

USING THE DOT TO DOT PICTURES IN TEACHING SPEAKING TO ELEMENTARY SCHOOL STUDENTS

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Abstrak

Dalam makalah ini penulis mencoba membahas suatu metode pengajaran yang menciptakan suasana belajar yang menyenangkan untuk meningkatkan motivasi dan kemampuan siswa untuk berbicara di dalam kelas. Metode pembelajaran yang akan diuraikan penulis dalam makalah ini adalah penggunaan media “The Dot to Dot Pictures” dalam pengajaran bahasa untuk meningkatkan kemampuan siswa dalam berbicara (speaking). Di awal pembelajaran, guru menarik perhatian siswa dengan memberikan topik melalui sebuah gambar yang terbentuk dengan menghubungkan satu titik ke titik lain (The Dot To Dot Picture). Kemudian siswa diminta untuk menebak gambar dan mengucapkan sebuah kalimat sederhana tentang gambar tersebut. Setelah itu, guru memberikan beberapa “the Dot to Dot Picture” yang berbeda kepada setiap siswa dan membimbing siswa untuk menebak gambar dengan menghubungkan titik-titik yang ada. Setelah gambar terbentuk, siswa diminta menciptakan beberapa kalimat sederhana tentang deskripsi gambar tersebut dan mengucapkannya di depan kelas.

Key Word: teaching, speaking, picture, elementary school

1. Introduction

English is one of the subject, which is used in communication among countries in the world, play an important role in a global education. As a foreign

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language, English must be learned at schools in Indonesia. Based on the curriculum, the process of teaching learning is presented in two forms, oral form and written form. Thus, there is no doubt to say that speaking is important for the students in order to make the process of teaching and learning effective and efficient. However, speaking plays an important role in communication.

Learning to speak English requires not only by knowing the grammatical and semantic rules but also needs the knowledge of how to use the language in oral communication. McDonough and Shaw (1993: 18) explain that speaking is the way to express ideas and opinion, expressing a desire to do something, negotiating or solving a particular problem, and maintaining social relationship.

As the medium of communication, speaking is not an easy skill. It is more complicated than what it seems at first and involves more than just pronouncing words, also how people use it in communication. It is also viewed as a complex skill. Hedge (2000:261) explain the reasons of asking students to practice speaking in the classroom are that for many students, learning to speak competently in English is a priority. Besides, learning to speak competently is a complex task.

Speaking is crucially important for the whole learning process. It is difficult for foreign language learners because effective oral communication requires the ability to use language appropriately. Based on writer's experience while she was holding teaching practice program, in general students have very little opportunities in using English in communication. This problem is caused by some factors; The first factor is motivation. Low motivation will make the English useless for the students and it also makes them become lazy to use English in class. So, having motivation in learning English is the way to achieve their willing in study.

The second is lack of practice. Practice is one of the keys to success because practice is needed to make students more attractive in their understanding about English especially in speaking. Based on writer's experience while she was holding teaching practice program in SMP N 2x11 Enam Lingsung, in general students are afraid to speak because they still lack of practice in the classroom, this problem also faced by the elementary school students. Furthermore lack of practice will cause the students uninterested in using English in order to increase their ability in speaking.

The third reason comes from the teacher. Teachers must have the ability to manage activity and interaction in the classroom successfully since, in learning process, both teachers and students become a unity that cannot be separated as a mutual interaction in order to achieve the goal of teaching and learning process.

However, the teacher sometimes forgets to create an interesting class atmosphere in teaching learning process. They do not realize that their function should be a facilitator and manage the classroom. It makes students not interested in studying English because they feel bored with the monotonous class. So, teacher must be able to motivate students to speak English by creating an interesting and enjoyable class atmosphere. Therefore with this limitation, the

students should have the opportunities to speak during the lesson. Lazaraton (2001:106) point out some activities that can be implemented to promote students' oral skill; discussions, speeches, roleplays, conversations, and other accuracy-based activities.

