#### **CHAPTER II**

#### REVIEW OF RELATED LITERATURE

In this chapter, the researcher explicates several theories through reviewing some literatures related to this study. This theoretical construct deals with three main areas, they are teaching speaking, instructional media, and puppets. Some previous study is also presented in this chapter. It provides theoretical framework which consist of:

#### A. Theoretical Framework

### I. Teaching

In classroom learning process, both the teacher and the learners use the language to interact one another. In this case speech has the priority in language teaching. According to Brown, teaching is guiding and facilitating learning. Enabling the learner to learn, setting the conditions for learning. <sup>1</sup>Teaching language is divided into teaching language "what" and teaching "how". Teaching "what" includes teaching pronunciation, vocabulary, and grammar, while teaching "how" refers to four language skills; those are teaching listening, speaking, reading, and writing.

<sup>&</sup>lt;sup>1</sup> H. Douglas Brown, *Principle of Language Learning and Teaching*, (San Francisco State University : Longman, 2000), 4<sup>th</sup>ed, p.7

### a. Teaching Speaking

# 1. Definition of Teaching Speaking

There are many definitions purposed by some expert dealing with teaching speaking. According to Brown, teaching is guiding and facilitating learning, enabling the learner to learn and setting the conditions for learning. 

<sup>2</sup>According to Hornby, teaching means giving the instruction to (a person): give a person (knowledge skill, etc). 

<sup>3</sup> Based on the two definitions about teaching, it can be concluded that teaching is a process to guide, facilitate and give learners a new experience to gain knowledge.

Some experts also define speaking as Harmers said that speaking is productive skill requires the speakers ability to produce verbal utterances to express meaning of any information and ideas, and maintain social relationship by communicating with others.<sup>4</sup> According to Hornby speaking means that to make use of words in an ordinary voice.<sup>5</sup> Both definitions have their own contribution to complete the actual definition of speaking term. Therefore, it can be synthesized that speaking is a production of specific language by human verbally in which is aimed to communicate with each other in order to express idea, opinion or feeling to get some purposes.

<sup>2</sup>H.Douglas brown, Principle of Language and Teaching ........,7

<sup>&</sup>lt;sup>3</sup>A.S Hornby, *Oxford Advanced Learner's Dictionary of Current Language* (Oxford: Oxford University Press, 1995), 37.

<sup>&</sup>lt;sup>4</sup> Jeremy Harmer, The Practice of English Language Teaching......,7

<sup>&</sup>lt;sup>5</sup> A.S Hornby, Oxford Advanced.....,1140

According to Harmer, "The goal of teaching a foreign language is to gain the ability to communicate in the target language". <sup>6</sup>Therefore, the teacher should give the students opportunities to use the target language to communicate with other. The ability to communicate in a foreign language clearly contributes to the success of the learner in school and success later in every phase of life.

There are three main reasons for getting students to speak in the classroom. First, speaking activities provide rehearsal opportunities, chances to practice real-life speaking in the safety of the classroom. Second, speaking task in which students try to use any or all of the languages they know provide feedback for both teachers and students. Everyone can see how well they are doing, both how successful they are, and also what language problems they are experiencing. Finally, good speaking activities can and should be highly motivating. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very mush conscious thought.

There are four characteristics of successful speaking activities in teaching speaking, they are :

 a. Learners talk a lot: as much as possible of the period / time are occupied by learner talk.

<sup>&</sup>lt;sup>6</sup> Jeremy Harmer, *How to Teach English*, (Longman :Pearson Education Limited, 2007), 123

<sup>&</sup>lt;sup>7</sup>Jeremy harmer, *How to teach English*, (Longman: England, 1998), page. 94.

<sup>8</sup>lbid... 87

- b. Participation is even; Classroom discussion is not dominated by a minority of talkative participants, all get a chance to speak, or as participator.
- c. Motivation is high; learner are eager to speak, because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
- d. Language is of an acceptable level; learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy. 

  In the inhibition, learners are often inhibited about trying to say things in foreign language in the classroom; worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. According to Penny Ur, the problems are including inhibition, nothing to say, low or uneven participation, mother-tongue use. 

