CHAPTER II
RELATED LITERATURE REVIEW

A. Theoretical Description

This chapter discusses the definition of implementation, the puppets, the teaching and learning process, teaching English to Elementary School students as a Local Content, the characteristics of elementary schools students, and the vocabulary.

1. The Definition of Implementation

Implementation is an act of careful and detailed planning.[1] If the planning is well prepared and mature, then there is certainty and clarity of the plan. Similarly, Nihlatun mentions that implementation is a means to carry out something with a plan and refers to norms to achieve certain goals with serious implementation and knowing the impact that will be caused.[2] Based on the definition, implementation is a plan that is carefully and clearly prepared so it can be carried out properly and precisely by paying attention to the consequences of the activity and evaluating after the plan is implemented. The following are some of the implementation goals:[3]

a. Knowing the community's ability to carry out a plan as expected.

b. Knowing the success rate of a plan that has been designed for improvement or quality improvement.

c. Implementing plans that have been prepared well by individuals and groups.

d. Realizing the goals to achieve in planning.

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[1] Ichda Faridatuunnisa, 'Kebijakan dan Pelaksanaan Pembelajaran Bahasa Inggris untuk SD di Indonesia.', *PROSIDING SEMINAR NASIONAL - Univ. Sarjanawiyata Tamansiswa Yogyakarta*, 2020, 9.

[2] U Nihlatun, 'Game Media Implementation Snakes and Ladders Iqro' (ءْرَقْ !) (in Improving Recognition Hijaiyyah letters in PAUD Muslimat NU Siti Hajar Karanganyar Karanganyar District, Demak Regency' (KUDUS, IAIN KUDUS, 2019), http://repository.iainkudus.ac.id/3191/.

[3] Noniya Dewinta A. Ritonga, 'Pengertian Implementasi, Tujuan, Tahapan dan Contoh Implementasi', *TEROPONG.ID*, 1 March 2020, https://teropong.id/pengertian-implementasi-tujuan-tahapan-dan-contoh-implementasi/.

    e.   Testing and also documenting procedures in implementing the plan

    After knowing the purpose of implementation, this can make it easier to conduct research. Then, implementation must have research objectives in various fields, one of which is education. The implementation of education has three main activities:[4]

a) Program Development

Program development includes the development of a general program for each subject that contains what will be delivered using worksheets and media to find out the progress and shortcomings of students then provide guidance, inquiry and remedial.

b) Implementation of Learning

When learning, the teacher is tasked with conditioning the classroom and learning environment so that students condition their attitudes during learning.

c) Evaluation of Learning Outcomes

Evaluation is done through class assessment by testing students' basic and development of students' abilities during learning for provide solutions to problems that arise during learning.

2. The Puppets
a. Definition of Puppet

The puppet is a wonderful toy that can controlled by an operator and can teach kids and adults, all kinds of things[5]. While based on Oxford Learner's Dictionaries, the definition puppet is a model of a person or an animal that can made to move, for example pulling strings attached to parts of its body or

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[4] M. Kholil Bisri, 'Implementation of Contextual Teaching and Learning Strategies in Islamic Religious Education Subjects at SMA Negeri 6 Kab Tangerang SMA Negeri 15 Tangerang Regency and SMA Negeri 18 Tangerang Regency' (Tesis Megister, Serang, UIN Sultan Maulana Hasanuddin Banten, 2019), pages 28-29. http://repository.uinbanten.ac.id/3792/5/BAB%20II.pdf.

[5] Sulma Chura Quispe, 'Teaching English By Using Puppets and Scenic Arts for Better Communication in The Class of The Third Grade of The Elementary at Villa Alemania Fe Y Alegría School of El Alto City' (La Paz – Bolivia, Universidad Mayor De San Andrés, 2017) Pages 31

by putting your hand inside it[6]. Based on the above definition, the puppet is a fun teaching aid to attract students' attention by inserting an interesting story and specially used in teaching vocabulary, how to play with holding the wooden handle then moving according to the strains of conversation or instruction.

Paper puppets are almost the same as hand puppets to easily motivating students to be active in class and make it easier for students to give opinions, as well as convey vocabulary-using puppets that are easy to understand remember and avoid vocabulary misunderstandings because students can see objects directly making it easier to remember. Apart from being easy to use, a paper puppet may be used to help a shy child feel comfortable and express his or her feelings, problems may be solved, and arguments and disagreements may be resolved with the use of a puppet. A crying child may be comforted and an unruly child could make good choices, just by using a puppet.[7]

Before using paper puppets in class, the teacher must make a plan in the form of learning materials that will be given. After planning the learning materials, the teacher will make the media. The materials and tools are very simple. Prepare animated picture paper and some pictures of accessories, used cardboard, colored paper or cardboard, ice cream sticks, glue, pencils, markers, and colors or crayons.[8] From this material, students can create their animated characters and a puppet theater stage. This creative activity teaches students to work together as a team,

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[6] Oxford University Press, 'Definition of Puppet', in *Oxford Learner's Dictionaries* (Oxford, New York: Oxford University Press, 2022),

[7] Sulma Chura Quispe, 'Teaching English By Using Puppets and Scenic Arts for Better Communication in The Class of The Third Grade of The Elementary at Villa Alemania Fe Y Alegría School Of El Alto City' (La Paz – Bolivia, Universidad Mayor De San Andrés, 2017), Pages 32

[8] Berita Garuda, 'Cara Membuat Wayang Dari Kardus Yang Mudah', *beritagaruda.co*, 14 August 2021, https://beritagaruda.co/cara-membuat-wayang-dari-kardus-yang-mudah-04124748.

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formulate an idea, solve problems when there are different opinions, and build self-confidence.

b. The Type of Puppets

The Medium of teaching is very diverse so that learning can convey well and students understand learning. One of them is puppet, which provides benefits in the form of helping students develop their personalities and providing opportunities to be creative and operate them. Puppets have many types of forms and how to play them are different. These different types of puppets can be used for all ages and purposes of use. According to Lewis, the kind of puppets are:[9]

1) Hand puppets

Hand puppets are like gloves with character. How to play it with the position of the little finger and thumb entering the doll's body and then inserting the two fingers into the doll's hand to move the active one. These puppets are made of cloth and then decorated by adding face shape ornaments and various other interesting ornaments. The application of this puppet is quite easy and simple.

2) Finger puppets

Finger puppets only need gloves, cloth, or cardboard. Each fingertip forms a different character. How to play it is quite easy, just move one finger or more while the character is having a dialogue.

3) Rod puppets

Shadow puppets are wooden puppets with wooden or wire handles tied to the hands and the inside of the puppet to support the puppet when it is being performed. The way it works is similar to *wayang kulit,* which is leaned against or stabbed into the midrib of a banana stem or Styrofoam before being played. After that, all we have to do is move our hands, head only and if we want to get it

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[9] J Lewis, *Types of Puppet* (London: Longman, Group Ltd, 1973).

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out, we just have to pull it out and replace another character to play.

4) Marionettes

A flexible doll that is controlled using a rope or cable pulled from above. They come in all sizes, weights and shapes. During the performance, there is a mini stage and we enter the dolls from above, then we just have to pull the strings on our hands or other body parts to move or interact.

5) Shadow puppets

Shadow puppetry is performed in a dark room with a beam of light hitting the object, puppet or hand used for the performance. Reflections of the doll's shadow will appear on the wall where the light is shining, forming the character's shadow.

6) Paper puppets

Paper puppets were first created in Yogyakarta, April 2, 2006 under the name *Paper Moon Puppet Theater* that was founded by Maria Tri Sulistyani.[10] This stance is based on anxiety about the lack of art media for children and the desire to speak more broadly for not only children, but also it proves to be a form of delivering messages and can be accepted by the public. Paper moon is made of paper and shaped into a doll.

While the paper puppets used in this study are in the form of simple puppets like leather puppets but made of paper. The function of paper puppets is the same as moon paper, as a medium for conveying information, but it is to convey subject matter and attract students' attention so they are enthusiastic about learning.

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[10] UDINUS, 'Papermoon Puppet Theater' (Semarang: Bina Nusantara University, Desember 2016), file:///D:/KULIAH/SKRIPSWEET/papermoon.pdf, http://library.binus.ac.id/eColls/eThesisdoc/Bab2/2012-2-01630-DS%20Bab2001.pdf.

c. **The Techniques and Procedures of Using Puppet in Teaching English Vocabulary**

According to Setiawati, there are some procedures for using puppets in teaching vocabulary[11]:

1) Students know the shape, how to make unique and diverse puppets.
2) Students can present wayang and perform it.
3) Puppet performances can be done independently or in groups.
4) Students can determine their own stories and characters.
5) Students can prepare tools, materials and can arrange time to discuss and practice before performing it in front of the class.

