TEACHING SPEAKING USING CONTEXTUAL PICTURES TO THE FIRST MILITARY EDUCATION OF SECOND SEAMAN OF HOSPITALITY CORPS STUDENTS AT KODIKLATAL LANGUAGE SCHOOL

THESIS

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CHAPTER IV
FINDINGS AND DISCUSSION

In this chapter, the researcher presented the finding and discussed of the research. all of the data were presented and explained. The data were obtained from the field note, observation checklist and questionnaire. The results were to answer research problem stated in chapter I, they were: (1) How is the teacher,s implementations of teaching speaking using contextual pictures to the First Military Education of Second Seaman of Hospitality corps students at Kodiklatal language school. (2) How are the students' responses of the teaching speaking using contextual pictures.

The first was the description on the finding observation by using field notes and checklist documentation during the teaching learning process in the class using contextual pictures.

The second data was the students' performance on speaking used by students to get the speaking scores. The third data was the students' responses in speaking using contextual pictures.

4.1.   Findings

The researcher described the implementation of teaching speaking using contextual pictures and the responses of the students in speaking activities during the teaching learning process.

4.1.1. The First Meeting

The teacher entered the class and gave greeting to all of students, then before learning process teacher always checks the attendance list.

Pre Activity

The first meeting was conducted on Monday, 20th April 2020 at 08.30 a.m. until 10..00 a.m. When the teacher entered the class and gave greeting, the class situation was not ready because it was subject changed-over time. Some of students were still preparing the book and some others went to the toilet and bought pencil, pen and snacks in the canteen. The teacher checked students through attendant list and called their name one by one. While the teacher prepared the material, only 60 percent of students were paying attention to the teacher. Before entering the main point, the teacher asked questions to students about what contextual pictures Navy. Unfortunately, the students were still silent when the teacher asked question about what talking about in contextual picture. Then, the teacher directly gave some questions for focusing condition in the class.

Teacher	*: What is contextual picture?*
Students	*: We don't know Mam!*
Teacher	*: Contextual picture is any information that can be used to Characterize the situation of an entity can be person, place, time or object.*
Students	*: Ooo, I see Mam!*

Dialogue no. 4.1.

Whilst-Activity

Next, the teacher explained the slide of her power point on difinition of Contextual Picture, all students kept calm and paid attention to the teacher. After the students knew what was contextual pictures and how to use questions words for asking their partner in speaking. Then, almost of the students could try to practise conversation with their partners.

Dialogue no. 4.2. The definition of Contextual picture.

Then, the teacher showed picture in the next slide the teacher opened the slide of power point to all students. The teacher asked some questions to students.

Picture: 4.3. contextual picture of *The boy who registered to be a Navy*

Teacher	*: **What** picture is this?*
Students	*: The boy who registered to be a Navy!*
Teacher	*: **Who** are these people?*
Students	*: there is a boy who wants be a Navy, there are Team of the Navy Registration & Admission, and there is a doctor.*
Teacher	*: **What** are they doing?*
Students	*: they are Measuring height of the boy.*
Teacher	*: **Where** is the place?*
Students	*: In the Hospital of Navy dr. Ramelan Surabaya.*

Dialogue no. 4.4. contextual dialogue

By guidance from the teacher, the students were more easily identified the picture. Then the teacher showed students a picture about Navy and he asked students to work in pairs to make a simply dialogue for practicing in English. The teacher gave opportunities to the students asking question if they found difficulties in using the words. Next, the teacher corrected the students when they mispronounced some words and asked them to practice pronouncing it. The teacher also corrected the grammar and pronunciation mistakes only if the sentence were not understandable. All of the correction was directly done but not often in order not to discourage the students.

Post-Activity

The time was at 10.00 am, it was a sign that the English Lesson was ended. The students had practiced to speak in pair work to describe a picture about Navy in the class. Before ended the lesson, the teacher reviewed the material that students had learned that day.

