IMPROVING THE FIRST SEMESTER STUDENTS VOCABULARY MASTERY
BY USING VENTRILOQUISM TECHNIQUE

Raditya Adipramono

Islamic University of Indonesia

Abstract

The objectives of this research are to find out whether teaching vocabulary by using ventriloquism as a teaching aid is effective, how this technique can improve students' vocabulary, and whether there is any significant difference between students taught before the treatment and after the treatment.

This research is an action research. The respondents of the research were selected randomly. The respondents are 45 students of the first semester of English Department Faculty of Letters Ahmad Dahlan University in Academic Year 2011/2012. The research instrument used by the researcher was the test and questionnaire. The data in the research are mainly gathered through the use of pre-test and post-test. After the data were collected, the researcher analyzed them. The researcher used questionnaire to see the students' response to this method when it was applied in teaching and learning process. The questionnaire was used to support the primary data from the teaching learning activities and the test.

The finding of the research shows that there is a significant difference between teaching vocabulary before using ventriloquism and after using ventriloquism. Before the treatment, the mean is 59.35, the standard deviation is 6.47. After the treatment, the mean is 74.77, while the standard deviation is 15.99. It means that there is a significant difference in teaching vocabulary before using ventriloquism and after using ventriloquism.

Keywords: vocabulary, university students, ventriloquism, puppet, action research..

INTRODUCTION

Language is a means of communication. People can communicate with each other by using language. It brings idea, opinions, thoughts, and feelings. English is the first foreign language in Indonesia which is important to transfer and

gain knowledge, science and technology, art and culture, and establish international relationship.

In any language, including English, there are four skills: listening, speaking, reading, and writing. However, the basic of those four skills is word. It is known that a sentence contains words. In English learning, it is learned as vocabulary.

Since there are many problems involved in teaching vocabulary, limitation of the problem is needed in this study in order that it has a distinct focus. This research only focuses on teaching vocabulary to university students in the first year of English Department Faculty of Letter of Ahmad Dahlan University in the academic year of 2011/2012 by using of ventriloquism as a medium.

LITERATURE REVIEW

There are two kinds of English language teaching; teaching English as a second Language (TESL) and teaching English as a foreign language (TEFL). Based on the context of teaching, teaching English as a foreign language and teaching English as a second language have different context. As a second language, the target language –English- is readily available; for example teaching English in the United States or Australia. Besides, as a foreign language, the target language is not available in the students' daily language; for example teaching English in Indonesia. Teaching English as a foreign language (TEFL) refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system, or privately, e.g., in an after-hours language school or with a tutor. TEFL teachers may be native or non-native speakers of English. (Brown, 2001: 116)

The definition of vocabulary which is explained by Nunan (1999: 101) is more than list of target language words. As a part of language system, vocabulary is intimately interrelated with grammar. In fact, it is possible to divide the lexical system of most languages into grammatically words, such as prepositions, articles, adverbs, etc. The grammatical vocabulary also manifests itself in words morphology, that is the grammatical particles that we attach to the beginning and ends of words in order to form new words.

To help the learners in learning foreign language, Slattery (2003: 4) suggess some ways to teach them to:

1.   make learning English enjoyable and fun,

2.   do not worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part,

3.   use a lot of gestures, action, pictures to demonstrate what you mean,

4.   talk a lot to them use English, especially about things they can see,

5.   play game, sing a song, and say rhymes and chants together,

6.   tell simple stories in English, using pictures and acting with different voices,

7.   do not worry when they use their mother tongue. A teacher can answer a mother tongue question in English and sometimes recast in English what they say in their mother tongue,

8.   consistently recycle new language but do not be afraid to add new things or to use words they will not to know,

9.   plan lesson with varied activities, some quite, some noisy, some sitting, some standing and moving.

There are many problems that are difficult to solve in teaching vocabulary. As stated by Thornbury (2002: 27-28), there are general problems which are faced in teaching vocabulary. Factors that make some teaching vocabularies more difficult are:

1.   Pronunciation

Research shows that words that are difficult to pronounce are more difficult to learn. Potentially difficult words will typically be those that contain sounds that are unfamiliar to some group[s of learners – such as *regular* and *lorry* for Japanese speakers. Many learners find that words with clusters of consonants, such as *strength* or *breakfast*, are also problematic.

2.   Spelling

Sound-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic. Words that contain silent letters are particularly problematic: *foreign, listen, honest, muscle, know, knight, etc.*

3.   Length and complexity

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favoring their "learnability". Also, variable stress in polysyllabic words – such as in

word families like necessary, necessity and necessarily – can add to their difficulty.

