CHAPTER III
DISCUSSION

3.1. Teaching Description

Teaching description explained the process of teaching in a classroom during the writer teaches speaking English through picture in SD Negeri Karang Tengah 14. The teacher taught 52 students in 4th grade elementary school. The teacher taught for a month, since August 12nd, 2016 until September 2nd, 2016. The total meeting for a month is four meeting. The meeting starts to teach 11.00 until 12.00 o’clock every Wednesday. The first and second meeting the students follow what the teacher say to them about the goal to training speaking skill. The third and fourth meeting, the teacher makes pleasure atmosphere through picture by giving the question and it is answered by students, in order to make the goal to built motivation and encourage strong speaking English to them. Picture can make students remember about the lesson.

In every meeting, the teacher always reviewed the material that the students had learnt before. Each meeting consists of 1x60 minutes of teaching length. If the students feel secure in the classroom, they can comfortably learn. Teacher must be kind and be helpful to the students and be patient when they do not understand. A caring teacher tries to develop a relationship with students and communicates this well to the students, they will return build a desire to learn and participate.
A teacher needs to be supportive to the students and accepts them for who they are be positive and assist them in reaching their goals. The more supportive teachers are, the more the students will enjoy learning.

The important things that the teachers should do before teaching is the teacher have to understand the material will be given to the students. The teacher must know how to deliver the lesson and all of the students understand what the teacher teach to them. The students do not have much time study in a class, once a week is never enough to study, the teacher should have the best technique to teach the material. Best and effective technique will make the students understand about the material that has been given. After that, the lesson plan should be prepared by the teacher. Lesson plan consists of date, grade level, subject duration, description, goals, objectives, material procedures, and assessment. The teacher’s purpose of making a lesson plan is to improve the learning process.

3.1.1. Teaching Preparation

There are some preparations needed by the teacher before teaching process. Those preparations are to help and to guide the teacher during teaching process takes place in order the teacher does not feel confused in delivering material such as lesson plan, guide book, book attendance, dictionary, and some supporting material that teacher should prepare before teaching learning process. Finally, the teacher is ready to teach in the class.

The first step that teacher should do before giving the lesson is making a lesson plan. It can make the teacher easier to teach because it contains the steps in the
teaching process. Then, to make the students enjoy and easy to receive subject material lesson, the teacher has a technique in teaching process because the appropriate teaching technique will make the teacher easier to teach the subject and students to be interested in learning process. One of the appropriate techniques which can be used in teaching English is through picture. Picture can be used by the teacher in teaching speaking English in SD Negeri Karang Tengah 14 that aims to improve speaking English. This is a fun activity to attract students and students will give more attention in learning English because students have a high curiosity when they are facing challenges.

Besides the lesson plan, the teacher should prepare everything that relates to the subject, such as teaching instrument, hand book, dictionary, and so on. Teacher in SD Negeri Karang Tengah 14 also have to pay attention the cleanliness in the classroom and persuades students to keep the cleanliness. Finally, the teacher is ready to teach in the class.

3.1.2. Process of Teaching

Teaching cannot be separated in learning activity. We can be good teachers only if we know the meaning of learning because only then we know what we expect our students to achieve. If our goal is to prepare our students to pass an exam, then this will affect the way we teach, if we see foreign language learning as a different approach to teaching it. The writer would explain about her field research as a teacher 4th grade at SD Negeri Karang Tengah 14
The first meeting

The teacher comes in the first meeting. This time, the teacher asks the students to pray and greet to the teacher. Then, the teacher checks attendance all of students. After that, the teacher starts to speak a simple conversation that aims to makes the students dare to speak English. There are some questions which were given the teacher to the students such as about feeling or conveyed.

After students has entered the class, the first thing that students do is pray together and greet to the teacher which lead by a student.

The student (leader) : “Are you ready?”
All of students : “Yes.”
The student : “Before we study, let’s pray together!”

*Praying
The student (leader) : “Finished. Greeting to our teacher.”
All of students : “Good morning, miss.”
The teacher : “Good morning too, students. How are you today?”
All of students : “I am fine, thank you. How about you?”
The teacher : “I am very well, students. Thank you.”
All of students : “You are welcome, miss.”

