



BUILDING INTERACTIVE INTERACTIONS IN ENGLISH TEACHING BY USING PICTURES

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ABSTRACT

One way to build interaction between the teacher and the students or among students is by pictures. Through the pictures that are shown by the teacher, students are able to be encouraged to say words or sentences in English. In an interactive teaching process, teacher can use the pictures to invite students' opinions through the lead-in questions before the activity, discuss the context he creates during the stages of presentation, practice and production, and let the students express their thoughts after they join each stage of the lesson. All those interaction activities create interactions that build communication that help students to produce sentences based on the target language they need to acquire in every lesson topic they join.

Keyword: interaction, pictures, presentation, practice, production

INTRODUCTION

Interactive communication in teaching English is considered as an essential element during the learning process in the classroom. Interaction between teacher and students assist the students to produce spoken English (Hawkins, 1999). This interaction can be conducted effectively if the teacher can facilitate it by using innovative ways. To create innovative ways, teachers can make use the skills of communication they have. If the teachers have excellent communication ways, they surely can build a comfortable learning atmosphere to encourage their students to produce oral English during the lesson. Students who feel comfortable in a teaching situation will have self-confident to express their ideas or to respond questions or statements said by the teacher (Matsumoto, 2012).

To create interaction in order to build an interactive English learning in a classroom, teacher must be able to actively ask questions or say opinion to assist students to talk. In this case, the interaction can come into realization when the talk between teacher and students occurs. The kind of the talk that can be facilitated by the teacher when he greets the students, asks them about their daily activities, drills them to repeat word pronunciation or sentences and asks questions related to the topic of the lesson the students are learning (Brown, Douglas, 1994). These activities help teacher to create interactions as the students are encouraged to talk.

In a language learning process, the interaction to develop oral skill can happen not only between teacher and students, it can also happen among students. To create the interaction among students, teacher can ask questions or say opinions that lead students to answer or respond them. The responses and answers can be developed into talk among students.



Giving communicative handouts that assist students to talk each other or among other is another way to develop conversation that occurs among students. Another classical way to facilitate students to talk each other is by asking them to present a topic individually or in group.

Assisting students to talk by asking questions seems common and obviously has been done by most teachers who teach English. Another way that teachers can do to assist students to share their ideas is by showing them pictures. The teachers then ask students to give their opinions about the pictures he is showing. Through students' opinions about the pictures, the teacher can lead them to the context he wants. This context is provided to help the students to understand the material that the teacher is delivering. Besides can be used to set a context, pictures can also be used to drill words or sentences that student need to say them correctly both in pronunciation and intonation.

For the students who already have high level English background, the teacher even just decides a topic to be discussed in order to start them to share opinions, give responses or asks some questions to create interaction in the classroom that leads interactive communication among them. The challenge to create interactive communication when the teacher is teaching English for the students with high level English background, obviously is not as hard as for those who have low level English background. To be able to encourage the students with low level English background to speak in English during the learning activity needs innovative teaching strategy that must be facilitated with communicative and interactive teaching method. The communicative and interactive teaching method must be facilitated with some teaching tools that can support the teacher to help his students let out words and sentences in English. Through this article, the writer would like to propose an interactive teaching method that give some spaces to encourage students to speak English during the lesson.

LITERATURE REVIEW

The main idea of a learning process is to help students to comprehend the materials of the lesson topic (Dörnyei, Z., & Ushioda, 2013). By understanding the materials of each lesson topic, students are able to achieve the purpose each topic. Then, after they can achieve the purpose of a topic, the students are able to acquire the main purpose why they learn the subject (Khan, 2015). To facilitate a learning process in English lesson, teachers use various approaches. Through the approach they decide to apply, teachers conduct a teaching method based on the necessity they think is necessary in the field (Anthony, 1963). The necessity depends on the level of the students' English background, the lesson topic, and the purpose of the lesson. Besides that, the teacher needs to provide some suitable teaching materials based on the lesson topic and stages of the lesson (Hunter, 2004).

