



THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING PUPPET AT SDIT AZ-ZAHRA DENDANG-STABAT

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ABSTRACT

This is an action study to see if teaching vocabulary using puppets is effective in improving student performance. The findings are expected to enrich teachers' strategies for vocabulary teaching through puppets, especially for primary school students. The subjects of the study were SD IT AZ-ZAHRA DENDANG-STABAT There are 46 students (22 boys and 24 girls). This action research is divided into three steps. The first step of the campaign is pre-testing. The second step of the activity is an action consisting of four activities. In the first activity, the teacher performed a puppet in front of the class. The theme of the first activity is fruits and animals. In the second activity, the teacher performed a puppet about a road sign. In the third activity, the teacher performed a puppet about body parts. In the last activity, the teacher performed a puppet about things in the classroom. The third step of the activity is to conduct a post-test and answer the questionnaire. From the data analysis, it can be seen that there is a significant difference between the pre-test and post-test results of the students. The average score of students in the pre-test is 56.63%, and the average score of the post-test is 96.19%. The main factor influencing this improvement was the students' interest in the puppets given. It can be proved from the survey results. Therefore, the use of puppets can be suggested to teach vocabulary, especially to improve students' vocabulary mastery. The results are expected to inspire language teachers to use puppets to teach English in the classroom, especially when teaching English vocabulary to elementary school students.

Key Words: *vocabulary, elementary school students, a puppet, action research.*

I. INTRODUCTION

Elementary school teaching differs from adult teaching because they have different characteristics and motivations. They are different from adults, so teaching methods must also be different. According to Scoot (1990: 2-4), there are some general characteristics of this group of children:

- (a) They are proficient in their native language.
- (b) They can distinguish fact from fiction.
- (c) They like when they seriously enjoy themselves and like They perform and learn best when they think they are doing what they are actually doing on the job.
- (d) They are enthusiastic and positive thinkers.
- (e) They rely on spoken language and body language to convey and understand meaning.
- (f) They are able to collaborate and learn from others.
- (g) Their own understanding comes from eyes, hands and ear.
- (h) Their attention span and attention span are short.



Elementary teachers need proper methods to teach their students. Adolescent learners have different proportions of material than adult learners. In general, textbooks emphasize the ability to enrich English vocabulary. Vocabulary is taught differently than it is taught to adult learners. They have different motivations and characteristics. This can be difficult when teachers cannot focus on motivating young learners. Through the motivation of the teacher, it will increase their interest in learning better, so the students' interest in learning will be the same as their interest in games. Finding the best techniques to teach young learners requires in-depth analysis, especially for teachers. They should create alternative technologies to teach young learners to keep them interested in what they will learn and avoid boredom.

According to Harris (1969:345), there are several approaches to the English learning process. They are

- (a) providing comprehensive physical activity (such as games and well-rounded physical response activities),
- (b) providing hands-on activities (such as learning words, sentences, and practicing meaningful language),
- (c) internalized through visual aids concepts (eg videos, pictures, tapes, music, flash cards and puppets), and
- (d) explaining things in non-verbal language (facial features, gestures). Helalay (1971:1) argues that: Unlike adults, children have no self-motivation and no immediate need to learn English. They don't care about jobs or college degrees that require knowledge of English. Their daily games, events, they are interested in, new knowledge may ask.

Using puppets as an alternative medium for teaching young learners can be considered the best way because it makes them happy. In addition, it is a valuable resource for developing students' listening, speaking, reading and writing skills. The author is interested in using puppets to enrich and improve students' vocabulary mastery. By using this medium, it is hoped that the 4 students will enjoy the teaching process and be able to memorize words easily.

II. REVIEW OF RELATED LITERATURE

In general, elementary school children are 6 to 12 years old and are excited to know and learn everything. Harmer (2001: 38) lists some of the common characteristics of children.

- (a) Respond to meaning even if you do not understand words.
- (b) You often learn indirectly rather than directly,
- (c) Understanding can be obtained not only from explanations but also from seeing and hearing.
.. There is a great opportunity to interact and interact.
- (d) In general, show that you are curious about the world around you.
- (e) Individual attention and approval from the teacher is required.
- (f) You will start talking about yourself. Use yourself and your life as the main topic of the classroom to respond well to learning.
- (g) Attention is limited unless very attractive activities quickly bore them and lead to loss of interaction after about 10 minutes.

According to Finnochiaro (1974: 73) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while



they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

Teaching English as local content to elementary school students allows students to become proficient in basic English with an emphasis on listening, writing, reading and speaking skills using selected topics related to their environmental needs. The purpose is to guarantee what is expected. To help learners learn a foreign language, Mary Slatelli and Jane Willis (2003: 4) suggest several ways to teach them.

