



The Assistance for Learning English Vocabulary Using Finger Puppets

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ABSTRACT

In teaching the language, they need effective media. It can improve the ability of learners to learnability. In addition, using media can make learning more interesting and exciting, resulting in better material retention. These finger puppets can be an alternative medium in language learning. In addition, finger puppets are perfect for educational games because they are easier to move according to the storyline and increase vocabulary. The purpose of this community service activity is to introduce the use of finger puppets as a medium in vocabulary learning. The vocabulary used is based on the folklore used entitled, "The Tale of Bawang Merah & Bawang Putih". By doing storytelling with finger puppets, students are expected to be able to understand and capture the vocabulary in the story and the use of finger puppets can attract their interest in learning the language. The method is divided into four stages: preparation, implementation, evaluation, and report preparation. The result of this activity is that participants become more active in interacting in class during the teaching and learning process; their vocabulary increases; their vocabulary mastery improves as a result of the given vocabulary exercises; and the participants' interest in learning English increased as a result of their interest in watching interesting and engaging finger puppet shows.

Keywords: *community service activity; finger puppets; vocabulary*



INTRODUCTION

English is a highly important and commonly used language around the world (Kusuma, 2019). Its importance and versatility have been demonstrated by its widespread use in various fields (Ilyosovna, 2020). For example, in Indonesia, English has become an increasingly crucial language. The country has started prioritizing teaching English to elementary school students, recognizing the importance of proficiency in this language in today's globalized world. As a result, many schools in Indonesia have even started incorporating English classes into their curriculum from an early age. This change is a positive development as it allows students to learn the language from a young age, making them more proficient. Additionally, proficiency in English opens up many opportunities for individuals, including better job prospects (Malokani et al., 2023), access to a wider range of resources (Skills, 2021), and the ability to communicate effectively with people from different parts of the world (Daar, 2020).

Knowledge of a language's vocabulary is the ability to understand its words (Sirait et al., 2022). Understanding vocabulary is one of the keys to learning English (Prayitno & Aziz Wahab, 2023; Yunus & Saifudin, 2019). By knowing the meaning of words, students can better comprehend what they read and hear, which will help them improve their speaking and writing skills. Still according to (Sirait et al., 2022), in education, vocabulary is crucial, particularly for language proficiency. Students can develop ideas that already exist more easily with the help of vocabulary. Tarigan (2012) supports this, cited in (Ma'rufa & Setiyawan, 2022), stating that greater vocabulary mastery positively correlates with language proficiency. Moreover, having a strong vocabulary allows learners to express themselves more precisely and with greater nuance (Naqsyabandiyah & Dehghanitafti, 2023). Students can engage in various activities such as reading, listening to music, and using vocabulary apps to build their vocabulary. By trying to

learn and use new words, students will be on their way to becoming more confident and proficient English speakers and writers.

Learning a foreign language is getting more and more important these days. But it takes more than just memorizing words to master a language (Sabitovich, 2021). True proficiency involves the ability to communicate effectively with native speakers of the language. It is at this point that the role of the media becomes important. Language learners can improve their listening, speaking and writing skills through engaging and powerful media resources. Additionally, using media can make learning more engaging and enjoyable, leading to better material retention. Therefore, language learners need to incorporate various forms of media into their study routines to achieve fluency and proficiency in the language they are learning. Media play two important roles in the learning process: they function as a source of material used in the learning process and help explain the material to make it easier to understand (Suryaningsih et al., 2023). In addition, the Syahadati, Kusumaningsih, Anita & Darajat research showed that students' attitudes changed from being less active, unenthusiastic, and uninvolved to being more active, enthusiastic, and interested in collaborating during mentoring activities (Syahadati et al., 2020).

Finger puppets can be an effective alternative media for developing learning methods and materials by the goals and functions to be achieved (Winda, 2014). In their research, Nuriyanti & Gumelar found that finger puppet media significantly affected the high-level thinking skills of students studying in elementary schools (Nuriyanti & Gumelar, 2021). Students' high-level thinking skills have an impact on their ability to increase their vocabulary (Sholihah & Widyantoro, 2021). Finger puppets are very suitable for educational games, because they are easier to move in accordance with the story and increase vocabulary (Setiawati, 2016). Through the use of finger puppets, students can understand concepts through participation in real life scenarios and the attention of the student can be effectively captured.