> *Teacher* : *Ok boys, **what** are we learning today?*
> *Students* : *Contextual Pictures, Maam*
> *Teacher* : *Good job!*
> *Teacher* : *Good, before the class is ended lets class leader lead to pray together!*
> *Students(class leaders)* : *For commencing the study, let us pray together!*
> *Teacher* : *Thank you for your attention and always keep your spirits! Assalamualaikum wr wb*
> *Students* : *Thank you maam, waalaikumsalam wr wb*

Dialogue no. 4.5.

In the first meeting, the teacher explained definition of Contextual Picture then showed picture in the slide and asked some questions by question words i.g. what, who, why and where.

The researcher as students tutor gave motivations to the Hospitality corps students to increase their speaking skill therefore as the Hospitality corps students not only how good in cooking also they could served and explained the food.

4.1.2 The Second Meeting

The second meeting was held on Wednesday, 29th April 2020. It took 90 minutes. It commenced at 08.30 a.m. and ended up at 10.00 a.m. The teacher start greeting to all of the first military education of Hospitality Corps students, before learning process teacher always check the attendance list and ask who are absent today and review the last material.

Pre Activity

In the second meeting the students were not complete because one of them was sick. At the first time, the teacher entered the class; the teacher went right to the middle of the class because the students were crowded, the teacher asked them

go back to their seat and reminded them to be quiet when teaching learnt the process and the teacher brought pictures.

Whilst Activity

The teacher reviewed the previous lesson, she was explaining the learning objectives to be achieved. It is hoped that students are able to speak by describing pictures given by teacher.

Then the teacher showed the following picture.

Picture no. 4.6. Indonesian Navy Military Celebrates 73th.Anniversary

Members of Indonesia's army forces Skydiving Unit takes part in a flying during celebrations of the 73th. anniversary of the Indonesia navy military, in Jakarta, Indonesia on Monday, September 10, 2018. (Photo by Andrew Lotulung/NurPhoto via Getty Images)

Further, the teacher explained and guided the way to describe picture. The teacher ask to the students make seven pair work and should practice dialogue in their pair work by making question and answer:

The teacher asked the students to use the following ***guidance to make dialogues.***

1. Introduction

- **what** does the picture show ...(event, place) *it shows Indonesian Navy Military Celebrates 73nd Anniversary*

- **who** is skydiving? *Navy military*

- **Where** was the foto at/in ... (place) *in Jakarta*

- **When** was the event … (time : hr/date/month/year) *it was on Monday, September 10, 2018*

- **Why** were the people there? They were participating in celebration.

2. What is where in the picture?

- **What** is in the /background you can see ...*(blue sky, skydiving)*

- **Wha**t picture in the photo ...*(celebration)* it is *celebrations of the 73nd anniversary of the Indonesia navy military*

- **What** picture at the top/at the bottom *..at the top there is Skydiving Unit takes part in a flying.*

- **What** picture in front of ... (you can see) ...*navy, ship, people are celebrating 73nd anniversary of the Indonesia navy military, in Jakarta.*

3. What do you think about the picture

- *I think ... (I think the picture is good and interesting)*

4. What do you think if you are

- *I think ... (I think we are so proud)*

Picture 4.7. Indonesian Navy soldiers attend **The Fleet Day Commemoration Ceremony at Koarmada II, Surabaya, East Java**, Thursday (5/12/2019). The activity carries the theme 'Armada as Ocean Guard is Ready to Create Warrior, Professional, Moral, and Militant Soldiers'. BETWEEN PHOTOS / Didik Suhartono

The teacher asked the students divided the groups, the teacher gave instructions on how to describe the same pictures, then the teacher gave a "warming up" of studying, after that, 7 groups of students (two persons in each group) made conversation companied by the teacher, the students were very enthusiastic and happy, the teacher took the student's score one by one from their pair works appearance.

The teacher gave feedback to them after that, then, the teacher gave students questionnaire in order to find out the student's response after using Contextual pictures in speaking activity.

3. Post Activity

Before the end of the study, the teacher gave the students a piece of paper

that contained the questionnaire of learning process, and then, the researcher asked them to fill it by themselves. There were ten questions to be answered. The task of students only answer "yes" and "no". The question classified into 2 criteria. The first was about English lesson that contained 4 questions. The second was about speaking English using Contextual Pictures that contained 6 questions.