In teaching English, there are three stages that the teacher provides when he teaches a class. Those stages are: presentation, practice and production (Brown, Douglas, 1994). The presentation is a stage when the teacher is explaining the material to the students. In this stage, the teacher delivers the material which has been agreed on the lesson plan.



After finishing presentation stage, teacher comes to the practice stage. In this step of lesson, teacher gives his students practices. These practices are related to the material that the students acquire from the teacher in the presentation stage. The aim of the practices given in this stage is to help the students to get better understanding of the material they are learning and to become a tool for the students to measure how good they understand the lesson (Nurilhuda, 1999). The last stage is the production stage. The production stage has its function to facilitate students to produce the sentence they acquire from the material given by the teacher in spoken or written (Mart, 2012). In this stage, the students do their effort to say the sentences in a conversation topic with their teacher and classmates or write the sentences in a composition (Rivers, 1987).

Before applying presentation stage, most teachers often open the lesson by conducting “breaking the ice”. “Breaking the ice” is a lesson opening that conducted by the teacher to greet the students in order to start a comfortable teaching atmosphere. In “breaking the ice”, students are also given the opportunity to comfort themselves by joining the activity facilitated by the teacher. Since the idea of the “breaking the ice” is to prepare the students to join the lesson comfortably, teachers often conduct it by playing a game (Goodman, 1970). The game that is played in “breaking the ice activity” usually has three intentions: to entertain, to prepare, or to remind (Clark, Mark, A & Silberstein and Silberstein, 1977). To entertain means the make students feel comfortable before they join the lesson. To prepare is intended to set the game to help the students to be ready with the elements that are needed when they join the lesson. To remind has its function to help the students remind the previous lesson when they join the game.

After ‘breaking the ice’ session, teacher starts to present the material. This stage is called as presentation. In this stage, teacher uses his time to present the topic of the lesson which has been listed on lesson plan (Moore, 2005). To be able to create an interactive approach, teacher needs to review the lesson topic. He must analyse what he needs in order to develop some interactions that are possible to assist his students to speak through their statements, responses or asks. The communication that occurs during the presentation in both between teacher and students and among students is a main condition to consider his presentation as an interactive presentation (Diyata, 2021). In order to provide the communication in this stage, teacher can use some pictures. By showing pictures, teacher can encourage his students to speak. Teacher can ask his students many things about the pictures than lead conversations in the classroom (Nunan, 1988).

The presentation delivered by the teacher has an aim to make his students comprehend the material well. To prove how well the students have comprehended the material, teacher will facilitate them with practice stage. To set an interactive practice season, teacher must be able to think some spaces of interaction during the practice stage (Mart, 2012). In this case, teacher must invite his students to talk in English when they discuss about the tasks the students do in the practice stage. In order to assist his students to speak and create communication during the practice season, teacher can create communicative tasks that help students to be able to let out their spoken language (Van den Branden, K., Verhelst, M., & Gorp, 2007).



DISCUSSION

How to Use Pictures to Build Interaction in Teaching English

There are some spaces that the teachers can use in order to provide opportunities for their students to speak English. To clearly explain where each space can potentially be provided, the writer will describe them in the stages of before the presentation, during the presentation, in practice and in production.

A. Using Pictures before the Presentation Stage

Before giving presentation in order to help the students to understand the material, teacher can conduct an opening by using game. Opening the lesson by using game is one good way to provide good mood for the students before they join the teacher's presentation. The game obviously has valuable intentions, such as to entertain the students so that they feel happy when the teacher explains the material in his presentation, give students necessary knowledge to face the new material in his presentation, or to help students to remember the previous lesson they have already acquired. There are many types of games that the teacher can facilitate by using pictures, such as puzzles, join the number, colour the triangles, spot the difference, remember the objects, right order picture, vocabulary card and other activities that involved pictures to be conducted as games.

