

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

The data of this research are the data collected from Observation, Questionnaire, and Interview of English teacher at class VIII. I focus observe at class VIII A.

This chapter presents the research the study findings and discussion in the use of pictorial material in teaching English lesson. As stated in observation, Interviewed, and questionnaire which where used for collecting qualitative data. The observation was conducted on 26<sup>th</sup> October 2017 until 2<sup>nd</sup> November 2017. The interviewed conducted on 11<sup>th</sup> November 2017, and the questionnaire conducted on 13<sup>th</sup> November 2017.

#### 1. **The teacher uses of Pictorial material in teaching English lesson for the eighth grade students at MTsN 5 Tanah Laut.**

In this section the researcher presents the data concerning to the use of pictorial material in teaching English lesson. The first, based on observation between Mr. Nono who the English teacher at MTsN 5 Tanah Laut and students class VIIIA In teaching English lesson. On the observation, the researcher wrote everything about condition class like as the actions done, atmosphore, and activities in the classroom that may have a link with the data wanted to collect, both from the classroom teachers and the students.

In teaching process, the teacher used steps in teaching process. They are pre activity, while activity and post activity:

### **1. Observation I Class (VIII 1 X 45 Minutes, On October 26<sup>th</sup>, 2017)**

#### **Pre activity**

In the beginning of the class, at 07.45 am the teacher came to the class, and the teacher said greeting. Then the teacher greeted the student. The teacher said “good morning?”, and then teacher said “how are you today?”, the students answered “I am fine”, and then the teacher check present list today, it made the students enthusiastic in learning and the teacher excited for the activity in the classroom.

#### **While activity**

Before the teacher taught in teaching lesson using pictorial materials of media . The teacher explained the lesson the theme “Can You Help Me”, after that the teacher wrote the lesson on the white board. After that the teacher asked to all students, what their understood about “Can You Help Me”. The next activity the teacher started the exercise of material for individual with time allocation 10 minutes, complete the following dialogues beside picture material of textbook using simple and short sentences that the students can understand and follow given some example of the teacher . For example this exercise :

1. Boy 1 : Can you copy this reading text ?  
     Boy 2 : ..... (+ neutral)
2. Boy : Do you reckon you could play a guitar ?

Girl : ..... (+ informal)

3. Father : Can you feed our cat while I' away?

Son : ..... (+ informal)

4. Boy 1 : Can you write a poem?

Boy 2 : ..... (- neutral)

5. Uncle : Can you brother repair this bicycle?

Boy : ..... (+ neutral)

The next activity the teacher asked all students make 5 group, in this activity using pictorial material with every group to arranged of the puzzle with correct and after that the teacher asked them to answer the questions after they have finished to arrange of the puzzle . Every member group answer to the questions in text writing of the puzzle. All students practiced to arranged of the puzzle, and then their view what picture of the puzzle. The teacher to give intruction that group finished the exercise very fast is the winner. After that all member of group write to answer in their book the questions of the puzzle. Then group 3 is the winner and group 5 is the lose. Each group presents in front of the class the outcome in their group of tasks. After this activity the teacher to correct answer who are group it wrong and discussed what are pictures of the puzzle.



Pictures 4.1 of the puzzle text

Puzzle text is some giving an assignment for students like using pictorial material, if to arranged puzzle text with correct and right and students to guess about pictures related the topic, and then students can to answer by given questions of the teacher about “Can you help me” material. They are improve their vocabulay and writing to answer by given some questions. And then they are improve their speaking by present their group assignment in front of in class.



Pictures 4.2 of the activity of students in their goup

### **Post activity**

In the end of lesson, the teacher gives to homework for students, reviewed the lesson at home and then closed the lesson by praying together.

### **(2) Second observation Class (VIII 2 x 45 minute On November 2<sup>nd</sup>, 2017)**

#### **Pre activity**

In the beginning of the lesson, the teacher greeted the students and checks their attendance then prepared what teaches needs for teaching English

lesson such as: book, paper and etc and reviewed the previous lesson which was “Can You Help Me” material.