In teaching English to the elementary students, Paul (2003: 77) lists several principles that teachers need to consider in preparing the elementary school students to communicate in English:

1. Introducing and practicing patterns. In this situation, the children genuinely want to express themselves in learning process.
2. Practicing new languages in combination with the other language the children have learned, so the children can internalize them easily.
3. Giving the children many opportunities to guess how to use the language in real situation.
4. Giving the children confidence to speak out in front of others by talking independently with other children and the whole class.
5. Focusing on the question forms of new language, so the children can ask about things they do not know. They can learn *what is it?* before or at the same time as learning, *It's a cat.*

Teachers definitely want students to use English in most of class activities; therefore the teacher needs to design the task most appropriate to meet their level. If the task is clear and not too difficult, students may eagerly speak in the target language.

2. The Implementation of The Dot to Dot Pictures

Permendiknas No. 41 Tahun 2007, establish standar processes of the learning activities are as follows:

1. Pre-teaching activities. In a pre teaching activity, the teacher prepare students psychologically and physically to participate in the learning process, asking questions that relate prior knowledge to the material to be studied, explain the purpose of learning or basic competencies to be achieved, and convey the scope of the description and explanation of material events in accordance with the syllabus.
2. Whilst teaching activities. In this activity, there are three activities that must follow ; exploration, elaboration, and confirmation.

Exploration: In exploration activities the teacher involves the students seeking a broader and deeper information about a topic / theme of the material to be studied by applying the principles of *Alam takambang jadi guru* and learn from various sources, use of diverse learning approaches, media and other learning resources, facilitate interaction between students and teachers, environmental and other learning resources, involve the students actively in any learning activities, and facilitate the students doing experiments in the laboratory, studio or field.

Elaboration: In the course of elaboration, the teacher familiarize students read and write a variety through meaningful tasks, facilitate students by giving assignments, discussions and others to bring new ideas both orally and in writing, provide an opportunity to think, analyze, solve problems and act without fear, facilitate students in cooperative and collaborative learning, facilitate students to compete to improve learning achievement, facilitate student made an exploration report both oral and written individually or in groups, facilitate the students to present work individually or in groups, facilitate students doing exhibitions, tournaments, festivals, and the resulting product, and facilitate students dos activities that foster pride and self-confidence of students.

Confirmation: in confirmation activities, the teacher provide positive feedback and reinforcement in the form of oral, written, gesture, or gift for student success, confirm the results of exploration and elaboration of students through a variety of sources, facilitate student reflection to obtain a learning experience that has been done, facilitate students to gain meaningful experience in achieving the basic competencies, serves as a resource and facilitator in answering questions of students who face difficulty by using a standard and correct language, help to solve the problem, provide a reference so that students can check the results of exploration, provide information for further exploration, and provide motivation to students who lack or have no participated actively.

3. Post-teaching activities.

In the post teaching activity the teacher together with students and / or self to make a summary/conclusion of the lesson, assessment and / or reflection of the activities that have been implemented consistent and programmed, provide feedback on the process and learning outcomes, planning a follow-up activities in the form of remedial teaching, enrichment programs, counselling services and/or assign tasks both individual and group tasks according to student learning outcomes, and convey the lesson plan at the next meeting.

To achieve the effective learning process , it is necessary to use media as teaching aids which can help the teachers in teaching-learning process. The use of media is aimed at enabling the students to get the lesson and give more enjoyable classroom to encourage the students' motivation and students' interest to the lesson. . Acording to Brinton (2001), media is an important motivator in the language teaching process because media materials can lend authenticity than make students bring the world outside the classroom to the classroom situation. In addition, Hartnett (in Brinton, 2001) say that media appeal to students' senses and help them to process information, thus increasing their motivation toward language learning.

Pictures are one of some kinds of teaching media that can be used by the teacher in the classroom. Thornbury (2004) advises to visualize a picture for a new word or to link an abstract word with some mental image. Images drawn by

students themselves have the best outcomes. Again, Thornbury claims that students' own images have the best influence on remembering something. Pictures bring not only images of reality, but can also function as a fun element in the class.

Pictures as visual aids will attract students attention and motivate them to learn, as wright (1999:4) states "pictures can play a key role in motivating students in the form of nonverbal stimulus for what is said and written. He also point out that there are five reasons why pictures are good to be used in the classroom; (1) easy to prepare; (2) easy to organize; (3) interesting; (4) meaningful and authentic; and (5) sufficient ammount of language.

A wise statement says "I hear I forget, but I see I will remember." This mean that what our eyes see and catch most of the time will stay in our memory. Therefore, the statement strengthens the use of pictures in the classroom as a media to teach English.