Although the main idea of the game in this case is to amuse the students, involving the pictures in a game that facilitate the opening of the lesson has specific aim: to connect the students' necessity with the lesson will be presented or the previous lesson that the students have learnt. To connect the picture with the lesson that will be presented means that the picture can help students to acquire some knowledge that will help them to understand the lesson which they are going to face after they join the game. While to connect the pictures with the lesson that the students have previously learnt means that the pictures help the students to remind the lesson they have acquired and not to forget it.

To create the interaction from the pictures presented in the game, the teacher has to be able to make use the conversation spaces that possible to occur between him and the students or among students effectively. The interaction between the teacher and the students in a game can happen before the game start, it is when the teacher explains the rules of the game and the students ask about them. To make his students to interact each other in a game, teacher can oblige them to speak in English only to accomplish the task provided in the game and will give a penalty if they speak in their mother language besides English. The interaction between teacher and students and among students in this case happens when they discuss the answer of the game. For example, teacher gives the students a Join the Number Game. After the students link all the numbers in the paper, they can see a picture of an elephant on it. Related to this situation, the teacher then can assist the students to talk by delivering the questions or statements about the elephant. Students will respond teacher's questions and statements based on their experiences or prior knowledge about elephant (Clark, Mark, A & Silberstein & Silberstein, 1977). The answers and opinions about elephant may lead the discussion to other topics. Then the



discussion will develop into the interaction that create interactive talking which triggers from the picture that is presented in the game.

Pictures can also be used by the teacher in the game to lead the students to be able to understand the material that the teacher is going to present in the presentation stage by giving them knowledge related to it. A very good example of this case is by using the verb card. The verb card is a set of cards that consists of pictures which on each of them show us a person is doing a verb activity. The teacher can use these cards when he wants to present to their students about verb. The verbs that can be presented by these cards are all form: present, past and past participle. To create interaction from this card, the teacher can conduct a card game. For example, the teacher can play the cards in the form of 'past' before he presents 'past tense' topic in his presentation. By using this card, teacher can ask the students to guess what verb in past form the card showing them. For example, the teacher shows a card with the picture a bird is flying on it. Since the students are asked to guess the past tense verb, they must say 'flew' and they also must say the spelling of the verb to get the score in the game. To make the game become competitive and interesting, teacher will consider the students who can guess more cards than the others as the winner. As the teacher is going to present 'past tense' topic, he is considered to have prepared their students to be ready to use past tense verb in the past tense form in his presentation stage after he plays the games for his students.

The last function of the pictorial game is to remind the students about the previous lesson. In this case students are led to remember the lesson they have learnt. One of the pictorial games that can facilitate this idea is puzzle game. The teacher can create a puzzle from a picture of a profession. For example, the teacher takes a picture of a bank manager. The teacher cuts the picture into pieces randomly before he gives it to the students. He gives certain time to the student to arrange the picture individually or in a group. After the students know the answer, the teacher can ask them the daily activities that a bank manager usually does. The students will describe the activities in simple present tense, the tense they have already acquired before. This way can be applied in a game before the teacher presenting the material as the way to make the students not to forget simple present tense, especially when the students have to use verbs with 's', 'es' or 'ies' in their form.

B. Using Pictures in Presentation Stage

Creating spaces of interaction in presentation stage can be created by using pictures. The pictures used must be adjusted with the topic that the teacher is going to deliver. Most conventional teacher think that grammar lesson can give better result if it is taught deductively to the students, especially those who come from the countries that consider English as foreign language acquisition. The opinion maybe right, but unfortunately the deductive way in teaching grammar decreases the opportunity for the students to be able to interact in English with their teacher and among them. To create more spaces of interaction by using spoken English in teaching grammar, teacher can deliver it inductively (Eisenstein, Miriam, R, 1980). In this case, the teacher can elaborate the grammar explanation through its function.



The function of the grammar can be reference for the teacher to set a context. Through discussing the context, the teacher can provide spaces of interaction by using spoken English with his students. To invite the students to speak in English when the teacher is discussing the context, the pictures can be supportive teaching aid for the teacher to use. Teacher can choose the pictures which are considered to be able to support the context of the grammar function that he has designed before. The good context in this case is the context that students genuinely experience in real life. Take an example that the teacher must present 'past tense' as his lesson material. Since the teacher realizes that the function of the past tense is to tell the past activity or experience, he must build a context related to people's experiences that they did in the past. To set the situation, the teacher needs a context that can represent a dialogue which tells about experience. To help the teacher build such dialogue, he can use some pictures that can produce a dialogue related to the past experience.

