

**THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING
PUPPET**

SKRIPSI

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ABSTRACT

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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 N 1 Idi Timur in the Academic Year 2016/2017. There were 26 students (11 boys and 15 girls). There were three steps in this action research. The first step of the activity was the pre-test. The second step of the activity was action which consisted of four activities. In the first activity, the researcher performed a puppet in front of the class. The theme of the first activity was fruits and animals. In the second activity, the researcher taught about road sign. In the third activity, the researcher taught about parts of body. In the last activity, the researcher taught about things in the classroom. The third step of the activity was giving post-test.

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.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

English as an international language is used in countries throughout the world, including Indonesia. Last few years, English has been taught at junior high school. It has been accepted in Indonesia in line the with the governments plan on the nine-years compulsory study. Based on the 1994 curriculum, English at junior high school level is taught as local content to serve the need of the local community. At this level student learn English for the first time, so they just learn the simple English pattern including vocabulary, grammar, etc. The program begins from the seventh grade till the ninth grade.

According to Harris (2005:345) there are several methods in English learning process, they are (a) giving total physical activity (example games and Total Physical Response activities), (b) providing hand on activities (example to learn words, sentences, and practice meaningful language), (c) internalizing concept through visual aids (example video, picture, tapes, music, flash card and puppet toys), and (d) explaining things with nonverbal language (facial features, gestures).

There are several media for teaching, that is still picture, radio recording, motion pictures, television, real things simulation and models, programmed and computer-assisted instruction program.

Media such as puppet, cartoon films, tape recorder, radio, television, computer, etc. are useful to achieve the instructional goals of teaching and

learning process, and they can also be easily found in our daily lives. Having understood that young learners pay short attention and concentration in learning process. It is better to provide something playful to them. In this study, the writer tries to use puppet toys, for teaching English vocabulary to Junior high school student.

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

From the above explanation, the researcher would like to research about students' vocabulary in learning English by using Puppet. By using that technique, the teachers an able to motivate the learners for researcher is interested in doing a research about "The Effectiveness of Teaching Vocabulary by Using Puppet at SMP N 1 Idi Timur (for the seventh grade of SMP N 1 Idi Timur in the academic year 2016-2017)"

B. Identification of the Problem

The problem of this study will be identified as follows:

1. The students still have a low ability in mastery vocabulary.
2. The students not interested and get bored in teaching learning process.
3. The students are difficult to remember English vocabulary.

C. Scope and Limitation of the Study

Based on the background of the problem previously, the scope of this research focused on vocabulary. The limitation of researcher was about name of animals, fruits, parts of body and things in the classroom.

D. The Formulation of the Study

The problem of the study was formulated as the follows:

How is the students achievement in learning English vocabulary by using hand puppet?

E. The Objective of Study

In relations to the problems, the objectives of this research is to find out whether teaching vocabulary using a puppet is effective to improve the students achievement.

F. Significance of Study

The finding of this research will be expected to be useful and relevant to:

1. Theoretically

Theoretically the study will be give easier and interesting way in mastery vocabulary.

2. Practically**a. For the students**

1. Can help students to find out the meaning

2. To improve their vocabulary in learning English by using Puppet.

- b. For teachers, can be applied by the teachers to improve the quality of their teaching.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting a research, theories were needed to explain with some concepts applied concerning to the research.

1. The Effectiveness

According to Layne (2012) the term “teaching effectiveness” had its heyday in the 80s and early 90s during that period when so much work on student ratings was being done. Its connection to evaluation activities remains and even end-of-course ratings are often thought of as measures of teaching effectiveness. Given its continuing importance, it is a term we should regularly revisit.

Definitions for teaching effectiveness abound, which makes it difficult to identify any one as definitive. We’ve defined it by asking those concerned (teacher, students, and administrators) what the term means to them. Here are some examples of how we’ve asked and what’s been answered. When asked to list in order of importance the three most important abilities, students, teachers, and administrators agreed on the same three – cultivate thinking skills, stimulate interest in the subject, and motivate students to learn – but not in the same order.

In another study, researchers compared the words and phrases students used to describe effective and ineffective teachers. The top three words used to characterize teachers with the highest rating were: interesting, approachable, and clarity. The definition extracted from descriptions of teacher nominated for teaching

awards used these words: approachable, present material well, makes subject interesting, helpful, and knowledgeable.

