Using Pictures in Teaching Oral Composition to Student of Primary Schools

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ABSTRACT

Using Pictures in Teaching Oral Composition to Students of Primary Schools. In terms of teaching oral composition through pictures is done under the experimental study, it is a quantitative research. Here, the writer is focused only to the problem of using pictures in teaching the oral composition subject to the beginners. Practically, teaching oral composition or the English speaking skill to the sixth year students of elementary school. In his regard that, teaching oral composition or conversation through pictures or visual aids showed much better compared to the teaching oral composition through traditional way. Through pictures, the students can be asked to repeat and construct the sentences based on the given patterns. In general, teaching the students about the oral composition or conversation by using pictures or by using visual aids can improve their ability in speaking based on the given patterns. However, in this case, the teacher needs to be patient in the process of teaching-learning interaction. To teach the oral composition or conversation subject to the elementary school students by using pictures, especially to the beginners need a special attention.

Key Words: using, pictures, oral composition

INTRODUCTION

As a means of communication, English holds an important role among those languages in the world. It is used in many activities such as, in business, scientific discussion and diplomatic forum. In Indonesia, it is taught as a compulsory subject from junior high school up to the university; it is also taught as the first foreign language.

Speaking or oral composition, for instance, is one of the four language skills which should be taught. However, the students’ ability in speaking skill is greatly influenced by the lack of vocabulary in grammar. Therefore, teaching the oral composition or speaking is closely related to teaching conversation. It is, of course, for the English teacher, this kind of teaching subject is not an easy job.

According to Rajab (2007:9), “Teaching speaking process sometimes does not touch the target of its purpose. The fact that speaking programs have so much in common is evidence that each of the theories involves is, in itself, insufficient for guiding us in how to teach speaking; several theories are necessary and relevant to decisions we make as speaking teachers.”

In line with the above statement, we can understand that, teachers are rarely teaching the English conversation or speaking or the oral composition subject to the students. However, the teachers just take a little bit chance to teach conversation or speaking such as in the following manners. The teacher takes the material of speaking
from the textbooks or from magazines, and the teacher reads the text before he or she
asks the students to vary the words from the speaking. Here, he or she cannot control
all of the students’ activities, because the class is very big. Nevertheless, some students
do not care the material given by the teacher. This situation, of course, sometimes
creates a passive activity. Finally, the class does not work well. The students are
passive, and they just follow what the teacher instructs them to do.

Based on the explanation above, we can understand that the teacher needs a
suitable way in teaching learning process, especially in terms of teaching speaking or
oral composition. Actually, there are so many ways or methods in teaching speaking or
oral composition. One of them is by using picture. In her opinion, teaching oral
composition to beginners through pictures will give an easy way to the students to
remember what they have been studying.

Besides, pictures can be used to remind the students to the real life, real
experience, and real situation toward what they are learning. In this case, she eagerly
knows that pictures and the like can provide teachers and students with a clear idea of
the sort of practice or communication elements to be talked or discussed in the
interaction of teaching-learning.

Based on the background described above, the writer would like to express his
main problem, i.e. “Do the students who are taught through pictures get higher scores
in the oral composition compared to the students who are taught without using
pictures?”

The above question can be fairly answered, i.e. “The students who are taught by
using pictures in the oral composition get higher scores compared to the students who
are taught without using pictures.”

Since the population of this study is too large, therefore, the sample can be
randomly taken only one class of students of the elementary schools.

II. Theoretical Orientation
1. Some Notes in Regard to the Textbooks Used at Elementary and Secondary
Schools

In the curriculum 1994, the English language is taught at the elementary school,
the English textbooks are well-prepared and published for the Elementary school. Since
the year 1994, The English curriculum which give the chance for the elementary school
to teach English subject. It begins from the four year standard of elementary school. It
means, the English language is taught from the four year students of Elementary
school.

Consequently, the experts of English should think as well as prepare suitable
textbooks as the instructional materials ('buku paket') for the Elementary school. Therefore, those books of English written for Elementary or Primary education were
based on the currently used curriculum. In short, those books were prepared based on
the periodical current curriculum for the Primary school.

