

STUDENT'S PERSPECTIVE ON USING PUPPET TO TEACH VOCABULARY

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ABSTRACT

This research is motivated by the low interest and ability of elementary school students in mastering English vocabulary, which is often caused by monotonous learning methods. This study aims to determine the effectiveness of using hand puppet media in improving students' vocabulary mastery. The method used is a quantitative method with a pre-experimental approach through pre-test and post-test, and is equipped with qualitative data from teacher interviews and student questionnaires. The subjects of the study were fourth grade students of SD 1 Belsuk. The results showed an increase in the average score from 3.90 in the pre-test to 7.10 in the post-test, as well as positive responses from students and teachers to the use of hand puppet media. It can be concluded that hand puppet media is effective in improving English vocabulary mastery and creating a more enjoyable and interactive learning atmosphere.

Keywords: *Perspective, Puppet, Teach Vocabulary.*

A. INTRODUCTION

English is a foreign language that is important for students to master in the current era of globalization. (Sofyan, 2021) English has become a subject taught formally in schools and has a strategic role in the world of education, because it allows students to engage in international communication. English learning includes four main skills, namely listening, speaking, reading, and writing. (Al-Jiboury, 2024). To support mastery of these skills, students need to master basic aspects of language such as vocabulary, grammar, pronunciation, and spelling. (Hafiz Haqnawaz et al., 2024).

Vocabulary is the core of language learning because it is the basis for forming good and correct sentences. (Anderson, 2024). However, vocabulary mastery is still a challenge for many students, especially at the elementary school level. Difficulty in understanding the meaning of words, pronouncing words correctly, and lack of interest in learning are often obstacles in the teaching and learning process. (Nurjehan et al., 2024). Therefore, creative and fun learning strategies are needed to increase students' interest and ability in mastering English vocabulary.

One of the media that can be used to help learn vocabulary effectively and enjoyably is hand puppets. (Hesty Widiastuty et al., 2024). This media is considered interesting for early age students because it is visual and interactive. The use of hand puppets in learning can create a more lively, enjoyable learning atmosphere and make students more actively involved in the learning process. (Kawengian et al., 2024). In addition, hand puppets can also help students develop comprehensive language skills, including listening, speaking, reading, and writing.

The use of puppet media in learning English vocabulary is considered a simple but effective approach and can be applied directly in classroom learning, especially at the basic level. (Fitria & Farastiwi, 2021). In previous research, studies by Treasures & Burhan, (2022) showed that the use of puppets as visual aids in teaching vocabulary can increase students' memory by up to 70% compared to conventional methods. This shows that puppets not only function as teaching aids, but also facilitate students' emotional and interactive involvement in

the learning process. This finding is supported by research Brilliant & Sugirin, (2024) which revealed that students felt more confident and enthusiastic in mentioning and memorizing new vocabulary when learning was delivered with the help of puppets.

In addition, studies by The Last Airbender, (2023) reported that students showed significant improvement in understanding word meaning and pronunciation when puppet media was used consistently in vocabulary learning activities. Similar things were also shown in the study Mujahidah et al., (2021), who found that puppets provide visual and auditory stimuli that strengthen word and meaning associations in students' minds. The effectiveness of using these puppets is not only determined by their attractive visual form, but also by the two-way interaction aspect they create, which allows students to be more active, involved, and comfortable in the process of learning English. (Al-Dama & Rizal, 2020)

In SD 1 Belsuk, sixth grade students have difficulty in understanding the meaning of English vocabulary and show disinterest in learning because the learning process is less varied and not fun. Based on these conditions, the researcher views that the use of hand puppets as an alternative media can be an effective solution to improve students' vocabulary mastery and foster their interest in learning English.

This study focuses on exploring the perspective of using hand puppets in vocabulary learning and observing the effectiveness of this media in improving students' language skills.

B. RESEARCH METHODOLOGY

This study uses a quantitative approach with a quasi-experimental design in the form of a pre-test and post-test. The aim is to determine the effect of using hand puppet media in teaching English vocabulary. Before treatment, students were given a pre-test to measure their initial ability to remember vocabulary. After treatment with hand puppet media, students were given a post-test again to compare the results and assess the effectiveness of the method.