Picture 4.8 The researcher distributed questionnaires

Further, the students filled the questionnaires. After that, the filled questionnaires were collected by the researcher for analyzing and calculating to get the numbers of YES answers and NO answers from students.

**The Table was used to analyze Student's Responses**

The students were asked to fill appropriate answers from the options provided about teaching speaking using Contextual Pictures, after getting numbers of YES and NO figures, they were made in percentage as mention in the Table no. 4.9.

Table no. 4.9 The Table of Questionnaires with the Student's Responses

No	Questions	The Student's Responses		Percentage of "Yes" answer	Percentage of "No" answer
		A : Yes	B : No		
1.	Apakah anda senang belajar Bahasa Inggris?	14	1	93%	7%
2.	Apakah anda senang berbicara dalam Bahasa Inggris?	10	5	67%	33%
3.	Apakah anda mengalami peningkatan dalam berbicara menggunakan Bahasa Inggris?	9	6	60%	40%
4.	Apakah keahlian dalam berbicara penting?	5	10	33%	67%
5.	Apakah Contextual Pictures menarik bagi anda?	15	0	100%	0%
6.	Apakah Contextual Pictures mudah dipahami bagi anda?	13	2	87%	13%
7.	Dapatkah anda mengekspresikan ide anda dalam berbicara?	10	5	67%	33%
8.	Dapatkah gambar tentang TNI-AL dapat memberikan ide yang baik?	12	3	80%	20%
9.	Apakah anda menyukai berbicara dengan metode menggunakan Contextual Pictures?	11	4	73%	27%

10.	*Apakah anda merasakan berbicara menggunakan media Contextual Pictures membuat siswa lebih aktif?*	12	3	80%	20%
11.	*Total Value*	111	39		
12.	*Average Value*			74%	26%

