# IMPROVING VOCABULARY MASTERY BY USING PUPPET MEDIA AT GRADE VII STUDENTS OF SMP NEGERI 3 BATANG NATAL

## A THESIS

*Submitted to the English Education Study Program of State Collage for Islamic Studies Padangsidimpuan in Partial Fulfillment of the Requirement for Degree of Islamic Educational Scholar (S.Pd) in English Program*

**Written By :**

**LENNI LUBIS**
**Reg. Number: 15 203 00080**

## ENGLISH EDUCATIONAL DEPARTMENT

## TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
## 2020

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# PADANGSIDIMPUAN
# 2020

Term : Thesis

To:
a.n. Lenni Lubis

**Dean Tarbiyah and**
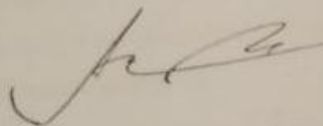**Teacher Training Faculty**
In-
Padangsidimpuan

Assalamu'alaikum Wr.Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Lenni Lubis**, entitled *"Improving Vocabulary Mastery by Using Puppet Media at Grade VII Students of SMP Negeri 3 Batang Natal"*, we assume that the thesis has been acceptable the assigment and fulfill the requirement for the degree of Educational Schoolar (S.Pd.) in English Program, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan .

Therefore, we hope that the thesis will soon be examined by the thesis Examiner Team of English Departement of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.
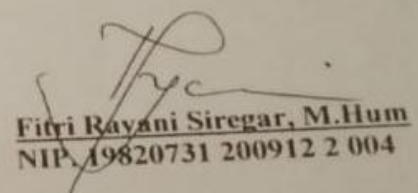
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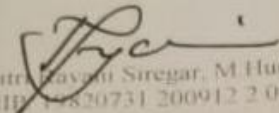
Padangsidimpuan, January 2020
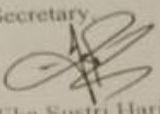Declaration Maker,

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| Predicate | : | Memuaskan |

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## LEGALIZATION

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| **Thesis** | : | IMPROVING VOCABULARY MASTERY BY USING PUPPET MEDIA AT GRADE VII STUDENTS OF SMP NEGERI 3 BATANG NATAL |
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The Thesis had been accepted as a partial fulfillment of the requirement for the degree of graduate of Education (S.Pd.) in English

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بِسْـــمِ اللهِ الرَّحْمٰنِ الرَّحِـــيْمِ

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in the process of finishing my thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people, are:

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I realize this thesis can't be considered perfect without critiques and seggestions. Therefore, it is such a pleasure for me to get critiques and suggestions from the readers to make this thesis better.

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Researcher


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## ABSTRACT

This research discussed about improving students' vocabulary mastery by using puppet media at grade VII students of SMP Negeri 3 Batang Natal. The problems of this research were students only used conventional teaching without media in learning process, as a result; students less mastery the vocabulary, students were lazy and feel boring when they are asked to memorize and students were lack of motivation in mastery vocabulary. So, it made students difficult to get high score in vocabulary. The purpose of this research was to examine the extent of puppet whether it improves students' vocabulary at grade VII students of SMP Negeri 3 Batang Natal or not.

In order to achieve the purpose of this research, the researcher conducted classroom action research, by implementing the Kemmis and Mc Taggart design which consisted four step; they were planning, acting, observing, and reflecting. In this research, the researcher used two cycles and each cycle consisted of two meeting. In addition, the participants of this research were the class of VII-A which consisted of 30 students and also there was collaboration with an English Teacher. Meanwhile, the data were derived among from quantitative (mean score of students' vocabulary tests), and qualitative (observation notes and interview).

Based on the research result, showed the improvement mean score of the students. The first cycle was 71 (20.0%) and second test in the second cycle was 88 (90.0%). It can be concluded that the mean score in the second cycle was higher than first cycle. Based on observation notes stated that the students got improvement and the students were more active and interested in learning vocabulary mastery. Related to the interview result, it could be known that students' vocabulary mastery had improved. It asserted that puppet media can improve students' vocabulary mastery at grade VII-A of SMP Negeri 3 Batang Natal.


*Key Word: Puppet Media, Vocabulary Mastery.*

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| **Judul Skripsi** | **:Improving Vocabulary Mastery by Using Puppet Media at Grade VII Students of SMP Negeri 3 Batang Natal** |

## ABSTRAK

Penelitian ini membahas tentang peningkatan kosakata siswa dengan menggunakan media puppet pada siswa kelas VII SMP Negeri 3 Batang Natal. Permasalahan dalam penelitian ini adalah siswa hanya menggunakan pembelajaran konvensional tanpa media dalam proses pembelajaran, sebagai hasilnya; siswa kurang menguasai kosakata, siswa malas dan merasa bosan ketika mereka diminta untuk menghafal dan siswa kurang termotivasi dalam penguaasaan kosakata. Jadi, itu membuat siswa untuk sulit mendapatkan skor tinggi dalam kosakata. Tujuan penelitian ini adalah untuk menguji sejauh mana puppet itu meningkatkan kosakata siswa pada siswa kelas VII SMP Negeri 3 Batang Natal atau tidak.

Untuk mencapai tujuan penelitian ini, peneliti melakukan penelitian tindakan kelas, dengan menerapkan desain Kemmis dan Mc Taggart yang terdiri dari empat langkah yaitu; perencanaan, bertindak, mengamati, dan mencerminkan. di penelitian ini, peneliti menggunakan 2 siklus dan masing-masing siklus terdiri dari 2 kali pertemuan. sebagai tambahannya, partisipasi dalam penelitian ini adalah siswa kelas VII-A yang mana terdiri dari 30 siswa dan juga peneliti bekerja sama dengan guru bahasa inggris disekolah tersebut. Sementara itu, data berasal dari quantitative ( rata-rata skor dari tes kosakata siswa), dan qualitative ( pengamatan dan interview).

Berdasarkan hasil penelitian ini, menunjukkan bahwa peningkatan skor rata-rata siswa. di siklus 1 adalah 71 (20.0%), dan tes kedua di siklus 2 adalah 88 (90.0%). kemudian di sipulkan bahwa rata-rata skor siswa di siklus 2 lebih besar dari pada siklus 1. berdasarkan catatan lapangan, siswa memperoleh peningkatan dan siswa jauh lebih besar ketertarikan dan aktif didalam proses pembelajaran kosakata. berdasarkan hasil interview, bisa di ketahui bahwa penguasaan kosakata siswa mengalami peningkatan. itu menegaskan bahwa media puppet bisa memperbaiki penguasaan kosakata siswa di kelas VII-A SMP Negeri 3 Batang Natal.

*Kata Kunci: Media Puppet, Penguasaan Kosakata*

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

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 oflife, and also English is a language which dominate communication era to connect and transfer knowledge in the society. So, the important of the English in this era make English becomes as one of important subject that study of the students.

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.

The materials of English teaching vocabulary are listening, speaking, reading, writing and also grammar, vocabulary. Teaching vocabulary is more important in junior high school. The teacher must have many attentions to teach vocabulary to students. The teacher also give easier learning for the first, like the students feel easy to learn and memorize the new vocabulary. Usually the teachers evaluates the progress of learning student's vocabulary. In fact students get many difficulties in mastering vocabulary. They lack of motivation, idea, speaking, media and vocabulary. Vocabulary is one of the most important subject in language learning.

Vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary. 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.

The importance of vocabulary is the basic for the development of all the other skills. Students should have adequate stock of vocabulary to make them communicate easily. They students can express feeling or desires in their communication. If they have stock of vocabularies, anyone will get easy in her listening, speaking, reading and writing. Without vocabulary anyone cannot communicate or express his idea in both oral and written form. Vocabulary has important role to develop the four language skills.

Efforts of improving vocabulary can be looked from government especially educational and cultural cabinet minister. They effort to prepare curriculum in every time. Like 2013 curriculum the students not focus to remind the theory but they focus to do practice the theory. Next, from the teacher must give motivation to students, the teacher also must become as a facilitator for students and students must become an applicator in every meeting. The last from school give the facilities in teaching English, like media in teaching English and also make extracurricular about English subject to build the students can competed in outdoor of school.

The condition of vocabulary mastery is poor. Based on interviewing of the researcher with English teacher. He said:

He used English book to taught students and the students also open the English book when the teacher taught them. The students felt boring in studying English vocabulary by conventional teaching, because the teacher never use media in studying English. The students always open the dictionary to find out the new vocabulary. By using opening the dictionaryin finding out new make students tired and lazy to study English. The teacher also said the students vocabulary is low.[1] Based on interviewing of the researcher with the students: She said: the students lack in vocabulary, because the students not interest in studying English vocabulary. The teacher never use media in teaching English. So that, the students cannot active in the classroom, because the students cannot speak, read and write the vocabulary, the students also afraid do mistake when they answered the teacher question. The students cannot answer question from a test which is give by their teacher, because they did not know the meaning of the question and they cannot memorize the vocabulary, and they always open the dictionary when they want to know the new vocabulary.[2]

There are some factors can improve vocabulary, Based on Latifa Ika Sari and Djoko Sutopo, the factors are attitudes, behavior, and strategies which facilitate success in school and media in teaching.[3]In the conclusion, media has important factors to improve vocabulary.

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[1]IlhamNasution, *English Teacher of grade VII SMPN 3Batang Natal,* private interview, (MuaraParlampungan, SMPN 3 Batang Natal, Juli 27th, 2019 at 09.30 a.m)

[2]RobiaulAdawiyah, Interview, Tuesday, 27 Juli 2019, 10.20 a.m

[3]Latifa Ika Sari and Djoko Sutopo, "The Effectiveness of Vocabulary Self-Collection and Word Mapping Strategies for Teaching Vocabulary to Maritime Cadets With High and Low Metacognitive Awareness" 1 (2018): p. 37. http://journal.unnes.ac.id.

Kinds of teaching vocabulary media there are circular cards, flash cards, flip cards, realia, picture, audio visual, and puppet media.[4]In the conclusion, the teacher can be use this media for teaching vocabulary in the school, because this media can make easy to teacher when they taught their students.

Puppet is kind of play thing for children. Puppet also can increase the students' vocabulary, communication, and so reduce the teacher's domination of the classroom. They exert a powerful influence on children of all ages. Puppet language is unique in its ability to help teachers and children learn from one another, grow and relate openly, to be self-confident and self-expressive.

The role of puppet media in improving vocabulary are to realize an effective learning situation, to improve students vocabulary, to accelerate the learning process and help students in their efforts to understand the material presented by the teacher in class, the use of puppet media is intended to enhance quality education. In conclusion, puppet media is one of a media that's can be use to teach vocabulary in the school.

Based on the above explanation, the researcher is interested to conduct research entitled **"Improving Vocabulary Mastery by Using Puppet Media at Grade VII Students SMP Negeri 3 Batang Natal".**

## B. Focus of the Research

As mentioned above, there are some factors that can improve the students' vocabulary mastery; teacher strategy, students interested, intelligent and media.

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[4]Kasihani k. e. Suyanto, *English for Young Learners*, ( Jakarta: PT Bumi Aksara, 2010), p. 100–111.

In this research the researcher does not use all the factors to improve teaching vocabulary mastery. The focus of improving teaching vocabulary mastery is the media that is puppet media.

The are some reasons why the researcher choose the puppet, because puppet used to make the students know the real object in front of the class, and also to make students can remember the new vocabulary easily.

## C. Formulation of the Problem

Based on limitation of the problem mentioned above, the problem of the research can be formulated as "Does puppet can improvethe students' vocabulary mastery at grade VII SMPN 3 Batang Natal?".

## D. Aim of the Research

Based on the formulation of the problem above, the aim of the research is to examine puppet can improve the students' vocabulary mastery at grade VII SMPN 3 Batang Natal or not.

## E. Significances of the Research

1. Theoretically

Theoretically, this research is to improve knowledge either for teacher or society. The researcher hopes that the result of this study is expected to have contribution for development of English teaching, to give information to the reader about improving vocabulary mastery by using puppet at grade VII students SMP N 3 Batang Natal.

2. Practically

  a. Headmaster as a media compare and to improve the science especially about vocabulary mastery by using puppet at grade VII students SMP N 3 Batang Natal.

  b. Teacher: As information to improve the quality of teaching vocabulary by using puppet at grade VII students SMP N 3 Batang Natal.

  c. Readers and the others researcher in conducting further research in the same topic.

**F. Defenition of the Terminologies**

  1. Improving

    Improving is a verb that has made something or became better. So improving is going through better work to reach something. Improving consist of three steps, doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly.

  2. Student

    Student is a person who is studying at a school, college. University, etc. Students means anyone who studies or who is devoted to the acquisition of knowledge.

  3. Vocabulary

    Vocabulary is all words in particular language and the words that people use when they are talking about a particular subject. All word sure

the basic of language. It is used for communication or expression, in particular art or skill.

4. Mastery

Mastery is a complete knowledge or great skills. While in indonesian dictionary it is stated that mastery is comprehension or capability to use knowledge or skill.

5. Puppet

A Puppet is Puppet is kind of play thing for children. Puppet also can increase the students' vocabulary, communication, and so reduce the teacher's domination of the classroom.

6. Media

A tool that helps in teaching learning process to deliver a massage or information for students.

7. Junior High School

Junior high school is a school for children between the ages of about thirteen until fifteen, and also Junior high School is a place to get education as basic of knowledge to school more higher.

## G. The Indicator of Action

Action research is any systematic inquiry conducted by teachers' researchers, principals, school counselor or other stakeholders in the teaching learning environment to gather information about the ways that their particular school operate how they teach, and how well their students learn. This information was gathered with the goals of gaining insight, developing reflective

practice, effecting positive changes in the school environment out comes and the lives of those involved.

Action means the activities that would be done. The researcher made the teaching program; lesson plan about puppet that was used to teach vocabulary to improve students' vocabulary mastery till the end of the actions had been done. In this research, the researcher collaborated with the teacher to be a team work who work together to solve the students' problem in increasing students' vocabulary mastery.

**H. The Outline of Thesis**

The systematic of this research were divided into five chapters, each chapter consisted of many sub chapters with details as follow:

The first chapter consist of introduction, background of the problem, identification of the problem, formulation of the problem, objectives of the research, significances of the research, definition of the terminologies, the indicator of action, and thesis outlines. This research is expected to be useful at least three domains, they are for the science of education, students, and for the next researchers.

The second chapter consist of the theoretical descriptions; which explain about vocabulary, puppet, review of related findings, framework and hypothesis of action. In this research, researcher has hypothesis is puppet can improve students' vocabulary mastery at grade VII SMP Negeri 3 Batang Natal.

The third chapter consists of the research methodology; place and time of the research, research design, participants, the instrument of collecting data; test,

observation and interview uses to collect the data and procedures of classroom action research, and techniques of analysis data.

The fourth chapter consists the result of the research, data description, comparative result and action, discussion of the research finding and the threats of research.

Finally, in the fifth chapter consists of conclusion and suggestion.

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**CHAPTER II**

**LITERATURE REVIEW**

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In arranging a research, theories are very important to explain some concepts or terms are used in concerned research. The terms are as follows:

**A. Theoretical Description**

**1. Vocabulary Mastery**

**a. Defenition of Vocabulary**

In general vocabulary is one of aspect the learners should master it firstly for mastering the four skills in English; listening, speaking, reading, and writing, because vocabulary very important for students when they want to learn the four skills in English. Vocabulary can make students easy to learn in English without afraid to learn it for the first. According to Victoria Bull says "Vocabulary is all the words in language list of word in lesson or books, all the word that one person knows".[1] Next, Hornby says "Vocabulary is all the words that a person knows or use, the words that people use when they are telling about particular subject".[2] Thus, Vocabulary is all the words that use to speaking, writing and communication, it is all alphabetical in form word to tell all subject.

According to Jack C. Richard and Willy A Renandya say "Vocabulary is a core component of language proficiency and provides

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[1]Victoria Bull, *Oxford Learner's Pocket Dictionary* (New York: Oxford University Press, 2008), p. 495.

[2]A. S. Hornby, *Oxford Advanced Learners Dictionary* (New York: Oxford University Press, 2000), p. 1506.

much of the basic for how well learners speak, listen, read and write".[3]It means words can be noun verbs, adjectives, adverbs, preposition, and conjunction to use language, then language has some words or vocabulary for listening, speaking, reading and writing. According Caroline T. Linse that vocabulary is the individual's knowledge about the collection of words. It means that vocabulary is someone's knowledge about words.[4] It means vocabulary has important aspect in teaching English before master the four skills in English.

In specific based on curriculum 2013 in junior high school vocabulary is a collection of words that pay attention to social functions, text structure and linguistic elements related to names, animal, objects and public objects.[5] It means vocabulary is very important for every students'. It can help students to identify objects, animals and public objects in the written text.

Based on some definition above, it can be concluded that vocabulary is a collection of words that has meaning. Vocabulary very important before master the four skills, like: listening, speaking, reading and writing.

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[3]Jack C.Richard and Willy A. Renandya, *Methodology in Language Teaching and Anthology of Current Practice* (USA: Cambridge University Press, 2000), p. 255.
[4]Caroline T. Linse, *Practical English Language Teaching: Young Learners* (New York: Mc Graw-Hill, 2005), p. 121.
[5]Ning Setiawati, "Silabus Bahasa Inggris SMP Kelas VII Kurikulum 2013," http://www. ilmu bahasa inggris. accesed at 18 October 2019.

b.  **Purpose of Vocabulary**

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

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 learn since meaning involves many things, this requires the teaching in which the words are presented.[6]

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,

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[6]Michael J. Wallace, *Teaching Vocabulary* (ELBS, 1989), P. 235.

text structures and linguistic elements that are correct and in context.".[7] 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**

According to harmer that there are two types of vocabulary are;

1) Receptive Vocabulary or Passive Vocabulary

2) Productive Vocabulary or Active Vocabulary[8]

The next, based on to Azimar Enang that there are two types of vocabulary, they are:1) General Vocabulary, and 2) Special Vocabulary[9]

The last, based on Schall said that there are three types of vocabulary are; 1) Active Vocabulary, 2) Reserve Vocabulary, and 3) Passive Vocabulary[10]

Based on the explanation above, there are some types of vocabulary. They are active vocabulary, passive vocabulary, reserve vocabulary, general vocabulary, and special vocabulary.

In this discussion research limited the types of vocabulary into two points: First, active vocabulary refers to the words that are used in speaking and writing. It means that involves of knowing how to pronounce

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[7]Siti Wachidah, Asep Gunawan, dan Yuli Rulani Khatimah Diyantari, *Buku Guru Bahasa Inggris When English Rings a Bell* (Jakarta: balitbang kemendikbud, 2017), P. 79.

