

CHAPTER IV

FINDINGS AND DISCUSSION

The research findings and study discussion are presented in this chapter. The data that are provided and evaluated in this section were gathered by observation, interview, and documentation.

A. Findings

Data Presentation

The information presented in this report is based on an interview with the English teacher, Ms. Rima, S.Pd,I, and seven O students. Furthermore, documentation and observation were used to complete the data. All of the data obtained from the preceding method overlap. This means that one method finishes another.

Documentation is used to obtain information about MTS Darul Ilmi Islamic Boarding School. Meanwhile, interviews were used to obtain data regarding the teaching and learning process involving a series of picture, problems encountered by students, and solutions devised by teachers to address these issues.

a. The way of teacher in teaching speaking using picture series

The data was obtained from observations on November 9 to January 9 2021, chat meetings with teachers on May 15-16 2021 and documentation. From the observations made, information was found regarding how the teacher taught speaking using serial images.

The above data is supported by the fact that the English teacher was in a chat meeting. The teacher explains effective teaching methods using serial images. The

teacher also mentions that students are more active and enthusiastic in the teaching and learning process when this medium is used even though there are still a few problems faced by students.

There are several procedures for describing picture for teaching speaking especially in descriptive texts, they let the class function in pairs, giving each pair two different images. Tell them not to see each other's pictures. Ask A to explain the picture, and ask B to draw it. Ask A to do the same thing A did after B finished painting. And have them compare their photos to the real thing

The example :

Learner 1 : There is a square table in the picture. It is in the middle of the picture.

Learner 2 : About there?

Learner 3 : yes... well, a little further down

Learner 4 : It is like that?

Learner 5 : No, no quite, the legs are too long.

If the artist and his customer have done as much as they can, the original and the copy must be compared

Learner 2 : Oh, the table legs are too long.

Learner 1 : I told you they were. But you wouldn't change them!

They are the preparation and procedure of depicting a painting. Although this method may make students claustrophobic, researchers hope that this technique will make students more active and not bored in class. And investigators hope that the image of lighting can prevail in junior high schools and be useful to students.

From the documentation, the data obtained regarding the process of teaching speaking using picture series are as follows:

The stage in speaking activity	Teacher activity
Pre-activity	<ul style="list-style-type: none"> - Teacher open the class by greeting the students - Teacher checks students' attendance - Teacher explains the objectives of the course
	<ul style="list-style-type: none"> - Teacher explains the objectives of using picture series - Teacher gives instruction on how to apply the technique - Teacher shows the material to the students
Whilst-activity	<ul style="list-style-type: none"> - Teacher divides the students in pairs/groups - Teacher explains the role - Teacher distributes the material (picture series) to be studied by the students of each group for a few minutes - Students are asked to describe the picture series in a given time - Teacher walks around the class to monitor the groups' activity - Teacher raises to the students to guide the students' understanding in speaking materials - Teacher checks students' understanding - Teacher gives help to the students if it is needed

	- Teacher checks all of the students' job
Past-activity	- Teacher takes one of the previously discussed picture - Teacher gives feedback - Teacher closes the class



Figure 4.1. *Activity in the classroom*

Meanwhile, from observation, data was obtained regarding the process of teaching speaking using the same serial image. They are as follows:

For seventh grade students at MTS Darul Ilmi Islamic Boarding School, English lessons are given at 14.00 WIB. The teacher opens the class by welcoming students, checking student attendance and explaining learning objectives. This needs to be given to students because by knowing the objectives of the course, students do not feel wrong in the teaching and learning process.

The teacher gives examples of series paintings to students. Then, he gave directions on how to apply the technique. Instructions are about students divided into groups. Then, the teacher

gives the same series of images to each group and they need to explain the series of images based on the story of the pictures. All groups will be given a few minutes to discuss it. Waiting for students, the teacher goes to check on students' work and provides assistance if they encounter difficulties. Here the teacher only provides assistance when needed, because students need to do work according to their abilities. Then, the teacher asks one of the students from each group to present their work in front of the class.

The teacher provided feedback on the participants' English speaking errors after each group had completed its assignment. Despite some errors, the most of them did a decent job of describing those picture collections.

The teaching and learning process runs smoothly. Class ends at 14.40. The majority of the students expressed satisfaction with this class. They also stated that they understood the lesson because the picture series used interesting images pictures that sometimes happened to them. It has been implemented in class, such as when the teacher gives a picture series about someone's daily activities. Media like this can generate student motivation in the teaching and learning process.

b. The problems faced by students in learning speaking using picture series

Based on observations from 09 November to 9 January 2021 and interviews with students on 15-16 November 2021, investigators know there are many learning difficulties encountered by students to speak using serial images.

Based on chatting with students, investigators know the student's problem from the student's reality. They:

1. Some students feel that it takes a lot of time to think about how to explain the picture series.

That; In one meeting they usually only discuss one picture of this series.

