

.CHAPTER II

REVIEW OF RELATED LITERATURE

Before conducting a research, it is necessary to present theory concerning with the subject being discussed. In this chapter the writer wants to try to find out some references by connecting any information or source which is relevant to the study. This chapter covers the definition of vocabulary, teaching vocabulary, the definition of media, and definition of puppet.

A. Definition of Vocabulary

Vocabulary is one of the materials studied by students of all level of schools in Indonesia. It has been mastered if they want to master English well. It is impossible to be successful in study language without mastering the 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. To support the speaker's interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. Therefore, the students should have to obtain vocabulary mastery. Hocket (in Celce-Murcia and Mc Intosh, 1978: 129) states that vocabulary is the easiest aspect at a second language to learn and it hardly requires formal attention in the classroom. Hornby (1995: 1331) defines "vocabulary as a list of words used in book, etc. usually with definition and translation".

According to Finnochiaro (1974: 73) there are two kinds of vocabulary, namely active vocabulary and passive vocabulary. Active vocabulary refers to the words the student understands, can pronounce correctly and use them constructively in speaking and writing. On the other hand, passive vocabulary refers to the words in which the students can recognize and understand while they are reading or listening to someone speaking, but they do not use the words in speaking or in writing.

Based on the definition above, I conclude that the more vocabulary the learners have, the easier for them to develop their four skills (listening, reading, writing, and speaking) and learn English as the foreign language generally.

B. 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 plays 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 the same ideas or feeling they express in their native language (Finochiaro, 1974:38)

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 (1982:207) 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.

From the explanation above I conclude that the teachers must know the different kinds of vocabulary. In addition, understanding the above factors is very important for the teacher before teaching vocabulary to elementary school.

a) Teaching Vocabulary for Young Learner

Teaching English to elementary school students as a local content has a goal that the students are expected to have skills of the language in simple English with emphasis on listening, writing, reading and speaking skill using selected topics related to their environmental needs.

Related to the objective above, the material for the fourth grade, have topics about center of interest that they often face in their life. The topics include things inside a class and things around a school. So, it is easier for them to perform and absorb the words given which are about things inside the class and things around the school.

There is no basic rule on how many words should be given to the fourth graders of elementary school. As ten up eleven years old children, the fourth graders should not be given too many words. It is better to give them about seven or eight new words at one time.

To help the learners in learning foreign language Mary Slaterry and Jane Willis (2003: 4) suggest some ways to teach them. There are (a) make learning English enjoyable and fun, (b) don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part, (c) use a lot of gestures, action, pictures to demonstrate what you mean, (d) talk a lot to them use English, especially about things they can see, (e) play game, sing a song, and say rhymes and chants together, (f) tell simple stories in English, using pictures and acting with different voices, (g) don't worry when they use their mother tongue. You can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue, (h) Consistently recycle new language but don't be afraid to add new things or to use words they won't to know, (j) plan lesson with varied activities, some quite, some noisy, some sitting, some standing and moving.

From the explanation above, it can be concluded that in teaching vocabulary to the fourth graders, teacher should not give the students too many new words in a lesson. It is better to give them about seven or eight new words rather than giving them many words. It is better to practice the words given in order to achieve comprehension. Few words would help them memorizing the words quickly and to internalize them.

C. The Definition of Media

Media will help to establish the conditions for the learners to identify or describe someone or something. There are some experts who give their opinions dealing with media:

- 1) Media are any person, material, or event that establishes conditions which enable the learner to acquire knowledge, skills and attitudes (Gerlach, Ely. 1980: 241).
- 2) Media are used to motivate students in learning (Hamalik, Oemar. 1989:18).
- 3) Media are the tools or the physical things used by a teacher to facilitate the instruction (Brown; J.W, Richard B.L, Fred F.H, 1969:2-3).

From the explanation above, the writer concludes that media are means for transmitting or delivering messages to motivate students in learning. 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. In this study, the writer chose visual media because she used the puppet as media in teaching and learning process.

a) Puppet as Media in Teaching Elementary School Students

To get an effective effort in learning language, the teacher should be able to use a good media especially to attract the interest of the students. The use of media is needed to reach the purpose of teaching and learning and it should be various as stated by Brown et al (1964: 1), using a variety media will increase the probability that the students will learn more, retain better what they learn and improve their performance of the skill they learn and improve their performance of the skill they are expected to develop. In addition Lewis,(1973: 5) takes point by point in choosing the media of teaching. To do this, he gives seven requirements there are:

- a) Design object and select content
- b) Select approach learns experiences,
- c) Select on or more appropriator formats in which to carry out the learning experiences,
- d) Selecting physical facilities in which to carry on learning experiences,
- e) Assigning the personal roles,
- f) Choosing appropriate materials and equipment,
- g) Evaluating results and recommended future improvements.

