CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents several theories underlying this study. They are Definition of speaking, teaching speaking, components of speaking, the problems of speaking, the strategies in teaching and learning speaking skill, hand puppet and imagination level and Hand Puppet. That section will be divided into sub section; it is aimed to make the readers easier to understand the content of the study.

A. Definition of Speaking

According to Burns speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking.[1] Nunan states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.[2] Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoke language.

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[1] Burns, A & Joyce, H. (1997). *Focus on Speaking. Sydney: National center for English Language Teaching and Research*.p 24

[2] , David Nunan. 2003. Practical English Language Teaching. NY:McGraw-Hill.p 13

Most conversations take place face to face which allows speakers to get immediate feedback, i.e. "Do listeners understand? Are they in agreement? Do they sympathize.[3] Thus communication through speaking has many assets, such as facial expressions, gestures and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. We do speaking in order to communicate with each other. Better communication means better understanding of others and ourselves. Communication is a continuous process of expression, interpretation, and negotiation. The opportunities for communications are infinite and include systems of signs and symbols.[4] Communication requires a sender, a receiver and a medium. It can be said that both hearers and speakers do interactions by giving responds to what they have heard and listened to. Generally, people who encounter others through this oral communication have a certain goal that they want to achieve, the goal that underlies people to do the communication.

B. Teaching Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts". Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking

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[3] Cornbleet, S. and Carter, R. (2001). *The Language of Speech and Writing*. London: Routledge.p 16

[4] Savignon, Sandra J. 1983. *Communicative Competence: Theory And Classroom Practice, Texts And Contexts In Second Language Learning*. Urbana. Addison Wesley Publishing Company, Inc.

should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

Emma states that what is meant by "teaching speaking" is to teach EFL learners to the first is produce the English speech sounds and sound patterns, the second is use word and sentence stress, intonation patterns and the rhythm of the second language, the next is select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, the fourth is organize their thoughts in a meaningful and logical sequence, the fifth is use language as a means of expressing values and judgments and the last, use the language quickly and confidently with few unnatural pauses, which is called as fluency.[5]

Then according to Krashen the goal of the classroom is not to substitute for the outside world, but to bring students to the point where they can use the outside world for further acquisition.[6] Although bringing the outside world into the classroom is not possible in the EFL setting, teachers can prepare EFL learners for further learning as independent learners in an English-speaking environment. The goal is not to produce fluent English speakers but to produce learners who can use their own language abilities and the language input in the real world to meet their own needs to function in English. Language learning can take place only through natural process, which operates when a person involved in using the language for

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[5] Emma Rosana Febriyanti, *Teaching Speaking Of Englis As A Foreign Language: Problems and Solutions*, FKIP Universitas Lambung Mangkurat : 2010.
[6] Krashen, Stephen. 1987. *Second Language Acquisition*. New York. Oxford.

communication. Therefore, communicative ability (inside or outside the classroom) is an important part of the total learning process.

Children in our Indonesian classes have very little opportunities in using English in communication. Therefore with this limitation each of them should have the opportunities to speak during our lesson. If the class is large, then we have to divide the class into several groups or place the students in pairs so that they can work and help each other.

New expressions are best taught through listening activities. That way, students will know exactly the pronunciation. To induce meaning to students, teachers can act out or use picture to describe the word. Translating the new word into students' native language is unnecessary. Teachers can provide themselves with puppets, pictures, cassettes, videos, and so forth. Puppets may bring certain feelings among children. Children can enjoy acting out scenes with puppets or toy animals. Students can develop their own characters and voices based on the puppets. Pictures can help students in understanding meaning, they can also be used in coloring activities, retelling stories, or language games. Cassettes and videos are also wonderful for introducing songs, pronunciation, and so on.

