

USING TOURISM BROCHURE PICTURES TO GENERATE IDEAS IN IMPROVING JUNIOR HIGH SCHOOL STUDENT'S SPEAKING ABILITY

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Abstrak

Makalah ini bertujuan untuk menjelaskan cara membangun ide siswa menggunakan gambar brosur wisata. Salah satu media pengajaran yang dapat membantu siswa dalam memahami deskriptif teks adalah “brosur wisata”. Langkah-langkah pengajaran deskriptif teks dengan gambar brosur wisata yaitu: 1. *Persiapan*, guru mempersiapkan materi deskriptif teks, media ajar yang akan digunakan, gambar brosur wisata dan rencana pengajaran. 2. *Sebelum-pengajaran*, guru mengaktifkan latar belakang pengetahuan murid dengan memperlihatkan kan brosur wisata. 3. *Sewaktu-pengajaran*, guru memodelkan sebuah brosur wisata, dan menjelaskan cara mendeskripsikannya, menyuruh murid mendeskripsikan teks tersebut di depan kelas. 4. *Sesudah-pengajaran*, guru memberikan umpan balik, nilai dan penghargaan kepada murid.

Key words: speaking ability, generate ideas, tourism brochure pictures, descriptive text.

A. Introduction

Speaking skill is the art of communication and one of the productive skills that must be mastered in learning foreign language, it is a language skill which is used to communicate directly face to face with other people. There is a relationship between speakers and listeners. Good speakers transfer words that can be understood by listeners.

Besides, speaking is an important aspect in language learning. By speaking, people can convey information and ideas, and maintain social relationship by communicating with others. Without having a good skill in speaking, the process of oral communication cannot run well. For example, when the speaker of English

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cannot speak clearly during a conversation, the listeners may not be able to respond well.

Based on the Curriculum 2004 Curriculum Unit (KTSP) 2006, the students should be able to communicate in spoken form to overcome the daily life problems. The purpose of teaching speaking itself is to make students have competency in expressing the idea in transactional and interpersonal conversation, and in functional texts, such as descriptive, procedure, recount, narrative, and report. The students have to speak competently and creatively to explore, develop and sustain ideas through speaking.

According to the writer's interview with one of English training teachers at SMP 4 Surantih Pesisir Selatan, teaching speaking in that school more frequently used inside the class than outside the class. Whereas, students have limited time to learn in class, and they still do not have enough encouragement to practice English outside the class in order to get familiar with English. This case brings problems that make Junior High School students have difficulties to speak in English.

Besides, a major problem faced by the students in that school is lack of idea. The students have no idea when they are asked to speak, so they do not know what they are going to speak. In fact, idea is one of the most important aspects in speaking and it is the key in speaking. Without ideas, the students cannot speak maximally. By using their ideas maximally, the students can arrange words by words into a good sentence and express it through their speaking.

That problem above could happen because of some factors. First, the process of teaching and learning is not attractive. The students are not motivated and lose interest in learning. If the teaching and learning process is attractive, speaking in the classroom can be a lot of fun, raising the students' motivation in learning. The next factor is there is no much time in practicing English in class, so that the students do not have the same opportunity in speaking. The third factor is the students are not confident in speaking, the students feel nervous and they are afraid of making mistakes while speaking English. The last factor is there is no interesting media in learning and teaching speaking in the classroom. There is no media that can help students to speak.

To overcome the problem of lack of idea mentioned above, the teachers have made some efforts to make the students interested in speaking English. For example, first, asking the student to tell about their daily life, or give a short speech about unforgettable moment happened in their life. Second, teacher make a media such as flash cards about feeling, and then the students are asking to mention what are feeling that are being shown by the teacher such as smile, sad, angry, shy etc. these efforts and activities created in order to make the student have capability in speaking. Another media, which can be used by the teacher in teaching speaking to junior high school student, is by using tourism brochures.

Tourism brochure is a booklet that contains specific information from a place such as hotel, special trips resorts, etc. The features of tourism brochure consists of pictures of places such as hotels, resorts, restaurants and brief description of each places, cost, etc. because of tourism brochures consist pictures and brief description of places, it will help students on finding the idea, new vocabulary and constructing the grammar while speaking. Moreover, this kind of media is also easy to be found and simple to be applied in the classroom. Therefore, using tourism brochures in teaching speaking is considered as an alternative media to teach speaking to junior high school students.