### **While activity**

In while activity, before the teacher taught English lesson using pictorial material media. Before the teacher explained the material today, the teacher give instruction for all students , example :

1. All my students stand up, please.... (students follow the instruction the teacher)

Before start the lesson today, we are do warm up !! okay..!!!

For all clap your hands up..... clap your hands up....

Pat shoulder your friend..... Pat shoulder your friend....

Massage shoulder your friend..... massage shoulder your friend... (**until it is finished**)

And then the teacher asked all students :

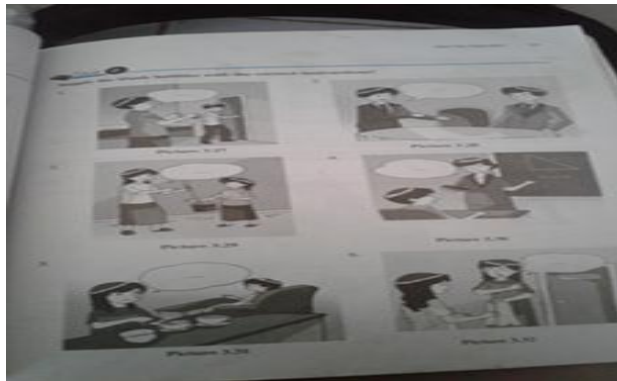
T: “from was the activity, we learn about...??”

S: we learn about Noun.....

S: We learn “Instruction”, sir..

T: Good, today..we learn about “Instruction Sentences”. (the teacher write on the white board and then explained about material).

After explained the lesson, the teacher asked for all students read the book on page 53-54. The next activity the teacher asked students doing to answer the question of task 2.



Picture 4.3 of the question of task

After the next activity, show some pictures about material and asked all students. The teacher having new vocabulary and repetition drill using pictorial material and students to follow the instruction of the teacher. If students wrong saying new word of vocabulary, the teacher to correct new word of vocabulary it, the students enthusiastic follow the lesson given. After activity the teacher make 5 random group, every group consist 4 person of students. The students very happy with a division of the group. After that teacher to allot of pictorial material who are discussed repetition drill. Every group get 1 pictorial material and then their follow instruction the teacher, every group can make sentence about material “Instruction sentence” to appropriate with picture.

(1)



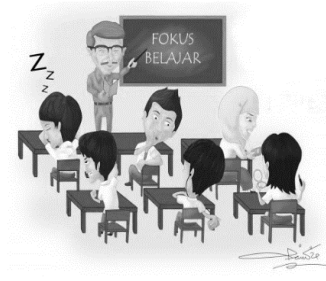
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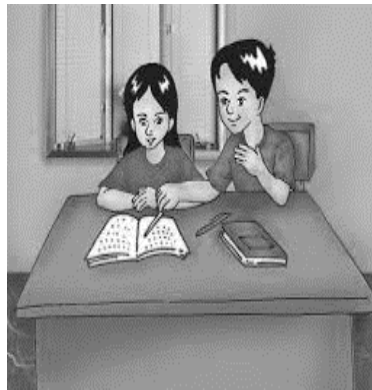
(3)



(4)



(5)



Picture 4.4 of example of picture task



Pictures 4.5 of Repetition drill between the teacher and students

The teacher to give time for his students some minutes to doing of picture task. While the students doing of task, the teacher go around to check who are not understand about task, difficulty make sentence with new vocabulary, difficulty to

remembered old vocabulary. This situation of class very noisy with student's voice, they have discussed about picture task. All students so excited do it. And then the teacher saying "Have done??".. then students saying "not yet sir", the teacher only smiling to his students. While other group have discussed and also group write some sentence in their book.

After that several minutes later, the next activity the teacher saying "time is up" (for doing of picture the task), all group to collect of picture task in teacher's table and for the first collect it is the winner and the latter group to collect it is the lose. After that, the teacher see all the task of collected task and the teacher calling group 3 to percentage the result of doing picture task in front of the class. Other students pay attention and response of their performance in front of the class. The teacher also pay attention and response of their performance, group 3 get picture of the task number 3, so the teacher and students discussed it about a woman washing the kitchen equipment like glass, plate, etc assisted by her husband. So "Instruction Sentence" is right :

Wife : Father, can you help me?

