

TEACHING VOCABULARY BY USING STICK PUPPETS
**(A DESCRIPTIVE RESEARCH CONDUCTED AT MTS. MAMABAUL
ULUM MAMBAK PAKIS AJI JEPARA AT SEVENTH GRADE'S
STUDENTS IN ACADEMIC YEAR 2016/2017)**

**Submitted in partial fulfillment of the requirements for the degree of Sarjana
Pendidikan Bahasa Inggris (S.Pd)**

A THESIS



by

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2017

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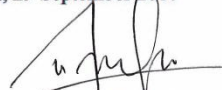


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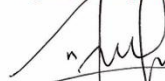
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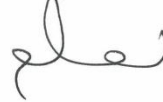


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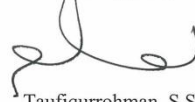


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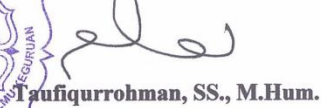
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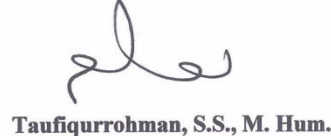
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MOTTO

I am okay without you!

DEDICATION

I dedicate this thesis to:

- My beloved parents Mr. Budi Saputro and Mrs. Siti Fatimah who always support me to continue my education and giving me material to finish my study.
- My beloved brother Danang Marga Saputra who always giving motivation.
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Finally, I do realize that due to my limited ability this thesis must have shortcoming. For this I welcome any suggestion and criticism.

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CHAPTER 1

INTRODUCTION

1.1 Background of The Study

English is the way to communicate between people in the world. The importance of language become a significant direction in connection amongs states in the world. The students need to be completely able to communicate with English. English is the way to become a genuine *lingua franca* used for communication among people who do not share the language. English, in other words, and native speakers are in a proportionately ever-decreasing minority. English is spoken by at least a quarter of the world's population it is not spoken by three quarters of the same population (Harmer, 2007:20).

Vocabulary learning is an essential part in foreign language learning as the meanings of new words. It is very often emphasized, whether in books or in classroom. It is also central to language teaching and is on paramount importance to a language learner. Teaching vocabularies are problematic because many teachers are not confident about best practice for teaching vocabulary in the classroom and don't know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008:21).

The most important thing which should be paid attention by English teachers who would like to succeed in teaching the material is the use of appropriate media. In order to make students interested in learning English and enjoying the teaching learning process, this thing should be applied in the classroom. If this way can be done well, the goal of teaching can be achieved easily.

One of the good media in teaching English for Junior High School is using stick puppets. Because many school still use traditional ways to teach students, so students feel bored. The teacher can use stick puppets to teach vocabulary, teacher can make stick puppets about sign, family, animal, things, and etc. For example, when the teachers teach vocabulary about family teacher can make stick puppets of father, mother, brother, teacher, grandfather and grandmother. All of these depend on the topic in teaching Vocabulary.

Based on statements above, the conclusion can be drawn that English teachers may use stick puppets as the appropriate media in teaching vocabulary. It is because the use of stick puppets has a lot of advantages. Therefore, the aim of this study can be achieved, that is the junior students are able to improve vocabularies through the use of stick puppets.

1.2 Statement of the Problem

In this research, there are two problem statements which become main discussions:

- a. How to teach vocabulary by using stick puppets in MTs Mambaul Ulum Pakis Aji Jeparu?
- b. What factors that influence the use of stick puppets in teaching Vocabulary at MTs Mambaul Ulum Pakis Aji Jeparu?

1.3 The Objectives of Study

Based on the problem statements above, the objectives of study can be elaborated like the following:

- a. To explain the way how to teach vocabulary by using stick puppets at seventh grade students at MTs Mambaul Ulum Pakis Aji Jeparu.
- b. To know the factors that influence the use of stick puppets in teaching Vocabulary at MTs Mambaul Ulum Pakis Aji Jeparu.

1.4 Scope of the Research

The scope of this study concerns on the Vocabulary which not only focused in Vocabulary, but also on writing skill and reading skill of using stick puppets as media in seventh grade students of MTs. Mambaul Ulum Pakis Aji Jeparu in academic year 2016/2017. The subject of this research is seventh grade students of MTs. Mambaul Ulum Pakis Aji Jeparu in academic year 2016/2017.

1.5 Significances of the study

In this study the writer expects that the research papers have benefits both theories and practice.

1. Theoretically

- a. This research can develop English learning process by using stick puppets method in vocabulary.
- b. This research can be used as a foundation and reference for young learners who want to conduct the next research in English teaching and learning process.

2. Practically

a. Teacher

The teacher can use a new media for students, with the result that students do not feel bored in teaching and learning process. The teacher also can increase the concept and choose the method of teaching and learning process. This method is effective to enrich the students' vocabulary.

b. Students

Students can enrich the vocabulary by using stick puppets. They do not feel bored in teaching and learning process.

c. School

This research can give positive aspect for school and become alternative method in English education that can increase quality of the school as an education institute in society.

1.6 Reasons for Choosing The Topic

The researcher has some reasons of choosing the topic "*Teaching Vocabulary By Using stick Puppets (A Descriptive Research at Seventh Grade in MTs Mambaul Ulum Pakis Aji Jepara)*" are:

- a. Stick Puppets can be used improve student's vocabulary.
- b. Some schools are still using traditional ways in teaching and learning process, in turn makes it students feel bored. So, the researcher uses the

stick puppets as new media in teaching and learning process especially for teaching vocabulary.

- c. Students in Mambaul Ulum Junior High School will easily guess and remember some vocabularies from stick puppets.
- d. To make students in MTs Mambaul Ulum Pakis Aji Jepara feel enjoy and fun by using stick puppets in teaching and learning process.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.1 Previous Study

This chapter contains descriptions about the relevant theory of previous study related to *"Teaching Vocabulary By Using Stick Puppets"*. This research will be conducted in MTs. Mambaul Ulum Pakis Aji Jepara.

Based on the research by Nilawati (2008) entitled *"The Effectiveness of Teaching Vocabulary by Using Puppet at Elementary School Students"* shows that there is significant difference in the result of students' pre test and post test. The average students of the achievement students' pre test was 56.63% and 96.19% in the post test. The main factor affecting this improvement was students' interest in the puppet given. It can be proved from the questionnaire result. Therefore, it can be suggested that the use of puppet can be an alternative way to teach vocabulary, especially to improve the student's mastery in vocabulary. This result can hopefully motivate language teachers to use a puppet in teaching English in the classroom, especially when teaching English vocabulary to elementary school students.

