TEACHING VOCABULARY TO THE FOURTH YEAR STUDENTS
OF SDN 46 PADANG ALIPAN PALOPO
BY USING HAND PUPPET

(A Classroom Action Research)

A RESEARCH THESIS

Submitted to the English Study Program of S1 Tarbiyah Department State
College for Islamic Studies of Palopo in Partial Fulfillment of
Requirements for S.Pd. Degree in English Education
Study English

By,

MINARTI
REG. NO.: 08.16.3.0022

ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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CHAPTER I

INTODUCTION

A. Background

English as an international language is used in countries through out 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. 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.

There are four skills in learning a language, there are writing, reading, speaking and listening. Those components cannot be separated because they are supported and related one another. In case, one of important things to learn is a language that we have to master vocabularies and how to arrange them into good sentence. A language will be effective in ourself if our language skill will improve if vocabulary coqnitive improves, therefore the students must attempt to increase their vocabulary[1]

Vocabulary is the first component that must be learnt by children in learning language. It is one of the components to master English as a foreign language. Without sufficient vocabulary, we cannot communicate and express the ideas easily,

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[1] Tarigan, *Pengajaran Kosakata,* (cet.II;Jakarta:Rineka Cipta, 1994), p.46

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both oral and written form. This vocabulary must be taught from the beginning that is from kindergarten school to give them more chance to learn English.

Generally, vocabulary consists of noun, adjective,verb, and adverb. Those components are called contend words. To increase students' vocabulary, the teachers have to look for a more effective or creative ways as using media. For teaching vocabularies the teacher has to choose an approriate media that can help teacher to explain material that will be given to students[2]. One of media is hand puppet. In this research, the reseacher will focus on teaching students vocabulary through hand puppet.

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 hand puppet, for teaching English vocabulary to elementary school students. Using the hand 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 and is better to english for young learner[3]

Teaching for students of elementary school is not as the same as teaching adult because they have different characteristics and motivation. They are

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[2] Rostiyah N.K., *Masalah Pengajaran,* (cet.II:Jakarta;Rineka Cipta,1994),p.46.

[3] Kasihani K..E, Suyanto.*EYL(English For Young Learners)* Bumi Aksara,p.103.

different from adults, so the way of teaching must be different too. According to

Finocchiaro, M. and M, Bonomo[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.The reseacher is interested in

using the hand puppets 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.

Based on the pre-observation reseach, the reseacher found out the problemn

of the students in SDN 46 Padang Alipan Palopo in mastering English. There were

some factors, one of them is the students are still lazy to memorize word. So, the

reseacher has initiative to apply a media in teaching vocabulary by using hand

puppet. Baseed on the explanation, the reseacher is interested in conducting a reseach

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[4] Finocchiaro, M. and M, Bonomo. 1973.*The Foreign Language Learner*: *a Guide ForTeacher*. New York: Regent Publishing Company, Inc.

about "Teaching Vocabulary to the fourth year students of SDN 46 Padang Alipan Palopo by using Hand puppet.

B. Problem Statements

Based on the background above, the reseacher formulates guestion reseach as follows:

"What is the appropriate way in using hand puppet to teach vocabulary at the fourth year students of SDN 46 Padang Alipan Palopo"?

C. Objective of the research

Relevant to the research question, the objective of the research is to find out the appropriate way in teaching students vocabulary at the fourth year students of SDN 46 Padang Alipan Palopo.

D. Significance of the research

The significance of the study can be stated as follows:

1. For the students, teaching vocabulary by using hand puppet can motivate them in to be more interested in learning vocabulary

2. For the teacher, to provide the better technique for teaching vocabulary in elementary class.

3. The reseacher hopes that the result of the research can be used as reference for those who want to conduct a research especially in media hand pupet.

E. Scope of the Research

This research is only limited on discussion about "teaching students vocabulary through hand puppet at the fourth year students of SDN 46 Padang Alipan Palopo. The object of study is focused on Noun (parts of body) because it easier and more attractive than another.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Research Findings

In English dictionary, John M.Echols and Hassan Shadily stated that vocabulary means that all of the words in the world which registered. while in the oxford dictionary, voccabulary is the total number of words in a language, words known to a person, list of words with their meaning, especially at the back of a book used for teaching a foreign language .

1. Nilawati, Sofika Chandra in her thesis entitled" *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).* The thesis, English Department, Faculty of Languages and Arts, Semarang States University. [1] suggested the benefits 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 Englishvocabulary to elementary school students.

2. Kadima Kesuma Ilham, in her thesis '*The Effectiveness of teaching vocabulary by Using Songs and Hand puppets: an Experimental Study of the Fourth*

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[1]Nilawati sofika chandra, *The Effectiviness 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 2007/2008).* http:/lit.unnes.ac.Id/852/1/2185.pdf.Accassed on january 25th2012

Years of SDN Gentan batu 02 Baki'' The thesis suggested the benefits of the songs and hands puppet, one of appropriate ways to create a good atmosphere to make teaching and learning process fresh and interesting in learning vocabularies.[2] Similarities and differences :Similarities All the title the same purpose, for improving or developing the use of students' vocabularies. All the title the same purpose, for improving or developing the use of students' vocabularies. Differences : All researcher apply different method and instrument to get success in their way.

B. Some Partinent Ideas

1. Definition of Vocabulary

Jeremy Harmer states the vocabulary was seen as incidental to the main purpose of language. Vocabulary was necessary to give students something to hang on when learning structure, but was frequently not a main focus for learning it selft.[3]

Vocabulary is all the words that a person knows or uses, all the words in a language, list of words with their meanings especially in a book for learning a foreign language.[4]

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[2] Kadima Kesuma Ilham, *'The Effectiveness of teaching vocabulary by Using Songs and Hand puppets: an Experimental Study of the Fourth Years of SDN Gentan batu 02 Baki'' A thesis, English Departements,* (Sukoharjo: Universitas Muhammadiyah Sukoharjo,2009)

[3]Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 1992),p.154

[4] Oxford University Press, *Oxford Learner's Pocket Dictionary,* (New York: Oxford University Press, 2003),p.482
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Vocabulary seen as incident to the main purpose of language teach, namely the acquisition of grammatical knowledge about language.[5] Vocabulary is necessary to give students something to hang on when learning structure, but was frequently not a main focus for learning it self. Vocabulary is the whole set of words used by a writer or speaker or a list of words used in certain book arranged in alphabetical order. [6]

According to Master, vocabulary is :

1) Total number of words in language

2) Words know to a person.

3) List of words with their meanings, especially at the back of a book used for teaching a foreign language.[7]

Besides that Pieter A. Napa, explains that vocabulary is one of the component of language and that language exist without words. Words are signs or symbols of ideas. There are the means by which people exchange their thought. The more words we learn, the more ideas we should have so we can communicate the ideas more effectively. [8]

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[5] Jeremy Harmer, *opcit*, p.154

[6] Ahmad Thib Raya and Musda Mulia, *Your Vocabulary and Idiom*, (Ujung Pandang, 1989),p.1

[7] Martin H. Manser, *Oxford Learner's Pocket Dictionary*, (Tokyo: Oxford University Press, 1991),p.461.

[8] Pieter. A. Napa, *Vocabulary Development Skills,* (Cet. I; Yogyakarta; Kornisius, 1991),p.6.

Long Hang Richard defines the vocabulary as a component of all uses of language, because it would be impossible to learn a language without vocabulary or words.[9]

And the other definition explains that : vocabulary as the content and function words of a language which are learned throughly that they because a part of child's under. The words having meaning when heart of seen thought not produced by individual it self.

Vocabulary is one language elements that need to be acquired by English learners. This indicates that vocabulary has the same level as phonology and grammatical in supporting the English learning to master a language skill mastery of the vocabulary (productive) is usually related to speaking and writing, because when someone speaks or writes he produces vocabulary, while, the mastery of   receptive vocabulary is usually related to reading and listening.

Vocabulary or world also called a base word or a word family is defined as including the best form (e.g., make) and its inflections and derivatives (e.g., makes, made, making, maker, and marklers). Since the meaning of these different forms of the world is closely related, it is assumed that little effort is needed to learn them.

Vocabulary as one of the elements of language is important to study, without having enough vocabulary, the ability to communicate and convey our needs could not be established. According to Wilga M.Rivers :

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[9] Michael H .Long and Jock C.Richard, *Methodology in TESOL : A Book Of Reading*, (New York: Harper and Row Publiser iac,1967),p.305

"it would be impossible to learn a language without vocabulary or words vocabulary is the main part in sentence, very important to be mastered. We cannot organize our idea in sentence without words".[10]

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. Without an extensive vocabulary strategies for acquiring new vocabulary, learners often achieve less than their potential an may be discouraged from making use of language learning.

Opportunities around them such as listening to the radio, listening to native speakers, use the language in different contexts, reading or watching TV, Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary. Learning learners need to achieve in order to read both simplified and un simplified materials and to process different kind of oral and written texts, as well as the kinds of strategies learners use in understanding, using and remembering words.

Jack C. Richard and will A. Renandya states that 3000 to 5000 words suggested for learners continuing to tertiary education studies.[11]

As we know that, before the students know to speak and write that teacher must introduce kinds of vocabulary to know many things in their environment. So

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[10] Wilga M. Rivers, *Teaching Forigen-Language Skills*, p.426

[11] Jack C. Richard and Renandya, *Methodology in Language Teaching*, p.256.

one general thing such as kinds of animals, adjective for people, clothes, geography, building, places, bank, cooking, restaurant, down town, etc.

From the definition above, we can see that vocabulary is one of the components of language and no language exists without words, beside that Learning vocabulary is a very important part of learning a language. The more words you know the more you will be able understand what you hear and read; and the better you will able to say what you want to speaking or writing.

2. Types of vocabulary

There are four types of vocabulary, those are :

1) Active speaking of vocabulary is words that the speakers are to use in speaking.

2) Passive listening vocabulary, words that the listener recognizes but cannot necessary produce when speaking.

3) Passive reading vocabulary refers to words that a reader recognizes would not necessarily be able to produce.

4) Active writing vocabulary, words that a writer is able to use in writing.[12]

3. How to learn vocabulary

Learning vocabulary is a very important part of learning a language. The teacher should know which words are important to learn because many words will not be useful to the students.

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[12] Kenji Kitao and S.Kathlen Kitao, *Testing Vocabulary.* Online:http://www.mifi.gof/ parnership for reading/reading first vocab.html.2000.accessed on september 10th

a) Which words to Learn

Every day you hear or read many new English words. You also find them in your dictionary when you are translating from your own language. You cannot possibly learn all these new words, so you first problem is to decide which ones to concentrate on. Here some suggestion which words to learn namely:

1) Learn the words that are important to the subjects they are studying.

2) Learn words that they read or hear again and again.

3) Learn the words that they know will often want to use yourself.

4) Do not learn words that rare or not useful (your teacher can help you with this)

b) How to Learn Words

Once you have which words to learn, you next have to decide how you are going to learn them. Here are a few ideas :

1) Write the words in a notebook (with their translation or definitions).

2) Write the words and definition on small cards.

3) Say the words many times.

4) Put the words into different groups.

