

**THE USE ‘PUPPET’ TO IMPROVE STUDENTS’
VOCABULARY MASTERY AT SMP
SWASTA WASHLIYANI MEDAN**

SKRIPSI

*Submitted in Partial fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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ABSTRACT

Shabrina Aulia. 1702050001 "The use 'Puppet' to improve students' vocabulary mastery at Smp Washliyani Medan". Skripsi: English Education Program. Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara (UMSU) Medan.

This final project is an action research. In this study, the researcher limit the discussion by stating the following problem: "How is the students' achievement in learning English vocabulary by using a puppet?" The aims of the research is to find out whether teaching vocabulary using puppet is effective to improve the students' achievement. It is expected that the result of the study can enrich the teacher's strategy in teaching vocabulary through puppets especially for Junior High school students. The subject of the study was the students of SMP Swasta Washliyani in the Academic Year 2021/2022. There were 20 students. There were three steps in this action research. Based on the data analysis, it can be seen that there is significant difference in the result of the students' pre-test and post-test. The average achievement of the students' pre-test was 62,30% and 97.5% in the post-test. The main factor affecting this improvement was the students' interest in the puppet given. Therefore, it can be suggested that the use of puppet can be an alternative way to teach vocabulary, especially to improve the students' mastery in vocabulary. This result hopefully would motivate language teachers to use a puppet in teaching English in the classroom, especially when teaching English vocabulary to Junior High School students.

Keyword: Puppet, Vocabulary Mastery



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This research is a mandate carried out by the researcher as student of the Muhammadiyah University of North Sumatra and as one of the requirements for obtaining the sarjana degree in education at the Faculty of Teacher Training and Education. English education study program.

The researcher realizes that there are many difficulties which will be experienced due to limited knowledge, experience and relevant books. However, the researcher get a lot of motivation from family, lecturers and friends so that researcher can complete this skripsi. She also would like to express her deepest gratitude to all parties who have provided directions, guidance and suggestions, so that the preparation of this skripsi can be completed properly.

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The Researcher

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

English is an international language which is very important for mastered. English is also one of the languages spoken throughout the world. Realizing the importance of English in the future, then learning As early as possible English should be applied in schools. Learning English is integrated in four skills, namely listening (listening), speaking (speaking), reading (reading) and writing (writing) all of which must at least be carried out in determining learning activities success in studying all areas of study. The importance of English today this is due to an increasingly modern era and to anticipate the era of globalization. With the application of English from an early age it is expected to be able to form character students who are able to compete in the international arena.

In learning English, students need vocabulary mastery. Vocabulary is an important component of language. Vocabulary is a component the most powerful language. In using language, learners are rich vocabulary will succeed in the ability of expression skills. Vocabulary is the number of words that when combined will form a language. Someone will difficulty in communication if you do not understand the language, so it will be difficult to develop their language. Vocabulary is an important factor in learning teach English as a foreign language even in all languages. So that students can master English vocabulary in large numbers, it is necessary lots of exercise. Language cannot be separated from vocabulary, because vocabulary is a very important aspect of language learning.

In learning English for junior high school understanding of vocabulary English is still considered difficult, because the teacher conveys learning only with the lecture method, let alone the very minimal use of media. Wrong one way to make learning English effective is by using learning Media. Learning media is a part that cannot be separated from the teaching and learning process. There are several media for teaching, that is picture, radio recording,, television, real things simulation and models, programmed and computer- assisted instruction program. For the sake of realizing the goals of education on generally and the purpose of learning in school in particular.

Media such as puppets, cartoon films, tape recorder, radio, television, computer, etc . For the sake of realizing the goals of education on generally and the purpose of learning in school in particular. With the media learning is expected that the learning objectives will be conveyed accordingly desire. The existence of the media makes it easier for teachers to transfer knowledge and makes it easier students in understanding learning. Delivery of material and messages in the learning process will be easier and more effective, so it will be increase interest and motivation of students in learning. In this study, the writer tries to use hand puppet toys, for teaching English vocabulary to Junior high school student.

According to Hatch and Brown (1995: 1), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is

that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. As the researcher found in the classroom, students are seemed to be bored and were not interested when they will being taught by English teacher, it must be done to the usual teaching method conducted by the teacher. One of the effective ways is by using Puppet.

Based on the data table below of the result of the vocabulary test for the seventh grade students of SMPS WASLIYANI Medan, it was found the 90% students were lack of vocabulary from twenty (20) students. The lowest score is 21, and the highest score is 40. Thus, most of students in this class got under the standard score ≤ 65 . It means that they had problems in vocabulary and their ability need to be improved. After knowing the students individual score, the researcher calculated the mean score. The total of standard score is 628. He found that the mean score of pre-test is 31,4.

Table 1.1 The Data of Students

No	Initial Name	Score
1	AT	39
2	DS	40
3	ZA	30
4	ZT	30
5	MJ	35
6	TA	30
7	SR	30
8	SA	28
9	TA	30
10	SK	40
11	AR	28
12	SH	37
13	CR	34
14	CC	24
15	TR	20
16	RN	21

17	RR	28
----	----	----

18	AK	35
19	MK	39
20	AA	30
	Total	628
	Mean	31,4

According to the Minimum Completeness Criteria (KKM) determine the school for learning English is ≤ 65 . A total of 35% of the total number of the above table students who have met the KKM and as many as 65% of the total number of students have not met the KKM.

Reid miller (2010:11) defined “puppet is inanimate object or representational figure, often in the figure of human or animal, manipulated by a puppeteer. ”From the definition, it can be concluded that puppet is a small figure of objects such as animals, person, or things that is interesting, colorful and can be operated by someone. By using this media teachers are expected to make students interested in learning vocabulary. In this research, the researcher applied on of the types of puppets, that is finger puppet. The researcher choose the puppets media can be helping teacher to give students motivation and to make them interest to the material in the classroom. By using puppet teacher must be creatively to explain the material. It can make the material more enjoyable in teaching learning process. Then, puppet as colorful and funny things can help easy to understand the material given by the teacher.

Based on the observation, the researcher would like to research students' vocabulary in learning English by using puppets. By using that technique, the

researcher interested in researching “The Use Puppet To Improve Students’ Vocabulary Mastery at SMP WASHLIYANI

B. Identification of the Study

The problem of this study will be identified as follows:

1. The students have a limited vocabulary.
2. The students are difficult to remember English vocabulary.
3. The students are unattractive and bored in the teaching-learning process.

C. Scope and Limitation of the Study

Based on the background of the problem, the scope of this research is focused on vocabulary. The limitation of researcher will be vocabulary mastery.

D. The Formulation of the Problem

The problem of the study is formulated as the follows:

How is the improvement of students English vocabulary by using a puppet?