4. Grammar

The grammar which is associated with word, especially if this differs from that of its L1 equivalent. Spanish learners of English, for example, tend to assume that explain follows the same pattern as both Spanish explicar and English tell, and say he explained me the lesson. Remembering whether a verb like enjoy, love m or hope is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty. And the grammar of phrasal verbs is particularly troublesome: some phrasal verbs are separable (she looked the word up) but others are not (she looked after the children).

5. Meaning

When two words overlap in meaning, learners are likely to confuse them. Make and do are a case in point; you make breakfast and make an appointment, but you do the housework and do a questionnaire. Words with multiple meanings, such as since and still, can also be troublesome for learners. Having learned one meaning of the word, they may be reluctant to accept a second, totally different meaning. Unfamiliar concepts may make a word difficult to learn. Thus, culture-specific items such as words and expressions associated with the game cricket (a sticky wicket, a hat trick, a good innings) will seem fairly opaque to most learners and are unlikely to be easily learned.

6. Range, connotation and idiomaticity.

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus put is a very wide-ranging verb, compared to impose, place, position, etc. likewise, thin is a safer bet than skinny, slim, slender. Words that have style constraints, such as very informal words may cause problems. Finally, words or expressions that are idiomatic (like make up your mind, keep an eye on…) will generally be more difficult than words whose meaning is transparent (decide, watch). It is their idiomaticity, as well as their syntactic complexity, that makes phrasal verbs so difficult.

Because teaching vocabulary is clearly more than just presenting new words, it means that the teacher should know the student's characteristic when the teacher teaches vocabulary to the students. It is important because the teacher can choose suitable methods or techniques which can make students enjoy and active in learning vocabulary in the classroom. By using the suitable method, a teacher

can enable students to increase the students' vocabulary mastery and their English ability in general (Harmer, 1991: 159).

Marijoen (1993: 17) argues that ventriloquism is formed by two words, ventry and loque which are meant stomach and speak. Ventriloquism is to say the words one way, so the sound that comes from the speakers as if coming from another source (stomach). The deeper explanation of ventriloquism is speak, sing, throw out the voice without moving lips, trying to make the sounds comes from other distant place. In this case, a ventriloquist usually uses a puppet as a visual distraction of the voice source which makes the puppet seems alive and be able to talk. Besides, ventriloquism is an act of stagecraft in which a person (a ventriloquist) manipulates his or her voice so that it appears that the voice is coming from elsewhere, usually a puppeteer "dummy".

METHOD OF STUDY

To conduct the research, the researcher attempted to use a classroom action research to improve vocabulary mastery of the first semester university students. Action research is conducted by people who want to do something to improve their own situation (Sagor, 1983: 7).

In conducting the classroom action research, there are some activities in teaching and learning process in the classroom which are designed by the researcher as follows:

1.   The researcher performed the puppet to the students. At the beginning, the researcher introduced the name of the puppets to the students. While performing the puppets, the researcher showed some slides which were contained of some explanation about the material.

2.   The puppet and the researcher explained about the materials given to the students. The puppet and the researcher performed a conversation which was related to the material. The aim was to give the time for the students to enjoy the lesson by watching the entertaining conversation.

3.   After that, the researcher asked the students some questions related to the materials given.

4.   At the end of the lesson, the researcher gave the students short test. This activity was to check students' understanding about this course.

5.   After the class had dismissed, the researcher tried to reflect the problems which had been solved. Besides that, the researcher identified new problems found to be solved in the next meeting.

According to Kemmis and McTaggart (1988) in Burns (2010: 8), who are major authors in this field, AR typically involves four broad phases in a cycle of research. The first cycle may become a continuing, or iterative, spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.

1.　Planning

In this phase, the researcher identifies a problem or issue and develops a plan of action in order to bring about improvements in a specific area of the research context. This is a forward-looking phase where the researcher considers:

　　a.　what kind of investigation is possible within the realities and constraints of your teaching situation; and

　　b.　what potential improvements that the researcher thinks are possible.

