

CHAPTER IV

RESULT AND DISCUSSION OF RESEARCH

In this chapter, the researcher going to present about the result and discussion of the data obtaining from research of the use of puppets in teaching vocabulary in seventh G grade at SMPN 1 Pamekasan.

A. Result

In this result, the researcher explained the result about The Use of Puppets in Teaching Vocabulary in Seventh G Grade at SMPN 1 Pamekasan. There are two points that will be explained by researcher. The first one is about the teacher the teacher use Puppets in teaching Vocabulary in Seventh G Grade at SMPN 1 Pamekasan. The second one is about are the advantage and disadvantage of use Puppets in Teaching vocabulary in Seventh G Grade at SMPN 1 Pamekasan.

To obtain the data which related with the use of puppets in teaching vocabulary in seventh G grade at SMPN 1 Pamekasan, the researcher conducted an observation in teaching learning process. The researcher did he research was on from 26 September 2022 until 6 October 2022.

In The Use Puppets in teaching Vocabulary in Seventh G Grade at SMPN 1 Pamekasan. The researcher explain nine step of using puppets in teaching vocabulary.

1. How does the teacher use Puppets in teaching Vocabulary in Seventh G Grade at SMPN 1 Pamekasan?

a. The Result of Observation

Picture 1, The teacher using puppets as media teaching vocabulary



a. The First Observation

In the first observation of the research was conducted on Monday, 29 September 2022. It was stand by at 07.00 until 09.00

In this case, the researcher as participant observation. The researcher observer how the teacher use puppets in teaching vocabulary at G class seven grade student of SMPN 1 Pamekasan. There are nine step of using puppets in teaching vocabulary at seventh G grade students of SMPN 1 Pamekasan.

The steps of teaching and learning process which the teacher taught in the classroom were :

a. Inviting the students to create characters for puppets from the classroom collection or from home.

- b. Asking each student to present a brief description about a puppet, focusing on puppets likes and dislikes.
- c. Brain storming and displaying a list of setting where these puppets might meet individually or in a group activity.
- d. Selecting two or three puppets from the group and setting from the list
- e. Creating collaboratively a story map of the events that these puppets could part ray using the setting chosen
- f. Determining appropriate dialogue and actors for each character
- g. Expecting that students may volunteer and perform this play for the class
- h. Providing adequate preparation and practice time
- i. Sharing plays with the class or with other students to create original storylines and dialogues during their play time.

Based on the first observation observed by the study, it is clear how teachers use wayang media when learning does not complete the point in Rhymer theory. of the 9 steps mentioned in Rhymer's theory, there are only 6 steps that are used to solve with the specified conditions and learning materials. The steps used as the learning progresses are, asking each student to present a brief description of the puppets, focusing on the puppets' likes and dislikes, collaboratively creating a story map of the events that these puppets can part with using a chosen setting, determining the appropriate dialogue and actors for each

character, expecting that students can volunteer and do these games for the class.

In the first step, in Rhymer's theory, if students make their puppets as learning materials, while this teacher is different, he immediately provides puppets as learning materials.

In the second step, there is no difference between Rhymer's theory and the step performed by the teacher.

In the third step, there is no difference between Rhymer's theory and the step performed by the teacher.

In the fourth step, in Rhymer's theory to choose a puppet from the group of students, but because the teacher has provided a puppet as a medium of learning for this step does not exist.

The fifth step, similar to Rhymer's theory, is to meet individually with students by observing them

In the sixth step, in Rhymer's theory of determining the right dialogue and actors for each character, there is no difference between the theory and the teacher's step

In the seventh step, expecting that students can volunteer and do this game for the class, the teacher did the same step from Rhymer's theory

In the Eighth step, providing adequate preparation and practice time, the teacher performs the same steps from Rhymer's theory

In the ninth step, share the play with the class or with other students to create original storylines and dialogues during their play time, in this step the teacher does not do according From Rhymer's theory. due to the purpose of the use of wayang for vocabulary learning media.

b. The Second Observation

In the second observation of the research was conducted on Monday, 6 September 2022. It was started at 07:00 until 09:00In this case the researcher as a participant in observation. The researcher got an order to take over the class for a while because there was an important problem. Researchers took the same steps with the teacher in the previous observation where researchers observed how teachers use puppets in teaching vocabulary to seventh G grade students SMPN 1 Pamekasan.

