

CHAPTER II

REVIEW OF RELATED LITERATURE

A. THEORETICAL REVIEW

1. Puppet

a. The Definition of Puppets

Puppet is a wonderful toy that can be controlled by an operator and can teach kids and adult all kinds of things. The term puppet is defined as follow:

- 1) Based on Oxford Dictionary, puppet is defined as doll small figure of animal, etc, with joined limbs by wire or strings used plays or doll of which the body can be put in the hand like a glove the arms and head being moved by the fingers on the operation.¹
- 2) A puppet is an inanimate object or representation figure or manipulated by a puppeteer.²
- 3) Puppets are figures that are moved by human rather than mechanical aid. They may be controlled by one or several puppeteers, who are screened from the spectators.³

From the definitions above, it can be concluded that puppet is the doll which can be played by hand. It is as media to teach children or adult. Puppets are able to motivate for teaching strategies, especially in teaching and learning vocabulary. As we know, teacher must use this puppet as media in learning vocabulary because it is able to help them in teaching learning process to their students. Teachers can also give motivation to their students especially in mastering and learning vocabulary by using puppet.

¹A.S. Hornby, *Op. cit*, p.679.

²<http://en.wikipedia.org/wiki/Puppet> october20, 2009.

³<http://www.thefreedictionary.com/puppetry>, may 20, 2010.

b. Types of Puppet

In teaching using puppet, it can be used as alternative way in teaching learning process. As teacher, we must give strong motivation and have many skills to teach your students in mastering the new vocabulary especially in concrete nouns and to know a number of ways to make puppet can be interesting for students and it can attract students' attention in teaching learning process. Furthermore, by using puppet they can be used in different levels without repeating some types of approach.

Students are happy when they look and listen to the story with puppet performance. From a long time ago until now, puppet is very popular, because puppet performance make students interesting, enjoy and happy in learning process. So, as a teacher can use a puppet to teach their students in many activities.

There are some types of puppet that use to help teacher in teaching and learning process at class. It can help teacher to teach when they get problem in learning process at class. It can also easy to motive students in understanding the material given by teacher when deliver the material.

According Kasihani, there is some kinds of puppet which can be used in teaching English for Young Learners are finger puppet, glove or hand puppet and stick puppet, etc.:⁴

1) Finger puppet

Finger puppets normally have no moving parts, and consist primarily of a hollow cylinder shape to cover the finger; this form of puppets has limited application, and is used mainly in pre-school or kindergartens for storytelling with young children's.

⁴Kasihani K.E. Suyanto, *English for Young Learners*, (Jakarta: PT Bumi Aksara, 2007), p. 103

2) Glove and hand puppets

These are puppet controlled by one hand which occupies the interior of the puppet. It makes use of gloves to which small costumed figures are attached. The operator uses the index and middle fingers as puppet legs. Puppet bodies can be either flat cut outs or doll like figure. These puppets are operated from the back of the stage.

3) Rod puppets

A puppet constructed a round a central rod secured to the head. A large glove covers the rod and is attached to the neck of the puppet. A rod puppet is controlled by the puppeteer moving the metal rods attached to the hands of the puppet and by turning the central rod secured to the hand.

4) Marionettes

These puppets are suspended and controlled by a number of strings, plus sometimes a center rod attached to a control bar held from above by the puppeteer.

5) Shadow puppet (wayang kulit)

Shadow puppets are usually formed from a piece of thin card board or wood to which handles are attracted to permit manipulation behind a rear lighted while cloth or milk plastic.⁵

In this study the writer uses one types of puppet is hand puppet. Hands puppet is chosen because it is easy to be used in teaching and make the students to be active in the class. Hand puppet can also be easier to give students response and opinion. It can help introduce the new words which will know for students in learning vocabulary especially in concrete nouns. In this case, the use of puppet in learning process, it can help students to understand, enjoy, and easy to memorize, and remember new words for the teacher' explanation

⁵ Ibid <http://en.wikipedia.org/wiki/Puppet> october20, 2009

during teaching and learning process especially in English concrete noun. It can also avoid misunderstanding because the students see the object directly.

