

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very important for our life, because it is way to communicate with other people. English is one of the foreign languages for an Indonesian student that must was learnt in school since kindergarten level until University level. Sometimes, English is difficult to learn. English is considered as a difficult subject for the Indonesian students, because English is completely different from Indonesian language being looked at from the system of structure, pronunciation and vocabulary.

English teaching involved of four language skills, they are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skills above such as: grammar, vocabulary, spelling and pronunciation that are also taught in English teaching and learning process. Vocabulary is one of important aspects in teaching language, as stated by Edward in his book in Leny : “Vocabulary is one of the important factor in all language teaching, student must continually be learning words as they learn structure and as they practice sound system”.¹

The way of teaching vocabulary to young learners is not the same as teaching vocabulary to adult learners. They have different motivation and

¹ Leny, *Teaching Vocabulary Through Pictures to the Kindergarten Students*, Unpublished Thesis, Jakarta : English department faculty of Tarbiyah and teachers training Syarif Hidayatullah State Islamic University. 2006, p.9-10.

characteristic. It was difficult when the teacher couldn't motivate young learners intensively. Through motivation from their teacher it will increase their interesting to learning better, so the students' interest in learning will be same as their interest in playing. To find out the best technique for teaching young learners need an intensive analysis, especially for the teacher.

Teacher should created alternative of techniques to teach young learners in order to make them interested to what they are going to learn and avoid boredom. According to Harris in Nilawati there are several methods in English learning process. They are (a) giving total physical activity (example games and Total Physical Response activities), (b) providing hands on activities (example to learn words, sentences, and practice meaningful language), (c) internalizing concept through visual aids (example video, picture, tapes, music, flash card, and puppet toys), and (d) explaining things with nonverbal language (facial features, gestures).² In this study, the writer used internalizing concept through visual aids is finger puppets.

There are several media of teaching. Gerlach and Elly in Nilawati classify them in to six general categories. They are still pictures, audio recording, motion pictures, television, real things simulation and models, programmed and computers-assisted instruction programs.³

Media such as puppets, cartoon films, tape recorder, radio, television, computer, etc, are useful to achieve the instructional goals of teaching and

² Sofika Chandra Nilawati, *The effectiveness of Teaching Vocabulary by Using Puppet at Teaching At Elementary school students*, Unpublished Thesis, Semarang : Semarang State University, 2009. p. 2

³ *Ibid.*, p.3

learning process, and they could also be easily found in our daily lives. Having understood that young learners pay short attention and concentration in a learning process, it is better to provide something playful to them. In this study, the writer tried to use finger puppet, for teaching English vocabulary to junior high school students.

Using the puppet as an alternative medium of teaching young learners could be considered as the best way since it pleases them a lot. Furthermore, it is a precious resource to develop students' abilities in listening, speaking, reading, and writing. The writer is interested in using the puppet in order to enrich and improve the mastery of the students' vocabulary. By using this media, it is hoped that the students can enjoy the teaching and learning process and can memorize the words easily.

The writer chose SMP Muhammadiyah, because based on pre-observation, students have lack vocabulary, they said that difficult to learn, because pronunciation and written are different. English teacher of SMP Muhammadiyah did not use finger puppet in teaching learning process. Sometime, in teaching learning process, teacher often used direct method. Most of the students feel bored, because sometimes direct method made the students confused.⁴ By using finger puppets media, the writer hoped that the students can enjoy the teaching and learning process and they could memorize the words easily.

Based on that research, the writer is curious to use puppets as medium in teaching learning process. Hence, In this study the writer wanted to examine

⁴The writer does pre-observation, on February 24th 2014.

“THE EFFECT OF FINGER PUPPETS IN TEACHING ENGLISH VOCABULARY OF THE SEVENTH GRADE STUDENTS OF SMP MUHAMMADIYAH PALANGKA RAYA “

B. Problem of the Study

Based on the background of the study above, the problem of the study is” what is the effect of finger puppets in teaching vocabulary toward the students’ score at the seventh grade students of SMP Muhammadiyah Palangka Raya?”

C. Objective of the study

The objective of the study is to measure impacts of finger puppets in teaching English vocabulary of the seventh grade students at SMP Muhammadiyah Palangka Raya.

