

"FIND THE DIFFERENCES" PICTURE AS MEDIA TO TEACH SPEAKING DESCRIPTIVE TEXT TO THE SEVENTH GRADERS

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Abstrak

It is known that English is an international language which has been used by countries all over the world. Nowadays, many teachers agree that students should learn to speak English as a second language when interacting with others. It aims to make students capable of keeping track of where English is used by all walks of life and activities. A good teacher is a teacher who is able to create a fun learning environment, be a motivational speaker, and passion. In brief, English teacher should be creative in developing their teaching learning process to create good atmosphere, improve the students' speaking skill, give attention to the speaking components. Studying English will be better with practicing speaking. To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. There are many ways to teach speaking. Teaching speaking can be done through dialogues, pictures, games, etc. The teacher should choose a suitable way such as: using picture. There is a phrase that describes a picture means a thousand words. One of the alternative pictures in teaching speaking is using "find differences" pictures. This is a type of pictures that can be used to teach speaking because the students will explore the differences containing in the two pictures and describe the differences based on theirs in the images. The writer includes some definition of key term to support the readers understanding this thesis easily. They are as follow: "Find the differences" picture: Sets of two pictures that show similar people or related situations. Speaking is to express taught a loud using the voice or talk. Descriptive text a text which use to describe person, thing and place.

Keyword: Find the differences" picture, speaking, descriptive text

INTRODUCTION

It is known that English is an international language which has been used by countries all over the world. The function is as a means of communication in business meeting or other activities among people over the world. Besides that English is used in science, and new invention in the field of modern technology. Therefore, in this day, a lot of people try to learn English in order to access the outside world, promote careers, and pursue opportunities abroad.

Nowadays, many teachers agree that students should learn to speak English as a second language when interacting with others. It aims to make students capable of keeping track of where English is used by all walks of life and activities, like in airports, in tourist spots, etc. Because of that, it is very important for students to have good skills in English.

A good teacher is a teacher who is able to create a fun learning environment, be a motivational speaker, and passion. The atmosphere in the classroom while teaching and learning process is heavily dependent on the creativity of a teacher in delivering learning materials. In brief, English teacher should be creative in developing

their teaching learning process to create good atmosphere, improve the students' speaking skill, give attention to the speaking components, and make the English lesson more exiting (Kayi, 2006). For this case, students should master several components, such as talk: comprehension, pronunciation, grammar, vocabulary, and fluency.

Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context (Chaney, 1998: 13). Studying English will be better with practicing speaking. Through speaking, one can express their minds, ideas and thought freely and spontaneously (Werff, 2003). To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Many students regard speaking ability as the measure of knowing a language. These students define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in

terms of their accomplishments in spoken communication (Burnkart: 1998).

In reality, many students have difficulties in producing the utterances in the speaking class. Though English has been taught as a school subject, many students consider that English is very hard to learn. Usually the difficulty lies on the speaking skill because of the difficulty of expressing ideas orally. The students' difficulty due to their limited vocabulary and grammar. The lack of courage to speak up for fear of making mistakes make them afraid of speaking. In fact, if the teacher asks the student to say something, most of them just keep silent in the class.

In solving this problem, the teachers have to be creative. Teachers have to be able to stimulate the students' motivation and to speak. If teachers can stimulate students' desire to speak, it would not be a quiet class. The teacher, as a model in EFL class, has to give good performance so that he/she can be the model for the students.

To build a comfortable zone in the classroom when learning speaking, the teacher has to have many kinds of ways. There are many ways to teach speaking. Teaching speaking can be done through dialogues, pictures, games, etc. The teacher should choose a suitable way such as: using picture. There is a phrase that describes a picture means a thousand words. It means that everyone has their own opinion on an image. So although some of the students were given the same pictures, each student will differ in giving opinion when describes it. That's why the picture is very effective to be used in teaching speaking.

