

**THESIS**  
**THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING PUPPET**  
**AT FIRST GRADE OF SMPN 3 PAMBOANG**



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## APPROVAL SHEET

### THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING PUPPET AT FIRST GRADE OF SMPN 3 PAMBOANG

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## ABSTRAK

NURARINDA (H0117339) “Efektivitas pengajaran kosakata dengan menggunakan boneka dpada siswa kelas 1 SMPN 3 Pamboang””. Tugas Akhir, Majene: Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Sulawesi Barat, 2024.

Penelitian ini bertujuan untuk mengetahui peningkatan penguasaan kosakata siswa kelas VII di SMPN 3 PAMBOANG dengan menggunakan boneka. Umumnya penggunaan Boneka sebagai alat bantu mengajar terutama ditujukan untuk meningkatkan proses pengajaran agar lebih memotivasi dan menarik bagi siswa. Mengajar dengan menggunakan Boneka akan lebih menarik. Penelitian ini dilaksanakan di SMPN 3 PAMBOANG, populasi penelitian ini adalah siswa kelas VII A SMPN 3 PAMBOANG Tahun Pelajaran 2023/2024. Jumlah sampel terdiri dari 58 siswa. Dalam penelitian ini peneliti menggunakan pre-experimental design pre-test and post-test, yaitu pengaruh perlakuan dinilai dengan selisih antara nilai pre-test dan post-test. Untuk mengumpulkan data, peneliti menggunakan instrumen tes yang terdiri dari pre-test dan post-test. Berdasarkan analisis, peneliti menemukan bahwa dengan menggunakan boneka dalam pembelajaran Bahasa Inggris mampu meningkatkan penguasaan kosakata. Penguasaan kosakata siswa meningkat secara signifikan dengan melihat nilai rata-rata pre-test adalah . Pada akhir pembelajarandengan menggunakan Boneka untuk meningkatkan penguasaan kosakata siswa meningkat setelah diberikan perlakuan. Nilai rata-rata pos-test adalah 34. Hasil penelitian menunjukkan bahwa nilai setelah pemberian perlakuan lebih tinggi dibandingkan sebelum perlakuan. Uji independent sample T-test menunjukkan bahwa  $\text{sig } 2 \text{ tailed } 0,000 < 0,05$ , sehingga nilai T-test lebih kecil dari sig. Nilai 0,05 maka dapat dikatakan bahwa hipotesis alternatif (H1) diterima sedangkan tanpa (H0) ditolak. Pembelajaran menggunakan Puppet tampaknya signifikan dalam peningkatan penguasaan kosakata siswa. Dapat disimpulkan bahwa perlakuan telah efektif.

**Kata kunci:** Penguasaan Kosakata, Boneka.

## ABSTRACT

NUR ARINDA (H0117339) “The effectiveness of teaching vocabulary by using puppet at first grade of SMPN 3 Pamboang”. Final project, Undergraduate Program In English Education, Faculty of Teacher Training and Education (FKIP) University of West Sulawesi, 2024.

This study aimed to determine the improvement of VII A grade students vocabulary mastery in SMPN 3 PAMBOANG through the puppet. Puppet as a tool is mainly intended to improve the teaching process to make it more motivating and interesting for students. Teaching by using puppet was be more interesting. This research was conduct at the SMPN 3 PAMBOANG. The population of this study was class VII A of 30 students. To collect data the researcher used a pre-experimental design pre testpost test, namely the effect of treatment which was assessed by the difference in values between the pre testpost test. To collect data the researcher use a test instrument consisting pre testpost test. Based on the analisys, the researcher found that by using puppet in learning English, it was able to improve the vocabulary mastery. The students vocabulary mastery improved sugnificantly by looking at the mean score of the pre testwas .at the end of the lesson, using puppet to improve students vocabulary achievement increased after being given treathment. The average post test score was 34,2. The result showed that the score after administration was higher than before. The average value of the t-test of students learning out comes is .the independent sample T-test showed that sig tailed  $0.000 < 0.05$ , so the t-test value was smaller than sig. value of 0.05, it can be said the alternative hypothesis (H1) is accepted while without (H0) is rejected. Learning English vocabulary it can be said the treathment has been effective.

**Keywords :** Vocabulary, Puppet

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Teaching for students of Junior High School is not the same as teaching adult because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too. Because in Indonesia not all elementary schools are given English subject so when students enter Junior High School they still lack more English vocabulary than they should know.