After knowing procedure for using puppets in learning vocabulary, teachers must know the importance of basic techniques using learning media. Moreover, the technique of using puppets, especially paper puppets, must be correct. The learners can see the performance of the model first and then, they can imagine or imitate the performance. Setiawati says that the five basic techniques of using puppets:[12]

a) Lip Synchronization

It synchronizes the opening of the puppet's mouth with the spoken words. The puppeteer should avoid moving the mouth at random during a sentence. The puppeteers save the wide mouth openings for exaggerated loud expressions.

b) Mouth Action

Practicing to open the puppet's mouth by moving the puppeteer's thumb downward without moving his fingers upward. The slight forward thrusting of the hand may help when first starting.

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[11] Duri Setiawati, 'Using Puppet as Media to Increase the Children VocabularY', *STAI Hubbulwathan, Al-Ishlah Jurnal Pendidikan*, 2016, pages 266.

[12] Duri Setiawati, 'USING PUPPET AS MEDIA TO INCREASE THE CHILDREN VOCABULARY', *STAI Hubbulwathan, Al-Ishlah Jurnal Pendidikan*, 2016, 266-267

c) Eye Contact

Fix the puppet's eye contact should on the audience when interacting. The position of eye contact must be right to catch the attention of the audience. The doll's head should not be too up or down and the position of the hands should match the movement for eye contact to be effective

d) Posture

Good posture lies in a comfortable hand position when moving. The position of the arm should not be too downward; it must be balanced with a straight arm to the side that gives distance to the face. We have to be able to manage the movements so that the puppets stay active and communicate with the audience so they do not get bored.

e) Entrances and Exits

Before staging, we must understand how to insert and remove puppets so that they look natural. You do this by positioning the puppets to walk sideways when they want to enter, and positioning them sideways or looking down when they want to leave the stage and do not forget to give a little joke to make it look natural. This method is very effective for setting the start and end time of the show.

Each media has a technique with its characteristics. Teachers must prepare themselves and understand the media before applying it. The selections of puppets are adjusted to the topic and the correct way of delivering the material, the teacher knows how to use the puppets are easier.

3. **Teaching and Learning**

Teaching and learning are two learning concepts that support each other. Learning is the process of a person understanding something from a mentor or teacher who organizes and guides the learning process to be effective. Learning is a process carried out by students to receive the lessons received, while teaching is an activity of

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conveying knowledge carried out by the teacher to students[13]. These two concepts are integrated into one when there is interaction between teachers and students during the learning process so that is referred to as the learning process.

a. **The Definition of Learning**

Learning activities are learning to understand something with limited learning methods. Meanwhile, according to Richard and Schmidt, learning is a process of practicing to form personality, expertise, skills and knowledge through experience and instruction.[14] Therefore, the understanding of learning from the definition above is an effort to form and gain knowledge, experience as well as develop abilities and form a good personality because of interaction with the environment and it can shape cognitive, affective and psychomotor students.

The Factor Success of Learning, while studying there must be difficulties in understanding the lesson, but there are several factors to be successful in learning. According to Richards, the factors are:[15]

1) View of Learning

Learners in a course with their own views of teaching and learning and these may not be identical to those of their teachers. Therefore, what they see, feel, and expect about the learning process may affect how successfully learners receive a course.

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[13] Siti Nurmeliya Baskarani, 'The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of Mts Negeri 2 Jakarta)' (Jakarta, Department Of English Education Faculty of Educational and Sciences. Uin Syarif Hidayatullah, 2016), Pages 6

[14] Richard Schmid and Jack C. Richards, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th Ed. (Great Britain: Pearson Education Limited, 2010), Pages 328.

[15] Siti Nurmeliya Baskarani, 'The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of Mts Negeri 2 Jakarta)' (Jakarta, Department Of English Education Faculty of Educational and Sciences. Uin Syarif Hidayatullah, 2016), Pages 7

2) Learning Styles

Learners have various ways of learning, because learners' learning styles may be an important factor in the success of teaching. There are four different learner types in the population:[16]

a. Concrete learners

These learners preferred learning in pairs, learning using media such as video, film, pictures and games.

b. Analytical learners

These learners liked studying grammar, English books, and studying alone, learning through reading newspapers.

c. Communicative learners

These learners liked learning English by hearing and by conversations.

d. Authority-oriented learners

These learners liked learning English by seeing their teacher explain material to them, then they wrote it in their notebook, and learned to read.

Learning styles also divide into three categories according to Leaver, Ehrman, and Shekhtman:[17]

a. Sensory Preference

Sensory preference refers to channels through which perceive information, which consists of visual, auditory, and motor modalities as minimum.

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[16] Siti Nurmeliya Baskarani, 'The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of Mts Negeri 2 Jakarta)' (Jakarta, Department Of English Education Faculty of Educational and Sciences. UIN Syarif Hidayatullah, 2016), pages 7-8

[17] Betty Lou Leaver, Madeline Ehrman, and Boris Shekhtman, *Achieving Success in Second Language Acquisition* (Cambridge: Cambridge University Press, 2005), https://www.academia.edu/22194247/Cambridge_Books_Online_Achieving_Success_in_Second_Language_Acquisition.

b. Cognitive styles

Cognitive styles describe how the individual acquires knowledge and how an individual processes information.

c. Personality types

An effective learning style definitely involves the personality of the student in learning. The diversity of personality of students' learning styles affects the spirit of learning. Students should know their own personality, so that it will make it easier for them to learn. Then, after knowing the student's learning style, teachers can choose creative and varied teaching methods and media. Therefore, it can create a fun learning atmosphere and increased learning motivation.

3) Motivation

Students will enjoy learning and will study the lesson seriously when they are motivated. They will attentively listen to what the teacher has explained, because they are comfortable with such a situation. In general, motivation is the driving force of a person to do something to achieve goals quickly and precisely to get the expected results. According to Rosiana, Susanti and Sribagus, the factors affect learning motivation are Student's ideals or aspirations, Learning styles, The physical and spiritual condition of the Student, Learning environment, and Teacher's efforts in teaching students.[18] Meanwhile, there are two types of motivation:[19]

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[18] Fira Rosiana, Ni Wayan Mira Susanti, and Sribagus, 'An Analysis of Factors Influencing Students' Motivation in Learning English: A Descriptive Study at Third Year Students of English Department FKIP University of Mataram in Academic Year 2016/2017', *Kementrian Riset, Teknologi, dan Pendidikan Tinggi Universitas Mataram, Fakultas Keguruan Dan Ilmu Pendidikan*, 2017, pages 7

[19] Fira Rosiana, Ni Wayan Mira Susanti, and Sribagus, 'An Analysis of Factors Influencing Students' Motivation in Learning English: A Descriptive

a) Intrinsic motivation: comes from within the individual: motivation from pleasure and comfort from the process of learning from oneself.

b) The extrinsic motivation. Example, the expectation of financial rewards.

The motivation has a function so that students study diligently. The functions of learning motivation are:[20]

1) Motivation as a determinant of direction to achieve goals.

2) Motivation as a driving force for work to be completed quickly.

3) Motivation as a driving force for learning.

b. **The Definition of Teaching**

Teaching activities have been carried out since humans were born and those who teach are parents, especially mothers. Teaching activities can be done anywhere, anytime and taught by anyone as long as learning can increase knowledge and experience. Based on Astuti, teaching is a human activity, constrained and made possible by all the limits and potential that characterizes any other human activity. Teaching depends on people-people who choose to teach and other people who become students, by choice or not.[21] Based on the explanation above, teaching is an activity to guide someone to improve

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Study at Third Year Students of English Department FKIP University of Mataram in Academic Year 2016/2017', *Kementrian Riset, Teknologi, Dan Pendidikan Tinggi Universitas Mataram, Fakultas Keguruan Dan Ilmu Pendidikan*, 2017, page 7.

[20] Fira Rosiana, Ni Wayan Mira Susanti, and Sribagus, 'An Analysis of Factors Influencing Students' Motivation in Learning English: A Descriptive Study at Third Year Students of English Department FKIP University of Mataram in Academic Year 2016/2017', *Kementrian Riset, Teknologi, Dan Pendidikan Tinggi Universitas Mataram, Fakultas Keguruan Dan Ilmu Pendidikan*, 2017, Page 8.

[21] Irma Windy Astuti, 'The Meaning of Teaching English Large Classes to a Novice Teacher' (Yogyakarta, Sanata Dharma University, 2010), pages 14 https://repository.usd.ac.id/33716/2/056332008_Full.pdf.

thinking skills, experience and behavior to become better and educated.

