IMPROVING YOUNG LEARNER’S VOCABULARY
BY USING HAND PUPPETS (AN ACTION RESEARCH
IN PERMATA SARI KID’S SCHOOL OF BOYOLALI
2011/2012 ACADEMIC YEAR)

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APPROVAL

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SUMMARY

IMPROVING YOUNG LEARNER’S VOCABULARY BY USING HAND PUPPETS (AN ACTION RESEARCH IN PERMATA SARI KID’S SCHOOL OF BOYOLALI 2011/2012 ACADEMIC YEAR)

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In this research, the researcher did the research in A1 level of Permata Sari Kid’s School of Boyolali. Here, the researcher prove that hand puppets can improve young learner’s vocabulary. It showed from the result of the increasing score of the students. The result of the research showed that the mean of the student’s score before the research is 52.80 where 11 students include in low category, 8 students include in good category, and only 2 students include in very good category. In other word, it can be concluded that around 55% of the students could not reach the learning target. After the researcher applying the research, the mean of the student’s score is 77.95 where only 2 students include in low category, 8 students include in good category and 11 students include in very good category. In the other word, only 10% of the students could not reach the learning target. It means that the student’s vocabulary increase 25.15 point. The researcher proved that hand puppets are effective media to improve young learner’s vocabulary.

The implementation of hand puppets in this research was as media. The researcher combined hand puppets with a story. So, the students did role play in every topic based on the narration of the teacher. The students acted the figure of the story by using hand puppets.

The strengths of this media were as follows: avoid student’s boredom in learning, improve student’s activeness and confidence. While the weaknesses were as follows: in using this media needed more budget (money), time, preparation and creativity. So, when the teacher taught by using this media should be patient and diligent to prepare the media.

Key word: hand puppets, vocabulary, improvement.

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A. Introduction
1. Background of The Study

Teaching is not an easy problem, especially teaching English to young learners. The teacher should have special way in teaching because young learners are different from adult learners. Young learners cannot read and write yet like adult learners, so to improve young learner’s competence in English, they need special method and the media. Actually, the purpose of teaching goes far beyond the transfer of information—the true purpose of teaching is to create the potential for improvement in the life of the one being taught (http://www.drfry.com/sermons/1997/Purpose_of_Teaching.htm). From the source above, teaching is not only transmitting the materials of the lesson, but also giving understanding to young learners in order to improve their competence. The students do not only need score from the materials given by the teacher, but also materials to improve their competence. This competence will be the key to go to the next level in their life.

Improving young learner’s vocabulary is not easy problem, especially in Permata Sari Kid’s School of Boyolali. The purpose of the teaching vocabulary is the students can reach the learning target. The target learning or the ideal condition in that school is the students can reach the target learning when they can mention 9 until 15 vocabularies. Based on the result of the observation, most of the students cannot reach the target learning. It can be seen from daily test result. The result is from
20 students, they are 9 students can reach the learning target and 11 students cannot reach the target learning.

The problem above is caused the media usage. Here, the teacher always uses flash cards in teaching. It makes the students lose their spirit and motivation in learning. Besides that, the students feel bored in joining teaching and learning process. It can be seen from student’s behavior in the class, many students play by themself.

The researcher wants improve student’s vocabulary by using hand puppets. The researcher uses hand puppets to invite the students to be active because the students will act the teacher’s narration by using hand puppets.

2. **Problem question**

   Based on the background of the research above, the research questions are formulated as follows:

   a. Can hand puppets improve young learner’s vocabulary in Permata Sari Kid’s School of Boyolali? How far the effectiveness?

   b. How is the implementation of hand puppets in improving young learner’s vocabulary in Permata Sari Kid’s School of Boyolali?

   c. What are the strength and the weakness of hand puppets in improving young learner’s vocabulary in Permata Sari Kid’s School of Boyolali?

3. **The objective of study**

   The objectives of the research are as follows:
a. to prove that hand puppets can improve young learner’s vocabulary mastery in Permata Sari kid’s of Boyolali.

b. to know the effectiveness of hand puppet in improving young learner’s vocabulary mastery in Permata Sari kid’s of Boyolali.

c. to describe the implementation of hand puppets in improving young learner’s vocabulary in Permata Sari kid’s of Boyolali.

d. to know the strange and the weakness of hand puppets in improving young learner’s vocabulary in Permata Sari Kid’s School of Boyolali.

4. Limitation of study

The researcher limits the study in improving young learner’s vocabulary by using hand puppets in class ‘A1’ of Permata Sari Kid’s School of Boyolali which can be used as reference for other kindergarten.

5. Research Benefit

This research has two kinds of benefit. They are as follows:

a. Theoretical Benefit

1) The result of this research will enrich the theory in teaching English for young learners.

2) The result of this research can be used as an input in the strategy of teaching English for your learners by using hand puppets.

