

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of The Research**

English is as an international language should be learned by many people especially who really wants to master English. The ability to use English of internationality as a way to be success in many aspects of life, and also English is a language which dominate communication era to connect and transfer knowledge in the society. In 2013 curriculum, English as the foreign language has an important position in all levels of school in Indonesia. It is considered as one of compulsory subject since in the junior high school up to university. English is also one of subject that must be based on educational curriculum. Teaching vocabulary is more important in junior high school. Vocabulary is the first step to learn English, because without knowing a lot of vocabulary in English the learner will get difficulties in mastering English. Vocabulary became the foundation when we start to study English.

Kridalaksana (2009) explains “Vocabulary is a language component which contains all of information about meaning and using of words in language and he also say that vocabulary is the total number of words which posed speaker, writer or a language. In addition, Suyanto (2007) describes that glove puppet is the one of media that is used in teaching and made from material such as paper, plastic, etc. the purpose of using it is to make the learners to enjoy the study

and topic will be interesting. It is also to improve students' motivation to study, especially in English.

Based on that research, the researcher curious to use puppet as medium in teaching learning process. Hence, in this study the researcher wants to examine "the effect of teaching vocabulary by using puppet at junior high school (for the first graders of SMPN 1 Tambusai in the academic year 2021/2022). The researcher wants to analyze whether teaching vocabulary by using the puppet is more effective to improve the students' achievement in vocabulary.

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 researcher is interested in using the puppet to enrich and to improve the mastery of the students' vocabulary. By using this media, it is hoped that the students can enjoy the teaching and learning process, can memorize the words easily, Students' abilities increase in understanding vocabulary and students find it easier to remember vocabulary.

## **1.2 Setting of the Research**

Based on the background of the problem stated above, the research sets the problem into the followings casis: The first students, still have a low ability in mastery vocabulary. The second, students are not interested and get bored in teaching learning process. The third, students are difficult to remember English vocabulary.

### **1.3 Limitation of the Research**

Based on the background of the problem previously, the scope of this research focused on vocabulary. The limitation of researcher is about name of animals, fruits, parts of body and things in the classroom.

### **1.4 Formulation of The Research**

The problem of the study is formulated as the follows:  
Is there any significant effect puppet media to word vocabulary students at first grade student in SMPN 1 Tambusai?

### **1.5 Purpose of The Research**

To find out whether is there any effectiveness teaching vocabulary by using puppet for the First Grade Students SMPN 1 Tambusai.

### **1.6 Significance of The Research**

The finding of this research will be expected to be useful and relevant to:

#### 1. Theoretically

Theoretically the study will be given easier and interesting way in mastery vocabulary.

#### 2. Practical Benefits

a. For researchers: puppet media development in learning can add insight and broader knowledge.

- b. For teachers: this research is useful as a reference and reference for teachers in implementing a learning media in the classroom so that the teaching and learning process runs effectively.
- c. For children: with media puppet this will improve skills talk and increase the vocabulary of children and children can also apply in their daily life.
- d. For schools: schools can use this research to improve teacher knowledge regarding the application of learning media good in the teaching and learning process in the classroom.

## **1.7 Definition of Key Terms**

### **1.Vocabulary**

According to Penny (2007) said that vocabulary can be defined, roughly as words we teach in the foreign language. In this researcher, vocabulary is words that student, learn in the class room discussing certain at SMPN 1 Tambusai.

### **2.Puppet**

According Suyanto (2007) glove puppet is the one of media that is used in teaching and made from material such as paper, plastic, etc. In this research one type of puppet is used. The researcher used hands puppet. Hands puppet will choose 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 mis

understanding because the students see the object directly.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Review of Related Theories**

In this research, some relevant previous studies that deal with the use of the effectiveness of teaching vocabulary by using puppet for the First Grade Students SMPN 1 Tambusai in Academic Years 2021/2022. This chapter covers the definition of vocabulary, teaching vocabulary, and definition of puppet.

