

## USING EVERYDAY LIFE POSTERS IN TEACHING SPEAKING TO ELEMENTARY SCHOOL STUDENTS

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### **Abstrak**

Berbicara merupakan salah satu kegiatan yang harus dikuasai oleh siswa untuk berkomunikasi dalam bahasa Inggris. Siswa harus memiliki ide-ide yang akan disampaikan, mempunyai kosa kata yang memadai, mengetahui struktur bahasa, mengetahui cara pengucapan yang benar, dan mempunyai rasa percaya diri untuk berbicara. Bahasa Inggris adalah salah satu pelajaran yang ditakuti oleh siswa karena dianggap sebagai pelajaran yang sulit dan membosankan. Permasalahan-permasalahan ini menyebabkan motivasi siswa untuk berbicara bahasa Inggris harus dimunculkan kembali. Hal ini dapat dilakukan dengan memilih materi dan media belajar yang menarik, dan menciptakan rasa nyaman dalam belajar. Dalam hal ini, poster yang berhubungan dengan kehidupan sehari-hari merupakan salah satu media yang menarik dan bermanfaat. Gambar-gambar yang terdapat di dalam poster, warna-warna pada poster dapat menarik perhatian siswa. Di samping itu, poster tersebut berhubungan dengan kehidupan sehari-hari. Poster ini dapat menciptakan inspirasi bagi siswa untuk berbicara didalam kelas. Dengan menggunakan poster yang berhubungan dengan kehidupan sehari-hari sebagai media belajar diharapkan siswa dapat memperoleh motivasi yang tinggi dalam berbicara bahasa Inggris.

**Kata Kunci:** Poster, speaking

### **A. Introduction**

English is one of the important subjects that have to be mastered. English is used as a communication language in over the world. Communication expands the human knowledge, information and idea. When the people are able to speak English, they can get more information and knowledge from many people in the world. Knowledge and information will increase the quality of human resources.

At Elementary school, English is a local content that schools have freedom to decide whether to teach or not. In Elementary School, the students only imitate what the teacher say and acceptable in the context of school. It is different with Junior High School. In Junior High School, the students have to able to understand the meaning of the text and acceptable in the context of environment. In short, speaking for Elementary School is simpler than Junior High School.

Related to study English, there are some skills that the students have to be learned. They are listening, speaking, reading and writing. Based on the curriculum 2006, well known as KTSP (the educational unit level curriculum), one of the aims of teaching English in Elementary School level is that the students have to be able to develop their own competence of oral communication for

language accompanying action in the school context. In fact, teaching speaking in Indonesia is considered the most difficult, because it needs mastery on pronunciation, structure, and the social context of culture and situation.

However, there are some problems found in teaching-learning speaking at Elementary School. The common problems are students have low interest and motivation to speak. Uninteresting classroom activities that have an impact to students interesting and motivation. In teaching Elementary students, teachers have to consider their background knowledge. In this case, children still want to play in learning English. They need a kind of activity that is interesting and fun which can motivate them to study. In fact, the teachers do not understand what their students need in learning. They still use the old way which is monotonous and boring. They lack of creativity in improving their technique. They are also lazy to use some tools or media to support their teaching. As a result, the atmosphere of the class can also influence interest of the students and it can cause boredom among class.

One of the effective teaching medium to address Elementary School students speaking is by using everyday life posters. Posters present slices of life provide a realistic, authentic and entertaining ways in order to improve the learners' command of the picture. By using Everyday Life Posters as a means for teaching speaking, students will be more interested and more active learning. They will feel something new and different from what they usually get in their class.

Speaking is different from another skill. Listening, writing, and reading can do alone, while, in speaking the people cannot really speak alone. They need the other to hear, to give feedback, and receive the messages that he or she is talking about. Verdeber (1982) explains that communication is a process of sharing the meaning. Thus, sources, messages, and receivers have significant role in the process of communication.

Some experts give some definitions about speaking differently. Widdowson (1984) defines speaking as an active productive skill and make use oral production. In addition, communication through speaking commonly perform face to face. It comes from our thinking productivity and then transfers it into spoken language that is understood by people whom we talk to.

According to Morris (1980) speaking is a natural means of communication which is used by people to interact in their community. They have the same kind of language to build understanding each other. Not so different from other opinions, Morris concludes that with language people can express their thoughts as a form of social behavior. Speaking delivers message through oral production. Moreover, he adds that speaking skill has very closed relationship with other elements such as pronunciation, grammar, vocabulary, comprehension and fluency. So that people will be able to speak well if they masters all the elements related to speak.

