CHAPTER II

REVIEW OF THE RELATED TO LITERATURE

This chapter presents the review of related literature. It discuss about general concept of media, puppet as media, types of puppet, teaching speaking, principle of teaching speaking, planning and assessing teaching speaking, and aspects of teaching speaking and elements of speaking.

A. General Concept of Media

Media is one of a component of active learning. Media gives students something new but not all off teachers know how to implement it correctly. Media can help teachers to get students' attention back and to make learning process more effective.

There are three kinds of Instructional media used by English Teacher, they are visual media, audio media, and audio-visual media. Visual media are media that can be seen and touched by the students. These media include picture, photograph, wall charts, flashcards, flannel board, and slide projector and overhead projector. Audio media are media that can only be listened. The media are usually used to teach Listening comprehension skill. The examples of Audio Media are radio and tape recorder. Thus, audio-visual media are the   kinds of media that can be seen and heard by the student. The examples of this media are: Television, VCD, DVD, etc. Among these three groups of media, Visual Media is relatively cheap and easy to be developing.

Beside that by instructional media, student will be more motivated and they experience more variation and rich reality. 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.

By the explanation 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 student's achievement. However, it demands the teacher to use media in teaching learning process to make it teaching learning more effectively.

B. Puppet as a Media

The important using media in teaching help students easier in learning. Good media is media that can deliver the message in teaching Creative teacher will choose media that can help student in learning. It should be appropriate student need.

In this case, the researcher chooses the puppet as media visual in teaching learning to improve students' speaking skill. Puppet is the art of presenting an animate object in the form of a living character. Puppet can be different stiles depending upon the way they can be presented.[8]

---

[8] Ahmed abad , *Learning and Teaching through Puppets.* (India: CHETNA. English Teaching through Puppet.pdf, 1995), 1.

Helena Aikin tells 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.[9] However puppet has been use in India for more than four thousand years.[10]

This media is developed in education. There are many research that use puppet as media in teaching language. The advantages of using puppet are supported by Cuenca and Carmona who state that as the student identifies with the puppet he or 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, 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.[11]

On the other the advantages of the use of puppets in the classroom are varied. The use of puppets provides an opportunity for student expression through the social aspects of communication. Students who are working in a group to prepare and present a puppet play are learning to work

---

[9] Helena Aikin, *Creating a Positive and Practical Learning Environment*. Published by IATEFL. (the British Council, 1998), 22

[10] Child Resource Centre, *Learning and Teaching through Puppets*. India: CHETNA. The Internet Books. (English Teaching through Puppet.pdf, 1995), 3.

[11] C M Cuenca-Fernandez Carmona Rodriago, *Puppet Shows in the English Class* (English Teaching Forum, 1987), 42-44.

cooperatively with others, where there is giving and taking and sharing of ideas. This offers the students the advantage of establishing group cohesion.

C. Types of Puppet

There are types of puppet that English teacher uses in teaching. Every country has different puppet. Puppet can divided how the puppets are presented. The common puppets are glove or hard puppets, string puppet, rod puppets and shadow puppets.[12]

Glove or hand puppets are very simple and easy in to perform because this puppet is move by puppeteer'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. Basically, string puppets are more interesting in the performance but this puppet need skill to operate them. Thus, rod puppets can be use easier than the previous. The puppet's body is trying to the rods or stick. They can use in large audience although rod puppets only have limit movement. 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. These puppet can be developed by puppets' player as creative as possible.

---

[12] ibid

D. Teaching Speaking

Speaking   is an interactive process of constructing meaning that involves producing, receiving and processing information. It is often spontaneous, open-ended, and evolving.[13] It means that speaking is the ability of someone to express or to give ideas using verbal communication to communicate with others that involves producing, receiving and processing information.

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activities provide   rehearsal   opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know provide feedback for both teacher and students. Everyone can see how well they are doing, both how successful they are, and also what language problems they are experiencing. And finally, the more students have opportunities to   activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.[14]

Scott Thornbury suggests that the teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to

---

[13] Kathleen M. Bailey, *Practical English language teaching: speaking* (The Mc Graw Hill, 2005), 2.

[14] Jeremy, harmer. *How to Teach Engish.* (England: person education Limited, 2007), 123

become ' talking classrooms' In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons[15]

The important of teaching speaking is to develop two aspects in teaching speaking. These are accuracy and fluency.

1. Fluency

Fluency is ability to keep going when the speaking spontaneously. When speaking fluently, students should be able to get the message across with whatever resources and abilities they have got regardless of grammatical another mistake.[16] It means that fluency is how the learners fluent to pronounce the words in speaking.

