

**THE USE OF PUPPET TO IMPROVE STUDENTS'  
UNDERSTANDING ON CONCRETE NOUNS  
(A Classroom Action Research at Fourth Grade of  
SDN 04 Dongos Kedung Jepara in the Academic year 2009/2010)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement  
for Degree of Bachelor of Islamic Education  
in English Language Education



**By:**

**Wahyun Widiyastutik Ningrum**  
**3105163**

**EDUCATION FACULTY  
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES  
SEMARANG**

**2010**



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI WALISONGO SEMARANG**  
**FAKULTAS TARBIYAH**

Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987 Semarang

---

**RATIFICATION**

Name : Wahyun Widiyastutik Ningrum  
Student Number : 3105163  
Title : THE USE OF PUPPET TO IMPROVE STUDENTS' UNDERSTANDING ON CONCRETE NOUNS (A Classroom Action Research at Fourth Grade of SDN 04 Dongos Kedung Jepara in the Academic year 2009/2010)

Had been ratified by the team of thesis examiners of Education Faculty of Walisongo State for Islamic Studies Semarang, on:

Day : Tuesday  
Date : 29<sup>th</sup> June 2010

The team of examiner

Chairwoman,

**Dr. Musthofa, M.Ag.**  
**M.Ag.**

NIP. 19710403 199603 1002



Secretary,

**Drs. Sugeng Ristiyanto,**

NIP. 19650819 200302 1001

Examiner I

**Dra. Siti Mariam, M.Pd.**

NIP. 19650727 199203 2002

Examiner II

**Siti Tarwiyah, S.S., M.Hum.**

NIP.19721108 199903 2 001



**DEPARTEMEN AGAMA  
INSTITUT AGAMA ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS TARBIYAH**

Alamat: Jl. Prof. Dr. Hamka Ngaliyan Telp/Fax (024) 7601295, 7615387

---

**ADVISOR APPROVAL**

Date

Signature

**Moh. Nafi' Annury, M.Pd**  
Advisor 1

\_\_\_\_\_



\_\_\_\_\_

**H. Mursid, M,Ag**  
NIP. 19670305 200112 1001

\_\_\_\_\_



\_\_\_\_\_



## **DEDICATION**

The final project is dedicated to:

- ❖ My beloved father and mother, sister and brother thank you so much for praying and give spirit and motivation until this study finished.
- ❖ My best friends (M. Safiuddin, S.Hi) who always gave inspiration and support until this research project can be done. Thank you so much my lovely without you I cannot actualize my dream.
- ❖ My best friend Mb. Tami, Jannah, Mb. Magda, Sobat, Risda and Uflih and all of my friends in An-Nur and kost Mama Mia. Thanks for your support and advice.

## **A THESIS STATEMENT**

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or finding included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, June 2010

The writer,

**Wahyun Widiyastutik Ningrum**

Student's number: 3105163

## ABSTRACT

**Wahyun Widiyastutik Ningrum** (Student Number: 3105163). *The use of puppet to improve students' understanding on concrete noun.* (A Classroom Action Research at fourth Grade of SDN 04 Dongos Kedung Jepara in the Academic Year of 2009/2010). Final Project: Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies (IAIN Walisongo), Semarang, 2010.

The background of the study in this research is the students are usually afraid of studying English. They have difficulties in remembering new vocabulary and they are confused of understanding the new word. Because, English is one of the lesson that was introduced to students at fourth grade in the elementary school. In this study, the teacher still uses conventional methods, the teacher only translates the word and give monoton method. So, the students are easy to get bored. To improve students' understanding, teachers can use puppet as a medium in teaching learning process. Because, puppet can help the teacher to motive students' interest, understanding and enjoyment in following the lesson.

The problem of this research can be stated as follow are: How is the implementation of using puppet to improve students' understanding on concrete nouns? And how is the effectiveness using puppet to improve students' achievement on concrete nouns?

The objective of this study are (1) to describe the implementation of using puppet to improve students' understanding on concrete nouns, (2) to find out the effectiveness of using puppet to improve students' achievement on concrete nouns.

The design research that used a classroom action research with the reason the teacher can develop and repair their skills in giving the material to the students. The study was conducted at SDN 04 Dongos Kedung Jepara in the Academic Year 2009/2010. The subject of this study was the student of fourth grades in class. There were 42 students (25 boys and 17 girls). There were two steps in conducting this research. The first step was the pre-cycle, the teacher used conventional method and she did not use a puppet. The second step was the three cycles. In the cycle 1, the teacher performed a puppet about *things around us*. In the cycle 2, the teacher performed the puppet about *animal*. And the cycle 3, the teacher performed a puppet about *fruits*. During teaching learning process in three cycles in a classroom action research, the teacher introduced the words in differences activities that represented by puppet. The techniques which were used to collect the data are observation, test, and documentation.

Based on the data analysis, the result of this research showed the improvement of the students' achievement on English concrete nouns. It can be seen from their score. The average on pre-cycle was 61.31, cycle 1 was 69.52, cycle 2 was 74.75, and cycle 3 was 79.76

The researcher can conclude from the result of the analysis that the use of puppet can be alternative way to teach vocabulary, especially to improve students' mastery on concrete nouns. This result hopefully would motive English teachers to use a puppet in teaching English in the classroom, especially when teaching English to elementary students.

## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Peace is upon to the king of life, Allah Swt. The mercy and blessing until this final project can be completely finished. Shalawat and Salam for the prophet Muhammad who brings us to the darkness to the lightness.

The researcher realized that there are many people who already her in arranging and writing this thesis directly and indirectly.