Husband : Iya..

Wife : Please, get the glass dirty in living room..

Husband : oke my wife..

The next is performance group 5, their group get number 1 about the the waiter and his customer, and then group 1 get number 5 about a girl was studying with her brother, then group 2 get number 4 about the teacher asked the student to



more focus and more pay attention when the lessons go on, and the last group 4 get number number 2 about two girl and two boy cleaning in the room. Group 4 the end of all other groups to collect of picture the task, so their group is the lose, then their group get a punishment that is singing which has been determined based on mutual agreement. Group 4 stand up in front of the class to singing together, swhen group 4 singing then all other group very enthusiastic singing together. The last activity, the teacher given the score for all group.

After pray to dzuhur, English lesson there is still in the eighth grade, so the teacher utilizes time very well, give the assignment again to his students with other the activity. The teacher continue to give the assignment for both of students about "Instruction Sentence". The teacher asked to make simple street maps they want, for example street maps go to their school and go to market from their house and then make simple instruction sentence related their picture simple street. (The students doing instruction). The next activity asked his student (students who are first brave) in front of class to discussed of their simple street using intruction sentence. The students front of class to show result of picture simple street and explanation about simple instruction sentence of their made. The teacher and students disscused are about simple street maps they want and correcting with if there is a sentence that has not very well in instruction sentence. All students enthusiastic with this activity is very fun and streesful. The last activity the teacher given the score for his student.

### Post activity

The teacher asked students whether they have done in the exercise, the teacher asked students to answer the questions “what is the lesson today, “what is the Instruction Sentence”, and “Are you happy learn material about Instruction sentence” After finishing the teacher gave homework, reviewed the lesson at home and closed the lesson by praying together.

### 2. The student’s response toward the use of pictorial material in teaching English lesson.

The researcher got the data based on questionnaire to know the students’ response when the teacher teaches English lesson using pictorial material in the classroom, these are:

Table of 4.1 The Teacher Using Media in Teaching English Lesson

Category	Frequency	Percentage
Always	4	21
Sometimes	13	68
Rarely	2	11
Total	19	100

Table of 4.2 Media Available Used by The Teacher

Category	Frequency	Percentage
Whiteboard	19	100
Other (Students can to answer more than 1 of questionnaire )	3	16
Total	19	100

Table of 4.3 The Teacher Demonstration of Media In The Classroom

Category	Frequency	Percentage
Do by self	3	16
Involved of students	16	84
Total	19	100

Table of 4.4 Position The Teacher using of Media In The Classroom

Category	Frequency	Percentage
In middle position	18	94
In the left position	1	6
Total	19	100

Table of 4.5 The Student's interest by the Teacher Using Media in the Classroom

Category	Frequency	Percentage
Very interested	12	63
Enough Interested	7	73
Total	19	100

Table of 4.6 The Student's Understanding of the Media by the Teacher in the Classroom.

Category	Frequency	Percentage
More understand	7	37
Enough understand	13	68
Less understand	1	5
Total	19	100

Table of 4.7 The Student's Interest to Learn English Lesson Using Pictorial Material by the Teacher

Category	Frequency	Percentage
Very Happy	13	68
Enough Happy	6	32
Total	19	100

Table of 4.8 The Student's Interest Learn to English Lesson About Material Can You Help Me and Intruction Sentence Using Pictorial Material

Category	Frequency	Percentage
Very happy	14	74
Enough happy	5	26
Total	19	100

Table of 4.9 The Teacher's Explanation About Material Can You Help Me and Instruction Sentence Using Pictorial Material.