Furthermore, based on observations made at the Griya Yatim & Dhuafa Palangka Raya Foundation, finger puppets are rarely used in the teaching and learning process of English, both formally and non-formally. In addition, the children's English vocabulary mastery at the Griya Yatim & Dhuafa Palangka Raya Foundation still needs to improve. The age range of children is around 5-12 years. From the discussion and facts during the observation, the researcher carried out this community service activity with the following questions how to improve children's English vocabulary using finger puppet media? Based on these questions, the purpose of this community service is to improve children's English vocabulary skills at Yayasan Griya Yatim & Dhuafa Palangka Raya by using finger puppet media.

METHOD

This Community Service Activity was held on Thursday, 15 June 2023, at the Griya Yatim & Dhuafa Foundation, at Dr. Murjani 28-26 Street, Pahandut, Kec. Pahandut, City of Palangka Raya, Central Kalimantan. The implementation of the activity involves both parties: (1) parties from the Community Service implementation team and (2) parties from the Griya Yatim & Dhuafa Palangka Raya Foundation.

The assistance process is carried out in four stages: (1) preparation, (2) implementation, (3) evaluation, and (4) report preparation. In the preparatory stage, this Community Service activity involved completing administrative activities at the Palangka Raya IAIN English Tadris Study Program and at the Griya Yatim & Dhuafa Palangka Raya Foundation as the assisting partners who were involved. In addition, this stage also includes observing the location of the service.

Before starting this planned Community Service activity, the implementation team contacted the relevant parties from the Griya Yatim & Dhuafa Palangka Raya Foundation to arrange activities, including schedules, forms, and participants.



The implementation of the activity involves both parties: (1) parties from the Community Service implementation team and (2) parties from the Griya Yatim & Dhuafa Palangka Raya Foundation. At this stage, the implementation of assistance in learning English vocabulary using finger puppets for the children of the Griya Yatim & Dhuafa Palangka Raya Foundation.

Mentoring activities are carried out classically. In the early stages, children were taught the importance of learning English. After that, the Community Service implementation team told a folklore through the storytelling technique using finger puppets. The story raised is the folklore of Bawang Merah and Bawang Putih. Two accompanying lecturers accompanied the Community Service implementation team. They learn English vocabulary through storytelling using finger puppets.

At this stage, the children of the Griya Yatim & Dhuafa Palangka Raya Foundation, as participants in the mentoring, enthusiastically listened to the tales of Bawang Merah and Bawang Putih. They seemed enthusiastic to pay attention and occasionally asked about translating English vocabulary they did not know. The assistance was carried out for 2 hours which ended with quizzes and the distribution of prizes to participants who could answer questions posed by the Community Service implementation team.

This Community Service activity is evaluated based on the achievement of the activity objectives. This Community Service activity consists of several components, each contributing to the creation of a comprehensive learning environment. Material support is a significant part of this program, ensuring the efficient execution of community projects. Furthermore, the inclusion of narratives provides valuable insights and diverse perspectives regarding the implications of the service work.

To encourage intellectual engagement and foster a sense of community, class discussions are implemented to facilitate open dialogue and knowledge exchange among participants. Quizzes serve a dual purpose within this framework by assessing participants' vocabulary proficiency and level of participation. Quizzing



is an educational tool used to assess or test knowledge acquired by students, helping them to increase their understanding of specific subjects in an informal and entertaining way (Rodríguez Rocha et al., 2018). Consequently, these quizzes serve as effective tools for evaluating the educational outcomes of the Community Service activity.

Based on the results of the observations and quizzes that were conducted during the mentoring, the participants were enthusiastic and increasingly motivated to learn English. With this mentoring activity, it is hoped that the participants' English vocabulary will increase so that they can use it in the future.

Preparation of activity reports is carried out to provide an overall picture of the ongoing process of activities from the beginning to the end of the activity. The implementing team prepared the report on Community Service Activities for the English Tadris Study Program at IAIN Palangka Raya. The format for proposals and preparation of reports follows the systematic preparation of proposals and reports on Community Service activities that have been carried out previously.

