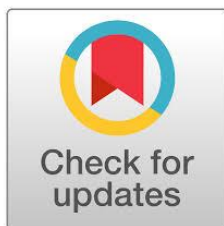


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Boosting Young EFL Learners' English Vocabulary Acquisition by Utilizing Puppet Pictures as Storytelling Media

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Abstract

Students' interest becomes the most important aspect of successful teaching and learning. One way to attract students' interest in participating in the lesson is by using fun learning media like puppet pictures. This study explores how employing puppet pictures as a storytelling and sharing medium can improve students' vocabulary acquisition. The present study employed a pre-experimental approach to assess the vocabulary proficiency level achieved through puppet image storytelling media. The group, which had a pre-test and post-test, was considered a single sample for teaching using puppet visuals and storytelling medium. The research subjects consisted of first-grade students enrolled at Ariya Metta Elementary School. The evaluation instruments utilized consisted of a pre-test and post-test, designed based on phase A of the Merdeka curriculum. These instruments were employed to evaluate the enhancement or notable increase in vocabulary scores, employing puppet image narrative media. The pre-test and post-test data were calculated using a statistical analysis program. The data statistics from the descriptive analysis and matched sample statistics showed that the average score of the pre-test (57.86) increased to the post-test score (88.57). In addition, the paired sample T-test yielded a p-value of 0.000, less than the significance level of 0.05. The result indicates that the Null Hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted. Ultimately, puppet storytelling media had a significant impact on enhancing pupils' vocabulary development.

Keywords: Vocabulary Acquisition; Puppet Picture Media; Storytelling

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Introduction

English language as an international language in the last decade due to it being massively used as a tool for inter-community communication and interaction worldwide. More than a billion people increasingly use English, while the number of native speakers is perhaps only around 380 million (Clyne & Sharifian, 2008). People worldwide choose to study English as a second language because learning English is vital. Many countries teach English as a second language, and kids begin learning it early. Several linguists claimed that learning two or more languages brings cognitive and metacognitive development and strengthens metalinguistic awareness in reflecting, evaluating, and directing language attention to children (Al-Shamsi, 2021). Moreover, children can acquire English more effectively than adults because they are good at imitating and memorizing it. Therefore, the English language is beneficial to dealing with students' academic achievement, cognitive development, and linguistic knowledge and preparing them for a better job in the future.

However, teaching English to young learners is more complicated and only sometimes more manageable than we think—numerous challenges teachers face in teaching the English language to young learners. Copland et al. (2014) mentioned that most teachers face the problem of teaching English to young learners, particularly how to improve students' motivation and speaking and manage a classroom with many students, an uncontrollable and noisy environment. One of the most challenging to be taught to young learners refers to the promotion of English vocabulary mastery. Students sometimes find it hard to say the appropriate words with the correct spelling and pronunciation; they also confuse the meaning and various synonyms with a narrower range, and the last refers to their low interest in the content length and complexity (Rohmatillah, 2014). To deal with this constraint in teaching vocabulary to young learners, teachers must consider the three most essential aspects, including the practical implementation, form, and meaning (Rohmatillah, 2014). Those aspects need serious attention to make young learners interested in the English language teaching and learning process, particularly vocabulary. Teachers must know what interests students, as the key to teaching vocabulary to young learners may come from the learning media, activities, and models appropriate to the learners' level, needs, interests, and character (Mandarsari, 2023).

It is essential to admit that the learning media is critical, which may stimulate learners' ideas, feelings, interests, and motivation. Several reasons prove why learning media is essential; it fosters their ability to write, and speak, and awaken their imagination, leading to a more dynamic and creative learning experience (Kandia et al., 2023). The kinds of learning media are not only about the human's role, like teachers, but they can refer to the visual, audio, and audio-visual learning media (Luthfiana, 2021). *Puppet picture* is a visual learning media that can be applied in teaching English, particularly vocabulary. Recently, there has been extensive discussion over the effectiveness of puppet pictures, which are frequently thought of as children's stories. According to Luthfiana (2021), using puppet pictures in storytelling to teach vocabulary is an effective medium for teachers to engage young learners in language acquisition that can help students better grasp and remember new vocabulary. Unfortunately, its study of puppet pictures as storytelling media in teaching vocabulary impact has not dealt with concrete measurements to know how far puppet pictures impacted the students' vocabulary acquisition effectively because this study is a literature review.