The pictures that are used by the teacher can assist the students to create the dialogue by themselves and find the target language also by themselves. The following process will reveal how students can say the dialogue by themselves and find the target language they have to learn by the teacher's assists through the pictures.

STEP	ACTIVITY	PREDICTED DIALOGUE
1	Teacher asks leads in questions to the students	Teacher: Do you like holiday? Student: Yes, I do. Teacher: Where do you usually go to spend your holiday? Student: I went to the beach. Teacher: Why do you like going to the beach? Student: I love seeing sunset and swimming in the sea. ... (The conversation about holiday between teacher and student and among students goes on.)
2	Teacher shows a picture (no 1). It is a picture of a sad woman	Teacher : What is the picture about? Students : A sad woman. Teacher : Why is she sad? Students : Because (Many reasons can be suggested by the students) The interaction related the picture number 1 will continue about the possibilities happen with the woman. The teacher also can develop the interaction to the students' situation if they were that woman. To make the situation clear, the teacher tells the students that the woman is on holiday. She is tired with her job and has problem with his boyfriend.



3	Teacher shows a picture (no 2). It is a picture of Eifel Tower.	<p>Teacher : What is it? Students : Eifel Tower Teacher : Where is it? Students : It is in Paris. Teacher : What do you think of Eifel Tower? Students : Eifel Tower is beautiful '(Students may answer with various opinions)</p> <p>The conversation between the teacher and students may develop not only about Eifel Tower, it can be about France, football, love, Napoleon etc. After the discussion about picture 2 is over, teacher may ask the relation between picture number 1 and picture number 2. Students will promote various ideas, until the teacher tells the students that Eifel Tower is the tourism object that the woman in picture 1 is being visited.</p>
4	Teacher shows a picture (no 3). It is a picture of a man	<p>Teacher : Who is he? Students : He is a handsome man. Teacher : Why do you think he is handsome? Students : (Students will say various opinions). Teacher : What do you think the relationship between the woman and the man? Students : (Students will answer with various answer.)</p> <p>The discussion about the relationship between the man and the woman will be developed to many possibilities until the teacher decides that the man is actually the woman's boyfriend.</p>
5	To explain the students with past situation as the material which is being taught is about past tense, the teacher creates a dialogue between the man and the woman. The dialogue must contain the grammatical points that refer to past tense.	<p>Teacher : The man and the woman are couples. They are having problems. Now they are meeting and the man ask the woman about her activity a week ago. What will the man say? Students : What did you do last week? (Students may answer with various answers, but teacher must tell them the correct one.) Teacher : How did the woman answer? Students : I went to Paris (Students may answer with various answers, but teacher must tell them the correct one.) Teacher : If the man is jealous and he wants to know whether the woman went to Paris with someone else, how does he ask the woman?</p>



		Students : Did you go there with someone else? (Students may answer with various answers, but teacher must tell them the correct one.) Teacher : How does the woman answer? Students : No, I didn't. (Students may answer with various answers, but teacher must tell them the correct one.)
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The steps on the table above reveal that through the pictures teacher can create interactive communication with the students. The pictures also can create a context that leads the students to find out the target language that they need to acquire in that lesson topic. The extension of the activity above can be teacher's interactive explanation about the target language, both in function or form. To keep the interaction in progress, teacher can show some extended pictures related to the context or show other pictures which are not connected with the context but still in the zone of the target language in order to invite the students to speak in English through drilling activity. For example, the teacher asks two students to talk each other about the past by showing some pictures as the clues what the students have done in the past. The following table can be the example of this activity.