2. Some students dislike the image because they find it difficult, so they must explain it using difficult vocabulary.
3. Usually some students feel confused when they want to speak because they are worried about making mistakes when speaking. They always think he is right or wrong. In fact, it is not a big problem in learning to speak, but it interferes with the process of learning to speak. Therefore, students are usually less active in trying to speak.
4. Students make mistakes because they are nervous. Based on the characteristics of adolescents in the previous chapter, one of them is sensitive. It gives an impression to students who have different emotions. Maybe some of them are shy, so they are nervous to expose themselves in front of their peers. However, that does not apply to every student.

Based on her own observations, the researcher was able to conclude that the challenges those pupils were experiencing were actually related to the teaching and learning process.

c. The solutions taken by teacher to solve the students' problems

Based on the chat with the teacher on November 15, 2021, rather than all the issues the pupils mentioned above, the teacher has taken a solution to solve them. Some students may have difficulty how to explain pictures. Paying in the early stages of language learning, learners may become confused and reluctant to speak for fear of making mistakes. That the English teacher attempts to solve the problem in this manner:

1. The teacher gives students the opportunity to do questions that explain the series picture in the group. It will make it easier for them to do speaking.

2. If the student is not capable of difficult vocabulary, after giving an overview of this series, the teacher always asks students what words they find difficult. Then, the The teacher requested that they consult the dictionary. If they still can't find it, the teacher writes it on the board.
3. The teacher must provide clear directions in explaining the work. This is because students have the freedom of ideas to draw a series image. They only need to speak properly by explaining the picture.
4. The teacher always motivates students in every meeting. Each student has different characteristics. However, everyone will feel more energized if they have motivation. Teachers should use less threatening activities when necessary; Joking with students in class to break the ice is also very necessary.

These numerous explanations demonstrate that the instructor should think carefully before intervening in a student's troubles. The teacher must also take into account potential reasons before considering the most effective solutions to problems. In fact, his teacher said that the key to a successful outcome is for them to always be aware of their students' challenges.

B. Discussion

The purpose of this study was to learn more about the use of pictures in the teaching of speaking and to assess how well junior high school students were speaking as a result. Interviews were conducted as part of the research project. Participants in this study include junior high school students and teachers. It is predicted that students would be able to improve their speaking. Pictures can inspire students to learn English and can assist teachers in piqueing their interest and making lessons enjoyable, particularly speaking. Additionally, pictures can be used to spark kids' imaginations and inspire them to learn English. progress, especially in speaking.

When teaching the students, the teacher was aware of her challenges. The teacher's speaking challenges involved controlling the kids' vocabularies and grammar. The teacher always encouraged her students to work hard in class since speaking was essential to them. The teacher selects words one by one to help the kids gain confidence in speaking. The pupils' answers were excellent when the teacher introduced picture series. The most engaged pupils were the tenth grade multimedia students. When the teacher offered a motivating speech, followed by a surprise and then a dialog, or a critical speech followed by a dreadful speech, they became more active. Thus, they were very engaged students. The teacher was then ecstatic.

The teacher thought that the pictures series was the ideal medium for enhancing the pupils' communication skills. When the teacher used a picture series to educate the classroom, the students were enthusiastic and excited. The pictures allowed the students to see the actual thing. For instance, students noticed the colors in the pictures, then discovered something in the images, and then had the opportunity to discuss their discoveries with their friends.

The use of picture series in speaking skill instruction, in the opinion of the teacher, has some benefits. The benefits were that the students could participate, manage themselves to share their experiences, knowledge, and data collection, and then they could find everything they liked about the picture series.

The teacher stated that the students' ability to see clearly due to maybe cloudy eyes made it difficult for them to see clearly, and their inability to comprehend all that they disliked or found appealing prevented them from having an understanding of the image series' flaws. For the purpose of building strength, the teacher instructed the kids to share whatever it was that they

found appealing in the pictures. Then, the students could share any suggestions or details about gathering data from the picture.

The instructor encouraged the students to speak up with confidence in the speaking class. The teacher asks several questions to help the students brainstorm their memorization at the start of the learning process. The teacher then went over the subject that would be covered the teacher then displayed and described a photo series. The teacher asked the students to talk with their partners before they practiced speaking in front of the class. The teacher also offered some criticism and advice regarding the pupils' performances. The results of the study are formulated as findings or conclusions of the investigation, namely the methods developed in English classes. Explanation of the results of a chat meeting with an English teacher regarding the use of series images in teaching the English component went well. The process of teaching English is carried out by giving series pictures to students in groups. Each group must explain the image in front of the class. The use of serial image media in teaching speaking is more effective in improving students' speaking skills.

As stated in the previous discussion, based on data obtained from chatting with eighth grade A students and English teachers and observations, there are many problems faced by students. They seem to spend a lot of time explaining what the picture is, worrying about making mistakes, nerves, etc. The signs are in accordance with the characteristics of adolescents mentioned in the previous chapter.

But; The investigator might infer that it is true that the issue can be remedied by the instructor if the teacher is constantly concerned with the students' difficulties after making observations and conducting interviews with the English teacher. By understanding their issues and addressing them afterwards, the teacher can help students learn English. Therefore, based on

the explanation provided above, the teaching and learning process can function well if both teachers and students are aware of how to address problems.