Researchers play a direct role in every stage of the research, starting from giving pre-tests, implementing treatment using hand puppet media, to giving post-tests. If the student's pre-test score is lower than the minimum criteria specified, then the treatment is continued; if it is high, then the researcher adjusts the material.

The data sources in this study came from student questionnaires, interviews with English teachers, and documentation at SD 1 Belsuk. The main data were taken from student test results, questionnaires, and interview results. Data collection was carried out by providing fill-in-the-blank questions in the form of stories. The test was divided into two, namely a pre-test before treatment and a post-test afterward. The aim was to see the increase in vocabulary skills after using hand puppet media. The data were analyzed using a comparative technique, namely comparing the pre-test and post-test scores to see any significant differences. The results of this analysis determine the effectiveness of using hand puppet media in vocabulary learning.

C. RESULTS AND DISCUSSION

The use of appropriate learning media is expected to improve students' understanding of vocabulary material. Therefore, this study uses a pre-test and a post-test as the basis for analysis. The results are presented in the following table:

Table 1. Students' Pretest and Posttest Results

No	Student Name	Pre-Test Score	Post-Test Score
1	Student A	4	7
2	Student B	5	8
3	Student C	3	6
4	Student D	4	7

No	Student Name	Pre-Test Score	Post-Test Score
5	Student E	5	8
6	Student F	4	7
7	Student G	3	7
8	Student H	4	8
9	Student I	4	6
10	Student J	3	7

Based on the results of descriptive analysis using SPSS, the following data was obtained:
Table 2. Descriptive Results of Students' Pretest and Posttest

Description		
	pre test	post test
N	10	10
Mean	3.90	7.10
Median	4.00	7.00
Standard deviation	0.738	0.738
Minimum	3	6
Maximum	5	8

In the pre-test stage, the number of participants was 10 students. The average value (mean) obtained by students was 3.90, with a median value of 4.00. The minimum value obtained by students was 3, while the maximum value was 5. Meanwhile, the standard deviation value was 0.738, which indicates that the distribution of student scores was relatively low and quite even around the average.

After being given treatment in the form of using hand puppet media in vocabulary learning, the second stage of testing was carried out, namely the post-test. The number of participants remained at 10 students. The average value (mean) increased to 7.10, with a median of 7.00. The minimum value obtained by students increased to 6, and the maximum value to 8, indicating an increase in students' overall abilities. The standard deviation remained at 0.738, which means that the distribution of data after treatment was still within consistent limits and there was no extreme variation.

Based on these results, there is a significant increase in the average value and range of student scores after the implementation of hand puppet-based learning media. This shows that the use of interesting and contextual visual media can help students understand and remember new vocabulary more effectively. (Wattimena, 2022).

This result is in line with Brown's (2001) opinion which states that "visual media can help vocabulary comprehension because it provides concrete stimuli that support students' thinking processes." Hand puppet media allows students to be actively and enjoyably involved in the learning process, so that the learning experience becomes more meaningful. In addition, this study also supports the view of Harmer (2007) who emphasizes the importance of visual and kinesthetic aids in creating a communicative and enjoyable learning environment, especially in language learning for children.

Thus, it can be concluded that the use of hand puppet media has a positive influence on improving the vocabulary skills of elementary school students, as shown by the significant difference in scores between the pre-test and post-test results.

Interviews were conducted to support quantitative data and deepen understanding of the impact of using hand puppet media. This interview was conducted with English teachers at SD 1 Belsuk with topics around teachers' views on the use of hand puppet media in vocabulary

learning. A summary of the interview results can be seen in the following table:

Table 3. Teacher Interview Results

No	Question	Answer (Summary)
1	What are the main challenges in teaching English vocabulary to elementary school students?	Students often have difficulty remembering new vocabulary because the method is too monotonous.
2	What media are usually used in vocabulary learning?	Usually just using pictures and a whiteboard.
3	How do you respond to the use of hand puppet media?	Very supportive because hand puppets are more interesting and interactive for students.
4	Does hand puppet media influence students' interest in learning?	Yes, students look more active and enthusiastic in learning vocabulary.
5	Are there any changes in student behavior after hand puppet media is applied?	Students become more confident in naming and using new vocabulary.