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## b. Teaching Stages for a Speaking Activity

Teaching speaking can be various activities. Thornbury suggests that teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become talking classrooms. <sup>11</sup>In other words, students speaking abilities will be improved if the teacher creates different

<sup>&</sup>lt;sup>9</sup> Penny Ur, A Course in Language Teaching, (Cambridge: Cambridge University Press, 1996), p. 120

<sup>&</sup>lt;sup>10</sup> Penny Ur, A Course in Language Teaching. (Cambridge: University Press, 1996), p.120

<sup>&</sup>lt;sup>11</sup>Ibid., 87

challenging activity that is required students to speak. For an effective speaking lesson, teachers need to be aware of, knowledgeable about, and familiarized with the teaching stages of a speaking activity. Carolina Terry says that teaching stages for a speaking activity are pre-communicative stage, practice stage, and communicative interaction or production stage.<sup>12</sup>

During the pre-communicative stage teacher introduce the communicative function, highlight the fixed expressions, point out the target structure, provide students with the necessary vocabulary and provide students with the language of interaction. Next, during the practice stage includes correcting, prompting students if necessary, monolingual dictionaries, and aim for intelligibility. Therefore, during the communicative interaction or production stage is encourage language negotiation, take note of any aspects that may hinder communication (pronunciation, vocabulary, grammar) and respect students wait a time.

Another definition of teaching speaking is explained by Hughes as the following:

"Teaching speaking is to teach English language learners to produce the English speech sounds and sound patterns. (1) use words and sentence stress, intonation patterns and rhythm of the second language: (2) Select

<sup>12</sup>Carolina Terry, *How to Teach Speaking in an EFL Class*. Academic Supervisor. (Ministiry of Education: ICPNA San Miguel, 2008), page 5.

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<sup>&</sup>lt;sup>13</sup> Jeremy harmer, *How to teach English*, (Longman: England, 1998), page. 94.

appropriate words and sentences according to proper social settings, audience, situation and subject matter; (3) Organize their thoughts in a meaningful and logical sequence; (4) Use language as a means of expressing values and judgments, and (5) Use the language quickly and confidently with few unnatural pauses, which is called fluency". 14

# c. Teacher's Roles during a speaking lesson

Harmer said that teaching roles during a speaking lesson as follows organizer, prompter, observer, participant, assessor, feedback provider and resource. <sup>15</sup>As an organizer, teacher get students engaged and set the activity. Prompter provides students chunks not word then observer, the teacher analyze what causes communication breakdown thus, participant do not monopolize or initiate in the conversation. As an assessor when the teacher record mental or written samples of language produced by students. Then, in feedback provider teacher tell students how proficient their performance was. The last is resource when teacher provide students with tools to improve their oral performance.

#### d. Learning Media

At English lesson for young learners should be involved up from task, learning media and activities. On the other, there should be learning media that facilitate young learners to learn something new. In view of, the

<sup>&</sup>lt;sup>14</sup> R. Hughes, *Teaching and Researching speaking*. 2002. Great Britain: Pearson Education.

<sup>&</sup>lt;sup>15</sup>Jeremy harmer, *How to teach English*, (Longman: England, 1998)page . 94.

characteristic for young learners, learning media should appeal students' attention and give opportunities to young learners to interact one another. A good learning media should satisfy the students to produce and use the language unwittingly. Moreover, Brewster, Ellis, and Girard stated that visual support is very important to help submit meaning and to help the students memorize new vocabulary<sup>16</sup>.

### 1. Definition of Media

Languages are taught and learnt in various places, some in informal settings, others in formal contexts, such as in classroom. Language teaching, especially English in the classroom is a process that involves both teacher and student. <sup>17</sup> Teacher must create learning situations, which are not too difficult for the student, so that the student can actively participate in teaching learning process. To create such kind of that situation, the teacher needs instructional media.

Media help to establish the conditions for the learners to identify or describe someone or something. There are some experts who give their opinions dealing with media:

March 3, 2012)

<sup>&</sup>lt;sup>16</sup> Brewster, J. & Ellis, g. 2002. The Primary English Teacher's Guide:London:Penguin Longman. 86

<sup>&</sup>lt;sup>17</sup> Mona Khameas, (http: General-Instructional-Objective/Cari-Ilmu-Online-Burneo.html Accessed on

- 1) Harmer states that "as a language teacher, we use a variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.<sup>18</sup>
- 2) Lever-Duffy and McDonald states that media are technologies that are used to facilitate the teachers.<sup>19</sup>

From the explanation above, it can be concluded that media are means for transmitting or delivering massages to motivate students in learning.