When the researcher took over the class for about 5-10 minutes, students are not much different from before when the teacher who controls the class. they are much more relaxed when it is the researcher who takes over. After 5-10 minutes, the teacher came to continue teaching activities. The steps of teaching and learning process which the teacher taught in the classroom before were :

In the first step, in Rhymer's theory, if students make their puppets as learning materials, while this teacher is different, he immediately provides puppets as learning materials.

In the second step, there is no difference between Rhymer's theory and the step performed by the teacher.

In the third step, there is no difference between Rhymer's theory and the step performed by the teacher.

In the fourth step, in Rhymer's theory to choose a puppet from the group of students, but the teacher has provided a puppet as a medium of learning for this step does not exist.

The fifth step, similar to Rhymer's theory, is to meet individually with students by observing them

In the sixth step, in Rhymer's theory of determining the right dialogue and actors for each character, there is no difference between the theory and the teacher's step

In the seventh step, expecting that students can volunteer and do this game for the class, the teacher did the same step from Rhymer's theory

In the Eighth step, providing adequate preparation and practice time, the teacher performs the same steps from Rhymer's theory

In the ninth step, share the play with the class or with other students to create original storylines and dialogues during their play time, in this step the teacher does not do according From Rhymer's theory. due to the purpose of the use of puppets for vocabulary learning media.

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

In this observation of the research was conducted on Monday, 26 September until 6 October 2022. In this case, the researcher as interviewer. The researcher will interview teacher and students with question based on interview guidelines that related to the use of puppets in teaching vocabulary in seventh G grade at SMPN 1 Negeri 1 Pamekasan.

a. The Following are the data get from interview to the teacher and students :

Picture II, The researcher did the interview with teacher.



The result of researcher interviewed of use puppets in teaching vocabulary in seventh G grade at SMPN 1 Pamekasan. In accordance with interview guidelines from teacher and students :

The results of the first interview, conducted by interviewed the English teachers with 6 questions in accordance with the interview guidelines.

The researcher interviewed to the teacher about does the use of puppet media that has been applied so far help students in teaching vocabulary in seventh G grade at SMPN 1 Pamekasan., the teacher state :

“so far, the response of students to the use of puppets as a medium of learning in vocabulary learning gives some reactions. Students enjoy the learning process, this strategy responds very well to students by helping students remember vocabulary faster and engaging students to learn more vocabulary.”¹

The researcher interviewed to the teacher about can "puppet" facilitate students in learning English vocabulary in seventh G grade at SMPN 1 Pamekasan., the teacher state :

“I am very grateful when using "puppets" as a learning medium in English vocabulary, many students are easy to understand because "puppets" that raises the spirit of students”²

The researcher interviewed to the teacher about how was the class when puppets was used as a learning media learning English vocabulary in seventh G grade at SMPN 1 Pamekasan., the teacher stated :

“the class was very enthusiastic when it was first done, especially when one of them was chosen to use the “puppets” and appeared in front of the class to dialogue according to the direction, they were fire to move forward”³

¹ Triana Priastuti, The English Teacher at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (27 September 2022)

² Triana Priastuti, The English Teacher at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (27 September 2022)

³ Triana Priastuti, The English Teacher at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (27 September 2022)

The researcher interviewed to the teacher about does the "puppet" strategy attract students' attention and is it easy to implement as a learning media learning English vocabulary in seventh G grade at SMPN 1 Pamekasan., the teacher stated :

"This strategy attracts students but is not used with an intensity often in class if too often they will quickly get bored also as a teacher must think creatively to be able to make the topic exciting. to use the media "puppets" for me easy to implement as a medium of learning"⁴

The researcher interviewed to the teacher about difficulties of using puppets in the first time in learning English vocabulary in seventh G grade at SMPN 1 Pamekasan., the teacher stated :