Shumin in Brown (1997) states that teaching speaking is aiming at enabling the students to communicate and to teach them some basic language elements such as verb form, vocabulary, basic grammatical pattern and how to use it effectively in natural conversation. Meanwhile, Zhang (1997) explains that the aim of teaching speaking is to improve the oral production of the students.

Therefore, language-teaching activities in the classroom should aim at maximizing individual language use. This requires the teacher not only to create a warm and humanistic classroom atmosphere, but also to provide each student with a turn to speak or a role to play.

According to Schwartz (1998), the goal of teaching speaking is communicative efficiency. Learner should be able to make themselves understood using their current proficiency to the fullest. They should try to avoid confusion in the message due to the faulty pronunciation, grammar or vocabulary, and to observe the social and cultural rule that apply in each communication situation.

Kayi (2006) says that teaching speaking teaches the students to produce the English speech sounds and sounds pattern, use word and sentence stress, intonation, and rhythm of the target language, select appropriate words and sentences based on the context at that time, organize the thoughts in a meaningful logical sequence, and use language as a means of expressing values and judgments.

The other important point is communication as a center of the language curriculum. The curriculum designs in order the students are able to communicate in the target language. Nunan (1989) states that the goal of the curriculum is to have the individuals in the classroom are capable of using the target language to communicate with others. This curriculum should be implemented through speaking activities which will develop the students capability based on the goal above.

Elementary school is an educational environment which is used the children in the 6-11 years old. Brown (1981) explains that six-year-old children demonstrate some understanding that different perspectives exist. They can also figure out what the differences are in cases of visual perception but not in cases of information or intention. Moreover, they have limited awareness of the need to analyze another person's point of view unless they are reminded to do so by an adult.

Erikson (1959), in his psychoanalytic theory, say that people in age 10 years old is in stage four; industry vs inferiority. In this stage through social interaction, children began to develop a sense of pride in their accomplishments and abilities. Children who are encourage and commanded by parents and teachers develop a feeling of competence and belief. In this case these children need the encouragement or reward to feel motivated in learning. Besides, Piaget (1980), in his cognitive theory, also say that people in age 10 years old is in the stage three; concentrate operational thought. In this stage, the children start to think logically about the concrete things.

Based on the references mentioned, we can say that children are different from adults, because children will absorb the lesson easily that is created by the teacher if there are interesting activities that attract their attention. Therefore, it is teacher's responsibility to create interesting materials to be used in the classroom that support the lesson and interesting for the students. A teacher should creatively make the lesson attractive and meaningful for them, so that they can absorb the lesson.

A teacher can motivate children to learn and participate in learning process by using supporting medium that support the lesson and interesting for them. It will help children to get involved in class activities, so that they will understand the lesson easily.

Reilly (2007) said that poster is mounted pictures or photographs accompanied by textual cues or captions. The purpose of the posters is to encourage student participation. Each poster is created on 11x17-inch bond paper. The layout may be vertical or horizontal.

The photographs or pictures can be from teacher's personal stock or they can be downloaded from websites. In one poster, the captions consisted of a person's name, country of origin, and nationality, but obviously the captions would differ depending upon the focus of the lesson and the level of the students.

Using posters at beginning of class serves as a wakeup call for students, telling them that it is time to switch to English. This is essential in an EFL context, where learners are immersed in the L1 in their daily lives.

According to Jacobs (2004) teaching speaking through poster can motivated students to speech because posters limited incorrect and errors language. Most posters on a single concept and English structure to be practiced is shown on the board. Reilly (2007) said, pair work using posters gets the students talking immediately in class and enables teachers to monitor student speech. Teachers can discreetly make spontaneous corrections with specific students and make anonymous correction afterward.

Flammia (2000) said that everyday life posters is a poster that show all of the human activity or something that retell human life, such as daily activity, morning routine, classroom, etc.

Everyday life posters could also illustrated for school events. As Independence Day, Mother's Day, Kartini Day. Poster can also introduce students to the environment and culture.

By using posters in teaching speaking, it can be helped the students to pronounce the list of word. When the teachers use posters, it is important to help the students understand the learning goal and believe that is reachable.