Consequently, the teaching learning process may fail. Junior High School teachers need appropriate methods to teach the students. The proportions of the materials for young learners are different from that of the adult learners. Generally that teaching material emphasizes on the ability to enrich their vocabulary of English language. The way of teaching vocabulary is not the same as teaching vocabulary to adult learners. They have different motivation and characteristic. It will be difficult when the teacher cannot motivate young learners intensively. Through motivation from their teacher it will increase their interest to learn better, so the students' interest in learning will be the same as their interest in playing. To find out the best technique for teaching young learners need an intensive analysis, especially for the teacher. They should create alternative of techniques to teach young learners in order to make them interested to what they are going to learn and avoid boredom.

According to Harris (1969:345) there are several methods in English learning process. They are : (a) giving total physical activity (example games and Total Physical Response activities), (b) providing hands on activities (example to learn words, sentences, and practice meaningful language), (c) internalizing concept through visual aids (example video, picture, tapes, music, flash card, and puppet toys), and (d) explaining things with nonverbal language (facial features, gestures).

are useful to achieve the instructional goals of teaching and learning process, and they can also be easily found in our daily lives. Having understood that young learners pay short attention and concentration in a learning process, it is better to provide something playful to them.

In this study, the writer tries to use puppet toys, for teaching English vocabulary to junior high school students. Using the puppet as an alternative medium of teaching young learners could be considered as the best way since it pleases them a lot. Furthermore, it is a precious resource to develop students' abilities in listening, speaking, reading, and writing. The writer is interested in using the puppet in order to enrich and improve the mastery of the students' vocabulary. By using this media, it is hoped that the students can enjoy the teaching and learning process and can memorize the words easily.

The researcher used puppet toys to teach vocabulary to junior high school students. The researcher observed the puppet in teaching vocabulary. The researcher wanted to find out the extent of students' achievement in vocabulary mastery by the use of the puppet in teaching. The researcher give some treatments to students during the teaching-learning process.

The result is that using the puppet to teach vocabulary to the junior high school students is very beneficial for the students. Based on that research, the writer was curious to use puppet as medium in teaching learning process, this study the writer wants to examine "The Effectiveness Of Teaching Vocabulary by Using puppet at junior high school (for the first graders of SMPN 3 PAMBOANG). The writer wants to analyze whether teaching vocabulary by using the puppet is more effective to improve the students' achievement in vocabulary.

## **B. Problem Identification**

Based on the statement above the writer state that the problem of research is:

- a. the lack of the students vocabulary in English.
- b. The lack of the students motivation in learning English.

### **C. Problem Limitation and Formulation**

In this research, the researcher will limit the use of puppet in learning English vocabulary. Researcher will focused of the using puppet to improve students vocabulary mastery of first grade of SMPN 3 Pamboang.

Researcher chose junior high school 3 Pamboang students participation in this research based on previous with the English teacher

The problem investigated is stated as follows “can the use of puppet improve students vocabulary mastery at first grade of SMPN 3 Pamboang?”

### **D. Research Objective**

Based on the research problem the objective of the research are:

To find out whether teaching vocabulary using a puppet is effective to improve the students achievement.

### **E. Research Benefits**

The benefit of this research are as follows:

1. For students, teaching vocabulary by using puppet can motivate the students in order to be more interested in learning vocabulary.
2. For the teacher, to provide the better technique for teaching vocabulary in junior high school class.
3. The writer hopes that the result of the research can be used as reference for those who want to conduct a research in teaching English.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter covers the characteristic of junior high school students, general concept of vocabulary, the definition of puppets, the definition of media and action research.

#### **A. Previous related study**

Grade 1 junior high school students are still classified as children. Dealing with the development of curriculum in Indonesia, teaching English to young learners has become important in recent years. However, it is not always an easy task to teach young learner. There are many considerations that should be taken on how to teach and what to teach. It is a fact that children are different from adults physically and mentally. The age has become a major factor to formulate decisions on teaching students. The students who are considered as young learners enjoy studying language through loads of cheerful activities in a bright and colorful room. While adults are expected to use abstract notions since they can think rationally.

In general, the junior high school students are the children at the age between 13 up to 15 years old which are enthusiastic to know and learn everything.

Harmer (2001: 38) states some general characteristics of children.

There are (a) they respond to meaning even if they do not understand the words, (b) they often learn indirectly than directly, (c) their understanding comes not just from the explanation, but also from what they see hear and crucially have a chance to touch and interact with, (d) they generally display an enthusiasm for learning and curiosity about the World around them, (e) They have a need for individual attention and approval from their teacher, (f) they are taken on talking about themselves and responding well to learning that use themselves and their own lives as main topic in the classroom, (g) They have limited attention span, unless activities are extremely engaging can make them easily getting bored, losing interaction after 10 minutes or so.

