

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 The Nature of Speaking

##### 2.1.1 The Definition of Speaking

Speaking is a key of communication. It plays a very crucial part in people's daily life. Speaking is the use of language in terms of finding and sharing meaning (Cameron, 2001: 40). As pointed by O'Malley, J. M. & Lorraine, V. P. (2008: 59) the speaking involves the negotiation of meaning between two or more persons, it is always related to the context in which it occurs. It means that the participants need to negotiate meaning that contains the ideas, feeling and information.

In term of communication, the speakers have to speak well in order to convey what they are speaking. According to Murcia (2001: 103) the speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Therefore, speaking is one of the skills producing sounds to present messages, information, and ideas to other people. Furthermore, Brown (2003: 1) said that learning a foreign language is long and complex undertaking. It means that the students have to have good proficiency and hard effort in order to achieve it.

## 2.1.2 The Types of Speaking

There are basic types of speaking to measure speaking ability. According to (Brown, 2003: 141-142) the types of speaking can be seen as follows:

### a. Imitative

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence

### b. Intensive

A second of type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic, elements-intonation, stress, rhythm, juncture).

### c. Responsive

Assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting, and small talk, simple requests and comments, and the like.

### d. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes include multiple exchanges and/ or multiple participants.

#### **e. Extensive**

Extensive oral production tasks include speeches, oral presentation and story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

Referring to the explanations above, it is crucial to know all of the types of speaking. In this research, the speaking used is extensive speaking. It referred to the eight grade students of Junior High School.

#### **2.1.3 The Assessment of Speaking Ability**

Richard (2010: 35) stated that the assessment refers to an evaluation or opinion collecting information and making inferences about the students' work or ability. Furthermore, according to Brown (2003: 4) the assessment refers to the ongoing process covering a wide range of methodical techniques. Thus the assessment can be defined as the evaluation of the students' performance. Furthermore, Brown (2003: 159-167) also mentioned there are some possible tasks in assessing the students' speaking ability in term of the responsive level speaking of the junior high school students. They are:

##### **a. Question and Answer**

Question and answer task consists of one or two questions from an interviewer. Question at the responsive level tend to genuine referential questions in which the test-taker is given more opportunity to produce meaningful language in a response.

### **b. Giving Instructions and Directions**

Using such a stimulus in an assessment context provides an opportunity for the students to engage in a relatively extended stretch of discourse, to be varying clear and specific, and to use appropriate discourse markers and connectors. The technique is simple, the teacher gives an instruction and then the students do it. Scoring is based on specified grammatical or discourse categories.

### **c. Paraphrasing**

In this context, the students hear a limited number of sentences and produce a paraphrase of the sentences. It is aurally receiving and orally relaying a message.

In this research, the researcher will use giving instructions and directions type in order to be easy to measure the students' speaking ability in telling something.

#### **2.1.4 Teaching Speaking**

Students' speaking ability can be determined by their communication orally and their taking part in spoken language activities directly. According to Hughes (2002: 119), draw out attention to the growing realization that processing in speech may differ from processing in writing in terms of cognitive functioning and cites work from speech pathology and memory in support. It means that the process of speaking is harder than writing in term of expressing ideas. It needs thinking directly while speaking. Besides,

the speaker has to activate his/ her memory related to the topic discussed in time. As regard executive processes, in order to be able to speak a foreign language it is obviously necessary to encode syntactically and phonologically and to asses lexical form. (I.e. operate at the grammatical level in terms of phonology, lexis and syntax). So, the way of matching the entire component when someone is speaking can be said a successful speaker. However, in this era of modernization and globalization, the students as educated people need it to survive day to day life.

Furthermore, Hughes (2003: 113) said that speaking skill is one component involved in curriculum of language teaching that has to be taught by the teachers. The purpose of teaching spoken language is to develop the students' ability in interacting success of the language and involving comprehension as well as production. The success of a teacher can be decided by the way of presenting the material whether the language is acceptable and easy to be understood by the students or not. According to Nunan (2003: 54-56), there are five principles for teaching English. They are:

- a) Be aware of the differences between second language and foreign language learning context.
- b) Give students practice with both fluency and accuracy.
- c) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.