2. Determining Teacher Effectiveness

The criteria of teacher effectiveness employed in these investigations were of two sorts, namely efficiency ratings and pupil gains, as measured by tests administered to the pupils before and after instruction. More specifically, the criteria included the following: (1) in service rating by; (a) the superintendent (b) the principal (c) other supervisory officials (d) teacher educators (e) departmental personnel (f) state departmental personnel (g) self-rating; (2) peer rating, (3) pupil gain score, (4) pupil rating, (5) Composite of test scores from test thought to measure teaching effectiveness, (6) Practice teaching grades, (7) Combination or composite of some or all the above criteria not seem to be complicated, so that my comments are lucid, not too long winded and yet stimulating?, (8) With the help of dimensions of teacher behavior can formulate the aims which I as a teacher wish to attain. Which dimensions seem most important to my work? Which must I renounce first if I do not succeed in realizing a combinations of all intended dimensions? What are my own particular problem? In which dimensions should I for preference alter my behavior in order to come closer to my goal?, (9) The system of dimensions of teacher behavior is flexible and can be expanded, so it is less likely to become a strait jacket than is perhaps a typology (the fear of many teachers of becoming “authoritarian” and their great efforts to justify the use of “authority”, demonstrate clearly obsessional aspect which these concepts have meanwhile

acquired. Every teacher can ask himself; which additional dimension must I invent in order to be able to scrutinize the goals which I have set for my behavior as a teacher.

3. Teaching

Teaching is a process to give guidance the students to reach the goals. Teaching is a complex process. Not only delivered information to the students, but there are many steps that should be done to this activity. Teaching is an activity of organized and arranged environment to get a good achievement. Teaching is a media for learning process includes behavior individual changes through preplanned.

Teaching is an exciting job. Many references help teachers to get some solutions of problems is teaching learning process. The teachers can use some references to find out some techniques of teaching in their classroom. On the other hand, teaching is not easy to do. The teacher should do much of this work before entering the classroom.

According to Suhardan (2010), teaching is essentially an academic activity in the form of communication interactions between educators and learners. Teaching activities are activities of teachers in the learning process to enable learners using a variety of methods.

The objective of language is to encourage effective communication in daily life, by practicing effective expression, increasing vocabulary, give sample opportunities that use language to describe, to compare and relate experiences,

thoughts and feeling, creating stories dramas, song, poems, etc. Language should be embedded throughout all activities.

Moreover, young learner can learn easily many languages. Young learner are equipped by language acquisition device, therefore, they will not have any difficulty to learn two or three different language at the same time.

4. Vocabulary

Vocabulary is one of the materials studied by students of all level of schools in Indonesia. Vocabulary is one the four language component, which are spelling, grammar, phonology and vocabulary. It is important element that cannot be separated from each other in language learning proces since English as foreign language. Vocabulary aims at expending and enriching the learnes' knowledge of word to improve their reading, listening, speaking, and writing.

According to Kridalaksana (2009). "Vocabulary is language component which containts all of information about meaning and using of words in language and he also say that vocabulary is the total number of words which posed speaker, writer or a language.

According to Penny (2007) said that vocabulary can be defined, rouhgly as words we teach in the foreign language. Beside that, vocabulary can be devided into eight based on the characteristics and functions as Thomson and Martinet (2006) suggested, they are :

a. Noun.

A noun is a words that is the name of thing, quality, person, and act and can be the subject, noun arrangement with the verb helps to form the sentence core which is essential to every complete sentence.

b. Verb.

A verb is used to show an action or a state being

Example : go, write, exist, be

c. Adjective.

Adjectives are used to describe or specify a noun or pronoun.

Example : Good, beautiful, nice, my...

d. Adverb.

An adverb is used to modify a verb, adjective and other adverbs.

Example : completely, never, there...

e. Pronoun.

A pronoun is used in the place of a noun or phrase.

Example : I, you, he, she, it ..

f. Preposition.

Preposition are used before nouns to form a phrase that shows where, when, how and why

g. Conjunction.

Conjunction is word used to connect the word with the word, expression with the expression, sentence with sentence.

Example : and, but, when ..

h. Interjection.

Interjection is namely off the cuff utterance intended to express an feeling which in sudden felt.

Example : oh!, Good Lord

4.1 Vocabulary Mastery

Procter (2008) state that the mastery means to become skilled or proficient in the use of to gain something to trough understanding. One the English learners are ordered to enable his communication in that language, He intends to be able listen, speak and write

In order for him to achieve these aims, he must master a number vocabularies. We cannot grasp the transmitted to us or read the columns newspapers or popular magazine or event understand newcast on the radio or television, if we do not enough vocabulary.

4.2 Types of Vocabulary

Based on information from Judy. K Montgomery's book : The Brigde of Vocabulary (2007), there are four types of vocabulary they are :

1. Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50,000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The amount of words modeled is much less than a hearing child’s incidental listening vocabulary.

2. Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

3. Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary.

This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you can not “grow” your vocabulary.

4. Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation

to help get our ideas across, then to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell.

Think about it:

When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a words they know. This is dependent upon their lexicon (mental dictionary). Children would not guess a word they didn't know. Deaf students do not use auditory memory to sound out a word. They mostly memorize spelling patterns. Therefore, students who are deaf typically use a reduced variety of words in writing while they are learning.

According Thornburry (2006) said that vocabulary can be devided in two type, there are receptive and productive vocabularies:

a. Receptive Vocabulary

Receptive vocabulary is larger than production ones. Vocabulary or words we recognize when we see or hear them, usually in reading and listening. Gaims and Redman (2007) are writing that receptive vocabulary as the language items can only recognized and comprehend in the context of reading and listening activity and it requires a reader to associate label as in reading or listening”.

b. Productive Vocabulary

Kamil & Hiebert (2007) says that productive vocabulary includes words that they use when they speak or write. Prodeuctive vocabulary also involves not using the words too often if it is typical a low frequency word, and using it in suitable situation. It involves using the word to stand for the meaning it

represents and being able to think of suitable substitutes for the words if there are any.

4.3 Teaching Vocabulary

Teaching English to junior high school students as a local content has a goal that the students are expected to have skills of the language in simple English with emphasis on listening, writing, reading and speaking skill using selected topics related to their environmental needs.

According Purwo (2007) teaching vocabulary is a measure of one's understanding of the vocabulary of a language and its ability to use the vocabulary both orally and in writing.

Related to the objective above, the material for the seventh grade, have topics about center of interest that they often face in their life. The topics include things inside a class and things around a school. So, it is easier for them to perform and absorb the words given which are about things inside the class and things around the school.

There is no basic rule on how many words should be given to the nine graders of junior high school. As fourteen up fifteen years old children, the nine graders should have given too many words. It is better to give them about fifteen or twenty new words at one time.

From the explanation above, I conclude that in teaching vocabulary to the nine graders, teacher should give the students too many new words in a lesson. It is better to give them about fifteen or twenty new words rather than giving them many

words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorizing the words quickly and to internalize them.

4.4 The Difficulties in Learning Vocabulary

There are many problems in difficulties in learning a foreign language, especially in learning vocabulary. As we know that learning vocabulary becomes difficult because of one word does not convert one meaning and the meaning of word in a new language is closely related to the culture of people who use language. And word have general meaning, so that student must learn the appropriate meaning of words, then the use.

In fact, word is difficult to be learned by students especially for the beginner. Beside they have had a language as mother tongue, a word also has some criteria who make it difficult to be learned. According to Thronbury (2004) there are some factors that make some words difficult than others are:

a. Pronunciation

Words that are difficult to pronounce are more difficult to learn. It can be concluded that when we are difficult to pronounce words, so we will be more difficult to learn it.

b. Spelling

While most English spelling is fairly law-abiding, there are also some glaring irregularities. It means that English spelling is not same with English pronounce. In other word, sound-spelling mismatches with how that word is pronounced.

c. Length and complexity

Long words seem to be no more difficult to learn than that short ones. Actually we will be more difficult to learn long words than short words.

d. Grammar

Grammar is also a problematic in learning vocabulary. This problem consist of pattern, remembering verb is followed by an infinitive and an-ing form and the other problem is about the grammar of phrasal verb.

e. Meaning

words which have multiple meaning can also be troublesome for learners. In other words, one of problem for learners in learning vocabulary is when words which are learned by them have some meanings. It will make them confuse and difficult to be remembered.

f. Range, Connotation, and Idiomaticity

There is Range, Connotation and Idiomaticity in words. It make that words are difficult to be learned, because in idiom two words will have a meaning. Beside that every word has synonym and antonym.

5. Learning Media

Media is one of the teaching components which should be involved in teaching learning process. It is strongly suggested that the teacher makes teaching medium to help the delivering material in the classroom. By using media during the teaching learning process, hopefully the teacher will be able to motivate the students to learn and understand to the material presents.

Media would help to make the condition for the learners to identify or describe someone or something. There are some experts giving their opinions dealing with media:

According to Cangara (2006) the media is a tool or means used to convey messages from the communicator to the audience. There is some psychology experts consider that the human communication, the media most dominance in communication is the human senses such as eyes and ears. Message - a message received by the senses subsequently further processed by the human mind to control and determine its attitude towards something, before it is expressed in action. I also added the definition of media state by Arief S. Sadiman (2010) “that the media comes from the Latin and it is the plural form of medium which literally intermediary or introduction”.

From the definition above, it can be concluded that the use of media is significant as it will help the students in understanding and learning the lesson. For instance, if teachers want to explain about animal, media like dolls, pictures, and so on might help the students in visualizing the shape of those animals easily.

