

## Using Pictures in Teaching English to UBSI Students in Jakarta

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### **Abstract**

*This research focuses on teaching English using pictures to UBSI students. From various pictures given to the students during their English learning in one semester, only one is specifically chosen by the researcher for students' weekly task. The picture of a family consists of parents and siblings. The scores for the weekly task are based on two criterions set up by the researcher. Those criterions are: first, basic grammar and second, sufficient vocabulary. The methodology of this research is a qualitative research investigating the use of pictures in teaching English to UBSI students by analyzing a number of theories from numerous scholars. There are two findings obtained from this research. The first finding was obtained from a table calculating the score of students' weekly task. The second finding obtained from a figure in the form of diagram presented in three different colors interpreting students' weekly task in percentages. There are three main performances generated from this research after received the scores from students' weekly task. First performance is awarded to students scored 80 points or "Great" performance and marked in A. Second performance is awarded to students scored 70 points or "Well-Managed" performance and marked in B. Third performance is awarded to students scored 60 points or "Sufficient" performance marked in C. The main points from this research are: First, the pictures help students to understand the lesson well. Second, the pictures encourage students to learn English. Third, the pictures teach the students to become creative thinkers.*

**Keywords:** English, Pictures, Students, Teaching.

## **1. INTRODUCTION**

English is a global language widely spoken by a number of nations throughout the world. It has numerous essential roles to improve the quality of people, especially the youth. One of the roles to enhance the quality of the youth is through English education. Educating young people nowadays is incomplete without the attachment of English teaching within both international and national curriculum in schools and universities. Indonesia, the biggest nation in ASEAN realizes the important of English teaching is properly given to its University students by providing skilled educators who have sufficient ability to foster good relationship with their students. This situation is depicted by (Wright & Wright, 1987), stating that: "*teaching is essentially social activities, implying role relationship between teacher and learners, learners and learners.*" From the statement exposed by Wright, we have a clear perspective that teaching is seen by educators as a part of human interaction which correlates to the constant connection among their pupils. On the other hand (Brown, 2000) adds that teaching may defined as "*showing or helping*

someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” The definition given by Brown informed that teaching is a specific situation when a person tries to learn to do things under the guidance of knowledge provided by his teacher which in the end result an ability to know better and possess adequate understanding in doing many things. Furthermore, teaching English can be conducted by using various learning aids. One of the learning aids that quite effective and efficient in delivering fun English teaching to university students is picture. The researcher uses pictures as his teaching aid in teaching English to his students in UBSI. The pictures are various, colorful and taken from the slides that already provided by UBSI. The varieties of pictures with eye catching colors are not only encouraging UBSI students to study English in fun way, but also keep the lesson in their mind for quite some time. However, from a number of pictures given by the researcher to his students during his English teaching in one semester, only one is chosen, the family picture. It is used as a tool for students to conduct one of their weekly tasks. The researcher uses students from the Faculty of Communication Science as the participants in this qualitative research. There are twenty students in one class, fifteen girls and five boys. The lessons are conducted through online learning method using Google Meet Application due to the outbreak of Covid 19 spread to Indonesia for the last two years since the beginning of March 2020.

#### **a. Theoretical Framework**

##### **1) Pictures in English Teaching**

Picture is a visible tool that quite handy as one of the learning aids in English teaching. It has powerful impact to send strong influence due to its nature to impress the students who see it as an eye catching object. Pictures are existed in various things and easy to be collected from many sources. The nature of picture in helping students during their study, especially in English study is perfectly described by (Uberman, 1998) by saying that *“the learner remember better the materials that has been presented by means of visual aids.”* From the statement conveyed by Uberman, it is acknowledged that pictures as visual aids are helping students to recall the learning materials exposed to them during their English study better than before.

In addition, (Ur, 1984) conveys that *“visual has an important function as aids to learning simply because they attract student’s attention and help encourage them to focus on the subject in hand.”* The argument from Ur in depicting picture which owns an essential role to help students during their study is merely its ability to make them focus toward the presented learning materials. Both statements conveyed by Uberman and Ur have connection that is the function of pictures as one of the selected media that give significant contribution to help students during their study, particularly in their English study.

On the other hand, (Wright & Wright, 1987) argues that *“pictures can play a key role in motivating students contextualizing the language they are using, giving them reference and helping to discipline the activity.”* The statement uttered by Wright defined that the primary role of pictures is to encourage pupils in contextualizing the language they utilize in this case,

English, provide them set of guidance and help to organize their study appropriately, and pictures can also make students to have obedience in their learning activity

Moreover, the existence of pictures in helping students to learn within their study is clearly exposed by those three scholars as a proper device that can help students to pay more attention to their English lesson. Based on the statements from the three scholars, it is declared that pictures are one of the useful tools that not only has important function to help students in their English study, but also encourage them to contextualize English by providing general indicator and assist them by regulating the learning activity appropriately. Using pictures are quite effective and efficient to provoke and stimulate students to be deeply engaged to the lesson.

