

INTRODUCING ENGLISH TO KINDERGARTEN STUDENTS THROUGH STORYTELLING WITH PUPPET

A Classroom Action Research on the Kindergarten Students B of Al-Azhar
School Pontianak in Academic Year 2011/2012

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Abstract: The aim of this study was to investigate the implementation of *Storytelling with Puppets* in introducing English to Kindergarten B of Al Azhar School Pontianak and also to overcome the children's barriers in learning English.

The research design of this study was a classroom action research which consisted of two cycles, each of which consisted of one meeting. The preliminary study was done as verifying problem stage before conducting the cycle 1. The cycle 2 needed to be done because the cycle 1 had not reached the criteria of success. The second cycle was done by doing an improvement on the activity. The cycles of this study consisted of four steps namely: planning the action, acting on the plan, observing the action and reflecting on the observation. Each cycle consisted of three main stages: pre-activity, main activity, and post-activity.

The subjects of the study were 23 children of kindergarten B of Al-Azhar School Pontianak in the year of 2011/2012. There were two kinds of technique of data collecting in this research, namely: measurement and observation techniques. The writer then provided two models of instrument to collect data, namely: observation checklist/field notes and test.

As a result, the kindergarten B's English achievement indicated that there was an improvement from cycle 1 to cycle 2. It was found that the kindergarten students were good at pronouncing the words and also they were able to understand the meaning of English words. From the results of this research, students' pronunciation ability was categorized as *expected-developed* and the students' understanding of the meaning of words was categorized as *expected-developed*. By having this result, the use of storytelling with puppets had changed the children's learning behavior toward English language learning.

Key Word: Introducing, English words, Kindergarten students, storytelling with puppet

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui pelaksanaan Mendongeng dengan Puppets dalam memperkenalkan bahasa Inggris kepada B TK Al Azhar Pontianak Sekolah dan juga untuk mengatasi hambatan anak-anak dalam belajar bahasa Inggris. Penelitian

ini adalah penelitian tindakan kelas yang terdiri dari dua siklus, yang masing-masing terdiri dari satu pertemuan. Penelitian pendahuluan dilakukan sebagai tahap memverifikasi masalah sebelum melakukan siklus 1. Siklus 2 perlu dilakukan karena siklus 1 belum mencapai kriteria keberhasilan. Siklus kedua dilakukan dengan melakukan perbaikan pada kegiatan. Siklus penelitian ini terdiri dari empat langkah yaitu: perencanaan tindakan, bekerja pada rencana, mengamati tindakan dan merefleksikan pengamatan. Setiap siklus terdiri dari tiga tahap utama: pra-kegiatan, kegiatan utama, dan pasca-aktivitas. Subyek penelitian adalah 23 anak-anak TK B Al-Azhar Sekolah Pontianak pada tahun 2011/2012. Ada dua macam teknik pengumpulan data dalam penelitian ini, yaitu: pengukuran dan teknik observasi. Penulis kemudian diberikan dua model instrumen untuk mengumpulkan data, yaitu: observasi checklist / catatan lapangan dan tes.

Hasilnya, prestasi Inggris B TK ini menunjukkan bahwa ada peningkatan dari siklus 1 ke siklus 2. Ditemukan bahwa siswa TK yang baik di melafalkan kata-kata dan juga mereka mampu memahami arti dari kata-kata bahasa Inggris. Dari hasil penelitian ini, kemampuan siswa pengucapan dikategorikan seperti yang diharapkan-dikembangkan dan pemahaman siswa tentang makna kata-kata yang dikategorikan seperti yang diharapkan-dikembangkan. Dengan memiliki hasil ini, penggunaan bercerita dengan boneka telah mengubah perilaku anak-anak belajar terhadap pembelajaran bahasa Inggris.

Kata Kunci: Memperkenalkan, kata bahasa Inggris, siswa TK, bercerita dengan boneka

Teaching English to kindergarten can be challenging. Many children at the age of five or six are just beginning to become comfortable with one language. Introducing a new language, especially one as complex as English, can thus be difficult. However, some studies suggest that children learn languages better than adults, and so children may be able to shine at their English studies when they begin in kindergarten.