2.　Acting

The plan is a carefully considered one which involves some deliberate interventions into the teaching situation that the researcher put into action over an agreed period of time. The interventions are 'critically informed' as the question of the researcher's assumptions about the current situation and plan new and alternative ways of doing things.
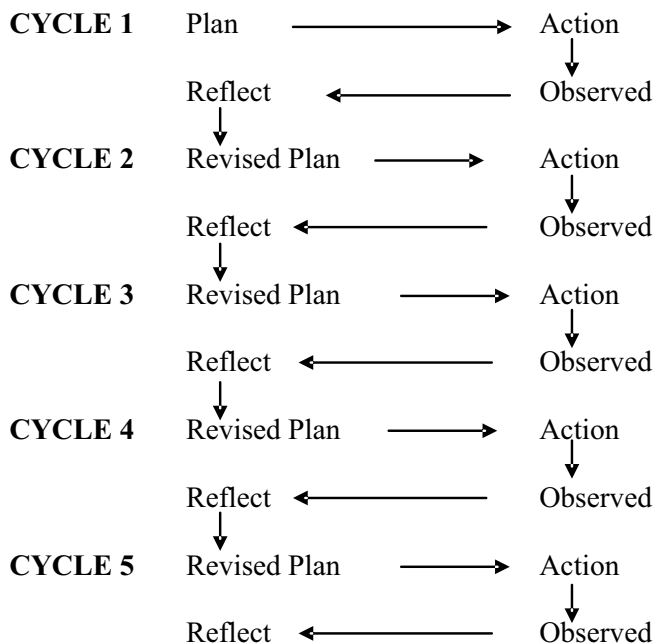
3.　Observing

This phase involves the researcher in observing systematically in the effects of the action and documenting the context, actions and opinions of those involved. It is a data collection phase where the researcher use 'open-eyed' and 'open-minded' tools to collect information about what is happening.

4.　Reflecting

At this point, the researcher reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue that the researcher have explored more clearly. The researcher may decide to do further cycles of AR to improve the situation even more, or to share the 'story' of the research with others as part of the ongoing professional development.

This model of AR has often been illustrated through the diagram as follows:

CYCLE 1 Plan ⟶ Action

Reflect ⟵ Observed

CYCLE 2 Revised Plan ⟶ Action

Reflect ⟵ Observed

CYCLE 3 Revised Plan ⟶ Action

Reflect ⟵ Observed

CYCLE 4 Revised Plan ⟶ Action

Reflect ⟵ Observed

CYCLE 5 Revised Plan ⟶ Action

Reflect ⟵ Observed

If the result of the first cycle fails, there is no any significant improvement in the result of research. The researcher is able to renew its method by doing the second, third, and so on, to get the better result till the researcher gets the satisfied one.

This research will be held in the first semester of Vocabulary course of English Letters study program, Ahmad Dahlan University Yogyakarta. It is located on Jl Pramuka no 42, Sidikan, Yogyakarta. There is one class, which was taken as the researcher's classroom action research. It consists of 45 students. The data will be collected once a week with ninety minutes of duration in each session. This research will be carried out in the first semester of the academic year 2011/2012, and it will be started on September 2011.

To collect the data in this research, the researcher used the pre-test and post-test, and questionnaire. The aims of using pre and post test are to know the students' responses during the activities and to see their abilities in mastering the vocabulary and their progress. Moreover, test can be used to test one's proficiency.

This research consisted of seven meeting. The first and the last meeting were for pre-test and post-test, and the five meetings were for treatment. Here is the

schedule of the treatment:

Meetings	Time	Topic
1st meeting	September 20th, 2011	Pre-test
2nd meeting	September 27th, 2011	Pre-test Word Family (Derivational and Inflectional Affixes) Post-test
3rd meeting	October 4th, 2011	Pre-test Word Formation – Compounding Post-test
4th meeting	October 11th, 2011.	Pre-test Word Formation - Blending. Post-test
5th meeting	October 18th, 2011	Pre-test Word Formation – Clipping. Post-test
6th meeting	October 25th, 2011.	Pre-test Word Formation – Conversion. Post-test
7th meting	November 10th, 2011	Post-test

The research instruments used by the researcher were tests, and questionnaire.

1. **Tests**

The researcher used test in his research as the instrument for collecting data. The tests were pre-test and post-test. The purpose of giving a pre-test was to know the students' ability in mastering English vocabularies before conducting this study. There were 20 true-false questions to be tested. The researcher had to change the words if the results of the pre-test were the same or higher than the criterion that have been confirmed by Department of Education and culture. The researcher started to treat the students by using a puppet as vocabulary instruments.

2. **Questionnaire**

The last technique in collecting data is the use of questionnaire. The purpose was to gather information from the students, after being taught by using a puppet. It was also used to see the students' positive response to this method when it was applied in teaching and learning process. It was used to support the primary data from the teaching learning activities and the test.