- (a) Make learning English fun and enjoyable.
- (b) Don't worry about mistakes, and encourage them. Make sure your children are comfortable and not afraid to participate.
- (c) Use lots of gestures and talk a lot to them with english, actions and images to show what you mean.
- (d) Play games, sing songs, recite rhymes and chanting together,
- (e) use pictures to talk briefly in English, play with different voices,
- (f) speak your native language Don't worry if you use it. They can answer native language questions in English and sometimes paraphrase what they say in their native language in English.
- (g) Consistently reuse new languages, but don't be afraid to add new ones or use unknown words.
- (i) In various activities, some are quiet, some are noisy, some are sitting, some are standing and moving.

According to the Oxford Dictionary (1974: 679), the doll is a small doll such as an animal, the limbs are connected by wires and strings, used in games and dolls, and the body is put on the hand like a glove. You can move your arms and head from your fingers to the operation. According to Lewis (1973: 364), the most commonly used dolls are:

- (1) Hand Doll Usually consists of a head shape and loose clothing or dress that fits the operator's hand. Clothes cover the operator's wrists and help hide them from view. The index finger fits inside the doll's head, and the thumb and middle finger slide into the small sleeves, forming two movable arms. Hand puppets are operated under the puppet stage.
- (2) Gloves and finger puppet gloves are used with a person wearing a small costume attached. The operator uses the index and middle finger as the doll's legs. The body of the doll is either a flat notch or shaped like a doll. These dolls are operated from behind the scenes.
- (3) Stick Puppets Usually there are articulated bodies made of stiff wires attached to the arms, legs, or head, umbrella ribs, or thin wooden sticks. You can also use the sticks to push animal figures, stage furniture, landscapes onto the stage, and even move stick dolls around the stage.
- (4) Dolls Dolls are flexible articulated dolls that are attached to the crossbar and operated by strings or wires operated directly above the stage. They can be of almost any size, but usually range in length from 10 to 24 inches. Weights on your feet help keep your feet upright and in good working condition. Marionettes are much more complex to create and operate than marionettes.
- (5) Shadow puppets Shadow puppets are usually made of thin cardboard or pieces of wood and have handles fastened so that they can be operated behind a lighted cloth or milk plastic screen.

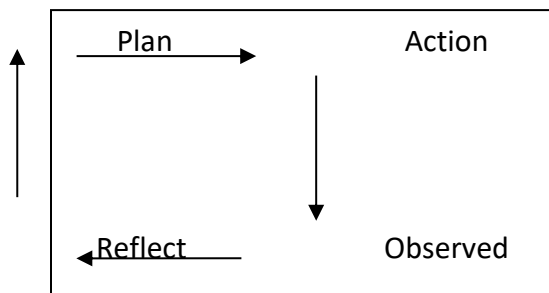
III. METHODOLOGY



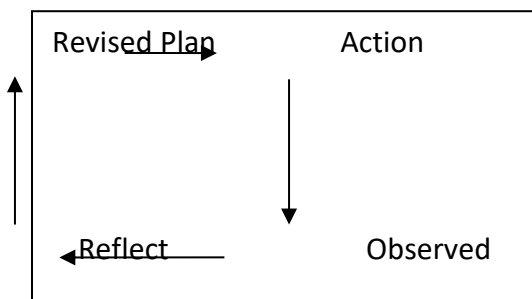
In this study, the authors used pre- and post-tests, field notes, and questionnaires. The research tools for this study were puppets, tests, field notes and questionnaires. There are 40 multiple choice questions to test. There are fruits, animals, body parts, classroom stuff, and road signs. During each cycle of this study, field notes were used to observe the class.

In conducting an action research, the researcher use the cycle as followed :

CYCLE 1



CYCLE 2



A quantitative method is used to process the data by using the formula as mentioned below:

$$P = \frac{R}{N} \times 100\%$$

P = Percentage

R = Score Achieved

N = Number

IV. DISCUSSION

1. Analysis of the Pre-Test

Before starting the teaching activity, I did a pre-test. It was followed by 46 students. The author gave 40 multiple-choice questions in the first plan. The author gave the students 40 minutes of pre-test time, but they took more time than she expected. Most students take about 50 minutes to complete this pre-test. This happened, probably because they felt the projects were too difficult for them.

$$\text{The average mark} = \frac{\sum x}{\sum n} \times 100\%$$

X = students' mark

n = number of the students

The average achievement of the pre-test result = 56.64%

According to the criteria provided by Depdikbud (1994: 34), the learning process can be said to be successful if a student achieves 65% and above. Judging from the results of the pre-test, only 56.64%, the author came to the conclusion that the students did not master the material well.



