**CHAPTER II**

**REVIEW OF RELATED LITERATURES**

In this chapter presents about feature of speaking, the aspect of speaking, teaching speaking, the activities of teaching speaking, instructional media, criteria of choosing media and puppet.

**A. Nature of Speaking**

Language consist of four skills, they are listening, speaking, reading, and writing. One of the language skills is speaking. As long as we live and hold social relationship, we will never leave speaking. Speaking as a fundamental to human communication it’s mean that speaking is used to interact and communicate by someone to others. In all of life activities of course, speaking is needed. Although other tool communication (writing) can be used in daily life, but speaking has more capacity of the use in daily live. For example, to call or great someone, it is impossible to use written communication. To express our feeling when we are happy or sad and to show ideas in a meeting, speaking became a vital function.

Speaking is not only used to interact with other people but also used to get information. Thornburry, (2005:13) mentiones that: “there are two main purposes of speaking. Speaking has function as transactional function related to convey information and interactional function related to establish and maintain social relationship”.

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As one of skills in language, some people assume that speaking is more difficult than other skills.

Bailey (2003:48) states that there are two reasons for why speaking consider to be more difficult than any other language skills.

 Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in real time: usually the person you are talking to is waiting for you to speak right then. Second, you cannot edit and revise what you wish to say, as you can if you are writing.

Many people want to speak fluently but in many chance they still failure in speaking. They not prevented by the acquisition, grammatical and lexical knowledge of the speaker but about practicing. Shortage of opportunities for practice is an identified as in important contributing factor to speaking failure (Thornburry,2005:28).

In speaking activities, the students usually get some problems that make them are difficult to speak or say anything. Sometimes it can be hoped based on many reasons. They can feel shy in speaking or they lacked by vocabulary.

Ur (1996: 121) states that: the problems which are usually gotten by students with speaking activities are inhibition, nothing to say, low or uneven participation and mother-tongue use. *First*, inhibition in speaking is can be hoped because some reasons such as, the students are worried about making mistakes or feel shy of the attention that they get after speaking. *Second*, nothing to say problem can be faced by students not only because they are shy or worried but also they don’t have motive to speak or express their feelings. So, they decide to silent. *The third* problem is low or uneven participation. In this problem usually only one or some students who want to speak and other students more enjoy to be audiences. And *the last* problem is mother –tongue use. The students faced this problem if almost of them have same mother tongue. They feel unnatural if they have to use foreign language and more like to use mother tongue.

**B. The Aspects of Speaking**

In speaking, there are five aspects to be mastered if people want to speak well. Speaking consist of some aspects, they consist of grammar, accent, vocabulary, fluency and comprehension.

1. Grammar

Grammar is a description of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language (Richard, 1999:161). Grammar used to know the function of the words whether as noun, verb, adjective, etc. For example;

1. Father drinks a glass of water
2. My mother waters the flowers everyday

There are two sentences use two same word “water”. Although they use same word but they have different function. In the first sentence, water has function as noun but in the second sentence “water’ has function as verb.

By using grammatically well, someone will speak accurately. In the other hand, if someone talks or speaks by using grammatically errors, his/her ideas will not get across easily.

2. Accent

Accent is an emphasis given to a syllable or word by means of stress or pitch (Hornby, 1995:6). Accent focused on pronunciation. When speaker says, he/ she will give an emphasis to certain words suitable with pronunciation. For example, the symbol on the *e’s* in résumé. Its mean that the emphasize of the word is located on the *e*.

3. Vocabulary

Vocabulary is the total number of words in a language (Hornby, 1995:1331). One cannot communicative effectively or express their ideas both oral and written form if they do not have sufficiant vocabulary. So, vocabulary means, the appropriate diction whic is used in communication. Someone cannot give information accurately if he/she is lacked by vocabulary. He/she can give wrong information is caused he/she did not find the words to express or give information. If someone has sufficient vocabulary it will help him/her to communicate and interact with other people.

4. Fluency

According Richards, (1999:141):”The features which give speech the qualities of being natural and normal, including native – like of pausing, rhythm, intonation, stress, rate of speaking, and use of interjections. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency includes a reasonably fast speed of speaking and only.