2. Media

a. Definition of Media

Media will help to establish the conditions for the learners to identify or describe someone or something's. There are some experts who give their opinions dealing with media:

Media are the plural form and Latin language word is "medium". From medium word in which the literal it means intermediary or the guide. Media are intermediary or the messages guide to deliver of message receives.⁶ Media are tools or the physical thing used by a teacher to facilitate the instructor⁷.

According Gerlach and Elly as quoted by Azhar Arsyad, media are any person, material, or event that established conditions which enable the learner to acquire knowledge, skills and attitudes.⁸

From the definition above, the writer concludes that media are means for transmitting or delivering message to motive students in learning.

According to Sardiman's opinion, instrument media for teaching and learning processes especially in Indonesia can be classified into five categories as follows:⁹

1. Games and simulation, example: words, puzzle, role playing.
2. Visual media, they are media that can be seen and the function is distributing the message from the sources to the receiver.
3. Audio media, they are media that connected to one of five senses.

⁶Arief S. Sadiman C.S, *Media Pendidikan Dan Pemanfaatannya*. (PT . Grafindo Persada, Jakarta 2008), p. 6

⁷Hornby, *op.cit*, p. 528

⁸Azhar Arsyad, *Media Pembelajaran*, (PT . Grafindo Persada, Jakarta 2003) Ed. Cet 5, p. 3.

⁹Arief S. Sadiman, *op,cit*, p.28-29.

4. Audio visual media, they are media that useful because of their sound and pictures, example television and radio.
5. Still projector medium, it is same as visual media, example: slide, film strip, overhead projector.

In this study, the write choose one of the instruments of media above is visual media, because the researcher used the puppet as media in teaching learning process.

b. Puppet as Media in Teaching Elementary School Students

In the elementary school students, teacher should consider to select the appropriate media in teaching and learning process. Nana Sudjana state that give six criteria's in choosing the media of teaching, there are; (a) select media based on the learning goal, (b) select on or more appropriator material in which to carry out the learning experiences and easy for students understood, (c) choosing appropriate materials and easy to gain the media in teaching process (d) teacher's creativity in using media in learning process, (e) using the time well, so, the media can be useful to students in learning, (f) selecting media that is suitable with students standard idea.¹⁰

In this case, Selecting appropriate media of teaching is not only using teaching media randomly without planning first but also analyzing the level of the appropriates of material which will be taught by teacher. Students in learning language must represent the needs of students, their capabilities, interest and motivation in teaching learning processes. So, media can help teachers easy to carry out in teaching-learning process.

Puppet is a medium of teaching language which is regarded as central element of the approach because it can be used as media to attract the students' interest in learning language.

¹⁰Nana Sudjana, *Media Pengajaran (Penggunaan dan Pembuatan)*, (Bandung: CV Sinar Baru, 1997), p. 4-5.

By using this media the teacher will find possibilities to enrich educational system. Puppets are able to help students to express ideas, and feeling that they otherwise could not. Beside that puppet used in learning process is helping the students to understand the meaning of word of something because students can hear, see, assume, and describe the things directly.

3. Concrete Nouns

a. The General Concept of Nouns

1) The definition of Nouns

In this study, the writer gives some definition of nouns that can be defined as follows.

- a) According to Frank “noun is the one of the most important parts of speech”. It is arrangement with helps to form the sentences core, which is essential to every complete sentence.¹¹
- b) Noun is a word which can function as the subject or object and used to name or identify any of a class of things, people, places, or ideas.¹²
- c) Noun is a word used to name the thing, person animal, plant, place, food, or something that is considered as a thing.¹³
- d) Noun is a word a word which (a) can occur as the subject or object of a verb or the object (complement) of preposition (b) can be modified by an adjective (c) can be used with determiners. A noun typically refers to people, animals, places, things, or abstraction.¹⁴

¹¹Frank, M., *Modern English, a Practical Reference Guide*, (New Jersey: Prentice Hall. Inc., Englewood Cliff, 1972), p. 6.