5) Use the words in their own speaking or writing.[13]

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[13] Http://esl.fis.edu/learners/advice/vocab.htm.accssed on August 15th 2011

4. Some techniques in improving students' vocabulary namely :

a) Showing some pictures

b) Creating some words

c) Demonstrating the real objects.

d) Singing a song.[14]

5. Capacity in mastering vocabulary in every level

Vocabulary is a core component of language proficiently and provides mush" of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching television. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning learners need to achieve in order to read both simplified materials and to process different kinds of oral and written text, as well as the kind of strategies learners use in understanding, using and remembering words.

1) Word Memory Of Native Speakers

The language of complex societies develops vast vocabularies that even dictionary makers find difficult if not impossible to record. The English dictionary, the largest in the English language, has more than 300.000 entries, and doesn't

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[14] Muhammad Syahrullah, "*Developing the English Vocabulary of the Second Year Students of MTs Batustanduk Through English Songs'*,A Thesis S.I.,(Palopo : STAIN Palopo, 2007).p.14

include the vast number of terms which appear in encyclopedias, technical dictionaries, and glossaries. Not surprisingly no single individual knows or expected to know all of these words than is usually assumed.

Learning English as a second of foreign language will also require the acquisition of many thousands of words, expression, and idioms for anything beyond the most primitive survival purpouse.[15]

2) Word in context

Because student must understand the meaning of words in context in order to complete the communication cycle, it is good practice to let students ask for the meaning of a words, encourage him or her to first make an intelligent guess. If the guess is correct praise attempt and go ort with the text. If the contrary the students cannot venture the guess or guesses incorrectly, ask the class to give the meaning.

If the classes have to come up with the meaning give it yourself. Vocabulary in Context and Systematic Vocabulary Expansion.

There are two major vocabulary needs in learning a second language, they are:

1) Learning words, idiom, and expression in context as they are encountred in using. The language to communicate, and

2) Systematically learning vocabulary to meet communication needs beyond specific utterances.

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[15] Robert lado. *Teaching English Across Culture*, (Washington: Longman 1988).p.79

In learning vocabulary to understand or express and utterance, we concentrate on the meaning that first the context or one on the from of the word that expreses the intended meaning. All other meanings and form can be ignored temporarily in favor of the specific communicative of the utterance.

C. *Nouns*

1. Definition of noun

Oxford learners pocket dictionary new edition states that nouns is word that refers to a person, a place or thing, a quality or an activity.[16]   in dewitary states that nouns name of anything person, place, or an animal. After seeing defenition of noun, the writer concludes that noun is a word refers to name, person, a place or a thing.

2. Kinds and function

a. Common nouns is a name give to any individual, animal, thing or place, lifeless thing, count noun, on count noun, collective noun, and concrete or abstract nouns, but is always given without any reference to somebody in particular and common noun divided into:

1) living beings is name given to any individual, for example : grace, fish, dog, girl, mother etc.

2) living beings is name given to UN living for example : stone, pen, and chair, etc.

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[16] Oxford Learners Pocket Dictionary, New Edition, 2000 p. 291

3) count noun is a name to given to counted of divided in to plural and singular, for example : horse, motorcycle, students and books.

4) noncountable nouns is a name to given to thing than cannot be counted, for example : water, sugar, salt, oil and milk.

5) collective noun is a name to given to a group of people, animals, or objects considered in a single unit. For example audience, class, enemy, family, and group.

6) abstract noun is a name given to quality, vice or state being there are thing that we cannot touch, but can feel. For example : beauty, justice, mankind, ability.

7) concrete noun is a name given to physical object that can be perceived by the senses, we can see, touch, smell the object. For example : flower, girl, bird, car etc.

b. Proper noun is name given to any person, thing or place, or name of days, months, and country in the particular, with a purpose of pointing it them. For example spayol, singapore, indonesia, john smith, martina.

Example noun:

1) the names of nouns things.

Example :

Bag	Desk
Ball	Calender
Bowl	Dictionary
Broom	Eraser
Brush	Floor
Bus	Hat

Button	Map
Book	Picture
Bed	Table

2) The name of noun animals

Example :

Ant	Fly
Bat	Frog
Bee	Goat
Bird	Goose
Butterfly	Horse
Cat	House lizard
Cockroach	Worm
Cow	Monkey
Dog	Fish

3) The name of fruit

Example :

Apple	banana
Coconut	cucumber
Orange	grape
Papaya	guava
Melon	mango
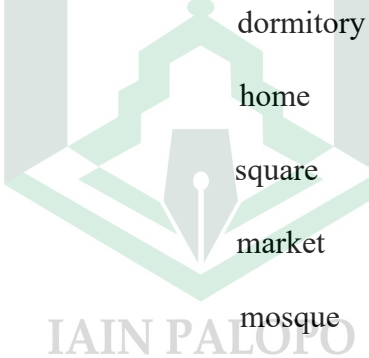
4) The name of noun tree

   Example :

Leaf	Ttree
Root	Branch
Teak wood	Wood
Flower	Moss
Jasmine	Rose

5) The names of noun place

   Example :

Airport	dormitory
Bathroom	home
Bookstore	square
Cafetaria	market
Classroom	mosque
Hospital	school

6) The names of noun parts of body

   Example :

Head	Stomach
Neck	Hand
Eye	Fingers
Nose	Nail
Cheek	Palm

Lip	Elbow
Eyebrow	Arm
Tooth	Knee
Mouth	Toes
Face	Foot
Shoulder	Calf
Throat	Tongue
Back	Nostril[17]

D. Teaching Young Learners

1. Characteristics of Young Learners

As a group, young learnaers are very diverse. They come from many different backgrounds, have many different profiles, and learn English in many varied contexts.

Young language learners are very greatly in terms of their language competence even within the same age group. In addition, learners may vary in terms of skills they have acquired at their home language, depending on their age and how many language they use in daily communication. Learners may also vary in terms of their proficiency level in the different language skills-reading, writing, speaking, and listening. Some learners may understand almost everything said in English but may

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[17] Azhar Arsyad, *Dasar-Dasar penguasaan Bahasa Inggris*, (Ujung Pandang:Pustaka Pelajar, 1997) p.80

not be able to speak confidently. Other learners may be able to read and write quite well, but become completely lost in casual conversations. On terms of experience with literacy, the differences are huge; some learners demonstrate literacy skills in 70 instructing for learning their native language while others, even in the same age group, do not. In addition, young learners differ in how they learn best. They also differ in terms of their socioeconomic status, as well as the countries in which they are learning English. All teachers working with young learners can benefit from understanding more about the diversity represented in this population.

We explained the distinction between Inner, Other, and Expanding Circle countries and discussed the pross and cons of using this paradigm to describe the contexts in which English language work; therefore, we will not review this disc usstion here Nevertheles, for the reasons explained in we will the paradigm here to describe the characteristic of young learners.

2. Teaching and Learning Vocabulary Young Learners of English

Most people think that English is taught best at the early stage. They believe that the earlier children learn English, and the more exposure to the language, the better it will be. This actually is a fallacy because the success of foreign language learning is not merely determined by the age and exposure factors. There are still many other factors that have to be considered to make sure that

Teaching English to Young Learners will be effective, such as the nature of language instruction given, psychological and social factors, teaching materials, individual differences in cognitive and learning styles, and many other factors.

That younger learners are not necessarily better learners compared to older learners. Younger children are indeed more likely to develop native-like English proficiency than adult learners, that children "reproduce the accent of their teacher with deadly accuracy". Yet research in language acquisition has shown that older learner exhibit more learning gains than younger learners. The various studies showing that older children and adolescents make more progress than younger learners. This may have been due to the children's increased cognitive abilities.

Teaching English for young learners, therefore should be properly handled if it is to be successful. It needs highly skilled and dedicated teaching. Teachers of English for young learners need to have a sound understanding of how students think and operate, that is how young learners learn a language. This will serve as the foundation for the implementation of teaching English to young learners.

Young learners will learn best if the people involved in the teaching learning process facilitate the learning and take into account the way they learn into the teaching practices. The children developed through specific stages, they are:

a. *Sensori-Motor Stage (from 0 – 2 years)* in which children seemed to learn through physical interaction with the world around them.

b. *Pre-operational stage (from 2 - 7 years)* when children need concrete situations to process ideas.

c. *Concrete Operational Stage (from 7 - 11 years)* in which children begin to conceptualize and do some abstract problem solving, though they still learn best by doing.

d. *Formal Operational Stage (from 1-15)* in which children are able to use abstract thinking.

Young learners can be included into those aged 7-11 years or within concrete operational stage, where they learn best from concrete things around them. The children went through the stages above and that they could only move into the next stage when they had completed the stage before and were ready to do so.

In language learning context it is believed that children will learn a foreign language more actively under certain conditions. Therefore there are some assumption about language learning that should be considered when teaching english to children the assumption below different sources (Larsen Freeman, Mackey, Richard and Radgers).

1) Learning should be fun and natural for children. (in order for them to be successful in learning the target language, there must be absence of stress. Children are believed not to learn language forms directly, commons are believed to be helpful for children to interpret meanings.

2) The language should be first presented through sound, not written symbols. After children can produce the sound with the truth, they may be to read the symbol in target language.

3) Children are more sensitive to anything that touches the senses, they read easily to physical object.

4) Meaning should be made perceptible through concrete object or by the presentation of experience.

5) The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children[18]

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 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 Lindsay Hilaire.[19] suggest some ways to teach them. There are (a) make learning English enjoyable and fun, (b) do not worry about mistake, be encouraging makesure 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)

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[18] Ag. Bambang Setiyadi, *Learning English Foreign Language*, (Jakarta: Graha Ilmu), p.179-181

[19] Lindsay Hilaire, *The First Puppet Book*. Leichhardt, NSW, Australia: Ansay Pty Ltd. ISBN 0-909245-06-1. (1976).

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, The reseacher conclude that in teaching vocabulary in 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.
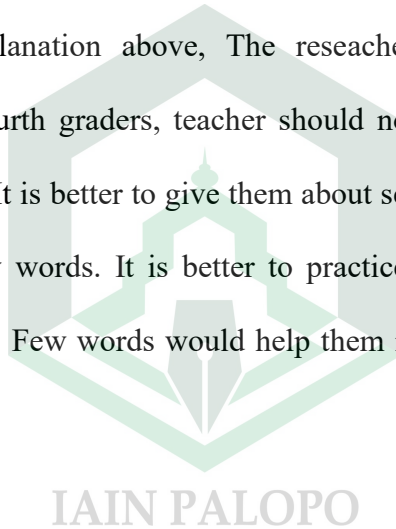
E. *The Concept Of Media*

Media is most often integrated into English language art and communication class discussion and answer will guide you in that effort. If you are new to media literacy take out introductory four for teacher then recent hear for more information.

