata kerja attributive atau identifying seperti "have, is, are.....mam....
- Teachers : Good.....
Now, see that picture carefully and you must describe that Picture!

Students : Yes, berusaha Mam.....

She asked all the students about the difficulties in writing descriptive text. Teacher explained more about how to create descriptive text correctly. She explained clearly to each group who get difficulties, because some groups are still confused and disoriented started writing in applying the generic structure of descriptive text. The teacher gave an example of a composite picture and descriptive text to some groups who were still confused (see appendix 2).

As feedback providers, teachers came to each group and gave positive response to the results of what have been written by the students. Teacher asked to students to write and note in their book about the generic structure of descriptive text that has been written on the blackboard. It was intended to make students can remember what descriptive text is, not just during the learning process at the time. Basically the capability of memory each student is different, there are easy to remember those that are often forgotten. In addition, the descriptive text is kind of text in English that will always used in Junior High School , so making note is very useful for now and later .

Whereas for teachers, it would be easier to continue to the next chapter because the students who had made notes automatically read and hopefully they can understand the material given by the teacher. Probably starting from the explanation, if the students already understood the teacher continued with the explanation of some example of descriptive text then proceed with the application of the composite picture and the last, were giving the task to them. If one of the students forgets, they can see their notes. Teachers check some of the vocabulary and grammar they are still not quite right, the aim is that they do not have

difficulty in learning to write. In addition, the aim is that they do not repeat the same mistakes (see appendix 1).

In general, learning process always provides a media to deliver of the materials provided, one of which contained visual media and audio media. Visual media can help students in education. Visual media is one of them is the picture media, because the picture media is media that is simple, relatively, inexpensive, and the reality in the classroom situation in Sadiman view. Opinion of the writer, composite picture in the teaching process was including and appropriate. Composite picture is very useful to facilitate students' understanding of the visual picture that is starting to make a description. Provision interesting composite picture can motivate them to easily create descriptive text.

By using the composite picture, Students are able to make the text descriptions easily. The Implementation of the composite picture in writing descriptive text was to facilitate students in issuing their ideas into writing descriptive text. They can write a descriptive text in to make generic structure appropriately and correctly.

Teaching by using composite picture as a medium of writing descriptive text can simplify all students; the students can easily describe what he saw from the pictures. Thus, the composite picture gives students instructions to create a descriptive text. With a composite picture, students be pay attention more during the learning process, students are more interested in taking a writing class, it also help students raised their imagination into a descriptive text .

From all of the statements above, the use of composite picture as teaching material in writing descriptive text can help students writing the descriptive text

easily. It also can reduce the saturation of students in participating in the writing. Therefore, it can be concluded that the composite picture can help the students in writing especially writing descriptive text.

In conclusion, at the second meeting can be seen the increasing of the students' skill in writing descriptive text. It's because at the first meeting teacher only explains the definition of descriptive text and some examples of objects that can be described, such as giving examples of some things and a person as an object description. While at the second meeting, the teacher had explained more detail about descriptive text through composite picture as a media and applies it to the task of writing descriptive text. As result, students are easily show and said their ideas by looking at the composite picture that has been provided, so that the students are very interested and feel enjoy following the writing lesson.

4.3 The students' responses toward the use composite picture to teach writing of descriptive text

How is the response of the students to follow the lessons of descriptive text in teaching writing can be known if we know what media is used when doing the teaching. Because, the media could facilitate students and attract students to be more active to follow the material that taught in class. Lack of proper media selection can make students lazy to follow the teaching and learning process, they become uninterested and bored listening to the explanations of the teacher. If the media is used appropriately, we can conclude that the learning objectives will be achieved.

During the study, the writer use observation checklist and field notes. The writers note how the teacher manner in teaching writing to students. The observations were taken in the form of video recordings and some photos as document writer when teaching learning process. Activities such as how the teacher deliver their knowledge, how the implementation of media composite picture given to students in writing of descriptive text and how students' response to the use of composite picture while attending writing of descriptive text.