In addition, media have a purpose that is to capture and sustain the students' interest and attention and they can give more impression conveying and explaining information, messages, ideas, etc. However, it will enrich the foreign language teaching if the teacher notices basic things as follow: media should be inexpensive, media should be appropriate with the instructional, media should be appropriate with the material will be taught, media should be appropriate with the learners' characteristics, and media should interest the students' attention.

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 is one component of communication, namely as a messenger of the communicator to the communicator (Criticos in Daryanto, 2010), (2) Media are different types of components in the environment that can stimulate students to learn (Gagne in Daryanto, 2010), (3) AECT (Association of Education and Communication Technology), media as forms and channels that people use to distribute a message or information, (4) Media in the learning process tends to be interpreted as graphics tools photographic or electronic to capture, process and reconstruct the visual or verbal information (Azhar Arsyad, 2010), (5) Media is all the physical tools that can present the message and stimulate students to learn (Briggs in Sadiman, 2006).

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

6. Learning Hand Puppets

A puppet is a medium that is very familiar with the world of child's play. Puppet is an imitation of the human form and even now including imitations of animal forms. So in fact the doll is one model comparisons as well. Nevertheless, because the doll in appearance has special characteristics, it is discussed separately in this discussion. In the use of puppets used as a medium of learning by playing in a puppet show. I also added that According to Bil Baird in Greder (2013) "A puppet

is an inanimate figure that is made to move by human effort before an audience. It is the sum of these qualities that uniquely defines the puppet.

Puppet is small-scale figure (as of person or animal) usually with a cloth body and hollow head that fits over and is moved by the hand (Merriam Webster Online, 2012).

According Suyanto (2007) glove puppet is the one of media that is used in teaching and made from material such as paper, plastic, etc. the purpose of using it is to make the learners to enjoy the study and topic will be interesting. It is also to improve students' motivation to study, especially in English.

From definition above, it can be concluded that puppets are parts of visual aid for teaching strategies especially in teaching vocabulary. It is believed that puppet can give an element of fun to learners. By inserting humorous elements, puppets are intended to attract the students attention.

6.1 The Type of Puppets

As an educational tool, puppets have become very widely accepted because of their value in helping students in personal development and the opportunity afforded in activity in the building and operating puppets.

In teaching using puppet as a media, it will be better to take the available materials. Teaching using puppet can be used as the alternatives technique in teaching learning process. It is good to know a number of ways to make puppets so that they can be used at different levels without repeating some types and methods of approach.

Different kinds of puppets are :

1. Hand puppets

It generally consists of a head figure and loose garment or dressed fitted over the operator's hand. The garment covers the operator's wrist and helps to hide it from views. The index finger fits into the puppets head and the thumb and middle finger slide into tiny sleeves to form two movable arms. The hand puppet is operated below the puppet stages.

2. Glove and Finger puppets

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

3. Rod puppets

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

4. Marionettes

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

5. Shadow puppets

Shadow puppets are usually formed from a piece of thin card board or wood, to which handles are attached to permit manipulation behind a rear lighted white cloth or milk plastic screen.

In this research one type of puppet is used. The writer used hands puppet. Hands puppet will be chosen because the students might be motivated to be active in the class. Also, it can be easier to ask students to give responses and opinion. Besides that, hands puppet is easy to understand, memorize, remember and could avoid misunderstanding because the students see the object directly.

6.2 The Benefit of Puppet

Besides that the benefit of using puppet in developing vocabulary are:

1. The students might have a high interest in following the teaching learning process. Most children in the junior school are interested in some teaching aids, such as games, and puppets.
2. The students might be motivated to be active in the class, and it can be easier to ask students to give responses and opinion.
3. It is easy to understand, memorize, remember vocabulary and could avoid misunderstanding, because the students see the object directly.

7. 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 pen 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 then 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.

8. 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

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. Conceptual Framework

Basically, 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.

C. Hypothesis

Based on the previous discussion on the background of this study, the hypothesis is formulated as follows:

Ha : There is a significant effectiveness the students' vocabulary by using Puppet.

CHAPTER III

METHOD OF RESEARCH

A. Location

This research was be conducted at SMP N 1 IDI TIMU on Jl. Peudawa Puntong Kecamatan Idi Timu for the students of first grade of Junior High School during the academic 2016/2017. The reason for choosed this school because the researcher found the problem there.

B. Subject of Research

The subject of this research is students at first grade of SMP N 1 Idi Timu of the academic year 2016/2017. The number of students is consist of 25 students.

The researcher choosed this school because their values were the lowest in vocabulary and needed the improvement of their vocabulary.

