

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Result

1. School Profile

a. The History of SDIT Umar Bin Khatab Establishment

SDIT Umar Bin Khatab started with concerns about the condition of the Islamic school in the Juwana and its surroundings which underdeveloped and the existence of a paradigm in society regarding educational dichotomies, meaning that if you want good academics then go to public elementary schools and if you want good religion then go to Madrasah Ibdidayah. This school was built based on the aspirations of the people who want a combination of worldly knowledge and the hereafter so that students can study general and religious knowledge, read and write the Qur'an and make Islamic habits so that they have the character of the Qur'an.¹

SDIT Umar Bin Khatab was established on December 31, 2005 on land belonging to the As Sidiq Foundation covering an area of 20,000 m² and on Jalan Raya Juwana – Jakenan Km.3, Pekuwon Village, Juwana District, Pati Regency, and Central Java Province. The eastern boundary is Pekuwon Elementary School, the west is a fish farming area, the north is Sawmill and the south is Pekuwon village shops. The location of SDIT Umar Bin Khatab can be seen from the Google map application.²

The first year of learning SDIT Umar Bin Khatab only had 11 students and was held at Dr. Cahyo Nugroho in Dukutalit Village, Juwana District, Pati Regency. Over time, the number of students increased and spread across several districts such as

¹ EPA, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 4 Desember 2022.

² 'Observation Location of SDIT Umar Bin Khatab', Observation data (Pekuwon: SDIT Umar Bin Khatab, 12 November 2022).

Wedarijaksa, Trangkil, Juwana, Batangan and Puncakwangi. Since 2007 until now SDIT Umar Bin Khattab has moved to Pekuwon Village with a simple classroom building and is located on land belonging to the Umat Development Foundation (YPU) that has two floors.³



Picture 1.1 Location from Google maps⁴

The system of teaching and learning activities at SDIT Umar Bin Khatab applies the Full day School system. Students study all day long inside and outside the classroom and make habits to cultivate noble character. Not all school subjects and activities can be separated from the framework of Islamic teachings and values. There is no dichotomy, no separation, and

³ EPA, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon.

⁴ 'Documentation Location of SDIT Umar Bin Khatab from Google Maps' (Pekuwon: SDIT Umar Bin Khatab, 12 November 2022).

no "secularization" where lessons and all discussions are separated from Islamic values and teachings.⁵

SDIT Umar bin Khattab uses 2 curricula, namely by combining the national curriculum and the JSIT (Integrated Islamic School Network) curriculum.⁶ The hope of using the two curricula is to be able to instill Islamic values from an early age, get used to Islamic behavior every day, and instill the basis for optimally developing and shaping students' potential.

b. Historical Analysis of SDIT Umar Bin Khathab

Based on the results of observations regarding the accreditation obtained, SDIT Umar Bin Khatab got (A) accreditation (very good) from 2012 and 2019 until now.⁷ SDIT Umar Bin Khatab is active in activities organized by JSIT (Integrated Islamic School Network) and activities from the education office. Meanwhile, to explore students' interests and talents, the school organizes extracurricular programs including scouting, karate, archery, taekwondo, soccer, tambourine, batik, qiro'ah, painting, calligraphy, and an English club. SDIT Umar Bin Khatab Pekuwon is close to the north coast road so access to school is easy. The students who live far from school can take advantage of school facilities in the form of school buses.

SDIT Umar Bin Khatab has uniqueness such as class naming. Class names do not use common numbers used by all schools, but use the names of Islamic scientists. This aims to introduce Islamic intellectual figures to students and not only to be

⁵ EPA, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 4 Desember 2022.

⁶ EPA, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 4 Desember 2022.

⁷ 'HISTORY OF SDIT UMAR BIN KHATAB FROM ADMINISTRATION', Documentation Data (Pekuwon: SDIT Umar Bin Khatab, 20 November 2022).

known as national figures.⁸ If we want to ask where the intended class location is, the teacher does not direct or tell. Nevertheless, if we ask by mentioning the name of the class, it will be directed to the class we are looking for.

c. Identity of Institution

Identity of SDIT Umar Bin Khatab⁹

School name : SDIT Umar Bin Khatab
 NPSN : 20330135
 Gudep : Pa. No. 05001 -Pi. No. 05002
 Education Level : Elementary School
 School Status : Private
 School Address : Jl. Juwana - Jakenan Km. 3
 Postal Code : 59185
 Sub-district : Pekuwon
 District : Juwana
 Regency/City : Pati
 Province of : Central Java
 Country : Indonesian
 Geographic Position : Latitude -6.7212, Longitude 111.1565
 Decree of School Establishment : 420/02635/2016
 Date of Establishment Decree : 2016-03-14
 Ownership Status : Foundation
 Operational Permit Decree : 420/4215
 Operational Permit Decree Date : 2005-12-31
 Phone Number : 02954790506
 Email : sditumar@gmail.com
 Website : <http://www.sditumar.sch.id>

⁸ MM, The Interview with Assisstant Principal of Academic at SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 12 November 2022.

⁹ 'Profil Of Sdit Umar Bin Khatab Pekuwon From Administration', Documentation Data (Pekuwon: Sdit Umar Bin Khatab, 22 November 2022).

d. Vision, Mission, Goal and Motto of SDIT Umar Bin Khathab¹⁰

1. Vision of JSIT

"Being a Motivator and Empowerment of Islamic Boarding Schools for the Glory of Indonesia"

2. Vision of SDIT Umar Bin Khathab

"The realization of a generation that has the character of the Al-Quran, is competent, achievers and loves the environment"

3. Mission SDIT Umar Bin Khathab

- a) Organizing tahsin and tahfidz learning in a professional manner.
- b) Fostering the habit of reading and memorizing the Qur'an.
- c) Cultivate the habit of having fun praying 5 times.
- d) Growing 5S cultural habits (greet – smile – greet – polite).
- e) Organizing extracurricular activities according to students' interests and talents.
- f) Guiding students according to their interests, talents and potential: academic, non-academic.
- g) Organizing ICT learning and other themes/subject based on multimedia.
- h) Organizing skills learning (SBK/SBDP) based on life skills.
- i) Grow the habit of socializing and communicating in the environment.
- j) Organized successful ANBK and AS programs.
- k) Familiarize yourself with 3K (personal hygiene, class cleanliness, and environmental cleanliness).
- l) Get used to Clean and Healthy Behavior (PHBS).

¹⁰ 'Vision, Mission, Goal and Motto of SDIT Umar Bin Khatab from Administration', Documentation Data (Pekuwon: SDIT Umar Bin Khatab, 22 November 2022).

- m) Realizing quality governance of cleanliness and waste management.
- n) Creating a clean, green, healthy and comfortable school environment.

4. Goal of SDIT Umar Bin Khatab

- a. The school developed PAIKEM/CTL for all subjects.
- b. Schools develop the competence of educators and education staff in a sustainable manner.
- c. Schools empower and improve educational infrastructure.
- d. The school conditions its environment to be conducive and Islamic.