Notes in the Table: YES is expected answer to be like with teacher's Teaching Using Contextual Technique. NO is Unexpected Answer on the teacher's Teaching Using Contextual Picture.
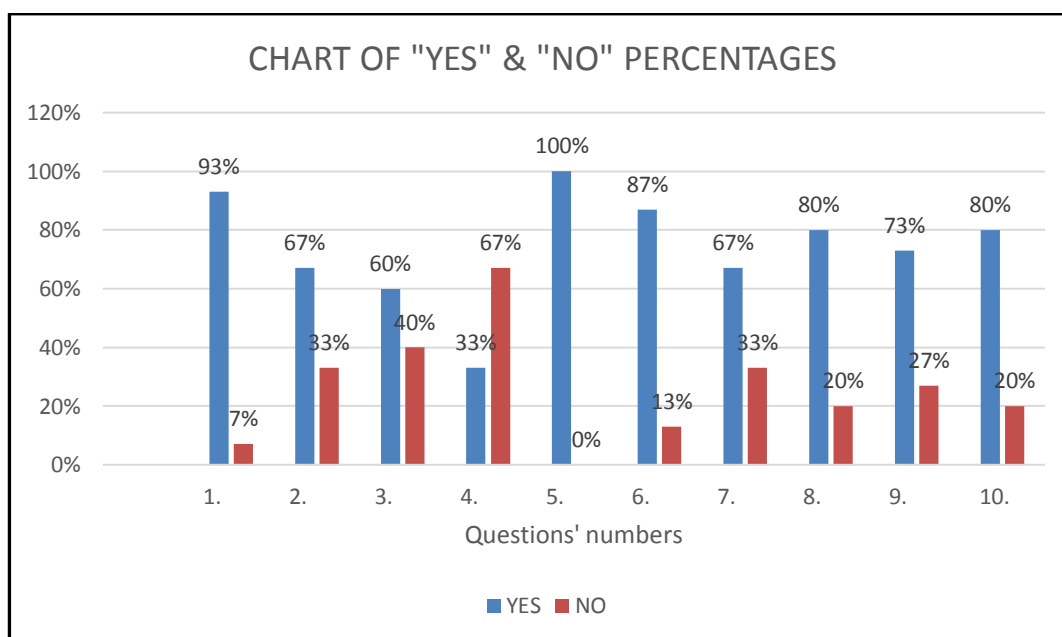
Graph no. 4.10. Graph of the answers to the value in percent of students' responses
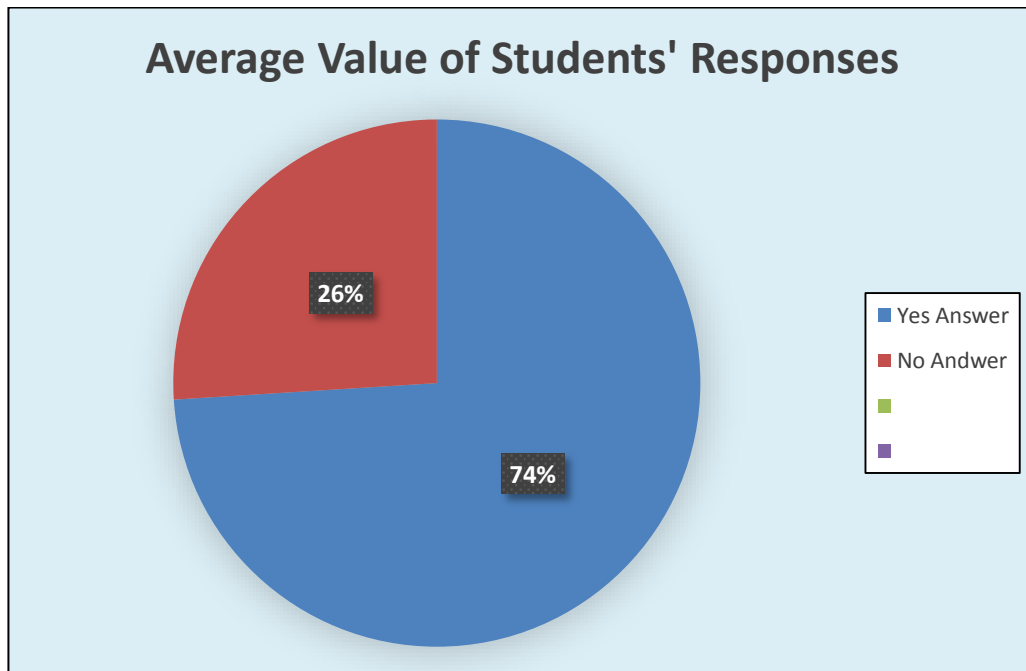
Graph no. 4.11. Graph of value of students' responses

The researcher calculated the result of questionnaire by using formula. As follow:

The result = Sum of the student's responses of one question
                    The number of students   x 100%

Based on the table result of questionnaire above, the description of every point was presented. The number percentage is more than 50% means dominant answers or expected positive answers because they have more than half students like the teacher's technique of teaching using contextual pictures. They can be seen in the following descriptions.

1. The first question is "*Apakah anda senang belajar Bahasa Inggris?*"and the percentage is 93%. It means that almost all of the students like English lesson.

2. The second question is *"Apakah anda senang berbicara dalam Bahasa Inggris"?* and the percentage is 67%. It means that almost all of the students like to speak English although they are not at all.

3. The third question is *"Apakah anda mengalami peningkatan dalam berbicara menggunakan Bahasa Inggris?"* and the percentage is 60%. It means that almost half of the students have progress in speaking skill.

4. The fourth questions is *"Apakah keahlian dalam berbicara itu penting?"* and the percentage is 33%. It means that there are few students do not feel confident to speak in English.

5. The fifth questions is *"Apakah belajar speaking menggunakan media Contextual Pictures menarik bagi anda?"* and the percentage is 100%. It means that all of students feel enthusiastic while learning English Using Contextual Pictures.

6. The sixth question is *"Apakah Contextual Pictures mudah dipahami bagi anda?"* and the percentage is 87%. It means that there are few students like learning English by using Contextual Pictures method.