The literature highlights a growing number of studies focused on puppet visuals in education, with research increasingly aimed at discovering the most effective methods for application in the educational sector. The research conducted by Rahmi et al. (2020) suggested that puppets be used in teaching vocabulary. He recommended that puppets assist children in learning a new language and can be used to boost motivation. Widiastuty et al. (2024) claimed in their study that puppets can make a more active classroom atmosphere during teaching and learning vocabulary; they noted that students' vocabulary is increased by using puppets, which can be measured for the vocabulary exercises given. In line with Prayudha (2021), they proved that the puppet is very useful to improve students' vocabulary; the final average result is 84.2, from the previous average result is 71.05.

Previous studies have revealed that puppet picture has a potential role in education. However, when the researcher examines the literature, it is seen that there is under investigation on the use of puppet pictures in storytelling strategy discussing how puppet picture as the media used in the storytelling activities during teaching and learning vocabulary for young learners. Consequently, to fill in the gap, this study shows the improvement of students' vocabulary

acquisition by using puppet pictures as the storytelling media represented with the statistical analysis data for young learners in primary school. This study assesses enhancing students' vocabulary learning by implementing a pre-experimental design. The design involved a single group, with a pre-test and post-test class serving as the means of data collection. The data was subsequently analyzed using statistical quantitative analysis. The researcher's main objective is to investigate whether the utilization of puppet pictures enhances vocabulary acquisition among primary school children at Ariya Metta Elementary School.

Literature Review

The Concept of Vocabulary Acquisition for EFL YL

Vocabulary acquisition refers to how children acquire and understand the number of words in the new language, both in the mother tongue and the foreign language (Rafiq, 2010). Vocabulary acquisition plays an essential role in language teaching and learning. A previous linguist said that there is a need for ESL/EFL learners to expand their vocabulary to become proficient language users, emphasizing that vocabulary should be regarded as a fundamental component of language instruction (Pateşan et al., 2019). English foreign language learners are required to acquire vocabulary and improve their new words knowledge in English as the target language to maximize English communication. Correspondingly, other previous researchers assumed that lacking enough vocabulary makes it difficult for people to share their ideas, understand simple texts, follow instructions, and engage in conversations effectively (Marpaung & Situmeang, 2020). In short, vocabulary acquisition is a critical aspect of language learning, as both ESL/EFL learners must expand their vocabulary to become proficient communicators, and insufficient vocabulary hinders their ability to express ideas, comprehend texts, follow instructions, and engage in effective communication.

The concept of vocabulary acquisition is closely related to the theory of language acquisition, explored by scholars and linguists many years ago. The initial language acquisition process has happened since the childhood phase at earlier ages. Many linguists have long debated language acquisition for young learners over the nature and nurture process. Previous studies

claimed that language acquisition passed the natural process due to the characteristic of languages being natural, meaning that language acquisition naturally happens through the natural response as long as children are exposed to learning the language that they will learn to talk from the environment as the input they are given. Hepburn (2010) asserted the language acquisition for children takes around eighteen to twenty-four months and that children undergo a rapid surge in vocabulary growth, known as a 'vocabulary explosion,' which happens before they start to develop clear grammatical patterns (Hepburn et al., 2010). Language acquisition is agreed to be an innate process that brings children naturally exposed to a language-rich environment, where they are constantly surrounded and interacting in that language, activating their language abilities and playing a significant role in their language acquisition process (Al-Harbi, 2020). However, Chomsky's statement is different from Skinner's claim as the pioneer of the behaviorism theory, who explained that children could not acquire a language without any environmental influences, such as exposure from their parents, language policies given by their parents, and others (as cited in Gao, 2022, p. 452)