5. SDIT Umar Bin Khatab's motto

"Independent - Energetic - Religious - Disciplined - Empathy - Creative - Adaptive"

e. Organizational Structure of SDIT Umar Bin Khatab

Lampiran Surat Keputusan Kepala SDIT Umar Bin Khatab Juwana¹¹

Nomor : 421.2/093/SDIT Umar/VII/2022

Tanggal : 1 Juli 2021

Tentang : PENETAPAN STRUKTUR ORGANISASI SDIT UMAR BIN KHATHAB JUWANA TAHUN PELAJARAN 2022/2023

STRUKTUR ORGANISASI SDIT UMAR BIN KHATHAB JUWANA TAHUN PELAJARAN 2022/2023

- | | |
|----------------------|-----------------------------------|
| 1. Kepala Sekolah | : Endang Puji Astutik, S.T, S.Pd. |
| 2. Bendahara Sekolah | : Rofiqoh Fitria, S.Pd.I. |
| 3. Koordinator | |
| a. Kurikulum | : Mohammad Maksum, S.Pd. |
| b. Kesiswaan | : Lilis Suryani, S.Pd. |
| c. Sarpras | : Devi Novita Sari, S.Pd.I. |
| d. Humas | : Dwi Astuti Nurfuziana, S.Pd.I. |
| e. Prestasi | : Sri Wati Lestari, S.Sos |

¹¹ 'Organizational Structure of SDIT Umar Bin Khatab', Documentation Data (Pekuwon: SDIT Umar Bin Khatab, 20 November 2022).

- f. Qur'an : Siti Sulikah
- g. Rumah Tangga : Suwatini, S.Pd.
- h. Kerohanian : Masdarto
- 4. Tenaga Administrasi : Rizki Ayu Wulansari, S.E.
Ayu Dyana Azizatul M., S.E.
- 5. Pustakawan : Ulfatu Sa'diyah, S.Hum.
- 6. Tim Penanggung Jawab
 - a. Upacara : Anita Sari, S.Pd.
 - b. Pramuka : Agus Kholid, S.Pd.
 - c. Senam : Ahmad Rofiq, S.Pd.
 - d. Teknisi : Mastur, S.Pd.I.
 - e. Sarana prasarana olah raga : Sulistiyono
 - f. UKS putri : Siti Murtiati, S.Pd.
 - g. UKS putra : Sutarno, S.Pd.I.
 - h. Seragam harian : Pudji Nur Anik, S.Pd.
 - i. Seragam olahraga/ renang : Yayuk Masru'ah, S.Pd.I.
 - j. Sosial : Hardiyanti Dwi Lestari, S.Pd.I.
 - k. Lab IPA/ TIK : Hartini, A.Md.
- 7. Koordinator Jenjan
 - Kelas 1 : Eka Evi Nurjannah, S.Pd.
 - Kelas 2 : Hidayatush Sholihah, S.Pd.
 - Kelas 3 : Ahmad Rofi'i, S.Pd.I.M.Pd.
 - Kelas 4 : Luluk Hasanatun Ni'mah, S.Pd.
 - Kelas 5 : Siti Murtiati, S.Pd.
 - Kelas 6 : Tri Ariani, S.Pd.

f. List of homeroom teachers at SDIT Umar Bin Khatab

Table 1.1 Homeroom Data¹²

NO.	Grade	Class name	Teacher
1.	III	AL BANNA	Gunawan, S.Psi.
2.		AL FARABI	Suwatini, S.Pd.
3.		AL JAHIZ	Ahmad Rofi'i, S.Pd.I., M.Pd.
4.		AR RAZI	Murwati, S.Pd.I.

¹² 'Homeroom Data of Sdit Umar Bin Khatab from Administration', Documentation Data (Pekuwon: Sdit Umar Bin Khatab, 21 November 2022).

g. Number of SDIT Umar Bin Khatab students

 Table 1.2 the Student Data¹³

Class	Boy	Girl	Total
I – VI	324	312	638

h. Number of teachers and staff

 Table 1.3 Teachers and Staff Data¹⁴

No.	Teacher and Staff	Code	Number
1.	Headmaster	KS	1
2.	Teacher	G	45
3.	Religion teacher	GA	3
4.	Sports teacher	GOR	3
5.	Counseling guidance	BK	2
6.	Administration	TU	2
7.	Librarian	TP	1
8.	Driver and guard	P	1
Total			58

i. Data on English Teachers and Classes

 Table 1.4 English Teachers and Classes¹⁵

No.	Name	Class
1.	Murwati, S.Pd.	I Grade: Farazi, Ghazali, Ibnu Khaldun. II Grade: Jazari, Majid, Nafis, Khazini. III Grade: Tusi, Jahiz, Razi, Farabi, Banna.
2.	Anita Sari, S.Pd.	IV Grade: Haitami, Aflah, Rusyd. V Grade: Sina, Yunus, Batuta, Zahrawi, Khawarizmi. IV Grade: Biruni, Jabbir, Kindi,

¹³ 'Number of Sdit Umar Bin Khatab Students', Documentation Data (Pekuwon: Sdit Umar Bin Khatab, 20 November 2022).

¹⁴ 'Number of Teachers and Staff' (Pekuwon: SDIT Umar Bin Khatab, 20 November 2022).

¹⁵ 'Class Schedule and Time Lesson of Sdit Umar Bin Khatab from Administration', Documentation Data (Pekuwon: SDIT Umar Bin Khatab, 20 November 2022).

j. The development of learning at SDIT Umar Bin Khatab

Researcher conducted research from 12 November to 12 December 2022 at SDIT Umar Bin Khatab Pekuwon, Juwana. However, the researcher conducted the research on November 11 at 10 o'clock because Ar Razi's third grade had a Friday schedule, then the principal suggested taking classes on Friday and Saturday to take part in extracurricular activities. Researcher also made observations and interviews and documented the development of learning conditions at SDIT Umar Bin Khatab Pekuwon, Juwana. Researcher found that SDIT Umar Bin Khatab Pekuwon had conducted offline learning, which had previously held online learning during the Covid-19 pandemic.¹⁶

Before learning, the school prepared to check needs and plans for activities for the following week, one of which was discussing learning and media. The school holds internal meetings at all levels every Saturday to discuss preparations for a week of learning.¹⁷ Schools require all teachers to have a more varied preparation in their learning media.¹⁸

In implementing online learning, schools use various types of media to support learning. They conduct learning through WhatsApp groups, video calls, google classroom, and via zoom.¹⁹ Lessons that are held online are scheduled from Monday to Saturday. Meanwhile, the obstacles encountered during online learning are that it requires time and special preparation, minimal ability to operate a computer or technology, poor internet network access,

¹⁶ MM, the Interview with Assisstant Principal of Academic at SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 12 November 2022.