## **2) Previous Researches of Using Pictures in Teaching English**

In order to support this research, the researcher mentioned previous researches conducted by ten scholars to make proper comparison. The first scholar, (Sa 'diyah, 2017) quoted by (Navidinia et al., 2018) utilized a number of pictures as a teaching aid to enhance the ability of students from secondary school in writing their descriptive paragraph. The pictures used during the learning process in teaching descriptive paragraphs were not only giving encouragement for them, but also improving their writing skills appropriately. Students felt excitement after given pictures and they had tons of ideas to describe things in writing their descriptive paragraphs.

In addition, (Ali & Hasanah, 2014) made an observation upon the utilization of pictures to get learning advantages obtained from five main elements of students' writing, they are: Mechanic, Organization, Vocabulary, and Use of language and Content (MOVUC). He discovered that using pictures are one of the appropriate teaching strategies to leverage students writing outcomes and also help them to become attentive students in finishing their writing assignments. The attentiveness from students were successfully obtained after a number of pictures were set as stimulus to attract their attention to the lesson. As a result, they produced quite satisfactorily outcomes in terms of their writing task.

(Gutiérrez et al., 2015) analyzed the practicality in incorporating numerous pictures to sharpen their students' narrative writing skills. They found that using pictures can relatively improve students' narrative skills. The enhancement that occurred after students given the pictures during the learning process made them realized that they have sufficient ability to produce good English assignment. Eventually, the roles of pictures that embedded in the lesson are not only to have the capability to upgrade one of their English skills in general, but also enhance their writing, specifically their narrative writing skills.

Furthermore, (Wahyuningsih, 2011) on her research made a considerable attempt to quantify the effective way in utilizing picture in her writing class. She discovered that pictures provide significant contribution to motivate students to improve their writing skill into the next level. Students made considerable alteration in terms of the level of their vocabulary or choice of words they use in the writing. She also found out that pictures were

relatively helpful to lower the learning inhibitions during the lessons.

Additionally, the essential value of pictures in learning, especially in pedagogical world that utilize pictures as set of tools in the form of imagery objects is best described by (Fleckensteins et al., 2008) arguing that it is believed that five of the seven ways in which we form the world are lodged in some form of imagery: spatial, auditory, kinesthetic, emotional, and enactive, and using images in the classroom help students to learn in multiple ways not just in the linguistic mode. (Fleckensteins et al., 2008) added that despite this linguistic orientation in our pedagogy and our theories of meaning, we are gradually coming to a renewed acknowledgment of the importance of imagery in our knowing of and being in the world. The argument exposed by Fleckenstein that of five from seven ways in which we associate our earth in some kind of imagery forms, utilizing pictures according to him, help the pupils to study in a number of methods not merely in linguistic form.

Eventually, numerous studies of using pictures were analyzed by (Stokes, 2002) about the using of visual aids in teaching and learning, and maintained that utilizing visuals in teaching results in a greater degree of learning. Greater degree of learning that he meant was the improvement experienced by students when they were given pictures as their ultimate learning companion to comprehend the lesson properly. Pictures gave excitement to them in a way that makes the learning process can be conducted in fun and felicity atmosphere.

From the research conducted by ten scholars, it is acknowledged that pictures are one of the essential teaching aids in providing a number of advantages for students during their English learning processes. Those advantages are adequately absorbed by students as one of valuable learning experiences in enhancing their English learning activity, specifically sharpen their writing skill. The Pictures used by those ten scholars are able to provide their students with sufficient learning encouragement and also enhance their writing outcomes into the next level. From this point of view, it is declared that pictures are one of the useful teaching aids in helping students to learn English properly. Pictures can give immense influence for students to conduct their tasks and make significant advancement upon their English skills appropriately. All of the research findings previously conducted by the nine scholars proved that pictures are quite handy in helping teachers in schools or lecturer in the universities to teach and lecture English to their students, especially in their writing task with satisfactory outcomes.

## **2. RESEARCH METHODOLOGY**

### **a. Design of the Research**

The researcher designed this research in the form of qualitative research. According to (Shank, n.d.) quoted by (Ospina, 2004) defines qualitative research as *a form of systematic empirical inquiry into meaning*. By systematic he states that the enquiries needed as one of research devices are properly planned, ordered in systematic methodologies, and exposed to the

public, following conventions concord by the members of the qualitative research community. By empirical, he endorses that this sort of inquiry is an essential background in the world of experience. Inquiry into meaning says researchers try to comprehend how learners make sense of their learning experience. On the other hand, (Creswell & Creswell, 2017), from his book and cited by (Pasaribu et al., 2020) argues that *qualitative research is a research for exploring and understand the meaning individuals or groups a scribe to social of human problem*. Based on the statement from Creswell, he defined that a qualitative research is a sort of research utilized by numerous researchers to employ and comprehend the message that is intended or expressed by a number of people or communities as a scientific script utilized by mankind to solve their social problems. One of the problems that described from Creswell that exposed in this qualitative research is the utilization of pictures as media in teaching English to enhance students writing skill, particularly their basic grammar and their sufficiency in vocabulary.

