

Chapter Four

Findings and Discussion

This chapter describes the answer of the problem that has been mentioned in the first chapter. In this chapter, I present the findings of the implementation of picture-cued tasks and the findings of the students' responses on the use of picture-cued tasks. The discussion of the findings will also be presented in this chapter. The findings and discussion are described below.

Findings

Based on the preliminary observation that I have done in two different classes, the students' writing ability were still poor. Those two classes had the same problems in writing. When I did the observations, I saw that some students were lack of motivation when they were asked to write. They also prefer to find the text on the google rather than make it by themselves. It was because they had no idea to write. I also saw that the students' vocabulary mastery was still low. It can be seen that they always asked about the meaning of some vocabularies. In addition, the teacher's strategy to teach writing was also not interesting. The students were only asked to pay attention to the teacher's explanation and finished a task. Besides that, I also heard from the English teacher there that the students have a problem in grammatical aspect. Most of the students were still confused to determine the correct grammar. Therefore, I highlighted some common problems that almost student encountered they were lack of vocabulary, ideas, and grammar knowledge.

From the problems that the students encountered, I offered to use picture-cued tasks in writing narrative text. Here, I applied picture-cued tasks to help the students to write narrative text. Picture could be an interesting media for the students because in the picture, the students could see a real-life situation. So that is why, the students could emerge many ideas by seeing a picture. Picture-cued tasks were appropriate for solving the students' problems in writing because picture-cued tasks provide a set of picture. It was suitable with the genre of the text was used in this research that was narrative text. Consequently, I determined to use picture-cued tasks to solve the students' problems in writing. I hoped that by using picture-cued tasks the students would be easier to generate ideas and enrich their vocabulary mastery. It also could make the students feel more enjoyable in writing. Thus, by doing this research, I hope that the students' problem in writing can be solved. The following section discuss about the answer of the first research question which is about how picture-cued tasks solved the students' problem in writing. The answer is based on the analysis of the teaching-learning process.

The implementation of picture-cued tasks. The implementation of picture-cued tasks in the learning process was conducted in three cycles. Each cycle included planning, acting, observing, and reflecting. Those three cycles were conducted in four meetings. One meeting consisted of two periods. One period was 45 minutes. However, one of the meeting was separated into two meetings which means each meeting was only consisting of one period. That was

the second and third meeting. It was because I adjusted with the school's schedule.

The implementation of cycle 1. The first cycle included planning, acting, observing, and reflecting. In the first cycle, I decided the solution of the problems that have been mentioned before. Then, I implemented the solution whether it worked well or not. The detail description of the findings in the first cycle is presented as follow.

Planning. In this planning stage, I decided the best solution to the problems which was using picture-cued tasks. Then, I designed the lesson plan for four meetings. I divided the activities into three parts which were pre-writing, writing, and revising. Each part was conducted in 90 minutes. The first meeting was the pre-writing activities. Here, the students mentioned the vocabularies as many as possible based on the picture given. Those vocabularies were developed into a sentence. Then, the second and third meeting focused on the writing activities. The students were asked to make at least three sentences for each picture. The sentences must describe the picture. In the last meeting, the activity focused on the revising their writing. Here, the students were asked to merge the sentences that they have made into a paragraph. They were also asked to re-check their work especially the use of the correct grammar.

Acting. This stage was focusing on the implementation of the lesson plan. Here, I started to implement picture-cued tasks in the teaching-learning activities based on the lesson plan that I have designed. The first meeting was conducted on Thursday, 21st of April 2016 at 10.30 – 11.40. The first meeting was dealing with

pre-writing activities. The activities were divided into three parts such as warming up, main, and confirmation.

The teaching-learning activities were started at 10.35. When the bell rang, I started the lesson by greeting and asking the students' feeling. I also checked the students' attendance and told the learning objectives. The situation of the class was very conducive. The students just sat down on their desk and listened to me. Then, for warming up, I asked the students to make a group of four or five. I asked them to discuss with their group about a famous legend in Indonesia. Doing discussion in this class for the first time was effective enough. After that, I asked them to mention the example of the legend that they have discussed. Each group mentioned the different legend story. It worked well because they did not only mention the same legend story. That activity was done to get the students' background knowledge about narrative text.