In this case, the writer does not touch talking about the curriculum, but it will
touch on talking about the textbooks or the teaching materials for the students of
Elementary or Primary school. In line with this study, Bahri (1998:i) said that:

*Materi buku Bahasa Inggris untuk SD ini dimaksudkan untuk membekali para
murid sekolah dasar untuk memahami kosakata dasar bahasa Inggris dan
menggunakannya dalam bentuk kalimat yang komunikatif. Buku ini juga
dilengkapi dengan latihan yang bertujuan agar siswa memiliki sikap berkomunikasi dalam bahasa Inggris pada tahap awal sehingga mereka mampu mengembangkan sikap positif terhadap pelajaran Bahasa Inggris.

So, based on the statements stated by Bahri above, we can understand that teaching reading to the students of primary school is mainly to build up their positive thinking about the English language.

To support this statement, the writer quotes the statement given by Kusmana (2001:iv) who states as follows:

_Urgensi buku bahasa Inggris untuk sekolah dasar saat ini semakin terasa mulai dari diperkenalkannya bahasa Inggris pada jenjang pendidikan dasar. Tujuannya agar siswa memiliki dasar yang kuat mempelajari bahasa Inggris di jenjang selanjutnya. Untuk membantu program belajar-mengajar bahasa Inggris, pemerintah menyusun kurikulum sebagai suatu aturan yang digunakan dalam kegiatan belajar-mengajar. Karena bahasa Inggris yang diajarkan di sekolah dasar masih berupa muatan lokal (mulok), kurikulum yang digunakan masih merujuk pada kurikulum kanwil depdiknas setiap daerah, yang dalam hal ini setiap daerah memiliki karakteristik tersendiri.

Based on the above statement given by Kusmana above, we can infer that teaching English at the primary education is for building the students’ ability in order to be able to continue their at the upper step of education.

Besides, the writer also uses the books which are relevant to the English curriculum that are currently used at SMP. Those books are still useful to use in teaching learning of the English language, since the students are in the scope of beginners.

As we know that, there are several materials or pictures that can be presented in teaching oral composition or speaking to the students. Here are all materials consist of stick figure picture (See all kinds of pictures in the appendices). The stick figures in those pictures tell us about the daily activities of the students. Here, most of students are familiar with those activities. So that, it is easier to draw their interest in teaching learning process. And it is, of course, we do hope that the students can express their feeling and desires without facing any difficulties.

2. Some advantages in Teaching Oral Composition through Pictures

Visual aids or pictures are relatively the same. These two terms can be used in the teaching learning process, especially in teaching speaking or oral composition to the beginners. These kinds of aids are very advantageous, either for teacher or students. Here, the teacher’s tasks will be therefore simplified, and the students will achieve greater success in their efforts to master the foreign language being learned.

As a matter of facts, aids can also help the teaching learning process something about the daily activities and daily lives of those who want to learn English language such as the English ones. Pictures can also help the students associate what he or she hears or listens to the real-life experiences. In this case, there students who are often to be good at mimic repeat what they are asked to say without understanding toward what they are repeating. However, if there is a strange word provided, and the students cannot understand, it will be easily understood where there are some pictures provided.

Furthermore, the pictures are also essential not only for the teachers, but also for the students, especially in the process of teaching-learning interaction. In this case,
the pictures in the classroom can represent situations which would be impossible to create in any other way.

As we know that many actions can be demonstrated by using pictures both in the classroom and outdoors. In the classroom, for example, such as closing a door, opening a window, or meeting a friend, sitting on a chair, cleaning the blackboard, and so forth. The objects can also be brought into the classroom, such as toys, food, drinks, boxes, sticks, and so forth.

Because of the pictures are one of the very recognized ways of representing a real situation, they can serve as an example of the advantages in using visual aids in teaching the oral composition or speaking to the beginners.

The above statements can be understood that pictures or visual aids are often used to remind us to a real-life experience or to suggest such an experience to us. Families have photographs or albums of photos to remind themselves of happy times in the past time. These kinds of photos can be an interesting attention for the students. The students can see the photos before they read on the concepts of the past time situation.

Besides, story books can also be given to the students for another instance, here, pictures are also available with their attractive illustrations, and often before a student is asked to read, we can tell him or her about the situation, and they are also asked to tell the story based on the pictures provided in the books.

In line with the teaching method, there is an easy way of teaching the oral composition or speaking to the beginners. The students are able to bring into a real situation or into the classroom and at the same time be assured that the students can understand the situations being used with the pictures.

