

# USING REMOVABLE OBJECT IN A PICTURE AS A MEDIA TO TEACH ENGLISH TO YOUNG LEARNERS

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## Abstrak

Pada saat sekarang ini, di Indonesia, Bahasa Inggris telah diajarkan di level pendidikan dasar, seperti Sekolah Dasar (SD) dan pada usia dini, seperti Taman Kanak-Kanak (TK). Bahkan, pada tahun mendatang Bahasa Inggris dimasukkan sebagai muatan lokal. Dalam mengajar anak-anak, perlu diperhatikan perkembangan psikologi mereka. Anak-anak pada usia SD dan TK lebih tertarik kepada sesuatu yang kongkrit yang dapat mereka temukan dalam kehidupan sehari-hari. Untuk itu, guru perlu menciptakan pembelajaran yang kongkrit di dalam kelas dengan menggunakan media pembelajaran yang atraktif dan menarik. Salah satu media yang dapat digunakan untuk merepresentasikan kehidupan sehari-hari siswa adalah media gambar. Dalam makalah ini akan dibahas mengenai “Removable object in a picture” sebagai media pembelajaran. Keunggulan dari media ini adalah mengurangi jumlah gambar yang digunakan sebagai media dalam pembelajaran, karena hanya dibutuhkan satu buah gambar. Sedangkan untuk gambar dengan situasi yang berbeda, hanya diperlukan perubahan objek tertentu pada gambar tersebut. Pada makalah ini juga akan diuraikan cara membuat dan memperagakan “removable object in a picture”, serta topik-topik apa saja yang dapat diajarkan dengan menggunakan media ini.

**Key words: Picture, Media, Young Learners, Drill**

## A. Introduction

Considering English as the important language that should be mastered to face the global era, almost all of countries in the world promote English as an important subject that should be learned and taught in schools. In Indonesia, the government suggests that English should be taught in every level of education. It means that English is started to be taught in elementary schools even in kindergartens. As a result, English subject has been taught to elementary school students since 1994 (Yunita, 2009). However, there are just several elementary schools put English in their curriculum. For that reason, the government issued “Peraturan Menteri Pendidikan No. 23 Tahun 2006” about

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“Standar Kompetensi Lulusan Satuan Pendidikan (SKLP)” for English subject at elementary school.

The goal of teaching English started in lower level of education is to facilitate students to master English well. Although, there is no evidence that learning English to younger learner will result better English. But, there are many people believe that learning English started from young period will make it easy to master English. Some expert believed that starting of studying of English as a foreign language (EFL) before the critical period, 12 or 13 years old, will build more proficient speaker in English (Shin, 2006; Cameroon, 2000). It shows that teaching English to young learner has advantage to facilitate better English to them.

Beside the essential of learning English on the childhood, there are many problems raise while teaching English to young learners. The problem may come from the effort of the learner, the material given, even the problem raised on the way of teaching. So that, to teach young learners, it is required a qualified teacher who has background knowledge of English and knows how to teach English to young learners.

As a child, it is difficult for them to focus or concentrate to an activity for a long time. As stated by Cheng (2010), children on age 6-8 years old have attention span of 15-20 minutes. They will focus to an activity no more than 20 minutes. Then, it is difficult for them to sit while studying in the class (Farea, 2007; Klein, 2005). They tend to walk around in the classroom or play game with friends. Schindler (2006) tells that teaching English to young learner is a challenge because they tend to mumble, squirm, wander off, babble and play while studying in the classroom. Well, of course they do, they are children. These are children energies. Teacher has a challenge to take benefit by organizing their energies rather than taking a risk by forbidding them. Therefore, teacher should let their energy and enthusiasm work for him.

To let students' energy and enthusiasm work for learning process, it is required activities that take their interest. The appropriate way to take their interest is by using media in teaching. One of suitable media to take young learners attention is by using picture. According to Shin, 2006; Sudiman, 2005; Lodo, 1983, and smith, 1980, picture can be used to capture children attention and keep them engaged in learning activities. The use of picture in teaching young learners will allow the comprehensible input of a language to them. They will understand easily the language by looking at the picture. Moreover, picture can be used to elementary school students because they have already understand about the character of thing (Santrok, 1994; Prayitno, 1999).