Even though the existence of language acquisition is debatable and involves a nature or nurture process, English language acquisition is different from other mother tongue language acquisition. It indicates that English acquisition develops children's conceptual system of how the concept of new words in the target language is comprehended by children (Rafiq, 2017). It becoming why English has a more complicated process involving mapping new words and connecting them with the existing conceptual meaning and other sub-processes and tasks. Acquiring new vocabulary encompasses four stages that involve distinguishing sounds and letters, understanding the concept of words by relating them to their referents, retaining the meaning, reinforcing the new vocabulary by actively using the word in daily communication (Afzal, 2019). Meanwhile, other previous linguists underscored that the sub-task of vocabulary acquisition strategies must contribute to the two significant dimensions explained as follows.

Receptive Vocabulary Acquisition. Receptive vocabulary acquisition refers to the capacity to comprehend the word meaning mentioned in spoken or written language through reading and listening activities. Receptive vocabulary acquisition is categorized into two primary hierarchies: passive recall and recognition. These hierarchies represent distinct dimensions of

word knowledge, specifically meaning recall and meaning recognition, which function as separate cognitive processes. These constructs reflect varying degrees of lexical understanding and are systematically arranged in a hierarchical, implicational scale, signifying progressively deeper levels of word mastery (Laufer & Aviad-Levitzky, 2017). Passive recall is the capacity to automatically retrieve the native language equivalent of a given second language term without external cues, reflecting a high level of proficiency and familiarity with both languages (Kamil, 2021). Passive recall and recognition in receptive vocabulary acquisition can be facilitated through the traditional medium involving word lists, dictionary use, and glossing (Miyazaki, 2019).

Productive Vocabulary Acquisition. It is different from receptive vocabulary acquisition, which has been explained previously. Productive means actively producing new words already understood in daily communication. Productive vocabulary acquisition is classified into two hierarchies consisting of controlled and free vocabulary (Laufer & Paribakht, 1998). The ability to recall and use words when prompted by cues defines controlled productive vocabulary knowledge, whereas free productive vocabulary knowledge involves vocabulary being used independently and spontaneously, as demonstrated in unassisted writing (Maskor & Baharudin, 2016). These two dimensions of vocabulary knowledge reflect different levels of lexical control, with controlled tasks requiring guided retrieval and free tasks demonstrating more autonomous language production skills. It means that more than memorizing new words in the target language through word lists and looking at the word's meaning in the dictionary is required in productive language. However, the use of words in a communication context is also required.

Vocabulary Acquisition for EFL YL through Storytelling

Vocabulary acquisition consists of passive and active vocabulary, so the strategy and medium can be more varied. The vocabulary acquisition strategy is expected to facilitate passive recall and recognition and active vocabulary acquisition. Based on Gu and Johnson, the vocabulary strategy is classified into different stages, and they are: 1) beliefs about vocabulary learning, 2) metacognitive regulation, 3) guessing strategies, 4) dictionary strategies, 5) note-taking strategies, 6) memory rehearsal strategies, 7) memory encoding strategy, and 8) activities

strategy (as cited in Nosidlak, 2013, p. 656). Thus, the teaching strategy widely uses, understands, and concerns all aspects of the vocabulary context through the taxonomy of vocabulary acquisition strategy.

The strategy to acquire new vocabulary between adults and young learners is different. Young learners are more engaging in acquiring vocabulary and do not automatically acquire languages. Young learners need stimulation and practice to increase their motivation and interest in learning and acquiring new vocabulary. One of the various ways to acquire English vocabulary for children early is through storytelling. Storytelling is the traditional teaching strategy of telling a story from generation to generation (Losi et al., 2022). Using storytelling for English language teaching is beneficial because storytelling can help students learn and acquire language by integrating four primary English skills: listening, speaking, writing, and reading.