Instructional media is a mean of communication used to carry message with instructional intended.<sup>20</sup> English teachers are recommended to use instructional media. In my opinion, the reasons of using media are to motivate the student to learn, to increase their interest, and to extent the channel of communication between the teacher and the student, so that the teaching process can be more communicative and effective.

<sup>&</sup>lt;sup>18</sup>J. Harmer. 2001. *The practice of English Language Teaching*. Edinburg Gate. Harlow: pearson Education Limited. Page 134

<sup>&</sup>lt;sup>19</sup>Lever-Duffy, Judy and Jean B. McDonald. (2009). *Teaching and learning with technology (Third edition)*. Newyork: Pearson Education, Inc. Page 61

<sup>&</sup>lt;sup>20</sup>RosiAnjarwati as quoted Heinich in KasihaniKasbolah, *Bahan Ajar Foreign Language Teaching Media* (Malang: University Negeri Malang, 2001), page 3

#### 2. The kinds of Instructional Media

There are three kinds of Instructional Media (Teaching Aids) used by English Teacher, They are :<sup>21</sup>visual media, audio media, and audio visual media.

#### a. Visual Media

Visual media is media that can be seen and touched by the students. These media include picture, photograph, wall charts, flashcard, flannel board, puppets, slide projector, overhead projector and etc.

#### b. Audio Media

Audio media is media that is usually used to teach listening comprehension skill. The examples of Audio Media are radio, tape recorder and etc.

### c. Audio-visual Media

Audio-visual media is a kinds of media that can be seen and heard by the students. The examples of this media are: television, VCD, DVD, and etc.

Among these three groups of media, visual media is relatively cheap and easy to be developed. Build the file and engage the students also encourage students to use the transparency picture file in their understanding.

Instructional media has several functions. According to Dale in Kasbolah, there are several matters that media can give for teaching process such as heighten motivation for learning, provide freshness and

<sup>&</sup>lt;sup>21</sup> Mona Khameas, (http: General-Instructional-Objective/Cari-Ilmu-Online-Burneo.html Accessed on March 3, 2012), 11

variety, appeal to students of varied abilities, encourage active participation, give needed reinforcement, assure order and continuity of thought and widen the range of studentsexperience.<sup>22</sup>

Based on the statement above, instructional media can make student more motivated and they experience more variation and rich quality..Brown in Kasbolah states that the functions of media are to save time, stimulate interest, encourage students' participation, provide a review, help the students learn communicative ideas visual, provide medium for individual or group report, make the classroom dynamic and relevant and attractive.<sup>23</sup>

From various functions of instructional media above, it can be concluded that instructional media is really important in teaching learning process. English teachers need to use instructional media in achieving the teaching objective. However, it demands more attention and ability of the teacher to use them in order that their use become more effective.

Wright in Kasbolah mentions some advantages of about selecting media. First it will be easy to prepare. Second, it will be easy to organize in the classroom. Third, it will be interesting to the students and teachers. Fourth,

<sup>&</sup>lt;sup>22</sup>RosiAnjarwati as quoted Dale in KasihaniKasbolah, *Bahan Ajar Foreign Language Teaching Media* (Malang: University Negeri Malang, 2001), page 12.

<sup>&</sup>lt;sup>23</sup>Ibid.,12.

the language and the way teacher wants the students to use the media will authentic to the activity.

## III. Puppets

### a. Definition of Puppet

Although there are still not clear about the use of puppet to the first using to teaching.<sup>24</sup> Helena Aikin tell that puppet are useful tools in the English classroom as they provide an excellent means of introducing new language through stories and conducting creative follow-up activities. However puppet has been use in India for more than four thousand years.<sup>25</sup>

Concerning to puppets, the researcher said that puppet is a language that conveys feelings, ideals, and passions with a combination of gestures and words that can be used to present inanimate object in the form of human life character. Puppets can help to improve communication skills, overcome language barriers, and teach self-control. It can also make the students feel comfortable with and upon up to the world.

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<sup>&</sup>lt;sup>24</sup>Child Resource Centre, *Learning and Teaching through Puppets*. India: CHETNA. The Internet Books.(English Teaching through Puppet.pdf, 1995), 3.

