

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

In this part, the researcher describes the finding of the observation. The research was done in SMK N 3 Jepara. The subject of this study were the tenth grade students of multimedia os SMK N 3 Jepara. The number of the students are 36 students. There were some students who was absent when the research was implemented. The researcher observed the implementation of picture series in teaching speaking skill. The researcher also got the data about the factors that influence the teacher implemented picture series in teaching speaking skill. At the time, the researcher joined in the class, but she just as an observer in the classroom.

The observation was done on Monday, July 30<sup>th</sup> 2018 until Wednesday, 29<sup>th</sup> 2018. There were two meetings of observations. The first meeting was done on Friday, August 3<sup>rd</sup> 2018 and the second meeting was on Friday, August 24<sup>rd</sup> 2018.

The data of the research were analyzed qualitatively. The data were collected from observation, interview, questionnaire and documentation.

#### **4.1 Discussion about How the implementation of picture series media in teaching speaking skill**

While the teacher teach the students, the researcher observe all the thing that happen in the classroom to get the data about how picture series media was implemented in teaching speaking skill at the tenth grade students of SMK Negeri 3 Jepara.

In the first meeting, the teacher gave the students the material about introduction and in the second meeting the teacher gave the students the material about congratulation. The researcher observe all the thing that happen in the learning process.

The researcher discussed with the English teacher about the setting of the research. The research was done at tenth grade students of multimedia

classroom. In SMK Negeri 3 Jepara, for English course had 3 course times in every meeting. In each course time, it was 45 minutes. So in each meeting did around 2 hours. The schedule of English course in multimedia was on Friday at the first course time until third course time. It was start from 07.00 pm until 09.15.

The researcher observed the teacher to know how picture series was implemented in teaching speaking skill. The researcher used observation sheet to get the data about the implementation of picture series in the speaking classroom. The observation sheets included some aspect of observation. They were :

- 1) Teacher starts the lesson with greeting and praying.
- 2) Teacher gives the questions for brainstorming to the students related to the topic they are going to learn.
- 3) Teacher explains about the material
- 4) Teacher shows and explains picture series related to the material.
- 5) Teacher asks the students to make a pair
- 6) Teacher asks the students to practice the dialog.
- 7) Teacher gives some comments and suggestion about the students' performances.
- 8) Teacher gives assignment to the students.
- 9) Teacher closes the teaching process with greeting.
- 10) The Strength and the weakness of the teacher

In the observation sheet, there were 10 aspects to observe the teacher in teaching speaking skill. The researcher gave check marks and comments based on the observation.

**Table 4.1 Observation Sheet at First Meeting**

No	Aspect of observation	Check mark	Comment
1.	Teachers start the lesson with greeting and praying.	√	Teacher starts the lesson with greeting and ask one of the students to lead praying.
2.	Teacher gives the questions for brainstorming to the students related to the topic they are going to learn.	√	Teacher brainstorms the students' memorize by asking some question.
3.	Teacher explains about the material.	√	Teacher explains material about introduction.
4.	Teacher shows and explain picture series related to the material.	√	There is a picture series that contains of 3 pictures related to introduction my self and other.
5.	Teacher asks the students to make a pair.	√	Teacher asks the students to discuss about the dialog that they would practice.
6.	Teacher asks the students to practice the dialog.	√	In the meeting, all the students practice the dialog about introduction in front of class.
7.	Teacher gives some comments and suggestion about the students' performances.	√	Not all the students that performs get the teacher comments and suggestions.

8.	Teacher gives assignment to the students.	√	The teacher asks the students to enrich their vocabularies.
9.	Teacher closes the teaching process with greeting.	√	Teacher closes the teaching process with greeting.
10.	The Strength and the weakness of the picture series	√	The strength of picture series in introduction material is the picture can give the description about the formal and non formal introduction. The weakness of picture series in introduction material is there is no subtitle in the picture, so the students still confuse before the teacher explain.

In the first observation, the researcher gave check mark in the aspect about the teacher starts the lesson with greeting and praying. The comment of the aspect was the teacher start the lesson with greeting and ask one of the students to lead praying. The teacher greets the students by saying Salaam, “Good morning” and “How are you?”.

The second aspect was about the teacher gives the questions for brainstorming to the students related to the topic they are going to learn. The comment of the aspect was the teacher brainstorms the students’ memorize by asking some question. The question which the teacher asks to students is about material that learnt in the previous meeting.

The third aspect was about the teacher explains about Introduction. The comment of the aspect was the teacher explain material about introduction. The teacher explains that introduction was the important aspect when we met new

people.

The fourth aspect was about the teacher shows and explains picture series related to the material. The comment of the aspect was the teacher shows and explains a picture series that contains of 3 pictures related to introduction my self and other. The first picture was about “introduce my self to other”. The second picture was about “introduce other self to other”. The third picture was about “introduce other to public”.

The fifth aspect was about the teacher asks the students to make a pair. The comment of the aspect was the teacher asks the students to discuss about the dialog that they would practice. The students created their dialog text about Introduction.