To achieve an effective language learning at the elemntary school, the writer tries to explain an easy way of drawing by connecting the dot to dot to draw a picture in learning process. In learning process, there are some advantages of using pictures students draw; when drawing a picture by connecting the dot to dot, the student will knows the meaning and most likely forms the language to be used in the following speaking activity during the whole time of the process of drawing. As Wright (1990:203) define Drawings "are suitable as illustrations for personal expression." He adds that another reason why to use drawing in language teaching is drawing gives students the opportunity to express themselves. This makes pictures highly memorable and connected with the language in learning process.

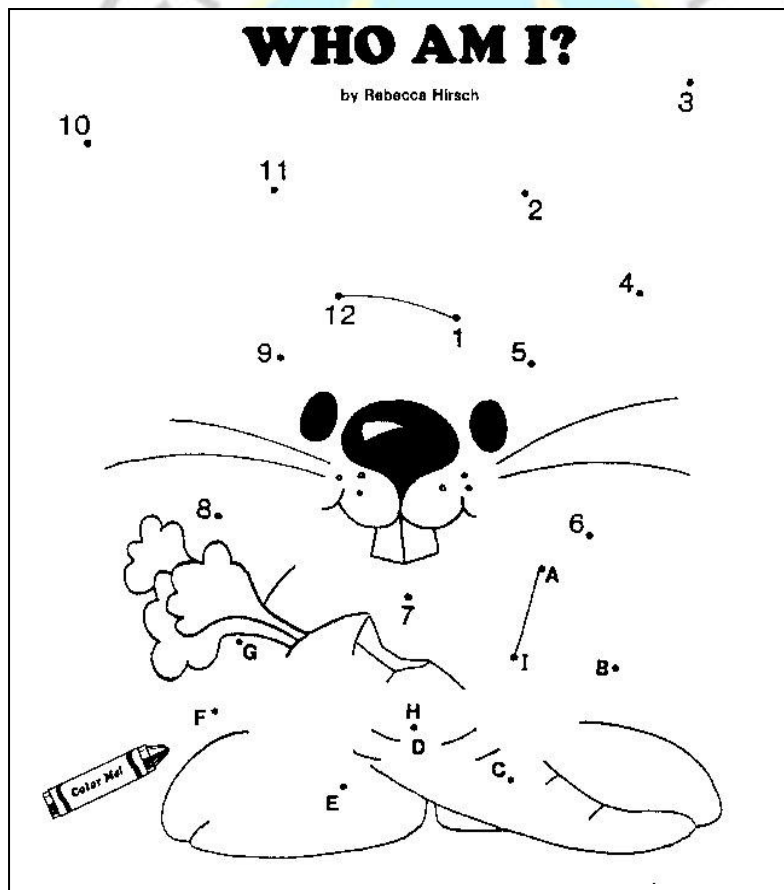
The dot to dot pictures media basically has similarities with using picture, but here the pictures are formed by connecting one dot to others dot in order to help teacher to attract students willingness in learning. The dot to dot pictures is related to the characteristic of the elementary school students who commonly feel interested in something with attractive shapes by involving to draw a picture by connecting one dot to other dot. It can increase students' motivation and interest to learn English.

Thus, the dot to dot pictures can make learning more effective, fun, and increase the student's motivation to improve the result in taching speaking because most people find it more interesting to picture images and assosiate them than repeat words or sentences to memorize them.

1. Media Preparation

The writer has divided the dot to dot pictures into two groups. The first group covers "Big picture flash cards" (about 15x20cm or larger), typically used by the teacher for whole-class activities such as presenting new language and information about the picture, controlled practice or as prompts for speaking activities. The second group then covers "small picture flash cards" (smaller then about 15x20cm), usually used by students for working individually and activities in pairs or groups.

Example of the dot to dot picture:



2. Teaching Activity

According to permendiknas No.41/2007, there are some procedures that teacher may apply in teaching speaking;

a. Pre Teaching Activity

In this activity, the teacher greet the students and ask about the students' condition and readiness to learn. Next the teacher open the lesson by explaining the basic competence of teaching speaking based on syllabus. The basic competence in this learning is to describe something.

