

**TEACHING SPEAKING BY USING CURIOSITY BOX STRATEGY FOR
JUNIOR HIGH SCHOOL**

PAPER

*Submitted as a Partial Fulfillment of the Requirement to Obtain Strata One (S1) Degree
at English Department of FBS UNP Padang*



By

**AYU DILMA SYAFITRI
1105986/2011**

Advisor

**Havid Ardi, S.Pd, M.Hum.
NIP. 19790103 200312 1 002**

**ENGLISH DEPARTMENT
LANGUAGES AND ARTS FACULTY
UNIVERSITAS NEGERI PADANG
2015**

HALAMAN PERSETUJUAN MAKALAH

Judul : Teaching Speaking by Using Curiosity Box
Strategy for Junior High School

Nama : Ayu Dilma Syafitri

NIM / BP : 1105986 / 2011

Program Studi : Pendidikan Bahasa Inggris

Jurusan : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, Agustus 2015

Disetujui Oleh:

Ketua Jurusan,

Pembimbing



Dr. Kurnia Ningsih, M.A
NIP. 19540626 198203 2 001



Havid Ardi, S.Pd, M.Hum.
NIP.19790103 200312 1 002

HALAMAN PENGESAHAN

Nama : Ayu Dilma Syafitri

NIM / BP : 1105986 / 2011

**Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Makalah
Program Studi Pendidikan Bahasa Inggris
Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni
Universitas Negeri Padang**

**TEACHING SPEAKING BY USING CURIOSITY BOX STRATEGY FOR
JUNIOR HIGH SCHOOL**

Padang, Agustus 2015

Tim Penguji

Tanda Tangan

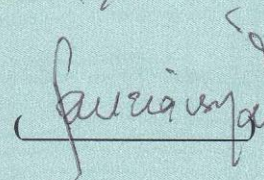
1. Havid Ardi, S.Pd, M.Hum.

Ketua



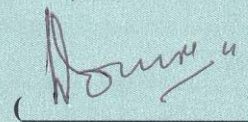
2. Dra. An Fauzia Rozani Syafei, M.A.

Anggota



3. Drs. Don Narius, M.Si.

Anggota





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SAstra INGGRIS
Belibis. Air Tawar Barat. Kampus Selatan FBS UNP. Padang. Telp/Fax: (0751)
447347

SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan di bawah ini:


Nama : Ayu Dilma Syafitri
NIM/TM : 1105986/2011
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

Dengan ini menyatakan, bahwa tugas akhir saya dengan judul *Teaching Speaking by Using Curiosity Box Strategy for Junior High School* adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi UNP maupun masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris


Dr. Kurnia Ningsih, M.A.
NIP. 19540626 198203 2 001

Saya yang menyatakan,



Ayu Dilma Syafitri

ABSTRAK

Syafitri, Ayu Dilma 2015.“Teaching Speaking by Curiosity Box Strategy for Junior High School”.*Paper*. Padang : Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang.

Makalah ini membahas pemanfaatan *Curiosity Box Strategy* dalam pengajaran keterampilan berbicara bahasa Inggris di Sekolah Menengah Pertama (SMP). Kurangnya percaya diri dari siswa, lemahnya siswa dalam *vocabulary* serta kurangnya interaksi di dalam kelas antara guru dan siswa, juga siswa dengan siswa menjadi penyebab kurangnya kemampuan berbicara siswa. Sementara dalam pengajaran *speaking*, siswa dituntut untuk bisa meningkatkan kemampuan berbicaranya dalam Bahasa Inggris. Agar tujuan ini tercapai, dibutuhkan strategi yang tepat dalam pengajaran *speaking*. Salah satu strategi yang dapat digunakan dalam pengajaran *speaking* adalah *Curiosity Box Strategy*. *Curiosity Box Strategy* merupakan strategi yang dirancang untuk membantu siswa menyampaikan pendapat dalam diskusi kelompok. Strategi ini memungkinkan siswa untuk menghasilkan kalimat secara langsung, dalam menyampaikan ide dan pendapat tanpa rasa takut di hadapan guru dan teman sekelasnya. Dengan demikian, siswa diharapkan dapat meningkatkan kemampuannya berbicara Bahasa Inggris dengan baik. Melalui *Curiosity Box Strategy* diharapkan bisa membantu siswa Sekolah Menengah Pertama (SMP) terutama kelas awal (VII) dalam mengembangkan kemampuan berbicara (*speaking*) dalam Bahasa Inggris.