2. The Analysis of the Action

Before the event, I spent a few minutes guiding the students to the chairs that had been rearranged. Once everything is under control, I check if they are ready to start the lesson by asking them, eg: getting them to stand up, rub their head, etc. When the students are really ready, the class begins. At first I asked students, for example:

- What vegetable do you like ??
- Do you like flower ?
- Do you have a pet ?

All students answered the teacher's questions. For the next activity I performed puppets for the students. I introduced the names of the puppets to the students. While performing the puppets, I gave the students a picture. All students look at this picture. The aim is to give students time to enjoy the lesson by looking at the pictures. When the students look at the pictures, I ask the students.

- What picture is this ?
- What animal in this picture ?
- Mention animals you like !

When she asked the above question, groups of students raised their hands enthusiastically. Some groups answered the teacher's question correctly. The purpose of this activity is to check students' understanding of the lesson. The results of students' grades in the first activity can be seen in the explanation below:

$$\text{The average mark} = \frac{\sum X}{\sum n} \times 100 \%$$

X = students' mark

n = number of the students

$$\begin{aligned} \text{The average of the students' test result} &= \frac{\sum X}{\sum n} \times 100 \% \\ &= \frac{4225}{46} \\ &= 91.85\% \end{aligned}$$

The average for the first campaign was 91.85%. By Depdikbud's standards, the campaign was arguably a success. The author saw a tendency among students to watch puppet shows again.

a. Analysis of the First Activity

The first activity was held on Tuesday, February 1st 2008. There were 46 students present. Before we started, I governed the students to sit on chairs that we had previously rearranged.

When the room was controlled, I checked the students were ready to start the lesson by asking them to stand up, touch their heads, etc. When they were ready, the class began. At first, I asked the students: "Can you please stand up, can you please touch your head, can you please touch your foot?" etc.

- What vegetable do you like ??



- Do you like flower ?
- Do you have a pet ?

In our next activity, I presented the puppets to the students. I introduced the names of the puppets to the students during the presentation. While presenting the puppets, I displayed a picture for the students to look at. All students examined the picture. While the students examined the picture, I asked them questions. The aim was to let the students enjoy the lesson while looking at the picture.

- What picture is this ?
- What animal in this picture ?
- Mention animals you like !

When the teacher asked the above questions, many groups raised their hands enthusiastically. A few groups answered her questions correctly as part of this activity to check their understanding of the lesson. Below is an explanation of the results of the students' first activity:

$$\text{The average mark} = \frac{\sum X}{\sum n} \times 100 \%$$

X = students' mark

n = number of the students

$$\begin{aligned} \text{The average of the students' test result} &= \frac{\sum X}{\sum n} \times 100 \% \\ &= \frac{4225}{46} \\ &= 91.85\% \end{aligned}$$

91.85% of students rated the first activity as a success. Based on the Depdikbud's criterion, this activity was deemed successful.

b. Analysis of the Second Activity

The second activity was conducted on Friday, February 5th 2008. It was attended by 46 students. Before beginning the activity, the writer took 10 minutes to review the previous vocabularies in order to refresh their memory. During this activity, the writer discussed some road signs. The teacher asked the students questions, such as:

- What picture is this?
- What does this road sign mean?
- Do you know the meaning at the picture?
- Do know you the meaning this road sign?

c. Analysis of the Third Activity

The third activity was held on Tuesday, February 8, 2008. 40 students attended. At the beginning of the exercise, the writer spent 10 minutes reviewing a dictionary he had previously received to recharge his mind. The encounter in this exercise was almost the same as the second exercise, but the subject was body parts. Before starting this activity, I tested my readiness for



lessons by asking my students: get up Touch your head. Classes started when the students were really ready. First, the writer gave pictures of body parts. In the next lesson, the artist discussed painting. For example, the teacher asked the students:

- What picture is it?
- Do you have a leg?
- What is the function of eyes?
- What is the function of lips?
- How many toes nail do you have

A group of students raised their hands enthusiastically when she asked the above question. Some groups answered the teacher's questions correctly. To create a favorable situation, she gave the students songs to memorize the words. The students raved about this class and found this song to be more fun than the other classes. The class came alive. In the second exercise, the student achievement results can be seen in:

$$\begin{aligned} \text{The average of the students' test result} &= \frac{4160 \times 100 \%}{46} \\ &= 90.44\% \end{aligned}$$

The average for the third activity was 90.44%. According to the author's analysis, the result of student success in the second activity was positive. It was above the Depdikbud standard. As the results of the activities were quite good, the author did not provide the modified plan.

