

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Related Studies**

The first previous study was Yopi Arianto entitled A Study “On the Use of Media in Teaching Vocabulary to Young Learners”. Media are very helpful for the teacher because it attracted the students’ attention. Media made the students concentrate. Based on, the observation and interview done by Yopi Arianto, the students are interested in still picture and drawing black board. Those media could they made enjoy the lesson, when the teachers draw a picture or when the teacher used one of picture on wall. Those media could increases student’s response. <sup>1</sup>

The second previous study was Sandra M. Reid miller entitled “The Benefits of Puppet “ ,using as a strategy for Teaching Vocabulary at the Secondary School Level with Students Who Have Mixed Learning Disabilities. In her study, teaching English vocabulary used puppets made students able to explore stories in cooperation with their peers and it could improve their individual proficiencies. The use of a puppet could provide help with public speaking, especially for the shy or apprehensive student. The use of puppets could motivate student interest in the reading selection or topic. Use of puppets in the

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<sup>1</sup> 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.23

classroom increased student involvement, motivation, and the development of student's reading, oral language, and communication skills.<sup>2</sup>

Based on the previous studies above, the writer did different study; in this case, the writer has different subject and object of the study. Sandra M. Reid miller uses drama as model of teaching, she uses qualitative design.

Yopi Arianto used technique of guessing picture with combine media like CD, picture, relia, and drawing blackboard. His research design is descriptive research. In this study, the writer's subject is the students of seventh grade students of SMP Muhammadiyah Palangka Raya and the writer object is teaching English vocabulary used finger puppets. The writer used quasi-experiment design.

## **B. Teaching**

### **1. Definition of teaching media**

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. In the other reference, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. Teaching cannot be defined apart from learning. Teaching is guiding and

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<sup>2</sup> Sandra M. Reidmiller The Benefits of Puppet Use as a strategy for Teaching Vocabulary at the Secondary School Level with Students Who Have Mixed Learning Disabilities.(published : )

facilitating learning, enabling the learner to learn, and setting the conditions for learning.<sup>3</sup>

There are some factors that can influence teaching learning activity. They are:

1. Factor of the teacher

In this case, it is related to the material chosen by the teacher, strategy of teaching learning, media of teaching learning, class management, class condition, and teaching learning evaluation.

2. Factors related to the teaching learning activity

Factors related to the teaching learning activity such as the content of lesson, material, strategy, teacher's behavior, subject arrangement, learning environment, learner, duration, and time allocation of teaching learning.

3. Teacher's characteristics

Teacher's characteristics includes teaching experience, the philosophy of teaching and learning, the knowledge about the content of lesson, organization, class structuring, and sense of comfortable.

## **2. Definition of Media**

Media is a means of communication and source of information. Derived from the Latin word meaning "between," the term refers to anything that carries information between a source and a receiver. Examples include video, television, diagrams, printed materials, computer programs, and instructors. These are

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<sup>3</sup> 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.

considered instructional media when they provide messages with an instructional purpose. The purpose of media is to facilitate communication and learning.<sup>4</sup>

### 3. **The Types of Media**

There are types of media such as:<sup>5</sup>

#### a. Visual Media

There are many ways LCD, photograph, charts, posters, magazines, newspaper, postcards, flashcards, puppet, and book can be used in English teaching.

#### b. Audio media

Audiotapes can be prepared by students to use in presentations to the class. Students can prepare the tapes with special sound effects or elements of music to enhance a portion of their speech. Students also could use an audiotape of an interview with a special individual's individual as a part of their presentation.

### C. **Vocabulary Definition**

#### 1. **The definition of vocabulary**

One thing that differences human from animals is verbal language or speaking mind to think. Human can communicate with others through verbal language, either to apply or to receive the information the animal cannot do.

Before the writer discussed about vocabulary in detail, it is important to know the definition of vocabulary. According to A.S Hornby (1983), Vocabulary

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<sup>4</sup> Robert Helnich and Michael Molenda, *Instructional Technology and Media for Learning*, Columbus: Upper Saddle River, p.9.

<sup>5</sup> *Ibid.*, p.274

is defined as a total number of in a language that used by a person.<sup>6</sup> Meanwhile, Webster's (1983) in Webster's ninth new collegiate Dictionary stated that Vocabulary is list of word and phrases usually alphabetically arranged. And the advanced learner's dictionary of current English state that Vocabulary is list of word usually in alphabetical order with explanation of their meaning.<sup>7</sup>

According to Kridalaksana, vocabulary is a component of language that maintains all of information about meaning and using word in language.

According to Roget, vocabulary is an alphabetical list of words often defined or translated, the vocabulary includes idioms and two words verb.