In English language learning to kindergarten students, there might be three aspects of learning need to be explored; they are such as recognizing the words, understanding the meanings of words and producing the words. In this level, kindergarten students might not succeed to receive all the words because they are difficult to remember the words.

Wagner (2011) introduces many challenges facing children as they attempt to understand the meaning of words. Wagner (2011) also discusses how children 18 months and older use social and emotional cues to help derive the meaning of words. Wagner (2011) offers a definition of what a word actually is and how there is an inherent social component to understanding its meaning. Next word learning strategies are introduced: cognitive skills children have to help them understand the world.

Wagner also emphasizes that kids do not learn words in isolation. Starting at 18 months, they are able to figure out word meanings based on their context in sentences. In addition, she mentions how kids pay attention to cues in language (articles before a noun, the number of nouns in a sentence, etc.).

For children, verbs are much harder to learn than nouns and are understood later as a result. The power of observing and listening to the world is very important when trying to understand words. In the meantime, an experiment where adults were asked to experience the world as an infant (human simulation paradigm) and why they made the same mistakes as their younger counterparts (Wagner, 2011).

In relation to above matter, the kindergarten students of Al-Azhar school Pontianak was found that they had problems to understand the meaning of words that the teacher presented to in the classroom activities or when they read the English book. In the meantime, the teaching English to the kindergarten students B of Al-Azhar School should have the interesting media and technique for the students.

Based on the observation in the pre-research, the students had less participation to respond the teacher's instructions when the media and the technique were not interesting for them. This indicated that the students needed something that could attract them to learn and involve more during the classroom activities.

By having this problem, therefore; the teacher should have an appropriate strategy to give a better achievement on English mastery. According to Hatch and Brown (2000: 401), teaching strategies refer to everything teachers do or should do in order to help their learners learn. If teachers want their students to focus on the learning, the teacher needs to use some interesting teaching media and technique in the classroom.

In the meantime, in introducing English to kindergarten needs teaching technique and media to support the teacher in conducting his/her teaching. For the kindergarten, the media should be related to their age and level of learning English such as in speaking and listening.

As the young learners at kindergarten school, English learning should be followed by the appropriate and fun activities. In recent year, most favorite kindergarten schools in Pontianak have become English as one of the subjects; therefore, English learning might be conducted by considering the curriculum for kindergarten where they could learn how to pronounce and to listen to the English words.

In relation to the problem was faced by the kindergarten in learning English, the writer used *storytelling with puppet* as the technique and media of teaching to introduce English to the students. Storytelling with puppet was the activity to present the English material to the students by reading story aloud and it was entertained by the puppet to make the story more interesting for the students.

Specifically, for kindergarten, the storytelling could be modified to describe the things in English. The teacher could describe the things like telling a story to the students. At the end of the story, the teacher could ask the students to predict what thing might be possibly to determine the description from the

teacher. The students then mentioned the names of things (common nouns) as the final step of this activity. To make the storytelling was amuse, the teacher could involve or use the puppet during the storytelling. For example, the teacher wanted to know whether the students have known about an elephant, she could tell the students like “I am animal. I am the biggest animals. I have wide ears”.

Besides, the students also were given the opportunities to perform the activity in the classroom as what the teacher did. This activity was the major portion of the teaching and learning process. The use of puppet was extremely to support the storytelling activity. The puppets could be the instrument/media to encourage the students to speak because they could pretend to make the puppets were alive to speak like human. This looks like Ria Enes with her Puppet Susan, a famous storyteller with puppet in Indonesia.

Furthermore, telling stories to children could help children’s development and also their language. Storytelling should be part of growing up for every child. Telling stories allowed children to form their own imagination. They had no problems with animals or objects which talked and they could identify them.