After praying, the teacher checks attendance, it is always done by the teacher before discussing about the lesson. It is useful to know students personally by looking their face one by one. It is also make a good relationship between the teacher and the student.

The teacher : “Ok. Students, now I am going to check who is coming today if I call your name please raise your hand.”
All of students : “Ok miss.”
The teacher : “Abdal Ramandaru”
Student : “Raise his hand”
The teacher : “Adam Fikri”
Student : “Yes, I am.”
The teacher explains what will be discussed. Before starting the lesson or material that will be discussed, the teacher gives a warm up to the student so they feel enjoy the lesson. Using technique like a song for warming up, it is so funny. So, the students do not get bored for a lesson.

In the beginning of the lesson, the teacher gives the students a song to make the students feeling enjoy in learning the material. Before, the teacher writes the song on the white board by using marker. Here is the song:

**IF YOU ARE HAPPY AND YOU KNOW IT**

If you are happy and you know it clap your hands.
If you are happy and you know it clap your hands.
If you are happy and you know it and you really want to show it.
If you are happy and you know it clap your hands.
If you are happy and you know it stomp your feet.
If you are happy and you know it stomp your feet.
If you are happy and you know it and you really want to show it.
If you are happy and you know it stomp your feet.
If you are happy and you know it shout “Hurray!”
If you are happy and you know it shout “Hurray!”
If you are happy and you know it and you really want to show it.
If you are happy and you know it shout “Hurray!”

Next, the students ask to pay attention because the teacher will be started next the lesson about color. The first, the teacher to asks the students to open book page 11. The teacher teaches the meaning of color, pronunciation of name color, and the function of color.
The teacher: “Ok students, next we go to the lesson about color, please open book page 11. Do you know what is the meaning of colour?” (Ok murid-murid, selanjutnya kita belajar tentang warna, tolong buka buku halaman 11. Apakah kamu tau arti dari colour?)

The students: “The meaning of colour is warna, miss.” (Artinya warna, miss.)

The teacher: “That’s right. Now please repeat what is the meaning of colour, students?” (Benar. Sekarang, tolong mengulang arti dari colour, murid)

All of students: “Warna, miss.”

The teacher: “Ok good, now please look at the picture in white board that is example of colour. Do you understand?” (Ok bagus, sekarang tolong lihat pada gambar di papan tulis adalah contoh dari warna. Apa kalian mengerti?)

All of students: “Yes, we understand, miss.” (Iya, kami mengerti, miss.)

The teacher: “Ok, now look at the picture that I held. Do you know what colour is?” (Ok, sekarang lihat gambar yang saya pegang. Apakah kamu tau, warna apa?)

All of students: “That is red, miss.” (Itu adalah warna merah, miss.)

The teacher: “Excellent! Then, what is the picture?” (Luar biasa! Lalu, gambar apa?)

Figure. III.1. Picture of Red
All of students: “Strawberry. That is a fruit, miss.” (Strawberry. Itu adalah buah, miss.)
The teacher: “Ok right. And then, what is this colour?” (Ok betul. Dan kemudian, warna apa ini?)

All of students: “White.” (Putih.)
The teacher: “Less exactly. The true is blue. Please repeat! What is this colour?” (Kurang tepat. Yang benar adalah warna biru. Tolong ulang! Apa warna ini?)

All of students: “Blue, miss.” (Biru, miss.)
The teacher: “Good.”
The teacher: “The next, what is kinds pink colour of things, that you know?” (selanjutnya, apa macam-macam warna pink pada benda, yang kamu ketahui?)

All of students: “Bando, tempat pensil, bunga, sepatu, kaos kaki, dan jam tangan.” (Headbands, pencil case, flower, shoes, socks, and wristwatch.)
The teacher: “Well, what is this the colour?” (Baik, warna apa ini?)

Figure. III.2. Picture of Blue
All of students: “Ungu, miss.” (Purple, miss.)
The teacher: “What is the English of ungu?” (Apa bahasa inggris dari ungu?)
All of students: “Tidak tau, miss.” (We do not know, miss.)
The teacher: “Ok, this colour is purple. Please repeat! This is purple.” (Ok, ini warna ungu. Tolong ulang! Ini adalah warna ungu.)
All of students: “Purple.” (Ungu.)