There are many different types of pictures that can be used in teaching speaking such as picture describing, picture narrating, find the differences and so on (Kayi: 2006). One of the alternative pictures in teaching speaking is using "find differences" pictures. This is a type of pictures that can be used to teach speaking because the students will explore the differences containing in the two pictures and describe the differences based on theirs in the images. This media will make students have many opportunities to practice pronunciation and communication. Through this way, the writer hopes it can help the teacher to motivate the students to speak without making them feel afraid and get bored when the teaching-learning speaking skill is held.

Based on the background of the research and the problem above, the research questions are formulated as follows: (1) how is the implementation of "find the differences" picture as media to teach speaking descriptive text? (2) how is the students' speaking ability after the implementation of "find the differences" picture as media to teach speaking descriptive text? (3) how are

the students' responses toward the implementation of "find the differences" picture as media to teach speaking descriptive text? The objectives of the study are based on the statement of the research question. The specific objectives are as follows: (1) the implementation of "find the differences" picture as media to teach speaking descriptive text, (2) the students' speaking ability after the implementation of "find the differences" picture as media to teach speaking descriptive text, (3) the students' responses toward the implementation of "find the differences" picture as media to teach speaking descriptive text.

The study is expected to be very useful and helpful for EFL teachers to improve teaching media of english which use in teaching learning process. The writer hopes that the teacher can use "find the differences" picture as media to encourage the students' speak in front of the class.

The study is limited to the seventh graders at SMP 2 Krian-Sidoarjo. Among the four skills, the writer chooses speaking only. The limitation of this study also could be seen in the problems that the writer focuses on one class to increase speaking ability in understanding descriptive text. The writer uses media in teaching speaking. Media which introduction are "find the differences" picture. So, the scope of this study is the implementation of "find the differences" picture as media to teach speaking descriptive text.

RESEARCH METHODS

This research answered the questions which are stated in the research problem. This research was to implement "find the differences" picture as media to teach speaking descriptive text to the seventh graders of SMP Negeri 2 Krian-Sidoarjo. It tries to answer the research questions.

The writer used descriptive qualitative in this study. McMillan (1992: 9) stated that qualitative focuses on understanding meaning through verbal narratives and observations rather than through number. He wrote simply observe the process of teaching and learning in the classroom teaching and did not participate in the class. During the observation, the writer described the activities in the classroom while using the technique offered the writer are taught to speak descriptive text through "find the differences" picture as media. The writer also collected data in the form of observation, questionnaires, and student performance when applying this technique in the classroom.

The writer chose three instruments to obtain the data; they were questionnaires, observation checklist and speaking task. In collecting the data, the writer use observation technique. The writer directly observed the students' activity in the classroom while the teaching speaking of descriptive text by using "find the

differences” picture was occurred. The technique which is used by writer to observe are observation checklist, speaking task and questionnaire.

Observation checklist is used to observe how the implementation “find the differences” picture as media to teach speaking descriptive text apply in the classroom. It is also used to know what the teacher and the students do in the teaching-learning process. Then the writer recorded the students’ performance and analyzed their performance after “find the differences” picture is applied in teaching-learning process. It is used to observe how the students’ speaking ability after the implementation this media. And in the last meeting, the writer distributed a questionnaire that contained what the students feel after knowing and applying this media and whether it helps them in the process of learning to speak descriptive text and also to know students’ responses about the use of “find the differences” picture as media to teach speaking descriptive text.

The data of this research were analyzed in descriptive manner. In this study, the researcher did several steps to analyze the data. The researcher collected data from the observation result to know the implementation of “find the differences” pictures in teaching speaking. While the result of the transcription of the students’ speaking descriptive text were analyzed by using Harris’s speaking proficiency measurement. In addition, the researcher used the questionnaire to know how the students’ responses toward the implementation of “find the differences” pictures in teaching-learning speaking descriptive text skill. The result of this data were analyzed by using persentage technique. The sum of the students’ responses of one question were divided by the number of the students and multiplied by one hundred percent.

