

## CHAPTER 1

### INTRODUCTION

#### 1.1. Background of the Report

In this globalization era, English is one of the most important things to learn. English has become a universal language used in all life aspects in the world, such as education, economics, politics, and so on. Its position as the world's official international language makes people whose mother tongue other than English inevitably become encouraged to learn it.

One of the essential aspects to learn English is Vocabulary. Richards (2002) argued that the central aspect of English skills is vocabulary, which provides almost all of the basic principles in how well learners speak, listen, read and write. It also means that learning vocabulary is a fundamental thing to learn a language at the first stage because vocabulary cannot be separated with communication. Lessard-Clouston (2013) stated that vocabulary is key to learn English since people cannot convey a message or understand others without having sufficient knowledge of vocabulary. It can be an obstacle to do communication with the lack of vocabulary skills because people cannot deliver the message that they want to express to others or catch a message from others. The more vocabulary the learners have, the easier for them to have an improvement in their English skills.

Learning vocabulary can be started since children's age. Cameron (2001) stated that before puberty, young children can efficiently learn a second language since their minds can still use the processes that helped the acquisition of the first language. However, teaching styles to young learners cannot be equated with

teaching styles to adult learners due to the fact that children or young learner are more energetic and playful than the adult. A teacher should prepare an innovative and creative method or strategy of teaching to make young learners become enthusiastic for learning vocabularies. It is important to consider the teaching method, strategies, and media for young learners to make them more excited and motivated in learning English.

The usage of the Hand Puppet as media for teaching vocabulary to young learners is one of an effort to increase children's interest in learning vocabulary. Besides that, it can assist teachers in delivering materials to young learners. According to Kroflin (2012), the usage of the puppet for teaching is particularly ideal for teaching language as its particular different properties naturally guide the young learners into dialogue communication. From the statement above, we can conclude that teaching English with the hand puppet can help the student learn English vocabulary in a fun way.

The writer conducted the internship program in PT Surabaya TV for two months. PT Surabaya TV is a local television station with a broadcasting area in the city of Surabaya and its surroundings. PT. Surabaya TV is under the legal entity Bali Post Media Group. With 44 UHF channel, Surabaya TV broadcasts from 06.00-24.00 WIB. Surabaya TV also active on their YouTube Channel with several programs such as *Seputar Surabaya*, *BICARA*, *Surabaya Talent Show*, *Penguripan*, *Healthy Life*, *Speak Up*, *OTENTIK*, *UMKM update*, *Mandarin Sing a Song*, and so on.

In PT. Surabaya TV, the writer was assigned under the Production and Creative division. This division is responsible for producing programs. By joining the production and creative division, she was assigned to be a floor director, voice over artist, video editor, and scriptwriter. The writer also had the opportunity to create a show program. She used this opportunity to create an educational program entitled “FUN ENGLISH” for learning English.

“FUN ENGLISH” is an educational program that airs on YouTube channel of Surabaya TV. In this case, the writer implemented the hand puppet as a teaching media. The hand puppet here play a role as a teacher that introduce the vocabulary to the young learners. There are two main character of this program, which are Kiko (The Hand Puppet 1) and Pipo (The Hand Puppet 2). The interaction of those hand puppet was described as a relationship between friends who are learning new English vocabularies together. In this case, the hand puppet 1 played a role as a teacher. And for the term of the ‘young learners’ here, there were two variety of young learners in here, which are (1) The Hand Puppet 2 which impersonated as a hand puppet 1’s friend who want to learn the new vocabulary (2) The children who watched the Fun English learning program in YouTube Channel of Surabaya TV. Besides that, “FUN ENGLISH” also provided a storyline and various chitchat to overcome the student boredom by watching this show. The dialogue in this program was using Indonesian as a dominant language for the conversation, later on they introduced about 12-16 new English vocabularies per episode to the audience. “FUN ENGLISH”

program can be watched by people of all ages. However, the main target audience of this program is the young learners, due to the fact that this program was designed to make it easier for children to get to know new English vocabulary in a fun atmosphere.

Through the "FUN ENGLISH" program, the writer hopes that it can improve the young learners' vocabularies and also increase motivation to learn English. Based on this reason, the title of this final report is "THE IMPLEMENTATION OF HAND PUPPET AS A MEDIA FOR TEACHING ENGLISH VOCABULARY TO YOUNG LEARNERS IN FUN ENGLISH PROGRAM AT PT SURABAYA TV."

### **1.2. Statements of the Problems**

- a. What teaching methods were used for teaching vocabulary by using hand puppet in Fun English program at Surabaya TV?
- b. What teaching strategies were applied in teaching vocabulary by using hand puppet in Fun English program at Surabaya TV?

### **1.3. Limitation of the Report**

- a. Lack of time. The writer conducted an internship for eight weeks. The time that was given for the internship was not long enough to collect all of the information that the writer needed to make the report.
- b. Sample size/sample bias. The sample size was too small. It would be difficult for the writer to analyze the methods and strategies from the data.
- c. Data collection. The writer had no requirement to gather some data that the writer wanted. During the internship, the writer wanted to conduct an

interview to the supervisor to collect the information that the writer needed to make the report, but since the supervisor was too busy, the writer could not conduct an interview.

- d. Method. The writer was not gathering all the methods of collecting the data.

During the internship, the writer only collected data from the observation and the archival records because there were no parties that could be interviewed.

#### **1.4. Objectives of the Report**

- a. To discover the methods used in teaching English vocabularies by using hand puppet as a media.
- b. To discover the teaching strategies applied in teaching English vocabularies by using hand puppet as a media.

#### **1.5. Significance of the Report**

##### **1.5.1. The final report is expected to be beneficial for the writer in;**

- a. Gaining more knowledge and experience from Surabaya TV.
- b. Developing the writer's skill in teaching young learners.
- c. Understanding the methods used in teaching English vocabulary by using hand puppet as a media.
- d. Understanding the strategies used in teaching English vocabularies by using hand puppet as a media.
- e. Using the courses that have been learned in the class and applying those during the internship.

##### **1.5.2. The final report is expected to be beneficial for the English Diploma Program in;**

- a. Creating graduate students who already have experience in the field of English.
- b. Helping other students in gaining knowledge about how to teaching creatively.
- c. Building relationship possibilities between Surabaya TV and English Diploma Program.

**1.5.3. The final report is expected to be beneficial for Surabaya TV in;**

- a. Knowing the education quality of Airlangga University English Diploma students.
- b. Having new innovations for the education TV program.
- c. Building relationship possibilities between English Diploma Program and Surabaya TV.

**1.5.4. The final report is expected to be beneficial for other interns in;**

- a. Getting the knowledge in teaching with hand puppet as a media.
- b. Using this report as a reference for teaching young learners.
- c. Urging them to find ways in teaching young learners by themselves.