

**DIORAMAS AS MEDIA IN TEACHING SPEAKING
MONOLOGUE DESCRIPTIVE TEXT TO SENIOR HIGH
SCHOOL STUDENTS**

PAPER

*Submitted as a Partial Fulfillment of the Requirements to Obtain the
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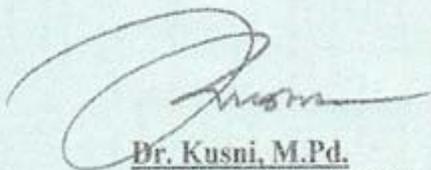
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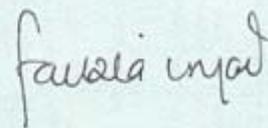
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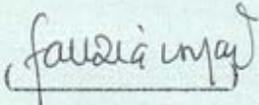
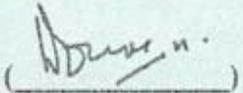
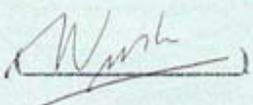
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ABSTRAK

Kurniati, Nia. 2011. *Dioramas as Media in Teaching Speaking Monologue Descriptive Text to Senior High School Students*. (Paper). Jurusan Bahasa dan Sastra Inggris FBS-UNP Padang.

Makalah berjudul *Dioramas as Media in Teaching Speaking Monologue Descriptive Text to Senior High School Students* ini membahas tentang media pembelajaran yang bisa digunakan guru mata pelajaran Bahasa Inggris dalam pengajaran Bahasa Inggris khususnya kemampuan berbicara. Ada banyak jenis media pembelajaran yang dapat digunakan dalam pengajaran Bahasa Inggris untuk keterampilan berbicara, salah satunya adalah diorama. Diorama adalah miniatur suatu kejadian, peristiwa, keadaan alam, atau pemandangan dengan latar dua dimensi, diorama adalah miniatur tiga dimensi dengan latar yang datar dan hanya dapat dilihat dari satu sisi saja. Media diorama bisa digunakan dalam pengajaran keterampilan berbicara khususnya untuk teks monolog bergenre deskriptif pada siswa SMA kelas 1 karena selain mudah dibuat, diorama juga dirasakan menarik bagi siswa sehingga dapat mendorong keinginan siswa untuk berbicara di depan kelas.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In the rule of ministry of education no. 22 year 2006 about the standard of learning English at Senior High School, it is stated that the primary competency of learning English is the competency of listening and speaking. For speaking competency, there are three parts of teaching materials taught by the teacher; transactional and interpersonal (to get things done) which includes greeting, asking and giving invitation, accepting and declining appointment, showing happiness, attention and sympathy, etc ; functional texts which includes announcement, invitation, advertisements, etc ; and monologue texts which include many types of text; recount, narrative, procedure, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and descriptive. These texts are taught to the students in order to develop students' ability in understanding, creating and delivering monologue texts. In contrary, the fact in the field shows that many Senior High School students do not have better ability in delivering monologue texts.

There are some possible reasons why Senior High School students have lack ability in delivering monologue texts as the writer found in school during her practice teaching. First, the teaching speaking for monologue text is rarely implied in motivated way. There is no media that is used during the teaching learning process. While, it is known that media is functioned as an

aid to deliver the materials in learning process. Students find it boring to learn and it makes students less motivated to get involved in the activities. Since they are not motivated in learning, they tend to skip teachers' explanation about the materials given; they do not pay attention to the explanation. As the result, when the students are asked to deliver monologue, they have nothing to say, out of ideas. Second, in teaching speaking for monologue text, teachers tend to only give texts to students. Students are asked to read and learn the texts then teachers ask them to retell the texts in front of class. Students have no concrete concept about what they are going to say. As the matter of fact, students often get confuse when they are about to deliver monologue. In delivering descriptive monologue text for instance, students have no concrete object, people, or place that they will describe. As the matter of fact, they get confuse, sometimes stop accidentally in the middle of the speech, even say nothing at all.

Teaching speaking for monologue text is not an easy job to do since English is a second language for the students. Therefore, it is the teachers' duty to find the ways, methods, or strategies of teaching English to make students motivated in the learning process. In this case, the use of media is really needed for helping teachers to overcome the teaching problems. Media can play a good role as an aid in the teaching learning process. Media can be a good solution to encourage students' involvement in teaching speaking for monologue text to Senior High School students. Students are basically

interested when teachers bring something new to the classroom and this will lead their motivation in learning process.

Actually, there are many media that can be used by the teachers in teaching speaking for monologue texts to Senior High School students. They can be pictures, videos, posters, mockups, dioramas, and many others. However, teachers need to consider the topic, purpose, and goal that want to be achieved at the end of the lesson before selecting the media. The media that are chosen surely have to match the topic of the lesson and cover all of the purpose and the goal of the teaching process. One of the appropriate medium the teachers may use in teaching monologue speaking to Senior High School students is dioramas.

Dioramas are static displays consisting of a three-dimensional foreground and a flat background to create a realistic scene. Dioramas are contained within a box, with the sides of the box providing a backdrop (Smaldino et.al, 2007). It is an interesting medium and easy to make. Besides, dioramas also cover all the teaching purpose and goal. These media can be used in teaching monologue speaking descriptive text since dioramas create a realistic scene. Students are supposed to describe what they see in the dioramas. For example a diorama about undersea habitat, a coral reef diorama. Students will describe how the coral reef look like, what objects they find in there, etc.

Using diorama in teaching speaking for monologue text is considered can solve the problems above. It is a motivated way of teaching monologue

speaking and creates a concrete concept since the students may see the object that they are going to describe directly. So, students do not have to hesitate or lack of idea about the description. Besides, the use of diorama in teaching speaking for monologue descriptive text can also help teachers in teaching. It helps teachers to explain the materials. What the teachers are going to say can be structurally organized by existence of diorama. In conclusion, in this paper the writer would like to explain about the use of dioramas in teaching monologue descriptive text to Senior High School students.

B. Formulation of the problem

The problem of this paper is formulated as follow:

“How do teachers use dioramas in teaching speaking for monologue descriptive text to Senior High School students?”

C. Purpose of the Paper

The purpose of this paper is to explain how to use these alternative media, dioramas, in teaching speaking for monologue descriptive text to the Senior High School students.