C. 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

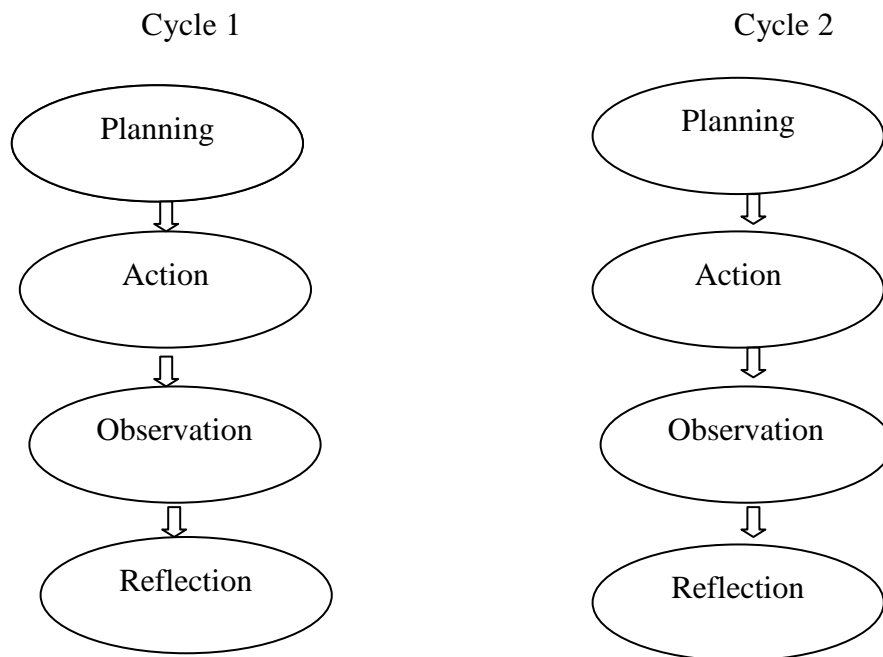
and challenging. Teacher must learn more about ourselves as teacher how effective teacher are how look to our students, how we will look to ourselves of we will observe own teaching to improve his effort as teacher to increase students' vocabulary. In other words, as a teacher must do the classroom action research to get students vocabulary.

D. The Instrument of Research

The instrument for collecting the data, in the first cycle and the second cycle the researcher was using the puppet. The puppet have relation with object or the theme in the English material to be introduce to the students, I show the puppet in front of class. In this research, the researcher use one type puppet that is hand puppet and then asked the students to write the vocabulary what the puppet says.

E. The Procedure Collecting the 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 Wiriadmadja, 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 40 items.

Step 2

The first activity

In this activity, the writer performs the puppet. In this activity, the theme is kind of fruits and animals. The steps in teaching and learning process are as follows:

1. I performed the puppet to the students

2. I introduced the name of the puppet to the students
3. While performing the puppet, I asked the students about the fruits and animal. I pronounced the words correctly and wrote it on the blackboard
4. After that, I asked the students to repeat her many times, and then asked them to write the words in their books
5. 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 this lesson.

The second activity

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 step in teaching and learning process as follows:

1. I performed the puppet to the students
2. While performing the puppet, I asked the students about road sign. I pronounced the words correctly and wrote it in the blackboard
3. After that I asked the students to repeat up her many times, and then asked them to wrote the words in their books.
4. 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 this lesson

The third activity

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 step in teaching and learning process are as follows:

1. I performed the puppet to the students
2. While performing the puppets, I asked the students to touch their nose, ears, etc. I pronounced the words correctly and wrote them on the blackboard.
3. After that, I asked the students to repeat up her many times, and then asked them to write the words in their books
4. 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.

The fourth activity

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 40 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.

F. Technique of Data Analysis

This study consists of six activities. 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. Below was the formula to get valid result, I used to process the data:

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

P = Percentage

R = Score Achieved

N = Number

CHAPTER IV

DATA AND ANALYSIS

1. The Quantitative Data

The quantitative data were taken from the test result which were carried put in the test in cycle I and cycle II. The first meeting test in a pre-test was given before conducted action the first cycle. So the test was given to the students without any treatment.

Analysis of the Pre-Test

Before the teaching and learning activities were undertaken, I performed a pre-test. It was followed by 26 students. The writer gave 40 multiple choice items in the first plan. The researcher provided 40 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 by using Hand Puppet showed in the following table.