1. Definition of media

Media is the all something which of the sense the function as medium or instrument of communication process or English teaching process.[20]

In literally, media can be interpreted as a medium or mediator, in its.[21] connection with the communication process of learning. Media is defined as a vehicle for channeling the message of learning. Some experts have argued about the meaning of learning media, namely:

NEA state that learning media as a medium of communication, well in printing form although audiovisual, including its hardware.[22]

AECT (Association for Education and Communication Technology) define media is all the form of utilized to process of information channeling.[23]

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[20]Rohani Ahmad, *Media Instruksional Edukatif, (Jakarta: PT. RinekaCipta, 1997*), p. 3

[21]Asep Herry Hernawan, *Pengembangan Kurikulum dan Pengajaran,*(Jakarta, Universitas Terbuka, 2010), P. 11.18

[22] Asep herry hernawan, Opcit., p. 11.18

[23]Rohani Ahmad, Opcit., p.2

Media is a set of helping tool or object which can be used by the teacher or education to communicate with the students.[24]

2. The function of media.

In teaching and learning activities, teaching media in general have a utility to overcome resistences in communicated, physical limitations in the classroom, students' passivity and unite their observations. Then with the influence of audio and video technology in the education system, born of audio visual equipment, especially emphasizing the use of direct experience to avoid verbalism.[25] Media of education is helpful in achieving the success of the process of education and teaching in schools. Therefore, teachers must have the skills in selecting and using educational media and teaching.[26]

At this time media of teaching has the function:

a) Helping students' facilitate for learning, and help make it easier for teacher to teach.

b) Giving more real experience (which abstrac can be concrete)

c) Attract the students' greater attention (the proccess of the lessons are not boring)

d) All the students' sense can in turn. The weakeness of the senses can be balanced by the strenght of the other senses.

e) Attract more attention and students' intertest in learning.

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[24]Danim Sudarwan, *Media Komunikasi Pendidikan,* (Jakarta : Bumi Aksara, 1995), p. 7

[25] H. Asnawir and M. Basyirudddin Usman, *Media Pembelajaran,* (1st Print ; Jakarta : CiputatPres, 2002), p. 24.

[26] Danim Sudarwan,opcit., p. 19

f) Can avoke the world of theory with the real.[27]

3. Kinds of media

In general media can be classified into three types, namely:

a) Visualmedia, which is the media that can be viewed or seen and be felt by students. For example: images, photos, and real objects.

b) Audio media, is media that can only be heared, such as: radio and cassette.

c) Audio visual, the media as well as can be seen and also be heared. For example: TV, Movies, and VCR.[28]

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

F. *Puppets*

In this study, the raseacher choose visual media because she used the hand puppet as media in teaching and learning process

1. Definition of Puppets

Defined by Gwin that puppet is a wonderful toy that can be controlled by an operator and can teach child and adult, all kinds of things. It is defined by Reyhmer 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.[29] While based on Oxford dictionary puppet

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[27] Gerlach,V.S. and D.P, Elly. 1980. *Teaching and Media, a systematic Approach*. New Jersey: Prentice Hall.

[28] Kasihani, *English For Young Learners,* (1st Print ; Jakarta : Bumi Aksara, 2007), p. 39

[29] Rehymer. 1997. *Play with a Puppet*. New York; Mc. Graw-Hill Book Company.

is defineds 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.[30]

Puppet is a dool with a hollow of a person or animal and a cloth body, intended to fit over the hand and manipulated with the fingers[31] beside that puppet is.[32] A small figure of a person or animal, having a cloth body and hollow head, designed to be fitted over and manipulated by the hand, A figure having jointed parts animated from above by strings or wires a marionette, A toy representing a human figur a doll and One whose behavior is determined by the will of others a political puppet.

From the definition above, it can be concluded that puppet 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. The Types 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,

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[30] Oxford learner's pocket dictionary.new edition 348

[31]Encyclopedia *TranslateWord http:// www. visualsynonyms. com/ 90884 / hand-puppet.* accessed on january 10th

[32]*Study English and Earn Your Degree Apply for Top US English Courses Princeton University* www. Apply ESL.com/StudyEnglish2013 accessed january 10th

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, the commonly used puppets are:[33]

a) Hand puppet

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. Hand puppet is a type of puppets that is controlled by the hand or hands that occupies the interior of the puppet.[34]

b) Glove and Finger puppet

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.

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[33]Lewis, J. *Types of Puppet*. London: Longman, Group Ltd.1973 . can be access at http://lib.unnes.ac.id/852/1/2185.pdf. accessed august 9th 2012.

[34]Currell, David (1992). *An Introduction to Puppets and Puppetmaking*. London: New Burlington Books, Quintet Publishing Limited. ISBN 1-85348-389-3.accessed on january 20th

c) Rod puppet

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 puppet while on stage.

d) 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.

e) Shadow puppet

Shadow puppet 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 hand puppet with a people puppet. Hand 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, hand puppet is easy to understand, memorize, remember and could avoid misunderstanding because the students see the object directly.

3. 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[35], 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[36] 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.

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[35] Brown, Lewis and Hacleroad.. *Audio Visual Instruction*.(New York: Mc, 1969), p.54

[36] Lewis, J.. *Types of Puppet*. (London: Longman, Group Ltd 1973), p.85

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 puppets have had dual purposes to improve teaching 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 could not One of the objectives of puppets used in language teaching is helping the students to understand meaning of word of something. Besides, by using puppet 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 puppet 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. Bell jhon.[37]

The purposes of teaching English by using puppet are:

(a) to develop students imagination and creativity

(b) to provide opportunities for students to share oral interpretations,

(c) to provide a supportive environment for experimenting with voice and language.

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[37] Bell, John (2000). *Shadows: A Modern Puppet History*. Detroit, USA: Detroit Institute of Art. ISBN 0-89558-156-6.Online: http:/www accessed on january 20 th

From the explanation above, it can be concluded 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 puppet.

(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.

4. The procedures of using hand puppet in teaching vocabulary

The teacher should be well prepared before upplying puppets to the students. Here, the teacher should choose puppets that match the topic, vocabulary to made by teaching materials for the students. To conduct the appropriate way in delivering the materials by using pupet. C.Nixon and M Cambridae University Press[38] presents some prosedures using puppets as basic guidelines for the teacher, before the class began the reseacher gave a picture about parts of body for the students in classroom

a. Revise or pre-teach the necessary parts of the body.

b. Performe the puppets in front of the class.

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[38] Primary Vocabulary Box. By C.Nixon and M Cambridae University Press 2003. Hal

c. Demonstrate the puppet focusing on parts of body.

d. Give instructions: *touch your hand, touch tour head, touch your shoulder, touch your knee, etc.* The students must follow the intructions.

e. Pronounce the words correctly and write it on the blackboard

f.   Repeat up the words many times and ask the students to mention parts of body one by one

5. The Effects of Children Playing With Puppets

a. Developing Language

Playing with puppets often involves a child creating voices for each toy, either alone or in groups, with the goal of producing a story; some children even use puppets in conjunction with a toy theater set. The act of giving voices to puppets allows children to develop their language skills, particularly in the areas of comprehension and vocabulary, as noted by Slinclair anita[39] in her essay, "The Benefits of Puppet Use as a Strategy for Teaching Vocabulary at the Secondary School Level with Students Who Have Mixed Learning Disabilities."

b. Enabling Better Learning

Puppet play can have a positive effect on kids when introduced to a learning environment. A teacher might utilize puppets in explaining a particularly difficult concept, since kids tend to find puppets interesting and are likely to pay attention when puppet play is used as a teaching technique. Puppet play can prepare kids for

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[39] Sinclair, Anita (1995). *The Puppetry Handbook*. Richmond,Victoria,Australia: Richard Lee ISBN 0-646-39063-5.accessed on january 20th

learning, as such play boosts oxygen levels to the brain and thus better motivates children to learn, according to research published in the Journal of Child Neurology and the Pediatric Academy Societies.

c. Developing Creative Skills

The pleasure of puppets for kids is that a puppet can say or be anything, and that the stories children can come up with are only limited by their imaginations. Kids thus develop their creative skills; they come up with plots, characters, voices and structure. In addition, the ability to pretend and then distinguish the difference between the puppet world and the real world aids kids in developing a sense of fantasy and reality.

d. Developing of Social Skills

Puppet play is often a social experience, with kids getting together in groups and each taking control of a puppet or two. This helps kids overcome any awardness they might feel towards other people, because they have a puppet as a bridge between themselves and others. By creating roles and personalities for their puppet, children develop their own.

e. Enhanching Family Relationships

Kids and older family members can potentially both benefit from playing with puppets together, since this activity will enable many kids to lose any shyness they might usually feel and open up to the family member. Through puppet play, both individuals can grow closer and enhance their understanding of each other.

G. *Classroom Action Research (CAR)*

1. Definition of classroom action research

"Action research is the process through which teachers collaborate in evaluating their practice jointly, raise awareness of their personal theory, articulate a shared conception of values, try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse, record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice." John Elliott.[40]

AR (Action Research) is part of a broad movement that has been going on in education generally for some time. [41] Action research involves taking a self-reflective, critical, and systematic approach to exploring teacher own teaching contexts. Action research a teacher becomes an investigator or explorer of his or her personal teaching contexts, while at the same time being one of the participants in it.

Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process. (Elizabeth, Sonora).[42]

2. Characteristic of Classroom Action Research.

Action research has important characteristics, namely that is, the problem that teachers face in the classroom. PTK will be implemented if the educator since

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[40] http://oldweb.madison.k12.wi.us/sod/car/carhomepage.html,

[41]Anne Burns, *Doing Action Research in English Language Teaching* . P. 2

[42] Anne Burns, Opcit., p 5

early aware of the issues related to process and learning product which faces in classroom. In addition, PTK has the typical characteristics of any action (action) certain to improve teaching and learning in the classroom. Without specific action, a research can also be done in the classroom. [43]

3. What are the benefits

The benefits of classroom action research are:[44]

a. provides a framework for trying out different approaches and ideas

b. helps develop reflective practice

c. enables teachers to make choices and decisions about their teaching styles

d. helps develop confidence

e. helps teachers improve student learning

4. Steps in action research

According to Kemmis and McTaggart, who are major authors in this field, AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or *iterative*, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

a) Planning

In this phase you identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where you consider: i) what kind of investigation is possible

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[43] Suharsimi Arikunto, at all. *Penelitian Tindakan Kelas*, (Jakarta, Bumi aksara,2011) p. 108.

