

**TEACHING ORAL DESCRIPTION TO SEVENTH GRADE
STUDENTS OF JUNIOR HIGH SCHOOL BY USING
TALKING BOX**

PAPER

*Submitted in Partial Fulfillment of Requirements
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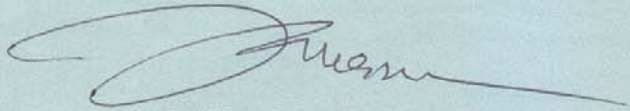
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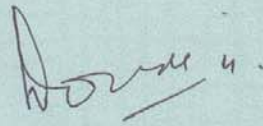
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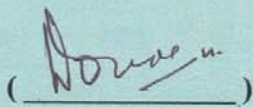
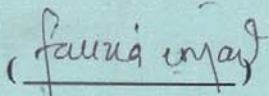
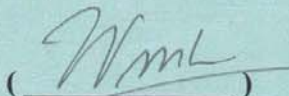
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ABSTRAK

Hasanatul Khairiah. 2011. *Teaching Oral Description to Seventh Grade Students of Junior High School by Using Talking Box*

Berdasarkan pengamatan dilapangan, dalam proses belajar mengajar sebagian siswa mengalami kesulitan dalam berbicara bahasa inggris. Khususnya bagi siswa Sekolah Lanjutan Tingkat Pertama (SLTP), mereka merasa malu dan takut untuk berbicara dalam bahasa inggris. Salah satu penyebab permasalahan ini adalah kurangnya kreativitas guru dalam menciptakan metode atau teknik dalam mengajar bahasa inggris, sehingga siswa mengalami benturan benturan dalam belajar bahasa inggris. Khususnya bagi siswa SLTP kelas satu, mereka tidak mampu mendeskripsikan suatu benda secara oral dalam bahasa inggris, karena siswa mengalami kesulitan dalam memahami dan mengungkapkan bahasa yang dipakai untuk mendeskripsikan benda, orang dan tempat dalam bahasa inggris. Dari alasan diatas dapat disimpulkan bahwa siswa SLTP kelas satu mengalami kesulitan dalam mendeskripsikan benda secara oral dengan baik.

Untuk mengatasi kesulitan siswa SLTP dalam mendeskripsikan benda secara oral, maka ada beberapa teknik yang dapat diterapkan oleh guru, salah satunya adalah menggunakan talking box. Pada teknik ini, pertama guru menyiapkan dan memperlihatkan sebuah kotak yang telah didekorasi dengan indah dan berwarna warni agar terlihat menarik bagi siswa. Kemudian kotak tersebut diisi dengan benda-benda yang juga menarik, seperti mainan anak anak atau benda benda lain yang dapat dideskripsikan siswa secara oral. Guru menunjukkan kepada siswa benda-benda tersebut dan mendeskripsikannya secara oral didepan kelas. Selanjutnya, siswa mendeskripsikan benda kesayangannya kedepan kelas, seperti boneka, mobil-mobilan, foto atau gambar-gambar keluarga dan idola mereka. Teknik ini bertujuan untuk melatih dan meningkatkan keberanian dan mempertajam kemampuan berbicara siswa SLTP kelas satu dalam berbicara bahasa inggris, khususnya dalam mendeskripsikan benda, orang dan tempat secara oral dengan baik.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Teaching and learning English at Junior High School is expected to help students to be able to communicate accurately, fluently and understandably in daily life context. It means that, in the process of teaching and learning English students are demanded to reach the aim of teaching English. It is communicative skill that gives them opportunity to express themselves and adapt the language to real life context. Students are expected to participate actively during the learning process in order to be able to speak naturally. Teaching and learning English should improve student's ability to communicate actively and naturally.

Based on school based-curriculum (KTSP 2006), English should be thought communicatively at all levels starting from elementary, Junior and Senior High School. This consideration has the purpose to make students speak. It is expected that they can speak to others about something. Teaching speaking means teaching learner to express their thought and idea orally. It is a medium to invite them to speak their language confidently.

Based on writer's experience while doing teaching practice in a Junior High School in Payakumbuh, there were three major problems that were faced by seventh grade students of Junior High School. Firstly, there were some students with low speaking ability, especially speaking in front of the classroom because they had lack ideas. So, when the teacher asked them to say

something, the students felt afraid because they did not have anything to say. Secondly, the students were not able to describe things, people and place in English. It was hard for them to express the ideas to describe things, people and place. They were afraid of making mistake and being laughed by their friends so, only the clever students would get more chance to participate in the classroom. Finally, the teacher was not creative enough to design the speaking activity for the seventh grade students in Junior High School. In teaching speaking, especially for oral description, teacher usually gave students activities such as: asked students to read the school book about descriptive and practice the dialogue together by reading the book. However, these techniques sometimes made the students bored. They just remembered every word that was printed in the text book. Students were afraid when practicing in front of the classroom. They were also doubt to make an improvisation in practicing because they just focused on memorizing every word in the dialogue. Therefore, the students did not really show their competence in using the language for describing things, people and place.

Because of the problems above, teachers are required to create variations of teaching learning techniques, especially in teaching speaking for oral description. The activities should reflect the atmosphere of fun learning. Because of this reason, students need interesting media to learn something and the teachers should create interesting media so that the students can learn while playing with their favorite things.

There are some media that can be applied in classroom that can meet above criterion. One of them is Talking-Box. Talking Box is a media to teach speaking in the classroom which is used to make students are able to talk about their favorite things. Talking box is used to help students learn English with a real object that is put in it. In addition talking box offers the students with a lot of kind of activities that can be done to learn English.

It will bring an interesting atmosphere to the classroom because the students will tell about something that they like or their favorite things, people and places. The properties in this media are the student's favorite things. The teacher and students may collect their favorite things and put them in a box. This box should be full of toys, pictures or cards, that can be described by the students orally in front of the class. Thus, this paper aims to discuss this media in teaching oral description in the classroom.

B. The Limitation of the Problem

From the explanation above, this paper discusses one of media in teaching oral description. This media is used to encourage seventh grade students of Junior High School to be able to speak in front of the class. In this case, Talking-Box is applied to overcome student's problem in describing thing, people and place orally in front of the class in order to be able to speak English actively.

C. Formulation of the Problem

The problem mentioned at the background is stated as follows:

“How can Talking-Box be used in teaching oral description to the seventh grade students of Junior High School?”

D. The Purpose of the Paper

The main purpose of this paper is to give an alternative way to teach oral description through talking box and help students to be able to describe thing, people and place orally and also confidently. This paper also aims to explain advantages of using talking-box in teaching oral description for seventh grade students in Junior High School.

E. The Significance of the Problem

The writer expects that this paper could help student’s speaking ability, especially for describing things, people and place orally in front of the class to seventh grade students of Junior High School. Beside, the writer hopes that this paper could be useful for teachers to describe an implementation of good media in teaching speaking at Junior High School. It is also expected to give an input to English teacher about an alternative media in teaching speaking, especially for oral description.