RESULTS AND DISCUSSION

A. Results

In the context of the community service activities carried out, participant participation showed an increase in the level of interacting activities in the learning environment. This is reflected in the more active involvement of participants in group discussions, direct questions to the community service team, as well as collaboration in various activities carried out during the service. In addition, there was an improvement in participants' vocabulary development as a result of consistent exposure to English language materials. Participants showed improvement in their vocabulary mastery, which was reflected in their ability to use a wider range of vocabulary in their communication.

The improvement in participants' vocabulary mastery can also be attributed to the effectiveness of the vocabulary exercises provided during the service

activities. Through a series of systematically designed exercises, participants were given the opportunity to expand their vocabulary and apply it in relevant contexts. Thus, participants were not only able to identify new words, but were also able to understand the meaning and appropriate use of the vocabulary in various communication situations.



Picture 1. The Show of Bawang Merah & Bawang Putih Story Uses Finger Puppets

Participants' participation in community activities also allows them to improve their ability to adapt to different situations and expand their knowledge horizons. By engaging in challenging activities, participants can develop social, leadership and teamwork skills that are essential in collaborative learning. In addition, intensive interaction with fellow participants and the community service team can also help improve participants' confidence in communicating in English.

In addition, participants' interest in learning English also increased along with their participation in activities involving finger puppet shows. Participants' interest in this innovative learning medium not only enriches their learning experience, but also motivates them to be actively involved in the learning process. Thus, the use of finger puppet shows is not only a means of supporting the delivery of material, but also a stimulus that encourages participants' interest in deepening their understanding of English through an interesting and interactive approach. Through this visual and interactive experience, participants can develop their

creativity and imagination skills, which can contribute to improving their ability to understand and express ideas more effectively.



Picture 2. Exercise: Fun Quizzes and Games

In the context of English language learning, the interaction between participants in community activities can also provide opportunities for them to explore various cultural aspects related to the language. Through the finger puppet shows and folktales presented, participants can gain a deeper understanding of the cultural values contained in English. This not only helps to improve their understanding of the language, but also enriches their learning experience by introducing them to a rich and diverse cultural heritage.

B. Discussion

Effective communication depends on a solid grasp of vocabulary (Mailani et al., 2022). A child with a limited vocabulary may have difficulty expressing himself or herself and interacting with others. This limitation may also hinder the child's ability to communicate ideas, thoughts, and intentions to others. In order to overcome these challenges, a learning approach is used that focuses on the importance of the introduction and mastery of English vocabulary as the main foundation in the English learning process.

Because of this, the community service activity uses a learning approach that emphasizes the importance of recognizing and mastering English vocabulary as a fundamental aspect of learning English (Syafawani, 2023). This is due to the correlation between vocabulary mastery and an individual's language skills, especially verbal skills (Tawarik, 2021). In other words, the better an individual's vocabulary mastery, the better their language skills will be.

Moreover, in order to make them interest in the learning process, the media used finger puppets. As the name implies, this doll is played using the fingers, with the head on the tip or inside the finger. These dolls can also be made of gloves or flannel, with the fingertips of the gloves in the shape of a doll's head, so one only has to play with them. Finger puppets are very suitable for educational game tools because they are easier to move according to the storyline.

On the other hand, according to Garland, cited by Riyani (2019), story time is one of the teaching activities that can use puppets. The doll can sit on the knees while reading the story to the class, which helps emphasize essential elements with exaggerated motion. Plus, it can help turn pages or walk through props, for example.

In order to make the use of finger puppets more effective in facilitating vocabulary learning, the team implementing the community service activities used the storytelling method. Storytelling is the activity of telling stories orally. Storytelling can also be done with the help of various tools and media (Fitriany et al., 2022). Research by Widiyanto et al., (2023) revealed that in learning English, stories could be used in conjunction with the game method inside and outside the classroom. In addition, stories can be developed with other media, such as puppets.