In short, we can conclude tentatively that the advantages in using visual aids or pictures can help both teacher and students in the teaching learning process. Visual aids, then, can be useful to the language teacher by helping him or her create situations which are outside the classroom walls. By using the visual aids or pictures in teaching learning interaction, it can also help the students introduce the real-life situations in many aspects of language. The pictures can also make the teacher easy to teach and drill the students in a rapid change of situation.

Meanwhile, the teacher himself or herself can also be a valuable visual aid in the process of teaching and learning English. He or she can perform a great variety of actions, show objects, and demonstrate the parts of his or her body, including the clothes he or she wears and also the classroom objects, windows, doors, ceiling, walls, blackboard, etc. Here, the teacher’s head, hands, fingers, hair, face, shoulders, and so on can be valuable to be performed in many and various ways and services. These kinds of actions in order to make the students will be more evident and believe in the explanation being explained by the teacher. These kinds of actions can be understood as semiotics. In semiotics, an act of communication is viewed as the transmission of information from person to another by using the organs of the body.

To support the above descriptions, the writer quotes what Byme (1983:31) says that:

*Semiotics has been defined as the study of the way in which human beings interact using all communication devices available to them. In semiotics, an act of communication is viewed as transmission of information from one person to another, but this information is seen as a composite, as a mixture of meanings,*
deriving from the simultaneous use of some or all of the modalities of communication –taste, smell, touch, sight, and of course, hearing and voice.

Based on the statement given by Byme above, we can understand that in teaching the oral composition or speaking teacher can use all kinds of his or her organs of the body in order to make the students understand clearly. The teacher can use his or her head to gesture and indicate and to point out anything he or she wants to. In short, any part of his or her body can function as visual aids or pictures, that can be used in the process of teaching learning, especially in the teaching of oral composition or speaking.

3. Pictures as Media to Introduce the Dialogue

As it has been informed in the previous subchapters, this study is mainly focused on the teaching oral composition to beginners through pictures. Therefore, the writer would like to show how the teacher teaches the beginners by using the pictures as the media in the introduction of the dialogue.

As we know that there are two kinds of pictures or visual aids. Both two kinds of the pictures have definite use in the language classroom interaction. One kind depicts a situation or topic and includes several people and actions. Let us take an example of this kind of dialogue between Gani and Salma in Let’s Learn English by Bahri (2002:41). This dialogue with its pictures will be more suitable in the appendices.

Another kind of pictures can fit into drill of a particular grammatical point. In this case, the grammatical point is firstly determined. Then, such of the following pictures are chosen as they will be more suitable for drilling the grammatical patterns of sentences.

In short, there are some books which are useful enough, either for the elementary school students or for the students of SLTP level, since they are still the beginners in the teaching learning of oral composition or speaking subject. Those books are full of colorful pictures with their instructional design in the process of teaching learning English to beginners.

4. The Pictures as Media to Teach Pronunciation, Stress and Intonation

Pronunciation and spelling in the English language teaching needs an appropriate strategy. English Language Service (1969:v) stated as follows:

Drills and exercises in English pronunciation are intended for secondary school or adult students who are learning English. The material in this series is suitable for use as a special course or as a supplement to a basic language program. The drills and exercises are not graded as to difficulty; depending on need they can be assigned for work at books are so organized that the teacher or students pursuing an independent course of study has convenient access to specific problem areas encountered in English sound system.

So, based on the statement above, we can understand that the pronunciation, stress and intonation are very important for both teacher and students.

According to Hill (1965:ix-x), “Pronunciation, Stress ad Intonation are the three types of exercises which should be handled seriously to the students. These three kinds of exercises are marked by A, B, and C. In the following explanation, these marks can be understood well by the English teacher:
5. Strategy of Using Pictures in Teaching Oral Composition

Before coming to the class, a teacher should prepare pictures suitable to be used in teaching speaking for the students.

Based on the statement above, we can understand that, a teacher should prepare a suitable picture for a certain subject of teaching. For the needs of this study, there are two kinds of pictures that are useful at teaching aids, namely pictures of individual persons and objects. This is supported by Kreidler (1964:4) who said that, “there are two kinds of pictures. Both kinds have definite uses in language classroom. One type depicts a situation or topic and includes several people and actions. This context-oriented type of picture is useful in introducing dialogue, practicing structural patterns, or stimulating oral and written composition. The other kind of picture fits into the drill of a particular grammatical point. In this case, the grammatical point is the first determined. Then such pictures are chosen as will be suitable for drilling the grammatical patterns.