It is the time to start the main process of teaching. The process teaching based on the lesson plan that teacher has made. For the first step, the teacher needs warming up to make the students interested motivation in learning process. Then second step, the teacher asks students to open book page 11 and asks them to look at the picture in their book and explains that the picture in their book is an example of color. After that, the teacher asks students to look at the picture that held by the teacher, the teacher gives question and the students answer, the goal is to make students express their opinion using English, but many students not use English because they are shy or scared to be wrong to speaking English, but by using picture
can makes students confidence in speaking English. Picture also makes the students more understand and remember with quickly of things around us that they learnt.

Finally of this study, the teacher asks the students to review the names of colors, the teacher wants to know what if they already understand and remember the material provided by the teacher. After finishing study, the teacher asks the students to greeting to the teacher.

The students (Leader) : “Greeting to the teacher.”
All of students : “Good afternoon, miss.”
The teacher : “Good afternoon, students. See you next week.”
All of students : “See you too, miss.”

The students greets to the teacher. The teacher responds their greeting and say see you next week, students. Then the students said see you too, miss. The students looks fun and happy after they are learning English through picture. They are also more confidence in speaking English without feel scared to express their opinion or their feeling.

The second meeting

At the second meeting, in the opening, the teacher greets the students and then started to ask several question related to previous meeting.

After that, the teacher asks them to come forward to choose one of picture in front of the class and follow the command of teacher, after the teacher calls 3 person to come forward. All of students should participate to follow learning English.

The teacher : “Ok. Now, I want to 3 person to come forward to choose one and give the answer of picture after you are found the picture!” (Ok. Sekarang, saya ingin tiga orang maju ke depan untuk memilih satu dan memberikan jawaban dari gambar setelah kamu menemukan gambar!)
All of students : “Yes miss.” (Iya, miss.)
The teacher: “Ok. I will choose Arjun, Naila, and Yunus, please come forward.” (Ok. Saya akan memilih Arjun, Naila, dan Yunus, silahkan maju.)

*They are direct come forward after their name called by the teacher.

The teacher: “Thank you, you have want to come forward. And now please focus and listen my question.” (Terima kasih, kamu ingin maju. Dan sekarang silahkan focus dan dengarkan pertanyaan saya.)

Students (3 person): “Ok, miss.”

The teacher: “Ok. What is the colour of banana? Please choose one of picture and answered.” (Ok. Apa warna dari pisang? Silahkan pilih salah satu gambar dan menjawab.)

Students (3 person): *thinking (Berfikir)

Students (Yunus): “I choose this picture miss and my answer is yellow.” (Saya pilih gambar ini miss dan jawaban saya adalah warna kuning.)

Figure. III.4. Picture of Yellow

The teacher: “That’s right Yunus.” (Benar, Yunus.)

The teacher chooses 3 person to come forward, named Arjun, Naila, and Yunus to come forward. After that, they come forward the teacher asks them to focus
and listen the question which given by the teacher. Then, the teacher gives question and asks them to choose one of picture and gives the answer to the teacher, after one of their found picture the appropriate with command of the teacher. During they are in front of the class, they look scared cannot answer the question from the teacher, but the teacher asks them to calm and focus because if they confused or scared, they will not found picture or give the answer with right. Finally, one of students namely Yunus found the picture and gives the correct answer. The next, the teacher asks 3 person to come forward again. The students still encouragement of teacher to make students active the following learning process.

The teacher : “Ok, now who is want to come forward again? Please raise your hand!” (Ok, sekarang siapa lagi yang ingin maju ke depan? Silahkan tunjuk tangan!)
The student (Dian) : “Pilih saya miss Fitri.” (Please choose me, miss)
The teacher : “Do you want to come forward, Dian?” (Apa kamu ingin maju ke depan, Dian?)
The student : “Yes, miss. I want to come forward.” (Iya, miss. Saya ingin maju ke depan.)
The teacher : “Ok, I will choose Dian, Ega, and Aditya, please you come forward!” (Ok, saya akan memilih Dian, Ega dan Aditya, silahkan kamu maju ke depan!)

