

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explores the literature review containing several theories that are used to guide the process of this research. This part consists of definition of the puppet, Puppet as a Medium, general over view of Writing, Teaching Writing Narrative text in Junior High School, Definition of Narrative Text, The Procedures Teaching Narrative Text and Review of Previous Study.

A. PUPPET

It is important to review on related literature about puppet. This chapter explain the definition of puppet, kinds of puppet and hand puppet.

1. Definition of Puppet

People have been already familiar with the puppets since they often used in a play or presentation. Puppets is very ancient form, probably first originating about 30.000 years ago. Puppets have been used since the earliest times to animate and communicate the ideas and needs of human societies. In this time puppets is not only used to art show, but also it is used in teaching learning English.

Puppets are representational object manipulated by a puppeteer. It is usually but not always a depiction of a human character and is used in a play or a presentation. Furthermore, as started in Hornby (2005: 942), puppet is a small figure of a person or an animal that can be made to move, for example by puling

string attached to its limbs, or by putting one hand inside it. It means that puppet is a small scale figure as a person or animal with a cloth body and hollow head that fits over and it is moved by the hand.

Teacher can use simple and clear picture to present new language. Teacher can use mime to make the situation, also can use realia clothes, animal, toy furniture, etc. puppet also can just be paper bags with holes for eyes. Puppets don't need to be more than masks, and these don't have to be complicated (Scott and Ytreberg, 1990:36)

Puppet can allow pent up emotions to be released in the realm of a play world. They provide a safe forum for communicating thoughts, attitudes and emotions. For example, hand puppet is an imitation of some kind of animal. The puppet, thus, gives people an access to visualize and vicariously experience a fantasy world.

A creative teacher usually uses a tool or media to help her in delivering a message while teaching. The teacher believes that it is better to use an appropriate media to attract the students' attention and to make them understand the material easier.

2. Kinds of puppet

According to Edelman (2005:10), there are many kinds of puppets in this world. Some of them are: (1) Marionette is a puppet which is suspended and controlled by a number of strings held from above by a puppeteer. (2) Supermarionation is an electronic variant with control wires substituted that

connected internal mechanisms in the puppet. (3) Hand puppet is a puppet controlled by one hand that occupies the interior of the puppet. (4) Muppet is a kind of puppet which is constructed by the Jim Henson Company. (5) Black light puppet is a kind of puppet that is operated on a stage lit only with black lighting which both hides the puppeteer and accentuates the colours of the puppet. (6) Sovlaki is The first developed in Medieval Greece. And the used of this puppet is by amputating the fingers of the puppeteer and replacing them with wooden figurines. (7) Bunraku It was developed in Japan over a thousand years ago, a form of puppetry where puppets are controlled by individuals dressed all in black. (8) Ventriloquist dummy is a puppet operated by ventriloquist performer to focus the audience's attention from the performer's activities and improve the illusions. They are called dummies because they do not speak on their own. (9) Rod-puppet is a puppet with articulated joints, similar to a marionette, but operated from bellow by stiff rods, rather than from above by strings. (10) Wayang is Indonesian puppet which made of woods or animal skin.

There are many kinds of puppet which are familiar in Indonesia; one of them is hand puppet. Based on the fact, in this study the writer uses hand puppet as a medium for the teacher in conveying the material. Hand puppet is more popular to Indonesian students because it has various forms, such as; animals, fruits, person, etc. beside that we can get it easily in our surroundings. That's why the students will be more interested and attractive in the teaching and learning process.

3. Hand Puppets

It generally consists of a head figure and loose garment or dressed fitted over the operator's hand. The garment covers the operator's wrist and helps to hide it from views. The index finger fits into the puppets head and the thumb and middle finger slide into tiny sleeves to form two movable arms. The hand puppet is operated below the puppet stages.

The use of puppets can encourage and support their participation in many language activities. Students who are reluctant to write in group settings may participate in writing activities and increase confidence with the aid such as puppets. Based on Mahoney (1998:72), the purposes of teaching English by using puppets are (a) to develop students' imagination and creativity, (b) to provide opportunities for students to share oral interpretations, and (c) to provide a supportive environment for experimenting with voice and language.

B. Puppet as a Medium

Media plays an important role in teaching and learning process. The use of the media is very needed to reach the purpose of teaching and learning. It should be various as stated by Harmer (2001: 134) that as 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.

According to National Education department (2004: 13), using a variety of the media can overcome students' boredom; so that students will learn more, they will enjoy the teaching learning process and be easy to understand the lesson.

From those statements, the writer can say that media can improve the students' performance and their learning ability. Meanwhile Murcia (2001: 461) states that media can also serve as an important motivator in the language teaching process.

In general, media refers to various means of communication for example, television, radio, newspaper, picture, realthing, doll and so on. (Then we can know that doll belongs to puppet and can be classified as a medium. Puppet is related to imagination which immedietly can command the attention and emmotions of those whom the hand puppet involves, in this case the students. According to linderman and linderman(1994: 160), puppet has many educational objectives. They are: puppets encourage inventive, open, and spontaneous communication, puppets encourage the building of self confidence through the expression of ideas.