The results of interviews conducted with English teachers at SD 1 Belsuk provide important insights into the challenges and solutions in teaching English vocabulary at the elementary school level. When asked about the main challenges in teaching vocabulary, teachers stated that students often have difficulty remembering new vocabulary, which is caused by teaching methods that are too monotonous. This is in line with findings from Bengochea & Sembiante, (2024), who explains that repetition without variation or emotional engagement can make vocabulary learning less effective for children.

The teacher also revealed that the media usually used in vocabulary learning is limited to pictures and whiteboards. These conventional media are less able to attract students' attention in the long term. Responding to the use of hand puppet media, the teacher gave a very positive response. He stated that this media is more interesting and interactive, so that students are more involved in the learning process. This is reinforced by the opinion Nasution et al., (2023), which states that visual and kinesthetic learning media, such as puppets, can stimulate children's imagination and increase their active participation in class.

Furthermore, the teacher mentioned that hand puppets have a positive influence on students' learning interest. Students appear more active and enthusiastic when learning using this media takes place. This phenomenon is supported by constructivist learning theory, which emphasizes that active involvement of students in the learning process is very important to strengthen conceptual understanding and memory. (Chin et al., 2024). Not only does it increase interest, the use of hand puppets also brings positive changes in student behavior. They become more confident in mentioning and using new vocabulary in the context of learning.

Overall, the results of this interview show that the use of hand puppet media not only enriches vocabulary teaching methods, but also provides positive psychological impacts on students, such as increased self-confidence and learning motivation. This finding is in line with various previous studies, which state that fun and interactive learning media can increase the effectiveness of foreign language learning at an early age. (Fara et al., 2023). Thus, the use of hand puppets as a learning medium can be considered as a relevant and potential approach in improving the quality of English vocabulary learning in elementary schools.

To gain a deeper understanding of students' responses to the use of hand puppet media in vocabulary learning, the researcher distributed questionnaires to 10 students. This questionnaire consists of five statements, each of which is assessed using a Likert scale of 1–5, where a score of 1 indicates "Strongly Disagree" and a score of 5 indicates "Strongly Agree". The following are the complete results of students' responses to each statement:

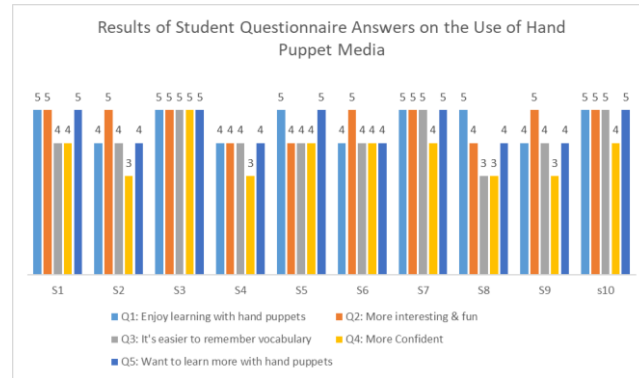


Figure 1. Graph of student questionnaire results

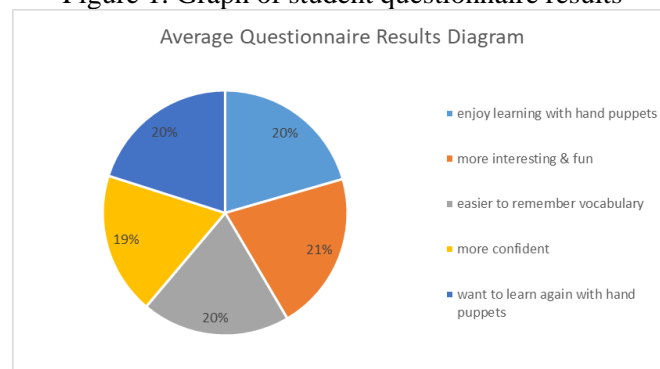


Figure 2. Average Questionnaire Results Diagram

Based on the results of the questionnaire distributed to students of SD 1 Belsuk, it can be seen that students' responses to the use of hand puppet media in vocabulary learning are very positive. In the first statement, namely "I enjoy learning vocabulary with hand puppet media," the average score obtained was 4.6. This shows that most students are happy with the learning method used. This is in line with the opinion of Kusumawati (2019) who stated that visual media such as hand puppets can increase students' interest in learning because they present more lively and enjoyable learning.