¹⁷ MM, the Interview with Assisstant Principal of Academic at SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 12 November 2022.

¹⁸ EPA, the Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 4 Desember 2022.

¹⁹ EPA, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 4 Desember 2022.

unsystematic inventory, and uncoordinated maintenance of computer equipment. Despite facing various obstacles, schools are looking for solutions to overcome these obstacles such as holding technology training for teachers, strengthening and expanding internet networks in schools, creating a systematic inventory system, conducting technology outreach to all school members, and carrying out routine equipment maintenance.

While the comparison of developments from online and offline obtained significant results. This was proven based on the results of the scores obtained, the conditions during learning, and the quality level of students' memorization. The development of students during online learning in terms of academic scores, memorization of the Koran, and memorization of tahfidz has decreased drastically because the teacher cannot directly supervise and cannot control their learning activities, but students experience an increase in technology and communication skills.²⁰ Meanwhile, the development of student learning outcomes has increased during offline learning, both in terms of academic, non-academic, and rote scores because teachers can meet face to face and ensure students achieve competence to completion.²¹

Then, differences in learning outcomes, especially in English. The impact of online constraints resulted in a decrease in students' improper pronunciation and poor vocabulary mastery, the teacher could not control learning, and the level of difficulty was lowered on student worksheets. However, offline learning can meet with students, if there are pronunciation errors the teacher can correct them, and the teacher can control student activities and help add vocabulary so that learning results when

²⁰ EPA, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 4 Desember 2022.

²¹ MM, The Interview with Assisstant Principal of Academic at SDIT Umar Bin Khatab Pekuwon.

offline increase.²² Based on the above, the development of learning outcomes in different situations has a significant impact on student learning development and provides a challenge for teachers to understand student character and what students need during learning. Now the learning is no longer online but returns to offline learning.

Offline learning has been implemented since the start of the even semester of the 2021 school year. Schools use two curricula, namely the official curriculum (office/ministerial of education) and the JSIT curriculum (Integrated Islamic School Network).²³ The service curriculum is the curriculum provided by the Ministry of Education and Culture to education units, including the 2013 curriculum for grades 2, 3, 5, and 6 and the Implementation of the Independent Curriculum (IKM) for grades 1 and 4. The JSIT curriculum is a curriculum provided by organizations whose members are Islamic boarding schools with a system-integrated approach that incorporates Islamic elements into learning.

There are two types of subjects in schools, namely compulsory subjects and local content. English at SDIT Umar Bin Khatab is classified as a local content subject even though it is included in compulsory learning.²⁴ The school facilitates students in the form of English language extracurricular activities so that they can hone their English skills. Before learning, the teacher is given an understanding of the importance of using learning media.

Schools provide an understanding of innovative and creative learning media. Principals hold meetings through internal KKG (Teacher Working Groups), IHT (in-house training), and peer

²² Mu, The Interview with English Teacher, WhatsApp Voice Recorder, 18 November 2022.

²³ MM, the Interview with Assisstant Principal of Academic at SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 12 November 2022.

²⁴ MM, the Interview with Assisstant Principal of Academic at SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 12 November 2022.

sharing. In addition, teachers can develop learning media through electronic media and social media. Teachers are expected to take the initiative and find out about the development of learning media on the internet as part of increasing the professional competence of a teacher to make the atmosphere in the class more passionate.²⁵ The most important thing is a variety of media that can adapt to the material, the conditions of the students, and the environment, it does not have to be expensive media, it gives freedom to the teacher to make learning media that is not expensive, and the learning is not monotonous so it is not just lectures.²⁶ Especially in teaching foreign languages that require interesting media so that students are comfortable learning. Especially in teaching foreign languages that require interesting media so that students are comfortable learning.

Before learning, the teacher is required to prepare the requirements such as the design of the implementation of learning, handouts, media, and student worksheets. The function of innovative and creative learning media in grade three is to eliminate monotonous learning, while the function of media for English is to hone pronunciation skills and develop vocabulary and other abilities. The media used by the teacher are games, songs, and pictures.²⁷

Even though sometimes the teacher has used various types of interesting learning media, sometimes students still cannot understand and concentrate while studying, causing students to be sad and afraid of not being able to speak English.²⁸ The fear of students is not being able to speak English because sentences and

²⁵ EPA, the Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, Desember 2022.

²⁶ MM, the Interview with Assisstant Principal of Academic at SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 12 November 2022.

²⁷ Mu, the Interview with English Teacher, WhatsApp Voice Recorder, 18 November 2022.

²⁸ Mu, the Interview with English Teacher, WhatsApp Voice Recorder, 18 November 2022.

vocabulary are difficult.²⁹ Even though they have a fear of English, students still like English.³⁰ Love English because the teacher's way of teaching is fun and supported by interesting media.³¹

Based on this, teachers must think creatively to be able to create effective, innovative learning media creations and not only do simple things in teaching but also teach and develop skills to students so that they can hone skills and help students capture learning material without fear of learning something new especially a foreign language.

2. The Implementing Paper Puppets as Media for Developing Vocabulary of Third Graders at SDIT Umar Bin Khatab Pekuwon

Researcher have examined the application of paper puppets as a medium for developing English vocabulary. Based on data from the SDIT Umar Bin Khattab teacher, there are 2 English teachers who each control 3 classes and grade 3 has 4 class groups³² and Murwati is the homeroom teacher of Ar-Razi.³³ The researcher also directly observed the teaching and learning process using paper puppet media in class III Ar Razi with a total of 28 students, consisting of 15 male students and 13 female students.³⁴ In addition, the researcher conducted interviews with the school principal, vice principal and curriculum, English teacher, and three Ar Razi class students, and documented the results of observations, interviews in the form of photos, and other data related to the implementation of paper puppets as a medium for

²⁹ AZA, the Interview with Third Grade Student (2), WhatsApp Voice Recorder, 11 November 2022.

³⁰ RS, The Interview with Third Grade Student (1), WhatsApp Voice Recorder, 11 November 2022.

³¹ BYH, The Interview with Third Grade Student (3), WhatsApp Voice Recorder, 12 November 2022.

³² 'Class Schedule And Time Lesson Of Sdit Umar Bin Khatab From Administration'.

³³ 'Homeroom Data Of Sdit Umar Bin Khatab From Administration'.

³⁴ Mu1, The Interview With English Teacher, Whatsapp Voice Recorder, 18 November 2022.

developing English vocabulary as a reinforcement of research results.

Based on observations regarding teacher preparation, before teaching the teacher prepares the requirements.



