Proceedings

International Conference on Teaching English as a Foreign Language

"Action Research and Reflective Practive as Tools for Exploring Different Pedagogical Practices in Language and Literature Education."

ORGANIZING COMMITTEE
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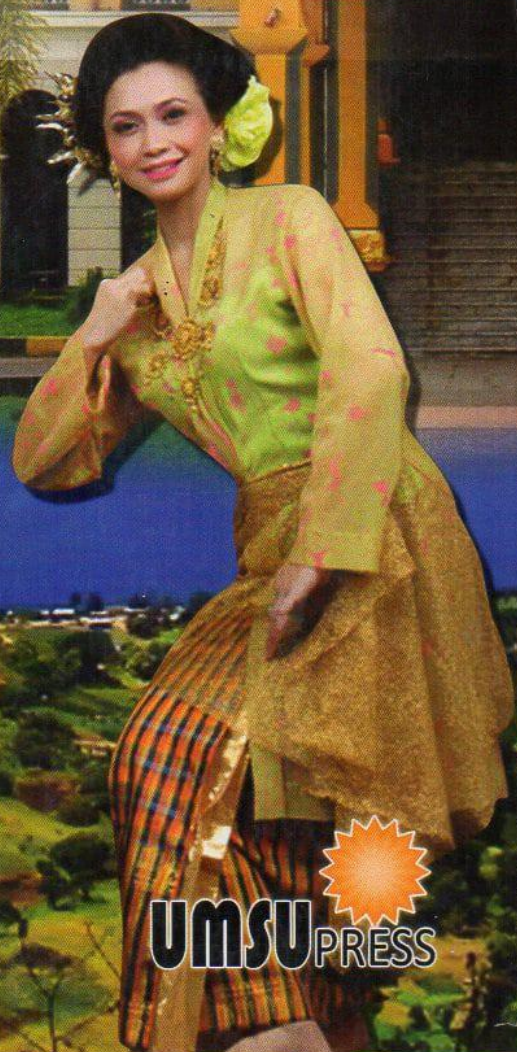Conference on Teaching English as A Foreign Language

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University of Muhammadiyah Sumatera Utara

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TEACHING QUESTION WORDS FOR ADULT LEANERS BY USING THE PICTURES OF SOMEBODY POPULAR AS A TEACHING MEDIA

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ABSTRACT

This study investigates and predicts the learners' difficulties in using those question words; *what, when, where, why, who, whose, whom, which and how* through out the pictures of somebody. Most new beginners of English language hope to speak the language they learn as soon as they can, without considering over about the langauge grammar, particularly in applying those question words. Teachers can, of course, conduct many distinguish teaching medias or tools in order to improve the learners progress in learning a langauge. Mistakes normanlly takes place when beginners learn, especially a new a language let alone when they try to speak, the slip of the tounge commonly happens. Beginners sometimes misused questions words, since they have some differences and similarities in their L1 and in L2, especially *What, Where, When* due to having misleading about Question Words. The researcher found out that by using the pictures of somebody, as a teaching media. The researcher strongly believes that the picture of somebody can minimize the mistakes and improve their speaking skills in terms of using question words. Question words are used to ask about specific qualities, times, places, people, etc. For example, when we look at the picture of somebody on TV, in Newspapers, and at some other certain places, then we suddenly can ask about about the picture of that person. The questions that the researcher found such as; *How old is that man? How tall is that person? What is the name of that person? Where is he from? What does he do? What is his nationality?* This is the very reason why the researcher is interested in conducting this study, besides, the those new learners feel fun and enjoy learning. It is expected that this study can be significant for those learners in mastering English.