2. Accuracy

According to Karen accuracy is the ability to produce language which is relatively free mistake[17]. It means that the important thing of students' speaking to avoid make a mistake.

Accuracy involves the correct vocabulary, the grammar and pronunciation. In controlled and guided activities. Accuracy is important, usually, the teacher focus on accuracy when she applies in speaking activity and use it to give one of the parts of feedback for the students. Through activities, the teacher hopes the correct use of language and

[15] Ibid , 13

[16] Roger gower. *At All Teaching Practice Hand Book.* (oxford: McMillan Publisher, 2005), 100

[17] Peter Watkins. *Learning to Teach English* (England: Delta Publishing, 2005), 83

encourages the students' attempts   to use language they have in order to communicate.[18]

E. Principle of teaching speaking

There are five principles which can influence and inform in this discussion. They are be aware of the differences between second language and foreign language learning contexts, give students practice with both fluency and accuracy, provide opportunities for students to talk by using group work or pair work, and limiting teacher talk, plan speaking tasks that involve negotiation for meaning and design classroom activities that involve guidance and practice in both transational and interactional speaking.[19]

F. Planning and Assessing Speaking Skill

In teaching speaking skill there are something that should be observed. Before action in the class the teacher should have planning what teacher will do in the process of teaching learning and how to assessing speaking skill. In planning and assessing speaking skill there are integrating speaking into the curriculum, organizing a speaking syllabus, classroom talk, assessing speaking, assessment criteria.

1. Organizing a speaking syllabus

Organizing a speaking syllabus is that the skill of speaking is much more than the oral production of grammar or vocabulary items. It follows that   syllabus that is only or largely a list of such items is not a

---

[18] *Roger gower. At All Teaching Practice Hand Book. (oxford: McMillan Publisher, 2005), 99*

[19] David Nunan. *Practical Eglish Language Teaching.* (America: McGraw Hill, 2003) 54.

speaking syllabus. As well as re-focusing attention on fluency, the advent of the communicate approach has given rise to what are called multi-layered syllabuses, which specify not only the grammar and vocabulary components, but also the skills to be taught. Here for example, is part of the speaking components of recently published general English course at intermediate level from the content page.

2. classroom talk

Whatever the instructional approach that is adopted, the single more influential factor in the development of speaking skills is probably the classroom culture. A classroom culture that prioritizes communication is bound to promote the development of speaking, especially if the quality of communication in these terms:[20]

> If the participants are being both frank and considerate, independent yet co-operative, and are speaking willingly and comprehensibly to particular listeners about things that matter to them both, then the quality of communication is high.

3. assessing speaking

Testing both informally and formally, takes place at beginning and at the end of most language courses, as well as at various times during the course itself. We have already noted that, at placement test that includes no spoken component provides an inadequate basis for assessing speaking, ad the same can be said for

---

[20] ibid

any test overall language proficiency, whether t aims to test progress during the course, or achievement at the end of it.

In this assessing of speaking there are types of spoken test. They are interview, live monologues,recorded monologues, role-plays collaborative tasks and discussions

a. Interviews

These interviews are relatively easy to set up, especially if there is room apart from the classroom where learners can be interviewed. The class can be set some writing or reading task (or even the written component of examination) while individuals are called out, one by one, for their interview.such interviews are not without their problems, though. The rather formal nature interviews (whether the interviewer is the learner's teacher or an outside examiner) mean that situation is hardly conducive to testing more informal, conversational speaking styles.

b. live monologues

The candidates prepare are present a short talk on a pre-selected topic. This eliminates the interviewer effect and provides evidence of the candidates' ability to handle an extended turn, which is not always possible in interviews. If other students takes the roles of the audience, a questions-and-answer stage can be included, which will provide some evidence of the speaker's ability to speak interactively and spontaneously. But giving a talk or

presentation is only really a valid test if   these are skills that learners are likely to need, e.g. If their purpose for learning English is business, law, or education.

c. recorded monologues

These recorded monologues are perhaps less stressfull than a more public performance and, for informal testing, they are also more practicable in a way that live monologues are not. Learners can take turns to record themselves talking about a favourite sport pastime for example, in a rule adjacent to the classroom, with minimal disruption to the lesson. The advantage of recorded test is that the assessment can be done after that event, and results can be 'tringulated' -tht is, other examiners can rate the recording and their ratings can be compared to ensure standardization.

d. role-plays

Most students will be used to doing at least simple role plays in class, so the same format can be used for testing. The other role' can be played either by the tester or another student, but again, the influence of interlocutor is hard to control. The role-play shouldn't require sophisticated performance skills of a lot of imagination. Situations grounded in everyday reality are the best.

e. collaborative   tasks and discussions

These are similar to role-plays except that the learners are not required to assume a role but simply to be themselves. For

example, two candidates might be set the task of choosing learners simply respond with their own opinions to a set of statements relevant to a theme.

