

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2. Previous Researches

Elftorp (2007) designed a research “*How to Improve Students’ Writing and Speaking Skills*”. There are endless possibilities for appropriate exercises to improve writing and speaking and it is impossible to investigate every single one there is in a relatively short essay. In order to evaluate exercises, the teacher needs to be prepared and know what to focus on in the exercise as it is in progress, but also listen to the students’ opinions since they know if they have learned anything or not. Correction of spoken errors should be handled cautiously by the teacher but the students should be made aware of the written mistakes they make.

Bobkina (2011) investigated the benefits of using visual aids for the students based on her research entitled “*Usage of Multimedia Visual Aids in the English Language Classroom*” that visual aids is important tool in the language acquisition. They help to enhance the language teaching, as well as students’ comprehension of the new input. Visual aids also clarify the meaning of words and messages, help in memorizing new vocabulary, and in gaining students attention. These tools make students more confident when speaking and interacting.

Nurhayati (2011) designed an experimental research entitled “*The Effectiveness Of Using Hand Puppet To Improve Students’ Speaking Skills In Performing Adjacency Pairs*”. This research was conducted in order to know there was any significant difference in learning achievement of speaking skill between the students who were taught by using hand puppet and those who were taught by using conventional technique. Based on the result, hand puppet was more effective for teaching speaking, especially to perform the dialogue of adjacency pairs compared to the use of the conventional teaching hand puppet positively contributed to the improvement of the students’ ability in speaking.

Aye and Phyu (2015) conducted the research “*Developing Students’ Speaking Skill through Short Stories*” (Yangon University of Education Research Journal 2015, Vol. 5, No. 1). The result of this research is exercises and activities are devised according to the Communicative Language Teaching and Task-based Approach. The research was carried out at a private class with twelve learners who had sat for the first year English specialization study. Drawing upon the findings and results of the students’ performance, the study showed that short stories help to improve students’ spoken fluency and the cultivation of interest in literature.

Praneetponkrang and Phaiboonnugulkij (2014) studied “*The Use of Retelling Stories Technique in Developing English Speaking Ability of Grade 9 Students*”. They use narrative text as a material to improve the speaking ability of Thai students. They also implemented three steps of teaching retelling stories, they are: before retelling (alternative techniques), while retelling (students’ practice by using activities of brainstorming, role play, and discussion) and retelling story. The result of their study was success. The Thai students are able to improve their speaking ability through retelling story.

Based on five previous researches above, the researcher can draw some conclusions, they are: first, a teacher should prepare appropriate exercises in order to measure student’s progress in speaking ability. Second, the usage of media is important for teacher and student during the process of teaching in the class. Third, puppet can be used as a medium which has positive benefit for the agent of education. Fourth, short stories can be chosen as materials to improve students’ proficiency, especially in speaking ability. Fifth, retelling stories technique is an appropriate way to enhance students’ memorize about vocabulary, word and sentences in the stories.

## 2.1 Theoretical Review

### 2.1.1 General Concept of Speaking

Speaking is one of producing skill which contains of meaning and utterance by using human's voice. O'connor (1967:1) states written English and spoken English are obviously very different things. Writing consists of marks on paper which make no noise and are taken by the eye, whilst speaking is organized sound, taken in by the ear.

Brown (2001:140) states while speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production.

If a speaker wants to talk, they should have a lot of idea. Barker (2000:8) suggests :

“Ideas are the currency of communication. We are paid for our ideas. When we communicate, we trade ideas. Like currency, ideas come in larger or smaller denominations: there are big ideas, and little ideas. We can assemble the little ones into larger units, by summarising them. Like currencies, ideas have a value and that value can change; some ideas become more valuable as others lose their value. We judge the quality of an idea by how *meaningful* it is.”

From several explanations above, I can conclude that people can express their idea and purposes orally to the listeners through speaking. Most speakers need active listener who will directly respond to what they say and directly show understanding and joining the interaction. Learning to speak is different from learning to write. It should be learnt consciously what demanded a lot of practice and confidence.