4. Teaching English Vocabulary to Young Learners

Teachers of young learners have to use some visuals in their teaching activities to facilitate their teaching. Young learners mean children from the first year of formal schooling to eleven or twelve year old and they have their own special characteristics that differentiate them from adult learners.[22] In teaching vocabulary, teachers should know what vocabulary to teach. There are some aspects in teaching vocabulary such as pronunciation, spelling, meaning and word use.[23] Then there are three main stages in teaching vocabulary. In other word, there is some common techniques used in each stage as follow:[24]

a. Technique in presenting.

Students can know the importance of new vocabulary and English teachers should know the techniques of teaching vocabulary, which are suitable for the students.

b. Techniques in Practicing

In the practicing stage, there are varieties of tasks, which can be used in order to help move words into long-term memory.

c. Media

It is a main instrument in the teaching and learning process. It is used to attract the students" attention and deliver the information easily.

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[22] Setiani Lelawati, Selma Dhiya, and Putri Nurazijah Mailani, 'The Teaching of English Vocabulary to Young Learners', *The Teaching of English* 1, no. 2 (March 2018), pages 96-97 file:///C:/Users/USER/Downloads/457-725-1-SM.pdf.

[23] Setiani Lelawati, Selma Dhiya, and Putri Nurazijah Mailani, 'The Teaching of English Vocabulary to Young Learners', *The Teaching Of English* 1, No. 2 (March 2018), Page 96

[24] Setiani Lelawati, Selma Dhiya, and Putri Nurazijah Mailani, 'The Teaching of English Vocabulary to Young Learners', *The Teaching of English* 1, No. 2 (March 2018), Page 96

5. Teaching English to Elementary School Students as a Local Content in 2013 Curriculum

Learning English has been taught since elementary school, even included as local content and the curriculum states that at all levels it is allowed to add skills by taking into account the diversity of regional and environmental potentials while still referring to national education standards. This based on the Law of the Republic of Indonesia number 20 of 2003 concerning the National Education System Chapter III concerning the Principles of Educational Implementation Article 4 paragraph 1: [25]

(1) Education is carry out democratically and fairly and is not discriminatory by upholding human rights, religious values, cultural values, and national pluralism.

This were find in chapter X of the curriculum article 36 paragraphs one and 2:[26]

(1) Curriculum development is carried out regarding national education standards to realize national education goals.

(2) The curriculum at all levels and types of education is developed with the principle of diversification according to the education unit, regional potential, and students.

As well as in chapter 37 article 1 in points J and I….[27]

It states that the primary and secondary education curriculum must contain skills/vocational and local content.

The application of local content in the curriculum generally provides opportunities for schools to develop education by incorporating local materials by school

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[25] Pusdiklat, 'Undang-undang Dasar Republik Indonesia nomor 20 tahun 2003 tentang Sitem Pendidikan Nasional'.

[26] Perpusnas Pusdiklat, 'Undang-undang Dasar Republik Indonesia nomor 20 tahun 2003 tentang Sitem Pendidikan Nasional' (Pusdiklat.Perpusnas.go.id, 2003),

[27] Perpusnas Pusdiklat, 'Undang-undang Dasar Republik Indonesia nomor 20 tahun 2003 tentang Sitem Pendidikan Nasional' (Pusdiklat.Perpusnas.go.id, 2003),

conditions and potential, while local content specifically provides opportunities for students to be[28]:

a. Getting to know the natural, social and cultural environment of students.
b. Having knowledge and skills about the area, as well as having behavior and developing noble values.
c. Participating in community and local government development.

Local content in language skills can consist of regional languages and foreign languages. One of the foreign languages applied to local content in Indonesia, especially in elementary schools, dominated by English.

English is very important in Indonesian education because of several reasons. First, as has been discussed, it has been a compulsory subject in Indonesian education. Second, all people understand that English is an international language that is used in various fields. Third, people believe that by mastering English, especially to speak English fluently and have more chances of getting better jobs. Fourth, for students they will be able to study everywhere, etc.[29]

English is important for Indonesian students, especially young students. Humans are at their best when they are young, so they can acquire new languages easily. Another reason is that English is an important element in students' self-development, especially in dealing with culture.[30] This affects the development of perspectives and thoughts about the environment. This perspective also affects reading habits and learning. Especially for young students who study English into the thirteenth curriculum

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[28] Marliana and Noor Hikmah, 'Pendidikan Berbasis Muatan Lokal Sebagai Sub Komponen Kurikulum', *Dinamika Ilmu* 13, No. 1 (June 2015): 106-107.

[29] Pandhu Wismono, 'The Importance of English Language for Young Learners in Indonesia' (Semarang: English Departmentfaculty of Languages and Arts Semarang States University, 2013), Pages 8-9 Https://Www.Academia.Edu/2485659/The_Importance_of_English_Language_for_Young_Learners_in_Indonesia.

[30] Pandhu Wismono, 'The Importance of English Languagefor Young Learners in Indonesia' (Semarang: English Departmentfaculty of Languages and Arts Semarang States University, 2013), Pages 9-10.

(2013 curriculum). In article 1 of the Regulation of the Minister of Education and Culture of the Republic of Indonesia number 57 of 2014 concerning the 2013 curriculum for elementary schools or Madrasah Ibtidaiyah, stated:[31]

> The Curriculum for Elementary Schools/Madrasah Ibtidaiyah, which has been implemented since the 2013/2014 school year, is called the 2013 Curriculum for Elementary Schools or Madrasah Ibtidaiyah.

The 2013 curriculum has two curriculum dimensions. The first is the planning and preparation of learning objectives, content, and materials, and the second is the method used for learning activities. The 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and able to contribute to the life of society, nation, state, and world civilization.[32]

The implementation of the 2013 curriculum actually applies a new method in the learning process, namely the scientific approach and discovery learning.[33] The scientific approach is an approach that applies the learning process through observing, asking, associating, experimenting and in groups. This stage can be applied in teaching English. While the discovery learning approach is a learning approach for science and English. This approach requires students to be active in solving problems. The approach to the 2013 curriculum can be used from elementary to high school.

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[31] Kemendikbud, 'Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 57 Tahun 2014 Tentang Kurikulum 2013 Sekolah Dasar/Madrasah Ibtidaiyah' (Sistem Informasi Kurikulum Nasional Pusat Pusat dan Pembelajaran, 2 July 2014), https://jdih.kemdikbud.go.id/sjdih/siperpu/dokumen/salinan/salinan_20211018_1 11831_Salinan_Permen_Nomor_57_Tahun_2014.pdf.

[32] Kemendikbud, 'Kurikulum 2013', 17 January 2022, https://kurikulum.kemdikbud.go.id/kurikulum-2013/.

[33] Asep Yassir Fauzi, 'The Implementation of 2013 Curriculum in English Teaching Learning: A Case Study at Tenth Grade of Sman 3 Kuningan' (Cirebon, Syekh Nurjati State Institute for Islamic Studies, 2014), Page 36. Http://Repository.Syekhnurjati.Ac.Id/2948/1/Asep%20yassir%20fauzi-Min.Pdf.

Nevertheless, this year the implementation of the 2013 curriculum in elementary schools is only for grades 2, 3, 5, and 6, while grades 1 and 4 apply a new curriculum, namely the independent learning curriculum. This statement is based on the Decree of the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia, number 56/M/2022 concerning Guidelines for the Implementation of the Curriculum in the Framework of Learning Recovery, the eleventh point A, stating:[34]

> "The first year is carried out for students aged 5 (five) to 6 (six) years in early childhood education, as well as students in class I, class IV, class VII, and class X at the elementary and secondary education levels;

Based on the division of the curriculum above, this also applies to the distribution of material in subjects each semester. Distribution of English materials for the first semester in grade III elementary school, are divided into 3 chapters: part of the human body, animals, and activities (school and home).[35]

a) **Part of Human Body**

This chapter describes the parts of the human body. Students will be guided to recognize the names of body parts by touching or singing to get to know them better. Body parts are divided into 2 parts:[36]

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[34] Kemendikbud, *Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 56/M/2022 Tentang Pedoman Penerapan Kurikulum Dalam Rangka Pemulihan Pembelajaran* (Kepmendikristek, 2022), Https://Jdih.Kemdikbud.Go.Id/Sjdih/Siperpu/Dokumen/Salinan/Salinan_20220215_093900_Salinan%20kepmendikbudristek%20no.56%20ttg%20pedoman%20penerapan%20kurikulum.Pdf.

