

PUPPET PICTURES AS STORYTELLING MEDIA TO TEACH ENGLISH VOCABULARY FOR YOUNG LEARNERS

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ABSTRACT

English foreign learners are diverse in age, level, and grade. These different characteristics become essential in the field of teaching and learning. It is effective for reference in choosing the applicable media or techniques for teaching and learning. Here, this study concerns describe the relevant media to teach vocabulary to young learners, exclusively where the first language (L1) of the plurality of the learners are not Native-English. Due to young learners learn English as a foreign at the beginner level, the learning strategies and teaching media which are given by teachers should be appropriate with them. Teachers have to develop their ideas in electing suitable media to teach young learners. Then, this paper, based on reviews of literature, explores the use of Puppet Pictures as storytelling media to teach young learners. Puppet Pictures is one of the interactive media which can persuade young learners to attend with the learning. The result indicates that the Puppet picture is able to allow the learners' attention to the lesson. It can be played through a story. It helps young learners understand the new vocabularies by seeing the real objects and acquiring the learning process.

Keywords: young learners; foreign language learners; teaching vocabulary to young learners; learning media; puppet pictures

INTRODUCTION

There are the distinction between to teach a language to young learners and adults learners. Young learners are more enthusiastic than adult. They want to pleased the teacher rather than their peer group. Perhaps, they will avoid to the class when they can not understand with the lesson. Young learners do not find the obvious thing in learning grammar language, they are quite to say that it is difficult learn. Some experts have stated the developmental psychology to the young learners in learning language. Begin, Piaget says the child as active learners. Young learners are active to learn the objects around them. The environment is the key to solve their problem in learning language. Whereas,

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Vigostly says that child as social, he purposes that the child language learning is advanced through social interaction and experiences based on the context.

Moon (2000) states that children are learning English is identically similar to when they speak English as their first language. They acquire the basic grammar system needed for everyday communication. Children are learning English as a foreign language also probably errors which can be seen as a sign active learning. These errors give the evidence that both first and second language children are not just imitating what they hear. But there is one pivotal difference between children learning their first language and children learning a second language at school. Indeed, second language children have already learned one language, so they bring with them to the language classroom with a great deal of experience of language, of life and many other natural abilities which assist them to learn English.

Before talking about how to teach young learners or children, it is necessary to understand the children's development and interest in learning English. It helps the teacher in developing the learning media to teach young learners. According to Moon (2000) there are many ways to learn about children's development and interest. A proper way to begin is discovering children both in and out of the classroom. As the teacher, they can figure out the children characteristics when they are having interaction with their peers, other teachers, and their parents. By analyzing their interaction, teacher is able to look at their development from an emotional and social perspective. The types of conversation that children have can also shed light into their cognitive development. Looking at children and the ways they interact with their peer groups both in and out of the classroom can be very informative. It useful to observe whether children are part of the in-group or whether they are shunned when members of teams are chosen or when children asked to work with others in pairs or groups.

After the teacher has been known the learners' development and interest, teacher can continue to make an input meaningful to learners. Based on Linse (2006) the critical thing for the teacher is how to present use of language that the learners understand. Krashen in Linse (2006) says that the comprehensible input is understandable for learners. It allows the learner's language level. In addition, it is also important for the

teacher to provide young learners with different types of input. Linse (2006) suggests that as the teacher, they can make input comprehensible with the following ways such as: set the stage or provide context, build schema by relating a new topic to the learners' prior knowledge, provide a variety of input such as visual, auditory, and tactile input, make the classroom language rich, the model of instruction should be understandable, and use language (speaking) while performing (showing expressions with gestures).

Linse (2006) assumes that there are five parts on how teaching young learners such as teaching listening to young learners, teaching speaking to young learners, teaching reading to young learners, teaching writing, and teaching vocabulary. The teaching strategies which are written by Linse (2006), teacher can develop the appropriate teaching strategies to teach young learners.

The definition of media is from Gerlach & Ely in Arsyad (2011) says that mostly a media involves human, physical (materials), or something what happen which is influenced by the learners to have a knowledge and competence when they are seeing them (media). The reason for using the media is due to media is the most important thing on the teaching and learning process. Moreover, Hamalik in Arsyad (2011) says that the using of media can develop the learners' motivation and interest with the lesson. There are many kinds of media, such as human as media, visual media, audio-visual media, and soon.

