

PSYCHOLINGUISTIC ANALYSIS: THE INFLUENCE OF THE USING PUPPET FINGER AS A MEDIA TO INCREASE THE CHILD'S VOCABULLARY AT TK ATTAQY CLASS B JALAN TANGGUK BONGKAR X NO.15 MEDAN

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ABSTRAK

Tujuan penelitian ini adalah untuk memperoleh gambaran empirik mengenai pengaruh Pemberian Dongeng dengan Boneka Tangan terhadap Kemampuan Berbahasa Inggris anak dari status sosial ekonomi rendah pada siswa TK B Attaqy di Medan. Populasi dalam penelitian ini adalah seluruh siswa TK B Attaqy dengan karakteristik berusia 5- 6 tahun (usia prasekolah), Siswa TK B yang mendapatkan treatment merupakan siswa yang berasal dari keluarga dengan status sosial ekonomi rendah, siswa TK B yang mempunyai taraf intelegensi average, siswa TK B yang baru pertama kali mengikuti kegiatan pemberian dongeng dengan boneka tangan di TK Attaqy. Metode penelitian yang digunakan adalah Quassi experimental dengan desain One-Group Pretest-Posttest Design, sedangkan teknik statistik yang digunakan adalah uji-t (t-test). Berdasarkan hasil perhitungan diperoleh harga t hitung = -13,336, t tabel dengan $\alpha = 0,05$ dan $dk = 15$: 1,76. Simpulannya adalah pemberian dongeng dengan boneka tangan memiliki pengaruh terhadap kemampuan berbahasa Indonesia anak dari status sosial ekonomi rendah pada siswa TK Attaqy di Medan.

Kata Kunci : dongeng, boneka tangan, kemampuan berbahasa Inggris,

INTRODUCTION

1.1 The Background of the Study

Vocabulary is one of the essential language components in studying English. It is necessary in the sense that words are the basic building blocks of language, the unit of meaning from which larger structures such as sentences, paragraphs and whole texts are formed (Read, 2000 : 1). If people have less vocabulary, they not only cannot understand other's saying, but also cannot make sentences to transfer their messages to the other people. Thus, they will understand English expressions if they have enough vocabularies.

Vocabulary is needed to improve the four language skills, namely listening, speaking, reading, and writing. Without grammar, very little can be conveyed, without vocabulary *nothing* can be conveyed (Thornburry, 2002:13). When we just learn about grammar without learning vocabulary, we cannot express anything. The linguist David Wilkins sum up the importance of vocabulary learning; he advise to students from a recent course book (Dellar H and Hocking D, Innovations, LTP) as follows:

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement, if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words! (Thornburry; 2002: 13).

1.2 Identification of the Problem

Based upon the result of the writer's observation it is found that, there are several problems faced by students of TK ATTAQY class B (kindergarden). The problems are various as follows: 1) the students' enthusiasm and active learning are still not visible.

1. the students rarely ask questions, although teachers often request the students to ask if they have problems or the explanations are not clear or less understood.
2. their activities in working or training English language learning are also still poor.
3. the lack of courage to work on and present it in front of the class.
4. Students feel bored, because they are only positioned as listeners and the lack of the subject matter mastery, especially in vocabulary.
5. the learning processes and strategies used by the teacher are still monotonous and less interesting.
6. they lack facilities to improve their English learning.

1.3 Statement of the Problems

Based on the background of the study, the writer formulates the problems as follow:

1. Could hand puppet can improve vocabulary mastery of the students TK ATTAQY class B?
2. To what extent does the use of hand puppet improve vocabulary mastery of the students in TK ATTAQY class B?

1.4 The objectives of the Study

The objectives of the research are as follows:

1. To find out that the use of hand puppet improves the vocabulary mastery of the students of TK ATTAQY class B.
2. To find out the significant improvement of the vocabulary mastery of the students of TK ATTAQY class B by using hand puppet .

1.5 Significant of the Study

Hopefully, the results of this research provide the additional information about the use of hand puppet in classroom activities, and provide information about the effectiveness of the using hand puppet to improve students' vocabulary mastery. The writer also hopes that this research will be useful for schools, students and English teachers particularly in TK ATTAQY class B.

1. For English Teacher

This research provides supports to English teachers to develop the teaching aids for English teaching. They may improve the traditional methods in teaching and learning vocabularies. They may also use the new methods for making students enjoy in learning so they are not confused anymore in choosing the appropriate methods for students' need.

2. For students

The result of this research provides supports to the students to improve their vocabulary mastery. Teaching vocabularies through words clap game makes students relax and fun, because this method improves their learning vocabulary easily without significant difficulties.