[35] Murwati, Materi Bahasa Inggris Semester Ganjil Kelas Iii Sdit Umar Bin Khathab, Pekuwon, Interview Using Whatsapp, 18 June 2022.

[36] Jagoan Bahasa Inggris, 'Materi "Part of Body" Beserta Lagu Dan Soal Latihannya', 5 July 2022, https://www.jagoanbahasainggris.com/2017/03/materi-part-of-body-beserta-lagu-dan-soal-latihannya.html.

Table 4.1: human body parts

The Upper Body			
Word	*Arti*	**Word**	*Arti*
Head	*Kepala*	Mouth	*Mulut*
Hair	*Rambut*	Elbow	*Siku*
Forehead	*Dahi*	Arm	*Lengan*
Eye	*Mata*	Hand	*Tangan*
Eyebrow	*Alis*	Finger	*Jari*
Eyelashes	*Bulu mata*	Thumb	*Ibu jari*
Ear	*Telinga*	Index finger	*Jari telunjuk*
Nose	*Hidung*	Middle finger	*Jari tengah*
Chin	*Dagu*	Ring finger	*Jari manis*
Cheek	*Pipi*	Little finger	*Kelingking*
Neck	*Leher*	Shoulder	*Pundak*
Lips	*Bibir*	Chest	*Dada*
Tooth	*Gigi*	Stomach	*Perut*
The Lower Body			
Word	*Arti*	**Word**	*Arti*
Waist	*Pinggang*	Heel	*Tumit*
Skin	*Kulit*	Toes	*Jari kaki*
Knee	*Lutut*	Back	*Punggung kaki*
Leg	*Pergelangan kaki*	Thigh	*Paha*
Foot	*Kaki*	Calf	*Betis*
Ankle	*Mata kaki*	Bottom	*Pantat*

b) **Animals**

This chapter describes the types and names of animals. Students can recognize animals through the characteristics of body shape, teeth, skin color or hair or fur, how to move, breed, how to breathe, where to live, etc.[37]

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[37] Sarjono, 'Materi Bahasa Inggris Kelas 3 SD - Animals' (Website Edukasi, 4 February 2021), https://www.websiteedukasi.eu.org/2020/11/materi-bahasa-inggris-kelas-3-sd-animals.html.

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1. The animals based on where they live (land, water, air/trees)

Table 4.2 the animal based on where they live

Live in Air or Trees			
Word	*Arti*	**Word**	*Arti*
Bird	*Burung*	Bat	*Kelelawar*
Butterfly	*Kupu kupu*	Pigeon	*Burung dara*
Fly	*Lalat*	Squirrel	*Tupai*
Bee	*Lebah*	Beetle	*Kumbang*
Mosquito	*Nyamuk*	Spider	*Laba-laba*
Eagle	*Burung elang*	Caterpillar	*Ulat*
Seagull	*Burung camar*	Owl	*Burung hantu*
Parrot	*Burung kakaktua*	Crow	*Burung gagak*
Live in Land			
Word	*Arti*	**Word**	*Arti*
Snake	*Ular*	Dog	*Anjing*
Elephant	*Gajah*	Mouse	*Tikus*
Goat/lamb	*Kambing*	Cow	*Sapi*
Sheep	*Domba*	Horse	*Kuda*
Chicken	*Ayam*	Pig	*Babi*
Rooster	*Ayam jantan*	Ant	*Semut*
Hen	*Ayam betina*	Buffalo	*Kerbau*
Duck	*Bebek*	Rabbit	*Kelinci*
Giraffe	*Jerapah*	Zebra	*Zebra*
Monkey	*Monyet*	Hedgehog	*Landak*
Live in Water			
Word	*Arti*	**Word**	*Arti*
Fish	*Ikan*	Starfish	*Bintang laut*
Crab	*Kepiting*	Catfish	*Lele*
Frog	*Katak*	Sea snakes	*Ular laut*
Snail	*Siput*	Penguin	*Penguin*
Seal	*Anjing laut*	Shrimp/prawn	*Udang*
Turtle	*Kura-kura*	Oyster	*Tiram*
Shark	*Ikan hiu*	Scallop	*Kerang*
Dolphin	*Lumba-lumba*	Stingray	*Ikan pari*
Octopus	*Gurita*	Whale	*Ikan paus*
Squid	*Cumi-cumi*	Lobster	*Lobster*

2. Vocabulary related to animals

Table 4.3 vocabulary related to animals

Word	Arti	Word	Arti
Carnivore	*Pemakan daging*	Beak	*Paruh*
Herbivore	*Pemakan tumbuhan*	Fangs	*Taring*
Omnivore	*Pemakan segalanya*	Creep	*Merayap*
Lungs	*Paru-paru*	Fly	*Terbang*
Trachea	*Trakea*	Swim	*Berenang*
Gill	*Insang*	Walk	*Berjalan*
Skin	*Kulit*	Crawl	*Merangkak*
Fur	*Bulu*	Wings	*Sayap*
Hair	*Rambut*	Legs	*Kaki*
Shell	*Cangkang*	Flippers	*Sirip*

c) **Activities at Home and Schools**

This chapter describes activities at school and at home.[38]

Table 4.4 vocabulary of activities at home and school

Schools		Home	
Belajar	Study	*Bangun*	Wake up
Mengajar	Teaching	*Tidur*	Sleep
Menulis	Writing	*Mandi*	Take a bath
Membaca	Reading	*Mencuci muka*	Wash my face
Mendengarkan	Listening	*Sikat gigi*	Brush teeth
Berbicara	Speaking	*Keramas*	Wash hair
Berhitung	Counting	*Menyisir*	Comb
Menghafalkan	Memorize	*Ganti baju*	Get dressed
Berkelompok	Group	*Sarapan*	Breakfast
Mandiri	Independent	*Pergi sekolah*	Go to school
Piket kelas	Class picket	*Belajar*	Study
Menjelaskan	Explain	*Membaca buku*	Read a book
Menggambar	Drawing	*PR*	Do homework
Mewarnai	Coloring	*Makan siang*	Have lunch
Mengukur	Measure	*Makan malam*	Have dinner
Mengamati	Observe	*Tidur siang*	Take a nap

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[38] Mzafranzb, 'Materi Bahasa Inggris Kelas 3 SD Daily Activity Lengkap!' (penaguru.com, 29 July 2021), https://www.penaguru.com/materi-bahasa-inggris-kelas-3-sd-daily-activity/.

| *Berkreasi* | Get creative | *Membantu ibu* | Helping mom |
| *Berkemah* | Camping | *Membersihkan rumah* | Clean the house |

6. The Characteristics of Elementary School Students

Responding to students learning English in today's era with the various curriculum that often changes over time. However, learning English is very important for the younger generation and teachers should prepare for the difficult task of having to teach young students, So much consideration for knowing how and what to teach. Physically, elementary school students currently have a higher body posture than their age, but mentally they are still like children in general who like a fun learning atmosphere with a variety of unique items to play with and learn.[39]

Age is one of the factors that need to be considered in teaching. Harmer said People of different ages have different needs, competencies, and cognitive skills, and children of primary age acquire much of a foreign language through play and whereas adults can reasonably expect greater use of abstract thought.[40] Moreover, teaching English to elementary school students is very different from that to adults. The striking difference is the way of responding to and understanding something that is learned. H. Douglas Brown stated that children are easier and superior in mastering a second language than adults.[41]

a. Children's whispered success in acquiring second languages belies a tremendous subconscious effort devoted to the task. Children exercise a good deal of

[39] Akmala Annisa, 'Perkembangan fisik dan perseptual anak SD', *Kompasiana.com*, 26 June 2015, https://www.kompasiana.com/akmala-04/550039cca33311c56f510403/perkembangan-fisik-dan-perseptual-anak-sd.

[40] Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (England: Pearson Longman: Essex, 2007), https://coljour.files.wordpress.com/2018/09/jeremy_harmer_the_practice_of_english_language_teaching_4th_edition_longman_handbooks_for_language_teachers.pdf.

[41] H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, Third (United States of America: Pearson Longman, Pearson Education, Inc., 2007). Pages 101

both cognitive and affective effort to internalize both native and second language.

b. Adults are unnecessarily less successful in their efforts, because adults just use intelligence for learning than practice such as children.

c. The difference in children's age causes the second language mastery rating. In general, elementary school students are between 6 and 12 years old and have a high desire to learn.[42]

Harmer said individual work, easy to learn indirectly from the environment, easier to understand through interaction and gestures, find abstract concepts, and they have high curiosity, need attention from the closest people, interested in talking about themselves and respond to learning with good, and have a limited range of interest if the activity gets boring after 10 minutes.[43] Based on this explanation, elementary school students understand more and are faster in learning new things.

