THE EFFECTIVENESS OF TEACHING VOCABULARY BY USING PUPPET AT ELEMENTARY SCHOOL STUDENTS

(The Case study of the Fourth Graders of SDN Leteh II Rembang in the Academic Year of 2007/2008)

a final project

submitted in a partial fulfillment of requirements
for the degree of *Sarjana Pendidikan* in English

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PERNYATAAN

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Menyatakan dengan ini sesungguhnya bahwa skripsi/tugas akhir/final project yang berjudul:

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                                       Semarang,

                                       Yang membuat pernyataan,

                                       Sofika Chnadra Nilawati

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"Started with a dream, you can be what you want to be"

"A Friend like a star, not always seen but always be there"

(Free)

To my adored parents,

Bpk. Dirsun and Ibu Sriwahjuni;

My Husband Ayom; and

All the members of H class in

English Department..

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ABSTRACT

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

This final project is an action research. In this study, I 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 elementary school students.

The subject of the study was the students of SDN Leteh II Rembang in the Academic Year 2007/2008. There were 46 students (24 boys and 22 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 teacher performed a puppet in front of the class. The theme of the first activity was fruits and animals. In the second activity, the teacher performed a puppet about road sign. In the third activity, the teacher performed a puppet about parts of body. In the last activity, the teacher performed a puppet about things in the classroom. The third step of the activity was giving post-test and answering questionnaire.

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 56.63% and 96.19% in the post-test. The main factor affecting this improvement was the students' interest in the puppet given. It can be proved from the questionnaire results.

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 elementary school students.
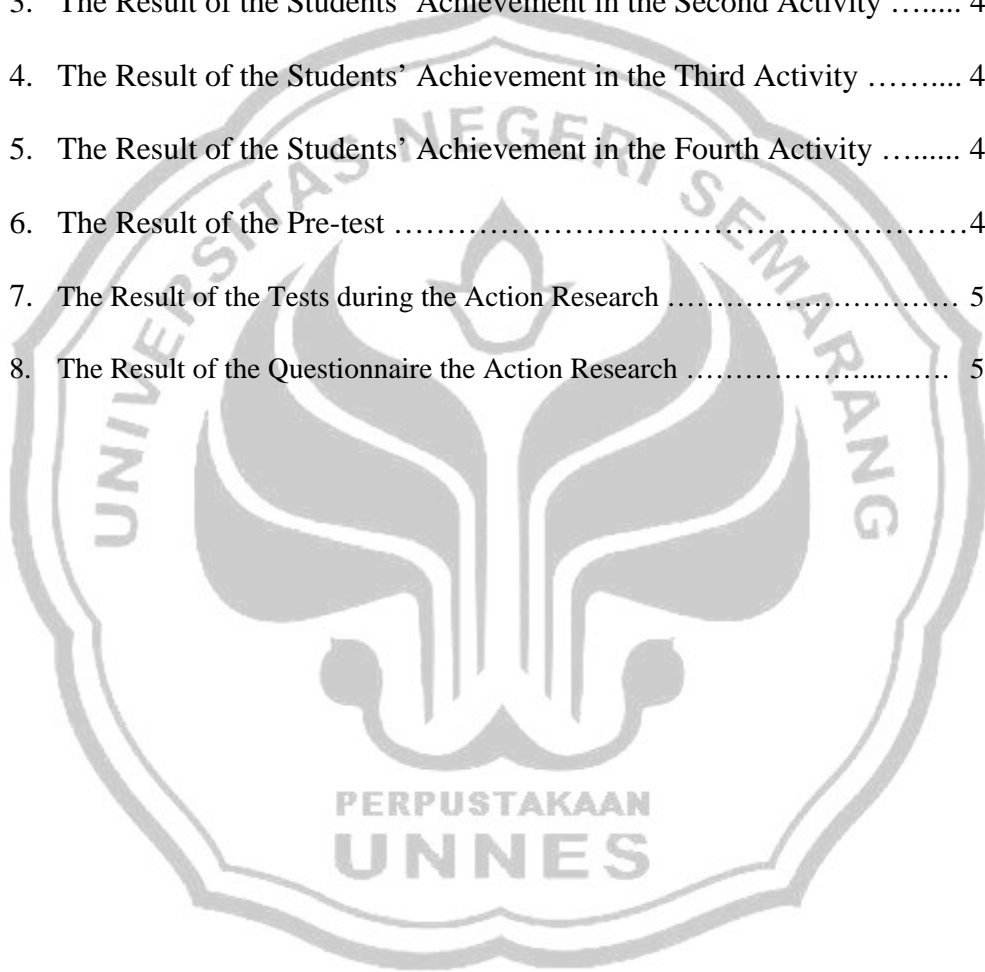
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CHAPTER I

INTRODUCTION

1.1   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 elementary school. It has been accepted in Indonesia in line with the government's plan on the nine-year compulsory study. Based on the 1994 curriculum, English at elementary school level is taught as local content to serve the need of the local community. At this level students learn English for the first time, so they just learn the simple English patterns including vocabulary, grammar, etc. The program begins from the fourth grade till the sixth grade. The aim is to equip students with the ability to listen, speak, read, and write simple materials in English by emphasizing on the communicative skills in a number of topics which are relevant to the need of local community, such as, industry, tourism, and arts in Central Java (GBPP Mulok SD, 1995:2).

Teaching for students of elementary school is not the same as teaching adult because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too. According to Scoot (1990: 2-4) there are some general characteristic of the children in that group (a) they are competent user of mother tongue, (b) they can tell the difference between fact and fiction,

(c) they love to play and learn best when they enjoy themselves seriously and like to think that what they are doing in real work., (d) they are enthusiastic and positive thinking, (e) they rely on the spoken as well as the physical words to convey and understanding meaning, (f) They are able to work with others and learn from others, (g) their own understanding comes trough eyes, hands and ears, (h) they have very short attention and concentration.

If the teachers can not teach the children properly, the children may not enjoy their learning. Consequently, the teaching learning process may fail.

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

According to Harris (1969:345) there are several methods in English learning process. They are (a) giving total physical activity (example games and Total Physical Response activities), (b) providing hands on activities (example to

learn words, sentences, and practice meaningful language), (c) internalizing concept through visual aids (example video, picture, tapes, music, flash card, and puppet toys), and (d) explaining things with nonverbal language (facial features, gestures). Helalay (1971:1) argues that:

> Unlike adults, children are not self-motivated and do not have an immediate need to learn English. They are not concern with job or university degree that requires knowledge of English. Their daily games, events, of interest to them, new knowledge may ask.

There are several media of teaching. Gerlach and Elly (1980: 247-249) classify them in to six general categories. They are still pictures, audio recording, motion pictures, television, real things simulation and models, programmed and computers-assisted instruction programs.

Media such as puppets, cartoon films, tape recorder, radio, television, computer, etc. are useful to achieve the instructional goals of teaching and learning process, and they can also be easily found in our daily lives. Having understood that young learners pay short attention and concentration in a learning process, it is better to provide something playful to them. In this study, the writer tries to use puppet toys, for teaching English vocabulary to elementary school students.

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

students can enjoy the teaching and learning process and can memorize the words easily.

There are several previous studies written by the students of English Department of UNNES. One of was them entitled "The use of Puppet toys as the media to teach vocabulary to fourth grade students of SDN 1 Bandar Batang" written by Wasana Sindu Wibowo (2001). He used puppet toys to teach vocabulary to elementary school students. He observed the puppet in teaching vocabulary. He wanted to find out the extent of students' achievement in vocabulary mastery by the use of the puppet in teaching. He gave some treatments to students during the teaching-learning process. The result was that using the puppet to teach vocabulary to the elementary school students is very beneficial for the students.

Based on that research, the writer was curious to use puppet as medium in teaching learning process. Hence, in this study the writer wants to examine "the effectiveness of teaching vocabulary by using puppet at elementary school (for the fourth graders of SDN Leteh II Rembang in the academic year 2007/2008). The writer wants to analyze whether teaching vocabulary by using the puppet is more effective to improve the students' achievement in vocabulary.

1.2   Reasons for Choosing Topic

Some reasons why the writer chooses the topic "The Effectiveness of Teaching Vocabulary by Using Puppets at Elementary School Students" are:

(1)   Vocabulary is basic component in learning a foreign language.

(2) Generally children like puppets, so they are highly motivated to learn vocabulary and to memorize words that the children watch from puppet performance. Furthermore, puppet will make the students relaxed and fun.

1.3 Statement of Problem

The problem investigated is stated as follows:

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

1.4 Objective of Study

The aim of this action research is to find out whether teaching vocabulary using a puppet is effective to improve the students' achievement.

1.5 Significance of Study

On basis of the objective above, the significance of the study can be stated as follows:

(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 technique for teaching vocabulary in elementary class.

(3) The writer hopes that the result of the research can be used as reference for those who want to conduct a research in teaching English.

1.6   Outline of The Report

The writer organizes this research report in order to make the reader easier to understand. The following shows the content covered in this research.

Chapter I is introduction. This chapter explains about general background of the study, reasons for choosing the topic, statement of problem, objective of study, significance of study, and the outline of report.

Chapter II presents review of related literature. It covers the characteristic of elementary school students, general concept of vocabulary, the definition of puppets, the definition of media, and action research.

Chapter III discusses the method of investigation, which consists of subject of the study, data collection, instrument of study, the steps in action research, the criterion of the assessment and data processing.

Chapter IV discusses the analysis of the research.