According to the research conducted by Fauziyah (2014) entitled *"Improving Vocabulary Mastery Using Puppets As Media (A Classroom Action Research at The Fifth Grade Students of SD N 01 Tambahmuyo Pati in academic Year 2013/2014)"* shows that the students and teachers' activity are improved and the problem that had faced by the teacher decreased in every cycle. Therefore, the writer can conclude that the use of puppets can improve the students' vocabulary mastery. Teacher could use puppet as media of teaching and learning to teach English especially vocabulary. In the application of puppets as a media of teaching, teacher should be creative to makes students feel interested in the material or teaching process.

In the research conducted by Jauhari (2015) there was also research an vocabulary but was focused on vocabulary entitled *"The use of Bingo Game Technique to Improve Students' Vocabulary Mastery at SMPN 1 Batealit Jepara"* shows that vocabulary mastery is very important factor since it contain contains the message which the speaker wants to convey to the opposite. No matter how

good a speaker masters in grammar, but without enough vocabulary he cannot express himself fluently unless he reaches the level of vocabulary needed. The problem which has been observed on the field shows that the English teaching tends to concentrate on grammar and gives less attention on vocabulary mastery. It is very important for a teacher to make the students interested in the vocabulary learning.

Based on the research by Kurniawan (2015) there was also research on vocabulary but was focused on vocabulary entitled "*The Use of Flash Animation as a Teaching Medium to Improve Students' Vocabulary at SD N Gumilir 1 Cilacap*" shows that this study revealed that through the application of flash animation as the teaching medium, the teacher was able to improve students' vocabulary mastery. The flash animation was applied in an interesting way and relaxing environment so that most of the students had positive behavior during the teaching learning process. This result is based on the analysis of the observation checklist and the questionnaire. It can be concluded that flash animation gives contribution to the improvement of the students' vocabulary mastery.

According to the research conducted by Setyaningsih (2015) there was also research on vocabulary but was focused on vocabulary entitled "*The Use of Word Clap Game to Improve Students' Vocabulary Mastery at SMP N 3 Ungaran*" shows that word clap game as a medium for teaching English since there are several benefits such as: students can improve their vocabulary mastery and try to remember the vocabularies as soon as possible by clapping their hands. The students also can learn vocabularies as enjoyable without any boredom. This game can build students' self-confidence because this game is played in groups. The writer expects that by using word clap game, students can memorize new vocabularies easily, without any boredom.

In general, this research could be concluded that stick puppets have a good impact on students' motivation and stimulate in vocabulary. The researcher give some benefits such as: students can be easy to guess the word by showing stick puppets, students can easy to remember the word with stick puppets as a media, and students also feel enjoy to study vocabulary by using stick puppets. This

media can be foundation for students to learn English especially easy to memorize new vocabularies.

2.2 Theoretical Review

2.2.1 General Concept of Teaching Vocabulary

Teaching vocabulary maybe problematic because many teachers are not confident about the best practice in vocabulary teaching at times do not know where to begin to form an instructional emphasis on word learning (Beme & Blachowicz, 2008). Many teachers are having problems about teaching vocabulary. One of them is they are not confident about the best way in teaching vocabulary.

Teaching vocabulary is described by Alqahtani (2004:24) as follows:

Teaching vocabulary is one of the most English as a foreign language. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself with various and up to date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom (Alqahtani. 2004:24).

In this era, most of school follows the government's rules of curriculum 2013. Now, full day school program becomes problems for many teachers because students feel bored study all the day long. As the good teacher, they must be able to make students happy and interesting in studying. One of them, teachers should use good method and good media to teach students.

According to Hiebert and Kamil (2005:9) state that effective classroom provides multiple ways for students to learn and interact with words. These ways of learning words and strategies of learning words engage students and motivate them to listen to and look for new words. For example, students learn by reading a book because book is using inventively language.

Based on Thornbury (2004:13) vocabulary teaching has not always been very responsive to such problems, and teachers have not fully recognized the tremendous communicative advantage in developing an extensive vocabulary. For a long time, teaching approaches used direct method and audiolingualism gave priority in teaching grammatical structure.

According to Nation (2001:107) conclude that there are some procedures of vocabulary teaching. A procedure is a series of clearly defined steps leading to a learning goal. Teachers apply procedures to make sure that learners cover what needs to be covered in a task. Vocabulary learning perspective and procedures can be used to repeat in knowing the words. There are some examples of procedures:

- a. Preteaching of vocabulary.
- b. Oral reading of text a text containing the vocabulary with discussion of the meaning of the text.
- c. Deliberate word study.
- d. Vocabulary puzzles, quizzes, or tests.
- e. Writing making use of the vocabulary.

Nunan (1991:122) suggested that when teaching new vocabulary, we should begin by teaching the new items in context, but that at a later stage learners should be given the opportunity of dealing with the words out of context. It is important way to provide learners with strategies for inferring the meaning in vocabulary context. For example, make managing time, memorizing the words, looking up unknown the words in dictionary, make the reading process and contribute little the actual learning of vocabulary.

2.2.2 General Concept of Vocabulary

Vocabulary is a list of words with their meaning. Vocabulary can be defined, roughly as the words we teach in the foreign language. However, a new items of vocabulary maybe more than just a single word (Alqahtani. 2004:24).in a context of vocabulary there are two or three words but we express in single idea or single meaning. For example, mother in law and post office. According to Zimmerman cited in Coady and Huckin (1998), vocabulary is a central to language and of critical importance to the typical language learning.

According to Hiebert & Kamil (2005:3) vocabulary is the knowledge of meanings of words. This definition is the fact that words come in at least two forms: oral and print. Knowledge of words also comes in at least two forms, receptive and productive the vocabulary. When we receptive the vocabulary we must understand well, and when productive vocabulary we must write or speak up. Oral vocabulary is the set of words that we know the meaning when we speak

or read orally. Print vocabulary is consists of the words that we write or read silently. The dictions is also important because the set of words beginning for readers to know the mainly oral. The print vocabulary is more effective for students than oral vocabulary.

Productive vocabulary is the set of words that an individual can use when writing or speaking. They are words that are well known, familiar, and used frequently. Conversely, receptive, or recognition, vocabulary is that set of words for individual when listening or reading (Hiebert & Kamil. 2005:3). Individuals can able to assign some short meaning, and not know the full subtleties of dictions. There are some words which individuals that not use spontaneously. When the individuals produce the words, they recognize them to imperfectly.

According to Read (2000: 16) concluded that the concept of vocabulary is dominated by the dictionary. It is an inventory of individual words, with their associated meanings. From the definition, many second language learners see the task of vocabulary as a matter of memorizing the words. When they encounter an unfamiliar word they find from a dictionary. Vocabulary knowledge involves knowing the meanings of words and the purposes of vocabulary test. It can make the learners can match the word in their own language.

Based on Phillips (1993:68) vocabulary is the best learned when the meaning of the word is illustrated, for example by a picture, an action, or real object. The children should use the words in relevant contexts. This help relationship to other words, so the vocabulary can built up. Based on the explanation above, the teacher chooses stick puppets as media to teach Vocabulary at seventh grade of MTs. Mambaul Ulum Pakis Aji Jepara.