“when the first time i used the media “puppet” in seventh g class, i felt no serious difficulties even the student very on fire was still able to control well”⁵

The researcher interviewed to the teacher about flexibility of using puppets in learning English vocabulary in seventh G grade at SMPN 1 Pamekasan., the teacher stated :

“about flexible whether to use “puppets” as a vocabulary learning medium or not, i agree that “puppets” is a flexible learning medium. Still have

⁴ Triana Priastuti, The English Teacher at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (27 September 2022)

⁵ Triana Priastuti, The Teacher at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (27 September 2022)

to prepare the material, but it is inflexible and impractical the preparation of other media that must be drawn, make videos, etc”⁶

The results of the second interview, conducted by interviewed the 5 students in seventh G class with 6 questions in accordance with the interview guidelines.

The researcher interviewed to the student about does the use of puppet media that has been applied so far help students in teaching vocabulary in seventh G grade at SMPN 1 Pamekasan., the student state :

“yes, I found it helpful not to get bored while studying vocabulary”⁷

In line student 2 stated, “yes very helpful, found it easier to listrn because it is exciting”⁸

In line student 3 stated, “I am very helpful and happy when learning vocabulary with media "puppet"”⁹

In line student 4 stated, “quite helpful because when learning is not monotonous in the book”¹⁰

In line student 5 stated, “helped, so do not get bored and do not just look at the book, board or screen”¹¹

⁶ Triana Priastuti, The Teacher at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (27 September 2022)

⁷ Regita Mulya Viasmara, The Student at seventh G grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

⁸ Asyam Abqari, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

⁹ Najwa Ahmad, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

¹⁰ Rizki Kurniawan, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

¹¹ Elina Thamrin, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

The researcher interviewed to the students opinion about the teacher using puppets as learning media learning English vocabulary in seventh G grade at SMPN 1 Pamekasan.

The student state, “i am happy, like a new atmosphere and so excited when “puppet” began to guess the vocabulary of what was learned”¹²

In line student 2 stated, “which i’m sure, i’m very happy with learning while playing feels very exciting”¹³

In line student 3 stated, “very exciting and really awaited to learn to use “puppet” in addition to exciting also vocabulary so easy to remember”¹⁴

In line student 4 stated, “i really like the way teach using “puppet” as media, like back to childhood learning with doll”¹⁵

In line student 5 stated, “it’s nothing new, but i like not being boring because it’s not always staring at a board or a book”¹⁶

The researcher interviewed to the students about how was the class when puppets was used as a learning media learning English vocabulary in seventh G grade at SMPN 1 Pamekasan., the students stated :

¹² Regita Mulya Viasmara, The Student at seventh G grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

¹³ Asyam Abqari, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

¹⁴ Najwa Ahmad, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

¹⁵ Rizki Kurniawan, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

¹⁶ Elina Thamrin, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

In line the student stated, “wow class so excited the first time, out of curiosity to try “puppets” to control too”¹⁷

In line the 2 student stated, “mostly on the spirit but can be handled, only on the impatient to move forward try “puppets” and dialogue”¹⁸

In line the 3 student stated, “my friends happy, grateful not to noisy, everyone on fire but still safe and handled”¹⁹

In line the 4 student stated, “my class very happy and always want to try the puppets”²⁰

In line the 5 student stated, “our class was enthusiastic when the teacher brought the media “puppet” as a media of learning vocabulary”²¹

The researcher interviewed to the students about are they like to “puppets” as a media in learning English vocabulary in seventh G grade at SMPN 1 Pamekasan.