For the main activity, I distributed the picture-cued tasks to each group and gave the instruction of what they have to do next. I asked the students to mention vocabularies as many as possible based on the picture given. The vocabularies could be a noun, adjective, or verb. The vocabularies that they had to mention were the vocabulary that can be developed into a sentence that will tell the story. However, the students were very enthusiast to mention all the vocabulary. They even mentioned the little things on the picture like sand, crab, and cloud.

I walked around the class to monitor the students' discussion. Then, I asked the representative of the students to write down on the whiteboard some of the vocabularies that they have been written. After that, we discussed the

vocabularies together from deciding the meaning and the form of those vocabularies. After knowing the new vocabularies, I explained about past tense in brief. To make them more understand about past tense, I asked them to make one sentence using past tense based on the picture given. Then, I asked the students to highlight about what have been discussed on that day. Before I ended the class, I gave chance the students to ask question, but there was no one who asked a question. When the bell rang, I closed the class by thanking and greeting to the students. I said, “Thank you for your attention, see you tomorrow, Assalamualaikum warrahmatullahiwabarakatu.” The students answer my greeting and left the class.

Observing and reflecting. After implementing picture-cued tasks in the first cycle, I evaluated the action. I evaluated what I have done during the action by observing directly and seeing the video of the teaching-learning activities that I had been recorded. From the action in the first cycle, I saw that the strategy to use discussion in the learning process was effective because most of the students engaged in the discussion session. Although there were several students who were bored with the activities. Those students just laid their head on the desk. To overcome the problem, I came to that group and helped them. Occasionally, I chatted with them about the things they like. Thus, they can focus again on the task.

There were also several students who did not understand well the instruction given. Most of them asked me again about what should they did. In this case, I came to each group and explained again about what they have to do.

Therefore, they understood about the instruction and did the task well. Besides, the strategy to use picture seemed to work well. The students mentioned many vocabularies about the picture. Each group have mentioned more than 15 vocabularies. Thus, the implementation of picture-cued tasks in the pre-writing activity generally successful since the students were enjoying the activities. They also did the task very well as I have asked to them.

The implementation of cycle 2. In the second cycle, I continued the implementation of picture-cued task in teaching-learning activities. The stage of this cycle was still the same with the previous cycle. However, this cycle was done after I did an evaluation of the previous stage.

Planning. In this stage, I prepared the lesson plan for the next meeting. I checked the lesson plan and did some revising based on the reflection from the previous lesson. The original lesson plan that I had been made was only for one meeting. However, the lesson plan for the cycle two was changed into two meetings because it was adjusting to the schedule given. Each meeting consisted of 45 minutes. The second cycle focused on the writing activity. Here, I made a change to the lesson plan because the lesson plan that I have made was for one meeting. Therefore, I divided the activities into two meetings. In the first meeting of the cycle 2, I focused on generic structure of narrative text and past tense. I also made an activity in writing. Here, the students were asked to write some sentences based on the picture given. Because of the time limitation, the writing activity was only a warming up for the students to write a narrative text in the next cycle. Then, in the next meeting in this cycle, the activity was continuing the previous

meeting. The second meeting of this cycle focused on the students' writing. The students were asked to continue their task on writing narrative text.

Acting. The acting of cycle two was conducted in two meetings. The first meeting was conducted on Friday, 22nd of April 2016 at 12.45 – 13.20. I started the class when all the students entered the classroom. I checked the students' attendance and asked the students about the previous lesson. Then, I explained about the generic structure of narrative text briefly. I also re-explained about past tense to make them more understand about past tense. After that, I asked them to gather with their group. I distributed the picture-cued tasks to each group. I asked the students to write at least three sentences about the picture in each picture. The students discussed with their group and made the sentences. During the discussion, I walked around the class and approached each group to see their work. There were some groups who had not any problem at all when they were doing the task, but there were also some groups who had a problem in doing the task. The problems that usually encountered were the meaning of vocabulary and past tense. I helped the group who had a problem in doing the task. When the time was going to off, I ended the activity and asked the students to highlight about today's lesson. Then, I gave chance to the students to ask question, but still there was no students who asked a question. Therefore, I asked the chief of the class to lead in reciting a do'a. The students recited do'a together and I closed the class by greeting the students. The students answered my greeting and left the class.