7. The Vocabulary
a. Definition of Vocabulary

Vocabulary is very important in English teaching and learning. If the learners do not know the meaning of the words, they will have difficulty in understanding what they see, read, listen, and learn. Their vocabulary will increase if they read more words. This reason makes vocabulary very important.

The language component of English that first learned at school is vocabulary. If you want your language skills to be fluent and correct, what you have to do is master the vocabulary correctly and appropriately so that it can support all language skills.

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[42] H. Douglas Brown, *Teaching by Principles, an Interactive Approach to Language Pedagogy*, Third (United States of America: Pearson Longman, Pearson Education, Inc., 2007). Page 101

[43] Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (England: Pearson Longman: Essex, 2007), page 81https://coljour.files.wordpress.com/2018/09/jeremy_harmer_the_practice_of_e nglish_language_teaching_4th_edition_longman_handbooks_for_language_teach ers.pdf.

Setiawan said vocabulary is the set of words[44]. Meanwhile, according to Sastrawacana, vocabulary is a component of language that contains information about the meaning and use of words in the language[45]. Meanwhile, according to Zalmansyah, Vocabulary is an essential part of learning a foreign language, where students are required to master words so that it is possible to add vocabulary. [46]

Based on the explanation above, vocabulary is a collection of words that combine so that they have meaning and become part of the language that forms words that are arranged into sentences to produce information according to the language used. Moreover, when learning vocabulary, you will find several different words ranging from short to long words, because vocabulary has a level of difficulty in each word. Therefore, to be able to convey a message, a complete vocabulary is needed to understand what is being conveyed.

b. **Kinds of Vocabulary**

Vocabulary has several levels of difficulty. The level of easy, normal, and difficult vocabulary, and affects the ability to master foreign vocabulary in both listening, speaking, writing, and reading skills, as well as practicing interpreting and expressing words.[47]

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[44] Ebta Setiawan, 'Pengertian Vocabulary', in *Kamus Besar Bahasa Indonesia (KBBI) Online*, versi 2.8 (Hak Cipta Badan Pengembangan dan Pembinaan Bahasa (Pusat Bahasa), Kemendikbud, 2021 2012), https://kbbi.web.id/kosakata.

[45] Sastrawacana. 2019. *6 Pengertian Kosakata Menurut Para Ahli*. Sastrawacana. id. diakses Sabtu 3/5/22.13:58

[46] Achril Zalmansyah, 'Meningkatkan Perbendaharaan Kata (Vocabulary) Siswa dengan Menggunakan Komik Strip Sebagai Media Pembelajaran Bahasa Inggris' 9, no. 2 (November 2013): pages 264

[47] Achril Zalmansyah, 'Meningkatkan Perbendaharaan Kata (Vocabulary) Siswa dengan Menggunakan Komik Strip Sebagai Media Pembelajaran Bahasa Inggris' 9, no. 2 (November 2013): page 264.

Meanwhile, according to Rohmah. H, the vocabulary based on its use divided into 2:[48]

1. Active vocabulary: productive vocabulary meaning common vocabulary that is recognized, used and students must use vocabulary appropriately through writing and speaking. Students must know the structure of good and precise writing, as well as the correct pronunciation according to the context of the speech.

2. Passive vocabulary: Receptive vocabulary, which means vocabulary that, is rarely used and students will come across this vocabulary while listening and reading. It must have difficulty in recognizing the vocabulary so they have to focus on being able to get new vocabulary and understand its meaning.

Things that need to be considered and recommended when learning vocabulary are routine, continuous practice and practice of the words obtained, motivation to learn from individuals, interaction with friends, and most importantly being comfortable in practicing vocabulary so they can get used to foreign languages. Then the master gets used to practicing it in everyday conversation in both one sentence and several sentences. Then, the approach to learning vocabulary according to the Nation there are two types of vocabulary:[49]

a) Direct vocabulary

The learners do exercise and activities that focus their attention on vocabulary. Example: word-building exercises, guessing words, learning words in lists, and vocabulary games.

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[48] Nur Rohmah H. 2016. The Use of Charade Game to Teach Vocabulary (An Experimental Study of the Seventh Graders of MTs. Miftahul Khoirot Branjang in the Academic Year of 2014/2015).

[49] I. S. P Nation, *Teaching and Learning Vocabulary* (Boston, Massachusetts: Heinle & Heinle Publishers, 1990), page 2. https://www.savingthewahyanites.net/wp-content/uploads/2012/01/TeachingAndLearningVocabulary-Nation1990.pdf.

b) Indirect vocabulary

The learner's attention is focused on several other features such as reading or listening to messages conveyed by a speaker.

Meanwhile, according to Hatch and Brown, based on the way vocabulary is delivering:[50]

a. Intentional vocabulary learning

The vocabulary that is prepared and planned by the teacher so that students can easily follow according to the instructions of the teacher. Example: teacher gives vocabulary about the animal in the classroom.

b. Incidental vocabulary learning

The vocabulary obtained accidentally without being prepared by the teacher and as the type of learning that is a byproduct of doing or something else. Example: students get some new vocabulary through conversation, speaking, listening, and books (reading and writing).

Meanwhile, according to Kamil and Hiebert, there are four types of vocabulary:[51]

1. Oral vocabulary

The set of words for which we know the meanings when we speak or read orally (known vocabulary).

2. Print vocabulary

Those words for which the meaning is known when we write or read silently. As they learn to read, print vocabulary comes to play an increasingly larger role in literacy than does the oral vocabulary.

3. Productive vocabulary

The set of words that an individual can use when writing or speaking. They are words that are well known, familiar, and used frequently.

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[50] Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics and Language Education* (Cambridge, England: Cambridge University Press, 1995). Pages 368-369

[51] Elfrieda H. Hiebert and Michael L. Kamil, eds., *Teaching and Learning Vocabulary: Bringing Research to Practice* (Mahwah, N.J: L. Erlbaum Associates, 2005). Pages 3-4

4. Receptive or recognition vocabulary

The set of words for which an individual can assign meanings when listening or reading.

Based on the explanation above, learning a language becomes easy if students are active and pronounce vocabulary correctly, successful vocabulary mastery will be quickly absorbed in memory and always motivate them in practicing the vocabulary acquired so that it is easy to apply it to language skills.

c. **English Vocabulary Mastery**

Mastery of English vocabulary is the ability to receive and get a lot of vocabulary and master a wide variety of new vocabulary with its meaning in various contexts. Word context is used to help avoid vocabulary errors, help recognize the types and levels of meaning in words, help develop language skills, interpret words through and help search for English words using the first language in the language dictionary. The importance of teaching English to students in their youth, of course, students need the right strategy in order to improve vocabulary and find new vocabulary in every activity. According to Hatch and Brown, **there are five essential steps in vocabulary learning**:[52]

1. Encountering new words.
2. Getting the word form.
3. Getting the word's meaning.
4. Consolidating word form and meaning in memory.
5. Using the word

Based on the above, it can be concluded that the essential step in learning vocabulary is when finding a new vocabulary in the first language, then try to find the appropriate second language word and look for its meaning, try to pronounce the word and remember the meaning of each word, finally apply the word to the conversation. This method makes it easier for students to learn vocabulary. Apart from some of the methods

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[52] Hatch and Brown, *Vocabulary, Semantics and Language Education*. Pages 373

above, there are several **techniques to teach students to master vocabulary**, according to Amalia:[53]

1. The use of mother tongue.
2. Playing.
3. The use of pictures.
4. Conversation.
5. The use of command and real objects.
6. The use of textbooks, translation and memorization.

Based on the discussion above, this technique can be used for students with various characteristics or student learning styles. Teaching vocabulary can use a variety of objects, movements, speaking and acting. Students can be quick in accepting a wide variety of new vocabulary through this technique as well.

d. Importance of Learning Vocabulary

Many people think that if you want to be fluent in English, you must master grammar. Based on the opinion many are not interested in learning English and are considered difficult. Grammar is important so as not to be mistaken in stringing words, but mastery of vocabulary is also important. Increasing vocabulary is better than grammar because it is the key for students to understand what they are talking about, listen and read so that communication can go well. According to Penny Ur, Vocabulary is the most important aspect of language to teach. You can understand a reading text and make yourself understood with almost no grammar, but you cannot get anywhere without vocabulary"[54], meanwhile Thornbury said, "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed"[55]. Based on this alignment, vocabulary mastery has many roles in

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[53] Desthia Amalia, 'Effective Techniques in Teaching Vocabulary to Young Learners', *Gunadarman University*, 4 April 2019, 5–10.