Media cannot be separated to the teaching learning process. Media in education has an important role in supporting teacher to reach the teaching-learning goals. As Brinton (2001) says that no matter what approach is used in the classroom, it is agreed that media can and do improve the language teaching. By using media, teacher can emphasis their points of the material while at the same time gain the students' interest to the lesson.

In teaching English as a foreign language where the students get minimal exposure to the language outside the classroom, the use of media is really useful. Media can provide students with the language exposure they need since media help teacher to inspire students by bringing a piece of real life into the classroom and by performing language in its more complete communicative context. Using media in the classroom will lend authenticity to the classroom circumstances, reinforcing for students the direct connection between the language classroom and the outside world (Brinton)

Tourism brochure is one of the media that can be used in teaching speaking. Tourism brochure contains visual higher quality. By having this, students will pay much attention and it will helps in getting students interest. Besides, it is a vacation guide that is full of maps, pictures of tourist spots, and information pertaining to the land marks and must-visit places (Bainbridge, 2006).

There is much information about tourism places in the brochure that can be used for speaking class especially for descriptive text and it will be much more effective to generate student's ideas and automatically can improve the student's speaking skill. Werff (2003) argues that pictures are good sources media for practicing listening, speaking, writing, vocabulary and grammar. It will help students to be craetive and enjoy in the learning process.

Furthermore, based on Thompson (2008), tourism brochure pictures can help teachers in arise students' curiosity and imagination. It will stimulate and improve student's imagination with paying attention and keeping their eyes on brochure. Besides, students will have an oppurtunity to use the knowledge that they get from outside of the school, such as knowledge of the tourism sight and activity in the tourism places. It will help students in generating and creating ideas when they are going to speak.

In conclusion, brochure is a colorful paper that is used to persuade other and it is usually found in tourism places. It gives information about resorts, special trips, hotels, restaurants, etc and it consists pictures of places and a brief description of each places, cost, and availability. The purpose of tourism brochures are to inform about the city and place or advertise the place to people so they would come and visit. Last but not least, the effectiveness of using tourism brochures is really promising because by using it as a media, students will sharpen their speaking ability. The purpose of this paper is to explain to English teachers how to generate ideas use tourism brochure pictures as a media in teaching speaking to junior high school students.

B. Teaching Implementation

1. Teacher's Preparation

Before teaching in the classroom, teacher should plan and prepare all aspects related to the lesson he / she are going to teach. Frequently, it is the lack of preparation, which makes the teacher fail to deliver the lesson. Therefore, it is important for teacher to be careful in preparation before teaching. In using tourism brochures pictures, teacher must do the following preparation:

a. Material

Based on the English curriculum (KTSP 2006), there are some basic competencies to be mastered by the students under the speaking competency standard; express the idea in transactional and interpersonal conversation, and in functional texts, such as descriptive, procedure, recount, narrative, and report. In this case, descriptive text is used as the material in teaching learning. The use of tourism brochure pictures in teaching speaking to junior high school students is meant to generate or create ideas for the students in order to be able to describe thing, event and place that exist in the tourism brochure.

b. Media

The using media in teaching and learning process will help the teacher to improve their teaching process more. The media and the material should be authentic and interesting for students. In this case, the teacher can use tourism brochure pictures to help them creating ideas in describing things. There are many tourism brochures which can find in internet easily. The tourism brochures that will be used are selected based on student's level. In this paper, the writer will use the tourism brochures about resort and hotel. In the learning process, the teacher distributes brochures which have been printed to each student, or maybe teacher can show it through power point. To attract student's attention and interest, the brochures are printed colorfully and make it as real brochures so that they are motivated in learning, and the brochures should be an authentic and new for the student so that they can build new knowledge about material.

c. Lesson Plan

After the teacher prepares the material and media, he or she should make a lesson plan to have a well organized class in teaching and learning process. The list is usually called as a lesson plan which contains the steps of teaching,

material, and slice of curriculum till the examination criteria. This teaching guidance usually started with the identity of class being taught; subject, school, class and semester, the target skill, topic and time. Before writing the teaching steps; pre teaching, whilst teaching and post teaching, the teacher should input the standard competence and basic competence as the legal basic of the lesson. In planning the teaching steps, what should not be forgotten is the time arrangement. Teacher should be careful and make a certain plan about how long an activity will run.