Picture 2.1 Paper Puppet³⁵

The teacher uses a paper puppet made of paper formed, colored, and drawn, according to the desired character, such as animal characters. The shape and function are almost the same as hand puppets in general; the difference lies in the main material used. The materials for making paper puppets are as follows:³⁶

- a. F4 or A4 size paper
- b. Color paper size FA or A4
- c. Origami paper
- d. Glue, insulation and double sided tape or stapler
- e. Scissors
- f. Ruler
- g. Black pencil and marker, rubber eraser
- h. Crayons or colored pencils
- i. Ice cream sticks

³⁵ 'Documentation Of Paper Puppet', Documentation Data (Pekuwon: Sdit Umar Bin Khatab, 22 November 2022).

³⁶ 'Observation Paper Puppet Material', Observation data (Pekuwon: SDIT Umar Bin Khatab, 12 November 2022).



Picture 2.2 the material of paper puppet³⁷

After all, here is how to make it:

1. Fold white A4 paper lengthwise, then unfold and fold both sides parallel to the center crease line.
2. Put glue or insulation in the middle between the two sides of the paper so it does not come off.
3. Fold the paper into the letter M.
4. Then, draw patterns of eyes, nose, ears, tongue, teeth, mouth using a pencil and bold using a black marker on colored paper.
5. Cut according to the pattern and paste it on the previously formed paper.
6. Give details to make the character more real and color it to make it more attractive.
7. Finally paste the paper behind it to adjust the movement. The paper doll is ready.

When viewed from the materials, tools, and method of manufacture, paper puppets are very easy to make because the materials are easy to find and simple, and can be made by all ages. Then the teacher will compile a lesson plan. The lesson plan aims to help the teacher present material on the Human Body using pictures, paper puppets, and games such as songs. The paper puppets are used from the beginning to the end of the lesson.³⁸ The approach applied is an integrated learning approach that applies the material to the verses of the Al-Qur'an or

³⁷ 'Documentation Material of Paper Puppet', Documentation Data (Pekuwon: SDIT Umar Bin Khatib, 22 November 2022).

³⁸ Mu1, The Interview with English Teacher, WhatsApp Voice Recorder, 18 November 2022.

hadith and morals, with an assessment in the form of the teacher observing students' work in the form of portfolios, interaction, and student independence in activeness in class. In addition to lesson plans, teachers use handouts that contain summaries of material and assignments and teachers use textbooks or summaries from the internet.³⁹ After all, is done teacher enters to class.

During the implementation of the lesson, the teacher reviews the previous material and remembers the vocabulary that has been learned by singing in a familiar tone.⁴⁰ After that, the teacher continues the new material that will be delivered using paper puppets. When the media is displayed, students are happy because they want to try playing it and students are happy. After all, some new people will accompany them to study. Then how to apply paper puppets by combining them with other media. Its application is in the form of singing using paper puppets and other images as additional media.⁴¹ Songs only apply to mastering short vocabularies such as animal material, and long vocabulary is written on the blackboard and pictures. It is used to improve pronunciation.



Figure 2.3 teaching in class⁴²

After learning, the teacher will provide an evaluation in the form of students repeating the words they have

³⁹ Tim KKG Bahasa Inggris, *Bahasa Inggris Untuk SD/MI Semester 1 Kelas 3*, vol. Kurikulum 2013 (Pati: Tim KKG Bahasa Inggris, 2022).

⁴⁰ 'Observation of Teaching in Class', Observation data (Pekuwon: SDIT Umar Bin Khatab, 12 November 2022).

⁴¹ Mu1, The Interview with English Teacher, WhatsApp Voice Recorder, 18 November 2022.

⁴² 'Documentation When Teaching in Class', Documentation Data (Pekuwon: SDIT Umar Bin Khatab, 11 November 2022).

learned. In general, students are only able to master 15 of the 20 words given and students who have a good memory can master all the words fluently.⁴³ Then students are called to take the results of their evaluations and the teacher gives plain paper puppets so that students can color at will and as a form of stimulation to encourage learning. Therefore, learning using image media in the form of paper puppets is in great demand by elementary school students, especially in grades 1 to 3.⁴⁴

That is what students feel during the application of paper puppets to develop English vocabulary. According to them, learning using paper puppets is more fun, exciting, and enthusiastic and makes it easier to remember vocabulary quickly, and the teacher invites students to sing while reciting English vocabulary and its meaning.⁴⁵ Therefore, the use of paper puppets for learning is very useful, easy to apply, effective and fun⁴⁶ so that the development of English vocabulary for third-grade students is very effective according to elementary school age.

The application of paper puppets is an effective medium because it can train the skills of students and teachers. The skills in question are storytelling skills, imagination skills, role-playing, and the ability to develop English, especially vocabulary development.⁴⁷ In addition, paper puppets are used to attract students' interest and focus on learning. During the learning process, the class conditions were very conducive and students had a high learning enthusiasm.⁴⁸ This aims to reduce boredom and

⁴³ Mu1, The Interview with English Teacher, WhatsApp Voice Recorder, 18 November 2022.

⁴⁴ MM1, The Interview with Assisntant Principal of Academic at SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 12 November 2022.

⁴⁵ RS1, The Interview with Third Grade Student (1), WhatsApp Voice Recorder, 11 November 2022.

⁴⁶ AZA1, The Interview with Third Grade Student (2), WhatsApp Voice Recorder, 11 November 2022.

⁴⁷ EPA1, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, Desember 2022.

⁴⁸ BYH1, The Interview with Third Grade Student (3), WhatsApp Voice Recorder, 12 November 2022.

reduce monotonous learning into fun learning so that students are enthusiastic and focused on developing English vocabulary and are not afraid of learning a new language.⁴⁹

The application of paper puppets is quite easy and simple. The teacher only inserts the index finger and middle finger into the hole or the top of the puppet, then the thumb at the bottom.⁵⁰ This is the puppets can be moved and the teacher can fill in the voice according to the character when explaining the material. Following are the results of observations on the application of paper puppets based on their use techniques as follows:⁵¹



Picture 2.4 When teacher teaching using paper puppet⁵²

a. Lip synchronization

The synchronization of the puppet's mouth with the sound uttered by the puppeteer must be precise to create appropriate expressions to support conversation, such as opening and closing the puppet's mouth. However, the teacher only opened it once and closed it again, seldom moving his mouth when he spoke. While the expressions produced are lacking, because the teacher does not regulate the synchronization of his

⁴⁹ Mu1, The Interview with English Teacher, WhatsApp Voice Recorder, 18 November 2022.

⁵⁰ 'Observation Implementation of Paper Puppet', Observation data (Pekuwon: SDIT Umar Bin Khatab, 11 November 2022).

