

The Influence of Using Pictures in Teaching English

Devi Agustina As
deviagustinaas@gmail.com

Magister of Education - English Department
Graduate School Nommensen HKBP University Medan

Abstract

This research was conducted at MAN Binjai to improve Teaching English Competence by using the pictures as a media with the first year students of X-A through an Experimental Research Project. Since this research is done based on a qualitative method it means that, it does not need to state the hypothesis in the case of doing research, for it is based on the library or through book review. The writer here is eagerly concerned with the problem of using pictures or visual materials in teaching learning process to beginners, especially the students of MAN levels. Practically, those four language skills can be taught by using pictures or visual materials, the radio in particularly applied by Imhoof Maurice, a project director for the Radio Language Arts Project in Kenya and a senior program officer at the Academy for Educational Development in Washington DC, have a great influence in the process of teaching learning interaction, especially for the beginners So that is why, here the English teachers are suggested to use aids in teaching the students, (handling the class by showing various kinds of pictures). It is easier to the students to express what they want to say or tell if they look at the pictures or visual aids on the blackboard. for instance. Through pictures the students can be asked to repeat or mention many kinds of action based on the given pictures, they are asked to repeat sentence patterns given, and then ask them to make sentences by themselves based on the rules given firstly by the teacher. In general sense, teaching the students or the beginners by using pictures or visual materials can give them the meanings of the words of the pictures intrinsically and automatically. In short we can conclude that, teaching English by using pictures or visual materials to beginners have a great influence in the students' understandings aid grasping the meanings of the words. The beginners will study English seriously and easily through looking at the colorful pictures shown to them.

Keywords : pictures media , teaching learning process to beginners

1.Introduction

English as a language, Involves four skills: listening, speaking, reading, and writing. These four skills in any cases, have a close relationship to each other. For example, listening can be taught a part of speaking. Listening, one of the four language skills, is very important and fundamental in language learning. Reading, also in another hand, extends one's horizon and experience and forms our attitudes. however, the aim of teaching reading in a foreign language is to help the students recognize, process, and retrieve meaningful information from texts which information can later be used for various needs.

To communicate properly and understandably one needs to arrange his expression into an appropriate and meaningful sentence. A sentence arrangement or construction is a crucial element of the communicative function of a language. Syntactical construction, therefore, determines in the way that the sentence to be understood . To this statement, Broto (1982:28) said that,

'Pembicaraan akan mudah ditangkap oleh para hadirin, bila disajikan sedemikian

rupa sehingga pendengaran, penglihatan, dan tangan dapat aktif. Prinsip ini bertumpu pada pendapat John Dewey. Ia berpendapat bahwa belajar yang baik adalah dengan berbuat (*learning by doing*). Telah diselidiki oleh para ahli bahwa pembicara yang hanya omong melulu, tanpa alat peraga, hasil ceramah tersebut kira-kira 15%. Dan bila si pembicara menggunakan alat peraga yang dapat dilihat (*alat visual aids*) maka hasil meningkat menjadi kira-kira, 55%. Selanjutnya bila para hadirin masing-masing memegang alat atau barang yang sedang diterapkan, maka hasilnya menjadi 90%. Atas dasar prinsip ini, seyogyanya bila pembicara atau memberi ceramah kita membawa alat-alat peraga yang lengkap."

The above Broto's statement indicates that teaching barring of any subject, English, in particular can. Influence the students' understanding and mastering effectively. Practically, some teachers of English apply or use those pictures and visual materials in the process of the teaching learning. In relation with the above statement, the writer here wants to draw some examples which can be used in such kind of teaching learning process.

Examples :

I received two letters from_____ (pengantar surat)

We write in_____ (tinta)

The teacher writes on_____ (papan tulis)

The students are sitting on_____ (bangku)

Bakri is reading_____ (sebuah buku)

Amir is doing_____ (pekerjaan rumah)

etc.

From those examples above, we can see that some of the nouns put in brackets are found easily in the classroom or outside, viz. 'pengantar surat', 'tinta', 'papan tulis', 'bangku', 'sebuah-buku', and 'pekerjaan rumah'. But, although all pictures and materials are often seen by the students, most of them often fail in completing the blanks with the prepared Indonesian words. And in reality, most of MAN level students or the beginners cannot fill up the blanks with those Indonesian words given at the end of each sentence.

So, if the writer's assumption is true, she wants to try to overcome the students' failure by writing this journal on the title of "The Influence of Using Pictures in Teaching English to Beginners" in the process of teaching learning interaction.