Mettetal (2003) explains that the Classroom Action Research (CAR) process includes seven manageable steps. Instructors may complete small projects

within a single semester, while projects more ambitious in scope might require planning ahead or collecting data over several semesters.

Step 1: Identify a question. A good question has three major qualities. *Step 2: Review the literature*. The researcher needs background information on the question, but a brief review of secondary sources was adequate for these purposes. *Step 3: Plan a research strategy*. There was no single best strategy for data collection. *Step 4: Collect data*. This data could be quantitative (e.g. test scores, grades, survey results) or qualitative (e.g. dialogue from focus groups or class discussions). *Step 5: Analyze data.* The goal of data analysis was to look for patterns. Did the teaching strategy result in better student performance on exams compared to their pre-tests or to another group of students? Were their comments in class more in-depth? A simple grouping of comments by themes or a table of average test scores would reveal any major trends in the data. *Step 6: Take action based on results*. The research findings should inform the teaching decisions. *Step 7: Share the findings*. Teaching could be a solitary activity, with successes and failures rarely acknowledged to others.

This study uses a method of quantitative to process the data. Then the researcher compared them in order to know the result of this study, whether or not, the increase the students' result happened in this study. According to Hatch and Farhadi (1982: 53) the formulation of mean and standard deviation are as follows:

1.   The mean formula

The mean is the most commonly used measure of central tendency because it takes all scores into account. The formula for obtaining the mean is:

2.   The standard deviation formula

$$X = \frac{\Sigma X}{N}$$

Where:
X = mean
ΣX = total number of score
N = number of sample

The most frequently used measure of variability is the standard deviation. It is "standard in the sense that it looks at the average variability of all the scores around the mean". It means that the larger the standard deviation, the more variability from the central point in the distribution. The smaller the standard deviation, the closer the distribution is to the central point.

The formula can be drawn as follows:

3.   Categorization

$$SD = \sqrt{\frac{\Sigma X^2 - \frac{(\Sigma X)^2}{N}}{N-1}}$$

Where:
SD = standard deviation
ΣX^2 = sum of the squared score
N = number of sample

To find the criteria of the students ability in improving vocabulary, the researcher used:

RESEARCH FINDINGS AND DISCUSSION

No	Scale Number	Category
1	X > M + 1.5 SD	Very Good
2	M + 0.5 SD < X < M + 1.5 SD	Good
3	M − 0.5 SD < X < M + 0.5 SD	Fair
4	M - 1.5 SD < X < M − 0.5 SD	Poor
5	M − 1.5 SD < X	Very Poor

Where:
X   = the score obtained
        by the student
SD = Standard deviation

This chapter presents the steps of the research, the analysis of pre-test, the steps of the action, and the analysis of the post-test and the questionnaire.

1.   The Pre Test

Before the teaching and learning were taken, the researcher started the research by giving pre test to the students. The pre test was administered on September 20th, 2011 and was attended by 45 students. The pre test was about ninety minutes. Each student was asked about 50 numbers of true or false questions. The result can be seen in table 4.1:

Table 4.1

Data Description	The Score of Pre test
N participants	45
Mean	59.35
Standard deviation	6.47

The table above showed that the mean score was 59.35 and the standard deviation was 6.47.

1. **The Steps of the Treatment**

   a. *The First Cycle*

   The first activity was conducted on **September 27ᵗʰ, 2011**. It was attended by 45 students. Before the activity was started, the researcher took several minutes to arrange the students to sit on the chairs that had been rearranged before.

   The researcher began to start the lesson about *Word Family (Derivational Affixes and Inflectional Affixes).* The researcher performed the puppet to the students using the character of a little girl puppet which named *Lola*.

   The result of the students' achievement in the first activity can be seen in the table 4-2:

   Table 4-2

Data Description	The Score of Pre test
N participants	45
Mean	75.11
Standard deviation	11.25

   It seemed that there were some students who were still difficult to understand what the puppet said. It could be caused by there were too few interaction between the puppet and the students. The students seemed amazed, however they could not caught the idea of the materials given.

   b. The Second Cycle

   The second activity was conducted on October 4th, 2011. It was attended by 42 students. There were several students who were absent. At the beginning the activity, the writer took 10 minutes to review the previous material given in order to refresh their mind. The meeting in this activity was nearly the same as the first meeting, but the topic was about Word Formation (Compounding).

   The result of the students' achievement in the second activity can be seen in the following table:

   Table 4-3

Data Description	The Score of Pre test
N participants	42
Mean	82.61
Standard deviation	15.31

The table above showed that there were improvement that is reflected in the mean score (82.61) and the standard deviation (15.31).