<sup>&</sup>lt;sup>25</sup>Helena Aikin, *Young Learners. Creating a Positive and Practical Learning Environment.* Published by IATEFL. (the British Council, 1998), 22

According to the Peyton, puppets does widely recognize their beneficial influence on learning and social all ages.<sup>26</sup> It means that puppet language is unique in its ability to help teachers and children learn from one another, grow, relate opening, to be self-confident and self-expressive.

# **b.** Types of Puppets

Some countries in the world have different puppet. Puppet can be divided into the way the puppets are presented. The common puppets are glove or hard puppets, string puppet, rod puppets and shadow puppets.<sup>27</sup>

# 1. Glove/Hand Puppets

Glove or hand puppets are very simple and easy in to perform because this puppet is move by presenter's hand. Glove or hand puppet needs skill in playing glove or hand puppet. String puppets are types of puppets which are quite difficult to perform because the puppet performances are controlled by string according to different part of puppet's body like hand, head, and leg.

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<sup>&</sup>lt;sup>26</sup>Jeffrey Peyton, "The Promise of Play: A Paradigm for Deep Reform in Education." (Puppet tools).http://www.puppetools.com/getpublicfile.php?fid=146, accessed on March 15, 2012.

<sup>&</sup>lt;sup>27</sup>Child Resource Centre, *Learning and Teaching through Puppets*. India: CHETNA. The Internet Books.(English Teaching through Puppet.pdf, 1995), page 1.

### 2. Finger Puppets

The Finger puppet is a simple puppets variant which fits onto a single finger. Finger puppets are decorated with eyes and mouths made out of fabric or other materials. Each finger should contain a face with a different expression, characters or look.

# 3. Shadow Puppets

Shadow puppets are flat puppets that are control on a screen with a light behind or above the screen, and the audience only uses the shadow of the puppet. This puppet is simpler to be applied and effective for large audience. Shadow puppets are operated from behind the screen so, what the audience actually sees are the projected shadows. The nearer to the screen, the smaller and clearer the images; as the audience move further away they become blurred and increase in size<sup>28</sup>.

The teacher also gives some examples of some puppets that commonly use in teaching such as sock puppets, stick puppets, and paper bag puppet. Other type of puppets generally can be created called hand

<sup>28</sup> Helena Aikin, *Young Learners. Creating a Positive and Practical Learning Environment.* Published by IATEFL. (the British Council, 1998), 23.

puppets, jumping jack puppets, box puppets and frog or bird finger puppets.<sup>29</sup>

## c. The Techniques of Using Puppet in Teaching Speaking

Puppets is one of visual media. The use of puppets is essential in education. Some puppets are much useful for language learning than others. Students using puppets in order to improve their visual literacy and also create the students interesting. The students will have full attention and their imaginative power is stimulated by meansof the pictures as says by Wright, "Imaginative students with same language to work with can use puppets as stimulate for original story creation". But, all of that depend on how the teacher applies that puppets the teacher must more creative and have a good technique to deliver the material to the students.

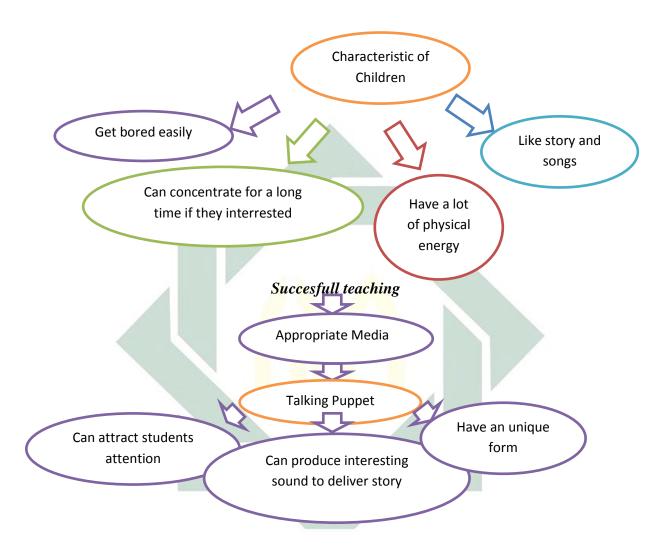
The ADDIE model is chosen as the instructional design model for students at the first grade. It is because this model is simple and less complicated. In this model, there are some stages to be considered as a main concept, those are :31

<sup>29</sup> W H Miller, *Strategies for Developing Emergent Literary* (United States of America: The MC Graw-Hill Companies. Inc, 2000), 203-206.

