

## **Chapter Four**

### **Finding and Discussion**

This chapter presents the findings of the study about the students-teachers' perception on using pictures in teaching writing in internship program at English Education Department of UMY. The finding of the interview is explained in this section. In the finding, the data are correlated with some theories and research questions by researching. It was supported by quotations from the interviewees, followed by discussion and supported by some theories related to the study. This part is divided into two topics. The first is about the student-teachers' perception on using pictures in internship program at English Education Department of UMY. The second is about the student-teachers' teaching writing problems in implementing the pictures prompt in internship program at English Education Department of UMY.

#### **Student Teachers' Perception on Using Pictures in Teaching Writing**

In this section, the researcher has found some findings based on the first research question about the student teachers' perception in implementing pictures in teaching writing. The researcher took three participants from students batch 2011. The findings were based on the interviews that have been done by the researcher. The researcher found some findings with student teachers' perception of using pictures to teach writing. Based on the interview data, the participant is considered the pictures strategy, giving some benefit in teaching writing.

**Finding 1: pictures make the teaching writing activity effective and efficient**

Based on the interview result, there are two participants agreed that the use of pictures is effective. The first participant, Jasmine said that she used the pictures because they are easy to use in the class. She said: “I often use the pictures. It is because I should not bring many things, like when using video. We have to bring laptop, audio-speaker and projector. It makes difficult to bring many things. If I use the pictures, I just bring some example of the pictures and I can use them continuously” (P1.04).

The second participant name Clara that she also used the pictures in her class, as she said: “I often use the pictures in teaching writing. It is because more effective to use in the class. It is easy to explain to the students and applicable to use in the class” (P2.04).

Moreover, Clara gives the other statement to choose the pictures based on the students’ environment. She stated: “I can choose the pictures that are appropriate to the students’ environment. For example, I teach in Jogja. There are many tourism places, like Malioboro, Parangtritis, or Alun-alun Kidul. So, the students are familiar with those places. It is easy to give the explanation and description about the tourism place’s information” (P2.10). This condition avoids the inappropriate pictures use in teaching writing. The pictures have to consider the students’ knowledge and

environment. The third participant has his own condition to choose the pictures in teaching writing. Roihan said: "I choose appropriate pictures with the students' age and interesting pictures to make them easy to understand" (P3.14).

The statements above indicate that the use of pictures in the teaching writing process makes the learning activity more effective and efficient. The participants feel that the pictures did not need a lot of preparation in the class and it make simple to make. Besides, the participant is easy to deliver the material use the pictures. This statement supported by Onasanya (2004) stated that most of pictures in learning media offer teachers considerable opportunities to make their teaching more effective and efficient.

### **Finding 2: the pictures are interesting**

There are one participant argued that pictures are interesting for the students. This statement argued by Jasmine, as she stated: "pictures are more interesting for the students. Sometimes most of the students are easy to feel bored in the class. So, if I use the pictures, the students become more interest and pay attention to me" (P1.06)

From the information above, we can conclude that the teachers need to use media that can make the student interest to join the learning activity. Levie and Lentz (1982) in Arsyad (2004) states that visual media are the based to getting student interest and direct them to concentrate on the subject that relate to the visual value which has appeared in the text of the subject. The consideration of the use of picture

is because students are usually interested in new thing which can encourage them to pay attention and learn about it.

**Finding 3: pictures help the student to develop the writing idea**

Another finding about student-teachers' perception on using pictures in teaching writing is pictures help the student to develop the writing idea. The second participant, Clara reported: "pictures help the student to develop their writing idea. Pictures help them to develop their imagination. Many of the students confused in the writing task. They are confused about what they should write and how to start the writing. These pictures directed the students to imagine what they should write" (P2.05).

Based on the statement above, it can be concluded that one participant namely Clara argued that the use of pictures can help the students to develop their writing idea. The statement is supported by Raimes (1983) argued that picture shared experience for students in the class, a common base that leads to a variety of language activities. The picture brings the outside world into the classroom in an intense concrete way. The pictures give the stimuli to trigger the ideas to develop the students' writing idea.

### **The problem faced by the student-teachers on the use of picture in teaching writing in internship program**

In answering the second research questions, the researcher asked a question about the student teachers' teaching writing problem in implementing the picture prompt in internship program. The researcher found one problem faced by student-teachers in the use of pictures in teaching writing.

#### **Finding 1: finding the appropriate pictures**

The problem found in the implementation of pictures in teaching writing is finding appropriate pictures. There is one participant, namely Jasmine, who said that finding the appropriate pictures is difficult. Jasmine stated: "sometime I have difficulty to find the appropriate pictures for my material. I cannot use random pictures. Because there is any student will complaint me if use inappropriate pictures. When the students have given the complaint, they did not participate on the learning activity" (P1.15).

The participant said that it is difficult to find the appropriate pictures in teaching writing. It became difficult because when the participant gave the wrong pictures or not appropriate in teaching writing, the student would not interest in writing activities. Picture as the learning media have to help the students to achieve the learning goals. It is supported by Onasanya (2004) stated that most of pictures in learning media offer teachers considerable opportunities to make their teaching more

effective and efficient. Also, she argues that the effectiveness in the context implies how well educational goals and objectives are achieved, while the efficiency refers to how instructional media are utilized to achieve teaching goals and objectives.

### **Finding 2: managing the classroom activity**

The other problem found by the participants in teaching writing use pictures is controlling the classroom activity. Although the participant has used the appropriate picture, they also have a problem to managing the classroom activity. This problem faced by Jasmine. She said “I have a teaching experience, when a student asks me about a picture. I have already focused on the other student. Then many students ask me the questions. My teaching partner and I focus to some students, so we did not aware to others. One student feels that we have been ignoring him. He comes to me and slaps me. He says that I ignored him” (P1.17). When the students are given the pictures task, they spontaneously ask the student-teacher.

The statements above indicate that the use of pictures in the teaching writing process has to consider the managing the classroom activity. In the teaching and learning activity, student-teacher has to manage the classroom condition. Managing the large number of students is the difficulty for the student-teacher. It is supported by Gordon (2001) who explained that classroom discipline and management may the biggest challenge for the beginning teachers.