By having the explanation above, the writer conducted a research in order to help the students in learning English with fun. To make the better improvement of the learning English on the kindergarten students of Al-Azhar school, the writer conducted a classroom action research (CAR). To conduct this CAR, the writer arranged a collaborative research with another teacher with similar grade. The idea of conducting CAR was that the teacher needs to come closer to the real problems in learning English by the kindergarten students.

According to McGill-Franzen (2006), the term *kindergarten* is used around the world to describe a variety of different institutions that have been developed for children ranging from the ages of two to five, depending on the country concerned. Many of the activities developed by Fröbel are also used around the world under other names. Singing and growing plants have become an integral part of lifelong learning. Playing, activities, experience, and social interaction are now widely accepted as essential aspects of developing skills and knowledge.

As a child turns age three or so we might begin wondering at what point he/she enters Kindergarten. The answer is generally that children enter kindergarten at or around age 5. This means that if your child is four and will turn five within a certain period of time then he/she will be allowed to enter kindergarten. But, if he/she turns five after the specified date then a child will not begin kindergarten until the following year. Most states have very similar protocol, but may differ somewhat. So, as soon as our child turns four we need to begin looking into when our child is old enough to start kindergarten.

According to McGill-Franzen (2006), some children who come from homes where another language or variety of English is regularly used may be indistinguishable in English language proficiency from children of the same age who have only heard and learned English. This is particularly the case with children who have been regularly exposed to two languages (one of which is English) from their earliest years. However, the way they develop both languages is largely the same as those brought up in a home where only one language (English) is spoken (McLaughlin, Blanchard, and Osanai, 1995).

According to Tabors and Snow (1994), kindergarten-aged ELLs use the following strategies as they learn English:

- 1) using their first language;
- 2) not speaking (silent period);
- 3) using headlines and learned phrases;
- 4) producing more complex structures and vocabulary.

In the meantime, Cameron (2003) argues that the continuing growth of teaching English to young learners brings a number of challenges. Starting to learn English at an earlier age may not bring automatic improvements to proficiency levels, unless teacher education and secondary language teaching both adapt to meet the challenges of the new situation.

According to Cameron (2003), among other knowledge and skills, teachers of young learners need:

- an awareness of how children think and learn
- skills and knowledge in spoken English to conduct whole lessons orally
- an ability to identify children's interests and use them for language teaching
- to be equipped to teach initial literacy in English.

Furthermore, here are some activities that teachers can employ to improve English language of their young learners at schools (Cameron, 2003).

- 1) Improving the children's speaking ability
 - a) Get kids involve in speaking English daily
 - b) Story telling by teacher and pupils
 - c) Optimum use of library for reading
 - d) Dramatization in the narration of a story Drill Model (reading by teacher, Role play, mimes)
 - e) Listening to Audio program
 - f) Encourage pupils to speak English. The teacher gives instructions in English and are followed by students
- 2) Improving children's listening ability
 - a) Make student to recognize words and sound
 - b) Identify keywords recurring in English language from the audio
 - c) Storytelling
 - d) Matching words and pictures through listening the instructions

In discussing how storytelling involves the control of language for narrative, for example, Wyatt, et al. (1986: 34) describe the application of storytelling in teaching children to write as though they were doing so for media. Alparaque (1988: 12) notes another important benefit related to the development of the appreciation of literature--the power of storytelling to bind attention and to bridge real and imaginary worlds.

George and Schaer (1986: 18) investigated the effects of three mediums for presenting literature to children and discovered that storytelling and dramatization were significantly more effective in facilitating recall of prose content than was television. These findings indicated that storytelling is a viable method for stimulating children's imaginations, ultimately leading to a higher cognitive level in student responses. Reinehr (1987) discussed ways to use mythic

literature to teach children about themselves and to help them write their own stories and legends.

