

# TEACHING ENGLISH TO ISLAMIC ELEMENTARY SCHOOL (MI) STUDENTS THROUGH PICTURES AND PICTURES

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**Abstract :** *Teaching English for young learners has long been a crucial concern issue in Indonesia. Students' interest might be regarded as the most essential elements to be taken into account for achieving a more successful teaching and learning. Unfortunately, creating an enjoyable learning is a challenge for teachers. One way to arise students' interest is by using pictures and pictures technique, which will enable them to give more reaction in learning English. The objective of this paper is to describe the use of pictures and pictures technique for teaching English to young learners (focused on Islamic elementary learners). It will be one of the choices for English teachers to make students to be more active in the teaching and learning process.*

**Key words:** *teaching english, young learners, pictures and pictures technique, Islamis elementary school (MI)*

**Abstrak:** Pengajaran bahasa Inggris untuk anak-anak merupakan isu yang sangat penting. Minat peserta didik untuk belajar bahasa Inggris merupakan elemen penting yang harus diperhatikan agar tujuan pembelajaran berhasil. Namun sayangnya menciptakan pembelajaran yang menarik merupakan pekerjaan yang menantang bagi guru. Diantara cara yang bisa dilakukan oleh guru adalah dengan menerapkan teknik *pictures and pictures*, yang akan meningkatkan minat anak untuk belajar bahasa Inggris. Tujuan dari artikel ini adalah untuk mendeskripsikan penggunaan teknik *pictures and pictures* dalam mengajar bahasa Inggris untuk peserta didik Madrasah Ibtidaiyah (MI). Teknik ini merupakan pilihan yang bisa meningkatkan minat anak untuk terlibat aktif dalam pembelajaran bahasa Inggris.

**Kata kunci:** mengajar bahasa Inggris, siswa usia dini, gambar dan teknik gambar, Madrasah Ibtidaiyah

## A. Introduction

This paper provides a description of an activity using pictures and pictures technique in helping young learners to overcome problems in learning English. Most foreign language teachers attest to the fact that many EFL young learners find English subject difficult and challenging. In EFL pedagogy, the current practice seems to have been guided by a very serious misconception (Bacharuddin Musthafa (2010). That is that teaching English to elementary school students does not require the same English proficiency as teaching English at a more advanced level. In other words, the teacher should consider students' needs and environment. This thinking is in line with the opinion that the learners' experiences are taken into account, teaching methods, techniques, and strategies, selected texts and assessment practices are inappropriate (Barratt-Pugh, C., & Rohil, M. (Eds) 2000). It is therefore critical

that teachers know who their target learners are before they can design a good English instruction. In other words, the English teacher should pay attention the principle of teaching English to young that learning English should be involve on physical and sensory activities, improving variation in the class, providing reinforcement, motivating the students that learning English is exciting and fun, and the atmosphere of learning should be joyful and relax.

Given to the above principle of teaching, one of possible efforts to motivate MI students to learn English is to use variety techniques that are irascible appeal for them. They created suspense and surprises as well as interest, all of which are indispensable in teaching and learning a foreign language (Long Michael L and Richards Jack, C., 1987). Among many techniques of teaching English for young learners is pictures and pictures technique will be one of

appropriate technique (Cameron, L., 2001). It is a suitable technique to enhance students' motivation because in this technique students are given the opportunity to interact with other students, learning atmosphere in the class can be sometimes created as fun activities by the teacher.

In the application of this technique, the teachers will use pictures or graphics that taken from websites and lesson material of 3<sup>rd</sup> grade books to facilitate learning (Harmer, J., 2001). Based on some theories, pictures will help learners with abstract words, as associating the words with a concrete object makes these words easier to remember. This technique is used for the presenting and checking of meaning of the words and motivating them to speak. An easy way of explaining the meaning of the word nose, for example, is to have a picture of the nose for Islamic elementary school students.

Through this paper, the writer is intended to describe that through pictures and pictures technique, third grade of Islamic elementary school students are able to enhance their language components such as vocabulary and pronunciation and language skills, such as speaking, listening and reading writing. These technique is also used to discover students' creativity and imagination, as well as motivation.

### B. The Implementation of Pictures and Pictures Technique

The teaching procedure is developed based on the theoretical framework in the English Language Teaching (ELT). The following descriptions are the steps that possibly can be used by the teachers in teaching English to Islamic elementary school students:

#### Pictures and pictures - Excerpt from an English Lesson

Class level:	Islamic Elementary School (Class III)
Topic:	Parts of the Body
Language Function	1. Mention parts of the body correctly 2. Make a short conversation about parts of the body

Time: 70 minutes

#### 1. Greetings

Teacher : .Assalamu.alaikum students ?  
 Students : .Wa'alaikumussalam mom.  
 Teacher : .... and Good morning dear.  
 Students : ....Good morning mom...  
 (chorus)  
 Students : ...very well mom, thank you and you ?  
 Teacher : .not so bad ...(smiling), thank you dear.

The teacher greets the students and asks about their condition such as: Assalamu.alaikum, good morning students, how are you today? These activities will be done in order to warm up the situation.

#### Presentation stage

The teacher starts the lesson by showing the pictures of parts of body. The teacher puts picture of parts of body with their words on the white board or panel board or in form of slide. The example of picture can be seen in the following:



Source: [www.shutterstock.com/91847837](http://www.shutterstock.com/91847837)

Then, the teacher asked the students whether they know the picture such as in the followings: "do you know what picture is this?".