Before the session was closed, the writer gave them some questions based on the materials orally. Some of them answered the question correctly. However there were some students who were still confused to apply the words about word formation (compounding) in ordinary sentence. Besides, most of them did not know the meaning of the words in the questions, so it was difficult for them to answer the right words because they only knew few words. Therefore, the researcher were going to give more example of words formation in the next meeting in order to make the students understood the application of the new words which were formed by certain kind of words formation in the next meeting.

c. *The Third Cycle*

The third activity was conducted on October 11th, 2011. It was attended by 42 students because there were three students who were absent. At the beginning the activity, the writer took 10 minutes to review the previous vocabularies given in order to refresh their mind. The meeting in this activity was nearly the same as the previous activities, but the topic was about *Word Formation - Blending*.

The researcher performed ventriloquism with the puppet's character of Lola. The researcher and the puppet explained the material which was prepared before. The researcher used the puppet to make some interaction to the students by asking some questions related to the materials given. Sometimes the puppet made a humorous expression for the students to make the atmosphere of the classroom in a joyful situation.

The writer gave a post test for the students. The result of the students' achievement in the third activity can be seen in the following table:

Table 4-4

Data Description	The Score of Pre test
N participants	42
Mean	80.2
Standard deviation	11.9

There was a slight decreasing in the result of the students' achievement in the third activity. The mean (80.2) and the standard deviation (11.9) had

decreased if it was compared to the previous meeting. The researcher felt that the atmosphere of the class was a little boring. It might be caused by the performance of the puppet was too monotone. The researcher was going to change the puppet using the other puppet's character named Joni for the next meeting.

d.   The Fourth Cycle

The fourth activity was conducted on October 18th, 2011. It was attended by 41 students because there were four students who were absent. At the beginning the activity, the writer took 10 minutes to review the previous materials given about Word Formation – Blending in order to refresh their mind. The meeting in this activity was nearly the same as the previous activities; however the topic was about Word Formation – Clipping.

After the performance of ventriloquism in the class, the researcher asked the students to make some example of the clipped word using their own word. Sometimes the researcher used the puppet to communicate to the students in order to make the atmosphere in the class became more excited.

The activity was continued by giving a post test for the students. The result of the students' achievement in the fourth activity can be seen in the following table:

Table 4-5

Data Description	The Score of Pre test
N participants	41
Mean	84.22
Standard deviation	20.08

The table above showed that the mean score was 84.22 and the standard deviation was 28.08. Before the session was closed, the writer gave them some questions based on the materials orally. Most of them answered the question correctly. It can be seen from the result of the students' achievement which showed a slight increasing of the mean (84.22) and the standard deviation (20.08) if it was compared with the result of the students' achievement in the previous meeting.

e.   The Fifth Cycle

The fifth activity was conducted on October 25th, 2011. It was attended by 43 students because there were two students who were absent. At the

beginning of the activity, the researcher took 10 minutes to review the previous materials given about in order to refresh the students' mind. The topic in this activity was about Word Formation – Conversion.

After the performance of ventriloquism in the class, the researcher asked the students to make some example of the conversed words using their own word. Sometimes the researcher used the puppet to communicate to the students in order to make the atmosphere in the class became more excited.

The activity was continued by giving a post test for the students. The result of the students' achievement in the fifth activity can be seen in the following table:

Table 4-6

Data Description	The Score of Pre test
N participants	43
Mean	89.33
Standard deviation	21.88

The table above showed that the mean score was 89.33 and the standard deviation was 21.88.

Before the session was closed, the writer gave them some questions based on the materials orally. Most of them answered the question correctly. After all of the cycles of the treatments had been done, the researcher felt satisfied with the result of the students' achievement in the fifth meeting or in this research was the last cycle. There was a significant rising score of the result of the students' achievement. It can be seen the mean (89.33) and the standard deviation (21.88) were higher than the previous meeting.

3. The Post-Test

Finally, the last activities were post-test. It was conducted on Thursday, November 10th, 2011. Before giving a post-test, the writer reviewed again all the materials given during the activities before. It took 15 minutes to repeat. Then, the researcher gave 50 questions post-test. The researcher provided 75 minutes for the students to do this post-test. The test items were similar to the test items in the pre-test. The result can be seen in the following table:

Table 4-7

Data Description	The Score of Post test
N participants	45
Mean	74.77
Standard deviation	15.99

The table above showed that the mean score was 74.77 and the standard deviation was 15.99.

