



TEACHING FOREIGN LANGUAGE BY USING PICTURE FOR CHILDREN AT MUSLIM SCHOOL

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Abstract

English is a foreign language for Indonesian students in Indonesia. It is given from junior high school to university. But now days English is also given in elementary school. The different material also used because of the different character of students. The aim of English program at elementary students is to enable them to comprehend oral and written expression. Teaching English for children is depending on the media that support the material. The used of media is the important thing to improve the ability of students. One of media that used is pictures, because in pictures children will find it easy to remember about the name of something. Children focus on some concrete things so that teacher should give the correct media that interest students to learn more about English. English as a subject dedicated to very young learners should be presented as interestingly as possible. The teachers' creativity in creating attractive materials is very important to attract the learners' attention.

Kata Kunci: Foreign language, Pictures, Children, School

A. Background of Study

In the globalization era, English is increasingly needed not only because it is one of the international languages mostly used in the world, but also it is used to transfer science and technology. In Indonesia, English is a foreign language taught in all school levels from secondary school up to the university level. It is one of the major subjects that must be taught at schools in Indonesia. It involves four language skills: listening, speaking, reading and writing. In most primary schools in Indonesia today there is a trend to begin the teaching of English language earlier. English as a subject dedicated to very young learners should be presented as interestingly as possible. The teachers' creativity in creating attractive materials is very important to attract the learners' attention. It is worth considering that the way young learners learn a foreign language should be recognized as something different from that of the older ones.

Kasbolah (1997:167) claims that teaching young learners is different from teaching high school students and adults. Teachers need practical and special skills to help their students learn this foreign language. They attempt to make their English class run well should be carried out, including selecting materials which are appropriate to the need of their students. Brown et al. (1983) states that teachers should be able to select the instructional media from among the numerous media resources of general orientation, those that are coming closest to meeting local requirement, at the same time, meeting other stated standards of excellent media. They also propose criteria for analyzing the choice of media. The criteria include the content, the purposes, appropriateness, practically, technical quality and circumstances of use.

In line with the background of the study is intended to see the situation where the children have little time each week to learn English. Children sometimes thinking so hard about learning a language that feels very different from their own, do not use the alphabet in their own language, and may not deeply understand why they are learning English in the first place.

B. The Characteristic of Children

Children are unique because they have some characteristics that differ from those of the adult learners. Therefore, teachers should consider the unique characteristics of young learners when they teach them. According to Scott and Ytreberg (1990), some of their characteristics are as follows:

First, children have a very short attention and concentration span. This is supported by Broughton et al. (1978) who state that ten minutes is the longest time for which many children can sustain an interest in an activity, and the younger the children are, the shorter the period will be. In relation to this, Scott and Ytreberg (1990) state that variety of voice, pace and organization will help much in keeping the young learners concentrate on learning the language.

Second, children understand through hands, eyes, and ears. They deal with concrete things. Scott and Ytreberg (1990) suggest that teachers should not rely on the spoken words only. The activities for young learners should mostly include movement and involves senses. Bringing them many objects, pictures, making full use of the school and surroundings and demonstrating what the teacher wants the children to do are much better than just giving them verbal explanation.

Third, children love to play and learn best when they are enjoying themselves. Therefore, teachers of young learner should make up rhymes, sing songs, or tell stories; some activities than can bring joy and happiness to the children.

Fourth, children are equipped with a well-established set of instinct skills which definitely help them to learn a foreign language. Based on the characteristics possessed by children, a teacher should be able to choose the appropriate techniques for teaching, to understand the way young learners learn. Teachers above all, are the key of students' success in mastering the language, especially as elementary school teachers. They have a great opportunity to facilitate the students' best learning if they do understand their characteristics.

C. Problem Solving

1. Approach

Teacher should develop the general approach based on our views on how children learn most effectively; and then teach; manage; and assess the children in ways that are consistent with this approach. Of course the teacher will never really know exactly how children actually do learn most effectively, so teacher need to examine and question their approach as their go along, and steadily, and sometimes radically, modify their classroom practice accordingly. If teacher decide to form their ideas by looking at established approaches to how children learn, they find there are various different approaches and opinions to choose from. Some are compatible with each other but others are diametrically opposed to each other. An added complication is that some approaches that are dominant in western educational psychology may have less validity when used as a starting point for understanding how to teach English to Children in Asia.

However, it is important to understand some of the most recognized approaches, and think about which aspects of each approach the teacher agree with or disagree with. Many teaching methods that teacher may regard as "normal" have, in fact, been heavily influenced by one or more of these approaches. For example, many teacher-centered methods have been influenced by behaviorist psychology, and the various child-centered ways of teaching can often be traced to the views of humanistic and constructivist psychologist. There is really no such thing as a "normal" way of teaching.

