

**USING BARBIE DOLLS AS A MEDIA IN TEACHING SPEAKING
TO ELEMENTARY SCHOOL STUDENTS**

PAPER

**Submitted as a partial fulfillment of requirements to obtain the Strata One
degree (S1) in the English Department of FBS UNP**



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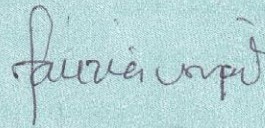
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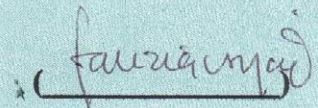
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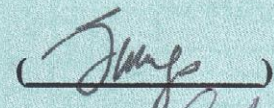
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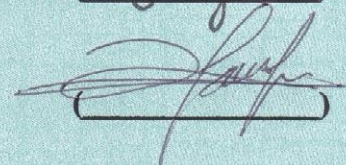
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ABSTRAK

Geby Fitrya Adrian. 2012. Using Barbie Dolls as a Media in Teaching Speaking to Elementary School Students

Siswa sekolah dasar memiliki karakteristik khusus yang berbeda dengan pelajar dewasa. Siswa yang masih dikategorikan sebagai anak – anak ini belajar melalui permainan, memiliki energi yang tampak tanpa batas dan senang melakukan aktifitas – aktifitas yang membuat mereka terlibat aktif. Selain itu, pengajaran bahasa Inggris di sekolah dasar ini tidaklah mudah karena siswa sekolah dasar cenderung mudah bosan dalam belajar. Atas dasar inilah, guru harus mampu untuk menghadirkan pengajaran yang menyenangkan, memfasilitasi kebutuhan siswa dengan tetap berpedoman pada kurikulum. Salah satu cara untuk mencapai hal ini adalah dengan menggunakan boneka Barbie sebagai media pengajaran dalam mengajarkan bahasa Inggris di dalam kelas. Dengan menggunakan boneka Barbie, siswa akan menggunakan kemampuan berbicara berbahasa Inggris dalam situasi permainan. Karena boneka ini diproduksi juga dengan set, maka siswa bisa melakukan banyak kegiatan dalam proses pembelajaran. Suasana pembelajaran bahasa Inggris akan menjadi sangat menyenangkan, mendidik dan membiasakan siswa dengan penggunaan bahasa Inggris sehari – hari. Selain itu, guru juga bisa memadukan beberapa materi tindak tutur dalam satu pertemuan.

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TABLE OF CONTENTS

ABSTRAK	i
ACKNOWLEDMENTS	ii
TABLE OF CONTENTS	iii
CHAPTER I INTRODUCTION	
A. Background of the Problem	1
B. Limitation of the Problem	6
C. Formulation of the Problem	6
D. The Purpose of Paper	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. The Nature of Speaking	7
B. Teaching Elementary School Students.....	8
C. Speaking Material at KTSP	14
D. Using Barbie as a Media	16
CHAPTER III DISCUSSION	
A. Barbie Doll As A Media In Teaching English	21
B. Using Barbie Doll In Teaching Speaking To Elementary School Students	25
C. The Advantages of Using Barbie Dolls As A Media In Teaching Speaking To Elementary School Students	37
CHAPTER IV CONCLUSION AND SUGGESTIONS	
A. Conclusion	39
B. Suggestions	40
BIBLIOGRAPHY	

CHAPTER I INTRODUCTION

A. Background of the Problem

Teaching elementary school students is usually seen as a big challenge nowadays. The fact that the students' characteristic is significantly different to other learner sometime brings teacher into misperception about the classroom. While it is common to see students running around the class, speak out loud or yelling that make the noisy class has been consistent criteria for many elementary schools. It is rarely found an elementary class that can be quiet and enjoy the silence. Rather than just writing in the notebook, students are more likely to write on some more interesting spots like the whiteboard, table or sometimes the classrooms' wall. They do the activity given at the same time they sing, dancing, jumping and many other physical actions.