From the explanation above it can be concluded that puppets have a very important role in education since puppets can develop imagination and creativity. Moreover, puppet have the role in influencing the students' attention. Many kinds of puppet such as hand puppet, marionette, and muppet which are supported by their beautiful forms and colors can attract students to study english more. Students will expect something new than usual that the teachers gave.

1. Function of Media

There are so many functions of media in the teaching and learning process. It helps teacher to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative

context (Murcia, 2001: 461). According to Wright (2006: 38) there are some functions of media, as follow:

- (1) to motivate the students
- (2) to create a context within which his written text will have meaning
- (3) to provide students with information to refer to, including objects, actions, events, relationship.
- (4) to provide non-verbal cues for manipulation practices.
- (5) to provide non-verbal prompts to written composition teacher in their teaching learning process

From the statement, the writer can say that media can improve the students' performance and their learning ability. Meanwhile Murcia (2001: 461) states that media can also serve an important motivator in the language teaching process.

In order to attract students, motivate students, prevent students' boredom, teachers give students the real example of the use of language in the real situation. Beside that by having media in the teaching learning process, the students will easily acquire the knowledge, skills, and attitude taught by a teacher.

The use of hand puppets in teaching writing narrative text is actually meant to help students to catch and express their ideas easily. Take an example when the students are asked to write about narrative text. They will get confused

if some of them have never been seen before. They cannot write process narration correctly. Without any media, they will get difficulty in writing sentences of paragraph because the students may need very long time to express their idea that is appropriate to the topic. That is why hand puppets help students in getting the ideas easily only by looking at the hand puppets.

C. General over view of Writing

There is various definition of writing which are presented by some experts. Writing is The process in which students are able express their ideas, opinions, feelings, and organized them in simple sentences or in short paragraph well. (Caroline, 2006: 98). Therefore, the act step by step of gatherings ideas and information and working with them until they are presented in a manner that polished and comprehensible to the readers are categorized the writing activity.

The definition above is also supported by another expert. Writing is an action – a process of discovering and organizing putting them on paper and reshaping and revising them (Meyers, 2005: 2). In writing a person translate experience and thoughts into words.

According to Martin (2003: 1) writing is process to translate experience and thought into arbitrary system. It means that, to write well, we must have experience and we must be able to express our ideas into sentences or paragraphs.

The statement above is also supported by Boardman (2002: 11) that writing is a continous process of thinking and organizing, rethinking and reorganizing.

Based on all statements above, the researcher can conclude that writing is an activity of developing ideas, thoughts and memories into written form, either in sentences or paragraphs form.

D. Teaching Writing Narrative text in Junior High School

The objective of the English teaching at Junior High School is to give students a working knowledge of English. It means that they have to master four language skills; they are listening, speaking, reading and writing. The students who have mastered those four language skills are regarded to be able to use language either at recognition level or production level. Hopefully they can speak English fluently and write it well.

Text type is the main material which is taught in junior high school. There are five text types which are learnt by the junior high school students. They are descriptive, narrative, recount, procedure, and report. Narrative becomes one of the text types which must be taught. The following are competencies in teaching writing narrative in Junior High School in line with School – Based Curriculum 2013.

- (1) Standard Competence is expressing the meaning of short functional text and essays in the forms of narrative and recount in the context of daily life.
- (2) Basic Competence is expressing the meaning and rhetoric step of short functional text and essays by using written language accurately, fluently, and acceptable language in the context of daily life to access the knowledge of the text in the forms of narrative and recount.

The researcher can conclude that the aim of teaching writing a narrative text is to amuse the readers or listeners of the story. So, writing narrative text is arrange words became a sentences and set in good paragraph which contain of story past tense of the purpose which is to amuse the reader.

Students get difficulty when they have to write English well. They will get the difficulty to express their ideas, opinions and feelings. As a result, they will spend more time to write their ideas into written product. That is why puppet is needed in teaching writing narrative text to help the students to write an object easily.

E. Narrative Text

Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. According to Rebecca (2003:2), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, Anderson and Anderson (2003a) explain that a narrative is a text that tells a story and, in doing so, entertains the audience. It has character, setting, and action. The characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem.

1. Characteristics of Narrative Text

Every text type has a number of characteristics that make it different from other text types. A text type has a specific purpose, the generic structure and also the language features. Narrative, like all text types has characteristics. Narrative has a purpose. Its purpose is to amuse or to entertain the reader with a story.

Narrative text is one of the genres taught for the eighth and ninth grade students at Junior High School. According to Rebecca (2003:2), Narrative text is an imaginative story to entertain people (imaginative narrative text is a story that aims to entertain people).

If you look at the English dictionary, literally meaningful of narrative:

1. a spoken or written account of connected events of a story
2. the narrated part of a literary work. as distinct from dialogue
3. the practice or art of narration

So it can be concluded that a narrative text is a text which contains a story either written or unwritten, and there is a series of connected events. And the social function is to entertain or amuse the reader or listener.