STEP	ACTIVITY	PREDICTED DIALOGUE
1	Teacher asks two students to talk each other using past tense as the target language and gives them what to do.	Teacher: Both you act as a person that ask the activity you partner did in holiday, and your partner will respond based on the clues that I show you.
2	Teacher starts the activity by asking student A to start the activity by give a question to student B about the place he/she visited on his/her holiday.	Student A: Where did you go on your holiday?
3	Teacher shows a picture. It is the picture of Rome, a city in Italia. He then tells student B to answer based on the picture he shows.	Student B: I went to Rome.
4	Teacher tells student A to ask student B the activities he/she did when he was on holiday.	Student A: What did you do in Rome?



5	Teacher tells student B to answer based on the pictures he is showing. Teacher then shows Pizza, Vespa and camera.	Student B: I ate pizza, rode a Vespa and took some pictures.
Teacher can extend the activity with some pictures as the clues for yes-no questions and negative sentences to be produced by the students.		

C. Using Pictures in Practice Stage

Most teachers make use the practice stage in a lesson package to measure how well the students have comprehended the lesson they just learn. In facilitating this activity, they use various media. The conventional ones, usually only do grammar practice through some sentences. This way can give the students the opportunity to produce their ability to speak when they answer or respond what the teacher asks by using spoken English. Nevertheless, this way is only for few students who are dare to speak and have good background in English knowledge. For those who do not have courage to speak, they only watch and listen.

To provide all students with the same opportunity to speak, teacher can make use listening or reading material to be discussed. If the reading and listening materials are properly managed, the teacher will be able to make some rooms for the students to have interaction in order to speak with their teacher and their classmates. In listening and reading practice, the teacher can divide the opportunity for the students to speak through lead in questions related to the context, task discussion and extended questions related to the listening or reading content. To be able to provide those three spaces on interaction, the material for listening and reading must have a context that is related to the presentation that the teacher has delivered. If the teacher discusses about past tense in his presentation, the listening or reading material must have past tense as the target language in its content.

The following table could be one of the references how to proceed listening practice material with some spaces to invite students to talk by using listening material related to past tense.

STEP	ACTIVITY	PREDICTED DIALOGUE
1	Teacher provides a listening material about holiday experience and ask some leads in questions related to the context of that material.	Teacher: Do you have an interesting experience when you were on holiday? Student: Yes, I do. Teacher: What is it? Tell us here about it. (The student tells it. Other students may also have the opportunity to tell their experiences about holiday.)
2	Teacher shows the students a picture related to the listening	Teacher: Tell me, what do you think about this picture? (Students tell the teacher about it. They maybe various opinion come from the students.)



	context and asks some questions about it.	
3	Teacher tells the students the main idea of the content in the listening material.	Teacher: Before you listen, this is about... (Teacher tells the main idea of the context that they are going to listen.)
4	Teacher gives the students the task of the listening material and asks students to finish it.	Teacher: Please do the task. Before you do it, you may ask me some questions if you still have things that you are not clear about the task. (Some students may ask questions about it.)
5	After the time of doing the task is over, teacher checks and discuss the answer of the task with the students.	Teacher: Now, lets discuss your answer. (In this session, students may have arguments and opinions with their teacher or their classmates.)
6	After the discussion about the answer of the task is over, teacher asks his students' opinion about the context of the listening material.	Teacher: What about you, do you have similar experience with the person in the listening you just heard? (Students will give various opinions to the question.)

The process on the table above reveals that although the teacher only shows one picture during the activity he leads, the interaction can occur in long time. The interactions happen in three areas, before the task, during the task and after the task. This process can also be applied when the teacher conducts the practice stage using reading material since reading has similar type with listening material.

D. Using Pictures in Production Stage

Production stage is the time when the students have the opportunity to produce the target language that they are learning in the form of speaking and writing. In speaking, teacher usually facilitates it with materials that invite them to interactively speak English with or among their partners. There are two activities of oral production in production stage that the students can do, talking with partners by using pair work material and mingling activity by using a material that asks the students to talk among others. For production in writing, most teachers often just give writing topic for their students to write and rarely discuss the results of the writing because most teachers think it is not possible to discuss many compositions written by the students in short time available in practice stage.