5. Comprehenshion

Comprehension is the power of understanding (Hornby, 1995: 235). For oral communication certainly requires a subject to respond and to speech as well as to imitate it. If we review to the functions of speaking as transactional and interpersonal function, comprehension is the one important part to catch these functions. The speaker will be able to communicate or interact to other people if there is understanding about the topic or speech. It can be hoped if there is comprehension between the speaker and listener.

Sometimes there is misunderstanding that disturbs comprehension between the speaker and listener. It can be hope because some reason such as, speaker used grammatically errors, background knowledge between speaker and listener that cause them have different expectations about the topic, and they don’t share sociocultural rules of appropriacy. To keep understanding and maintain comprehension between speaker and listener speaker has to control the use of language that is possible to be understood by the listener.

Murcia and Olshtain (2000:166) state that: in attempt to ensure proper interpretation by the hearer, the speaker has to be concerned with factors of form (specific to the oral medium), which are linguistically controlled, as well as factors of approciacy, which are pragmatically controlled by the speech situation and by the prevailing cultural and social norms.

**C. Teaching Speaking**

Likes is explained before, as a fundamental to human communication, speaking is important to teach of students. During their live, they always need speaking not only to convey information but also to hold relationship with other. Based on these reasons is important.

Actually, as we know that language learning is related to the interaction with other people. When learning speaking, of course the students have to practice it in every time to make their speaking fluent.

It is important to be understood that language is a tool of children to do something or convey information through their words exactly speaking. It is often found children are talking with themselves and it shown that they need speaking in their live. One of the ways to develop their speaking is by using teaching speaking.

As long as we know, students are taught speaking by having repetition and recite dialogues. Repetition is hoped to make students become familiar with sound and structural patterns of the target languages. Recite dialogues are hoped the students can interact with other people and try to express their feeling to each other. Of course from the phenomena can be assumed that during the time the students have spent much time by repetition of the teacher without practicing. It is also far from the teaching speaking itself.

At the time there are many activities are served in teaching speaking such as, discussion, role play and others. Teacher can choose the best activities that hoped can improve the speaking ability of the learners. Especially for young learners, the activities in teaching speaking must be fun and interesting. Scott and Yeterberg (1999:31) states that: in their own language children are able to express emotions, communicate, intentions and reactions, explore the language and make fun of it, so they expect to be able to do the same in English.

**D. The Activities of Teaching Speaking**

Speaking is a productive skill. It involves putting a message together, communicating the message, with interacting with other people. In teaching English, we need to encourage the learners to practice both production and interaction. Production here related to the learners’ ability to produce sound and practice to speak. Interaction related to the learners to interact, communicate or hold relationship with other people. Sometime we want to get the learners to practice producing error-free language; at other time we want our learners to concentrate more on interaction and on becoming more fluent.

Learners, especially young learners will find difficulties in speaking that it prevents their processing to catch the speaking ability. One of the problems found is sometimes they are still influenced by their native language when they are speaking English. This is because their vocabulary is limited. Scoot and Ytreberg (1999:33) states that teacher also finds that the children will often naturally insert their native language when they can’t find the words in English. Therefore, the teacher must provide some activities that will foster the use of English among young learners.

Speaking activities that concetrate on getting learners to produce sounds, phrases, or grammatical structures range from activities which are controlled by teacher until activities where the learners have more freedom to choose the language they use. Controlled activities generally focus on the learners producing language accurately, while less controlled activities focus on the learners’ fluency. In controlled activities usually the teacher gives guided to do his/her instructions. For example, the teacher uses pictures or objects or miming to help the learners understand the content and practice the words-telling the time, asking about the objects etc. In contrast, less controlled activities in speaking usually the teacher gives free activities. For example, the teacher asks the young learners to speak what they want to say.

English Teachers should create a classroom environment where student have real-life communication, authentic activities, and meaningful task to promote oral language.