The sixth aspect was about the teacher asks the students to practice the dialog. The comment of the aspect was the teacher asks all the students to practice the dialog about introduction in front of class.

The seventh aspect was about the teacher gives some comments and suggestion about the students' performances. The comment of the aspect was not all the students that performs get the teacher comments and suggestions. The comments and the suggestions was depend on the students performances.

The eighth aspect was about the teacher gives assignment to the students. The comment of the aspect was the teacher ask the students to enrich their vocabularies. The teacher told that vocabularies in the most important thing if the students learnt English.

The ninth aspect was about the teacher closed the teaching process with greeting. The comment of the aspect was the teacher closed the teaching process with greeting. The teacher greets the students by saying salaam.

The tenth aspect was about the strength and the weakness of the picture series. The comment of the aspect was the strength of picture series in introduction material is the picture can give the description about the formal

and non formal introduction. The weakness of picture series in introduction material is there is no subtitle in the picture, so the students still confuse before the teacher explain the picture series.

**Table 4.2 Observation Sheet at Second Meeting**

No	Aspect of observation	Check mark	Comment
1.	Teacher starts the lesson with greeting and praying.	√	Teacher starts the lesson with greeting and one of the students leads praying.
2.	Teacher gives the questions for brainstorming to the students related to the topic they are going to learn.	√	Teacher brainstorms the students' memorize by asking some question.
3.	Teacher explains about the material	√	Teacher explains about congratulation and compliment.
4.	Teacher shows and explain picture series related to the material.	√	There is a picture series that contains of 3 pictures related to congratulating.
5.	Teacher asks the students to make a pair to	√	Teacher asks the students to discuss about the dialog that they would practice.
6.	Teacher asks the students to practice the dialog.	√	In the meeting, the students practice the dialog about congratulation in front of class .
7.	Teacher gives some comments and	√	All the students that performs get the teacher comments and

	suggestion about the students' performances.		suggestions.
8.	Teacher gives assignment to the students.	√	The teacher asks the students to make a diorama related to congratulating in pair.
9.	Teacher closes the teaching process with greeting.	√	Teacher closes the teaching process with greeting.
10.	The Strength and the weakness of the picture series.	√	The strength of picture series in congratulation material is the picture can show some condition when we can congratulate to other. The weakness of picture series in congratulation material is the display of the picture too small, so the students who sit in the back cannot see clearly.

In the second observation, the researcher gave check mark in the aspect about the teacher start the lesson with greeting and praying. The comment of the aspect was the teacher start the lesson with greeting and ask one of the students to lead praying. The teacher greets the students by saying “Good morning” and “How are you?”.

The second aspect was about the teacher gives the questions for brainstorming to the students related to the topic they are going to learn. The comment of the aspect was the teacher brainstorm the students' memorize by asking some question. The question which the teacher asks to students is about material that learnt in the previous meeting.

The third aspect was about the teacher explains about the material. The comment of the aspect was the teacher explain material about congratulation and compliment. The teacher told that congratulation was a utterance that we gave when other got an achievement.

The fourth aspect was about the teacher shows and explain picture series related to the material. The comment of the aspect was the teacher show and explain a picture series that contains of 3 pictures related to congratulating. The first picture was about graduation. The second picture was about new job. The third picture was about marriage.

The fifth aspect was about the teacher asks the students to make a pair. The comment of the aspect was the teacher asks the students to discuss about the dialog that they would practice. The students created their dialog text about congratulation.

The sixth aspect was about the teacher asks the students to practice the dialog. The comment of the aspect was the teacher asks all the students to practice the dialog about congratulation in front of class.

The seventh aspect was about the teacher gives some comments and suggestion about the students' performances. The comment of the aspect was all the students that performs get the teacher comments and suggestions. The comments and the suggestions was depend on the students performances.

The eighth aspect was about the teacher gives assignment to the students. The comment of the aspect was the teacher asks the students to make a diorama related to congratulating in pair.

The ninth aspect was about the teacher closed the teaching process with greeting. The comment of the aspect was the teacher closed the teaching process with greeting. The teacher greets the students by saying salaam.

The tenth aspect was about the strength and the weakness of the picture

series. The comment of the aspect was the strength of picture series in congratulation material is the picture can show some condition when we can congratulate to other. The weakness of picture series in congratulation material is the display of the picture too small, so the students who sit in the back cannot see clearly.

#### **4.2 Discussion about the factors that influence of the implementation of picture series media in teaching speaking skill**

In this research the researcher has interviewed the teacher to get the data. In the interview, the researcher got some the data about the factors that influenced the implementation of picture series media in teaching speaking skill. The researcher gave some question related the factors to the teacher who implement the picture series media in teaching speaking skill.

The teacher realize her difficulties when she taught the students. The teacher's difficulties for speaking were how to manage the students vocabularies and the grammatically. Because speaking was very important for students, so the teacher always motivate her students to study hard. For built the students confidence, the teacher choose one by one words for strapping for speaking.

When the teacher implemented picture series, the responses of the students was very good. The tenth multimedia students were the active students. At the moment sometimes they were not active, but when the teacher gave a motivation and then surprised and then dialogs, or critical dialogs and then terrible dialogs. So they were so active students. And then the teacher so happy.