Teachers definitely want students to use English in most of class activities, therefore we need to design the task most appropriate to meet their level. If the task is clear and not too difficult, students may eagerly speak in the target language. However, there are times when students find it difficult to express

something in English, in this kind of situation students may express something in their native language. Teachers can help them with the word they want to use.[7]

Paul lists several principles that teachers need to consider in preparing students to communicate in English introducing and practicing patterns in ways that feel meaningful to he children, such as in games, in situation where the children genuinely want to express themselves, and through personalization. 2. practicing new patterns in combination with the other patterns the children have learned, so the children can internalize them more easily. 3. giving the children many opportunities to guess how to use the patterns flexibly in novel situation. 4. giving the children confidence to speak out in front of others by talking independently with other children and the whole class. 5. building the children's inner strength to deal with confusing and novel situations, by presenting them with puzzles to overcome and solve, and making sure they are finally successful. 6. focusing on the question forms of new patterns, so the children can ask about things they do not know. They can learn Who is it? before or at the same time as learning, It's a cat, and, What's she doing? before or at the same time as learning She's sleeping.[8]

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[7] Yuniar diyanti. 2006. Teaching Listening and Speaking to Young Learners. Jakarta
[8] Paul, D. (2003). Teaching English to children in Asia. Hong Kong: Pearson Education North Asia Limited.

C. The Component of Speaking

There are some components of speaking. According to David, the components of speaking are pronunciation, grammar, vocabulary and fluency.[9]

1. Pronunciation

The Longman Dictionary of Applied Linguistic emphasizes "the way sounds are perceived by the listener" to define pronunciation.[10] The pronunciation system of language operates with a finite number of significant elements, which it is the learner's first task to distinguish in listening and speaking. For English, these may conveniently be devided into two categories: the segmental elements (the vowel and consonant sound) and the prosodic elements (accentuation and intonation).[11]

2. Grammar

Linguist has been investigating the native speaker's knowledge for years, just as they have been trying to think of the best way of describing that knowledge and the grammatical system. What they have found is that the grammatical system is rule-based and the competent users of the language know these rules in some way.[12] Grammar is generaly thought to be a set of rules specifying the correct ordering of words at the sentence level. The Longman Dictionary of Applied Linguistics defines it as a description of the structure of a language and the way in

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[9] Haris, David P (1969). *Testing English As A Second Language*. New York: McGraw-Hill Book Company. P 81.

[10] Nunan, David (2003). *Practical English Language Teaching (1st Edition)*. New York: McGraw-Hill. P 112.

[11] A C Gimson (1975). *A Practical Course Of English Pronunciation A Perceptual Approach*. London: Edward Arnold. P 2.

[12] Harmer, Jeremy (1991). *The Practice Of English Language Teaching*. New York: Longman Group, p 13.

which units such as words and phrases are combined to produce sentences in the language.[13]

3. Vocabulary

According to Pawley and Syder, if learners want to use language fluently and want to sound like native speakers, they need to be able to put words together quickly in typical combination.[14] It means that when someone wants to speak English fluently, they have to memorize many vocabulary.

4. Fluency

Fluency is the ability which speakers use the language quickly and confidently.[15] Speak in non native language is not easy, the speakers have to practice more. When they often practice the foreign language, automatically their speaking will be fluent. Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.[16]

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[13] Nunan,*Practical English.*, p 154.

[14] Nunan, *Practical English.*, p 130.

[15] Jill Hadfield & Charles Hadfield (2008). *Introduction Teaching English.* New York: Oxford University, p 106.

[16] Douglesh H. Brown. *Teaching by Principles: An interactive Approach in Language Pedagogy.* (2nd Ed). (New York: Pearson Education co,2001). 172

D.   The Problems of Teaching Speaking

Some other reasons which cause teaching speaking less effective are:

1.   The technique or teaching method in the class.

Some teacher still use a traditional way to teach their students in the class, such as reading the dialogue, reciting texts, and doing translation. The teachers don't ask the students to practice their speaking, if the teaching method was just like that, there will no improvement of the students in their speaking.

2.   The students are less confident to speak.

One of the problems is students feel really shy about talking in front of other students, they are suffer from a fear of making mistakes and therefore "losing face" in front of their teacher and their peers. Speaking in front of other people needs courage, motivation from inside, and outside such as joyful atmosphere in the conversation and interesting topic. Many people have a good ability in English language skills but when they should communicate with English, they fail in expressing their ideas.

