

CHAPTER IV

FINDINGS AND DISCUSSION OF THE RESEARCH

This chapter consist of the finding and discussion of research the researcher has collected the data by using observation, interview and documentation. The data will be discussing on the theory explained in chapter II will be present based on the researcher focusses stated in chapter I.

A. Research Findings

In this section the researcher would like to describe and explain about the result of the Usage of Picturein Memorizing Vocabulary of Kiddy Class in Putri Dharma Course (PDC) at Galis Pamekasan, the data collected from observation, interview, and documentation. The researcher did observation started on Friday, 05th May 2023 at 13:00-14:30 a.m and Sunday, 07th May 2023, at 07:00-08:30 a.m. In this research, the researcher focuses in Kiddy Class in Putri Dharma Course (PDC) at Galis Pamekasan.

The result of this research that could founded by researcher how the teacher use the picture to improve the students memorizing in learning English Vocabulary for Kiddy class of Putri Dharma Course (PDC) Galis Pamekasan.

1. How the Teacher Use Picture in Memorizing Vocabulary of Kiddy Class in Putri Dharma Course (PDC) at Galis Pamekasan

Pictureis one of media in teaching and learning process that use by teacher in Putri Dharma Course (PDC), especially in kiddy class.

English is a foreign language for all the student in Indonesia. Therefore the students have to know more the vocabulary that usein English.

Based on pre-observation that have been done by the reseacher, the reseacher got someinformation about how learning English in Putri Dharma Course Galis Pamekasan, especially at the kiddy class students. In English, we know thereis a lesson about vocabulary that is learns about list of words in English. The mastery of vocabulary is needed by reading, speaking, listening and writing. In reading, for instance, the students will get difficulties in comprehending the text if they do not know the words in the text. Similarly in speaking, they will have the same problem if they have only few vocabularies. The students will get some

difficulties to mastery language skills, since a good store of words is crucial for understanding and communicating. Therefore, vocabulary mastery must be on the first priority in English language teaching. In Putri Dharma Course Galis Pamekasan, some of teachers used pictures as one of media. Therefore, based the above facts. The reseacher is very motived to enrich the students vocabulary mastery of the kiddy class students of Putri Dharma Course (PDC).

It has been discussed that the writer wants to know whether thereis difference of Kiddy class at Galis Pamekasan before and after being taught using pictures in memorizing vocabulary. The writer took one class as the sample. The sample was Kiddy class. The class consisted of 24 students.

A. The First Observation

The researcher has done observation on Friday, 05th May 2023.

Before the teacher start teaching and learning program, the teacher prepared the material and media that used in this teaching and learning process such as : paper, pen, whiteboard marker, and picture

In this section, there are three steps of teaching learning process, The Usage of Picturein Memorizing Vocabulary of Kiddy Class in Putri Dharma Course (PDC) at Galis Pamekasan. Namely : Pre-teaching, whilst-teaching and post-teaching.Each of them would like to beexplained by the researcher as follows :

1) Pre-teaching Teaching The Usage of Picture in Memorizing Vocabulary

- a. The teacher prepared the first lesson plan of teaching vocabulary by using picture,
- b. The teacher prepared all the materials that need in “Memorizing Vocabulary with use picture as media,
- c. The teacher and researcher are going to the class and the teacher say greeting.

Teacher : “Assalamualaikum Wr.Wb”.

Students : “Waalaiikumsalam Wr.Wb”

Teacher : “Good afternoon students”

Students : “Good afternoon mam”

Teacher : “How are you today?”

Students : “I am fine, How about you?”

Teacher : “I am fine too, Thank you”

- d). The teacher asks the students pray together
- e). Students and teacher : Before we begin our study lets pray together, lets begin.....finish
- f). The teacher introduced the researcher and explain the researcher purpose
- g). The teacher checked the student's attendance
- h). The teacher gave warming up such as: ask to the students to sing song together.

Teacher : Ok, today we will study about "Family, verbs, and in the bedroom, can you mention name of family members?"

Students : father, mother, grandpa, grandma.....