##### **2.1.1. The Nature of Vocabulary**

###### **a. Definition of Vocabulary**

Vocabulary is one of the materials studied by students of all level of schools in Indonesia. Vocabulary is one the four language component, which are spelling, grammar, phonology and vocabulary. It is important element that cannot be separated from each other in language learning proces since English as foreign language. Vocabulary aims at expending and enriching the learnes' knowledge of word to improve their reading, listening, speaking, and writing.

According to Kridalaksana (2009). "Vocabulary is language component which containts all of information about meaning and using of words in language and he also say that vocabulary is the total number of words which posed speaker, writer or a language.

According to Penny (2007) said that vocabulary can be defined, rouhgly as words we teach in the foreign language.

The definition of vocabulary is clear enough that in almost all cases of human life, they use a set of words. The use of words itself differentiates according to the field, person, class, or profession. It means that a beggar uses a set of words to ask for some money from rich people, the teacher also uses a set of words when their students command. The researcher has the opinion that vocabulary is one aspect of language which is important in learning a language because vocabulary carries a meaning which is used in communication. In other words, vocabulary is a very vital component of language learning. Without understanding vocabulary, students cannot understand the ideas on listening and reading and find difficulty in expressing ideas in speaking and writing.

#### b. Purpose of Vocabulary

In general, vocabulary is to increase learners' ability in language and to have knowledge about words and its elements. There are general:

1. Quality means number of words to counting a lesson. In the minimal number of words for junior high school is around 1500 words, while senior high school is about 4000 words.
2. Need to determine the students' vocabulary for business.
3. Presentation to specific understanding in the meaning of the words being learned since meaning involves many things, this requires the teaching in which the words are presented.

Based on the explanation above, there are some purposes of vocabulary. They are : to express their opinion thinking, to express idea in their society, particularly in early stages when students are motivated, to learn the basic words they need to get by in language, to understand nuances of meaning, to become

more proficient in their own choice of words and expressions, counting the lesson, need for business, and presentation. In specific purposes of vocabulary based on curriculum 2013 the purpose of vocabulary in junior high school “is compile oral and written texts to state and ask for names, animals, object and public object that are close to the daily lives of students by paying attention to social functions, text structures and linguistic elements that are correct and in context”. It means vocabulary for junior high school is to help students in learning. English in every material of English, besides that, the students also must can say and describe the vocabulary.

### c. Types of Vocabulary

Based on information from Judy. K Montgomery’s

book : The brigde of vocabulary (2007), there are four types of vocabulary they are :

#### 1. Listening Vocabulary

The words we hear and understand. Starting in the womb, fetuses can detect sounds as early as 16 weeks. Furthermore, babies are listening during all their waking hours – and we continue to learn new words this way all of our lives. By the time we reach adulthood, most of us will recognize and understand close to 50.000 words. (Stahl, 1999; Tompkins, 2005) Children who are completely deaf do not get exposed to a listening vocabulary. Instead, if they have signing models at home or school, they will be exposed to a “visual” listening vocabulary. The



amount of words modeled is much less than a hearing child's incidental listening vocabulary.

## 2. Speaking Vocabulary

The words we use when we speak. Our speaking vocabulary is relatively limited: Most adults use a mere 5,000 to 10,000 words for all their conversations and instructions. This number is much less than our listening vocabulary most likely due to ease of use.

## 3. Reading Vocabulary

The words we understand when we read text. We can read and understand many words that we do not use in our speaking vocabulary. This is the 2nd largest vocabulary if you are a reader. If you are not a reader, you cannot "grow" your vocabulary.

## 4. Writing Vocabulary

The words we can retrieve when we write to express ourselves. We generally find it easier to explain ourselves orally, using facial expression and intonation to help get our ideas across, than to find just the right words to communicate the same ideas in writing. Our writing vocabulary is strongly influenced by the words we can spell. Think about it:

When reading, a child with hearing will say all the phonemes related to a word to sound it out. They will then guess a word they know. This is dependent upon their lexicon (mental dictionary). Children would not guess a word they

didn't know. Deaf students do not use auditory memory to sound out a word. They mostly memorize spelling patterns. Therefore, students who are deaf typically use a reduced variety of words in writing while they are learning. According Thornburry (2006) said that vocabulary can be divided in two type,there are receptive and productive vocabularies:

#### a. Receptive Vocabulary

Receptive vocabulary is larger than production ones. Vocabulary or words we recognize when we see or hear them, usually in reading and listening. Gains and Redman (2007) are writing that receptive vocabulary as the language items can only recognized and comprehend in the context of reading and listening activity and it requires a reader to associate label as in reading or listening”.