3.   The boring material from the teacher.

Language teacher should attempt to associate the language they are teaching with the situation outside the classroom. Emma has explained that people do not learn if they are confused or bored. When school topics do not relate to students' lives, they may find themselves confused or bored. Moreover, when students cannot understand the language instruction, they may become frustrated.[17]

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[17] Febriyanti, Emma Rosana (2009). Teaching Speaking Of English as a Foreign Language: Problems and Solutions. Retrieved from http://download.portalgaruda.org/article.php

Some problems also come to the young learner in teaching and learning speaking. These are depending on the children' main learning characteristics and their implication: a) Children are energic. They need to move a lot b) Children are noisy. You can't expect a quite class with young children, especially if you are trying to teach a spoken language. It's more a matter of controlling the noise level (getting them not to speak too loudly) and teaching them, little by little, to have quite time as well. Allow them to noisy in a positive way by getting them to action game, and by letting them speak to each other in class while they are working. 55 c) Children are quick. Quick to learn and quick to forget. You will need to constantly revise what you have taught. d) Children like to use their senses as well as to speak. They need to see, hear, touch, smell, and taste. e) Children have imagination, use it. f) Children are fun and enthusiastic. Have fun and be enthusiastic with them and everyone will benefit. g) Children are children, don't expect too much. Everything comes with time.

There seven children's main learning characteristics and their implication above depend on the statement. The children's main learning characteristics above are can be problems on teaching speaking skills depend on the video record of teaching and learning process in the classroom. Not all are the problems, but there several characteristics include into problems comes from children on teaching speaking skills depend on the video record and some field notes during teaching and learning process.

E.   The Strategies in Teaching Speaking Skill

Strategies is the way which can used by the teacher in teaching. For speaking skill, the teacher should be able to deliver some interesting strategies to make the students enjoy and can study well. When the teacher was able to present a good way, it will influence to the understanding of the students about the material. In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, students must manage uncertainty about what the other person will say.

A various number of teaching speaking strategies are utilized and used in the classrooms for many circumtances. Among others, the strategies of teaching speaking are cooperative activities, role-play, creative tasks, and drilling.[18] According to Taher, there are some way to teach the students in the classroom, One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response. Some communication situations are associated with a predictable set of spoken exchanges which are called script. Greetings,

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[18] Anjaniputra,*Teacher's Strategies., p. 2.*

apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.[19]

F. The Strategies in Learning Speaking Skill

Strategies are techniques that can used by students to make theirself more successful learners. Strategies include ideas for practicing conversations, ways to learn vocabulary, and ect.[20] There are many different kinds of learners. Some are fast and some are slow. Some learners like numbers and some like words. Some students are good at memorizing word for word; other are good at remembering general ideas. When studying English, some students find it easy to talk and other students prefer to listen. Some people are embarrassed easily, and some don't care if people laugh at them. All these differences are not "bad" or "good", they are just differences.[21]

A number of led to the introduction and development of diverse taxonomies. Lopez's research includes the following categories of strategies: clarification/ verification, guessing/inductive inferencing, deductive reasoning, practice,

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[19] Bahrani,*How To Teach.,* p 27.
[20] Brown, H Doughlas (2002). *Strategies For Success: A Practical Guide To Learning English*. New York: Longman, p 13.
[21] Brown,*Strategies For Success*., p 1.

memorization, and monitoring.[22] The other way to help students in order to have good strategies in learning are as follows:[23] 1) Understand the learning styles 2). Use both rigt-brain and left-brain processing, 3). Plan the goals, 4). Improve the self-confidence, 5) Lower the anxiety, 6). Take risks, 7). Use several different kinds of intelligence, 8). Recognize the influence of native language, 9). Learn a second culture along with second language

G. Description of Hand Puppet

1. Definition of Hand Puppet

Puppet is a doll that can be made to move, by pulling strings attached to parts of its body or by putting your hands inside it, person or group whose actions are controlled by another or small figure of an animal moved by wires or strings, used in plays or show. The puppet can be used in English teaching which is interesting and humorous for the students.[24]

Slattery and Wilis also state that Puppet is a kind of aid who help children practice in speaking. Sometimes a young student is shy to speak in front of the class or speak with an adult. Puppet can substitute the partner of young children speaking. Then the children can more enjoy in practice speaking with a puppet.[25]