For very young children, the sequencing of events or the shaping of stories may be difficult, as children tend to ramble. However, sharing stories can give youngsters more of a "sense of story"--an awareness that can help them in both reading and writing. In reading, for example, a sense of story can help children to predict and know what to expect, and to read with more awareness of cause and effect, sequence, and other story factors related to comprehension (Kempster, 1986; Trabasso and Van Den Broek, 1985). In writing children learn to apply such structures while telling their own stories and giving shape to their experiences. (Tway, 1985)

Perhaps storytelling's greatest value for a teacher is its effectiveness in fostering a relaxed and intimate atmosphere in the classroom. Scott (1985), an experienced Australian teacher/ storyteller, explains how this practical and general objective can relate to the other benefits from using storytelling: It can 1) introduce children to a range of story experiences; 2) provide young students with models of story patterns, themes, characters, and incidents to help them in their own writing, oral language, and thinking; 3) nurture and encourage a sense of humor in children; 4) help put children's own words in perspective; 5) increase knowledge and understanding of other places, races, and beliefs; 6) introduce new ideas and be used to question established concepts without threat to the individual; 7) lead to discussions that are far ranging and often more satisfying than those arising from formal lessons; and 8) serve as the most painless way of teaching children to listen, to concentrate, and to follow the thread and logic of an argument.

According to Howe (2000), puppetry is the art of bringing inanimate objects alive. Children do this instinctively, when they pick up an action figure—or a spoon, or a piece of broccoli—and give it voice and movement.

Teachers make the story theirs, and picture and imagine each part. Then, when they pass the story to the young child, a connection is made where the child can live into those pictures. Only then, can the child receive the story in reverence. A connection between the heart of the teacher and the heart of the child is created, and the child's soul and spirit are nourished.

When hearing a story, children can create their own imaginary pictures, just as the teacher has done. These pictures are not materialized or imposed upon the children. The children are free to create what is necessary for them, in their own life and development, and dream in a healthy way into the stories.

According to Bennet (2002), the benefits of the use of puppets in the classroom are many and varied. The use of puppets provides an opportunity for student expression through the social aspects of communication. Students who are working in a group to prepare and present a puppet play are learning to work cooperatively with others, where there is give and take and sharing of ideas. This offers the students the advantage of establishing group cohesion. The experience affords the student a sense of belonging to a group.

The group work of puppetry has not only been shown to improve student social skills, but will allow the individual to attain success. "Individual students may be willing to work harder if there is a group goal. Through such

performances (puppet plays), students can explore stories in cooperation with their peers and also improve their individual proficiencies,” states Ruth Bennett (2002: 24). One study indicates that student choice is very important not only for developing common, group views, but also in creating and forming individual views (Ruddell & Ruddell, 1994: 112). Another study of language and literacy development found that it was of benefit to share group reading experiences and use “playful activities in which children act out stories” using reading and writing (McGee & Richgels, 1996: 45).

Vivian Parley (1990: 39) states that “in storytelling, as in play, the social interactions we call interruptions usually improve the narrative.” The student can claim ownership of the project and encode vocabulary into their language. While developing and writing the puppet play students are given the opportunity to develop language which enhances both vocabulary and comprehension. Students activate prior knowledge to create new puppet scripts and projects.

Furthermore, in applying the storytelling with puppet, the teacher will encourage the students’ motivation in speaking and listening activity during the class. As introducing English to the kindergarten students, speaking and listening skills might not be similar activity to the other levels. The students will be expected to explore their vocabulary mastery on speaking and listening skills. When the students are listening to the story with puppet, they are receiving the information from the teacher and the teacher can ask the students to mention the words from the puppet story is showed to them. Therefore, there are two activities might be developed in this process; speaking and listening skills.

METHOD

In conducting this research, the writer applied a classroom action research. According to Zuber-Skerritt in Cohen, L et al. (2005: 227), there are four strategic cycles of conducting an action research, they are:

- 1) Strategic planning;
- 2) Action, i.e. implementing the plan;
- 3) Observation, evaluation and self-evaluation;
- 4) Critical and self-critical reflection on the results of points 1–3 and making decisions for the next cycle of action research

As its name implies, classroom action research can be viewed as having two main outcomes; action and classroom research. It therefore requires two sets of procedures, one to achieve each of the outcomes. In terms of the distinction between content and process, these are both instances of process.