2) Whilst-teaching Vocabulary by Using"Picture in Memorizing Vocabulary"

- 1) The teacher comes to the class on time,
- 2) The teacher says Salam as greeting to student,

Teacher : "Assalamualaikum Warahmatullahi Wabarakatuh"

Students : "Walaikumsalam Warahmatullahi Wabarakatuh"

Teacher : "Good afternoon class"

Students : "Good afternoon mam"

Teacher : "How are you today?"

Students : "I am fine, And you?"

Teacher : "I am fine too Thank you"

- 3) For the first time the researcher doing the research in kiddy class the students start to memorize vocabulary before the class begin,
- 4) after that the teacher greeted the students and praying together, and the teacher check the students attendance,
- 5) after that the teacher give the question about the past material,
- 6) the picture take by the teacher to showing the students,
- 7) next the teacher explain about the material,
- 8) The teacher start teaching and learning process with use the picture,
- 9) after that the teacher give the riddles to the students about the picture,

10) and then it continues by the question and answer from the teacher and the student,

11) and continues by the teacher giving conclusion and motivation, and for the last the teacher greets and closes the activity.¹

a) Post-Teaching Vocabulary by Using “Picture in Memorizing vocabulary”

- a. In the end of teaching the teacher gave evaluation and also checked the student's answer.
- b. The teacher ended the lesson
- c. The teacher and students pray together
- d. The teacher and the researcher left the class while saying
“Thank you very much, forgive me if I have a mistake”
“The last I say, Wassalamualaikum Wr.Wb”

B. Second Observation

The researcher has done observation on Sunday, 07th May 2023.

In the next meeting the researcher did observation on teaching English process. The researcher conducted the second observation on Sunday, 7th of May 2023 at 07:00 a.m until 08:30 a.m at Kiddy Class Putri Dharma Course (PDC) at Galis Pamekasan. The teacher of this class is Roybah and the student at Kiddy Class Putri Dharma Course (PDC) at Galis Pamekasan consist of twenty four students.

1) Pre-teaching Teaching The Usage of Picture in Memorizing Vocabulary

- a. The teacher prepared the first lesson plan of teaching vocabulary by using picture,
- b. The teacher prepared all the materials that need in “Memorizing Vocabulary with use picture as media,
- c. The teacher and researcher are going to the class and the teacher say greeting.

Teacher : “Assalamualaikum Wr.Wb”.

Students : “Waalaikumsalam Wr.Wb”

Teacher : “Good morning students”

Students : “Good morning mam”

¹ Observation on Friday, 05th of May 2023, at Putri Dharma Course(PDC)

Teacher : “How are you today?”

Students : “I am fine, How about you?”

Teacher : “I am fine too, Thank you”

- d. The teacher asks the students pray together
- e. Students and teacher : Before we begin our study lets pray together, lets begin.....finish
- f. The teacher introduced the researcher and explain the researcher purpose
- g. The teacher checked the student’s attendance
- h. The teacher gave warming up such as: ask to the students to sing song together.

Teacher : Ok, today we will study about “tropical fruits and animals, can you give example of fruits and animals?”

Students : banana, orange, grape, watermelon, chicken, cat, bee, lion.

2) **Whilst-teaching Vocabulary by Using “Picture in Memorizing Vocabulary”**

- a. The teacher comes to the class on time,
- b. The teacher says Salam as greeting to student,
Teacher : “Assalamualaikum Warahmatullahi Wabarakatuh”
Students : “Waalikumsalam Warahmatullahi Wabarakatuh”
Teacher : “Good morning class”
Students : “Good morning mam”
Teacher : “How are you today?”
Students : “I am fine, And you?”
Teacher : “I am fine too Thank you”
- c. same as usual in kiddy class the students start to memorize vocabulary before the class begin,
- d. after that the teacher greeted the students and praying together, and the teacher check the students attendance,
- e. after that the teacher give the question about the past material,
- f. the picture take by the teacher to showing the students,
- g. next the teacher explain about the material,
- h. The teacher start teaching and learning process with use the picture,
- i. after that the teacher give the riddles to the students about the picture,