There are types of pictures that can be used to facilitate interaction in production stage. Single picture which displays a picture on a piece of paper can be managed to create interaction. In simple way, teacher can show the picture and asks the students their opinions about the picture in spoken English. Another picture to create interaction is some



pictures on a piece of paper that have already told a story in sequences or jumbled pictures that are needed to be put in order. For jumbled picture the teacher can give the opportunity for all students to have interaction in spoken English each other when he gives the opportunity for them to work in a group to arrange the jumbled pictures in the right orders. In this case, the teacher must oblige all students in the group to only speak English when they try to solve the problem in the task. After that, the students who represent each group can go to the front of the class and tells what actually happen in the jumbled picture which has been arrange into order by using spoken English. For the pictures on a piece of paper which have been arranged into the right orders, teacher can challenge each student to give opinion about them. When one of the students wants to take the challenge, teacher can do the discussion by inviting other students to give comments, respond or ask questions to their friend who is giving his opinion about the pictures.

Pictures in production stage can also be used when the teacher wants to facilitate his students produce spoken English in pair work or mingling activity. In conducting this activity, teacher can start it with lead in questions that he uses to ask his students about their opinion related to the context of the speaking task they are going to do. For example, if the task is to find out what their partners or classmates did last week, the teacher can try to get to know students' opinions of a person who always wants to know other person's problem and the reasons about it. After having the discussion with the students related to their opinions, teacher put a picture that displays a person that did the amazing activity yesterday. The picture can be about a person who is flying a plane, playing with a snake, swimming in a deep sea, doing bungee jumping, or other similar pictures. The teacher then asks the students opinion about that picture before he explains about the task that the students must do. Finally, after the students do the task, the teacher invites their opinion whether all the activities they did is more exciting than what the person did on the picture or not and also the reason behind the answer. In its procedure, the activity can be described as the following.

STEP	ACTIVITY	PREDICTED DIALOGUE
1	Teacher ask the students lead in questions related to the speaking task context.	Teacher: What do you think of a person who always wants to know about other people's problem? Student: Annoying Teacher: Why do you think so? (Students can give different opinions that extend the discussion to be longer and maybe interesting.)
2	Teacher shows a picture. It is a picture about a person does exciting or extreme activity.	Teacher: Look at this picture, what do you think of it? (Students can give different opinions that extend the discussion to be longer and maybe interesting.)
3	Teacher tells student to do the task.	Teacher: Ask your partner the questions you read on the paper. And take notes your partner answers. Do this activity in turns. (For pair work activity) Teacher: Walk around the class, and ask the questions you read on the paper, take notes their



		answer. Please do the activity in turns. (For mingling activity)
4	Teacher stops the activity and asks the students about the activity.	Teacher: Now, tell me, among your friend in the classroom, who did the most interesting activity? (For mingling activity) Student: I did. / Jason did. (Students can give different opinions that extend the discussion to be longer and maybe interesting.)
5	Teacher asks the questions about the picture he has displayed in the beginning of the activity.	Teacher: If it is compared to the picture you have seen in the beginning, did you or your friend did more interesting activity? (For both pair work and mingling activity). Students: No, I didn't / Yes, Jason did. (Students can give different opinions that extend the discussion to be longer and maybe interesting.)

CONCLUSION

The discussion reveals that there are some spaces to build interactions that the teacher can use when he is delivering a lesson. Before the teacher begins each stage, he can ask lead in question. Lead in question is a set of questions asked by the teacher to invite their students' opinions before he begins each teaching stage. Through the discussion, we are shown that the teacher can use pictures in every stage in order to assist the students to speak English. By using the pictures, the teacher can build the context that is useful to help students to manage the dialogues they create in presentation stage. Through the sentences in the dialogue the students can find out the target language they need to acquire in the lesson topic. The picture that is discussed in practice stage can be used to help the students to get some clues about the topic of the material they are going to listen. In the production stage, the various types of pictures can be valuable teaching aid to encourage students to produce their spoken language.

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