It can be very stressful for a new teacher who just enters the elementary school world since the students seem to have unstoppable energy to move and playing around. The teacher is demanded to be able to locate the energy into the learning activity without waiting them to get tired with their acts; jumping, running, singing, dancing, etc. Rather, usually a tired elementary student will tend to sleep in the class than listening to the teachers' explanation. Furthermore, there are many students in the classroom that will make the teacher dizzy even more they are just six to twelve years old.

Based on the above overview of teaching an elementary school class, it is teachers' job to find a suitable teaching strategy in teaching these students.

Unlike teaching on the junior or senior high school, the elementary school students cannot be left in the class only with some modules. As these children cannot stand boring lecture, teacher have to be a great classroom manager who can engage students to the lesson. In engaging students, making students actively and emotionally involved, to the learning, teacher have to know first what are the students' learning needs and how usually they learn.

It is important for teacher to know that the elementary school students who are still categorized as young learner enjoy concrete learning that will give students exposure to English as a mean to learn speaking. As Reilly (2003:9) wrote that young learner gain their knowledge by using the five senses or in other word directly experiencing. Furthermore, these students need to be involved actively in the learning process like Peck (2001:143) stated that many students are kinesthetic learners who learn best through lesson that involve active movements in classroom activities. It can be formed in doing something, creating an artwork or simply singing a song. Similarly, Reilly (2003:39) found that moving around a lot has been young learners' basic necessity in the classroom and it is impossible to have them sit still in their chair for long time. Beside, Peck (2001:140) explained that children may learn language by playing it. For these reasons, the old lecturing method will not work on these little students. They maybe can save the lesson in their notebook in the classroom, but not in their mind outside the classroom. Since the learning objective to make students understand, not only in the classroom but they will also be able to recognize the language outside the classroom, it is

highly recommended to teacher for providing the concrete learning that the young learner need.

Despite the fact that there are many teachers who have already owned the knowledge of those students' special characteristic above, many more teachers cannot create the ideal classroom based on the characteristic; either they do not know, or simply cannot apply it. It is commonly found that many elementary school students are still taught with lecturing method. Teacher writes down the material on the white board, give a speech about it, ask students to copy to their notebook and write down some questions for exercise. The lesson will be simply ended when the students have finished answering the questions in the whiteboard on their exercise book. The teacher is usually collect the students' exercise book in the end of the class, so if the school forbid teacher to end up early, the plenty of time rest will be flooded by the teachers' speech.

Furthermore, the other awkwardness found is that many teachers prefer to stick with one module which is popularly known as LKS (*Lembar Kerja Siswa*). This module contains some short explanations and examples of the material followed by some kinds of exercises. Although there are many mistakes found in the LKS, it seems that LKS has been "the holy book" for some teachers. These teachers teach by using the LKS, they teach expressions from it, explain a little, and left the students with the module. Students are expected to learn by themselves with the LKS provided. The teacher forces the students to sit silently, bow at the module and easily understand the lesson

through the simple summary and exercises in the LKS. Of course, it will not work on these students since young learner is significantly different with adult learner who can sit still working with some papers. The teacher does not provide “learning by playing” activity; therefore there is no active and concrete learning that students demand. Because of this mistaken, the elementary school students commonly found releasing their energy by yelling, screaming, jumping and running around the class without learning something.

From the explanation above, it is known that there are some specific characteristic of young learner which teacher should consider firstly before planning a lesson. In general, elementary school students demand a fun classroom where they can be actively involved in, experience a real life and play it. Of course, none of these criteria can be fulfilled by the old lecturing method which only uses paper and pencil. Since it is impossible for students to be actively involved in the lesson, experience the real life and play only by using paper and pencil, teacher needs to facilitate the students with some media that will support the learning process. By using media in the teaching process, teacher is allowed to make students experienced in the learning by playing.

Furthermore, as an aid to the learning, media allow teacher to create a fun atmosphere in the classroom and enjoyable learning experience for students. The media itself can be found as pictures, cards, video, realia, dolls, puppets, newspaper, brochures, etc. Teacher should be able to determine which media will be used, which media will effectively support the learning

process. Additionally, teacher has to make sure that the media will increase the students' interest to the lesson and help them in learning.