There are many kinds of speaking activities that can be held by the teachers and learners:

1. Role play

One another way of getting students to speak is role-playing. Role play can be like mini- dramas (Lindsay and Knight, 2006:67). Role play can encourage general oral fluency and train students to act in certain situation. According to Murcia and Olshtain (2000:177) Role play is an excellent way in which to simulate, in the classroom, real communication that is relevant to experiences outside the classroom.

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, teacher gives information to the learners such as who they are and what they think or feel based on the character. Role-plays simulate the real world in the same kind of way, but the students are given particular roles – they are told who they are and often what they think about a certain subject. They have to speak and act from their new character’s point of view (Harmer, 2007:125).

Young learners can be someone else, for example their teacher, parents, seller or other simple characters for them. They asked to act and speak like those characters. Actually in the real role play, the language used comes from the learners themselves but for the young learners, the teacher can give them a model first by acting with doll. After giving a model, the young learners can repeat it.

2. Information Gap

We often interact with other people to give or ask for information. If one learner knows or can see something that the other doesn’t, this gives them a genuine reason to speak (Lindsay and Paul, 2006:65). In this activities, students are supposed to work in pairs. One student will have the information that other partner does not have and the pair will share their information.

The activities include information gap are describe and draw, describe and arrange, find differences, etc. In describe and draw activity, one learner has one picture and has to describe it to the partner who draws the picture. Describe and arrange activity, learners have to arrange the object based on the instructions from a partner. In find differences activity, in pairs each learner has a similar picture but with some differences. In this case, they have to describe their pictures to each other in order to find the difference.

3. Story Telling

Storytelling is a universal function of language and one of the main ingredients of casual conversation (Thornburry, 2005:95)”. Story telling can briefly summarize a tale or story which they had heard from somebody before hand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, includind the characters and setting a story has to have.

In storytelling, both of teacher and students can include inside. The teacher can start to tell a story at first then the students are asked to retell the story. Of course, the teacher chooses the suitable stories for young learners. The teacher has to choose the stories that have education messages for the students. The teacher can tell stories about familiar stories such as snow white, Malinkundang, si Kancil and other stories. When choosing stories for the young learners, the teacher has to pay attention about some aspects. For example, the teacher has to choose simple words when he/she was telling, the stories are telling about something attractive and simple plots likes, about animals and other.

4. Picture description

Another activity in speaking is picture description. Students are given one picture and having them describe what in the picture is. For this activity, students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokeperson for each group describe the picture to the whole class. This activity foster the creativity and imagination of the learners as well as their public speaking skills.

5. Communication games

There are many cmmunication games that used in speaking activities. All of them aim to get students talking as quickly and fluently as possible. The games and their characteristics hoped able to increase the speaking fluency. The games can be used for the young learners such as guessing games and 1 spy. In guessing games, the teacher shows something in a box or thinks about something and asked the learners to guess it. The learners use yes/ no questions to guess it.

 For example; Student (S): Is it a toy?

Teacher (T): No, it isn’t.

 (S): Is it some chocolate?

 (T): No, it isn’t.

 (S): Can you it?

 (T): Yes, it can

 Other game that is used is 1 spy game. In this game the teacher can choose something in the classroom, for example blackboard. The teacher only can give the first letter of the thing, it is b, the first letter of blackboard and the student has to guess it. Te students can play this game itself or in groups.

**E. Test of Speaking**

Testing for speaking is very important aspect of language testing. By testing, students are hoped to show their ability in language as a result from their efforts in learning. In testing speaking, the teacher can promote the activities or techniques to measure the students’ ability. Some activities or techniques in testing speaking are;

1. Reading aloud

One of the techniques in testing speaking is reading aloud. This technique are usually is used when the examiner want to access pronunciation. In this technique, the student is given a short time to glance the text or the sentence before being required to read aloud. Reading aloud technique is easily to be administered by selecting a sentence or text properly and recording test-taker’s; the scoring in this technique also relatively easy because test-taker’s oral production is controlled.

1. Picture cued

Using pictures, maps, and diagrams can be used to access oral production. in this technique the student is given a picture to be studied in a few minute and asked to describe the picture in limited time (e.g. two or three minutes). The right selection of the picture to be used in testing can help to control this testing.