<sup>&</sup>lt;sup>30</sup>Andrew Wright, *Puppets and picture for language learning*, page 23.

<sup>&</sup>lt;sup>31</sup>J. Richards., Curriculum Development in Language Teaching. 2001.: Cambridge University press.54

Picture 1.1



Puppetry is expected to help young learners encourage their English learning. Puppets can be as a mediator between teacher and students that help students to express their thoughts bravely because the puppet will help them and they can follow the lessons uninhibited<sup>32</sup>. Moreover, Linse stated

<sup>&</sup>lt;sup>32</sup> C. Linse and Nunan. *Practical English Language Teaching :Young Learners*. 2005. New York : Mc. Graw Hill.54

that the puppet can create tension, curiosity, and excitement and it can be used to impart knowledge by repeating something said or repeated wrongly so that the students have to correct it. In accordance with Martin, Ozdeniz states that when a child speaks through the puppet, it is not the child who is perceived as making errors but the puppet, and children find this liberating.<sup>33</sup>

Puppet makes children more confident to speak as Linse states a child who developmentally is too shy to speak to an adult in front of his peers, may feel very comfortable when the same adult is holding a puppet and speaking to the child as the puppet.<sup>34</sup> Besides, the puppet can help teacher represent the foreign language in authentic way. Young children can usually accept puppet as non-threatening, sympathetic friends.<sup>35</sup>

It is important to know that all basic techniques of using puppet in teaching speaking can be practiced without puppet, but we must know the appropriate way to used puppet. According to Reyhmer, there are five basic techniques of using puppets:<sup>36</sup>

<sup>&</sup>lt;sup>33</sup> J. Bell. Puppets, Masks, and Performing Object. Cambridge University Press. 2001. 9

<sup>&</sup>lt;sup>34</sup> C. Linse and Nunan. *Practical English Language Teaching :Young Learners*. 2005. New York : Mc. Graw Hill.54

<sup>&</sup>lt;sup>35</sup>Hutchinson, T. and Water.English for Specific purposes.Cambridge: Cambridge University Press. 1987. 52

<sup>&</sup>lt;sup>36</sup>Tomlinson, Materials development in Language Teaching.Cambridge: Cambridge University Press. 98

### 1. Lip Synchronization

Synchronize the opening of the puppets mouth with the spoken words. The puppeteer should avoid moving the mouth at random during a sentence. How save the wide mouth openings for exaggerated or loud expression.

#### 2. Mouth Action

Practicing to pen the puppets mouth by moving the puppeteers thumb downward without moving his fingers upward. A slight forward thrusting of the hand may help when first starting out. This kinds of actions will make sure the bottom jaw moves and not the top of the puppets head called by "flipping the lid"

### 3. Eye Contact

The puppeteer should look the audience regularly. If the stage is elevated, the puppeteer will want his puppets to look down a little more than usual, rather than over the heads of the audience. This will ensure more effective eye contact. This is achieved by simple adjustment of the wrist angle.

### 4. Posture

To make the puppet appear naturally, good pasture cannot be ignored.

To achieve this, the puppeteers arm must be held at right angles to the

floors with the hand level. The puppeteers should not allow puppets to learn from side or learn on the stages.

#### 5. Entrances and Exits

There are many ways to enter and exit puppet, one of the ways is to make the puppet appears as if it is walking up or down a ramp. This movement uses the whole arm and requires the puppeteers to keep his fare arm straight up and down while the wrist remains relaxed using motion. From the explanation above it is clear that each technique has its own characteristic. The researcher used the mouth action technique because it was easier to be done. It was not difficult to do and iot looked simple.

### d. Advantages Using Puppets in Speaking

Using puppetsin teaching and learning process it may give some advantages. The advantages are supported by Cuenca and Carmona who state that as the student identifies with the puppet; he/she is being able to speak without feeling shy on insecure. Some other advantages that this short of shadow with other advertisements are to add variety to the rough of learning situations, to change the pace of lesson and so maintain

motivation.<sup>37</sup>So, to increase student's communication and decrease the teacher's domination of the classroom and to encourage student's participation and can remove the inhibition of those who feel intimidated by formal classroom situation.

