

## CHAPTER I INTRODUCTION

### A. Research Background

Education is one of the supports for the progress of the country. It is a conscious and planned effort aimed at the entire community through it to develop potential in creating an independent, noble, intelligent, and capable society. Education has educational units that provide formal education, non-formal education, and informal education. One part of basic education, namely Elementary School (*Sekolah Dasar* or SD) as a formal educational institution is held in public schools and the students start from the age of 7-13 years. The Law of Republic Indonesia, Number 20 of 2003 concerning the National Education System, Chapter VI Article 17 paragraph two states:

"Basic education is in the form of Elementary School (SD) and Madrasah Ibtidaiyah (MI) or other equivalent forms as well as Junior High School (SMP) and Madrasah Tsanawiyah (MTs), or other equivalent forms"<sup>1</sup>

Meanwhile, the Law Republic of Indonesia, Number 20 of 2003 concerning age is contained in chapter IV concerning the Rights and Obligations of Citizens, Parents, Society, and Government, in article 6 paragraph 1 states: "Every citizen aged seven to fifteen years compulsory basic education"<sup>2</sup>. The role of the community in supporting education, in the form of the establishment of educational organizations in addition to focus on academic education. This organization also focuses on

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<sup>1</sup> Perpusnas Pusdiklat, 'Undang-Undang Dasar Republik Indonesia Nomor 20 Tahun 2003 Tentang Sitem Pendidikan Nasional' (Pusdiklat.Perpusnas.Go.Id, 2003),

<https://www.google.com/url?sa=T&Rct=J&Q=&Esrc=S&Source=Web&Cd=&Cad=Rja&Uact=8&Ved=2ahukewit8-7s2a73ahx74jgghd6fdmqfnoecauqaq&Url=https%3A%2F%2Fpusdiklat.Perpusnas.Go.Id%2Fregulasi%2Fdownload%2F6&Usg=Aovvaw2xing8bbxg3xklajlqo0yc>.

<sup>2</sup> Perpusnas Pusdiklat, 'Undang-Undang Dasar Republik Indonesia Nomor 20 Tahun 2003 Tentang Sitem Pendidikan Nasional' (Pusdiklat.Perpusnas.Go.Id, 2003),

religious education (Islam). It is JSIT (Integrated Islamic School Network/*Jaringan Sekolah Islam Terpadu*).

JSIT INDONESIA is a community organization engaged in education and non-profit, independent, open, and ready to cooperate with any side as long as it brings benefits to members and accordance with its vision and mission<sup>3</sup>. It is a forum for effective collaboration in empowering education management and education implementation starting from childhood education to higher education and Islam a philosophical, conceptual, operational basis and growing the potential of students' nature supported by education providers, parents, society, government and the environment. JSIT institutions are unique in naming their institutions, namely the addition of Integrated Islam, one of which is the Integrated Islamic Elementary School (SDIT).

SDIT is almost similar to MI (*Madrasah Ibtidayah*), namely schools that apply the concept of religious education, especially Islam based on the Qur'an and Al-Hadith.<sup>4</sup> The concept of learning combines general education and religion in one curriculum that it can optimize effective, can create various learning approaches, and learning media. Educators use appropriate learning methods in developing the basic language skills of elementary school students, especially in mastering English. In Law Number 20 of 2003 Chapter III Principles of Education Implementation, Article 4 paragraph 5 states: "Education is held by developing a culture of reading, writing, and arithmetic to all members of the community"<sup>5</sup>. Based on this statement, the teacher should teaches how to mastering language skills. It is in not only the mother tongue but also a foreign language such as English.

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<sup>3</sup> INDONESIA JSIT, 'Jaringan Sekolah Islam Terpadu (JSIT) INDONESIA' (Pondok Nurul Fikri R2-R3, Jalan Tugu Raya, Cimanggis, Kota Depok 16451: Wordpress - JSIT INDONESIA, 2016), <https://jsit-indonesia.com/>.

<sup>4</sup> Esluha, 'Pengertian Sekolah Islam Terpadu' (Yogyakarta: SDIT Luqman Al-Hakim, 19 April 2017), <http://sditluqmanalhakim-jogja.sch.id/Home/Readmore/16/Pengertian-Sekolah-Islam-Terpadu>.

<sup>5</sup> Perpusnas Pusdiklat, 'Undang-Undang Dasar Republik Indonesia Nomor 20 Tahun 2003 Tentang Sitem Pendidikan Nasional' (Pusdiklat.Perpusnas.Go.Id, 2003)

English has been taught in all schools from elementary school to college level. Elementary school is the introduction of English for the first time and included in *Muatan Lokal* (Local Content). Local content is part of the manifestation of needs that are adapted to conditions in each region. In fact, many elementary schools add subjects (English) and this is allowed according to environmental conditions without reducing the material in the national curriculum. Based on the Government Regulation of the Republic of Indonesia number 28 of 1990 concerning basic education, chapter VII Curriculum article 14 paragraphs 3 and 4 states:<sup>6</sup>

“(3) The basis of education is based on the conditions of people and the character in education without reducing the nationally applicable curriculum and not deviating from the goals of national education.