Keywords : Question words, pictures of somebody, New learners, speaking skill

I. INTRODUCTION

Every normal people, at least, can speak one language, but some people may speak more than one languages in their lives. William O'grady and Michael Dobrovolsky, state that "Language is many things – a system of communication, a medium of thought, a vechile for literary expression, a social institute, matter for political controversy, a catalyst for nation building". All human beings normally speak at least one language and it is hard to imagine such significant social, intelectual, or artictic activity taking place in its absence. When you learn a

language for fun, no matter what human language it is, you are not obliged to take the test but if one learns a language for an academic reason, no wonder, he has to attend, follow the schedules of the classes and manage some exercises, then follow the both the mid test and final test. Besides he also needs some printed reports or records which have some multi functions as his own future academic reports.

Any teaching media must be atrractive and interesting enough for the students. Th more atrractive and intersting the teaching media, the more the students atrract and dig thier own previous information, knowledge, experience and their curiosity to express their language skills either in spoken or written ones, and the more they can enjoy the environtment of the class. The teaching media should be intersting for both teachers and students. And also the instructions of those teaching medias must be very clear to both teachers and students. In this study the pictures ofsomebody popular are some the persons who are famous either locally, regionally, or internationally. If the person is so-so, then it is predicted that less attention that the students can pay and think of even and less questions will be produced and written down by students.

This study investigates how interesting and attractive it is to apply the picture of somebody popular as a media in teaching and learning process in a classroom dealing with question words. Teachers can surely apply any related media as a supported tool in teaching for any particular courses. The class can be very interesting if both teachers and students can manage an attractive interaction in the classroom. Besides, the media is relevant with the subject matters.

Students are encouraged to listen, think, create, write and say more once they look at the picture of somebody popular or well-konwn, especially when they never probably just read the information about that famous person in a newspapers, watch him or her on either local TV channels or foreign ones previously. Once they have looked at the picture of that popular person, then they can drive thier concious knowledge to think and write what related question words they have to state. In order to have an equal understanding both to the teachers and students, first, teachers have to explain how to do and what to do with the picture of that popular person. Some earlier and deeper and clear explanation plus some true and connected examples must be performed to the students. Later on students can smoothly follow what to say, read and write down. Errors and mistakes, of course, can still appear since they are still new "foreigners" in learning English, for example.

Based on the researcher's personal, pleasure and professional teaching activities as an experience conductead in various classes, these pictures of popular person can help students produce those question words, no matter what majors they are taking. Say, for instance, students who are taking law, economic class, tourism, business class, medical studies, language class and so on. By showing or performing the picture of somebody popular then students are invited to draw and pay more attention toward what related question words they are to create and write down.

It is necessary to give the courage to the students when conducting this study. Once teachers give some strong support to the students, eventually they become eager to think and create more and much better question words. It is very true that

one can learn any language as long as that language can be spoken or written. Why?. Because language has some similarities and differences. So there is no reason that one can not learn a language in this planet.

1.1. Learning Foreign Language

Why a foreign language?

As we realize that some countries in this world, when English has become their second language, while other countries English is used as a foreign language. In learning a foreign language, there two things that teachers and students should have in their mind, e.g. " Grammar is the engine and vacobulary is the fuel". As stated by Anthony Metivier, Ph.D. , in his video, how to memorize vocabulary of any language you want to learn. Meaning that, if we want to speak a standard foreign langauge, we must apply standard grammar, based on British or American English, and use right vocabulary, by considering its right spelling, pronunciation and meaning, too..

A foreign language is that, when you are learning a foreign language, you automatically become a "foreigner" toward the language in some certain periods. As a foreigner you may face a lot of new propblems. For instance, when you pick up a word, you must learn how to spell it, what standard pronunciation you have to produce, what related meaning you have to apply and how to arrange those vobabularies into one standard language structure. Finally you have a true or a standard sentence of a new language you are leaning. Errors and mistakes normally appear when we learn a foreign language.

The question is that what will happen if mistakes keeps appearing when learning a language. New learners usually can not dishtinguish between *"Do like durian?"* and *"Are you like durian?"*. They first focus on the sound and the meaning of the word *like* instead of the function of the word *like* in those two sentences. Since they have no knowledge about a foreign language in their mind, so they automatically apply the knowledge of their mother tongue in order to how to apply the word *like* in their new language.