This study concerned to describe the Puppet Pictures as effective story telling media to teach English Vocabulary for young learners. It is the kind of visual media. Visual media presents like a pictures, diagram, maps, or chart. Furthermore, the puppet pictures becomes the visual media to give young learners' understanding about the object that is observed. The visual media also encourage young learners to have a connection and great memorization to the lesson or to what aspects they have learnt.

METHODOLOGY

This study introduces the use of Puppet Pictures as an effective story telling media to teach English vocabulary for young learners and this study also shows the result of the literature reviews which were conducted by the research question, “how the use of puppet pictures as story telling media to teach English for young learners?.”

Literature Review refers to the explanation from relevant literatures that suit to the certain topics or fields. It provides an overview of what has been described, in which becomes the hypothesis, and the appropriate methodologies. It is commonly a report of the prior research (Emerald Group Publishing, n.d.) in Ramdhani, Ramdhani & Amin (2014). This study used some related literatures to describe the use of puppet pictures as an effective story telling media to teach English vocabulary for young learners.

Literature reviews consider as an objective and comprehensive summary, critical analysis of related both convenient research and non-research literature which argue with the topic (Hart & Cronin, et al in Ramdhani, Ramdhani & Amin, 2014). The literatures are gained from some previous researches (e.g. journal and proceedings) and literatures from some books.

The writer has criteria to decide the literature. It is adapted from Krögera & Nupponen (2018). The criteria is described in the Table 1. Below:

Table 1. Criteria of The Literatures

Criterion Type	Inclusion Criteria
Topic	Literatures are obliged to relate the study’s research question: how the use of puppet pictures as story telling media to teach English vocabulary for young learners.
Recency	Articles (not books) should have been published between 2000 and 2017.
Age-range	Literatures should relate to young learners.
Research base	Articles can be both empirical research (either qualitative or quantitative).
Books	Concern to the related topic.

RESULT AND DISCUSSION

Children Learning Language

Children are learning English commonly similar to when they acquire the first language. They will have acquired the basic grammar system needed for everyday communication, though there will be some more complex aspects of grammar, e.g. sentences, connectors, which will only finally acquire in their teens. Children learning English as a foreign language also make errors which can be seen as a sign active learning. These errors give us evidence that both first and second language children are not just imitating what they hear. But there is one important difference between children learning their first language and children learning a second language at school: second language children have already learned one language. So they bring with them to the language classroom a great deal of experience of language, of life and many other natural abilities which help them to learn English. As the teacher need to make use of and build on the learners' characteristics. They deliver as follows:

Context for learning English

Due to the young learners have the second language acquisition, so that the teacher consider to the ideal situation to the learning process. It can be identified as a number of different condition which are associated with the ideal learning situation:

1. Time, children will have plenty of time for learning English and it can be be reach over several years.
2. Exposure, children are proved to English all around them, both in and outside of school.
3. A real need for English, children are obliged to use English in order to get through on a daily basis, e.g. to persuade friends to study in school.
4. Input variation, they are disclosed to expansive variety of uses of English, may be in spoken or written form, English for thinking, for obtaining things done, for imagining.
5. Meaningful input, children will accept plenty of meaningful language input through experiences of English not as a subject to be learned.

Age and First Language

There are a number of commonly held beliefs about age. Some people said that children learn languages faster than adults do. They talk of children who appear to pick up new languages effortlessly. Perhaps this has something to do with the plasticity of a young brain. Something after all must account for the fact that with language, according to Pinker (1994, p. 293) 'acquisition is insured to children up to the age of six, is regularly negotiated from then until shortly after puberty, and is rare thereafter. This covers not only the acquisition of the first language, but also second language or foreign language (Harmer, 2001, p. 38).

In studies of immersion, young children (7-8 years) actually want to pay more attention to the form of sound and prosody (the 'music' of the utterance) whereas older children (12-14 years) are more attentive to suggest of word order (Harley et al. 1995) in Cameron (2001). Children are mostly less able to allow selective and prolonged attention to features of learning tasks than adult learner, and they are more easily amused and distracted by other pupils. When faced with talk in the new language, they practice to understand it in terms of the grammar and salient cues of their first language and also specific attention to focus on the items of Second Language (L2) that they are familiar with (Harley, 1994; Schmidt 1990). By means of these arguments, it can be stated that age affected learner in learning language. Young learners learn a new language (L2) are similar with when they learn first language. They try to gain information by using more attention to an interesting objects that they want to.

