

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the result of qualitative research conducted in the Junior High School in SMPN 50 Surabaya. The data from the research were described and discussed in the following sub-headings: research findings, discussions.

4.1 Research Finding

1.1.1 The Implementation of Teach Speaking using Pictures for the Eighth Graders of SMPN 50 Surabaya

In the implemetation of teaching speaking using picture was done in two meetings, from the first meeting teacher gave the material about Comparison Degree and worke on the worksheet after she explained with LCD and gave some of pictures. In second meeting teacher asked the students to practice to speak in front of the classroom about Comparison Degree, they compared some pictures which given from the teacher. This is process of teaching speaking using pictures in two days.

First Meeting

The First meeting was conducted on Thursday, 12th April 2018. The lesson was running from 12.15 to 14.00 WIB. The researcher came into the classroom together with the teacher. The teacher greeted the students but did not check the attendance. In this meeting the material to be taught that was the comparison degree. She opened the class in English and the classroom looked quiet, the students did not focus to the teacher who was explaining in front of the classroom. In every explanation, the teacher's material always gave an example and made students dare to speak by making a sentence in accordance with the pattern that had been showed by LCD and Projector. The male students frequently interupted

because they did not understand English. But the teacher explained again in Bahasa so that they got better understanding and made notes of what was explained by the teacher. Every student who dared to answer got additional point from the teacher. However, some of students were motivated, only 3 students of girl repeatedly made sentences according to the pattern correctly.

The teacher faced some difficulties when she taught the materials. The male students tended to be passive. The teacher had to force them to do the task. They were s hard to make sentences in Comparison Degree since they were afraid of making mistake. The teaher did an alternative way to solve it. One by one, the male students were called by teacher then each students had to make an exmple of Comparison Degree.

Then, the next stage the teacher who students to come forward. There are two students had some differences to be compared. So, the class can get some real example in Comparison Degree. Were some Comparison Degree created by the class based of these two students.

Student A is taller than student B

Student A is thinner than student B

Student B is fattest student of A

After the teacher explained about material and gave some examples of students, she gave the worksheet to the students, and they have to complete it by themselves and they had to finished it around 45 minutes as the rule, looked the pictures and wrote the answer based on the pictures. There are two tasks and each task had five questions of it. The first task the students had compared the pictures of Spongebob and Garfield who is taller? Younger? Havier? Shorter? And older? From bot of them. The students had paid attention of the pictures and they can fill the answer in black space. For the second task also had fiv questions and not far from the first, there are two objects Bob and Alice and the way to fill was same.

The meeting was closed by having prayer together from the school's speaker. The teacher reminded to students should learn the next material in the home. The overall activity in first meeting run as not well as planned. The students did not pay attention to the teacher. Some of the students tried to speaking well, even though felt say and just keep silent without saying any word.

In addition, the researcher often asked them about their difficulties related to the materials.

Second Meeting

The second meeting held on Wednesday, 18th April 2018. The language used taught in this meeting was the same as the previous meeting about comparison degree. In this meeting, the teacher continued the previous material. When the teacher entered the classroom, many students were still clean up and out of the classroom.

The teacher greeted the students and asked about their condition but did not check the students' attendance. Before continuing the lesson, the teacher asked the students whether they had studied English last night or not. Then, she continued reviewing the previous material about comparison degree. She asked the students to pay attention to some of sentences about the material. She asked them to discuss the sentences based on Comparison Degree pattern with the chair mate and she gave the picture of flower, there 2 flowers and the students must make sentences about it orally.

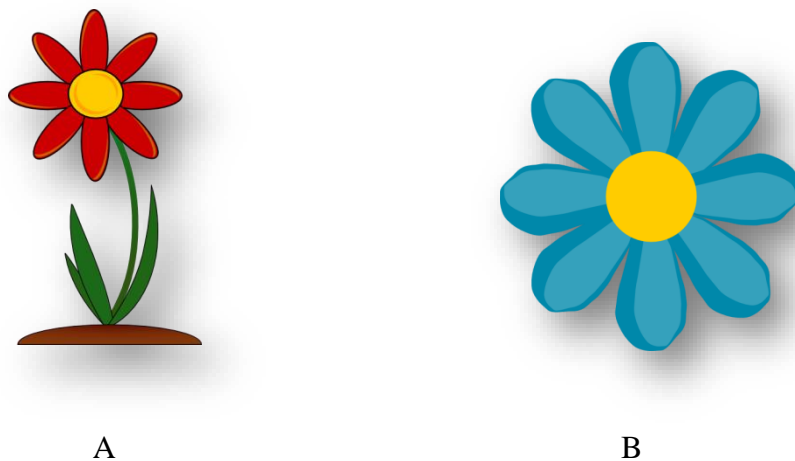


Figure 4.1 **Pictures of object**

The teacher gave them advice to focus on the lesson. The teacher asked the researcher for handled the class together. Then she teacher asked the students to