RESULT AND DISCUSSION

1. The Result of The Observation

In this part, the researcher describes the result of the observation. The research was done in SMPN 2 Krian Sidoarjo. The subjects of this study were the students of class VII F of SMPN 2 Krian Sidoarjo. The number of the students is 37 students. There was no student who was absent as long as the research was implemented. The researcher observed the implementation of “find the differences” picture during the teaching-learning process. At the time, the researcher joined in the class, but she only took part as an observer in the classroom.

The observation was done on Thursday, May 19th 2011 until Saturday, May 28th 2011. There were three meetings of observation. The first meeting was done on Thursday, May 19th 2011, the second meetings was on

Thursday, May 26th 2011, and for the last meeting was done on Saturday, May 28th 2011.

4.1.1 The Result of The First Observation

It was Thursday, 19th May 2011. At the time, the class began at 08.30 a.m. and ended at 09.50 a.m. In this meeting, the teacher teaches descriptive text using “find the differences” pictures.

Before the class began, the teacher started the class with opening session consisting of greeting and asking student’s condition. Based on their dialogue, the students looked enthusiastic in learning English. It was known from how the students responded the teacher’s greeting. They were very happy to answer the teacher’s question about their condition that day.

After greeting, the teacher introduced the researcher to the students. The teacher explained that the researcher would join in their teaching-learning process for three meetings. After that, the students checked the attendance list by calling students’ name one by one. There was no student who was absent in that meeting.

Before the teacher showed “find the differences” pictures to the students, he asked the students about descriptive text. He wrote “descriptive text” on the blackboard. The teacher took one “find the differences” picture and shown it to the students. The teacher explained the differences between the two pictures. He asked students to find out the differences on that picture. A student looked at picture B, that goat has 3 legs only while on the first picture that goat has 4 legs. Another student said that the first picture has no tail while on the second picture that goat has a tail. After that, the teacher draw a conclusion that there are three differences on those pictures.

From that activity, the researcher can see that before the teacher started his lesson, he explained the material to the students. It made the students remember about descriptive text that they have learned before. The teacher tried to stimulate the students to think of the characteristics of descriptive text and its function. The researcher thinks it is very useful for the students so that they can understand the material well.

After the teacher explained the differences on that picture, he asked the students to make some groups. One group consists of five students. The students were not allowed to choose their own member in a group by themselves. The teacher just gave a command that the group consisted of the students who sat next to each other. After 5 minutes, the teacher asked the groups who had been ready to present their work in front of the class. Habib’s group was the first group who presented their task. That day, all groups performed their works. In that meeting, the teacher did not try to correct the students’ work. The teacher just gave support to other groups who

were not confident to perform in front of the class. After one group finished their presentation, the teacher asked the other students to give applause to them. This is a way to support the students so that they are motivated when they presented their work.

In the end of the first meeting, after the teacher asked about his picture again he asked the other students about their difficulties in doing this exercise. The students said that they found some difficulties to find new vocabulary in English because most of them did not bring their dictionary. At that time the teacher suggested them to bring their dictionary and he would help them to find new vocabulary for the next meeting. Then the teacher asked the leader of the class to submit the "find the differences" picture which was given by the teacher. After that, the teacher said good bye and left the classroom.

4.1.2 The Result of the Second Observation

The second meeting was held on Thursday, May 26th 2011. At that time, the class began at 08.30 a.m until 09.50. Actually, the activity in the second observation was almost the same with the first observation. For that day, the teacher had prepared the picture with have few differences than the first picture on the first meeting.

Before the teacher started the class activity, he greeted and asked the students' condition. After that, he checked the attendance of the students by calling their names one by one. There was no student who was absent on that day. After checking the students' attendance, the teacher asked the students about the previous lesson that they had studied.

On that day the teacher used pictures that described the differences of things. The teacher used "find the differences" pictures to describe things. After the pictures were given to each group, the students did their work. Some students were busy asking their friends ask some words which they did not know. But the teacher told the students to find them in the dictionary.