## **B. Discussion**

Every teacher who wants to be successful in teaching, especially teaching speaking should understand how to present the lesson to the students. The teacher has to know the appropriate technique because they will get difficulty to present the lesson if he or she does not master in this technique. It is good for the teacher to prepare it before going to teach the lesson. A teacher has to do many things in preparation stage before he or she comes to the class. There are several important things which need to be prepared before teaching speaking to Elementary School students. They are:

### **1. Preparing the Lesson Plan**

The teacher needs to prepare lesson plan. Before starting to teach, the teacher should arrange the lesson plan about one topic that will be given in the meeting. The topic should be appropriate with students' level, knowlwdge and situation and it should motivate the students and suitable with curriculum. A lesson plan

contains of points which are needed in teaching and learning process from the beginning until the end.

## **2. Choosing the Topic**

For teaching speaking, the teacher should choose a topic that is interesting to the students based on their level of education or ages. Besides, the topic must also be related to the student's background knowledge. In this article, the topic is about family members.

## **3. Preparing Media**

Media can help students in teaching learning process. The teacher uses poster about family members.

Teaching speaking by using posters can be used at Elementary School. In teaching speaking by using poster, there are three stages that will be done. Those stages will be described as follows.

### **a) Pre-Teaching Activities**

In Pre-teaching activity the teacher select several poster which are relevant to the student's real lives and it should be potential for discussion. Then in the class, before the teacher starts the lesson she/he should do following activities: greetings, check the student's attendance and building students background knowledge related to the topic. These activities are used to check the students' readiness for study besides, they are also used to stimulate student's previous knowledge about the topic that will be given in that meeting. Consequently, students have something in their mind about what they have going to learn.

After that, the teacher shows the poster about family members. It is kind of building knowledge of the field for the students before teaching the materials. The teacher explains about her/his family members to the students. After the teacher finished, the teacher asks the students about her/his self. This question is for discussing the materials before. After discussing, the teacher tells that today the students will learn about family members. It is for making the students know what the topic is that they will learn.

### **b) Whilst-Teaching Activities**

these activities are following up activities for the pre-teaching activities. These activities consist of several points. First, the teacher tells the students for this meeting they will study about how to speak by using poster. After that, the teacher gives explanation about what poster is, this is useful to build up students' understanding on the poster. The teacher introduces the poster, and then shows the poster in front of the class. The teacher asks the students to take a look at the poster. Then, the teacher distributes some questions related to the poster. These questions are very useful in order to check the students' understanding about the poster.

After getting some answers from the students, the teacher explains the students that poster they are looking at is about family members. The teacher explains what family members are and how to describe them. Teacher asks some students about their family members.

After the students understand about family members and how to describe them, the teacher divides the students into some groups. The groups should be

neither too big not to small. It is better to have four to five students in one group. Thi is useful to make sure that all of the members of the group take a part in the group discussion.

After the students sit in group, the teacher writes several questions on the board and distributes one poster to the group. Every group gets the same poster. After all of the group get a poster, the students start to discuss about the poster. The students will have the information that other partner does not have and the partners will share their information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are affective because everybody has the opportunity to talk extensively in the target language. When they are having discussion, the teacher walks around the class to check the students' participation. The teacher can answer if the students find some difficulties while having group discussion. If the discussion finished, the teacher calls one of the representative of the group to present their group's work. The other groups pay attention and listen to the classmate's presentation carefully. After all the representatives from each group have presented the result of their discussion, the teacher and the students discuss the tasks that they have done.

Finally, after they work in group, now it is time for individual work. In the individual work, the teacher does not give the students a poster anymore. Instead, the teacher asks the students to tell about their family members in front of the class. This is a kind of independent construction (ICot) activity in which students do the assignment independently. The teacher chooses the students randomly based on attendance list. The teacher calls the students to come in front of the class one by one. The students tell about their family members. After that, he/she asks question about her friends' family members. The other students have to pay attention to their friend. If the other students cannot answer her/his friend's question, he/she will be given an educated punishment, such as singing, dancing, etc.

### **c) Post-Teaching Activities**

Post-teaching activities are the final activities of teaching and learning process. The teacher gives feedback and encouragement to their activity to reflect students' performance later. Teacher and students discuss the mistakes that they have made in speaking, then correct it together. After that, the teacher concludes the lesson and the teacher closes the class.

**Note:** This article is written based on the speaking's paper whose advisor is Rusdi Noor Rosa, S.S., M.Hum.

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