ACKNOWLEDGEMENT

Alhamdulillah *rabbil'alamin*, a greatest thanks is devoted to Allah SWT for the entire blessings that has been given to the writer so that it is possible to finish the paper "Teaching Speaking by Using Curiosity Box Strategy for Junior High School". I would like to express the gratitude and appreciation to everyone who give motivation, support and advice.

I would like to express my deepest gratitude to Havid Ardi, S.Pd, M.Hum as my advisor who has given his charm ideas, correction and help to finish my paper. A sincere gratitude is also addressed to Dra. An Fauzia Rozani Syafei, M.A, and Drs. Don Narius, MSi as her paper examiners who have given comments and suggestion. I also like to express my gratitude to Dr. Kurnia Ningsih, M.A as the head of English Department.

I would like to dedicate my deepest gratitude and appreciation are extended to my beloved father Bahder and mother Delsam who always give me their deepest love, support and sincere pray in their life time and my naughty brother Yudi Kurniawan who never give up irritated me everytime, but he is the first people who helped me for typing when I'm tired. Thank you so much for KarMus (alm/h) and SyaNas big families who always support and advice during my study. I also grateful to my neighbours, Adi and friends who give their best idea and really wanted to write their name. To my captain Irvan Yusril, thank you so much for really cared about me. For Lovely sista, you are the best sisters who helped me in the last minute. To K-3 2011, Teacher and Students at SMP 9 Padang and everyone who might not be mentioned individually here, thank you so much for support during my study. So that any suggestion and opinion will be acceptable for the improvement the paper and I hope that paper will be useful for the readers.

Padang, July 2015

The writer

TABLE OF CONTENT

ABSTRAK	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	iii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Limitation of the Problem	4
C. Formulation of the Problem	5
D. Significant of the Paper	5
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Nature of Speaking	6
B. Teaching Speaking	8
C. Curiosity Box Strategy	9
D. Procedures of Curiosity Box Strategy	10
E. Benefits of Curiosity Box strategy	12
CHAPTER III DISCUSSION	
A. Preparation	16
B. Procedure of Teaching	17
CHAPTER IV CONCLUSIONS AND SUGGESSTIONS	
A. Conclusion	29
B. Suggestions	31
REFERENCES	
APPENDIX	

CHAPTER I

INTRODUCTION

A. Background of the problem

Speaking is the people's oral communication that is used to transmit information to others in daily life. When people speak, they do not just give message through the gesture and body language, but also consider in arranging and organizing good sentences to make the listeners understand what the speaker's means. Because of that, speaking becomes one of the most important skills that should be mastered by students. By speaking, students can express their ideas, opinions, comments, and suggestion orally.

However, as one of the language skills, speaking is not easy to master. In school environment, students should be able to speak well in English. In standard of competence at Junior High School in Indonesia, students are required to express the meaning orally in a form of report, narrative and analytical exposition in the context of daily life. Students should identify and point out the information from the monolog or functional text and then express their idea in their own sentences orally.

Moreover, the phenomenon nowadays, students are difficult to express their ideas, opinions, comments, suggestion. Some students also have some difficulty in oral activities, such as speech, debate, class presentation, discussion

or to take a part in class activities such as to communicate between teachers and students. Harmer (2001:345) states that students are often reluctant to speak because they are ashamed and are not interested in expressing themselves in front of other people, especially when they are being asked to give personal information or opinion.

This problems happened because of several reasons. The reasons came from the students and teacher. There are some problem came from the student. First, the students shy. The student shy, because they have less of self confidence. Second, the students afraid of making mistakes and ashamed being laughed by their friends while speaking. Third, the students do not have enough vocabulary. Because they have lack at ability to make a good sentence. And the last problem came from the teacher. Strategy that used by the teachers was not interesting for the students. Thus, does not create a good interaction in the classroom.