1. Oral interview

The most common form of testing speaking is oral interview. Oral interview is activity where is the teacher gives questions to the students and they are asked to answer the questions. Like other oral production examinations, the scoring of the oral interview is more subjective and has low reliability. Sometimes the student’s performance in oral interview not reflect the true of student’s ability.

The solution of this problem can be given by dividing between the testers. Dividing it mean, the student who wants to tested sits in the class and other students asked to stand outside.

**F. Instructional of Media**

**1. Definition of Instructional Media**

The word media comes from latin “medius” which means “middle”. In generally, all of media is the intermediary for the spread, carry, or convey something to the recipient of messages and ideas (Wani,2010).

Munadi (2008:7) states that: instructional media is everything that can bring and convey messages from the resources to the receivers to establish the conducive learning environment that it is hoped the receivers can learn efficiently and effectively.

Sadiman et al (2008: 7) state that instructional media is everything that can be used to spread messages from the sender to the receiver in the effort to stimulate the opinion, feeling, attention and interest of the student that is hoped the learning process can be done.

From the definition above we can conclude that media can be used as facilities to deliver information from sender to receiver, in this point are teacher and students. Media can be used in teaching and learning process. By media process teaching and learning will be done easily.

In teaching English, teacher can use media to stimulate the students’ attention more. Of course, the use of media has to be done effectively and efficiently.

Learning process of young learners will be more effective with the use of media. It related to the characteristic of young learners who more like the concrete learning or direct experiences. Media will make them more interested to the learning. The activities and duties which are given with color picture or other concrete objects will make them happier.

The use of media in teaching and learning process has some benefits. The students can catch and maintain the information in memory well. The teaching and learning process can be done more interesting because the clarity and messages, appeal an arbitrary image can lead the students to analyze and think. Its mean that media has motivation aspects to attract the students. Another benefit of the use of media is the media can create the interactive teaching and learning process because it can reduce time to deliver the lesson contents of the sufficient quantity and students can absorb many contents in an optimal learning.

**2. Kinds of Media**

There are some choices of media for the teacher to use in the teaching and learning process. The selection of media, of course, should match with the teaching objectives.

**a. Audio Media**

Audio media is media which deliver messages or information through hearing. Audio media in learning includes messages which can stimulate feeling, thought, attention, etc to hold teaching and learning processes. There are kinds of audio media; phonograph, open real tapes, cassette tapes, compact disc, radio, etc.

The advantages of using audio media are:

1. It encourages self aware and critical thinking of students

2. It can be moved easily or flexible

3. It helps to improve characteristics of feeling ( imaginative, fancy)

The disadvantages of using audio media are:

1. Only has one way communication

2. Abstract

3. It is not easy to be managed

4. Only can be heard or depends on hearing

**b. Visual Media**

Visual media is a media which concern of sight only. Visual media includes every pictures, models, thing, or tool that can gives the real visual experience to students. This perseption is based on believed that the using visual media can serve something become real. Munadi ((2008:81) states that there are two message types that included in visual media, they are verbal and nonverbal.Verbal visual consists of words (verbal language) which applied on written form and non-verbal visual is messages which shown in nonverbal-visual symbols. There are many kinds of visual medias. For example, pictures, grafics, diagrams, map, chart, etc.

Like audio media, visual media also has advantages and disadvantages inside. One advantage of visual media that is can present ideas, messages or events became real. In other side, disadvantages of visual media are (1) only focuses on visual message itself and less in planning and evaluation, (2) visual materials are only considered as a media for teacher in process teaching and not as source of study.

In visual media, there is kinds of visual media is called model. Model can be gotten from the real things or imitative things. Model can be specified into 3 kinds; unmodified real thing, modified real things and specimen.

Unmodified real thing is a real model without changing but it is only moved from it place. This model can be used, still live, has normal shape and others. For example kitty that is brought in a class when the teacher wants to show the real object. Modified real things is an imitative model or model is made likes the real object (miniature from the real object). For example puppet, globe etc. Specimen is a model usually part of the environment and also called as sample.