7. The seventh question is *" Dapatkah anda mengekspresikan ide anda dalam berbicara?"* and the percentage is 60%. It means that there are few the students.

8. The eighth question is *" Dapatkah gambar tentang TNI-AL dapat memberikan ide yang baik?"* and the percentage is 80%. It means that some students find it helpful to speak English by using Contextual Pictures about Navy.

9. The ninth question is *" Apakah anda menyukai berbicara dengan metode menggunakan Contextual Pictures?"* and the percentage is 73%. It means that

there are almost students have enjoyed speaking English using Contextual Pictures.

10. The tenth question is *" Apakah anda merasakan berbicara menggunakan media Contextual Pictures membuat siswa lebih aktif?"* and the percentage is 80%. It means that almost all students agree to use the Contextual Pictures media to make more active speaking English.

From the result, the researcher found 74% students are interested in teaching speaking using Contextual Pictures. And then the students felt happy about the material, the method is interesting and reducing the fear when they speak English.

On the other hand, 26% students were not interested in teaching speaking using Contextual Pictures. The students do not feel happy about the material, and the method is not interesting. It is no matter, because most of the students are interested in teaching speaking using Contextual Pictures.

Teacher : So, what are we learning today?

Students : Still Contextual pictures maam.

Teacher : Good job! Any question about contextual pictures?

Students : No, maam

Teacher : Ok, before the class is end lets says "Hamdalah" together

Students : Alhamdulillah

Teacher : Thank you for your attention and don't be forget to keep your spirit in study English, wassalamualaikum wr wb

Students : Alright maam, waalaikumsalam wr wb

Dialogue 4.12. The Students' Responses on the Teacher in Teaching Speaking

4.2   Discussion

The purpose of the **discussion** is to interpret and describe the significance of your findings in light of what was already known about the research problem being investigated, and to explain any new understanding or fresh insights about the problem after it is being taken the findings into consideration (McCombes:2019).

The data obtained from the two times observation. The observation process included the topic and the teaching learning process. The researcher observed the activity directly with the field note, observation checklist and questionnaire.

In the first meeting, the researcher found that the implementation of teaching speaking using Contextual Pictures was not done perfectly. The students did not pay attention to the teacher because the time started this lesson was not appropriate where students felt sleepy, exhausted and could not focus on that lesson, they preferred to chat with their friends rather than to pay attention to the teacher in teaching. It is supported by (Thumbury, 2005) teaching speaking is a skill, and as such needs to be and developed practiced independently of the grammar curriculum, interactive and requires the ability to co-operate in the management of speaking turns Consequently, when students tried to explain about the picture on the book, they found some difficulties to make sentence correctly. In fact, the students were little confused and afraid when speaking English even though they did not speak in front of the class.

In the second meeting, the implementation of Teaching Speaking Using Contextual Pictures was going smoothly. The students paid more attention to the

teacher and felt enthusiastic to speak English. But they found difficulty in practicing speaking, they still felt afraid when practicing speaking using the picture given by the teacher in front of the class. It took a longer time to finish practicing speaking, looking at this progress the teacher should pay more attention to students to overcome students' difficulties in speaking practice using Contextual Pictures.

4.2.2   The Student's Responses

After the teaching learning technique was implemented, the researcher gave the students a piece of paper that contained the questionnaire of learning process. Sugiyono (2008: 142) said that questionnaire was a technique of collecting data that was done by giving some questions to respondent. This tool had a purpose to describe the student's opinion about teacher in teaching speaking using contextual picture.

There were five teen students in the class who answered the questionnaire that was given, there were two types of the students, there are positive responses (means the students like to the teacher's in teaching using contextual picture) and negative responses (means the students un-like to the teacher's in teaching using contextual picture).

Based the questionnaire that had been calculated by the researcher, the researcher found 74% students interested in learning teaching speaking using Contextual Pictures.

On the other hand, the researcher found 26% students are not interested in learning teaching speaking using Contextual Pictures. It was no matter, because almost the students interested and happy in teaching speaking using Contextual Pictures.