Based on the points stated by Harmer above, I assume that junior high school in first grade students are very enthusiastic in finding out, understanding and learning everything.

Helalay (1971:1) argues that: Unlike adults, children are not self-motivated and do not have an immediate need to learn English. They are not concerned with a job or university degree that requires knowledge of English. Their daily games, events, of interest to them, new knowledge may ask. Gerlach and Elly (1980: 247-249) classify them into six general categories. They are still pictures, audio recording, motion pictures, television, real things simulation and models, programmed and computers-assisted instruction programs. Media such as puppets, cartoon films, tape recorder, radio, television, computer, etc.

## **B. Theoretical framework**

### **a) Concept of Vocabulary**

#### **1. The definition of Vocabulary**

Vocabulary is one of the materials studied by students of all level of school in Indonesia, it has been mastered if they want to master English. Vocabulary is central of language and critical importance of typical language to support speaker interaction in communication vocabulary become importance because it can be good sequence of sentence. Therefore the students should have to obtain vocabulary mastery. use a basic foundation to construct a word into a good Vocabulary according to Linse (Inayatul, 2013) is the collection of words that everyone knows. This statement can be interpreted as that vocabulary is a collection of words that everyone knows. Fajriyah (Inayatul, 2013) explained that vocabulary is one of them English Components that have an important role in reading comprehension and express all ideas in written or spoken form. Students can obtain vocabulary from the dictionary, glossary, at the back of the book English and others. Vocabulary will always be inside students mind if students always use it and will disappear if students don't use it. Vocabulary is one of the materials studied by students of all level of school in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in study language without mastering the vocabulary.

Vocabulary is a central of language and of critical importance of typical language. without sufficient vocabulary, people can not communicate effectively or express his ideas in both oral and written form. to support the speakers interaction in communication, vocabulary become very important because it can use a basic

foundation to construct a word into a good sequence of sentences. Therefore, the students should have to obtain vocabulary mastery.

According to Hocket (incele-murcia and Mc, intosh 1995;129) state that vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention un the classroom.

Based on the defenition above, I conclude that the more vocabulary the learners have, the easier for them to develop their four skills (listening, reading, speaking and writing) and learn English as the foreign language generally.

Tarigan (2015:4) mention that “ the quality of person’s language skills early depend s on the quality of the vocabulary they have, many people have difficulty expressing their ideas because their vocabulary is limited. It is also e factor that makes them difficult to apply their four skils.

According to Nunan (2015) vocabulary is the collection of words that an individual knows. That the reason why the students will have experience difficulties in learning a language if their vocabulary is insuffient. Vocabulary is the most crucial elements in aalanguage. Vocabulary is a core component of the language proficiency and provides much of the basic for how wear learners speak, listen, read and write. Some of the people think that grammar is more important than vocabulary. For instance, people will no talk in English just because they are afraid to take a risk with wrong grammar. Since the learning of a language is most commonly identified with acquiring mastery of its grammatical system. It is not at all suprising that most textbook that have grammatical or structural organization

In generally, in society language is interpreted as something s form of communication whether verbal, written, or based on signals on a system of symbols. Language consist of words used by society along with the rules for compiling various things. Paying attention to the information above, it can be stated how the importance of language in everyday human life. Difficult imagine what life would be like for humans if they never studied language as a means of communication with other people .we need language to talk to others, listen to other, read and write. Language enable us to describe events pst events and planning for the future language makes we can pass on information from one generation to the next and create cultural heritage.

## 2. The types of vocabulary

There are various varieties in the vocabulary, including Noun, Adjective, Verb, and Adverb. According to Fuad (1998, p. 61.) the kinds of vocabulary are as follows:

Table 2.1 Types vocabulary

No	Word classes	Kinds	Explanation
1	Noun	Abstract and concrete nouns	Are that cannot be seen by eyes. Example happiness and freedom
		Common noun	Can be seen by eyes. Example chairs, car.
		Proper noun	Are the names of people or places. Example Nina and Jakarta
		Collective noun	Name of a group that they are to be a unit. Example a team and a unit.
		Material noun	Names of things not made by people. Example water and fish
2	Adjective		Words that are used to explain nouns or pronouns. example z
3	Verb		Are the words that show the name of action by people. For example come, study, and buy. (Ordinary verbs, auxiliary verb, linking verbs, transitive verbs, intransitive verb)
4	Adverb		The words that explain how the job is done, where is places, and when the event that

			happened.
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## Word formation process

There are three productive word-formation processes:

- 1) Compounding is where two things meet up from one. Laid-out compounds showing a portion of the successive useful examples in English incorporate postal carrier, 51, blackbird, and three-legged.
- 2) Affixation is the expansion of prefixes or post fixes to a stem to make subsidiary words. For instance: rewind, uncoil, wetness, lobbyist, and sisterhood.
- 3) Conversion is regularly the change of a thing or a modifier into an action word without the expansion of different components. For instance: I'd prefer an office here. (From the thing "office").