Next, in the second statement, "Hand puppets make lessons more interesting and fun," the average score obtained was 4.7. This is the highest score of all statements, indicating that students feel that learning is more fun with the help of this media. This finding is supported by research Afidah et al., (2024) which states that puppet media can create a more interactive and non-monotonous learning atmosphere, especially in language teaching.

For the third statement, "I find it easier to remember vocabulary taught using hand puppets," students gave an average score of 4.4. This shows that the use of hand puppets is not only visually appealing, but also helps to strengthen students' memory of the vocabulary learned. This is supported by the views of Alhazmi, (2024) which confirms that concrete and visual learning media can increase information retention in the long term.

The fourth statement, "I become more confident when learning vocabulary in this way," obtained an average score of 4.2. Although it is the lowest score in the questionnaire, this result still shows that the hand puppet method contributes to increasing students' self-confidence. Self-confidence is an important aspect in language learning, as explained by Roniel Sanchez Fortuna, (2025) that students' positive attitudes and self-confidence greatly influence success in acquiring a second language.

Finally, on the fifth statement, "I want to learn English again with hand puppet media," students gave an average score of 4.5. This indicates enthusiasm and motivation to learn further with the same media. In a study conducted by Bunari et al., (2024), it is stated that the success of learning media does not only lie in academic results, but also in increasing

motivation and the sustainability of students' interest in learning.

Overall, the results of this questionnaire strengthen that the use of hand puppet media is not only effective in improving vocabulary comprehension, but also has a positive impact on students' motivation, enjoyment of learning, and self-confidence in learning English.

Based on the results of the pre-test and post-test, teacher interviews, and student questionnaire analysis, it can be concluded that the use of hand puppet media has a positive and significant impact on learning English vocabulary at the elementary school level. Quantitative data shows an increase in the average student score from 3.90 in the pre-test to 7.10 in the post-test, with a consistent distribution of data. This indicates that students experienced an even increase in ability after the application of hand puppet media.

Qualitatively, interviews with English teachers showed that the use of hand puppets overcomes the main challenges in vocabulary learning, namely the lack of student retention and interest due to monotonous teaching methods. Teachers observed that students became more enthusiastic, active, and confident in using new vocabulary when learning used this media. This finding is in line with the view Snefjella et al., (2020) which states that vocabulary learning that is contextual and involves students' emotions will be more effective, as well as Berti et al., (2023) which emphasizes the importance of active student involvement in the learning process.

The results of the student questionnaire further strengthen this conclusion. The five main indicators of learning pleasure, interest in the lesson, ease of remembering, increased self-confidence, and desire to re-learn with the same media all obtained high average scores, ranging from 4.2 to 4.7. This shows that students not only feel helped cognitively, but also experience improvements in affective and motivational aspects.

Thus, the use of hand puppets in vocabulary learning can be considered as an innovative strategy that not only improves students' learning outcomes but also creates a more enjoyable and immersive learning experience. This approach is very relevant to be applied in the context of elementary education, especially in foreign language learning that requires emotional involvement, concrete visualization, and active interaction. (Kamenić, 2021).

D. CONCLUSIONS

Based on the results of the pre-test and post-test, teacher interviews, and student questionnaires, it can be concluded that the use of hand puppet media has a significant positive impact on learning English vocabulary at the elementary school level. This media has been proven to increase students' average grades, build interest and confidence in learning, and create a more active and enjoyable classroom atmosphere. Thus, hand puppets are an effective learning strategy and are worth implementing to improve students' vocabulary mastery.

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