Moreover, storytelling can enhance a student's fluency, grammar, pronunciation, vocabulary, and content understanding by providing opportunities for practice in a context-rich environment that promotes active use of language skills (Zuhriyah, 2017). For this reason, storytelling gives students more learning experiences and opportunities. It helps students better understand an object and story through the visual appearances and verbal expressions conveyed. Through the repetition of telling a story covered by exciting activities and enjoyable content, storytelling helps young learners memorize new words. It absorbs the new story contents in the English language quickly and smoothly (Losi et al., 2022). Using storytelling gives teachers exposure to learning language. It empowers them with authentic language practice and a non-threatening environment for the target language young learners that it becomes the opportunity for young learners to use and acquire foreign language (Ahern et al., 2007). Therefore, vocabulary acquisition for young EFL learners using storytelling can be more manageable, interesting, and enjoyable without putting some pressure on them to memorize.

Puppet Picture for Young Learner's Vocabulary Acquisition

Supporting storytelling in vocabulary teaching, the researcher is concerned with implementing media as the medium for teachers to tell and share the story. The media used in the storytelling stimulation, particularly digital pictures, printed pictures, story figures, and comic

strips. However, puppets are the most popular media in storytelling in teaching vocabulary to young learners. A *puppet* is a movable doll to visualize a person or animal, which puppeteers manipulate with their fingers or hands (Kröger & Nupponen, 2019). In short, a puppet is a pedagogical tool or media in the form of a doll character, which can teach all kinds of things to young learners and adults controlled by the puppeteer as the operator of the puppet media.

Several types of puppets are used as the medium in teaching and learning. There are three common types of puppets: hand puppets, rod puppets, and marionette dolls (Wedana et al., 2019) Because of the rapid growth of technology, the types of puppets are more varied, for example, the digital printing puppet or puppet picture. It is made from digital pictures and visualization compiled and printed with colorful aids (Losi et al., 2022). Whereas other previous research gives different perspectives, the paper puppet is another kind of puppet picture. Even though the representation of puppets is varied, puppet picture also indicates similar benefits. Using puppet pictures suits different teaching and learning processes, from cognitive rehearsal to performance to promoting communication and expression skills (Kröger & Nupponen, 2019). Kroger and Nupponen also mentioned that puppet pictures are not only useful for homogenous students but also for students with special needs in a classroom through the visual aids used to facilitate students with verbal communication deficits, and students with visual impairment can be facilitated through the audio aids (Kröger & Nupponen, 2019).

Previous studies have explored the puppet picture as a learning medium to teach vocabulary through storytelling stimulation or strategy. The first study yielded by Luthfiana (2021) in her research is that teachers must create a natural and attractive learning atmosphere in the classroom by introducing new vocabularies for young learners by using puppet pictures as storytelling media. For example, the teacher can attract students to be interactive when watching the real objects and make students acquire new vocabulary naturally by directing them to observe the real situation and objects surrounding them.

Furthermore, it is consistently proven by another previous study that puppet pictures as storytelling media can encourage students to communicate with the teacher (Yulianti & Latief, 2014). Yulianti and Latief (2014) further claimed that puppet pictures as storytelling media can

optimally enhance students' motivation and facilitate differentiated learning, which can suit students with visual, audio, and audio-visual characters. Two studies of puppet pictures as the media of storytelling in teaching vocabulary discussed previously support Cameron's theory about teaching English to young learners. Cameron (2001) stated that young learners have different learning characteristics from adults: children learn and acquire new vocabulary based on actual and factual objects of what they see, smell, taste, and touch. The vocabulary acquisition can be optimal for young learners if the teacher can use the appropriate media and activities through the puppet picture used as the storytelling media. By doing puppet media in storytelling activities, they can see and catch new vocabulary in the target language through visual appearances and audio aids presented in the puppet picture, so the puppet picture can help young learners recognize and understand the number of words or vocabulary.

Method

This study utilized a pre-experimental research design with a quantitative methodology. The pre-experimental study design utilized the one-group pre-test and post-test methodology. A pre-test was administered to a single group, which served as the sample for this pre-experimental investigation. Subsequently, pupils are subjected to a treatment and a post-test (Cresswell & Cresswell, 2018).

