USING PUPPET AS MEDIA TO INCREASE THE CHILDREN VOCABULARY

Setiawati
STAI Hubbulwathan Duri
Setiawati8576@gmail.com

Abstract

Artikel ini bertujuan untuk menjelaskan penggunaan boneka puppet sebagai media untuk meningkatkan kosakata anak. Mengajar anak-anak tidak sama dengan mengajar orang dewasa karena mereka memiliki karakteristik dan motivasi yang berbeda. Mereka juga harus memperhitungkan bahwa mengajar bahasa Inggris untuk anak-anak berbeda dari orang dewasa. Para guru harus mengetahui karakteristik peserta didik nya. Tambahannya, mereka perlu mempersiapkan teknik yang baik dan bahan yang cocok untuk mendapatkan target pengajaran bahasa. Boneka puppet dapat memberikan unsur kegembiraan kepada peserta didik. Dengan memasukkan unsur-unsur lucu, boneka puppet dimaksudkan untuk menarik perhatian anak-anak. Penggunaan boneka puppet dapat memotivasi anak-anak agar lebih tertarik dalam pembelajaran kosa kata, dan menyediakan teknik yang lebih baik untuk pengajaran kosa kata. Penggunaan boneka puppet bisa menjadi cara alternatif untuk mengajarkan kosakata, khususnya untuk meningkatkan kosakata anak. Para guru sebaiknya berkonsentrasi bahwa pengajaran kosakata adalah sesuatu yang baru dan berbeda dari bahasa asli siswa.

Kata Kunci: Media, Puppet, and Vocabulary

INTRODUCTION

For many years children from many places around the world learn English. Since, it is considered as International language. Learning English has become necessity for everyone who wants to engage in International interaction. Mastering this language it is not a simple thing to do. They are some skill should be learnt and practiced, such as listening, speaking,

reading, and writing. Those four skills cannot be separated since they are integrated.

In Indonesia itself, the government has made some efforts to obtain human resources who are able to understand and master English well. Nowadays, English is not only taught for adults but also to young learners. It is done in order to get the young learners to be familiar with English as soon as possible.

Teaching young learner is not the same as teaching adult because they have different characteristics and motivation. They are different from adults, so the way of teaching must be different too. According to Scoot (1990) there are some general characteristic of the children in that group (a) they are competent user of mother tongue, (b) they can tell the difference between fact and fiction(c) they love to play and learn best when they enjoy themselves seriously and like to think that what they are doing in real work., (d) they are enthusiastic and thinking, (e) they rely on the spoken as well as the physical words to convey and understanding meaning, (f) They are able to work with others and learn from others, (g) their own understanding comes trough eyes, hands and ears, (h) they have very short attention and concentration.

Commonly, there are several techniques concerning the teaching of vocabulary. However, there are a few things that have to be remembered by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to remember new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. Techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners. This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combined more than one technique, instead of employing one single technique.

According to Haycraft in Hatch and Brown (1995), vocabulary is defined into two kinds: receptive and productive vocabulary. Receptive vocabulary is words that the children recognize and understand when they occur in a context, but which they cannot produce correctly. For example, although a young child may not yet be able to speak, write, or sign, he or she may be able to follow simple commands and appear to understand a

good portion of the language to which he or she is exposed. Productive vocabulary is word which the children understand, can pronounce correctly and use constructively in speaking and writing.

Productive vocabulary, therefore, generally refers to words that can be produced within an appropriate context and match the intended meaning of the speaker or signer. Two kinds of vocabulary should be leant by the children. Another idea Hatch and Brown (1995) ,vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use.

Teachers need appropriate methods to teach the leraners. The proportions of the materials for young learners are different from that of the adult learners. Generally that teaching material emphasize on the ability to enrich their vocabulary of English language. The way of teaching vocabulary is not the same as teaching vocabulary to adult learners. They have different motivation and characteristic. It will be difficult when the teacher cannot motivate young learners intensively. Through motivation from their teacher it will increase their interest to learn better, so the learners' 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. They should create alternative of techniques to teach young learners in order to make them interested to what they are going to learn and avoid boredom.