E. The Objective of the Study

In reference to the research questions the objectives of the research were: how to Improving the Vocabulary Mastery by using Puppet Media.

F. The Significance of the Study

This research was expected to provide significant contribution both theoretically and practically.

1. Theoretically, the study will be able to contribute and provide empirical evidence to support the effectiveness of using puppet in the teaching and learning process, especially in mastery vocabulary.
2. Practically

- 1) For the 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 media for teaching vocabulary in junior high school.
- 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

A. Theoretical Framework

1. Vocabulary

a. Definition of Vocabulary

Vocabulary as component could be tool to increase all the skills of English. Without vocabulary students could not improve their ability to communicate with foreign people, read English literature, wrote English literature.

According Horn (1998:1447) in Kasim (2011) defined that vocabulary were 1).All the words that a person knew or used. 2). All the words in particular 8 language. 3). The words that people were using when they spoke. 4). A list of word with meaning specially in a book for learning foreign language.

Similarly, Hornby (1986: 478) in Siregar (2013) stated that vocabulary was collection of word that could be used by a person in profession to express his or her mind. It means that vocabulary was the totals number of words that someone own in expressing a language in communication.

Whereas Oxford Learner's Pocket Dictionary defined that vocabulary were all the words that a person knew or used. Good (1973: 143) in Kasim (2011) defined that vocabulary as the words have meaning when heard or seen by individual himself to communicate with others. Similarly, Read (2006:16) in Siregar (2013) said that vocabulary was not just a set of individual language learners in the form of vocabulary and the ability to access knowledge for communicative. By looking over those definition, the writer concluded that

vocabulary was a unity of letters then became words then arrange to use by person or group to communicate.

b. The Kinds of Vocabulary

According to Thornbury, he explained that there are six kinds of vocabulary. They are :

1. Word Classes

Word classes is more familiar in morphology and syntax, but some people know this subject in grammatical. This subject usual called part of speech like noun, pronoun, verb, adjective, adverb, preposition, conjunction. These material is usual explain in grammar book.

a. Noun

A noun is a part of speech, and parts of speech simply refer to types of words. Nouns identify people, places, things, and ideas. Nouns can be categorized as either countable noun and uncountable noun. Example:

Countable Noun : Table, Book, Pen, Pencil, Paper
Uncountable Noun : Weather, Water, Rice, Sugar, Dust.

b. Pronoun

Pronoun is a word that replaces a noun or noun phrase 8 kinds of pronouns with examples:

- 1) Personal pronouns : I, you, we, they, she, he, it
- 2) Possessive pronouns : My, your, her, their, ours
- 3) Reflexive pronouns : My self, Your selves, Theme selves, These, That, This, Those

- 4) Demonstrative pronouns : Who?, which?, whom?, where?, when?, what?, how ?
- 5) Interrogative pronouns : That, which, whose, what
- 6) Relative pronouns : That, which, whose, what
- 7) Indefinite pronouns : All, Any, Someone
- 8) Reciprocal pronouns : One another, Each other

c. Verb

A verb asserts something about the subject of the sentence and express actions, events, or state of being.

Example : come, go, read, write, drink, eat, etc.

d. Adjective

An adjective modifies a noun or a pronoun by describing, identifying, or quantifying words. Example : lonely, honest, young, etc

e. Adverb

An adverb indicates manner, time, place, cause, or degree and answer questions such as how, when, where, and how much.

Example:

1. The child can answer all the question well (manner).
2. The water was extremely cold in winter (degree) Afterwards we decided to go by car (time).
3. He looked everywhere, hoping to see his girlfriend in the crowd (place).

f. Preposition

Preposition is a part of speech which connect words, clauses and sentences together and shows relationships among other words in the sentence.

Example : I watch TV during the evening

g. Conjunction

Conjunction is a part of speech that connects two words, phrases or clauses together. Conjunction can be classified as coordinating or subordinating conjunction.

Example:

1. Dion likes to read comics and story books (coordinating)
2. He will stand still until she opens the door (subordinating)

In this case, researcher limit the research focus on word classes vocabulary.

2. Word Families

Same with word classes, word families also more familiar in morphology and syntax, this kind discuss about affix or shift of a word.

Example:

1. Play-plays-played : inflected
2. Play-replay-playful : derivates

3. Word Formation

In English language there are many kinds of formation or combination of word, such as :

- 1) Compounding: second-hand, word processor, typewriter
- 2) Blending: information + entertainment = infotainment

3) Conversion: I always google every information . The word “google” actually noun but it converted into verb.

4) Clipping: electronic mail = email, influenza = flu

4. Multi-Word Units

This kinds usual formed phrasal verb and idioms. Example : Look for, look after, wipe off, throw on:

5. Phrasal Verbs

Famous last word, eat your words, jack me around: Idioms

6. Collocation

This kind can means as two words together or more. Example: this week, once more, once again, as well

7. Homonyms

Homonyms are words that have ame form but different meaning.

Example : well = sumur, baik,sehat Left = kiri, berangkat,

Homograph is have same write but different meaning.

From the point of the knowledge of words, Kamil and Hibiart explained that there are at least two forms of vocabulary, receptive and productive. Receptive, or recognition, vocabulary is that set of words for which an individual can assign meanings when listening or reading. Productive vocabulary is the set of words than an individual can use when writing or speaking. They are words that are well known, familiar and used frequently.

c. Vocabulary Mastery

Mastery is comprehensive knowledge or use of a subject or instrument. Mastery derived from the word 'master', which means to become skilled or proficient in the use of, to gain complete knowledge through understanding. Vocabulary mastery is competence to know words and meaning. Nation proposes the following list of the different kinds of knowledge that a person must master in order to know a word are:

1. the meaning of the word
2. the written form of the word
3. the spoken form of the word
4. the grammatical behaviour of the word
5. the collocations of the word
6. the register of the word
7. the associations of the word
8. the frequency of the word

Vocabulary mastery is the competence or complete knowledge of a list or a set of word that make up a language which might be used by particular person, class, profession. Vocabulary mastery is one component to master English as a foreign language in elementary, intermediate, and advanced levels.

In learning four language skills, vocabulary is one basic component to be mastered. It is reasonable, remembering that the four language skills need knowledge of words because they will get nothing without vocabulary. The larger the students master vocabulary, the better they perform their language. By having

too limited vocabulary, the students will find difficulties in mastering reading and other skills.

d. The Importance of Vocabulary

Vocabulary is the body of words that make up a language, and the importance of vocabulary in reading comprehension cannot be overstated. Without a good working knowledge of words and their meanings, both written and verbal communication will be poorly understood. Teachers and parents can emphasize reading and verbal interaction with children to help them build a strong working vocabulary.