2. Influential Approaches

- a. The behaviorist view focuses on the reinforcement of behavior through repetition and rewards. In the classroom, this has tended to imply that children should be regarded as blank slates until they are taught by more knowledgeable adults. A lesson influenced by this approach generally contains some or all of the following five elements:

- The teacher is clearly in control both of the children's behavior and of the learning process. The children respond to the teacher's directions and stimuli and tend to passively follow the teacher.
 - The teacher has a clear lesson plan and step-by-step syllabus.
 - English patterns are repeated through drills and choral repetition until they become automatic
 - It is considered essential for the children to succeed as much as possible. They are protected from making errors.
 - Success is reinforced by praise and rewards.
- b. Input approaches focus on the input of language from the teacher, from tapes, or from reading material. A lesson is generally influenced by some or all of the following basic principles:
- We should expose the children in our classes to English they can understand at present or that just beyond their present level.
 - They should not be expected to produce new words and patterns until they feel ready to do so.
 - We can introduce new words and patterns through physical demonstration, and we should encourage the children to be physically active.
- c. The theory of multiple intelligences claims that children can be intelligent in different way. The following basic principles have had a significant influence on the way children are taught:
- One child may be more intelligent in one way, and another child may be more intelligent in another. One form of intelligence should not be considered superior to another kind of intelligence.
 - We should try and find the strengths of each child and encourage and build on these strengths. For example one child may learn best through drawing or playing with pictures, others through listening to or singing songs.

3. Child –Centered Approaches

- a. Humanistic approaches stress the importance of the inner thoughts and feelings of each learner, and aim to help children reach their full potential as “whole” people as they learn. A lesson influenced by these approaches generally contains some or all of the following elements:
- The children are encouraged to develop people-to-people skills such as cooperation, fairness, and consideration for others.
 - The focus is on learning as a process rather than on immediate results.
 - The lessons allow each child to make her own choices and proceed at a pace that suits her best.

- The children are emotionally immersed in the lesson.
 - Motivation is considered to come from inside, not from external reward.
 - The emphasis is on learning English in natural context rather than breaking it up into discrete parts.
 - The teacher ensures the children feel as little anxiety as possible.
 - The teacher is a “facilitator” who steps back and encourages children to learn naturally.
- b. Constructivist approaches focus on the child as an individual trying to make sense of the world in which she finds herself. Constructivism embraces a wide variety of theories and approaches, but it is possible to identify some principles that have had a significant influence on the application of constructivist ideas in the classroom:
- Each child is an active explorer who is constructing a mental model of how she thinks English fits together.
 - A child tests theories and makes guesses about new English words and patterns she encounters, adjusting her theories when necessary
 - All children are active learners, but they choose which directions to move in. a child tends to move in directions that have personal meaning, and avoids situations she thinks will lead to failure.
 - If a child experiences mental conflict with new information, she stands more chance of learning it deeply and being able to use it actively.
 - A child has the potential to reach beyond her present level within a certain zone. Left to herself, she will not be able to reach into this zone. She needs to interact with adults and with children who have more knowledge than her in order to do so.
 - We do not learn language in order to communicate. First, we try to communicate, and in the attempt, we learn language.

D. Pictures

1. Picture Dictation

Describe a picture of a scene that includes things the children are familiar with. Describe the picture step by step and have the children try to draw it on pieces of paper. It may be necessary to introduce language like, at the top, and, on the right while playing the game. Do this by pointing to the board or gesturing the first time you use one of these kinds of expressions (try to use the language without pointing or gesturing from the second or third time). When you can, use the language, and

encourage the children to ask questions like, what's...? about things they do not understand. You may need to repeat statements a number of times.

When the children have understood the game, put them into pairs or groups. One child either describes a picture she has drawn or a picture you give her, and the other child or children try to draw it. They can take turns to describe the pictures.

2. Picture Guessing

Divide the children into two teams with each team having a few pieces of paper. It is best if each team sits in a semicircle. One of the children from each team races to a table that is the same distance from both teams and turns over the top card of a pile of flash cards, or is shown it secretly by the teacher or another child. These cards can be pictures, words, or sentences. She then runs back to her team and tries to let the other children know what the card is by drawing on one of the pieces of paper. The other children try to guess what it is.

When they answer correctly, another child from the team runs to the table or child in the center to guess the next card. A team gets one point for each correct guess. With small classes, the game can be played noncompetitively with just one team.

3. Picture on the boards

Divide all the children except for one into teams. One child stands in front of the class, calls out a word, and a child from each team races to the board to draw a picture of that word on the board. The teams go at their own pace although the child who calls out words may need to repeat some words for the slower teams. The winning team gets points, but are also awarded points for the amount of detail in the pictures. This gives us a good opportunity to help teams that have less points.

Ur (1996) suggests that there are important sources of interest for the children in the classroom, namely pictures, stories and games. Pictures are as a visual stimulus, stories as both visual and aural, and games are both as visual and aural as well as activating language production and sometimes, physical movement.

E. Conclusion

Children or young learners actually like to play all over time. Even at school young learner specifications like to see and touch concrete things. Teaching English for young learner is very important because the younger they learn a language the easier students understand the material. But of course it must be supported by the right material and also a good method by interesting media. So that children called by the unique one. The teacher's role at school is very important to develop students' ability and the way the classroom is arranged, the materials they use, the resources at their disposal and how they are organized, and the physical environment in which

the children learn, all combine to create a positive, or not so positive, learning environment. This environment can have a profound effect on how children learn, and whether they learn successfully. Each teaching situation is different, and we need to find a style of child-centered lesson that is appropriate when teaching English for children.

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