The teacher went around the class to check and help the students if they could not find the words in their dictionary. One of the students asked him how to make sure how many differences there were on their pictures. The teacher, then, told them the number of differences they had to find.

The teacher continued going around the class. He reminded the students that those who had finished their task had to raise their hands and they had to perform their description about the differences in front of the class. On that day, the students spent longer time to do the exercise. The researcher realized that the material was more difficult than that of the last meeting. She thought that the students were more familiar with how to describe animals than how to describe things.

All groups presented their work today. But most of students were very hard to present their work. It could happen because many students still did not understand how to describe things that made them feel afraid to present their work.

Before the teacher closed the meeting, he asked students about the difficulties in that activity. The students said that they had many difficulties in arranging sentences such as how to describe shape, long, and its color. The teacher said that in the next meeting they would learn about it.

When the bell was ringing, the teacher asked the students to submit the picture which had been shared by the teacher. Then, he closed that meeting by saying good bye and left the classroom.

4.1.3 The result of the Third observation

The third meeting was held on Saturday, May 28th 2011. At that time class began at 10.00 a.m until 11.20 a.m. This was the last observation done by the researcher to collect the data.

Before the teacher started class activity, he greeted and asked the students'. After that, he checked the attendance of students by calling their names one by one. There was no student who was absent on that day. After checking the students' attendance, the teacher asked the students about the previous lesson that they had studied. After that he asked students to be in the same groups as they were in the last meeting. Then, the teacher explained about how to describe things. He shared a list of vocabulary about things too. After that, the teacher gave them "find the differences" pictures which same with the last meeting but it was not a same picture for a same group and ask them to do like what he did the day before. The teacher asked the students who had finished their work to present in front of the class. The teacher did not give too much comment on the students presentation. Then, after the rest of the groups presented their work, the teacher gave time for the researcher to share questionnaire sheet to the students. After the students answered and submitted it to the researcher, the teacher closed that meeting.

4.2 The Component of the Students' Speaking Descriptive Text

The speaking measurement contains several components elaborated from students' speaking proficiency including their comprehension, pronunciation, grammar, vocabulary, and fluency. Each component has weighting point from the lowest to the highest. Rating 1 means that the students are able to satisfy routine travel needs and minimum courtesy requirements. They can ask and answer question on topics very familiar to him; within the scope of his very limited language experience can understand simple

questions and statements. Rating 2 means that the students are able to satisfy routine social demands and limited work requirements. They can handle with confidence but not with facility most social situations including introductions and casual. Rating 3 means that the students are able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. They can discuss particular interests and special fields of competence with reasonable ease. Rating 4 means that the students are able to use the language fluently and accurately on all levels normally pertinent to professionals needs. They can understand and participate in any conversation within his range of experience with a high degree of fluency and precision of vocabulary but can respond appropriately even in unfamiliar situations. Rating 5 means that speaking proficiency equivalent to that of an educated native speaker. They have complete fluency in the language such that their speech on all levels is fully accepted by educated native speakers in all of its features.

4.2.1 The Comprehension of the Students' Speaking Descriptive Text

In the first performance, there was none of the students who was in rating one, there were thirteen students were in rating two, twenty-one students in rating three and there were two students were in rating four. In the second performance, there was none of the students who was in rating one, there was one student was in rating two, there were eighteen students were in rating three, and there were seventeen students were in rating four. In the last meeting, there was none of the students who were in rating one and two, there were twenty-one students in rating three, and there were fourteen students were in rating four and only one student who was in rating five. It means that the number of students had a lot of knowledge about how to develop their spoken since the first speaking activity until the third speaking activity.