From many kinds of media mentioned above, dolls are well known to use in teaching speaking. Using dolls in teaching speaking to elementary school students has been widely applied throughout the world. There are many kinds of dolls that can be easily found in Indonesia, like Teddy Bear, Mickey Mouse, Chucky, Susan doll, Barbie doll and many more. One of the most familiar dolls to students is Teddy Bear; it can be used in role play and story telling activity where students speak as the dolls. It can help students to throw away their shyness in speaking. Beside, this doll only allows students to practice some certain dialogues without providing a real context. All students do is only talking with hands holding the Teddy bear and seeing each other. This activity can be easily predicted by the students and therefore decrease their learning motivation.

Answering those minus of using Teddy Bear in teaching speaking to elementary school students, in this paper the writer propose the use of Barbie dolls for teaching speaking in elementary school which is produced more complete than Teddy bear or any other dolls. In fact, the Barbie dolls have been mass produced since long years ago and it is produced in some certain thematic set of dolls. Furthermore, this doll is designed to be completely looked-alike human being. It is more complete than other dolls mentioned above because it is also provided with Barbie house, many thematic clothes, gorgeous accessories, cars, and household details like kitchen set, TV, broom

and even bedroom set. It completely gives students real life view by also providing male doll, usually called Kent as Barbie's friend.

This set of doll can be perfectly used by the teacher to carry speaking activities in the elementary school classroom. The various thematic sets of doll can be applied to any speaking material in the elementary school. In addition, learn speaking by playing Barbie allows students to move around and actively involved in the lesson. Therefore, by using Barbie dolls as a media in teaching speaking to elementary school students, it is expected that students will enjoy learning speaking and can easily understand the speaking material at the same time they play it.

B. Limitation of the Problem

This paper only focuses on the discussion on the use of Barbie dolls as a media in teaching speaking to elementary school students.

C. Formulation of the Problem

The formulation of the problem is "How can the teacher use Barbie dolls as a media in teaching speaking to elementary school students?"

D. Purpose of the Paper

The main purpose of this paper is to describe how the teacher can use Barbie dolls as a media in teaching speaking to elementary school students. Moreover, it is also expected that the elementary school teacher can use this as an alternative media to be applied in the classroom, in order to engage and motivate the students.

CHAPTER IV CONCLUSION AND SUGGESTIONS

A. Conclusion

From the discussion before, it can be summarized that teaching speaking to the elementary school students is so challenging. It needs preparation and lesson planning before entering the class. The elementary school students which still categorized as young learner have some special needs and unique characteristic that should be considered first by the teacher. Among those special needs to be fulfilled, the use of Barbie dolls as a media in teaching speaking seems to be promising. It facilitates the young learners' need of active involvement and movement without neglecting the fact that students can easily get bored to a lesson. Besides, it also supports the students to acquire English unconsciously by the role play activity.

The Barbie doll is easy and ready to use in teaching speaking to elementary school students. Teacher can start using it from the first phase, the pre teaching phase. Then, teacher use the dolls to perform a dialogue that will be followed by the teacher. Beside, teacher also provide some dolls to students for role playing the conversation given by the teacher and performing their own-created role play.

In addition, the use of Barbie dolls as a media in teaching speaking to elementary school students brings many advantages to the English classroom. It creates a lively and enjoyable classroom that increase students' interest and motivation, familiarizes English to students' life and fulfills the learner's need

to actively involving in the activity. Besides, the activity using Barbie games allows students to develop their social interaction as they learn from their environment.

B. Suggestions

Based on the conclusion above, the writer suggests:

1. If it is possible, the teacher can provide all of students with a unit of doll within the lesson, so there will be no fighting between the students in playing the Barbie doll.
2. The Barbie doll can be used to teach almost every topic in teaching speaking to elementary school students. Teacher can add some additional activity in order to avoid students' bored of doing the same activity for many times.

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