She would also never be completed without support, cooperation, help and encouragement from a lot of people. She could not deny that this research can be finished with the favors of my dearest people. Therefore, she would like to extend her appreciation to all of them, especially to:

1. Prof. Dr. Ibnu Hajar, M.Ed., as the Dean of Tarbiyah Faculty
2. Siti Tarwiyah, M.Hum., as the Head of English Department
3. Moh. Naffi' Annury, M.Pd., as the first thesis supervisor and H. Mursid, M.Ag. as the second thesis supervisor, who both had the responsibility of giving great motivation, help and suggestions to improve this thesis. There is no single word that I can say except, "Thank you very much for guiding and consulting me as good as my parent. You are nice lecturers."
4. Lectures in English department of Tarbiyah faculty for valuable knowledge, and guidance during the years of my study.
5. Libraries official who always give good service related with the references in this thesis so that the writer could be done this thesis well.
6. My beloved father and mother, thank you so much for praying, attention and motivation to continue this study.
7. My beloved sisters and brother (Rohmatun, Lc, Aprizal, Lc, Amruddin, Ida, Mutri, S. Pd, S.E, Iwan S. Sos, and my young brother Ulin) who always gave support to finished this thesis.
8. My best friend (M. Safiuddin, S.Hi) who always gave inspiration support and attention until this research project can be done.

9. The Leader of Annur Islamic boarding, “Romo kyai” Drs H. Kharim assalawy, M.Ag and “ibu nyai” Lutfah karim assalawy. And my best friends in Annur Islamic boarding (Sobat, Tami, Jannah, Nas, Izzah, Nurul, Eli, Rizki, Indra, and Anis). Thank you all.
10. All of my friends at English Department of Tarbiyah faculty State Institute for Islamic Studies Walisongo Semarang, who gave me a lot of assistance. Thanks a lot for cooperation. Especially (*Eplek-Eplek* teams TBI B especially, chocor, atun, bad room, and koprak) without all of you. I have not the brilliant ideas to finish this study.

Semarang, June 2010  
The writer,

**Wahyun Widiyastuik Ningrum**  
**The student's number: 3105163**

## TABLE OF CONTENT

PAGE OF TITLE .....	i
ADVISOR APPROVAL .....	ii
RATIFICATION .....	iii
THESIS STATEMENT .....	iv
MOTTO .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENT .....	vii
ABSTRACT .....	ix
TABLE OF CONTENTS .....	x
LIST OF TABLES.....	xii
LIST OF APPENDICES.....	xii
CHAPTER I: INTRODUCTION	
A. Background of the Study.....	1
B. Definition of Key Terms.....	4.
C. Reasons for Choosing the Topic.....	5
D. Research Questions.....	6
E. Objectives of the Study.....	6
F. Pedagogical Significance.....	6
G. Scope of the Study.....	7
CHAPTER II: REVIEW OF RELATED LITERATURE	
A. Theoretical Review.....	8
1. Puppet.....	8
a. Definition of Puppet.....	8
b. Types of Puppet.....	9
2. Media.....	11
a. Definition of Media.....	11
b. Puppet as Media in Teaching Elementary School Students.....	12
3. Concrete Noun.....	13

a. The General Concept of Nouns	
1). the Definition of Nouns.....	13
2). the Definition of Concrete Nouns.....	14..
b. Types of Nouns.....	14
c. Teaching Vocabulary to Young Learners.....	16
d. The use of puppet in learning concrete noun.....	19
4. Teaching and learning English to the fourth grades of elementary school .....	21
B. Previous Research.....	23
C. Action Hypotheses.....	25
<b>CHAPTER III: RESEARCH METHOD</b>	
A. Research Approach.....	26
B. Participant and Setting.....	27
C. Technique of Data Collection.....	27
D. Technique of Data Analysis.....	30
E. Focus of Research.....	31
F. Research Procedure.....	31
G. Procedure of the Study.....	32
<b>CHAPTER IV: FINDING</b>	
A. Description and analysis of the activities	
1. Pre-Cycle.....	38
2. Test.....	40
a. Cycle 1.....	40
b. Cycle 2.....	45
c. Cycle 3.....	48
B. The analysis of the whole meeting.....	53
<b>CHAPTER V: CONCLUSION AND SUGGESTION</b>	
A. Conclusions.....	55
B. Suggestions.....	56
<b>REFERENCES</b>	
<b>APPENDICES</b>	

## LIST OF TABLES

Tables:	page
1. The students' achievement of the pre-cycle.	38
2. The students' achievement of the cycle 1.	41
3. The students' achievement of the cycle 2.	45
4. The students' achievement of the cycle 3.	50
5. Comparison of mean in pre-cycle and in cycles.	53

## **LIST OF APPENDICES**

- Appendix 1.** Research Schedule of Classroom Action Research at fourth Graders  
of SDN Dongos Kedung Jepara in The Academic Year 2009/2010
- Appendix 2.** List of students' name at fourth grade SDN 04 Dongos Kedung Jepara
- Appendix 3.** Students' observation checklist of pre-test until the cycle 3.
- Appendix 4.** The test result from the first cycle until third cycle.
- Appendix 5.** Lesson Plan of cycle 1.
- Appendix 6.** Lesson Plan of cycle 2.
- Appendix 7.** Lesson Plan of cycle 3.
- Appendix 8.** Test of pre-cycle.
- Appendix 9.** Test of cycle 1.
- Appendix 10.** Test of cycle 2.
- Appendix 11.** Test of cycle 3.
- Appendix 12.** Key answer for pre-cycle, cycle 1, cycle 2, and cycle 3.
- Appendix 14.** Pictures of students' activities in the research.
- Certificate**
- Curriculum vitae**