The student stated, “i really like “puppets” as a vocabulary learning medium, because it is easy to understand and not boring when learning”²²

In line the 2 student stated, “media “puppets” for me is very entertaining and attracts attention to listen to what is teach by the teacher”²³

¹⁷ Regita Mulya Viasmara, The Student at seventh G grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

¹⁸ Asyam Abqari, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

¹⁹ Najwa Ahmad, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

²⁰ Rizki Kurniawan, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

²¹ Elina Thamrin, The Student at Seventh G Grade of SMPN 1 Pamekasan, Direct Interview (29 September 2022)

²² Regita Mulya Viasmara, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

²³ Asyam Abqari, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

In line the 3 student stated, “i like it, they were cute and we gave name for the “puppets”, for duck “idoy” and “daki” for the rabbit”²⁴

In line the 4 student stated, “i really like it, can be a little refreshing”²⁵

In line the 5 student stated, “i’m very like it, because feels like i’m not in studying and i’m very enjoy it”²⁶

The researcher interviewed to the student about difficulties of using media “puppets” to learning English vocabulary in seventh G grade at SMPN 1 Pamekasan..

The students stated, “so far, i dont think have difficulties and “puppets” is easy to use”²⁷

In line the 2 student stated, “*alhamdulillah*, there was no difficulty as long as “puppets” became a vocabulary – learning medium and i was happy”²⁸

In line the 3 student stated, “i dont feel any difficulty during this time, it helped from easy to get bored while learning vocabulary”²⁹

In line the 4 student stated, “maybe at the beginning, it’s hard to focus on paying attention as a learning medium and saw “puppets” just something to play”³⁰

²⁴ Najwa Ahmad, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

²⁵ Rizki Kurniawan, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

²⁶ Elina Thamrin, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

²⁷ Regita Mulya Viasmara, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

²⁸ Asyam Abqari, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

²⁹ Najwa Ahmad, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

³⁰ Rizki Kurniawan, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

In line the 5 student stated, “absolutely do not feel any difficulties for this strategies to learn vocab”³¹

The researcher interviewed to students about flexibility of using puppets in learning English vocabulary in seventh G grade at SMPN 1 Pamekasan., the students stated :

In line the students stated, “in my opinion flexible, because it can be moved”³²

In line the 2 student stated, “flexible, so i can borrow from the teacher to try it and try to learning with my tablemate”³³

In line the 3 student stated, “yes flexible, can appear anywhere, sometimes show up in front of class and can be moved when guessing or asking vocabulary beside me (student)”³⁴

In line the 4 student stated, “yes very flexible, we like to borrow on teacher after the class”³⁵

In line the 5 student stated, “media “puppets” very flexible as long as i see”³⁶

B. Discussion of Research

³¹ Elina Thamrin, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

³² Regita Mulya Viasmara, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

³³ Asyam Abqari, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

³⁴ Najwa Ahmad, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

³⁵ Rizki Kurniawan, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

³⁶ Elina Thamrin, The Student at Seventh G Grade of SMPN 1 Pamekasan. Direct Interview (3 October 2022)

In this section this section, the researcher going to analyze the use of puppets in teaching vocabulary in seventh G grade at SMPN 1 Pamekasan and the students response in learning vocabulary using “puppets” as media . Which the data was discussed in the previous study using the theory which was discussed in chapter II. The researcher classified the data based on the research focus.

1. The Use Puppets in Teaching Vocabulary in Seventh G Grade at SMPN 1 Pamekasan.

In this section, the researcher will discuss the use puppets in teaching vocabulary in seventh G grade at SMPN 1 Pamekasan.

Teaching has several objectives such as developing critical thinking, creating students understanding of learning, and making them interested in learning. This is in accordance with the statement by Maharishi Dayanand state the objectives of teaching are to develop knowledge, develop understanding, to create interest in study and to develop their critical and logical thinking.³⁷

In teaching vocabulary, a teacher here must choose the right strategy to teach vocabulary to students. Choosing the right strategy can certainly make students more enthusiastic about learning vocabulary and make it easier to learn. This is in accordance with the statement by Boundless in Gea Gamara state a teaching strategy comprises the principles and methods use for instruction and the goal of a teaching

³⁷ Maharishi Dayanand Marg, *Study Material for Teaching & Research Aptitude and Higher Education System* (New Delhi : Dhisha Publication) : 3.

strategy is to facilitate learning, to motivate the students, and also help them to their focus.³⁸

The use of “puppets” as a medium for learning vocabulary is a suitable strategy for students, because it suits the needs of students where students still find it difficult to memorize vocabulary, and learn with alternatives so as not to be boring. Therefore, the use “puppets” as a medium of learning can help students with these difficulties because according to the statement said by Lewis, the use of media is needed to achieve the objectives of teaching and learning and it can be various.³⁹

Only six steps that teachers do when using "Puppets" as a medium of learning vocabulary, incomplete nine steps Rhymer wrote in his book with the title "playing with puppets" in 1997.