1.2. The Reasons People Learn Foreign

Language.

There plenty of reasons why people lean a foreign language. (1). Foreign Language study creates more positive attitudes and less prejudice toward people who are different. (2). Analytical skills improve when students study a foreign language. (3). Business skills plus foreign language skills make an employee more valuable in the marketplace. (4). Dealing with another culture enables people to gain a more profound understanding of their own culture. (5). Creativity is increased with the study of foreign languages. (6). Graduates often cite foreign language courses as some of the most valuable courses in college because of the communication skills developed in the process. (7). International travel is made easier and more pleasant through knowing a foreign language. (8). Skills like problem solving, dealing with abstract concepts, are increased when you study a foreign language. (9). Foreign

language study enhances one's opportunities in government, business, medicine, law, technology, military, industry, marketing, etc. (10). A second language improves your skills and grades in math and English and on the SAT and GRE. (11). Four out of five new jobs in the US are created as a result of able to communicate in a second language. (13). Foreign language study enhances listening skills and memory. (14). One participates more effectively and responsibly in a multi-cultural world if one knows another language. (15). Your marketable skills in the global economy are improved if you master another language. (16). Foreign language study offers a sense of the past: culturally and linguistically. (17). The study of a foreign tongue improves the knowledge of one's own language: English vocabulary skills increase. (18). The study of foreign languages teaches and encourages respect for other peoples: it fosters an understanding of the interrelation of language and human nature. (19). Foreign languages expand one's view of the world, liberalize one's experiences, and make one more flexible and tolerant. (20). Foreign languages expand one's world view and limit the barriers between people: barriers cause distrust and fear. (21). Foreign language study leads to an appreciation of cultural diversity. (22). As immigration increases we need to prepare for changes in the American society. (23). One is at a distinct advantage in the global market if one is as bilingual as possible. (24). Foreign languages open the door to art, music, dance, fashion, cuisine, film, philosophy, science… (25). Foreign language study is simply part of a very basic liberal education: to "educate" is to lead out, to lead out of confinement and narrowness and darkness.

http://www.cla.auburn.edu/forlang/resources/twenty-five-reasons/Last   Updated: February 02, 2016.

1.3. Teaching Question Words

The English question words **What** , for instance, Indonesian new students may probably produce some mistakes. Examples; they may say **who is your name**, instead of **what is your name?**. They can directly derive the question word **who**, becasue in Indonesian language **who** means **siapa.** So the right quetion word in Indonesian is **Siapa nama anda?** Meaning in English **What is your name?** And another question word which commonly and wrongly produced by new larners is that the question word **Where**,   Where itself, based on the resercher's knowledge and teaching experience, actually carreis no meaning in Indonesian. It can produce some meaningful ideas once it has some complete statements. For instance,

- Where are you from?

- [**Dari**-mana anda?]

- Where do you want to go?

- [**Ke**-mana anda mau pergi?]

- Where do you live?

- [**Di**-mana anda tinggal?]

So the phrases , *you come from, you live, and you want to go,* can help foreign leaners identify the meaning of the question word **Where,** that is [*dari , ke* and *di*] in Indonesian.

How attractive the interaction between teachers and students in the class depends very much on how the teachers design and prepare the teaching medias. Believe it or not, the more attractive and interesting the teaching medias during the teaching and learning process in the classroom, the more attractive the interactions between teachers and students in the classroom. It is very true that all languages in this world have their own question words. The question words in one langauge can be different from those million other languages in worldwide. Anyhow anyone can learn them since there must some similarities and diffrences when you process them. Question words are used to ask about specific qualities, times, places, people, etc. They are different from yes / no questions.

http://esl.about.com/od/grammar/a/a_questionword.htm, updated December 04, 2014.