3. For researchers

The result of this research supports researchers to enrich the methods used for vocabulary mastery. In addition, the researcher knows deeply about teaching vocabulary using hand puppet.

LITERATURE REVIEW

2.1. Psycholinguistics

The term psycholinguistics actually involves the study of psychology and linguistics in the same time. Psychology itself is a scientific study dealing with mind and behaviour (Schachter et al., 2011:2). The mind includes perceptions, thought, memories, and feeling occurring in the brain. Meanwhile, the behaviour refers to the things people do and it shows their actions which can be observed. Carrol (2008:3) also states that psychology is a study of language dealing with the mental processes involved in language use. Thus, this discipline generally concerns on the relationship between mind, behaviour, and even mental processes that cannot be separated from each other in relation to the language use.

On the other hand, linguistics is a study of language competence (Laurence in Barber, 2003:69). It is conducted with the goal of linguistics that is to describe the language. This is in line with Meyer (2009:2) who states that a linguist studies language's structure and how speakers communicate and create the meaning through the language itself. Therefore, there is a correlation among language, mind, and behaviour in order to get successful communication.

The study of language and mind is known as psycholinguistics. As stated by Graham (1990: xiii), psycholinguistics is basically concerned with language as a psychological phenomenon and how people use language. He also adds that psycholinguistics is a study which is concerned with the human mind and the mental processes in producing language. In relation to Graham's statement, Altmann (2001:129) also defines psycholinguistics as the study of human mind reflecting the ability of the mind to communicate and comprehend a certain language.

Thus, the field of psycholinguistics includes how individuals comprehend, produce, and acquire language since it is associated with the mind and the language. In other words, psycholinguistics is principally a combination of the field of psychology and linguistics as the name implies.

Based on Steinberg et.al (2001:3), there are three main topics discussed in psycholinguistics. They are language acquisition, language comprehension and language production.

2.2. Psycholinguistics Approaches Language Acquisition

According to Robinson & Ellis (2008:3), there are several functions of language. They are to arrange, process, and transmit information from one person to another. Thus, the existence of language is closely related to how human reaches the ability to produce an utterance or it is known as language acquisition. As stated by Tavakoli (2012:9-10), acquisition is the process of

getting a particular language which happens naturally. The language acquisition is different from learning process. Krashen (in Tavakoli, 2012:10) argues that acquisition is the use of language in a natural process, while learning is the development process in knowing more about the language itself.

Besides, it is clear that the stage of acquisition happens when a person creates communication in a natural setting because he or she intends to interact with others. On the other hand, the learning process involves the study of language formally like in the classroom settings.

In general, there are two language acquisitions, the first language acquisition (L1) and the second language acquisition (L2). According to Saville and Troike (2006:12), the first language acquisition is completed even before someone ever attends school. In short, this development of language normally takes place without any conscious effort. Furthermore, this language learning is acquired during early childhood which is started before the age of three year.

Meyers (2009:2) states that everyone is born with the capacity for language, the innate ability to speak a language, and even, the use of sign language for someone who is deaf. In fact, those abilities are applied in acquiring the first language. In line with what Saville and Troike (2006:23) state that human is born with the natural ability to learn and have language. It deals with the innate ability of children to create utterances that they have never been told before. For instance, a young child who has not been taught to speak or give a sign starts to cry with babbling and then he or she will develop his or her ability to speak when he or she is adult. In this case, acquiring the first language occurs in the natural course without the environment's force.

Meanwhile, the language a person acquired in his or her "divorced environment" can be called as the second language acquisition. The divorced environment here means that a person can get the additional language during his or her formal learning (that is taught in a course or in a classroom) and in an informal learning. Saville and Troike (2006:2) argue that the second language acquisition happens when someone learns additional language right after he or she learns about his or her first language. In many cases, when a person learns his or her additional language it is because he or she needs it to support his or her education, employment, and other basic purposes.

2.3. Approaches in Language Acquisition

A. Lexical Approaches for Vocabulary Building

Lexical is an adjective form derived from the noun lexicon (vocabulary, vocabulary, vocabulary). The unit of the lexicon is leksem, which is a meaningful unit of language form. If the lexicon is equated with a vocabulary, then leksem can be equated with the word. The lexical meaning can be interpreted as a lexic, lexical, or word-like meaning. It can also be said that the meaning corresponds to the referent, meaning that corresponds to the observation result of the sense device, or the real meaning in our life (Chaer, 2009: 60). Language units that can be identified without joining the other linguistic units are called lection (Wijana and Rohmadi, 2011: 14).