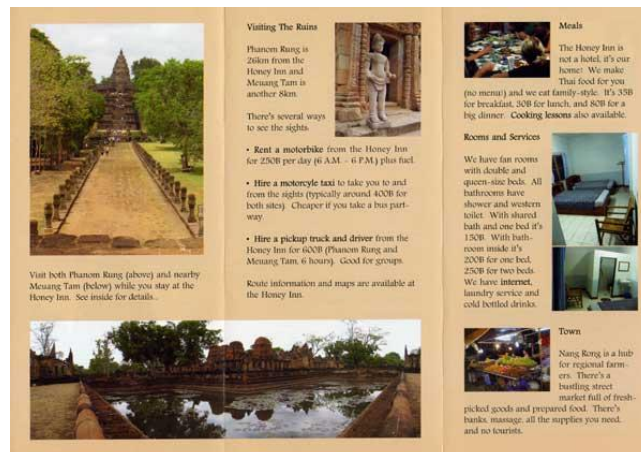
There are three stages in teaching activities: pre teaching, whilst teaching and post teaching the first step is pre teaching, it takes the shortest time portion of the lesson. The teacher starts opening the class with greeting the student, checks the student's readiness, checks attendant list and builds background knowledge of students. In whilst teaching, teacher firstly explains about the material of the day, then teacher becomes a model for students to describe her/his own tourism brochure pictures. Last, the post teaching allow teacher to have the class re-cleaned and end the activities of the day. In addition, the lesson plan design can be applied in two meetings because teacher has to make sure that students understand the integrated material first before ask them to show what they got and it usually takes a quite long time.

2. Procedure of Teaching Speaking by Using Tourism Brochures

The teaching of speaking using tourism brochures is divided into three phases: pre teaching, whilst teaching and post teaching.

a. Pre teaching Activity

Pre-teaching activity is done at the beginning of the class. This activity also known as the opening activity, which gives students overview about what is the lesson look like. Since the first impression for the students has a great affect for them, so that it is important for the teacher to do it absolutely enjoyable and motivate the student. The teacher begins the lesson by greeting to catch students attention. Then, teacher asks the student's condition before begins the learning process and teaching the students by checking the students' list. After that, the teacher checks the students' readiness to study before reviewing the previous lesson. Next, the teacher builds the background knowledge of students by showing them picture about tourism places.



The teacher also can show it through power point, and discuss about it with student by asking some questions, they are:

- *Have you ever seen this picture before?*
- *What does this picture talk about?*
- *Where do you see it?*

The teacher builds knowledge of students first in order to make students ready to learn the topic and make them easier to explore more about the topic in the next phases. Then the teacher introduces tourism brochure pictures to the students to help them build their ideas in speaking.

b. Whilst teaching activity

Whilst-Teaching activities are activities conducted during the discussion teaching materials. This is the core part of the teaching, where the teacher explains the material to the students. In teaching speaking descriptive text by using tourism brochure pictures, the activity is divided into three:

1. Exploration

In this phase teacher describes one of tourism brochure to the student. Example is taken from karimun inn resort:



The teacher should describe the picture to the students like these sentences. These sentences below will be called as an **identification** in descriptive text.

Karimunjawa Inn is a tourism places in Indonesia. It is located in kapuran karimun, central java. The phone number of karimunjawa Inn is (0297) 312253. Karimunjawa Inn has hotel, bungalow, restaourant, and resorts that have many facilities.

Secondly, Teacher also should describe about these sentences to the students. These sentences below are called as an **description** in descriptive text.

There are several types of rooms in Karimunjawa Inn. Type six rooms /three bungalows suit AC and six rooms / three bungalows family AC. The rooms have facilities like phone line, ac and TV. Next type is six rooms standard AC with facilities phone line, ac and TV. The last is one room standard fan with phone line and fan as facilities. Karimunjawa Inn also has facilities such as snorkel equipment, jet sky, sea boat, and glass bottom beat.

The teacher should explain the generic structure of descriptive text above based on the picture they seen before. It can help students when they describe the picture to speak in front of the class. It also can create their ideas and speak nicely based on sequence in describing something. The teachers should explain the communicative purpose of descriptive text and language feature of the text.