2.2.3 Vocabulary in Classroom

There are a growing number of studies looking at what teachers do about vocabulary in classroom. A common theme in many of the studies is that what happens in the classroom does not take account of the range full range of options suggested by theory and research (Nation. 2001:74). The data also can quantity or quality. For investigated procedures we should included observation classroom, questionnaires for students, test, and also interview the English teacher. This method can use in private schools or government schools.

2.2.4 Definition of Stick Puppets

Puppet is the art of presenting an inanimate object in the form of a living character is the art of puppetry. Puppet also an incarnation, made from woods. Puppets can have different style depending the way they can be presented. There are hand puppets, string puppets, rod puppets and shadow puppets (Ahmedabad. 1995:1). Puppets can make not only from the woods, but puppets also can make from papers, flannel, wool, cotton, etc. There some kinds of puppets such as hand puppets, string puppets, rod puppets and shadow puppets. In this study, the researcher used stick puppets as media, it combination from papers puppets and stick.

Puppets can be effectively used to discuss in stories and drama which have imaginary events, places and characters. Active and attractive puppets can turn any topic into an interesting one. Any story, poem or drama given in the textbooks can be effectively explained to the students through puppets (Ahmedabad. 1995:5). Puppets are strategically use in education and social development. Puppets not only for show poem and drama, but puppets also can one of variations media to teach students. The students not only view the performance from the teacher, but the students also can present the puppets with their own language. The teacher can give the keywords about the puppets for students, this way can develop the students' imaginations.

According to Pambayun (No year:1) shows that puppet is an inanimate object as a representative figure of human or animal that look likes a doll with head and cloth body which is controlled by strings, rods, or by placing, one's hand inside its body. Puppets become one of media that gives the students audio and visual kinesthetic experiences when learning writing. Not only for writing skill, puppets also can be media in teaching vocabulary. Puppets as media in teaching English will help the students to be imaginative and easy to expressing media.

Stick puppet is collaboration about stick and picture in one stick. Stick puppet is controlled by one hand which occupies the interior of the puppet and moves the puppet around. The actions, gestures, and spoken parts acted out by the puppeteer with the puppet are typically used in teaching vocabulary. There are some examples of stick puppets such as: animals, alphabets, family, fruits,

vegetables and transportation. Stick puppets are a good medium to teach students especially in teaching vocabulary because students are quickly to understand.

2.2.5 Puppet as Teaching Media

Puppet as teaching media is the central element to get approach to students because it can be used as media to attract the students interest in learning language. The uses of stick puppet have two purposes there are to improve teaching English and the method to interact the teacher and students based on the material discussed in the class. By using stick puppet, the teacher will find possibilities to enrich educational system. However using stick puppet as media also can make the students express their idea, thought, and feeling.

One of the purposes of using stick puppet as media is helping students to understand meaning of words of something. Then, by using stick puppet students can see, hear, understand, and describe something directly. It provides opportunities for them to increase and create the vocabulary. The use of stick puppet also can support their participation in many language activities.

From the explanation above, the researcher conclude that teacher as material presenter should choose an appropriate media to teach English especially teaching vocabulary. There some advantages by using stick puppets in teaching vocabulary:

- a. The students have a good interest in following teaching and learning process in the classroom. Most of the students in junior high school are still interested with teaching using media such as game, song and stick puppets.
- b. The students have been motivated to be active in the class, and it can be easier for students to ask question to the teacher. The teacher also gives responses and opinion for students.
- c. The students see the object directly, it can make the students easy understand, memorize, and remember vocabulary.

2.2.6 Teaching Vocabulary to Junior High School

Teaching English for junior high school has a goal that students are expected to have skills of the language such as on listening, writing, reading and

speaking. Students in junior high school are the target as the object of this research. Informational level is use to be able to access knowledge with their language. They are supposed to increase the level in order to prepare to the next level. Students in junior high school are including middle level from elementary school and senior high school. The materials of the seventh grade have the topic about family, things around the class, common and prohibition, etc. From the material, the researcher has idea to teach vocabulary by using stick puppet because it can make students understand the topic fast.

CHAPTER 3

METHOD OF THE RESEARCH

3.1. Setting of the Research

The research would be conducted in the seventh grade of Mambaul Ulum Junior High School Pakis Aji Jepara. This school was located on Raya Jepara Bangsri street KM 05 Mambak Pakis Aji Jepara. There were three levels, where in each level consists of four classes and had 25 students. The name of the class in this school was used name of alphabet such as A, B C and D. The researcher would be conducted the research in the seventh grade students of Mambaul Ulum Junior High School Pakis Aji Jepara in the academic year 2016/2017.

3.2 Subject of the Research

The subjects of this research were the seventh grade students of Mambaul Ulum Junior High School Pakis Aji Jepara in the academic year 2016/2017. The subjects as the sample of the research would be taken based on purposive sampling. By applied purposive sampling, the researcher would be not changed the composition of students in the classroom and it would be disturb the teaching and learning process which has happened. There were four classes in seventh levels, such as 7A, 7B, 7C and 7D. Every class has 30-34 students. Based on the sampling, it is chosen 7D as the subject. It consists of 16 males and 18 females students.

3.3 Research Design

In this study, the research used descriptive study. The researcher only collected what happened phenomenon in the classroom with recorded and captured the object. The researcher collected the data by observed the teacher during teaching and learning process in the classroom. The researcher also made a recording and video during teaching and learning process.

This research used a qualitative research. Qualitative research, also called interpretive research or field research, is a methodology that has been borrowed from disciplines like sociology and anthropology and adapted to educational settings. Qualitative research, used in the inductive method of reasoning and strongly believe that there are multiple perspective to be uncovered. Qualitative

research, focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. This is based on the belief that knowledge is derived from the social setting and that understanding social knowledge is a legitimate scientific process (Lodico and Voegtle. 2006:264).

Moreover, the researcher would be made interpretation of the data or understand the social context. This included developing a description of individual, analyzing data, and finally made a conclusion about this research in descriptive form.

3.4 Method of Data Collection

In conducted this research, the researcher would be used several appropriated techniques and methods. To carry out this research, the researcher would be collected the data containing some information needed for this research.

According to Mubarok (2015:41) data collection is method or tools which are used by researcher to get valid data. In collecting the data, researcher can use some strategies which help them to gather the data from the data that they want to get. Without using data collection, the researcher would get invalid data. Based on the explanation, the researcher used two kinds of data collection. The data was non-test technique such observation, interview and questionnaire.

The data would be collected through three techniques, there were: observation, interview, and questionnaire. To provided more accurate data, photographs were also taken during the implementation of the research. Data were very important in this research, for the research found comes for the interpretation of the data collected. In collected the data, the researcher get data from observation in the classroom, interview for the teacher and questionnaire for students.

a. Classroom Observation

According to Nunan (1992:90) a formal experiment in classroom research is the data have been collected genuinely (classroom research which have been specifically constituted for teaching purposes, not for

the purpose of collecting data for research). Observation is an instrument for collecting data that can be used to get data.