Table 1. Pre-experimental study design

Pre-test	Treatment	Post-test
O1	X	O2

The population of this study was students in grade 1 consisting of 1A and 1B of Ariya Metta Elementary School Tangerang in the 2023/2024 academic year. 1A class contained 26 students, and 1B class contained 28 students, so the total population was 54. Meanwhile, this study employed 1B class containing 28 students as the research sample using purposive sampling. To gather the data, the researchers prepared the pre-test and post-test regarding vocabulary knowledge as the most essential tools in this study. There are specific procedures for collecting the data. First, the researcher pre-tested pupils to evaluate their vocabulary learning level.

Subsequently, alter puppet pictures as the storytelling media to include treatment as one of the key components. In order to assess the students' vocabulary learning by using puppet pictures, the researcher gave the class a post-test at the end of the session.

The data obtained from the pre-test and post-test were analyzed using Paired Sample T-test Statistics to assess the improvement in students' vocabulary learning resulting from the therapies. The researcher devised two hypotheses:

A Null Hypothesis (H₀). The null hypothesis suggests that there is no significant improvement in students' vocabulary acquisition scores after being taught using puppet pictures.

An Alternative Hypothesis (H_a). The alternative hypothesis suggests a significant improvement in students' scores of vocabulary acquisition after being taught by using puppet pictures.

Findings

This section provided the answer to a crucial research inquiry on the notable disparity in scores before and after instruction using puppet photos as the medium for storytelling. There are a total of 20 questions administered to 28 students in both the pre-test and post-test. The pre-test and post-test in this study serve distinct functions. Before receiving treatment on vocabulary teaching using puppet pictures, a pre-test was administered to assess students' vocabulary development. The post-test assesses how much students have improved their vocabulary acquisition after exposure to the puppet picture treatment.

The Significant Difference Scores Before and After Being Taught By Using The Puppet Picture

According to the provided table, a vocabulary test was administered to 28 students in the 1B class. The test scores were recorded both before and after the test. The score obtained before and after the therapy, involving puppet photos as a storytelling medium, exhibited significant variations on multiple occasions. The student's vocabulary scores from the pre-test and post-test initially provide an overview of the descriptive analysis data to find the average, minimum,

maximum, total, and standard deviation through the IBM SPSS Statistics 29 version for the detailed descriptive analysis statistics of the data result have been calculated in table 2.

Table 2. Descriptive Analysis Statistics Table

	Descriptive Statistics					
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest Vocabulary	28	40	70	1590	56.79	8.630
PostTest Vocabulary	28	75	100	2480	88.57	7.052
Valid N (listwise)	28					

The data in table 2 presents the descriptive-analytic statistics for students' vocabulary scores before and after being taught, utilizing puppet photos as storytelling media. The number of students (N) in the pre-test and post-test was 28. The minimum score achieved on the pre-test was 40, while the maximum score obtained on the post-test was 70. Concurrently, the lowest and highest scores achieved on the post-test were 75 and 100, respectively. The pre-test yielded a standard deviation of 8.630, while the post-test resulted in a standard deviation 7.052.

After calculating the mean, minimum, maximum, and standard deviation, as displayed in the table above, the researcher analyzed the data to assess the efficacy of employing puppet pictures as a medium for vocabulary acquisition using a paired sample T-Test through the IBM SPSS Statistics 29 version. The specific calculations for paired sample statistics are outlined in Table 3.

Table 3. Statistics for Paired Samples

		Statistics for Paired Samples			
		Mean	N	Standard Deviation	Standard Error Mean
Pair 1	PreTest	56.79	28	8.630	1.631
	PostTest	88.57	28	7.052	1.333

Table 3 shows the results of the paired sample statistics, which found that the post-test average (88.57) is higher than the average scores of the pre-test (56.79). It indicates that using

puppet pictures as storytelling media successfully improves students' vocabulary acquisition, which can be seen from the vocabulary score before and after being taught using puppet pictures as storytelling media.

However, the researcher used a paired sample T-Test, both pre-test and post-test, to know the significant differences in vocabulary scores before and after the treatment of using puppet pictures as a storytelling medium. The paired sampled test is derived from calculating pre-test and post-test results using the IBM SPSS Statistics 29 version. Table 4 is the result of paired sample t-test calculation analysis as follows.