The different conceptions of action research can be revealed in some typical definitions of action research, for example Hopkins (1985:32) and Ebbutt (1985:156) suggest that the combination of action and classroom research renders that action a form of disciplined inquiry, in which a personal attempt is made to understand, improve and reform practice. Cohen and Manion (1994:186) define it as ‘a small-scale intervention in the functioning of the real situation in the classroom and a close examination of the effects of such an intervention.

The writer used both qualitative and quantitative measurement techniques. Qualitative measurement technique refers to measure the teacher’s performance in the classroom activity using observation technique and quantitative measurement

technique refers to measure the students' English achievement that was taken from the cycle test. The tools of data collecting of this research were depended on the technique of collecting data used by the writer. To measure the data of teacher's performance, the observation technique used checklist/field note and to measure the data of students' English achievement, the writer used objective test of vocabulary, which is arranged in matching and multiple choice. The test, then was designed into two forms; oral test for speaking and written test for listening.

Technique of data analysis is necessary in order the results of test related to the problems of this research. There were two analyses employed by the researcher as follows:

To obtain the interpretation of the result of the test, the writer used criteria from Al-Azhar Kindergarten school. The scoring criteria of the English can be described based on the students' learning development that was signaled by their performance toward the lesson as follows:

Table 3.3 The Specification of Students' Performance

Criteria	Description
- Very Good-Developed	A student has different development from time to time and s/he shows something good and very good toward the lesson
- Expected-Developed	The development is based on the expectation and a student does not show something awesomely.
- Early – developed	The development like someone who learns at the first time but the motivation toward learning is shown well/more active.
- Not involved	A student is still adapted to the lesson/not active during the lesson

FINDINGS

1. The Use of Storytelling with Puppets in Improving the Students' Pronunciation Ability of English Words

In helping the students to pronounce the words correctly, the writer has applied three strategies: 1) Repetition drills with puppets, 2) Correcting students' pronunciation by moving puppets and 3) Acting out the dialogues of the story by puppet pantomime.

a. Repetition Drills with Puppets

Pronunciation was one of the students' problems in English language learning, which they had difficulties to produce the words correctly based on the standard of pronunciation. When the writer used storytelling with puppets, the students' pronunciation ability could be improved into better pronunciation. This conclusion was taken from the three cycles of acting during the research.

In using storytelling with puppets, the writer also combined the strategy with drilling technique, which the teacher asked the students to mention the names of animal by showing animal puppets. In this case, the students had opportunities to practice their pronunciation because the teacher also instructed the students to pronounce the words individually after the whole class.

b. Correcting Students' Pronunciation by Moving the Puppets

Some corrections were also conducted after the students finished pronouncing the words. The function of storytelling with puppets here was to tell what animals they mention before the drilling of names of animals conducted. By having this activity, the students also obtained the information or description about the animals.

In correcting the students' pronunciation, the writer used puppet and moved it from the left to the right when the students have incorrect pronunciation of the words. This activity has given the teacher/the writer opportunity to improve the students' pronunciation.

As the concept of classroom action research on English language learning, the cycle of meeting should be continued when the problems could not be solved in the cycle 1 or the ability of certain language skills could not be improved. They only got 62.6 (the average score of the test). In this CAR, the writer has conducted three cycles. Based on the result of observation of cycle 1, the students did not entirely succeed to pronounce the words correctly when the teacher/writer took the evaluation (cycle test) of pronouncing the words. Therefore, finally the writer re-conducted the cycle 2 in order to improve the students' pronunciation ability through storytelling with puppets.

c. Acting out the Dialogues of the Story by Puppet Pantomime

In the cycle 2, some procedures of storytelling with puppets in the cycle 1 was still applied and modified with several improvements and changes. The changes of applying the storytelling with puppets were on the shapes, size, and model of puppets, the contents of the story to describe the animals and also the length of drilling of pronouncing the words individually and this activity was also conditioned by competition.