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[22] Lopez,*Speaking Strategies.,* p 2.
[23] Brown,*Strategies For Success*., p 53
[24] Martin Mansher, oxford learners ' pocket dictionary, new edition: 2008, P. 352
[25] Mary Slattery and Jane Wilis, English for Primary Teachers, (New York: Oxford UniversityPress, 2001), pp. 18—19

It is in line with Lines and Nunan. They said that the puppet would use properly in the childhood classroom. It is because the student would feel more comfortable to speak with a puppet.[26]

Furthermore, the writer can conclude from the above arguments that puppet is one of the media that aids in the teaching and learning process. It benefits both teachers and students. Its unique design can draw students' attention to the material, making it easier for the teacher to manage the teaching and learning process.

2. Procedures of Teaching Speaking by Using Puppet

As a good researcher, we must know how to conduct puppet shows in the classroom in order for students to understand how to use the puppet.

There is some procedure to apply the teaching speaking by using puppet play: a. The researcher would show puppet play to keep the attention of students and motivates the students to improve their interest speaking ability. In this case, the teacher uses a hand puppet as media. b. The researcher would explain and give an example of how to describe people, things, and places in the class by using hand puppet play of the lesson. c. The researcher gives the students a picture of people, things and place and one by one student must keep the picture until the researcher asks the students to come to forward. d. The researcher gives times to the students and asks the students to try to speak up with their friends. Then the researcher controls the situation the students in the class.

The following is The researcher asks one student to practice speaking in front of the class by using a hand puppet. And then the researcher gives a chance to every

[26] Lines and Nunan, Practical English Language Teaching: Young Learner, (New York: Mc-Graw Hill Companies: 2005), p. 33

student to speak up in front of the class. the next is the researcher gives correction of the students' mistake to upgrade the students, speaking accuracy, fluency, and comprehensibility. And the last is after practicing the materials, the researcher gives some comments about all of the elements of speaking to the students. So the next meeting they would upgrade their speaking better and avoid the mistake.[27]

3. The Advantages of Hand Puppet

There are some advantages of using hand puppet in English speaking class. the first is the hand puppet can help to serve as a very effecttive aid for teaching language arts. The second advantage is the hand puppet can bring about the development of many aspect of language in junior high school. The third is the hand puppet encourages students to talk and express their own creative ideas verbally. The following is the puppet can help the student not only think of what to say, but also feel comfortable when they are speaking. The fifth, the hand puppet is a way for students to speak in front of the other students without feeling intimidated. The sixth is the hand puppet gives the students a means to express themselves and their ideas without the stress of having something to completely understand that the language. And the last is the hand puppet can help the students to related and play better with other students who speak English fluently. 8. The hand puppet can increase the students' communication, and so reduce the teacher's domination of classroom.

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[27] Mardiana. Teaching Speaking Skill By Using Puppet Play At The Tenth Grade Students Of Madrasah Aliyah Negeri (Man) Palopo. STAIN Palopo: 2019. Page 29 – 30

H. Imagination

1. Definition of Imagination

Imagination is more important than knowledge. Knowledge is limited to all we knowand understand, while imagination embraces the entire world and all there ever will be to know and understand. Most of people give means creativity with special intelligence that not only trade on in the ability brain work but also combining between motoric and imagination. According to Jeanne Ac imagination is a mechanism of communication among changing in perception, emotion, and body.

Imagination is a cognitive process that is the complex of mental activity when the elements in the mental activity are lost from the sensory sensation. Imagination involves synthetic that combining aspects from remembrance, memories or experience to be a mental construction that different from past event or to be new reality in right now.[28] The childrens who develop imagination skill and play with full imagination tend to be happier and more stable in learning. Imagination is the way to think that need introspection. Imagination involves the senses like the lens eyes focused on the image.[29] Imagination can be classified into two kind, they are conscious imagination and unconscious imagination. Conscious imagination is deliberate imagination and any effort from the subject to entry in imaginary world. This imagination can be classified again into 2 kind, they are active and passive imagination. Active imagination is handled by thought

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[28] Faisal Afiff. Berfikir Imaginatif. http://sbm.binus.ac.id/%20files/%202013/05/%20ARTIKEL-BERFIKIR-IMAJINATIF.pdf. Accessed in 11 mei 2022

