

## TEACHING VOCABULARY TO ELEMENTARY SCHOOL STUDENTS THROUGH COLORING PICTURES ACTIVITY

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### Abstrak

Tujuan artikel ini adalah untuk memaparkan salah satu kegiatan dari pembelajaran kosakata yang dapat digunakan oleh guru Bahasa Inggris untuk siswa SD. Kegiatan yang dimaksud adalah "*Coloring Pictures Activity*" atau disebut juga dengan kegiatan mewarnai gambar. Dimana siswa harus mampu untuk mewarnai gambar sesuai dengan instruksi yang diberikan oleh guru. Dengan "*Coloring Pictures Activity*", siswa memahami kosakata tidak hanya dengan mengetahui arti kata tersebut, tetapi juga mengetahui bagaimana bentuk atau gambar asli dari kata-kata tersebut. Dalam artikel ini penulis mengambil topik pelajaran mengenai buah-buahan, sehingga dalam kegiatan mewarnai penulis juga mengambil gambar buah-buahan sebagai gambar yang akan diwarnai oleh siswa. Melalui kegiatan ini diharapkan siswa lebih mudah untuk mengingat kosakata sekaligus bentuk atau gambar dari kosakata yang mereka pelajari.

Key Words: picture, color, vocabulary, activity

### A. Introduction

Nowadays, many elementary schools in Indonesia not only give English as a local subject but also as a compulsory subject. The students study English from the first year at their school. The objective of teaching English in the elementary schools is to introduce English as a foreign language at early ages to children.

The first step to learn English to young learners is by learning vocabulary. It is because vocabulary plays an important role in learning a foreign language. It is an element that links the four skills of language like listening, speaking, reading and writing. We cannot communicate effectively without having many vocabulary items. According to Richards and Renandya (2002), vocabulary is core component proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that vocabulary is a very important thing in communication. Without vocabulary, it is impossible for someone to master the four language skills (listening, speaking, reading and writing)

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Learning English especially in learning vocabulary is a difficult thing to do for most of the Indonesian students because it takes a lot of time to learn. The same condition also happens to very young learners who are the beginners in learning English as a new thing and the teacher needs more effort to teach. As young learners who enjoy having fun, they need more relaxing learning atmosphere, so they could join the English class comfortably and high enthusiasm. This becomes the teacher's tasks to achieve it.

Unlike adults who can learn in the classroom formally by following the teachers' explanation in the classroom, the children tend to learn things by playing something fun. They will be easy to learn something suitable with their context. They will learn something more meaningful when they can relate these things with their needs and personal experiences.

Teaching English to elementary school students is very important. Penfield in Stern (1983) says that the early years before puberty are better in learning a foreign language rather than adult or even adolescent. It means that even though elementary school students learn English as a new thing, but they can be better in learning than adults who have previous knowledge about the lesson.

In general, the range of elementary school students is between seven to eleven years old, they have different characteristics and attitudes that contrast with the teenagers or adults, included in teaching. Scoot and Lisbeth (1990) say that the children have greater immediate need to be motivated by the teacher or the materials in order to learn effectively. It means that children will be more motivated to learn if they are interested in the materials and the teacher's way to teach them.

Moreover, Helaly (1987) states that children will change their mood overtime and it is difficult for them to sit or have unchanged mood because they have a greater motivation than adults in doing something that appeals for them to do this. Despite their different interest and attitude many experts claim that childhood is the best time to begin learn a foreign language, like English. Consequently, the teacher must be cautious and pay attention to the techniques appropriate for the students.

A good teacher should understand that teaching vocabulary at elementary school is something new for the students. The teacher has to know the characteristics of elementary school students in order to prepare good techniques and a suitable material to make the teaching and learning process more interesting and fun. Moreover, the teacher also needs media to achieve the target of language teaching.

In teaching English to elementary school students, media has an important role in increasing the students' interest to follow and pay attention to the lesson, because by using media the student do not only listen to what is said and taught by the teacher, but also see, notice, and feel directly. It can increase student motivation in learning, activate student to give responses, enable the student to

repeat what they learn, stimulate the student to study harder, and encourage the student to give direct feedback. In addition, media in teaching and learning process is used to support the instructional interaction between the teacher and the students. According to Brown (1977: 2-3), defines media as the tools or the physical things used by the teacher to facilitate the instruction. In this case, media is the tools, materials, or events that establish conditions used by a teacher to facilitate the instruction to acquire knowledge, skill and attitudes, and engage the learners in a topic or as the basis of a whole activity.