make sentences. The students showed high enthusiasm when researcher gave picture. The teacher gave examples what they do with that picture, they have to explain about the color or size also can about kind of it. She gave the brief explanation because at the previous meeting, the English teacher ever gave them the similar material. The students answered some questions orally. Overall, the students understand about the material. It's proven to be when the teacher made some mistakes, the students made some correction for her. The following some students' answer : (1) Picture A is taller than Picture B (2) Picture A is as beautiful as Picture B (3) Picture A is more complete than Picture B, etc. Some of the students who sat in the back of the class, they were busy with their own business. The teacher asked them, what topic that they told. One of the students said, if he not study in the last night, so cannot answer about the materi. But the teacher forced them to make the sentences from the pictures.

After giving warming up through the flower pictures, the teacher gave an exercise. She showed another eight pictures which consisted of four pairs of pictures to activate the students' background knowledge, they were very excited when the teacher showed it. The visual aids seemed successful to attract the students' attentions and to stimulate them to express their ideas and opinions towards the given pictures with their chair mate. By exploring the pictures, grouping and helping from the dictionary the students also learnt some new English words which could enrich their vocabulary mastery.

Next, she gave little explanation about the examples above. Then she gave the pictures to students and asked them to make another examples based on the picture. The students have to make some compare from the pictures from positive degree, comparative degree and superlative degree but with some adjectives that they know. The first, teacher asked students to write their answer on the paper or book that make them not confused it when they have to forward for presentation about their answer. The second, teacher asked to students for discussed with their chair mate to make the compare from the pictures which they choosen. The teacher and the researcher also check their work and gave some of advices for them. The teacher said to researcher if we give some attention to students their feel more confident and not afraid to ask something if have some problem for

them. In ten minutes, they should come in front of the class to make sentences with correct.

A.



B.



Figure 4.2 Pictures of Persons and Objects

In this time, the teacher already gave some pictures in one paper as a task. From that paper the students have to make the sentences and performed in front of the class. The teacher asked students to discuss with their chair mate, but for their performed they came forward one by one. The students showed enthusiasm when did together with their chair mate, they practiced and tried to speak each other. Some of male students who made busy in the class, followed the instruction well. They opened their dictionary to find the difficult word for practiced to speak. The time for came forward, the students enjoyed with that and well done. Their presented it with nicely and the teachr proud with their job.

Before ending the class, the teacher reviewed a short explanation about the comparison degree and gave some examples around people. The teacher also said about the way to make the important aspect in speaking ability that should be aware by the students, namely fluency, content, vocabulary, pronunciation, and grammar. In the end of the class, the teacher did not forget to give appreciation for the students who had performed well in front of class.

The Analysis of Students' Ability of Speaking using Picture

In this part to resolve the second research question of how the student's speaking ability, the writer has conducted the observation towards student's speaking skill by recording their spoken result. In this research, the researcher intends to examine the result of speaking in two meetings. The assessment included the speaking components from the students' spoken comparison degree, fluency, grammar, pronunciation and vocabulary. Some of students forward in class to compare the pictures individually. Actually 38 students must be spoken it but some of them shy. The teacher evaluated their spoken based on their presentation. This some of the presentations result from the students of VIII-E:

Student 1 : The table is *cheaper than* the chair

The table *as heavy as* the chair

The table is *the widest* The chair

Student 2 : Mr. Bean is *as funny as* Sule

Mr. Bean is *taller* than Sule

Mr. Bean is *most cleverest* Sule

Student 3 : Tiger is *the strongest* Rabbit

Tiger is *as cute as* Rabbit

Tiger is *bigger than* Rabbit

Student 4 : Asmirandah is *as famous as* Dude Herlino

Asmirandah is *taller* than Dude Herlino

Dude Herlino is *the oldest* Asmiranda

From their speaking result, the students made some sentences in creating their words. Their made it in pronouncing the words. Their fluency when made the sentences should also necessarily be considered in speaking. Their fluency is also good because they can speak English fluently without any pause from make sentence from the picture. The students already can make some sentences from the pictures, from the result above they can use some of compare from the pictures that they have.