[29] Lane Longino Wass, Imagine That! (Ayo, Berkhayallah): Cara Baru nan Jitu Mengembangkan Beragam Kecerdasan Lewat Kemampuan Berimajinasi. p.69

and desires while passive imagination is not handled. Furthermore two kind of this imagination, both active and passive can be abstract, determine or combine. The imagination is abstract when in imagination any parts that are omitted. Imagination is determine when imagining the certain scheme already exist, and then filled with other illustration. Imagination is combined when combining parts of one response with other response.[30]

2. The Ability to Imagine

The ability to imagine has first place as the basic element in creativity formation. The ability to imagine in formal term, splits into two, they are rational imagination and fictitious imagination. Rational imagination is the imagination that has scientific characteristics. The imagination based on the justification and the truth of common sense logic. Scientific imagination can be justified for the righteousness through the series experiment in field. Imagination of fictitious is the imagination that has no scientific characteristics and can not be justified for the righteousness empirically. The Imagination of fictitious is pure in area the power of imagination and human imagination, abstract and never shown to or can be evidenced its existence as a reality fact in the real world.[31]

3. Students' Imagination

Imagination is born from a human mental process. This process encourages all emotional forces to engage and play an active role in stimulating creative thinking and ideas and energizing creative action. Students' imaginative abilities are part of the right brain activity that is beneficial for their intelligence.

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[30] Sumadi Suryabarata, Psikologi Pendidikan, (Jakarta: PT Rajagrafindo Persada, 2015), p.67

[31] Jasa Ungguh Muliawan, Mengembangkan Imajinasi dan Kreatifitas Anak, (Yogyakarta: Penerbit Gava Media, 2016), p.21

Imagination can make students develop creative ideas. Students' imaginations arise from the results of memories in their brains, memories that come from past experiences, or knowledge from reading results.[32]

The ability of student's imagination is the part of brain activity in right area that has benefit for the intelligence. Imagining is able to make student develop creative ideas. Students' imagination arises from the result of imitate, imitating comes from impressions that is watched or the influence of fairy tale that is heard. The imagination could appear naturally and originally from the deep of heart as result of process and utilize the surplus and the ability of the brain that is bestowed by God. Potential and ability of students' imagination are the first process of the growth and the development of creativity. The ability of students' imagination will produce interesting and utilizing creation for the development of personality and the brain.[33]

4. Imagination level

Vygotsky proposed that "imagination in childhood is, from the developmental point of view, the successor of children's play". However, Vygotsky differentiated the functioning of creative imagination between adults and children. The key difference is rooted in the level of maturity. He depicted that a child's experience is simpler, more elementary, and poorer; on the other hand, an adult's experience is subtler, more complex, and diverse. Further, owing to developmental issue, the fact that "the convergence of intellect and imagination is

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[32] David F. Marks, Visual Imagery Differences in The Recall of Pictures, (New Zealand: University of Otago, 1973). p.17.

[33] Andri Wicaksono, Menulis Kreatif Sastra: dan Beberapa Model Pembelajarannya, (Yogyakarta: Penerbit Garudhawaca,), p.1-3

a distinctive characteristic of development in adolescence" contributes to that adults have more abstract and creative imagination and fantasy than children do. Consequentially, the imagination is fully mature only in the developmental stage of adulthood.[34] In addition, during the transition from childhood to adulthood, two types of imagination gradually clearly exhibit at the adolescent stage. First is plastic (external) imagination that utilizes external materials to construct the products. The second one is emotional (internal) imagination that builds the rules of the construction. Finally, Smolucha and Smolucha summarized three levels of Vygotsky's theory of imagination: 1) High Imagination, you have a very well developed power of imagery. 2) Average Imagination, imagery techniques is useful to you. 3) low imagination or imagery technique won't be highly useful without special imaginary training. [35]

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[34] Vygotsky, L. S. Imagination and creativity in childhood. Journal of Russian and East European Psychology, 42, 1930, 7-97

[35] Smolucha, L., & Smolucha, F. C. (1986, August). L.S. Vygotsky's theory of creative imagination. Paper presented at 94th Annual Convention of the American psychological Association, Washington, DC