

**TEACHING SPEAKING OF NARRATIVE TEXT BY USING STORY BOXES
AS MEDIA TO JUNIOR HIGH SCHOOL STUDENTS**

PAPER

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to Obtain Strata One (S1) Degree*



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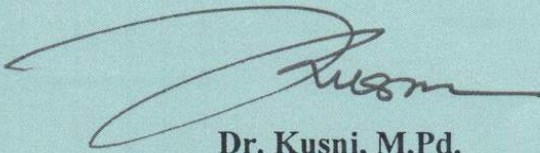
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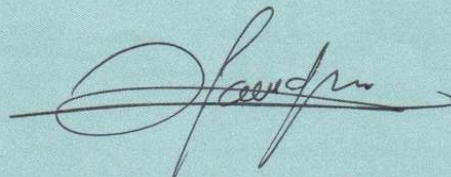
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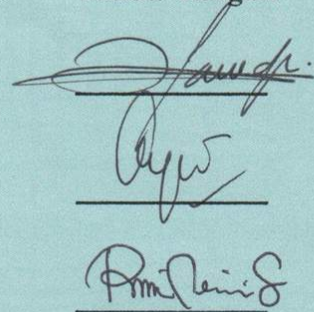
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ABSTRAK

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Berbicara (*speaking*) merupakan salah satu keterampilan bahasa yang harus dimiliki dan dikuasai oleh siswa disamping keterampilan bahasa lainnya seperti mendengar (*listening*), membaca (*reading*), dan menulis (*writing*). Dalam aplikasinya, banyak siswa mengalami kesulitan berbicara dalam bahasa Inggris. Ada beberapa faktor yang menyebabkan siswa mengalami kesulitan berbicara dalam bahasa Inggris. Pertama, siswa mengalami kesulitan karena kurangnya kosakata yang mereka miliki sehingga mereka tidak mengetahui apa yang akan mereka sampaikan. Selanjutnya, dalam pengajaran berbicara guru tidak menggunakan media yang dapat mendukung kegiatan belajar mengajar. Hal ini menyebabkan siswa tidak tertarik terhadap pelajaran yang diberikan oleh guru. Faktor terakhir, guru tidak menggunakan teknik pengajaran yang sesuai dan menarik perhatian siswa dalam pelajaran bahasa Inggris khususnya keterampilan berbicara.

Untuk mengatasi permasalahan tersebut, guru dapat menggunakan media. Salah satu media yang dapat digunakan guru dalam pengajaran berbicara untuk siswa menengah pertama khususnya siswa kelas VIII adalah *story boxes*. Pada makalah ini penulis membahas tentang penerapan *story boxes* sebagai salah satu media yang dapat digunakan dalam pengajaran keterampilan berbicara *narrative text*. Dalam aplikasinya di kelas, guru mengambil salah satu real objek yang ada di dalam *story boxes* untuk mengarahkan siswa kepada topik cerita. Selanjutnya, guru menyampaikan cerita dengan memperlihatkan objek yang ada di dalam *story boxes* satu persatu. Kemudian, guru meminta siswa untuk menyampaikan cerita di dalam grup seperti yang dicontohkan oleh guru mereka sesuai dengan *story boxes* yang mereka punya. Setiap siswa di dalam kelompok mempunyai kesempatan yang sama dalam menyampaikan cerita. Media ini sangat efektif dalam mengajar keterampilan berbicara karena siswa dapat mengungkapkan ide-ide yang berkaitan dengan topik yang diceritakan.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is an activity of communication to express ideas, feelings or opinions by using spoken language. Speaking requires people to understand linguistic and sociolinguistic competence. These competences are important to be known in order to speak effectively and appropriately in their daily life. They do not only have to know about linguistic competence such as grammar, pronunciation, or vocabulary, but also they should understand sociolinguistic competence such as when, why, and in what ways to produce language.