The teacher asked one by one students to speak in front of class based on the pictures that got from her. According from the speaking result, we know if the students' followed the lesson well in second meeting, they also understood about the material that the teacher gave in the first meeting. Some of boys students, such as: Asep, Farel, Tegar and Zainal spoke with quite slow and took some pauses. Because, they still not confident when came in front the class to presentation.

4.1.2 The Students' Responses towards the Implementation of Teaching Speaking using Picture

Interview is as the instrument for the researcher for gaining the students' responses towards the implementation of Teaching Speaking using Pictures. The researcher asked the students in the end of classroom activity. The interview consists of 5 questions in which the students had to answer based on their own opinion and feeling.

This is the questions of interview for no 1 and no 2. "1. What do you think about speaking activity in the class for you?" Some of students agreed that speaking activity in the class is a good way for them to their speaking and learning English. They had delivered their thought about speaking activity in the class. They are motivated to speak in English language because they are accustomed to communicate with English in this lesson about 'comparison degree'. "2. How do you think about this kind of learning method?" Most of students felt that studying English through speaking activity is a kind of motivation for them to be active speaker and learner. They also found that speaking activity can facilitate the

problem that is being taught as both the teacher and the students experienced to communicate each other.

The researcher gave the third question is. What do you think about the method for this lesson from the teacher? Does it motivate you to learn English? The students persuaded to delivered their opinion about the learning method that is applied, they commented that the method which had implemented make them easy to understand the lesson. It is a good way for the students to study English. In addition, they also said by doing presentation, they could easily understand the English lesson. Therefore, they agreed that this kind of method is excellent way to increase students' speaking motivation and spirit of study. All of students who are asked to be the respondents totally agreed that they are motivated with the technique that applied by the teacher.

This is the fourth question of interview, what the problems have you found in speaking class. In identifying the students' difficulty in speaking English, the teacher had prepared some of pictures and asked to know about their opinion. Mostly, the students felt difficulties in composing the sentences because of the limited vocabulary they had. In order to solve this problem, they choose to depend on the tools, such as the dictionary.

The last question of the interview was what is the most interesting section in learning English using Pictures? The students' answered about the most interesting part in speaking section for the students was so various. They responded that they prefer to make sentences into English for speaking like to present in English language to compare some pictures from the worksheet.

1.2 Discussions

This study was began on April 2018 . It was aimed to know the process of teaching speaking in the class for the students of SMPN 50 Surabaya Using Pictures. The process conducted in two meetings. Based on the result of the process, the writer agreed if this metode were succesfully accomplished.

The research findings would be inferred from the qualitative. The qualitative data are from the observation of teaching and learning process, interview with the English teacher, the collaborator, and also the students.

First Meeting

The teacher explained about materi of Comparison Degree, then gave examples of each pattern and students answer about the example too. Next, teacher asked two students to come forward and students compared them based on the pattern. Finally, teacher gave the worksheet to students, fill the blank based on the picture above and students have to complete it by themselves.

The result of first meeting, some students were hesitant to speak as they were not confident and felt afraid to make mistakes. Especially, the male students. They tended to rely friends and followed them. Their dictions were also limited. Most of the utterances were grammatically incorrect and most of the words were pronounced incorrectly. Besides, their utterances were not linked perfectly one another.

Second Meeting

The teacher review about the Comparison Degree which got in last week, students made the sentences of the pattern together. Next, for warming up teacher showed 2 pictures of flowers and students made the sentences from the pattern. Then, teacher gave the paper of pictures there 8 pictures from 4 pairs, they discussed with their chair mate and wrote on the paper before performances in front of the class. Finally, teacher asked the students to come forward and they spoken to make sentences based on the pictures them chosen by themselves.

The implementation of using pictures for the students' in speaking abilities were improved. It was revealed from the result of the students' performnces in the second meeting. In that meeting, their grammatical mistakes were reduced and their pronunciation also got better and more confident when sending the sentences

or performed. Some of them were able to use expressions during came forward in the class