Table : 1.1

Question Words	The questioner wants to	Examples
What	ask about something, ask about things or activities	1. What is your hobby? 2. What are you looking for? 3. What major are you taking? 4. What dod you do for a living?
When	clarify something about the time, ask about general or specific times	1. When did you arrive? 2. When will you fly back home? 3. When do you have time? 4. When were you born?
Where	clarify something about the place, definite or non-definite places.	1. Where do you work? 2. Where did he go last night? 3. Where are you from? 4, Where is the best place to hide?
Why	confirm thing somabout the reason(s)	1. Why do you like English? 2. Why does he love her?

		3. Why did he do it?
		4. Why must prople die?
Who	convince something about the doer	1. Who did it?
		2. Who came into my room?
		3. Who stole your car?
		4. Who was the 1st man in this planet?
Whose	determine something about the owner	1. Whose car is sitting in the garage?
		2. Whose book is on the table?
		3. Whose money is it?
		4. Whose baby is crying ?
Whom	know who accompanies who	1. Whom are you flying with?
		2. Whom did you go to party with?
		3. Whose did you come here with?
		4. Whom did you fly to the US with?
Which	recite something about the options, specify a thing or person from a number of things or people	1. Which one do you like?
		2. Which country do you like best?
		3. Which one is your best choice?
		4. Which man is blind?
How	ask about specific characteristics, qualities, quantities, etc.	1. How does she look like?
		2. Howwel do you speak English?
		3. How many books can read in a day?
		4. How perfect is perfect?

II. Review of Literature

2.1. Teaching Question Words by Using the Pictures of Somebody Popular

Different teachers may apply different teaching medias to the students in terms of teaching those question words. Teachers can also apply different examples and questions dealing with those question words. Thus it is suggested that teachers should not apply some sorts of uncomplecated instructions that may drive students become confused. The problems and the questions provided for the students must be related to their majors. Then it is expected that the picture of the giant buildings as a teaching media can help smooth them think, create and then write those question words standardly.

As a foreign language learner, when you travel to a big city in the world, you can see some huge and tall buildings which you do not have those big and tall buildings in your small cities in your country. Then you should definitely have a lot of questions about those giant and tall buildings that you are wacthing. Since that is the very first time you see that gaint and tall building then automatically you have a lot of different questions that you have in mind, say for example ;

Who buildt this giant building?

When was this building established?

How many levels does this building have?

How many thousands rooms are there in this giant building?

Who were the constructors?

How tall is this giant building?

How many people got envolved to construct this giant building?

How long did it take them to finish constructing this giant building?

Who is the architector of this giant building?

What is this giant building for?

How many thousand people are working there at the moment?

How much is the tax of this giant building in a year?

Who is the owner of this giant and tall building?

How much money did they spend to construct this giant building?

Etc.....

Based on the questions above, the researcher tried to apply that international experience in teaching and learning process dealing with question words that is by using the picture of giant and tall buildings.

It is normal for students of learning foreign language making mistakes since they lack of concious knowledge. The commont mistakes that they normally produce

are dealing with language grammar, the grammar of the words which dealing with their spellings and so on

Directions :

Look at the picture of somebody popular seriously and then write down the question words accordingly. Remember you do not need to write down the answers.

The Question Words ;

What ....?

When....................................?

Why......................................?

Where...................................?

Who......................................?

Whom....................................?

Whose ....?

Which...................................?

How much..............................?

How many..............................?

2.2. Teaching Facilities

It is aggeeable that all teaching and leaning activites and processes need some connected teaching facilities in order to obtain the targets of learning language, especially a foreign language. Recently we can happily say that the more modern the IT produced the more shophisticated those teaching facilities that teachers and students can apply and enjoy in a classroom. The facilities that teachers require in or outside of the class depends very much on what classes they conducting either listening, reading, speaking or writing. The teaching facilities that teachers can use in a class can be like, textbooks, E-books, White or chalkboards. In-focus, Lap Top, TV, Recorded players, Film presentations and so on. Broadly speaking, diffrent teachers, different classes, and different subjects need different teaching facilities.It is well known that our new life is highly affected by the era of information technology, and technology plays an important role in today's human society development. Based on this fact, it is indispensable to take advantage of the modern technological facilities in aiding the task of English language education'. Learners do need these facilities to support and develop their learning skills. This statement is supported by Ybarra & Green, 2003. They say that they need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills. By usning these facilities learners can learn a language easily and effectively. The term *New Technology* includes communication chniques for language teaching in which the personal computer plays a central role (Davies & Hewer, 2012). There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and Symposium of International Languages and Knowledge 2015 School of Liberal Arts, Walailak University, Thailand application with one of the four language parts (speaking, listening, reading, and writing).

