

CHAPTER I

INTRODUCTION

In this chapter, the researcher going to present the introduction consist of research context, research focus, research objective, significant of the study, scope and limitation and the definition of keys term.

A. Research Context

The importance of vocabulary is central to English language teaching because without sufficient vocabulary learners cannot understand others or express their own ideas.¹ While without grammar very little can be conveyed, without vocabulary nothing can be conveyed.² The importance of vocabulary in language teaching and learning cannot be overstated. This means that by understanding vocabulary and grammar, learners will be able to create a large number of sentences, whether spoken or written. They can also converse fluently with others and easily express their opinions or views.

Teaching junior high school in Indonesian especially in Madura, is a difficult task. Students sometimes have difficulties learning English as a foreign language. According to Scoot, he said 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

¹ Wilkins ,D.A, *Linguistics in Language Teaching*. (Australia: Edward Arnold 1972), 8.

² Ibid., 9

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.³

Teachers need to be very careful in teaching a language to their students. The teacher also facilitates the students's learning by making it easier for them to learn and remember new words. Students' learning progress is usually assessed by the teacher. As a matter of fact, students have a very difficult time learning terms. They lack ambition, creativity, speaking skills, media skills and vocabulary. One of the most important aspects of language learning is vocabulary. According to Kristin, The students in her study chose practical, quick and simple vocabulary learning strategies that were helpful in finding and remembering new words, such as guessing meaning from context, asking the teacher for definitions, learning meaning with friends, underlining words, and using other English media.⁴

Government efforts to improve vocabulary can be seen, especially in the offices of the ministers of education and culture. They do everything they can to prepare ingredients on time. Students in the 2013 program focused not on recalling theory but on putting theory into practice. The teacher should then motivate the student, the teacher should also act as a facilitator, and the student should participate in every meeting as a facilitator. Finally, the school

³ Scott, Wendy A. and L. H. Ytreberg, *Teaching English to Children* (New York: Longman Inc, 1990), 2.

⁴ Kristin Natalina Nugraha Bakti, *Vocabulary Learning Strategies Used by Junior High School Students*, vol. 3, no. 2, (September 2017): 52, <https://doi.org/10.24071/ijels.v3i2.1064>.

provides resources for English language instruction, such as media and subject-related extracurricular activities, so that students can compete outside of school hours. Even now, real-world imagery, sound recordings, motion pictures, television, simulations and models, as well as computer-aided and programmed training programs, are all examples of educational materials.

There are several media of teaching. They are still pictures, audio recording, motion pictures, television, real things simulation and models, programmed and computers-assisted instruction programs.⁵ Puppets, cartoon films, tape recorders, radio, television, computers, and other means are helpful in achieving the guiding goals of the teaching and learning process and are also present in our daily lives. Understanding that in the learning process, young learners pay insufficient attention and concentration. It's preferable to give them something enjoyable.

Based on interviews when the researcher did pre survey in September 2021 at SMPN 1 Pamekasan. The English teacher of SMPN 1 Pamekasan said that several class specially in VII grades, are difficult to mastery vocabulary. They easily forget a lot and don't even know some vocabulary when answering question. The teacher also explained the use of media in learning, one of which is hand puppets.⁶

Based the explanation and also when the researcher seen the enthusiasm of students when using puppets directly. The researcher would like to research

⁵ Gerlach, V.S and Elly D.P. *Teaching and Media, a Systematic Approach*. (2nd ed.) (New Jersey: Prentice Hall, Inc, 1982), 14.

⁶ English Teacher in SMPN 1 Pamekasan, *Live Interview* (11 September 2021)

about students' vocabulary in learning English by using Puppet. By using that technique, the teachers are able to motivate the learners for researcher is interested in doing a research about **“The Use of Puppets in Teaching Vocabulary in Seventh G Grade at SMPN 1 Pamekasan”**

B. Research Focus

The topic would like to address, investigate, or study, whether descriptively or experimentally. It is the focus or reason for engaging in research. The problem investigated is stated as follows:

1. How does the teacher use Puppets in teaching Vocabulary in Seventh G Grade at SMPN 1 Pamekasan?
2. What are the advantage and disadvantage of use Puppets in Teaching vocabulary in Seventh G Grade at SMPN 1 Pamekasan?

C. Research Objective

Research aims to solve problems. Therefore, this section contains a description of what objectives to be achieved in the research. Its content is closely related to the research problems that have been formulated.⁷ The function of the giving research objective is to know problem solving in research. That would be the answer to the question of research problems. Based on the research problems above, the researcher can determine the research objective of the study namely :

1. To describe how the teacher use Puppets in teaching Vocabulary in Seventh G Grade at SMPN 1 Pamekasan.

⁷ Tim Penyusun Pedoman Penulisan Karya Tulis Ilmiah, *Pedoman Penulisan Karya Tulis Ilmiah*, Edisi Revisi, (Pamekasan: IAIN MADURA, 2020), 38.