#### 2.1.1.1 Basic Types of Speaking

Speaker should know the basic types of speaking skills when he or she wants to start a conversation. Brown (2004:141) states there are five basic types of speaking, they are: **imitative, intensive, responses, interactive and extensive.**

- a) **Imitative** is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence.
- b) **Intensive** is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationships.
- c) **Responses** assesment task include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like.
- d) **Interactive.** The differences between response and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and or multiple participants.
- e) **Extensive** includes speeches, oral presentations, story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

Based on Brown's theory above, the type basic speaking of my study is extensive, because my students have to perform Javanese folktale (story-telling).

### 2.1.2 Teaching Speaking

For long time ago, the English teachers have developing the method, technique, media, material and the like of teaching Speaking to enhance students' proficiency. Fountain (1994:49) comments:

Teachers will want to consider establishing the classroom conditions which are needed, in order to make learning through talk a reality in our classrooms. As teachers, we need to be aware of the importance of finding ways to listen carefully to what our pupils actually say, and to value their ideas. We need to plan for a range of tasks which highlight speaking and listening, and we need to find ways to make explicit to our pupils what we are asking them to do, and why. Most important of all, we need to have confidence in our pupils' learning, and in our own abilities to plan for it.

Thornbury (2005:71) suggests one way is when the teacher builds on the contributions of individuals during open-class (or plenary) talk, such as during the opening chat phase of a lesson or when soliciting opinions about a text that just been read, or even when answering questions about grammar.

From the explanations above, I can conclude: (1) teacher should be able to establish the condition in the class during teaching Speaking, (2) teacher has to plan the speaking task, (3) teacher may builds on the contributions of students during open-class talk.

### **2.1.3 Assessing Speaking**

Brown (2004:4) states whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assesment of the students' performance. It means that after the students perform some tasks of Speaking tasks, it is good for the teacher assess them directly.

Thornbury (2005:124) comments and the same can be said for any test of overall language proficiency, wheter it aims to test progress during the course, or achievement at the end of it. On another hand, the function of assesment is to make the better progress and achivement of student's speaking skill.

### **2.1.4 General Concept of Media**

Media have important role during the process of teaching. Harmer (2001:134, cited in Nurhayati 2011) states that "Media or teaching aid is used by language teachers to explain language meaning and construction, engage students in topic, or as the basis of a whole activity." According to Murcia (2001: 461, cited in Nurhayati 2011), "Media can serve as an important motivator in the language teaching processes."

From those statements above, I can conclude that media can represent the material and motivate students during teaching activity.

### **2.1.5 Puppet as Media**

Puppets can be choosen as media or models in teaching speaking. Based on Turnbull (2007:3), he says:

"Puppet is an open source Ruby-based systems and configuration management tool relying upon a client-server deployment model. It is licensed using the GPLv2 license and is principally developed by Luke Kanies. Kanies has been involved in Unix and systems administration since 1997, and Puppet has developed from that experience. Unsatisfied

with existing configuration management tools, Kanies began working in tool development in 2001 and in 2005 founded Reductive Labs, an open source development house focused on automation tools. Shortly after this, Reductive released their flagship product, Puppet”.

According to Wright (1990:22) states that “if your puppet play is part of a longer program, you may want to save the play for last”. Students respond enthusiastically to puppets. It means that puppet can be a good medium for students in order to build their curiosity to respond enthusiastically.

### **2.1.6 Kinds of Puppet**

Wright (1990:4) explains that “There are many types of puppets: marionettes, shadow puppets, glove puppets, mouth-rod puppets, stick puppets, finger puppets, and even full-body puppets”.

In this study, I choose *wayang golek* as a medium in teaching Speaking. It can be categorized as mouth-rod puppet.