⁵¹ 'Observation Implementation of Paper Puppet'. 11 November 2022

⁵² 'Documentation of Implementation Paper Puppet', Documentation Data (Pekuwon: SDIT Umar Bin Khatab, 11 November 2022).

mouth movements properly so the conversation between students and the teacher and with the puppets is lacking.

b. Mouth action

Mouth movement serves to make the puppet appear alive because it can interact. The hands are used to move the puppets to follow the words spoken. In practice, teachers feel comfortable when they can freely move their fingers without feeling tired, as well as how students feel when trying to use them and they enjoy learning to use paper puppets.

c. Eye contact

Eye contact is very important to attract students' attention. In practice, the teacher does not move the puppets by directing the puppets to the right or left, down or up, as they should. However, the puppet is just silent and faces forward, not paying attention to the point of view of the interlocutor, so students sometimes do not pay attention.

d. Posture

The posture for using the puppets must be correct so that the puppets look more alive by positioning the right arm at a right angle. In practice, the teacher positions the right arm at an acute angle so that it does not give room for movement when the puppet is played. This makes the puppets look lifeless and like boring toys if proper posture is not considered.

e. Entrances and exits

In practice, the teacher enters using a puppet then pretends to invite friends and takes them out of a box bag then walks out while greeting students, and then introductions. Meanwhile, the exits of the teacher are by walking down and turning his back.

Even though the implementation of paper puppets is not quite right, the teacher feels comfortable using paper puppets and the learning material can be channeled properly so that students can capture the essence of the material correctly, students' English vocabulary increases, and learning becomes fun.

3. The Supporting and Inhibiting Factors in Implementing Paper Puppets as Media for Developing Vocabulary of Third Grades at SDIT Umar Bin Khatab Pekuwon

The implementation of paper puppets as a medium for developing English vocabulary cannot be separated from supporting and inhibiting factors. This affects the level of development of students in developing their English skills. The following are the supporting factors for the application of paper puppets as a medium for developing English vocabulary as follows:

a. Materials are easy to get

In making a creation, you need tools and materials, especially those that do not require a lot of money. Meanwhile, Astutik said the materials for making paper puppets are very simple, easy to obtain, and inexpensive.⁵³ The material is quite paper and the tools you need are scissors, glue, and colored markers which are often found. Materials do not need to be expensive, and most importantly can be used properly and comfortably.⁵⁴

b. The manufacturing process is easy and simple

Astutik said apart from not requiring many materials, it is quite easy, and simple to make according to the desired theme, and its manufacture does not require a lot of time and space, so it can be made anywhere and anytime.⁵⁵ Themes can be adapted to simple subject matter and forms, for example, material about animals. The teacher can make as many animal characters as possible so that they have various kinds of characters, then the teacher just folds, draws, and colors them.⁵⁶

⁵³ EPA2, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, Desember 2022.

⁵⁴ MM2, The Interview with Assisstant Principal of Academic at SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 12 November 2022.

⁵⁵ EPA2, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, Desember 2022.

⁵⁶ Mu2, The Interview with English Teacher, WhatsApp Voice Recorder, 18 November 2022.

c. Characters like 3 dimensions

The characters used appear alive because the shape of the paper puppets is made the same as the original, with an emphasis on color and gradations.⁵⁷ The characters are exactly the same as the original⁵⁸, making the characters look alive because they have space for the teacher to apply them as they are. Color emphasis to certain parts such and color gradations to accentuate characters and make colors look alive.



Picture 3.1 Character Puppet⁵⁹

d. Learning becomes conducive and fun

The application of paper puppets in learning makes class conditions enjoyable because they have an attractive and colorful appearance.⁶⁰ Based on the results of observations on class conditions, learning using paper puppets makes class conditions conducive, not crowded, organized and fun.⁶¹ Setiawan said students feel that the class conditions are fun and the material is easy to understand quickly.⁶²

⁵⁷ 'Observation Implementation of Paper Puppet'. 12 November 2022

⁵⁸ RS2, The Interview with Third Grade Student (1), WhatsApp Voice Recorder, 11 November 2022.

⁵⁹ 'Documentation of Paper Puppet'. 12 November 2022

⁶⁰ MM2, The Interview with Assisstant Principal of Academic at SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, 12 November 2022.

⁶¹ 'Observation Implementation of Paper Puppet'. 11 November 2022

⁶² RS2, The Interview with Third Grade Student (1), WhatsApp Voice Recorder, 11 November 2022.



Picture 3.2 Learning Situation in class⁶³

e. **Easy and comfortable application**

Murwati said the application of paper puppets is very easy for teachers and students to implement.⁶⁴ Based on the results of observations on the application of paper puppets, when researcher tried to use paper puppets, the method of use was easy and comfortable.⁶⁵ Even though it is moved, care must be taken not to damage it and the student's reaction when using it is very enthusiastic.⁶⁶

f. **Vocabulary development increased rapidly**

Another supporting factor is that students are able to remember and develop vocabulary more quickly.⁶⁷ This factor is one of the main factors in the application of paper puppets as a medium for developing English vocabulary. The increasing vocabulary using paper puppets is very fast and precise, both in terms of better pronunciation of vocabulary, remembering and translating into Indonesian or vice versa very good and correct.⁶⁸ There

⁶³ 'Documentation When Teaching in Class'. 11 November 2022

⁶⁴ Mu2, The Interview with English Teacher, WhatsApp Voice Recorder, 18 November 2022.

⁶⁵ 'Observation Implementation of Paper Puppet'. 11 November 2022

⁶⁶ BYH2, The Interview with Third Grade Student (3), WhatsApp Voice Recorder, 12 November 2022.

⁶⁷ AZA2, The Interview with Third Grade Student (2), WhatsApp Voice Recorder, 11 November 2022.

⁶⁸ Mu2, The Interview with English Teacher, WhatsApp Voice Recorder, 18 November 2022.

was an increase in academic scores and students' ability to understand English vocabulary.⁶⁹



Picture 3.3 the acquisition of daily test scores⁷⁰

Based on the explanation above, it shows that the supporting factors for the application of paper puppets as a medium for developing English vocabulary have a good impact on learning development, interest in learning, high curiosity, training skills and creativity, high and fast memory, increasing vocabulary and pronunciation.⁷¹ Another supporting factor provided by the school is holding English language extracurricular in accordance with the school's mission in points E and F which reads organizing extracurricular activities according to students' interests and talents guiding students according to their interests, talents and potential: academic, non-academic.⁷² Extracurricular activities are almost the same as in class in the form of practicing language skills and developing vocabulary by singing while using picture media or puppets.⁷³

⁶⁹ RS2, The Interview with Third Grade Student (1), WhatsApp Voice Recorder, 11 November 2022.

⁷⁰ 'Documentation The Impact Implementation of Paper Puppet', Documentation Data (Pekuwon: SDIT Umar Bin Khatab, 16 November 2022).

⁷¹ EPA2, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, Desember 2022.

⁷² 'Vision, Mission, Goal and Motto of SDIT Umar Bin Khatab from Administration'. 22 November 2022

⁷³ 'Observation of English Extracurricular Activity', Observation data (Pekuwon: SDIT Umar Bin Khatab, 12 November 2022).

English is getting better and more precise. Something that has a good impact is indeed very valuable and useful, but there must be factors that hinder its implementation.