In reality, the children learn English especially for beginner level are often faced with the problem of vocabulary mastery. They cannot just comprehend and master it well. The children as the learners face some obstacles in mastering vocabulary. After actively taking a part in the instructional process for several times, some problems come up dealing with vocabulary mastery. The indicators are: they have limited number of vocabularies, it is hard for them to memorize the meaning of words, their scores of English tests are low.

To help the problems, the teacher should use several media in learning process. Gerlach and Elly (1980) classify them into six general categories. They are pictures, audio recording, motion pictures, television, real things simulation and models, programmed and computers-assisted instruction programs. There are so many teaching media to help the teacher delivers the materials or to make the learners easily get the concept of the material. The

use of media allows learners to be involved in teaching and learning process. Some kinds of media that might help them to deliver the materials are song, picture, rhyme, models, puppets, etc.

Media such as song, picture, rhyme, models, puppets, etc. are useful to achieve the instructional goals of teaching and learning process. They can 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.

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 learners' abilities in listening, speaking, reading, and writing. By using this media, it is hoped that the learners can enjoy the teaching and learning process and can memorize the words.

Puppet as one of teaching media shows characters of something and their details. Moreover, puppet is fun. There are so many kinds of puppet that is used by the teacher such as hand puppet, shadow puppet, finger puppet, etc. It gives benefit to the teacher because he/she has an example's model in presenting his/her material to their learners.

DISCUSSION

General Concept of Media

Media is a tool used in teaching learning process. Media is one of the teaching components which should be involved in teaching learning process. Media would help to make the condition for the learners to identify or describe someone or something. It is strongly suggested that the teacher makes teaching medium to help the delivering material in the classroom. By using media during the teaching learning process, hopefully the teacher will be able to motivate the learners to learn and understand to the material presents.

According to Harmer (2001) states that "Media or teaching aid is used by language teachers to explain language meaning and construction, engage learners in topic, or as the basis of a whole activity." The children will learn enthusiastically, they will enjoy the teaching learning activities and they can understand the lesson easily. In addition, Murcia (2001), "Media can serve as an important motivator in the language teaching processes." From the

definition above, it can be concluded that the use of media is significant as it would help the learners in understanding and learning the lesson. For instance, if teachers want to explain about animal, media like dolls, pictures might help the children in visualizing the shape of those animals easily.

According to Kimtafsirah (1998: 4), instrument media or teaching language can be classified into:

1. Games and simulation.
2. Visual media are the aids which can be seen. Some of the examples are OHP (Overhead Projector), a blackboard, a puppet, and picture.
3. Audio media. What is meant by audio here is media that are useful because of its sound. The example are radios which are turning on and then producing sound and recording in cassettes which is being played.
4. Audio visual media. Audio visual media are useful because their sound and picture. The example is TV which is being turned on, then producing sound and pictures as well.

Media has a purpose that is to capture and sustain the learners' interest and attention and they can give more impression conveying and explaining information, messages, ideas, etc. However, it will enrich the foreign language teaching if the teacher notices basic things as follow: media should be inexpensive, media should be appropriate with the instructional, media should be appropriate with the material will be taught, media should be appropriate with the learners' characteristics, and media should interest the learners' attention.

Puppet

Puppet is a doll with a head of a person or animal and a cloth body, it can be manipulated with the fingers. The definition of puppet based on Oxford Dictionary (1995), "puppet is a small figure of a person or animal that can be made to move," for example by pulling strings attached to its limbs, or by putting one's hand inside it. Based on the definitions of puppet above, puppet is a small figure of object such as animals, person, or fantasy things that is interesting, colorful and can be operated by someone. Children usually love to play it. They usually use their imagination to play it. They

also feel good, appear fun and appealing in the eye of the beholder when they see a puppet.

The use of puppet in teaching English to young learners is expected to help young learners become more comfortable, interested and have a better understanding in learning English. Besides that, it is hoped that using puppet gives teachers a creative teaching media so they can provide an interesting and enjoyable teaching –learning process for their learners. Puppet can develop imagination and creative, it has an important role in education. Moreover, puppet has role to increase the learners' attention at the lesson. It shape, color, form can attract the learners to study more.