Table 4. Paired Samples of T-Test

		Paired Samples Test					Significance			
		Paired Differences			95% Confidence Interval of the Difference	<i>t</i>	<i>df</i>	One-Sided <i>p</i>	Two-Sided <i>p</i>	
		Mean	Std. Deviation	Std. Error Mean						
Pair 1	PreTest Vocabulary - PostTest Vocabulary	-31.78	3.107	.587	-32.991	-30.581	-54.127	27	.000	.000

The table 4 presented a significant difference in the average score between the pre-test and post-test, which was -31.78, and the standard deviation was 3.107. Moreover, the lower difference is -32.991, and the upper difference indicates -30.581. Lastly, it also was found that the T-count or the value of T in the pre-test and post-test is -54.127 with the *df* is 27, and the significance of two-tailed is 0.000.

The paired sample t-test statistics data have been interpreted using two methods. The T-count and T-table comparison value shows that the *T-count* (54.127) and *T-table* for *df* (27) is 1.703. It can be interpreted that $54.127 > 1.703$, which is the T-count is higher than the T-table, meaning that the null hypothesis (*H₀*) was rejected. The alternative hypothesis (*H_a*) was accepted. The second approach involves evaluating the outcome of the significance level. The paired sample t-test data revealed a score of 0.000 for the degree of significance. Consequently, the null hypothesis (*H₀*) was rejected, and the alternative hypothesis (*H_a*) was accepted due to the level

of significance being below 0.005 ($0.000 < 0.005$). Table 4 shows notable improvements in the vocabulary acquisition of young EFL learners at Ariya Metta Elementary School. These improvements occur before and after utilizing puppet photos as a storytelling medium to teach English vocabulary to first-grade pupils.

Discussions

The fundamental purpose of this study is to elucidate the enhancement of students' vocabulary acquisition through puppet photos as a medium for storytelling among primary school pupils at Ariya Metta Elementary School. The researcher developed research questions to investigate the enhancement of students' vocabulary acquisition through puppet photos as a medium for storytelling. The research issue concerns whether there are significant differences or enhancements in the vocabulary acquisition scores of young EFL learners when puppet photos are employed as storytelling media in vocabulary instruction. This study utilized statistical quantitative data from a single group, specifically the pre-test and post-test classes, as the instrument for data collection. In contrast, the data was analyzed using the IBM SPSS Statistics 29 edition. The data collected from a sample group included pre-test and post-test scores, measured before and after treatment utilizing puppet photos as a form of media.

Regarding the initial research question results, this preliminary study showed that puppet pictures as a medium for storytelling in the instruction of vocabulary to young learners of English as a foreign language can greatly enhance students' vocabulary acquisition. The improvement of student's vocabulary acquisition is critical due to learners must view language as a practical tool for communication which is not only treat language learning as merely memorizing a set of vocal symbols, grammar rules, or a dictionary of words. Instead, they must view language as a practical tool for communication (Viera, 2017). For this reason, they should be able to identify which expressions will be most effective in conveying their message, and, equally important, they must learn which words or phrases are appropriate to use depending on the social or cultural context. This outcome is contrary to that of Pateşan et al. (2019) who found most of non-native English speakers struggle with communication, even if they have not fully grasped grammar. However,

they are still able to convey their message to some extent. Fluency in vocabulary is essential for effective communication. Vocabulary is a crucial aspect of language acquisition for young learners. It serves as a foundation for acquiring new terms in their native language and the language they are learning (Cameron, 2001).

Based on this research's findings, puppet pictures as a narrative medium effectively facilitated the acquisition of English vocabulary for first-grade children at Ariya Metta Elementary School. The disparity in mean scores before and after receiving instruction in vocabulary through puppet picture narrative media treatment is evident. The pre-test yielded an average score of 56.79, while the post-test yielded an average score of 88.57. The result indicates that the students' post-test scores were greater than pre-test scores, with an average score difference of 31.78. In addition, the p-value was less than 0.005 in the paired sample analysis, indicating statistical significance. This information may be found in Table 4. The study demonstrates the rejection of the null hypothesis (H_0), revealing its erroneous nature. Hence, the alternative hypothesis (H_a) posits that there exists a substantial disparity in the vocabulary scores of students prior to and following instruction in vocabulary acquisition through the utilization of puppet image storytelling as a pedagogical approach.