Then, to teach language to the beginner, it is better to use the concept of drilling in teaching (Lindsay and Knight, 2006). Teacher gives example of a language first, after that they assign students to practice by ordering them some changes of the language. It will be easier for teacher to explain language and give some exercises based on the concept of drilling by using picture. Thus, teacher needs some pictures in different situations. As a result, it will

take a lot of preparations and times to prepare some pictures that are needed as the media in teaching.

Unfortunately, teacher finds some problems while preparing such media in teaching English to young learners. First, it needs much money to prepare because there are some pictures used. It is dilemmatic for teacher to use their own resource to prepare media. Then, it needs much time to prepare a media. As a result, teachers argue that they do not have enough time to prepare a media. They have many classes that should be taught and their time is spent to prepare teaching sets of equipment, exercises, and check children's development.

However, a media is important in teaching language to young learners. Besides, it makes teachers easy to work with children who have different styles than adults in learning. It also gives a chance to students to understand language easily. Ultimately, teacher needs a media that is cheaper, easy to be prepared and then helps the teacher deliver the materials. It means that, although there is no budget from schools, the teachers do not have much time to prepare a media and the big amount of materials that should be given to students. Teachers still have a chance to prepare the cheaper, easy, and minimalist but interesting media. To help teachers prepare such kinds of media, this paper will introduce a media that can be used to prepare an interesting activity which allows teacher to reach the goal of teaching young learners. The media is called "Removable object in a Picture".

The purpose of this media is to reduce the amount of pictures used as media in teaching young learners by using the concept of drilling in the classroom. The picture that is needed to show the different conditions or situations is only made by doing a little change on the object on the picture. It is only needed a picture and some object pictures that will be changed to the picture when the situation or condition explained is also be changed.

## **B. Discussion**

Teaching English to young learners is not easy. It is required interesting media and activity to take their attention to the learning process. One of the interesting media and activities that can be applied in the classroom is by combining the use of picture with the concept of drill. Teacher need to imitate the language to the students by using a picture. Unfortunately, teacher found that it is dilemma for them to prepare this media because there are many picture is needed. Thus, it is introduce a media that can reduce the use of picture. The media is named "Removable Object in a Picture".

Beside the advantage above, this media is also can be used to teach several topics in the classroom. There are greetings, narrative and descriptive for the four skills. This media is also appropriate to teach young learners by using the concept of drills. It is common believe that teaching young learners is effective by imitate the language for them. Then, teacher does a little change for the language and asks students to say it. This activity will be more effective by using "removable object in a picture" because students can see the changing of language by seeing the change in the picture. Here, it will be

discussed the use of “Removable Object in a Picture” to teach greeting to elementary school students grade one.

### 1. Preparations

Before preparing the media in teaching English to young learners by using “Removable Object in a Picture”, teacher should determine the topic to be taught because the topic chosen will influence the media used in the classroom. After preparing the topic, teacher prepares the media that they will use. There are several objects that the teacher must prepare which are influenced by the chosen and planned topic. In this paper, it will be discussed about teaching greeting to first grade elementary schools students. To teach greeting, things that should be prepared are:

- 1) A piece of cardboard (40 cm x 52cm)

This cardboard will be used as a wall where the picture will be stacked. The purpose of using this cardboard is to make the media stronger. The size is 40 cm x 52 cm.

- 2) Plastisin.

It will be used to glue the picture with the cardboard or the picture with the object that is needed to be changed. The advantage of using Plastisin is to make the object of the picture easy to be stuck or moved when it is needed.

- 3) Primary Picture.

The picture required is the scenery of nature sight. The picture must have both sky side and earth side where the sun and the moon rise and other object can be stuck.



- 4) Object picture.