- d) Plan speaking tasks that involve negotiation for meaning.
- e) Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

Briefly, learning to speak in a foreign language will be facilitated when learners are actively engaged in attempting to communicate. In other words, the students are using any and all the target language at their command to perform some kinds of oral task (Jeremy harmer, 1998: 87). Communicative competence is taken to be the objective of language teaching. Then, the teaching point is simply to get meaning across, to be able to communicate some referential meaning in the target language. In conclusion, teaching speaking cannot be ignored as an important English skill to be mastered in order to enable the students to use the target language as well as possible. Also, in this teaching speaking, the researcher teaches the students dealing with the students' text books and their prior knowledge added by supplement material that still correlate to syllabus by applying Puppet Show strategy.

#### **2.1.5. The Elements of Speaking**

According to P. David Harris (1986: 81), students' speaking ability is a component attended by teacher. Many factors influence it. There are five elements used in speaking ability:

- a. Grammar

Grammar is the set of structural rules that govern the

composition of clauses, phrases, and words in any given natural language. It means that when the people learn other language, they have to use natural grammar. Grammar cannot change and have to use like usual without adding other rules. Through grammar we will know when the activities done and knowing about the meaning of sentences. Grammar has an important role in English because by mastering grammar, students' ability in English such as reading, writing, listening, and speaking will be better. Grammar is common in both the written and spoken form of the language, so its existence has strongly needed in learning and teaching speaking skill.

b. Vocabulary

Vocabulary is one of five speaking ability components, which has an important role too in speaking English skill. If students have many vocabularies, their speaking will be fluent and they are not confused again to produce many words because they have many vocabularies.

c. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Signs of fluency include a reasonable speed of speaking and a small number of pauses and "ums" or "ers". These signs indicate the speakers do not have to spend a lot of time in

searching for the language items needed in order to express the message.

d. Comprehension

Comprehension refers to the identification of the intended meaning of written or spoken communication. Contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing).

e. Pronunciation

Pronunciation is the act of uttering with articulation. It means that when the people are uttering something with articulation called pronunciation. A good pronunciation can be known, if the people are right in articulation when they are communicating with other people. With good pronunciation, students can communicate with other and the message will be conveyed to listener.

## 2.2 Narrative Text

### 2.2.1 The Definition of Narrative

Narrative is a kind of text telling and entertaining the listeners. According to Syafii (2014: 24) a narrative is a text telling the listeners about a true or fiction story. He also mentioned that the narrative tells a story for making a point or explaining an idea or event. Pertaining to the



statement above, Oshima and Hougue (2007: 24) they stated that “the narrative is story writing. In the model narrative paragraph, the researcher used time order to tell what happened first, what happened next, what happened after that, and so on”. In line with those statements, Webster’s New World College Dictionary (2008: 164) stated that a narration refers to the action or process telling a story or describing happenings. According to Richard (2010: 384) the narrative is the genre structure of text underlying stories.

Moreover, as pointed out by Sari (2014: 59) the narrative is a type of spoken or written text telling a story of one character or more who face certain situations. It commonly gives a moral value to the readers or listeners. Hence, the narrative is a text telling and entertaining the listeners about a true or fiction story.

Fundamentally, the purpose of narrative is to make the listeners to be entertained and enjoyed the story. It is clearly drawn that the purpose of narrative is to entertain the listener.

### **2.2.2 The Generic Structure of Narrative**

Furthermore, as pointed by Sari (2014: 59) the generic structure can be organized as follows:

#### **1) Orientation**

In term of orientation, this stage sets the scene and introduces the participants involved of the story such as characters, time and place.

Hence, orientation provides the introduction of the characters, time and place involved of a story.

## 2) **Complication**

Pertaining to complication, it refers to the problem appeared and developed in a story.

## 3) **Resolution**

In term of resolution, it refers to the problem or the complication is resolved or attempted to be clear. In other words, the characters find out the solution of the problem happened.

In addition, the narrative basically has five common components.