The teachers' creativity in using media will increase the probability that students will learn more and the knowledge will retain better in their mind. There are many media that can be used in a teaching and learning process. Gerlach and Elly (1980: 297) classify media in six general categories:

1. Picture
2. Audio Recording
3. Motion Picture
4. Television
5. Real things, simulation and model
6. Program and computer-assisted instruction.

From the categories above, not all of them can be applied in the classroom. According to Gerlach and Elly (1980: 254), to select the appropriate media, the teacher must consider the characteristics of the students which directly relate to the learning process, such as verbal abilities, visual and audio perception skills, experience, intelligence, motivation, personality and social skills.

One of the interesting techniques that use media in teaching vocabulary to elementary school students is coloring pictures activity. According to Richard in Nurrofiah (2001) Coloring picture activity involve teacher to use visual aid and picture in learning process. The teacher can get various picture used from magazine, poster, and newspaper, etc. The advantage of using picture as a media is easy to use because they do not require any equipment and they are inexpensive. Besides they will last long and can be used in many ways at all levels in the primary or the beginner

Coloring pictures activity is a kind of techniques in maintaining a new word by giving color to the pictures of the words. It can attract the learners' attention and make classroom activities more enjoyable. This technique can make the students enjoy and interest in learning English.

In coloring pictures activity, the teacher asks the students to color the pictures in a topic that is in teaching. For example, the teacher is teaching about

fruits. She/he has to prepare uncolored pictures of fruits to the students. Then, the teacher asks students to color the pictures based on the teacher's command.

Coloring pictures activity can be developed by training the students' capability about the color of a picture. The teacher asks the students to color the specific part of a picture. For example, when teaching about fruits, the teacher do not only ask the students to color the picture of the fruit, but the teacher also ask the students to color other parts of the picture such as leaf, branch, etc. The students' task is coloring the picture based on the teacher' English command so that produce a colored picture with a color on specific parts.

Teaching vocabulary through coloring pictures activity has many advantages for the students. They are: motivate the students in learning process, helpful for the students in comprehending sentence, and the students know the word more concrete.

First, coloring pictures activity can motivate the students in learning process. One of the important things that should be realized by the teacher to motivate the students in learning process is she/he needs to create the gracious classroom condition. Through coloring pictures activity, the students can be motivated because this activity can make the students appreciate and enjoy the learning. In other word, this activity motivates the students to learn implicitly.

Second, coloring pictures activity is also very helpful for the students in comprehending the sentence. The students are not confused with the new word because they already know unconsciously the meaning of the word while they look at the picture that is showing by the teacher as a model. Then, when the teacher asks the students to color the pictures, they can give the color correctly because they comprehend the meaning of the words in the sentence of the teacher's command.

Through coloring pictures activity in teaching English vocabulary, students will know vocabulary more concrete than just teaching vocabulary by giving the meaning. The students do not only know the meaning of vocabulary, but also know the real form and the color of the word. It makes the students will be able to improve their ability to memorize vocabulary items in long time.

## **B. How to teach vocabulary through coloring picture activity**

After knowing the advantages of using coloring pictures activity in teaching vocabulary to elementary school students, it is important for teachers to know how to apply it in the classroom. Below are some stages in teaching vocabulary through coloring pictures activity to the elementary school students:

### **1. Preparation**

Before teaching vocabulary through coloring pictures activity, the teacher should prepare everything that they will need during the teaching and learning

process in the classroom. There are some materials to be prepared before teaching vocabulary through coloring pictures activity. The materials are:

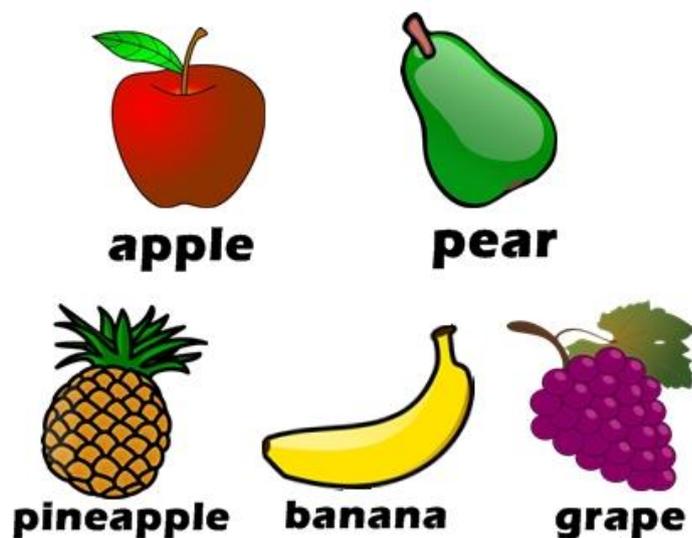
1. Selecting material
  2. Lesson plan
  3. Big colorful picture
  4. Uncolored pictures
  5. Boxes that contain picture of fruits in some color
2. Procedure of teaching vocabulary through coloring pictures activity.