The final chapter is chapter V that draws some conclusion and suggestions.
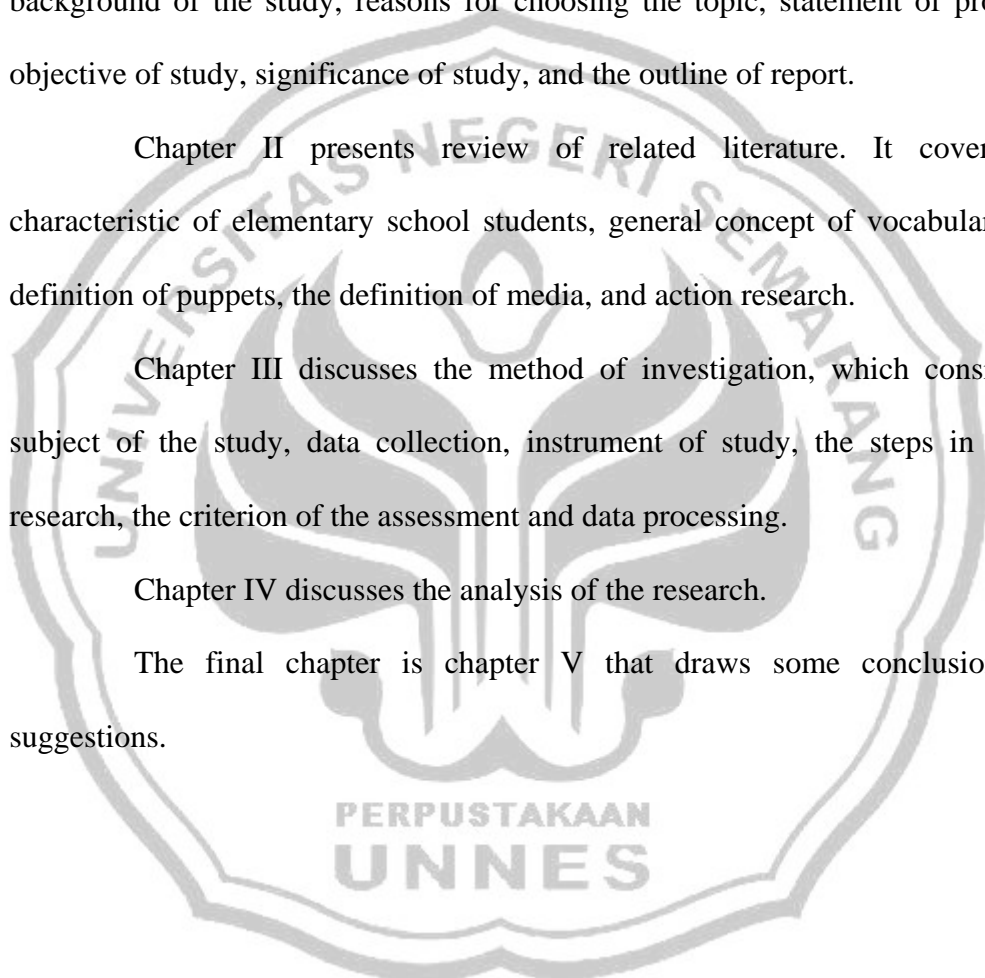
CHAPTER II

REVIEW OF RELATED LITERATURE

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

2.1   Characteristics of Elementary School Students

Dealing with the development of curriculum in Indonesia, teaching English to young learners has become important in recent years. However, it is not always an easy task to teach young learner. There are many considerations that should be taken on how to teach and what to teach. It is fact that children are different from adult physically and mentally.

The age has become a major factor to formulate decisions on teaching students. The students who are considered as young learners enjoy studying language through loads of cheerful activites in a bright and colorful room. While adult are expected to use abstract notions since they can think rationally. As Harmer (2001:40) affirms that adults often encompass clear understanding of why they are learning and what they wish to comprehend out of it.

Teaching elementary school students is not the same as teaching adult because it possess different characteristic as maintained by Helay (1987:49):

Unlike adults, children are not self-motivated and do not have an immediate need to learn English. They are not concerned with job or

university degree that requires knowledge of English. Their world is their daily games, events of interest to them, new knowledge that may come across and question that their inquisition minds may ask.

In general, the elementary school students are the children at the age between six up to twelve years old which are enthusiastic to know and learn everything. Harmer (2001: 38) states some general characteristic of children. There are (a) they respond to meaning even if they do not understand the words, (b) they often learn indirectly than directly, (c) their understanding comes not just from the explanation, but also from what they see hear and crucially have a chance to touch and interact with, (d) they generally display an enthusiasm for learning and curiosity about the world around them, (e) They have a need for individual attention and approval from their teacher, (f) they are taken on talking about themselves and responding well to learning that use themselves and their own lives as main topic in the classroom, (g) They have limited attention span, unless activities are extremely engaging can make them easily getting bored, losing interaction after 10 minutes or so.

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

2.2   General Concept of Vocabulary

2.2.1   Definition of Vocabulary

Vocabulary is one of the materials studied by students of all level of schools in Indonesia. It has been mastered if they want to master English well. It

is impossible to be successful in study language without mastering the vocabulary. Vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people can not communicate effectively or express his ideas in both oral and written form. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery. Hocket (in Celce-Murcia and Mc Intosh, 1978: 129) states that vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom. Hornby (1995: 1331) defines "vocabulary as a list of words used in book, etc. usually with definition and translation".

According to Finnochiaro (1974: 73) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

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

2.2.2   **Teaching Vocabulary**

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus they should have a good idea of how to expand their vocabulary so that they can improve their interest in leaning the language. Language teachers, therefore, should posses considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary plays an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express the same ideas or feeling they express in their native language (Finochiaro, 1974:38)

Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written.

Wallace (1982:207) explains that teaching vocabulary should consider these following factors:

1) Aims

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

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words. Therefore, the teacher should select new words, which can easy to understand by the learners.

3) Need

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

4) Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

5) Meaningful presentation

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

6) Situation and presentation

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

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

2.2.3 Teaching Vocabulary to the Fourth Graders of Elementary School

Teaching English to elementary 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.

Related to the objective above, the material for the fourth 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 fourth graders of elementary school. As ten up eleven years old children, the fourth graders should not be given too many words. It is better to give them about seven or eight new words at one time.

To help the learners in learning foreign language Mary Slaterry and Jane Wilis (2003: 4) suggest some ways to teach them. There are (a) make learning English enjoyable and fun, (b) don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part, (c) use a lot of gestures,

action, pictures to demonstrate what you mean, (d) talk a lot to them use English, especially about things they can see, (e) play game, sing a song, and say rhymes and chants together, (f) tell simple stories in English, using pictures and acting with different voices, (g) don't worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue, (h) Consistently recycle new language but don't be afraid to add new things or to use words they won't to know, (j) plan lesson with varied activities, some quite, some noisy, some sitting, some standing and moving.

From the explanation above, I conclude that in teaching vocabulary to the fourth graders, teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight 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.

2.3   Definition of Puppets

Gwin (1972: 60) states that puppet is a wonderful toy that can be controlled by an operator and can teach kids and adult, all kinds of things.

It is defined by Reyhmer (1997: 339) that a doll with a hollow head a person or animal and cloth body, intended to fit over the hand be manipulated with the fingers. While based on Oxford dictionary (1974: 679) puppet is defined as doll small figure of animal etc, with jointed limbs by wire or strings used in

plays or doll of which the body can be put in the hand like a glove the arms and head being moved by the fingers on the operation.

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

2.3.1 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.

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

(1) Hand puppets

It generally consists of a head figure and loose garment or dressed fitted over the operator's hand. The garment covers the operator's wrist and 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 attracted to permit manipulation behind a rear lighted while cloth or milk plastic screen.

In this research one type of puppet was used. The writer used hands puppet with a people puppet.

Hands puppet was chosen because the students might be motivated to be active in the class. Also, it can be easier to ask students to give responses and opinion. Besides that, hands puppet is easy to understand, memorize, remember and could avoid misunderstanding because the students see the object directly.

2.4   The Definition of Media

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

1) Media are any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes (Gerlach, Ely. 1980: 241).

2) Media are used to motivate students in learning (Hamalik, Oemar. 1989:18).

3) Media are the tools or the physical things used by a teacher to facilitate the instruction (Brown; J.W, Richard B.L, Fred F.H, 1969:2-3).

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

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

(1) Games and simulation.

(2) Visual media are the aids which can be seen. Some of the examples are OHP (Overhead Projector), a blackboard, a puppet, and picture.

(3) Audio media. What is meant by audio here is media that are useful because of its sound. The example are radios which are turning on and then producing sound and recording in cassettes which is being played.

(4) Audio visual media. Audio visual media are useful because their sound and picture. The example is TV which is being turned on, then producing sound and pictures as well.

In this study, the writer chose visual media because she used the puppet as media in teaching and learning process.

2.4.1   Puppet as Media in Teaching Elementary School Students

To get an effective effort in learning language, the teacher should be able to use a good media especially to attract the interest of the students. The use of media is needed to reach the purpose of teaching and learning and it should be various as stated by Brown et al (1964: 1), using a variety media will increase the probability that the students will learn more, retain better what they learn and improve their performance of the skill they learn and improve their performance of the skill they are expected to develop.

In addition Lewis, (1973: 5) takes point by point in choosing the media of teaching. To do this, he gives seven requirements there are (a) design object and select content (b) select approach learns experiences, (c) Select on or more appropriator formats in which to carry out the learning experiences, (d) selecting physical facilities in which to carry on learning experiences, (e) Assigning the

personal roles, (f) Choosing appropriate materials and equipment, (g) evaluating results and recommended future improvements.

Selecting appropriate media of teaching is not only using teaching media randomly without planning first but also analyzing the level of the students the appropriates of material which will be taught by the teacher. Students in learning language must represent the needs of the students, their capabilities their special interest and motivation and their styles of learning.

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

By using this media the teacher will find may possibilities to enrich educational system. Beside that the media of puppet, the students find themselves able to express thoughts, idea, and feelings that they otherwise couldn't.

One of the objectives of puppets used in language teaching is helping the students to understand meaning of word of something. Besides, by using puppets as tools, the students can hear, see, assume, and describe something directly. It provides opportunities for them to create and add variety of character, roles, and events.

The use of puppets can encourage and support their participation in many language activities. Students who are reluctant to speak in group settings may participate in oral activities and increase confidence with the aid such as

puppets. Based on Mahoney (1998:72), the purposes of teaching English by using puppets are (a) to develop students imagination and creativity, (b) to provide opportunities for students to share oral interpretations, and (c) to provide a supportive environment for experimenting with voice and language.