Kinds of puppet

There are lots of kinds of puppet that we can see it on television or internet. It is unique, colorful and funny. According to Lewis (1973) the commonly used puppets are:

a. 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 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.

b. Glove and Finger puppets

It makes use of gloves to which small costumed figures are attached. The operator uses the index and middle fingers as puppet legs. Puppet bodies can be either flat cutouts or doll like figure. These puppets are operated from the back of the stage.

c. 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 or scenery on or the stage or to move the rod puppets while on stage.

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

From some kinds of puppet, the teacher can choose one puppet that will be used in teaching learning process. Puppet can help the teacher in learning process. Puppet is a media to teach the learners because hand puppet is simple to make and to modify it also can be added by some colorful things and it is interesting for the children. It is easy to move because it is controlled by hand. I would use doll and socks as the puppet. This way will make the situation of the class to be having fun.

Vocabulary

Vocabulary is a central of language and of critical importance of typical language. Without sufficient vocabulary, people cannot communicate effectively or express his ideas in both oral and written form. According to Hatch and Brown (1995), the term vocabulary refers to a list or set of words for particular language or a list of words that individual speakers of language use. Since vocabulary is a list, the only system involved is that alphabetical order. The choice in vocabulary selection and methods used in teaching vocabulary are important factors. It needs the process of learning in context to get the meaning of words as stated by Allen French (1983). Vocabulary is a fundamental component of second language proficiency; one of the primary goals of language learning is to know the meanings of the words. It is needed to communicate successfully in the second language.

Napa (1991:6) who describes that vocabulary is one of components of language and that no language exists without words. Words are signs or symbols of ideas. Vocabulary is also essential in communication with others. If someone does not know the meaning of words used by others in communication, he or she will be unable to respond in the communication.

According to Hiebert and Kamil (2005:3) generally, vocabulary is the knowledge of meaning of words. What complicates this definition is the fact that words come in at least two forms: oral and printed. Oral vocabulary is the set of words for which we know the meaning when we speak or read orally. Printed vocabulary consists of those words for which the meaning is known when we write or read silently.

According to Hornby (1995) states that vocabulary is the total number of the words (with their meaning and with rules for combining them) making up the language. Burns and Broman (1975) define that vocabulary is the stock of words used by a person, class or professional, all having much in common, yet each distinctly different. The primary thing in learning a language is the acquisition of a vocabulary. Therefore, success in learning English requires vocabulary acquisition. A large vocabulary cannot guarantee the learner's competence in learning English but in adequacy of vocabulary will obstruct their chances to make success in learning English. Rivers in Nunan (1998), argues that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, one will be unable to use the structures and functions one may have learned for comprehensible communication.

Furthermore, Vocabulary is one element of the language that should be learnt and taught. It will be hard to master the language without mastering or understanding a certain number of vocabularies. Vocabulary is the first step to be taught before teaching other aspects of language. Coady and Huckin (1997) state that vocabulary is central to language and critical importance to the typical language learner. McCharty (1990) states that the importance of vocabulary in language learning is as follows: "no matter how successfully sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way. According to Burns and Broman (1975) the position of an individual in society may be determined by the extent of his knowledge of words and how to use them in manner appropriate to a particular place, time, and situation.

Furthermore, Harmer (2001) distinguishes between these two types of vocabulary. He divided vocabulary into two types: active and passive vocabulary. The first type of vocabulary refers to the one that the learners have been taught and that they are expected to be able to use. Meanwhile,

the second one refers to the words which the learners will recognize when they meet them, but which they will probably not be able to pronounce.

Wilkins (1982) says that without grammar very little can be conveyed; without vocabulary nothing can be conveyed. It has to be realized that the learners' ability to read, to write, to listen, and to speak is conditioned by their vocabulary. In reading ability, vocabulary helps learners in comprehending the text. In writing, it helps them to expand their ideas based on the topic sentence that they want. In listening, they comprehend and understand what other person speaks. In speaking ability, vocabulary facilitates the learners to explain their ideas orally. It makes vocabulary becomes the basic element to master the four language skills, namely listening, speaking, reading and writing.