2.3.Somebody Popular as Teaching Media

Media – like all other teaching techniques – should be used judiciously in the learning process. Media can be used to motivate discussions or lock in concepts. However, there are a number of important considerations for faculty before they integrate media or ask their students to use or develop media in their courses. This section explores tips for effectively using media, notes a number of common mistakes to be avoided and describes how to involve students in creating media on their own. The dramatic growth of social media creates new opportunities for engaging students. These include social networking sites such as Faccbook, MySpace, LinkedIn, and Twitter along with blogs and wikis.

http://serc.carleton.edu/sp/library/media/index.html

Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form (Salomon, 1979). Other empirical research shows that visual media make concepts more accessible to a person than text media and help with later recall (Cowen, 1984). In Willingham's (2009) research he asks a simple question to make his point, "Why

do students remember everything that's on television and forget what we lecture?" – because visual media helps students retain concepts and ideas.

http://serc.carleton.edu/sp/library/media/why.html. Using media requires that the instructor step outside of the traditional lecture method and facilitate learning by encouraging students to learn through the media. This approach works best when students are primed. If students are not adequately informed about what they are expected them to learn, they will struggle to make the connection between the learning objectives and the media that they are exposed to.

http://serc.carleton.edu/sp/library/media/how.html . The more intersting teachers design and prepare the teaching medias, the more attractactive the interaction among teachers and students. And the more teaching targets can be reached. In fact no one enjoys boring classes.

When to Use the Teaching Media?

Broadly speaking, the teaching media can be introduced and applied based on the following :

- **Before learning the concept.** Showing media before the discussion gives students an image to which they can compare the topics under discussion. This approach allows quick reference to easily recalled examples. Schwartz and Bransford (1998) show that demonstrations focused on contrasting cases help students achieve expert-like differentiation. In addition, Schwartz and Martin (2004) found that carefully-prepared demonstrations "help students generate the types of knowledge that are likely to help them learn" from subsequent lectures.

- **After a brief introduction but before learning the concept.** This method provides students with a brief capsule of what the media is about and what to look for – helping to focus attention while watching the media.

- **After learning the concept.** Showing media after describing a theory or concept allows the instructor to use the scenes as a case study. This approach helps students develop their analytical skills in applying what they are learning.

- **Before and after.** Repeating the media is especially helpful when trying to develop student understanding of complex topics. Utilize the media before the discussion to give students an anchor. Guide students through a description or discussion of the topics. Rerun the media as a case study and ask students to analyze what they see using the theories and concepts just discussed. Also punctuate the rerun with an active discussion by asking students to call out the concepts they see in the scenes. This method helps to reinforce what they have just learned.

Media can be used in direct instruction, active learning teaching strategies and students' projects.

- Existing media resources can be used within **lectures** to stimulate interest in and develop knowledge of the material being taught. This traditional approach is teacher-centric, and information is pushed to the learner. Media allows the instructor to facilitate the transfer of expert knowledge to novice learners. Given the tremendous rate of technological change, instructors face an ongoing challenge in choosing the most effective media platform to reach their students. Instructors can also create their own media to effectively and efficiently convey knowledge.