From the explanation above, I conclude that teachers as material presenter should choose an appropriate puppet based on some guidelines above.

Besides that the advantages of by using puppet in developing vocabulary are:

(1) The students might have a high interest in following the teaching learning process. Most children in the elementary 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.

2.4.2   The Techniques of Using Puppet in Teaching Vocabulary

It is important to know that all basic techniques of using puppet in teaching vocabulary can be practiced without puppet, but we must know the correct way to hold a puppet. 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 (1997: 98), there are five basic techniques of using 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.

2.4.3 The Procedures 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 (1997: 98-101), 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.

2.5   Action Research

In this study, the writer attempted to use an action research as methodology in teaching English vocabulary to young learners, particularly to the fourth graders. Action research is conducted by people who want to do something to improve their own situation (Sagor, 1983:7). Action researchers under take a study because they want to know whether they can do something in a better way. Thus, people who do action research are people who want changes of what they have done during the time and want it better.

Best (1981: 22) states that the action research focuses on the immediate application, not on the development of the theory, nor upon general application.

There are some procedures that are made by the teachers to improve the ability of their teaching. According to Harmer (2003: 344), action research is the name given to a series of procedures teachers can engage in, either because they

wish to improve aspect of their teaching, or because they wish to evaluate the success and/ or appropriacy of certain activities and procedures.

Conducting an action research in the classroom points out many advantages. According to Hook (in Richard and Nunan, 1990: 76), there are a lot advantages for the teacher who conducts an action research. They are (a) the ability to monitor and describe to monitor both their own and their pupils' activities and behaviors; (b) an understanding of instructional methods and materials and their application; (c) an awareness of the relationship between classroom behavior and pupils growth; and (d) the ability to modify or change their behavior on the basis of their understanding in the classroom settings.

Based on the advantages of conducting action research as stated above, the writer concludes that the teacher who conducts an action research is able to administer her class well because she has an ability to monitor her students' behavior and activities. The ability to monitor the students enables the teacher to understand the students' problem and tries to give a special treatment to the students.

In helping students' problem, of course teacher will give a special treatment to the students. In this case, teachers are demanded not only materials but also how to educate the students. We can say that a teacher is able to do this duty when he/she can help the students to solve the problems, both academic and personal problem.

In conducting an action research, the researcher can choose the forms of action research. There are several form of action research according to Kemmis and Carr (in Hemmersley, 1993: 241-244):

(1) Technical action research: the aim of the kind of action research is more efficient or effective educational practice; the criteria by which progress toward effectiveness may be evaluated pre-exist in the mind of the facilitator.

(2) Practical action research: the aim is the improvement of individuals' own practices; however, the relationship between participants may still be mediated by the outsider.

(3) Emancipator action research: the general aim is practical of professional wisdom. But it is also has the aim of emancipation of participants in the action from dictates or compulsion of tradition, precedent, habit, coercion or self-description.

From the quotations above, a teacher as a researcher who conducts an action research should be able to choose an appropriate form of action research based on his/her needs to solve his/her problems in the classroom. The writer will used the second form, practical action research, because she was still mediated by the English classroom teacher.

Simple Action Research Model by Kurt Lewin as cited in Pedoman Teknis

Pelaksanaan Classroom Action Reseach (2003: 5)

CYCLE 1

Plan ——————→ Action

Reflect ←—————— Observed

CYCLE 2

Revised Plan ——————→ Action

Reflect ←—————— Observed
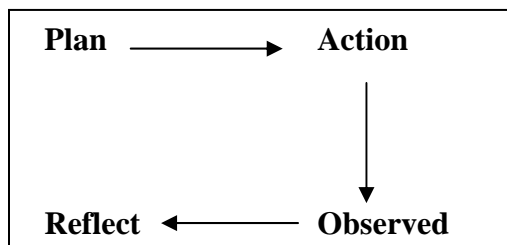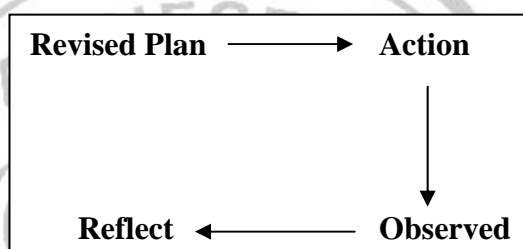
Based on the model above, there is basic cycle of activities. The activities can be elaborated as follows:

(1) Planning

Plans means identify the problem area. Here, teacher as researcher should narrow it down so that it is manageable. Then she has to investigate the problem. She thinks about what might be causing the problems and then tries to find out the solution by talking to other teacher to get idea. She also has to think about the evidence that she will collect to device whether her action is successful or not.

(2) Action

Building the frame work for action research is accomplished by developing an action research plan. In fact, reality can be messy and unpredictable.

(3) Observing

It is time to gather evidence. It analyzes to device whether solution successful or not.

(4) Reflecting

The teacher has to analyze the evidence that he has gathered. Has the problem been solved or not? If not, what steps will he try next? At the end of this period of reflection, ideas will usually arise for further cycle of action research.

If the result of the first cycle fails, there is no any significant improvement in the result of research. The researcher is able to renew its method by doing the second cycle to get the better result till he get the satisfied one.
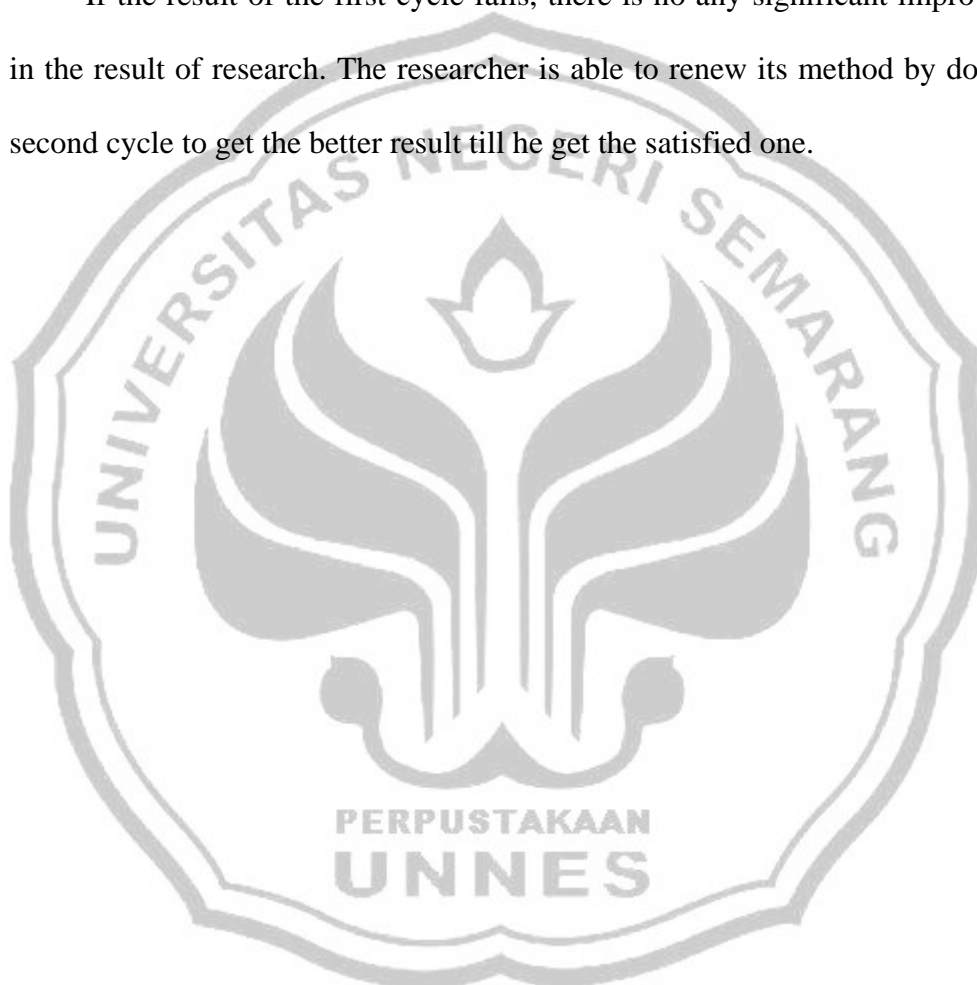
CHAPTER III

METHODS OF INVESTIGATION

In chapter III, the writer discusses the method of investigation which consists of subject of the study, data collection, instrument of study, the steps in action research, the criterion of the assessments and data processing.

3.1 Subject of the Study

In conducting this action research, the writer was interested to take the students of SDN Leteh II Rembang. It is located on Jl Pemuda KM 2 Rembang. There are six classes, a class for each grade. The class, which was taken as her classroom action research, was the fourth grade. It consists of 46 students.

The choice of the subject of the study is based on the following considerations:

(1) The students have never learned English by using puppets, so it is a challenge for the students.

(2) In mastering vocabulary, the students often find difficulties; it is hard for them to memorize.

(3) The students need a new way in learning English in general and especially in vocabulary.

3.2   Data Collection

In doing the action research, the writer used several appropriate techniques and methods. To carry out her study, the writer had to collect data containing some information needed for her research.

In this research, the writer used the pre and post test, field notes, and questionnaire. The aims of using pre and post test were to know the students' responses during the activities and to see their abilities in mastering the vocabulary and their progress. Moreover, test can be used to test one's proficiency.

Data is very important in this research, for the research finding comes from the interpretation of the data collected. In collecting data, I got the data from observing the teaching and learning process and the result of the students' test. The process of collecting the data was though two cycles in six meetings. First meeting was the pre test. In the second until fifth meeting, I conducted the teaching learning process and the sixth meeting the students did a post test.