a. Pre-Teaching

As the first phase, this activity is also known as the opening activity which gives students an overview about how the lesson will look like. Since the first impression has a great effect, it is important for teacher to do it perfectly enjoyable and motivating. Started by greeting the students, teacher should make sure that the way they greet the student is encouraging the students to learn.

After greeting the students, to activate students' background knowledge, teacher gives a singing video that is showing some fruit. The teacher sings with the students together to introduce the lesson. The video is originally adapted from the internet.

Then, the teacher shows the big colorful picture of fruits and leads the students to discuss about the picture.



T: there are some fruits in this picture. What is in this picture?

S: Fruits mam

T: yes, that's right. There is apple, pear, grape, banana, and pineapple. Do you like eating fruit?

S: Yes, I like to eating fruit

T: good. In this picture, the apple is red(the teacher shows the red crayon to introduces the red color) , the pear is green (the teacher shows the green crayon) and the banana and the pineapple are yellow(the teacher shows the yellow crayon). And grape is purple (the teacher shows the purple crayon). What is color of apple? (Shows the red crayon)

S: red mam

T: and which fruit is yellow? (shows the yellow crayon)

S: banana and pineapple mam

b. Whilts Teaching

After having the students' background knowledge activated in pre-teaching, it should be easier for teacher to teach students. The students will learn how to pronounce the new vocabulary items correctly by repeating what teacher says about the big colorful picture of fruits. Although this "repeat after me" technique seems to be old fashioned, it suits learners' interest as Peck (2001:140) elicited that young learner enjoy repeating a word or an utterance. Teacher can drill the new words as many times as needed, before asking students to do it themself.

T: red apple

S: red apple

T: purple grape

S: purple grape

Then, the teacher hides the big colorful of fruits and ask students to prepare crayon. Next, the teacher gives uncolored pictures to each students. To ascertain all of students remember thw new vocabulary, the teacher instructs the students to give color to their pictures based on instruction that the teacher gives. If the students remember the new vocabulary items of fruits and colors, they can give color to their pictures correctly.

T: give green to the apple. Give yellow to pineapple and green to pear. Give green to the grape.

After the students is done, the teacher leads the students to discuss the pictures that have been colored to get same perseption. Then, the teacher shows the original pictures so the students can compare their pictures with the original pictures. To check the students' comprehension, the teacher can ask the students some questions.

a. Which fruit is yellow?

b. What color is mango?

c. What color is apple?

After the teacher is sure that all of the students comprehend about the lesson, the teacher divides the students into some groups and gives each group a box that contains some pictures of fruits in some colorssuch as red apple, green apple, yellow banana, green banana, etc. then, the teacher asks each group to find picture in the box based on what the teacher said. The group finds the picture sticking it on the blackboard.

The first group finds and sticks the picture correctly gets a point. The group with most point wins.

c. Post Teaching

As the closing phase, teacher should make this phase as memorable as possible in order to make students remember the day's lesson and wait for the next lesson. In this phase, teacher leads the students to summarize the material that has been taught by asking some questions to recall the students' memory. Then, the teacher asks students to clean up the classroom together. Finally, the teacher shows a singing video of fruits and ask the students to follow, singing together.

### C. Conclusion

From the discussion before, it can be summarized that teaching vocabulary to the elementary school students is very important. It needs preparation and lesson planning before entering the class. The elementary school students which still categorized as young learner have some special needs and unique characteristic that should be considered first by the teacher. Among those special needs to be fulfilled, the use of coloring pictures activity in teaching vocabulary seems to be promising. Coloring pictures is very helpful activity in learning English vocabulary to the students. The learning process becomes more interesting for children, so they enjoy learning English.

**Note:** this article was written based on the writer's paper with her advisor Drs. Amri Isyam, M.Pd.

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