- a. Sun picture. It is the replica of the sun. The size of this picture is adjusted to the primary picture. It is expected that it will balance if the picture is gummed to the primary picture.



Picture 4. Sun picture

- b. Moon picture. This picture can be used to express the night situation. When the students see this picture, they will easily understand that it is a moon. So, they will conclude that this is in the night.





Picture 5. Moon picture

- c. Human cartoon picture. It can be a family picture that consists of father, mother, brother, and sister pictures or the famous characters in a cartoon movie. This object is used to express how to greet someone. Before using these pictures, teacher must explain them to the students first.



Picture 6. Family Picture

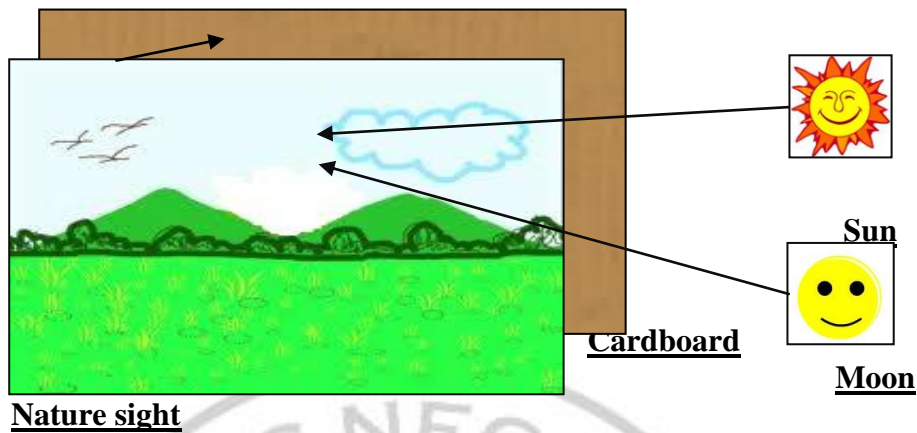
- 5) A replica of clock. This clock can be set by the teacher whenever the time they need. This clock will be used to express time to differentiate the use of good morning and good afternoon.



Picture 7. Clock picture

## 2. Implementation

After all of the materials are completely prepared, teacher makes the media before being used in the classroom. It is needed a cardboard to place or glue the primary picture. Then, teacher prints out the primary picture and glues it on the cardboard by using Plastisin. To make it neatly, it can be added with transparent isolated. After that, teacher needs to print the object picture and set the Plastisin on them. The object can be put onto the background and it will be used to stimulate students in speaking.



Picture 8. Object picture will be put to the primary picture.

There are several steps used in teaching greeting to elementary school students grade one by using removable object in a picture. First, teacher explains to the students about the different uses of greetings. There are several kinds of greetings; hallo, hi, good morning, good afternoon, good night, good evening, and good bye. Then, the teacher takes the primary picture and all of the object pictures that have been prepared. After that, the teacher explains them to the students. For example:



Picture 9. Nature Sight

This is a nature sight. It can be used as a primary picture. The picture can be put several objects to express different situations that will affect the use of greeting expressions. To make this picture stronger, it is needed a cardboard and stick this picture onto the cardboard. Then, the teacher explains to the students some cartoon pictures.



Picture 10. Shinnchan Family Pictures

This is the cartoon pictures. The pictures can be put onto the primary picture separately. It can stimulate students to speak by asking them what greeting they will say if they meet with a member of their family as shown in the picture by adding a member of their family to the primary picture.

After introducing the character of cartoon picture to the students, teacher determines what characters that the students will be, then stick the character to the picture. After that, teacher explains to the students what greeting expressions they will use if the picture is added with another character.



Picture 11. Character of Sinchan

In this activity, students act as Sinchan. Teacher sticks Sinchan Picture to the primary picture. Then, teacher explains the greeting expression that will be used if the picture is added with pictures of Sinchan's father, mother, and sister. After that, teacher does this activity randomly and asks students to say the greeting expression correctly when the picture is changed.