Besides the observation check list, the writers also use the field note in her research. Field note very helpful in knowing every student in class activities conducted during the learning process is done. Observation checklist and field notes made the writer in a form. the writers give a tick, if appropriate check " yes " if it does not tick " No" , it is easier for writers to take the data, because during the learning process a lot of activities to note in detail (See appendix 4).

At the end of the meeting, when the learning process was completed, all the students got questionnaires. The purpose of the questionnaires is to determine the students' responses to the implementation of the composite picture in writing learning process. The questionnaires were in the form multiple choices. Questionnaire gave at the end of the activity while still in the classroom. Teachers explain the purpose of giving questionnaires before they begin to answer and fill in the form that has been given. The results of student opinion in the implementation of the composite picture in the learning process (see appendix 3).

Questionnaire sheets were distributed to 33 students in the second grade. Questionnaire was given in order to know the response of the students to the implementation of the composite picture in writing descriptive text. It contains the

general evaluation of writing, topic and material used, the ease or difficulty of students, the teacher's role in using composite picture, the benefits of the composite picture, the extent of their interest in using composite picture. Data from the questionnaire can be shown in the table.

Table 1
Data from the questionnaire

NO	Question	Number of respondents								Total Respondent	
		Strongly Agree		Agree		Disagree		Strongly Disagree			
1	Students like learning English	9	27%	24	73%	0	0%	0	0%	33	100%
2	Students understand with what has been described by teachers	14	42%	19	58%	0	0%	0	0%	33	100%
3	Students often feel bored with English language lessons	4	12%	8	24%	16	48%	5	16%	33	100%
4	Students understand the lesson taught descriptive text	8	24%	18	54%	2	6%	5	16%	33	100%
5	Students are happy with the writing skills	9	27%	17	52%	5	15%	2	6%	33	100%
6	Students have difficulty in writing English	3	9%	13	39%	9	27%	8	25%	33	100%
7	Students have difficulty in organizing at the time of writing	5	15%	8	24%	11	33%	9	28%	33	100%

NO	Question	Number of respondents								Total	
		Strongly Agree		Agree		Disagree		Strongly Disagree		Respondent	
8	Composite picture is a media for student motivation in writing descriptive text	10	30%	21	64%	2	6%	0	0%	33	100%
9	The use of composite picture in the teaching of the English language is very interesting	9	27%	23	70%	1	3%	0	0%	33	100%
10	Students gain skills upgrading write descriptive text after using composite media picture	11	33%	22	67%	0	0%	0	0%	33	100%
11	Teachers do approach during the process of writing descriptive text	8	24%	22	67%	3	9%	0	0%	33	100%

Question number one until number seven were about general evaluation of English learning and writing used. As stated by 9 of the students, they strongly agree and 24 of the students agreed with the question number one. Although many students who generally do not like the English lesson but this research show that the students like to study English. It proved that, 100 % of students said they liked English lessons.

As stated 14 of the students they strongly agreed and 19 of the students agreed with question number two, In many cases, many of the students lack of attention to the teacher so as to make them do not understand what is conveyed by their teachers but in the question number 2 indicates the student can understand with what has been submitted by their teacher. It proved that, 100 % of students said they understand with what has been describe by their teacher.

As state by 4 of the students they strongly agree, 8 of the students agreed, 16 of the students disagree, and 5 of the students strongly disagreed with question number three. Most of the students will feel bored if the technique in teaching does not attract students or the technique that is still old-fashioned and not up to date but in this research are very different, it showed that half of the students most enjoy following English lessons. It proved that, 64 % of students said they not feel bored with English language lesson.

As state by 8 of the students they strongly agreed, 18 of the students agreed, 2 of the students disagree and 5 of the students strongly disagree with the question number four. Most of the students are difficult to understand the lessons in English. Especially if it's an essay lesson, which have to do with writing. But in this research, students can easily understand descriptive text lesson. It can happen because the creative teacher, the teacher gives a detailed explanation too slowly and gives some sample and also prepare media so students understand the lesson writing of descriptive text. It proved that, just 22 % of students who do not understand the teaching.