The word that the understudies comprehend when they read and they can use it in their composition. The term composed vocabulary alludes to the blend of using and composing jargon. As indicated by Chall (1987), to foster their vocabulary the understudies need to learn two view points about words, in particular: acknowledgment and significance vocabulary.

### f. Lexical Relation

The description of the word's meaning not as far as its part includes, but rather as far as its relationship to different words is treated as the examination of lexical connection. The kinds of lexical relations that are typically spoken of can be momentarily characterized as follows:

#### 1) Synonym

An equivalent is a word that has something very similar or almost a similar importance as another. These equivalent words are at least two structures with firmly related implications, which are frequently not consistently interchangeable in the sentence. Instances of equivalents are the matches:

commendcheer, brief-short, intensevaliant

## 2) Antonym

Antonym is a word that is inverse in significance to different words. Two types of inverse significance are called antonyms. Antonyms are additionally recognized into two sorts, gradable and non-gradable antonyms. The matches terrible-great and dry-wet are an illustration of the gradable and non-gradable antonyms individually. Believe isn't awful should be great, yet the season which isn't wet should be dry.

## 3) Hyponymy

Hyponymy is the connection between two words, where the importance of single word incorporates the significance of the other. Commonplace instances of such coordinates are : canine creature, carrot vegetable. The idea of consideration required here is the possibility that in the event that an article is a canine, it is fundamentally a creature. So the creature is remembered for the importance of canine, or canine is a hyponym of the creature.

## 4) Homophony

Homophony is utilized to portray the connection between two additional various structures (composed) which have similar articulation as the matches: bite the dust color, check action word, key-quay, front four, step door.

## 5) Homonym

The term homonym is utilized when one structure (composed or spoken) has at least two irrelevant implications, instances of homonyms are the matches: lead (ahead of everyone else of position)- lead (of water pipes). Sow (grown-up female pig)-sow (plant)

In other opinion Afzal (2019) explain two types of vocabulary namely active vocabulary and passive vocabulary, as follow:

### a) Active vocabulary

Refers to the word taught to students and they can use these words in speech or writing as oral or writing expression.

b) Passive vocabulary

Refers to the words that students recognize and understand in a context.

In addition Hiebert and Kamil in Rohmatillah (2014) proposed that words has two forms. The first oral vocabulary is a group of words that we know their meaning when we speak or read. Second print vocabulary consist of those words for which meaning is known when write or read silently.

They also defined that knowledge also have at least the following two forms:

1. Productive vocabulary

Is a set of words that a person can use when writing or speaking. They are well-known, familiar and commonly used words.

2. A receptive or cognitive vocabulary

Is a group of words that people can assign meaning to when they listening or reading. There are words that students are generally less familiar with and use infrequently. Eventhough they maynot know all the intricacies of differences, individuals may be able to assign some meaning to them. Also, there are usually words that individuals do not use spontaneously. But when people come across these words, they recognize them even if they are imperfect.

According to Thornbury (2002) word divided into one of eight different class words as follows :

1. Nouns

Are most often the name things or people or something that is visible or can be seen. Example: book, table, etc.

2. Adverb

Are used to describe something or explain something happens. Example: last night, tomorrow, when, where, etc.

3. Verbs

Used into indicate an action or state such as walk, cook, eat, drink, etc.

#### 4. Adjective

Used when we describe things, people, etc. Example: clean, handsome, beautiful, etc.

#### 5. Pronouns

Is a pronoun of a noun or that replaces a noun, such as : you, it, she, he, someone, etc.

#### 6. Preposition

Are word located in front of nouns and pronouns. Example: of, for, in, before, from, etc.

#### 7. Conjunction

Used to connect equivalent language units (words with words, phrases with phrases, clauses with clauses, sentences with sentences and so on). Example: because, so, when, which, if, etc.

#### 8. Determiner

Is a words or group of words that is placed in front of a noun to limit the meaning of the noun.