Moreover, speaking is not as simple as thought by people. The form and meaning of speaking depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking (Florez, 1999). Language function of speaking tends to occur in certain discourse situation so that it is not always a predictable activity. People should consider in what discourse they want to speak.

In learning language, particularly English, speaking becomes one of important skills that should be mastered by students. It caused by speaking as one of key of communications is needed by the students in all parts of life. The success of someone in learning language is always identified from one's ability to perform the language orally. The performance of someone in using language is determined how they use language appropriately and effectively in oral form.

However, based on the writer's observation and experience, there are some problems that cause the students lacks of mastery to speak. The first problem is most of the students have lack of vocabulary so that they do not know what they want to say. It means that they have an idea but they cannot express the idea orally. Then, the teacher does not use an appropriate media to support his/her teaching, so the students feel bored to study. Finally, the teacher does not use a good technique in teaching English yet, especially speaking. It can make the students become uninterested in their learning.

In teaching speaking, the teacher usually asks the students to read a dialogue and work in pairs. After that, the teacher asks them to perform the dialogue in front of the classroom. Most of the students just memorize the dialogue and even they do not understand what they say. As stated by Bailey (2003), most of the teacher use repeat sentences and memorized textbook dialogues activities in teaching speaking. Meanwhile, in real life they never use what they have memorized. As a result, it cannot improve their knowledge about speaking skill. Therefore, it needs teachers' creativity to make different atmosphere in teaching and learning activity.

Moreover, based on school based curriculum, the standard competencies of teaching speaking in junior high school are to express meaning in transactional and interpersonal text, functional text, and text types. There are five text types that should be taught at junior high school. These text types consist of procedure, descriptive, recount, narrative, and report text. Narrative text as one of text types should be taught in four language skills; they are listening, speaking, reading, and

writing. In teaching speaking of narrative text enlisted in curriculum, one of the standard competences is the students are able to express the meaning of short monologue in form narrative text using various spoken language accurately, fluently, and appropriately to have interaction with environment (KTSP, 2006). However, the teacher just focuses on teaching narrative text for reading and writing rather than for listening and speaking. Because of the reason, the students have no capability to express the meaning of narrative text as requested in the curriculum. In addition, the students are not interested in learning narrative text because the teacher does not use media that can support the material that is given to the students.

Actually, there are many ways that the teacher can do to motivate their students in teaching speaking. One of them is by using media such as picture, game, movie etc. Using media as one factor that influences the outcome of teaching speaking that can help teacher to support their teaching speaking material. Through media, it can create interaction between the students and their environment directly. As stated by Collins (2009), the interesting items in story boxes can help create a bridge between something concrete and introduces something new as the students begin to explore a story and its vocabulary. Therefore, it can help students to understand the material given by the teacher easily. Moreover, media are useful to help the teacher in selecting the material that is appropriate with his/her teaching. In addition, using appropriate media can help the teacher in delivering the lesson effectively. As a result, it can build students curiosity and motivation in learning speaking.

One of media is by using story boxes. Story boxes are miniature setting, a shoe- box-sized stage with a background and objects within it. Story boxes as media are useful to help the students in learning speaking. Story boxes will help them to practice speaking. The teacher can make these boxes by themselves, or he/she can find example of story boxes from internet. The creativity of the teacher is important to make the students more interested in learning speaking.

Based on the explanation above, the writer is interested in discussing the use of story boxes as media to help junior high school students in speaking. The writer focuses on speaking ability of the students since there is a tendency that students are considered successful in learning English if they can communicate orally. It is hoped that story boxes can help the teacher to teach their students in speaking ability.

B. Limitation of the Problem

The problem in this paper is limited to the discussion on applying story boxes as media in teaching speaking of narrative text to junior high school students.

C. Formulation of the Problem

The problems in this paper are formulated through the following question: How can story boxes be implemented in teaching speaking of narrative text to junior high school students?

D. The Purpose of the Paper

The purpose of this paper is to explain an alternative way in teaching speaking of narrative text by using story boxes as media.