

## **CHAPTER IV**

### **RESEARCH FINDING**

This chapter presents the result of the research conducted in class eighth of SMP Muhammadiyah 3 Kutorejo in the 2014/2015 academic year. The aim of this research is to develop students' speaking ability using picture for the eighth grade students of SMP Muhammadiyah 3 Kutorejo. The learning result of applying media picture can be seen from the gained scores subjects of the research.

#### **4.1 The Result Before The Implementation of The Action**

##### **4.1.1 The result of Interview**

In obtaining the information about teaching learning process in the class, especially in teaching learning English the researcher interviewed the English teacher. The researcher interviewed English teacher who teaches the eighth grade students at SMP Muhammadiyah 3 Kutorejo. The interview was held on Thursday, April 9<sup>th</sup> 2015 started grade at 08.45 and finished at 09.50. The data taken were about the general condition of class, the difficulty of speaking ability, and the medium used by teacher in teaching speaking.

Based on the data taken from the interview, it is about the general condition of class especially in speaking class. The teacher explains that the most of students did not like studying English, the students learning English felt unpleasant because it was difficult lesson and sometimes they got low competence in English. The teacher also said that speaking is most difficult ability to be practiced in eighth grade, because most of them were hardly to pass the target score of the minimal mastery level criterion (KKM).

Some difficulties that are faced by students in learned English especially in speaking ability. The teacher said that the difficulties of students in speaking that they don't

have confidence to communicate orally, still afraid made mistakes in grammar, and organizing the words into a sentence. It was caused by less in practice English speaking.

About the medium, the teacher seldom uses media to teaching English speaking. Teacher usually just uses text book and work sheet book which she gets from government. Sometime teacher teaches by using short story or some sentences to the students, and then teacher reads dialogue after that the students repeat it together, and give the meaning of the sentences.

#### **4.1.2 The Result of Observation**

In collecting data from the eighth grade of SMP Muhammadiyah 3 Kutorejo in the 2014/2015 academic year, the researcher got information about teaches learning process. Based on the observation done on Thursday, April 23rd 2015 at 09.00, it was known that in teaching speaking activities, the teacher taught about the introduction, then asked students to make a conversation between 2 students than they practiced conversation by reading their sentences in front of the class. The students have never been given chances to expose their ability to speak and develop more communicative speaking using their own way.

The use of technique like this would be problem for student in learning and understanding speaking English usage. Moreover, vocabulary which is met by students were limited so that they could not say anything to communicate. It was caused that the students lack of the vocabulary in speaking ability in using expression and passive in speaking activity.

#### **4.1.3 The Result of Questionnaire**

Based on the result of questionnaire before the implementation of Classroom Action Research (CAR), most of the students responded that English is very difficult lesson. The students also are not interested in learning speaking because students mostly have problems

in adding vocabulary, pronouncing the word or sentences, less of confidents, shy, and organizing the word into a sentence, and this caused by less in practices English speaking.

## **4.2 How is the implementation of the picture in teaching speaking to the eighth grade students of SMP Muhammadiyah 3 Kutorejo**

### **4.2.1 Cycle one**

#### **4.2.1.1 Planning Stage**

In this phase the researcher and the teacher designed the lesson plan and selected the appropriate material. There is one lesson in cycle one, the lesson is about descriptive text. The researcher also prepared the picture, new vocabularies, camera, laptop, field notes and attendance list of students.

Cycle one

Phase	Teacher's Activities	Student's Activities
Pre-teaching activities	<ol style="list-style-type: none"> <li>1. Opening the class by saying greeting, asking students' condition and checking students' attendance list.</li> <li>2. Explaining the specific goal of learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering to the teacher's greeting.</li> <li>2. Paying attention to the teacher's explanation</li> </ol>
While teaching activities	<ol style="list-style-type: none"> <li>1. Showing some pictures and asking students to mention the name of pictures.</li> <li>2. Asking students to identify the picture.</li> <li>3. Introduction about meaning and purpose of descriptive text</li> <li>4. Explaining about adjective</li> <li>5. Giving example of descriptive text related to picture that</li> </ol>	<ol style="list-style-type: none"> <li>1. Attention the teacher and mention the name of the picture.</li> <li>2. Identifying the picture</li> <li>3. Listening to the explanation given by the teacher about descriptive text.</li> <li>4. Listening to the explanation given by the teacher about adjective.</li> <li>5. Receiving example of descriptive text related to</li> </ol>