¹²As Hornby, p. 574.

¹³AM. Prayitno, *Mastering English Grammar*, (Surabaya: CV Armythas Kurnia, 2004), p. 1.

¹⁴Jack. C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, (England: Pearson Education Limited, 2002), 3rd Edition, p. 196.

From the definition above, the writer can draw a conclusion that noun is things that have meaning. It can be used to know the name of words or a person, place, which considered as thing.

2) The Definition of Concrete Nouns

- a) Concrete exists in a form that can be touched, felt, seen, etc., real and solid.¹⁵
- b) Concrete nouns are noun which names anything (or anyone) that you can perceive through physical senses: touch, sight, taste, hearing, or smell.¹⁶
- c) Concrete nouns are nouns that can be touched, smelled, seen, felt, or tasted. *Steak, table, dog, Maria, salt, and wool* are all examples of concrete nouns.¹⁷

So, concrete nouns are refers to things which can be touched and seen as distinct object. So, the writer want takes concrete nouns as the material to be tough.

The writer conclusion of definitions above, concrete nouns is a noun which refers to a physical thing, rather than a quality, state, or action. For example, book, house and machine are concrete nouns.¹⁸ So, concrete nouns are refers to things which can be touched and seen as distinct object. So, the writer want takes concrete nouns as the material to be tough.

b. Types of Nouns

There are several categories of noun which have distinctive properties of distribution or form. The writer would like to explain the types of nouns:

1) Common and proper nouns

¹⁵*Ibid.* p. 238.

¹⁶Frank m., *Log.cit*, p. 6.

¹⁷<http://www.yourdictionary.com/grammar-rules/Types-of-Nouns>. Html. Kamis 25

¹⁸Jack. C. Richards and Richard Schmidt, *Op, cit*, p.56

Proper nouns are the names of people, places or events: in writing they are marked by the use of an initial capital letter. Confusion often arises from the fact that a particular word may sometimes be written with a capital and sometimes without.

For example: Canada, Peter, November, etc.

Common noun is noun refers to one of a class of people or things. Common noun is generally written in small letter.

For examples: mall, restaurant, school, manager, etc.

2) Singular, plural, countable and mass nouns

We have already seen that nouns are either singular (example: Paul, Screwdriver, apple), or plural (the Himalayas, Screwdrivers, apples). These are grammatical categories which are linked closely with the concepts of either 'one thing' or 'more than one thing'.

Mass nouns refer to things which are measured rather than counted. Mass nouns include water, milk, sand, etc. Nouns which are not mass nouns are known as count nouns or countable nouns.

3) Concrete and abstract nouns

Concrete noun refers to things which can be touched or seen as distinct object.

For example, relating to elementary materials:¹⁹

a) Thing surrounding us

- | | |
|----------|--------------|
| - Table | - Blackboard |
| - Chair | - Bag |
| - Book | - Door |
| - Pen | - Shoes |
| - Window | |

b) Part of body

- | | |
|--------|--------|
| - Hair | - Hand |
|--------|--------|

¹⁹Himawan, *Start with English 1: Bahasa Inggris Untuk SD Kelas IV*, (Jakarta: PT. Gelora Aksara Pratama, 2004) p.23-89.

- Eyes
- Ears
- Noise
- Mouth
- Shoulders
- Foot
- Stomach
- Finger

c) Fruits

- Apple
- Mango
- Watermelon
- Melon
- Orange
- Banana
- Grape
- Start fruits
- Pear
- Strawberry

Abstract noun refers to ideas which can be thought about and discussed, but not seen or touched as distinct object. For example:

Adjective	Verb
- Beauty	- Direction
- Strength	- Introduction
- Handsome	- eat ²⁰

In this research, the writer chooses one of the types of nouns above is concrete nouns. The writer will try to teach students by using puppet in learning concrete nouns, because it will be easy for the students to get new vocabulary especially in concrete noun. It can also make students to memorize the words, and remember the words in their book material.

c. Teaching Vocabulary to Young Learners

1) Teaching vocabulary

Vocabulary is a core component of language proficiency and provides much of the basic for how well learners speak, listen, read, and write. Without an extensive vocabulary and strategies for

²⁰ Ian Eyres, *Developing Subject Knowledge, Primary English*, (London: the Open University PCP, 2004), P. 107-108

acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from using of language learning opportunities around them such as, listening to the radio, speakers or watching television.²¹ Vocabulary is very important for second language learners. It can effectively express their ideas both in oral and written form because language learner can improve their interest in learning the language.

