

**TEACHERS' PERCEPTION ON THE EFFECTIVENESS OF USING
PICTURES
IN ESL CLASSROOM
AT**

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- 2) SMK SEKSYEN 11, SHAH ALAM, SELANGOR**
- 3) SMK SEKSYEN 19, SHAH ALAM, SELANGOR**
- 4) SMK SG.KERTAS, GOMBAK, KUALA LUMPUR**
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SHAH ALAM
2007**

ACKNOWLEDGEMENT

'In the name of God, the Most Gracious and Most Merciful

Finally, after a great effort has been spent as well as time and money, I have managed to complete this academic exercise in order to complete my Bachelor Degree (B.Ed TESL) in UiTM.

Here, I would like to give my special thanks to my lecturer as the supervisor for this academic exercise, Mr. Mohd Shahrudin Mohmud for his guidance and advice during the process of completing this academic exercise. Not to forget, my friends and classmates whom always willing to share their opinions regarding the academic exercise project and also to my family members for giving me the moral support and financial support.

In addition, I would like to deliver my special appreciation to Pn. Hj Kalthum Abdullah, Noraqmar Ibrahim, Noor Farah Ezwa, Farah Dilaila and Ahmad Zulkhairi Razali for willing to spend their time to help me to administer the questionnaire to the respective respondents in the five schools.

Lastly, my special thanks are dedicated to Hafizah Ab Hamid as my proof reader. Without them, I believe that this academic exercise cannot be well accomplished.

Nuijanah binti Mahat

17th September 2007

ABSTRACT

Pictures are used very widely in schools. Pictures can be considered as one of the most effective teaching materials. It is believed that with the use of pictures in ESL classroom, pictures can develop oral language, stimulate interest towards lesson, enhance reader's comprehension and improve memory. In Malaysian context, teachers often use pictures as teaching materials in ESL lesson when dealing with students with low proficiency in English language. Therefore, this study is aimed to identify the effectiveness of using pictures in ESL classroom, to find out which types of pictures appeal to the students and to study the difficulties that the teachers need to face when using pictures in ESL classroom. The research questions for this study are 1) Are pictures really an effective teaching materials for ESL lesson? 2) What type of pictures appeal to the students' interest? 3) What are the difficulties faced by the teachers who use pictures in ESL classroom? Thus, in order to answer these research questions, 30 sets of questionnaires are distributed to the English teachers of the respective schools that are SMK (P) Raja Zarina, Klang, Selangor, SMK Seksyen 11, Shah Alam, Selangor, SMK Seksyen 19, Shah Alam Selangor, SMK Sg. Kertas, Gombak, Kuala Lumpur and SMK (L) Methodist, Sentul, Kuala Lumpur. From the teachers' responds, which can be referred in the answered questionnaires, nearly half of them agreed that pictures are effective teaching materials. Furthermore, from the result too, it is found that majority of the teachers agreed that by showing pictures, it can stimulate the students' interest. Other than that, the findings of this study showed that majority of the teachers agreed that suitable pictures are easy to be found. Besides, majority of the teachers agreed that they had encountered problems or challenges when selecting pictures. The teachers have to take into consideration whether the pictures that they have chosen really suit with the students' maturity, age and context of environment. In conclusion, this study is beneficial to other English teachers as well as to other future researchers in order to study the effectiveness of using pictures in ESL classroom. It provides the teachers' perception based on real life classroom situations and literature reviews from other previous researchers in the teaching field.

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CHAPTER 1

INTRODUCTION

1 .0 Introduction

Instructional aids are also known as teaching materials. There are a few types of instructional aids used in the classroom, which are the audio instructional aids, the visual instructional aids and the audio-visual instructional aids. However, visual instructional aids are the only instructional aids to be discussed further in this study.

Visual instructional aids play important role in ESL classroom. According to Hussein (1998), many enthusiastic teachers enliven their lessons by bringing realia into the classroom. Besides, he added that visual aids are valuable contextual resource. For a classroom that has some students who are weak and average in English proficiency yet unmotivated in their learning, visual instructional aids can be very helpful to increase their understanding of the text given to them hence, help to boost their interest (Avery, Avery & Pace, 1998).