At the first meeting I conducted pre test. At the second meeting, I taught the students ten words about fruits and animals. At the third meeting I taught the students ten words about road sign. At the fourth meeting, I taught the students ten words about parts of body. At the fifth meeting, I taught the students ten words about things in the classroom. At the last meeting I conducted post test.

To analyze the data, I assessed the students' mastery of the materials given, that is how well an individual student masters the materials. I gave pre-test

and post-test in order to know the students mastery in that material. Then, I compared the students result in the pre-test and post-test.

3.3   Instrument of the Study

The instruments of the study in this research are a puppet, tests, field notes and a questionnaire.

3.3.1   A Puppets

In this study, I was interested in using puppet. The puppet had relation with the object or the theme in the English material to be introduced to the students. I showed the puppet in front of the class. In this research the writer used one type puppet that is Hand Puppets. The writer used a people puppet.

3.3.2   Tests

The writer used test in her study as the instrument for collecting data. The tests were pre-test and post-test. The purpose of giving a pre-test was to know the students' ability in mastering English vocabularies before conducting this study. There were 40 multiple-choice questions to be tested. There were fruits, animals, parts of body, things in the classroom, and road signs. If the students results of the pre-test were lower than the criterion that have been confirmed by Department of Education and culture, the researcher began the cycles of the action research by using the same forty words. The researcher had to change the words if

the results of the pre-test were the same or higher than the criterion. She started to treat the students by using a puppet as vocabulary instruments.

3.3.3 Field Notes

Field notes were used to observe the situation of the class during each cycle of this study. There are three components that the writer observed. They are:

1) the situation of the class

   If there were a lot of students enthusiastically raising their hands when she asked them, she might conclude that they gave much attention to her explanation during the study.

2) the participation of the students

   If the students did what writer ordered, she would conclude that they were motivated to be active.

3) the pronunciation of the students

   If the students could pronounce the vocabulary given in the last each cycle better than in the beginning of each cycle, she would conclude that they were in progress. However, she did not take the score of it

3.3.4 Questionnaire

The last technique in collecting data is the use of questionnaire. The purpose was to gather information from the students, after being taught by using a puppet. It was used to support the primary data from the teaching learning activities and the test.

3.4   The Steps 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.

To make the steps in this research more clearly, the writer makes a chart as follows:

1.   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.

2.   Step 2 (Action)

1) 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 puppets to the students.

(3) While performing the puppets, I asked the students about fruits and animals. 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.

2) The second activity

In this activity, the step 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 steps 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 about road signs. 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 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 this lesson.

3) 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 of parts of body. Before starting the lesson, I asked the students to mention ten noun words that were discussed at the previous meeting.

The steps 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.

4) 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 many 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.

3. 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 questionnaires to the students. The students had to answer five questions. The analysis of the questionnaire is discussed in chapter IV.

3.5   The Criterion of the Assessment

The students' success or failure in doing the activities above was assessed by referring to the criterion issued by Department of Education and

Culture. The criterion says that a student can be said to pass the test if he/she can solve 65% of the whole problems and a class is said to be successful if 85% of the members pass the test.

3.6 Data Processing

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 ANALYSIS

This chapter presents the analyses of each activity started from pre-test up to post-test. The analyses of the field notes and questionnaires were also discussed.

4.1 Description of the Results

In order to assess the students' achievement, the writer used an evaluation. According to the Department of Education and Culture (Depdikbud) evaluation can be defined as follows:

> ….. is a series activity to again, analyze, and explain data about a process in teaching and learning done so systematic and continuous that it becomes significant to take decision. (Depdikbud, 1994: 2)

From the statement above, it means that evaluation is used to determine the achievement of teaching and learning process.

In order to assess the students' achievement, the writer uses the criterion evaluation issued by the Department of Education and Culture (Depdikbud 1994: 34) that a student can be said to be successful if he achieves 65 % of the score.

As mentioned above, the writer used pre-test, post-test, field notes, and questionnaire to collect data. Next, the following are the elaboration of each activity.

4.1.1 Analysis of the Pre-Test

Before the teaching and learning activities were undertaken, I performed a pre-test. It was followed by 46 students. The writer gave 40 multiple choice items in the first plan. The writer provided 40 minutes for the students to do this pre-test

but they consumed more time than she had expected. Most of the students took about 50 minutes to finish this pre-test. This case occurred, probablly because they felt that the items were too difficult for them. The result can be seen in appendix 4.

Table 1. The Result of the Pre-test

No	Test Code	Score	X
1	A-1	18	45
2	A-2	16	40
3	A-3	24	60
4	A-4	26	65
5	A-5	30	75
6	A-6	28	70
7	A-7	26	65
8	A-8	20	50
9	A-9	24	60
10	A-10	20	50
11	A-11	28	70
12	A-12	22	55
13	A-13	30	75
14	A-14	30	75
15	A-15	24	60
16	A-16	30	75
17	A-17	22	55
18	A-18	12	30
19	A-19	19	47.5
20	A-20	30	75
21	A-21	30	75
22	A-22	28	70
23	A-23	28	70
24	A-24	26	65
25	A-25	24	60
26	A-26	26	65
27	A-27	26	65
28	A-28	12	30
29	A-29	27	67.5
30	A-30	30	75
31	A-31	28	70
32	A-32	24	60
33	A-33	24	60
34	A-34	20	50
35	A-35	22	55
36	A-36	20	50
37	A-37	30	75
38	A-38	28	70
39	A-39	28	70

40	A-40	30	75
41	A-41	12	30
42	A-42	30	75
43	A-43	28	70
44	A-44	19	47.5
45	A-45	28	70
46	A-46	27	67.5
Total of the students: 46		**1134**	**2605**
Mean		**24.65**	**56.64**

The explanation is as follows:

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

X= students' mark

n = number of the students

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

$$= \dfrac{260546}{46}$$

$$= 56.64\%$$

According to the criterion provided by Depdikbud (1994: 34), learning process can be said to be successful if students' achievement is 65 % and above. Seeing from the result of the pre-test that is only 56.64%, the writer concluded that the students did not master the material well.

4.1.2   The Analysis of the Action

4.1.2.1 The Analysis of the First Activity

The first activity was conducted on Tuesday, February 1st 2008. It was followed by 46 students. Before the activity was started, I took several minutes to govern the students to sit on the chairs that had been rearranged before.

After everything was controlled, then I 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 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 students answered the teacher's questions. Next activity I performed the puppet to the students. I introduced the name of the puppets to the students. While performing the puppets, I gave a picture to the students. All students (46 students) looked at the picture. The aim was to give the time for the students to enjoy the lesson by looking at the picture. While the students looked the picture, I asked the students.

- What picture is this?

- What animal in this picture?

- Mention animals 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's questions correctly.

Most of them were very enthusiastic in this session. From this view, the writer thought that most of the vocabularies are new for them, and they were so curious to know the meanings of the words. I pronounced the words correctly and wrote it on the blackboard. After that, I 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, I gave the students answer sheets 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	Test Code	Score	X
1	A-1	16	80
2	A-2	13	65
3	A-3	17	85
4	A-4	18	90
5	A-5	20	100
6	A-6	20	100
7	A-7	19	95
8	A-8	20	100
9	A-9	18	90
10	A-10	19	95
11	A-11	20	100
12	A-12	16	80
13	A-13	20	100
14	A-14	20	100
15	A-15	17	85
16	A-16	20	100
17	A-17	16	80
18	A-18	16	80
19	A-19	18	90
20	A-20	20	100
21	A-21	20	100
22	A-22	19	95
23	A-23	20	100
24	A-24	18	90
25	A-25	17	85
26	A-26	18	90
27	A-27	18	90
28	A-28	16	80
29	A-29	19	95
30	A-30	20	100

31	A-31	19	95
32	A-32	19	95
33	A-33	19	95
34	A-34	20	100
35	A-35	18	90
36	A-36	16	80
37	A-37	18	90
38	A-38	20	100
39	A-39	19	95
40	A-40	19	95
41	A-41	20	100
42	A-42	16	80
43	A-43	20	100
44	A-44	19	95
45	A-45	16	80
46	A-46	19	95
Total of the students: 46		845	4225
Mean		18.37	91.85

The explanation is as follows:

The average mark $= \dfrac{\sum X}{\sum n} \times 100\,\%$

X   = students' mark

n   = number of the students

The average of the students' test result $= \dfrac{\sum X}{\sum n} \times 100\,\%$

$$= \dfrac{4225}{46}$$

$$= 91.85\%$$

The average of the first activity was 91.85%. According to the Depdikbud's criterion, this activity can be said successful. The writer saw the students had a tendency to see a puppet performance again. Therefore, when the writer 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.

4.1.2.2 Analysis of the Second Activity

The second activity was conducted on Friday, February 5th 2008. It was followed by 46 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 first meeting, but the topic was about road signs. The writer discussed some pictures about road signs. The teacher asked the students, for example:

- What picture is this?

- What does this road sign mean?

- Do you know the meaning at the picture?

- Do know you the meaning this road sign?

- 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 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 condusive 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 writer's question. Group A could answer it. So it became the first that could start the game. The writer 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 writer's opinion, 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 groups 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	Test Code	Score	X
1	A-1	16	80
2	A-2	16	80
3	A-3	17	85
4	A-4	18	90
5	A-5	20	100
6	A-6	18	90
7	A-7	16	80
8	A-8	17	85
9	A-9	16	80
10	A-10	16	80
11	A-11	17	85
12	A-12	17	85
13	A-13	20	100
14	A-14	17	85
15	A-15	17	85
16	A-16	17	85
17	A-17	16	80
18	A-18	16	80
19	A-19	16	80
20	A-20	17	85
21	A-21	18	90
22	A-22	17	85
23	A-23	17	85

24	A-24	16	80
25	A-25	16	80
26	A-26	16	80
27	A-27	20	100
28	A-28	16	80
29	A-29	17	85
30	A-30	19	95
31	A-31	18	90
32	A-32	17	85
33	A-33	20	100
34	A-34	16	80
35	A-35	16	80
36	A-36	16	80
37	A-37	20	100
38	A-38	17	85
39	A-39	20	100
40	A-40	20	100
41	A-41	17	85
42	A-42	20	100
43	A-43	17	85
44	A-44	16	80
45	A-45	17	85
46	A-46	16	80
Total of the students: 46		795	3975
Mean		17.28	86.42%

The average of the students' test result = $\dfrac{3975}{46}$ x 100%

$= 86.42\%$

The average of the second activity was 86.42%. According to the writer's analysis, the result of the students' achievement in the second activity was successful. It was higher than the Depdikbud's criterion.