In teaching vocabulary, the teacher can introduce the list of vocabulary that is taken from the book. The teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meaning on their own. Learners need to acquire vocabulary learning strategies in order to discover the meaning of words. The strategies also help the children acquire new vocabulary words that they hear and see.

2) The principles for teaching vocabulary

A number of principles can be helpful when focusing on vocabulary developments are:²²

a) Emphasize both direct and indirect.

Direct and indirect vocabulary instruction should be included as part of a vocabulary development program. Direct instruction refers to teaching the words and their meanings. Indirect instruction refers to helping children learn appropriate strategies so they can figure out the meaning of words on their own.

b) Teach vocabulary words before a new activity.

When vocabulary words are taught before a new activity, students benefit in two ways. First, they are better able to comprehend the activity. Second, teaching vocabulary words in

²¹Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: an Anthology of Current Practice*, (Cambridge: Cambridge University Press, 1994), p.255.

²²Caroline T. Linse, *The Practical English Language Teaching: Young Learner*, (New York: The McGraw-Hill Companies, 2005)p.123.

advance makes it more likely the students will actually acquire the target vocabulary words. This principle holds true for stories (oral and written), song, and many other language-rich activities.

- c) Teach how to use context clues appropriately.

Students can benefit from learning how to use context clues and guessing the meaning from the context. This is a strategy that learners can use when they encounter unfamiliar words. In addition, to teach how to use context clues, students also need to be taught that context clues do not always help readers to understand the meaning of unfamiliar words.

- d) Present multiple exposures to new vocabulary items.

Young learners make educational gains when they are exposed to vocabulary items repeatedly in rich context. In other words, you should not expect that a vocabulary words taught on Monday will be remembered on Wednesday. As part of your teaching repertoire, remember that a new word should reappear many times and in the different situations for the next several weeks on instruction.

- e) Give opportunities for deep processing of vocabulary items.

Deep processing means working with information at a high cognitive and /or personal level. Deep processing makes it more likely that information will be remembered. It is a very important component of vocabulary acquisition and development. It is also closely related to reading and reading comprehension and to overall language development. It refers to using words in context which are especially meaningful to the learner.²³

- f) Teach students to use the dictionaries.

²³*Ibid.* p. 125.

The use of dictionaries as tool for EFL and ESL instruction has come back into style. Young learners can benefit from using dictionaries. Learners with English-language literacy skills can also use dictionaries where the words are placed in alphabetical order. As a teacher it is important to teach children how to use different dictionaries.

g) Have students keep vocabulary notebooks.

Vocabulary note book provide students with opportunities to develop a variety of vocabulary acquisitions strategies and also help the students have more control over their learning. Children can create their own picture dictionaries while older learners can make more sophisticate notebooks and dictionaries. Children can easy record new words that they are learning.²⁴

Those principles above are to teach the target language. So, the teacher should be consider the different kinds of vocabulary selection when they teaching vocabulary. In addition, from the principles above are very important for the teacher to add their knowledge before teaching vocabulary, especially in teaching concrete noun for elementary school.

4. The Use of Puppet in Teaching Concrete Noun

The teacher should be prepared before applying puppets to the students in teaching concrete nouns. Here, they should choose puppet that match with the topic given about vocabulary for the students.

Puppet as media can help teacher to give students motivation and make interest to the lesson in the classroom. Puppet is not only as a teacher but also as a friend when delivering the material in teaching learning process. With a puppet the teacher must creatively to explain the material. It can make the material more interests and enjoyable in learning.

