

## 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 ilustrated, 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.