4.1.2.3 Analysis of the Third Activity

The third activity was conducted on Tuesday, February 8th 2008. It was followed by 46 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 parts of the body. Before starting this activity, I checked their ready to start the lesson by asking them, for example: Stand up, Touch your head, Touch you hair. When the students were really ready, the class began. At first the writer gave a picture about parts of the body. Next activity the writer 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 toes nail do you have?

- How many fingers do you have?

The groups of the students were very enthusiastically raising their hands when she asked them the questions above. Some of the groups answered the teacher's questions correctly. To create a condusive situation, she gave a song to the students so that they come memorize the words. In this session the students were very enthusiastic and for them this song seemed more interesting than the other activities. The class became alive.

To prevent the students doing the individually, the writer then asked the students to work in group. In this session, the writer asked the students to mention the road signs that they saw in their town. In the third activity, the writer saw analyzed that most of the students had some difficulties in memorizing the words.

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

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

No	Test Code	Score	X
1	A-1	15	75
2	A-2	19	95
3	A-3	19	95
4	A-4	18	90
5	A-5	19	95
6	A-6	19	95
7	A-7	18	90
8	A-8	19	95
9	A-9	17	85
10	A-10	19	95
11	A-11	19	95
12	A-12	19	95
13	A-13	16	80
14	A-14	20	100
15	A-15	19	95
16	A-16	19	95
17	A-17	19	95
18	A-18	20	100
19	A-19	19	95
20	A-20	18	90
21	A-21	18	90
22	A-22	18	90
23	A-23	19	95
24	A-24	18	90
25	A-25	15	75
26	A-26	17	85
27	A-27	18	90
28	A-28	17	85
29	A-29	15	75
30	A-30	20	100
31	A-31	19	95
32	A-32	17	85
33	A-33	20	100

34	A-34	18	90
35	A-35	18	90
36	A-36	15	75
37	A-37	18	90
38	A-38	15	75
39	A-39	20	100
40	A-40	18	90
41	A-41	15	75
42	A-42	20	100
43	A-43	19	95
44	A-44	18	90
45	A-45	19	95
46	A-46	18	90
Total of the students: 46		832	4160
Mean			90.44

$$\text{The average of the students' test result} = \frac{4160}{46} \times x \ 100\%$$

$$= 90.44\%$$

The average of the third activity was 90.44%. According to the writer's analysis, the result of the students' achievement in the second activity was successful. It was higher than the Depdikbud's criterion. Because the results of the activities were good enough, the writer did not give the amended plan.

4.1.2.4 Analysis of the Fourth Activity

The fourth activity was conducted on Tuesday, February 12th 2008. It was followed by 46 students. Beginning the activity, the writer 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".

I 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 I performed a puppet. While I performed a puppet, I gave piece of paper and coloring pencil to every students and I informed to the students to make a picture about things around of the class.

The activity took around 25 minutes from the preparation until the activity was done. Next, I asked them to submit their pictures and we discussed them together about things in the classroom.

By the time the activity was completed, I performed a test to check the students' understanding about the vocabularies gained from the 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 second activity can be seen in the following table:

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

No	Test Code	Score	X
1	A-1	16	80
2	A-2	16	80
3	A-3	15	75
4	A-4	20	100
5	A-5	20	100
6	A-6	16	80
7	A-7	17	85
8	A-8	15	75
9	A-9	18	90
10	A-10	15	75
11	A-11	16	80
12	A-12	16	80
13	A-13	18	90
14	A-14	20	100
15	A-15	15	75
16	A-16	18	90

17	A-17	18	90
18	A-18	20	100
19	A-19	20	100
20	A-20	15	75
21	A-21	17	85
22	A-22	15	75
23	A-23	18	90
24	A-24	15	75
25	A-25	15	75
26	A-26	15	75
27	A-27	17	85
28	A-28	15	75
29	A-29	15	75
30	A-30	17	85
31	A-31	15	75
32	A-32	15	75
33	A-33	20	100
34	A-34	16	80
35	A-35	15	75
36	A-36	15	75
37	A-37	15	75
38	A-38	15	75
39	A-39	16	80
40	A-40	20	100
41	A-41	18	90
42	A-42	20	100
43	A-43	18	90
44	A-44	16	80
45	A-45	18	90
46	A-46	16	80
Total of the students: 46		771	3855
Mean		16.76	83.81

The average of the students' test result $= \dfrac{3855}{46} \times 100\ \%$

$$= 83.81\%$$

The average of the second activity was 83.81%. According to the writer's analysis, the result of the students' achievement in the second activity was successful. It was higher than the Depdikbud's criterion

4.1.3 Analysis of the Post-Test

Finally, the last activities were post-test. It was conducted on Tuesday, February 15th 2008. Before giving a post-test, the writer reviewed again all the words given during those activities, especially for the words "coconuts, horse, ruler, U-turn, and arm." These words needed more time to be memorized. It took 15 minutes to repeat. Then, the writer gave a post-test. She provided 50 minutes for the students to do this post-test, but again they consumed more time than the writer had expected. The test items were similar to the test items in the pre-test. The result can be seen in appendix 5.

Table 6. The Result of the Post-test

No	Test Code	Score	X
1	A-1	34	85
2	A-2	38	95
3	A-3	38	95
4	A-4	39	97.5
5	A-5	40	100
6	A-6	40	100
7	A-7	38	95
8	A-8	40	100
9	A-9	37	92.5
10	A-10	39	97.5
11	A-11	40	100
12	A-12	38	95
13	A-13	40	100
14	A-14	40	100
15	A-15	38	95
16	A-16	40	100
17	A-17	38	95
18	A-18	39	97.5
19	A-19	38	95
20	A-20	40	100
21	A-21	40	100
22	A-22	39	97.5
23	A-23	40	100

24	A-24	37	92.5
25	A-25	35	87.5
26	A-26	38	90
27	A-27	40	100
28	A-28	35	87.5
29	A-29	39	97.5
30	A-30	40	100
31	A-31	39	97.5
32	A-32	39	97.5
33	A-33	40	100
34	A-34	37	92.5
35	A-35	37	92.5
36	A-36	36	90
37	A-37	40	100
38	A-38	39	97.5
39	A-39	39	97.5
40	A-40	40	100
41	A-41	35	87.5
42	A-42	40	100
43	A-43	39	97.5
44	A-44	37	92.5
45	A-45	39	97.5
46	A-46	39	97.5
Total of the students: 46		1772	4425
Mean		38.52	96.16

The explanation is as follows:

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

X= students' mark

n = number of the students

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

$= \dfrac{4425}{46}$

$= 96.16\%$

The score is higher than the pre-test that was only 56.63%. From this fact the writer concluded that the students' achievement is 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	Test Code	The Result of the Test (%)					
		Pre-test	First activity	Second activity	Third activity	Fourth activity	Post-test
1	A-1	45	80	80	75	80	85
2	A-2	40	65	80	95	80	95
3	A-3	60	85	85	95	75	95
4	A-4	65	90	90	90	100	97.5
5	A-5	75	100	100	95	100	100
6	A-6	70	100	90	95	80	100
7	A-7	65	95	80	90	85	95
8	A-8	50	100	85	95	75	100
9	A-9	60	90	80	85	90	92.5
10	A-10	50	95	80	95	75	97.5
11	A-11	70	100	85	95	80	100
12	A-12	55	80	85	95	80	95
13	A-13	75	100	100	80	90	100
14	A-14	75	100	85	100	100	100
15	A-15	60	85	85	95	75	95
16	A-16	75	100	85	95	90	100
17	A-17	55	80	80	95	90	95
18	A-18	30	80	80	100	100	97.5
19	A-19	47.5	90	80	95	100	95
20	A-20	75	100	85	90	75	100
21	A-21	75	100	90	90	85	100
22	A-22	70	95	85	90	75	97.5
23	A-23	70	100	85	95	90	100
24	A-24	65	90	80	90	75	92.5
25	A-25	60	85	80	75	75	87.5
26	A-26	65	90	80	85	75	90
27	A-27	65	90	100	90	85	100
28	A-28	30	80	80	85	75	87.5
29	A-29	67.5	95	85	75	75	97.5
30	A-30	75	100	95	100	85	100
31	A-31	70	95	90	95	75	97.5
32	A-32	60	95	85	85	75	97.5
33	A-33	60	95	100	100	100	100

34	A-34	50	100	80	90	80	92.5
35	A-35	55	90	80	90	75	92.5
36	A-36	50	80	80	75	75	90
37	A-37	75	90	100	90	75	100
38	A-38	70	100	85	75	75	97.5
39	A-39	70	95	100	100	80	97.5
40	A-40	75	95	100	90	100	100
41	A-41	30	100	85	75	90	87.5
42	A-42	75	80	100	100	100	100
43	A-43	70	100	85	95	90	97.5
44	A-44	47.5	95	80	90	80	92.5
45	A-45	70	80	85	95	90	97.5
46	A-46	67.5	95	80	90	80	97.5
	Total	2605	4225	3975	4160	3855	4425
	Mean	56.64	91.85	86.42	90.44	83.81	96.19

4.1.4   Analysis of the Field Notes

1) The situation of the class

At the beginning of the lesson in the first activity, some students looked nervous and some were enthusiastic on the writer's coming. So, she explained to them that they could relaxed and enjoy the time during the study. When the writer 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 writer asked question related to the theme. However, she 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, she would conclude that they gave much attention to her explanation during the study.