As stated by 9 of the students, they strongly agree, 17 of the students are agree, 5 of the students disagree and 3 of the students disagree with the question

number five. Students writing skills students are not much favored especially when the teacher asked to write things that are not preferred. By doing so, teachers must prepare appropriate methods so that students could express their ideas and thoughts into writing text. By making the students pull the students would like to write. In this research, teacher who teach made students comfortable so they follow writing classes until finish, it showed that students enjoy participating in writing class. It proved that, 79 % of students are happy with writing skill.

As state by 3 of the students they strongly agree, 13 of the students agree, 9 of the students disagree and 8 of the students strongly disagree with the question number six. Writing skills is not easy for all students, especially when writing in a foreign language which they are rarely use it. Actually, writing skills can be developed through a lot of reading in order to obtain new verbs, knowledge then a lot of practice writing. In this research showed that half of the students have difficulty in writing English. One of the factors that caused the difficulties is lack of vocabulary; so as to compose a sentence becomes very difficult for them. But in this research, 52% of students not having difficulty in writing English.

As state by 5 of the students, they strongly agree, 8 of the students agree, 13 of the students disagree and 11 of the students strongly disagree with question number seven. Success or not depends on the students' understanding of what have been taught by their teachers, and some of the factors are teaching techniques or methods of teaching. As well as organizing in writing, if the teacher explains in detail and slow students can easily understand. In this research, the teacher explains one by one then she gave some examples, in addition the teacher

gives students opportunity to argue. The teacher also stimulate students with some questions about the organization in writing repeatedly during the learning function so that they can remember and easy to write descriptive text. It showed that the students are understand with the organization in writing descriptive text. It proved, 61% of students easy to understand how to write descriptive text.

As the result showed the question number one until number seven, all the students like, enjoy and understand the learning process. But sometimes students have difficulty in writing English, especially how to choose the appropriate words vocabulary that will be used in a sentence.

The question number eight until ten were about using composite picture in teaching writing descriptive text in the class. As stated by 10 of the students strongly agree, 21 of the students agree, and 2 of the students disagree with question number eight. Media of teaching influence on the understanding and creativity of students. By doing so, teachers must provide the proper media in which it can motivate students to learn and interested to follow writing class. In this research, students were very enthusiastic when writing descriptive text to follow the lessons using composite picture. Because the pictures make them interested and easy their ideas into written form, so in question number eight show that composite picture can motivate the students to write descriptive text. It proved that 94% of students agree composite picture is a media motivation in writing descriptive text.

As stated by 9 of the students strongly agree, 23 of the students agree, and 1 of the students disagrees with question number nine. Many of the students agreed with the use of composite picture in writing descriptive text. At first, the

teacher has not introduced the composite picture; the students looked hard in describing the whole hog. After the teacher gives explanations using a composite picture, the students seemed very enthusiastic in issuing descriptions ideas on a picture that has provided by teacher. Interesting picture allowed them to writing descriptive text. Therefore, in question number nine show that the composite picture is the interest is media in teaching writing of descriptive text. It proved that 97% of students agree that composite picture is interesting media in writing descriptive text.

As stated by 11 of the students strongly agree, and 22 of the students agree with question number ten. Before learning to write using a composite picture, the students also attend classes of English including writing lesson well. However, many of the students find it difficult to write. For example, the task of the teacher to write 3 to 4 sentences, they can only make two sentences. Because writing lessons previously wasn't use interesting media which can motivate also help students practice writing and the result is very different, as in this research students are introduced to the composite picture. The results showed very different with before. Students are easy to pull out his ideas in writing through some composite picture. Therefore in question number ten show that Composite picture can make students' writing improvement especially in writing descriptive text. Question number eleven about approach of teacher in teaching writing descriptive text in the class. It proved that 0% of students disagree that the composite picture they can acquire skills upgrading write descriptive text.