[44] Anne Burns, *Op.Cit*. p.5

within the realities and constraints of your teaching situation; and ii) what potential improvements you think are possible.

b) Action

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. The interventions are 'critically informed' as you question your assumptions about the current situation and plan new and alternative ways of doing things.

c) Observation

This phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where you use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

d) Reflection

At this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly. You may decide to do further cycles of AR to improve the situation even more, or to share the 'story' of your research with others as part of your on going professional development.
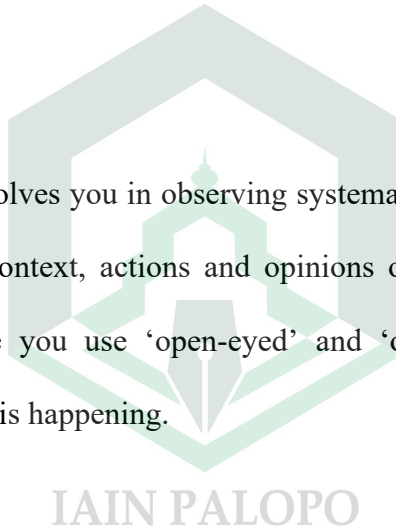
There are several other models of AR and indeed Kemmis and McTaggart's[45] model has been criticised by some authors for being too fixed and rigid. Look at figure 2.1 below :
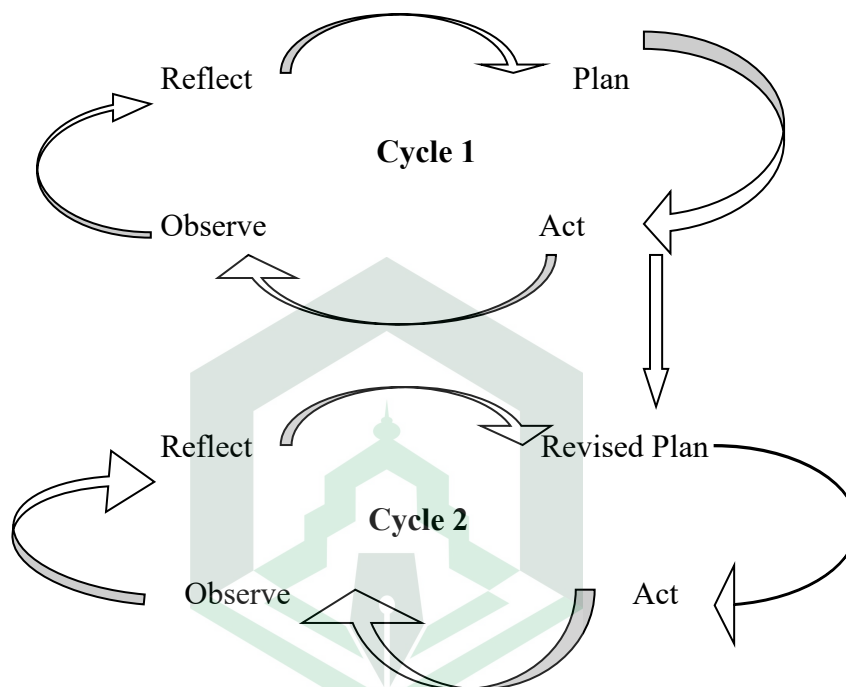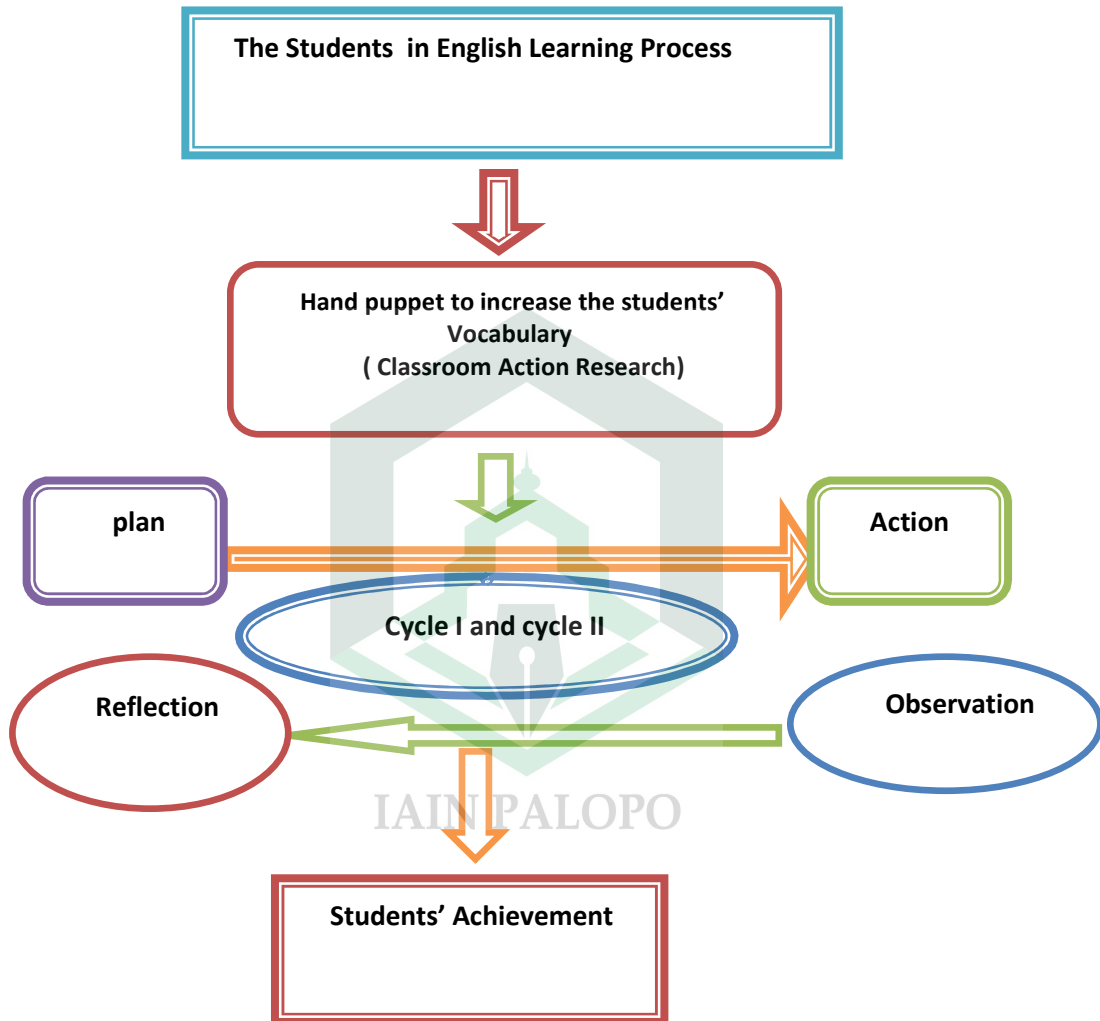

Figure 2.1 Model of Kemmis and Taggart in Wiriaatmadja, 2006:6

In conducting this research, the the reseacher plans to do two cycles. Each cycle consists two meetings which follow the steps planning, acting, observing and refclecting. At the last meeting of each cycles the reseacher gives quiz or test to students. In this reseacher, the reseacher act as teacher and reseacher. Reseacher will use hand puppet method in learning process.

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[45] Wahyu, *Methodology Penelitian Tindakan Kelas,*(Ujung Pandang : Yayasan Pendidikan Fajar), p.13.

H. *Theoretical Framework*

The conseptual framwork underlying in this research is given in the following :

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┌─────────────────────────────────────────────┐
│  The Students  in English Learning Process    │
│                                               │
└─────────────────────────────────────────────┘
                      ⬇

      ┌─────────────────────────────────────┐
      │  Hand puppet to increase the students'│
      │              Vocabulary               │
      │       ( Classroom Action Research)    │
      └─────────────────────────────────────┘
                      ⬇

  ┌──────────┐                      ┌──────────┐
  │   plan   │  ───────────────►    │  Action  │
  └──────────┘                      └──────────┘
              Cycle I and cycle II

  ( Reflection )    ◄───────────    ( Observation )
                      ⬇

      ┌─────────────────────────────────────┐
      │         Students' Achievement         │
      │                                       │
      └─────────────────────────────────────┘
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CHAPTER III

RESEARCH METHOD

A. Research Design and Method

This research followed the principal of working of Classroom Action Research (CAR) that contains of four stages, they are: Planning, Implementation of Action, Observation and Reflection.[1]

This research helded around two cycles. Namely first and second cycle and each cycle is the series of activities which have close relation. Where, the realization of the second cycle is continued and repaired from the first cycle.

B. Setting

The reseacher done the research in SDN 46 Padang Alipan Palopo especially in the students. The subject is taken from the fourth grade in academic year 2011/2012. The total number of students were 25 students. This research will be conducted in two cycles, in order to find out the best way to teach vocabulary by using hand puppet

1. Preparation for the Action Research

The basic competence which has been focused in this classroom action research, namely, the competence in mastering nouns in English about parts of body, The preparation for the action is preparing some selected vocabulary nouns.

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[1] Suharsimi Arikunto, Suhardjono, Supardi, *Penelitian Tindakan Kelas,*(Jakarta: 2011) p. 104

C. **Data Sources**

a. Students

b. Teacher

c. Collaborator

D. Technique and Instruments of Collecting Data

a. Techniques

1) The collecting data techniques in this classroom action are:

2) Test   : To find out the students' score.

3) Observation : To find out the students participation during the teaching vocabulary about parts of body.

4) Interview   : To find out the level of successful in implementing teaching vocabulary through hands puppet

5) Discussion   : Among the researcher as teachers with the collaborators, As a way to make reflection in each cycle.

b. Instrument

The instruments used in collecting data in this classroom action research are:

1) vocabulary test   : The researcher taken the students in the classroom. then asking the students to find some of nouns about parts of body.

2) Observation list   : it was useful to observe the students' activity during teaching vocabulary through hand puppet. Also, as the basic instrument in discussion part among the teacher and the collaborators as a way to make reflection in each cycle.

3) Guide interview list : To find out the level of successful in implementing the use of hand puppet in teaching vocabulary.

4) Discussion : Result among the teachers.

E. Data analysis

The data which collected in every observation in each cycle are analyzed descriptively through percentage technique.

b. Vocabulary Test result : Students' score of vocabulary test is counted by using the formula, as follow:

$$Score = \frac{Total\ correct\ answer}{Total\ test\ items} X\ 100$$

Calculating the mean score of students' vocabulary test by using the following formula:

$$X = \frac{\sum x}{N}$$

Were:

X= the mean score

$\sum$x= the total raw score

N= the number of students'[2]

c. Activities of students during the learning process: This is analyzed by considering the students' participation and classified into passive and active classification.

[2] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pndidikan,* (Cet. 11, Jakarta: Bumi Aksara 2010) p. 264

d. Implementation of learning vocabulary by using hand puppet to improving students vocabulary by analyzing the successful level of implementation, then it categorized into success, less success and not success.

F. Procedures of the Research

<u>**Cycle 1**</u>

The first cycle of this classroom based research consisted of planning, acting, observation and reflecting.

1. Planning

a. Analyzing the curriculum, especially the basic competence after doing the need analysis of the students at the fourth grade of SDN 46 Padang Alipan Palopo.

b. Making a lesson plan about the use of hand puppet in teaching vocabulary particularly nouns about parts of body.

c. Classroom management numbers of students are 25, make the classroom is comfortable.

d. Preparing the list of vocabulary about parts of body, pen, dictionary, marker, and book.

e. Making the instrument which used in each cycle of the classroom action research.

2. Acting

The 1st meeting

a. Researcher implemented the activities which have been planning before based on lesson plan.

b. The researcher prepared the list of vocabulary, books, dictionary, pen, marker, etc.

c. The researcher introduced of materials of the lesson include nouns.(parts of body)

d. The Researcher disributed list of vocabulary to the students.

e. The researcher gave 15 minutes to the students to translated the words into english.

f. The researchers discussed the noun with the students, then explain and list of vocabulary and also practice how to pronounce correctly the vocabularies

The 2nd meeting

a. The researcher prepared all of the instruments in the classroom before start the teaching vocabulary such as book, pen, dictionary etc.

b. The researcher prepared the list of vocabulary.

c. The researcher introduced of materials of the lesson included nouns.

d. the reseacher performed the hand puppet to the students.

e. While performed the hand puppet, the reseacher asked to the students to touch their nose, ears, etc.

f. the reseacher pronounced the words correctly and write them on the blackboard.