4.2.2 The Pronunciation of the Students' Speaking Descriptive Text

In the first performance, there was only one student who was in rating one, twenty students were in rating two, there were fifteen students in rating three, and no one was in rating four and five. In the second performance, there was no one of the students who was in rating one and two, there were twenty students in rating three, and fifteen students were in rating four. In the last meeting there was none of the students who was in rating one, there was one student who was in rating two, there were twenty-one students who were in rating three, fourteen students were in rating four, and there was no student who was in rating five. It means that the number of students had problems for their pronunciation which

was known based the score since the first speaking activity until the third speaking activity

4.2.3 The Grammar of the Students' Speaking Descriptive Text

In the first performance, there was no one who was in rating one, eleven students were in rating two, twenty-four students were in rating three, and one student was in rating four. In the second performance, there was none of the students who was in rating one, eleven students were in rating two, nineteen students were in rating three, sixteen students were in rating four, and there was one student who was in rating five. In the last meeting, there was none of the students who was in rating one, there was one student in rating two, there were eight students who were in rating three, there were twenty-three students who were in rating four, and there were four students who were in rating five. It means that the students' speaking have limited knowledge of grammar for the first meeting but some of students shown a raising score for every meeting.

4.2.4 The Vocabulary of the Students' Speaking Descriptive Text

In terms of vocabulary in the first performance, there were seven students who were in rating one, eighteen students were in rating two, eight students were in rating three, and three students were in rating four. In the second performance, there was none of the students who was in rating one, ten students were in rating two, sixteen students were in rating three, eight students were in rating four, and there were two students who were in rating five. In the last meeting, there was none of the students who were in rating one, there was one student in rating two, there were sixteen students in rating three, sixteen students in were in rating four, and there were three students who were in rating five. It means that the students' vocabulary score was raised since the first meeting until the third meeting. It seen from no student who reach the highest score for the first meeting but there were two students who reach the highest score for the third meeting.

4.2.5 The Fluency of the Students' Speaking Descriptive Text

In the first performance, there were four students who were in rating one, nineteen students were in rating two, ten students were in rating three, and two students were in rating four. In the second performance, there was none of the students who was in rating one, four students were in rating two, twenty students were in rating three, nine students were in rating four, and there was only one student who was in rating five. In the last meeting there was none of the students who was in rating one, there were three students in rating two, there were twenty-three students who were in rating three, ten students were in

rating four, and there was no one who was in rating five. It means that, one of the students had good fluency for the second meeting, but for the first and third meeting, there was no student who gets the highest score.

4.3 The Result of the Students' Responses

In order to support the data, the researcher collected the data through questionnaire. The questionnaire was given in May 28th, 2011. That was done in the third meeting in the end of the classroom activity. After the students finished their performance in front of the class, the questionnaire was distributed by the teacher. In the questionnaire, there were 10 questions related to the "find the differences" picture. The students filled the questionnaire by choosing one option about the implementation of "find the differences".

After finishing the questionnaire, the teacher asked the students to submit it. The researcher analyzed all the data that had been collected. From the analysis, it could be described as follows.

In the first question, many of the students who like speaking subject and some of the students who did not like speaking subject. It shown based their option. In the second question, most of students who thought that using "find the differences" pictures is better in the speaking of descriptive text, while there are some students who thought that using "find the differences" pictures is not good when they want to speak descriptive text. In the third question, some students who stated that the teacher did not explain about how to speak descriptive text using "find the differences" pictures clearly, while many students who stated that the teacher explained about how to speak descriptive text using "find the differences" pictures clearly.

For the fourth question, most of students who stated that the teacher helped them to speak descriptive text and there were some students who stated that the teacher did not help them to speak descriptive text. In the fifth question, there were most of the students who thought that the teacher explained how to use "find the differences" pictures in speaking descriptive text and some of students thought that the teacher did not explain how to use "find the differences" pictures in speaking descriptive text. In the sixth question, there were some students who stated that there was difficulty in the teaching-learning speaking descriptive text by using "find the differences" pictures and the rest were many of students thought that there was no difficulty in the teaching-learning of speaking descriptive text by using "find the differences" pictures.