Table 4.1
The Students Score of Pre-test

No	Initial Score	X	Score
1	AM	18	45
2	A	16	40
3	AW	24	60
4	AM	26	65
5	B	30	75
6	CA	28	70
7	DS	26	65
8	FZ	24	60
9	F	20	50
10	HT	28	70
11	I	22	55
12	IN	30	75
13	J	30	75
14	J	24	60
15	LM	26	65
16	M	22	55
17	MH	12	30
18	MI	30	75
19	M	30	75
20	N	28	70
21	RI	28	70
22	SA	26	65
23	W	24	60
24	W	26	65
25	ZA	26	65
26	ZF	24	60
Total of the students: 26		648	1620
Means		24,92	62,30

The explanation is as follows :

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

X = students mark

n = number of the students

$$\begin{aligned} \text{The average achievement of the pre-test result} &= \frac{\sum X}{\sum n} \times 100\% \\ &= \frac{1620}{26} \times 100\% \\ &= 62,30 \end{aligned}$$

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 62,30%, the writer concluded that the students did not master the material.

2. The Analysis of the Action

The Analysis of the First Activity

The first activity was conducted on Friday, October 7th2016. It was followed by 26 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 I asked the students, for example:

What fruits do you like?

Do you like apple?

What animal do you like?

Do you have a pet?

All the students' answer 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 (26 students) looked at the picture, while the students looked the picture, the researcher asked the students.

What picture is this?

What animal in this picture?

Mention animals do you like!

Do you like this tiger?

What fruits in this picture?

Mention fruits 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 are 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 2
The Result of the Students Achievement in the First Activity

No	Initial Score	X	Score
1	AM	13	65
2	A	17	85
3	AW	20	100
4	AM	20	100
5	B	18	90
6	CA	19	95
7	DS	16	80
8	FZ	17	85
9	F	16	80
10	HT	16	80
11	I	17	85
12	IN	18	90
13	J	18	90
14	J	16	80
15	LM	15	75
16	M	18	90
17	MH	15	75
18	MI	16	80
19	M	16	80
20	N	17	85
21	RI	16	80

22	SA	14	70
23	W	16	80
24	W	15	75
25	ZA	14	70
26	ZF	14	70
Total of the students: 26		427	2135
Means		16,42	82,11

The explanation is as follows:

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

X = students mark

N = number of the students

$$\begin{aligned} \text{The average of the students test result} &= \frac{\sum X}{\sum n} \times 100\% \\ &= \frac{2135}{26} \times 100\% \\ &= 82,11 \end{aligned}$$

The average of the first activity was 82,11%. According to the Depdikbud's criterion, this activity can 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.

Analysis of the Second Activity

The second activity was conducted on Friday, October 14th 2016. It was followed by 26 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 sign. The writer 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 very enthusiastically raising their hands when she asked them the questions above. Some of the groups answered the teacher'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 group 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 for them this game seemed more interesting 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 3
The Result of the Students Achievement in the Second Activity

No	Initial Score	X	Score
1	AM	16	80
2	A	15	75
3	AW	18	90
4	AM	17	85
5	B	17	85
6	CA	14	70
7	DS	14	70
8	FZ	17	85
9	F	16	80
10	HT	16	80
11	I	14	70
12	IN	15	75
13	J	15	75
14	J	16	80
15	LM	18	90
16	M	20	100
17	MH	18	90
18	MI	16	80
19	M	16	80
20	N	14	70

21	RI	16	80
22	SA	16	80
23	W	16	80
24	W	14	70
25	ZA	17	85
26	ZF	20	100
Total of the students: 26		421	2105
Means		16,19	81,53

$$\begin{aligned} \text{The average of the students' result} &= \frac{2120}{26} \times 100\% \\ &= 81,53 \end{aligned}$$

The average of the second activity was 81,53%. According to the researcher's analysis, the result of the students' achievement in the second activity was not successful like previous meeting. At the second meeting there was no improvement in learning because they never learned about the road sign before and they still found difficult to remember that material.

Analysis of the Third Activity

The third activity was conducted on Tuesday, November 1th 2016. It was followed by 26 students. Beginning the activity, the writer 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 reseacher checked their ready to start the lesson by asking them, for example: stand up, touch your head, 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 a leg?

What is the function of eyes?

What is the function of lips?

How many fingers do you have?

To prevent the students doing the 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 saw 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 students 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

The Result of the Students Achievement in the Third Activity

No	Initial Score	X	Score
1	AM	16	80
2	A	14	70

3	AW	15	75
4	AM	17	85
5	B	16	80
6	CA	17	85
7	DS	19	95
8	FZ	20	100
9	F	18	90
10	HT	18	90
11	I	17	85
12	IN	15	75
13	J	18	90
14	J	18	90
15	LM	16	80
16	M	20	100
17	MH	14	70
18	MI	14	70
19	M	20	100
20	N	16	80
21	RI	17	85
22	SA	17	85
23	W	18	90
24	W	19	95
25	ZA	20	100
26	ZF	20	100
Total of the students: 26		449	2245
Means		17,26	86,34

$$\begin{aligned} \text{The average of the students test result} &= \frac{2245}{26} \times 100\% \\ &= 86,34 \end{aligned}$$

The average of the third activity was 86,34%. 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 result of the activities were good enough, the researcher did not give the amended plan.