2. To describe advantage and disadvantage of use Puppets in teaching Vocabulary in Seventh G Grade at SMPN 1 Pamekasan.

D. Research Significance

The research purpose that can be taken from this research are :

1. Theoretical significance

The results of this study are expected to be able to increase knowledge about efforts to practical students' communication skills through English debate so that they can provide its own goodness for science. as a frame of mind in improving the quality of teaching in extra-curricular classes.

2. Practical significance

- a. The English Teacher

It is expected to motivate the English teacher to create effective techniques in teaching-learning English. It is useful to the teacher as information to find out how to improve students' vocabulary through hand Puppet.

- b. The Students

It is expected that through the implementation of hand puppets in the classroom the student will become active participants and interested in the teaching-learning process.

- c. The Next Researcher

This study is expected the research can be used as a reference for those who want to conduct research in teaching English, especially using hand puppets.

d. For School

Provide a meaningful contribution to schools that learning using the hand puppet method can improve vocabulary mastery so that schools can increase improvement and more serious handling of various types of teaching methods that must be developed in schools.

e. For Researcher

To find out the teacher's efforts in developing students to master vocabulary using the hand puppet method in class 7G SMP 1 Pamekasan. This research will provide knowledge in mastering vocabulary using the hand puppet method. This research can be used as material to expand the knowledge of researcher in preparing themselves as professional and competent educator candidates.

f. For IAIN Madura

This research is expected to be useful as additional literature and as an insight into IAIN MADURA library's.

E. Definiton of Key Term

These key terms relate to several related terms in this study.⁸ To avoid misunderstanding for the readers in classifying about the key term, the

⁸ *Pedoman Penulisan Karya Ilmiah* (Pamekasan: IAIN MADURA 2020) : 31

researcher would like to explain the term used in this research. They are as follows:

a. Vocabulary

Vocabulary is a collection of word with the meaning.

b. Visual Media

Visual media is source information with using something can see like tv, picture, puppet, movies, etc

c. Puppet

A puppet is a small figure shaped like person or animal hat can move with strings or putting hand inside.

F. Previous Study

The existence of previous studies is to provide some guidelines and a benchmark which will be used as comparison material to get an update from research that will be carried out with the same theme. There are so many previous study related to this issues.

The first study, by Jeane Rahayu Primaningtyas “Teaching Vocabulary Through Puppets to Kindergarten Students” in 2018. She focus to describe analyzed the teaching vocabulary strategies used by hand puppet to kindergarten students, that the teacher has implemented and find out what the factors influence the teacher’s strategy used hand puppet in teaching vocabulary mastery.⁹ The similarity between Jeane's research and the researcher is the same in variable x, about vocabulary and puppets. While the

⁹ Jeanne Rahayu Primaningtyas, “Teaching Vocabulary Through Puppets to Kindergarten Students”(disertasi, Universitas Katolik Widya Mandala Surabaya, 2018), 11

difference with jeane's research with researchers in the object of jeane's research is kindergarten students in Surabaya, while in this study seventh G grade students at Pamekasan Junior High School.

In the first observation the students were not interested in the topic and also in the hand puppet, but slowly they began to be interested. they became interested, curious and wanted to hold the hand puppet that acted as a learning medium. when the students were interested, the teacher gave vocabulary about animal names and told them to remember them.

Then in jeane's last observation, when the teacher asked the students questions with the puppet, the students' reactions were excited and could answer the teacher's questions correctly. The result of the rubric showed that teaching through puppet could improve students' vocabulary.

The second, the article written by Nining Candra Wahyuni in Journal of English Language Teaching "The Use of Puppet and Flashcard as Media in Teaching Vocabulary for Children with Special Need". The similarity between Nining's research and the researcher is the same in variable x, about vocabulary and puppets. While the difference with Nining's research in the object of Nining's research is Nining also use flashcard to the variable X. The object of this research is children with special needs. while objects of the researcher students of seventh G grade in SMPN1 Pamekasan.

The result of the study were : the first result indicate that teaching English for students with special need is not easy. It is need a media to encourage them to learn English. A media that can help students to remember

common vocabularies easily. The second finding flashcard is considered more effective since the improvement of students' achievement of flashcard group is higher than puppet group.¹⁰

The third, study by Ensa Puspita Sari "The Use of Games As A Strategy To Teach English To Young Learner" in 2018. The similarity between Ensa's research with the researcher, both using media in teaching. The difference with Ensa's research with the researcher, Ensa's research uses games as learning media and focuses on teaching English to young learners. While the researcher use puppet as learning media and focus in teach vocabulary to seventh G grade at SMPN 1 Pamekasan.

¹⁰ Wahyuni, Nining Candra, "The Use of Puppet and Flashcard as Media in Teaching Vocabulary for Children with Special Need", *ELT FORUM* 8 (2) (2019) *Journal of English Language Teaching*, 136 – 142, <http://journal.unnes.ac.id/sju/index.php/elt>.