D. Assumption of the study

The finger puppets media could help the students to enjoy the teaching learning activity, so then the students could use and memorize the vocabularies easily, especially for job description.

E. Hypothesis of the study

There are two hypotheses of the study:

1. Ha: Finger puppets gave influences toward students’ scores in increasing English vocabulary of the students of SMP Muhammadiyah Palangka Raya.

2. Ho: Finger puppets did not give influences toward students' scores in increasing English Vocabulary of the students of SMP Muhammadiyah Palangka Raya.

F. Significances of the Study

The study has two significances. Theoretically this study is aimed to comprehend more about how vocabulary can be taught by using finger puppets in improving the students' knowledge on English vocabulary. The result of the research can be used as recommendation for English teaching learning activity, especially for teaching English vocabulary in junior high school.

Practically, writer expected to give contribution the English teacher about the important of media in supporting teaching process especially vocabulary goals and it is as one of alternative media that could used for the English teachers in teaching vocabulary. For the teacher, it can provide the other better strategies for teaching vocabulary in the junior high school. For the students, teaching vocabulary by using finger puppets can motivate the students in order to be more interested in learning vocabulary. For the reader, the reader could used some theories of the vocabulary and compare it with some other methods.

G. Scope and Limitation of the Study

In this study, the research subject is limited to the seventh grade students at SMP Muhammadiyah of Palangka Raya. The research object is limited on using finger puppets where it is slip over fingertips in teaching vocabulary with topic real the job description (concrete nouns).

H. Variables of the Study

A variable is a construct or a characteristic that could on different values or scores.⁵

In a study there are two variables, they are independent variable (X) and dependent variable (Y).

1. Independent variable = Finger puppets that uses as teaching media in increasing vocabulary achievement increasing vocabulary (x)

X1 = experiment group is the group where finger puppets has been applied

X2= control group is the group is the group where finger puppets has not been applied.

2. Dependent variable: the result of the students' vocabulary score. (y)

I. Definition of the Key Terms

1. Effect: A S Hornby defines effect as a change produced by an action or a cause, a result or an outcome.⁶
2. Teaching: Alvin W. Howard conveyed that teaching is a process and activities trying to help and guide someone to get and develop his skill, attitude, ideals, appreciation, and knowledge.⁷

⁵ Donald Ary,. *Introduction to Research in Education*, USA: Wadsworth, 2006,p. 38.

⁶A S Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995, p. 369.

⁷ Alfisyah, *The vocabulary teaching strategies (a case study on the fifth grade student of min model pahandut of palangka raya)*, unpublished Palangka Raya : State Islamic college of Palangka Raya , 2010, p .38.

3. Vocabulary: According to kridalaksana, vocabulary is a component of language that maintains all of information about meaning and using word in language.⁸
4. Finger Puppet: making mini puppets that slip over your fingertips.⁹
5. Smp muhammadiyah : common school uses Islamic principle. It is located in RTA. Milono km 1. Palangka Raya.

J. Framework of the Discussion

The frameworks of the discussion of this study are:

Chapter I : Background of the study, problem of study, objective of the study, assumption of the study, hypothesis of the study, significant of the study, scope and limitation of the study, variables of the study, definition of key terms, framework of the discussion.

Chapter II : Review of related literature that consists of the related studies, definition of teaching media, teaching media, the types of teaching media, definition of vocabulary, the important of vocabulary, the types of vocabulary, teaching vocabulary, definition of puppet, types of puppet, advantages and disadvantages of puppet, the procedures of using puppet in teaching vocabulary.

⁸ Selviana, *The Effectiveness of Using Flashcard to Enhance Vocabulary Mastery of the Fifth Grade Students at Islamic Elementary School of Muslimat NU Palangka Raya*, unpublished thesis, Palangka Raya : State Islamic College of Palangka Raya, 2012,P. 19.

⁹ Yopi Arianto , *A Study on The Use of Media In Teaching Vocabulary to Young Learners*, published, Malang : Muhammadiyah university of malang faculty of teacher training education English department, 2003.P.13.

Chapter III: Research design, population and sample, research instrument try out, research instrument validity, index difficulty, research instrument reliability, data collection, data analysis

Chapter VI: Result of the study, data finding, the result of data analysis, discussion.

Chapter V: Closure, conclusion, suggestion