[8]Jeremy Harmer, *The Practical of English Language Teaching* (New York: Longman, 2000), P. 158.

[9]Azimar Eneng, *Kinds of Vocbulary* (Bandung: PT Pustaka Media, 2001), P. 203.

[10]Schall, *Seven Days to Faster Reading* (New York: Oxford University Press, 1967), P. 53.

the words, how to write and spell it, how to use it in correct grammatical patterns along with the words that usually collocate with.

Second, passive vocabulary means the words that are used in reading and listening. Someone can understand the ideas of the utterance contextually not word by word.

**d.  Roles of Vocabulary**

Vocabulary has an important role in the language learning. As a linguist David Wilkins in Thornbury stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed".[11]John and Shane state, "The importance of vocabulary knowledge has long been recognized in the development of reading skills".[12] It means vocabulary is important for every English subject.

Bromley states that vocabulary holds some important roles in teaching-learning process. They are:

1)  Promotes fluency

Students who recognized and understand many words, rad more quickly and easily than those with smaller vocabularies. Fluent readers read at a faster rate, process more material more quickly and have better comprehension than less fluent readers.

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[11]Thormbury, *How To Teach Vocabulary* (London: Longman, 2004), p. 73.
[12]Shane, *Teaching Effective Vocabulary* (Departement for Children: University Press, 2009), p. 134.

2) Boosts comprehension

Vocabulary knowledge strongly influences comprehension. On a component analysis of comprehension, word meanings were found to make up 74% of comprehension.

3) Improve achievement

A large vocabulary means a large fund of conceptual knowledge which makes academic learning easier. Students with large vocabularies score higher on achievement tests than students with small vocabularies.

4) Enhances thinking and communication.

Words are tools for analyzing, inferring, evaluating, and reasoning. A large vocabularies allows for communicating in ways that are precise, powerful, persuasive and interesting.[13]

Based on explanation above researcher concludes; first, the role of vocabulary is very important to be able to use the language productively, second, role of vocabulary is not only for communicating orally, but also in written form and to master the language skills someone needs to master the vocabulary first. Third, role of vocabulary is students will be able to improve achievement and enhance communication if students can master vocabulary well.

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[13]Karen Bromley, "The Language and Literacy Spectrum" 14 (2004): p. 3-4, https://eric.ed.goy.

e.  **Materials of vocabulary**

In syllabus of seventh grade students of junior high school in curriculum K13, there are many topic will be students learn at the first semester, like: things, pet, birthday, its me. In every topic there are some materials and exercise.[14]

1) I love Things around Me

This chapter discussed about thing in the classroom, thing in the house, thing in the bag, animal in school, and also animal in the home.



Picture 1: First Topic

a) Things in the classroom

This is excercise about name of thing based on the book.

Please, write down the name of this thing in the box with correctly!

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[14]Siti Wachidah, Asep Gunawan, Diyantari, *Buku Guru Bahasa Inggris When English Rings A Bell*, p. 202-203.

Picture 2: First exercise in the first materials

b) Things in my bag

Give and write the name of this thing in the picture and also describe them into orally or written!



Picture 3: Second exercise in the second materials

c) Parts of the house and things in the house

Write and mention the things that you can see in the picture. Use the words in the box to help you.



Picture 4: Third Exercise in the third materials

d) Animals in my school and my home

Fill in the blank with the name of this animal and use the words in the box to help you.
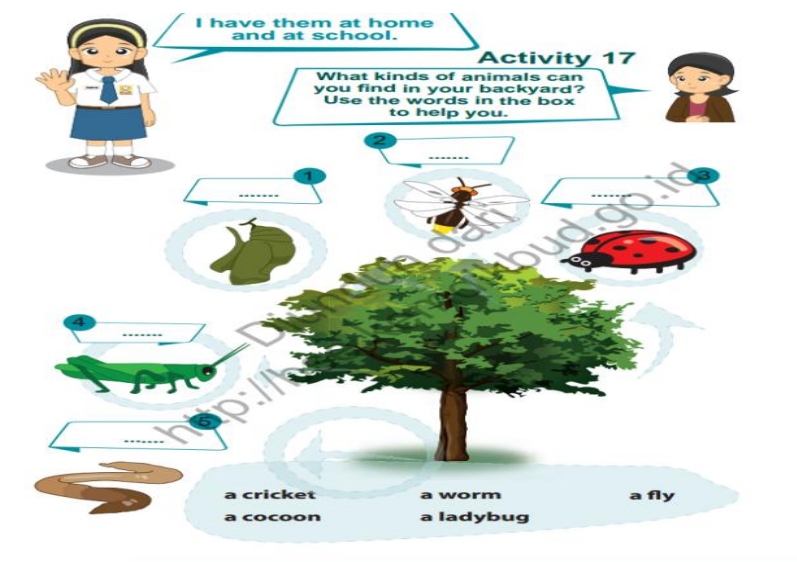


Picture 5: Fourth exercise in the fourth materials

2) How many Pets do You have?
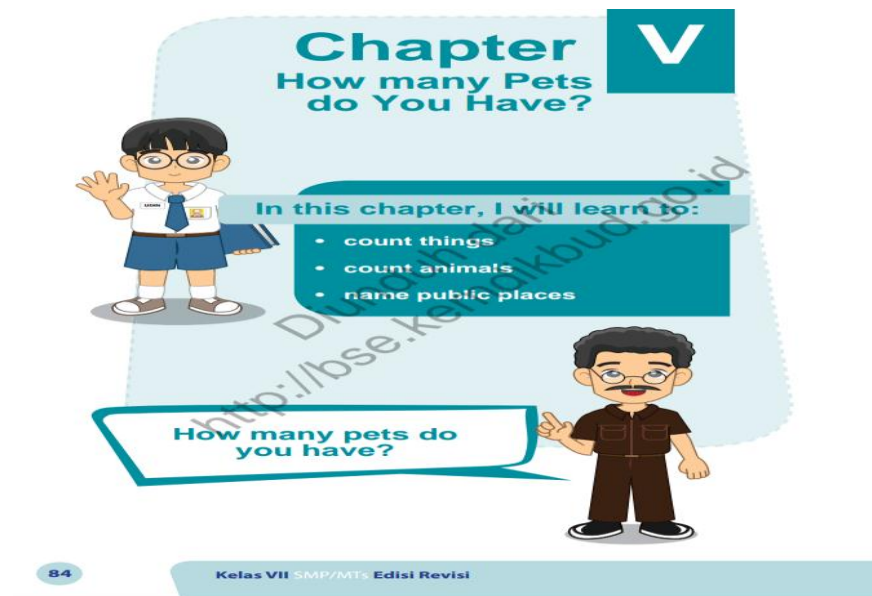


Picture 1: Second Topic

a) Count things

Please, count and write the name of things in the picture!



Picture 2: First exercise in the first materials

b) Count Animals

Please, count and write down the name of things in the picture with correctly!



Picture 3: Second exercise in the second materials

1) It's my birthday
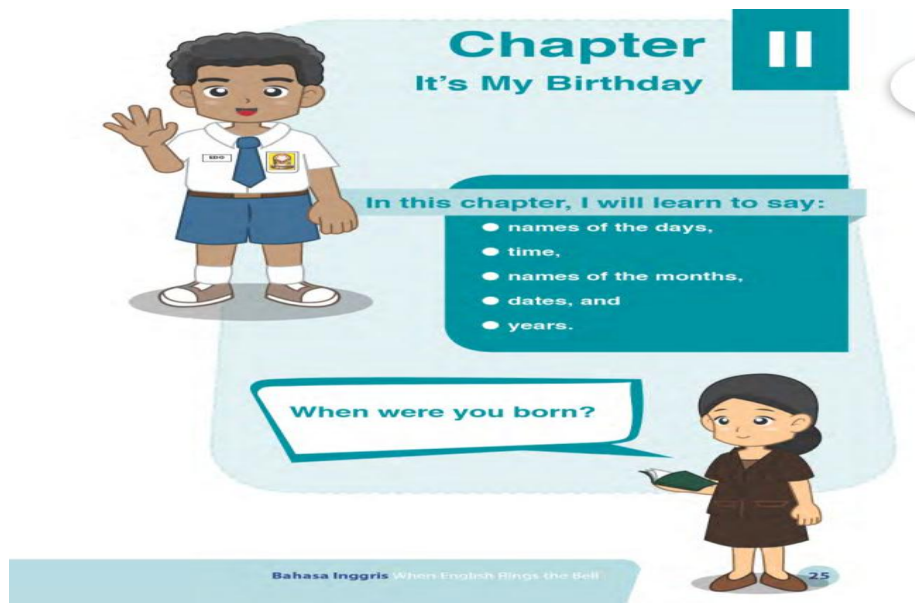


Picture 1; Third Topic

a) Names of the days

Fill in the boxes below please write down the activities and name of days what have been the students done based on the picture below!



Picture 2; First Exercise in the first materials

b) Names of the months and date

Please ask your friends about their birthday and write in the boxes!



Picture 3; Second Exercise in the second materials

c) Time

Please write the time based on the picture below!



Picture 4; Third Exercise in the third materials

2) It is me



Picture 1: fourth Topic

a) My self

Please, answer and write down your identity use the clues below!



Picture 2; First Exercise in the first materials

b) Others

Write down the identity of people which is your love!



Picture 3; Second Exercise in the second materials

In the research, to know the students' vocabulary mastery, research limit the materials of vocabulary into; the name of thing in the classroom, name of things in the house and animal.

## 2. Puppet Media

### a. Defenition of Puppet Media

A Puppet represents a manipulated object by a puppeteer, they are often figures representing human or animal forms. Puppet movements are controlled through hand movements, sticks or string. So that, puppet is an object or figure that can be controlled by string, rods or by placing one's hand inside its body. It is perfect for grabbing the attention of children.[15] Then, Puppet are the ideal educator as they provide an essential link between learning and play, which makes them wonderful teaching tools for at home, the classroom and in the wider community.

According to J. S. Brits, A. Potgieter & M. J. Potgieter says "puppet used within creative therapies to enhance personal and social skills, explore emotions and support learning".[16]Thus, it can be concluded that Puppet is a way that can be used in teaching English. Puppet is a challenging that interesting, funny and creative to teach and learning process. Students have more motivation using puppet and make fun in teaching learning.

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[15]Ratih Yulianti, "Puppet And Pop Up Pictures As The Story Telling Media," No. 2007 (2014): P.900, Https://Eprints.Uns.Ac.Id. Accessed at 7 May 2019.

[16]J S Brits, A Potgieter, and M J Potgieter, "Exploring the Use of Puppet Shows in Presenting Nanotechnology Lessons in Early Childhood Education" 5, no. 4 (2014): p.1799, https://infonomics-society.org, accessed at 7 May 2019.

Based Setiawati, puppet is a medium that is used to tell stories played by fingers can be used for media telling students, train students imagination or as teaching aids and are also used as one of the media in increasing students' vocabulary.[17] in conclusion, Puppet media can improve English language of students especially for vocabulary.

From the definition above, the researcher can be concluded that puppets are parts ofvisual aid for teaching strategies especially in teaching vocabulary. It is believedthat puppet can give an element of fun to learners. By inserting humorouselements, puppets are intended to attract the student's attention.

b. **The Type of Puppet Media**

As an educational tool, puppets have become very widely acceptedbecause of their value in helping students in personal development and theopportunity afforded in activity in the building and operating puppets.In teaching using puppet as a media, it will be better to take the availablematerials. Teaching using puppet can be used as the alternatives technique inteaching learning process. It is good to know a number of ways to make puppetsso that they can be used at different levels without repeating some types andmethods of approach.

The Type of puppets are:

1) Hand puppets
   It generally consists of a head figure and loose garment or dressed fittedover the operator's hand. The

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[17]Setiawati, "Using Puppet as Media to Increase the Children Vocabulary" 8, No 2 (2016):p. 260, journal.staihubbulwathan.id.

garment covers the operator's wrist and helpsto hide it from views. The index finger fits into the puppets head and thethumb 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. Theoperator uses the index and middle fingers as puppet legs. Puppet bodies canbe either flat cutouts or doll like figure. These puppets are operated from theback of the stage.

3) Stickpuppets

It usually has jointed bodies made with stiff wire, umbrella ribs, or thin wooden sticks attached to arms, legs or heads.

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.[18]

Based on kinds of puppet above, the researcher chooseStick puppets, because the students might be motivated to be active in the class. It can be easier to ask students to give responses and opinion.

c.  **Purposes of Using Puppet Media**

According Setiawati, puppet is a medium that is used to tell stories played by fingers can be used for media telling students, train students

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[18]Setiawati, P.260.

imagination or as teaching aids and are also used as one of the media in increasing students' vocabulary.[19] In another source, there are some purposes of puppet. They are:

1) An easy way to get some of those vocabulary words stuck inside your head

2) To make learning process more effective

3) To accomplices new vocabulary

4) To make learning process active.[20]

Based on the statements above, it shows that the purposes of puppet for cueing different sentence or practicing vocabulary, an easy way to get some of those vocabulary words stuck inside your head, to make learning process more effective, to accomplices new vocabulary, as a practical way for memorizing new vocabulary, to make learning process more active,

In this discussion, research limit the purposes of vocabulary into three points. First, an easy way to get some of those vocabulary words stuck inside your head. Second, as a practical way for memorizing new vocabulary.Third, to make learning process more active.

d. **The Advantages and Disadvantages of Puppet Media.**

Puppet is one of the media in learning English process. That is used to help the teacher when the teacher taught the students. In every media has some advantages and disadvantages to use.

The advantages of by using puppet in developing vocabularyare:

[19]Setiawati, P.260.
[20]Kasihani k. e. Suyanto, *English for Young Learners*, 2010, P.221.

1) The puppet can bring about the development of many aspect of language in junior high school.
2) The students might be motivated to be active in the class, and it can beeasier 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.[21]

The disadvantages of by using puppet in developing vocabulary are:

1) Make the teacher easy to feel tired, cause the teacher must practice with directly to the students
2) Make bored to another students who can not active on following the puppets practice.[22]

Based on explanation above, the researcher can make conclusion puppet have some advantages and disadvantages. The advantages is puppet can be used in any learning method, can be used inside or outside the room, and easy to carry. For disadvantages this media, that is make teacher easy to feel tired, not suitable for learning in large groups.

e. **The Procedures of Puppet Media**

Media in teaching English is use to help teacher in learning process. In this case there are so many media that is can be use in learning process, such as puppet media, realia, flash card, puzzle, etc, but in this research, the researcher use puppet media to support the research. puppet Media is one of media that is teacher use in learning process. In every media there are some procedures to use it and same like puppet media.

There are some procedures of using puppetmedia.They are:

1) The teacher must prepare everything that is important in teaching process.

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[21]Lisa Tavriyanti. Nur Raudha Siregar, Ernati, "Teaching Speaking by Using Puppet Play for Junior High School Students" 2 (2015): p. 8, www.ejurnal.bung hatta.c.id. accesed 9 September 2019.
[22]Setiawati, "Using Puppet as Media to Increase The Children Vocabulary," P.265.

2) Teacher should consider the students' characteristic in choosing teaching material, time arrangement.
3) The teacher use stick puppet to guide them to explanation about the topic.
4) Teacher asks the students to say what the students see.
5) Teacher asks the students to discuss about the material in group.
6) Teacher asks the students to make another example about the material based on puppet media.
7) Teacher leads students to conclude the lesson.
8) Teacher tells they will learn next week and close the lesson.[23]

Based on the procedure of through puppet in classroom, the researcher conclude puppet is one of the media can to improve students' vocabulary mastery.

f. **Teaching Vocabulary by Using Puppet Media**

Teaching vocabulary by using puppet can be look from the procedure of puppet, before the teacher use puppet and do the procedure. The teacher must be well prepared before applying puppets to the students. Here, they must choose puppet that match the topic, vocabulary, before they learn.To conduct the appropriate ways in delivering the materials by usingpuppet, the teacher and students must be do pre-teaching, while-teaching, and post teaching to make clear in the teaching vocabulary process. There are some activities:

1) Pre-teaching Activity

Pre-teaching activities the teacher come to the class, the teacher ask the students to pray together, also the teacher ask the students to open

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[23]Nur Raudha Siregar, Ernati, "Teaching Speaking by Using Puppet Play for Junior High School Students," P.8-9.

their book, and the teacher say the topic for the moment, the teacher also use media in their teaching process.

2) While-teaching activity

While-teaching activity, first; Teacher shows puppet to keep attention of students. Second; Teacher introduces the topic of the lesson. Third; The teacher use stick puppet to guide them to explanation about the topic. Fourth; Teacher asks the students to say what the students see. Fifth; Teacher asks the students to discuss about the material in group. Sixth; Teacher asks the students to make another example about the material based on puppet media.

3) Post-teaching Activity

Post-teaching activity, first; The teacher leads students to conclude the lesson. Second; The teacher tells what they will learn next week and close the lesson.

**Table 1**

**Teaching Vocabulary Using Puppet Media**

| No | Learning activity | Teacher activities | Procedure | Students activities |
|---|---|---|---|---|
| 1 | Pre-teaching | 1. teacher come in to the class and open the class.<br>2. teacher ask the students to pray together. | 1.The teacher must prepare everything that is important in teaching process. | 1. Students sit on the chair<br>2. pray together listen and pay attention |
| | | 1. Teacher prepare the puppet media<br>2. Teacher ask the students to open their book | 2.Teacher should consider the students' characteristic in choosing teaching material, time arrangement. | 1. the student open book and continuous the next material. |
| 2 | While-teaching | ***Observing***<br>1. Teacherintroducethe subject matterwith the puppet media | 1.The teacher use stick puppet to guide them to explanation about | 1. Students listen the teacher and identify the subject<br>2. Students attention |

| | | 2. the teacher shows the puppet after entering the material. | the topic. | the teacher and look teacher showing puppet media basedon material. |
|---|---|---|---|---|
| | | ***Exploring***<br>1. Teacher guide the students when the students done what the teacher say. | 4.Teacher asks the students to say what the students see. | 1. The students do what the teacher say.<br>2. The students say what the student see the material based on puppet media. |
| | | ***Associating***<br>1. teacher guide the students discuss in their group. | 5.Teacher asks the students to discuss about the material in group | 1.the students discuss the material in their group. |
| | | ***Communicating***<br>1. teacher guide the students to make examples | 6.Teacher asks the students to make another example about the material based on puppet media | 1. the students make example based on the material. |
| | | ***Questioning***<br>1. The teacher ask the students to make conclude about lesson. | 7.Teacher leads students to conclude the lesson. | 1. Students listen to the teacher's explanation<br>2. Students conclude the lesson. |
| 3 | Post-teaching | 1. Teacher give task<br>2. Teacher ask the students to learn about the next material in their house. | 8.Teacher tells they will learn next week and close the lesson | 1. Students listen to the teacher<br>2. Students do the task in their house<br>3. Students learn the next material in their house. |

From explanation above, it can be concluded clear that is some activities the teacher and students use in teaching vocabulary. The researcher used this procedures because it was easier to be done and more enjoyable to improve students vocabulary.