- Existing media resources can also be used to engage students and facilitate **active learning** strategies which promote deeper learning. For example, media provides a useful platform for teaching with cases, cooperative learning, problem solving, and for giving more interactive lecture demonstrations.

http://serc.carleton.edu/sp/library/media/what.html

1.3 Research Objectives

1.3.1. The objectives of this study are developed as follows:

(1). To know whether the picture of giant building is indeed interesting and attractive in teaching question words. (2). To find out some related and positif contributions for the students who learning question words of a foreign language. (3). To deeply indentify some factors which most significant in oorder to for the students to improve their ways of thinking and creating those question words. (4) To consider what related suggestions and ideas for teachers and students when applying the picture of giant buildings as a teaching media and some other elements which highly significant

III. RESEARCH METHODS

As stated earlier that this study tried to investigate and predict how attractive and interesting it is to teach question words by using the picture of somebody popular. Regarding with the methodology, this study needs qualitative, that is to clarify what and how to use the picture of somebody popular as a teching media in teaching and learning question words and quantitative, that is to calculate the percentage of how many percents the students can apply their curiosity and concious knowledge in creating and writing those question words dealing with the picture provided.

3.1. Population and Sample.

This study was conducted at the Universitas Darmawangsa, the year 2015-2016, Medan – Indonesia. The participants were 30 students, majoring in Computer and Information science, semester VIB. evening class.

3.2. Data Collection and Analysis

In this study the data were collected by using an essay question which administerd to collect the data. The data required in this study were obtained from the result of the essay questions given to Class MI.B Semester VI) which consists of 30 students

To analize the data, the researcher conducted two types of tests, namely multiple choice test and an essay one, which applied by having severeal steps, they are as the following;

1). Prepared the information related to question words, then explained them, through presentation, by showing each related examples and their usage.

2). Performed the picture of somebody popular (Mr. Jokowidodo, the President of the Republic of oth Indonesia) to the students in both classes, through the presentation, the researcher explained about the picture the person to the students as clear as possible.

3). Gave each student the printed test items which contained about question words, and informed them how long the test would take.

4). Adviced the students to complete the multiple choice test about the students' reflection test.

5). Collected and corrected the test papers and the papers of the students' reflection test.

IV. RESEARCH FINDINGS

In order to assess how the picture of somebody pupolar can give some positive advantages and benefits in teaching and learning especially about the question words in English as a foreign language, the lists of the scroring of the indicators and the observation sheets have been used for this purpose. The forms were given to the obsorver to record anything dealing with the learners' activities, creativities and conducted in this study. The results show that each step of this learning activities was interesting and attractive. By having some indicators, eventually it was concluded that this study is successful. It is found out in Class MI.B which consits of 30 students,

2.111 : 30 x 100 % = **70%**.

4.1. The Significant Outcomes

Theoretically, the significant outcomes of this research are expected to have and add some new horizon which can help and develop some new writing and speaking skills of teaching question words in English to adult learners in North Sumatra and in Indonesia, in particular then in worldwide expectedly. It is expected that both teachers and learners can take some positive advantages in conducting the teaching and learning processes either in the class (formal) or

outside of the class (free schooling) by applying the picture of somebody popular to encourage the learners' skills in applying question words.

Practically, the significant outcomes of this research later on are expected to be significant and useful as an input for some local English teachers in order to develop their teaching quality in terms of mastering a foreign language to local learners. Later on English is not as a foreign language for them but instead English can become one of their languages in their brain. By conducting this teaching strategies, teachers, stuudents will be more interested and more creative in applying and learning English question words. Besides, they can learn more from the rescarcher about some certain knowledge and new related global teaching strategies of some certain and current topics. It is expected that learners, first of all, pretend then later on they can imitate and apply those teaching skills in the future.

