

**TEACHING ENGLISH TO KINDERGARTEN STUDENTS BY USING  
PICTURES**

**PAPER**

**By :**

**Elvina Riza**

**0910013121188**



**ENGLISH DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
BUNG HATTA UNIVERSITY  
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# TEACHING ENGLISH TO KINDERGARTEN STUDENTS BY USING PICTURES

Elvina Riza<sup>1</sup> Lailatul Husna<sup>2)</sup> Ernati<sup>2)</sup>

<sup>1</sup> Mahasiswa Jurusan Pendidikan Bahasa Inggris FKIP Bung Hatta, email:  
elvinariza90@yahoo.co.id

<sup>2</sup> Staf Pengajar Jurusan Pendidikan Bahasa Inggris FKIP Universitas Bung Hatta

English Department The Faculty of Teacher Training and Education Bung Hatta  
University

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## Abstract

English is a foreign language in our country. Therefore, it is one important subject that we have to know about English has been introduced to Kindergarten students for six years because in this age, the children's is still fress. In other words, younger children (under six years) can learn second language by showing an object, even and real situation. Teacher has to think the good techniques to make students enjoyed in learning English. Appropriate media can create interest of students to English. It can make them active in the class and in learning environment. Picture is one of media that easy to find. It can be found in magazines, books, newspaper or we can create it our self and teaching English by using pictures will motivate students at kindergarten to study because it's interesting media. Pictures can play an important role in teaching and learning process and have been used for a long time. The pictures can be use to provide meaningful practice at the stage of lesson for review or as a stimulus for discussion in classroom. Picture can create learning more interesting, enjoyable and more efficient because pictures can attract studen't attention, and they will be motivated to study. Picture as visual material in teaching gives many contribution to learning process. The pictures can make the teahing process more affective..

**Keyword :** *Teaching, Kindergarten*

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## **INTRODUCTION**

English is a foreign language in our country. Therefore, it is one important subject that we have to know more about.

### **1.1 Background of the Problem**

English has been introduced to kindergarten students for six years because in this age, the children's brain is great. Steinberg (2000) mention that younger children will do best for the natural situation because of memory decline and poorer quality social interaction. In other words, younger children (under 6 years) can learn second language by showing an object, event and real situation. It is very simple for teacher to show something, for example, learn about animal, The teacher show the picture of dog and say "dog" and children will know "it's a dog".

They have good memory to remember something fastly and it is easy to fill their memory with new knowledge, for example introducing new language such as English to children in playgroup or kindergarten. Maybe, for the first time they event don't

know what a teacher says, but if the teacher always repeats the new words every day, they wish to say the same words like their teacher says and they become familiar to listen the foreign language in their daily life.

Related to this phenomenon, teacher has to think the good techniques to make students enjoyable in learning English. Teachers can use a number of techniques that kindergarten students love to follow English lessons, tour of school, language experience story, listening game. School activities such as mealtime cake, drawing, listening to stories, playing outside or through picture, matching pictures, sorting and classifying. Discuss each of these functions, Mom/Dad Picture, when the children spoke about his mother's picture (woman) told the children open the magazine and showed picture of type of woman and vice versa if the children talk about father. Teachers have to know the basic of children's world, and children

think and when the right time to give new language to children.

Based Appropriate media can create interest of students to learn English. It can make them active in the class and in learning environment. Students can talk freely and result in increasing self confidence and independence, which is reflected rapidly increasing speech control by using some interesting media.

The point here is the relationship between language and the children. Language is more than a means of communication among children and between adults and children. It is also an indication of child's intellectual maturity and conceptualizing ability. When a child begins to use language, he has begun to group events or objects in his environment. So, he can apply a descriptive word or name to their common characteristics. Once he has achieved this level of development, he can expand his knowledge and build a more complete conceptualization of his environment.

Teaching English by using pictures will motivate students at kindergarten to study because it's interesting media. It can help the students to express their ideas and practice their language in real context when they use it in communication.

Besides that, picture can play an important role in teaching and learning process and have been used for a long time. The pictures can be used to provide meaningful practice at the stage of lesson for review or as a stimulus for discussion in classroom.

Picture as visual material in teaching gives many contribution to learning process. The use of pictures can make the teaching process more effective. So, the students are interested in learning. Based on the reason above, the writer would like to write a paper entitled "Teaching English to Kindergarten Students by Using Pictures".

The purpose of writing the paper is to describe teaching English to Kindergarten students by using Pictures.

## **The Children Language**

Heuer (1999) finds that there is an observable correlation between a child's speech and its environment, and that consequently the process of language acquisition by a child would be considered simply as the mechanical acceptance of external speech form and meaning through imitation. Blumenthal in Lenizar (1997) states that in fact, children imitation is not spontaneous.