The researcher would be observed what happened in the classroom during teaching and learning process. Especially it was to identify teaching and learning activities in the classroom and to reveal the problems were faced by students in the classroom. This technique would be conducted by the researcher to know the condition, problems, and also what happened in the classroom. The observation would be conducted during process of teaching and learning in the classroom. The observation sheet was used descriptive method.

There were some aspects that would be observed in the classroom during teaching and learning process. First, focuses on observed teacher's method in implementing stick puppets in teaching vocabulary. The researcher would be observed the teachers' activities in the classroom. Second, the researcher would be observed the students' activities in English language teaching learning in the classroom. The researcher would be observed the students' response when the teacher used the stick puppets in teaching vocabulary. The observation was related to the teacher explanation, responding to question, and asked questions.

b. Interview

According to Brown (2004:266) stated that effective interviewing centers on the nature of the questions that will be asked. It is easy for the researcher to assume that interviews are just informal conversations and they need little or no preparation. The second instrument in this study was interview. Interview would be used to confirm some unclear result of classroom observation to complete the data. The researcher would be interviewed the teacher after teaching and learning process. The researcher would be asked some questions to the teacher to know how the teacher implements stick puppets in teaching vocabulary, and also the strength and the weakness for the teacher. The researcher has prepared five questions for the teacher, because the researcher used structured interview.

c. Questionnaire

Then, the techniques in collected data were used of questionnaire. The purpose was to get information from the students, after being taught by using stick puppets. Questionnaire would be given to the students twice. The first questionnaire would be given before meeting to identify problems faced by the students. Then, the second questionnaire given after meeting to got some data about their responses toward the used of stick puppets for teaching vocabulary. The researcher would be give a sheet of questionnaire for each student. The researcher has prepared 7 questions before meeting and 10 questions after meeting. The form of this questionnaire was closed questionnaire and using Indonesian Language to made students easier to understand. We prepared the choices S (Agree), SS (Very Agree), TS (Disagree) and STS (Very disagree).

3.5 Method of Data Analysis

In this research, the researcher used descriptive method in analyzing data. This research used the model of data analysis as well as data collection in qualitative research. Based on Bungin (2010:69) it is stated that the processes of data analysis are through data reduction, data display and data conclusion:

a. Data Reduction

In this research, the data will be sorted and edited by the researcher. Bungin (2010:69) state that data reduction in the qualitative research can be aligned the meaning with the term of data management (start from editing, coding, and data tabulation). It included the data collection result into concept, category, and certain theme. The data would be collected through three techniques there were observation, interview, and questionnaire. The observation to the data would be done to identify the teacher students' activity in the classroom, start from open until closing the material. Teaching activities in the classroom was directed by real teacher to identify teaching and learning process and to reveal the problems faced by students. The observation would be observe how the way to teach Vocabulary using sticks puppet and how well the students

respond and achievement after learning by using stick puppets in Vocabulary class. It means that the researcher would be analyze the questionnaire by the students answer, identify the situation in the classroom by observation sheet, and look for the teachers' problems in teaching and learning process by using stick puppets through interview.

b. Data Display

In this research, the researcher would be showed the data by interpreting the data from the recording. It facilitates to understand to the researcher and the reader. Then, the researcher would be done in the next plan of the research based on what the researcher has experienced.

c. Data Conclusion

After observing and analyzing the data of how the way the teacher teach students by using stick puppets and how well the students respond after teaching and learning process in vocabulary class. The researcher would make the conclusion from the data. The researcher got the data about the respond of the students after implementing stick puppets by using questionnaire for students. It will measure the students' progress through part of vocabulary such as memorizing the words, meaning, and pronunciation. The researcher will make conclusion or verification of the result.

3.6 Research Procedure

In conducted this research, the researcher used stick puppets as media to teach Vocabulary. There are some procedures in conducting the research, in order to collect the data, the researcher will use classroom observation, interview, and questionnaire.

First, the researcher will determine the school as the setting of the study, getting some formal administrative procedures and make an appointment with the teacher for doing the observation. The researcher will conducted observation using observation sheet to find out the data of the students related to the research. The data will be specific to know the student's activity, the student's response, and how the student's interact with the teacher.

Second, the researcher will interview the teacher using five questions to confirm some unclear result of classroom observation to complete the data. The researcher will be asked some questions to the teacher to know how the teacher implements stick puppets in teaching vocabulary, and also the strength and the weakness for the teacher.

Third, the researcher will give before and after questionnaire to know the student's responses after being taught through stick puppets in the classroom. The data will be specific to know problems are faced by students in the classroom.

Outline of the Study

Chapter 1 discusses about introduction. It consists of background of the study, problem statements, the objectives of the study, reasons for choosing the topic, and significances of the study.

Chapter 2 discusses about the review of related literature. It consists of previous study, general concept of teaching vocabulary, general concept of vocabulary, vocabulary in classroom, definition of stick puppets, puppets as teaching media and teaching vocabulary to Junior High School.

Chapter 3 discusses about the method of investigation which consists of setting of the research, subject of the research, research design, data collection, data analysis, and research procedure.

CHAPTER 4 FINDINGS AND DISCUSSION

This chapter presents the analysis of each activity started from observation meeting one until meeting three. The researcher also analyses of interview and questionnaire. The researcher will analyses the data collected from the research. The data was discovered from the teaching and learning process in the classroom of seventh grade students of MTs. Mambaul Ulum Mambak Pakis Aji Jepara. The researcher describes teaching and learning process of English Vocabulary conducted at MTs. Mambaul Ulum. The researcher got the data from the research through observation, interview, and questionnaire.

As the teacher in junior high school level, the teacher used pictures as the media to teach vocabulary. The teacher used pictures to help students to easy memorize the vocabulary after learning and teaching process. It can help the researcher to conducted the research at MTs. Mambaul Ulum got the data and to know how to teach vocabulary using stick puppets. The researcher also got the data how well the students' responses after being taught stick puppets in teaching vocabulary.

The researcher discovered the data of the seventh grade students of MTs. Mambaul Ulum in academic year 2017/2018. Subject of this research was 7D it consist of 34 students, 16 males and 18 females.

4.1 Discussion about How to Teach Vocabulary by Using Stick Puppets

The researcher used observation class as instrument to get the data and answer how stick puppets media was used in teaching vocabulary at seventh grade students of MTs. Mambaul Ulum. Before the researcher conduct the observation, the researcher also discussed with English teacher about the time and the setting of the research. The observation will be conducted at 7D of MTs. Mambaul Ulum and the duration was 2x40 minutes. The observation was conducted three times.

Table 4.1.