*Dian, Ega, and Aditya direct to come forward after their name called by the teacher.

The students which name is Dian wants to come forward and asks the teacher to choose her because she interested to come forward. Then, the teacher chooses Dian, Ega, and Aditya. They feel happy because the teacher has chose them. After that, the teacher asks them to listen and concentration.

The teacher : “Ok. Dian, Ega, and Aditya, please listen my questions. Are you ready?” (Ok. Dian, Ega, dan Aditya, tolong dengarkan pertanyaan saya. Apa kamu siap?)
Students (3 person) : “Yes, miss Fitri.” (Iya, miss Fitri.)
The teacher : “What is the colour of bag? Please choose one of picture and
answered!” (Apa warna tas? Silahkan pilih salah satu dari gambar dan jawab!)

*one of them direct choose picture and given answered.
The student (Dian) : “I choose this picture and my answer is brown.” (Saya pilih gambar ini dan jawapan saya adalah warna coklat.)

The teacher chooses 3 person again. The teacher calls name’s Dian, Ega, and Aditya. Then, they are direct come forward after the teacher calls their name. Then, the teacher asks students to listen the question or clue which given by the teacher. After that, they scramble to found picture with correct. Finally, Dian get picture with correct answer, she direct answer the picture that her choose. Then, the teacher continues to choose 3 person to come forward.

The teacher : “Ok, now who is want to come forward? Please raise your hand!” (Ok, sekarang siapa lagi yang ini maju ke depan?)

Figure. III.5. Picture of Brown
All of students: “Me, me, me, miss.” (saya, saya, saya, miss)
The teacher: “Ok, I chooses Abdal, Arsy, and Chintya to come forward.” (Ok, saya memilih Abdal, Arsy, dan Chintya untuk maju ke depan.)

*They are direct come forward after the teacher called their name.

The teacher: “Now, please focus and listen to my instructions. After that, choose one of picture. Are you ready?” (Sekarang, tolong focus dan dengarkan instruksi saya. Setelah itu, pilih salah satu gambar. Apakah kamu siap?)

Students (3 person): “Yes, we are ready.” (Iya, kami siap.)

The teacher: “What is the colour of our national flag? Please choose one of picture and answered!” (Apa warna bendara kami? Silahkan pilih satu gambar dan jawab!)

Students (3 person): *Thinking (Berfikir)*

*One of them direct found picture with correct and given answer to the teacher.

The students (Abdal): “I choose this picture and my answer is red and white.” (Saya pilih gambar ini dan jawaban saya adalah merah dan putih.)

Figure. III.6. Picture of Red and White

The teacher: “Good. Give applause to Abdal, students.” (Bagus. Berikan tepuk tangan untuk Abdal, murid.)

*All of students give applause to Abdal because Abdal found picture and answer with correct.

The teacher: “Please, you can sit back, thank you.” (Silahkan, kamu duduk kembali, terima kasih.)
Students (3 person) : “You are welcome, miss.”

There are many students want to come forward and during started learning process the students too much noise and disturb their friend when the other’s students concentration, the picture have been found and answer with correct. The students noise because they are want the teacher choose them and pay attention to them.

3.1.3. Post Teaching

In the last teaching, process on lesson plan that the teacher had done. The teacher gives the milkita candy to another student too. The teacher also says good and say sorry because it is the last teacher teach in that classroom. The teacher gives advice to the student to learn and always practice their English skill anywhere. After that the teacher closes the lesson.

Figure. III.7. Picture in the last meeting

The teacher : “You are welcome students. Ok students listen to me. I want to say sorry if I have a mistake when I teach you all and I want to say good bye, because this is the last I teach you. Thank you for all. Now let’s close our lesson today. Chief of class please lead the prayer.”
Student: “The prayer begins.”
“The prayer finish.”
The teacher: “Ok students, before I go out from this class, do not forget to study at home, and always do your assignment and do not forget to practice your English language anywhere.”
All of students: “Yes, miss.”
The teacher: “Ok let’s close our lesson today. And the last I see you.”
“Wassalamu’alaikum wr.wb.”
All of students: “Wassalamu’alaikum wr.wb.”