Generic structure of narrative text:

- Orientation : it is about the opening paragraph where the characters of the story are introduced
- Complication : where the problems in the story developed
- Resolution: where the problems in the story is solved

Sometimes the arrangement (generic structure) of narrative text can contain: orientation, complication, evaluation, resolution and reorientation. Although the “evaluation” and “reorientation” is optional: maybe added, and could not. Evaluation provides assessment/ evaluation of the course of the story or conflict. While reorientation contains content inference ending.

Language features of narrative text :

- description of characters and places using : adjectives to describe nouns- heavy, frosty, transparent, grumpy
- adverbs- to describe verbs-quickly, secretly, quietly, energetically, suddenly
- similes- to compare one thing with another, using like or as.... as- as bright as the moon. The kiss felt like a butterfly’s wings against her cheek
- time words- once upon a time, long ago, then, last week
- verbs indicating actions in the story- hid, ate, ran, whispered, looked

Grammar (grammar) that often arise in making the narrative text are: Using tenses “past”, both simple, past perfect, past continuous, past perfect continuous, past or future could be continuous.

F. The Procedures Teaching Narrative Text

Based on prambayun (2016: 3) the procedures of teaching by using puppet as media are : (1) the teacher selects a story to enact; (2) the teacher writes and formats the script; (3) the teacher sets up the puppet stage; (4) the teacher asks the students to make pair groups with their partner; (5) the teacher introduces the project with a demonstration. The teachers does a puppetry based on the material and script; (6) The teacher gives some words that relate with the materials to help the students in aranging the sentences and making their own writing; (7) the teacher gives students time to write and experiment. The students share their writing by show it in front of class then the other friends give comment and evaluation.

The procedures of treatment as follows:

- a. The researcher explain narrative text in form of fable
- b. The researcher asks the students about topic the legend of sura and baya.
- c. The researcher begins to introduce about hand puppet to the students.
- d. The researcher gives stimulation to the students by giving explained about narrative text and how to write it. Then, the students discuss and practice to write narrative text.
- e. In discussing the question, the researcher tries use hand puppet as enjoyable way to explained about narrative text and how to write it.
- f. The writer give a question again to the students and give chance for the students to answer the question by them selves without writer's guidance.

g. Then, share their story in front of the class based on story they have written using hand puppet.

G. Review of Previous Study

Research about the use puppet media have been conducted by some researchers. A study which was done by Dwi Ratna Indriani (2014) entitled “The Effectiveness of Using Finger Puppets Towards the First Grade Students’ Speaking Achievement at MTs Sultan Agung Jabalsari Tulungagung”. In her study was done by doing using the experimental design with quantitative approach. In this study the research design used was pre-experimental design in the form of one group pretest and post test. The population of this study was all the first grade students of MTs Sultan Agung Jabalsari Tulungagung. The sample was students of VII-A class of MTs Sultan Agung Jabalsari Tulungagung consisted of 20 students. The instruments used in this research was speaking test (pre-test and post-test). The data analysis was using T-test. The mean of total scores of students’ speaking achievement before being taught using finger puppets was (8.00). While the mean of total scores of students’ speaking achievement after they were taught by using finger puppets was (11.25). From the computation, it revealed that t_{count} was 14.254. it was bigger than t_{table} 2.093 and it was significant at level 0.05. The researcher concluded that the finger puppets as media is effective used in teaching speaking to the first grade students of MTs Sultan Agung Jabalsari Tulungagung.

A study which was done by Umi Hanifah (2009) entitled “Using Puppets as Media in Teaching Written Descriptive Text”. The research design used was quasi experimental design. The population of the study was the eighth graders of SMP N 2 Mayong. The total number of the sample was 66 students, class VIII B as the experimental group and class VIII A as the control group. In conducting this experimental research, she used three steps: pre-test, treatment, and post-test. The result of the test was then analyzed by using t-test formula. The means of the experimental group was (60.48) and the control group was (60.55). After they got the treatments, the result of the test showed that the experimental group performed better than the control group and showed a great progress. In this test, the mean score of the experimental group was 72.30; whereas the control group was 65.61. The t-data or t-value obtained 4.399 and the t-table obtained 2.00. The researcher concluded that puppets were a good medium in teaching and learning written descriptive text and it should be regularly and continually given.

Based on the first previous study written by Dwi Ratna (2014) conducted in pre-eksperimental design in form of one group pretest posttest. Entitled “The Effectiveness of Using Finger Puppets Towards the First Grade Students’ Speaking Achievement at MTs Sultan Agung Jabalsari Tulungagung”. The second one is thesis written by Umi Hanifah (2009) conducted in quasi eksperimental design. Entitled “Using Puppets as Media in Teaching Written Descriptive Text at SMPN 2 Mayong” applied this technique to support students in remembering and the problem. In addition, the teachers’ method in teaching and learning at writing descriptive text still used asking and instruction without explain the other

technique in doing the task. Meanwhile, in this research the researcher would conduct a study entitle “The effectiveness of using hand puppet as media on the students’ achievement in writing narrative text (A Quasi-Experimental Study on the Eight Grade Students of MTs Darul Huda Wonodadi in the Academic Year of 2015/2016).