## B. Review of Related Findings

Based of theory study above, the researcher found some researches related to this research. The first research had been done in UniversitasNegeri Semarang, 2009. Her name is Sofika Chandra Nilawati. Her research was about.[24]She told

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[24]Sofika Chandra Nilawati, "The Effectiveness Of Teaching Vocabulary By Using Puppet At Elementary School Students ( The Case Study of the Fourth Graders of SDN Leteh II Rembang

that Puppet can improve students' Vocabulary. The second, the journal of Rinda Nabillha, Urai Salam and Wardah in Teacher Training and Education English Study Program of Untan.[25] They told puppet can improve the students participation in conversation especially for Young Learners. The third, the research of NurulNovianik in English Departement of University Muhammadiyah Surakarta, 2008.[26]She told that using Puppet can improve students' vocabulary. The fourth, the journal of Abwatie Al Khakim, Abdul Salim and Sunardi in European Journal of Special Education Research.[27] They told about the influence of leather puppet picture to improve mental retarded students in SLB C Setya Darma.

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 *"Improving Vocabulary Mastery by Using Puppet Media at Grade VII Students' SMPN 3 Batang Natal"*.

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in the Academic Year of 2007 / 2008 )" (Semarang State University, 2009), https://lib.unnes.ac.id. accessed at 4 Juny 2019

[25]Wardah Rinda Nabillha, Urai Salam, "Puppet as Media in Improving Young Learners' Participation in Conversation" 4 (2015): p.1-10, jurnal.untan.ac.id. accessed at 18 Juny 2019.

[26]Nurul Novianik, "Improving Student ' s Vocabulary Through Story Telling Using Puppet at The Sixth Year Of Sdn 1 Sunggingan Miri Kabupaten Sragen Nurul Novianik A 320 040 147 School of Teacher Training and Education Muhammadiyah University of Surakarta" (Muhammadiyah University of Surakarta, 2008), eprints.ums.ac.id. accessed at 4 Juny 2019.

[27]Sunardi Abwatie Al Khakimi , Abdul Salim, "The Influence of Leather Puppet Picture on The Improvement of Retelling Story Ability of 7th Grade Mental Retarded Students In SLB C Setya Darma Surakarta , Indonesia Year 2016 / 2017" 2, no. 2 (2017): p.1-10, https://doi.org/10.5281/zenodo.242645. accessed at 18 Juny 2019.

## C. Conceptual Framework

The Conceptual frame work can be seen from the figure 1.1 below:

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┌──────────┐      ┌──────────────────────────┐      ┌──────────┐
│ Students'│      │ • Students' felt boring  │      │ Low      │
│ Problem  │─────▶│ • Students' are tired and│─────▶│ Vocabulary│
│          │      │   lazy just by opening   │      │          │
│          │◀─┐   │   the dictionary.        │      └────┬─────┘
└──────────┘  │   │ • There is no suitable   │           │
      │       │   │   technique              │           ▼
      │       │   └──────────────────────────┘      ┌──────────┐
      │       │                                      │ Name of thing in│
      ▼       │                                      │ classroom, house│
┌──────────┐  │                                      │ and Animal│
│ Teachers │──┼──────────────────────────────────┐  └────┬─────┘
└──────────┘                                      │       │
                                                  ▼       ▼
                                            ┌──────────────┐
                                            │ Puppet Media │
                                            └──────┬───────┘
                                                   ▼
                                            ┌──────────────────┐
                                            │ Improve of Students'│
                                            │ Vocabulary Mastery│
                                            └──────────────────┘
```
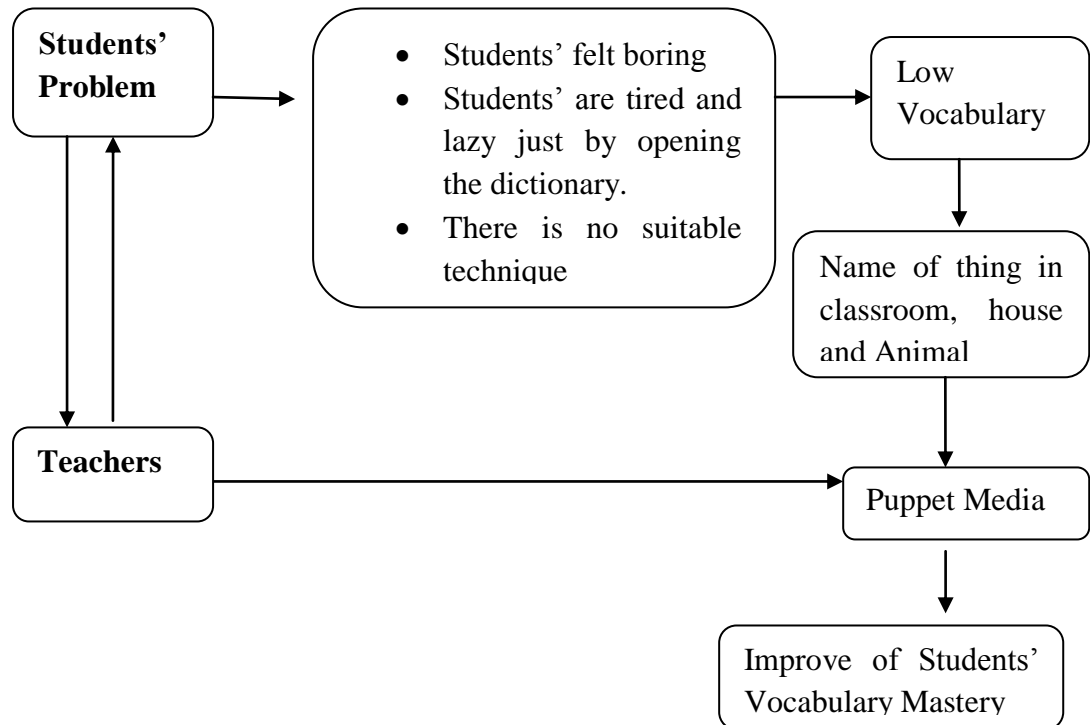
Figure 1.1: Research Conceptual Framework

The schema above, illustrates the chronology of htis research. It starts from the students' problem, the solution to solve these problems, how the research will be done or conducted. It also helps the researcher easier.

## D. The Hypothesis Action

The hypothesis need to show the researcher's thinking and expectation the outcomes of the research related to this research. The hypothesis is puppet can improve of students vocabulary mastery at grade SMPN 3 Batang Natal.

# CHAPTER III

## RESEARCH METHODOLOGY

### A. Place and Time of the Research

The research will be conducted at SMPN 3 Batang Natal. This school is located at Lintas Batang Natal-PanyabunganStreet, No. 120, Muara Parlampungan, KecamatanBatang Natal. It is about 52 km from the central town of Mandailing Natal to the west area. The researcher choose this school because one of quality school in Batang Natal. The time of this research will be done from 19th August up to 17th December 2019.

### B. Research Design

This research is design by classroom action research (CAR). This research is conduct to improve the teacher's practice in the classroom for vocabulary learning, teaching applies using puppet media to changing student's prior vocabulary at lo competence to the better competence by its criteria.

Action research is carried out by people directly concerned with the social situation that is being researched. In the case of the social situation of a classroom, this means in the first place teachers who take professional responsibility for what goes on there. While action research will usually be initiated by teachers, sustainable improvements in classroom situation will rarely be possible if other concerned persons are not won offer to its purposes.

Based on Gay and Arasian classroom action research is a type a practitioner research that's used to improve practitioner's practice, and action

implies doing or changing something.[1]Its means that, classroom action research is conducted which used to improve the teachers' practice in the classroom for teaching through puppet media.

Classroom action research concerned to four step, planning, observation, action, and reflection. Planning means the reflection of the action have done. Action means implementation about the content of action in the classroom. The action and observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

In this research the researcher applied two cycles. Each cycle consist of two meetings, where each meeting consists of 2 X 40 menit. So, there are four meetings during research process. The required data would be collected by testing, observing, and interview. The main data would be observed by flied notes as the quantitative data.

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[1]L.R. Gay Airasian, *Educational Research* (New Jersey: Prentice Hall Inc, 2011), p. 29.
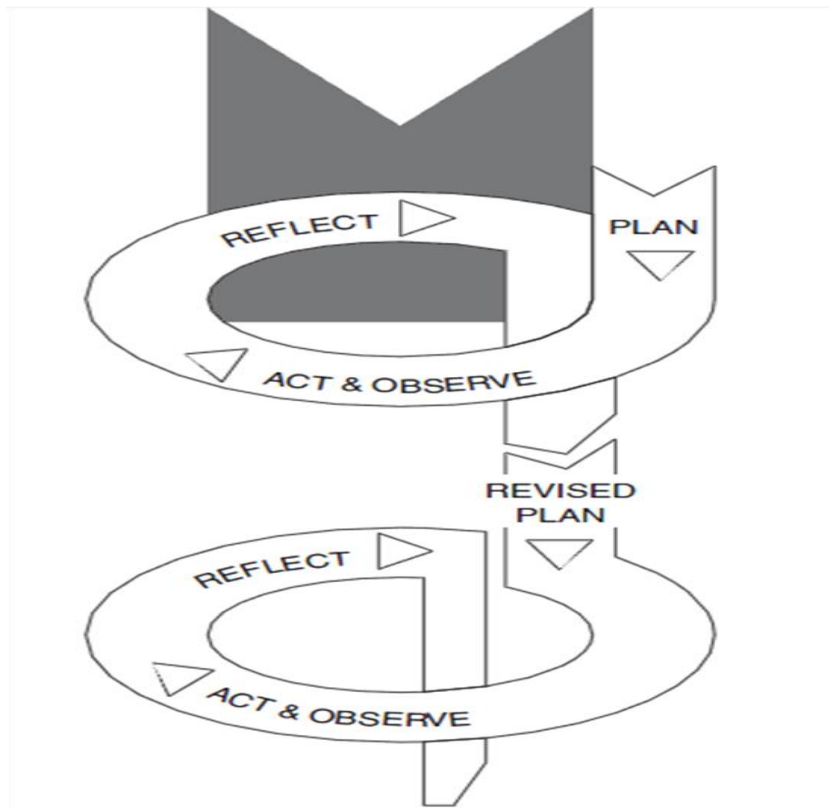
Source: Valsha koshi, action research for improving practice[2]

**Figure 2.Illustrates the spiral model of action research proposed by Kemmis and Mc Taggart.**

According to above figure, its shows the illustrates the spiral model of action research proposed by Kemmis and Mc Taggart. It explains who to do the action in each cycle. In cycle 1 the researcher would be done the planning before teaching in the classroom after that the researcher do the action by giving source: Valshakoshi, action research for improving practice material and apply the puppet media and observe the condition that haven in the classroom. The last activity is the researcher will do the reflection.

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In cycle 2, the researcher revises the planning from the cycle 1, and do the action based on reflection in cycle 1. After that the researcher doing the observation during the learning process, the last the researcher expect students' improvement.

## C. The Participant of the Research

The participants of the research is grade VII-A of SMPN 3 Batang Natal. The researcher chose this class because they are still low in vocabulary mastery. The total of the students in VII-A are 30 students. Moreover, there is collaboration with English teacher at grade VII-A of SMPN 3 Batang Natal, his name is IN.

## D. Instruments of Data Collection

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

1. Test

The test is used by the researcher to find out any problem weakness regarding the students' vocabulary. Researcher takes the vocabulary evaluation criteria rubric as reference in the process of learning to get students' score. The instruments of this research to collect the data isvocabulary test.

Brown in his book language assessment state that test is a method of measure person ability or knowledge or performance in a given domain.[3] In short, a test as instrument of evaluation as a systematic procedure of description, collection and interpretation in order to measures the test taker's

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[3]H. Douglas Brown, *Language Assessment,Principle and Classroom Practice* (San Francisco: Longman, 2004), p. 53.

achievement ability, knowledge, and performance what they have been learned in learning process and to get a value judgment.

The purpose of a test is 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.[4] The researcher use multiple choice test in doing the test. Indicators of vocabulary mastery is presented in the following table.

**Table 2.Indicators of Vocabulary Mastery**

| No | Indicators | Topic | Number of items | Item |
|----|-----------|-------|-----------------|------|
| 1 | Identify the name of words | Thing in the classroom | 1,2,3,4,5,6,7,8,9,10,11, 12,13,14,15,86,87,88,89, 90 | 20 |
| | | Thing in the house | 41,42,43,44,45,46,47,48, 49,50,51,52,53,54,55,96, 97,98,99,100 | 20 |
| | | Animals | 16,17,18,19,20,21,22,23, 24,25,26,27,28,29,30 | 15 |
| 2 | Identify the meaning of words | Thing in the classroom | 31,32,33,34,35,36,37,38, 29,40 | 10 |
| | | Thing in the house | 56,57,58,59,60,61,62,63, 64,65,66,67,68,69,70,91, 92,93,94,95 | 20 |
| | | Animals | 71,72,73,74,75,76,77,78, 79,80,81,82,83,84,85 | 15 |
| **Total** | | | | **100** |

Indicators of vocabulary mastery above will be used by the researcher to score the students' vocabulary and to get the students' result in vocabulary mastery.

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[4]H. Douglas Brown, p. 53.

2. Observation

The researcher observes all the conditions that happen during the teaching and learning process, the researcher would be observes the students' activities during the learning teaching process in vocabulary mastery by using puppet media. In this observation researcher doing collaboration with an English teacher at grade VII-A SMPN 3 Batang Natal. The teacher would be observes researcher's activities when teaching vocabulary in the classroom.

Some students' activities in teaching learning process which observe are as follow:

a. Students who always walks in the class

b. Students sleep when teaching learning process

c. Students active ask the question

d. Students can identify the name of thing based on the puppet media

e. Students do all the task

f. Full attention when learning vocabulary

g. Students collect the task appropriate the time

h. Students who have not full attention when learning vocabulary

i. Student's permission

j. Condition of the class

In addition, teacher activities (researcher) would be observed by collaborator in teaching learning process, as follow:

a. Teacher's sound and classroom management

b. Teacher's opening

c. Teacher's implementing learning material

d. Teacher evaluation

e. Teacher reinforcement and interacting with students

f. Teacher closing

3. Interview guidance

Interviewing students is also use as a source of the research data. Several students are interviewed. The interview will run out before and after each cycle in order to know what the student feel about the teaching and learning process, as well as their improvement on vocabulary.

**E. Research Procedures**

This action research will be done for two cycles. Each cycle consist of two meetings. Each meeting consist 90 minutes. So, there are four meetings during research process. The cycle consist of four steps. They are planning, acting, observing and reflecting.

**1) First Cycle**

This cycle, the researcher conducted for two meetings. Every meeting will do consist of 90 minutes.

a) First Meeting

(1) Planning

(a) Lesson plan about name of things

(b) Making learning processthat use Puppet Media

(c) Discussing how Puppet Media had done in teaching learning

(d) Preparing name of things material that needed in teaching learning process

(2) Action

(a) Explain the aim of the research to the students

(b) Giving learning material to the students, everything about name of things

(c) Using Puppet Media to the students in teaching learning process

(d) Giving limited discussion time for students to write the result of their discussion about the name of things material

(e) Monitoring every step that has been planning

(f) Collecting the students' discussion task result

(3) Observation

(a) Observation the execution of Puppet Media

(b) Observing the problems in the process of learning and giving solutions

(4) Reflection

(a) Analyzing the finding during the observation has done

(b) Analyze the weakness and teacher's progress that using Puppet Media

(c) Reflecting on Puppet Media

(d) Reflecting on the teacher and students learning activity

(e) Evaluating the data that get from the class and make activities for the next meeting.

b) Second meeting

   (1) Planning

      (a) Analyze the reflection result from first meeting and expand to be done in the next meeting

      (b) Prepare name of things material that needed make more lesson plan

      (c) Design the teaching vocabulary through Puppet Media

   (2) Action

      (a) Giving explanation about name of things material

      (b) Giving test to measuring students abilities in vocabulary

      (c) Monitoring the classroom

      (d) Monitoring time allocation with the all activity is done

      (e) Collecting the students' test result

   (3) Observation

      (a) Monitoring teaching learning by using Puppet Media

      (b) Monitoring the students' activity when answer the test

      (c) Discussion the problem in process learning and giving solution

   (4) Reflecting

      (a) Reflecting of Puppet Media that using in learning process

      (b) Reflecting of teaching activity and students' learning result that using Puppet Media

(c) Evaluating the data that got from the class and make any decisions for the next cycle

## 2) Second Cycle

The second cycle conducted in two meetings too. Every meeting will be done for 90 minutes.

a) Third Meeting

(1) Planning

(a) Make lesson plan about name of things

(b) Preparing Puppet Media in teaching learning process is about name of things

(c) Design a procedure teaching vocabulary through Puppet Media

(2) Action

(a) Preparing class and greet when open the matter

(b) Organizing the group of students in groups, each group consist of 5-7 students

(c) Order the students to create vocabulary with name of things topic that researcher given. Then discuss it

(d) Giving limited discussion time for students to write the result of their discussion

(e) Monitoring the discussion activity

(f) Monitoring time allocation with the all activity is done

(g) Collecting the students' discussion result

(3) Observation

(a) Monitoring the teaching learning by using Puppet Media

(b) Discussing the problem in learning process and giving solution

(4) Reflection

(a) Analyzing the finding during the observation is done

(b) Analyzing the weakness and teacher progress that using Puppet Media in teaching learning vocabulary activity

(c) Reflecting of teaching activity and learning result that using Puppet Media

(d) Evaluating or interpreting the data that getting from the class and make easy decision for the next meeting

b) Fourth Meeting

(1) Planning

(a) Analysis more the result of previous meeting

(b) Make lesson plan again. Then preparing name of things material that needed in teaching learning.(Media)

(c) Encoding the problem and progress on the learning process

(d) Designing the third preparing base on the first meeting action

(2) Action

(a) Preparing class for learning

(b) Give the name of things topic and explain

(c) Giving the test to measuring students abilities in vocabulary

(d) Giving the limited time is 45 minutes for students to answer the vocabulary task

(e) Monitoring the Puppet Media

(f) Collecting the students test vocabulary

(3) Observation

(a) Monitoring the teaching learning by using Puppet Media

(b) Recording the different is being happen

(4) Reflection

(a) Analyzing the weakness and teacher progress that using Puppet Media

(b) Reflecting of teaching activity and students learning result that using Puppet Media

(c) Evaluating or interpreting the data that getting from the students

## F. Technique of Data Analysis

Researcher uses quantitative and qualitative data in technique of analyzing the data. The quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of vocabulary test. To know means of students' score for each cycle, the researcher applied the following formula:

$$M = \frac{\sum f x}{N}$$

Where:

M      : Mean of the students

$\sum f x$    : The frequency of students times total of scores

N      : Total of Students[5]

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[5] Hartono, *Statistik: UntukPenelitian* (Yogyakarta: PustakaPelajar, 2004), p. 30.

Moreover, to count the percentage of students by using puppet, the researcher will use the formula as follow:

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P        : The percentage of students who get the score 75

R        : The number of students who ge the score up 75

T        : Total numbers of students do test[6]

In other hand, accounted the percentage of students' complete study used the formula as follow:

P= ∑*the students' complete study*X 100%
        ∑student

The score of students vocabulary test consisted of two categories, there are pas or not pass. The score of students are passing if it is >75. The score of students are not passing if it is <75. The researcher will show on the following table:

**Table 3. Category Standard Score Students**

| Categories | Standard Score | Frequency | Percentage |
|------------|----------------|-----------|------------|
| Pass       | $\geq 75$      |           |            |
| Not pass   | $\leq 75$      |           |            |

Score: Anas Sudijono, Pengantar statistic Pendidikan

After calculating and scoring students' performance, their score were consulted the classification quality on the table below:

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[6]Al ZainalAqib, et, *Penelitian TindakanKelas Untuk Guru SMP,SMA,SMK* (Bandung: CV. Y Rama Widya, 2008), p. 205.

**Table 4. Classification Quality of Students' Score**

| No | Percentage/score | Criteria |
|----|------------------|----------|
| 1 | 81 – 100% | Very Good |
| 2 | 61 – 80% | Good |
| 3 | 41 – 60% | Enough |
| 4 | 21 – 40% | Low |
| 5 | 0-20% | Very Low |

Source: Ridwan, Belajar mudah penelitian untuk guru karyawan

Finally researcher use qualitative data to describe the situation during the teaching process. So that, the researcher summarize qualitative data by six steps as suggested by Creswell as below:[7]

Step 1: organizing and preparing the data for analysis. This involve transcribing bservation, scanning material, typing up field notes, or sorting and arranging the data into different type defending on the source of information.

Step 2: Reading all the ata. This done by obtaininga general sense of the information, and reflecting on its overall meaning.

Step 3: beginning detail analysis with a coding process it was organizing material into 'chunk' before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term.

Step 4: Using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, the researcher use this to generate themes or

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[7]Jhon W. Creswell, *Research Design: Qualitative and Mixed Methods Approaches* (USA: Sage Publication, 2003), p. 190.

categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: Advacing how the description and themes are represent in the qualitative narrative. This is discussion that mentions a chronology of events, the detail discussing of several themes or inter-connecting themes. Researcher use visual or figure to convey descriptive information about participants in a table.

Step 6: Making interpretation or meaning of data.

# CHAPTER IV

## RESULT OF RESEARCH

### A. Data Description

This chapter presents finding and discussion based on analysis and result of data collected from implementation puppet media in the classroom. In this chapter would be described about the data description involved; learning process and students' vocabulary score on cycle 1 and 2, comparison of learning process, influencing factors, and students' vocabulary score on cycle 1 and 2, discussion, and threats of the research.

#### 1. First Cycle

The first cycle was conducted for two meetings. It carried out from November 19th and 21th 2019. The meeting was done for 80 minutes. Every meeting was done for 2 x 40 minutes. Therefore, the researcher made the activities for the first cycle as follow:

#### a. Planning

The researcher had to prepare everything before doing the action, like; teacher prepare the material that would be taught in classroom, the teacher made the lesson plan based on the syllabus and conduct into puppet media. Puppet media should meet the goal of the teaching and learning. The Puppet media had goal to improve the students vocabulary mastery.

In this cycle, the researcher used puppet media. Puppet media was related for students for easily to mastery the vocabulary. The teaching

and learning process in this cycle was divided into two meetings. The first meetings was conducted on Tuesday, November 19$^{th}$, 2019. The second meeting was on Thursday, November 21$^{th}$, 2019. Every meeting took about 80 minutes.

The researcher planned to apply puppet media to mastery vocabulary. Firstly, the researcher planned to bring puppet media and gave to the students. The researcher ask to the students to say what the students saw based on puppet media, and the researcher ask to the students to say what is the advantages and disadvantages they can be took from the puppet media.

**b. Action**

In this cycle, the researcher conducted in two meetings. The researcher prepared the materials according to the lesson plan, and curriculum applied in the school. She prepared applying the materials based syllabus design in teaching and learning process. This syllabus led them construct a materials, to be able work both in group and individually, and to end large their vocabulary mastery. The description of the action is a follows.

**1) First Meeting**

The first meeting of the first cycle was done on Tuesday, November 19$^{th}$, 2019. As what have been decided by the English teacher and the researcher in the planning stage, the class would be instructed by the researcher in every meeting during the research.

Meanwhile, the teacher became the observer. The class started at 08.00 AM. The lesson lasted 2 x 40 minutes.

The researcher came into the class together with English teacher. The researcher opened the class by saying basmalah and checking the students' attedance. There were 3 students who was absent on that day. The researcher explained the purpose was not for teaching like usual but for research. The researcher also gave motivation and giving the learning material to the student by using puppet media.