[54] Penny Ur, "Teaching Vocabulary : Going beyond the Textbook," 2009, pages 1.

[55] Scott Thornbury, How to Teach Vocabulary, (Essex: Longman Pearson Education,

2002), p. 19

mastering English. The role in teaching English is to help use and utilize vocabulary mastery to convey things and get new vocabulary so that it makes it easier to communicate. Although the language structure is low but the vocabulary mastery is high, it will make the mastery of English skills better.

A good mastery of vocabulary can help students express thoughts, understand the direction of speech and respond, understand what is read, heard and written on a wide variety of topics. Although they are not yet understood in some that are used, they can follow the conversation and they can use body language to respond when a word does not understand its meaning.

e. **Problem in Learning English Vocabulary**

Learning English is not easy for students, especially in memorizing vocabulary whose pronunciation and writing are different. When learning vocabulary I inevitably encounter some problems. The problems are often encounter when learning English vocabulary:[56]

1. Pronunciation

The problem that often occurs when learning vocabulary is pronunciation. The pronunciation of English vocabulary is very difficult and different from the written word. Moreover, there are words with difficult writing so that the pronunciation is also different so that for some students who are not familiar with the word, it will be difficult to identify the form of pronunciation. The example, the study. The correct pronunciation is /stədê/ and for unfamiliar students it definitely sounds like /stadi/, so many write it with *studi or stadi.*

2. Spelling

The next problem is the spelling of the word. The English word is different from what is heard

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[56] Scott Thornbury, *How to Teach Vocabulary* (England: Pearson Education Limited, 2002), page 27-28 https://www.academia.edu/18950782/How_to_teach_vocabulary_by_Scott_Thornbury.

and seen. Many students mistake and spell the correct word because there may be those who do not memorize the letters and some other English typefaces. The example, Story and foreign. Correct pronunciation /stôrê/ and /fôrən/. Students, who are not familiar with English letters, must write them like this *store, stori, foren, voren, phoren, and forein.*

3. Meaning

The problem after is the meaning of the word. Mastery of words and their meanings is very important in understanding the purpose conveyed. If students do not know the meaning in one word, then when encountering a combination of many words, it will be difficult and worrying. The example. She is kind. For students who do not know the meaning then assume the sentence means *dia adalah jenis*. Students only know the word kind is *jenis*. Even though the word kind from the sentence has meaning in adjective as good, great, well, right and so on.

4. Grammar

The problem that is considered the most difficult in learning English is grammar. When students learn English to meet grammar, they will definitely give up, because it is too complicated and confusing to string words into sentences that must be adapted to the context of the conditions. However, when stringing words the second language, it is still easy because they just sort the words and change them based on the words. The example, *Sinta sedang bermain lompat tali di taman.* The correct sentence is Sinta is playing rope skipping in the garden.

5. Length and Complexity

Long words seem more difficult to learn than short words. However, when students learn English they will often encounter long words and words that have the same pattern and sometimes they have difficulty remembering the shape of the word and its

pronunciation. Example: necessary, necessity and necessarily.

6. Range, connotation and idiom

Range: words that are used in a wide range of context will generally be perceived as easier than synonyms with a narrow range. Example: put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender, etc.

Connotation: the word may cause problems because it has negative connotations. Example: propaganda has negative connotations in English but its equivalent may simply mean publicity.

Idiomatic: the word has transparent meaning and as well as their syntactic complexity, that makes phrasal verbs difficult. Example: make up your mind (To make a final decision after a period of consideration).

f. Teaching Vocabulary

Based on Susanto, teaching vocabulary is a crucial aspect in learning a language as languages does based on words[57]. Communication between human beings is based on words. According to Susanto, teaching vocabulary may be problematic because teachers are unsure of how to teach and do not know where to start.[58] Therefore, as a teacher, you must convince yourself to be brave and confident with your teaching abilities and mobilize all teaching ideas and techniques. Before teaching, the teacher must first learn how to teach English vocabulary and know its function.

Learning vocabulary effectively will make it easier for us to apply all ideas orally and in writing correctly. This proves that vocabulary is very important in expressing opinions. Therefore, teachers must master language knowledge to increase students' interest in

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[57] Alpino Susanto, 'the Teaching of Vocabulary: A Perspective', *Jurnal KATA* 1, No. 2 (10 October 2017): 185, Https://Doi.Org/10.22216/Jk.V1i2.2136.

[58] Alpino Susanto, 'the Teaching of Vocabulary: A Perspective', Jurnal KATA 1, No. 2 (10 October 2017): 185

learning and master all vocabulary so that it is easy to apply all language skills. There are several ways you can learn vocabulary easily. Sucipto said the tips for learning vocabulary are memorizing important and not too many words, then repeating the vocabulary and trying to make sentences[59]. The teaching vocabulary should consider the following factors[60]:

1) Aims

To make the teacher easy to formulate the materials, which will be taught to the students.

2) Quantity

The teacher has to decide the number of vocabulary items to learn. The learners will get confused or discouraged if they get many new words. Therefore, the teacher should select new words, which can be easy to understand by the learners.

3) Need

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

4) Frequent Exposure and Repetition

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

5) Meaningful Presentation

In teaching vocabulary, the teacher should present target words in such a way that the meaning of the target words is unambiguous.

6) Situation and Presentation

The teachers tell the students that they have to use the words appropriately. The use of words

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[59] Fitria Sucipto.2021. Belajar Jenis-Jenis Vocabulary Dengan Mudah.Language Center. Diakses pada Minggu 6/3/22

[60] Nining Candra Wahyuni, 'The Use of Puppet and Flashcard as Media in Teaching Vocabulary for Children with Special Needs', ELT Forum: Journal of English Language Teaching 8, no. 2 (30 November 2019): 136–42, https://doi.org/10.15294/elt.v8i2.31786.

depends on the situation in which they are used and depends on the person to whom they are speaking.

Based on the explanation above, the teacher must know the type of vocabulary because this can support the teacher in teaching students easily according to the scope of the vocabulary and can be applied using various types of learning media.

g. **How to Teach English Vocabulary**

The way to teach vocabulary is through communication.[61] Communication as a basis for learning vocabulary, because vocabulary must speak so that it can understand, heard, read and written. If students want to join the discussion or want to convey ideas, they must have a lot of vocabulary so that from this they are able to get vocabulary updates and be able to know the desired intention. Therefore, learning English is very crucial for mastering language skills.

Teaching vocabulary should be clear and use the language with new words.[62] Teachers should use appropriate teaching techniques to convey word updates to students. In addition to choosing the right technique, the teacher should use a medium that is not boring so that students can easily catch and understand new words quickly and easily.

h. **Media in Teaching English Vocabulary**

The media used in teaching vocabulary is very necessary, because it can help convey new vocabulary. According to Harmer, several media can use[63]:

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[61] Siti Nurmeliya Baskarani, 'The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of Mts Negeri 2 Jakarta)' (Jakarta, Department Of English Education Faculty of Educational and Sciences. Uin Syarif Hidayatullah, 2016), Page 19 Https://Repository.Uinjkt.Ac.Id/Dspace/Bitstream/123456789/33875/1/%28water mark%29%20siti%20nurmeliya%20baskarani%20%281112014000086%29.Pdf.

[62] Siti Nurmeliya Baskarani, 'The Teaching of English Vocabulary (A Case Study at the Seventh Grade Students of Mts Negeri 2 Jakarta)' (Jakarta, Department of English Education Faculty of Educational and Sciences. Uin Syarif Hidayatullah, 2016), Page 20

[63] Jeremy Harmer, *The Practice of English Language Teaching*, Fourth Edition (England: Pearson Longman: Essex, 2007), https://coljour.files.wordpress.com/2018/09/jeremy_harmer_the_practice_of_engl

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1) Realia

The simple thing can be used as a stimulus for a creative activity such as for real objects to the beginners and particularly children. Then, this is helpful for teaching the meanings of words, stimulating student activity. Example: the teacher shows the school equipment (such as pencil, ruler, etc.) then the student says the name of the object in English.

2) Pictures

Pictures are the simplest medium for teaching vocabulary. The picture is used to explain the meaning of the image shown. Example: the teacher draws a classroom with a variety of school equipment completely on the blackboard. Then, the teacher explains the pictures one by one by mentioning the vocabulary in English and the students can imitate it.

3) Cards

Cards have the same function as drawings. Cards have a wide variety of image shapes, patterns; sizes that vary and can be made using pieces of paper. The way cards work in learning vocabulary is to equate pictures and shapes, select cards and then explain the images obtained, etc.