In addition, to correlate the statement from Creswell pertaining the function of qualitative research for exploring and understand the meaning individuals or groups a scribe to social of human problem, researcher utilized a picture in his lecture as an exploration to understand the meaning from individuals or groups, in this case UBSI students to solve their learning problem by providing pictures, especially a picture of a family for their weekly task. In this research, the researcher has a role as an English lecturer in Universitas Bina Sarana Informatika (UBSI) in Jakarta. The research was conducted in a combination of analyzing theories from eight scholars about using pictures as visual aids in English teaching and applies them during the weekly English learning delivered in the evening. The participants of this research are fifteen girls and five boys from the Faculty of Communication Science. Each student was given a picture of family consist of parents (father and mother) and siblings (brother and sister) as the primary media in the research. Students ought to write short paragraphs of approximately one hundred words describing their family.

#### **b. Instruments in Collecting the Data**

The data collected through students' weekly task. The task was given after the researcher gave a colorful picture of a family consists of parents (father and mother) and siblings (brother and sister) and underneath of the picture, researcher gave a reading text contains two short paragraphs describing the family from the picture. The text served as a model or sort of guidance for students. In addition, students instructed to read the passage carefully. After they finished reading it, they are assigned to write their own text describing their family in the form of two short paragraphs of approximately one hundred words each. The researcher set the time to finish this task in sixty minutes due to the limited allocation of time given by the University. They sent their weekly task to researcher's email account. Each of student writing tasks is carefully calculated by the researcher by two main instruments. Those instruments are their basic grammar in using one of two tenses given by the researcher, the simple present tense or simple past tense, and the sufficiency in using vocabulary, especially the utilization of different

words to enrich their writing. The amount of vocabulary that students ought to store as the university students from the Faculty of approximately at hundreds of words due to they have to use different types of words to describe their family.

### c. Analysis of the Data

Analyzing the data is conducted through the outcomes of students' weekly task by paying attention to their basic grammar and sufficient vocabulary as two main criterion set up by the researcher to mark his students. Researcher gave two options in the type of tenses students choose in writing their short paragraphs. They can use simple past or simple present in describing their family. They are two main reasons that considered by the researcher for the students in using two types of the tenses. First reason, they're using simple past to describe the memorable moments with the family that already happened few days, weeks, months or even years ago because they still remember those moments in their minds. Second reason, they're using simple present to make considerable depiction upon the habitual actions of their family in everyday life, the habits that usually conducted by the member of their family in daily basis and they involved to witness the execution of those habits in front of them so that they can write those habits in the form of paragraphs. In addition, the researcher made a table to expose students' English score based on two main criterions, basic grammar that pay attention to the utilization of two tenses, simple past and simple present, and sufficient vocabulary in writing the short paragraph in their task. Therefore, students' weekly task was scored based on those two criterions and each criterion was a supporting element to determine the final score.

## 3. FINDINGS AND DISCUSSION

### a. Findings

To answer the problem from this research about using pictures in English teaching to UBSI Students, the researcher found three findings. First, the pictures help students to understand the lesson well. Second, the pictures encourage students to learn English. Third, the pictures teach the students to become creative thinkers. To support the three findings, the researcher exposes a table and a diagram describes the scores from students' weekly task using a picture of family.