2)   The participation of the students

Most of them were interested with a puppet and be active answering the questions of the writer. In the first activity, the researcher shows the picture of animals, fruits, road signs, parts of body and things in the classroom. Then the writer asked 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, she concluded that they were motivated to be active.

3)   The Pronunciation of the students

During the teaching and learning process, she also emphasized on the pronunciation; for example to say butterfly / bʊteflaɪ /, (they had to omit the sound /r/).

Besides, the writer analyzed that most of the students had some difficulties in memorizing the word *kangaroo* as /kʌngʌ ru/, *mouse* as /mous/, butterfly /bʊtefal/, etc. It was possible that the words were really new for them. The students who answered wrongly for these words were about 7 students in oral test. So, in third meeting the writer repeated the word more often. However, she did not take the result of the oral test.

The students pronounced the words better than in the beginning of the activity. For example; in the beginning of the activity most of them said

butterfly as /*ɓʋt* e *fl/l, kangaroo* as /*kʌngʌ ru/, mouse* as /*mous*/; in the next activity they pronounced / *'bʌtəflaɪ/, /kæŋgəru/, /mavs/.*

From this analysis, the writer concluded that generally the words in this cycle were not difficult. Although at the end of the second activity, some students still answered some words wrongly when the writer ordered them to pronounce the words that she taught in the previous activity.

4.1.5   Analysis of Questionnaire

To add the data, the writer used a questionnaire. The purpose of giving the questionnaire is to support the primary data. The writer distributed the questionnaire on Tuesday, February 15th 2008 and was responded by 46 students. The writer gave 5 items to be answered. The task of the students was just to answer with "yes" or "no".

Question number 1 asked about the students' opinion whether the students were interested to learn with a puppet given or not. There are 34 (73.92%) students answering "yes" and only 12 (26.08%) students answering "no". Based on the answer of the question number 1, it is clear that the majority of the students were interested with the puppet given.

Item number 2 asked about whether the puppets given help the students in learning vocabulary or not. The whole students answer "yes" (46/100%). It was surprising that the puppet given is interesting to the students.

Item number 3 asked about whether there is different result of the vocabulary mastery both before and after the puppet was given. There are 42

(91.31%) students answering "yes" and only 4 (8.69%) students answering "no". Based on the answer of the question number 3, it is clear that the majority of the students took benefit of a puppet. Besides, it proves that the puppet could improve the vocabulary mastery.

Item number 4 concerned with the question whether the noun vocabularies that the students often used are needed in their daily lives or not. There were 30 (65.22%) students saying "yes" and 16 (34.78%) students saying "no". it is clear that the relation between the noun vocabularies in the topic offered in this action and the noun vocabularies that the students often used and needed in their daily lives are very relevant.

Item number 5 tried to seek the opinion of the students whether or not the program that had been conducted should be given continuously. There are 35 (76.08%) students saying "yes" and 11 (23.91%) students saying "no". It is obvious that the majority of the students expected the program to be given regularly and continuously. Here is result of the questionnaire:

Table 8. The Result of the Questionnaire the Action Research

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

Based on the result of the questionnaire, it can be concluded that:

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

2) The puppets have some advantages. They can help the students in mastering vocabulary and they can be used to increase their motivation.

3) There is different result of the vocabulary mastery before and after the puppets are given.

4) The relation between the noun vocabularies in the topic offered in this action and the noun vocabularies that the students often used and we needed in their daily lives are very relevant.

5) The students think that the program is necessary for them and should be given continually.
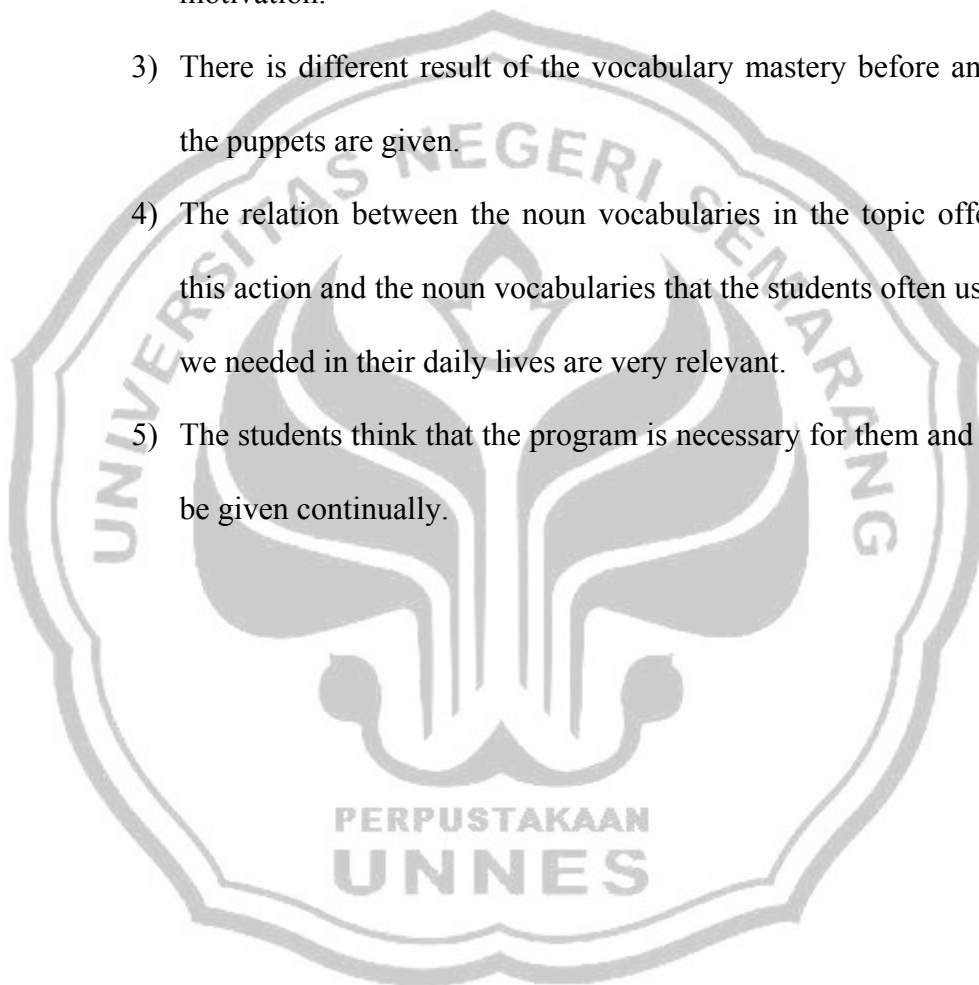
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

5.1   Conclusions

Based on the data analysis in the previous chapter, the writer draws the following conclusions:

(1)   The students' mastery of vocabularies of fruits, animals, road sign, parts of body, and things in the classroom have improved after the puppets was given. It was supported by the significant different result of the pre-test that was lower (56.64%) than post-test (96.19%).

(2)   Based on the questionnaire, most of the students said that use of a puppet could help them in mastering vocabulary. Moreover, the puppet could increase the students' motivation in learning English. Therefore, it answered the problem of the study whether the puppet motivate children to learn English vocabulary.

(3)   The students understood that kind of activity was necessary for them and they expected that teaching by using a puppet would be given regularly and continuously.

(4)   After the treatment in the action research done, the students got closer to the writer. This relationship gave a positive effect to them. They enjoyed more in English subject, because they were given a new method to learn English that had never been given by their classroom teacher.

5.2 Suggestions

Based on the conclusions above, the following suggestions are offered. First, the use of a puppet should be maintained frequently and recommended to the English teacher, especially to teach children around 7-10 in order to attract their motivation in learning English to be more interested. Second, a teacher should be clever in creating a condusive situation; try to apply other teaching strategies so that the class becomes alive. Hopefully, there would be further studies on teaching English using puppets.
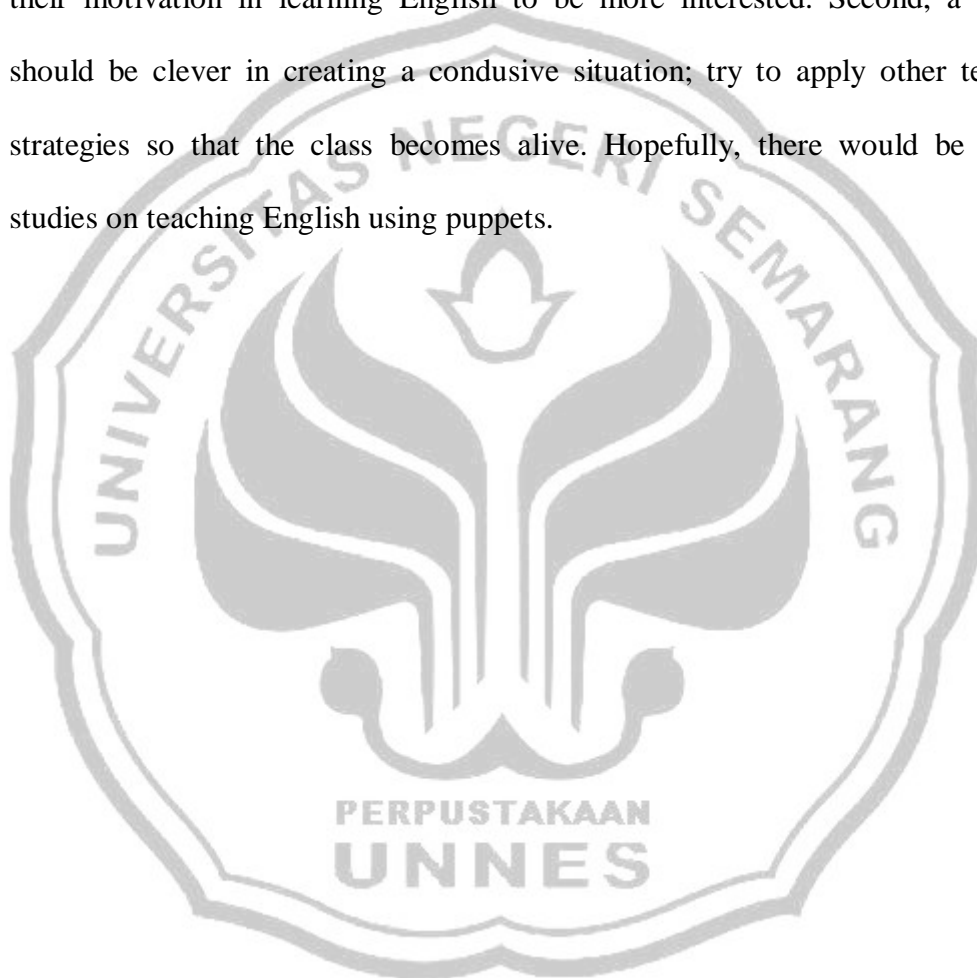
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Appendix 1   : List of the Action Research Students