The teacher gives a milkita candy to all students who percolate in this picture. It is also to be the last meeting between the teacher and the student.

**The third meeting**

The third meeting, in the opening, the teacher greets students and then starts to ask several question related to previous meeting.

After that, the teacher divides the group of students, each group consisted of four students. The name of the group is the group A until group D. The materials that will be described is the colour. The teacher will distribute the picture cards, each group of two cards. The group A mention the color of the things, group B there are some color on the things and so on.

**Group A**

The teacher given picture to the students, then the students make the dialogue of the picture.
Figure. III.8. Picture of Glass

Student (Abdal Ramandanu) : “Hai, Amalia. Warna apa yang ada di benda itu?” (Hi, Amalia. What is the colour of things?)

Student (Amalia Fadilah) : “Hallo, Abdal. Itu adalah warna biru.” (Hallo, Abdal. That is a blue.)

Student (Abdal) : “Iya, benar.” (Yes, that’s right.)

Figure. III.9. Picture of Blackboard.
Student (Adam Fikri) : “Hai, Anggi. Warna apa yang ada di benda itu?” (Hi, Anggi. What is the colour of things?)

Student (Anggi Rismawati) : “Hallo, Adam. Itu adalah warna hitam.” (Hallo, Adam. That is a black.)

Student (Adam) : “Iya, benar.” (Yes, that’s right.)

**Group B**

The teacher : Ok, the next group B.

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All of students (Group B) : “Horeee!”

Student (Arjun Saputra) : “Hai, Arsy. Warna apa yang ada di benda itu?” (Hi, Arsy. What is the colour of things?)

Student (Arsy Lulu) : “Hallo, Arjun. Itu adalah warna abu-abu.” (Hallo, Arjun. That is a grey.)

Student (Arjun) : “Iya, itu benar. Lalu, apa bahasa inggris dari warna abu-abu?” (Yes, that’s true. Then, what is the English of abu-abu?)

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Figure. III.10. Picture of Refrigerator
3.2. **Teaching Analysis**

During learning process, the writer has many problems happened in the classroom that faced and solved by the teacher. The writer explains the analysis of teaching speaking English through picture. The first is to handle the students. The students sometimes talked with their friends and did not pay attention. It can make a long time to make them pay attention to material lesson, moreover if one of the students annoys the student who is studying, as they like to joking around. They are very noisy and full spirited. In this case, the teacher should join into their talks and giving direct command to come forward to stop their talking.

In the process of teaching speaking English through picture, the teacher found many difficulties; the students too noisy, and not pay attention, they also often
moves, but learning through picture can makes the students give to pay attention and want the following learning English.

During teaching speaking English through picture found same words that used by the teacher and sometimes students not use English to answer the question, but the teacher will help students to be able to use English. Therefore, the teacher also pays attention to students who do not know about the meaning name of color they have learned.

Teaching speaking English through picture is very effective for students. Based the writer analysis, the teacher can get target and the purpose of teaching. The target is makes the students speak English and remind the material lesson. And the purpose is to evaluate the students mastering language learning.

3.3. Teaching Evaluation

After doing the teaching learning process and getting the score of each students at fourth grade at SD Negeri Karang Tengah 14. The writer also finds out some problems and solutions in process of teaching speaking English through picture.

The first problem is the students do not have a good pronunciation and intonation, because they never did practice before, so students did not trained in pronunciation. Therefore, the students focus on practice. Practice purpose is to make students have good pronounce and intonation in speak English. The students repeating what the teacher said, so that students can pronounce the words clearly.
And the last problem is decrease confidence. Some students who decrease confidence when he or she speak English in front of class. In this case, the teacher must have more attention and did direct approach to students who decrease confidence. Besides in teaching learning process the teacher must make group, it is important because it will make students more active especially in speaking ability and for students who decrease confidence they can mingled with friends.