Thornburry (2002:14) states that vocabulary means a large collection of items. He adds that learning vocabulary is important because it enriches someone knowledge of words. This implies that. The success of the learner in learning a language depends on not only the size of vocabulary but also vocabulary building.

Furthermore, Cameron (2001:72) believes that building a useful vocabulary is central to the learning of a foreign language at primary level. Building vocabulary means both understanding the meanings of words and learning to decode those words. Thus, the students can also enlarge their vocabulary mastery by using vocabulary building.

To show how important vocabulary is, Bromley (2004:3-4) states that vocabulary holds some important roles in teaching learning process. They are as follows:

- 1) Promoting fluency

Students who recognize and understand many words read more quickly and easily than those with smaller vocabularies.

2) Boosting comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3) Improving achievement

A large vocabulary means a large of conceptual knowledge which makes academic learning easier. Students with large vocabulary score higher on achievement test than those with small vocabularies.

4) Enhancing thinking and communication

Words are tools for analyzing, inferring, evaluating and reasoning. A large vocabulary allows for communicating in ways that are precise, powerful, persuasive and interesting.

In conclusion, realizing that the knowledge of vocabulary is very important, learners have to pay a greater attention to the vocabulary teaching. Teachers can emphasize the importance of vocabulary early in school and continue to provide students with opportunities to build word skills. One way to do this is to pre-teach key words in all subjects. This strategy helps students grasp concepts that contain terms with which they may be unfamiliar. Putting emphasis on root words, prefixes, and suffixes assist students in morphemic analysis, which combines this knowledge with the context to figure out a new word's meaning. Multimedia tools are good ways to expose students to new concepts and enhance their desire

to build vocabulary skills. If someone can master vocabulary well, He or she will be able to promote fluency, boost comprehension, improve achievement and enhance thinking and communication.

e. Vocabulary Mastery Indicator

Mastery of vocabulary or vocabulary, includes many things. a number of the main things contained in the vocabulary can be used as indicator of vocabulary mastery itself. opinion based on stated by Brewster and quoted by Ningrum Perwitasari, that vocabulary mastery includes four main things, namely form, pronunciation, word meaning and usage. The four things that have been mentioned earlier, are described in the following explanation.

a. Form

Things that are emphasized in the form part are related to listen and repeat what is heard, listen specific fontological information (vowel and consonant sounds, many .) syllables, and sound stress patterns), observing the written form (letters first and last, letter sets, and spelling), pay attention to information grammar, relating and organizing vocabulary.

b. Pronunciation

In the pronunciation section, the thing that is emphasized is about pronunciation or pronunciation of vocabulary. Mastery of one's vocabulary is said to be good, if it is able to pronounce or pronounce vocabulary well too.

c. Word meaning

Word meaning is related to the meaning of vocabulary and its relationship with other vocabulary concepts. One of the defining things someone is said to

master vocabulary is his ability to understand the meaning or meaning of vocabulary.

d. Usage

The usage section is more focused on the use of related vocabulary. Usage is an indicator that complements the three indicators previously. If someone is able to recite and mention the meaning of of a vocabulary, but have not been able to construct vocabulary are in proper use, then the mastery of vocabulary it is still said to be lacking. That's why, usage is said as a complementary indicator in vocabulary mastery.

2. Media

a. 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).

b. The Function of Media

The media will certainly enhance the process and learning outcomes. There are several benefits of learning media according to Wina Sanjaya (2012: 70-72) reveals the benefits of learning media in particular, namely:

- a) Capturing an object or certain events.
- b) Manipulating certain circumstances, events, or objects.
- c) Adding passion and motivation to learn.

The role of learning media is as follows

- a) Can overcome differences in students' personal experiences
- b) Can overcome classroom boundaries
- c) If an object can't be directly observed because it is too small.
- d) Can overcome the motion of objects quickly or slowly, while The movement process becomes the center of student attention
- e) Can handle things that are too complex can be separated part by parts to be observed separately.
- f) Can cope with sounds that are too subtle to be heard directly through the ear.
- g) Can cope with natural events that can't be observed directly.
- h) Allows direct contact with the community or with surrounding natural conditions.
- i) Can provide similarities or unity in the observation of something that at the beginning of the student's observations were different.

- j) Can generate new interest in learning and generate motivation student learning activities. (Rohani, 1997 in Media and Learning Resources by Musfiqon, 2012)

c. Kinds of Teaching Media

Kinds of Teaching Media As we know that teaching media is all tools/aids that may be used by the teacher and learners to attain certain education objectives. Then the teaching media can be divided into some classification. Chandra said that media are classified into seven categories such as:

- a) Print Media : News Paper, Magazines, Digest, Journals, Bulletins, Handouts, posters.
- b) Graphic Media : Overhead transparencies Charts, graphs Models, dioramas, maps.
- c) Photographic Media : Still Pictures, Slides, Filmstrips, Motion pictures, Multi-images.
- d) Audio Media : Audiotape, Audiocassettes, Records, Radio, Telecommunication.
- e) Television/Video : Broadcast television, Cable television, (Videotape Video cassettes, Videodiscs, Teletext, Videotext.
- f) Computers : Minicomputer, Microcomputer etc. g. Simulations and Games i.e. Boards, Written, Human, interaction, Machine.

3. PUPPET

a. Definition of Puppet

A creative teacher usually uses a tool or media to help her in delivering message while teaching. The teacher believes that it is better to use an appropriate media to attract the students attention and to make them understand the material easier. As cited at iwebtool, media refers to various means of communication, for example: television, radio, newspaper, picture, real thing, doll, etc. Doll is belongs to puppet, so puppet is a kind of media for teaching. Puppet is related to things that enrich our imagination which immediately can attract someone especially children. Almost all of us have seen a doll or puppet around us. It is fun, interesting and colorful.

As we know, we used to play with doll or puppet when we were child. Doll or puppet is interesting, funny, and colorful. It also enriched our imagination when we played with it. Then, as I cited in Wikipedia , there are some definitions about puppet:

- a) Puppet is a small figure of a person operated from above with strings by a puppeteer creature: a person who is controlled by others and is used to perform unpleasant or dishonest tasks for someone else;
- b) It is an inanimate object or representational figure animated or manipulated by a puppeteer. It is usually a depiction of a human character, and is used in puppetry, a play or a presentation that is a very ancient form of theatre.

Puppet is a doll with a head of a person or animal and a cloth body, it can be manipulated with the fingers. The definition of puppet based on Oxford Dictionary (1995), puppet is a small figure of a person or animal that can be

made to move, for example by pulling strings attached to its limbs, or by putting one's hand inside it.