Findings From Students' Reflection

Almost all students reported that these kinds of teaching media which applied in the classroom is interesting. One of them wrote that "the teaching media created is a lot of fun, able to minimize boredom in learning and writing those question words. They enjoyed the competitiveness of learning mangement as it is highly encouraging for them to participate. Among the benefits of the activities reported that students were able to obtaining new vocabulary especially which related to their subjects of daily context. They also could improve their grammar while creating and writing those question words. The findings from the students' reflections show that;

Class MI.B.:

Strongly Agree is 249 : 30 x 100% = 98,00%. Strongly Disagree is 29 : 30 x 100 % = 9,00 %

4.4. Discussion

From the findings it is found that applying the picture of somebody pupolar in the classroom can invite the students to firstly think, understand , and then write the question words. Students become even more attractive and encouraged to participate if the activities conducted in the class can drive them tobecome more competitive.Some students intended not to talk while thinking and writing those question words, but what they care most is that they want to finish the task sooner. Indirectly they try their very best to think and write the question words. It is very true that when learners get involved in the class activities very often then their perceptions towards writing those question words can become well improved. When their perceptions improved it drives and strives them to overcome their difficulties in thinking and writing and finally they can write them comfortably. Therefore it is concluded that using the picture of somebody popular, as a teaching

media, is one of an effective ways to develop the students' writing skills among students.

V. CONCLUSION AND SUGGESTION

This study focuses on serious problems found in English language teaching specifically in teaching . Question words. As far as CLT approach is concerned, no matter how serious it is, then some professional efforst should be conducted to case learners to construct and perform those English question words. As what Attapol Khamkhien questioned, how can we make change or improve our learners' English performance? In addition, English teachers should motivate and encourage the learners to be more active and more creative in thinking and producing question words at they are able to produce some new words, phrases and sentences. Teaching and learning which is conducted either in or outside of the class shold emphasize on producing the correct question words in order for the learners to be able to express day to day communication in the real situation. Teaching by using the picture of somebody popular is one of the teaching strategiea as well as teaching facilities which can increase and develop the linguistic knowledge of the adult learners (e.g.,phonetics, lexical items, pragmatic knowledge, etc.). However, this strategy as described above, cannot be fully and perfectly conducted without the dedication and collaboration of English teachers as educators and especially of classroom teachers who need some active, creative and some effective English language workshop plus some arrangement of related provisions of the knowledge of the subject matter. By using this picture of giant building in learning English as a foreign language is really important nowadays. This paper has reviewed briefly how it can be utilized in helping adult learners in developing the langauge speaking skills in terms of using English question words . As a result, the following concluding remarks and suggestions can be reconsidered:

1. Learning language speaking skills deem needs some professional training and workshop. So learners can later on apply by using their concious knowledge.

2.The picture of somebody popular can drive learners become more active, creative and agressive to find out some related answers.

3. This teaching facility as a media can also drive "boring classes" away since everyone is busy asking and asnwering their classmates to gain more different answers for their own knowledge.

4. Learners can be more active, creative and agressive if they are facilitated, motivated and instructed by providing them some related teaching materisals, attractive and interesting teaching strategies, and by conducting some professional communication and best services.

5 To gain the language speaking skills, there must be no competitors among teachers who are teaching grammar, listening, reading and speaking. They all should become "partners".

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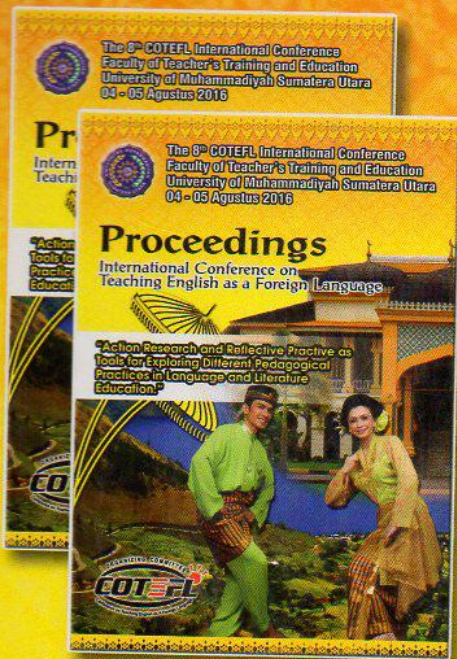
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