On the other hand, Yektiningtyas and Rahayu (2018) show that learning becomes more exciting and duller if the material is adapted from the students' natural and socio-cultural environment. This research is in line with research conducted by Widyahening & Rahayu (2021), that using folklore to improve students' vocabulary mastery can be successful. Based on this, the story of Bawang Merah & Bawang Putih was chosen by the presenters to teach the children at the

Griya Yatim and Dhuafa Palangka Raya Foundation. The choice of this story is based on how famous the story is and the moral message it conveys.

The tale of Bawang Merah & Bawang Putih tells of two beautiful sisters with very different and contradictory personalities and temperaments and about a stepmother who is unfair and favoritism. This story has many lessons to be learned, such as the importance of patience, honesty, and brotherhood. In addition, this story also teaches us not to look at someone from their appearance but also their character and temperament. All these lessons teach us to be better and wiser in making decisions in life.

While watching the finger puppet show through storytelling, participants learn new vocabulary and local culture through folklore, which is introduced to them as vocabulary-learning material. Participants learned much new vocabulary from the folklore "Bawang Bawang & Bawang Putih". Participants learn new vocabulary, such as the following words:

No.	Kata	Arti dalam Bahasa Indonesia	Kategori
1	Passed away	Wafat	Phrasal verb
2	Curious	Penasaran	Kata sifat (adjective)
3	Impatient	Tidak sabar	Kata sifat (adjective)
4	Patient	Sabar	Kata sifat (adjective)
5	Complain	Mengeluh	Kata kerja (verb)
6	Punish	Menghukum	Kata kerja (verb)
7	Advice	Nasihat	Kata benda (noun)
8	Clothes	Pakaian	Kata benda (noun)
9	Daughter	Anak perempuan	Kata benda (noun)
10	Father	Ayah	Kata benda (noun)
11	Gift	Hadiah	Kata benda (noun)
12	Jewelry	Perhiasan	Kata benda (noun)
13	Kindness	Kebaikan	Kata benda (noun)
14	Obedience	Ketaatan	Kata benda (noun)

15	Pumpkin	Labu	Kata benda (noun)
16	Servant	Pelayan	Kata benda (noun)
17	Snakebite	Gigitan ular	Kata benda (noun)
18	Stepmother	Ibu tiri	Kata benda (noun)
19	Stepsister	Saudara perempuan tiri	Kata benda (noun)
20	Wife	Istri	Kata benda (noun)

Based on the understanding and discovery of new vocabulary through performances using finger puppets as a medium with storytelling techniques, the bilingual folktales presented in these performances contributed significantly to the increase in participants' vocabulary mastery. This look gives them a more fun way to learn and master vocabulary. They not only acquire a new vocabulary but also gain an understanding of the local culture involved in the stories told. The folklore "Bawang Merah & Bawang Putih" originates from Riau.

There are two main principles used in this community service activity. The main principle is that participants must have language skills supported by a vocabulary involving language skills. One of the language skills is the ability to listen (receptive skill). Participants use these skills to improve their vocabulary skills. This ability is also supported using finger puppets in the process of accompanying English vocabulary with folklore techniques. Participants saw performances using finger puppets as a medium to tell folk tales in two languages and then memorized words they found exciting or foreign to hear.

In addition, the show's illustrations are beautiful to help them understand the story's contents. After watching the finger puppets, the participants listened carefully to the questions from the speaker related to the story. These language skills are critical to significantly increasing participants' vocabulary mastery. The list above was created to help participants understand the story's content and learn new vocabulary. This list contains new vocabulary and meanings in Indonesian. They can understand the vocabulary they have learned written on the finger puppets while



watching it. Participants are then given practice on the vocabulary learned through fun quizzes and games. During this exercise, the presenter mentions the vocabulary that has been learned, and the participants can explain its meaning. Participants will receive a prize if the answer is correct. Participants received this exercise to improve their vocabulary mastery and vocabulary memorization skills. This activity assessed the extent to which participants could remember and mention the vocabulary they had learned.

CONCLUSION

This community service activity is evaluated based on the achievement of activity objectives. This community service activity includes delivering material, class discussions, and quizzes. Service activities are carried out using finger puppet media with storytelling techniques. The material chosen for storytelling is the story of Bawang Merah & Bawang Putih. The results show that the participants are more enthusiastic and motivated to learn English during the mentoring activities. The participant's ability to learn English will continue to improve so that they can use it in the future.

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