### **b. The Aspects of Vocabulary**

There are some aspects in learning vocabulary. According to Lado as cited in Mardianawati (2012), there are some vocabulary aspects as follows :

#### 1. Meaning

When the teacher delivering the students about the meaning, the teacher should explain that a word may have more than one meaning when it is used in different context. In order to discover the meaning, the teacher can use ways such as discovery and using dictionaries.

#### 2. Spelling

In learning vocabulary, spelling is important because it aids in reading and as the connector of letters and sounds. Spelling there may be different acceptable written

forms for the same words within the same variety of English, due to the fact that they belong to different varieties as happens with many British or American terms (Nations, 1990 as cited in Kareem, 2000).

### 3. Pronunciation

Pronunciation is the way in which a particular person pronounces the words of language (Hornby, 2006). Most of words have only one pronunciation, but sometimes a word has two or more pronunciations. It can be seen from some words are “present”, which pronunciation /ˈpreznt/ and /prɪˈzent/ and the word “read”, which pronunciation /ri:d/ and /red/. English pronunciation is difficult to learn because it is not related to the spelling of words. The students want to be able to speak English well with understandable pronunciation so that they can communicate without annoyance and it makes receiver easier to communicate.

### 4. Word Classes

Word classes are categories of word. According to Hatch and Brown (1995) the word classification is based on their functional categories which are called parts of speech. There are parts of speech should be practiced fluently to the students such as nouns, verbs, adjectives, adverbs, pronouns, preposition, conjunctions.

### 5. Word Use

Word use is how a word, phrase, or concept is used in a language. Word use may also involve grammar and thus be the subject of profound analysis (Mardianawati, 2012).

## **3. The Importance of Teaching Vocabulary**

To discover some new information, individuals should know the significance of the subject they need to learn. In this case, the importance of learning vocabulary is to help students in mastering their target language. Learning a language must not only prepare materials but also provide training to students on how to use the language, both spoken and written. Learning a language should prepare materials as well as give preparing to understand on the most proficient method to utilize the language, both spoken and composed. Numerous meanings of vocabulary learning targets can be found, the Indonesian Service of Public Schooling cited in

AddalMuddin, (2018) focuses on vocabulary learning.

By the idea of language learning, vocabulary learning isn't shown separate words and expressions yet is engaged with the setting of talk, connected with subjects, and furthermore connected with specific fields as guides to accomplish game-themed talk. For ideal jargon learning results, instructors need to furnish understudies with words connected with specific fields. In each area of science extraordinary words are utilized. Jargon improvement endeavors should be done ceaselessly and can be gotten through specific fields.

From the past clarification, the dominance of vocabulary is vital to have the option to grasp language. Understudies can convey in objective language, both oral and composed. To accomplish the necessities of the understudies, the educator should guarantee that the parts in the educating and growing experience are satisfactory for dominating vocabulary.

Showing jargon can be viable is the interaction gives open doors to understudies to learn words. There are so many easy goals, namely arrive at this.

Three Stages of interview elevates a basic strategy to guarantee individual responsibility. The method drives understudies to be dynamic in the educational experience. Subsequently, they will get insight into the educating and growing experience. The accompanying system for Three Stages of interview execution in the study hall in view of Kagan (2009), is as per the following:

The instructor makes a gathering of understudies and gives the marks. It very well may be A, B, C, D,

- 1) Teacher matches the under study A with under study B, and under study C with under study D,
- 2) The educator gives the subject to the under study,
- 3) Students are two by two, one is the questioner and the other is a questioner,
- 4) Student A meeting Understudy B. Understudy C meeting Understudy D,
- 5) Student turn around jobs, and
- 6) Each offer with colleagues what was realized during the two meetings.

Vocabulary Learning Issues There are a few in number justifications for why

vocabulary dominance can be a significant part of a language course that should be painstakingly arranged. MuhibbinSyah (2005,132) characterizes two factors that make students deal with issues in learning vocabulary. There are; individual elements and social variables. In view of his account, individual variables are factors that come from understudies comprising of inspiration, development, perspectives, and abilities. While social elements are factors that come from around understudies like family, climate, educators, and offices..

according to Dhaki and Fitria (2019) state that there are some important of vocabulary :

- (a) vocabulary as the basic for communication
- (b) vocabulary as an reflection of social reality
- (c) vocabulary as an emoticom booster
- (d) vocabulary as an academic ability predictor.

As said by Tocz and Coady in Bahri (2021) that vocabulary learning is an important aspect of mastering second and foreign language for comprehension and reading skills and the two are closely related. Vocabulary is very important because without people can not speak well to listen to read and to write well.