After that, the teacher ask some question to brainstorm some information about animal to arouse students' attention in learning, for example by asking some information about their pet. Then, the teacher shows some animal pictures such as; cat, rabbit, fish, hamster, bird, and other animals. Here, the teacher has to explains about how to describe animals that are in the pictures.

b. Whilst Teaching activity

The teacher can open the lesson by showing some animal pictures and asking some questions related to the animals. Then, the teacher explains the relationship between the questions and the topic. In this process, the teacher tells the students what they are going to learn. The teacher introduces the dot to dot pictures by modeling it to the students. First, the teacher stands in front of the class by holding the big dot to dot picture flashcard. Then, ask the students to guess what picture it is. After that, the teacher asks one student to connect the dot to dot picture by using a marker. Next, teacher ask some questions about the topic to trigger the students' knowledge and writes the answers directly in form of semantic mapping. After that, the teacher together with students discuss about the topic based on picture. For an example; a rabbit picture, so the teacher has to explain a bit about rabbit description.

After showing the pictures and discuss it with the teacher, the students have known several characteristics of some animals. After that, the teacher explains about the topic, how to describe something.

The teacher sets students into groups of six, and the teacher distribute a small the dot to dot picture flashcard to each group, attempted to use the same topic of picture, such as, animal and fruit. After that, the teacher give an instruction how to describe a picture by asking the students about their knowledge of the picture. This way is intended to motivate students to think more about the next picture that will be described next.

The students may connect the dot to dot picture to identify what picture that they have, then, they may discuss about the picture that they

have. Meanwhile, the teacher monitors the students by walking around the class and facilitating them to solve their problem in their task.

After finish, each group present their work by guiding from the teacher. Then teacher asks some questions about the picture and discuss it with other groups.

After that, the teacher gives positive feedback orally and gives reward to the students to motivate them to be more active during the activity and use the opportunity to have self-confidence to speak in front of the class.

Next, the teacher gives an individual exercise to know the students' ability in describing something in an oral skill by distributes a different small the dot to dot picture flashcard to each student and ask them to describe their picture in front of the class. The teacher gives reward toward their success in learning process to stimulate and motivate students' positive competitor sense in speaking English in front of the classroom.

c. Post Teaching activity

In this activity, the teachers conclude or summarize the lesson by herself or together with the students. Then, the teachers assess the activities that have been done consistently. The teachers also give feedback toward the process and learning achievement.

3. The advantages of the dot to dot pictures in Teaching speaking

Teaching speaking through the dot to dot pictures has some advantages:

- a. The use of the dot to dot pictures could attract the student's motivation in learning activity and take a part in learning process. In this technique, the students are same to play a game and each group try to be the winner by presenting information about picture than others group.
- b. This technique will stimulate students' positive competitor sense and bring fun atmosphere in learning process.
- c. The dot to dot picture encourage the students to be more creative by asking the students to find out the related words about pictures that they find. This method is hoped build students' critical thinking.
- d. The dot to dot pictures make the students more memorable or remember the words and ideas for a long time because they find the picture by involving in it.
- e. Availability, we can get them in any magazines, on the internet, etc; they are cheap, often free; flexibility - easily kept, useful for various

types of activities, it always fresh and different and moreover the learner often wonders what comes next.

C. Conclusion and Suggestion

It is known that there are so many factors that are required in learning to speak English, it also requires needs the knowledge of how to use the language in oral communication. However, it is also true that there are numbers of student are not interested to speak English. Just like what has been mentioned, it is caused by some factors. It has been stated that the factors are motivation, lack of practice and the last reason is from the teacher. Based on the discussion above, the writer can find that teaching speaking by using the dot to dot pictures seems more effective, enjoyable and useful for students because when they learn it, they can do several interesting activities and strategies.

Using the dot to dot pictures in teaching speaking has positive influences. There are some suggestions that should be considered by the teacher: In using use this media, teachers should improve it based on the students need; The teacher should choose the technique and materials that are appropriate with the students' needs and experiences so the class atmosphere become enjoyable and interesting; The teacher gets the dot to dot pictures not only from the magazines but also get from the internet; The teacher should adjust the pictures with the students' level; The teacher should creative and active to find various methods to teach the elementary school students.

Note: This article was written based on writer's paper that is supervised by Drs. Sunaryo.

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