In this case, she eagerly knows that the visual aids or pictures and the like can provide teachers and students with clear idea of the sort of practice or communication elements to be talked or discussed in the process of the teaching learning. Those kinds of pictures are effectively used in describing and explaining materials to the students. The students will deeply understand whatever they see and listen simultaneously with the real concept of things.

2. Method

This study was conducted at Senior High School, MAN Binjai which is located on Jln. Merdeka in the City of Binjai sub-district. The subject of this study was class X-A at that school. There were 5 classes in the X grade in this school with the total number of the students is 210 students and for the whole of the tenth grade students the writer will take class X-A as the sample. There are 40 students taken as a sample.

The writer will do this research by experimental research. Based on this research, the researcher will teach the sample students for about sixty minutes by giving them test to be finished individually. The students read a simple text contained minimal three or four paragraphs and then, they answer ten questions based on the text. If each student can answer ten questions well, for him/her the researcher scored one hundred. Each question, the researcher scores minimal ten.

Before giving the test, the researcher will teach the sample students some words and expression based on paragraph by paragraph from the text by using demonstration technique. The researcher demonstrates the new words or new expressions as clear as possible so that, the sample students get good understanding and good mastering from the text. Besides, the researcher demonstrates a sentence form based on a set words for sentence building, until the students master body language form like positive, negative or interrogative form for about twenty minutes, and give ten minutes for asking questions.

The design can be figured as the following:

Class	Pre - Test	Treatment	Post-Test
Experimental	Pre - Test	Teaching By Using Pictures	Post-Test
Control	Pre - Test	Teaching By GTM	Post-Test

In order to obtain the data for this research the writer will use the methodology that is library and field research. In library research, the writer read some books that related with the title. The books are from library and personal collection and for the field research the writer used some technique such as: Observation, Interview and Questionnaire.

Results

In relation to the introduction, the writer tried to draw some conclusions about the students' ability in answering and doing the questions given to them. The students ability is still limited to the un-habitual or not familiar with the pictures yet. Because of this, they are not so sufficiently answering the questions given by the teacher, even though they can see the real pictures and real things demonstrated by the teacher. To the above statement, the writer wants to point out sentence by sentence the students' wrong answers.

This means that, the students are never trained individually in case of avoiding verbalized methods of teaching. Deriving from the interpretation of the mistakes made by the students, the writer here can conclude that most of teaching learning process bandied, by the English teachers of MAN levels are lacks of training the students individually, especially on the spelling words and drilling the students' pronunciation in particular, and also in case of showing the object of the concept. As a matter of fact, we can also see their ability either by spelling the words or by pronouncing words after words taught by the teacher.

There are 21 kinds of pictures which are modeled by the teacher in different occasions. Through these pictures the students are asked to retell what things have been explained by their teachers. In fact, there are a few numbers of the students who still do not know how to do it. On the other hand, the students have been given the ways how to do the questions given to them, but in reality, the students could not do it well as the instruction given by the teacher. So based on the fact done by the students, the teacher here should pay more attention to the students during the teaching teaming period in order to overcome the disability of the students.

3. Discussion

In the research the mark of samples were calculated by using the t-test at the level of the significance 0.05. This level of significance means that if experiment is performed with random samples, the probability of between the two groups caused by sample error is not more than five out of one hundred. It implies that 95 % probability of the difference was due to experimental treatment rather than sample error.

By this research it was found that the calculated at the level of significance of 0.05 was 3.67 with the degree of freedom of 78. Therefore, this result is higher than the t-table 1,97. It means that the hypothesis is accepted which implies that the significance difference in the result of the student is caused by the treatment applied. By using the hypothesis, it is found that the scores of the students in English ability will be better if the teacher always provides pictures on their writing paper. It means that providing pictures is also one of the effective strategies to improve students achievement.

4. Conclusion

By using pictures and visual materials, the teacher can teach the students easily and effectively, because visual materials or aids can influence the students' understanding and mastery in learning the language. Through pictures and visual materials presented, it will be more significant for both of teacher and students in the process of teaching learning.

Teaching learning process by using pictures and visual materials will greatly influence the students to grasp the given lessons more easily. Pictures and visual materials can help either teacher or students in teaching learning interaction, especially to change the process of teaching learning in suitable situation and condition.

By having a look at the pictures and visual materials presented to the class, the students will be easy to express what they are going to say or tell about, and they can also imagine what the pictures are about, and of course, they can be used as a useful aid to help the students to understand, speak, read, and also write down as good as possible based on the real thing seen by them directly.

The writer here wants to suggest that the English teachers of MAN levels should have to use pictures or visual materials in the process of teaching learning interaction and they should prepare and create a certain pictures and visual materials as a tool for teaching learning process.

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