- j. and then it continue by the question and answer from the teacher and the student,
- k. and continue by the teacher give conclusion and motivation, and for the last the teacher greeting and closing the activity.²

b) Post-Teaching Vocabulary by Using “Picture in Memorizing Vocabulary”

- a. In the end of teaching the teacher gave evaluation and also checked the student’s answer.
- b. The teacher ended the lesson
- c. The teacher and students pray together
- d. The teacher and the researcher left the class while saying
 “Thank you very much, forgive me if I have mistake”
 “The last I say, Wassalamualaikum Wr.Wb”

Based on the result of the observation of The Usage of Picture in Memorizing Vocabulary of Kiddy Class in Putri Dharma Course (PDC) at Galis Pamekasan, the teacher could it successfully. The students are very active excited and enjoyeable in teaching English especially in vocabulary.

The students feel interested and also enjoy in the class. Because, by using the game it can make the student more active and also make the vocabulary easy to remember and memorize. Even though the researcher as non-participant, the researcher observed that The Usage of Picture in Memorizing Vocabulary of Kiddy Students in Putri Dharma Course (PDC) at Galis Pamekasan is successfully. It can be seen from the student’s interest and participant in the class.

The teacher used picture in teaching vocabulary to make the student more understand in teaching vocabulary and also the students didn’t feel afraid in vocabulary subject. Because, as we know some students are afraid to study English because English is difficult to learn. Therefore, the teacher had some reason using the picture. It supported by interview with the English teacher, she said that:

² Observation on Sunday, 07th of May 2023, at Putri Dharma Course(PDC)

Teacher : “I have some reasons why i choose picture as media in teaching and learning process. I used the picture because I think the picture can make my students enjoy and make their happy, because my students enjoyable when i use this method, I want to teach English especially in teaching vocabulary for my students is not bored.³

In teaching and learning English vocabulary the teacher explain about the material that will use, after that the teacher showing the picture to the students,

Researcher : “How do you implemented picture in teaching English vocabulary?”

Teacher : “I implemented the picture in teaching English vocabulary. Firstly, I explained how i will teach the students with the picture and i tried the students to answer the picture that i show”⁴

Researcher : “What is your opinion, when you use the picture in memorizing vocabulary in teaching and learning process?”

Teacher : “In my opinion, after i use the picture in memorizing vocabulary in teaching and learning process the students more easily in memorizing every vocabulary that i teach to them”

Researcher : “What is your opinion, how the activities in the class when you use the picture in memorizing vocabulary?”

Teacher : “I think the students can enjoy and happy”

Researcher : “Maybe there are some differences between you use the picture in teaching and learning English vocabulary and without use picture?”

Teacher : “Of course, when i use the picture the students more focus to the picture, but when i teach them without the picture the students easily to sleepy”

Researcher : “Okay, i see if there is the differences between you use the picture and without the picture, i think enough for this interview, i say thank you for your time”.

³Roybah, The one of teacher in Kiddy Class Putri Dharma Course (PDC) *Directly in Interview* (07th of May 2023).

⁴ Ibid.

As the result of observation conducted by researcher in the class when the teacher use picture in memorizing vocabulary to make the student understand and fastly to memorize vocabulary.

Making the students interest in teaching English especially in teaching vocabulary is the hope and goal of the teaching and learning conducted by the teacher. In this case the students feel interested and enjoy when the teacher use the picture in teaching and learning English vocabulary, there are some question and answer by the researcher and the students.

Researcher : do you like when the teacher use picture in teaching and learning process?

Student : of course!

Researcher : why do you like?

Student : "I like when the teacher use picture when study, I feel happy, because when we see picture make us not bored"⁵

And another students also said that:

"Interest when use picture, because when the teacher use picture more spirit when learning English vocabulary"⁶

2. The Advantages and Disadvantages of Use Picture in Memorizing Vocabulary.

- a. Advantages** : Teaching in general or English teaching in particular is a combined effort of various components to achieve a certain goal. It means that the success of teaching is not determined by a single component, but by the roles of all components involved.⁷ However, in teaching learning process, a teacher must bring all components into a classroom and apply them. Pictures are one kind of media that can help the teacher draw the students' interest and arouse their motivation. If the students are

⁵ Messi Afam Azaki Hermawan, The student of Kiddy Class Putri Dharma Course (PDC), *Directly in interview* (07th May 2023).