Before explain about material of vocabulary, the researcher asked to students, tell to researcher about vocabulary that has been they known. Then, the researcher explain about materials and the researcher asked to the students memorize vocabulary about the materials.

At the end of the lesson, the researcher asked the students to tell what they have learned in class that day in brief. The researcher gave a conclusion of the lesson and then make the closing to end the class.

2) **Second Meeting**

The second meeting was conducted on Thursday, November 21[th], 2019. The researcher greeted the students cheerfully. The researcher then checked their attendance list. They looked sleepy at that time. After the researcher asked them what

actually happened, they answered that they felt sleepy because of the gloomy day. Then researcher did not start the class directly. Researcher though that they were not ready yet. So, the researcher decided to have a little talk with them to build their interest in learning today. After that, the researcher led them to start focusing on the lesson.

In the second meeting, the researcher used puppet media, and the researcher explain about puppet media. Such as, advantages and disadvantages about puppet media. The researcher gave the students a puppet media. The researcher asked to students to memorize the vocabulary. The researcher asked to students vocabulary based on puppet media. Such as, name of thing in the classroom, name of thing in the house and animal. There were many students say the vocabulary based on puppet media. Some of them spoke in Indonesia. The researcher then asked the students to try translating the words in English. The researcher helped to correct them more appropriate ones. After that, researcher gave them a test which related to puppet media in first cycle. Before she asked them to answer, the researcher explained what they should do. After all students understood what they had to do, they started to answer.

There were doing their task, the researcher walked around the class to make sure that work individually. When the bell

tinkled, a student helped the researcher to collect their works. Then, the researcher said good bye to them and left the classroom. She corrected their work and gave a mark as first test of Cycle 1.

c. **Observation**

Based on the observation sheet, in class still had some problem such as most of the students got difficulties. The difficulties was they understood about vocabulary in puppet media, because, the puppet media was not clear. The students talked to each other out the topic when they felt bored and made the class become slightly noisy. The last students felt unconfident with their vocabulary.

The researcher could conclude that there were several problems in the classroom such as;

**Table 5. Problem and Solution of External Factors in Cycle 1**

| No | Activities | Problems | Solution |
|----|-----------|----------|----------|
| 1 | Students' still low motivation when learning Vocabulary | Students felt bored of this lesson more and students seem to be no longer interested toward English | Motivated them and give advice that this lesson very useful for examination |
| 2 | Students' difficulties in understanding about materials based on puppet media | Students lack of mastery vocabulary about the material | Students needed to understand more about puppet media which were applied in the classroom |
| 3 | Students enthusiastic when learning teaching process | Students talked to each other out of materials when they feel bored and become slightly noisy | Students needed appropriate materials in teaching and learning process to keep them interested |

| 4 | Students were not confidence to speak up their vocabulary during the lesson | Students still hesitated to speak up their vocabulary based on puppet media because they were afraid of making mistakes | Large group and medium group activities were good at promoting students' self confidence |
|---|---|---|---|

*Source: Result Observation of Researcher and Co-Teacher*

The result of students' vocabulary test in Cycle 1.After the researcher calculated the students' test result in cycle 1, the result showed that vocabulary mastery at the cycle 1 was low. From 30 students in the class just 6 students who got the score passed the KKM (75). The total score of the students in cycle 1 was 2130. The students' score in vocabulary mastery were the total score from the test. So, the mean score of the students in cycle 1 was 71, to know the students' score in vocabulary mastery. The researcher would describe as the following table:

**Table 6. Students' Score Test in Cycle 1**

| No | Students' Initial | Test Score | No | Students' Initial | Test Score |
|---|---|---|---|---|---|
| 1 | AFA | 78 | 17 | NP | 74 |
| 2 | AP | 62 | 18 | NLB | 65 |
| 3 | AF | 79 | 19 | M | 65 |
| 4 | AS | 80 | 20 | P | 78 |
| 5 | ASM | 63 | 21 | RM | 68 |
| 6 | ADK | 62 | 22 | RH | 72 |
| 7 | ANS | 70 | 23 | RS | 73 |
| 8 | AFA | 69 | 24 | RA | 73 |
| 9 | DS | 65 | 25 | SH | 83 |
| 10 | DR | 63 | 26 | SY | 74 |
| 11 | FN | 63 | 27 | SNL | 69 |
| 12 | GA | 72 | 28 | SLL | 73 |
| 13 | IS13 | 70 | 29 | WN | 87 |
| 14 | KN14 | 73 | 30 | Z | 68 |
| 15 | MRH15 | 74 | | Total | 2130 |
| 16 | NF16 | 65 | | Mean Score | 71 |
| | | | | Percentage | 20.0% |

*Source : Students' result test in cycle 1*

From the above table, it could be seen that total of students' mean score from each was 71. To know the classification quality of students' score in vocabulary mastery, the researcher should know the percentage of the students' mean score. The way were the total students who passed the KKM (6 students) times 100% and divided to the total of students (30), the result was 20.0%. So, the percentage of the students' mean score was 20.0%. To know revelation of data was done to grouped score of vocabulary mastery which the total classes 5 and interval 5.

Based on the explanation of students' score, 20.0% was low criteria. It means that the students' vocabulary mastery was still low. To make be clear the students' vocabulary based on score. The researcher present with computed of the frequency distribution of the student's score of group can be applied in to frequency distribution as follows:

**Table 7. The Frequency Distribution of Vocabulary Mastery in First Cycle**

| Value | Frequency absolute | Frequency Cumulative(%) |
|---|---|---|
| 63-67 | 9 | 30.0% |
| 68-72 | 8 | 26.6% |
| 73-77 | 7 | 23.3% |
| 78-82 | 4 | 13.3% |
| 83-87 | 2 | 6.66% |
| **Total** | **30** | **100%** |

*Source: Students Score in First Cycle*

Based on the above table, it was known that the revelation of students vocabulary mastery showed that the respondent an value 63-

67 were 9 students (30.0%), value 68-72 were 8 students (26.6%), value 73-77 were 7 students (23.3%), value 78-82 were 4 students (13.3%), and last value 83-87 were 2 students (6.66%).

In order to get a description of the data clearly and completely, the researcher presents them on the following figure:
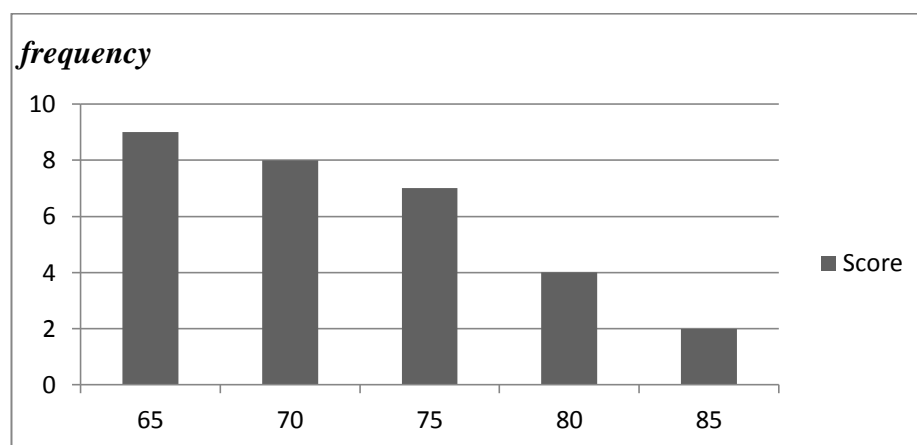


**Figure 3: Description Data of Students' Vocabulary Mastery in Cycle 1**

From those conditions, the researcher realized that the first cycle was less, or the result of first cycle was not success for improve the students vocabulary mastery. It could be concluded that the action should be repaired and change to improve students' vocabulary mastery again. The researcher should change the trick and make the students more interest in teaching learning process activity in the next cycle.

d. **Reflection**

In this cycle, most of students were still confuse to answer the test. Based on the observation, most of the students still low motivation. Students not enthusiastic in learning vocabulary mastery. The students

were not confidence to speak up their vocabulary during the lesson. The students were difficult to mastery. It can be seen from observation sheet.

For this condition, the researcher realized that the first cycle was less, or the result of the first cycle was less success for improved the students vocabulary mastery. It can be concluded that, the action should be repaired and changed for improve students vocabulary mastery.

The researcher and the English teacher decided to give puppet media full color. So, the students interested about it and easies to remember. They would gave them more training in puppet media. They would apply puppet media activities which were more enjoyable for the students.

Then, the researcher designed the lesson plan and the materials that will be used in the second cycle. The teacher-researcher also prepared the learning media that would be used in the second cycle. The result from first cycle still low, so, the researcher concluded that the first cycle should be repaired especially in lesson plan, material the teaching learning process for the next cycle.

2. **Second Cycle**

The actions of second cycle were carried out in two meetings, November 26th and 28th 2019.

**a. Planning**

In cycle 2, the researcher still used puppet media to improve the students' vocabulary mastery. The second cycle, the researcher done on Tuesday, November 26th 2019 in the first meeting and the second meeting was on Thursday, November 28th 2019.

Based on the observation in cycle 1, most of the students still low motivation. Students not enthusiastic in learning vocabulary. They were not confidence to speak up their vocabulary when the teaching learning process. The students were difficult to memorize. In the first meeting of cycle 2, the researcher planned to give a puppet media about the name of thing based on the material. Next, the students were asked to identify the vocabulary that have they seen. The researcher gave puppet media and divided the students into some groups.

In the last meeting of cycle 2, the researcher planned to give a test for the students as the second test. The meeting was conducted on November, 28th 2019. After discussing with the collaborator, the researcher planned to mastery the students vocabulary as the result of Cycle 2. The students did the test in individually. They were asked to mastery the vocabulary based on the puppet media.

**b. Action**

The actions in the second cycle were on November 26th and on November 28th, 2019. The next type was still a puppet media. She

selected the materials based on their lesson, and curriculum applied in the school. The implementation of the action is describe as follows.

1) **First Meeting**

The first meeting in second cycle was done on Tuesday, November 26th 2019. The class started at 08.00 AM. The researcher started the class by getting the students and checking attendance list. The researcher began the lesson by telling the students about the materials they are going to learn that day and then doing the lead-in process.

The researcher brought puppet media in teaching vocabulary, so, the students interested with it. The class members looked surprise and excited. Researcher asked the students for paying attention the person in the puppet media. Researcher gave puppet media to the students each group. The researcher asked to students to mastery it.

2) **Second Meeting**

The second meeting was done on Thursday, November 28th, 2019. The researcher entered the classroom. She greeted the students warmly. It aimed to remind them about vocabulary based on puppet media. The researcher then checked their attendance list. Nobody was missing on that day. That was good because all of them could participate in the test. The

researcher had a little talk with them. In this meeting, the researcher gave a test (multiple choice) in cycle 2 to students.

c. **Observation**

The result of students' vocabulary test in Cycle 2 showed the improvement of students in vocabulary. In the result of test in cycle 2, there were 27 students who passed the KKM. Even though there were 3 students did not pass the KKM but they got improvement in vocabulary. The total score of students in vocabulary was 2640. To know the mean score of the students' result test in cycle 2, the researcher divided the total score of students (2640) to the total of students (30 students) in the class, the result was 88. So, the mean score of the students in cycle 2 was 88. To make be clear about the students' mean score in vocabulary in each cycle, the researcher would present in the following table:

**Table 8. Students' Score Test in Cycle 2**

| No | Students' Initial | Test Score | No | Students' Initial | Test Score |
|----|------|------|----|------|------|
| 1 | AFA | 99 | 15 | MRH | 99 |
| 2 | AP | 85 | 16 | NF | 85 |
| 3 | AF | 99 | 17 | NP | 99 |
| 4 | AS | 99 | 18 | NLB | 70 |
| 5 | ASM | 80 | 19 | M | 77 |
| 6 | ADK | 79 | 20 | P | 97 |
| 7 | ANS | 86 | 21 | RM | 77 |
| 8 | AFA | 88 | 22 | RH | 90 |
| 9 | DS | 88 | 23 | RS | 93 |
| 10 | DR | 72 | 24 | RA | 93 |
| 11 | FN | 70 | 25 | SH | 97 |
| 12 | GA | 90 | 26 | SY | 83 |
| 13 | IS | 86 | 27 | SNL | 89 |
| 14 | KN | 91 | 28 | SLL | 98 |
| | | | 29 | WN | 98 |
| | | | 30 | Z | 83 |

| | Total | 2640 |
|---|---|---|
| | Mean | 88 |

| | Score | |
|---|---|---|
| | Percentage | 90.0% |

*Source : Students' result test in cycle 2*

According to the above table, it showed that the improvement happened in cycle 2. The students could improve their score in each vocabulary test. The mean score of students vocabulary mastery by using puppet media in cycle 2 was 88. While in the cycle 1 was 71. It means that the students' mean score in cycle 2 was higher than the students' score in cycle 1.

To know the classification quality of students' score vocabulary, the researcher should know the percentage of the students' means score. The way were the total students who passed the KKM (27 students) times 100% and then divided to the total of students (30 students), the result was 90.0%. So, the percentage of the students' mean score in cycle 2 was 90.0%. Based on the classification quality of students' score, 90.0% was very good criteria. It means that the students' vocabulary was very good criteria in cycle 2. To know revelation of data was done to grouped score of vocabulary mastery which the total classes 5 and interval 6.

Based on the explanation of students' score, 90.0% was very good criteria. It means that the students' vocabulary mastery was very good criteria. To make be clear the students' vocabulary based on score. The researcher present with computed of the frequency distribution of the

student's score of group can be applied in to frequency distribution as

follows:

**Table 9. The Frequency Distribution of Vocabulary Mastery in
Second Cycle**

| Value | Frequency absolute | Frequency Cumulative(%) |
|---|---|---|
| 70-75 | 3 | 10.0% |
| 76-81 | 4 | 13.3% |
| 82-87 | 6 | 20.0% |
| 88-93 | 8 | 26.6% |
| 94-99 | 9 | 30.0% |
| **Total** | **30** | **100%** |

*Source: Students Score in Second Cycle*

Based on the above table, it was known that the revelation of

students vocabulary mastery showed that the respondent an value 70-75

were 3 students (10.0%), value 76-81 were 4 students (13.3%), value 82-

87 were 6 students (20.0%), value 88-93 were 8 students (26.6%), and last

value 94-99 were 9 students (30.0%).

In order to get a description of the data clearly and completely, the

researcher presents them on the following figure:

**frequency**
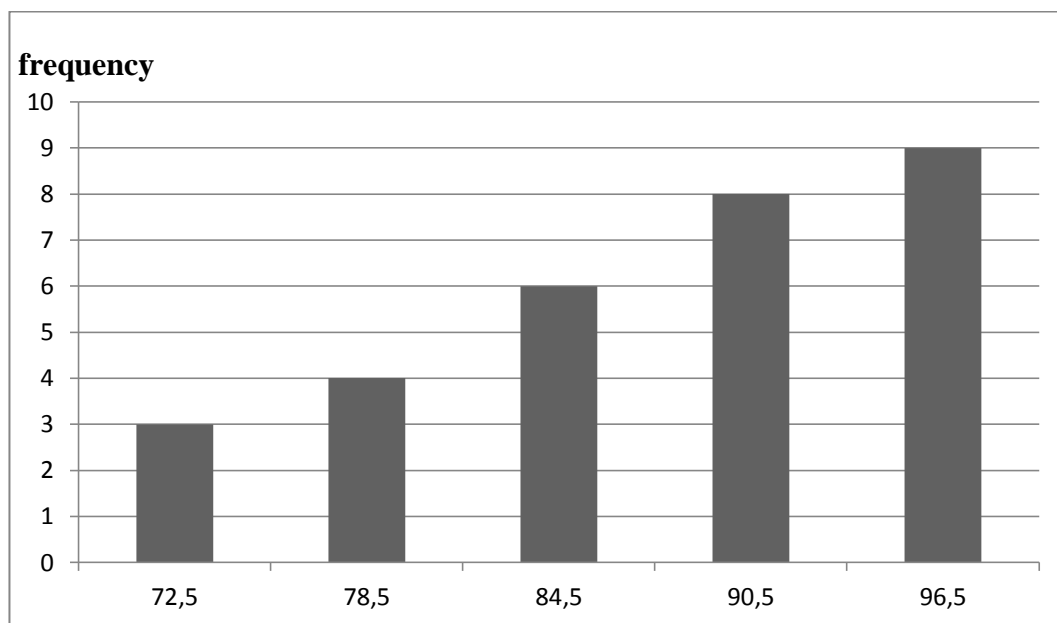


**Figure 4: Description Data of Students' Vocabulary Mastery in Cycle 2**

Based on the above figure, it could be seen the improvement of students' mean score from cycle 1 to cycle 2. The students' mean score in cycle 1 was 71(20.0%) while in cycle 2 was 88 (90.0%). Therefore the researcher concluded that the indicators of test, observation note sheet, and teacher's observation had been achieved in this research. Therefore, the researcher could be ended in this cycle.

**d. Reflection**

Implementing puppet media was able to improve of students' vocabulary mastery. It encouraged the students to mastery and facilitated them in learning vocabulary. It made the students feel at easy so that vocabulary not become a daunting task. They could memorize and mastery, so, they could do task more effectively. The implementation of puppet media could also gain the students' interest and motivation for involving their selves in the learning process of

vocabulary. It also enhanced the students' enthusiasm, especially when they do it in group.

## B. The Comparative Result of Action

The researcher used some steps to compare the learning process and students' achievement between first cycle and second cycle. The steps were calculating the students mean score, calculating the percentage students' improvementscore from first and second cycle and calculating the improvement indicator of reading test score from first and second cycle. Based on the first and second test, it could be concluded that students' vocabulary mastery had improved by using Puppet Media.

In the first cycle, most of students were less in vocabulary mastery. It could be seen from their score. The value above has shown the result of students' vocabulary mastery. The mean score in the class was 71 score.

Actually, the all students were 30 in the VII-A, but just there were 6 students passed the Minimum Mastery Criterion (KKM), that is 75 score. Meanwhile the others did not pass the KKM. There were 24 students who got score before 75 score. There was the formula to calculate mean score:

$$M = \frac{\sum f\,x}{N}$$

$$M = \frac{2130}{30}$$

$$M = 71$$

Based on the calculating, the mean score of class in first test was 71. It showed that the students' vocabulary mastery was categorized into enough

categories. The second step to know the percentage of students' score who passed the Minimum Mastery Criteria (KKM) 75. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{6}{30} \times 100\%$$

$$P = 20.0\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from the first test result. there were 2 students got 70 score, 1 students got 72 score, 1 students got 79 score, 1 students got 80 score, 2 students got 83 score, 2 students got 85 score, 2 students got 86 score, 2 students got 88 score, 1 students got 89 score, 2 students got 90 score, 1 students got 91 score, 2 students got 93 score, 2 students got 97 score, 2 students got 98 score, 5 students got 99 score.

It could be concluded that from 30 students at second grade VII-A there were 27 students passed the Minimum Mastery Criteria (KKM) 75 score. Meanwhile, there was 3 students did not passed the Minimum Mastery Criteria (KKM) 75 score. In analyzing the data of second test, first step was calculating the mean score of the class. It was calculated as following:

$$M = \frac{\sum f x}{N}$$

$$M = \frac{2640}{30}$$

$$M = 88$$

Based on the standard of value in SMPN 3 Batang Natal, it could be concluded that the mean score was included into very good category.

Next, researcher need to calculate the percentage of students' score who passed the Minimum Mastery criterion (KKM). To know the percentage of students' score who passed the Minimum mastery Criterion (KKM) in the second cycle, researcher used formula below:

$$P = \frac{R}{T} \text{ x } 100\%$$

$$P = \frac{3}{30} \text{ x } 100\%$$

$$P = 90.0\%$$

The improvement of students' vocabulary mastery from first cycle to second cycle could be seen in the table below:

**Table 10. Comparison of Students' Vocabulary in Cycle 1 and Cycle 2**

| No | Students' Initial | Cycle 1 First Test | Cycle 2 Second Test | State |
|----|-------------------|--------------------|---------------------|-------|
| 1 | AFA | 78 | 99 | Improved |
| 2 | AP | 62 | 85 | Improved |
| 3 | AF | 79 | 99 | Improved |
| 4 | AS | 80 | 99 | Improved |
| 5 | ASM | 63 | 80 | Improved |
| 6 | ADK | 62 | 79 | Improved |
| 7 | ANS | 70 | 86 | Improved |
| 8 | AFA | 69 | 88 | Improved |
| 9 | DS | 65 | 88 | Improved |
| 10 | DR | 63 | 72 | **Constant** |
| 11 | FN | 63 | 70 | **Constant** |
| 12 | GA | 72 | 90 | Improved |
| 13 | IS | 70 | 86 | Improved |
| 14 | KN | 73 | 91 | Improved |
| 15 | MRH | 74 | 99 | Improved |
| 16 | NF | 65 | 85 | Improved |
| 17 | NP | 74 | 99 | Improved |
| 18 | NLB | 65 | 70 | **Constant** |
| 19 | M | 65 | 77 | Improved |
| 20 | P | 78 | 97 | Improved |
| 21 | RM | 68 | 77 | Improved |
| 22 | RH | 72 | 90 | Improved |
| 23 | RS | 73 | 93 | Improved |
| 24 | RA | 73 | 93 | Improved |

| 25 | SH | 83 | 97 | Improved |
|----|-----|------|------|----------|
| 26 | SY | 74 | 83 | Improved |
| 27 | SNL | 69 | 89 | Improved |
| 28 | SLL | 73 | 98 | Improved |
| 29 | WN | 86 | 98 | Improved |
| 30 | Z | 68 | 83 | Improved |
| | **Total** | **2130** | **2640** | |
| | **Mean Score** | **71** | **88** | |
| | **Percentage** | **20.0%** | **90.0%** | |

*Source: Students Result Test in Cycle 1 and Cycle 2*

Based on the table, 27 students got improvement and 3 students got constant their score.

**Table 11 Students Mean Score Vocabulary Mastery in Cycle 1 and Cycle 2**

| Indicators of Vocabulary | Mean Score Cycle 1 | Percentage | Mean Score cycle 2 | Percentage |
