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It has been widely believed that pictures are simple effective media to attract students' interest. Pictures are met with the students' characteristics in which they understand things visually and are able to use their ability for imagination. By their spatial intelligence, creating a picture of an object by writing the word for the object over and over will be interesting for them. However, pictures are sometimes not enough. In this paper, the writer is interested in introducing the use of pictures with short structured and customized sentences which is known as Language Prompt Card.

Review to Related Literature

Teaching English to children

Generally, teaching children means activating their body through some activities, since they cannot think abstractly yet. Moreover, teaching English to children is about introducing basic English by involving them in some activities like playing, singing and etc. As Scott and Ytreberg (1990) describe, children will understand through hands, eyes and ears. Another way to make them active in learning process is by practicing the language or giving a real task. Applying that way, teacher gives them an occasion to the real language use. (Halliwell, 1992).

When children are involved in learning process, they can be encouraged to use English in whole class activities and also while working with their peers in pairs and groups. Working with their peers in pairs and groups occasionally has more benefits for some reasons; *first*, if activities are done as a whole class, the children may not be directly involved in participating and can become bored and distracted. This is especially true in large classes. On the other hand, if children are working in pairs and groups, they will all have the opportunity to use English and to be engaged in the activity. *Second*, pair and group work can also help children to develop other skills such as listening to others, co-operating and reaching a consensus. These skills are useful to children no matter how good their English is! *Third*, pair and group work can provide a change of pace in a lesson and so revitalize the class atmosphere (Copland, et al, 2012)

Card as media of Teaching Speaking

Since media are appropriate and suitable to help and facilitate children in learning, they are very important to use (Slatterly and Willis, 2001). Children will be easier if the material is not only delivered in form of word or sentence. Teaching media can motivate and increase children curiosity (Cameron, 2001). So, it is particularly important to appeal visual learners, as a very high proportion of learners have this type of intelligence. One of the visual media is card.

Card can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners. Cards are useful because the teacher and children can pick them up, move them and display them in different places and different sequences

Usually, a teacher can draw or put a picture on a card, but sometimes it is possible to write a word or phrase. It depends on the material and goal of learning. For vocabulary learning for example, a teacher can draw a picture, then show the card to the students and they will mention the name of picture on the card, or, a teacher may have a couple of cards, one consists of picture and the other consist of word, then children can match both of cards.

Language Prompt Card

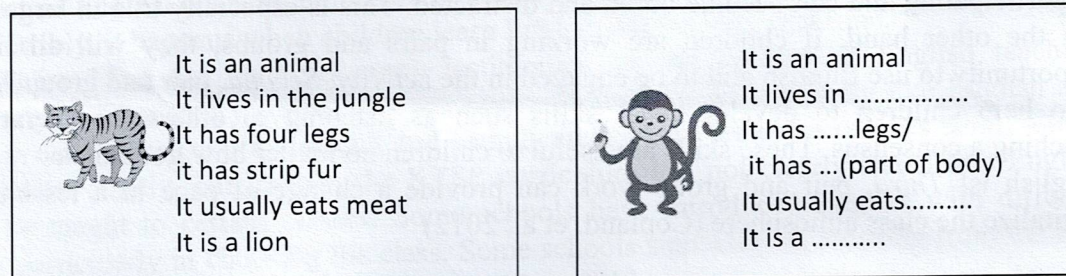
Card or flashcard consisting picture or word is not enough to help children to speak; it is only used in teaching vocabulary. Therefore, providing customized and structured language is needed. It is possible to combine a picture and two or more simple sentences on a card. So, it is called as language prompt card.

To make children confident to speak, they usually need a model and example. The teacher is the first model who gives them example, but later, if it is needed for everyone to practice using the language, language prompt card can be the solution. In pairs or group, each student can take one card and then practice it.

Using Language Prompt Card in teaching speaking to children

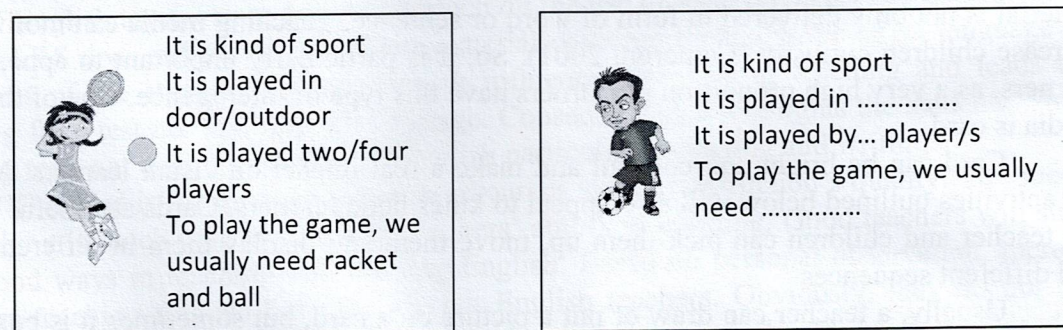
The followings are steps of using Language Prompt Card:

1. Decide the material
Consider the topic, the learning objective, and the target language that has to be achieved by the students.
2. Create the language prompt (sentences) will be used in the classroom
The language prompts are customized language that meets with the students' level and the context of situation.
3. Prepare the card with a picture and the customized language (sentences) based on the material.



Picture 1.

Language Prompt Card of Animal



Picture 2.

Language Prompt Card of Sport

Steps of utilizing *Language Prompt Card* for teaching speaking:

1. Giving an example to students how to read the sentences and how to use the card
2. Dividing the students into several groups
3. Giving a set of cards to each group (the number of cards depends on the time allotment and the number of students)

FACILITATING CHILDREN TO SPEAK ENGLISH THROUGH LANGUAGE PROMPT CARD

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Abstract: Children have enormous ability to learn a language, by providing favorable and structured input and practice opportunities, a positive learning atmosphere can be ensured in the children's class. A structured and practiced media that can be applied is *Language Prompt Card*. *Language Prompt Card* is a set of card consists of practical language (customized and structured sentence); it is in form of statement and question-answer. Being facilitated by the card, children have to practice speaking in the classroom. Additionally, the card gives a model to the students the correct form of a sentence

Keywords: *Language Prompt Card; Teaching Media; Young Learners*

Introduction

The main purpose of learning a language is that the students are able to use it for communication. Therefore, teaching should help them to achieve that purpose. Nowadays, in fact, most of English teaching emphasizes on knowledge of the language rather than how to use it. Terribly, it happens when children learn English for the very first time.

There have not been so many testimonies on the success of English teaching particularly in Elementary school. On the contrary, children do not really like English and tend to avoid it because it is difficult and complicated. There are some reasons contribute to this problem. Firstly, curriculum, the KTSP curriculum has not clearly stated that English should be taught to certain classes. Some schools have introduced English with different policies particularly in choosing the class. Some schools start English teaching from the first grade, and others start from the fourth grade. When 2013 curriculum is implemented, English is an extracurricular. It seems that English is not necessary to be taught in Elementary school.

Secondly, there has not been any standardized material for English instruction. In fact, most of English teachers are dependent much on the use of local published worksheet (LKS). Surely, LKS does not provide complete material coverage including the target language and indicators of the students' competence. It influences the way of teaching and leads to a teaching for a test not teaching for language. Consequently, it highlights the students' ability in doing tests not their competence of English particularly speaking and writing.

The third is the quality of human resources and the instruction's quality. The success of teaching is much more affected by teachers' ability in teaching. Good teachers will surely find good ways in teaching and learning English. Based on personal observation, there are teachers teaching English but they are not English teachers. Obviously, they do not have sufficient background knowledge on how English teaching should be and it leads to ineffective English learning.

Children have enormous ability to learn a language, related to problems mentioned above, some suggestions proposed are, *first*, providing favorable and structured input and practice opportunities in order to create positive learning atmosphere, *second*, choosing effective method and strategy to really help students achieving the target language that is using English in a simple context, and the *last*, using appropriate and suitable media to help them to speak English.

4. Ask each member of the group to take one card
5. Decide who will describe the card first, and others will guess it.
6. The next students of the group continue taking the rest cards one by one.

Positive atmosphere as the result of using Language Prompt Card

When Language Prompt Cards are used in class, a real situation of language use happens there. All members of class are practicing English based on the context, describing animal for example, every child describes the animal characteristics to others while they also try to be good listeners to guess the name of animal, etc. Finding this situation, using Language Prompt Card creates some positive atmospheres in class, they are:

1. Everyone is an active learner (Piaget, 1936)
2. Each moment of the class is interesting and engages them to be involved in learning process
3. It creates contextual learning (
4. It creates joyful and fun learning (facilitate their imagination and acquisition)
5. They follow all the steps of learning in sequence (effective learning)
6. It creates many repetition of structured and customized sentences and develops their language components
7. By learning in group, it brings them in positive competition and team work.

Conclusions

Children will learn effectively if they are provided with examples and model from the teacher, especially in speaking. Through Language Prompt Card the students will have sufficient opportunities for practicing speaking easily. It also gives the model how to speak English meaningfully.

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