## **Child's Language Learning**

In Language Learning, children acquire much through imitation by copying the language item that is modeled for them. Imitation can be said to promote the acquisition and improvement of speech with respect to two types of function through motivating the child to make role adjustment so that imitations of speech to others can be made. Clearly imitation plays a crucial role in the acquisition of the ability to produce speech (Steinberg, 2000).

Brown (1998) mentions, while it is used to be thought by many that correcting children's speech is essential to improvement, research has shown that such is not that case. Parent pays little attention to the grammatical correctness of their children's speech.

## **The Child's Language Learning Problem**

Steinberg (2000) states that the child must acquire a system of language, a system which provides a means where by thought can be expressed in speech and speech can be interpreted as thought.

Strang (1998) mentions that children shown wide differences in their ways of learning to talk. Some just watch and listen to what is going on and then rather suddenly begin to speak without going through all the usual stage. At every age, girls generally talk more advanced in vocabulary than the mentally retarded, each child seems to have a unique language pattern.

## **Optimal Age for Language Learning**

Steinberg (2000) state that unfortunately, no research is available which compares children and adults learning a second language under natural conditions. For the natural condition, there is a decline in the kinds of social interaction which promotes language interchange, a principal basis for language learning.

Steinberg (2000) mention that younger children will do best for the natural situation because of memory decline and poorer quality social interaction. In other words, younger children (under 6 years) can learn second language by showing an object, event and real situation.

## **Picture**

According to Sarmelia (2003), Picture is one of media that is easy to find. It can be found in magazines, books, newspaper or we can create it by drawing it our self. Pictures are very useful media in teaching English.

## **The Definiton of Picture**

A picture is description of what thing (something) and According to Alpin (1980) pictures are colour of illustration. It means that through pictures learners can see people, places and thing from areas that they never visited before.

## **Kind of Picture**

According to Harmut in Herlina (2000:11). There are kinds of pictures that can be used in teaching preposition such as:

### **Picture in the card**

Picture card is a piece of card board or thick paper, which contain greeting. In the other form it prefers as postcard, poster, playing cards help the student in learning process. It gives motivation to get new word or new information see some card.

### **Picture stories**

Picture Stories is neither simple drawing in the margin of the read no more illustration of the text, they are by

definition, series of three picture, normally depicting logical or continuous action situation. But this picture is not suitable in teaching English to children. Children will be difficult to tell or to get the simple meaning of word from the picture. In teaching English as second language, the teacher can use some visual aids, for instance, picture stories. Picture stories can motivate the students in teaching English.

#### Wall picture

Wall picture which have clear explanation is useful for the students in the classroom. It usually has something to do with our environment. Sometimes the meaning of the picture is difficult to explain for the students because they have specific to teach. Through picture, the teacher can use oral composition to try, to make the student ask some questions about something which they do not understand.

#### **The Importance of Using Picture**

Picture plays, an importance role in teaching and learning process. Morgan

(1996:186) says that the picture, puppet and object have been used for a long time in instruction. Syzke (1981:45) also says that the picture can be used to provide meaningful practice at the stage of lesson for review or as stimulates for discussion in the classroom.

#### **Advantages Of Using Picture**

Klassek (1995:51-52) says that there are some advantages of using pictures as follows :

- ❖ The picture is an inexpensive, familiar medium of communication.
- ❖ Although seldom in a fixed sequence, they can be arranged in sequence and adapted to many object.
- ❖ Collecting pictures can be students activity, but can also be on going activities of teacher, librarian, or material specialist for pictures files.
- ❖ The pictures has multiplicity is used by individual students on

bulletin board opaquence projector,  
on flannel boards.

- ❖ Pictures can assistin in the prevention of correction of misconception.
- ❖ Pictures can translate word symbols, record events, sexplain process, extend experiences, make comparison, show contrast, show continuity focus attention and develop critical judgement.
- ❖ Pictures can also enrich and stimulate reading, review materials, and learning.

According to Amir (1998:46) There are five advantages of pictures as media in language teaching. They are :

- ❖ They can be useful to the language teacher by helping him to create situation which are outside the classroom walls. Pictures in classroom can represent in the situation which would be impossible create in order way. Many object can be brought to the

classroom, many actions can be demonstrated in the classroom.