|--------------------------|--------------------|-----------|--------------------|-----------|
| Identify the name of things | 32.7 | | 44.3 | |
| Identify the meaning of word | 38.2 | 20.0% | 43.6 | 90.0% |
| Total | **70.9** | | **87.9** | |

*Source: students' mean core of result test in cycle 1 and cycle 2*

Based on the above table, it can be concluded that the students means score in each indicators by using puppet media at grade VII-A was increased in cycle 1 to cycle 2. The students mean score in each indicators improved in the cycle 2. It could be provided from the mean score of students in each indicators.

The indicator of identify the name of things in cycle 1 was 32.7 increased to be 44.3 in cycle 2, the mean score of identify the meaning of words was 38.2 in cycle 1 increased to be 43.6 in cycle 2.

From the above data, the total mean score of students in cycle 1 was 70.9 increased to be 87.9 in cycle 2. Beside that the percentage of the students' mean

score in cycle 1 was 20.0% (low criteria) while the percentage of the students'
mean score in cycle 2 was 90.0% (very good criteria). It means that the
comparison of the mean score criteria from cycle 1 and cycle 2 were different.
The comparison percentage from the cycle 1 and cycle 2 was 70.0%. it means
that the improvement of the students' mean score in cycle 1 and 2 was 70.0%. To
make be clear the comparison mean score of the students in each indicators from
cycle 1 and cycle 2, the researcher would describe it in the following figure above:
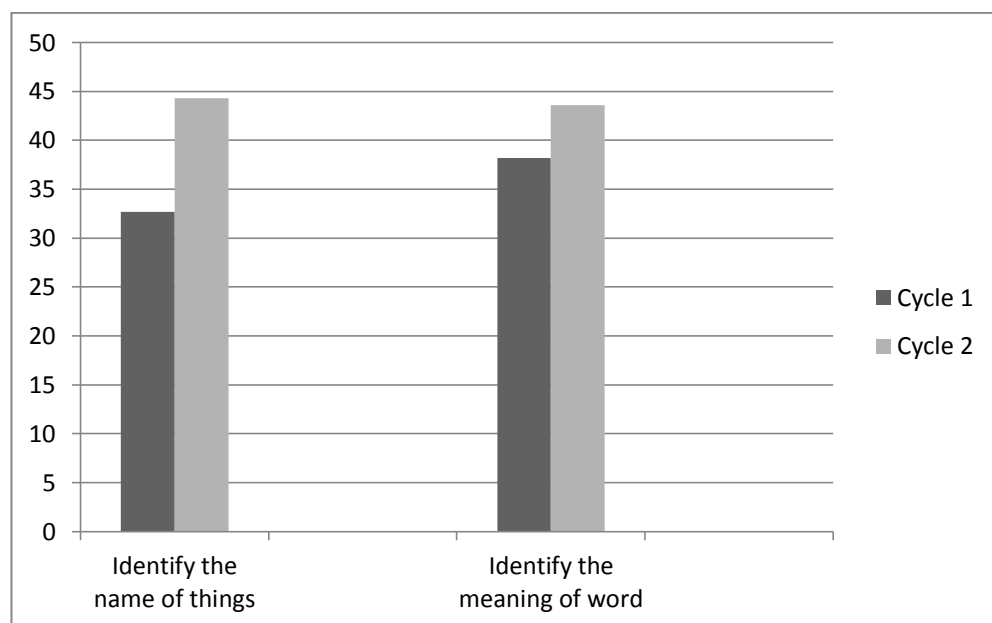


**Figure 5.Improvement of Students' Indicator Vocabulary Mastery in Cycle 1 and Cycle 2**

The comparison score of students in cycle 1 and cycle 2 based on test showed
that from 6 students who passed KKM in cycle 1 to be 27 students. It is could be
concluded that the students vocabulary mastery by using puppet media was
improved from the previous cycle. It could be provided from the total score I
cycle 1 was 2130 while in the cycle 2 was 2640. Besides that the mean score of
students score in cycle 1 was 71 (20.0%) while cycle 2 increased to be 88
(90.0%).

Beside that the percentage in of students' mean score in cycle 1 was 20.0% (low criterion) while the percentage of students' mean score in cycle 2 was 90.0% (very good). It means that the comparison of the mean score criterion from cycle 1 and cycle 2 was 70.0% . It means that improvement of the students mean score in cycle 1 to cycle 2 was 70.0%. The improvement can be provided from the students' mean score. The comparison improvement of the students vocabulary from the mean score of cycle 1 and cycle 2 could be seen on figure below:
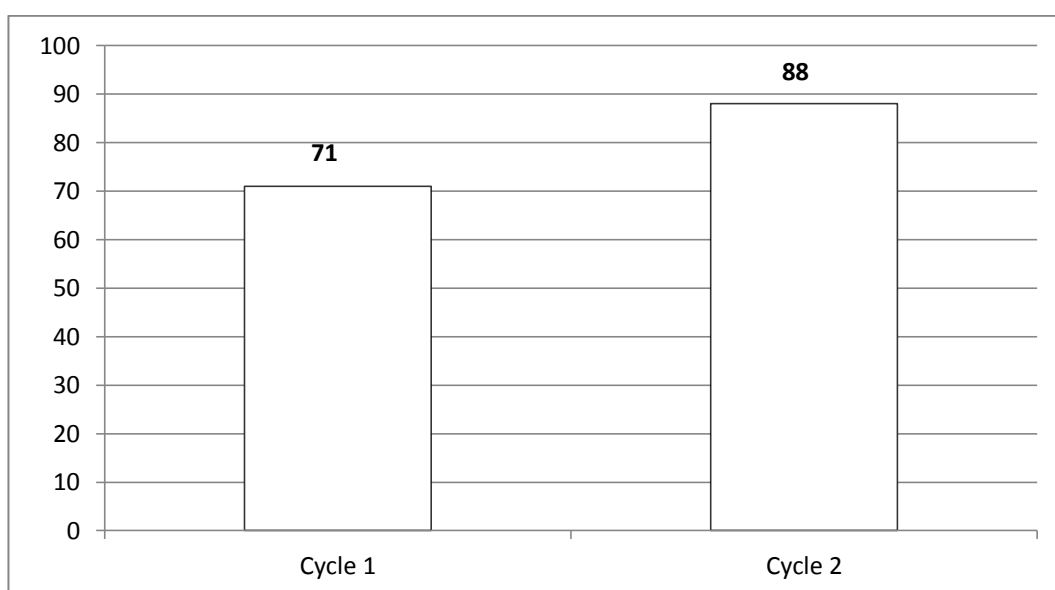


**Figure 6. Comparison Mean Score in Cycle 1 and Cycle**

In the second cycle of the research, the students showed better understanding of the material. Those who had difficulty in the previous meeting in identifying the name of thing, and identifying the meaning of word had shown improvement. They were able to give correct responses to mastery vocabulary question. It meant that students' vocabulary mastery were improved and better than the previous cycle.

## C. Discussion

Based on the explanation above, the result was similar to related findings of the research. The first was the thesis had been done in Universitas Negeri Semarang, 2009. Her name is Sofika Chandra Nilawati. She said "there is significant difference in the result of students' pre-test and post-test. The average achievement of the students' pre-test and post-test was 56.63% and 96.19%.the main factor affecting this improvement was the students' interest in the puppet given.[1] So, She told that Puppet can improve students' Vocabulary.

The second, the journal of Rinda Nabillha. Urai Salam and Wardah in Teacher Training and Education English Study Program of Untan. Their journal was about "the research showed the students had participated in conversation. The percentage was 53%, including 11 students asking question, 6 students answering question and 3 students giving opinion. In the second cycle, the students' participation shows the percentage 61%, including 14 students asking question, 8 students answering question and 4 students giving opinion. Last, in the third cycle, the percentage of students participation shows 74%, including 14 students asking question, 11 students answering question and 5 students giving opinion. To sum up, among two previous cycles, cycle number three had better improvement because more students participated in asking questions, answering questions and

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[1]Sofika Chandra Nilawati, "The Effectiveness Of Teaching Vocabulary By Using Puppet At Elementary School Students ( The Case Study of the Fourth Graders of SDN Leteh II Rembang in the Academic Year of 2007 / 2008 )" (Semarang State University, 2009), https://lib.unnes.ac.id. accessed at 4 Juny 2019.

giving opinions relevant to the material.".[2] They told puppet can improve  the students participation in conversation especially for Young Learners.

The third, the research of Sulasih in Teaching Training and Education Faculty, Slamet Riyadi University. Her research was about "The improvement can be seen from the result of the test. The mean score of pre-test was 63. 7, post-test 1 was 71. 6 and post-test 2 was 83. 1. The result of mean score of post-test 2 is higher than the minimum score (KKM) in SMA Al-Muayyad Surakarta which is 72. It means that there is a significant improvement in students' speaking skill by using Stick and Rod puppet."[3]she told that using Puppet can improve students' vocabulary.

The fourth, the journal of Abwatie Al Khakim, Abdul Salim and Sunardi in European Journal of Special Education Research. Their journal was about "The technique was also called Wilcoxon Sign Rank Test, which was given a Z symbol. Wilcoxon test was used to test 2 variables, items: before treatment and after treatment, with 0.05 significance level. The result of this research proves that the using of leather puppet picture are effect for the improvement of retelling story ability of 7th grade mental retarded students in SLB C Setya Darma Surakarta 2016/2017.,[4] they told about the influence of leather puppet picture  to improve mental retarded students in SLB C Setya Darma.

[2]Wardah Rinda Nabillha, Urai Salam, "Puppet as Media in Improving Young Learners' Participation in Conversation" 4 (2015): p.1-10, jurnal.untan.ac.id. accessed at 18 Juny 2019.
[3]Sulasih, "The Use of Stick and Rod Puppet to Improve Students' Speaking Skill," n.d., 1, https://jurnal-mahasiswa.unsri.ac.id. accessed at 6 Januari 2020.
[4]Sunardi Abwatie Al Khakimi , Abdul Salim, "The Influence of Leather Puppet Picture on The Improvement of Retelling Story Ability of 7th Grade Mental Retarded Students In SLB C

Based on explanation above, the researcher found the similarity with the others researcher and theory which is related to puppet media. It was based on the data in the first cycle 71 (20.0%) and 88 (90.0%) in the second cycle. It means that there had 17 (70.0%) improvements for mean score and the percentage of students who passed the KKM in vocabulary by using puppet media. It can be concluded that the researcher had been success in doing the research.

## D. The Threats of the Research

The researcher had some threats in the research. They were:

1. This research focused on the students' vocabulary mastery by using puppet media. There were some aspects that could threat for this research. The threatening came from the problems of students. Students who has not much vocabularies, students' laziness, and students who did not know the English language based on the puppet media. So, they did not answer the test seriously. It made noisy and disturbed others. Researcher should explain more about learning material. It made linger time. There were some students who almost slept and made some noises in the classroom.

2. Puppet is a media for students. So, they can memorize the vocabulary with see picture based on puppet media. Students more interest to their own puppet media will become their own vocabulary material. Thus, by using this media students will be more fun and easy to be done. Students had motivation because students would create puppet media

by themselves. By applying puppet media, students would be more active with their own vocabulary. Finally, puppet could improve students' vocabulary mastery VII-A SMPN 3 Batang Natal.

# CHAPTER V

## CONCLUSION AND SUGGESTION

### A. Conclusion

Based on the result of the classroom action research had done, it could be concluded that:

1. Puppet media can improve the students vocabulary mastery at grade VII-A SMP Negeri 3 Batang Natal. It could be seen from the students' score from cycle 1 to cycle 2. The main score of students' vocabulary mastery in cycle 1 is 71 with the percentage is 20.0% and the main score of students' vocabulary mastery in cycle 2 is 88 with the percentage 90.0%. The students' improvement is categorized as very good. Based on the result, it means that there was improvement between students' vocabulary mastery process in the first cycle and second cycle.

2. There were four external factors that influencing students' vocabulary in first cycle and second cycle, lie motivation, students' difficulties comprehend, enthusiastic, and students' confidence. The learning, the value and condition in vocabulary mastery by using puppet media shown the good improvement in class VII-A SMP Negeri 3 Batang Natal.

### B. Suggestion

After conducting an action research and based on the research findings, the researcher want to propose some suggestions for the English teacher, the students, and other researcher. The suggestion were:

1. English teacher, it is very wise to use puppet media in teaching vocabulary because this media can make the students more active, fun, interested in the learning process.

2. Students, it is hoped that by using puppet media the students more interested in studying English especially vocabulary, because puppet media gives the opportunity for students to make their vocabulary become into much vocabulary than before. They will be active and interested in the learning process.

3. The other resercher can improve students' vocabulary mastery by using puppet media until 100%. the other researcher can use the other creative solution in solving students' vocabulary mastery and can do research in two or three cycle so that the improvement can be achieved until 100%.

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# CURRICULUM VITAE

## A. Identity



Name                    : Lenni Lubis

Reg. No                 : 15 203 00080

Place/Birthday          : Ampung Siala / May, 10$^{th}$ 1997

Sex                     : Female

Religion                : Islam

Address                 : Ampung Siala

## B. Parents

Father's name           : Ikhwan Lubis

Mother's name           : Hannum Nasution

## C. Educational Background

1. Elementary School    : SDN 2703 Ampung Siala        (2009)

2. Junior High School   : SMP Negeri 1 Batang Natal    (2012)

3. Senior High School   : MAN Kase Rao-Rao             (2015)

4. University           : IAIN Padangsidimpuan         (2020)

## Cycle 1 ( Siklus 1)
## RENCANA PELAKSANAAN PEMBELAJARAN
## (RPP)

| | |
|---|---|
| Sekolah | : SMP NEGERI 3 BATANG NATAL |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : VII/ I |
| Materi Pokok | : Name of things |
| Tema | : Vocabulary |
| Aspek Skill | : Mendengar dan Berbicara |
| Alokasi waktu | : 4 x 40Menit (2 x Pertemuan) |

**A. Kompetensi Inti :**

4. mencoba, mengolah dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.

**B. Kompetensi Dasar :**

4.7 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks label nama (label) dan daftar barang (list), sesuai dengan konteks penggunaannya.

Pada akhir pembelajaran siswa:

- Mengetahui kosakata orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.

- Mampu menggunakan bahasa inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai fungsi sosialnya.

**C. Karakter Siswa Yang Diharapkan:**

1. Dapat dipercaya (*Trustworthiness*)
2. Tekun (*diligence)*
3. Berani (*courage)*

4. Rasa Hormat dan Perhatian ( *respect* )

**D. Media Pembelajaran**

- Stick Puppet

**E. Materi Pembelajaran**

- Benda, binatang, bangunan umum yang terdapat dilingkungan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, dan kerja sama.

**F. Langkah-langkahKegiatan**

**Pertemuan 1** (2 x 40 menit):

- KegiatanPendahuluan
  1. Gretting
  2. Mengabsensiswa
  3. Guru mempresentasikan judul materi pembelajaran, indicator, dan tujuan pembelajaran.

- KegiatanInti
  1. Guru harus mempersiapkan segala sesuatu yang penting digunakan di dalam proses pembelajaran
  2. Guru harus memperhatikan karakter siswa di dalam memilih materi pembelajaran, dan menyusun waktu pembelajaran
  3. Guru menggunakan stick puppet untuk memberi arahan kepada mereka didalam penjelasan tentang topic tersebut
  4. Guru meminta siswa untuk mengatakan apa yang dilihat siswa tersebut sesuai media yang ditunjukkan guru kepada mereka
  5. Guru meminta siswa untuk mendiskusikan materi tersebut didalam grupnya
  6. Guru meminta siswa untuk membuat contoh yang lainnya sesuai dengan materi tersebut dan juga berkaitan dengan media puppet tersebut.

- KegiatanPenutup
  1. Guru memimpin siswa untuk membuat kesimpulan tentang materi tersebut.
  2. Guru menjelaskan materi pembelajaran yang akan dipelajaran mereka minggu depan.
  3. Berdo'a di akhir pembelajaran.

**Pertemuan II** ( 2 x 40 menit):

- Kegiatan Pendahuluan
  1. Gretting
  2. Mengabsen siswa
- KegiatanInti
  1. Guru menanyakan kembali tentang materi yang telah dipelajari.
  2. Guru membagikan tes untuk dijawab oleh siswa
  3. Guru member nilai
- Kegiatan Penutup
  1. Berdo'a di akhir pembelajaran

## G. SumberBelajar

1. Buku when English ring a bells

## H. Penilaian Hasil belajar

| No | Indicators | Topic | Number of items | Item |
|----|-----------|-------|-----------------|------|
| 1 | Identify the name of words | Thing in the classroom | 1,2,3,4,5,6,7,8,9,10,11, 12,13,14,15,86,87,88,89, 90 | 20 |
| | | Thing in the house | 41,42,43,44,45,46,47,48, 49,50,51,52,53,54,55,96, 97,98,99,100 | 20 |
| | | Animals | 16,17,18,19,20,21,22,23, 24,25,26,27,28,29,30 | 15 |
| 2 | Identify the meaning of words | Thing in the classroom | 31,32,33,34,35,36,37,38, 29,40 | 10 |
| | | Thing in the house | 56,57,58,59,60,61,62,63, 64,65,66,67,68,69,70,91, 92,93,94,95 | 20 |
| | | Animals | 71,72,73,74,75,76,77,78, 79,80,81,82,83,84,85 | 15 |
| **Total** | | | | **100** |

## I. PedomanPenilaian

- Untuk tiap nomor, tiap jawaban benar skor 1
- Jumlah sko rmaksimal X 5 = 100
- Nilai maksimal 100
- Nilai siswa = $\dfrac{\text{Skor perolehan}}{\text{Skor maksimal}}$ x 100

- Menghitung nilai rata-rata siswa

$$M = \frac{\sum f x}{N}$$

Where :

M      : Mean of the students.

$\sum f x$   : The total scores.

N      : Total of students.

Muara Parlampungan, … ….. 2019

Guru Pamong,                           Observer

Ilham Nasution, S.Pd                 Lenni Lubis

                                           NIM. 15  203 000 80

Mengetahui,

KepalaSekolah SMP Negeri 3 Batang Natal

Dapat Matondang, S. Pd. i

Nip. 19620430 198602 100 1

**APPENDIX II**

**FIRST TEST**

Name               :

Class               : VII

No. Absen         :

Instruction!

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia
2. Jawablah pertanyaan-pertanyaan di bawah ini
3. Bacalah pertanyaan dengan benar dan teliti
4. Pilihlah jawaban yang benar dengan memberi tanda (X) pada salah satu jawaban
5. Periksalah jawaban anda dengan teliti sebelum menyerahkannya kepada guru
6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata
7. Waktu yang tersedia 45 menit

Nama          :

Kelas         :

Choose the correct answer from the option a, b, c or d by crossing the answer!

1. This is some of things that's we can find in the school, except...
   a. Chalk, plate, spoon                    c. Eraser, book, blackboard
   b. White board, book, pen                 d. Wok, television, bed
2. Ani draw a view in a ...
   a. Story book                             c. Wall
   b. Drawing book                           d. Floor
3. Where is Ani can find some of books ?
   a. Living room                            c. Kitchen

b. Library                                      d. Bathroom

4. We use …. to bring our school books

    a. Uniform                                  c. Pencil cash

    b. Bag                                       d Wallet

5. We buy a book in a ….

    a. Supermarket                              c. Book store

    b. Fruit stall                              d. Book store

6. …. is the place for student to study

    a. Library                                   c. Teacher office

    b. Classroom                                d. School canteen

7. Mr. tono drive … to the school
    a. Car                                      c. Hand
    b. Foot                                     d. Plane

8. My teacher use … when she write in the blackboard
    a. Marker                                   c. Pencil
    b. Chalk                                    d. Pen

9. Ani find the difficult meaning of English words in …
    a. Dictionary                               c Newspaper
    b. Book                                     d. Diary

10. I use … to put announcement in the wall
    a. Pencil                                   c. Glue
    b. Pen                                      d. Chalk

11. My teacher ask me to plant a … on the vas
    a. Flower                                   c. Coconut tree
    b. Mango tree                               d. Tree

12. In the library, we can read some …
    a. Book                                     c. Newspaper
    b. Magazine                                 d. paper

13. Friends and Budi use … to play football
    a. Uniform                                  c. Tennis
    b. Ball                                        d. Shoes

14. What is the name of things, we can use to drink?
    a. Plate                                    c. Spoon
    b. Glass                                    d. Wok

15. What is the name of things that's use for cleaning the floor?
    a. Water                                    c. Soap
    b. Oil                                      d. Broom

16. Yesterday we went to Medan, then show many …

    a. Fishes                                   c. Fisher

b. Fish　　　　　　　　　　　　　　　　　　d. Fis

17. What is the famous animal in Sumatera?
    a. Tiger　　　　　　　　　　　　　　　　c. Lion
    b. Goat　　　　　　　　　　　　　　　　　d. Snake
18. What is the famous animal in Australia?
    a. Tiger　　　　　　　　　　　　　　　　c. Lion
    b. Kangaroo　　　　　　　　　　　　　　d. Fish
19. What is animal in the sea?
    a. Fish　　　　　　　　　　　　　　　　　c. Tiger
    b. Snake　　　　　　　　　　　　　　　　d. Zebra
20. Favorite fruits for monkey is …
    a. Apple　　　　　　　　　　　　　　　　c. Mango
    b. Banana　　　　　　　　　　　　　　　d. Grape
21. Animal that's crawl in the land is
    a. Snake　　　　　　　　　　　　　　　　c. Monkey
    b. Tiger　　　　　　　　　　　　　　　　d. Kangaroo
22. Animal that's must flay go to anywhere?
    a. Bird　　　　　　　　　　　　　　　　　c. Monkey
    b. Snake　　　　　　　　　　　　　　　　d. Snail
23. Animal that's must be jump before go to anywhere?
    a. Kangaroo　　　　　　　　　　　　　　c. Bird
    b. Snail　　　　　　　　　　　　　　　　d. Tiger
24. What is animal that's very slow to walk?
    a. Monkey　　　　　　　　　　　　　　　c. Snail
    b. Snake　　　　　　　　　　　　　　　　d. Zebra
25. Carrot is favorite food for …
    a. Kangaroo　　　　　　　　　　　　　　c. Zebra
    b. Rabbit　　　　　　　　　　　　　　　d. Snake

26. Please, mention animals that's must be jump before go anywhere?
    a. Monkey and Kangaroo　　　　　　　　c. Snail and Snake
    b. Zebra and Tiger　　　　　　　　　　　d. Bird and Deer
27. What is the name of animal that's we can take milk for its body?
    a. Bull　　　　　　　　　　　　　　　　　c. Bird
    b. Snail　　　　　　　　　　　　　　　　d. Deer
28. Please, mention animals that's must be crawl before go anywhere?
    a. Snake and Snail　　　　　　　　　　c. Bird and Goat
    b. Tiger and Lion　　　　　　　　　　　d. Fox and Cow
29. Mention animals include into wild of animal?
    a. Tiger and Lion　　　　　　　　　　　c. Snake and Snail
    b. Cow and Goat　　　　　　　　　　　d. Monkey and Kangaroo
30. The king of animals is
    a. Tiger　　　　　　　　　　　　　　　　c. Goat

b. Lion                                             d. Fox
31. What is pulpen in English?
    a. Pencil                                        c. Marker
    b. Pen                                           d. Eraser
32. What is buku in English?
    a. Newspaper                                     c. Book
    b. Magazine                                      d. Paper
33. <u>Black board.</u> The meaning of the underline word is
    a. Papan tulis                                   c. Penghapus
    b. Papan selancar                                d. Buku
34. <u>Eraser.</u> The meaning of the underline word is
    a. Pensil                                        c. Buku
    b. Penghapus                                     d. Meja
35. <u>Chair.</u> The meaning of the underline word is
    a. Meja                                          c. Majalah
    b. Kursi                                         d. Koran