It can be seen as follows:

- a) **Characters:** The people or animals of a story (who and what)
- b) **Setting:** The setting of a story taking place (where and when)
- c) **Plot:** The plot of a story is the sequence of events. It takes the listeners' through events building to a climax or turning point in the story. The author, then, brings the story to a resolution.
- d) **Theme:** A theme is the central idea of the story. The theme can be directly stated or through use of story elements.
- e) **Vocabulary:** The author uses vocabulary for enhancing the listeners' understanding of characters and events in the story. The author's choices of vocabularies produce the mood and tone of the story.

Those five components can be used as guidance for the listeners in understanding and interpreting the features and organizations of narrative. Furthermore, narrative can be identified with some language features below:

**1. Use action verbs**

Action verbs are verbs showing the performance of an action. They are dynamic verbs showing something happening. Say for examples: walk, run, take, go, jump, swim and so forth.

**2. Use of temporal conjunctions**

Temporal conjunction is a type of word that is used to connect words or classes of words and it related in time. Say for example: after, as soon as, before, finally, since, while and etcetera.

**3. Use past tense**

The simple past indicates that an activity or situation began and ended at a particular time in the past. Say for instance, Joko studied English yesterday.

**2.2.3 The Type of Narrative**

Furthermore, as stated by Sari (2014: 59) the narrative texts can be categorized as follows:

- 1) Folklore (Fables, folktales, myths and legends).
- 2) Fantasy (Modern literary texts, fantastic stories, science fictions and high fantasies).
- 3) Realistic Fiction (Contemporary stories and historical stories).

In this research, the the researcher will distribute a short tale stories in order to teach the moral lessons identified by animals.

## **2.3 The Puppet Show Strategy**

### **2.3.1 The Definition of Puppet Show Strategy**

Using a puppet in the classroom is one of the ways to encourage students to learn English. The puppets refer to a doll and a small jointed figure controlled and manipulated by humans with hands by using strings or wires and also rods. In accordance with the statement above, Nurhayati (2011: 9) as cited from Wikipedia stated that Puppet is a small figure of a person operated from above with strings by a puppeteer creature.

As pointed by Reidmiller (2008: 6) the use of puppets in the curriculum from elementary to college classes can offer many benefits. Research published in the Journal of Child Neurology and the Pediatric Academy Societies (2002: 6) as stated in Reidmiller (2008) showed that using sophisticated imaging technology, that the use of puppets in play dramatically boosted blood and oxygen levels to the brain. The use of puppets prepares the brain for learning and is a powerful motivator in learning and it can provide help with public speaking.

Furthermore, research conducted by Vida Zuljevic (2005) as stated in Reidmiller (2008: 6) found that teachers reported that the use of puppets in the classroom increased student involvement, motivation, and the development of student's reading, oral language, and communication

skills. According to Brits et al, (2014: 1798) Puppets were selected as a medium because they facilitate social interaction, thereby enhancing communication through role playing, imagination, story-telling, and listening for students. The puppet is a movable object or figure that can be controlled by strings, rods or by placing one's hand inside its body. They are perfect for grabbing the attention of students. It is therefore the ideal interactive teaching aid.

### **2.3.2 The Type of Puppet Show**

According to Nurhayati (2011: 10) The types of puppets are bunraku puppet, finger puppet, hand or glove puppet, shadow puppet, black light puppet, paper puppet, carnival puppet and so forth. In this research, the researcher will use paper puppets as the media to teach the students because paper puppet is simple to be made, modified and it can also be added by some colorful things and it is interesting for the students.

### **2.3.3 The Procedures of Puppet Show Strategy**

This strategy can be illustrated by some procedures as follows (Bennett, 2002: 152):

- a. The teacher tells the story to the students by using puppets.
- b. If the students have questions, the teacher allows and appreciates it.
- c. The teacher divides the students into groups consisting of 4 students.
- d. The teacher asks the students to discuss the topics given.

- e. Then the students tell the story by using their own words and puppets within their groups.

#### **2.3.4 The Advantages and Disadvantages of Puppet Show Strategy**

According to Nurhayati (2010: 12) most of students especially junior high school students that are still in young age, they 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 understand the material of study in class easily. The benefits of the use of puppets in the classroom are many and 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 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.