The second meeting of this cycle was conducted on Monday, 25th of April 2016 at 09.20 – 10.00. As I always did in previous meeting, I started the class by

greeting the students and checking their attendance. Then, I refreshed the students' mind about previous lesson by calling randomly. Some students could not answer the question. I asked them who cannot answer the question to point toward their friend to help them. Then, I asked them to finished their previous task about writing sentences. I distributed again the picture-cued tasks that have been collected in the previous meeting. The students gathered with their group and discussed about the task. I walked around the class during the discussion activity. I asked the students who had finished the task to arrange the sentences that they have made into a paragraph. Only two groups that have started to arrange their sentence into paragraph. Because of the time limitation, I ended the activity. Before ending the class, I asked them to highlighted what we have been discussed today. Then, I closed the class by greeting the students. The students answered my greeting and left the class.

Observing and reflecting. After the action of the second cycle, I did an evaluation for the teaching-learning processes. During the action, I saw that the classroom was conducive. The students did not make any noise. The students were paying attention when I called them randomly to ask about the previous lesson. This activity was good to be applied because it can gain the students' attention in the beginning of the lesson. It was because the activity was done by calling the students randomly, so the students must be paid attention if their names were called. The students did not understand well about the instruction given. It still happened during the action. It happened because they could not focus when they were explained in huge number of students. In addition, most of the students

also did not pay attention to the teacher so they could not get the instruction well. To overcome the problem, I came to each group to retell the instruction. The strategy worked, so it made the students understood well what they had to do.

During the implementation, the students can make sentences easily. It can be seen from the worksheet that in the first meeting of the second cycle, some of the students can make 6 to 10 sentences. However, there were many students who was still confused to differ between present and past tense. Explaining to each group was the best solution for this class because they were more focused when I explained to small number of students. From the observation, it can be highlighted that picture-cued tasks helped the students in making sentences. From seeing the picture, the students can explore their idea and imagine the event that happened in the picture. This is the example of the students' writing in the first picture, "Once upon a time, there was a widow and her son. They lived together in the beach. He played a kite with her mother in the beach." Another groups wrote different ideas, "He played a kite with his mom. They were very happy. The weather is very sunny." Each group have different ideas, that was how picture could help them in exploring their ideas. From those example of students' writing, it can be seen that they have made good sentences although there was a little bit mistake in the grammar used. Thus, the implementation of picture-cued tasks in the second cycle was successful since the students can make some sentences very well.

The implementation of cycle 3. This cycle was the last cycle in implementing picture-cued tasks in teaching-learning process. The process in

cycle 3 was still the same which included four stages such as planning, acting, observing, and reflecting.

Planning. In the planning of the last cycle, I did some revision to the activity that I have made in the first cycle. I revised the activity because I saw that there were several students who were bored with the activity in the previous meeting. Thus, here I tried to make an interesting activity. Besides, I also tried to make the students more understand about narrative text especially the using of past tense. The activity of explaining about past tense has changed into a mini game. The game was also using a picture. Here, I showed them a picture with a clue which the clue was consisting of subject and verb. Then, the students should make a past tense based on the clue given. This cycle focused on the revising and editing the students' writing.

Acting. The action of this cycle was conducted on Thursday, 28th of April 2016 at 10.20 – 11.40. In the beginning of the lesson, the class was postponed for about five minutes. It was because the class was started after the break time, so there were many students who was still outside. When the students were ready, I started the class by greeting and asking their feeling. I also checked their attendance before starting the lesson. The lesson was started by a mini game. The game was aimed at making the students understand more about past tense because in the previous meeting some students was still confused to make a sentence using past tense. Here, I used picture as the media of the game. The picture was equipped with a clue. The students were asked to make a sentence using past tense based on the clue. Before the game was started, I asked each group to make a bell

for their group. Then, I started the game by showing up seven pictures alternately. The winner of the game was group 4 which was including of Kylie, Tiffany, Jane, George, and Justin.