#### b. Productive Vocabulary

Kamil & Hiebert (2007) says that productive vocabulary includes words that they use when they speak or write. Prodeuctive vocabulary also involves not using the words too often if it is typical a low frequency word, and using it in suitable situation. It involves using the word to stand for the meaning it represents and being able to think of suitable substitutes for the words if there are any.

#### d. Teaching Vocabulary

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. Furthermore, in teaching

vocabulary the teacher can introduce the list of vocabulary that is taken from the book. The teacher uses and adds other vocabularies which are relevant to the students. The teacher needs a good knowledge of 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.

According Purwo (2007) teaching vocabulary is a measure of one's understanding of the vocabulary of a language and its ability to use the vocabulary both orally and in writing

Related to the objective above, the material for the seventh 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 nine graders of junior high school. As fourteen up fifteen years old children, the nine graders should have given too many words. It is better to give them about fifteen or twenty new words at one time.

From the explanation above, researcher conclude that in teaching vocabulary to the nine graders, teacher should give the students too many new words in a lesson. It is better to give them about fifteen or twenty new words rather than giving the 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.

### **2.1.2 The Nature of Hand puppet**

#### **a. Definition of hand Puppet**

A puppet is a medium that is very familiar with the world of child's play. Puppet is an imitation of the human form and even now including imitations of animal forms. So in fact the doll is one model comparisons as well. Nevertheless, because the doll in appearance has special characteristics, it is discussed separately in this discussion. In the use of puppets used as a medium of learning by playing in a puppet show. I also added that According to Bil Baird in Greder ,(2013) “A puppet is an inanimate figure that is made to move by human effort before an audience. It is the sum of these qualities that uniquely defines the puppet. Puppet is small-scale figure (as of person or animal) usually with a cloth body and hollow head that fits over and is moved by the hand (Merriam Webster Online, 2012).

According Suyanto (2007) glove puppet is the one of media that is used in teaching and made from material such as paper, plastic, etc. the purpose of using it is to make the learners to enjoy the study and topic will be interesting. It is also to improve students' motivation to study, especially in English.

From 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 students' attention.

## b. 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 John Lewis, 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 attached to permit manipulation behind a rear lighted white cloth or milk plastic screen.

In this research one type of puppet is used. The writer used hands puppet. Hands puppet will choose 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.

### c. The Benefit of Puppet

Besides that the benefit of using puppet in developing vocabulary are:

1. The students might have a high interest in following the teaching learning process. Most children in the junior 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. Teaching Vocabulary Using Hand Puppet

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, there are five basic techniques of using hand 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 open the puppet's mouth by moving the puppeteer's 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 puppet's 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 floor with the hand level. The puppeteer should not allow puppets to lean from side or lean 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 appear as if it is walking up or down a ramp. This movement uses the whole arm and requires the puppeteer to keep his fore 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.

#### e. The step 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 (2005), 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, Creating collaboratively a story map of the events that these puppets could part play using the setting chosen,
5. Determining appropriate dialogue and actors for each character,

6. expecting that students may volunteer and perform this play for the class,
  7. providing adequate preparation and practice time,
  8. 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 researcher used the last procedures because it was easier to be done and more enjoyable than the other one.

## **2.2 Review of Related Finding**

The first previous study that is found entitled: The Effectiveness of Using Hand Puppet to Improve Students' Speaking Skills in Performing Adjacency Pairs (an Experimental Study of Seventh Graders of SMP 11 Semarang in the Academic Year of 2011/2012), by Diah Nurhayati, This research uses quantitative experimental study. The number of the population was 224 students divided into seven classes; each class was 32. Researcher two classes, 7D for the experimental group and 7A for the control group. The research design used was an experimental study with Pre-test Post-test Nonequivalent-Group Design. The research instruments used were try-out, tests and observation journals.