No	Code of students	Name
1	A-1	NIHAYATUL ULIYA
2	A-2	SEGA YULFIANTO
3	A-3	AMALLIA DWI MEGA
4	A-4	APRILLIA RIANA PUTRI
5	A-5	ADITYA BAGUS SAPUTRA
6	A-6	ALIFAH NUR AIDA
7	A-7	AHYAR WAHYU P
8	A-8	BACHTIAR SUSILO U
9	A-9	BRIAN AYU RAHMANDANI
10	A-10	CORNELIUS EIGY S
11	A-11	DYAH REKNO HANDAYANI
12	A-12	DIAN AZIZAH R
13	A-13	DWI REZA YUNIARSO
14	A-14	DIAN SHOFIA RENY S
15	A-15	DEMAS MARTANTO
16	A-16	DHEA ANDARASHANTI
17	A-17	DIMAS PUTRA DEWA
18	A-18	DIAH ARTA WIJAYANTI
19	A-19	FREDI CANDRA
20	A-20	GRADIKA PRADANA
21	A-21	ILHAM WIRANATA
22	A-22	INGGIT BENING D
23	A-23	JIHAN HANIFAH PUTRI R
24	A-24	KIKI CINDI ANITA
25	A-25	KRISNOVAL ARVAN Y
26	A-26	MOHAMAD RIFA'I
27	A-27	MARTINA ADELIYANTI
28	A-28	M. RIZQULLAH R
29	A-29	M. ZULFIKAR
30	A-30	NANDIA AYU PUSPITA
31	A-31	NOVIA BRAHMITA A
32	A-32	NICKEN NOVIANA
33	A-33	ONINDA BELA SAFIRA
34	A-34	RULLY EKO ADI
35	A-35	RIZKY NURAS P
36	A-36	RIZZA ANDI MABRURI
37	A-37	SEPTIANA TRIA ADIN A
38	A-38	TITIS SANG MAULANA
39	A-39	WULAN PERMATASARI
40	A-40	YOLANDA KURNIA DEWI
41	A-41	ALFATH RIZANDA P
42	A-42	ARDENA FAUZIA N. W
43	A-43	WISNU ANDIKA W
44	A-44	EDO IQBAL R
45	A-45	NAVIUDIN BIMA W
46	A-46	KELVIN JANETI SURYANTO

Appendix 2

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PRE-TEST

VOCABULARY TEST

</div>

Name : ……………………………………..

Class : **IV (Four)**

Choose the correct answer by crossing (x) a,b.c, or d!

1. Ani does not like …………..

   a. banana   c. apples

   b. water melon   d. orange

2. I like ……tea better than jasmine tea.

   a. orange   c. lemon

   b. papaya   d. orange

3. I like …………………..

   a. coconut   c. apples

   b. peanut   d. lemon

4. A : Do you know means this road sign?

   B : Yes, I do. It means ……………….

   a. stop   c. don't stop

   b. right turn   d.zebra crossing

5. I use a ………………. to draw a house

   a. pencils   c. rulers

   b. sharpener   d. pen

6. I chewing a meat with my ……

   a. mouth   c. teeth

   b. lips   d. tounge

7.

A   : Do you know means this road sign?

B   : Yes, I do. It means ……………….

a.   roundabout   c. attention

b.   U-turn   d. speed limit

8.

I wear a ring in my………….

a. ear   c. hand

b. finger   d. hair

9.

A   : Do you know means this road sign?

B   : Yes, I do. It means ……………….

a. cycle zone   c. one way

b. turn right   d.zebra crossing

10.

These are my…………………

a. bags   c. pencils

b. books   d. sharpener

11.

I am walking with my ………………………

a. arm   c. hand

b. foot   d. fingers

12.

A   : Do you know means this road sign?

B   : Yes, I do. It means ……………….

a. parking area   c. turn left

b. no parking area   d. circle zone

13.

Nina: Budi, is it a snake?

Budi: No,it is not. It is a …………

a. camel   c. pig

b. elephant   d. crocodile

14. These are three………….

a. hats   c. bags

b. shoes   d. tie
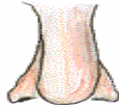
15. I smell the flower with my …………..

a. eye   c. ear

b. nose   d. cheek

16. A……………is conclude in farm animals.

a. pig   c. horse

b. sheep   d. cat

17. A : Do you know means this road sign?

B : Yes, I do. It means ………………

a. no parking   c. parking here

b. don't enter   d. enter here

18. One animals that can run very fast …………

a. birds   c. horse

b. cow   d. pig

19. We can see times on a ……………….

a. calendar   c. dictionary

b. magazine   d. watch

20. A : Do you know means this road sign?

B : Yes, I do. It's means ……………….

a. speed limit   c. stop here

b. No right turn   d. left turn

21.

A : "What fruit is it?"

B : "It is ……………"

a. Peanut   c. watermelon

b. Banana   d. choconut

22.

A : Do you know means this road sign?

B. Yes, I do. It means ……………………

a. right turn   c. No left turn

b. No right turn   d. left turn

23.

This is my ……

a. hand   c. arm

b. nose   d. mouth

24.

A : Do you know means this road sign?

B : Yes, I do. It means ………………

a. crossroad   c. intersection

b. T-Jungtion   d. circle zone

25.

These are my …….

a. ruler   c. pens

b. bags   d. eraser

26.

A …………. can swim very long distances.

a. horse   c. duck

b. elephant   d. monkey

27.

A : Do you know means this road sign?

B : Yes, I do. It means ……………….

a. cycle zone   c. speed limit

b. turn right   d. zebra crossing

28. This is a ……………………

a. rigth turn　　　　c. stop

b. traffic lights　　　d. cycle zone

29. Andi: Nina, thanks for you're ……..

Nina: you're welcome Andi

a. pens　　　　　　c. pencil cases.

b. books　　　　　 d. rulers

30. A　: Do you know means this road sign?

B　: Yes, I do. It means ……………….

a. crossroad　　　　c. intersection

b. T-Jungtion　　　 d. circle zone

31. This is my ………………..

a. teeth　　　　　　c. mouth

b. foot　　　　　　 d. neck

32. These are my ……………..

a. sharpener　　　　c. pen

b. pencils　　　　　d. ruler

33. An……………is a big animal.

a. pig　　　　　　　c. elephant

b. camel　　　　　　d. horse

34. A　: Do you know means this road sign?

B　: Yes, I do. It means ……………….

a. don't U-turn here　　c. speed limit

b. U-turn here　　　　 d. traffic light

35.

Nita   : Doni, do you like ……

Doni   : Yes, I like.

a. strobery   c. lemon

b. cherry   d. water melon

36.

I see the birds with my ………………………..

a. nose   c. eyes

b. mouth   d. ears

37.

A : Do you know means this road sign?

B. Yes, I do. It means ……………………

a. cycle zone   c. speed limit

b. turn right   d. zebra crossing

38.

I took the umbrella with my ………

a. arms   c. hand

b. foot   d. mouth

39.

The ………… like bananas.

a. horse   c. monkey

b. duck   d. rabbit

40.

A : Do you know means this road sign?

B : Yes, I do. It means ……………….

a. A men a head   c. go ahead

b. turn right   d. carefully

****************** GOOD LUCK ******************

Appendix 3

Answer Key of the Pre-Test

1. B	11. B	21. C	31. B
2. C	12. A	22. C	32. D
3. B	13. D	23. C	33. A
4. A	14. C	24. C	34. C
5. C	15. B	25. D	35. A
6. A	16. B	26. B	36. A
7. C	17. C	27. B	37. C
8. B	18. D	28. B	38. C
9. C	19. A	29. A	39. C
10. C	20. D	30. B	40. A

The Score Analysis of the Pre-Test

No	Code	Score per-Item																																								Sum
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
1	A-1	1	0	0	0	0	0	1	1	0	1	0	1	0	1	1	1	0	1	1	0	0	0	0	1	1	0	0	1	0	0	1	1	1	1	0	0	1	0	0	0	18
2	A-2	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	1	1	0	0	0	0	1	0	0	1	1	0	1	1	0	1	0	0	1	1	0	0	16
3	A-3	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	0	1	0	24
4	A-4	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	26
5	A-5	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	30
6	A-6	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	28
7	A-7	1	1	0	1	0	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	26
8	A-8	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	1	0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	1	0	0	0	20
9	A-9	1	1	1	0	1	0	1	1	0	0	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	1	1	1	0	24
10	A-10	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	1	0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	1	0	0	0	20
11	A-11	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	28
12	A-12	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	1	0	0	0	22
13	A-13	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	30
14	A-14	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	30
15	A-15	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	0	1	0	24
16	A-16	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	30
17	A-17	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	0	1	0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	1	0	22
18	A-18	1	0	1	0	0	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	12
19	A-19	1	1	0	0	0	0	1	1	0	1	0	1	0	1	1	1	0	1	1	0	0	0	1	1	0	0	1	0	0	1	1	1	1	0	0	1	0	0	0	0	19
20	A-20	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	30				30
21	A-21	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	30
22	A-22	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	28
23	A-23	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	28
24	A-24	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	26