36. Table in Indonesia is …
    a. Meja                                          c. Koran
    b. Kursi                                         d. Kertas
37. Newspaper in Indonesia is …
    a. Majalah                                       c. Buku
    b. Koran                                         d. Kertas
38. Pencil in Indonesia is …
    a. Pensil                                        c. Koran
    b. Buku                                          d. Majalah
39. Globe in Indonesia is …
    a. Buku                                          c. Pensil
    b. Bola Bumi                                     d. Kertas
40. Lem in English is …
    a. Glue                                          c. Book
    b. Pencil                                        d. Paper
41. Where is we can find some of plates ?
    a. In the kitchen                                c. In the bathroom
    b. In the living room                            d. In the bedroom
42. Can you show, where is things in the house?
    a. Sofa, television, plate                       c.Map,chair,marker
    b. Eraser, basket ball, volly ball               d. Book, chair, ball
43. Stove, rice cooker, plate are some of things that's we can find in ...
    a. Kitchen                                       c. Bedroom
    b. Bathroom                                      d. School
44. Tono take some of foods in the canteen and he put some of foods on ...

a. Plate                                    c. Spoon

b. Wok                                      d. Glass

45. Budi drink a cup of coffee by using ...

a. Plate                                    c. Wok

b. Glass                                    d. Spoon

46. Tiara cut a cake with use ...

a. Stick                                    c. Pencil

b. Knife                                    d. Wood

47. Tini like drinks milk, so where is Tini must go to make milk?

a. Bed room                                 c. School

b. Kitchen                                  d. Bathroom

48. My apple trees has many …

a. Leaf                                     c. Leafs

b. Leaves                                   d. Leave

49. Do not play with the … in the kitchen

a. Knife                                    c. Knive

b. Knifes                                   d. Knives

50. There are many beautiful … in her garden

a. Lilies                                   c. Lilys

b. Lily                                     d. Lilis

51. The … in that of empty house are so many

a. Mouse                                    c. Mice

b. Mouses                                   d. Mices

52. My little cousin broke tree … in my grandmother house

a. Vase                                     c. Vass

b. Vas                                      d. Vases

53. We need many … to make French fries

a. Potatoes                                 c. Potato

b. Potatos                                  d. Potatoe

54. Ani wash her hand with …

a. Soap                                     c. Brush

b. Toothpaste                               d. Shampoo

55. Budi sleep with …

a. Blanket                                      c. Clothes

b. Pillow                                        d. Towel

56. Plate in Indonesia is …

    a. Piring                                    c. Garpu

    b. Gelas                                     d. Pisau

57. Wall in Indonesia is …

    a. Papan                                     c. Triplek

    b. Dinding                                   d. Floor


58. Lemari in English is …

    a. Wall                                      c. Blackboard

    b. Cupboard                                  d. Wood

59. Gelas in English is …

    a. Spoon                                     c. Stove

    b. Glass                                     d. Plate

60. Kasur in English is …

    a. Stove                                     c. Pillow

    b. Plate                                     d. Bed

61. Stove. The meaning of the underline word is …

    a. Gelas                                     c. Wajan

    b. Kompor                                    d. Bantal

62. Bag in Indonesia is…

    a. Kotak                                     c. Tas

    b. Buku                                      d. Penghapus

63. Window in Indonesia is….

    a. Meja                                      c. Papan

    b. Jendela                                   d. Dinding

64. Sepatu in English is…

    a. Shoes                                     c. Bag

    b. Clothes                                   d. Slipper

65. Pintu in English is…

    a. Window                                    c. Door

    b. Table                                     d. Floor

66. Clothes. The meaning of the underline word is

| | |
|---|---|
| a.  Baju | c. Sandal |
| b.  Sepatu | d. Selimut |

67. <u>Freezer.</u> The meaning of the underline word is

| | |
|---|---|
| a.  Lemari hias | c. Gelas |
| b.  Lemari es | d. Piring |

68. <u>Rice cooker</u>. The meaning of the underline word is

| | |
|---|---|
| a.  Lemari es | c. Rak buku |
| b.  Lemari pakaian | d. Tempat memasak nasi |

69. Cermin in English is

| | |
|---|---|
| a.  Glass | c. Comb |
| b.  Mirror | d. Pillow |

70. Pasta gigi in English is …

| | |
|---|---|
| a.  Toothpaste | c. Soap |
| b.  Mirror | d. Freezer |

71. What is cat in Indonesia?

| | |
|---|---|
| a.  Kucing | c. Zebra |
| b.  Harimau | d. Rusa |

72. What is tiger in Indonesia?

| | |
|---|---|
| a.  Harimau | c. Kucing |
| b.  Singa | d. Zebra |

73. What is goat in Indonesia?

| | |
|---|---|
| a.  Kambing | c. Singa |
| b.  Gajah | d. Kucing |

74. Gajah in English is

| | |
|---|---|
| a.  Elephant | c. Tiger |
| b.  Lion | d. Cow |

75. Ayam in English is …

| | |
|---|---|
| a.  Cow | c. Chiken |
| b.  Fox | d. Cat |

76. Kuda in English is …

| | |
|---|---|
| a.  Horse | c. Goat |
| b.  Cow | d. Zebra |

77. Ant in Indonesia is …

|   |   |
|---|---|
| a. Semut | c. Beruang |
| b. Lembu | d. Kambing |

78. Lion in Indonesia is …

|   |   |
|---|---|
| a. Kambing | c. Singa |
| b. Lembu | d. Harimau |

79. Rabbit in Indonesia is …

|   |   |
|---|---|
| a. Kucing | c. Kambing |
| b. Kelinci | d. Lembu |

80. Kambing in English is …

|   |   |
|---|---|
| a. Cow | c. Rabbit |
| b. Goat | d. Zebra |

81. <u>Bear</u>. The meaning of the underline word is …

|   |   |
|---|---|
| a. Beruang | c. Lembu |
| b. Kambing | d. Kelinci |

82. <u>Mouse.</u> The meaning of the underline word is …

|   |   |
|---|---|
| a. Kelinci | c. Nyamuk |
| b. Tikus | d. Kanguru |

83. <u>Mosquito</u>. The meaning of the underline word is …

|   |   |
|---|---|
| a. Lalat | c. Tikus |
| b. Nyamuk | d. Lembu |

84. <u>Kangaroo.</u> The meaning of the underline word is …

|   |   |
|---|---|
| a. Kanguru | c. Tikus |
| b. Buaya | d. Nyamuk |

85. <u>Crocodile.</u> The meaning of the underline word is …

|   |   |
|---|---|
| a. Kanguru | c. Buaya |
| b. Kucing | d. Lalat |

86. What is we use when we want to write in the book?

|   |   |
|---|---|
| a. Pen | c. Ink |
| b. Chalk | d. Paper |

87. Where is we can sit in the classroom?

|   |   |
|---|---|
| a. Table | c. Sofa |
| b. Chair | d. Floor |

88. We clean the floor with use …

    a. Broom                                    c. Water

    b. Soap                                     d. Oil

89. We clean the blackboard with use …

    a. Eraser                                   c. Marker

    b. Chalk                                    d. Pencil

90. Where is we can save our book?

    a. Bag                                      c. Table

    b. Coffer                                   d. Library

91. Pillow in Indonesia is …

    a. Bantal                                   c. Kasur

    b. Selimut                                  d. Baju

92. Box in Indonesia is …

    a. Kotak                                    c. Meja

    b. Buku                                     d. Kursi

93. Ceret in English is …

    a. Glass                                    c. Kettle

    b. Plate                                    d. Spoon

94. Sendok in English is …

    a. Plate                                    c. Spoon

    b. Glass                                    d. Pillow

95. Doll in Indonesia is …

    a. Boneka                                   c. Meja

    b. Beruang                                  d. Kursi

96. Plate use for …

    a. Drink                                    c. Bath

    b. Eat                                      d. Bed

97. What is the name of things we can use after take a bath?

    a. Towel                                    c. Plate

    b. Pillow                                   d. Clothes

98. What is the name of things we can use for take a bath?

    a. Soap                                     c. Blanket

    b. Towel                                    d. Pillow

99. What is the name of things use for clean the tooth?

    a.  Toothpaste                                 c. Oil

    b.  Soap                                      d. Towel

100. What is the name of thing use for cooking vegetable?

    a.  Plate                                   c. Glass

    b.  Pan                                      d. spoon

**Validator**                                      **Researcher**

**Ilham Nasution, S.Pd**                        **Lenni Lubis**
                                                      **NIM.1520300080**

**APPENDIX III**

<div align="center">

**Cycle 2 ( Siklus 2)**

**RENCANA PELAKSANAAN PEMBELAJARAN**

**(RPP)**

</div>

|  |  |
|---|---|
| Sekolah | : SMP NEGERI 3 BATANG NATAL |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas / Semester | : VII/ I |
| Materi Pokok | : Name of things |
| Tema | : Vocabulary |
| Aspek Skill | : Mendengar dan Berbicara |
| Alokasi waktu | : 4 x 40Menit (2 x Pertemuan) |

## J. Kompetensi Inti :

4. mencoba, mengolah dan menyaji berbagai hal dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan dari berbagai sumber lain yang sama dalam sudut pandang/teori.

## K. Kompetensi Dasar :

4.7 Memahami fungsi social, struktur teks, dan unsur kebahasaan dari teks label nama (label) dan daftar barang (list), sesuai dengan konteks penggunaannya.

Pada akhir pembelajaran siswa:

- Mengetahui kosakata orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, cinta damai, dan kerja sama.
- Mampu menggunakan bahasa inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai fungsi sosialnya.

## L. Karakter Siswa Yang Diharapkan:

5. Dapat dipercaya (*Trustworthiness*)
6. Tekun (*diligence*)
7. Berani (*courage*)
8. Rasa Hormat dan Perhatian ( *respect*)

## M. Media Pembelajaran

- Stick Puppet

## N. Materi Pembelajaran

- Benda, binatang, bangunan umum yang terdapat dilingkungan siswa, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab, dan kerja sama.

**O. Langkah-langkahKegiatan**

**Pertemuan 1** (2 x 40 menit):

- KegiatanPendahuluan
    4. Gretting
    5. Mengabsensiswa
    6. Guru mempresentasikan judul materi pembelajaran, indicator, dan tujuan pembelajaran.

- KegiatanInti
    7. Guru harus mempersiapkan segala sesuatu yang penting digunakan di dalam proses pembelajaran
    8. Guru harus memperhatikan karakter siswa di dalam memilih materi pembelajaran, dan menyusun waktu pembelajaran
    9. Guru menggunakan stick puppet untuk memberi arahan kepada mereka didalam penjelasan tentang topic tersebut
    10. Guru meminta siswa untuk mengatakan apa yang dilihat siswa tersebut sesuai media yang ditunjukkan guru kepada mereka
    11. Guru meminta siswa untuk mendiskusikan materi tersebut didalam grupnya
    12. Guru meminta siswa untuk membuat contoh yang lainnya sesuai dengan materi tersebut dan juga berkaitan dengan media puppet tersebut.

- KegiatanPenutup
    4. Guru memimpin siswa untuk membuat kesimpulan tentang materi tersebut.
    5. Guru menjelaskan materi pembelajaran yang akan dipelajaran mereka minggu depan.
    6. Berdo'a di akhir pembelajaran.


**Pertemuan II** ( 2 x 40 menit):

- Kegiatan Pendahuluan
    3. Gretting

4. Mengabsen siswa

- KegiatanInti

4. Guru menanyakan kembali tentang materi yang telah dipelajari.

5. Guru membagikan tes untuk dijawab oleh siswa

6. Guru member nilai

- Kegiatan Penutup

2. Berdo'a di akhir pembelajaran

**P. SumberBelajar**

2. Buku when English ring a bells

**Q. Penilaian Hasil belajar**

| No | Indicators | Topic | Number of items | Item |
|----|-----------|-------|-----------------|------|
| 1 | Identify the name of words | Thing in the classroom | 1,2,3,4,5,6,7,8,9,10,11, 12,13,14,15,86,87,88,89, 90 | 20 |
| | | Thing in the house | 41,42,43,44,45,46,47,48, 49,50,51,52,53,54,55,96, 97,98,99,100 | 20 |
| | | Animals | 16,17,18,19,20,21,22,23, 24,25,26,27,28,29,30 | 15 |
| 2 | Identify the meaning of words | Thing in the classroom | 31,32,33,34,35,36,37,38, 29,40 | 10 |
| | | Thing in the house | 56,57,58,59,60,61,62,63, 64,65,66,67,68,69,70,91, 92,93,94,95 | 20 |
| | | Animals | 71,72,73,74,75,76,77,78, 79,80,81,82,83,84,85 | 15 |
| **Total** | | | | **100** |

**R. PedomanPenilaian**

- Untuk tiap nomor, tiap jawaban benar skor 1

- Jumlah sko rmaksimal X 5 = 100

- Nilai maksimal 100

- Nilai siswa = $\dfrac{\text{Skor perolehan}}{\text{Skor maksimal}}$ x 100

- Menghitung nilai rata-rata siswa

$$M = \frac{\sum f x}{N}$$

Where :

M        : Mean of the students.

$\sum fx$   : The total scores.

N        : Total of students.

<div align="right">Muara Parlampungan, … ….. 2019</div>

Guru Pamong,                                    Observer

Ilham Nasution, S.Pd                        Lenni Lubis

                                                        NIM. 15  203 000 80

Mengetahui,

KepalaSekolah SMP Negeri 3 Batang Natal

Dapat Matondang, S. Pd. i

Nip. 19620430 198602 100 1

**APPENDIX IV**

<div align="center"><b>SECOND TEST</b></div>

Name            :

Class            : VII

No. Absen       :

Instruction!

1.  Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia
2.  Jawablah pertanyaan-pertanyaan di bawah ini
3.  Bacalah pertanyaan dengan benar dan teliti

4. Pilihlah jawaban yang benar dengan memberi tanda (X) pada salah satu jawaban

5. Periksalah jawaban anda dengan teliti sebelum menyerahkannya kepada guru

6. Test ini hanya bertujuan untuk mengetahui data-data siswa tentang pemahaman menghafal kosakata

7. Waktu yang tersedia 45 menit

Nama          :

Kelas         :

Choose the correct answer from the option a, b, c or d by crossing the answer!

1. Student play football with …
   a. Basketball                          c. Tennis ball
   b. Ball                                d. Volley ball
2. Where is student want to note their learning material?
   a. Map                                 c. Magazine
   b. Notebook                            d. Newspaper
3. Teacher save her document in the …
   a. Floor                               c. Table
   b. Drawer                              d. Book
4. Student want to cut the book with …
   a. Mirror                              c. Glass
   b. Scissor                             d. Plate
5. What is the name of thing to protect us from rain?
   a. Window                              c. T-shirt

| | |
|---|---|
| b. Umbrella | d. Book |

6. Where is student to throw their rubbish?
   | | |
   |---|---|
   | a. Waste basket | c. Table |
   | b. Floor | d. Drawer |

7. Teacher count the students score with …
   | | |
   |---|---|
   | a. Calculator | c. Notebook |
   | b. Book | d. Blackboard |

8. What is the name of thing to find some difficult meaning of vocabulary for students?
   | | |
   |---|---|
   | a. Dictionary | c. Magazine |
   | b. Book | d. Newspaper |

9. Teacher can know the famous news with read …
   | | |
   |---|---|
   | a. Magazine | c. Book |
   | b. Newspaper | d. Television |

10. Where is students save their pencils?
    | | |
    |---|---|
    | a. Pencil cash | c. Floor |
    | b. Book shelf | d. Drawer |

11. Ani find the difficult meaning of English words in …
    | | |
    |---|---|
    | c. Dictionary | c Newspaper |
    | d. Book | d. Diary |

12. I use … to put announcement in the wall
    | | |
    |---|---|
    | c. Pencil | c. Glue |
    | d. Pen | d. Chalk |

13. Mr. tono drive … to the school
    | | |
    |---|---|
    | c. Car | c. Hand |
    | d. Foot | d. Plan |

14. My teacher use … when she write in the blackboard
    | | |
    |---|---|
    | c. Marker | c. Pencil |
    | d. Chalk | d. Pen |

15. We buy a book in a ….
    | | |
    |---|---|
    | c. Supermarket | c. Book store |
    | d. Fruit stall | d. Book store |

16. What is the name of animals that's always destroy the plants of people?
    | | |
    |---|---|
    | a. Pig | c. Tiger |
    | b. Lion | d. Cat |

17. What is the name of animals that's prophet Muhammad SAW always love it?
    | | |
    |---|---|
    | a. Cat | c. Cow |
    | b. Bird | d. Goat |

18. What is the name of animals that's always together with prophet Sulaiman?
    | | |
    |---|---|
    | a. Bird | c. Goat |
    | b. Cat | d. Cow |

19. The name of animal that's use ivory?
    | | |
    |---|---|
    | a. Elephant | c. Goat |
    | b. Cow | d. Cat |

20. The smartest animal is call for …

a. Mouse deer                                    c. cow
b. Cat                                           d. Goat

21. Mouse is favorite food for…
    a. Bear                                      c. Tiger
    b. Cat                                       d. Lion

22. What is the name of animal that have a role Tom character in the cartoon?
    a. Mouse                                     c. Bear
    b. Cat                                       d. Chicken

23. What is the name of animal that have a role Jerry character in the cartoon?
    a. Cat                                       c. Bear
    b. Mouse                                     d. Chicken

24. The name of animal that have a role as a masha friends in the cartoon?
    a. Cat                                       c. Mouse
    b. Bear                                      d. Goat


25. The name of animal in mickey mouse cartoon?
    a. Cat and Mouse                             c. Lion and Tiger
    b. Duck and Mouse                            d. Goat and Cow

26. Animal that's crawl in the land is
    c. Snake                                     c. Monkey
    d. Tiger                                     d. Kangaroo

27. What is animal that's very slow to walk?
    c. Monkey                                    c. Snail
    d. Snake                                     d. Zebra

28. Animal that's must flay go to anywhere?
    c. Bird                                      c. Monkey
    d. Snake                                     d. Snail

29. Carrot is favorite food for …
    c. Kangaroo                                  c. Zebra
    d. Rabbit                                    d. Snake

30. Animal that's must flay go to anywhere?
    e. Bird                                      c. Monkey
    f. Snake                                     d. Snail

31. Drawer. The meaning of the underline word is …
    a. Laci                                      c. Meja
    b. Pet                                       d. Sandal

32. What is the meaning of Waste basket?
    a. Keranjang sampah                          c. Keranjang
    b. Keranjang pakaian                         d. Bola basket

33. Notebook. The meaning of the underline word is …
    a. Buku catatan                              c. Koran
    b. Buku                                      d. Majalah

34. Kamus. In English is …
    a. Dictionary                                c. Map

b. Newspaper             d. book

35. What is the meaning of book shelf?
     a. Rak buku             c. Perpustakaan
     b. Tempat pensil          d. Sekolah

36. What is the meaning of Pencil cash?
     a. Rak buku             c. Buku
     b. Tempat pensil          d. Pensil

37. Kalkulator. In English is …
     a. Book             c. Pencil
     b. Calculator          d. Map

38. Volley ball. The meaning of the underline word is …
     a. Sepak bola           c. Bola basket
     b. Bola volley          d. Bola

39. What is the meaning of table?
     a. Kursi             c. Bola
     b. Meja             d. Pensil

40. Globe. The meaning of the underline word is …
     a. Kartu             c. Bola
     b. Bola dunia           d. Buku

41. What is the name of thing to watch some movies or news?
     a. Television          c. Book
     b. Map             d. Magazine

42. Please, choose the thing in the bedroom, below…
     a. Blanket            c. Sofa
     b. Toothpaste          d. Wok

43. What is the name of thing in the living room?
     a. Television          c. Glass
     b. Plate             d. Towel

44. Please, choose the thing in the bathroom, below…
     a. Toothbrush          c. Blanket
     b. Sofa             d. Glass

45. What is the name of thing that has combination with window?
     a. Curtain            c. Clock
     b. Picture            d. AC

46. What is the name of thing to retain falling water in the bathroom?
     a. Bathtub            c. Wok
     b. Laundry basket       d. Book

47. Please, choose the thing to cut vegetable …
     a. Knife             c. Glass
     b. Book             d. Plate