Analysis of the Fourth Activity

The fourth activity was conducted on Tuesday, November 8th 2016. It was followed by 46 students. Beginning the activity, the researcher took 5-10 minutes to review the previous lesson in order to refresh their mind. The meeting in this activity 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 we discussed them together about things in the classroom.

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 5
The Result of the Students Achievement in the Fourth Activity

No	Initial Score	X	Score
1	AM	18	90
2	A	19	95
3	AW	18	90
4	AM	17	85
5	B	17	85
6	CA	18	90
7	DS	17	85
8	FZ	19	95
9	F	20	100
10	HT	20	100
11	I	15	75
12	IN	16	80
13	J	17	85
14	J	16	80
15	LM	18	90
16	M	20	100
17	MH	17	85
18	MI	17	85
19	M	20	100
20	N	18	90
21	RI	20	100
22	SA	20	100
23	W	19	95
24	W	20	100
25	ZA	18	90
26	ZF	17	85
Total of the students: 26		471	2355
Means		18,11	90,58

The average of the students result = $\frac{2355}{26} \times 100\%$

$$= 90,58$$

The average of the fourth activity was 90,58%. According to the researcher's analysis, the result of the students' achievement in the second activity was successful. It was higher than the Depdikbud's criterion.

Analysis of the Post-Test

Finally, the last activities were post-test. It was conducted on Tuesday, November 15th 2016. 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 40 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 6

The Result of the post-test

No	Initial Score	X	Score
1	AM	38	95
2	A	38	95
3	AW	40	100
4	AM	40	100
5	B	38	95
6	CA	38	95
7	DS	37	92,5
8	FZ	40	100
9	F	40	100
10	HT	40	100
11	I	38	95
12	IN	39	97,5

13	J	40	100
14	J	39	97,5
15	LM	39	97,5
16	M	38	95
17	MH	40	100
18	MI	38	95
19	M	39	97,5
20	N	37	92,5
21	RI	40	100
22	SA	40	100
23	W	40	100
24	W	38	95
25	ZA	40	100
26	ZF	40	100
Total of the students: 26		1014	2535
Means		36	97,5

The explanation is as follows:

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

X = students' mark

n = number of the students

$$\begin{aligned} \text{The average achievement of the post-test result} &= \frac{\sum X}{\sum n} \times 100\% \\ &= \frac{2535}{26} \times 100\% \\ &= 97,5 \end{aligned}$$

The score was higher than the pre-test that was only 62,30%. 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 7. The Result of the Tests during the Action Research

No	Initial Score	The Result of the Test (%)					
		Pre-Test	First activity	Second activity	Third activity	Fourth activity	Post-Test
1	AM	45	65	80	80	90	95
2	A	40	85	75	70	95	95
3	AW	60	100	90	75	90	100
4	AM	65	100	85	85	85	100
5	B	75	90	85	80	85	95
6	CA	70	95	70	85	90	95
7	DS	65	80	70	95	85	92,5
8	FZ	60	85	85	100	95	100
9	F	50	80	80	90	100	100
10	HT	70	80	80	90	100	100
11	I	55	85	70	85	75	95
12	IN	75	90	75	75	80	97,5
13	J	75	90	75	90	85	100
14	J	60	80	80	90	80	97,5
15	LM	65	75	90	80	90	97,5
16	M	55	90	100	100	100	95
17	MH	30	75	70	90	85	100
18	MI	75	80	80	70	85	95
19	M	75	80	80	100	100	97,5
20	N	70	85	70	80	90	92,5

21	RI	70	80	80	85	100	100
22	SA	65	70	80	85	100	100
23	W	60	80	80	90	95	100
24	W	65	75	70	95	100	95
25	ZA	65	70	85	100	90	100
26	ZF	60	70	100	100	85	100
Total		1620	2135	2105	2245	2355	2535
Mean		62,30	82,11	80,96	86,34	90,58	97,5

3. 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 the writer's coming. So, the researcher explained to them that they could be relaxed and enjoy the time during 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 answer 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 interest. 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 be active answering the questions of the researcher. In this first activity, the researcher shows the picture of animals, fruits, road signs, parts of body and things in the classroom. Then the researcher asked to the students to guess what picture it is? After that the students should write and memorize the words. They can do this step quickly because they were enthusiastic with a puppet, games, and song. They also enjoyed in cooperating with their partners as working in pairs. Here, the researcher concluded that they were motivated to be active.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the data analysis, there are some conclusions that can be described as follow

1. 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 (62,30) than post-test (97,5). 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, the teacher suitable by using hand puppet in teaching vocabulary in the classroom. The teacher can teaching the students how to express their ideas or thoughts in vocabulary because hand puppet can help students vocabulary. To the students, the students should be able to write in English.