In accordance to the relationship within age and first language, it lets the teachers to give high consideration when planning English foreign learning class for children. Argue with Scaffolding way that declared by Brunner. He has given an experiments with American mothers and children, parents who scaffold the tasks effectively for children did the following (Cameron, 2001):

1. They made interested in task;
2. They reduced the task, often by breaking it down into smaller or easy steps;
3. They kept the child on track towards completing the task by reminding the child of what the goal was;

4. They pointed out what was necessary to do or revealed the child other ways of doing parts of the tasks;
5. They lead the child's frustration during the task;
6. They established and idealised version of the task.

Moreover, good scaffolding was tuned to the needs of the child and adjusted as the child became more competent. It means as teachers should attend how to make young learners curious with the lesson. They have to know the learners' needs.

Children Language Acquisition

As we know that there is distinction between language learning and language acquisition. Language learning refers to learning language in the formal situation at classroom, while acquisition usually refers to people who learn language naturally and it relates to the development of language in children (e.g. children acquire their first language). By age 6, children have usually mastered most of the basic vocabulary and grammar of their first language.

Ellis (1994) says that the distinction between second and foreign language acquisition is often characterized. In the setting of second language acquisition, the use of language occurs in the institutional and social rule in the community. While foreign language acquisition is used in setting where the language present less in the role of the community and is mostly learnt only at the classroom. Ellis (1994), emphasized that, "The distinction between second and foreign language learning settings may be significant in that it is possible that there will be profound the differences in both what is learnt and how it is learnt."

Whereas Yule (2006) states that learning second language and foreign language is distinguish. The distinction concern to the setting both of the terms second or foreign language. Foreign language, learning a language that is not commonly spoken in the surrounding community. While second language, learning a language that is applied through the community.

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Johnson (2004) declares that behaviourism and language learning (whether first or second) considered to adhere to the same principles. It was believed then that learning is advanced by making stimulus and response connection, by creating new habits by means of reinforcement and practice of the established links between stimuli and responses. It undermined the role of mental processes and viewed learning as the ability to inductively discover patterns of rule-governed behavior from the example provided to the learner by his or her environment. Whereas Thorndike in Uno (2008) says that one of the pioneer of learning theory is the process between stimulus and response.

Language learning refers to learning language in the formal situation at classroom, while acquisition usually refers to people who learn language naturally and it relates to the development of language in children (e.g. children acquire their first language). By age 6, children usually have mastered most of the basic vocabulary and grammar of their first language. When children learn first language, they get knowledge naturally. As similar with they get new vocabularies during the story telling using puppet pictures as media of teaching, they will naturally get the meaning of what words the teachers give to them. It is because they see the objects which the name has spoken.

In accordance, Cameron (2001) young learners or Five years old learning foreign language demand very actual or factual vocabulary that connect with object they can are able to hold or see. It means they are more enthusiasm to real object in learning words.

Teaching and Learning Vocabulary for Young Learners

According to Cameron (2001) For children who are learning foreign language vocabularies, this partial knowledge is issue associated. Some of the foreign language words will map on top word meanings that are already fully formed in the first language. Learning word is repetitive process of reaching new words and initial learning, followed by facing those words again and again, each time boosting knowledge of what the words mean and how they are used in the foreign language.

Cameron (2001) describes the development of children' vocabularies into as follows: a. Five years old learning foreign language, young learners desire actual or concrete vocabulary that connect with object they are able to touch or see; b. Children

require to meet words again and again; c. Words and words knowledge can be viewed as being connected in networks of meaning; d. Basic level words are more suitable to young learner; e. Very young learners will learn words as assortment.

Based on Hatch & Brown (195: 372) states that there are five essential steps in learning vocabulary. They are having sources of facing words, obtaining the clear images or visual objects, learning the meaning of words, producing strong memory, and using the words. While according to Nation in Cameron (2001) the lists of basic techniques which can be taught for young learners' classroom are using an object, using cut-out figure, using gesture, performing an action, photographs, etc.