In the seventh question, there were many of students who felt that the teacher helped them to describe anything orally using "find the differences" pictures in speaking descriptive while the rest, some students, were not. In the

eighth question, there were thirty-three students who stated that "find the differences" pictures which was given by the teacher was clear and there were three students who stated that using "find the differences" pictures which is given by the teacher was not clear. For question number nine, most students who thought that through "find the differences" pictures they want to speak more and more because they wanted to describe all of the differences in their pictures and the rest, some of students, did not think that through "find the differences" pictures they want to speak. And for the last question, the number of the students who stated that they were interested in using "find the differences" pictures as one of media in teaching speaking descriptive text was thirty-three students and students who were not interested in the media were three students. It means most of them agree that find the differences are very good be a media to help them in teaching descriptive text. Here is the chart of the answer of the students for the tenth question.

4.4 Discussion

In this part, the researcher discusses the data got from the observation. Here, the discussion is focused on the objectives of the study, they are the implementation of "find the differences" pictures as media in teaching speaking of descriptive text, students' speaking ability and students' responses during the teaching learning process. The result of the observation will be compared with the theories which are related to the study.

4.4.1 The Implementation of "find the differences" Pictures as Media in Teaching Speaking of Descriptive Text

The steps are performed when the implementation of "find the differences" was held as follows. The first step is the teacher asked the students about descriptive text. In this case, the teacher asked them about how to describe animal. The students responded his question with tell some of description of animal. They described the animal physically. The second step is the teacher showed "find the differences" picture to the students. In this case, the teacher chose one of his entire pictures. He took a "find the differences" picture which shows a goat. So, he had a pair of same pictures but it had some differences.

The third step is the teacher asked the students to look his picture. In this case, the teacher wanted the students to told what the students saw on those picture. The students said that they found some differences on those pictures. The forth step is the teacher asked the students to look for and mention what part of that picture which had differences. In this case, the teacher wanted the students look those pictures thoroughly and tell the part of those picture which different. The students mentioned the differences of those pictures used one word because

the teacher just asked them what the different parts on that picture.

The fifth step is the teacher asked the students to change those words to good descriptive sentences. In this case the teacher helped the students to change its word to a complete descriptive text. The sixth step is the teacher shared “find the differences” picture to the students and asks them to find some differences on their picture. In this case the teacher ordered the students to ask him if the students still did not understand what must they did.

For the last step is the teacher asked them to present their work in front of the class. In this case the teacher did not correct the students work because he wanted to build their comfort when they presented their work.

In the next meeting, second and third, the teacher did not explain how to use this media because the students had known what they must to do. The teacher explained how to describe things in the third meeting, because most of the students had difficulties with arranged sentences which related to things in the second meeting. In this case, the teacher gave list of vocabulary about things such as color, shape, adjectives. It made the students felt easier to use this media than in the second meeting.

Based on these observations, “find the differences” picture can be used in teaching speaking descriptive text to the seventh graders. The pictures can help the students make descriptive text, describe animal and things that related to the students’ daily life. By using “find the differences” pictures, the students did not only speak descriptive text once, but they also had more chances to speak descriptively, because they had two pictures that they had to describe.

In the researcher’s opinion from the first until the third meeting of the observation, the students were interested in and enjoyed the teaching learning process. It was seen from how they responded the teacher’s questions. Even more when the teacher gave “find the differences” pictures, they were happy. They thought the pictures were very funny. It made them enjoy doing the activity. It was supported by Steinberg’s statement (2002: 3 in Arimna, 2009: 3) that adolescence students have great capacity to learn a great potential for creativity and passionate thing which interest them.

4.5.2 The Students’ Ability in Speaking Descriptive Text After The Implementation of “Find The Differences” Pictures as A Media

From the observation of the students performance score, most of the students’ spoken descriptive text was better than before. This is line with the theories in the previous study that speaking is a complex skill that needs the simultaneous use of the different abilities which is often developed at different rates because in analysis, speech includes the skill’ such as pronunciation,

grammar, vocabulary, fluency, and comprehension (Harris, 1986:81). Most of students had progress in each component.