Based on the definitions of puppet above, I conclude that puppet is a small figure of object such as animals, person, or fantasy things that is interesting, colorful and can be operated by someone. Children usually love to play it. They usually use their imagination to play it. They also feel good, appear fun and appealing in the eye of the beholder when they see a puppet.

Because of puppet can develop imagination and creativity, it has an important role in education. Moreover, puppet has role to increase the students attention at the lesson. Its shape, color, form can attract the students to study more effectively.

b. Types of Puppets

Some countries in the world have different puppet. Puppet can be divided into the way the puppets are presented. The common puppets are glove or hand puppets, string puppet, rod puppets and shadow puppets.

1. **Glove/Hand Puppets:** Glove or hand puppets are very simple and easy in to perform because this puppet is move by presenter's hand. Glove or hand puppet needs skill in playing glove or hand puppet. String puppets are types of puppets which are quite difficult to perform because the puppet performances are controlled by string according to different part of puppet's body like hand, head, and leg.
2. **Finger Puppets :** The Finger puppet is a simple puppets variant which fits onto a single finger. Finger puppets are decorated with eyes and mouths made

out of fabric or other materials. Each finger should contain a face with a different expression, characters or look.

3. **Shadow Puppets:** Shadow puppets are flat puppets that are control on a screen with a light behind or above the screen, and the audience only uses the shadow of the puppet. This puppet is simpler to be applied and effective for large audience. Shadow puppets are operated from behind the screen so, what the audience actually sees are the projected shadows. The nearer to the screen, the smaller and clearer the images; as the audience move further away they become blurred and increase in size .

The teacher also gives some examples of some puppets that commonly use in teaching such as sock puppets, stick puppets, and paper bag puppet. Other type of puppets generally can be created called hand puppets, jumping jack puppets, box puppets and frog or bird finger puppets.

c. Advantages and Disadvantages of Hand Puppet Media

When viewed from the point of view of efficiency and effectiveness, the advantages of hand puppet media, namely:

- a) It doesn't take much time and space.
- b) The dolls are made according to the characters in the story.
- c) Does not require complicated skills for those who play it.
- d) Can develop children's imagination and enhance children's activity as well can add to the happy atmosphere in learning.
- e) Can facilitate and accelerate students' understanding of message delivered.

- f) Easy to make and cheap, can be equipped with a variety of products Color variations make it more attractive to children.
- g) The shape is simple without the need for special equipment and easy placement.

While the disadvantages of hand puppet media are:

- a) Teachers should have to memorize stories that will be heard to children.
- b) The diversity of students is another obstacle because teachers have to understand them individually (one by one).
- c) Teachers should spend a lot of time preparing hand media The puppets are like various creations of their movements, expressions, sounds and activities that will be carried out in class using hand media puppet.
- d) The teacher must be able to distinguish between the sound of one doll and a doll other.
- e) Demanding teachers to be more creative, both in terms of stories, voices and expressions on the story.

Media or teaching aids that are selected and used in learning activities teaching should also meet the following requirements:

- a) Props and media used are in accordance with the purpose and function use of these facilities.
- b) Can encourage children's creativity and provide opportunities for children to experiment and explore (find yourself).

- c) The media must meet the elements of truth, a measure of accuracy and clarity, For example, the teacher chooses to use pictures of plants to explain about the various plants.
- d) Props or media must be safe and not harmful to children.
- e) Can be used individually, in groups or classically.
- f) Props or media should be attractive, fulfill the element of inner beauty shape and color, neat in making, pleasant and not boring.
- g) Props or media must be easy to use by both teachers and children.

d. Using Techniques Discussion in Teaching Speaking Performance

Discussion is a type of activity which involves breaking the class into small groups for effective talking on a topic, a problem or issue. It is thinking together process in which pupils talk freely to the teacher it is to one another a student-centered method since students participate actively. The role of the teacher is that of a moderator. There is flow of information from teacher to student, from student to student. The teacher should not allow individuals to dominate the discussion.

According to Oyedeji (1996) explained that the discussion method works on the principle that the knowledge and ideas of several people are likely to find solutions or answers to specified problems or topics. The activities of the discussion group are to be regulated and directed by the teacher or an appointee of the class.

Based on the above explanation, The researcher chose the discussion technique to improve students' vocabulary skills with speaking skills. Discussion method of teaching engages both the teachers and students in thinking. It also develops well in making students ask each other questions and answers with their friends, developing vocabulary that is rarely heard and not yet known. Of course, it will make them more social and easier to remember, because they are creative directly.

Of course, the method also has some demerits including the possibility that class may be diverted from the topic. Academically weak students may not actively take part in the lessons. Some brilliant ones may likely take over the discussion. The teacher must be able to make students succeed in applying discussion technique the target vocabulary mastery.

Procedure of Techniques Discussion

1. The teacher sets a topic to be discussed or the teacher asks students to put forward a topic to be discussed.
2. The teacher explains the purpose of the discussion of the topic.
3. The teacher provides direction with interspersed questions and answers about the subject matter discussed.
4. The teacher arranges the speaker section of each group
5. Maintain class atmosphere and arrange for each speaker so that the whole class can hear what is being said
6. Arrange the speaking turn so that students who are brave and ambitious are not the only ones who use the opportunity to talk about the topic.

7. Arrange so that the nature and content of the conversation do not deviate from the subject/problem.
8. Take notes on things that the teacher thinks must be corrected immediately which allows students not to realize the wrong opinion.
9. Always try to keep the discussion going between students and students.

e. Goals of Hand Puppet Media Development in Learning

Sanaky in the book Putri Kumala Dewi and Nia Budiana, states: that in general the objectives of developing media in learning are can deliver learning material from teacher to learner by an easy and efficient way and improve effectiveness and quality learning. The existence of learning media is expected to provide a more concrete learning experience for children and can improve children's activeness in learning. There are several purposes for developing hand puppet media in learning, namely:

- a) Can improve children's listening skills.
- b) Increase the interest and attraction of children to be enthusiastic in undergoing the process learning.
- c) Develop children's imagination.
- d) Children are more directly involved in the teaching and learning process by using learning media.
- e) Improve the development of children's speech or language skills.
- f) Make the learning atmosphere more fun

f. Teaching Vocabulary Using Hand Puppet

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. Inserting one hand into the body of the puppet and into its mouth so that our hand should be comfortable with four fingers in the roof of the mouth in the jaw.