The Times of Observation

Observation	Date	Times
First observation	Saturday, 26 August 2017	10.40-11.55 am
Second observation	Monday, 28 August 2017	07.00-08.20 am
Third observation	Monday, 4 September 2017	07.00-08.20 am

In the first meeting the teacher was giving the material about member of family, the second meeting the teacher was giving the material about occupations. The researcher observes the classroom situations, condition, the interaction between teacher and students, and also the responses of the students in the teaching and learning process. The researcher also used an observation sheet to get the data about how to teach vocabulary used stick puppets and to checked list of student's achievement.

The first observation was conducted on Saturday, 26 August 2017 at 10.40-11.55 am. The researcher observed the classroom conditions. The teacher opened the class and gave students instruction started the lesson. The teacher gave warming up to the student, it was given to students to know whether the students studied or not. The teacher gave warming up less than 10 minutes. The teacher used stick puppets to teach vocabulary. The teacher used stick puppets to help the students easy memorizing the vocabulary. The teacher chosen stick puppets of member of family, after that the teacher shows the picture and says the word. Then, the teacher asks students to repeat together the vocabulary in the class. This method can help students easy to memorize the vocabulary. The responses of the students were very good, students felt enjoy with teaching vocabulary using stick puppets.

GAMBAR

There were examples of stick puppets about member of family that used to teach vocabulary about family in the classroom.

After the teacher explained the material, the teacher asked students to mention the word that they had just heard. Some students answered with correct pronounce and some students answer incorrect too. The teacher also corrected the

student's mistakes. After that, the teacher has written the words in the blackboard. Then, the teacher asked students to make questions with their partner about asking the name of the family. The teacher also asked students to present in front of the class with their partner. But the students practice not well, because they feel afraid to speak up they worried about the mistake. The teacher gave motivation to students and gave examples how to pronounce the word.

Before close the class the teacher reviewed the material that given about the member of family and the teacher closed the class by saying hamdalah together.

In the observation sheet, the researcher observed the teacher and the students. The researcher observed the teacher to know the way of the teacher in teaching vocabulary using stick puppets. The researcher observed the students to know how students respond and the student's achievement. The researcher used observation sheet to get some data. The researcher was written the result of the observation based on observing in the classroom.

Table 4.2

Observation Sheet First Meeting

Indicator	Result	
	Teacher	Students
Material	The member of family	The member of family
Opening Activities	<ol style="list-style-type: none"> 1. Teacher opened the class by greet students and checked attendance list. 2. Teacher reviewed the material in the last meeting. 3. Teacher gave warming up to students about member of family. 	<ol style="list-style-type: none"> 1. Students greeted the teacher and checked attending. 2. Students gave attention to the teacher. 3. Students pay attention to the teacher.
While Activities	<ol style="list-style-type: none"> 1. Teacher explained the material clearly by using stick puppets. 2. Teacher concludes the 	<ol style="list-style-type: none"> 1. Students gave attention to the teacher with good respond. 2. Students understand about

	material. 3. Teacher gave the test to students.	the explanation. 3. Students can do the test.
Closing Activities	1. Teacher reviewed the material clearly.	1. Students was reviewed the matreial with the teacher.
Strength	1. Teacher explained the material by using stick puppets was very good. 2. Teacher pronoun the word clearly.	1. Students were very enthusiasm with good respond. 2. Students can practice the word very well.
Weakness	1. Teacher cannot manage the class well.	1. Students were noisy in the class. 2. Some students difficult with English word.

The second observation was conducted on 28 August 2017 at 07.00-08.20 am. The teacher opened the class and checked the attendance list. The teacher reviewed again the material in the last meeting about the member of family. Then, the teacher gave warming up about the occupations.

In the second meeting, the teacher gave the new material about occupations. Firstly, the teacher asked students to mention kinds of occupations in Indonesia language. Then, the teacher asked students to mention kinds of occupations in English. Secondly, the teacher shows the pictures about occupations and says the word. The teacher asked students to mention the word that they had just heard. Then, the students mention the word together in the class. To make sure that the students understand well or not, the teacher asked students one by one with shows the picture. The teacher gave question to students, the teacher said “*what is he/she?*” and the students answered the teachers’ question. After that, the teacher

has written the kinds of occupations in the blackboard. The students had written the kinds of occupations.

GAMBAR

There were examples of stick puppets about occupations that used to teach vocabulary about occupations in the classroom

After the teacher asked students to make question with their partner about the job of their family. The teacher gave example to ask their students' partner "*What is your father job?*", "*What is your mother job?*" and etc. Then, the students practice to asked question with their partner. After that, the teacher asked students to practice in front of the class. As usually, the teacher also corrected the good pronounce. Then, the teacher asked students to make a paragraph about the result of their interviewed. The teacher gave example and has written in the blackboard. The students make a paragraph about the result of interviewed individually.

Before close the class, the teacher reviewed the material that given. The students reviewed the material together with the teacher. The teacher asked question to the students, the teacher said "*are you happy with the lesson today?*" and students answered "*yes happy*". The teacher also reminded the students to don't forget to study at home. The teacher closes the lesson with prayed together.

In the observation sheet, the researcher used five aspects to observed the teacher and the students. The researcher was written the result of observation based on observing in the classroom. The researcher used observation sheet to get some data.

Table 4.3

Observation Sheet Second Meeting

Indicator	Result	
	Teacher	Students
Material	Kinds of occupations	Kinds of occupations
Opening Activities	1. Teacher opened the class by greet students, pray together, and checked attendance list.	1. Students' gave respond to the teacher.

	<ol style="list-style-type: none"> 2. Teacher reviewed the material in the last meeting. 3. Teacher gave warming up to students about member of family. 	<ol style="list-style-type: none"> 2. Students gave attention to the teacher. 3. Students pay attention to the teacher.
While Activities	<ol style="list-style-type: none"> 1. Teacher explained the material by using stick puppets. 2. Teacher asked students to make question with their partner. 3. Teacher gave the test to students. 	<ol style="list-style-type: none"> 1. Students easy to understand about the material. 2. Students can practice with their partner. 3. Students can do the test.
Strength	<ol style="list-style-type: none"> 1. Teacher gave motivation to students. 2. Teacher can manage the time very well. 3. Teacher explained the material with good gesture. 	<ol style="list-style-type: none"> 1. Students can practice with their partner. 2. Students can make a paragraph.
Weakness	<ol style="list-style-type: none"> 1. Sometime the teacher use Indonesia language to explained the material. 	<ol style="list-style-type: none"> 1. Some students not attention to the teacher. 2. Students can pronounce the word well.

The last observation was conducted on Monday, 4 September 2017. It began at 07.00 am until 08.20 am. The teacher greeted students by asking “*Good morning students*” and the students answered “*Good morning sir*”. Then, the teacher leaded the students to pray together. The teacher also checked the attendance by saying “*Is anybody absent today?*” and most of the students answered “*No*”. Then, the teacher was reviewed the material in the last meeting about occupations. The teacher mentions kind of occupations such as police, doctor, nurse, teacher, pilot, chef, carpenter, mechanic, captain, and driver.