Selecting appropriate media of teaching is not only using teaching media randomly without planning first but also analyzing the level of the students the appropriates of material which will be taught by the teacher. Students in learning language must represent the needs of the students, their capabilities their special interest and motivation and their styles of learning. 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 students' interest in learning language. The uses of puppet have had dual purposes to improve teaching, and to permit teacher and students to interact based on the materials discussed in this class. By using this media the teacher will find May possibilities to enrich educational system. Beside that the media of puppet, the students find themselves able to express thoughts, idea, and feelings that they otherwise couldn't. One of the objectives of puppets used in language teaching is helping the students to understand meaning of word of something. Besides, by using puppets as tools, the students can hear, see,

assume, and describe something directly. It provides opportunities for them to create and add variety of character, roles, and events.

The use of puppets can encourage and support their participation in many language activities. Students who are reluctant to speak in group settings may participate in oral activities and increase confidence with the aid such as puppets. Based on Mahoney (1998:72), the purposes of teaching English by using puppets are (a) to develop students' 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.

From the explanation above, I conclude that 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 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.
- (2) The students might be motivated to be active in the class, and it can be easier to ask students to give responses and opinion.
- (3) It is easy to understand, memorize, remember vocabulary and could avoid misunderstanding, because the students see the object directly.

D. Definition of Puppets

Gwin (1972: 60) 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: 339) 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. While based on Oxford dictionary (1974: 679) puppet is defined as doll small figure of animal etc., with jointed limbs by wire or strings used in

Plays or doll of which the body can be put in the hand like a glove the arms and head being moved by the fingers on the operation. From the definition above, it can be concluded that 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.

a) The Type of Puppets

As an educational tool, puppets have become very widely accepted because of their value in helping students in personal development and the opportunity afforded in activity in the building and operating puppets. In teaching using puppet as a media, it will be better to take the available materials. Teaching using puppet can be used as the alternatives technique in teaching learning process. It is good to know a number of ways to make puppets so that they can be used at different levels without repeating some types and methods of approach. According to Lewis (1973: 364) the commonly used puppets are:

(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 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) 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.

(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 or 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 card board or wood, to which handles are attracted to permit manipulation behind a rear lighted while cloth or milk plastic screen. In this research one type of puppet was used.

The writer used hands puppet with a people puppet. Hands puppet was chosen because the students might be motivated to be active in the class. Also, it can be easier to ask students to give responses and opinion. Besides that, hands puppet is easy to understand, memorize, remember and could avoid misunderstanding because the students see the object directly.

b) The Techniques of Using Puppet in Teaching Vocabulary

It is important to know that all basic techniques of using puppet in teaching vocabulary can be practiced without puppet, but we must know the correct way to hold a puppet. Inserting one hand into the body of the puppet and into its mouth so that our hand should be comfortable with four fingers in the roof of the mouth in the jaw.

According to Reyhner (1997: 98), 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 Actions

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. This to make sure the bottom jaw moves and not the top of the puppets head called by "flipping the lid".

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. From the explanation above it is clear that each technique has its own characteristic. The writer used the mouth action technique because it was easier to be done. It was not difficult to do and it looked simple.

c) 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 (1997: 98-101), there are some procedures in creating an effective class and original storylines and dialogues of using puppets.

They are:

1. inviting the students to create characters for puppets from the classroom collection or from home,
2. Asking each student to present a brief description about a puppet, focusing on puppets likes and dislikes,
3. brain storming and displaying a list of setting where these puppets might meet individually or in a group activity,
4. selecting two or three puppets from the group and setting from the list,
5. Creating collaboratively a story map of the events that these puppets could part play using the setting chosen,
6. Determining appropriate dialogue and actors for each character,
7. expecting that students may volunteer and perform this play for the class,
8. providing adequate preparation and practice time,
9. Sharing plays with the class or with other students to create original storylines and dialogues during their play time. From the explanation above it is clear that each procedure has its own characteristic. The writer used the last procedures because it was easier to be done and more enjoyable than the other one.

E. Previous Study

There are many previous study about teaching vocabulary, one of the previous study with the tittle ” The Effectiveness Of Teaching Vocabulary By Using Puppet At Elementary School Students” by Sofika Chandra Nilawati (2009). She use puppet as media in his research to cover the problem about achievement of vocabulary at elementary school. The puppet is recommended to the English teacher, especially to teach children around 7-10 in order to attract their motivation in learning English to be more interested.

Another previous study is “The Effectiveness of Teaching Vocabulary Using Songs and Hand Puppets: An Experimental Study at the Fourth Years of SD Negeri Gentan 02 Baki, Sukoharjo” by Kadina Kesuma Ilham (2009). He use hand puppet as media, but here he combine the media hand puppet with songs to make students enjoy the class and can improve students vocabulary.

The writer in this research using Hand Puppet as enjoyable media to be used by teacher during teaching and learning English especially in vocabulary. Hand Puppet as media is unique strategy. The students will be curious it make the students interest joins the class so the students will not be bored and hand puppet is the effective median in teaching English especially in vocabulary.