The quantitative statistics of this experimental study, which utilized a one-group sample pre-test and post-test design, suggest that puppet visuals for storytelling can facilitate students' acquisition of new words and enhance their vocabulary acquisition abilities. Moreover, employing puppet images as a medium for storytelling might enable kids to expand their lexicon by engaging with tangible or visual representations. In addition, students can comprehend the significance of the English vocabulary they are acquiring and endeavor to generate the terms or establish conversation within the classroom. Moreover, the studies above conducted by Luthfiana (2021), Kröger and Nupponen (2019), and Yulianti and Latief (2014) presented findings about the efficacy of employing puppet visuals for instructing vocabulary to young students. Research findings confirmed that puppetry as a narrative medium facilitates the acquisition of new English vocabulary among students. According to Yulianti and Latief (2014), using puppet photos as a medium for storytelling can effectively promote communication between students and teachers. Using puppet pictures as a medium for teaching vocabulary has

a notable effect on various teaching and learning processes, encompassing cognitive rehearsal, performance, and enhancing communication and expression skills (Kröger & Nupponen, 2019). Luthfiana (2021), in her study, provided evidence that puppet pictures enable young learners to acquire new vocabulary. The acquisition is achieved through the combination of teachers' storytelling and the visual representation of words, which enhances students' comprehension and retention of English vocabulary. In general, the results suggest that students derive pleasure from and facilitate their vocabulary acquisition processes by comprehending and memorizing word meanings and effectively using English words in actual interactions with teachers and peers.

Conclusion and Implication

The present study examines the vocabulary acquisition proficiency of first-grade pupils at Ariya Metta Elementary School before and after being instructed to utilize puppet photos as a medium for storytelling. Several conclusions may be drawn from this study. The student's pre-test yielded an average score of 56.79, indicating a low performance. Following the implementation of therapy using puppet photos as a medium for storytelling to teach vocabulary, the average post-test score significantly improved to 88.57. The average post-test score surpassed the pre-test score conducted before the treatment. Secondly, the student's vocabulary acquisition abilities are significant before and after being taught using puppet pictures as storytelling media. Based on the results of paired sample T-test statistics analysis, the null hypothesis that there was no significant difference before and after being taught by using puppet pictures as the storytelling media to teach vocabulary was rejected can be reflected in the significance score in paired sample T-test calculation was 0.00 which is lower than 0.005. Based on the findings, the study can conclude that the class before and after being treated and taught with the puppet picture storytelling media gets significantly different scores in vocabulary acquisition because puppet pictures storytelling media is more enjoyable and helpful for them. Puppet picture storytelling media is more efficient in giving students real experience acquiring vocabulary and practicing the English words they are learning in classroom communication. Eventually, puppet picture storytelling media significantly influences the students' ability to acquire vocabulary. Therefore, employing this alternative kind of media for teaching vocabulary is highly suggested, particularly for first-grade children at Ariya Metta Elementary School. This study is limited in scope since it

solely concentrates on assessing the enhancement of students' vocabulary acquisition skills through puppet image storytelling. The research design employed a pre-experimental approach, with a single group sample undergoing pre-test and post-test evaluations. Consequently, this study includes participants from small-scale research. Researchers in both EFL and ESL environments are encouraged to perform additional studies with a similar research aim, employing more participants.

This study offers valuable insights and guides teachers interested in using puppet pictures as a storytelling medium to teach vocabulary to young learners. Furthermore, the results highlight the potential of puppet storytelling to be adapted and applied in various educational contexts, making it a beneficial addition to teaching strategies in both EFL and ESL environments. However, this research is primarily focused on exploring how puppet pictures are used as a storytelling tool for teaching vocabulary based on the perspectives of students and teachers. Given the limitations of this study, future research could explore how teachers and students perceive puppet pictures as a storytelling medium for enhancing students' speaking and reading skills.

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