²⁴*Ibid.* p. 127.

With a puppet can motivate the students in mastering concrete noun. Moreover, students are easy to understand, memorize and remember the new words for the teacher' explanation with puppet.

The writer presents some procedures of using puppet as basic guidelines for the teacher to conduct the appropriate ways in delivering the material by using puppet.

There are some procedures that taken by teachers in creating an effective class in teaching using puppets they are:²⁵

- a. Before introducing the puppet.

Send a postcard/letter from the puppet to the children.

- b. Introducing the puppet to the children

Hello, bye, bye. Show the children the puppet and say *Hello*, getting the children to copy you. Walk around the class letting the children stroke the puppet and encouraging them to say *Hello* to the puppet. Make the puppet disappear behind your back and say *Bye, bye*.

- c. Warming-up

Puppet can be used for a general warm up. At first he can just ask their names but you can start to integrate more complicated language as the children learn more – *What's your favorite colors/number?, Do you like...?, Can I have a...?* Etc.

- d. Giving instruction

The puppet can do the actions for most classroom instructions: Stand up, sit down, colors, cut, draw. It is a good idea for the puppet to model the instructions using classroom objects at first so the children can see exactly what they need to do.

²⁵[Http://Www.Oup.Com/Elt/Local/Es/Odm/Odm_Primary/20314404?Cc=Es](http://Www.Oup.Com/Elt/Local/Es/Odm/Odm_Primary/20314404?Cc=Es), Kamis 25 February 2010. 12.42

5. Teaching and Learning English to The Fourth Grades of Elementary School

Teaching English to elementary school students as a local content has a goal that students are expected to have skills of the language in simple English with emphasis on listening, writing, reading and speaking skills using selected topics related to their environment needs.

Teaching English for young learners has become important. However, it is not always an easy task to teach young learner. There many considerations that should be taken how to teach and what to teach. It is fact that children are different from adult physically and mentally.

Related the topics, the material for fourth grade, it is interesting that they often face in their life. The topics include things around them. So, it is easier for them to perform and mention the words given relating the material.

There is no basic rule on how many word should be given to the fourth grades of elementary school. As a ten up eleven years old children, the fourth graders should not be given too many words. It is better to give them about seven or eight words at one time.

To help the learners in learning foreign language Mary Slaterry and Jane Willis suggest some characteristics to teach young learners, there are:²⁶

- a. They are learning to read and write in their own language.
- b. They are developing as thinkers.
- c. Understand the difference between the real and the imaginary.
- d. They can plan and organize how best to carry out an activity
- e. They can work with others and learn from others.
- f. They can be reliable and take responsibility for class activities and routines.

²⁶Mary Slaterry and Jane Willis, *English for Primary Teachers* (New York: Oxford University Press, 2001). p. 5

Seeing that learning English is the first experience for elementary school students, the researcher has an opinion that elementary school students are still categorized as beginners. This categorization is not based on physically they are still children, but the fact that English is a new subject for most Indonesian elementary school students. In addition, Harmer stated that young children, especially those up to the ages nine or ten, learn differently from children, adolescents, and adults in the following ways:

- a. They respond to meaning even if they do not understand individual works.
- b. They often learn indirectly rather than directly.
- c. Their understanding comes not just from explanation, but also from what they see, hear and, crucially, have a chance to touch and interact with.
- d. They generally display an enthusiasm for learning and a curiosity about the world around them.
- e. They have a need for individually attention and approval from the teacher.
- f. They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- g. They have limited attention span: unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.²⁷

Based on the characteristics above, the researcher concluded that the teacher should pay attention of students' psychology and must be know the appropriate the best method to get the target of teaching and learning English.

²⁷Jeremy Harmer, *the Practice of English Language Teaching*, (England: Pearson Education Limited, 2001), 3rd Ed., p. 38.