- a. All the word of language.
- b. Specialized expression indigenous to a particular fields, subject, trade or subculture.<sup>8</sup>

## **2. The important of vocabulary**

Wallace argued that vocabulary is one of the important parts of languages, because if we speak a language, we need several words to convey ideas. So people can understand what mean. He also mention two of the important of vocabulary, it means we must have many vocabulary to express language. If we lack of vocabulary we can't speak the language orally. Two important of vocabulary are:<sup>9</sup>

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<sup>6</sup> A S Hornby, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995, p. 1331.

<sup>7</sup> Siswanto, 2007. *Using Games On Teaching Of English Vocabulary To The Fifth Grade Students At Sd Negeri Latek Sekaran Lamongan* , (unpublish thesis), Lamongan : Universitas darul ulum Lamongan. P. 11.

<sup>8</sup> *Ibid.* ,p. 19.

<sup>9</sup> *Ibid.* , p. 21.

- a. Language exists in two forms, the spoken and written. Both of them need vocabulary to develop the existence itself.
- b. Actually, vocabulary is one of the important of the four language skills. Therefore, vocabulary is very needed for production in learning English as a foreign language rather than only needed for recognition it. Vocabulary is a small unit used to express feeling, ideas, conversation, and language and so on. All components use vocabulary to express.

It is clear enough that everybody who learns a language as a foreign language is hoped to know and master the vocabulary to improve the language skills. Vocabularies become a major problem in learning English, teachers of kindergarten emphasize on this matter earlier. Vocabulary is an important part to learn from kindergarten until university.

### **3. The types of vocabulary**

They are four types of vocabularies:<sup>10</sup>

#### **a. Listening vocabulary**

Listening vocabulary are the words we hear and understand, commonly referred to as words we know.

#### **b. Speaking vocabulary**

Speaking vocabulary are the words we use in conversation.

#### **c. Reading vocabulary**

Reading vocabulary are the words that we are able to read.

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<sup>10</sup> Andrew P. Johnson, *Teaching Reading and Writing*, United States of America : Rowman and Littlefield Education, 2008, p.93-94.

#### **d. Writing vocabulary**

Writing vocabulary are the words we use to express ourselves in written form.

#### **4. The kinds of vocabulary**

According to Thorn bury, there are two kinds of vocabulary, such as;<sup>11</sup>

##### **a. Function Words ( Grammatical Words )**

Function Words ( Grammatical Words ) are words that have little lexical meaning or have ambiguous meaning, but instead serve to express grammatical relationships with other words within a sentence, or specify the attitude or mood of the speaker.

##### **1) Preposition**

Pre position is a word that connects one thing with another, showing how they are related. Some prepositions tell you about position or place. For example on, in, into, of, etc. <sup>12</sup>

##### **2) Conjunction**

Conjunctions are used to connect words or sentences. <sup>13</sup> There are seven conjunctions in English: and, but, so, or, for, nor, and yet.<sup>14</sup>

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<sup>11</sup> Scoot Thornbury. *How to Teach Vocabulary*. England :Pearson Education Limited, 2002. P.4.

<sup>12</sup> Anne SeatonY.H.mew, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007.p.132

<sup>13</sup> *Ibid*, p.135

<sup>14</sup>. Alice oshima, ann hogue, *introduction to writing*, united states America: Longman. third edition ,2007.p. 30

### 3) Determiners

Determiners are definite article, indefinite article, possessives, demonstrative, and quantifiers. Example, the, a, an, my, this, some, etc.<sup>15</sup>

### 4) Pronoun

Pronoun is a word that takes of a common noun or proper noun. The kinds of pronoun are personal pronouns, reflexive pronouns, and demonstrative pronouns.<sup>16</sup>

#### b. Content Words ( lexical words )

Content words (lexical words), are words that carry the content or the meaning of a sentence and are open-class words.

#### 1) Nouns

Noun is traditionally defined as the part of speech (or word classes) that names or identifies a person, place, thing, quality, or activity. Most nouns have both a singular and plural form, can be preceded by an article and/or one or more adjectives and can serve as the head of a noun phrase.<sup>17</sup> For example, thumb, doctor, book, etc.

#### 2) Verbs

Most verbs are action words. They tell you what people, animals, or things are doing. For example, move, jump, read, etc.<sup>18</sup>

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<sup>15</sup> Anne Seaton Y.H. mew, *Basic English Grammar for English Language Learner Book 1*, saddleback educational publishing, 2007. p.71

<sup>16</sup> *Ibid.* p.44

<sup>17</sup> [http:// grammar.about.com//od/mo/g/ noun-definition](http://grammar.about.com//od/mo/g/noun-definition). 27 march 2014.

<sup>18</sup> Anne Seaton Y.H. mew, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007.p.72.