The second previous study that is found entitled: The Effectiveness of Using Hand Puppets as Media on the Students' Achievement in Writing Narrative Text (A Quasi-Experimental Study on the Eighth Grade Students of MTs Darul

Huda Wonodadiin the Academic Year of 2016/2017), by Ayu Fitri Alawiyah. This researcher conducted experimental research. The research design used was a quasi-experimental named Nonrandomized Control Group Design. The total number of the sample was 55 students, class VIII C as the control class, and class VIII D as the experimental class. The researcher held the try-out tes to get its validity and reliability of the instruments. In the pre-test, the result of the study showed that the means of the experimental class was 65.9286 and the control class was 62.5926. After they got the treatments, the result of the test showed that the experimental class performed better than the control class and showed great progress. In this test, the mean score of the experimental class was 72.6429; whereas the control class was 67.7037.

The third previous study that is found entitled: The Effectiveness of Using Pictures in Teaching Vocabulary (An Experimental Research at the Seventh Grade of SMP Hasanuddin 5 in the Academic Year of 2016/2017), by Izza Maulana Rohman. This research design was experimental research. It was conducted into two groups; experimental group (VII D) and control group (VIIB) which was chosen by a simple random sampling technique. The experimental group was taught vocabulary by using pictures while the control group was taught vocabulary without pictures. The instrument of the research was written tests and documentation. There were pre-test and post-test to collect data.

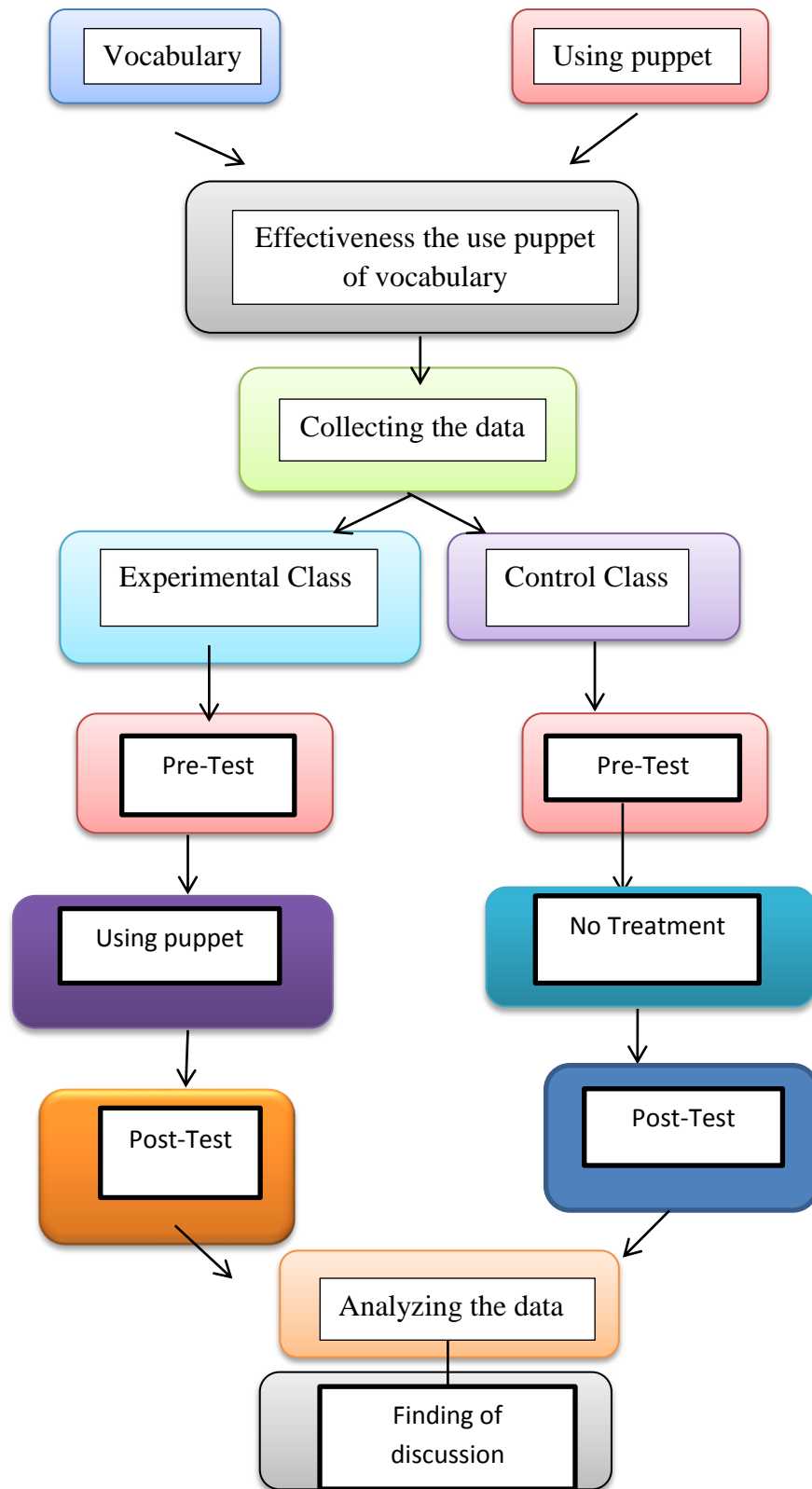
Based on the data obtained, it showed that pre-test average score of the experimental group was 86.15 and the control group was 88.45. Meanwhile, the post-test average of the experimental group was 53.65 and the control group was