After the game, I asked for the confirmation whether they have understood about past tense. I asked in Indonesian language, "*Jadi bagaimana? Sudah mengerti tentang past tense?*" (So? Have you understood about past tense?). The students answered, "*Iya. Sudah.*" (Yes miss). Therefore, after asking for the confirmation, I distributed again the picture-cued tasks that have been collected in the previous meeting. I asked the students to continue their work in making a sentence. For the groups that have finished in making sentence, they merged all the sentences that they have made into a paragraph. I told them to consider some things like the use of past tense, the sequence of event, the information about who, where, and when in the beginning of paragraph, and also the use of capital letter. Then, they gathered with their group and finished their work. During the discussion, I walked around the class and helped the group that had a problem with their work. Most of the groups had finished their work before the time was off. After all the groups submitted their work, I ended the class. I ended the class by saying thank you to the students for their cooperation during the teaching-learning process. The students then left the class.

Observing and reflecting. After implementing picture-cued tasks in the last cycle, I did an evaluation for the teaching and learning activities. From the action in the last meeting I saw that the students were very enthusiastic when I gave them a game. I saw that there were no students who laid their head on the desk. The

strategy to give a game in the teaching-learning process seemed to work well. The discussion still worked well. However, in the discussion activity, there were two students who walked around the class. They did not help their friends to finish the task. They used to play their cellphone or laid their head on the desk. I called them to sit down and came to their group to overcome the problem. I asked about their progress and helped them to make a sentence by stimulate them to mention some activities in the picture. After they focused to the task, I left that group and moved to another group.

In addition, I saw that the strategy to use picture-cued tasks in writing narrative text seemed to work well. It can be seen from the students' writing that most of them have made a good narrative text. Although there were several students who still had problem in making a narrative text. This is the example of students' writing:

“Once upon a time, there were mother and son. They played a kite in beach. They were very happy. The son said goodbye to mother. His mother cried because the son left her, because the son went to city. 10 years ago, his mother always waiting. His mother don't know when her son came back, his mother cried everyday...”

From the example above, this group has had a good idea's framework. The sequence of the events has flowed well. However, there were some mistakes in the grammar used. It was also happened with the other group. Another group wrote:

“... In the morning she saw a big ship. Malin Kundang came to his hometown with his wife. His mother was happy to see the arrival of Malin Kundang. The

children participated pleased to see the arrival. She run to meet Malin Kundang, but Malin Kundang didn't recognize her as his mother..."

The thing that I highlight here is picture-cued tasks have helped the students to resolve their problem in writing although not all the problems can be resolved. At least the students' problem in generating ideas can be resolved by using picture-cued tasks. Then, I decided to end the research in cycle 3 since I saw that the students had been able to make a narrative text well. Therefore, the difference of the students' condition between before after the implementation can be seen below.

Table 4.1 The students' condition (Before and after the implementation)

Before Implementation	Cycle 1	Cycle 2	Cycle 3
The students were lack of vocabulary in English	The students had many new vocabularies from the picture given.	The students had new vocabularies from writing narrative text. The students tried to apply the vocabularies that they had gotten into a sentence.	The students applied the vocabularies into a sentence and paragraph.
The students were lack of ideas	The students had found some ideas in the form of verb that will make them easier to make narrative	The students had many ideas from seeing a picture. It could be seen that they could	The students could get ideas easily than previous cycle and they could arrange their

	text in the next cycle.	make around 6 – 15 sentences.	ideas into paragraph well.
The students were lacked of motivation in learning English	The students had started to focus in the teaching-learning process although there were some students who still busy with their own activity.	The students engaged in the teaching-learning activities. It can be seen that they were very busy to discuss with their group members. The students who still could not focus in the teaching-learning process were decreased.	The students were very enthusiastic in the teaching-learning activities. It can be seen from the games activity. They were very happy and enthusiastic to answer quickly the question given.

To sum up, the implementation of picture-cued tasks in writing class seemed to work well since picture can help the students in writing. However, it worked only for several things such as gaining ideas easily and exploring vocabularies. Picture-cued tasks did not work well in solving the students' problem in using past tense. Therefore, teacher should collaborate picture-cued tasks with the other strategies in order to solve the students' problem in using the correct grammar.