The problems caused by inappropriate strategy that the teacher use in teaching learning process and also sometime the strategy used by the teacher is not suitable with background of students itself, such as student's age and level. It makes the students bored and unmotivated during teaching learning process. It is necessary for the teacher to choose good strategy in teaching speaking. Therefore, students will have more attention to the lesson and motivation to actively speak English.

To overcome the problems above, the English teacher of Junior High School is suggested to use an active and appropriate strategy in teaching speaking & vocabulary for Junior high school students, such as Mystery Bag Strategy, Knowledge Rating Scale Strategy, Word Expert Cards Strategy and Curiosity Box Strategy. Mystery Bags is a strategy to build relationships between words by using real object in a bag that will be guessed by students. Thus, students are able to know and understand many words based on the objects in the bag. Knowledge Rating Scale Strategy is a strategy in which students rate their knowledge of social studies vocabulary. In the process, students are given a list of words related to the topic or concept and rate how well they know each term. Rating Scales can help students to actively look at and be aware of new vocabulary and also help activate prior knowledge.

Words Expert Cards Strategy is a strategy can be used when students need to learn vocabulary from a social studies. Words Expert Cards combine direct instruction, word study in context, and peer teaching. Each student gets the job of being a Word Expert for just a few of many words to be learned. Students construct cards for each word. The teacher makes a master list of key words, generally containing 50 to 100 words.

The last Curiosity Box strategy, in which the first strategy “Mystery Bag” combined with the second strategy “Knowledge Rating Scale” and “Word Expert Cards Strategy” wick uses interesting box, card and word list to facilitate

students to share experiences through the list of word that teacher given, as well as a center of students' activities to develop interaction by creating good sentences. By using this strategy students can develop their speaking ability. This strategy is useful, because students have opportunity to practice in making conclusion about interesting material that is given by teacher. In addition teacher divides the students into group and gives time a round to each group to explain the topic.

In conclusion, using appropriate strategy that suitable for the students' background in teaching speaking can influence the students to pay attention to practice speaking English. It helps students motivate to improve their speaking ability. And the important thing is create the interactions between students and teacher, also student and student.

B. Limitation of the problem

There are some problem that are found in teaching speaking at Junior High School, such: students are ashamed to speak out their mind about the topic, students are confuse when teacher ask them to make sentences orally, students lost their self-confidence when teacher got them speaking in front of the class, students can speak English well without object or interesting sample.

In order to solve the problems as stated above, there are many strategies that used by teacher in teaching speaking, for example Mystery Bag Strategy,

Knowledge Rating Scale Strategy, Word Expert Cards Strategy and Curiosity Box Strategy. Then, writer just limits the problem; how to make students actively in speaking English and pay much attention to the topic. The writer tries to discuss Curiosity Box Strategy in teaching speaking.

C. Formulation of the problem

Based on the problem above, this paper is formulated in the following question: “How does teacher use curiosity box strategy to teach speaking for first grade of Junior High School?”

D. Significance of the paper

The purpose of writing this paper is to give contribution for English teacher, it will gain more information about Curiosity Box Strategy and also they can apply it in their classroom to force students speaking ability. Then, the students will understand English subject easily by learning speak English well confidently in groups and the students will be motivated in improving their speaking English ability. Then the last, the readers, it provides information about Curiosity Box Strategy and it can add their knowledge about strategy which can be applied in teaching speaking.

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Based on explanation before, the writer concludes that speaking is a fluent process of speaker's combining information from a text and their own background knowledge to build the meaning and comprehending the speaking process. Thus, the students need an interesting learning process that encourages them to speak confidently and interaction between teacher. Because of that, teacher should use an active and appropriate strategy, in order to facilitate students to get meaning of during speaking activity or understand the idea and information of they are speaking about.

The writer recommends one of interesting teaching learning strategy namely Curiosity Box Strategy. This strategy is adapted from several experts. Curiosity Box Strategy was first developed by Alison Kay in the 1950s. According to Pearce (1999) Curiosity Box can motivate and excite students' curiosity, as well as help create a classroom atmosphere characterized by inquiry, wonder, and scientific thinking. Christian (2007:57) said that this strategy provides students an opportunity to visualize the emergence of a professional self.