According to Reyhner, there are five basic techniques of using hand puppet:

1. Lip Synchronization It is synchronize the opening of the puppets mouth with the spoken words. The puppeteer should avoid moving the mouth at random during a sentence. The puppeteers save the wide mouth openings for exaggerated or loud expression.
2. Mouth Action Practicing to open the puppet's mouth by moving the puppeteers thumb downward without moving his fingers upward. A slight forward thrusting of the hand may help when first starting out. This to make sure the bottom jaw moves and not the top of the puppets head called by "flipping the lid".
3. Eye Contact The puppeteer should look the audience regularly. If the stage is elevated, the puppeteer will want his puppets to look down a little more than usual, rather than over the heads of the audience. This will ensure more effective eye contact. This is achieved by simple adjustment of the wrist angle.
4. Posture To make the puppet appear naturally, good posture cannot be ignored. To achieve this, the puppeteer's arm must be held at right angles to the floors

with the hand level. The puppeteer should not allow puppets to learn from side or learn on the stages.

5. Entrances and Exits There are many ways to enter and exit puppet, one of the ways is to make the puppet appears as if it is walking up or down a ramp. This movement uses the whole arm and requires the puppeteers to keep his fare arm straight up and down while the wrist remains relaxed using a motion. From the explanation above it is clear that each technique has its own characteristic. The writer used the mouth action technique because it was easier to be done. It was not difficult to do and it looked simple.

g. The step of Using Puppet in Teaching Vocabulary

The teacher should be well prepared before applying puppets to the students. Here, they should choose puppet that match the topic, vocabulary or structure they learn. To conduct the appropriate ways in delivering the materials by using puppet, the writer presents some procedures of using puppet as basic guidelines for the teacher.

According to the Reyhner (2005), there are some procedures in creating an effective class and original storylines and dialogues of using puppets. They are (a) inviting the students to create characters for puppets from the classroom collection or from home, (b) Asking each student to present a brief description about a puppet, focusing on puppets likes and dislikes, (c) brain storming and displaying a list of setting where these puppets might meet individually of four or a group activity, (d) selecting two or three puppets from the group and setting from the list, (e) Creating collaboratively a story map of the events that these

puppets could part ray using the 32 setting chosen, (f) Determining appropriate dialogue and actors for each character, (g) expecting that students may volunteer and perform this play for the class, (h) providing adequate preparation and practice time, (i) Sharing plays with the class or with other students to create original storylines and dialogues during their play time.

From the explanation above it is clear that each procedure has its own characteristic. The writer used the last procedures because it was easier to be done and more enjoyable than the other one.

B. The Relevant Research

According to Syafi'i (2011: 122), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research. To avoid the same title used in this research, the writer shows the relevant research which is done by previous researchers. There are some previous writers which have relevancy to this research:

1. Arianto (2003) in his research on the use of media in teaching vocabulary to young learner concluded that the media should be attractive and interested for the students. The instructional media could increase students' motivation in learning, the students activated to give responds, enable them to repeate what they learned, and encourage them to interest with English.
2. The second, the journal of Rinda Nabillha, Urai Salam and Wardah in Teacher Training and Education English Study Program of Untan. The told puppet can improve the students participation in conversation especially for Young Learners.

3. The third, the research of Nuru INovianik in English Department of University Muhammadiyah Surakarta, 2008. She told that using Puppet can improve students vocabulary.
4. The fourth, the journal of Abwatie Al Khakim, Abdul Salim and Sunardi in European Journal of Special Education Research. They told about the influence of leather puppet picture to improve mental retarded students in SLB C Setya Darma.

So that, from the above description, the researcher concluded that many methods can increase the students' vocabulary mastery. Next, the researcher hopes that puppet method can increase the students' vocabulary mastery.

C. Conceptual Framework

Students will not be able to master vocabulary skill without having knowledge of the vocabulary. But many students think that getting some information from vocabulary is one of students problem which have been overcome by the teacher. Many student always feel this subject is very difficult to do. So, the students' score in vocabulary become very low. Therefore, to solve the problem the teacher should use an appropriate method to teach vocabulary that can increase the students' vocabulary.

Information is one of necessary to make ever that need to predict future and planning the next step to get better situation. We know today every state have department that especially collect the information for the state interest. So in this research will get the students' achievement to get detail information or specification from using Puppet in learning process because we can find detail

information about something to plan the next step and also they can improve their vocabulary.

CHAPTER III

METHOD OF RESEARCH

A. Source of Data

The population of this research will be the seven grade of SMPS WASHLIYANI MEDAN. which is located at JL. Pancing Street 5, Lingkungan 7, Gang Washliyani martubung, Kelurahan besar Kecamatan Medan Labuhan. There are two classes. Each class has 20 students. The researcher choose this population because based on the researcher experience while doing observation it was found that most of the students have minimum skill in Vocabulary Mastery, especially in when the researcher ask to Speak in front of the class. So this research was conducted for this population how to Improving the Vocabulary Mastery by using Puppet Media.

B. Research Design

This research was conducted by applying classroom action research. According to Wallace (1998 : 18) that classroom action research is different from conventional types of research. Action research is an observation of an activity is done systematically collecting data on everyday practice then analyzing it in order to some decisions about the future practice should be.

There are many possible reasons for conducting our own action research. Teachers want to know more about our learners and what they found motivating and challenging. Teacher must learn more about ourselves as teacher how effective teacher are how look to our students, how we will look to ourselves of we will observe own teaching to improve his effort as teacher to increase students'

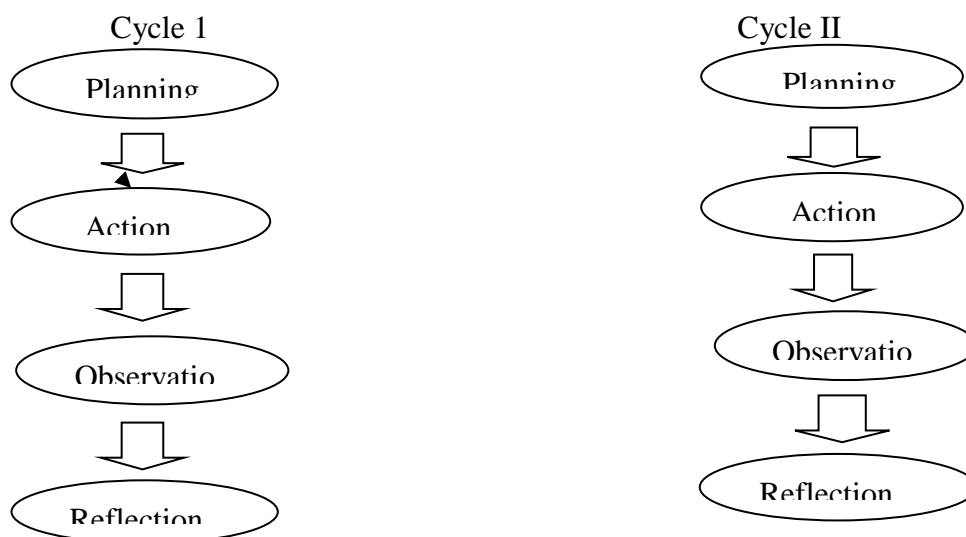
vocabulary. In other words, as a teacher must do the classroom action research to get students vocabulary.