According to speaking scale, the range of the score of pronunciation is 1-5. Based the data that had been got from the students’ speaking task, the average pronunciation’s score of the students for the first meeting was 2 and for both of two next meeting were 3. For the first meeting the lowest score, 1, was reached by 1 student and the highest score, 2, was reached by 15 students. For the second meeting the lowest score, 3, was reached by 21 students and the highest score, 4, was reached by 15 students. For the third meeting, the lowest score, 2, was reach by 1 student and the highest score was reach by 14 students. It can also be seen that the students’ score in first meeting until third meeting was increased. So, there were thirty-four students were progress and there were 2 students who did not get an increase score for the second and third meeting. It means that the students’ pronunciation was good. Most of them had good pronunciation.

According to speaking scale, the range of the score of grammar is 1-5. Based the data that had been got from the students’ speaking task, the average grammar’s score of the students for the first and the second meeting was 3 and for the third meeting were 4. For the first meeting the lowest score, 2, was reached by 11 students and the highest score, 4, was reached by 1 student. For the second meeting the lowest score, 2, was reached by 11 students and the highest score, 5, was reached by 1 student. For the third meeting, the lowest score, 2, was reach by 1 student and the highest score, 5, was reach by 4 students. It can also be seen that the students’ score in first meeting until third meeting was increased. So, there were thirty-two students were progress and there were 4 students who did not get an increase score for the second and third meeting. It means that the students’ grammar was good. Most of them had good grammar.

According to speaking scale, the range of the score of vocabulary is 1-5. Based the data that had been got from the students’ speaking task, the average vocabulary’s score of the students for the first was 2, the second meeting was 3 and for the third meeting were 4. For the first meeting the lowest score, 1, was reached by 7 students and the highest score, 4, was reached by 3 students. For the second meeting the lowest score, 2, was reached by 11 students and the highest score, 5, was reached by 2 students. For the third meeting, the lowest score, 2, was reach by a student and the highest score, 5, was reach by 3 students. It can also be seen that the students’ score in first meeting until third meeting was increased. So, there were thirty-four students were progress and there were 2 students who did not get an

increase score for all of meeting. It means that the students' vocabulary was good. Most of them had good vocabulary.

According to speaking scale, the range of the score of comprehension is 1-5. Based the data had been got from the students' speaking task, the average comprehension's score of the students for the first until the third meeting was 3. For the first meeting the lowest score, 2, was reached by 13 students and the highest score, 4, was reached by 2 students. For the second meeting the lowest score, 2, was reached by 1 student and there was no students who get the highest score, 5. For the third meeting, the lowest score, 3, was reach by 21 students and the highest score, 5, was reach by a student. It can also be seen that the students' score in first meeting until third meeting was increased. So, there were thirty-four students were progress and there were 2 students who did not get an increase score for all of meeting. It means that the students' comprehension was good. Most of them had good comprehension.

According to speaking scale, the range of the score of fluency is 1-5. Based the data that had been got from the students' speaking task, the average fluency's score of the students for the first was 2 and the second and the third meeting were 3. For the first meeting the lowest score, 1, was reached by 4 students and the highest score, 4, was reached by 4 students. For the second meeting the lowest score, 2, was reached by 4 students and the highest score, 5, was reached by 10 students. For the third meeting, the lowest score, 2, was reach by 3 students and the highest score, 4, was reach by 10 students. It can also be seen that the students' score in first meeting until third meeting was increased. So, there were thirty students were progress and there were six students who did not get an increase score. It means that the students' fluency was good. Most of them had good fluency.

