

**Teaching English to Young Learners through Pictures
in the Fifth Grade at SDN 4 Sumberjo Kemiling, Bandar Lampung**

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Abstract

The aim of this study was to find out the effect of pictures on the students' speaking achievement. One group pre-test and post-test design was applied in this study. The subjects were 30 learners of Class 5B of SDN 4 Sumberejo Kemiling, Bandar Lampung. The data were collected through the pre-test and the post-test taking the form of oral tests. The result revealed that pictures had a statistically significant effect on the students' speaking achievement with the significant level 0.05. In view of this, pictures apparently could be used to facilitate learners to improve their speaking.

Keywords: Pictures, Teaching English, Young Learners

INTRODUCTION

English is learned as the first, second, or foreign language and it is used both of native and non-native speakers. According to Syamsinar and Johari (2014) In Indonesia, English is learned as a foreign language and aimed at a target language. In teaching English, students are categorized as young learners, teenage and adult.

A young learner is categorized Students which studies in elementary school. Philips (1996: 5) defines children as young learners from the first year of formal schooling (five or six years old) to eleven or twelve years of age. In elementary school, the students are studying English is based on the curriculum. English has four basic skills, namely listening, speaking, reading and writing.

Speaking is the important factor that can support the quality of communication in English. Speaking might be the skill that must be emphasized. This is like what Welty (1976: 47) statement that speaking is the main skill in communication. The teacher should promote the students to be able to communicate well.

In addition, speaking is one of the productive skills of language that can be used to express ideas or send a message to the listener. It means that when one speaks, he/she produces an expression that should be meaningful. Then, the receiver or the hearer can receive the message from the speaker directly without any miscommunications.

In teaching, the teacher usually uses a technique which can improve the students' speaking skill. The teacher chooses the technique that is appropriate for his/her students' condition or situation. The goal of teaching speaking should improve students' communicative skills because students can express themselves and learn

how to follow the social and cultural rules appropriately in each communicative circumstance.

Based on researcher pre-observation in SDN 4 Sumberejo kemiling Bandar Lampung, the grade fifth students still have a speaking problem. it was found out that most of the students were not actively involved in the learning process and they had low self-confidence in producing their sentences, The students also felt embarrassed when they made mistakes in the class. Besides that, teaching-learning activities in that elementary school focus on reading skills and writing. As a result of the teacher rarely to teach speaking skill and listening skill, especially in SDN 4 summer, in the fifth grade. The activity of teaching-learning English is rarely to expose students speaking skill and that make some students have difficulties in pronouncing and communicating orally-because they are often processing their speaking. Besides that, when the teacher gives the speaking test, students get trouble even they are only utterance simple present tense and finally the get bad score.

Consequently, they could not speak well. In this research, the researcher chose a picture media to interest them and motivate and give students opportunities to speak or express their ideas. According to Ahmad (1997), media is everything that can be in the senses that functions as an intermediary or tool for the communication process of the teaching and learning process. Besides that, according to Sudjana and Rivai (2002: 68), picture media is "media visual in graphic form". Many researchers using the picture as their media in teaching English and make the students can improve their English skills. Subekti (2010) states that the picture in teaching English is able to improve students reading procedure text. The next researcher is Sholihah (2009) states that picture usage in teaching English is able to on rich students vocabulary.

The researcher used picture media in teaching English Speaking skill because there were some advantages of Picture media, for examples: 1.) The students are stimulated and motivated to become more observant and express themselves, 2.) The students are easier to understand the meaning of speaking on the picture, 3.) The students add the frequency of speaking activity. The researcher assumes that picture media is very enjoyable for students in teaching English because they can be more active and make students know what they want to speak.

So, from the explanation above, this research was focused on the background, the research questions could be formulated as follows: (1.) Is there any significant improvement in speaking skill on young learners' after using pictures? (2.) what aspect of speaking which improves most dominantly after using pictures as a media?

METHODS

In this research, the researcher used a quantitative research based on the experimental design. A quantitative research was used to measure how far the students improve their Speaking skill through the picture as media. The researcher used one group pre-test and post-test design which took one class as the experimental class. The population of this research was the Fifth grade in SDN 4 Sumberejo Kemiling Bandar Lampung, There were 3 classes of first grade in this school. There were Class A, B, and C. The researcher chose science class B as the experimental class because they have the potential to be observed in Teaching English. This class consists of 30 students. In determining that sample, the researcher used a Random Sampling Technique.

Hatch and Farhady (1982: 24) In collecting the data, the researcher used the speaking test as the instrument. The speaking test consisted of pre-test and post-test in dialogue. And there are some procedures that are applied for taking the data. In evaluating the students speaking scores, the researcher, used the Oral English Rating sheet proposed by David (1974: 84). Based on the Oral English Rating sheet, there were five components for the test to the students, namely: vocabulary, fluency, and comprehension.

First, scoring pretest and posttest, and then tabulating the results of the test and calculating the mean of the pretest and posttest, that was done by using Repeated measures t-test of SPSS (statistical package for social science) version 16.0 for windows. The last, the data was gained from one group and the researcher intent to find out whether there was a significant improvement students English speaking skill trough pictures.