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

h. At the end of the lesson, the reseacher gave students answer sheet and gave a short test to them. This activity is to check students' understanding about the lesson.

3. Observing

a. Situation of learning and teaching process

b. Students participation

c. Students performance is peer evaluation and discussion

    4. Reflecting

This classroom action research is success if some of the following requirements were fulfilled:

a. Most of the students (75%) have a good participation during the acting

b. Most of the students have a good score in Evaliation (70)

c. Most of the students active in peer evaluation and discussion

Second cycle

In this section, the teacher did the next action based on the value of cycle 1 reflection namely:

    1. Planning

a. Continued the activities that had been done in cycle 1.

b. Repaired the weakness in the cycle 1.

c. Making planning again in the scenario learning process from the result of cycle 1 reflection.

d. Action research repaired.

    2. Action

In this stage, action was done to upgrade the result based on the cycle 1 reflection. The stages were the same with the previous cycle to encourage the students to teaching vocabulary by using hand puppet.

a) The reseacher review the lesson in order to refresh the students' mind

b) Difide the students five groups.

c) One of group come foward to demonstrate hand puppet for their friends.

d) The other group mention ten vocabulary about parts of body.

3. Observation

In doing observation at cycle 2 was almost same with the observation at cycle 1

4. Reflection

Reflection was done to see the result of cycle 2 action process, to analyze, understand and make conclusion activity. Researcher analyzed cycle 1 to know whether the action of this cycle reaches success criteria based on the result of action. The action research would make success if some of the following requirements were fulfilled:
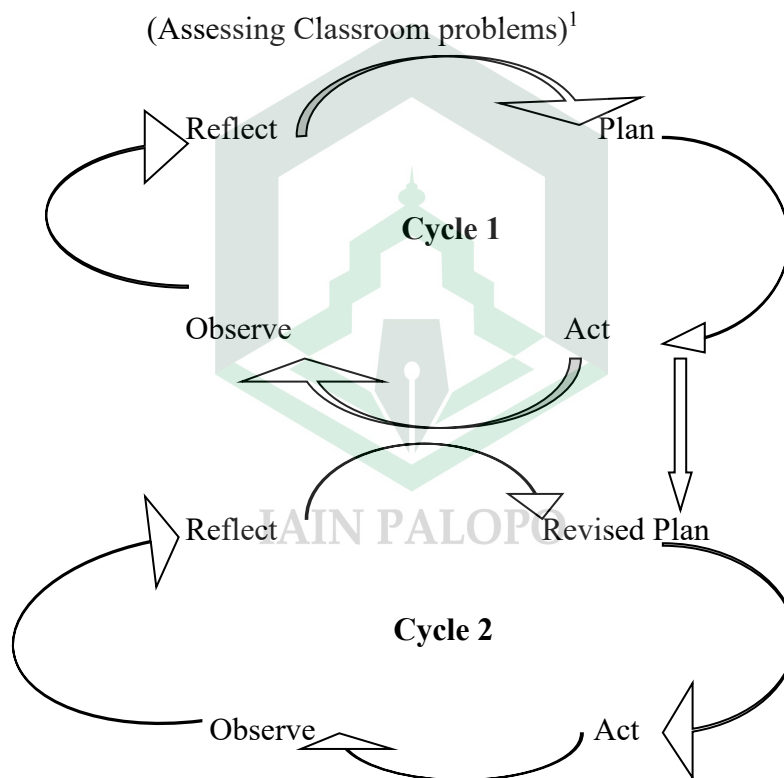
Most of the students are active which shows that they are encouraged in the learning process. And the students' active participation must reach 75%. To get the requirement of the success, the number of *active* students and the number of *very active* students will be accumulated.

CHAPTER IV
FINDINGS AND DISCUSSION

A. *Findings*

The findings of the research explained the cycles of learning and teaching process of this current research. In this case, there were two cycles, that can be seen in general through the following chart :

Figure 2

(Assessing Classroom problems)[1]

Reflect   Plan

Cycle 1

Observe   Act

Reflect   Revised Plan

Cycle 2

Observe   Act

---

[1] Kemmis and Taggart, *Model of Classroom Action Research,* (Wiriaatmadja,2006:66)

1. Cycle 1

The first cycle of this classroom based research consist of planning, acting, observation and reflecting.

a. Planning

    1. The researcher introduced to students about nouns (parts of body)

    2. The researcher performed hand puppet to the students

    3. The researcher asked for students to mention parts of body

    4. The researcher discussed the words with the students, then explained the list of vocabulary and also teaching to students how to pronounce words correctly.

    5. The students have to memorize the vocabularies, after that the researcher gave question about noun for students one by one.

    6. Observer and researcher observed the studenPts activities.

    7. The researcher gave chance to students for express their difficulties in learning process.

    8. The researcher gave tests to the students.

b. Acting

    The first cycle, was conducted in SDN 45 Padang Alipan executed in two meeting on Tuesday 2th and Friday 3th 2012. It was followed by 25 students. The researcher started by introducing about nouns, especially focus on parts of body before the activity was started, and the researcher took a few minutes to ask the students to sit on the chairs that had been rearranged. After everything was controlled the reseacher checked readiness of the students to start the lesson by asking them.

When the students were really ready, the class began. At the first the researcher introduced about hand puppet and then performed to the students and gave piece of paper about parts of body. while the performing the hand puppet, the researcher asked the students to mention parts of body, beside that the researcher pronounced the words correctly and wrote them on the blackboard, after that gave the students to repeat up and then asked the students to wrote the words in their books. The researcher discussed with the students about the words and gave a few minutes to memorize the vocabulary, after that the researcher gave question about parts of body for students one by one. At the lesson, the researcher gave the students answer sheet and gave a short test for got their result of the first cycle.

c. Observation

Based on observation activities made by researchers and collaborators in the first cycle, the researcher and observed the learning activity about condition class activity student in teaching vocabulary. The data obtained as follow: some students still lack enthusiasm to understand the concept of using hand puppet because the habitual with the teachers who teach in their class and teacher attention that trend has not been equitable, and still unfamiliar. But with use method by the researcher believed to be able to attract students' motivation, however this media can make students' challenge their skill in teaching vocabulary; especially focus parts of body. The Evaluation on students' understanding in vocabulary(noun) Below showed that,

the students mastery on learning vocabulary especialy noun(parts of body) were still

in low scores. The mean score was only **63.4 %**

Table 1

The Result of Students score in Cycle I

No.	Student Number	Score
1	001	70
2	002	60
3	003	60
4	004	70
5	005	70
6	006	60
7	007	70
8	008	60
9	009	75
10	010	60
11	011	60
12	012	70
13	013	60
14	014	70
15	015	60
16	016	70
17	017	50
18	018	70
19	019	60
20	020	60
21	021	70
22	022	70
23	023	50
24	024	60
25	025	70
Mean Score		**63.4**

$$\sum x = 1585$$

Calculating the mean score of students' test in cycle I

$$X = \frac{\sum x}{N}$$

$$= \frac{1585}{25} = 63.4$$

Diagram test in the Cycle 1
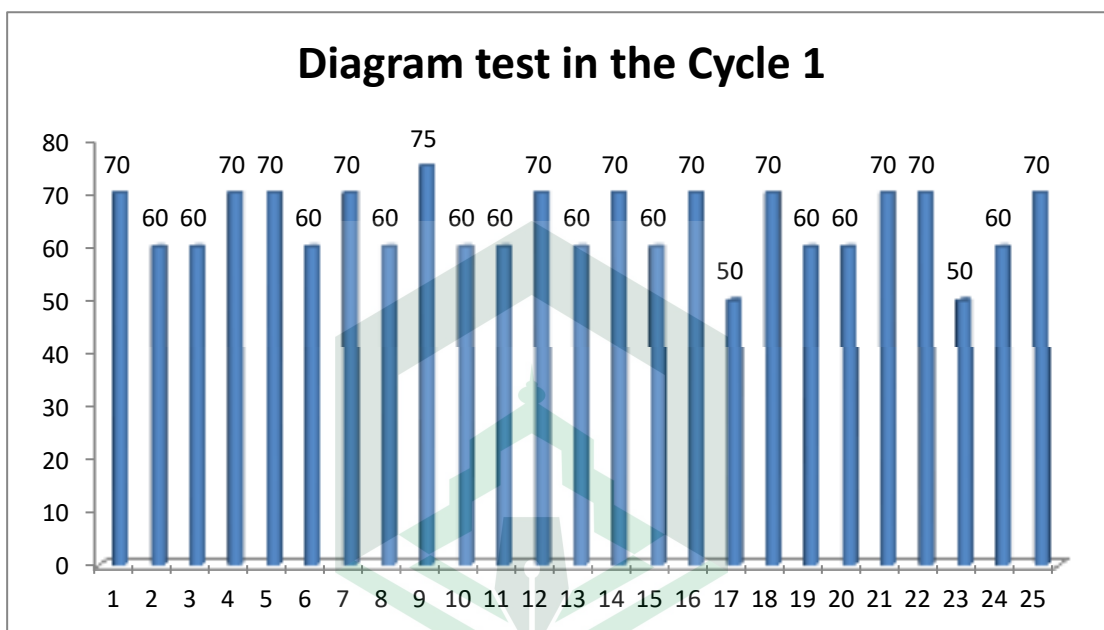
1. The result of observation on students' activities during the learning process. Researchers and collaborators in the first cycle observed the learning activity about class condition and students activity in learning vocabulary through hand puppet. The observation the students activities in the first cycle many students were less active, some of the students did not memorize the vocabulary that used on hand puppet, Some of the students do not have the braveness, and the Students' score was low (63.4) So the researcher needed to do reflection to get the best way in teaching vocabulary by using hand puppet.

Figure 1. The condition of the Class in cycle 1.