3) The result of this research can be used as the reference for those who want to conduct a research teaching English for young learners.
b. Practical Benefit

1) The researcher herself can get more knowledge in teaching English for young learners by using hand puppets.

2) The reader can get large knowledge about teaching English for young learners.

3) The English teacher can find out the alternative the media to face the young learner’s difficulties in learning English.

4) The students can get motivation in learning English.

B. Review of Related Literature

1. Previous Study

Actually the writer is not the first researcher who analyzes teaching and learning process in the kindergarten. To prove the originality of the research, the writer will show the previous study.

Istiyani (2004) has done a research related to the writers study. In her research entitled “Teaching Vocabulary Using Games at Aisyah”, she gives emphasis on teaching vocabulary using games in English teaching and learning process. The result of her research is that games in teaching English are very helpful to improve their vocabulary.

Tri Wijayani (2007) has done a research entitled “Developing the Oral Proficiency of Young Learners at Kindergarten Using Song and Games: An Action Research in TK Taqwa Wonogiri.” The result of her research is songs and games techniques are appropriate in developing the oral proficiency of young learners.
This research is different from the previous study because this research focuses on the media usage in improving young learner’s vocabulary. Besides that, the teacher invites all of the students take part in every activity.

2. **General concept of vocabulary**

   a. **The Definition of Vocabulary**

   Based on http://en.wikipedia.org/wiki/Vocabulary, vocabulary can be defined as follows:

   Vocabulary is defined as ”all the words known and used by a particular person”.

   b. **The Importance of Vocabulary**

   Vocabulary is very important in our life. (http://en.wikipedia.org/wiki/Vocabulary). They are as follows:

   1) An extensive vocabulary aids expressions and communication.
   2) Vocabulary size has been directly linked to reading comprehension.
   3) Linguistic vocabulary is synonymous with thinking vocabulary.
   4) A person may be judged by others based on his or her vocabulary.

   c. **Vocabulary for young learners**

   In most cases, a person’s receptive vocabulary is important. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a good portion of the language to which he or she is
exposed. When that child learns to speak or sign, however, the child's active vocabulary begins to increase.

3. The Media

The media is a tool used by teachers to help learners improve reading and other skills, illustrate or reinforce a skill, fact, or idea, and relieve anxiety, fears, or boredom, since many teaching aids are like games.(http://www.indiastudychannel.com/resources/120148-Teaching-Aids-Their-Needs-Types-Importance.aspx)

In this case, the research combines hand puppets with the other visual the media. The position of hand puppets in this research is as an actor to introduce the materials to the students. Here, the students can learn while play.

4. The design technique of teaching vocabulary by using hand puppets

Teaching vocabulary by using hand puppets mean the students have the other way in learning. Hand puppets have the special role in learning. Hand puppet is as actor in learning and the students use hand puppets to act. The students act the figure. Hand puppet is not always used in every meeting. It is used twice a month. The media is used to increase the student’s motivation in learning vocabulary.
C. Research Method

1. Types of research
   The researcher applies Classroom Action Research (CAR). Classroom Action Research (CAR) is systematic inquiry with the goal of informing practice in a particular situation (http://www.iusb.edu/~car).

2. Action procedure
   This action research is done in four steps. They are planning, implementing, observing and reflecting.

3. Object of the study
   The object of the study is the media in improving young learner’s vocabulary by using hand puppet, the implementation and the young learner’s improvement in mastering vocabulary.

4. Subject of the study
   The subject of the study is the young learners A1 level of Permata Sari Kid’s School of Boyolali.

5. Data and data source
   a. Events is taken from teaching and learning process.
   b. Document is taken from materials, syllabus and lesson plan.
   c. Information is taken from informant (teacher)
   d. Score is taken from pre-test and post test.

6. Method of collecting data
   a. Observation to get event data, such as student’s behavior.
   b. Document to get the kind of materials, syllabus and lesson plan.
c. Interview to get information about the problem and the effectiveness of the research.

d. Oral test to get pre-test and post-test score.

7. Technique of analyzing data

Making summary of data base → describing and discussing the finding → verifying data → conducting pre-test and post-test → comparing the result of pre-test and post-test → discussing the result of student’s achievement.

D. Research Finding and Discussion

1. Research Finding

a. The Improvement of student’s Vocabulary By using hand puppets

This research proved that hand puppets could improve student’s vocabulary mastery. It can be seen from student’s score improvement. To get the score, the researcher did the procedures of the research. Here, the researcher used classroom action research (CAR) in which each of the cycle consists of four elements, namely planning, implementing, observing and reflecting. The researcher applied three cycles. Planning is phase where the researcher prepares lesson plan, materials, and the media. Implementing is phase where the researcher conducted pre teaching, whilst teaching and post teaching. Observing is phase where the researcher observed the activity in cycle. Reflecting is phase where the researcher reflect the activity in that cycle.
Based on the procedures above, it got that the student’s score was improve. From 20 students, 18 students could reach the learning target and 2 students could not reach the learning target. Besides that, the student’s improvement can be seen from the mean of the class. The improvement of mean is 25,15 point that is from 52,80 to 77,95.