The following are the inhibiting factors in the application of paper puppets as a medium for developing vocabulary:

a. Lack of teacher creativity

Teachers are required to have skills and creativity in teaching.⁷⁴ Based on the results of observations on the teacher's creative abilities, the teacher's creativity is lacking, it can lead to a feeling of laziness, unpleasant and monotonous learning because the teacher does not have many creative ideas.⁷⁵ The teacher could not be creative because she was used to simple media that did not require a lot of material and most importantly, students could understand the material and not get bored.⁷⁶ Based on the school's Goal on points A and B it says the school is developing PAIKEM/CTL for all subjects and the schools develop the competence of educators and education staff in a sustainable manner.⁷⁷ However, in reality the teacher has not been able to issue all the creative teaching ideas.

b. Paper that tears easily, wrinkled and is not waterproof

Conditions that are prone to damage can cause problems during the application process that requires the user to be careful and not overdo it when moving it. Anindhitta said, the condition of the paper can torn at any time, students choose to

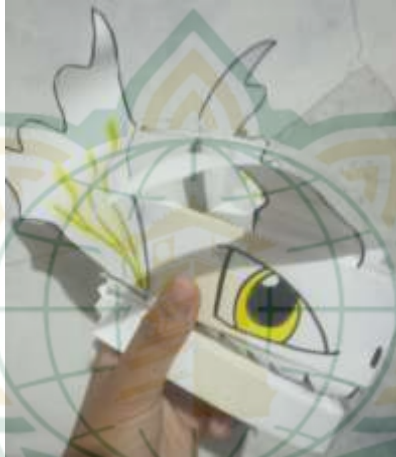
⁷⁴ EPA2, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, Desember 2022.

⁷⁵ 'Observation Implementation of Paper Puppet'. (Pekuwon: SDIT Umar Bin Khatab, 11 November 2022).

⁷⁶ Mu2, The Interview with English Teacher, WhatsApp Voice Recorder, 18 November 2022.

⁷⁷ 'Vision, Mission, Goal and Motto of SDIT Umar Bin Khatab from Administration'. 22 November 2022

repair it rather than make it again⁷⁸ and paper absorbs water so it can torn.⁷⁹ Based on the results of observations on the condition of the paper puppet, one of the students talked to the researcher that the part that was prone to tearing was the mouth and some parts of the body such as the horns and teeth were slightly drooping.⁸⁰



Picture 3.4 Paper puppet condition after use⁸¹

c. Improper use technique

The teacher must know how to apply the media before using it. Moreover, paper puppet has various types of characters and voices.⁸² This is intended the characters are diverse and appear alive so they can interact. Astutik said creativity is required in creating various sounds, facial expressions; adjustments to mouth movements, body posture and eye contact, even the way the

⁷⁸ AZA2, The Interview with Third Grade Student (2), WhatsApp Voice Recorder, 11 November 2022.

⁷⁹ EPA2, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon, WhatsApp Voice Recorder, Desember 2022.

⁸⁰ 'Observation Implementation of Paper Puppet'. 11 November 2022

⁸¹ 'Documentation The Impact Implementation of Paper Puppet'. 12 November 2022

⁸² MM2, The Interview with Assistant Principal of Academic at SDIT Umar Bin Khatab Pekuwon.

puppets enter and leave must considered.⁸³ Based on the results of observations on the mastery of media application techniques, the teacher only uses the original voice, does not change the voice according to the character, facial expressions and expressions do not change, body posture is not appropriate and the paper puppet in and out is not balanced when it is shown.⁸⁴

d. **Types of characters and paper puppet coloring are lacking**



Picture 3.5 The faded colors and less staining⁸⁵

Types of interesting characters and colors are points in attracting students' attention, especially appearance. If the display were, less likely students would become less interested when faced with the same characters and colors.⁸⁶ Based on the results of observations on coloring, the coloring is only on certain parts such as the eyes and mouth, while the body color relies on the basic color of the paper used then other colors are added to support its appearance.⁸⁷ Therefore, the

⁸³ EPA2, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon.

⁸⁴ 'Observation Implementation of Paper Puppet'. 11 November 2022

⁸⁵ 'Documentation The Impact Implementation of Paper Puppet'. 16 November 2022

⁸⁶ Mu2, The Interview with English Teacher.

⁸⁷ 'Observation Implementation of Paper Puppet'.

students re-colored the puppets so that they looked attractive with various colors and characters.⁸⁸

4. The Solutions of Inhibiting Factors in Implementing Paper Puppets as Media for Developing Vocabulary of Third Grades at SDIT Umar Bin Khatab Pekuwon

Based on observations of the media, the solutions to the inhibiting factors in the application of paper puppets as a medium for developing English vocabulary are as follows:



Picture 4.1 The students practicing using puppets⁸⁹

a. Practice creative thinking and training

Teachers are required to have skills in utilizing the materials around them as materials for making innovative and creative media. Murwati said the teacher has difficulty finding sources from various places or websites or the environment, one way is for the teacher not to be lazy to be creative in making innovative and creative media, and being open to always being up to date.⁹⁰ Based on the statement above that if the teacher cannot think creatively then she cannot create new things, however teachers have to think creatively and develop skills.⁹¹

⁸⁸ BYH2, The Interview with Third Grade Student (3).

⁸⁹ 'Documentation of Implementation Paper Puppet'. 11 November 2022

⁹⁰ Mu3, The Interview with English Teacher.

⁹¹ EPA3, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon.

Apart from having to think creatively, teachers must provide with facilities in the form of providing training on learning media. Kristin said that the purpose of the training was to provide motivation to develop media according to student characteristics, provide teacher experience, and foster independence in utilizing the material around them.⁹²

b. Paper type selection

Based on the results of observations on the type of paper puppet paper, use a rather thick type of paper such as Buffalo paper or thick HVS.⁹³ When using cardboard, try to fold it neatly and precisely so that the desired character is well formed. Astutik said this is to reduce the occurrence of damage and the paper to remain sturdy and not easily torn.⁹⁴ The one of the students said that he made a puppet using an old book cover so that the puppet looked sturdy and not waterproof for a while.⁹⁵ If it is torn or removed, we could add glue to the loose part.⁹⁶

c. Practice improvisation and get to know the technique of using media

Besides having to be creative in forming puppets, teachers must be more creative in sound improvisation and telling stories. Astutik said the teacher should practice making different types of sounds for each character to make it more interesting.⁹⁷ The teacher must practice in

⁹² Firosalia Kristin and Yohana Setyawan, 'Pelatihan Pembuatan Media Pembelajaran dengan Memanfaatkan Bahan Bekas bagi Guru SD Negeri Mangunsari 06 Salatiga', *Magistrorum et Scholarium: Jurnal Pengabdian Masyarakat* 1, no. 3 (7 August 2021): 361–68, <https://doi.org/10.24246/jms.v1i32021p361-368>.

⁹³ 'Observation Implementation of Paper Puppet'. 16 November 2022

⁹⁴ EPA3, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon.