**c. Audio- visual Media**

Audio- visual media is a media which combine between hearing and sight in delivering messages for receivers. It is has a better quality because has two characteristics of audio and visual media. For example, film, video, tv, etc.

The advantages of using audio – visual media are:

1. It encourages learners to know more

2. It can help and change the teacher rules become easier

3. It gives opportunity to the learners to practice by themselves

The disadvantages of using audio- visual media are:

1. It needs much money to get and save it

2. Not all of teacher can use it

3. It is still served in some departments

**d. Multi Media**

Multimedia is media which involves all of senses in learning process not only sense of hearing and sight but also other sense likes sense of touch etc. Kinds of this media are computer and internet. The medium are classified as multimedia because in the use of computer and internet includes some of senses and parts of body likes eyes (visual), ears (audio) and hands (kinetic).

The advantages of using multimedia are;

1. It is able to encourage the student motivation in learning
2. It can combine all of media elements such as, video, animation, image, sound in unity.
3. It more closed with the real events and can be spread widely through network of computer or internet

The disadvantages of using multi media are:

1. It is very expensive
2. It will increase the teachers duty to plan the materials by using computer
3. It need more times to be developed.

**G. Criterias of Choosing Media**

One you conclude that using instructional media will help you achieve your explicit and/or implicit goals, it is useful to apply the basic steps in the instructional development process to choose and apply the appropriate media.

Models for media selection range from simple procedures or algorithms to complex theoretical schemes. Some are based on the communication ‘channel’ being used (audio, video, etc) or the characteristics of the media itself. Other emphasize the learning outcomes being addressed, while still others focus on learner attributes or educational theory or the teaching-learning process.

In the choosing media, the teacher has to pay attention about media, is the media suitable or not in the usage. Reiser and Dick (1996) in Scanlan (2010) states that there are three major criteria for selecting instructional media; practically, student appropriateness and instructional appropriateness.

1. Practicality: Is the intended media practical in that the media is available, cost efficient, time efficient, and understood by the instructor?

2. Student Appropriateness: Is the intended media appropriate for the developmental and experiential levels of the students?

3. Instructional Appropriateness: Is the intended media appropriate for the planned instructional strategy? Will the media allow for the presentation of the proposed lesson in an efficient and effective manner? Will the media facilitate the students’ acquisition of the specific learning objectives.

Munadi (2008: 187) state that criteria for selecting media are based on the student characteristics, learning purposes, learning materials, the characteristics of media itself, and the usage characteristics of media.

**H. Puppet**

**1. The Nature of Puppet**

Puppet is an inanimate figure that is made to move by human effort for an audience (Baird, 1973:13). Puppet includes of visual media (model) because of the imitation from real thing. For example, frog hand puppet is an imitation of frog animal. The puppet, thus, gives people an access to visualize and vicariously experience a fantasy world. Puppets can allow pent up emotions to be released in the realm of a play world. They provide a safe form for communicating thoughts, attitudes, and emotions.

Puppets may be able to express ideas and feelings that the puppeteer may not be able to express himself. It can be one of the media to teaching speaking. Suyanto, (2010:103) states that: the teacher can use puppets for all activities. By move it, the teacher can make puppets speak, move, and walk.

Khirshenbaum (2011) states that:

 When a person creates a puppet, he can only create a character about which he knows something. This may be inner knowledge, emotional knowledge, knowledge about another character from a book or a movie or other media, or knowledge gathered from life experiences. He cannot create a character about which he knows nothing, for then, there would be nothing to create.

**2. Kinds of Puppet**

Among the several kinds of puppets, the most common ones used for teaching English are finger puppet, glove or hand puppet, and rod puppet.. Some of puppet can be made by us from simple materials or we can buy puppet it.

**a. Finger puppet**

There are examples of finger puppets.





A finger puppet consists of a very small, hollowed-out body that fits over the finger. Attached to the body are limbs and a head (Elizabeth Stover,2011). Usually finger puppets have no moving parts and consist of main of hollow cylinder shape to cover the finger. This kind of puppet is very simple and also has limited application. Each finger puppet also can use at one finger.

