

**THE USE OF HAND PUPPET AS A TEACHING MEDIUM
FOR ENGLISH SPEAKING SKILL AT 4TH GRADE
OF SD NEGERI 03 KEDUNGWULUH, PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

by

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declare that the thesis I wrote with the title, “**The Use of Hand Puppet as a Teaching Medium for English Speaking Skill at 4th Grade at SD Negeri 03 Kedungwuluh, Purwokerto**” is truly my own work and is not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

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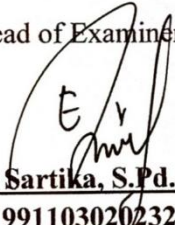
This thesis, entitled
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SPEAKING SKILL AT 4TH GRADE
OF SD NEGERI 03 KEDUNGWULUH, PURWOKERTO**

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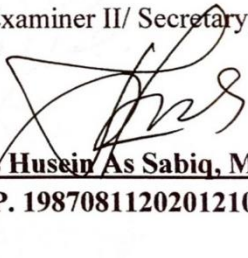
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Wassalamu 'alaikum Warahmatullahi Wabarakatuh

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ABSTRACT

THE USE OF HAND PUPPET AS A MEDIUM FOR TEACHING ENGLISH SPEAKING SKILL AT 4TH GRADE OF SD NEGERI 03 KEDUNGWULUH, PURWOKERTO

Abstract: The use of hand puppets is needed to help students improving speaking skill, such as communicating or telling stories. This research aimed to describe how the teacher used hand puppets in teaching English speaking skill and how students respond to the use of hand puppets in teaching English speaking skill. A qualitative descriptive method was employed by the researcher for this study. The data collection techniques included observation, interviews, and documentation. The analysis techniques consisted of data collection, data reduction, and data verification. The subjects were an English teacher and 4th grade students at SD Negeri 03 Kedungwuluh, Purwokerto. The research findings indicated that teacher used hand puppets to perform several steps, such as: a) Preparing hand puppets. b) Set the position of the place where you are sitting. c) Indicating the security equipment that has been prepared and mentioning names and figures of the characters in the story. d) Tell the title of the story. e) Carrying out the inter-conversation hand puppet. f) While telling stories, the hand puppet is always moving, a hand puppet story. The students responded that they were interested in using hand puppets to teach speaking skill because they believed that hand puppets could motivate students to learn speaking and make it easier for them to learn speaking skill.

Keywords: Hand Puppet, Teaching Speaking Skill, English for Young Learners

MOTTO

“Hidup yang tidak diperjuangkan, tidak akan dimenangkan”

(Life that was not fought for, would not be won)

-Sutan Sjahrir-

No matter how difficult your life was, still conquer it. Just because all that was difficult did not mean it was impossible.



DEDICATION

I dedicated this thesis to several people who have always believed in me and supported me throughout this journey. The people I want to dedicate this thesis to:

My parents, Mr. Amin Susanto and Mrs. Waridah

My sisters (Rizky and Mayang) and brother (Anang and Fadli)

My best friend, Berliana Islamiati

All the readers of this thesis.



PREFACE

Praise and gratitude to Allah SWT, for giving the blessings, grace, and health to the researcher has completed the thesis entitled “The Use of Hand Puppet as a Teaching Medium for English Speaking Skill at 4th Grade at SD Negeri 03 Kedungwuluh, Purwokerto” as a partial requirement for achieving the *Sarjana Pendidikan (S.Pd.)* degree in the English Education Study Program, Faculty of Tarbiya’ and Teacher Training at State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

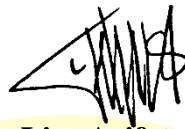
The researcher wants to thank various individuals and organizations for their continuous help, support, and valuable advice, without which the completion of this thesis would not have been possible:

1. Prof. Dr. H. Mohammad Roqib, M.Ag., as the Rector of the State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Prof. Dr. H. Suwito, M.Ag., as the Dean of the Faculty of Tarbiya’ and Teacher Training.
3. Dr. Suparjo, M.A., as the Vice Dean I for Academic of the Faculty of Tarbiya’ and Teacher Training.
4. Prof. Dr. Subur, M.Ag., as the Vice Dean II for General Administration, Planning and Finance of the Faculty of Tarbiya’ and Teacher Training.
5. Dr. Hj. Sumiarti, M.Ag., as the Vice Dean III for Student Affairs and Collaboration of the Faculty of Tarbiya’ and Teacher Training.
6. Dr. Maria Ulpah, M.Si., as the Head of Undergraduate Program in Education Department.
7. Muflihah S.S., M.Pd., as the Secretary of Undergraduate Program in Education Department.
8. Desi Wijayanti Ma’rufah, M.Pd., as the Coordinator of Undergraduate Program in English Education, who has provided support and facilitated the smooth completion of the thesis.