2. The Use of Storytelling with Puppets in Improving the Students' Getting of meaning of English Words

1) Guessing the Puppet

After describing the finding of the first problem in this research, the next part is to describe how the storytelling with puppets in improving the students to get the meaning of English words. Getting the meaning of words was also one of the problems occurred in the teaching and learning on the kindergarten students of Al-Azhar school Pontianak, particularly for the kindergarten B students.

2) Asking Questions about the Parts of Puppet Body

Besides, the writer also used teaching strategy in improving the students' ability to get the meaning of word using some questions about the parts of puppet body. To support the process of activity, the writer used several questions to ask the students about the parts of puppets body. After that, the students should mention the meaning of words (Indonesian meaning) on their worksheets.

As a result of the cycle 1, the process of treatment using storytelling with puppets did not improve the students' understanding of meaning of words. The students looked like confusing to understand the activity using storytelling with puppets in accordance with the ability to understand the

meaning of words and the students also did not focus on what the teacher did during the classroom activity. As a result of the cycle test 1, the students' ability to understand the meaning of words was not achieved to the standard of minimum achievement.

As the result of cycle 1, this research should be continued in the next cycle. In the cycle 2, the writer modified the activity by creating the learning atmosphere with competitive atmosphere among the groups and individuals. For those who could answer correctly the teacher's questions after the presentation were given the prize and symbolized with 10 candies as 10 points and 1 candy for their incorrect answer. At the end of the presentation, the students should count the number of candy they collected. The highest score was determined by the total number of candy they had during the competition. As a result of the cycle test 2, it was found that the students' ability in understanding the meaning of words was getting better rather than cycle 1. The students' scores were achieved to the standard of minimum level achievement.

3. The Use of Storytelling with Puppet to Improve the Students' Ability in Speaking

After having the results of pronunciation and getting meaning of English words, the writer also described the finding of the use of storytelling with puppet in improving the students' speaking ability. In this part, it was quite similar to the pronunciation activity but the writer focused more on the students' ability to speak English and not to pronounce the words individually. Specifically, there were two strategies in improving the students' speaking ability using storytelling with puppets: Using puppet action and guessing game.

1) Puppet Action

In this activity, the writer used the strategy namely puppet action. The teacher asked the students to speak more as puppet master using the puppets. Some scripts of simple dialogues were prepared to support this activity. The students were allowed to read aloud the script of dialogues and perform it in front of the class. To guide the students, the writer was also a model to perform the dialogue. It seemed that the students had a conversation among them but in fact they did this action alone because they were asked to pretend to be another speaker.

2) Guessing game

When the puppet action has employed the students to speak more in single performance, the writer then developed the activities of speaking using storytelling with puppets by guessing game. In this case, a student who was a storyteller told or described something with his/her puppets and at the end of the story s/he asked his/her friends about the things s/he told about.

By having this activity, not only one student could be developed his/her ability to speak but also some students could participated and involved to speak when they guessed the thing from the storyteller's questions. Every student was invited to guess the

things. The teacher/writer then shifted the students' turn as the storyteller. Finally, based on the criteria of students' performance, the speaking ability was categorized as *early-developed*.

DISCUSSIONS

In discussion part, the researcher will describe how the process of applying the storytelling with puppet in English language learning for kindergarten students. As the researcher has discussed in the previous chapters, there were two aspects of English language learning that have been developed during the classroom action research, speaking and listening.

In the process of treatment in the cycles of CAR, the researcher used two models in presenting the storytelling with puppet, teacher's presentation and students' presentation. In this case, not only the teacher/researcher as a storyteller but also the students can join the activities.

1. Teacher's Presentation

In teaching English to kindergarten students, the researcher used storytelling with puppet to promote the students' English mastery. In this case, English mastery refers to the ability to pronouncing the words and to understand the meaning of words. During the process, the teacher prepared some lists of vocabulary and the puppets, particularly handy puppets. Actually, the storytelling was not applied similar to the real concept of storytelling itself because the researcher just used the ideas of telling the words using illustration of the words. The description of the words was presented like telling something story to children.