Picture 1 in cycle 1

(Most of the students
Didn't have braveness
In learning activities)

picture 2 in cycle 1

(Some students still
confused beside that they
are very short attention
and concentration

Table 2

The Observation Of Students' Activities In Cycle 1

No.	Students' Name	Activeness			
		Very Active	Active	Less Active	Not Active
1	001	✓			
2	002		✓		
3	003			✓	
4	004		✓		
5	005	✓			
6	006		✓		
7	007			✓	
8	008			✓	
9	009		✓		
10	010		✓		
11	011		✓		
12	012			✓	
13	013		✓		
14	014		✓		
15	015			✓	
16	016	✓			
17	017				✓
18	018			✓	
19	019		✓		
20	020			✓	
21	021			✓	
22	022			✓	
23	023				✓
24	024			✓	
25	025		✓		
Total		3	10	10	2

Explanations of observing the students' activity are:

a. **Very Active**   : The students' is responsive and participle fully in all activities in teaching process.

b. **Active**   : The students responses the materials by using hands puppet and interact with the teacher and the other in teaching process.

c. **Less Active**   : The students pay attention and give responses once in a while in teaching process.

d. **Not Active**   : The student does not give responses to the materials, they looks confused, bored and sometimes leaves the class in teaching process
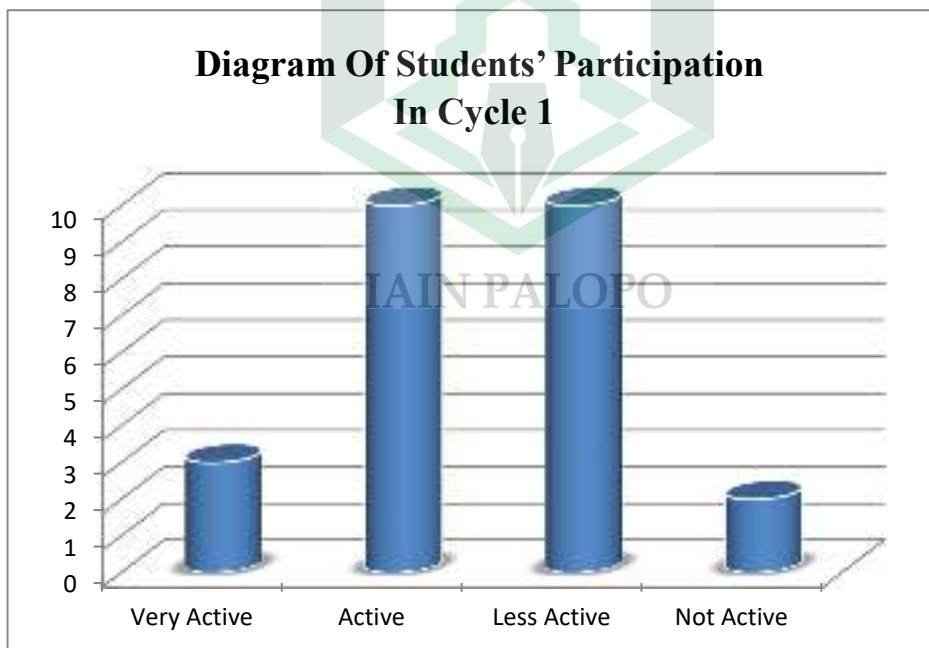
Table 3

The persentage of Students' participation

Option	Frequency	Percentage
Very Active	3	12%
Active	10	40 %
Less Active	10	40 %
Not Active	2	8%

The table above showed that there were 3 students (12%) choose very active, 10 students (40%) choose active, and 10 students (40%) choose less active and there were 2 students (8%) choose not active. It means that some of the students have less participation in teaching process and the application of teaching vocabulary by using hand puppet at shows still not good.

The table score of the test skill and the table score observation above still disappointed in the first cycle, because the students' achievement in vocabulary skill was unsatisfactory. The students' average score in teaching vocabulary was **63.4**. It means that students' score in teaching vocabulary still low and so far from the minimum mastery criterion, where the minimum mastery criterion in teaching English was **70**. Based on the result of observation made by observer to activities researcher execution the application of teaching vocabulary by using hand puppet shown still not good, because the mastering of vocabulary of the students still is low so that some students were not active in giving responds.

a. Reflecting

There were still some significant weaknesses in the first cycle:

1. There were some students still not familiar with the vocabulary that used on hands puppet

2. Most of the students didn't have braveness in learning activities.

3. Some students still confused the way to memorize vocabulary (parts of body)

4. The evaluation means score of Students was: 63.4

5. In the discussion, there were only some students active in giving responds.

6. In order to improve the weaknesses and to keep the successful in the first cycle, the researcher re-planned to the second cycle.

2. Cycle II

a. Planning

In this section, the researcher is planned some aspect, are:

1) The researcher review the lesson in order to refresh the students' mind

2) The researcher gave more motivation to the students in order to be active in group and shared one another in learning vocabularies.

3) The researcher more explained the material and ask the students to make simple sentences with used nouns about parts of body

4) The researcher gave chances to students for express their difficulties in teaching process and shared their knowledge about the materials.

5) The researcher would guide the students that cannot active in teaching process.

6) The researcher grouped the students into 5 group.

7) The researcher gave rewards to students who have high score and most active students in teaching process.

8) Observers and researcher observed the students activities.

9) The researcher gave tests cycle 2 for the students.

b. Acting

All actions in this cycle according to planned. In the beginning, learning activities were brought out the students from the classroom and gave more motivation to students in order to be active in group and shared one another in wrote and mentioned vocabularies in a team. In the meeting held On Saturday and Monday, 5th and 7th 2012 time of study 1-2. In the second cycle the researcher took ten minutes to review the previous vocabularies given in order to refresh their mind and the teacher asked the students, for example:*Do you have a leg?, What is the function of eyes?, What is the function of lips?, How many toes nail do you have? and 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 game to the students so that they come memorize the words. In this session the students were

very enthusiastic and for them this game seemed more interesting than the other activities. The class became alive.

The meeting was nearly, as the same as the second cycle. Before starting this activity the researcher divide the student's fourth groups. The researcher asked some of students to come forward to demonstrated hand puppet for their friends with mentioned ten vocabularies about parts of body. The groups of the students were very enthusiastically raising their hands when the researcher asked the students to mention about parts of body. At the end of the lesson the researcher gave the students answer sheet and gave a short test.

a. Observing.

1. The Evaluation on students' understanding in noun (parts of body) below sowed that, the students mastery on learning vocabulary were: The mean score was **80.4**
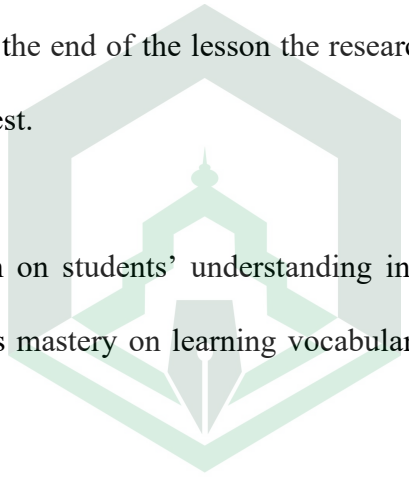
**Table 4**

The Result Of Test In Cycle 2

No.	Student Number	Score
1	001	90
2	002	75
3	003	80
4	004	70
5	005	90
6	006	80
7	007	85
8	008	80
9	009	85

10	010	75
11	011	80
12	012	85
13	013	80
14	014	80
15	015	80
16	016	80
17	017	70
18	018	80
19	019	90
20	020	80
21	021	75
22	022	80
23	023	70
24	024	90
25	025	80
Mean Score		**80.4**

Calculating the mean score of students' test in cycle 2

$X = \frac{\Sigma x}{N}$

$= \frac{2010}{25} = \textbf{2010}$

Diagram Test in cycle 2
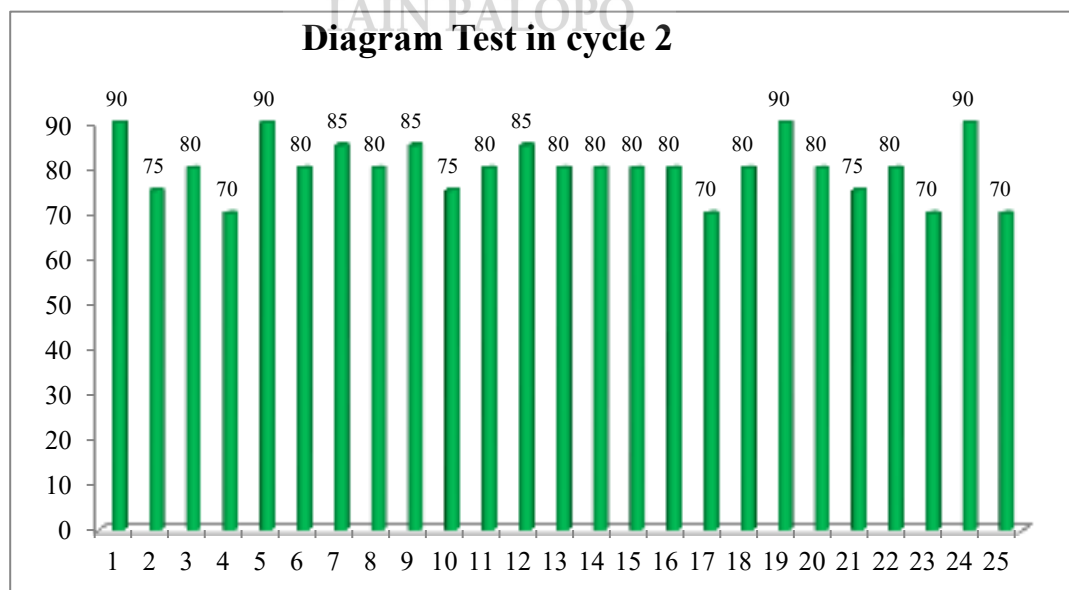
2. Based on observation activities made by researchers and collaborators in the second cycle, the researcher and observed to observed the learning activity about class condition and student activities in learning vocabulary through hands puppet. The observation showed that the students activities in second were active in the class. The students' response the materials by using hand puppet and Most of the students were easier in understanding about parts of body, because they had memorized all vocabulary and also they felt flexible during the learning process.

Picture 3 in cycle 2

It can bee seen the students Very enjoy and motivated

Picture 4 in cycle 2

The students were confidence and enthusiatic when memorize of vocabulary

The result of observation on students' activities during the teaching and learning process. It can The result of observation on students' activities during the teaching and learning process. The mean score 88.%. it can be seen in the table below

Table 5

the observation of Students' Activities in cycle 2

No.	Students' Name	Activeness			
		Very Active	Active	Less Active	Not Active
1	001	✓			
2	002		✓		
3	003		✓		
4	004			✓	
5	005	✓			
6	006		✓		
7	007		✓		
8	008		✓		
9	009		✓		
10	010		✓		
11	011		✓		
12	012		✓		
13	013		✓		
14	014		✓		
15	015		✓		
16	016	✓			
17	017			✓	
18	018		✓		
19	019		✓		
20	020			✓	
21	021		✓		
22	022		✓		
23	023		✓		
24	024	✓			
25	025		✓		
Total		4	18	3	

Diagram students' data observation in cycle 2

Table 6

The persentage of Students' participation

Option	Frequency	Percentage
Very Active	4	16%
Active	18	72 %
Less Active	3	12 %
Not Active		

The table above showed that were 4 students (16%) choose very active, there were 18(72%) choose active, choose less active 3 students (12%) and also (0%)

students choose not active. It means that most of the students were happily and enjoyable to application of teaching vocabulary by using hand puppets shown good

It can bee seen from the table that the result of the students' score above was satisfied because the mean score of the test in the second cycle got the minimum mastery criterion. The students' got mean score **80.4** It means the students' in this cycle II had progress and improvement. Based on the table result of observation made by observer revealed that the application of teaching vocabulary by using hand puppet shown good, especially the students' ability in mentioning and writing the vocabularies correctly.

b. reflecting

The researchers concludes that of in increasing students' vocabulary in teaching vocabulary by hand puppet are:

1. Explaining more giving many examples about the materials.

2. Giving the students more motivation in teaching process.

3. The students must shared one each other

4. Giving more chance to students to express their difficulties in teaching process and shared their knowledge about the materials.