4) Cuisenaire rods

Cuisenaire rods are piles of blocks of plastic or wood that are large, small, long, short, circular, triangular, etc. Each side of the block has various colors, so it can be played by imagining. This game can used to learn vocabulary through imagination in the form of storytelling, word or phrase (e.g. I usually get up at five o'clock), preposition (e.g. In, on top, beside, under, behind, over), demonstrating colors, comparatives, superlatives, a whole range of other semantic and syntactic areas, particularly with people who respond well to visual or kinesthetic activities.

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ish_language_teaching_4th_edition_longman_handbooks_for_language_teachers .pdf.

5) Action, mime, and gesture

Mime, actions and gestures can be a whole when learning vocabulary. Mime in the form of a picture with a few words, then the student or teacher performs the same movements as drawn with the same body gestures as well. Students can guess the intention conveyed through the changes in the movements shown.[64]

i. **Teaching Vocabulary to the Third Grades of Elementary School**

School is a place to gain knowledge and develop skills. Learning is the most important process to understand everything. Effective teaching must use methods and strategies taken from students' learning styles, and then packaged with interesting teaching concepts so that students understand. Moreover, teaching English to young students aged between 7 to 12 years and they have different characteristics. Slattery and Willis said[65]:

1) Learning to read and write in their language.
2) Developing as thinkers.
3) Understand the difference between the real and the imaginary.
4) Can play and organize how best to carry out an activity.
5) Can work with others and learn from others.
6) Can be reliable and take responsibility for class activities and routines.
7) Developing quickly as individuals.
8) Learn in a variety of ways, for example by watching, and listening.
9) They are not able to understand grammatical rules and explanations of language.
10) Try to make sense of situations by making use of non-verbal clues.

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[64] Alpino Susanto, 'The Teaching of Vocabulary: A Perspective', *Jurnal KATA* 1, no. 2 (10 October 2017): 187, https://doi.org/10.22216/jk.v1i2.2136.

[65] Mary Slattery and Jane Willis, *English for Primary Teachers: A Handbook of Activities and Classroom Language*, 1st ed. (Oxford, New York: Oxford University Press, 2001), pages 4-5.

11) Talk in their mother tongue about what they understand.
12) Can generally imitate the sounds they hear quite accurately and copy the way adults speak.
13) Love to play and use my imagination.
14) They are comfortable with routines and enjoy repetition.
15) They have a short attention span and need variety.

After knowing the characteristics of students, the teacher must choose the right strategy when teaching. When the teacher directs, of course, there are many difficulties experienced by young students. Saputra revealed the difficulties experienced by young students when learning English[66]:

a) Lack of use of English in the daily life of students.
b) Difficulty in writing English words, because the pronunciation heard is different from writing.
c) Lack of understanding of how to learn a foreign language.

Therefore, for the reasons above, teachers should make classroom-learning activities and help students communicate effectively with teachers, groups, and peers so that learning English becomes fun. This is the reason why teaching is not easy and simple, but you have to use your knowledge and practice it in a complex way so that young students can accept English. In addition, in teaching English vocabulary to early childhood students, you can start by getting used to practicing the pronunciation of each vocabulary while helping to remember.

Based on the statement above, English can be taught at all grade levels, such as grade 3 of elementary school. English materials for third grade include body parts, food, and drink, colors, family, kitchen, clothes, animals, and things in the garden[67]. The vocabulary of this material is very easy to teach and students will

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[66] Ari Saputra, 'Teaching English to Young Learners', *Jurnal Ilmiah Rinjani* 5, no. 1 (2017): 166.
[67] English Class, 'Rangkuman Materi Bahasa Inggrsi Kelas 3 SD Lengkap' (Englishclas.com, 10 March 2021)

easily remember it because students can see objects around them based on the vocabulary. After that, the teacher can help students in developing their English skills by using various types of learning methods. Slattery and Jane revealed that **when teaching 7 to 12-year-old students, teachers could do**[68]:

a. Make learning English enjoyable and fun.

b. Do not worry about mistakes.

c. Use a lot of gestures, actions, and pictures to demonstrate what you mean.

d. Talk a lot to them in English about things they can see.

e. Play games, sing songs and say rhymes and chants together.

f. Do not worry when they use their mother tongue.

g. Constantly recycle new language but do not be afraid to add new things or to use words they will not know.

h. Plan lessons with varied activities, some quiet, noisy, sitting, standing, and moving.

i. Encourage them to read in English (stories, comics, and reading games.

j. Encourage them to work meanings out for themselves

k. Explain things about language, but only very simple things

l. Use a wider range of language input as to their model for language use

m. Encourage creative writing and help them to experiment with language.

n. Explain your intentions and ask them to help with the organization of activities

Based on the explanation above, when teaching vocabulary to third-grade students, we can provide some vocabulary in each lesson. The teacher can give 5 to 10 vocabulary words and that is better because it can

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[68] Mary Slattery and Jane Willis, *English for Primary Teachers: A Handbook of Activities and Classroom Language*, 1st ed. (Oxford, New York: Oxford University Press, 2001), pages 4-5.

help students remember their vocabulary quickly and practice it, rather than giving a lot of vocabulary at once so that students find it difficult to remember and practice it.

B. Theoretical Framework

The implementation of using paper puppet as a medium for developing English vocabulary has several stages including planning, implementation and evaluation. Planning is the initial stage before carrying out something. Planning in this research includes coordinating and implementing observations and permits to schools, coordinating with subject teachers, knowing all the media used by teachers, preparing media to use in research, preparing lesson plans (RPP) and vocabulary material about the human body. Implementation is the process of implementing the plan. The activities in the classroom and interact with students while applying the media. After that, an evaluation was carried out which contained the results obtained in the form of whether students mastered vocabulary well when using paper dolls or vice versa, as well as knowing the supporting factors and solutions for their shortcomings.

Meanwhile, there are several factors why students find it difficult to understand English vocabulary during learning. Based on information from Mrs. Murwati as English teacher at SDIT Umar Bin Khatab, Pekuwon, that English learning during the Covid-19 incident must done through a network and when offline learning is only a discussion, pictures and songs game, that the level of understanding English of students is lacking[69]. Some of the factors that may influence this incident include learning media that is hampered, the delivery of material is not clear, learning media is less interesting, students' understanding in English is lacking, and students experience boredom during learning. Then it would be better to know whether these factors influence the reduction of students' English proficiency, especially on the ability to master English vocabulary, and if so to what extent.

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[69] Murwati, Media Bahasa Inggris dalam Mengajar Vocabulary di Kelas 3 SDIT Umar Bin Khathab, Pekuwon, Juwana.

According to Dian Susanthi, the obstacles when online learning are in the lack of availability of the main communication tools (laptops or androids) for online learning.[70] If the student does not have a connecting communication tool, then the student cannot learn and the teacher cannot deliver the material in full. Especially those who already have communication tools but are constrained by the internet network and quota, even then affect learning activities in the form of incomprehensible material, students are late, lazy to study, etc.

The use of uninteresting learning media will also affect the interest in learning. According to Tafonao, if the learning media does not exist and is not interesting then there is difficulty teaching and learning, the material becomes monotonous and students become bored.[71] According to Sarkol, the internet influences the relationship between students and teachers, there is less teacher talk and more learner talk. It also shifts the positions of teachers and students, making learning more student-centered[72], making it difficult for students to understand lessons, especially English with a different language so that it requires extra understanding. However, now I can learn English at school again. In this case, the teacher must be good at inviting students to be interested in learning, especially learning English vocabulary.

