

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews an important literature related to this study. It consists of the discussion using puppets in teaching speaking. It is divided into six subtopics, there are: the psychology of English for young learner, teaching speaking, the theory of think pair share, teaching speaking skill through think pair share, and using puppet in teaching speaking, the advantages of puppet.

A. The psychology of English for Young Learner

Theory of development psychology that is relevant and connects to teaching language, such as foreign language. These are the theories that were proposed by Piaget and Bruner that can be connected to children's development.

Piaget shows a theory of development psychology that connects to cognitive elements. According to Piaget (1996), quoted by Kasihani, children learn from the environment by developing something that they already have and will interact in their environment.¹ In the process of interaction, they will do something that makes them able to solve their problem and in this situation the learning process happens.

¹ Kasihani K.E. Suyanto, English for Young Learners (Jakarta, Bumi Aksara, 2007), p.6

According Piaget, all off children are active learners, knowledge that gets from activity is a knowledge that is developing by itself,² it means that children have ability in learning by themselves, with using some activities in the process teaching learning in the class can make the students' active an cooperative in learning.

Jerome Bruner, in Kasihani, state that the important in teaching young learner is involving the student in active way in learning process and it is very important when the teaching process because they find by themselves, “. . . true learning comes through personal discovery”.³

B. Teaching Speaking

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 conversationues. Repetition is hoped to make students become familiar with sound and structural patterns of the target

² Ibid,6

³ Ibid, 11

languages. Recite conversationues 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 Yterberg states that young children love to play, and learn best when they are enjoying themselves,⁴ so they expect to be able to do the same in English.

C. The Theory of Think Pair Share

Think Pair Share is a strategy designed to provide the students with “food for thought” on a given topics enabling them to formulate individual ideas and share these ideas with another students’. It is a learning strategy developed by Lyman and associates to encourage students’ classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think Pair Share encourages a high degree of pupil response and can help keep students on task. Kagan in Kinzie et al state this strategy is designed to encourage students’ involvement. First

⁴ Wendi A. Scoot and Lisbeth H. Ytreberg, Teaching English, p. 3.

participants listen to the teacher's question. Then they think a response. After that they pair up with someone and discuss their responses. Finally, they are asked to share their responses randomly to the whole group.

D. Teaching Speaking Skill Through Think Pair Share

Teaching speaking is a very important part of second language learning. The ability to communicate in second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Various speaking activities can contribute a great deal to student in developing basic interactive skills necessary for life. Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels ability, use a variety of learning activities to improve their understanding of subject. Each member of a team is responsible not only for learning what is thought but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group member successfully understand and complete it.

From statement above, Think Pair Share is a cooperative learning technique that promotes students participation and is useful for all year levels and class sizes and is particularly useful in making lectures interactive. Think pair share is a collaborative teaching strategy first

proposed by Frank Lyman of the University of Maryland in 1981.⁵ It can be used to help students form individual ideas, discuss and share with the others in-group. It can be used before reading or teaching a concept and works better with smaller groups. The technique introduces into the peer interaction element of cooperative learning the idea of ‘wait and think’ time, which has been demonstrated to be a powerful factor in improving students responses questions to enhance students’ learning by facilitating students’ thinking about an issue then interacting with one peer to explain their ideas and listening to their peer’s ideas.

Think Pair share is a low-risk strategy to get many students actively involved in classes of any size. The procedure is simple: Teachers apply Think Pair Share method using puppet media that starts from viewing Scripts in LKS given to Learners to be understood (think), After understanding the script Learners discuss it in pairs (pair) and make conversation, After discussing in pairs learners divide the results discussion is to practice asking in front of the class with use puppets media(share).

Further, Lyman in Wang states that Think Pair share can be viewed as a family of three-step techniques. (a) Students work individually, (b) students take turns to tell or describes with their

⁵ Lyman, Frank. 1981. Think-pair-share. MAA-CIE Cooperative News.

partner, (c) students discuss and report to the class. They share what they have learned with the group members.⁶

E. Using Puppet in Teaching Speaking

In a nut shell, before we start to teach English for young learners, it is better to know the concrete things related to young learners. The key of teaching English for young learners is to always make fun with the class condition and always makes them to get involved with the materials that we are given. There are many ways to make young learners have some fun when learning English. Then, we can be good teachers to help our students to be international people by English. Therefore, learning English is not always with straight and common way. Make students feel the fun experiences of learning English. When we love enjoy and love something, although is hard, we are still trying to pass it.

These lesson ideas were mainly trialled with fifth grade student. Some of them do not require the using puppets, but a they are an idea springboard for speaking and listening activities. The main emphasis here is in using a stick puppet as an aid or inspirational starting point. Many children communicae easily with their own and other children's puppets, giving a confidence which enables them to develop important

⁶ Wang, Tzu Pu. (2009). Applying Slavin's Cooperative Learning Techniques to a College EFL Conversation Class. Department of Applied English, Hsing Wu College

live skills. Although all people benefit from working with puppets, children with language problems can be seen to make excellent progress whilst participating in a fun activity. Suggestion for which puppets to use can be found at the end.

This depends on the number of puppets available, but usually this would be done in a group with an adult working them. The children should put on a “puppet voice, whilst working the mouths, talk to puppet, and make the puppet talk back to them.

F. The advantages of puppet

Most of students, especially elementary school students that are still in young age, like a media that is fun and colorful that can motivate them to study actively in class. Then, puppet as colorful and funny things can help them to easily understand the material. The benefits of the use of puppets in the classroom are many and varied.

The use of puppets provides an opportunity for student to express their thought. Students who are working in a group to prepare and present a puppet play are learning to work cooperatively with others, where there is give and take and sharing of ideas. The use of puppets can motivate student interest in the reading selection or topic. According to Alam (2002), “using puppet has special benefit to shy and nervous children and also gives the feeling of involvement and participation to the entire class.”

For many students the group work the use of a puppet can provide help with public speaking, especially for the shy or apprehensive student. The use of puppets is beneficial to the student who prefers to learn kinesthetically. Puppet activities keep students actively engaged with hands-on activities.