In the second step, Ask each student to present a brief description of a puppet, focusing on the puppet's likes and dislikes.

The step three, Brainstorming and displaying a list of setting where these puppets might meet individually four or in a group activity.

The fifth step, Creating collaboratively a story map of the events that these puppets could part ray using the setting chosen

The sixth step, Determining appropriate dialogue and actors for each character

³⁸ Dea Gamara, " An analysis of Teache's Strategy in teaching english speaking at SMP Islam Al-Hamidyah NW Kediri in Academic year of 2018/2019 " *Journal University of Mataram : Faculty of teacher training and education* (2018)

³⁹ Brown, Lewis and Hacleroad. *Audio Visual Instruction*, (New York: Mc. Graw, Hill Book Company, 1969), 55

The seventh step, Expecting students may volunteer and perform this play for the class

The eighth step, Providing adequate preparation and practice time

Based on the results of observations by the study, it is clear how teachers use the media "puppet" when learning does not complete the points in the theory of Rhymer of the 9 steps mentioned in the theory of Rhymer, there are only 6 steps that are used to complete with the specified conditions and learning materials. The steps are used as vocabulary learning progress and arouse the enthusiasm of the students to learn vocabulary better.

2. The Advantage And Disadvantage of Use Puppets in Teaching Vocabulary in Seventh G Grade at SMPN 1 Pamekasan.

The English teacher and students response to the interview concerned with the advantages and disadvantages of the use of puppets in learning vocabulary in seventh G grade at SMPN 1 Pamekasan that researcher did.

Based on the result statement of English teacher and some student above, they have similiarities in the result of all the answe from the interview. Based on Setyarini's statement in her journal (2010) mentioned puppets as a learning medium has advantages and disadvantages.⁴⁰

1. Advantages:

⁴⁰ Setyarini, Sri. 2010. "*Puppet Show : Inovasi Metode Pengajaran Bahasa Inggris Dalam Upaya Meningkatkan Kemampuan Berbicara Siswa SD*". Jurnal Penelitian dan Pengembangan Pendidikan. Bandung : Bidang Study Bahasa Inggris FPBS UPI.

- a. With puppet media, students will more easily recognize new vocabulary in English and its pronunciation.
- b. Puppet media can arouse the learning motivation of students.
- c. Puppet media can create a fun learning atmosphere because the class becomes more communicative, interactive, and fun.
- d. Learning atmosphere, because the class becomes more communicative, interactive, and conducive.
- e. Puppet media can develop students' imagination so that students become more creative.
- f. Learners do not have to have special skills in playing puppet media.
- g. Puppet media can be played outside or inside the classroom because it does not require a large stage. So it is more efficient in terms of time and place.

2. Disadvantages:

- a. Puppet media cannot be used suddenly, so it must be prepared in advance.
- b. Students who have received puppet media for the learning process are difficult to concentrate because they are busy playing with their friends, so the teacher will have difficulty if they do not know the diversity of students.
- c. The larger the class and the greater the number of students, the teacher will have difficulty managing the class.

Based on the interview results from the interview guidelines used by the study, once the time for teacher interviews and twice the time for student interviews is described as insufficient time. Based on the statement about the advantages and disadvantages of Setyarini above, researchers can conclude that students give the same response related to the statement of the teacher that learning vocabulary by applying the strategy of using "puppets" as a medium of learning, has an enthusiastic response with a happy expression when researchers interviewed about "puppets" as a medium of learning vocabulary we can see that the advantages of superior learning media and minimal difficulties encountered based on the statement.