	<p>showed.</p> <ol style="list-style-type: none"> <li>6. Asking the students to choose the picture they like and give list new vocabulary for students.</li> <li>7. Giving a time for students to prepare some sentences what they will present.</li> <li>8. Assigning the students to verbally tell the picture they have chosen themselves in front of class</li> </ol>	<p>picture that showed.</p> <ol style="list-style-type: none"> <li>6. Choosing the picture they like</li> <li>7. Preparing some sentences what they will present.</li> <li>8. Telling the picture they have chosen themselves in front of class.</li> </ol>
Post teaching activities	<ol style="list-style-type: none"> <li>1. Asking about difficulties during the teaching and learning process</li> <li>2. Asking the students to conclude the topic in the discussion.</li> <li>3. Giving some advices to the students to motivate them to always practice their English</li> <li>4. Closing it by greeting or salam</li> </ol>	<ol style="list-style-type: none"> <li>1. Answering question from teachers about difficulties when learning process.</li> <li>2. Concluding the topic in the discussion.</li> <li>3. Listening to motivational delivered by teacher</li> <li>4. Answering to the teacher's greeting.</li> </ol>

#### 4.2.1.2 Implementation (Acting, observing, and reflecting in the field notes)

In the implementation phase, the real English teacher acted as the teacher who did the action by teaching students at eighth grade of SMP Muhammadiyah 3 Kutorejo by using picture and the researcher acted as the observer. The implementation in the first cycle was done on Wednesday, May 6<sup>th</sup> 2015. In teaching the lesson, the teacher used three phases in a technique. A technique in teaching was divided into three stages, those are: pre teaching activity, while teaching activity and post teaching activity.

#### 4.2.1.2.1 Pre Teaching Activity

In the pre-teaching activity the teacher opened the class by saying greeting and asking condition of student and checking attendance list of students.

*Teacher : Assalamuailaikum wr.wb.*

*Students : Wa'alaikumsalam wr.wb.*

*Teacher : Good afternoon students!*

*Students : Good afternoon mom.*

*Teacher : How are you today?*

*Students : I'm fine thanks, Alhamdulillah, and you?*

*Teacher : I'm fine too. Before start our lesson, let's pray basmallah together.*

*Students : Bsimillahirrohmanirohim.*

*Teacher : absen dulu ya?*

*Students : Okay mom.*

The teacher said greeting "Good morning students!". The students answered together with "Good morning mom". The teacher leaded the students to pray "I'm fine. Before start our lesson, let's pray basmallah together". The students and the teacher prayed together "Bismillahirrohmanirohim". The teacher checked attendances list of students "absen dulu ya". The students answered with "okay mom". The teacher looked spirit and the student ready to receive a lesson.

#### 4.2.1.2.2 While Teaching Activity

The teacher started the lesson by giving warming up to the students

*Teacher : What is the picture?(sambil menunjukkan sebuah gambar)*

*Students : Gambar pantai mom.*

*Teacher : good, mention the name of things that in this beach?*

*Students :Banyak mom, ada pohon kelapa, pasir, ombak, perahu.*

*Teacher : How is the condition?*

*Students :Bersih mom, panas, pemandangannya indah*

The teacher started the lesson by asking to students about picture that showed “*What is the picture*”. The students answered with “*gambar pantai mom*”. Teacher asked to mention some things that were in the picture “*good, mention the name of things that in this beach?*”. The students mentioned some things “*banyak mom, ada pohon kelapa, pasir, ombak perahu*”. Teacher asked the students to explained condition of beach “*How is the condition?*”. The students explained about condition of beach.

After that the teacher explained about meaning and purpose of descriptive text.

*Teacher : descriptive text is a text which says what a person or a thing. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text itu menerangkan tentang seseorang atau benda. Tujuannya untuk mendeskripsikan dan mengungkapkan sesuatu yang berhubungan dengan orang, tempat atau benda*

The teacher explained about meaning and purpose of descriptive text “*descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text itu menerangkan tentang seseorang atau*

*benda. Tujuannya untuk mendeskripsikan dan mengungkapkan sesuatu yang berhubungan dengan oran, tempat atau benda.”*. Therefore the students knew the meaning and purpose descriptive text. The students focus on explanation from teacher, so that the classroom atmosphere is quite.

The teacher gave a material about adjective and gave examples in form descriptive text with written it in black board used chalk.