Brassell (2011:59) explain several steps as follows: (1.) To prepare the lesson, teacher prepare some boxes and collect some cards related to the topic

and place these items in a box. (2.) Teacher make a list of vocabulary word that the students wants know based on the topic. (3.) Teacher ask a student to take a card from the box and the student identify or describe the picture on the card. (4.) The first student remove the first card and the second student do the activity like the student number one. (5.) Continue discussion until all of the cards have been taken. (6.) Teacher write the following question words on the board. What? When? Where? Why? Who? How?. Teacher encourage the students to use these words to ask questions about the picture. (7.) Then, teacher ask students try to guess the new topic of study. Based on the collection of the card. And review each picture on the card.

By this strategy provides students to practice by making each student participate in conversation by convey meaning so that they are able to achieve fluency in speaking English. The creative activity will provide more interesting English speaking practice for students during the learning process, so that the students are able to become an active speaker in front of their classmates. Thus, this strategy becomes an interesting and active strategy that used in speaking class of Junior High School. It will encourage students speak or discuss an issues confidently with their classmates.

B. Suggestion

Speaking with accuracy, confidently and actively is not easy to teach for the students, especially at Junior High School, it needs more attention in teaching learning process. The teacher should be creative so the students will be easy to understand and following the guides of teaching learning process, then they do not bore during the process run. Curiosity Box strategy can be an alternative and interesting strategy to create an active speaking and interaction between students and students and also teacher and students during teaching learning process. Thus, writer proposes some suggestions to the teacher who will teach speaking by using Curiosity Box Strategy as follow:

The teacher should provide each group with a box of cards. Explain to the students that the cards in the box tell something about the content of the lesson or unit of study. Ask each group to share its thinking. Responds with interest, but do not indicate whether hypotheses are right or wrong. Allow students to keep the objects at their tables while you teach. At the conclusion of the lesson or unit of study, ask students to reconsider the meanings of the cards. Although teacher may ask students to discuss in their small groups. It is also effective to have a whole-class discussion. The teacher should be clever to be guide student to explain the material. The teacher can guide the student by creating question. These can improve students comprehension.

REFERENCES

- Arends, Richard. I. 2009. *Learning to teach*. New York: McGraw-Hill.
- Brassel, Jones. 2011. Multisensory Language Instruction : Guidelines and Activities. <http://www.Idonline.org/article>, accessed : October 18th 2014 at 15:15 PM.
- Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman, Inc.
- Cameron, Lyne. 2003. *Teaching Language to Young Learners*. New York : Cambridge University Press.
- Cook, J. Allen and Linse, Caroline, T. 2005. *Practical English Language Teaching to Young Learner*. New York : Mcgrow Hill Companies.
- Cook, V. 2001. *Second Language Learning And Language Teaching*. New York: Oxford University Press.
- Christian, Tommy. 2007. *Teaching Young Children a Second Language*. USA: Greenwood Publishing Group. Inc.
- Harmer, Jeremy. 2001. *An Introduction to Practice English Language Teaching*. Malaysia : Longman.
- Isabelle, Aaron. 2006. *Discovery Boxes : Nurturing Scientific Thinking with Novice and In-Service Teacher*. New York : The State University of New York.
- Kayi, Hayriye. 2000. *Teachig Speaking: Activities to Promote Speaking in A Second Language: TESL Journal*. Vol. XII, No II, November 2006. <http://itslj.org>. Tuesday 2015. At 15:40 pm.
- Lynch, Tony. 1996. *Communication in the Language Classroom*. New York: Oxford University Press.
- Nunan, David. 2003. *Practical English Language Teaching : First Edition*. New York : McGraw-Hill Companies, Inc.
- Richards, C. Jack & Charles Lockhart. 1996. *Reflective Teaching in Second Language Classroom*. New York: Cambridge University Press.
- Richards, C.J. and Rodgers, T.S. 1986. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.