As states by 8 of the students strongly agree, 22 of the students agree, and 3 of the students disagree with question number eleven. It showed that teacher

approached the students in a way to help all the difficulties experienced by students during the learning process. Teachers have an important role in helping the difficulties of each student. Because, basically, the ability of each student is different. Although teaching techniques and media provided is correct, but the acceptance of each student also different, some students easy to understand other students lack of understanding. Therefore the teacher approach to all students is very important. In this research, the teachers approach showed when students are given the task to discuss with the group, at that time teacher is around for meet and ask students who have difficulty writing descriptive text. It proved that 67% teacher do approach during the process in writing descriptive text.

The percentage result of the questionnaire showed that teaching writing descriptive text using composite picture was motivate, interesting, and realize students' learning objectives like we could see in the chart above that the half more of the students agree with question number eight, nine, and ten. Here, students gave positive response to the use of composite picture in the learning process to write mainly descriptive text. They enjoy learning English in class. Provision of media and materials prepared by the teacher can motivate them to be more active in class.

We also could see the result from the chart of the students' response below.

The chart of students' response

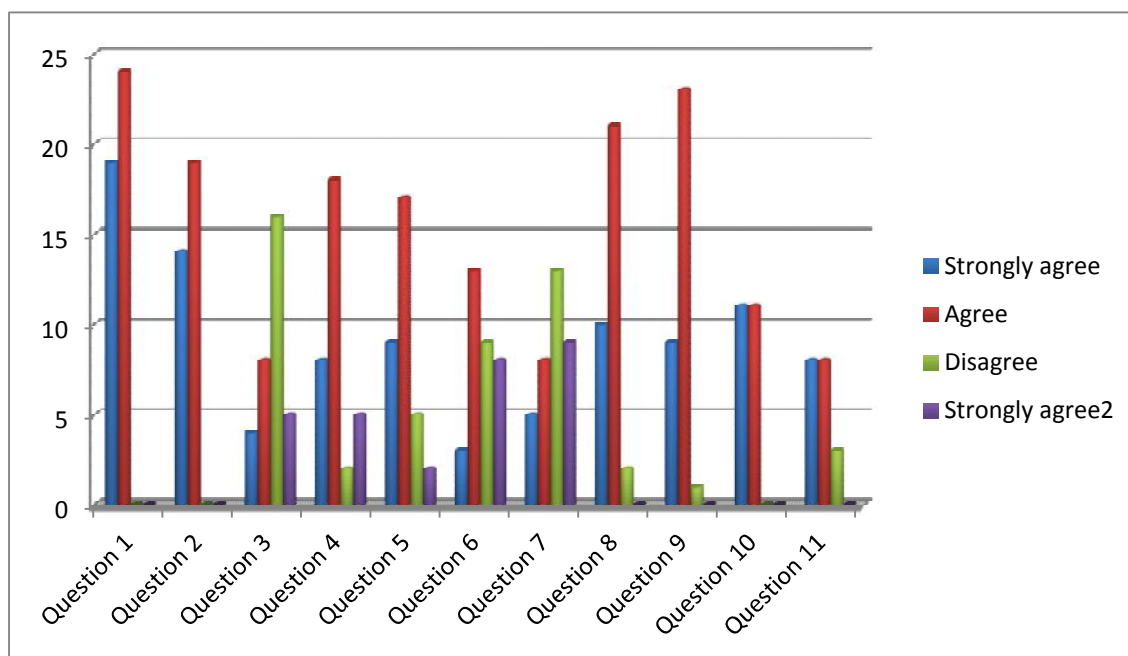


Chart 1: Students' respons

From the chart above can be shown that students have different opinions on the use of composite picture in the teaching writing process. Most of them stated that material that has been provided can increase develop their writing skills. They agree that using composite picture in teaching writing descriptive text should be continue and they suggest. That, the teachers should always introduce or explain various materials in different and creative ways.

By doing so, students will never be bored with the techniques used by the teacher. Because the techniques that they used are motivate students to learn. In the classroom observation, it can be seen that the students are very interested in teaching writing through composite picture. She explained clearly and slowly so

that the students can follow class activities and also can understand the material that had taught.