48. This thing use to watch some movies or news, except …
     a. Television          c. Hand phone
     b. Laptob            d. Book

49. What is the name of thing to put some food before eating?
    a. Plate                                 c. Floor
    b. Glass                                 d. Wok
50. What is the name of thing to clean the wet floor?
    a. Map                                   c. T-shirt
    b. Broom                                 d. Book
51. Budi drink a cup of coffee by using ...
    c. Plate                                 c. Wok
    d. Glass                                 d. Spoon

52. Do not play with the … in the kitchen
    c. Knife                                 c. Knive
    d. Knifes                                d. Knives
53. Tiara cut a cake with use ...
    c. Stick                                 c. Pencil
    d. Knife                                 d. Wood
54. My apple trees has many  …
    c. Leaf                                  c. Leafs
    d. Leaves                                d. Leave
55. Tini like drinks milk, so where is Tini must go to make milk?
    c. Bed room                              c. School
    d. Kitchen                               d. Bathroom
56. Toothbrush. The meaning of the underline word is …
    c. Sikat gigi                            c. Handuk
    d. Pasta gigi                            d. Selimut
57. Koran. In English is …
    c. Newspaper                             c. Book
    d. Magazine                              d. Map
58. What is the meaning of bathtub?
    a. Bak mandi                             c. Kamar mandi
    b. Kamar tidur                           d. Handuk
59. What is the meaning of Cold Water Top?
    a. Kran air dingin                       c. Bak mandi
    b. Kran air panas                        d. Handuk
60. Pisau. In English is …
    a. Knife                                 c. Book
    b. Scissor                               d. Newspaper
61. Gorden/Tirai. In English is …
    a. Window                                c. Table
    b. Curtain                               d. Book
62. Lantai. In English is …
    a. Floor                                 c. Book
    b. Window                                d. Knife
63. Blanket. In Indonesia is …

a. Selimut                                c. Pisau

b. Handuk                               d. Buku

64. Floor. In Indonesia is …
   - a. Lantai                                c. Buku
   - b. Atap                                 d. Handuk

65. What is the meaning of clock?
   - a. Jam dinding                        c. Buku
   - b. Handuk                             d. Pisau

66. Plate in Indonesia is …
   - c. Piring                               c. Garpu
   - d. Gelas                                d. Pisau

67. Lemari in English is …
   - c. Wall                                c. Blackboard
   - d. Cupboard                        d. Wood

68. Wall in Indonesia is …
   - c. Papan                               c. Triplek
   - d. Dinding                             d. Floor

69. Kasur in English is …
   - c. Stove                                c. Pillow
   - d. Plate                                 d. Bed

70. Gelas in English is …
   - c. Spoon                               c. Stove
   - d. Glass                                 d. Plate

71. Cat. In Indonesia is …
   - a. Kambing                          c. Tikus
   - b. Kucing                            d. Burung

72. What is the meaning of Fox?
   - a. Tikus                                c. Kucing
   - b. Serigala                          d. Harimau

73. What is the meaning of Tiger?
   - a. Burung                           c. Kucing
   - b. Harimau                          d. Tikus

74. Monkey. In Indonesia is …
   - a. Kambing                          c. Ayam
   - b. Monyet                           d. Lembu

75. <u>Cow.</u> The meaning of the underlie word is …
   - a. Beruang                          c. Ayam
   - b. Lembu                            d. Kambing

76. Burung. In English is …
   - a. Cat                                c. Pig
   - b. Bird                                d. Rabbit

77. Mouse deer. In Indonesia is …
   - a. Kancil                               c. Kambing

|   | b. Ayam | d. Lembu |
|---|---------|----------|

78. Bear. In Indonesia is …
    a. Beruang                          c. Lembu
    b. Ayam                             d. Kucing
79. Gajah. In English is …
    a. Elephant                         c. Goat
    b. Cow                              d. Bear
80. Tikus. In English is …
    a. Mouse                            c. Cat
    b. Goat                             d. Chicken
81. What is the meaning of Chicken?
    a. Kucing                           c. Kambing
    b. Ayam                             d. Beruang
82. Duck. The meaning of the underline word is …
    a. Ayam                             c. Kucing
    b. Bebek                            d. Tikus
83. Lion. The meaning of the underline word is …
    a. Harimau                          c. Beruang
    b. Singa                            d. Serigala
84. What is the meaning of goat?
    a. Kambing                          c. Beruang
    b. Serigala                         d. Kucing
85. Kelinci. In Indonesia is …
    a. Rabbit                           c. Cat
    b. Goat                             d. Chicken
86. …. is the place for student to study
    c. Library                          c. Teacher office
    d. Classroom                        d. School canteen
87. Where is Ani can find some of books ?
    c. Living room                      c. Kitchen
    d. Library                          d. Bathroom
88. We use …. to bring our school books
    c. Uniform                          c. Pencil cash
    d. Bag                              d Wallet
89. This is some of things that's we can find in the school, except...
    c. Chalk, plate, spoon              c.Eraser,book, blackboard
    d. White board, book, pen           d. Wok, television, bed
90. Ani draw a view in a ...
    c. Story book                       c. Wall
    d. Drawing book                     d. Floor

91. Pasta gigi in English is …
    c. Toothpaste                       c. Soap

Mirror                                             d. Freezer

92. Rice cooker. The meaning of the underline word is
     c. Lemari es                              c. Rak buku
     d. Lemari pakaian                      d. Tempat memasak nasi

93. Cermin in English is
     c. Glass                                  c. Comb
     d. Mirror                               d. Pillow

94. Clothes. The meaning of the underline word is
     c. Baju                                   c. Sandal
     d. Sepatu                              d. Selimut

95. Freezer. The meaning of the underline word is
     c. Lemari hias                            c. Gelas
     d. Lemari es                            d. Piring

96. Where is we can find some of plates ?
     c. In the kitchen                     c. In the bathroom
     d. In the living room                d. In the bedroom

97. Budi drink a cup of coffee by using ...
     e. Plate                                 c. Wok
     f. Glass                                d. Spoon

98. Can you show, where is things in the house?
     c. Sofa, television, plate           c.Map,chair,marker
     d. Eraser, basket ball, volly ball     d. Book, chair, ball

99. Tono take some of foods in the canteen and he put some of foods on ...
     c. Plate                                c. Spoon
     d. Wok                                 d. Glass

100. Stove, rice cooker, plate are some of things that's we can find in ...
     c. Kitchen                             c. Bedroom
     d. Bathroom                          d. School

**Validator**                                       **Researcher**

**Ilham Nasution, S.Pd**                       **Lenni Lubis**
                                              **NIM.1520300080**

**APPENDIX V**

**LIST OF INTERVIEW**

**Interview to the students in cycle**

1. Apakah anda menyukai pelajaran kosakata di bahasa Inggris?

   (Do you like vocabulary lessons in English?)

   Answer: …………………………………………….

2. Apakah kesulitan anda ketika belajar kosakata?

   (what are your difficulties when learning vocabulary?)

   Answer:………………………………………….

3. Mengapa anda tidak mengerti pelajaran tersebut?

   ( why don't you understand the lesson?)

4. Mengapa anda tidak mengerti soal tersebut?

   ( why don't you understand the question?)

   Answer:……………………………….................

5. Mengapa anda salah menjawab soal?

   a. Number (  )?

      Answer:…………………………………………

   b. Number (  )?

      Answer:………………………………………...

   c. Number (  )?

      Answer:………………………………………..

**APPENDIX VII**

# Observation Note Sheet
## Students' Activity in Teaching Learning Process
## Classroom Action Research

**Subject Matter**      **: English**
**Class / Semester**    **: VII/ I**
**Days / Date Of**      **:**
**Cycles**      **: I**
**Observant**      **: Ilham Nasution S,Pd**

| No | Activities | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total Students |
|----|-----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 1 | Students who always walks in the class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Students sleep when teaching learning process | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Students active ask the question | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Students can identify the name of thing based on the puppet media | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | Students can comprehend how to use the preposition. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Students do all the task | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Students who Full attention when learning vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Students collect the task appropriate the time | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | Students who have not full attention when learning vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | Student's permission | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 10 | | | |
| 11 | Condition of the class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**Appendix VIII**

# Observation Note Sheet
## Students' Activity in Teaching Learning Process
## Classroom Action Research

Subject Matter    **: English**
Class / Semester  **: VII/ I**
Days / Date Of    **:**
Cycles    **: II**
Observant    **: Ilham Nasution S,Pd**

| No | Activities | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | Total Students |
|----|------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| 1 | Students who always walks in the class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | Students sleep when teaching learning process | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | Students active ask the question | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | Students can identify the name of thing based on the puppet media | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 5 | Students can comprehend how to use the preposition. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | Students do all the task | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | Students who Full attention when learning vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | Students collect the task appropriate the time | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9 | Students who have not full attention when learning vocabulary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10 | Student's permission | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | 10 | | |
| 11 | Condition of the class | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

**APPENDIX IX**

<div align="center">

**Observation Note Sheet**
**Teachers' Activity in Teaching Learning Process**
**Classroom Action Research**

</div>

**Subject Matter**          **: English**
**Class/ Semester**         **: VII-A**
**Days/ Date of**           **:**
**Cycles**                    **: I**
**Observer**               **: Ilham Nasution, S. Pd**

| No | Activities | Yes | No | Notes |
|---|---|---|---|---|
| **I.** | **A. Opening** <br>    1. Doing the apperception. | | | |
| |    2. Giving the motivation to the students. | | | |
| |    3. Explaining the purpose of the learning outcome | | | |
| |    4. Explaining the steps teaching-learning vocabulary process by using prediction strategy. | | | |
| **II.** | **B. Implementation of Learning Material** <br>    1. Connecting learning material to the students' experience by using Puppet Media | | | |
| |    2. Explaining vocabulary material by using Puppet Media | | | |
| |    3. Giving the suitable example in vocabulary | | | |
| |    4. Motivating all students to participate in teaching process and sets down its result on paper that is provided | | | |

| | | | | |
|---|---|---|---|---|
| **III.** | **C. Evaluation**<br>1. Asking the students to do test and researcher looks after the students during the test time | | | |
| | 2. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan | | | |
| **IV.** | **D. Closing**<br>1. Making the conclusion based on vocabulary material | | | |
| | 2. Asking the students about vocabulary material | | | |
| | 3. Giving the motivation to the students in order to apply the puppet media in vocabulary | | | |
| | 4. Giving the information about vocabulary material in the next meeting. | | | |

**Padangsidimpuan,**
**Validator**

**Ilham Nasution, S.Pd**

**APPENDIX X**

<div align="center">

**Observation Note Sheet**
**Teachers' Activity in Teaching Learning Process**
**Classroom Action Research**

</div>

**Subject Matter**          **: English**
**Class/ Semester**          **: VII-A**
**Days/ Date of**          **:**
**Cycles**          **: II**
**Observer/ Co-teacher**      **: Ilham Nasution, S. Pd**

| No | Activities | Yes | No | Notes |
|---|---|---|---|---|
| **I.** | **E. Opening**<br>5. Doing the apperception. | | | |
| | 6. Giving the motivation to the students. | | | |
| | 7. Explaining the purpose of the learning outcome | | | |
| | 8. Explaining the steps teaching-learning vocabulary process by using prediction strategy. | | | |
| **II.** | **F. Implementation of Learning Material**<br>5. Connecting learning material to the students' experience by using Puppet Media | | | |
| | 6. Explaining vocabulary material by using Puppet Media | | | |
| | 7. Giving the suitable example in vocabulary | | | |
| | 8. Motivating all students to participate in teaching process and sets down its result on paper that is | | | |

| | | | | |
|---|---|---|---|---|
| | provided | | | |
| III. | G. **Evaluation** | | | |
| | 3. Asking the students to do test and researcher looks after the students during the test time | | | |
| | 4. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan | | | |
| IV. | H. **Closing** | | | |
| | 5. Making the conclusion based on vocabulary material | | | |
| | 6. Asking the students about vocabulary material | | | |
| | 7. Giving the motivation to the students in order to apply the puppet media in vocabulary | | | |
| | 8. Giving the information about vocabulary material in the next meeting. | | | |

**Padangsidimpuan,**
**Validator**


**Ilham Nasution, S.Pd**

**APPENDIX XI**

**Table 6. Students' Vocabulary Score in First Cycle**

| No | Students' Initial | Indicators | | Test Score |
|---|---|---|---|---|
| | | **Identify the name of things** | **Identify the meaning of word** | |
| 1 | AFA1 | 38 | 40 | 78* |
| 2 | AP2 | 27 | 35 | 62 |
| 3 | AF3 | 34 | 45 | 79* |
| 4 | AS4 | 35 | 45 | 80* |
| 5 | ASM5 | 35 | 30 | 63 |
| 6 | ADK6 | 32 | 30 | 62 |
| 7 | ANS7 | 25 | 45 | 70 |
| 8 | AFA8 | 29 | 40 | 69 |
| 9 | DS9 | 30 | 35 | 65 |
| 10 | DR10 | 23 | 40 | 63 |
| 11 | FN11 | 28 | 35 | 63 |
| 12 | GA12 | 27 | 45 | 72 |
| 13 | IS13 | 30 | 40 | 70 |
| 14 | KN14 | 30 | 43 | 73 |
| 15 | MRH15 | 36 | 38 | 74 |
| 16 | NF16 | 37 | 28 | 65 |
| 17 | NP17 | 31 | 43 | 74 |
| 18 | NLB18 | 25 | 40 | 65 |
| 19 | M19 | 33 | 32 | 65 |
| 20 | P20 | 37 | 41 | 78* |
| 21 | RM21 | 37 | 31 | 68 |
| 22 | RH22 | 28 | 44 | 72 |
| 23 | RS23 | 31 | 42 | 73 |
| 24 | RA24 | 37 | 36 | 73 |
| 25 | SH25 | 38 | 45 | 83* |
| 26 | SY26 | 42 | 32 | 74 |
| 27 | SNL27 | 29 | 40 | 69 |
| 28 | SLL28 | 40 | 33 | 73 |
| 29 | WN29 | 41 | 45 | 86* |
| 30 | Z30 | 38 | 30 | 68 |
| **Total** | | | | **2130** |
| **Mean Score** | | | | **71** |
| **Percentage** | | | | **20.0%** |

*The Students who passed the KKM (75) in first cycle*

**APPENDIX XII**

**Table 8. Students' Vocabulary Score in Second Cycle**

| No | Students' Initial | Indicators | | Test Score |
|---|---|---|---|---|
| | | **Identify the name of thing** | **Identify the meaning of word** | |
| 1 | AFA1 | 54 | 45 | 99 |
| 2 | AP2 | 40 | 45 | 85 |
| 3 | AF3 | 55 | 44 | 99 |
| 4 | AS4 | 54 | 45 | 99 |
| 5 | ASM5 | 35 | 45 | 80 |
| 6 | ADK6 | 39 | 40 | 79 |
| 7 | ANS7 | 41 | 45 | 86 |
| 8 | AFA8 | 43 | 45 | 88 |
| 9 | DS9 | 43 | 45 | 88 |
| 10 | **DR10** | 32 | 40 | **72** |
| 11 | **FN11** | 30 | 40 | **70** |
| 12 | GA12 | 50 | 40 | 90 |
| 13 | IS13 | 41 | 45 | 86 |
| 14 | KN14 | 46 | 45 | 91 |
| 15 | MRH15 | 54 | 45 | 99 |
| 16 | NF16 | 40 | 45 | 85 |
| 17 | NP17 | 54 | 45 | 99 |
| 18 | **NLB18** | 30 | 40 | **70** |
| 19 | M19 | 37 | 40 | 77 |
| 20 | P20 | 52 | 45 | 97 |
| 21 | RM21 | 37 | 40 | 77 |
| 22 | RH22 | 45 | 45 | 90 |
| 23 | RS23 | 48 | 45 | 93 |
| 24 | RA24 | 48 | 45 | 93 |
| 25 | SH25 | 52 | 45 | 97 |
| 26 | SY26 | 38 | 45 | 83 |
| 27 | SNL27 | 44 | 45 | 89 |
| 28 | SLL28 | 53 | 45 | 98 |
| 29 | WN29 | 53 | 45 | 98 |
| 30 | Z30 | 43 | 40 | 83 |
| **Total** | | | | **2640** |
| **Mean Score** | | | | **88** |
| **Percentage** | | | | **90.0%** |

*Bold name that did not pass the KKM (75) in second cycle*

**APPENDIX XIII**

## Frequency Distribution of Vocabulary

a. To make a list of frequency distribution with total class and interval in the following below :

| No. | Nama Siswa | Nilai |
|---|---|---|
| 1 | Adelia Fuji Astuti | 78 |
| 2 | Adi Putra | 62 |
| 3 | Ahmad Fahrezi | 79 |
| 4 | Aina sari | 80 |
| 5 | Aldi syahputra mtd | 63 |
| 6 | Andhika | 62 |
| 7 | Annisa safitri | 70 |
| 8 | Afrina | 69 |
| 9 | Dedi saputra | 65 |
| 10 | Dedi rosadi | 63 |
| 11 | Fauzi nasution | 63 |
| 12 | Gina aulia | 72 |
| 13 | Inra saleh | 70 |
| 14 | Kumbara nababan | 73 |
| 15 | Mhd. Risky H | 74 |
| 16 | Nanda ferdinan | 65 |

| | | |
|---|---|---|
| 17 | Naysila putri | 74 |
| 18 | Nur liah btr | 65 |
| 19 | Mukri | 65 |
| 20 | Veryani | 78 |
| 21 | Rahmi mtd | 68 |
| 22 | Reza heriawan | 72 |
| 23 | Rika safitri | 73 |
| 24 | Robiatul adawiyah | 73 |
| 25 | Salsa holipia | 83 |
| 26 | Silvani Yolanda | 74 |
| 27 | Susanti lubis | 69 |
| 28 | sulhajji lubis | 73 |
| 29 | Wulan nur nasution | 86 |
| 30 | Zulhijah | 68 |
| | Jumlah | 2130 |
| | | |

Nilai maksimum = 86

Nilai minimum=62

Rentang =nilai maksimum-nilai minimum =86-62 =24

Banyak kelas  = 1+(3,3) Log n

= 1+(3,3) Log 30

= 1+(3,3) (1,477121255)

= 1+4,874500141

= 5, 874500141

= 5 or 6

Panjang kelas = 24/5 = 4,8=5

**The Frequency Distribution of Vocabulary Mastery**

| Value | Frequency absolute | Frequency Cumulative(%) |
|-------|--------------------|-------------------------|
| 62-66 | 9 | 30.0% |
| 67-71 | 8 | 26.6% |
| 72-76 | 7 | 23.3% |
| 77-81 | 4 | 13.3% |
| 82-86 | 2 | 6.66% |
| **Total** | **30** | **100%** |

.

**APPENDIX XIV**

## Frequency Distribution of Vocabulary

b. To make a list of frequency distribution with total class and interval in the following below :

| No. | Nama Siswa | Nilai |
|---|---|---|
| 1 | Adelia Fuji Astuti | 99 |
| 2 | Adi Putra | 85 |
| 3 | Ahmad Fahrezi | 99 |
| 4 | Aina sari | 99 |
| 5 | Aldi syahputra mtd | 80 |
| 6 | Andhika | 79 |
| 7 | Annisa safitri | 86 |
| 8 | Afrina | 88 |
| 9 | Dedi saputra | 88 |
| 10 | Dedi rosadi | 72 |
| 11 | Fauzi nasution | 70 |
| 12 | Gina aulia | 90 |
| 13 | Inra saleh | 86 |
| 14 | Kumbara nababan | 91 |
| 15 | Mhd. Risky H | 99 |
| 16 | Nanda ferdinan | 85 |
| 17 | Naysila putri | 99 |
| 18 | Nur liah btr | 70 |
| 19 | Mukri | 77 |
| 20 | Veryani | 97 |
| 21 | Rahmi mtd | 77 |
| 22 | Reza heriawan | 90 |
| 23 | Rika safitri | 93 |
| 24 | Robiatul adawiyah | 93 |
| 25 | Salsa holipia | 97 |
| 26 | Silvani Yolanda | 83 |
| 27 | Susanti lubis | 89 |
| 28 | sulhajji lubis | 98 |
| 29 | Wulan nur nasution | 98 |
| 30 | Zulhijah | 83 |
| | Jumlah | 2640 |
| | | |

Nilai maksimum = 99

Nilai minimum=70

Rentang =nilai maksimum-nilai minimum =99-70=29

Banyak kelas = 1+(3,3) Log n

= 1+(3,3) Log 30

= 1+(3,3) (1,477121255)

= 1+4,874500141

= 5, 874500141

= 5 or 6

Panjang kelas = 29/5 = 5,8=5

**The Frequency Distribution of Vocabulary Mastery**

| Value | Frequency absolute | Frequency Cumulative(%) |
|---|---|---|
| 70-75 | 3 | 10.0% |
| 76-81 | 4 | 13.3% |
| 82-87 | 6 | 20.0% |
| 88-93 | 8 | 26.6% |
| 94-99 | 9 | 30.0% |
| **Total** | **30** | **100%** |

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# DOCUMENTATIONS

**APPENDIX V**

1. **Researcher was explaining the material**

2. **Students' work in group**



3. **Researcher was giving intructions the test to the students**

## 4. Students do the test