The teacher thought that the picture series was appropriate media to improve the students speaking skill. The students were happy and excited when the teacher taught them by using picture series. The students could see the real object from the pictures. For example the students saw the colors

from the pictures, and then the students found something from the pictures, and then the students could share their ideas about the pictures to the other friends.

The teacher thought that there were some advantages of the implementation of picture series in teaching speaking skill. The advantages were the students could be active, and then students could manage them self to give their experiences, their informations, their collecting data, and then they could find everything that they like about the picture series.

The teacher told that the weaknesses of the implementation of the picture series were the students couldn't see clearly because may be the eyes not clear for saw clearly and then the students couldn't have idea for that because they couldn't understand for all that the students hate or the students liked. For the strength, the teacher told that the students know something or everything that the students liked about the pictures. Then the students could give some ideas or information of collecting data from the picture.

Then, in the end of the observation the teacher gave the students a questionnaire that about the students' perception for speaking skill and picture series. The researcher has prepared 10 questions and each student can get it. The researcher prepared some choices to fill the questionnaire, there were strongly agree, agree, disagree and strongly disagree. They were :

- 1) I am interested in speaking.
- 2) I get some difficulties in improving my speaking skill.
- 3) I need an appropriate media and strategy to improve my speaking skill.
- 4) Picture series is one of appropriate media to stimulate my speaking skill.
- 5) I like the picture series learning media that used by the teacher in teaching speaking.
- 6) I can improve my speaking skill by using the picture series that applied the teacher.

- 7) I understand the material in teaching speaking by using picture series that applied by the teacher.
- 8) I can communicate my ideas in speaking classroom by using picture series that applied by the teacher.
- 9) I can be active in speaking classroom by using picture series that applied by the teacher.
- 10) My speaking skill is more better by using picture series that applied by the teacher in teaching speaking.

From the students answer, there was no the strongly disagree answer. For the first question, that was about students' interest in English there were 8 answers for strongly agree, 20 answers for agree and 8 answers fo disagree. It shew around 78 % of the students were interested in English and around 22 % of the students were not interested in English.

For the second question, that was about students' difficulties to improve speaking skill there were 3 answers for strongly agree, 26 answers for agree and 7 answers fo disagree. It shew around 81 % of the students were get some difficulties in improving their speaking skill and around 19 % of the students were confidence that they have no difficulties in improving their speaking skill .

For the third question, that was about students' need about the appropriate media or strategy to improve speaking skill there were 6 answers for strongly agree, 22 answers for agree and 8 answers fo disagree. It shew around 78 % of the students realize they were needed an appropriate media and strategy to improve their speaking skill and around 22 % of the students confidence that they didn't need an appropriate media and strategy to improve their speaking skill.

For the fourth question, that was about students' perception about picture series was one of the appropriate media to stimulate their speaking

skill there were no answer for strongly agree, 29 answers for agree and 7 answers for disagree. It shew around 81 % of the students agree that picture series was one of the appropriate media to stimulate their speaking skill and around 19 % of the students were disagree that picture series was one of the appropriate media to stimulate their speaking skill .

For the fifth question, that was about students' likes about picture series to improve speaking skill there were 4 answers for strongly agree, 20 answers for agree and 12 answers for disagree. It shew around 67 % of the students likes the picture series to improve their speaking skill and around 19 % of the students were dislikes the picture series to improve their speaking skill.

For the sixth question, that was about students' ability to improve speaking by implemented picture series skill there were 5 answers for strongly agree, 24 answers for agree and 7 answers for disagree. It shew around 81 % of the students agree that picture series help them to improve their speaking skill and around 19 % of the students were disagree that picture series help them to improve their speaking skill.

For the seventh question, that was about students' understanding of the material by implemented picture series skill there were 3 answers for strongly agree, 24 answers for agree and 9 answers for disagree. It shew around 75 % of the students agree that picture series can help their understanding to the material in learning and around 25 % of the students were disagree that picture series can help their understanding to the material in learning.

For the eighth question, that was about students' ability to communicate their ideas by implemented picture series skill there were 3 answers for strongly agree, 23 answers for agree and 10 answers for disagree. It shew around 72 % of the students agree that picture series can help them to

communicate their ideas and around 28 % of the students were disagree that that picture series can help them to communicate their ideas.

For the ninth question, that was about students' ability to be active by implemented picture series skill there were 7 answers for strongly agree, 20 answers for agree and 9 answers for disagree. It shew around 75 % of the students agree that picture series can help them to be active and around 25 % of the students were disagree that picture series can help them to be active.

For the tenth question, that was about students' perception about their advance in their speaking skill by implemented picture series there were 3 answers for strongly agree, 27 answers for agree and 6 answers for disagree. It shew the students were. It shew around 83 % of the students agree that their speaking skill is more better by using picture series that applied by the teacher in teaching speaking and around 17 % of the students were disagree that their speaking skill is more better by using picture series that applied by the teacher in teaching speaking.