The language features of the text are:

1. Focus on specific participants

In the text above the participants is *karimun Inn*, because it is going to describe Karimun Inn in the next paragraph.

2. Use simple present

In descriptive text should be described is true and to describe something we should use simple present tense.

Karimunjawa Inn is a tourism places in Indonesia. It is located in kapuran karimun, central java. The phone number of karimunjawa Inn is (0297) 312253. Karimunjawa Inn has hotel, bungalow, restaourant, and resorts that have many facilities.

3. Using linking verb

This text uses linking verbs because describes an object.

There are several types of rooms in Karimunjawa Inn. Type six rooms /three bungalows suit AC and six rooms / three bungalows Next type is six rooms standard AC with facilities phone line, ac and TV. The last is one room standard

fan with phone line and fan as facilities. Karimunjawa Inn also has facilities such as snorkel equipment, jet sky, sea boat, and glass bottom boat.

2. Elaboration

In this phase, teacher does joint construction and it is started by giving them one of tourism brochure to each student, the picture is:



After that, asks one of the student randomly to describe it in front of the class based on correct generic structure and language feature as teacher taught before. Teacher should pay attention to the content, ideas and fluency of the student in speaking. Teacher should also concern about other language feature such as correct or suitable, interesting, attractive, persuasive sentence, and use suggestive expression. Sometimes the students need teacher correction and guidance in generating their ideas in speaking.

3. Confirmation

Teacher checks student's comprehension by asking some questions related to the lesson. The questions could be as follows:

- *Do you understand about describing things?*
- *What are you wondering about?*
- *What part you do you still confuse?*

c. Post teaching activity

In this activity, the teacher gives feedback to the students toward the process and learning achievement, it can be like giving reward to the students that want to come in front of the classroom. Then the teacher concludes or summarizes the lesson by himself / herself or together with the students. The teacher reviews the

activity that has been done consistently. The teacher and the students sing for refreshing their mind after learning.

3. The Advantages of Using Tourism Brochures in Teaching Speaking

There are some advantages using tourism brochure in teaching speaking. First, Students feel interested in speaking because they find something new in material of study. Teacher gives maximal explanation to the student about describing things to the student that can generate their ideas in order to be able to speak nicely. The teacher also gives opportunity to the students to speak in front of the class to describe tourism brochure that was prepared by the teacher before so that they can practice more. Moreover, in speaking process, the students not only will speak but also they will get new information about tourism places. Next, it helps the students to explore, generate their idea, and speak in good chronological order about the object to be described. In the brochure, there are vocabulary and short explanation that will help the students to find and generate ideas when speaking. The last is the media is easy to be applied. This media is very simple, it can be shown by power point presentation, and it also could be printed in form of paper and the teacher just distributes the paper to the students in learning process.

C. Conclusion

Based on previous discussion, it can be concluded that in order to help students generate their ideas in speaking, teacher should pay more attention to media and activities in the class. The teacher is expected to be a good teacher in facilitating the learning process. They should be able to create and make some activities that can help the students speak easily and be able to use an attractive media. Using tourism brochure is one of effective media, which can be used in teaching speaking to help student create, generate and explore their ideas in speaking, so that they have ability in elaborating their ideas in order to have good speaking ability.

The use of tourism brochures in speaking class is very useful in terms improving speaking skill of students. By using tourism brochures, students can find ideas easily because in that tourism brochure there are brief and simple descriptions of places. Besides, it is very useful in getting students' interest in speaking due to they have new information and knowledge about the material given by the teacher. Therefore, tourism brochure is one of alternative media that can help either the teacher in teaching speaking or the students in generating their ideas in their speaking.

Based on the conclusion above, the writer suggest several suggestions to English teacher in teaching speaking, they are:

1. English teachers should have more knowledge, information, skill and they are demanded to be up date, so that they can design a class activity in speaking class.

2. English teacher should have a good understanding about teaching speaking for junior high school students. By having a good knowledge about teaching speaking, the teacher will get successful in teaching speaking.
3. In using the material with this media, teacher should not too focus on the text book, but teachers should pay more attention in students' ability to use language in describing thing, people and place.
4. The teachers should encourage themselves to create new and creative ways of teaching by using various media, including tourism brochure so that the students more interested in learning and speaking.

Note: This article was written based on the author's paper with the advisor Rusdi Noor Rosa S.S M.Hum

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