- ❖ Pictures can be useful for language teaching. They help the teacher introduce the students to unfamiliar cultural aspects. It is easier show someone a picture of supermarket than try to explain one word.
- ❖ Pictures can be useful to language teacher. They change situation quickly and easily in a drill, since the students goals in learning non language is to use that language for communication in a variety situation.
- ❖ Pictures can provide a stimulus for the students to use language. It is interesting, the students want to talk or write about what happens next in the story left unfinished.
- ❖ Pictures provide decoration for the classroom. Pictures of a scene help to explain the cultural settings of the new language. It can stimulate to interest of the students as well as



help to make the classroom more cheerful.

Raimes (1983:27) states that pictures provide :

- ❖ Shared experience to a variety of language activity because after observation of material. It need the appropriate vocabulary, idiom and sentence structure to discuss what the learners see.
- ❖ Need for a common vocabulary and language use in class.
- ❖ A picture can be a basis for not just one task, from fairly mechanical controlled composition sentence, combining exercise, sequences of sentences to writing of original dialogs, report or essay in which those series of connected activities can be generated from picture.

## **PROCEDURES OF TEACHING ENGLISH TO KINDERGARTEN STUDENTS BY USING PICTURES**

In this chapter, the writer would like to discuss the procedures of teaching English to kindergarten students by using pictures. The procedures can be classified into three activities : Pre teaching activity, whilst teaching activity, and post teaching activity.

### **Preparation :**

This activity should be supported by materials which are chosen by the teacher. There are some characteristics of learning material, namely :

- 1) The materials should be authentic.
- 2) The materials should be suitable to children's interest. In other word, the material which is chosen by the teacher has to be closed to children world.
- 3) The materials should match with children's ages and their background. The teacher may not force them with materials that is far from their capacity of thinking. The teacher comes into the classroom

and bring several pictures. Before the teacher asks the students to look at each picture, he or she gives some questions related to the topic.

### **Pre – Teaching Activity**

- 1) Greetings and courtesies scolds.
- 2) Frequently asked questions about matters related students.
- 3) Student's motivation to learn English.
- 4) Directing students to the topic of the language to be learned.

### **Whilst-Teaching Activity**

#### a. Exploration

- ◆ Tell the names of animals
- ◆ Shows several picture of animals
- ◆ Listen to the teacher to name of animals

#### b. Elaboration

- ◆ Students can get to know what the name of the animals is show teacher

- ◆ Students may mention the name of the animals is shown teacher

#### c. Confirmation

- ◆ Student read what the picture shown teacher
- ◆ Teacher provide feedback

### **Teaching Materials**

*Example :*

Teacher : Look at the picture and repeat after me, tiger, lion, crocodile, deer,elephant, bird, snake, dog, cat, chicken, hamster, cow, rabbit, giraffe, and monkey.

Students : Tiger, lion, crocodile, deer, elephant,bird,snake,dog, cat, chicken, hamster, cow, rabbit, giraffe, and monkey

Teacher : O.K Good.

### **Post-Teaching Activity**

- ◆ Summarize what has been learned
- ◆ Repeat animals names that have been read

Teacher give the students some questions, about the names of animals that can fly, swim etc.

*Example :*

Teacher : So, what is our topic today?

Students : Animals.

Teacher : Good, I want to ask you about our topic, come to the board. If you can answer it. What kind of animal that can fly?

Students : Birds.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusions**

Teaching English for students at kindergarten by using pictures is a way to help children in learning English. In this case, this paper just focused on teaching English generally for students at kindergarten as a first learning. Pictures are kinds of media which are seen by children in their daily life, and it can be

given to children in learning English, as a simple way.

The problem here, how the teacher can make the natural situation enjoyable and children will be interested to learn. The tactics of using media picture and theories that are used by teacher can measure the successful teacher in teaching English to children. Teacher is not just demanded about the skill of theory but the teacher is demanded to find the different way to make the students enjoyable in learning English. For example, by using picture that are often encountered by children in their live. Just as has been discussed, the teacher can use the picture to be able to attract the attention of children in learning English.

Then, the teacher has to give attention for choosing pictures, think about the characteristics of pictures. Lastly, the teacher has to be able to support children while they are learning English.

## Suggestions

Based on the explanation in last chapter, there are some suggestions related to teaching English by using pictures.

Teacher :

- a. The teacher has to be able to make the situation enjoyable. In other word, there is no force for children to learn.
- b. The teacher has to keep the eye contact and smiling when talking with children in classroom.
- c. The material which is choosen by the teacher has to be matched with children's world and children's memory capacity.

Students :

- a. Children in language classes need to be active rather than passive.
- b. They need to be engaged in activities of which language is a part.

- c. They need to be working in meaningful tasks and use language to accomplish those task. That activity should be supported by materials which are chosen by the teacher.

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