The students' responses on the use of picture-cued tasks. The implementation of picture-cued tasks is finished in four meetings. After the implementation was done, I interviewed three students who I chose randomly to

ask about the implementation of picture-cued tasks. Their responses are divided into five points such as, their opinion, the advantages of picture-cued tasks, the obstacles during the classroom activity, the activity they like most, and how picture-cued tasks solved their problem in writing.

Students' opinion on the use of picture-cued tasks. To begin with, I asked the students about their feeling after being taught using picture-cued tasks. The three students said that they were happy when they learned using picture-cued tasks. It was because they can express their mind by seeing a picture, as Olivia reported, "I was happy because by using pictures we can express everything in the picture become a story." George and Selena express the same opinion which was very helping in their writing skill.

"I was happy because by using picture I can generate many ideas and easy in making a story." (One-on-one interview, April, 2016)

"I was happy because in my opinion this learning method helped me. Helping in writing and understanding many vocabularies in English." (One-on-one interview, April, 2016)

Thus, looking at the whole results above, it can be concluded that the students were very happy when they were studying using picture-cued tasks because they can get many ideas and express everything that they want from a picture they saw.

The advantages of picture-cued tasks. This part is to recognize the advantages that the students' got from picture-cued tasks. The three participants revealed the same statement. Here are their responses:

“The benefit was I can find an idea easily and it can also be used easily.”

(One-on-one interview, April, 2016)

“I can understand the explanation of the picture easily.” (One-on-one interview, April, 2016)

“... We can express our mind about anything in the picture become a story.”

(One-on-one interview, April, 2016)

From those results, the advantages of picture-cued tasks according to the students are related to generating idea easily. Based on the students' opinion, picture can stimulate their ideas so they can express what they have seen into a writing. Therefore, their problem in generating idea can be resolved by using pictures.

The obstacles during the classroom activity. This part is to identify the students' obstacles during the classroom activity. Based on the observation during the action, the obstacles faced by the students were difficult in making sentence and difficult in selecting vocabulary. Some students felt confused to make sentences in English because they did not know the meaning although they were free for using dictionary. Some of the students also had a problem in selecting the vocabulary. They even asked me several times to only ask about which one was right. It is proved by the statement from George and Olivia below.

“Choosing vocabulary was a little bit difficult because I rarely hear it.”

(One-on-one interview, April, 2016)

“... confused to make the sentences and how should I tell them.” (One-on-one interview, April, 2016)

However, there was one participant who stated the different problem. Here is her statement, “The difficulty in the learning process was just a little. Maybe it comes from the picture which is not so clear.” Therefore, it can be highlighted that the obstacles during the classroom activity that the students faced were the problem in making a sentence and vocabulary’s selection. In addition, the clarity of the picture was also become the problem during the teaching-learning process. The print quality of the picture should be clear. It could make it bigger to make the students easier to catch ideas. If the picture was not clear, then the students will feel hard in gaining an idea.

The activity the students like most. During the implementation of picture-cued tasks, I have applied many activities such as teacher’s talking time, discussion, finding vocabulary, making sentences, making paragraph, and games. Most of the activities were using picture. From those activities, I saw the activity that got a higher enthusiasm was games. The games that I gave here was past tense card which was using picture as the media. Besides, finding vocabulary and making sentences were also becoming their favorite activity. It is proved by the statement below.

“... Writing, playing a games, and arranging the sentence into a paragraph.”

(One-on-one interview, April, 2016)

“Playing games because I enthusiast if there is a game...” (One-on-one interview, April, 2016)

“In finding a vocabulary in the picture to develop into a paragraph. The activity I like was discussion because if there is a friend who do not

understand, we can teach them together.” (One-on-one interview, April, 2016)

Thus, from entire results above, it can be concluded that there were several activities that they like such as, playing games, making sentences, making paragraph, finding vocabulary, and also discussion. Although the activity that they like most was different, they have passed every activity well.