Besides, Peyton (2002) as stated in Nurhayati (2010: 12) said that students typically resistant to lecturing and representing diverse learning styles and personalities are freed to process and articulate concepts and explore the who-what-when-where-and why of the curriculum physically, interactively, and experientially. 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.

Furthermore, this strategy is suitable for all ages starting from young learners and adults. It could be done in a variety of ways, including using stories in terms of narrative and dialogue helping students to bring the story into their lives (Keogh, 2006: 4). Besides, this strategy also had disadvantage. The students might balk or be disruptive during the lesson (Akhiriyah, 2014: 8).

#### 2.4 The Relevant Studies

There are some related studies relating to Puppet Show strategy of this research. They are:

- a. A thesis written by Annesa J. Retami (2017: 6) entitles “The Effect of Using Puppet Show Strategy on Students’ Reading Comprehension at Islamic Junior High School Al-Muttaqin Pekanbaru”. The research findings showed that puppet as colorful and funny things can help them to understand the material of study in class easily. Teaching reading comprehension by using puppet show strategy empowers students in learning process and develops students’ reading comprehension skills. The students who just gained 65.6 in the pre-test, were able to increase their score up to 76.8 in the post test.
- b. A thesis written by Sandra M. Reidmiller (2008: 1) entitles “The Benefits of Puppet Use as a Strategy for Teaching Vocabulary at the Secondary School”. The research findings showed that by using the vocabulary words in a real world conversation setting

(between the puppets) activated students prior knowledge and helped to make the vocabulary pertinent to how the students might speak in real conversation. Therefore, sixteen of the twenty-two students reported that they enjoyed the use of the puppets. Comments ranged from “they were a blast” to “it was something new and fun.” Seventeen students said that the puppets were a better method to teaching vocabulary, whereas only five responded negatively. Several compared the puppet use as a more favorable activity than the journal writing which is the usual method. One student reported that, “it was better than writing twenty words in a journal.” When asked if the puppet activity was a better way to learn vocabulary a student said that it was because, “you just write the words in your journal and you don’t understand.” They felt that the use of the puppets contributed to a better understanding of the meaning of the vocabulary words.

## **2.5 The Conceptual Framework**

As mentioned by Syafi’i (2015: 103) a conceptual framework is derived from related theoretical concepts on all of the variables that should be practically and empirically operated in an academic writing-a research paper. Furthermore, according to Richard (2010: 112) conceptual framework refers to a theory or set of theories linked to particular research purposes that give coherence to an empirical inquiry. Hence, it is clearly explained that the



conceptual framework is the theoretical concept of variables involved that should be used and operated practically and empirically.

Avoiding a misunderstanding in this research, the writer will use the conceptual framework as guidance. This research is designed into two variables; independent and dependent. The independent variable is using Puppet Show strategy, symbolized by X while the dependent variable is speaking ability, symbolized by Y.

The Puppet Show strategy as the independent variable (X) has some operational concepts. It can be illustrated by some procedures as follows (Bennett, 2002: 152):

- a. The teacher tells the story to the students by using puppets.
- b. If the students have questions, the teacher allows and appreciates it.
- c. The teacher divides the students into groups consisting of 4 students.
- d. The teacher asks the students to discuss the topics given.
- e. Then the students tell the story by using their own words and puppets within their groups.

Speaking ability as the dependent variable (Y) has some indicators. Based on BNSP (2006: 129) the indicators of narrative text can be seen as follows:

- a. The students are able to use appropriate grammar in telling something orally.
- b. The students are able to use to use appropriate vocabulary in telling something orally.

- c. The students are able to speak fluently in telling something orally.
- d. The students' ability to communicate based on the topic in telling something orally.
- e. The students are able to pronounce words correctly in telling something orally.

## 2.6 The Hypothesis

There are two hypotheses proposed. They are:

$H_0$ : : There is no significant effect of using the Puppet Show strategy on students' speaking ability of the eighth grade students at Junior High School 2 Bangkinang.

$H_a$ : : There is a significant effect of using the Puppet Show strategy on students' speaking ability of the eighth grade students at Junior High School 2 Bangkinang.