After the teacher reviewed the last material, the teacher gave warming up to students about Hobbies. The teacher asked students by saying *“What is your hobby?”* and the students answered with different hobbies. Then, the teacher asked to students to mention kinds of hobbies. The students answered in Indonesia language. After that, the teacher mentions kind of hobbies in English. The teacher explained the material with showed the stick puppets about kinds of hobbies. The teacher showed stick puppets one by one with saying the word. After the teacher explained the material, the teacher asked students’ hobbies one by one. The teacher said *“What is your hobby?”* the students answered *“My hobby is reading/singing/dancing, etc”*.

Then, the teacher was written kind of hobbies in the blackboard. The teacher asked to students to make question with their partner. As usually, the teacher asked students to practice conversation in front of the class. The teacher gave motivation to students to speak up clearly and louder. After that, the teacher asked students to make paragraph about My Hobby. The students make the paragraph by their self. The students asked some word to the teacher. The teacher also helped the students to make the paragraph. After the students make paragraph, the teacher asked students to practice in front of the class.

GAMBAR

There were examples of stick puppets about hobbies that used to teach vocabulary about hobbies in the classroom

The teacher reviewed the material that given before close the lesson. The teacher and the students mention the kinds of hobbies together. The teacher asked to the students about the lesson by saying *“Are you happy with the lesson today?”* and the students answered *“Yes happy”*. The teacher also gave motivation to students to practice English at home. The teacher closed the class by saying hamdalah together with students.

The researcher observed the teacher and the students to get the data. The researcher used five aspects to observed the teacher and the students. The researcher was written the result of observation based on observing in the classroom.

Table 4.4

Observation Sheet Third Meeting

Indicator	Result	
	Teacher	Students
Material	My Hobby	My Hobby
Opening Activities	<ol style="list-style-type: none">1. Teacher opened the class by greet students, pray together, and checked attendance list.2. Teacher reviewed the material in the last meeting.3. Teacher gave warming up to students and asked question to the students.	<ol style="list-style-type: none">1. Students gave respond to the teacher.2. Students gave attention to the teacher.3. Students can answer the teacher question.
While Activities	<ol style="list-style-type: none">1. Teacher explained the material by using stick puppets.2. Teacher asked students to make a paragraph.3. Teacher gave the test to students.	<ol style="list-style-type: none">1. Students easy to understand about the material.2. Students can practice with their partner.3. Students can do the test.
Strength	<ol style="list-style-type: none">1. Teacher gave warming up to students before explained the material.2. Teacher corrected the students' grammatical error.	<ol style="list-style-type: none">1. Students can easy to memorize the vocabulary.
Weakness	<ol style="list-style-type: none">1. Teacher can manage the class well.	<ol style="list-style-type: none">1. Some students not attention to the teacher.2. Students can pronounce the word well.

From the result of observation meeting one until meeting three the researcher concluded that the teacher and the students must be able to:

1. Teacher can explained well about the material.
2. Teacher can practice stick puppets with good gesture.
3. Teacher can pronounce the words with good pronunciation.
4. Teacher can manage the class well.
5. Teacher can be motivation for students in the classroom.
6. Students can easier to memorize the vocabulary.
7. Students can easier to guess meaning by watching stick puppets.
8. Students can easier to understand well about the material.
9. Students can easier to write the words in the text.
10. Students can easier to pronounce the words.

But, the reality in the classroom the researcher just watched some aspect from the teacher and students, such as:

1. Teacher can explained well about the material.
2. Teacher can practice stick puppets with good gesture.
3. Teacher can pronounce the words with good pronunciation.
4. Teacher can be motivation for students in the class.
5. Students can easier to guess meaning by watching stick puppets.
6. Students can easier to understand well about the material.
7. Students can easier to pronounce the words.

4.2 Discussion about How Students Responses After being taught through Stick Puppets in Teaching Vocabulary.

In conducted the research, the researcher used before after questionnaire to know the students' respond after being taught through stick puppets in teaching Vocabulary. The second questionnaire was given by the researcher after implementing stick puppets in teaching vocabulary. There were ten questions that has been answered by the students by checked the choices Agree, Very Agree, Disagree and Very Disagree. There were ten questions that answered by the students.

1. English is very fun.
2. I like the English teacher.
3. I interest with vocabulary.
4. I like the strategy that used by the teacher when teach vocabulary.
5. I like study using stick puppets

6. I always understand with the material that explained by using stick puppets
7. I always active in the classroom
8. I always ask question to the teacher when getting misunderstanding
9. I always ask question to my friend if I get misunderstanding
10. I like English after study using stick puppets

Table 4.5

The Result of Questionnaire

Quesrtions number	Agree	Very Agree	Disagree	Very Disagree
1.	25	9	-	-
2.	17	17	-	-
3.	19	8	7	-
4.	19	11	1	2
5.	11	17	4	2
6.	18	10	4	1
7.	23	11	-	-
8.	19	14	2	-
9.	16	16	-	3
10.	14	16	4	1

The students that answered English is fun were 25 students. After using stick puppets in teaching vocabulary almost of the students like the teacher. Almost the students interested in English, but there were 7 students not interested in English. The students liked to used stick puppets as media in teaching vocabulary. All of the students like learn English through stick puppets, but there were 6 students who don't like it. There were 28 students who understand well the material after learning through stick puppets. It was just 5 students who do not understand the material well.

4.3 Disussion about the Factors from the Teacher in Implementation Stick Puppets in Teaching Vocabulary

In interview technique, the researcher used guideline interview as instrument to collect the data. The researcher used structured interview, and the researcher made five questions for the teacher. The researcher got some the data about the factors from the teacher in implementation through stick puppets in teaching vocabulary.

In teaching English, the teacher used so many media to teach the students. Sometimes the the teacher used pictures and clip art. The teacher used clip art like cartoons from google. The teacher prepared media before teach students. The teacher gave warming up and explained the material with pictures as media. This way can help students easy to memorize the vocabulary. The teacher also prepared the material before teach the students.

The teacher got to use media when teaching vocabulary such as pictures. Based on KTSP Curriculum for Junior High School, vocabulary included in text or writing. The teacher used text as media to know the vocabulary. In KTSP Curriculum text was the main purpose in teaching English. The teacher used pictures as media to warming up the students before made a text. So the teacher used text to know the students' achievement in vocabulary.

The stick puppets as media is very good media to teach vocabulary. The teacher explained the material with good strategy was run very well in the classroom. According to the teacher, stick puppets became effective media to teach students. The teacher usually find many obstacle because the obstacle only in the Curriculum. The teacher used Curriculum as our focus in teaching. There was no correlation about vocabulary and Curriculum in teaching English. There was a problem in teaching vocabulary, because vocabulary not the purpose in teaching English in Junior High School level.