⁹⁵ 'Observation Implementation of Paper Puppet'. 16 November 2022

⁹⁶ BYH3, The Interview with Third Grade Student (3).

⁹⁷ EPA3, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon.

managing expressions, mimics, puppet movements, mouth movements, eye contact and puppet entry and exit so that it supports every movement, paper puppet interactions with students and puppet shows.⁹⁸



Picture 4.2 Researcher practice using puppets⁹⁹

d. **Puppets are more diverse and interesting coloring**

Based on the results of observations on the lack of characters and coloring affects the possibility of students being less interested.¹⁰⁰ This requires teachers to be creative and play with colors. The teacher must know the types and combinations of colors, types of characters, both cartoon characters, animations, animals and so on. Astutik said the teacher must pay attention to neatness and beauty so that students are interested and the teacher provides paper puppets in large quantities to facilitate student diversity.¹⁰¹

⁹⁸ 'Observation Implementation of Paper Puppet'.

⁹⁹ 'Documentation of Implementation Paper Puppet'.

¹⁰⁰ 'Observation Implementation of Paper Puppet'.

¹⁰¹ EPA, The Interview with Headmaster of SDIT Umar Bin Khatab Pekuwon.

B. Discussion

1. Analysis The Implementing Paper Puppets as Media for Developing Vocabulary of Third Graders at SDIT Umar Bin Khatab Pekuwon

Based on the previous presentation, SDIT Umar Bin Khatab has provided teachers with an understanding of the application of effective and innovative learning media so that teachers can utilize media from any material or source that can be applied to support learning. Moreover, Amalia said the Integrated Islamic school has a school concept that combines religious knowledge and general science, so teachers must have a sense of teaching spirituality to motivate students, as a means of understanding student character and helping students understand religion while studying general knowledge, so teachers use songs, audio, and oral instructions in English while using other materials.¹⁰² Nurdyansyah said that learning media is a tool that assists the teaching and learning process, and functions to convey messages to achieve better and perfect learning objectives and has three main functions, are motivating interest, presenting information and providing instructions.¹⁰³

The teacher applies media to help students develop English language skills and students' vocabulary. The learning media used are paper puppets, games and pictures as effective and creative learning media. One of the media used is paper puppets helping students develop vocabulary and make learning less monotonous. Oktapiani, et al said that through puppet media it could make it easier for students at the Santo Yusup Bangli Kindergarten to increase their English

¹⁰² Taranindya Zulhi Amalia et al., 'Integrating Spirituality in Teaching English to Young Learners Based on the Independent Curriculum in Elementary Schools', *ISET (International Conference on Science, Education, and Technology) Universitas Negeri Semarang*, 8 (15 October 2022): 1168–1171.

¹⁰³ Nurdyansyah Nurdyansyah, *Media Pembelajaran Inovatif* (Umsida Press, 2019), <https://doi.org/10.21070/2019/978-602-5914-71-3>.

vocabulary from an early age.¹⁰⁴ Then according to Rule et al, regarding reactions to the conditions of puppet play that students are comfortable while studying, students are able to be creative, work together, have fun learning and practice acting skills or storytelling.¹⁰⁵ The teacher's ability to tell stories when using puppet media can help develop the cognitive, affective and psychomotor abilities of students simultaneously when applying the storytelling method, because students will listen and digest what they have heard and understood.¹⁰⁶

According to Quispe that the use of puppets in third grade students makes students motivated to learn English and their speaking and vocabulary skills get better and increase, and learning is also fun.¹⁰⁷ Even though they are of different ages, the high interest of students in media and new things will have a positive impact in the form of children being able to develop English skills quickly and precisely, especially at the age of children who are easier to develop new language skills.

¹⁰⁴ Ni Putu Gita Oktapiani, Nice Maylani Asril, and Dewa Gede Firstia Wirabrata, 'Upaya Meningkatkan Kosakata Bahasa Inggris Pada Anak Usia Dini Dengan Media Wayang Melalui Video Pembelajaran', *Jurnal Pendidikan Anak Usia Dini Undiksha* 9, no. 2 (2021): 285–93.

¹⁰⁵ Audrey C. Rule et al., 'Learning Landform Vocabulary through Different Methods: Object Boxes, Sand and Dough Creations, or Puppet Plays', *Journal of Geoscience Education* 54, no. 4 (September 2006): 515–25, <https://doi.org/10.5408/1089-9995-54.4.515>.

¹⁰⁶ Taranindya Zulhi Amalia and Zaimatus Sa'diyah, 'Ber cerita sebagai metode mengajar bagi guru Raudlatul Athfal dalam mengembangkan kemampuan dasar bahasa anak usia dini di Desa Ngembalrejo Bae, Kudus', *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal* 3, no. 2 (2015):340.

¹⁰⁷ Sulma Chura Quispe, 'Teaching English By Using Puppets And Scenic Arts For Better Communication In The Class Of The Third Grade Of The Elementary At Villa Alemania Fe Y Alegria School Of El Alto City' (La Paz – Bolivia, Universidad Mayor De San Andrés, Facultad De Humanidades Y Ciencias De La Educación Carrera De Lingüística E Idiomas, 2017), <https://Repositorio.Umsa.bo/Bitstream/Handle/123456789/11788/Td-3939.Pdf?Sequence=1&Isallowed=Y>.

2. Analysis The Supporting and Inhibiting Factors in Implementing Paper Puppets as Media for Developing Vocabulary of Third Grades at SDIT Umar Bin Khatab Pekuwon

Based on the results of interviews with third-grade English teachers, she was said that in general the supporting factors for paper puppets could be used as a suitable learning alternative for students. According to Galarcep that pupet is also used as an extraordinary audio-visual medium even though it is simple because it is able to convey material and good speaking skills so this is better than learning to use a blackboard.¹⁰⁸ Several reasons, according to Setyarini said the paper puppet model is attractive to students, full of color and displayed with interesting movements, it can help students, and teachers explore themselves in verbal and nonverbal activities. The teacher provides an opportunity for students to demonstrate their ability to remember vocabulary in front of their friends.¹⁰⁹ Besides that, it can help train teacher creativity in compiling interesting media, and students are able to develop new English vocabulary quickly and precisely and create a fun-learning atmosphere and students are not afraid to learn English and express themselves.

The results of interviews with third grade students, almost all students said they enjoyed learning with paper puppets especially when combined with singing, which makes learning more enjoyable. Nuraini said the application of paper puppets is used to increase student interest in learning because the media is attractive to

¹⁰⁸ M. F. Galarcep, 'Puppets In Teaching English', *Elt Journal* Xxv, No. 2 (27 April 2015): 165–70, <https://doi.org/10.1093/elt/xxv.2.165>.