B. PREVIOUS RESEARCH

In making this proposal, the writer was considering some previous research to support the writer thesis proposals that are:

“A Study on The Use of Short Stories in Teaching Vocabulary for the Second Year Students of SMP N 31 Semarang in Academic Year 2008/2009 by Shofuatun, from English department of education faculty state institute of Islamic studies (IAIN) Walisongo Semarang 2009. She used of Short Stories to teach vocabulary to junior high school students. She wanted to find out the extent of students’ achievement in vocabulary mastery by using Short Stories in teaching. She used action experimental research to improve the students’ achievement. She gave some treatments to students during the teaching-learning process.²⁸

The result above concluded that using the Short Stories to teach vocabulary to the elementary students is very beneficial for the students. The similarity between her research and the writer’s is on the object of the study (vocabulary) and to find out the students achievement. The differences are on the research approach, the writer used a classroom action and her research used experimental research, participant, and method of collecting the data, and the media was used in the research.

The use of puppet as media in teaching speaking to the elementary school students (the case of the fourth grade of Cikeusal Kidul 01 Elementary School, Brebes in the academy year 2008/2009) written by Baiti Nur Affiati) that graduated from English department and arts faculty (UNNES). She was conducted the research because, the elementary school students are difficulties to communicate in English. By using the puppet is more effective to improve students’ achievement in speaking. She can be suggested that her use of puppet

²⁸Shofuatun (3104210), *A Study on The Use of Short Stories in Teaching Vocabulary For The Second Year Students of SMP N 31 Semarang in Academic Year 2008/2009*, (Semarang: State Institute of Islamic Studies (IAIN) Walisongo Semarang, 2009).

can be an alternative way to teach speaking. She used a classroom action research to conduct her study.²⁹

The similarity between her research and the writer's is on the use of puppet as media, the research approach, conducted at fourth grade and to find out the students achievement. The differences are on the object of study that. Her research focus on speaking and the writer focus on concrete noun, participant and method of collecting the data.

Using Flash Card to Improve Young Learner's Understanding on Concrete Nouns by Duriyatun Nazikah that graduate from English department of education faculty state institute of Islamic studies (IAIN) Walisongo Semarang 2009. Her thesis said that the problem of the research, students have difficulties in mastering and understanding in learning English. She was analyzed that flash card can help students in learning concrete noun. There was improvement from result of students' achievement percentages between cycle I, cycle II and cycle III from the treatment investigated by using flash card. She got effectiveness way in teaching concrete nouns and makes students easy understanding the vocabulary items. From the reason the teacher can develop and repair their skills in giving the material from students³⁰

The similarity between her research and the writer's is on the object of study (concrete noun), the research approach, to find out the students achievement and the data analysis. The differences are on participant, method of collecting the data and the media was used in the research.

It can be taken conclusion that in this research focus on teaching English concrete nouns by using puppet to improve students' understanding with classroom action research approach, so as researcher, I just need one

²⁹Baiti Nur Affiati (2201403678), *The Use of Puppet as Media in Teaching Speaking to the Elementary School Students (The Case of the Fourth Grade of Cikeusal Kidul 01 Elementary School, Bribes in the Academy Year 2008/2009* (Semarang: Semarang State University (UNNES), 2009).

³⁰Duritun Nazikah (3104287), *Using Flash Card to Improve Young Learner's Understanding on Concrete Nouns an Action Research at the First Grade students of MI Raudlatussyubban Tawang Rejo Winong Pati Semarang in the academic 2009/2010*, (Semarang: State Institute of Islamic Studies (IAIN) Walisongo Semarang, 2009).

class. The participants were students at fourth grade of the elementary school students.

This research will have a different result, place and subject from many researches above. First and third researches are success when apply short stories and flash card in teaching vocabulary and concrete noun. And the second research that the use of puppet to teach speaking to elementary school students is effective.

C. ACTION HYPOTHESES

In conducting the research, the researcher proposed the working hypothesis:

There is an improvement of students' mastery of English concrete noun at fourth grade of SDN 04 Dongos Kedung Jepara in the academic year 2009/2010 which is taught by using puppets.