In short, pictures can also be used to help students in developing their speaking ability. Students can do it by describing their pictures. Here, pictures help students to find the idea what to speak. Therefore, it develops the students’ ability to speak freely.

Based on the statement above, we can conclude tentatively that pictures can be helpful material to support the activity in the speaking or oral composition.

METODE PENELITIAN

As it has been mentioned in the subchapters formerly, this study is an experimental teaching to the sixth year students of primary school in District of Banda Aceh. It means, the needed data in this study were collected from an experimental teaching during the three-month teaching.

In order to collect the needed data for this study, the writer just chose two classes. It means, the writer classified the students into two groups; as the experimental group and as the controlled group. There were 21 students in the experimental group and also the same number of students for the other group (there were 21 students in the controlled group).

Before the experiment was done, the writer had observed those classes or groups at the school, because she is an honorary teacher at the school, so she knows which classes are more suitable to be her project for study. This kind of observation was aimed at seeing how the speaking ability as a subject is taught by the teacher, and also to see the students’ achievement in the English language.

After the observation done, the writer presented the materials for the experiment to the students of the experimental group. That was teaching oral composition through pictures. The way of presentation was settled in the following: the students were showed and introduced a picture that placed in front of the classroom. Then, the writer asked a lot of questions about the pictures to the students. Students answered the questions. This kind of activity was done by using 3 until 4 kinds of pictures. The students were had to mention the words or sentences about the pictures. If the students stop doing the activity in case they did not know what to say, the writer would help them by giving a few questions and by answering the questions, then, the students continued speaking.

This kind of experiment was done from the middle of March until the middle of May 2008 (three months). In terms of collecting the needed data for this kind of report
or study, the writer tested both classes (experimental group and controlled group) during the three-months teaching.

For the experimental group the students were treated so many pictures in teaching the oral composition, while for the controlled group the students were taught in traditional way or no pictures were applied.

Touching on the tests, there were two kinds of tests, namely pre-test and post-test. These two kinds of tests were applied to both experimental group and controlled group.

**THE RESULT OF THE TEST**

As it has been mentioned in the subchapter one formerly that, for the need of this study the students were divided into two groups. It means, since the number of students in Class VIA consisted of 42 students, therefore, they were divided into two groups. For the Experimental Group consisted 21 students and for the Controlled Group consisted 21 students. The students’ scores of both experimental group and controlled group can be read in the following twin chart:

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**Findings**

At it has been mentioned in the former subchapter that, the hypothesis as follows, the students who are taught pictures in the oral composition get higher scores compared to the students who are taught without using pictures or taught in traditional ways.
Practically, based on the above twin chart we can understand that the students’ scores on the experimental group have much better compared than the students’ on controlled group.

**Conclusion**

To get the ideas of the experimental study, and to apply the pictures in teaching oral composition to the beginners is very interesting. Teaching the oral composition to the beginners through pictures is not an easy work. To many teachers, the oral composition is a little bit dislike. But, for gaining the purpose of this study the teacher should endeavor himself or herself to prepare everything to reach the instructional objectives.

Teaching the oral composition through pictures to the beginners is one of the teaching approaches, especially in the subject of the oral composition or speaking skill. The composition course in English for the students in a certain country with different language background should be drawn the students’ attention. So, to draw the students’ attention picture or visual aid is very useful for helping the teacher in teaching learning process, especially in the oral composition for the beginners.

In connection with the explanation above, we can come to some points. After carrying out the experimental teaching on the application of pictures to the sixth year students of primary school, the writer can conclude that:

1. Pictures or visual aids are very useful and significant method in teaching the oral composition to the beginners.
2. Based on the calculated data from both two groups (Experimental Group and Controlled Group), we can understand that the students taught by using pictures in the oral composition get higher scores compared to the students taught without using pictures.
3. Since the calculated value of the t-test formula shows the result satisfactorily, and its calculation matches with the writer’s hypothesis, so it touches on the writer’s hypothesis, namely it is well-accepted.

**References**