C. The Instrument of Research

The instrument for collecting the data, in the first cycle and the second cycle the researcher was using the Test. The test are Pre test, Treatments test and Post test.

D. The Procedure of Collecting Data

In collecting data, the research was conducted by administrating some meetings with two cycles, Including four steps : Planning, action, observation and reflection. The design of action research cycle of Kemmis (in Wiriatmadja, 2008) was used and show below:



There were two cycles that was conducted by the researcher.

The Step in Action Research

This study was undertaken through three steps. At first, it was a pre-test, the second step was treatments, and the last step the students did the post-test. The details, the steps were described as follows:

Step 1

Step 1 is conducting the pre-test. The pre-test is conducted at the beginning of the research. It consists of 20 items.

Step 2

The first activity (Cycle 1)

In this activity, the writer performs the puppet. In this activity, the theme is kind of fruits and animals.

The second activity (Cycle 1)

In this activity, the steps of teaching learning process was the same as in previous activity. In this activity, the theme is road sign. Before starting the lesson, I asked the students to mention ten noun words that were discussed at the previous meeting.

The third activity (Cycle 2)

In this activity, the step of teaching learning process was the same as in the previous activity. In this activity, the theme is part of body. Before starting the lessons, I asked the students' to mention ten noun words that were discussed at the previous meeting.

The fourth activity (Cycle 2)

I performed the puppet to the students'. While performing the puppets, I asked the students to mention the things in the classroom. I pronounced the words

correctly and wrote them on the blackboard. After that, I asked the students' to repeat up her any times, and then asked them to write the words in their books. At the end of the lesson, I gave the students' answer sheet and gave a short test to them. This activity was to check students understanding about the lesson.

Step 3

In step three the post-test was conducted. In this post-test, the students' had to do 20 multiple-choice items. The test is the same as the test before they followed the cycles.

After doing post-test, the students' got their result of the last cycle test. Then the writer gave observation sheet to the students.

E. Technique of Data Analysis

This study consists of six activities, in first activities is pre-test, second and third activities is Cycle 1, fourth and five activities is Cycle II , and the last activities is post- test. There were step 1, step 2 and step 3, in the step 1 the students did pre-test, in step 2 was teaching learning process, and in step 3 the students got post-test.

In this study used a method of quantitative to process the data. Then I compared them in order to know the result of this study, whether or not, the increase the students' result happened in thus study. According Arikunto, S. 2006 Below was the formula to get valid result, I used to process the data:

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

P = Percentage

N = Number

R = Score Achieved

CHAPTER IV

DATA AND ANALYSIS

A. The Quantitative Data

The quantitative data were taken from the test results which were carried out in the test in cycle I and cycle II. The first meeting of the test in a pre-test was given before conducted action the first cycle; moreover, the test was given to the students without any treatment.

1. The Analysis of the Pre-Test

Before the teaching and learning activities were undertaken, the researcher performed a pre-test. It was followed by 20 students. The researcher gave 20 multiple choice items in the first plan. The researcher provided 20 minutes for the students to do this pre-test.

The score of the students from the pre-test, post-test cycle I and the last post-test in cycle II showed the improvement continuously. The improvement of the students' achievement in learning vocabulary without using Hand Puppet showed in the following table.

Table 4.1

The Students' Score of Pre-test

No	Initial Name	X	Score
1	AT	7	35
2	DS	8	40
3	ZA	6	30
4	ZT	6	30
5	MJ	7	35
6	TA	6	30

7	SR	6	30
8	SA	5	25
9	TA	6	30
10	SK	8	40
11	AR	5	25
12	SH	7	35
13	CR	7	35
14	CC	5	25
15	TR	4	20
16	RN	4	20
17	RR	6	30
18	AK	7	35
19	MK	8	40
20	AA	7	35
Total of the students: 20		125	625
Means		62.5	31,25

The explanation is as follows:

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

X = students' mark

n = number of the students

$$\text{The average achievement of the pre-test result} = \frac{\sum X}{\sum n} \times 100\%$$

$$= \frac{625}{20} \times 100\%$$

$$= 31,25$$

From the result of the table above the value of X is the value that students get from the test and then divides the number of questions multiplied by 100 then the result is a score.

The Explanation is as follow :

The Average Mark : $\frac{X}{N} \times 100\%$

X: Student mark

N: The Total Test

The average achievement: $\frac{7}{20} \times 100\% = 35$

According to the criterion provided by Depdikbud (2005), learning process can be said to be successful if students' achievement is 70% and above. Seeing from the result of the pre-test that is only 31,25%, the researcher concluded that the students did not master the material.

B. The Analysis of the Action

1. The Analysis of the First Activity in cycle 1

The first activity was conducted on Thursday, Oktober 7th2021. It was followed by 20 students. Before the activity was started, the researcher took several minutes to govern the students to sit on the chairs that had been rearranged before.

After everything was controlled, then the researcher checked their ready to start the lesson by asking them, for example: asking them to stand up, to touch their head, etc. when the students were really ready, the class began. At the first the researcher asked the students some questions, for example:

What fruits do you like?

Do you like an apple?

What animal do you like?

Do you have a pet?

All the students answered the teacher questions. Next activity, the researcher performed the puppets to the students. The researcher introduced the name of puppets to the students. While performing the puppets, the researcher gave a picture to the students. All students (20 students) looked at the picture. While the students were looking the picture, the researcher asked the students.

What picture is this?

What animal is in this picture?

Mention animals that you like!

Do you like this tiger?

What fruits are in this picture?

Mention some fruits that you like!

The groups of students were very enthusiastically raising their hands when she asked them the questions above. Some of the groups answered the teacher questions correctly.

Most of them were very enthusiastic in this session. From this view, the researcher thought that most of the vocabularies were new for them, and they were so curious to know the meanings of the words. The researcher pronounced the words correctly and wrote it on the blackboard. After that, the researcher

asked the students to repeat up her many times, and then asked them to write the words in their books.