*Teacher :adjectives are words that describe nouns by telling what kind, how many, or which one. Adjective itu kata sifat. Kata sifat itu mendeskripsikan benda dengan menjelaskan seerti aa benda itu, berapa banyak atau yang mana.*

The teacher explained about the material of adjective “adjectives are words that describe nouns by telling what kind, how many, or which one. *Adjective itu kata sifat. Kata sifat itu mendeskripsikan benda dengan menjelaskan seerti aa benda itu, berapa banyak atau yang mana*”. The teacher slowly in explained the material adjective. After the students understood about adjective, teacher gave example sentences of adjective which used in form descriptive text.

Then the teacher showed some pictures and invited the students to guess the picture. It was aimed to get the students could understood the meaning of picture and increase their imagination.

*Teacher : Ok, I have some pictures! Please, mention of name from this picture. Students : Ok mom.*

*Teacher : Do you know, what’s the picture?(sambil menunjukkan gambar)*

*Students : Saya mom.*

*Teacher : Ok, puput. What’s your answer?*

*Student : swimming pool mom*

*Teacher : Good!*

The teacher showed some pictures and asked the students to guess name of picture “do you know, what’s the picture?” The students answered with mention name of pictures which showed by teacher “swimming pool mom”. The students had a clear understood the instruction of the teacher.

To ensure students understanding the material, the teacher assigning students by choosing one picture that have gave by teacher and asked the students to make short story which consists about identify of picture. After some minutes, the students have finished make short story, it just consists one paragraph. And then the teacher asked the students to come in front of class one by one to retell the story. The researcher identified of teaching and learning process.

#### **4.2.1.2.3 Post Teaching Activity**

In the post-teaching before closing the class, firstly the teacher asked students to conclude about materials, the teacher explained and gave the answer

*Teacher : Oke students, belajar apa kita hari ini?*

*Students : descriptive text dan kata sifat mom*

*Teacher : What is descriptive text and adjective?*

*Students : Descriptive teks itu paragraf yang mendeskripsikan atau mengidentifikasi sebuah benda.*

*Teacher : What is adjective?*

*Students : adjective ya kata sifat mom.*

*Teacher : OK. Don't forget to study at home. jangan lupa belajar lagi dirumh ya! See you next week. thank you. wasalamu'alikum wr.wb.*



The teacher asked the students to conclude of the materials “*Oke students, belajar apa kita hari ini?*” the students answered with “*descriptive text dan kata sifat mom*”. The teacher asked the students to explained the material “*What is descriptive text and adjective?*”. The students answered with “*Descriptive teks itu paragraf yang mendeskripsikan atau menidentifikasi sebuah benda. Kalau adjective kata sifat mom*”. Then the teacher gave some advice to motivated the students to always practice their English “*Don’t forget to study at home jangan lupa untuk belajar lagi di rumah ya!.See you next time. Thank you.wasalamu’alikum wr.wb.*”. Finally, students happy went to home and shake with the teacher one by one.

#### **4.2.1.3 Reflecting Stage**

Based on the data that have been collected and analyzed by the researcher, the teacher does not have any difficulty in conducting the teaching and learning activities based on the lesson plan. The teacher does all of step in lesson plan successfully. The implementation of students learning activities with picture media is successfully done by the teacher. She can control all the studens of the class and conduct the teaching and learning activities effectively.

The result of observation indicated that the students are more confidents, easier to understand meaning in English speaking, easier to use grammatical rules and vocabulary item. Now they more often use English than Indonesian for communication, especially in speaking. During English class the student always uses English, although sometimes some students still make a few mistakes, as like using correct tenses. However, the teacher has reached the goal that is the students can use English as a means of communication. So, it means that the researcher and the teacher do not need to continue to the next cycle.

### **4.3 How is the students' improvement in speaking ability of the eighth grade students SMP Muhammadiyah 3 Kutorejo after having a class using picture**

Based on the result of cycle one, result of the students speaking ability in the one cycle developed. It shows that about twenty six students who pass the target score of minimal mastery level criterion (KKM). The target score of minimal mastery level criterion (KKM) for the students is 75. Beside that the students have change to be active, be brave, more confident, and easier to understand English speaking, be able to use grammatical rules and they can speak English correctly. So, it means that the researcher and the teacher do not continue to the next cycle.

Based on the interview that gives to the teacher after implementation using picture, unstructured interview conducts on Thursday, May 21<sup>st</sup> 2015. This interview does after finishing the cycle one. Based on the answer of teacher is in the interview after implementation, that the general condition of students in speaking class during implementing the action is better than before. The students' responses are positive. They not feel bored and more active to follow the teaching learning speaking.