To solve the problem, the teacher included the vocabulary in writing class. Vocabulary just became brainstorming for students before teach writing. But the stick puppets is very good media to teach students.

The teacher though that used stick puppets as media was effective to taught vocabulary. It can help students to improved the vocabulary by watched the

picture. Using stick puppets as media also helped students easy to memorize the vocabulary and understood well about the material.

The teacher did not found the problem when used stick puppets in teaching vocabulary. It is good enough media to teach students in their learning. The students were very enthusiasm study used stick puppets. The students felt happy and enjoyed in the class. If the students felt enjoyed in the classroom, the processes of transferred knowledge were run very good and were accepted by students. The students were easily to understand the material and success in learning English.

The teacher though that the strength of used stick puppets as media were very effective. The students felt joyful, happy and easier to memorize the vocabularies. When the teacher used stick puppets in teaching vocabulary, it can help the teacher to manage the time. The teacher showed the pictured and pronounces the words well. It can help students to pronounce the word as native speaker. The teacher also was written the vocabularies in the blackboard, it can help students to know the word. Used stick puppets as media also can improve students' speaking skill. This way can made students effective to enrich the vocabulary.

According to the teacher, the weakness when used stick puppets in teaching vocabulary was not correlation between Vocabulary in KTSP Curriculum. Vocabulary not standing by them self but was included in text or writing. The vocabulary used only to brainstorming students before teaching writing. It is not the goal to teach students. For example, when the teacher asked students to written simple text the teacher prepared some vocabularies to help the students to. The teacher gave some vocabularies that used for students to written.

4.4 The Factors that Influence the Used of Stick Puppets in Teaching Vocabulary at Mts. Mambaul Ulum Pakis Aji Jepara

Based on finding description above, there were several things that can be noted. It was arranged to be explained the implementation of using stick puppets as media.

Stick puppets were able to built students' motivation and helped them to easy to memorize the new words. The respond of students were very positive, the students felt enjoyed and comfort in teaching learning process. The students also felt happy with the teachers' strategy in teaching English. The teacher also asked students to write the words became paragraph. It can help students easy to write a text.

The students can be easier memorize the word that had been heard. Sometimes the students found the difficulty in applying new word in the real context. They were felt confused about their difficulties in applied the new words. The students can not apply the words in the text. The students also found the difficulty in grammatical sentences.

To solve the problem, the teacher was written the words in the blackboard and gave the example. It can helped students can easier to made a sentences in the text. The teacher also around the class to checked the students' task. To correct the grammatical sentences, the teacher corrected the students' mistake in written text. This way had been showed that the result of the vocabulary task improved the students' vocabulary in every meeting.

The implementation of learning used stick puppets had influence in developing students' motivation to learn new words. The students practice used new words in writing text during the learning process in the classroom. Some of the students were able to apply the new words in the real context. The teacher gave material about family, occupations, and hobbies. It was basic vocabulary for students in Junior High School level. So, the students can use the vocabulary in daily conversation. The students were able to make sentences in the text.

The used stick puppets as media had several advantages and functions in teaching Vocabulary. It was showed by good progress for students, they felt fun and enjoyed in learning activity in the classroom. The stick puppets can stimulate students to built the motivation. The students also were interested in studying used stick puppets in the classroom. Then, used stick puppets as media in teaching vocabulary can be chose as one variations new media for the teacher.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

5.1. Conclusions

The researcher got the data about what phenomena in the classroom by observed the teacher and students in the classroom. The observation conducted three times. In the first meeting the teacher gave material about member of family. In the second meeting the teacher gave material about occupations. In the last meeting the teacher gave material about hobbies. From meeting one until meeting three the observation in the classroom ran very well.

The researcher finding out the students' respond after being taught through stick puppets as media in teaching Vocabulary from second questionnaire. According to students, English was fun. All of the students liked the English teacher. Almost of the students were interested in English. There were some students who were not interested in English. The students liked to learn to use stick puppets as media in teaching Vocabulary. The students also understood well about the material after learning through stick puppets.

The researcher found out the factors from the teacher in implementation through stick puppets in teaching vocabulary from interviewing the teacher. The teacher explained the material by good strategy and it ran very well in the classroom. According to the teacher, stick puppets became effective media to teach the students. Using stick puppets as media also helped students understood well about the material. The teacher though that the students felt joyful, happy, and easier to memorize the vocabularies. Used stick puppets as media also helped the teacher to manage the time well.

Based on the description above, the researcher concluded also that the respond of the students after being taught through stick puppets in teaching Vocabulary were very good. They felt happy and enjoyed in learning processed. Stick puppets as media also can built students' motivation and help them easier to memorize vocabularies. So, stick puppets as media became one of variations effective media for teacher to teach the students.

5.2 Suggestion

By reviewing the process, the researcher would suggested here that:

1. The English teacher can use stick puppets as media in the teaching and learning processed, especially in teaching Vocabulary to enrich the students' vocabularies. Stick puppets helps the teacher to make students active in the class, make students interest with the lesson, increase the students' motivation, and make the students enthusiastic in learning English.
2. Using stick puppets as media in teaching Vocabulary was recommended media for English teachers, especially teachers in Junior High School level. This media can attract the students interested and motivated students in learning English.
3. The students can use stick puppets to practice their writing skill and reading skill. It can help students to learn more, feel happy, and also develop their vocabularies in written text. The use of stick puppets in learning English also can help students to easy memorize the vocabulary and practice in reading skill.
4. To get the other results of such research, the other researcher should conduct stick puppets in other classes of other school. The researcher hopes that there will be many teachers explore the use of stick puppets as media in teaching learning processes.
5. For the new researcher, similar research can be conducted to improve the other skill such as writing, speaking, reading, and listening.

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APPENDIX 1

STUDENT'S ACHIEVEMENT

First until The Last Meeting

By conducting the research entitle 'Teaching Vocabulary By Using Stick Puppets' the researcher has big aim that students in MTs. Mambaul Ulum Pakis Aji Jepara are able to reach some achievements as follow:

No	Indicators	Yes	No
1.	Students have good participation during the process of teaching English.	√	
2.	Students are interested in the media (stick puppets) used by English teacher.	√	
3.	Students are able to understand the material well (related to the topic).	√	
4.	Students are able to mention the vocabularies based on the topic.	√	
5.	Students are able to memorize the vocabularies they have learned in the class.	√	
6.	Students are able to write the vocabularies based on the topic well.		√
7.	Students are able to pronounce the vocabularies based on the topic well.	√	
8.	Students are able to improve their list of vocabularies during the process of teaching English.		√
9.	Students are able to use the vocabulary to communicate with their friends.	√	