How picture-cued tasks solved the students’ problem in writing. This part is to recognize the way picture-cued task solved the students’ problem in writing. From the observation during the action, I found that picture-cued tasks could solve the students’ problem in writing especially the problem in generating ideas and getting many vocabularies. It was proven by George and Olivia’s statement. They reported:

“By seeing and imagining the gesture from the picture. Therefore, by seeing what the people in the picture do, I can get many ideas.” (One-on-one interview, April, 2016)

“By seeing a picture, I can know what is the picture about and how is the ending of that story. From the picture, we can know and tell the ending first.” (One-on-one interview, April, 2016)

Therefore, it can be concluded that picture-cued tasks solved the students’ problem in writing by giving a description of the event. By seeing a picture, the students can imagine what is happening in the picture. Thus, it can stimulate students’ mind to generate many ideas from seeing the picture.

Consequently, the use of picture-cued tasks in the teaching-learning process was very interesting and helping. The students can generate ideas easily and get many new vocabularies in English that consisted in the picture. It proved that the students could mention more than 15 vocabularies each group. Therefore, Picture-cued tasks have helped to solved the students' problems in writing since picture can stimulate the students to gain many ideas. Thus, picture-cued tasks are good to be applied in order to teach writing for secondary school.

Discussion

This part provides the overview of the research findings which discusses the implementation of picture-cued tasks in writing class. Based on the findings, it proved that picture-cued tasks can solve the students' problem in writing. As I have mentioned in the conceptual framework, the problems that the students usually encountered are narrowing to lack of vocabulary, lack of idea, and lack of grammar knowledge. First, after implementing picture-cued tasks, the students can mention around 20 vocabularies related to the picture. I also saw that the students were able to explore many new vocabularies. Brown (2004) said that picture-cued tasks are designed to elicit a word or a phrase. Thus, by using picture-cued tasks, the students can enrich their vocabulary mastery since the students can get many new vocabularies by seeing a picture. In addition, the students were also able to distinguish the noun, adjective, and verb.

Secondly, the field notes showed that the students' problem in generating and developing ideas decreased day by day. In the second meeting, the students can only finish two to three pictures, but in the next meeting most of the students

have finished four to five pictures. In the second meeting, there were some students who still confused to explore and organize their ideas. As a result, they asked me to help them. However, in the next meeting their intensity to ask were decreased. The students have been accustomed to the task given. It means that picture-cued tasks have helped to solve their problem in developing ideas.

In the other hand, picture-cued tasks were not worked well on solving the students' problem in using correct grammar which in this case is using past tense. The students generally understood the formulation of past tense, but they did not understand well in its application. Therefore, it should have special attention in order to decrease the students' problem in the grammar use.

Picture-cued tasks itself also have some problems during the implementation. Problems in using the past tense became the biggest problems that mostly students faced. There were also many students who have a mistakes in spelling and punctuation. It is in line with Huy (2015) who said that there are some basic mistakes in the writing tasks that the students frequently did such as grammar, spelling, punctuation, and organization. In addition, difficult to organize the idea also became the problems that the students faced in their writing task. Most of the students felt difficult to make a sentence in English. Besides, the print quality of the picture also became the problems during the implementation. Some students felt that the picture was not big enough, so it made the students a little bit difficult to determine what actually the pictures told about.

Then, the students' personal responses through the interview indicated that picture-cued tasks were very interesting because picture can stimulate their mind to express their ideas. The students also responded that picture-cued tasks gave them benefits on mastering vocabulary and gaining ideas. Their responses also pointed out that picture-cued tasks provide clear activities that can help them to gain many ideas. As said by Munadi (2008) as cited in Sa'diyah (2011), picture can make people generate ideas and information easily because the information conveyed in the picture is clear than expressed verbally. It means that the students will be easier to gain and explore their ideas by using pictures.

In addition, there were several ways to use picture-cued tasks in teaching-learning process. Based on the students' personal responses, the students liked to play a game during the learning activities. Thus, games can be one of the best way to use picture-cued tasks since games make the students more enthusiastic. Then, the other way to use picture-cued tasks was by discussion. The students very engaged and focused when they were learning in the small number of students. The students' personal responses also indicated that by discussion the students could learn from each other.

To sum up, the implementation of picture-cued tasks in SMA Muhammadiyah 4 Yogyakarta worked well since it helped to solve the students' problems in several areas. Picture-cued tasks also gave the new atmosphere in the teaching-learning activities because the English teacher were rarely to use picture in the teaching-learning process.