4. assessment criteria

There are four assessment criteria in speaking skill. They are grammar and vocabulary, discourse management, pronunciation and interactive communicative.

a. Grammar and vocabulary

In this grammar and vocabulary, candidates are awarded marks for the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task requirements at each level. The range and appropriate use of vocabulary are also assessed here.

b. Discourse management

In this discourse management examiner are looking for evidence of the candidate's ability to express ideas and opinions in coherent, connected speech.

c. Pronunciation

The candidate's ability to produce comprehensible utterances to fulfill the task requirements, it refers to the production of individual sounds, the appropriate linking words and the use of stress and intonation to convey the intended meaning.

d. Interactive communicative

This refers to candidate's ability to interact with the interlocutor and the other candidate by initiating and responding appropriately and at required speed and rhythm to fulfill the task requirements

G. Aspects of teaching speaking

There are three aspects of teaching speaking that teacher should know. Those are the objective of teaching speaking for senior high school, the types of classroom speaking performances, and the Curriculum of English for Senior High School

1. The objective of teaching speaking for senior high school

The objectives of this research are to describes the teaching - learning process of teaching English for students of senior high school. There are two objectives, they are general objective and specific objectives

a. General objective

There are three objectives of general objective. They are the students are able to improve their ability to communicate in spoken and written to get informational level, Have awareness about the essence of English language for increasing nation compete effort in

globalization era, Improve the understanding about the correlation between language and culture.

b. Specific objective

In the specific objectives the students are able to:

1) understand and produce both written and spoken texts which are realized in four language competencies, such as listening, speaking, reading and writing

2) Understand and produce short functional text, monolog text, and essay bout procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, and public speaking. The graduation of the material appear in the use of vocabulary, grammar, and generic structure of the text.

3) Support competencies, they are linguistic competence (able to use grammar vocabulary pronunciation, and writing in communication), socio-cultural competence (able to use expressions in all communication), and strategic competence (able to solve all problem that appear in communication process, so the communication keep going on)

2. The types of classroom speaking performances

There are six types of classroom speaking performances. They are imitative, intensive, responsive, transactional, interpersonal, and extensive

a. Imitative

Imitative is one of continuum of type of speaking performance that is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, number of prosodic, lexical and grammatical properties of language included in the criterion performance. This imitating just not allows the speaker says, but the ability to understand or convey meaning or participate in an interaction conversation. So, by imitating, learners can interpret phases or sentences in correct from so that they can speak in the right from of language fluently and accurately

b. Intensive

Intensive is the production of short stretches of oral language designed to demonstrate competence in grammatical, phrase, lexical or phonological relationship, such as: intonation, stress, rhythm, and juncture. The learners as a speaker must be aware in order to be able to demonstrate and performance about what they want to say in correct intonation and expression.

c. Responsive

Responsive includes interaction and test comprehension, but at the limited level of very short conversation, standard greeting, small talk, simple request and comments. This statement means that this speaking is done by more than one in a conversation or we can call dialogue. In this dialog someone can speak with another speaker to give response and interaction from the topic about.

d. Interactive

The difference between responsive and interactive is in the length and complexity of the interaction, which includes multiple exchange and or multiple participants.

e. Extensive (monolog)

Extensive includes speeches, oral presentation and story telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out all together.

3. The Curriculum of English for Senior High School

The curriculum of English in senior high school is K13. It is designed to accommodate the demand of a perfect combination of attitude, knowledge, and skills. The syllabus design for senior high school is focused on communication in daily life especially on expressing feelings in every situation, (transaction and interpersonal), understanding and producing short functional text, understanding and producing about monolog text.

H. Elements of Speaking

In speaking skill there are elements that has aim to avoid misunderstanding each other to transfer information in interaction. They are pronunciation, intonation, fluency, articulation, spelling and vocabulary.

Pronunciation is the way how to pronounce word correctly. Many listeners do not understand about the speaker say because incorrect in pronunciation. Beside pronunciation, Intonation is important thing. It is the use of tone in a language to convey the meaning. By using correct intonation, listener will know our feeling. Then articulation, it is the act or process of speaking or expression in words. The other element is fluency. This is the quality of being facile in speech. It means that when we are speaking we are not doing mistake. The last element is vocabulary. Vocabulary is words that should be had by every person. It is essential for in second language use because without an extensive vocabulary, we will be unable to use the structure and functions we may have learn. As much vocabulary that someone has as possible easier in speaking.