How to invite students to understand English again by using fun learning media such as using puppets as learning media. The aim this research is to understand application of paper puppets as a media, find supporting and inhibiting factors and provide solutions to inhibiting factors of paper puppets as medium for vocabulary development. After that,
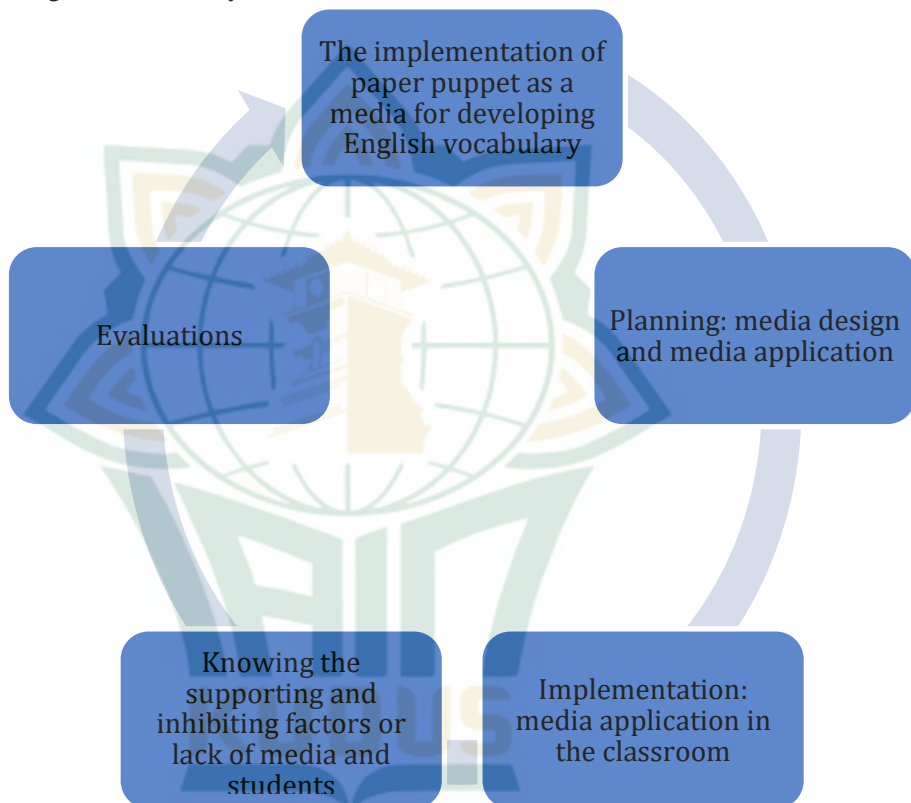
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[70] I Gusti Ayu Agung Dian Susanthi, "Kendala Dalam Belajar Bahasa Inggris dan Cara Mengatasinya," *Linguistic Community Service Journal* 1, No. 2 (2021): 66, Https://Doi.Org/Http:/Doi.Org/10.22225/Licosjournal.V1i2.2658.

[71] Talizaro Tafonao, "The Role of Instructional Media to Improving Student Interest," *Komunikasi Pendidikan,* 2, No. 2 (2018): 103, Https://Doi.Org/2549-1725.

[72] Kosmas Sarkol, 'Student Perception of Learning English in Senior High School of Kaimana, West Papua' (Yogyakarta, the Graduate Program of English Languages Studies, Sanata Dharma University, 2016).

the use of paper puppets is interesting medium of learning in mastering English vocabulary to make it easier, fun and can be made or used anywhere and anytime.

The following is a theoretical framework diagram on the implementation of paper puppet as a media for developing English vocabulary:

The implementation of paper puppet as a media for developing English vocabulary

Planning: media design and media application

Evaluations

Implementation: media application in the classroom

Knowing the supporting and inhibiting factors or lack of media and students

Picture 1.1

C. Review of Previous Study

There are previous related studies that can support this research:

1. **The first previous study** was done by **Ni Wayan Widiasih** et al. entitled *"Teaching English Vocabulary by Using Puppets to The Fourth Graders of SD Insan Mandiri Amlapura"*

This research aimed at studying the teaching of English vocabulary by using puppets for elementary school students. Based on the findings of the study, the teacher taught students English vocabulary using a different voice for each puppet and made students 'learning motivation. The teacher assesses the students' achievement through a holistic assessment that covers two parts: writing (assignment given during the learning process in the classroom, and homework) and oral (speaking) the student came front of the class to dialogue with his friends.[73] It can conclude that teachers can use puppets to teach English vocabulary to students to improve students' learning motivation with interesting, fun, and enjoyable learning. So that students easily understand, the material conveyed.

2. **The second previous study** was done by **Umi Uzlah and Dadan Suryani, entitled** *"Metode Bercerita Menggunakan Boneka Rollbe untuk Meningkatkan Kemampuan Bahasa Inggris Anak di TK Negeri Al Muawwanah"*

The purpose of this study is learning English using the storytelling method is more fun so that it makes children interested in listening and learning vocabulary from stories conveyed by the teacher and adapted to the principles of early childhood learning. Based on the results of the study, it can be concluded that the application of the storytelling method using the media in storytelling is highly recommended to minimize boredom and increase attractiveness. The children focus on paying attention to the teacher when telling stories so that it is expected to improve children's language skills to increase vocabulary, especially in learning English. When using Rollbe doll media there was a significant increase in capturing, remembering, and repeating, English vocabulary that was inserted in the story compared to when not using Rollbe doll media.[74]

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[73] Ni Wayan Widiasih, Sudirman, and G.A.P. Suprianti, 'Teaching English Vocabulary by Using Puppet to the Fourth Graders of SD Insan Mandiri Amlapura', *Jurnal Pendidikan Bahasa Inggris UNDIKSHA* 5, no. 2 (November 2017), https://doi.org/doi.org/10.23887/jpbi.v5i2.10959.

[74] Umi Uzlah and Dadan Suryana, 'Metode Bercerita Menggunakan Boneka Rollbe untuk Meningkatkan Kemampuan Bahasa Inggris Anak di TK Negeri Al Muawwanah' (Padang, Universitas Negeri Padang, 2021),

3. **The third previous study** was done by **Luluk Alawiyah and Rochyani Lestiyanawati, entitled** *"Wayang Sebagai Media Alternatif untuk Meningkatkan Speaking Skill Mahasiswa PAI"*

   This study aims to use puppets as the media for learning English for students, especially for teaching speaking. From the results of the pre-test and post-test, it can conclude that there are significant differences in the students' ability in speaking English by using puppets as a teaching media[75].

4. **The fourth previous study** was done by Sri Setyarini, entitled *"Puppet Show": Inovasi Metode Pengajaran Bahasa Inggris dalam Upaya Meningkatkan Kemampuan Berbicara Siswa SD"*.

   The purpose of this study was to determine puppet as a learning innovation that can improve students' speaking skills. The results showed that "Puppet show" is an innovative learning strategy, because of the increase in final exam scores students are active and enthusiastic in speaking in class, no longer feel afraid and embarrassed even though they are not optimal, and help students get to know new vocabulary and pronunciation through puppets. Which is interesting. Puppet also helps teachers introduce new vocabulary and pronunciation so that students are willing to practice speaking even though they are still under guidance.[76]

5. **The Fifth Previous Study** was done by Lenni Lubis, entitled *"Improving Vocabulary Mastery by Using Puppet Media at Grade VII Students of SMP Negeri 3 Batang Natal"*

   The purpose of this research was to examine the extent of the puppet whether it improves students' vocabulary at grade VII students of SMP Negeri 3 Batang Natal or not. It can be concluded that the mean score in the second cycle

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[75] Luluk Alawiyah and Rochyani Lestiyanawati, 'Wayang Sebagai Media Alternatif untuk Meningkatkan Speaking Skill Mahasiswa PAI', *PROSIDING Seminar Nasional Pendidikan Fisika FITK UNSIQ* 2, no. 1 (2020): 10.

[76] Sri Setyarini, '"Puppet Show": Inovasi Metode Pengajaran Bahasa Inggris dalam Upaya Meningkatkan Kemampuan Berbicara Siswa SD', *Jurnal Penelitian Pendidikan, FPBS UPI* 11, no. 1 (April 2010).

was higher than the 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 could improve students' vocabulary mastery at grade VII-A of SMP Negeri 3 Batang Natal.[77] The following table of differences and similarities of the research objectives with previous research:

Table 1.1 Different and similar of previous study

The previous study	Different	Similarity
The first	While the difference is the focus on using puppet media in improving English language skills.	The use of puppet media has a positive impact on increasing learning motivation and improving students' speaking automatically increases vocabulary mastery and writing skills so that it
The second	The difference in the use of learning media from this study is Rollbe dolls and the author uses paper puppet.	The both of which are almost the same, hand puppets and the subjects of this study are kindergarten students while the authors are elementary school students. While the equations improve English skills, especially increase vocabulary.

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[77] Lenni Lubis, 'Improving Vocabulary Mastery by Using Puppet Media at Grade VII Students of SMP Negeri 3 Batang Natal' (Padang Sidempuan, Sumatera Utara, IAIN Padangsidimpuan, 2020), http://etd.iain-padangsidimpuan.ac.id/2776/1/1520300080.pdf.

The third	The target of this research is the students of Islamic religious education and the author is targeting elementary school students.	Increase in speaking skills that of course should increase vocabulary first.
The fourth	This study uses puppet performances through storytelling and focuses on improving speaking skills.	The similarities are improving; speaking skills and increasing vocabulary as well as helping teachers introduce new words and pronounce them well.
The fifth	The subjects in this study were seventh grade students of SMPN 3 Batang Natal.	This study was used to determine the effectiveness of puppets on mastery of English vocabulary

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