Lexical meaning or semantic meaning, or external meaning, is the meaning of the word when the word stands alone, either in the form of a leksem or a fixed form whose meanings are more or less fixed, as can be read in the dictionary specific language (Pateda, 1996: 119). "This lexical meaning belongs to the languages apart from its use or context (Harimurti, 1982: 103).

Verhaar (1983: 9) says, "... lexical semantics we need not elaborate much here; a dictionary is a perfect example of lexical semantics; the meaning of each word is described there ". Indeed, the lexical meaning of a word can be seen in the dictionary.

For example, in Bahasa Indonesia there is a wicket. In the Great Dictionary of Indonesian Language (Depdikbud, 1993: 296) the goal word is defined as: (i) two poles connected to the crossbar at the top end; (ii) two poles that are barred as a target for the ball in a soccer game.

The lexical meaning of a word is contained in a stand-alone word. It is said to stand on its own because the meaning of a word can change when the word is in the sentence. Thus, there are words whose lexical meaning can be understood if the words have been built in other words. Words like these include a group of task words or particles, such as words and, this, to.

The lexical meaning of a word is a tangible picture of a concept as the word denotes. The lexical meaning of a word is obvious to a subject without the word being present in a sentence context. In contrast to other meanings, the new ones are clear when they are in the context of appropriate sentences and situations. Not all words in Indonesian are lexical. The full word in grammatical does have lexical meaning, but the word word (function word) has no lexical meaning, in grammatical the word is considered to have only a grammatical task. In some textbooks language is often said that the lexical meaning is the meaning contained in the dictionary. This statement is not entirely correct, because in the general dictionary or large dictionary are listed also the meanings of idioms and figures.

2.4. The Stages of Language Development

Language is closely related to the development of individual thinking. The development of individual minds appears in the development of language that is the ability to form understanding, make opinions, and draw conclusions. The development of the mind starts at the age of 1-6 years, that is when the child can compose 2 or 3 words. The rate of development is as follows:

- a. Ages 1, 6 years old, children can make positive opinions, such as: "father eating".
- b. Ages 2, 6 years, children can make a negative opinion (deny), such as "father did not eat".

At a later age, the child can make an opinion:

1. Criticism: "this should not be, this is not good".
2. Doubt: "perhaps", "maybe", "could be". This happens when the child is aware of the odds of his oversight.
3. Draw the conclusion of the analogy, such as: the child sees his father sleeping due to illness, at other times the child sees his mother sleeping, he says that "the mother sleeps because of illness".

Kindergarden age is a period of rapid development of the ability to recognize and master vocabulary (vocabulary). At the beginning of this period, the child has mastered about 25,000 words, and in the final period (11-12 years of age) has mastered about 50,000 words. With the mastery of reading and communicating with other people, children are fond of reading or listening to stories that are critical (about travel / adventure, history of heroes, etc.). At this time the child's thinking level is more advanced, he asks a lot about time and cause. Therefore, the question he used was initially only "what", now followed by the question: "where", "from where", "where", "why", and "how".

At school, language lessons are deliberately added to the vocabulary, teaching the structure of sentences, proverbs, literature and writing skills. Provided with this language lesson, students are expected to master and use it as a tool to:

- a. Communicate with others,
- b. Expressing his heart (his feelings),
- c. Understand the skills of processing the information it receives,
- d. Thinking (expressing ideas or opinions),

2.5. Language Acquisition of 5-6 years old

Language Acquisition/ Vocabularies Kids 4-6 Years Children can speak fluently and use descriptive language. Able to say full name, age, birth date and home address. Love jokes, songs and poems. Able to sing songs or recite poetry from their memories, and to tell simple tales using full sentences. Children's vocabulary is growing rapidly. Little Person will know about 5,000 words at the age of 5 years. Pay attention to new and unfamiliar words, and will ask the meaning. Tip: provide a dictionary at home if necessary. Can mimic the accent of others he or she hears.

At the beginning of this period, the child has mastered about 25,000 words, and in the final period has mastered about 10,000 words. With the mastery of reading and communicating with other people, children are fond of reading or listening to stories that are critical (about travel / adventure, history of heroes, etc.). At this time the child's thinking level is more advanced, he asks a lot about time and cause. Therefore, the question he used was initially only "what", now followed by the question: "where", "from where", "where", "why", and "how".

RESEARCH OF METHODOLOGY

3.1. Place and Time research

1. Place of Research

This research was conducted in TK ATTAQY class B Jalan Tangguk Bongkar X No. 15 Medan.