After telling the students, the writer then asked the students to pronounce words of the thing in English. In this process, some children looked like enthusiastic to listen to the teacher's story but there were some children also did not pay more attention to what the researcher said. By using puppet as media to support the storytelling, the researcher actually could bring the children's attention to what she said.

Furthermore, the researcher realized that using storytelling with puppet could change the children's learning behavior. It can be seen from their participation in the activities.

2. Students' Presentation

As mentioned that storytelling with puppet was also performed by the children. The children were also invited to be storyteller to their friends. In this case, the researcher has prepared the description text of something to tell. The children could choose the words for their own and the words could be one or more. However, the researcher instructed them to choose only one in the practice in order to make other children get their turn to perform.

Actually the process was quite similar to what the researcher did but the children were given the shorter description than the researcher. From this activity, the children were so happy to perform and to listen to their friend during the process. By having this activity, the writer also could introduce speaking and listening skill to the children.

Furthermore, applying storytelling with puppet needed several stages in order to make it meaningful for the students' improvement of English language

learning. From the result of observation checklist table, it was found that the researcher/teacher divided into two steps of using storytelling with puppet; teacher's performance and children's performances.

Overall these activities could run well but there was for the children's performances seemed not run well because some children looked like having difficulties to describe the words aloud to the others.

In addition, the students looked like confusing about this learning process because they never learnt like this before. From both results, the reflecting stage recommended that this CAR should be continued by solving the problems occurred during the cycle 1. As the recommendation in the cycle 1, the revision has been given on the children's performance to describe the words aloud to the others as storyteller because from their speaking test also proved that they were still have problems to say the words based on the illustrated pictures given. From the reflection, the writer then found the barriers that influenced the children's attention in learning.

CONCLUSIONS

Introducing English to kindergarten students through storytelling with puppet, particularly in speaking skill had significant improvement. The students' vocabulary ability on pronouncing the words was influenced by the learning activity using storytelling with puppet and it was revealed that storytelling with puppet could encourage the children to pronounce the words much more correctly than before this treatment was conducted. From the results of this research, the students' performance on pronunciation was categorized as early-developed in cycle 1 and expected-developed in cycle 2.

The implementation of storytelling with puppets also revealed that the students' English ability on understanding the meaning of words could be improved after this treatment. The students' practice of mentioning the meaning of words could be smoothly done using this technique because the writer could manage the time for the practice well and the classroom atmosphere could be created with competitive atmosphere. As a result of the cycle test, the children's ability in understanding the meaning of words also improved from the cycle 1 (63.9) to cycle 2 (81.7). From the results of this research, the students' performance on understanding the meaning of words was categorized as early-developed in cycle 1 and expected-developed in cycle 2.

The implementation of storytelling with puppets could also encourage the children's to speak a lot during the activity. It was proved that the children's involvement in learning could be better from before to after this CAR was conducted using storytelling with puppets. From the students' performance during the cycle 1 and 2, it can be concluded that the students' speaking ability was categorized as early-developed.

Introducing English to kindergarten students was not an easy effort because some of them just play in the classroom without pay more attention to the other students. Using storytelling with puppets was not actually smooth in the implementation because there were many steps of applying this technique and media into the classroom such as preparing the puppets, building character of the puppets and modifying the puppets into several forms.

Under the result of this research, using storytelling with puppets was good to encourage the students' participation in learning in the classroom. The students were able to speak and to write the English words because they have good motivation to follow the lesson.

SUGGESTIONS

To have a better result in pronunciation practice, the teacher should give more opportunity to the children to perform the storytelling with puppets in order to make their self-confidence to pronounce better.

When the teacher has difficulty in encouraging the children to listen to and to understand the meaning of words, the teacher should modify the presentations such as using microphone and loud speaker and promoting the children to wear the different clothes, clown wardrobe might be better to use.

To have a better reflection significantly, the teacher should design and provide the "Self-Assessment" as the way to evaluate the progress of the teaching process. The data of self-assessment can be obtained during the teaching that is observed by a collaborator and the data from video recording during the teaching and learning process.

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