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LESSON PLAN

School	: SMP N 1 IDI TIMU
Subject	: English
Class	: VII-I
Year	: 2016/2017
Meeting	: 1 st (Pre-test)
Time allocation	: 2 X 40 minutes

A. Standard of Competence

Understanding the meaning of words like fruits, part of body, animal, road sign, and things in the classroom.

B. Basic Competence

To understand the meaning of words correctly and effeciently expressed explicity.

C. Indicators

1. Increasing the students vocabularies
2. To spell and write the words in English well
3. The students are able of memorize the difficult words
4. Answering the questions

D. The Goal of the lesson

In the end of the lesson the students:

- To spell and write the words in English well

E. Learning Material

Vocabulary

F. The Teaching Method

Using Hand Puppet

G. Learning Sources

- a) Text-made Teacher, white board, marker

H. Activities Plan**I. Activities Introduction**

- Teacher greet the students to open the class
- Teacher check the attendance list
- Teacher motivates the students

II. Main Activities

- The teacher explain the students about vocabulary and kinds of vocabulary
- Students listen and response the teacher explanation
- Teacher ask the students to answer the question in the work sheet
- Students answer the work sheet

III. Closing Activities

- Concluding the lesson
- Review the lesson

I. EVALUATION

- Multiple Choice Test

a. Role of scoring

Maximum score 100

b. Rubric score

o.	Explanation	Score
	Correct answer	2,5
	Incorrect answer	0

Maximum score = 100

Students score = $\frac{\text{score}}{\text{Maximum score}} \times 100 =$

Maximum score

Idi Timu, October 2016

The English Teacher

The Researcher

(Zatulhimam S.Pd)

(Dhienda Endayani)

Know by:

The HeadMaster of SMP N 1 IDI TIMU

(Hambali S.Ag)

LESSON PLAN

School	: SMP N 1 IDI TIMU
Subject	: English
Class	: VII-1
Year	: 2016/2017
Meeting	: 2 nd Meeting
Time allocation	: 2 X 40 minutes

A. Standard of Competence

Understanding the meaning of words like fruits, part of body, animal, road sign, and things in the classroom.

B. Basic Competence

To understand the meaning of words correctly and effeciently expressed explicity.

C. Indicators competence achievement/ KKM

5. Increasing the students vocabularies
6. Finding out the meaning of difficult words
7. The students are able of memorize the difficult words
8. Answering the questions

D. The Goal of the lesson

In the end of the lesson the students:

- To spell and write the words in English correctly

E. Learning Material

Fruits and animals, Question related to the text

F. The Teaching Method

Using Hand Puppet

G. Learning Sources

- b) Vocabulary in English
- c) Dictionary

H. Activities Plan**IV. Activities Introduction**

- Teacher greet the students to open the class
- Teacher check the attendance list
- Teacher motivates the students

V. Main Activities

- The teacher explain the students about vocabulary and kinds of vocabulary
- Students listen and response the teacher explanation
- Teacher ask the students to answer the question in the work sheet
- Students answer the work sheet

VI. Closing Activities

- Concluding the lesson
- Review the lesson

I. EVALUATION

- Multiple Choice Test

a. Role of scoring

Maximum score 100

b. Rubric score

o.	Explanation	Score
	Correct answer	5
	Incorrect answer	0

Maximum score = 100

Students score = $\frac{\text{score}}{\text{Maximum score}} \times 100 =$

Idi Timu, October 2016

The English Teacher

The Researcher

(Zatulhimam, S.Pd)

(Dhienda Endayani)

Know by:

The HeadMaster of SMP N 1 IDI TIMU

(Hambali, S.Ag)

CURRICULUM VITAE

IDENTIFICATION

Full Name : Dhienda Endayani
Place/Date of Birth : Idi, 22 Juni 1994
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Father's Name : Muhammad Yusuf
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Email : dhienda22june@gmail.com
Address : Jl. Medan-B. Aceh. Desa Seuneubok Teungoh. Kec.
Idi Rayeuk. Kab. Aceh Timur

EDUCATION

2000-2006 : SD Negeri No. 2 Idi Rayeuk
2006-2009 : SMP Negeri 1 Idi Rayeuk
2009-2012 : SMA Negeri 1 Idi Rayeuk