2. Time of Research

The study was conducted in Mei 2022

3.2 Research Method

In this research opportunity is done approach case study. A case study is an in-depth exploration of a bound system (eg, activities, events, processes, or individuals) based on extensive data collection. Case studies involve case investigations, which may be defined as a restricted entity or study object, or separate for research in terms of time, place, or physical boundaries. It is important to understand that cases can be individuals, programs, activities, schools, classrooms, or groups. Once the case is clearly defined, researchers investigate them in depth, usually using several methods of data collection, such as interviews, field observations, and documentation.

Collective case study; (a) involve multiple cases, (b) may occur over many sites, and (c) use individuals. The conceptual framework for case studies is that by collecting in-depth information about the case, the researcher will achieve an in-depth understanding of the case, whether the case is an individual, a group, a class, or a school.

3.3 Data Collection Method

Data collection methods is one aspect that plays a role in fluency and success in a study. In this research the data collection method used is as follows:

1. Interview

Interview according to Nazir (1988) is the process of obtaining information for the purpose of research by means of question and answer while face to face between the questioner or the interviewer with the answering or respondents using a tool called interview guide (interview guide). Although the interview is a conversation process in the form of question and answer with face to face, the interview is a process of collecting data for a study.

2. Observation

Observation is one of the data collection techniques that not only measures attitudes of respondents (interviews and questionnaires) but also can be used to record various phenomena that occur (situation, condition). This technique is used when research is aimed at studying human behavior, work processes, natural phenomena and performed on respondents who are not too large.

The research design used is quasi-experimental. This research using one group, because the limited research subject in the field then the experimental design used is one group Design. Basically, research that using one group according to Campbell (in the book Quasi Experimentation Design and Analysis Issues for Field Setting, 1979) is pre-experimental but the researcher use Quasi because the treatment given it has many uncontrolled variables. Therefore, a quasi-experimental design is used. mental and One Group Design was chosen because is an observation of a group of subject with two experimental conditions namely before and namely before and after treatment. Berda-suggest this, a research design that used is One Group Pretest Posttest design Tab.

Tabel 1
Research Design

Group	Pretest	Treatment	Pretest
1	O1	x	O2

Information :

O1 = Measurement before giving fairy tales with hand puppets

X = Giving fairy tales with hand puppets

O2 = Measurement after giving fairy tales with hand puppets

In this study, the Independent Variable was the Giving of Fairy Tales with Hand Puppets. The dependent variable is the ability to speak Indonesian after

Non-experimental variables

Controlled Variable is a variable that is controlled by the researcher because this variable is expected to affect the results of the study. In this study, the researcher used a quasi-experimental method, so the variables that can be controlled by the researcher are very small, because the variables from the environment have a great chance of influencing the research. In this study, the variables controlled by the researcher include:

Tabel 1
Research Design

Group	Pretest	Treatment	Posttest
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- Lighting Controll the light
 Which get into the room and make it bright but it's not dazzling
- Sitting position Participant sitting position
 Sitting on a floor in semi circle with the teacher as a story teller in the middle.
- Timing Time giving story telling in 30 minutes

Information :

O1 = Measurement before giving fairy tales with hand puppets

X = Giving fairy tales with hand puppets

O2 = Measurement after giving fairy tales with hand puppets

Variable Operation

The operational definition of the variables in this research is the giving of fairy tales with hand puppets and the ability to speak Indonesian.

Giving fairy tales with hand puppets is an activity to retell a series of stories in the form of legends (folk tales that are believed by the community to be related to certain natural conditions) or fables (story of animals that behave like humans) using hand puppet props. given to students from low socio-economic status in Kindergarten B Attaqy Medan. Storytelling with hand puppets is given as a treatment to Kindergarten B children continuously once every day within a span of 1 week using a modeling mechanism, namely the teacher as a model telling fairy tales with hand puppets then students are given The opportunity to repeat fairy tales using hand puppets is accompanied by praise by the teacher for using correct Indonesian or corrections for mistakes. The giving of fairy tales is carried out for 1 week due to considering the effectiveness of time and based on social learning theory that learning can be successful if it is repeated.

Children's Indonesian language skills include abilities in language structure, namely phonological, morphological, syntactic and semantic abilities. Children are individually given a language test which includes the four structures of Indonesian. In the phonology test, students are heard the words and then assessed how many questions are able to be answered by students. In the morphology, semantic and syntactic tests, students are shown a picture and then a question is heard that must be answered by students. The answers given must match the picture shown, so that the students' Indonesian language skills can be seen.