4. They need vocabulary they can't comprehend the significance of what they read and hear. At times they are like wise confounded about utilizing these words, it very well may be on the grounds that they don't have the foggy idea what the capability of the words they know is. An absence of vocabulary can make it challenging for understudies to dominate allabilities in English.
5. Understudies learn in light of what their educators educate them. Assuming that their educator asks, they do. If not, they don't. This happens perhaps on the grounds that there is no inspiration for them to learn English well, they need high inspiration.

Growing experience; While inspiration is characterized as a condition that can start, guide and keep up with our way of behaving until an objective is accomplished. The latter is about the media utilized by the educator. For the mostpart, the media utilized by the instructor is less appealing to understudies. A few instructors arranged a few straight forward media for understudies and understudies felt exhausted with it. Assuming they are exhausted, they won't zero in on the growing experience. Educators should stand out for understudies by utilizing intriguing media.

#### **4. Teaching vocabulary**

Vocabulary is very important for second language learners only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will have students to master all the language skills. The vocabulary will make the students practice life and will strengthen believe that English can be used to express some ideas or feelings they express in their native language (Finnochiaro, 1974; 380)

According to Wallace (1982; 207) explain that teaching vocabulary that should

consider these following factors:

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials which will be taught to the students.

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confused or discouraged if they get many new words.

3) Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition

Here means that the teacher should give much practice and repetition so that the students master the target words well.

5) Meaningful presentation

In teaching vocabulary the teacher should present target words well in such a way that the meaning of the target words are perfectly clear and unambiguous.

6) Situation and presentation

The teacher tells the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

From the explanation above I conclude that the teacher must know the different kinds of vocabulary. In addition, understanding the above factors is very important for the teacher before teaching vocabulary.

## **b) Concept of Puppet**

### **1. The definition of Puppet**

Gwin (1972: 60) states that puppet is a wonderful toy that can be controlled by an operator and can teach kids and adult, all kinds of things. It is defined by Reyhmer (1997: 339) that a doll with a hollow head of a person or animal and cloth body, intended to fit over the hand be manipulated with the fingers. While based on Oxford dictionary (1974: 679) puppet is defined as a doll, small figure of animal etc, with jointed limbs by wire or strings used in plays or doll of which the body can be put in the hand like a glove the arms and head being moved by the fingers on the operation. From the definition above, it can be concluded that puppets are parts of visual aid for teaching strategies especially in teaching vocabulary. It is believed that puppet can give an element of fun to learners. By inserting humorous elements, puppets are intended to attract the student's attention.

### **2. the types of Puppet**

As an educational tool, puppets have become very widely accepted because of their value in helping students in personal development and the opportunity afforded in activity in the building and operating puppets. In teaching using puppet as a media, it will be better to take the available materials. Teaching using puppet can be used as the alternative technique in teaching learning process. It is good to know a number of ways to make puppets so that they can be used at different levels without repeating some types and methods of approach.

According to Lewis (1973: 364) the commonly used puppets are:

#### **(1.) Hand puppets**

It generally consists of a head figure and loose garment or dressed fitted over the operator's hand. The garment covers the operator's wrist and hide it from views. The index finger fits into the puppets head and the thumb and middle finger

slide into tiny sleeves to form two movable arms. The hand puppet is operated below the puppet stages.

#### **(2.) Glove and Finger**

Puppets It makes use of gloves to which small costumed figures are attached. The operator uses the index and middle fingers as puppet legs. Puppet bodies can be either flat cutouts or doll like figure. These puppets are operated from the back of the stage.

#### **(3.) Rod puppets**

It usually has jointed bodies made with stiff wire, umbrella ribs, or thin wooden sticks attached to arms, legs or heads. Rods can also be used to push animal cutouts, stage furniture or scenery on or the stage or to move the rod puppets while on stage.

#### **(4.) Marionettes**

Marionettes are flexible, jointed puppets operated by strings or wire attached to a crossbar and maneuvered from directly above the stage. Although they can be almost any size, they are usually between 10 and 24 inches in length. Weight placed in their feet help to keep them upright and in proper working condition. Marionettes are considerably more complicated than puppet to make and to operate.

#### **(5) Shadow puppets**

Shadow puppets are usually formed from a piece of thin card board or wood, to which handles are attached to permit manipulation behind a rear lighted white cloth or milk plastic screen. In this research one type of puppet was used. The writer used hand puppet. Hand puppet was chosen because the students might be motivated to be active in the class. Also, it can be easier to ask students to give responses and opinion. Besides that, hand puppet is easy to understand, memorize, remember and could avoid misunderstanding because the students see the object directly.