b. The Implementation of Teaching Vocabulary By Using Hand Puppets

1) Material : fruits

2) Media : hand puppets, box, and realia

3) Procedures
   a) Pre-Teaching
      
      The teacher entered the class and greeted the students. Then, the teacher explained about the activities that day.

   b) Whilst Teaching
      
      Drilling the materials, sharing hand puppets, explaining the rules of activities, introducing the figure (the students) based on hand puppets, started the narration, the students follow the teacher’s instruction (the student took and tried to find apple in the box without saw inside the box, if the student got wrong fruit they had to mention the name of the fruit)

   c) Post-Teaching
      
      Reviewing the materials and giving the reward for the best student in that activity.

4) Evaluating
Based on the procedures above, the researcher saw the student’s spirit and motivation in joining the activity. When the students mentioned the name of fruit in English, most of students could mention it well without help. Here, only 2 students could not mention the vocabulary well.

c. The Strengths and The Weaknesses of Hand Puppets

Hand puppets are very helpful as the media in improving student’s vocabulary. The strengths of using hand puppet in teaching vocabulary are can avoid student’s boredom, improves student’s activeness and self confident, makes students more focus during teaching and learning process. Besides the strengths, it also has the weaknesses. The weaknesses of teaching by using hand puppets are needs more budget, time, preparation, and creativity.

2. Discussion

In teaching vocabulary by using hand puppets, the research finds improvement of vocabulary mastery in every cycle.

In the first cycle it can be found that the students who are weak at vocabulary have good motivation to pronounce the vocabularies. In the second cycle it can be found student’s improvement, especially in pronouncing vocabularies. In this cycle, the students do the activity in group so that the teacher can see the student’s improvement at vocabulary from their interaction, presentation and cooperation. In the third cycle is a cycle to overcome the problem from the weakness in the first and second
cycle. Here, the researcher does the activity individually to maximize the student’s vocabulary skill. Hand puppets in this cycle prove that it helps the students have more self confident in memorizing and pronouncing the vocabulary.

The researcher also sees that the student’s vocabulary achievement is improved. It can be seen from pre test and post test score. The improvement of mean is 25.15 point that is from 52.80 to 77.95. The cycle also shows that the improvement of the student’s vocabulary achievement is significant. Beside the student’s vocabulary achievement, the student’s confident, interaction and motivation also improves. They have high spirit in learning English by using hand puppets.

The implementation of hand puppets in improving young learner’s vocabulary is doing role play. Here, the students follow the researcher narration by acting. From this activities, the researcher invites the students to join so that there were no students played by themself.

Hand puppets are very helpful as a media in improving student’s vocabulary. Therefore, it has strength and weakness too. The strengths of using hand puppet in teaching vocabulary are can avoid student’s boredom, improves student’s activeness and self confident, makes students more focus during teaching and learning process. Besides the strengths, it also has the weaknesses. The weaknesses of teaching by using hand puppets are needs more budget, time, preparation, and creativity. In using this media, the teacher should be patient. Preparation and creativity is the most difficult to
do when the teacher is lazy because the teacher should prepare different story, lesson plan, other the media in every meeting to get maximize result.

E. Conclusion and Suggestion

1. Conclusion

Based on the result of the research, the researcher gets some conclusion as follows:

a. Hand puppets can improve student’s vocabulary skill in which the students can be more active, creative and confident in applying their vocabulary skill. The improvement of student’s vocabulary can be seen from the student’s score. The result of pre test and post test showed the significant improvement. The average of pre test score is 52.80 and average of post test score is 77.95. From that result, the improvement result of the implementation is 25.15 point.

b. The implementation of hand puppets in this research is as main media. Here, the researcher combines with story and the other supporting the media. The researcher invites all of students to take part in every story. The students act based on the figure in teacher’s narration. Every meeting, the students get different figure which should be acted.

c. Teaching vocabulary by using hand puppets has strengths and weaknesses. The strengths of using hand puppet in teaching vocabulary are can avoid student’s boredom, improves student’s activeness and self confident, makes students more focus during teaching and learning process. Besides the strengths, it also has the
weaknesses. The weaknesses of teaching by using hand puppets are needs more budget, time, preparation, and creativity.

2. Suggestion

The researcher purposes some suggestions. The suggestions are as follows:

a. For English Teacher

1) The teacher should prepare lesson plan, narration of the story, hand puppets (at least based on the number of the figure), and the other supporting the media before using hand puppets in improving young learner’s vocabulary.

2) The teacher should read the narration slowly waiting for the students finish in acting the figure based on the narration.

3) The teacher should give motivation and encourage to students who have lack of confidence in acting the figure.

4) The teacher should drill vocabulary many times to students after doing the act.

b. For The other Researcher

The result of the research can be used as an additional reference for future research with different sample and occasion.

F. Bibliography


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