Puppet as media in teaching vocabulary

Puppet as a medium of teaching language is regarded as central elements of the approach because it can be used as media to attract the children interest in learning language. The uses of puppet have had dual purposes to improve teaching, and to permit teacher and learners to interact based on the materials discussed in this class.

According to Mahoney (1998), the purposes of teaching English by using puppets are (a) to develop the children imagination and creativity, (b) to provide opportunities for children to share oral interpretations, and (c) to provide a supportive environment for experimenting with voice and language. The use of puppets can encourage and support their participation in many language activities. One of the objectives of puppets used in language teaching is helping the children to understand meaning of word of something. Besides, by using puppets as tools, the learners can hear, see, assume, and describe something directly. It provides opportunities for them to create and add variety of character, roles, and events.

The teachers as material presenter should choose an appropriate puppet based on some guidelines above. Besides that the advantages of by using puppet in developing vocabulary are:

1) The learners might have a high interest in following the teaching learning process. Most children are interested in some teaching aids, such as games, and puppets.

2) The learners might be motivated to be active in the class, and it can be easier to ask the children to give responses and opinion.

3) It is easy to understand, memorize, remember vocabulary and could avoid misunderstanding, because the learners see the object directly.

The procedure of using puppet in teaching vocabulary.

According to the Rehymer (1997), there are some procedures of using puppet in teaching vocabulary. They are (a) inviting the learners to create characters for puppets from then 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 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 learners 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 learners to create original storylines and dialogues during their play time.

Puppet is one of media that can be used in learning process of language. It can be used as a model. The learners can see the performance of the model first and then, they can imagine or imitate the performance. Rehymer (1997) said there are five basic techniques of using puppet:

1. **Lip Synchronization**

It is synchronize the opening of the puppets mouth with the spoken words. The puppeteer should avoid moving the mouth at random during a sentence. The puppeteers save the wide mouth openings for exaggerated or loud expression.

2. **Mouth Action**

Practicing to pen the puppet's mouth by moving the puppeteers thumb downward without moving his fingers upward. A slight forward thrusting of the hand may help when first starting out.

3. **Eye Contact**

The puppeteer should look the audience regularly. If the stage is elevated, the puppeteer will want his puppets to look down a little more than usual, rather than over the heads of the audience. This will ensure more

effective eye contact. This is achieved by simple adjustment of the wrist angle.

4. **Posture**

To make the puppet appear naturally, good posture cannot be ignored. To achieve this, the puppeteer's arm must be held at right angles to the floors with the hand level. The puppeteer should not allow puppets to learn from side or learn on the stages

5.   **Entrances and Exits**

There are many ways to enter and exit puppet, one of the ways is to make the puppet appears as if it is walking up or down a ramp. This movement uses the whole arm and requires the puppeteers to keep his fare arm straight up and down while the wrist remains relaxed using a motion.

It is clear that each technique has its own characteristic. The teacher should be well prepared before applying the children. 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. The procedure is easier to be done and more enjoyable than the other one. It is clear that each procedure has its own characteristic.

CONCLUSION

In teaching English, teacher should be creative in creating any innovation so the learners can improve their vocabulary. There are many media that can be used by the teacher. They are cards, puppet, audio visual, and etc. this media can improve learners' skill such as listening and speaking. Using this media is very interesting, learners give for free in enjoy the materials. It can explore the learners' motivation and make the learners' active in thinking the vocabulary that is going to learn. It can be concluded that this media can be developed the learners' vocabulary.

Furthermore, puppet could increase the learners' motivation in learning English. Therefore, it answered the problem of the study whether the puppet motivate children to learn English vocabulary. The learners understood that kind of activity was necessary for them and they expected that teaching by using a puppet would be given regularly and continuously.

AL-ISHLAH

The puppets have some advantages. Puppets are parts of visual aid for teaching strategies especially in teaching vocabulary. It is believed that puppet can give an element of fun to learners. By inserting humorous elements, puppets are intended to attract the student's attention. They can help the learners in mastering vocabulary and they can be used to increase their motivation.

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