At the end the lesson, the researcher gave the students answer sheet and a short test. This activity had purpose to check the students understanding about the lesson. The result of the students' achievement in the first activity can be seen in the following table:

Table 4. 2
The Result of the Students' Achievement in the First Activity

No	Initial Name	X	Score
1	AT	9	45
2	DS	9	45
3	ZA	7	35
4	ZT	7	35
5	MJ	8	40
6	TA	7	35
7	SR	7	35
8	SA	7	35
9	TA	7	35
10	SK	9	45
11	AR	7	35
12	SH	9	45
13	CR	8	40
14	CC	7	35
15	TR	6	30
16	RN	6	30
17	RR	6	30
18	AK	8	40
19	MK	9	45
20	AA	7	35
Total of the students: 20		150	750
Means		7,5	37,50

The explanation is as follows:

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

X = students mark

N = number of the students

$$\text{The average of the students test result} = \frac{\sum X}{\sum n} \times 100\%$$

$$= \frac{750}{20} \times 100\%$$

$$= 37,50$$

The average of the first activity was 37.50%. According to the Depdikbud's criterion, that activity cannot be said successful. The researcher saw the students had a tendency to see a puppet performance again. Therefore, when the researcher asked them some questions based on the picture, in this case, the sentence, they were still confused to apply the words. Besides, most of them did not know the meaning of the words in the questions, so it was difficult for them to answer the right words because they only knew few words.

2. The Analysis of the Second Activity in cycle 1

The second activity was conducted on Monday, Oktober 11th 2021. It was followed by 20 students. Beginning the activity, the researcher took 10 minutes to review the previous vocabularies given in order to refresh their mind. The meeting in this activity was nearly the same as the first meeting, but the topic was

about road signs. The researcher discussed one picture. The researcher asked the students, for example:

What picture is this?

What does this road sign mean?

Do you know the meaning at the picture?

Does it mean a Cycle Zone?

The groups of the students were very enthusiastically raising their hands when she asked them the questions above. Some of the groups answered the researcher's questions correctly.

The situation was still the same as the first activity. They were very enthusiastic to ask, but some of them were very reluctant.

To create a conducive situation, she gave a game to the students. The game was a word guessing. The students were asked to guess the meaning of the words in English. To start this game, she divided the students into five groups and each group had to answer the researcher's questions. Group A should answer it. So it became the first that could start the game. The researcher gave the point for the right answer and reduced the point for the wrong answer. In this session, the students were very enthusiastic and this game seemed more interesting for them than the other activities. The class became alive.

In the researcher's opinions, by giving the point for those who could answer correctly was a good reward for the students. They would try to do the best for their groups because when they failed, other group would reject them.

After this the students had a formative test. The result of the students' achievement in the second activity can be seen in the following table:

Table 4.3

**The Result of the Students' Achievement
in the Second Activity**

No	Initial Name	X	Score
1	AT	15	75
2	DS	15	75
3	ZA	14	70
4	ZT	13	65
5	MJ	15	75
6	TA	15	75
7	SR	14	70
8	SA	13	65
9	TA	15	75
10	SK	15	75
11	AR	13	65
12	SH	15	75
13	CR	15	75
14	CC	13	65
15	TR	13	65
16	RN	13	65
17	RR	13	65
18	AK	15	75
19	MK	15	75
20	AA	14	70
Total of the students: 20		283	1415
Means		14,15	70,75

$$\begin{aligned} \text{The average of the students' result} &= \frac{1415}{20} \times 100\% \\ &= 70,75 \end{aligned}$$

The average of the second activity was 70.75%. According to the researcher's analysis, the result of the students' achievement in the second activity was more successful than the previous meeting. At the second meeting there was a bit improvement in learning; however, they still found difficult to remember that material about the road sign.

3. The Analysis of the Third Activity In Cycle II

The third activity was conducted on Monday, Oktober 18th 2021. It was still followed by 20 students. Beginning the activity, the researcher took 10 minutes to review the previous vocabularies given in order to refresh their mind. The meeting in this activity was nearly the same as the second activity, but the topic was about part of body. Before starting this activity, the researcher checked their ready to start the lesson by asking them, for example: stand up, touch your head, and touch your hair. When the students were really ready, the class began. At first the researcher gave a picture about parts of body. Next activity, the researcher discussed the picture. The teacher asked the students, for example:

What picture is it?

Do you have legs?

What is the function of eyes?

What is the function of lips?

How many fingers do you have?

To prevent the students doing the activity individually, the researcher then asked the students to work in group. In this session, the researcher asked the students to mention the road sign that they saw in their town. In the third activity,

the researcher analyzed that most of the students had some difficulties in memorizing the words.

The researcher drilled the words repeatedly. To know whether the students had memorized the words given or not, the researcher asked each student to pronounce the words in front of class. The next activity the researcher gave a formative test for the students. The result of the students' achievement in the third activity can be seen in the following table:

Table 4.4

The Result of the Students' Achievement in the Third Activity

No	Initial Name	X	Score
1	AT	17	85
2	DS	16	80
3	ZA	16	80
4	ZT	15	75
5	MJ	17	85
6	TA	17	85
7	SR	16	80
8	SA	15	75
9	TA	17	85
10	SK	17	85
11	AR	16	80
12	SH	17	85
13	CR	17	85
14	CC	16	80
15	TR	16	80
16	RN	15	75
17	RR	15	75
18	AK	17	85
19	MK	17	85
20	AA	16	80
Total of the students: 20		325	1625

Means	16,25	81,25
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$$\begin{aligned} \text{The average of the students test result} &= \frac{1625}{20} \times 100\% \\ &= 81,25 \end{aligned}$$

The average of the third activity was 81,25%. According to the researcher analysis, the result of the students' achievement in the third activity was successful. It was higher than the Depdikbud's criterion, because the results of the activities were good enough, the researcher did not give the amended plan.

4. The Analysis of the Fourth Activity in cycle II

The fourth activity was conducted on Monday, Oktober 25th 2021. It was followed by 20 students. Beginning the activity, the researcher took 5-10 minutes to review the previous lesson in order to refresh their mind. The activity of this meeting was nearly the same as the third activity, but the topic was about "things in the classroom".

The researcher took several minutes to prepare the students readiness and reviewed some vocabularies they had learnt in the previous activity. When the students were really ready, the class began. At the first the researcher performed a puppet. While the researcher performed a puppet, the researcher gave piece of paper and coloring pencil to every students and she informed to the students to make a picture about things around of the class.

The activity tool around 25 minutes from the preparation until the activity was done. Next, the researcher asked them to submit their picture and all of them discussed about things in the classroom together.

By the time the activity was completed, the researcher performed a test to check the students' understanding about the vocabularies gained from activity. In doing the test, the students only needed to answer by writing the number in a piece of paper. The result of the students' achievement in the fourth activity can be seen in the following table:

Table 4. 5
The Result of the Students Achievement in
the Fourth Activity

No	Initial Name	X	Score
1	AT	20	100
2	DS	18	90
3	ZA	18	90
4	ZT	17	85
5	MJ	19	95
6	TA	19	95
7	SR	18	90
8	SA	19	95
9	TA	19	95
10	SK	19	95
11	AR	18	90
12	SH	18	90
13	CR	18	90
14	CC	18	90
15	TR	18	90
16	RN	17	85
17	RR	17	85
18	AK	19	95
19	MK	18	90

20	AA	17	85
Total of the students: 20		364	1820
Means		18,2	91,00

$$\begin{aligned} \text{The average of the students result} &= \frac{1820}{20} \times 100\% \\ &= 91,00 \end{aligned}$$

The average of the fourth activity was 91,00%. According to the researcher's analysis, the result of the students' achievement in the fourth activity was successful.