Category	Frequency	Percentage
Always pay attention	9	47
Pay attention	10	53
Total	19	100

## B. Discussion

The data that have been collected from the observation, interview, and questionnaire are proceed on the table and described in findings. Then the data is analized and reported systemacally based on the statement of the problems that are about the use pictorial material in teaching English lesson. The students' responses to the use of pictorial material for the eighth students at MTsN 5 Tanah Laut. For further description, it is known from analysis below :

### 1. The teacher use of pictorial material in teaching English lesson in the class.

From observation, in teaching and learning process, previously teacher always prepared what he need for teaching by using pictorial material based on his material.

Before starting the lesson, the teacher prepared learning material, learning goal and students' situation. It was known before teaching and learning English lesson by pictorial material, the teacher prepared the lesson.

Based on the research result from observation it can be known that pictorial material in teaching English lesson used by English teacher teaching in the classroom that the students more freedom to be creative and a lot of fun.

There was three activities the teacher did, pre activity, while activity and post activity :

**a. Pre Activity**

This step aimed to make the students get ready to study. From the observation it was found that the teacher greeted that students, praying together, asking them who were not present. The teacher is succesfull in stimulating their interest and motivation in teaching English lesson. He introduced new material by motivating the students, with the technique: building background knowledge and making students predict about the lesson. So, the students have more spirit in learning English lesson. In this phase the teacher is also succesfull to engage the students to the lesson, because he gives statement and question related to the topic, and good interaction and performance , and it helps students understand well.

**b. While Activity**

The several ways of using pictorial material that the teacher in the first, second, make students to find some vocabulary or difficult vocabulary to make sentence and learn discussed together. The etacher can give some interesting activity to make students active in teaching English lesson process. Then, teacher prepared the material well engaged he gave interaction first and example about the material. The teacher have the stages well engaged pre activity, while activity and post activity, and also achieved the learning goal engaged student's activity in learning English lesson.

### **c. Post Activity**

The teacher did evaluation by giving the exercise to the students with the limit of time. This step is to sum up the teaching process and activities. The teacher gives the homework, this to make students can remember the lesson well.

So, from the activities that are used by teacher , it can be concluded that the use of pictorial material very good, because the English teacher used the media and procedure of teaching English lesson very well. So that, situation lesson teaching learning English very enjoying between the teacher and students, also the students are more understand with the material that has been taught in English lesson.

From interviewed the English Teacher, the use of pictorial material in teaching English lesson is useful and good technique in encourage students improvement especially in helping learn new vocabulary and can also provide stimulus learn all skill in English lesson. It can be seen on the observation process, the activity of the student in teaching learning process by using pictorial material was actively and more interested. Based on result in findings and researcher analyzed can be known that english teacher skill and knowledge to use pictorial material in teaching English lesson is very good.

Azlina (68: 1981) stated that pictorial material is extremely helpful at the repition, reproduction and manupulation stages as it provides the student with something to talk about, it can:

1. The teacher to point the relevant object, person, activity, etc, and make an utterance.
2. Students repeat (more than once) the teacher's utterance.
3. Students attempt to reproduce sentences on their own in response to their teacher's controlled questions-and with pictures providing ones.
4. Students finally attempt to use the new structure in different situations.

From the explanation above, the using pictorial material in teaching English lesson can to improve their speaking ability, it was seen by repetition drill activity in classroom between teacher and students. By using pictorial material they can to reproduce sentences on heir own in response to their teacher's controlled questions-and with pictures providing ones.

Azlina (1981:53) state advantages of using pictorial material as follows:

1. Pictures are very useful for presenting new grammatical and vocabulary items. They help to provide the situations and contexts which light up the meaning of words or utterances and, indirectly, help the teacher to avoid resorting to translation or to lengthy explanations of meaning.
2. Pictorial material allows for meaningful practice of vocabulary and structures presented by the teacher. Rather than have students repeat words utterances whose meaning may be unknown, the teacher can use pictures as cues or prompts.
3. Pictorial material can also provide a stimulus for using the language at the reproduction and manipulation stages-to speak, read and to write. It provides the student with information-objects, action, events-use to use.