(4) Basic education units can describe and add study materials from subjects according to local needs.”

Based on the above statement it is concluded that local content can be added. According to Sutarsyah, the first local content arose because many students dropped out of school so that local content was expected to provide skills to students so that they had an interest in learning at school and provided provisions to carry in the future.<sup>7</sup> Another reason for the emergence of local content is environmental conditions that greatly affect the development of students in learning. Moreover, most elementary schools in Pati Regency and even all schools have added English to their local content and curriculum because they realize how important English is.

English has several language skills that difficult than Indonesia language. The teacher must using unique method for teaching, such as story telling. According to Pratiwi,

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<sup>6</sup> BPHN, ‘Peraturan Pemerintah Republik Indonesia Nomor 28 Tahun 1990 Tentang Pendidikan Dasar’ (Bphn.Go.Id, 10 July 1990), [Http://Www.Bphn.Go.Id/Data/Documents/90pp028.Pdf](http://www.bphn.go.id/Data/Documents/90pp028.Pdf).

<sup>7</sup> Cucu Sutarsyah, ‘Pembelajaran Bahasa Inggris Sebagai Muatan Lokal Pada Sekolah Dasar Di Propinsi Lampung’, *Program Studi Pendidikan Bahasa Inggris, Jurusan Bahasa Dan Seni FKIP Uni* 18, No. 1 (April 2017): 35–43.

storytelling is a very good educational method.<sup>8</sup> For elementary students, listening stories is very fun, the teacher can compensate by asking children to create good interactions, and shape the psychology of students who dare to ask questions and the speed of student absorption is good in understanding learning. Learning in a fun area with the right method is one of the factors supporting the success of the learning process. The storytelling method can use a variety of interesting media such as using paper puppet, because storytelling using unique media can help students to be creative.<sup>9</sup> From here students can use their imagination in creating characters to be played. Interesting media will make children more curious and want to try it, like a paper puppet.

Puppet in Indonesian means *wayang*. Puppet is taken literally from Greek which means "pulled by thread". According to Tandjung, from the Greek writer of the first and second centuries, he is names Daedalus was a legendary inventor who made movable wooden dolls - a move to entertain king Minos and his family and serve as a form of sacred ritual and entertainer, and in Europe it was very popular that it was used as a show of morality.<sup>10</sup> While paper in Indonesian means *kertas*. Paper puppet is defined as a puppet made of paper and almost the same as hand puppets and as *wayang kulit*. While in the world of education, paper puppet are used as interactive media so that they can attract students' attention indirectly, they listen, learn, and focus on this media<sup>11</sup>. Through this media has

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<sup>8</sup> Rosalina Rizki Pratiwi, 'Penerapan Metode Storytelling Untuk Meningkatkan Keterampilan Berbicara Siswa Kelas V SDN 4 Bandung', *Jurnal Pendidikan Guru Sekolah Dasar, Universitas Pendidikan Indonesia* 1, No. 1 (2016): 9.

<sup>9</sup> Dessy Wardiah, 'Peran Storytelling Dalam Meningkatkan Kemampuan Menulis, Minat Membaca Dan Kecerdasan Emosional Siswa', *Wahana Didaktika, Universitas PGRI Semarang* 15, No. 2 (2017): 15.

<sup>10</sup> Gloria Theodora Tandjung, Arief Agung S, And Adiel Yuwono, 'Perancangan Paper Puppet Show Tentang Cerita Tokoh Perempuan Alkitab Di Sekolah Minggu', *Universitas Kristen Petra*, 2022, 12.

<sup>11</sup> Triwulan Dinasti Nur Ujjanalis, 'Penggunaan Media Panggung Boneka Interaktif Untuk Mengembangkan Kemampuan Interaksi Sosial Anak Pada Kelompok B Di BA Aisyiyah Serayularangan Kecamatan Mrebet Kabupaten Purbalingga' (Pendidikan Guru Anak Usia Dini Fakultas Ilmu Pendidikan, Universitas Negeri Semarang, 2017), [Http://lib.unnes.ac.id/30298/1/1601411042.pdf](http://lib.unnes.ac.id/30298/1/1601411042.pdf).

benefit for student and teacher in the form of moral values from stories, increasing of creativity thinking, and the easily master vocabulary, facilitating the delivery of lessons interactively, creatively and to support in learning English so that students do not get bored in understanding the lesson.