43.97. Furthermore, it was obtained that the t-count was 2.030 and t-table 2.006 for  $\alpha = 5\%$ . Because t-table was lower than t-count ( $2.006 < 2.030$ ),  $H_0$  was rejected and  $H_a$  was accepted that there was a difference of the posttest average score between the experimental group and the control group. Based on the result, it was concluded that using pictures is effective in the teaching vocabulary at the seventh-grade students of SMP Hasanuddin 5 Semarang in the academic year of 2016/2017.

So that, from the above description, the researcher concluded that many methods can increase the students' vocabulary mastery. Next, the researcher hopes that puppet method can increase the students' vocabulary mastery. So that, the researcher was interested to make the research about the Effectiveness the use puppet of vocabulary at SMPN 1 Tambusai

### **2.3 Conceptual Framework**

In this research, a conceptual framework is the Effectiveness the use puppet of vocabulary at SMPN 1 Tambusai. This is the following figure:



**Figure 1. Conceptual Frame Work**

## 2.4 Hypothesis

In this research, there are two kinds of hypotheses provided. There are Null Hypothesis and Alternate Hypothesis:

### a. Alternative Hypothesis (Ha)

The alternative hypothesis is the hypothesis or claim which we initially assume to be false but which we may decide to accept if there is sufficient evidence.

The use of hand puppet effectively impacts on teaching vocabulary for the First Grade Students SMPN 1 Tambusai in academic year 2021/2022.

### b. Null Hypothesis (Ho)

This is a statement there is no real relationship between variable. (Sendil Mourougan, K, Sethuraman : 2017, p. 35)

The use of hand puppets does not effectively impact of teaching vocabulary for First Grade Students smpn 1tambusai in academic year 2021/2022.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter explains about research methodology that the researcher will use in this study. This chapter consist of several sections, research design, setting of the research, Population and Sample, instrumentation, procedure of the research, technique of collecting the data, technique of analyzing the data taken at the first grade student of SMP N 1 tambusai and research instrument.

#### 3.1. Research Design

Result of research never mean as real problem solving. It's because the research part of the way to solve the problem itself. Function of research is to find the explanations and answers on a problem and also give an alternative on anything that can be used on solving the problem (Azwar, 2010).

In this study, the researcher used the quasi-experimental design Pretest Post-test. This study used pre-test and post-test to obtain the data. This design can be described as follows:

<b>Class</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>Experiment</b>	<b>X<sub>1</sub></b>	<b>T</b>	<b>X<sub>2</sub></b>
<b>Control</b>	<b>Y<sub>1</sub></b>	<b>-</b>	<b>Y<sub>2</sub></b>

**Table 1. Research Design**



### 3.2 .Setting of the Research

Researcher will do the research first grade at SMPN 1 Tambusai. Located at Jl. Tuanku Tambusai No. 80 Dalu-Dalu Tambusai Tengah Tambusai Kab. Rokan Hulu.