It was higher than the Depdikbud's criterion.

5. The Analysis of the Post-Test

Finally, the last activities were post-test. It was conducted on Thursday, November 11th 2021. Before giving a post-test, the researcher reviewed again all the words given during those activities, especially for the words "pineapple, ruler, U-turn, and arm." These words needed more time to be memorized. Then the researcher gave a post-test, she provided 20 minutes for the students to do this post-test, but again they consumed more time than the researcher had expected. The test items were similar to the test items in the pre-test. The result can be seen in following table:

Table 4.6
The Result of the Post-Test

No	Initial Name	X	Score
1	AT	20	100
2	DS	19	95
3	ZA	20	100
4	ZT	19	95
5	MJ	19	95
6	TA	19	95
7	SR	19	95
8	SA	19	95
9	TA	20	100
10	SK	19	95
11	AR	18	90
12	SH	18	90
13	CR	19	95
14	CC	20	100
15	TR	19	95
16	RN	18	90
17	RR	18	90
18	AK	20	100
19	MK	18	90
20	AA	19	95
Total of the students: 20		380	1900
Means		19,0	95,00

The explanation is as follows:

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

X = Students' mark

n = Number of the

students

$$\begin{aligned}
 \text{The average achievement of the post-test result} &= \frac{\sum X}{\sum n} \times 100\% \\
 &= \frac{1.900}{20} \times 100\% \\
 &= 95,00
 \end{aligned}$$

The score was higher than the pre-test that was only 31,25 %. From this fact the researcher concluded that the students' achievement was improved. To prove this statement, the results of the test in this action research were compared in the table below:

Table 4. 7

The Result of the Tests during the Action Research

No	Initial Name	The Result of the Test (%)					
		Pre-Test	First activity	Second activity	Third activity	Fourth activity	Post-Test
1	AT	35	45	75	85	100	100
2	DS	40	45	75	80	90	95
3	ZA	30	35	70	80	90	100
4	ZT	30	35	65	75	85	95
5	MJ	35	40	75	85	95	95
6	TA	30	35	75	85	95	95
7	SR	30	35	70	80	90	95
8	SA	25	35	65	75	95	95
9	TA	30	35	75	85	95	100
10	SK	40	45	75	85	95	95
11	AR	25	35	65	80	90	90
12	SH	35	45	75	85	90	90
13	CR	35	40	75	85	90	95

14	CC	25	35	65	80	90	100
15	TR	20	30	65	80	90	95
16	RN	20	30	65	75	85	90
17	RR	30	30	65	75	85	90
18	AK	35	40	75	85	95	100
19	MK	40	45	75	85	90	90
20	AA	35	35	70	80	85	95
Total		625	750	1415	1625	1820	1900
Means		31,25	37,50	70,75	81,25	91,00	95,00

C. The Analysis of Diary Notes

The situation of the class

In the first meeting, the researcher introduced herself in front of the class, some students looked nervous and some were enthusiastic on her presence. So, the researcher explained to them that they could be relaxed and enjoy during time of the study. When the researcher said that she would perform a puppet, the students responded enthusiastically. The students laughed at the ridiculous things that had been done by the character of a puppet.

During the treatment of the first, second and third activities, most of the students raised their handstand and answered enthusiastically whenever the researcher asked question related to the theme. However, the researcher sometime ordered the students who did not give much attention to answer her question in order to catch their interests. From this point of view, the researcher would conclude that they gave much attention to her explanation during the study.

The participation of the students

Most of them were interested with a puppet and actively answered the questions of the researcher. In this first activity, the researcher showed the picture of animals, fruits, road signs, parts of body and things in the classroom. Then the researcher asked the students to guess what pictures they were? After that the students should write and memorize the words. They could do this step quickly because they were enthusiastic with a puppet, games, and song. They also enjoyed cooperating with their partners as working in pairs. Here, the researcher concluded that they were motivated actively.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the data analysis, there are some conclusions that can be described as follow: The students' mastery of vocabularies of fruits, animals, road signs, parts of body, and things in the classroom have improved after the puppets was applied. It was supported by the significant different result of the pre-test that was lower (31,4) than post-test (95,12). The students understood that kinds of activity were necessary for them and they expected that teaching by using a puppet would be given regularly and continuously.

B. Suggestions

In relation to the conclusion above, it was suggested to the English teachers that the teachers use suitable hand puppet in teaching vocabulary in the classroom. The teacher can teach the students how to express their ideas or thoughts in vocabulary because hand puppet can help students to enrich their vocabularies. To the students, the students should be able to write in English.

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	A Discourse Analysis on Negative Politeness Strategy Used in There is Something about Mary Film	

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Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing

Arianto, S.Pd., M.Hum

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Judul Proposal : The Use 'Puppet' to Improve Students' Vocabulary Mastery at SMP Washliyani Medan

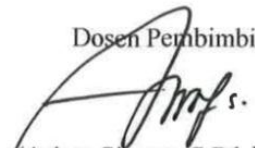
Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
Selasa 20-7-2021	- Latar belakang - rumusan masalah	} <i>Amf.</i>
Rabu 1-8-2021	- Metode penelitian - Sesuaikan pedoman skripsi	} <i>Amf.</i>
Senin 13-9-2021	Acc	} <i>Amf.</i>

Diketahui oleh:
Ketua Prodi


(Mandra Saragih, S.Pd., M.Hum)

Medan, 13 Juli 2021

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Mastery At SMP Washliyani Medan

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16 / 11 - 2021	BAB IV (The result of Data)	Au
19 / 11 - 2021	BAB IV dan BAB V	Au
23 / 11 - 2021	Sesuaiakan pedoman skripsi	Au
24 / 11 - 2021	ACC	Au

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Sudah layak diseminarkan.

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NPM : 1702050001
Program Studi : Pendidikan Bahasa Inggris

Adalah benar telah melaksanakan Seminar Proposal Skripsi pada:

Hari : Senin
Tanggal : 04 Oktober 2021
Judul : The Use 'Puppet' To Improve Students' Vocabulary Mastery At Smp Swasta Washliyani Medan

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Dikeluarkan di : Medan
Pada Tanggal : 04 Oktober 2021

Wassalam
Ketua Program studi
Pendidikan Bahasa Inggris

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