25	A-25	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	0	1	0	24
26	A-26	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	26
27	A-27	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	26
28	A-28	1	0	1	0	0	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1	0	12
29	A-29	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	0	27
30	A-30	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	0	30
31	A-31	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	28
32	A-32	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	0	1	0	24
33	A-33	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	0	1	0	0	1	0	1	0	24
34	A-34	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	1	0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	1	0	0	0	20
35	A-35	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	1	0	0	0	22
36	A-36	1	0	1	0	1	0	1	1	0	1	1	0	0	1	0	1	0	1	0	0	1	1	0	1	1	0	0	1	1	0	1	0	1	1	0	0	1	0	0	0	20
37	A-37	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	0	30
38	A-38	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	0	28
39	A-39	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	0	28
40	A-40	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	30
41	A-41	1	0	1	0	0	0	0	1	0	0	1	0	0	0	1	1	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1	0	12
42	A-42	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	30
43	A-43	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	28
44	A-44	1	1	0	0	0	0	1	1	0	1	0	1	0	1	1	1	0	0	0	0	1	1	0	0	1	0	0	1	1	1	1	0	0	1	0	0	0	0	0	0	19
45	A-45	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	28
46	A-46	1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	1	1	0	27
	SUM																																									**1134**

The Score Analysis of the Post-Test

No	Code	Score per-Item																																								Sum
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
1	A-1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	34
2	A-2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	38
3	A-3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	38
4	A-4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	39
5	A-4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
6	A-5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
7	A-6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	38
8	A-7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
9	A-8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	37
10	A-9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	39
11	A-10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
12	A-11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	38
13	A-12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
14	A-13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
15	A-14	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	38
16	A-15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
17	A-16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	38
18	A-17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	39
19	A-18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	38
20	A-19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
21	A-20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
22	A-21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	39
23	A-22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
24	A-23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	37
25	A-24	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	35

26	A-25	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	38
27	A-26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
28	A-27	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	35
29	A-28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	39
30	A-29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
31	A-30	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	39
32	A-31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	39
33	A-32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
34	A-34	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	37
35	A-35	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	37
36	A-36	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	36
37	A-37	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
38	A-38	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	39
39	A-39	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	39
40	A-40	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
41	A-41	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	35
42	A-42	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40
43	A-43	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	39
44	A-44	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	37
45	A-45	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	39
46	A-46	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	39
	SUM																																					**4425**

Appendix 6

Questionare of the Use of "Puppet" as Teaching Strategy

Jawablah pertanyaan di bawah ini dengan cara memberi tanda silang (x) *a or b* pada pilihan yang tersedia.

1. Apakah anda merasa tetarik untuk belajar bahasa inggris dengan menggunakan boneka sebagai media?

    a. Tertarik   b. Tidak tertarik

2. Apakah kegiatan belajar mengajar mengunakan boneka lebih membantu anda dalam mempelajari bahasa inggris?

    a. Tidak membantu   b. Membantu

3. Apakah belajar dengan media boneka dapat menambah semangat kalian dalam belajar bahasa inggris?

    a. Tidak menambah   b. Menambah

4. Apakah jenis-jenis kata yang anda pelajari sering anda gunakan dan anda jumpai dalam kegiatan sehari-hari?

    a. Tidak Pernah   b. Sering

5. Apakah KBM dengan mengunakan media boneka perlu dilakukan terus-menerus?

    a. Tidak perlu   b. Perlu

Appendix 7

The Analysis of the Questionnaire

No	Code	Score per Item					Total	%
		1	**2**	**3**	**4**	**5**		
1	A-1	1	1	1	0	1	4	80%
2	A-2	1	1	1	1	1	5	100%
3	A-3	1	1	1	1	0	4	80%
4	A-4	0	1	1	1	1	4	80%
5	A-5	1	1	1	1	1	5	100%
6	A-6	1	1	1	1	0	4	80%
7	A-7	0	1	1	1	1	4	80%
8	A-8	1	1	1	0	1	4	80%
9	A-9	1	1	1	1	0	4	80%
10	A-10	1	1	1	0	1	4	80%
11	A-11	0	1	1	1	1	4	80%
12	A-12	1	1	1	1	0	4	80%
13	A-13	1	1	1	0	1	4	80%
14	A-14	0	1	1	1	1	4	80%
15	A-15	1	1	1	0	1	4	80%
16	A-16	0	1	1	1	1	4	80%
17	A-17	1	1	1	0	1	4	80%
18	A-18	1	1	0	1	1	4	80%
19	A-19	1	1	1	1	0	4	80%
20	A-20	0	1	1	0	1	3	60%
21	A-21	1	1	1	0	1	4	80%
22	A-22	1	1	1	1	0	4	80%
23	A-23	1	1	1	0	1	4	80%
24	A-24	1	1	1	1	1	5	100%
25	A-25	0	1	1	1	1	4	80%
26	A-26	1	1	0	1	1	4	80%
27	A-27	0	1	1	1	1	4	80%
28	A-28	1	1	1	1	0	4	80%
29	A-29	1	1	1	0	1	4	80%
30	A-30	1	1	1	0	1	4	80%
31	A-31	0	1	1	1	1	5	100%
32	A-32	1	1	1	0	1	4	80%
33	A-33	0	1	1	1	1	4	80%
34	A-34	1	1	1	1	0	4	80%
35	A-35	1	1	1	0	1	4	80%
36	A-36	1	1	1	1	1	5	100%
37	A-37	0	1	1	1	0	3	60%
38	A-38	1	1	1	0	1	4	80%
39	A-39	0	1	1	1	1	4	80%
40	A-40	1	1	1	0	1	4	80%
41	A-41	1	1	1	1	0	4	80%
42	A-42	1	1	0	1	1	4	80%
43	A-43	1	1	1	0	1	4	80%
44	A-44	1	1	1	1	1	5	100%
45	A-45	1	1	0	1	1	4	80%
46	A-46	1	1	1	1	0	4	80%
	∑	**34**	**46**	**42**	**30**	**35**	**35**	**187**

Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Sekolah	**:** SD Negeri Leteh II Rembang
Mata Pelajaran	**:** Bahasa Inggris
Kelas/ Semester	**:** IV/ II
Standar Kompetensi	**:** Mendengar dan Berbicara
Kompetensi Dasar	**:** -

Indikator

Merespon kosakata :

- Fruits Animals
- Road Sign
- Part of Body
- Things in the classroom

Tema	**:** Vocabulary
Aspek Skill	**:** Mendengar dan Berbicara
Alokasi waktu	**:** 3 x 45

1. **Tujuan Pembelajaran**

   Pada akhhir pembelajaran siswa:

❖ Mengidentifikasi/ mengetahui kosakata dalam Bahasa Inggris, yaitu: buah-buahan, hewan, rambu-rambu lalu lintas, bagian tubuh manusia, dan benda-benda di dalam kelas.

❖ Mengucapkan kosakata dalam Bahasa Inggris yaitu: buah-buahan, hewan, rambu-rambu lalu lintas, bagian tubuh manusia, dan benda-benda di dalam kelas.

2. **Materi Pembelajaran**

   Materi pembelajaran adalah kosakata Bahasa Inggris, yaitu: buah-buahan (10 kosakata), hewan (10 kosakata), rambu-rambu lalu lintas (10 kosakata), bagian tubuh manusia (10 kosakata), dan benda-benda di dalam kelas (10 kosakata).

   Adapun rinciannya sebagai berikut:

❖ **BUAH-BUAHAN**

1. Grapes
2. Apple
3. Banana
4. Strawberry
5. Watermelon
6. Lemon
7. Cherry
8. Avocado
9. Orange
10. Pineapple

❖ **HEWAN**

1. Cat
2. Mouse
3. Dog
4. Duck
5. Snake
6. Fish
7. Horse
8. Rabbit
9. Butterfly
10. Bird

❖ **RAMBU-RAMBU LALU LINTAS**

1. No right turn
2. Right turn here
3. Traffic Light
4. No left turn
5. Left turn
6. No Parking Here
7. Parking here
8. Roundabout
9. Crossroad
10. Intersection

❖ **BAGIAN TUBUH MANUSIA**

1. Eyes
2. Ears
3. Hands
4. Finger
5. Foot
6. Mouth
7. Nose
8. Head
9. Stomach
10. Hair

❖ **BENDA-BENDA DIDALAM KELAS**

1. A chair
2. A bag
3. A ruler
4. A blackboard
5. A chalk
6. A table
7. A cupboard
8. A book
9. A pencil
10. A calendar

3. Metode Pembelajaran : Dengan Menggunakan Boneka

4.   Langkah-langkah Kegiatan

a) Opening   : Guru memberikan salam pada siswa, "Good morning, students", "How are you today?"

b) Guru menanyakan pada siswa mengenai nama buah-buaha&hewan (pertemuan 1), rambu-rambu lalu lintas (pertemuan ke 2), bagian tubuh manusia (pertemuan ke 3), dan benda-benda di dalam kelas (pertemuan ke 4) dalam Bahasa Indonesia.

c)   Kemudian guru memainkan boneka didepan kelas dengan percakapan yang sesuai dengan topic.

d) Selajutnya guru mengartikan kata bahasa Indonesia kedalam Bahasa Inggris, dan menuliskannya di papan tulis.

e) Guru meminta kepada siswa untuk mengikuti apa yang guru katakana dengan jelas dan benar (pronouncing words).

f) Untuk mengetahui apakah siswa paham dengan pembelajaran, guru menunjuk beberapa anak untuk menyebutkan benda-benda tersebut dalam Bahasa Inggris.

g) Guru memberikan 'assessment test'.

5.   Sumber Belajar

  1. Kosakata Bahasa Inggris

  2. Boneka

6.   Penilaian

  a) Teknik   : Tes tertulis

  b) Prosedur   : awal pembelajaran, selama proses dan akhir pembelajaran

  c) Bentuk   : Tes tertulis

  d) Instrument   : Boneka

                                      Rembang, 5 Februari 2008
                                      Guru Praktikan

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