Teaching evaluation is its central element the assessment of the quality of classroom instruction. The writer takes evaluation with giving a test to the all student. This evaluation is to know how far students have received the study. The teacher gives tasks to each student about the colour. The tasks is the teacher read a story about the rainbow, then students will follow. After that, the students will know the story of the rainbow. As a result, this approached get student’s care which they have passion to do their task quickly. Then, the teacher gives a score for the student’s task.

The result of evaluation is:

<table>
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<th>No.</th>
<th>Students’ Name</th>
<th>Score</th>
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<tbody>
<tr>
<td>1.</td>
<td>Abdal Ramandanu</td>
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<tr>
<td>2.</td>
<td>Adam Fikri</td>
<td>80</td>
</tr>
<tr>
<td>3.</td>
<td>Aditya Putra Maulana</td>
<td>85</td>
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<td>4.</td>
<td>Amalia Fadilah</td>
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<td>5.</td>
<td>Anggi Rismawati</td>
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<td>6.</td>
<td>Arjun Saputra</td>
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<td>7.</td>
<td>Arsy Lulu Amaliyah</td>
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<td>8.</td>
<td>Arum Febiola</td>
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<td>9.</td>
<td>Chintya Rahma</td>
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<td>10.</td>
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<td>11.</td>
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<td>12.</td>
<td>Ega Aulia</td>
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<td>Eunike</td>
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<td>14.</td>
<td>Fadiyah Syafiqah M.</td>
<td>80</td>
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<td>Sarah Amelia</td>
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<td>Satria Alfat</td>
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<td>46</td>
<td>Septiana Insan K.</td>
<td>75</td>
</tr>
<tr>
<td>47</td>
<td>Suci Melani</td>
<td>70</td>
</tr>
<tr>
<td>48</td>
<td>Syakila Dwi Cahya</td>
<td>85</td>
</tr>
<tr>
<td>49</td>
<td>Vinka Nurbaiti Sukma</td>
<td>75</td>
</tr>
<tr>
<td>50</td>
<td>Windy</td>
<td>70</td>
</tr>
<tr>
<td>51</td>
<td>Yunus Jamaludin</td>
<td>65</td>
</tr>
<tr>
<td>52</td>
<td>Zanuba Jahrotun Nupus</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>3887</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Average</strong></td>
<td><strong>75</strong></td>
</tr>
<tr>
<td></td>
<td><strong>High Score</strong></td>
<td><strong>90</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Low Score</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>
The average’s score is 75 that these are teaching speaking English through picture very effectiveness to help students thinking quickly – the score is counted from students’ score total divided with student’s total. The table contains of students’ name, low-high and average score. Though picture as technique gives some benefit for the students. They have point of view about opinion, gained information, and so on. This technique makes the student to active in the classroom and students to be easily remember about the material lesson mainly they speak English with confidence.

3.4. The Benefit of Using Picture in The Teaching Speaking English Through Picture

Teaching using the picture needs an ability to think quickly in order to express the content in a comprehensive picture through the ability to speak English.

Monitoring student progress. The important for teachers to monitor classroom work assignments. Monitoring should include checking to determine whether the students understand their assignments and cognitive processes that are involved. This monitoring also includes checking students work and return assignments with feedback. At the time, all of students are given assignments, then the teacher may work with other students, recommended that teachers give five or ten minutes to get around among students who are working to make sure they understand the task of the picture or not, before the teacher deal the other students. When students work in groups, then teachers should be in these groups in turn and
move around among the students who work independently. Although, it needs time for correcting task, the teacher should be improve students work already done.

3.5. The Advantages and Disadvantages Teaching Speaking English Through Picture

From this picture the writer gets the advantages and disadvantages from teaching speaking English through picture. The advantages teaching speaking the teacher can use picture to makes students active, fun, and creative. The students can take long time to speak and the teacher role is to make students to focuses on the command of the teacher to choose one of the pictures and answered the question from the teacher. It is effective for all subjects which is included in speaking learning. It also sharpens the memory of students.

The teacher also gets the disadvantages from teaching speaking English through picture. Teaching speaking English through picture is attracting students’ interest, it causes them to be very active and make noise teaching learning process. Sometimes they too much move and speak.