### 3.3 Population and Sample.

#### 1. Population.

According to Porte in Shoiruroh, population is the entire group the researcher is interested in which he or she wants to describe or draw conclusion about (Siti Naimatus Shoiruro : 2012). To sum up, population is the whole object used by the researcher.

The population of this research is first-grade Students of SMPN 1 Tambusai This school is located in Jl. Tuanku Tambusai No. 80 Dalu-Dalu, Tambusai Tengah. There is one class of first grade with the total number of 30 students, research uses one of that class in this research.

NO	CLASS	A	B	TOTAL STUDENT
1	VII	30	30	60

**Table 2. Population**

#### 2. Sample

The sample is a small proportion of the population selected for observation or analysis. A sample is a part that can represent all the population observed, (Suharismi Arikunto: 1998). So, by observing the characteristic of the sample, one can make certain inferences about the characteristic of the population from which

drawn. The sample consisted of the students from the population who are chosen to participate in the study. Since the population was 60 students, one group was selected as the sample by using sampling techniques in choosing the class, and the researcher used "Saturated samples are sampling techniques if all members of the population are used as samples, (Sugiyono : 2017).

### **Sample of the Research**

No	Class	The Number of Students	Sample
1	A	30	Control class
2	B	30	Experiment class

### **3.4. Instrument of Research**

For collecting information about the topic of the research problems, the researcher will be use the instruments, they are

#### 1.vocabulary Test

The test is a method of measuring someone's knowledge, ability, or performance in a given domain (Douglas, H. Brown 2004), p, 3. The researcher was used to test in the study as the instrument for collecting data. The tests are pre-test and post-test. The purpose of giving a pre-test to know the students' ability in mastering English vocabulary before conducting this study. The research

that the researcher conducted was four times meeting, in conducting the research carried out two pre-test and two post-test.

The purpose of a test able to give the valid information on the students' abilities and knowledge. The successfulness of teaching and learning can be seen in the test's result. ( H. Douglas Brown, p. 53 ). In vocabulary test is multiple choice that 20 question. Indicators of vocabulary is presented in the following table

### Indicators of Vocabulary

No	Indicators	Topic
1	Identify the name of words	Fruits
		Animals
		Thing in the classroom
2	Identify the meaning of words	Fruits
		Animals
		Thing in the classroom

#### b. Documentation

Documentation is one of the methods for collecting data in forms such as book documents, regulations, and so on. Documentation of research is a study of the results of the study. In this documentary, the researcher also attached a plan for implementing learning.

### 3.5. Procedure of The Research

No	Control Class	Experimental Class
1.	<b>Pre-Activities</b> -The researcher checked	<b>Pre-Activities</b> -The researcher checked the

	<p>the students' attendance</p> <p>-The researcher will give pre-test about vocabulary test.</p>	<p>students' attendance</p> <p>-The researcher will give pre-test about vocabulary test.</p>
2.	<p><b>Whilst-Activities</b></p> <p>-The teacher opened the class by greeting to the students and explained in brief what they were going to do in the meeting.</p> <p>-The teacher give the material</p> <p>-The teacher explains about the vocabulary.</p> <p>-The teacher give the example of vocabulary</p> <p>-The teacher explains the example of vocabalary.</p>	<p><b>Whilst-Activities</b></p> <p>-The teacher opened the class by greeting to the students and explained in brief what they were going to do in the meeting.</p> <p>-The teacher gives the material about vocabulary.</p> <p>-The teacher gives the example of material, model, instruction</p> <p>-Teacher tries to use hand puppet</p> <p><b>Step 1:</b> Teacher shows puppet to keep attention of students.</p> <p><b>Step 2:</b> Teacher introduces the topic of the lesson.</p> <p><b>Step 3:</b> The teacher use hand puppet to guide them to explanation about the topic</p> <p><b>Step 4 :</b> Teacher asks the students to discuss about the material in group.</p> <p><b>Step 5 :</b> Teacher asks the students to make another example about the material based on puppet media</p>
3.	<b>Post-Activities</b>	<b>Post-Activities</b>