RESULTS AND DISCUSSIONS

Results

This research was conducted in 5 meetings: first, the researcher administered pre-test. In the second, third, and fourth meeting, the researcher conducted the treatment by using Pictures as media. In the fifth meeting, the researcher administered post-test to find out the students' improvement in their speaking skill after they were taught by using Pictures.

The researcher used inter-rater to analyze the scores of the pre-test and the posttest in the experimental class. The researcher was conducted on September 12th- September 16th, 2017. At the first meeting, the researcher conducted pre-test to find out the students' ability in speaking before the treatments. The

researcher administered the pre-test for 15 items. The material of the test was 5 items of part of a body, 5 items of Kind of clothes and 5 items of Transportations. The researcher used picture card as the media in the pretest. The researcher scored the students' speaking based on the speaking aspects and the criteria. The contents are vocabulary, fluency, and comprehension.

Table 1. The result of pre-test and posttest

No	Aspect of speaking skill	Pretest	Posttest	The Increase
1	Fluency	1.93	3.06	1.13
2	Vocabularies	2.3	3.36	1.06
3	Comprehension	2.4	3.33	0.93
Total		6.63	9.75	3.12

From the statistical calculation formula by using SPSS 16, it was found that there was an increase between the mean score of the pre-test and posttest.

The mean score in the pre-test was 6.63 meanwhile the score in the posttest was 9.75. It was also found that t-value was 3.12 in which the data based on t-table was at least 2.0301. Thus, t-value was higher than t-table ($9.75 > 6.63$) and the two tails showed that $p < 0.05$ ($p = .000$). Therefore, it could be stated that there was an increase between pre-test and the post-test score of students' speaking ability.

Discussion

The researcher found out the improvement from the Three aspects of the students' speaking skill in teaching English for elementary school from the pretest and the posttest. In the pretest, in Vocabulary, the students sometimes they didn't know about the vocabulary when they made the simple sentence. The students often keep Silent when they cannot speak English or they didn't know about the vocabulary. Besides that, sometimes they were confused when they used the

simplest sentence because it was difficult for them to elaborate on their ideas. Fluency, the students often stuck in delivering their ideas, because they were afraid of making mistake and they were not habituated in speaking English. Comprehension, sometimes the students didn't know about what they speak because they were wrong, when they choose the true picture or they didn't know about the vocabulary it cause the vocabulary still low.

Meanwhile, in the result of the posttest scores, the researcher found that in Vocabulary, the students speak better diction because they were familiar with the expression after the treatments. Most of the students speak fluently because they have learned it from the treatments, so it increased fluency score. For comprehension, the students were able to response the teacher clearly and fluently. The students can make the sentence correctly.

Based on the result of the research, it can be seen that the students got a higher score in the posttest. In short, there was an improvement of the students' speaking in teaching English through the picture. Picture as a vehicle by which students can more easily to understand the vocabulary and make the students interested in teaching English. Besides that, they can deliver their ideas when they were speaking a simple sentence.

From the result of pre-test, it can be reported that the highest mean score in three aspects of speaking was vocabulary (2.30) besides that, fluency score was (1.93). and comprehension score was (2.40) This has happened because the students not habituated speak English in class, and also when they answered the teacher question they just keep silence when they could not speak English. After Treatment, Their posttest was up before treatment. It can be reported that the

highest mean score in three aspects of speaking was vocabulary (3.36) besides that, fluency score was (3.06). and comprehension score was (3.33).

From the result above we can see that the hypothesis proposed by the researcher was accepted. The hypothesis proposed by the researcher was, There is an improvement on young learners' in teaching English after being taught through pictures and vocabulary aspect improve most dominantly in teaching English after being taught through pictures. Finally, the researcher can conclude that Picture can be a good media of teaching English to young learners to increase students' speaking. After implementing this Media, students got improvement from the first until the last treatment.

CONCLUSIONS AND SUGGESTION

Conclusion

Based on the results of the data analysis and discussion, the researcher concludes that there was a significant improvement of the students' speaking in teaching English from the pretest and posttest after they were being taught through picture. Picture is applicable to encourage the students to improve their speaking skill and its aspects namely: vocabulary, fluency, and comprehension. Besides that, the students more interested when they were learning by using picture

It could be proven from the improvement of the students' mean scores in the pretest and the posttest. The result of the posttest was higher than the result of the pretest. The mean score of the pretest was 44.22, and then, it increased in the posttest up to 65.11. Learning process using picture makes the students can build self-confident and solve their problem by themselves, because they practiced to

speak and have self-correction. By practicing a lot, there will be an improvement of the students' speaking skill.

Suggestion

Referring to the conclusion the researcher suggests the English teacher to be able to make some variation of topics in teaching so that the students will be interested in learning English. In implementing this Media, the teacher should give more attention to students' awareness incomprehension since the result of this research the lowest improvement was comprehension. The English teacher is suggested to use Picture in teaching speaking especially for elementary school or young learners because the researcher found in the field that most of students were interested to study speaking through Picture.

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