### 3) Adjectives

An adjective is a describing word. It tells you more about a noun. An adjective usually appears before the noun it describes. Sometimes though, the adjective appears, after noun, later in the sentence. For example, smart, tall, windy, etc.<sup>19</sup>

### 4) Adverbs

Adverbs are words that describe verbs, adjectives, or other adverbs.<sup>20</sup> adverbs tells you about an action, or the way something done. Many adverbs end in-ly. Such as beautiful (adjective) became beautifully (adverb), loud (adjective) became loudly (adverb), etc.<sup>21</sup>

## 5. Vocabulary assessment

Based on Macmilan in Abdul Mehdi, assessment means thinking about something carefully and making a judgment about it.<sup>22</sup> From the researcher's view point, assessment is giving a judgment of the pupils' ability while they are exposed to English language pointing out their weakness and strength of that language.

Based on John Read, vocabulary assessment seems straight forward in the sense that word list are readily available to provide a basis for selecting a set of words to be tested. In addition, there is a range of well known item types that are

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<sup>19</sup> Ibid.p.52.

<sup>20</sup> . laurie rozakiz, ph.D., *English Grammar for The Utterly Confused*, publisher : farming bale state college.p. 5.

<sup>21</sup> Anne SeatonY.H.mew, *Basic English Grammar For English Language Learner Book 1*, saddleback educational publishing, 2007.p.127.

<sup>22</sup> Abdul Mehdi, *an Assessment of Testing Vocabulary In (RECI) Book-1fFor the Fifth Grade of the Primary Stage*, published thesis: college of education /Al-asmae Department of education and psychology science, 2011. P. 5.

convenient to use for vocabulary testing. These test items are easy to write and to score and they make efficient use of testing time. Multiple choice items in particular have been commonly used in standardized tests.<sup>23</sup>

Assessment of vocabulary is critical for identifying children at risk for reading problems and for designing appropriate instruction. Receptive vocabulary involves understanding of spoken words, for instance, asking a child to point to a picture that represents a word spoken by the examiner. Expressive vocabulary involves using or naming a word, as when the examiner shows a picture to a child and asks the child to name it.

## **6. Teaching vocabulary**

Vocabulary is very important for second language learners; only with sufficient vocabulary learners can effectively express their ideas both in oral and written form. Thus, they should have a good idea of how to expand their vocabulary so that they can improve their interest in learning the language. Language teachers, therefore, should possess considerable knowledge on how to manage an interesting classroom so that the learners can gain a great success in their vocabulary learning.

Teaching vocabulary played an important role in language acquisition because the mastery of vocabulary will help students to master all the language skills; speaking; listening; writing; and reading. The vocabulary will make the students practice life and will strengthen belief that English can be used to express

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<sup>23</sup> John road, *assessing vocabulary*, Cambridge, united kingdom: Cambridge University, 2000. P. 8.

the same ideas or feeling they express in their native language. Furthermore, in teaching vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabulary which is relevant to the students. Teacher needs a good knowledge on their teaching materials. When they have to teach the students about vocabulary, teachers should know the general knowledge of vocabulary, words and also the meaning. The words or vocabulary can be spoken and written. Wallace in Sofika Chandra Nilawati explains that teaching vocabulary should consider these following factors:

1) Aims

The aim of teaching vocabulary is to make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity

The teacher has to decide the number of vocabulary items to be learned. The learners will get confuse or discouraged if they get many new words.

Therefore, the teacher should select new words, which can easy to understand by the learners.

3) Need

In teaching vocabulary, the teacher has to choose the words really needed by the students in communication.

4) Frequent exposure and repetition

Frequent exposure and repetition here means that the teacher should give much practice on repetition so that the students master the target words well. They also give opportunity to the students to use words in writing or speaking.

#### 5) Meaningful presentation

In teaching vocabulary the teacher should present target words in such a way that the meaning of the target words are perfectly clear and unambiguous.

#### 6) Situation and presentation

The teachers tell the students that they have to use the words appropriately. The use of words depends on the situation in which they are used and depends on the person to whom they are speaking.

### **D. Puppet definition**

Puppet is a small of a person or an animal that can be made to move, e.g. by pulling strings attached to its limbs, or by putting one's hand inside it.<sup>24</sup>

Gwin in Nilawati states that puppet is a wonderful toy that can be controlled by an operator and can teach kids and adult, all kinds of things. It is defined by Reyhmer (1997) that a doll with a hollow head a person or animal and cloth body, intended to fit over the hand be manipulated with the fingers.<sup>25</sup>

#### **1. Types of Puppet**

According to Lewis in Nilawati the commonly used puppets are:<sup>26</sup>

##### **1. Hand puppets**

It generally consists of a head figure and loose garment or dressed fitted over the operator's hand. The garment covers the operator's wrist and helps to hide it

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<sup>24</sup> As hornby, The oxford advanced learner's dictionary, oxford university press : 1995, fifth edition. p.942.