Then the teacher shows each picture of parts of body. After that the teacher asked the students to repeat the names of the body parts directly after the teacher. Then the teacher asked the students to pronounce the words by themselves that is pointed by the teacher. To make the students pronounced and memorizing the words better, the teacher asked the students some questions about body parts and teaches the students the song entitled “that is my body”. Teacher put the songs lyric on the white board, as follows:

My eyes...my ears..my nose...my mouth...  
 My eyes...my ears..my nose...my mouth...  
 My eyes...my ears..my nose...my mouth...  
 We all clap your hands together

Source: Mukarto, et all. 2007. Growth with English: An English Course for Elementary School Students. Jakarta: Erlangga Press.

The teacher asked the students to sing together the song that the teacher has sung first. The teacher sang while pointing into (my eyes, my ears, my nose, my mouth, we all clap hands together, etc). The teacher asks the students to stand up and sing together that is my body song and point to my eyes, my ears, my nose, my mouth, we all clap hands together, etc.

The teacher tells the students what they are going to learn at that day, for example, “well students, today we are going to learn about our part of body in English”. Next teacher asks some questions about the topic to trigger the students’ knowledge, like: “do you know what is this?”. (in this case teacher point to the pictures of body part ) the teacher also explain a bit about the topic, after that the teacher drills the students pronunciation and the word meanings relating to parts of body by showing each part of body and their written word, as shown in the following pictures:



EYES



MOUTH



HEAD



HAIR



M \_ \_ \_ H



\_ A \_ R



\_ Y \_ S



H \_ A \_

Then, he or she let the students to repeat what he or she pronounced and answering the questions given about parts of body. After the students had sufficient vocabularies based on the pictures given. The strategy that was used in this presentation stages is experiment that is submitting information or description concerning root of the matter verbally. Presentation stage needs a good skill from teacher to explain the subject, as mentioned by Graddol that in teaching English for young learners, it requires teachers who are proficient in English, have wider training in child development, and who are able to motivate young children (Graddol, D., 2006).

### 3. Practice Stage

After the teacher feels satisfy with students' pronunciation, the teacher begin to give the exercise about parts of body in order to observed the students ability in spelling and memorizing words. In the first exercise, the students have to complete the given words and match between pictures and their written words by using line. The example of the exercise is as follows:

**Instruction: Complete the words and match them with pictures**

After that, teacher distributes the exercises sheet to all the students, and explains to them how to do it. The teacher monitors the students' activities and after the time is up, the teacher

collects the students' worksheets. The teacher asked the students about the pictures while she took the worksheet. The teacher evaluates their abilities in feed back of the exercise one and two.

In this stage, the teacher gives the students two kinds of exercises. In the first exercise, the students have to complete the words and match between pictures and their written words by using arrows. The second exercise the students have to mention parts of body and point them, such as mentioning "*I touch my head, my nect, my nose, my ear,* etc).

### Production Stage

To know the students ability in understanding vocabularies, pronunciation, listening, and speaking, the teacher must give some pictures of parts of body in form of yes/no question, students are able to answer the question correctly know the written words and to count parts of body, for an example:

1. T: "Do you have ears?"  
S: "Yes, I have two ears".
2. T: "Does she have a head?"  
S: "Yes she has a head".
3. T: "Does she have a nose?"  
S: "Yes, she has a nose".
4. T: "Does he have fingers?"  
S: "Yes, he has five fingers".

In this stage, the students are able to say two eyes, one nose, five fingers, etc. Then, the teacher directs feedback of the evaluation test. The teacher gives an evaluation in listening test. The children listen to the words given by the teacher and then they have to give a check mark on the pictures. For pronunciation exercise, the teacher must provide a chance to pronounce the words individually and chorusly. Then the teacher has to find out the students' response according the lessons had given. In the last part of this stage the teacher concludes and closes the lesson by singing the new songs that the students learned (that is my body).

### Lesson Closure

The teacher asks his/her students some questions about pictures of body parts to know their ability. Then, the teacher invites students to sing "this is my body. Teacher closes the

lesson by praying and singing, and saying al-hamdulillah and thank you Allah.

### C. Closing remarks

This article will become valuable information for English teachers who teach young learners. In other words, they should have a relatively clear understanding of all the components necessary to create a positive environment for English teaching and learning at elementary school level in Indonesia Pictures and pictures become one of teaching techniques that benefits the students in many ways. First, pictures and pictures technique helps the students to understand the difficult words easily by looking at the pictures and their words. Second, use of pictures and pictures makes the English learning more enjoyable and interesting because they can memories the meaning of the difficult words by singing the song with the pictures as key words and without asking another person or looking them up in the dictionary. Third, this technique possibly used in teaching pronunciation and structure also. Fourth, the use of this technique makes the class more active and alive. Fourthly, the use of pictures and pictures technique could attract the students' curiosity in learning English. These conclusions relate to Girard in Brewster's six important conditions that should be taken into consideration in teaching English to young learners Girard in (Brewster, J., et. al., 2003). They are: 1) having appropriately trained teachers, 2) proper time-tabling with sufficient timing, 3) appropriate methodology, 4) continuity and liaison with secondary schools, 5) provision of suitable resources and, 6) integrated monitoring and evaluation.

It is recommended that first, the teachers should choose the technique and materials that are appropriate with the students' needs and experiences so that the class atmosphere becomes enjoyable and interesting. Then, the teachers should give short, clear and simple instruction. The teacher should keep in control the students' activities. Thus, pictures must be chosen carefully and it is hoped that this study will shed some light on how teachers make these choices. Pictures should be appropriate not only for the language to be learned but also for

the classes they are being used for; if pictures are too childish students may not like them and if they are culturally inappropriate they can offend the students. The teacher needs to be visible, especially if they are being shown to the whole class they need to be big enough for everyone to see. It also helps if pictures are durable-that is, strong enough to be used several times. They should present the language in an enjoyable and relaxed way. It could be done by using pictures, storylines, story-telling, songs, games, and so on. Finally, the teacher should find various and innovative techniques to teach the Islamic elementary school students.

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