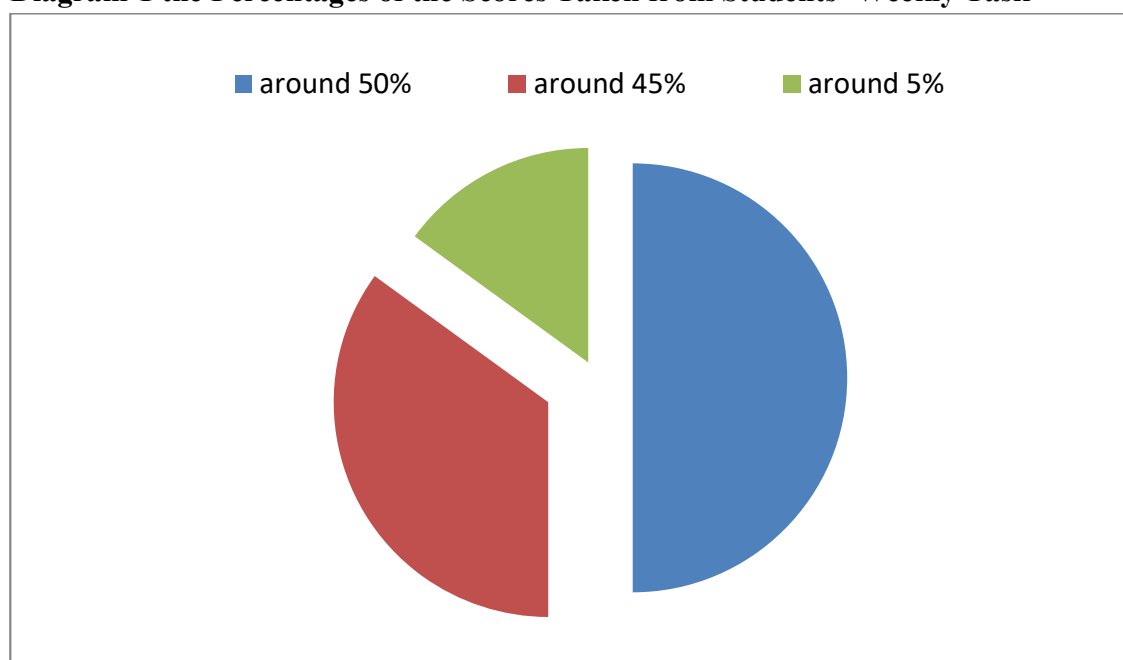
**Table 1 The Scores from Students' Weekly Task.**

No	Students	Score-1 GRM	Score-2 VCB	Final Score $\frac{S1 + S2}{2}$	MARK
1	ASP	66	70	$136: 2 = 68$	C
2	AW	60	65	$125: 2 = 63$	C
3	ATK	70	70	$140: 2 = 70$	B
4	AD	60	60	$120: 2 = 60$	C
5	DNF	70	70	$140: 2 = 70$	B



6	FARR	70	70	$140: 2 = 70$	B
7	GWR	75	75	$150: 2 = 75$	B
8	HRS	70	70	$140: 2 = 70$	B
9	HNAI	70	70	$140: 2 = 70$	B
10	LNH	80	80	$160: 2 = 80$	A
11	MWS	70	70	$140: 2 = 70$	B
12	MAA	60	60	$120: 2 = 60$	C
13	ND	80	80	$160: 2 = 80$	A
14	RSS	60	60	$120: 2 = 60$	C
15	RWTK	65	65	$130: 2 = 65$	C
16	RI	70	75	$145: 2 = 73$	B
17	RNAD	60	60	$120: 2 = 60$	C
18	SK	70	70	$140: 2 = 70$	B
19	SF	80	80	$160: 2 = 80$	A
20	TPJ	70	70	$140: 2 = 70$	B

**Diagram-1 the Percentages of the Scores Taken from Students' Weekly Task**



### **b. Discussions**

Based on the scores from the table, the researcher classified the task conducted by the students into three performances. Those three performances are “sufficient” performance, “well-

managed” performance, and “great” performance. Those who exposed “sufficient” performance are the ones made score at 60 points, and marked in C. On the other hand, those who exposed “well-managed” performance are the ones made the score at 70 points, and marked in B. In addition, those who exposed “great” performance are the ones who made the score at 80 points, and marked in A. from the table, it is seen that ten students or fifty percent from them as indicated from the diagram, made the score at 70 points, and they’re marked in B. On the other hand seven students or approximately forty five percent of them as shown in the diagram made the score at 60 points, and they’re marked in B. In addition, only three students or around five percent from them as depicted in the diagram made the score at 80 points and they’re marked in A. Based on the accumulation from two criterions in marking students’ weekly task, the researcher found that there are ten students who successfully obtained “well-managed” performance, seven students who adequately earned “sufficient” performance, and only three students who tremendously achieved “great” performance. From the outcomes of students score from the table and then interpreted in the diagram, researcher at the opinion that the three students who tremendously made score at 80 points or earn A, they are the ones that have great English skills.

#### 4. CONCLUSION

Based on the data analysis and discussions, the following conclusions are drawn by the researcher. From the table that calculated the scores of twenty students (fifteen girls and five boys) in conducting English weekly task to describe their family using a sample of colorful picture of a family consists of parents and siblings, obtained the balance average scores of sufficient performance (C) or students who sufficiently made scores in 60 points and well managed performance (B) or students who appropriately made score in 70 points. In addition, from the diagram, it is shown that half of students or approximately 50% from them successfully made the scores in well managed performance or marked in B, while the remaining 45% of students made sufficient performance or marked in C. And only 5% or a quite limited number of students made great performance or marked in A, those who satisfactorily made scores in 80 points. Based on the outcomes generated from both the table and the diagram, the researcher concludes that using pictures in teaching English to UBSI Students from the Faculty of Communication Science, especially a picture of a family exposed good results.

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