Population and Sample

The population used in this study were all TK B students at TK Attaqy in Medan with the following characteristics: (1) Kindergarten B students aged 5-6 years, (2) Kindergarten B students those who receive treatment are students who come from families with low socio-economic status, (3) Kindergarten B students who have an average intelligence level and (4) Kindergarten B students who are taking part in fairy tales with hand puppets for the first time. at Attaqy Kindergarten.

Measuring instrument

To obtain the data needed to achieve the goals in this study, measurements were used through measuring instruments, namely the Children's Language Test. In this study, the test method used to collect data was a test of children's language skills, namely the TBA or Children's

Language Test compiled by Prof. Dr. Samsunuwiyati Mar'at. This test is administered individually to each child. TBA measures 4 aspects of language, namely phonology, morphology, semantics and syntax where these four aspects are used in two elements of communication, namely receptive ability and expressive ability.

Tabel 4 Subtes Tes Bahasa Anak

No	Field	Ability	Subtes
1	Phonology	Reseptif	1. Test differentt auditive
2			2. Test Kow back ths words
3	Morfology	Ekspresif	3. Test Sintesa Auditif
4			4. Test Morfology Reseptif
5			5. Test Morfology Ekspresif
6	Semantic	Reseptif	6. Test vocabulary reseptive
7	Sintaksis	Ekspresif	7. Tes Preuposisy
8			8. Test ekspresive vocabulary
9			9. Test sentence building Reseptif
10		Ekspresif	10. Test sentence building Ekspresif

RESULTS AND DISCUSSION

Calculation Results of the Effect of Fairy Tales with Hand Puppets on Indonesian Language Ability. The results of the research that has been carried out in one group are measurements before and after giving fairy tales with hand puppets, using the statistic "t-test (t-test)" to obtain the following data:

Based on the test results, the tcount value is -13,336. With $\alpha = 0.05$ and $dk = 14$, the ttable value is 1.76. Based on the rejection criteria, H_0 is rejected if $t_{count} > t_{table}$. The data above shows the result of $1.76 > -13,336$, which means that H_0 is rejected and H_1 is accepted. Therefore, it can be concluded that giving fairy tales with hand puppets has an influence on Indonesian language skills in Kindergarten B students from low socio-economic status in Attaqy Kindergarten, Medan.

CONCLUSIONS AND SUGGESTION

4.1 . Conclusion

1. Improvement

After analyzing the data, it can be conclude that through words clap game, students can improve their vocabulary mastery during teaching learning English. In addition, words clap game is creative game and simple, because there was no more instrument for the teacher to help them in teaching English especially vocabulary skills. The procedure of words clap game to be followed was; make the round in the middle of the class, and the position of the teacher is in the middle of the circle, then try to start with clapping the game together with the rhythm, and after three claps of hand in the thigh, the students have to mention one words appropriate with the categories or theme. The students who break the rhythm or silent without say the words will be loser and did not permitted to follow the game again. The student whose can mention words until the end of the game, he as the winner.

2. Signification

Moreover, there is significant improvement by using rank 1 *game* (offline) and point blank game (online). Based on the statistical analysis, it could be seen that the mean score of post-test was higher than the mean score of pre-test. The mean score of pre-test in cycle I was 52,91 and cycle II was 57,08. While, score of post-test in cycle I was 65 and cycle II was 70,97.

The implementation of words clap game can enhance students' interest in learning English especially vocabulary. It can also broaden their vocabulary about a certain topic. Students told that they can memorize the words easily by using this game rather than the previous method along learning vocabulary. It is caused by words clap game is easy to be applied, just claps the hands and saying the words. Words clap game can reduce their boredom in learning English because the students can memorize the words without any difficulties.

4.2. Suggestion

Based on the research finding and conclusion above, the writer would like to suggest as follow:

1. To the Institution

The improvement of students' achievement is very important. To make it real needs several kinds of teaching media. The institution should provide these instruments to support learning process especially English.

2. To the English Teacher

Teachers have a crucial influence to be successful in learning English. The teacher should be more creative to create a new strategy in learning English especially vocabulary. The old method as write down a new words and students should memorize is not enough. Teachers also give students motivation to learn English seriously. They need additional instrument to make students more understand the subject easily.

3. To the Students

Students should develop their awareness in learning English, while English as a subject in final examination. They have to be more active during the lesson. Students need more rehearsal in English subject in order to make them familiar with English words. They also become braver to present their idea in front of class after the session of discussion.

4. To other Researcher

Hopefully, the other researcher can take several advantages from this research. Based on the description above, the writer would like to suggest to the other researcher that the result of this action

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