Based on Lewis, The purposes of teaching speaking using puppets are:

- 1. To develop students imagination and creativity
- 2. To provide opportunities for students to share oral interpretations
- 3. To provide a supportive environment for experimenting with voice and language<sup>38</sup>.

# **B.** Review of Previous Studies

In this part, the researcher will explores the previous study conducted by other researchers that have similar focus with this study.

Reviewing on the previous works, this study begun by reflecting on the study that had similar focus on writing skills. It comes from RizkyMulianaPrimadani with her thesis entitled "The Use of Animal Puppets in Teaching Speaking on Narrative text to the eighth grade students of SMPN 28 Surabaya"The results of that research were: the researcher finds some

<sup>37</sup>C M Cuenca-Fernandez Carmona Rodriago, *Puppet Shows in the English Class* (English Teaching Forum, 15(3) 1987), pages 42-44.

<sup>&</sup>lt;sup>38</sup> Lewis, J. 1973. Types of Puppet.London: Longman, group. Ltd. Page 82.

categories and the reasons of studentschose to used animal puppets. Meanwhile, usually teacher rarely used media to the students to speak confidently, so that most of them were not able to speak fluently. To avoid this, the teacher should use media of speaking in order to encourage the students to speak up and express their feeling. and the researcher recognized the solutions from the teachers toward students' used animal puppets that was appropriate media in teaching and speaking. However, the researcher also wanted to know the students' result in speaking narrative text using Animal Puppets media through the students performance result.<sup>39</sup>

Other past research came from James Edward Thomas, M. A "Teaching Speaking Skills", Master's Diploma Thesis from Masaryk University Faculty of Arts. The result showed that Overall, it could be observed that Czech teachers allowed less time for speaking and created fewer opportunities for speaking in class. When Czech learners were asked to express themselves, they were likely to be corrected more than Austrian learners. They were also likely to hear less English in their lessons, use fewer authentic material like puppets, picture, video, and music.<sup>40</sup>

<sup>&</sup>lt;sup>39</sup>RizkyMulianaPrimadani, *The Use of Animal Puppets in Teaching Speaking on Narrative text to the eighth grade students of SMPN 28 Surabaya*". English Education, Languages and Arts Faculty, State University of Surabaya

<sup>&</sup>lt;sup>40</sup>James Edward Thomas, M. A "*Teaching Speaking Skills* ", Master's Diploma Thesis from Masaryk University Faculty of Arts.2011

The other study was written by HanifahUmi, "An experimental study on the eighth grade students of SMPN 2 Mayong in the academic year of 2008/2009". In the research, the findings contributed whether motivation and learning outcomes in writing skills of students. The result of this study showed that using puppets as a medium at teaching written descriptive text was very beneficial for the students. <sup>41</sup>

Reflecting on the other research, the researcher accordance to the research conducted by Raynessa Noor Emiliasari, under the title "Teaching English to Young Learners Using Puppet: A case study in one of primary schools in Sumedang Region". The result showed that the rate number of teachers' beliefs in using instructional strategies using puppets, ensuring student engagement in class, and managing classroom reach the level at 7,71 which stated that they are fairly adequate Based on this research, the researcher tried to make it specifically by pointing out make students more enjoyable and brave.<sup>42</sup>

Finally, the researcher concluded that those all previous studies significantly have the differences with this research. The differences between this research and previous research is the focus objective of the study. In Raynessa research it was focused on analyzing to what extent does

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<sup>&</sup>lt;sup>41</sup>HanifahUmi, "An experimental study on the eight grade students of SMPN 2 Mayong in the academic year of 2008/2009".2009

<sup>&</sup>lt;sup>42</sup>Raynessa Noor Emiliasari, "Teaching English to Young Learners Using Puppet: A case study in one of primary schools in Sumedang Region"

puppetsimprove teaching English in primary school. And, it just focused how the influence puppets in teaching process. But, in this research focused how puppets to be implemented in teaching learning process especially in speaking English. The objective of the study by UmiHanifah was find out whether there was any significant differences in the achievement between the students who were thaught using hand puppets. But, in this research focused on how the implementation of puppets in teaching speaking. However, those literatures influence this research as the foundation. This research focused on correlational research to identify influence among variables (puppets as media for speaking English).