However, the implmentation of paper puppet media at SDIT Umar Bin Khatab Pekuwon Juwana, Pati is still rarely used. Based on the results of the previous interview, on Wednesday, November 23, 2021 at SDIT Umar Bin Khatab Pekuwon. The researcher met an English teacher and she said they have media in the form of hand puppets but cannot applied because of other activities so they just using power points and teachers do not use sheets of paper as teaching media English.<sup>12</sup> Meanwhile, according to a third-grade English teacher said learning English uses songs, pictures and puppets, although puppets are rarely used.<sup>13</sup> Based on statement, the use of media for English leaning is less and the student are lacking in practicing language skill, vocabulary and creative interests.

Based on the description of the background above, the researcher is interested in using paper puppet as media in teaching learning process. Therefore, the research title "Implementation of Paper Puppets as Vocabulary Development Media (Case Study Third Grades at SDIT Umar bin Khatab Pekuwon, Juwana, Pati Academic Year 2021/2022)". The researcher wants to analyze and observe whether teaching vocabulary by using paper puppet to improve achievement in vocabulary.

## **B. Focus and Scope of Research**

This research is "Implementation of Paper Puppets as Vocabulary Development Media at SDIT Umar Bin Khatab Pekuwon Juwana, Pati. This research focused on the implementation of paper puppets as media for develop vocabulary and generally children like puppets, so they are

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<sup>12</sup> Anita Sari, Pengenalan Sekolah Dan Cara Pembelajaran Bahasa Inggris Di SDIT Umar Bin Khatab, Pekuwon Juwana, Interview Using Voice Recorder, 23 November 2021.

<sup>13</sup> Murwati, Media Bahasa Inggris Dalam Mengajar Vocabulary Di Kelas 3 SDIT Umar Bin Khatab, Pekuwon, Juwana, Interview Using Whatsapp, 15 June 2022.

very motivated to learn vocabulary and memorize words that children watch from puppet shows, so that they will make students relaxed and fun.

The material used is cardboard or folded paper which is decorated and drawn according to the characters in the story. The use of paper as the main material for making paper puppets makes it easier for teachers to teach students to be creative and make students happy using paper puppets as fun media for learning English during class and it can be played at home or anywhere and very easy to make compared to other types of hand puppet.

The focus of this research was carried out in the classroom during the learning process using paper puppets as media for learning English, especially in the storytelling method. This study was aimed at third grade students of SDIT Umar Bin Khatab Pekuwon Juwana, Pati.

### **C. Research Questions**

1. How is the implementation paper puppets as media for developing vocabulary of third graders at SDIT Umar bin Khatab Pekuwon Juwana, Pati?
2. What are the supporting and inhibiting factors in the implementing paper puppets as media for developing vocabulary of third graders at SDIT Umar bin Khatab Pekuwon Juwana, Pati?
3. How are the solutions of inhibiting factors the implementing paper puppets as media for developing vocabulary of third graders at SDIT Umar bin Khatab Pekuwon Juwana, Pati?

### **D. Research Objectives**

1. To understand the implementation paper puppets as media for developing vocabulary of third graders at SDIT Umar bin Khatab Pekuwon Juwana, Pati.
2. To discover the supporting and inhibiting factors in the implementing paper puppets as media for developing vocabulary of third graders at SDIT Umar bin Khatab Pekuwon Juwana, Pati.
3. To know a solutions of inhibiting factors in the implementing paper puppets as media for developing

vocabulary of third graders at SDIT Umar bin Khatab Pekuwon Juwana, Pati.

### **E. Research Significances**

Based on the objectives above, the result of this study expected to be useful, theoretically, practically, and pedagogically.

- a. The author knows how to apply paper puppets as media for developing vocabulary in English learning.
- b. Through this research, other researcher can use this research as a reference regarding implementing paper puppets as media developing vocabulary.
- c. Through this research, teachers can use it as an evaluation material in implementing paper puppets as media developing vocabulary.
- d. Through this research, students can find out a fun way of learning in mastering English vocabulary using paper puppet media.

### **F. Organization of Thesis**

The writer organizes this research report in order to make the reader easier to understand. The following shows the content covered in this research:

#### **a. CHAPTER I: INTRODUCTION**

This chapter explains about research background, research focus and scope, research questions, research objectives, research significance, and organization of thesis.

#### **b. CHAPTER II: REVIEW OF RELATED LITERATURE**

This chapter explains about the theoretical description, theoretical framework, and review of previous studies.

#### **c. CHAPTER III: RESEARCH METHODOLOGY**

This chapter explains about research methods, research settings, research participants, instruments and data collection techniques, research data validity, data analysis techniques, and research ethical considerations.

**d. CHAPTER IV: RESEARCH FINDINGS AND DISCUSSION**

This chapter explains research results and discussion.

**e. CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

This chapter explains some conclusions and suggestions.