APPENDIX 2

**Table of Name Seventh Grade Students of MTs. Mambaul Ulum
Pakis Aji Jepara**

No	Name
1.	AAN MA'RUF ALFIYAN
2.	ADINDA PUTRI KARMELIA
3.	ADITYA RIO SAPUTRA
4.	AFFA SANIA RACHMAH
5.	AHMAD RIDWAN
6.	AMELIA NAFISATUS SA'ADAH
7.	AMELIA ANGGUN ROSITA
8.	ANANDA PUTRI AGUSTIN
9.	ANITA MEYSA RAHAYU
10.	CINDY TRI ATUSTI
11.	DAVID RIO NAZARI
12.	DANIL ARDIYANSAH
13.	DIO IRMA KURNIAWATI
14.	DUWIFA NUR FITRIYANI
15.	DWI LUTFIAWATI
16.	ELLEN DESTA FEELICA
17.	ELSA ADI PUTRA
18.	ENTIN HIDAYATUN NAFISAH
19.	FEBRIAN DWI CAHYO
20.	FITA DWI AYUK FIRNANDA
21.	FRENDY
22.	KHOIRUL AFIT
23.	KRESTY VANDA ASTARY
24.	M. ABDUL GHOFUR
25.	M. ABDI MAULANA
26.	M. ARYANO ALIF AFRIZAL
27.	M. FAREZA RAMADHAN

28.	NILLAH PUTRIYANA
29.	NUKIA KHAFIDOTUN NIDA
30.	PURNOMO
31.	RITA ANDRIYANI
32.	WAHYU ADITYA SATRYA
33.	WIDIYA WULANDARI
34.	YUDA JANUWAR SAPUTRA

APPENDIX 3

INTERVIEW SHEET FOR TEACHER IN MTS. MAMBAUL ULUM PAKIS AJI JEPARA

Interview for the teacher is to get information about the teacher's method in teaching learning process. The followings questions are:

The researcher: Do you have media that do you use when you teaching English?

The teacher : Yes, of course.

The researcher: What media that do you use in teaching English?

The teacher : Sometime I use picture, sometime I use clip art maybe from what it is it, Google and etc. Like a picture what is it I called it, from cartoon.

The researcher: Then, what is the media that do you use when you teaching vocabulary?

The teacher : Teaching Vocabulary, exactly I never teach Vocabulary or teaching Vocabulary. But do you know that based on KTSP there is no teaching Vocabulary as not focus but include in text. Maybe use text has media to know the Vocabulary. Use text, because in KTSP Curriculum text is the main the main purpose.

The researcher: Does the stick puppets media run well in your classroom?

The teacher : Yes, I think it is a good media but a sometime we usually find many obstacle. Because the obstacle is only about a Curriculum. Because Curriculum is our focus in teaching so because it is there is correlation between Vocabularies itself with Curriculum, so that is the problem. Karna tidak adanya Vocabulary sebagai tujuan pembelajaran jadi it is not there is a correlation.

The researcher: Do you have some difficulties to teach your students in teaching Vocabulary by using stick puppets?

The teacher : I think there is no there is no problem, I think it is good enough to and catch in learning and I think the students feel happy and enjoy while learning with stick puppets.

The researcher: The last question, what the strength and the weakness of using stick puppets in teaching Vocabulary?

The teacher : The strength is the first is joyful, make them happy while learning, and then easy to memorize for them to know the Vocabulary, and then effective enough in time in managing time. It is I think it is effective, and then I think the three is enough.

The researcher: And the weakness sir?

The researcher: The weakness there is no correlation between stick puppets with Curriculum, because Vocabulary not standing by the self but include in text. So that is it is just a what is it what I called it brainstorming that is not the goal of teaching in class only brainstorming before we for example like this one like just now we want to ask all of students to write a simple sentence simple text so we prepared some vocabularies that help them to write and the we try we give them some vocabularies some vocabularies with them and the vocabularies is used for them to write. You know what I mean.

The researcher: Yes, sir. Ok enough and thank you sir.

The teacher : Yahh, your are welcome.

APPENDIX 4

QUESTIONNAIRE SHEET FOR STUDENTS BEFORE IMPLEMENTING THE STICK PUPPETS IN MTS. MAMBAUL ULUM PAKIS AJI JEPARA

Bacalah pernyataan-pernyataan di bawah ini tentang pembelajaran vocabulary, kemudian berilah tanda (√) pada salah satu kolom setuju, sangat setuju, tidak setuju, dan sangat tidak setuju yang telah disediakan.

No	Pernyataan	Setuju (S)	Sangat Setuju (ST)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1.	Saya suka pelajaran bahasa inggris				
2.	Saya menghadapi kesulitan saat belajar bahasa inggris				
3.	Saya tidak suka guru yang mengajar bahasa inggris				
4.	Saya susah mengingat kosakata bahasa inggris				
5.	Saya selalu bosan saat pelajaran bahasa inggris				
6.	Saya ingin metode yang baru untuk belajar bahasa inggris yang menyenangkan				
7.	Saya malas membuka kamus bahasa inggris				

APPENDIX 5

QUESTIONNAIRE SHEET FOR STUDENTS AFTER IMPLEMENTING THE STICK PUPPETS IN MTS. MAMBAUL ULUM PAKIS AJI JEPARA

Bacalah pernyataan-pernyataan di bawah ini tentang pembelajaran vocabulary, kemudian berilah tanda (√) pada salah satu kolom setuju, sangat setuju, tidak setuju, dan sangat tidak setuju yang telah disediakan.

No	Pernyataan	Setuju (S)	Sangat Setuju (ST)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1.	Bahasa inggris sangat menyenangkan				
2.	Saya suka dengan guru yang mengajar bahasa inggris.				
3.	Saya tertarik pada pelajaran vocabulary (kosakata).				
4.	Saya senang dengan strategy yang digunakan guru saat mengajar vocabulary.				
5.	Saya senang diajar menggunakan stick puppets (gambar yang menggunakan tongkat) untuk mempermudah pemahaman.				
6.	Saya selalu paham dengan materi yang				

	diajarkan menggunakan stick puppets (gambar yang menggunakan tongkat).				
7.	Saya selalu aktif berpartisipasi didalam kelas.				
8.	Saya selalu bertanya kepada guru saat tidak paham dengan materi yang disampaikan				
9.	Jika saya malu bertanya pada guru, saya bertanya kepada teman yang sudah paham.				
10.	Setelah belajar menggunakan stick puppets, saya menyukai bahasa inggris				

APPENDIX 6

The Result of Questionnaire

Quesrtions number	Agree	Very Agree	Disagree	Very Disagree
1.	25	9	-	-
2.	17	17	-	-
3.	19	8	7	-
4.	19	11	1	2
5.	11	17	4	2
6.	18	10	4	1
7.	23	11	-	-
8.	19	14	2	-
9.	16	16	-	3
10.	14	16	4	1

APPENDIX 7

EXAMPLE OF STICK PUPPETS