Picture 12. Sinchan and his father

Teacher asks students what they will say if they meet with their father as shown in the picture.



Picture 13. Sinchan and his mother

Then, teacher asks students what they will say if they meet with their mother such as in this picture.



Picture 14. Sincan and his sister

Finally, if they meet with their sister as in the picture, what greeting expression will they use?

To stimulate students in speaking naturally and fluently, this activity can be done with such a competition. Teacher asks students to speak directly when the teacher changes the object in the primary picture. Then, teacher gives praise to the student who is able to answer correctly.

The next step is by adding the picture with sun picture. The position of the sun will affect the use of greetings. “Good morning” is used when the position of the sun picture is in the east until the middle of the picture.



Picture 15. The position of the sun in the morning

Then, when the sun picture is on the west, the greeting is “good afternoon”. This greeting is used until the sun disappears.



Picture 16. The position of the sun in the afternoon

To help students understand clearly about the different uses of “good morning” and “good afternoon”, it can be used a replica of clock.

After that, the picture of sun is substituted with the picture of moon. The greeting used in this situation of picture is “good evening”. This greeting is used after the sun disappears until it rises again in the next morning.





Picture 17. The picture of the moon in the night

Ultimately, it can be combined the use of sun, moon, and family pictures. Teacher gives example to the students first. Then, the teacher asks students to say the greeting that is appropriate with the situation given.



Picture 18. Sinchan and his father in the morning

After that, the teacher shows it to the students and asks them what they will say if they meet with their father in the morning.



Picture 19. Sinchan and his father in the afternoon

Then, the teacher changes the position of the sun and asks the students what greeting expression they will use if they meet with their father in the afternoon.



Picture 20. Sinchan and his father in the night

Now, the teacher changes the picture of sun with the picture of moon. After that, the teacher asks the students what they will say if they meet with their father in the night.



Picture 21. Sinchan and his mother in the morning

The next activity is by changing the picture of Sinchan's father to Sinchan's mother. Then, the teacher asks the students what they will say if they meet with their mother in the morning. After that, the teacher changes the position of the sun and asks them what greeting expression they will say if they meet with their mother in the afternoon.



Picture 22. Sinchan with his mother in the afternoon

Then, the teacher changes the picture of the sun with the picture of the moon and asks them what they will say if they meet with their mother in the night.



Picture 23. Sinchan with his mother in the night

The last activity is by changing the picture of Sinchan's mother to his sister. Then, the teacher asks the students what they will say if they meet with their sister in the morning.



Picture 24. Shinchan and his sister in the morning

After that, the teacher changes the position of the sun and asks them what greeting expression they will say if they meet with their sister in the afternoon.



Picture 25. Shinchan and his sister in the afternoon

Then, the teacher changes the picture of the sun with the picture of the moon and asks them what they will say if they meet with their sister in the night.



Picture 26. Shinchan and his sister in the night

So, teacher takes the pictures randomly and asks students what greeting they will say. This activity can be done as a game. The teacher can divide the students into several groups and ask them what greeting that they will say when the particular object of these pictures is gummed to the nature picture. The group which is able to answer correctly will be the winner.

### C. Conclusion and Suggestion

Teaching English to young learners is not easy. They tend to play and do enjoy activity. So that, teacher needs to teach them with interesting and enjoy activity. One way to create an interesting and enjoy activity is by using media. Teacher can use them to attract students' attention and use it as the media to drill their English. Media can also be used to manage the class. Students prefer to pay their attention to the media rather than do anything else. By using "Removable Object in a Picture", the advantage of using media can be achieved. In this media, teacher only needs to replace some objects in a picture to make several situations. It also can reduce the amount of time to prepare media. The media can be used as a drill stimulation to make learning English more authentic and concrete because the students can see the situation in using the language. Then it is suggested that the character of picture used in the media is familiar to the students. The used of this media is also can be done by an interesting activity such as a game. Teacher can make a small competition in the classroom by asking them to be the fastest student who says the greeting when the situation is changed.

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