The score was higher than the pre-test that the mean was only 59.35%. From this fact the writer concluded that the students' achievement was improved. The comparison between the pre test and the post test can be seen in the table below:

Table 4-8

Data Description	The Score of Pre test	The Score of Post test
N participants	45	4
Mean	59.35	74.77
Standard deviation	6.47	15.99

3. Analysis of Questionnaire's Result

The researcher needed to use a questionnaire to support the primary data. The researcher distributed the questionnaire on Thursday, November 10th, 2011 after the post-test. It was attended by 45 students. The researcher gave 5 items to be answered. The task of the students was just to answer with "yes" or "no".

Question number 1 asked about the students' opinion whether the students were interested to learn with a puppet given or not. There were 34 (73.92%) students saying "yes" and only 11 (26.08%) students saying "no". Based on the answer of the question number 1, it was clear that the majority of the students were interested in the use of the puppet.

Item number 2 asked about whether the puppets given help the students in learning vocabulary or not. The whole students answered "yes" (100%). It was surprising that the puppet was interesting to the students.

Item number 3 asked about whether there was different result of the vocabulary mastery both before and after the puppet was given. There were 42 (91.31%) students saying "yes" and only 3 (8.69%) students saying

"no". Based on the answer of the question number 3, it was clear that the majority of the students took benefit of a puppet. Besides, it proves that the puppet could improve the vocabulary mastery.

Item number 4 concerned with the question whether the vocabularies that the students often used were needed in their daily lives or not. There were 30 (65.22%) students saying "yes" and 15 (34.78%) students saying "no". It was clear that vocabularies in the topic offered in this action are needed in their daily lives.

Item number 5 tried to seek the opinion of the students whether or not the program that had been conducted should be given continuously. There were 35 (76.08%) students saying "yes" and 10 (23.91%) students saying "no". It was obvious that the majority of the students expected the program to be given regularly.

CONCLUSIONS

Based on the data analysis in the previous chapter, the writer concluded that the students' mastery of vocabularies had improved after the puppets were performed by using ventriloquism technique. The result of the students' achievement in each cycle can be seen in the table below:

Activities	Mean	Standard Deviation
1st cycle	75.11	11.25
2nd cycle	82.61	15.31
3rd cycle	80.2	11.9
4th cycle	84.22	20.08
5th cycle	89.33	21.88

Based on the table above, there was a slight decreasing in the result of the students' achievement in the third activity. The mean and the standard deviation had decreased if it was compared to the previous meeting. The researcher felt that the atmosphere of the class was a little boring. It might be caused by the performance of the puppet was too monotone. Thus, the variations of the puppets character might needed to break the students' boredom.

Based on the pre-test and the post-test analysis in the previous chapter, the researcher concluded that the students' mastery of vocabularies had improved after the puppets were performed. The result can be seen in the following table:

Table 4-9

Data Description	The Score of Pre test	The Score of Post test
N participants	45	45
Mean	59.35	74.77
Standard deviation	6.47	15.99

Based on the data of the table above, the researcher concluded that the students' achievement was improved. It was supported by the significant different mean result of the pre-test that was lower (59.35%) than post-test (74.77%). Moreover, the standard deviation of the pre-test was lower (6.47) than post-test (15.99).

The last technique in collecting data was the use of questionnaire. The researcher gave 5 items to be answered. The task of the students was just to answer with "yes" or "no". Based on the questionnaire, most of the students said that use of a puppet could help them in mastering vocabulary. Moreover, the puppet could increase the students' motivation in learning English. Therefore, it answered the problem of the study whether the puppet was so effective and also it motivated learners to learn English vocabulary.

The result of the questionnaire can be seen in table 4-10:

Table 4-10

Item number	"Yes" answer	"No" answer
1	33 students (73.92%)	11 students (26.08%)
2	45 students (100%)	0 student (0%)
3	41 students (91.31%)	3 students (8.69%)
4	29 students (65.22%)	15 students (34.78%)
5	35 students (76.08%)	10 students (23.91%)

Based on the result of the questionnaire, it can be concluded that:

1. The students were very interested in the puppet which was given by the teacher.
2. The puppets had some advantages. It can help the students in mastering vocabulary and it can be used to increase their motivation.

3.   There was different result of the vocabulary mastery before and after the use of puppet.

4.   The vocabularies in the topic offered in this action are needed in their daily lives.

5.   The students thought that the program was necessary for them and should be given continually.

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