5. Grouping the students into some groups

6. Giving awards to the successful person and the most active student, so that students can motivation in teaching process.

7. Observing the students' activities in the classroom more intense.

The result of mean score from two cycles like as the chart:

Diagram Result of Mean Score Cycle I and II
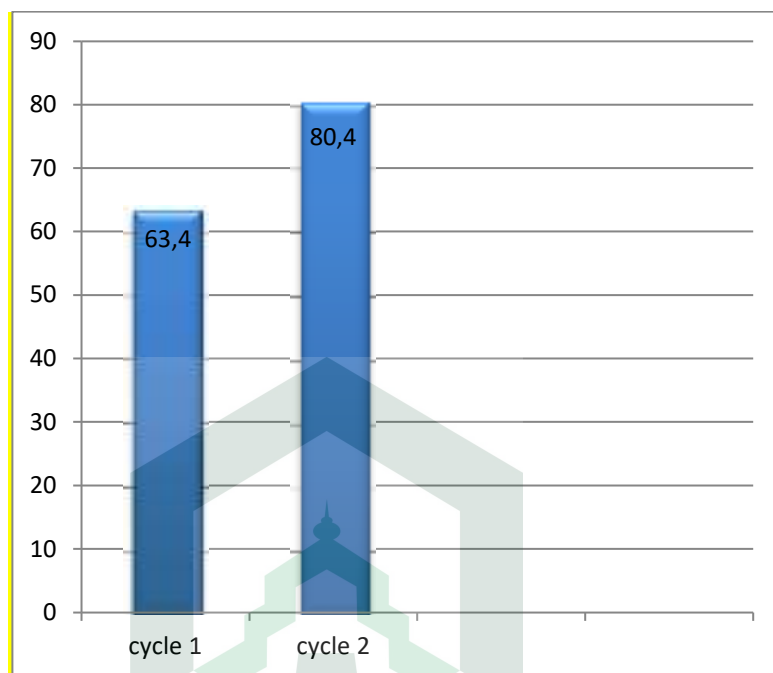
Based on the chart above shows the mean score in two cycles, when in cycle I the mean score is **63.4** and in cycle II the mean score is **80.4**, while the minimum mastery criterion was **70**. It means that above on the minimum mastery criterion had success. Based on the result of data analysis, the researcher concludes that the fourth grade students of SDN Padang Alipan in teaching vocabulary by using hand puppet have good response.

B. Discussion

To make this discussion clear, the researcher would like to explain in part; Teaching vocabulary by using hand puppet at the fourth year of SDN 45 Padang Alipan with two cycles that have analyzed. The explanation as below:

Based on the result that has described above, it can be proved that the students improve learning vocabulary by using hand puppet at the fourth year of SDN 45 Padang Alipan. Teaching vocabulary by using hand puppet is one effective and an interesting ways to create a good atmosphere to make teaching and learning process fresh and interesting in learning vocabularies. that can be applied in teaching and learning process.The analyzed of the researcher towards the list of vocabularies in teaching vocabulary by using hand puppet. In this research the researcher focused use the Nouns especially parts of body, the researcher choose the nouns especially parts of body because there are many considerations that should be taken on how to teach and what to teach. It is fact that student 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 activities in a bright and colorful room. While adult are expected to use abstract notions since they can think rationally. As Jeremy Harmer 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 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.[2] 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. He 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. The reseacher 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.

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[2] Jeremy Harmer, *The Practice Of English Language Teaching* (New York: Longman, 1992), p. 154.

This study employed Qualitative research, in this case Classroom Action Research (CAR) designed since it was the most appropriate research design which was related to solve the classroom problems. An action research could be defined as an enquiry which was accomplished in order to understand, evaluate and then to change, in order to improve educational practice. According Elizabeth, Sonora Classroom Action research is research carried out in the classroom by the teacher of the course, mainly with the purpose of solving a problem or improving the teaching/learning process.[3]

Action research is the process through which teachers collaborate in evaluating their practice jointly; raise awareness of their personal theory; articulate a shared conception of values; try out new strategies to render the values expressed in their practice more consistent with the educational values they espouse; record their work in a form which is readily available to and understandable by other teachers; and thus develop a shared theory of teaching by researching practice." - John Elliott.[4]

Classroom action research begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process which helps

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[3] Anne Burns, *"Doing Action Reseach in English Language Teaching : ESL Applied Liguistics Propesional Series"*, 2009, p.1

[4] http://oldweb.madison.k12.wi.us/sod/car/carhomepage.html

teachers to explore and examine aspects of teaching and learning and to take action to change and improve.[5]

According Carr & Kemmis action research is a form of self – reflective enquiry undertaken by participants (teacher, students, and principals). For examples 1) in social situations in order to improve the rationality and justice their own social or educational practices; their understanding of these practices, 2) situation in which the practices are carried out.

The functions of Classroom Action research are; 1) a tool to overcome the problems that were diagnosed in the classroom learning situation; 2) a tool to incorporate into the existing system an additional or innovative theoryes, 3) a tool for improving communication is usually worse among teachers and researcher, 4) a tool to provide alternatives to theoryes that subjectives, impressionistics toward problem solving class. From the function of CAR above can easier the researcher in solved the students' problem in learning and teaching process in the classroom with follow the procedure of CAR.

In this research the researcher using two cycles, namely cycle I and cycle II. However every cycle there are four indicators that have analyzed namely:

1. *Planning*, whereas identify a problem or issue and develop a plan of action in order to bring about improvements in a specific area of the research context. Where

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[5] Teaching English, http://www.teachingenglish.org.uk/transform/teachers/teacher-development-tools/action-research.

you consider, what kind investigation is possible within the realities and constrains of your teaching situation, ii) what potential improvements you think are possible.

2. *Acting*, whereas the plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time.

3. *Observating*, whereas this phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where I use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

4. And finally is *Reflecting*, whereas I reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue I have explored more clearly. In this case, the researcher attenting the students activities in learning activities, creativity, enjoyment and interesting, and also interaction to each other showed that using action charades game can increasing students' understanding in teaching present continuous tense. So in this way to application the materials is easier.

The classroom action research has important of characteristics, namely: 1) the issue raised was the problem faced by the teacher in class, 2) take certain actions to improve the teaching and learning process in class, without a specific action research can also be done in the classroom, 3) CAR indicate a change in the class action toward positive improvement and enhancement; therefore, certain actions must

be brought changes toward improvement, 4) CAR not to be generalized because only done in the classroom and time.

Classroom action research there are principles that need to be addressed namely: 1) reflective inquiry, CAR depart from the real learning problems faced daily by teachers and students; research activities based on the execution of the task and talking action to solve problems, 2) Collaborative, improvement efforts and learning outcomes cannot be done alone by researcher outside the classroom but must be collaboration with teacher, 3) Reflective, CAR contrast to the formal approach, the empirical approach experimental string, CAR more emphasis on the process and result of classroom action research.

The benefits of classroom action research are :

- provides a framework for trying out different approaches and ideas
- helps develop reflective practice
- enables teachers to make choices and decisions about their teaching styles
- helps develop confidence
- helps teachers improve student learning

In this study the researcher would conduct collaboration classroom action research which means that in conducting this study the researcher would involve a collaborator to assist in handling this research.

The researcher believed that the finding of this study would be more objective and trust-worthy if this was done with the collaborator. That was why, the researcher

conducted collaboration with Nurhidayah S. Pd. as the teacher of the class and the researcher acted as the observer.

The analyzed of students SDN 45 Padang Alipan in teaching vocabulary of English found that students' had little interested in teaching about it, because the students did not know the meaning of words in English, the students also have difficulty in learning and remembering words the teacher only taught vocabulary just in the class directly and did not use teaching aid, like a picture or the others. The teacher did not combine some of media, such as by hand puppet, song, game or story. So that made the students quick bored and concentration of the students in accept the lesson was low. And caused vocabulary was taught by the teacher very difficulty understood of the students.

Vocabulary is important to learn for the students, because we can construct or organize our ideas in the sentence, process of some information through mastery vocabulary. As we know to make a good sentence we need to master vocabulary.[6]

Jeremy Harmer states that vocabulary was seen as incidental to the main purpose of language. Vocabulary was necessary to give students something to hang on when learning structure, but was frequently not a main focus for learning itselft.[7] In addition vocabulary is all the words that a person knows or uses, all the words in a

[6] Riskawati, *Building up Vocabulary Through Outdoor Class* Teaching at MI Datok Sulaiman Palopo, (Palopo; STAIN Palopo, 2011) p.1

[7] Jeremy Harmer, *Opcit* . p 154.

language, list of words with their meanings especially in a book for learning a foreign language.

The mastery of the vocabulary (productive) is usually related to speaking and writing, because when Someone speaks or writes they produce vocabulary. While, the mastery of receptive vocabulary is usually related to reading and listening.

Vocabulary or world also called a base word or a word family is defined as including the best form (e.g., make) and its inflections and derivatives (e.g., makes, made, making and maker). Since the meaning of these different forms of the world is closely related, it is assumed that little effort is needed to learn them.

Jack C. Richard and willy A. Renandya states that 3000 to 5000 words suggested for learners continuing to tertiary education studies.[8] Before the students know how to speak and write, teacher must introduce kinds of vocabulary to know which relates to their environment. So one general thing such as kinds of animals, adjective for people, clothes, geography, building, places, bank, cooking, restaurant, down town, etc.

There are some technique in teaching vocabulary, according to Harmer said that there are three techniques or activities which are designed to teach and practice words or vocabulary, they are:[9]

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[8] Jack C. Richard and Renandya, *Methodology in Language Teaching*, (America: Cambridge University Press, 2002) p. 256.

[9] Jeremi Harmer, *Opcit*. P. 161.

1.   Presentation, not all vocabulary can be learned through interaction and discovery techniques, even if such techniques are possible: However, they are not always the most cost effective. There are many occasions when some form of presentation and / or explanation is the best way to bring new words into the classroom, we will look at some example: Realia, pictures, mimic, action, and gesture, contrast, etc.

2.   Discovery, students will be using their bilingual dictionaries; though some of them may know these words through do simple matching task to more complex understanding of connotation and context.

3.   Practice, using new words which are known in real communication so it will not be forgotten easily. Based on explanation above the researcher make concluded there are three approriate activities that used in teaching vocabulary for the students, first presentation, second discovery, and practice. Where the students can learn the new words with presentation or explanation through hand puppet, then discovery the words the students can used many kinds of dictionary and they can practice their words in real communication everyday. And it is conducted with interesting media, because media is something which can give message and stimulate the brain of the students; their feeling and desire so in learning process they use media creatively can objective that will be got[10] and media is a set of helping tool or object which can be

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[10] Asnawir dan Usman, *Media Pembelajaran*, (Cet. I; Jakarta: Ciputat Pers, 2002), p. 11.

used by the teacher or educator to communicate with the students[11]. In this research the interesting media that is used by the teacher is realia at outdoor, where this media can motivate and make the students more enjoy and fun learn vocabolary in learning process.