¹⁰⁹ Sri Setyarini, "'Puppet Show': Inovasi Metode Pengajaran Bahasa Inggris Dalam Upaya Meningkatkan Kemampuan Berbicara Siswa Sd', *Jurnal Penelitian Pendidikan, Fpbs Upi* 11, No. 1 (April 2010), Pages 3-4 http://file.upi.edu/direktori/jurnal/jurnal_penelitian_pendidikan/%22puppet_Show%22_Inovasi_Metode_Pengajaran_Bahasa_Ingris_Dalam_Upaya_Meningkatkan_Kemampuan_Berbicara_Siswa_Sd.Pdf.

students.¹¹⁰ Then, according to Irving, the puppet program is used as a medium to give understanding to always do well and promote so as not to do body shaming against anyone. The age of elementary school children there are many students who make fun of friends because of their weight or body condition causing the students' psychological condition to become down.¹¹¹ In addition, according to Amalia, students' abilities in listening, speaking, reading, writing, displaying and paying attention to discussions are very good and the results of using visual, spoken, written and multimodal media provide satisfactory results in terms of literacy so that students prefer learning rather than just audio or lectures.¹¹² Some of the reasons include that students seem happy with unique and interesting new media even though when studying they are not bored because they can while imitating the vocabulary spoken by the teacher while singing and as a promotional medium to foster a sense of concern for others.

Some of the obstacles encountered in implementing paper puppets as a medium for developing English vocabulary include the lack of teacher creativity that has an impact on the appearance of the media and that is less colorful and lacks character improvisation. Putri said teacher professionalism and creativity in processing various media play an important role in learning, especially since teachers have to deal with various different

¹¹⁰ Erika Nuraini, 'Pengembangan Media Wayang Huruf Untuk Meningkatkan Kemampuan Membaca Permulaan Pada Anak' (Kediri, Universitas Nusantara PGRI, 2022), [Http://Repository.Unpkediri.Ac.Id/8262/2/Rama_86207_18101110006_0704118202_0729078402_01_Front_Ref.Pdf](http://Repository.Unpkediri.Ac.Id/8262/2/Rama_86207_18101110006_0704118202_0729078402_01_Front_Ref.Pdf).

¹¹¹ Lori M. Irving, 'Promoting Size Acceptance In Elementary School Children: The Edap Puppet Program', *Eating Disorders* 8, No. 3 (Desember 2014): 221–32, <https://doi.org/10.1080/10640260008251229>.

¹¹² Taranindya Zulhi Amalia, 'Instructional Materials To Develop Young Learners' Islamic English Literacy (What Are The Integrated Islamic Elementary Schools Needed?)', *Teaching English To Young Learners In Indonesia (Teylin)* 4 (2022): 171–79.

student characters.¹¹³ Then according to Hewett, the weakness of puppets is the way of application that requires the user to master them so that the puppets can live. If the user cannot understand this, then the puppet cannot work properly and cannot become a space for communication or consultation.¹¹⁴

3. Analysis The Solutions of Inhibiting Factors in Implementing Paper Puppets as Media for Developing Vocabulary of Third Graders at SDIT Umar Bin Khatab Pekuwon

Teachers have their own way of dealing with the obstacles they face. They try to develop their creative abilities no matter how difficult it is. In addition, the ability to master the media must also be studied and understood so that it can be applied properly. The way that teachers can do to develop media creativity and understanding of media applications is not to be lazy in digging up references and trying to make use of surrounding objects into useful items. Dewantara said teachers must be able to use and choose learning media that suit the needs of students.¹¹⁵ Teachers are valuable assets that must improved and developed creativity.

Therefore, the solution in developing creativity and understanding of the application of media is to try using simple media and provide training to teachers. Rumidjan said this training is used to understand innovative and creative media, as well as help teachers design media ideas. This is to train teachers to make simple learning media, increase teacher motivation and

¹¹³ Aprilia Riyana Putri Et Al., 'Pembuatan Boneka Puppet Sebagai Media Pembelajaran Untuk Meningkatkan Kreativitas Guru Taman Kanak-Kanak', *Kifah: Jurnal Pengabdian Masyarakat* 1, No. 1 (29 June 2022): 51–60, <https://doi.org/10.35878/Kifah.V1i1.404>.

¹¹⁴ Lloyd Hewett, 'Puppet or Practitioner?*', *Clinical and Experimental Optometry* 59, no. 4 (15 April 2021): 130–36, <https://doi.org/10.1111/j.1444-0938.1976.tb02212.x>.

¹¹⁵ Andi Harpeni Dewantara, 'Kreativitas Guru Dalam Memanfaatkan Media Berbasis It Ditinjau Dari Gaya Belajar Siswa', *Al-Gurfah : Journal of Primary Education* 1, no. 1 (June 2020): 15.

activity so they are able to make various types of media for elementary school student. Soenarko added that media development training for teachers aims to add insight into alternative information related to innovative and creative media.¹¹⁶

Besides that, according to Karaolis, an understanding of puppets is needed to help teachers and students learn about professionalism in communicating and socializing properly.¹¹⁷ According to Gates, the solution regarding improvisation in expressing emotions and movements, in the form of teachers having to practice in managing the emotions and movements of the puppets when performing. That the feelings they want to convey can be conveyed to students and that students can be comfortable and happy during the performance without being pressured.¹¹⁸ Mello said puppet performances are a medium for conveying and appreciating art and messages through puppet art performances.¹¹⁹ This can be related to education, in the form of puppets as a medium for delivering learning material indirectly from the teacher and the delivery by puppet.

Therefore, the impact of utilizing and implementing paper puppets is very good for learning including vocabulary development and socializing as well. In addition, teachers should not be lazy and try to motivate themselves to remain productive designing

¹¹⁶ Bambang Soenarko et al., 'Pelatihan Pembuatan Media Pembelajaran Interaktif dengan Memanfaatkan Bahan Bekas untuk Guru Sekolah Dasar pada Anggota Gugus 2 Kecamatan Ringinrejo Kabupaten Kediri', *Jurnal ABDINUS* 1, no. 2 (2018): 105–6.

¹¹⁷ Olivia Karaolis, 'Inclusion Happens with a Puppet: Puppets for Inclusive Practice in Early Childhood Settings', *NJ* 44, no. 1 (2 January 2020): 29–42, <https://doi.org/10.1080/14452294.2020.1871506>.

¹¹⁸ Laura Purcell-Gates, 'Puppet Bodies: Reflections and Revisions of Marionette Movement Theories in Philippe Gaulier's Neutral Mask Pedagogy', *Theatre, Dance and Performance Training* 8, no. 1 (2 January 2017): 46–60, <https://doi.org/10.1080/19443927.2016.1247746>.

¹¹⁹ Alissa Mello, 'Trans-Embodiment: Embodied Practice in Puppet and Material Performance', *Performance Research* 21, no. 5 (2 September 2016): 49–58, <https://doi.org/10.1080/13528165.2016.1223448>.

media and understanding how it works and that it can applied in learning and helping students understand learning without creating boring learning conditions.