3. Analysis of the Post-Test

Finally, there was a post-test activity. Before administering a post-test, the writer went through all of the phrases used during the exercises again, paying special attention to the words "coconuts, horse, ruler, U-turn, and arm." More time was needed to learn these words. It took 15 minutes to repeat the process. The writer then conducted a post-test. She gave the pupils 50 minutes to complete the post-test, but they took longer than the writer had anticipated. The test items were the same as those in the pre-test.

The explanation is as follows:

$$\text{The average mark} = \frac{\sum X}{\sum n} \times 100\%$$

X= students' mark

n = number of the students

$$\begin{aligned} \text{The average achievement of the pre-test result} &= \frac{\sum X}{\sum n} \times 100\% \\ &= \frac{4425}{46} \\ &= 96.16 \% \end{aligned}$$

4. Analysis of The Field Note

a. The situation of the class

In the first activity of the lesson, some pupils were frightened, while others appeared excited about the writer's arrival. As a result, she emphasized to them that they may relax and



enjoy the study time. When the writer stated she'd like to work on a puppet, the pupils were ecstatic. The pupils chuckled at the ludicrous things that the character of a puppet had done.

b. The Participation of the Student

The most of them were fascinated by a puppet and actively participated in answering the writer's inquiries. The researcher exhibits pictures of animals, fruits, traffic signs, body parts, and things in the classroom in the first exercise. The writer then challenged the pupils to guess which image it is. The pupils should next write down and memorize the words. Because they were enthralled by a puppet, games, and singing, they were able to complete this phase fast. They also appreciated working in pairs and collaborating with their teammates. She came to the conclusion that they were motivated to participate in activities.

5. Analysis of Questionnaire

The writer employed a questionnaire to collect the information. The questionnaire's objective is to supplement the original data. The questionnaire was issued on Tuesday, February 15th, 2008, and 46 students responded. The author provided five questions to be answered. The kids' only responsibility was to respond with a simple "yes" or "no."

The first question inquired as to whether or not the pupils were interested in learning with a puppet provided. There are 34 pupils who answered "yes" (73.92 %) and just 12 students who said "no" (26.08 %). The puppet provided clearly piqued the curiosity of the majority of the students.

Item number two inquired as to whether the puppets provided assist students in learning vocabulary. The entire class answers "yes" (46 out of 100). The students seem to enjoy the puppet that was handed to them.

Item 3 inquired as to whether the results of vocabulary mastery differed before and after the puppet was delivered. There are 42 pupils who answered "yes" (91.31%) and only four who said "no" (8.69 %).

The fourth issue addressed whether or not the pupils' frequent use of noun vocabularies is necessary in their daily lives. There were 30 pupils who said "yes" (65.22 %) and 16 students who said "no" (34.78 %).

Item 5 attempted to elicit feedback from students on whether or not the program that had been presented should be repeated.

No	Item number	"Yes" answer	"No" answer
1	1	34 (73.92%) students	12 (26.08%) students
2	2	46 (100%) students	0 (0%) students
3	3	42 (91.31%) students	4 (8.69%) students
4	4	30 (65.22%) students	16 (34.78%) students
5	5	35 (76.08%) students	11 (23.91%) students

There are 35 (76.08%) students saying "yes" and 11 (23.91%) students saying "no". It is obvious that the majority of the students expected the program to be given regularly and continuously. Based on the result of the questionnaire, it can be concluded that:

- 1) The students were very interesting in the puppet given by the teacher.



- 2) The puppets have some advantages. They can help the students in mastering vocabulary and they can be used to increase their motivation.
- 3) There is different result of the vocabulary mastery before and after the puppets are given.
- 4) The relation between the noun vocabularies in the topic offered in this action and the noun vocabularies that the students often used and we needed in their daily lives are very relevant.
- 5) The students think that the program is necessary for them and should be given continually.

V. CONCLUSIONS

The following conclusions can be drawn from the results of the questionnaire:

- 1) The children were very interested in the puppet presented by the teacher.
- 2) There are certain advantages to using puppets. They can assist kids in learning new language and can be used to boost motivation.
- 3) The vocabulary mastery results differ before and after the puppets are delivered.
- 4) There is relation between the noun vocabularies in the action's theme and the noun vocabularies that the students frequently used and that we needed in their daily lives.
- 5) The students think that the program is important to them and that it should be offered on a regular basis.

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