4. Pictures can be used for revision from one lesson to another as well as for long-term revision of vocabulary and structures.
5. Pictures material can be used to supplement whatever textbook the teacher is using or whatever course he is following. Often textbook pictures are of little help in conveying meaning so a supply of additional pictures can always be used to make up for any deficiencies in the textbook. Pictures, of course, can be used to provide more practice of the exercises that students have done using the textbook.
6. Pictorial material is easy to collect, to make and to transport, the enormous variety means that the teacher can use it for teaching any aspect of the language to any age group at any level of language proficiency.

From the explanation above, the using pictorial material in teaching English lesson. Based on the observation, this step makes both teacher and students of what they should do during in the classroom. In this activity, the teacher give some assignment like puzzle text and then every group can make sentence about related pictures of the material for students and then present in front of in class by their group. And next activity is repetition drill that to learn some new vocabularies by using pictorial material. It was better for the teacher to make students more enjoyed and interested to learn English lesson with many kinds of activity by using pictorial material. And then students improve their some new vocabularies and got new vocabularies by using pictorial material.

In conclusion, using Pictorial material of media in teaching English lesson. Based on the theory it can help the teacher to maintain a high level of



interest in language learning and give variation in teaching situation, also use of media may encourage the student to solve their problem in teaching English lesson.

## **2. The student's response toward the use of pictorial material in teaching English lesson.**

In the first question, when the teacher teaching English lesson using of media, four students answer is always, thirteenth students answer is sometimes of their teacher using of media, and then two students answer is rarely of their teacher using of media. It means that 68% of students answer sometimes about their teacher when teaching English lesson using media in the classroom.

In the second question, nineteen students answer is whiteboard, available media use of their teacher and then three students answer other question that is LCD. It means that 100% of students answer, available media of their teacher used in the classroom is whiteboard.

In the third question, how to the teacher demonstration of media in the classroom, three students answer by their teacher do by self and then sixteen students answer is teacher involved of students. It means that 84% of students' answer teacher involved of students to demonstration of media in the classroom.

In the fourth question, Eighteen students answer in front of class in middle position when their teacher using of media in classroom and then just one students answer in front of class in the left position of students. It means that 94% of students' answer when position their teacher using of media in class in front of

class in middle position and then it means that 6% of student' answer different with other.

In the fifth question, If the students's opinion about student's interest when teacher using media in teaching English lesson. Twelve students answer they very interested their teacher using media in teaching English lesson. And Seven students answer they enough interested their teacher using media in teaching English lesson. It means that 63% of students answer they very interested their teacher using of media in teaching English lesson.

In the sixth question, if seven students more understand their teacher using media in teaching learning process English lesson, twelve students enough understand their teacher using of media in teaching learning process English lesson. And then the student answer less understand their teaching learning process English lesson. It means that 68% of students answer enough understand their teacher using media in teaching learning process English lesson.

In the seventh question, if thirteen students very happy learn English lesson using pictorial material and then six students answer enough happy to learn English lesson using pictorial material. It means that 68% of students' anwer very happy to learn English lesson using pictorial material.

In the eighth question, if fourteen students very happy to learn English lesson about "Can You Help me and Instruction Sentence" using pictorial material and four students answer exactly happy learn English lesson about "Can you Help Me and Instruction Sentence" using pictorial material. It means that

74% of students' answer very happy to learn English lesson about "Can You Help Me and Instruction Sentence" using pictorial material.

In the ninth question, if nine students always pay attention to their teacher's explanation about Can You Help Me and Instruction Sentence material using pictorial material in class. And ten students pay attention to their teacher's explanation about Can You Help Me material using pictorial material in class. It means that 53% of students' answer they pay attention to their teacher's explanation about Can You Help Me and Instruction Sentence material using pictorial material in classroom.

The students' responses to use the pictorial material in English lesson can be categorized positive response. It can be seen from the result of questionnaire, the percentage of students' responses to use the pictorial material in teaching English lesson is above 74%. The researcher also can state that the student's responses are positive from observation. While the teaching learning process the student looked enthusiastic to material gave by using pictorial material.