<sup>25</sup> Sofika Chandra nilawati, *The effectiveness of teaching Vocabulary by using puppet At Teaching At Elementary school students*, published thesis Semarang: Semarang State University, 2009. p.13.

<sup>26</sup> *Ibid* ., p.14-15

from views. The index finger fits into the puppets head and the thumb and middle finger slide into tiny sleeves to form two movable arms. The hand puppet is operated below the puppet stages.

## 2. Finger puppets

Finger puppet is making mini puppets that slip over your fingertips.<sup>27</sup>

## 3. Rod puppets

It usually has jointed bodies made with stiff wire, umbrella ribs, or thin wooden sticks attached to arms, legs or heads. Rods can also be used to push animal cutouts, stage furniture, scenery on, or the stage or to move the rod puppets while on stage

## 4. Marionettes

Marionettes are flexible, jointed puppets operated by strings or wire attached to a crossbar and maneuvered from directly above the stage. Although they can be almost any size, they are usually between 10 and 24 inches in length. Weight placed in their feet help to keep them upright and in proper working condition. Marionettes are considerably more complicated than puppet to make and to operate.

## 5. Shadow puppets

Shadow puppets are usually formed from a piece of thin cardboard or wood, to which handles are attracted to permit manipulation behind a rear lighted while cloth or milk plastic screen.

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<sup>27</sup> 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.

## 2. Advantages

Based on Mahoney, the purposes of teaching English by using puppets are (a) to develop student imagination and creativity, (b) to provide opportunities for students to share oral interpretations, and (c) to provide a supportive environment for experimenting with voice and language. The advantages of by using puppet in developing vocabulary:

- a) The students might have a high interest in following the teaching learning process. Most children in the elementary school are interested in some teaching aids, such as games, and puppets.
- b) The students might be motivated to be active in the class, and it can be easier to ask students to give responses and opinion.
- c) It is easy to understand, memorize, remember vocabulary and could avoid misunderstanding, because the students see the object directly.<sup>28</sup>

Based on Dr. George Semich, Ed.D., from Robert Morris University in Sandy reidmiller, recalls that "one of the most interesting and creative presentations I ever had in Reading in the Content Area class was the puppet demonstration that was done by Sandy Reidmiller. I had a class comprised of mainly secondary teachers and they were so engaged with this presentation that I would be quick to comment that this was the most memorable event for the entire class with me included!" Dr. Semich also reports that he was unsure what the reception might be from the graduate students (studying to become secondary

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<sup>28</sup>Sofika Chandra nilawati, *The effectiveness of teaching Vocabulary by using puppet At Teaching At Elementary school students*, published thesis Semarang: Semarang State University, 2009. p.29

teachers) to the puppets, but he was clearly impressed when watching them as they enjoyed using and playing with the puppets in the reading vocabulary lesson. Their creativity and imaginations were activated.<sup>29</sup>

Moreover, the writer will use finger puppets to her research. Because the writer hope student at junior easier to learn English and increase vocabulary. It might be motivated to be active class. In addition, the writer think finger puppets are easy to understand, memorize, and remember.

### **3. The Procedures of Using Puppet in Teaching Vocabulary**

The teacher should be well prepared before applying puppets to the students. Here, they should choose puppet that match the topic, vocabulary or structure they learn. To conduct the appropriate ways in delivering the materials by using puppet, the writer presents some procedures of using puppet as basic guidelines for the teacher.

According to the Reyhner in Nilawati there are some procedures in creating an effective class and original storylines and dialogues of using puppets. They are (a) inviting the students to create characters for puppets from the classroom collection or from home, (b) Asking each student to present a brief description about a puppet, focusing on puppets likes and dislikes, (c) brain storming and displaying a list of setting where these puppets might meet individually of four or a group activity, (d) selecting two or three puppets from the group and setting

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<sup>29</sup> Sandy ,Reidmiller M.,The Benefits of Puppet Use as a Strategy for Teaching Vocabulary at the Secondary School Level with Students Who Have Mixed Learning Disabilities.(published : ), p. 11.

from the list, (e) Creating collaboratively a story map of the events that these puppets could part ray using the setting chosen, (f) Determining appropriate dialogue and actors for each character, (g) expecting that students may volunteer and perform this play for the class, (h) providing adequate preparation and practice time, (i) Sharing plays with the class or with other students to create original storylines and dialogues during their play time.<sup>30</sup> From the explanation above, it is clear that each procedure has its own characteristic.

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<sup>30</sup> *Ibid.*,p.30