Teaching Vocabulary using Puppet Pictures as Story Telling Media

The definition of media is from Gerlach & Ely in Arsyad (2011) says that generally a media includes human, physical (materials), or something what happen which influenced the learners to have a knowledge and competence when they are seeing them (media). The reason for using the media is due to media is the most important thing on the teaching and learning process. Moreover, Hamalik in Arsyad (2011) says that the using media can develop the learners' motivation and interest with the lesson. There are many kinds of media, such as human as media, visual media, audio-visual media, and soon.

Puppet Pictures is one of the interactive media which can persuade the young learners to attend with the learning. Puppet picture can play through a story. It will help the learners enjoy with the lesson. Puppet pictures is a handmade which is created by teacher. The definition of Puppet is a doll that can be made to move, by pulling strings attached to parts of its body or by putting hands inside puppet. While pictures is the description that give and idea in the mind of what is something like. Teaching a puppet pictures through a story is the way of teacher to invite the young learners adapt their language acquisition.

As Suyanto in Yulianti & Latief (2014) said that puppet is divided into several kinds such as finger puppet, glove or hand puppet and stick puppet. Whereas the another

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one, Sarma & Devi (2013) mentioned the kinds of puppet pictures such as string puppet, glove puppet, rod puppet, shadow puppet, paper puppet and water puppet. These all kinds of puppet pictures are produced into visual media.

According to Yulianti & Latief (2014) puppet picture as story telling media can encourage the students allow communication with the teacher. They are able to understand the the characters' through the use of puppet as the visual media. Besides, puppet pictures also motivate the students in the lesson.

This part presents the discussion about Puppet Pictures as media to teach vocabulary for young learners through story telling. Actually, children can learn foreign language similar with when they learn their first language. They are more easily to acquire new words. By means of these, as teacher should suit the teaching and learning process to the natural atmosphere. Thus, young learners are able to adapt the classroom as enjoy as they are in habit. Teachers have to create an attractive teaching. Puppet pictures as story telling media to teach young learners is proper to use for introducing new vocabularies to children. They can focus on the teachers' speaking while watching the real objects. It can be said that children are in the situation of natural learning setting, they get the things naturally.

Agree with Cameron (2001), young learners or Five years old learning foreign language demand very actual or factual vocabulary that connect with object they can are able to hold or see. It means they are more enthusiasm to real object in learning words. Puppet Pictures as media to teach vocabulary is suitable for young learners, due it shows the object that they can see and handle them. While when Children need to meet words again and again, a story telling lets young learners to meet similar words during the story. They probably listen the words produced by teachers in several times, while see the objects. In addition, they are able to keep the memory within long term memory till the story has finished.

Consistent to the preliminary study that conducted by Yulianti (2014) puppet picture as story telling media can encourage the students allow communication with the teacher. The teacher is able to invite young learners to the enjoyable class' atmosphere.

Young learners are confidence to say or share something when they are excited to the lesson.

Young learners are enthusiastic and curious. As Hamalik in Arsyad (2011) says that the use of media can develop the learners' motivation and interest with the lesson. In this case, young learners probably have connection to the what they have seen. Additionally, as Cameron (2001) statement that young learners or Five years old learning foreign language demand very actual or factual vocabulary that connect with object they are able to touch or see. By doing the activities of giving young learners story telling using puppet pictures, it allows them to see and capture what they have obtained. In other hand, this step recognize young learners to receive the vocabularies' recollection.

CONCLUSION

Young learners learn English as a foreign in the beginner level. The learning strategies which is given by teacher should be appropriate with them. It makes the teacher to develop their ideas in choosing the best strategies to teach young learners. Furthermore, the teacher strategies are important to improve learners' skill or motivation in learning exclusively English. Teacher also should be creative and innovative to create the learning media. Puppet Pictures is one of the interactive media which can persuade the young learners to give a good attention during learning process. Puppet picture can play through a story. It will help the learners enjoy with the lesson. Teaching vocabularies using puppet pictures through a story is the way of teacher to invite young learners adapt their language acquisition. Young learners can get new vocabularies by the teachers' telling while see the real objects directly to help them more understand and preserve their memory.

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