	<ul style="list-style-type: none"> <li>-The researcher checked students' attendance.</li> <li>-The researcher will give a post-test about test vocabulary</li> <li>-The researcher evaluated the result of the test</li> </ul>	<ul style="list-style-type: none"> <li>-The researcher checked students' attendance.</li> <li>-The researcher will give a post-test about test vocabulary.</li> <li>-The researcher evaluated the result of the test</li> </ul>
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### 3.6 Technique of collecting the data

For collecting data in this study, the technique is use in this research is to fill the blank tests in the story. There are several uses in this study, the tests are completed with exercises and test, this includes pre-test and post-test. This study was used as a test to collect the data. The test will be conducted before and after giving treatment to identify the problem in this research. First, students were given a pre-test before giving a treatment. Next, students were tasked post-test after giving a treatment to measure how far students can be effective in vocabulary by using hand puppets. Finally, the result can be found by comparing pre-test and post-test to know there is a significant influence of applying vocabulary by using hand puppets.:

### 3.7 Technique of Analyzing the Data

Data analysis is the process of giving meaning to data. After the researchers get the data from the pre-test and post-test, the data will be analyzed and processed. The data analysis technique used statistical analysis, namely descriptive analysis. The data will be calculate using the SPSS program.

#### 1. Normality Data

According to Niati and Annajmi (2020, p. 33) normality test is aimed to see whether the data normally distributed or not.

Statistical Hypothesis:

H<sub>0</sub> = The data of pre-test and post-test in experiment class and control class are normally distributed

H<sub>a</sub> = The data of pre-test and post-test in experiment class and control class are not normally distributed

This uses to determine the slope formula. If  $\text{sig} \geq 0,05$ , the data is normal and H<sub>0</sub> accepted. But, if  $\text{sig} \leq$  the data is not normal and H<sub>0</sub> rejected.

## 2. Homogeneity Data

According to Niati and Annajmi (2020, p.39) homogeneity test is used to see whether two sets of data have a homogeneous variance or not.

Statistical Hypothesis:

H<sub>0</sub> = Both variance is homogeneous

H<sub>a</sub> = Both variance is not homogeneous

If both the samples are normal, then continue to the second test of homogeneity of variance. If  $\text{sig} \geq 0,05$ , the data homogeneous and H<sub>0</sub> accepted. But, if  $\text{sig} \leq 0,05$ , the data is not homogeneous and H<sub>0</sub> rejected.

## 3. Hypothesis Test

To analyzing the data use to examine the significant effect between hand puppet strategy without hand puppet strategy in post-test. the researcher will use the independent sample T-test to measure the data. Provisions  $\text{sig.} \geq 0.05 = H_0$  was accepted and H<sub>a</sub> was rejected and if  $\text{sig.} \leq 0.05 = H_a$  was accepted and H<sub>0</sub>

was rejected or  $t\text{-value} > t\text{-table} = H_a$  was accepted and  $H_0$  was rejected. But, if  $t\text{-value} < t\text{-table} = H_0$  was accepted and  $H_a$  was rejected.

Hypothesis test use to determine whether there is significant effect of hand puppet strategy on students' teaching vocabulary at SMPN 1 Tambusai.

$H_a$  = There is significant effect of hand puppet strategy on students' teaching vocabulary at SMPN 1 Tambusai.

$H_0$  = There is no significant effect of hand puppet strategy on students' teaching vocabulary at SMPN 1 Tambusai.

If sample is normally distributed with homogeneous variance, then used t test with the formula:

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{S_{gabungan} \sqrt{\frac{n_1 + n_2}{n_1 \cdot n_2}}}$$

With :

$$S_{gabungan} = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Explanation :

$t_0$  = The value of t-score.

= The mean score/average of students' experiment class.

= The mean score/average of students' control class.

= Number of students in experimental class.

= Number of students in control class.

= variance of experiment class.

= variance of control class.