A. Background of the Teaching Practice

This best practice report describes my teaching practice experience in one of Senior High School in Yogyakarta. I conducted my teaching practice in 2018 and I had full schedule from Monday to Friday. In general, I felt happy because I could teach many students there who I thought most of them were smart and kind students. However, there was a gap on the field that I did not find that the English teacher in this school at that time until now teaches English materials by using the picture. In fact, picture is the effective media to engage students' interesting in learning words including English words that I taught them by using picture. As explained by Nagaraj (1996) in Rohman (2016) stated that another effective procedure of getting English learners to learn words is through using picture. Picture can be drawn on the blackboard, chart papers or even cutouts.

To fill the gaps, I decided to use picture to teach asking and giving information. The teaching practice report focuses on the use of picture matching activity to teach asking and giving information in 10th grade of MIPA 2 in a senior high school. I used this method of teaching was only in the practice stage and I did not use it in the production stage because I thought this method of teaching was used to remember students about the material at that time so that they could remember when they matched the pictures with suitable sentences of asking and giving the information before they did the production stage which was an individual task.

B. Construct

In the previous study conducted by Orianda (2013), picture series is a set of pictures that has a connection to each other because a set of picture series consists of more than 5 pictures that tell events in one story. It means, by using picture series to teach a spoof text is considered as an alternative media to teach writing a spoof text to senior high school students. According to their study, they claim that some problems that make students find difficulties in learning English includes writing a spoof or joke text. The most of senior high school students there did not have many ideas when they were asked to write, therefore they did not know what they were going to write easily. Writing makes students feel boring because students have to spend much time to imagine and think about what they are going to write without a picture series media before they implemented it to the students.

This study is similar to my experience because I used picture to teach students' writing skill about modal. The difference is I used picture matching activity that beside I explain the material to the students through a white board, I use this learning media for practice session to engage students' interesting and attention to the material in order to the class activities be more engaging for them. I used it with the collaboration of the pictures with some flash cards to take easy for the students to match the English words with the appropriate pictures. But essentially I taught them by using pictures. The picture also provides them the meaning and make them easier to understand the material because the picture can show the scene where does the story take place and so

on. According to Scoter (2004), Adding visual communication, the images, provides another way to convey meaning. For example, a picture shows the scene where a story takes place, and a photo of a lego block construction accompanies sequential instructions on how to build it. It means that as the teacher, he or she not only teaches the students' material by using his or her explanation, but also students need the visual things to help them in learning the material in the classroom activities.

C. Preparation of the Materials and Implementation Reflection

In this section, I describe the steps of learning and implementation such as the use of picture matching activity to teach asking and giving information in learning activities and I divided it into three steps which called by Pre-Teaching, While-Teaching, and Post-Teaching:

First, in Pre-Teaching I did a little ice breaking to engage students' attention before entering to the material such as giving them a game or a song for about 8 minutes.

Second, in While-Teaching I explained the material about "Tell me what I should do" based on my writing on a white board by using my louder voice to make the clear explanation to them for about 15 minutes that was included with the question and answer session to check their understanding about it. Most of them were understand about the material that I had told them. Then, I divided them in some of groups consist of four students. Then I gave them manila papers and flashcards so I asked them to match the pictures and the suitable expressions

which were written on the flashcards and paste them on manila papers. After that the students had done their groups' work and I was discussing the activity or the group's work together with the students. The students who were still felt confuse at that time may asked me some questions so that they could understand related to the material. After that we were discussing it together and I gave them the snacks as their rewards in participating in the practice activity. This activity was running for about 15 minutes.

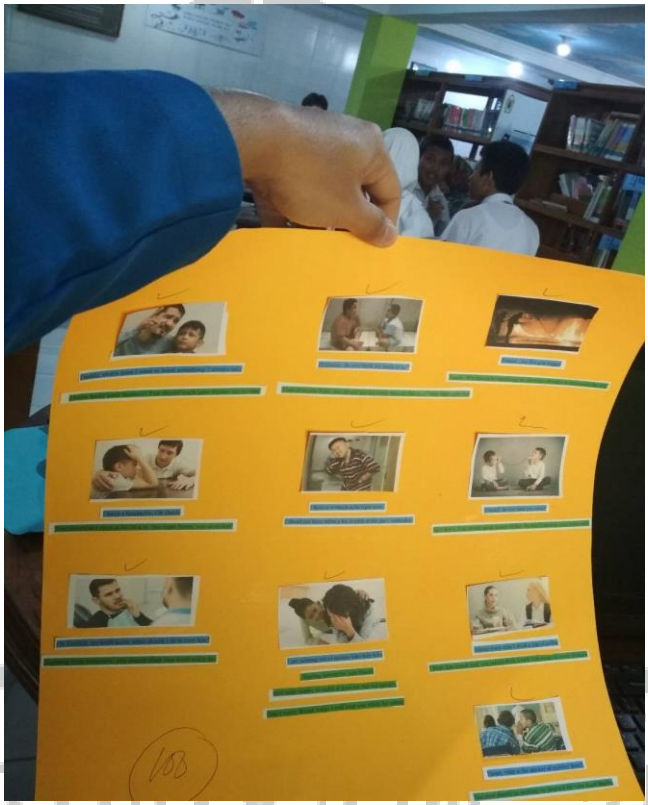


Figure1. Students' work in each group

Third, in Post-Teaching I was checking their understanding by giving them some questions related to the material and giving them short feedbacks. This activity was running for about 7 minutes. Then I closed the class by saying

greetings and the time total of all steps of activity was about 45 minutes. At that time before I went out from the class, I saw that most of their reactions were happy and some of them were ordinary after I implemented this teaching method.

D. Conclusion

Students in 10th grade of MIPA 2 were enjoy after I implemented this teaching media than previously which was without any visual media yet. All of the students there also collected the assignments that I asked them to collect and the most of their results were good. I think, for my future, I have to be consistent to teach students by using the visual media as like pictures, flashcards and so on and maybe I prepare some games also to teach students English because in the previous time, I applied or implemented the game to 10th grade of IPS in that school and the result was showing some good influences that students felt happy and interested to enjoy the class activities.