### **c) Concept of Media**

## **1. The Definition of Media**

Media will help to establish the conditions for the learners to identify or describe someone or something. There are some experts who give their opinions dealing with media:

- (1) Media are any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes (Gerlach, Ely. 1980: 241).
- (2) Media are used to motivate students in learning (Hamalik, Oemar. 1989: 18).
- (3) Media are the tools or the physical things used by a teacher to facilitate the instruction (Brown; J.W, Richard B.L, Fred F.H, 1969: 2-3).

From the explanation above, the writer concludes that media are means for transmitting or delivering messages to motivate students in learning.

According to Kimtafsirah (1998: 4), instrument media or teaching language can be classified into:

- (1) Games and simulation.
- (2) Visual media are the aids which can be seen. Some of the examples are OHP (Overhead Projector), a blackboard, a puppet, and picture.
- (3) Audio media. What is meant by audio here is media that are useful because of its sound. The examples are radios which are turned on and then producing sound and recording in cassettes which is being played.
- (4) Audio visual media. Audio visual media are useful because they produce sound and picture. The example is TV which is being turned on, then producing sound and pictures as well.

## **2. Puppet as a media in teaching junior high school students**

Puppet as a medium of teaching language is regarded as central elements of the approach because it can be used as media to attract the students' interest in learning language. The uses of puppet have had dual purposes to improve teaching and to permit teacher and students to interact based on the materials discussed in this class. By using this media the teachers will find many possibilities to enrich educational

system. Beside that the media of puppet the students find themselves able to express thoughts, idea and feeling that the otherwise couldn't.

The use of puppet can encourage and support their participation in many language activities. From the explanation above, I conclude that teachers as material presenters should choose an appropriate puppet based on some guidelines above.

### **3. The technique of using puppet in teaching vocabulary**

It is important to know that all basic techniques of using puppet in teaching vocabulary can be practiced without puppet but we must know the correct way to hold a puppet

To get an effective effort in learning language the teacher should be able to use a good media especially to attract the interest of the students. According to Reyhner (1997;98) there are five basic techniques of using puppet:

1. Lip synchronization

It is the opening of the puppet's mouth with the spoken words.

2. Mouth action

Practicing to open the puppet mouth by moving the puppeteer's thumb downward without moving his finger upward.

3. Eye contact

4. Entrance and exit

From the explanation above it is clear that each technique has its own characteristic.

### **4. The procedures of using puppet in teaching vocabulary**

The teacher should be well prepared before applying puppet to the students, here they should choose puppet that match the topic vocabulary structure they learn. To conduct the appropriate ways in delivering materials by using puppet, the writer presents some procedures of using puppet as basic guidelines for the teacher. According to Reyhner (1997;98-101) there are some procedures in creating an affective class and original storylines and dialog of using puppets:

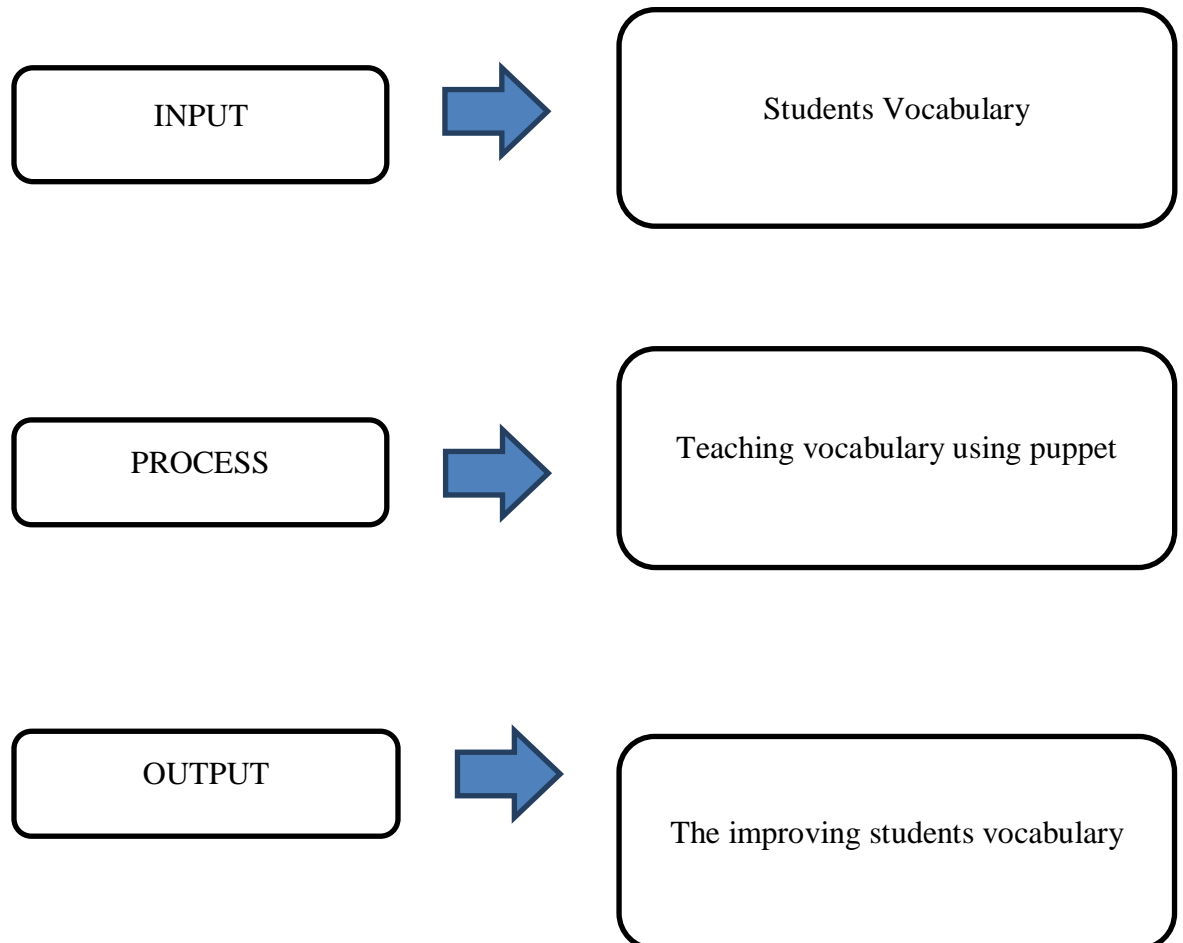
- a. Inviting the students to create characters for puppets from the classroom

collection or from home.

- b. Asking each students to present a brief description about a puppet, focusing on puppet likes or dislikes.
- c. Brain storming and displaying a list of setting where these puppets might meet individually of four or group activiity,
- d. Selecting two or three puppets from the group and setting from the list
- e. Creating collaboratively a story map of the events that theses puppets could part ray using the setting chosen.
- f. Determining appropriate dialogue and actors for each characters
- g. Expecting that students may volunteer and perform this play for the class
- h. Providing adequate preparation and practice time
- i. Sharing play with the class or with other students to create original storylines and dialogue during their play time.

From the explanation above it is clear that each procedure has its own characteristic.

### C. Conceptual Framework



### **Figure 2.1 Conceptual Framework**

1. Input : this section refers to students vocabulary as focus of the research to improve students skill.
2. Process : this section refers to teaching vocabulary by using puppet
  1. Output : this section refers to find out the effect of using puppet to improve students vocabulary at first grade junior high school.

#### **D. Hypothesis**

According to Creswell (2008) the hypothesis is a formal statement that presents the expected relationship between the independent variables and the dependent variable, there are 2 hypotheses in this proposal as follows:

##### **Null hypothesis**

The puppet is effective to use as a media in teaching vocabulary at first grade of junior high school.

##### **Alternative hypothesis**

The puppet is not effective to use as a media in teaching vocabulary at the first grade of junior high school.

## **CHAPTER V**

### **CONCLUTION AND SUGGESTION**

#### **A. CONCLUTION**

Based on the result and discussion in the previous chapter, it can be conclude that the using puppets as a teaching media in learning vocabulary was believed to be effective to improve students achievement in English vocabulary. Based on the hypothesis testing, the null hypothesis (H0) was rejected whereas the alternative hypothesis (H1) was accepted. It was proven by the significance value of 0.000 was obtained. If the significance value is less than  $<0.05$ , then the hypothesis is accepted. In other words, the use puppet in teaching English vocabulary was significance and effective to improve students vocabulary accievement.

#### **B. SUGGESTION**

In this research, there are weakness so the researcher describe the weakness as a consideration for future reseaechers. The successful teaching does not depend on the lesson program only, but more important is how the teacger present the lesson and use various media to manage the class more comfortable and regarding to the teaching vocabulary bu using puppet.

1. for the teacher should be more creative to enrich their teaching media and material.
2. for students are hope to be more active and creative in learning English vocabulary.
3. For the next researcher, the result of this research can be use as reference and can be applied this media in the other classroom when teaching English

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