⁶ The student of Kiddy Class Putri Dharma Course (PDC), *Directly in interview* (07th May 2023).

⁷ Gerlach Vernon S. and Ely P., *Teaching and Media: A Systematic Approach*, (New Jersey: Prentice Hall, 1980), p. 12-15.

motivated, they will participate actively and will learn hard during the teaching-learning process.

According to Gerlach and Ely, there are advantages of the pictures as follows:

- 1) Pictures are inexpensive and widely available.
- 2) They provide common experiences for an entire group.
- 3) The visual detail makes it possible to study subjects which would otherwise be impossible.
- 4) Pictures can help to prevent and correct misconceptions.
- 5) Pictures offers stimulus to further study, reading and research. Visual evidence is a powerful tool.
- 6) They help to focus attention and to develop critical judgment.
- 7) They are easily manipulated. From the explanation above that pictures have an important role and advantages in teaching learning process in order to make the students be 14 14 more active in teaching learning process, especially vocabulary, so that the teaching-learning process can be reached.

b. Disadvantages :

- 1) Diversion of attention

With too many images, there is a chance that the attention of the learners may get diverted from the main point of the topic.

- 2) Lack of resources

It may be hard for the teacher to find appropriate resources and find the right images that can be shown to the learners.

- 3) Limited Emphasis

When it comes to visual images, the emphasis is limited to eye perception.

- 4) Inappropriate for a large class

The pictures may be small and may not be suitable for a large class that has many students.

5) Quality of pictures

The pictures must be of high quality or the learners may have a problem deciphering the same.

Although pictures have their set of advantages and disadvantages, it cannot be denied that they make the class more engaging and motivating.

B. Discussion of Research

In the discussion here it has been discussed that the researcher wants to know how the teacher use the picture to the students in memorizing vocabulary of Kiddy class at Galis Pamekasan.

with data that is gotten from interview and documentation as data collection procedure, then the researcher will analyse the result or the data findings and modify it with theories related to the topic. The final process is the researcher can conclude it into a new theory and explain the implications of the discussion of the research.

Based on the explanation of the chapter three in data analysis, the researcher uses descriptive qualitative analysis and the data is gotten from interview and documentation of informants that have information about the data the researcher need. The discussion of data will be explained and analyzed by the researcher based on the research focuses that have explained above.

The researcher took one class as the sample. The sample was Kiddy class. In the kiddy class here consisted of 24 students. For the first time the researcher doing the research in kiddy class the students start to memorize vocabulary before the class begin, after that the teacher greeted the students and praying together, and the teacher check the students attendance, after that the teacher give the question about the past material, and the teacher start for teaching and learning process using the picture, the picture take by the teacher to showing the students, after that the teacher give the riddles to the students about the picture, and then it continue by the question and answer from the teacher and the student, and continue by the teacher give conclusion and motivation, and for the last the teacher greeting and closing the activity.

1. How the Teacher Use Picture in Memorizing Vocabulary of Kiddy Class in Putri Dharma Course (PDC) at Galis Pamekasan

Wilkins said in Scott's book, he said that without grammar very little can be conveyed, without vocabulary nothing can be conveyed⁸. By this statement we know that vocabulary is very important to improve the English. The tutor must creative to make all the students especially for young learner to inetest in teaching vocabulary.

The teacher who uses picture in teaching learning process may help the student especially in youg learners to see learning English as enjoyable. Because by using picture the learners may develop their ability, to cooperate, and compete. Also the picture be able to use inside or the outside the classroom and its make the young learners didn't feel bored.

Picture also help the tutor to created contexts in which the language is uuseful and meaningful. Picture that used by the tutor of Kiddy class in Putri Dharma Course (PDC) at Galis Pamekasan. The tutor used the picture in teaching vocabulary, the picture also help all the student to more active and remember the vocabulary that given by tutor.

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⁸Scott Thornburry, *How To Teacher Writing*, (England: Pearson Education Limited, 2002), 13

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