### **2.1.7 Wayang Golek**

Buurman (1988:1) states that “*Wayang Golek*, referring to three-dimensional wooden puppets used without a shadow screen, was originally the medium for the *cepak* stories”. Buurman (1988:21) also adds “however beautiful the carving of a puppet may be, a *dalang* will not want to use it if it does not express the character of the person it depicts”.

From the definitions above, *wayang golek* is a puppet which made by wooden played by puppeteer and it can express the character of person.

### **2.1.8 General Concept of Folktale**

NETworking (2012:4) “A folktale is an anonymous story passed on through generations by word of mouth. Folktales are often timeless and placeless, with formulaic openings like: ‘Once upon a time, in a faraway kingdom, there lived an old man and an old woman in a small cottage in the forest...’ Folktales were told as a form of entertainment.”

According to Sherman (2008) a folktale is literally a tale of the folk, or the people, that has no known author.

NETworking (2012:4) adds 'Folktale' is a general term that can include a wide range of traditional narratives, such as myths, legends, fables and fairy tales.

From the definitions above, folktale can be defined as (1) the stories which are informed verbally and traditionally, (2) folktale has no author (3) the examples of folktale are: myths, legends, fables and fairy tales.

### 2.1.8.1 Kinds of Folktale

There are four kinds of folktale, they are:

1. A **Myth** is a traditional story that explains the beliefs of a people about the natural and human world. The main characters in myths are usually gods or supernatural heroes. The stories are set in the distant past. The people who told these stories believed that they were true. (*in NETworking, 2012:2*)
2. A **Legend** is a traditional story about the past. The main characters are usually kings or heroes. (*in NETworking, 2012:2*)
3. A **Fable** is a brief story intended to teach a moral lesson. The main characters are usually animals, objects in nature (e.g. mountains, lakes, stones) or forces of nature (e.g. the sun, the wind, the rain), which are given human qualities. (*in NETworking, 2012:3*)
4. A **Fairy Tale** is a traditional folktale involving imaginary creatures such as fairies, wizards, elves, trolls, gnomes, goblins and fire-breathing dragons. (*in NETworking, 2012:4*)

### 2.1.9 Using *Wayang Golek* in Performing Javanese Folktale

According to Wright (1997:48, cited in Nurhayati 2011), there are some media that can be used in teaching speaking:

Some ways in prompting the speaking skill are a sequence of picture which prompts their memory. Then, a sequence of picture these can be card picture or paper. A sequence of key words, in addition, mime, where

students try to speak based on the gesture. Finally, teacher can use figurines or puppet, teacher and students operate the figure of puppet.

From the quote above I can draw some conclusions: picture can prompt students' memory, students' are able to gap the meaning delivered by the teacher's gesture, and last, the teacher may use puppet as media.

*Wayang golek* has important role in teaching, that is it can represent the figure of character in Javanese folktale. The teacher and students can operate *wayang golek* together during the process of teaching Speaking in order to make the condition more attractive and interactive in the class.

#### **2.1.10 Characteristic of Senior High School Student**

High school students have great capacity. According to Harmer (2003:83) states that "Most of them understand the need for learning and, with the right goals, can be responsible enough to do what is asked of them."

In the same case, teaching children and teens are really different, because they have to be considered in the way of teaching them. Brown (2001:91) commends:

"it is of course much too absolute to consider that a child ceases to be a child at the stage of puberty and that all of the rules of adult teaching suddenly appear! It is therefore appropriate to consider briefly the sort of variables that apply in the teaching of "young adults", "teen", and high school-age children whose ages range between twelve and eighteen or so."

#### **2.1.11 Hypothesis**

In this study, the researcher attempt to solve the students' problem in Speaking skill by using *wayang golek*. The hypothesis could be drawn as follow:

1. Ho : There is no improvement of students' speaking result in performing javanese folktale when the teacher uses *wayang golek* as a medium.
2. Ha : There is improvement of students' speaking result in performing javanese folktale when the teacher uses *wayang golek* as a medium