Vocabulary is a core component of language proficiently and provides mush" of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them such as listening to the radio, listening to native speakers, using the language in different contexts, reading or watching television. Research on vocabulary in recent years has done a great deal to clarify the levels of vocabulary learning. Learners need to achieve in order to read both simplified materials and to process different kinds of oral and written text, as well as the kind of strategies learners use in understanding, using and remembering words.

From the definition above, we can see that vocabulary is one of the components of language and no language exists without words. Without vocabulary we cannot communicated each other, so we have to learn an memorize many of vocabulary in order we can speak English well.

Mastering vocabulary is very important for the students who learn English as a foreign language. Mastering of vocabulary can support them in speaking when they

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[11] Sudarwan Danim, *Media Komunikasi Pendidikan*, (Cet. I; Jakarta: Bumi Aksara, 1995).

are communicate with people. It can also support them in write and translate the meaning of words when they mastering vocabulary well. If they do not know the meaning of words, they will not be able to speak, write and translate anything in English. So vocabulary must be taught from the beginning that is from kindergarten school to give them more chance to learn english.[12]

Most people think that English is taught best at the early stage. They believe that the earlier children learn English, and the more exposure to the language, the better it will be. This actually is a fallacy because the success of foreign language learning is not merely determined by the age and exposure factors. There are still many other factors that have to be considered to make sure that teaching English to Young Learners will be effective, such as the nature of language instruction given, psychological and social factors, teaching materials, individual differences in cognitive and learning styles, and many other factors.

Teaching English for young learners, therefore should be properly handled if it is to be successful. It needs highly skilled and dedicated teaching. Teachers of English for young learners need to have a sound understanding of how students think and operate, that is how young learners learn a language. This will serve as the foundation for the implementation of teaching English to young learners. 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

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[12] Online:http//universityofibnkhaldunbogor-indonesia.blogspot.com/2010/01/importance-of-vocabulary-in-english.html.

teaching of must be different too. According to Scoot there are some general characteristic of the children in that group.[13] (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

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[13] Http://oldweb.*Characteristic Of Studentsin Learning*.homepage.html

and avoid boredom. 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). 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 to teaching, They are still pictures, audio recording, motion pictures, television, real things simulation and models, programmed and computers-assisted instruction programs. Media such as puppet, cartoon films, tape recorder, radio, television, computer, etc. are useful to achieve the instructional goals of teaching and learning process, and they can also be easily found in our daily lives. Having understood that young learners pay short attention and concentration in a learning process, it is better to provide something playful to them. In this study, the reseacher try to use hand puppet use, for teaching English vocabulary to elementary school students. Using the hand 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 reseacher is interested in using the hand puppet in order to enrich and improve the mastery of the students' vocabulary.

To get the result which maximum by teaching learning process, one of the things that is very suggesetion like using a media. With this technique can give opportunity to students for studying in the same condition the students it is not necessary move from an environment to another environment. The real object that same with hand puppet will give stimulation very important for students in learning assignment that relation with psychomotor skill.

From the explanation above the researcher focused her research in teaching vocabulary by using hand puppet. Therefore, this research was conducted at the fourth year of SDN 45 Padang Alipan, in academic 2012/2013. The subject class (IV) and the total numbers of students was 25 students.

Techniques of collecting data the researcher use vocabulary test to find out the level of successful in implementation of the hand puppet using in teaching vocabulary, and observation sheet to find out the students participation during teaching and learning process, and also as the basic instrument in discussion part among the teacher and collaborators as a way to make reflection in each cycle.

To know the students' responds and interest in application of teaching vocabulary by using hand puppet, the researcher using vocabulary test and observation sheet in collect of data. However, the vocabulary test used to find out the level successful in implementation of using hand puppet as a media in teaching vocabulary for the students; and the observation sheet used to find out the students' participation during teaching and learning process.

The main points of this study was the appropriate way to improve the students' ability in teaching vocabulary by using hand puppet . It was happened because the students' achievements and perfomances can improving from the first cycle to the second cycle. Event though, it still needs some stabilization, but it has to be stopped because it has limited time and all students have passed in this lesson and get good scores.

Based on the result that has described above showed the mean score in two cycles, some success points in the second cycle. The ideal mean score have achieved. In the first cycle were 63.4, and then in the second cycle were 80.4, while the minimum mastery criterion was 70. It means students' understanding in learning process by hand puppet in the second cycle improved than the first cycle. The students were more active during the action. Their participation reached the ideal percentage namely 75%. It means that, above on the minimum mastery criterion had success. It can be proved that the students' improve in learning vocabulary by using hand puppet at the fourth grade of SDN 45 Padang Alipan Palopo.

The discussion is intended to know the students' understanding with the application of vocabulary through hand puppet.

1. The First Cycle

Based on the analysis from the students' test in cycle 1,the first cycle was conducted meeting on Tuesday and Friday, 3th -4th 2012, the mean score in the first cycle was 63.4, which is shown by the description above that included 25

respondents, there were 3 students were very active in the class during the learning vocabulary process by using hand puppet as a Media of teaching, and the percentage reached 17.39 %. The active students were 10, and the percentage reached 17.39 %.The less active students were 9, and the percentage reached 39.13%. And there were not Students who not active. To reaches the requirement criteria of success which is determined 75%.

In this cycle, it was based on the plan and action that to encourage the students' understanding the vocabulary especialy of noun. The researcher explained the material by using hand puppet. Start by introduced about nouns, especially focus on parts of body Before the activity was started, took a few minutes to asked the studenst to sit on the chairs that had been rearranged. After everything was controlled then checked the students ready to start the lesson by asking them. When the students were really ready, the class began. At the first introduced about hand puppet and then performed to the students and gave piece of paper about parts of body. while the performing the hand puppet, asked the students to mention parts of body, beside that the reseacher pronuonced the words correctly and wrote them on the blackboard, after that gave the students to repeat up and then asked the students to wrote the words in their books. The reseacher disscusion with the students about the words and gave a few minutes to memorize the vocabulary, after that the reseacher gave question about parst of body for students one by one. At the lesson, the reseacher gave the studenst answer sheet and gave a short test for got their result of the first cycle.

In relation to the observation in the first cycle was found some weakness during the learning process. They are (a) Most of students did not have a braveness to be active learning (b) Some students did not understand how to different have, make, adn get (causative or non) (c) Some of students did not memorize the vocabulary that used on (d) Most of students still got low scores in Evaluating test. So solve that problem the researcher and collaborators made different planning.

2.   The Second Cycle

The 2nd cycle continued on Wednesday afternoon, 10th 2012. Based on research data the students got scores in cycle 1 did not reach the criteria of success in working indicator, so the researcher and the collaborators made different plan. In the second cycle the researcher gave motivation to students in the begun learning activities, and Gave more intensive guidence to the students to understand the parts of body. And then the position of the students' sat were arranged according to the students' score in the first cycle, the students that got good score in the first cycle saet with the students that got low score (Tutor sebaya method).   After that, asked some of students to come foward to demonstrated hand puppet for their friends with mentioned ten vocabulary about parts of body. The groups of the students were very enthusiastically raising their hands when the reseacher asked The Students to mentioned about parts of body. At the end of the lesson the reseacher gave the students answer sheet and gave a short test. By doing the procedures above, the researcher and partner found that there were 4 students were observed *very active* in

the students' responds the materials by using hand puppet and interact with the teacher and the other in teaching process, and the percentage reached 16%. There were 18 students were observed as the *active* ones, and the percentage reached 72 % And there were still 3 students who was *less active* with the percentage reached 12% And there were not students who were not active in the teaching process. To reach the requirement criteria of success which is determined 75% Based on the result of data analysis above, the researcher found that in the cycle 2 the students' active participation was better than the result in the cycle 1. Because in the cycle 2, the Reseacher arranged the students sat in groups, where the Students that got good score in the first cycle sat with tha students that got low score. So the student can be feeling flexible, relax and more easily ask their friends what they did not understand and the researcher also believes that the criteria of success in the cycle 2 had been achieved as the accumulation from the percentage of *very active* and *active.* It reached 88%.

In this cycle, the result of the observation of students' activities showed that the students' enthusiasm in the learning was increase. The students had better achievement and the researcher has know in the application of appropriate way learning vocabulary by using hand puppet was focused in learning and the students were fun and enjoyable during the learning process.

According data observation above the students have better achievement and the researcher has known in the application of appropriate way in teaching vocabulary by using hand puppet the students' attention was focused in teaching process, and the students' self confidence were increasing. From this case, the

researcher found students were interesting and very enjoy learning vocabularies at outdoor. So that the application of media hand puppet in teaching vocabulary was effective.

The students' attitude in teaching vocabulary by using hand puppet relating to the data analysis based on the observation in cycle II the students' have good response. It can be seen by increasing of their motivation and the students' self confidence in teaching English especially vocabulary whereas, the students looked enjoy, enthusiasms, active and interest in implementation of media in teaching and learning process and the students were not shy to speak and ask the question to the researcher again.

The application of teaching vocabulary by using hand puppet could improve the students' ability in mastering vocabulary because the students could learn with different learning situation. So that the students more active, more confidence, and also the students could expressing their opinions based on what they looked directly at outdoor. Beside that the students look enjoy and interest during teaching and learning process and have good respond.

Based on the result of data analysis, the researcher concludes that the fourth year students of SDN 45 Padang Alipan Palopo in teaching English vocabulary by using hand puppet have good response, however most of students got changes in application of teaching vocabulary by hand puppet using it is showed the high percentages in result of score and result of data observation. Therefore, the teacher can apply hand puppet in teaching process.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After finishing the experiment, the reseacher concluded the advantages of using hand puppet to teach vocabulary to the fourth year students of SDN 46 Padang Alipan. The appropriate way in teaching vocabulary by using hand puppet could be described as follows:

The students' mastery of vocabularies on parts of body in the classroom have improved after the hand puppet was given. It was supported by the significant different result of the pre-test that was lower (63.4%) than post-test (80,4%).

Based on the questionnaire, most of the students said that use of hand puppet could help them in mastering vocabulary. Moreover, the hand puppet could increase the students' motivation in learning English. Therefore, it answered the problem of the study whether the hand puppet can motivate students in learning English vocabulary.

The students understood that kind of activity was necessary for them and they expected that teaching by using hand puppet would be given regularly and continuously. After the treatment in the action research done, the students got closer to the reseacher. 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.

B. *Suggestions*

Based on the conclusions above, the following suggestions are offered. First, the use of hand puppet should be maintained frequently and recommended to the English teacher, especially to teach children around 7-10 years old 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 hand puppet especialy at the fourth year.

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The writer, Minarti is the fifth child from one brother and four sisters of Ali Bahrun Silondae and Lay Ongan. She was born on September 24th 1989 in Poso. She started her school at SDN 375 Lalong Selatan Walenrang and graduated in 2001. In the same year, she continued her study at Junior High School at SMP Neg. 2 walenrang, and graduated in 2004. At the same year she continued her study at Senior High School at SMA Neg. 2 Walenrang and graduated in 2007. Then, in 2008 she continued her study in English Study Program of Tarbiyah Department at State Collage of Islamic Studies (STAIN) Palopo.

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