Based on the result, it was found that students often made many mistakes. The mistakes were varied from the vocabulary aspect, pronunciation or accent to the grammatical aspect. But the most frequently appeared mistake was the pronunciation aspect. Almost all students faced this problem. But, it shows that the students' speaking ability was improving in every meeting. Since the first meeting began, the students had shown their enthusiastic in using "find the differences" pictures to describe animal. They were not afraid of expressing their idea in front of the class, although their friends laughed when they saw their friends' performance. Then, from their scores, it can be concluded that their performance were better and better after they got this technique in the next two meeting. It happened to the other components of speaking ability became better too. It is caused by using "find the differences" picture. Using this media, the

students felt confident to present their work because they enjoyed to learn speaking together.

4.5.3 The students' Responses of the Implementation of "find the differences" pictures as A Media to Teach Speaking Descriptive Text

Based on the results of the questionnaire, many students were not interested in the speaking lesson. After the teacher implemented "find the differences" pictures, most of the students stated that they thought that using "find the differences" pictures was useful when they speak descriptive text. But most of the students stated that the teacher did not explain about how to make and to speak descriptive text clearly. This made some students felt confused and got difficulty when using the media. The students also stated that the teacher helped and motivated them to speak by using "find the differences" pictures. Motivation is the key to all learning. By using "find the differences" pictures they were helped to get ideas to speak descriptively and all of "find the differences" pictures which were given by the teacher were clear. In teaching-learning process, the students were expected to be active because they got the turn to speak. The implementations of "find the differences" pictures as media in teaching-learning speaking descriptive text have good positive responses from the students.

CONCLUSIONS

Based on the study "The implementation of "find the differences" pictures as a media to teach speaking descriptive text for seventh graders of SMP Negeri 2 Krian-Sidoarjo", the use of "find the differences" pictures as media to teach speaking descriptive text make the teaching-learning speaking descriptive text run well and interested. The steps are performed when the implementation of "find the differences was be held as follows; the first is the teacher asked the students about descriptive text, the second is the teacher showed "find the differences" picture to the students, the third is the teacher asked the students to looked his picture, the forth is the teacher asked the students to looked for and mentioned what part of that picture which had differences, the fifth is the teacher asked the students to changed those word to a good descriptive sentences, the sixth is the teacher shared "find the differences" picture to the students and asked them to find some differences on their picture and the last is the teacher asked them to presented their work in front of the class.

This media enables the class more active both the teacher and the students. "Find the differences" picture can help the teacher to increase students speaking ability especially spoken descriptive text. "Find the differences" pictures can help the students to decide what they will

describe. Through “find the differences” pictures the students can focus on the differences on their picture in creating a descriptive text orally. It is more interest because they can tell the differences in their pictures to their friends.

Although the students made mistakes during described their picture, the researcher found that their ability is better than their first performance. It was seemed from their score when first performances were held until to the third performance. In that case, the teacher did not dominate the activity. Sometimes he corrects the students’ mistakes. So that problems faced by the students could be overwhelmed.

From the score of the students showed that the students’ speaking ability was improving in every meeting. Although some of them did not have a raise score for this case. “Find the differences” picture creates a fun and relaxed atmosphere so that the students are motivated to speak without need to be shy and fear and later on the students’ ability in the speaking skill especially in learning descriptive text will improve.

Overall, “find the differences” picture gave contribution to the students’ speaking ability and it made the students’ spoken descriptive text was better than before.

SUGGESTIONS

1. for the teacher

- a. The teacher must prepare list of vocabulary based the topic of “find the differences” pictures which is given by the teacher at that time. The students will fell easier to make descriptive text if they know all of vocabulary that means on their pictures.
- b. The teacher must often correct the students’ speaking. The teacher must corrects the students’ grammar if they make mistakes. The teacher should not afraid if the teacher correct the students’ mistakes it will make them be afraid to speak. Because through some correctness which is given by the teacher will make the students know to repair their mistakes.

2. for Other Researcher

The researcher hopes “find the differences” pictures as a media in teaching-learning English will give its benefit to the reader and will be developed the other researcher to conduct at the same field.

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