Finger puppet can be made from simple materials (fabric, old gloves, etc) or we can buy at shop. Making finger puppet is very simple and we can make it in every form. For, person, fruits, or animals. According Suyanto, (2010: 104) finger puppets are suitable for children in small group.

Finger puppets can be used in some activities speaking such as, storytelling, dialogues etc. when teachers want to tell about a story, he/she can used finger . Of course, it has to match with the characters of the story. For example, the mouse character. Finger puppet can be used simply because the teacher and the young learners only have to put it on their fingers. The young learners or teachers can control or make movements of the finger puppets from their fingers.

Finger puppets has strengthens likes it is easy and simple to used because has small size. The user can use a variety of the characters because in one hand he/she can put five different characters in his/her fingers. Another strengthens of finger puppet is because of its form. In contrast, finger puppet also has weaknesses. Because of small size, finger puppet only can be used in small group.

**b. Glove or hand puppet**

There are kinds of hand or gloves puppet.





Glove or hand puppets are puppet controlled by one hand that occupied inside of puppet. Hand puppet can be made from simple materials (paper, plastic or other fabric). We can make hand puppet in some forms, such as animals, person, etc. as likes its name, hand puppet controlled by one hand located in head of puppet. It uses to move head and mouth puppet and the puppet body hangs over the entire arm.

The puppet show can be shown on the stage or without stage. The teachers can use glove or hand puppet in their class in many activities likes finger puppet. It is very easy to use because it can be controlled by one hand that cause the user can move quickly. Different from finger puppet that only can be used in small group, glove or hand puppet can be used in the whole of class. By the suit small, it is possible all of the young learners can see it. Not only has some goodness, hand or glove puppet also has weaknesses. Because hand or glove puppets only small or short hand, it makes hand or glove puppets only have limited arm gestures.

**c. Rod puppet**

There are kinds of rod puppets.





Rod puppets consist of a figure controlled by a puppeteer using rods attached to its body parts (Elizabeth Stover,2011). Rods puppet can be made from anything or everything household items, cloths, etc. The teacher and young learners can use rod puppets in storytelling, dialogues activities and other.

This kind of puppet can be used in a variety situations, including white-light theatre, outdoor events, or normal theatre performance. Rod puppets also best used in small to medium venues though. Because of its shape, rod puppet can be made in bigger shape and it gives chance to used it in outdoor events.

Beside its benefits of rod puppets, there is weakness of rod puppets. Rod puppets are controlled by using some rods of them and it make the teacher or young learners get difficulties to play it.

**I. Review of Previous of the Studies**

Research about the use of puppet media has been conducted by some researches. There are several previous researches written by the students of English Department.

Indrianto Aris Prabowo(2010) from Pancasakti University Tegal conducted a Classroom action research with the title “the effort to improve speaking ability by using puppet media is a classroom action research of sixth grade students at SDN 02 Jetak Kidul in academic year 2009/2010. This research focused on the effort to improve speaking ability by using puppet media. The researcher conducted CAR with two cycles. The result of the research shows that there is improvement of the students speaking ability after they are taught by using puppet media. The researcher concluded that puppet media is effective to improve the speaking ability.

Juhairiyah (2010) from Universitas of Muhammadiyah Malang conducted a quosi experimental research design with the title “ Using Puppets as Media at the First Year students of SMPN 1 Tambak”. The researcher conducted a quosi experimental research design. The result of the research showed that experimental group was slightly better than control group. From the result, the researcher conclude that puppet media is effective to improve speaking ability.

Puppet is liked by learners because funny and interesting. Using puppet, the students can deliver or express their feeling and will make students become active. According Sheetal Ahlawat (February,2009), there are advantages of usage puppet:

• It provides them opportunity for verbal expression

• Puppets help to develop dramatic expression

• It helps to develop appropriate voice modulation

• It provides opportunity for children or the development of fine motor skills

• It gives them confidence

• It provides opportunity for team work

• It provides them emotional release

Based on the previous studies and after knowing the advantages of the puppet media, the writer wants to conduct an experimental research to measure the puppet media whether effective for elementary level or not. In this research, the writer not only used puppet media in story telling activities but also in dialogues activities.