9. Windhariyati Dyah Kusumawanti, M.Pd., M.A., as the Academic Advisor for TBI A Class 2019, who has consistently provided valuable guidance, support, and motivation throughout the academic journey.
10. Endang Sartika, S.Pd.I, M.A., as the Thesis Supervisor who has provided guidance, advice, extensive knowledge, and invaluable support during the thesis preparation.
11. All lecturers of the Faculty of Tarbiya' and Teacher Training at the State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto, especially lecturers of Undergraduate Program in English Education.
12. All staffs and officials of the Faculty of Tarbiya' and Teacher Training at the State Islamic University Professor Kiai Haji Saifuddin Zuhri Purwokerto;
13. Mrs. Siti Aisah, S.Pd. who has willing to be a resource person and assist me in completing my needs in obtaining data.
14. For 4th grade students at SD Negeri 03 Kedungwuluh, Purwokerto.
15. My beloved parents (Mr. Amin Susanto and Mrs. Waridah), who have consistently provided prayers, so many love, motivation, and support.
16. My beloved Sister (Rizky Kurnia Ramadhani), and brother (Anang Dermawan) who has provided significant moral and material support in completing the thesis.
17. My big family of Javelin UIN Zaizu Purwokerto, Komunitas Pondok Pena, who have provided extraordinary experiences to develop oneself in applying the acquired knowledge and skill and managing organizations effectively.
18. The big family of Pondok Pesantren Mahasiswa An Najah Purwokerto, which has served as a place to enhance religious devotion.
19. Berliana Islamiati, who has been the best friend like a sister and always there in any situation.
20. My close friends, Ayu Puspita Ningsih, Ilya Aisyatul Azizah, Istiqomah Salsadila, Desi Prameli Nia and Mar'atus Sholikhah who always support. nd
21. TBI A 2019 classmates who have provided support and motivation.
22. All my friends who have provided support and motivation.

There is no sentence that is more appropriate with the deepest thanks for all helps, support, and suggestions. Only Allah SWT who can give those kindness back to you. Hopefully this thesis be a beneficial for the writer and all readers.

Purwokerto, October 5th, 2022



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CHAPTER I

INTRODUCTION

In this research, five topics were discussed in this chapter, which include the Background of the Study, Definitions of Key Terms, Research Question, Aims and Significance of the Study, and Organization of the Paper.

A. Background of the Study

English is an international language that is used as a tool to connect people who are communicating with each other from various places and languages. According to Subiyati (1995), English is an international language used by most educated groups throughout the world. Besides that, according to Kachru (1992), English has become an international language because there are different variations of English throughout the world, such as American English, British English and Indian English. International languages cover almost all aspects of people's lives. For this reason, mastery of English is very necessary. To support this, the Indonesian government through national education met the need for English and decided to make English a mandatory subject in the teaching and learning process for kindergarten, elementary, middle school, high school and university students. PP Number 19 of 2005 which states that language learning is expected to develop four language skill: writing, listening, reading and speaking. This skill must be integrated (PP, 2005).

In learning a foreign language, the most important thing a person must master is speaking. Speaking is an important aspect of learning English. Fulcher (2003) states that speaking is the skill most often needed in real life situations. It is an important part of everyday interactions, and often, a person's first impression is based on their ability to speak fluently and be easily understood. By learning to speak, a person could learn to communicate in English. Especially in the current era of globalization, English was really needed so that someone could blend into global society. Therefore, it was crucial to focus on speaking when learning English.

In fact, many people find it difficult to speak, because they are afraid of making mistakes. This can happen because a person has excessive fear when speaking in public or when speaking in a language they do not master well. According to Krashen (1982), the fear of making mistakes in speaking can hinder the language learning process. McCroskey (1984) also said that the fear of making mistakes in speaking can affect a person's communication quality and make them less confident in speaking. Apart from that, Brown in Indrianty (2012) also assumes that producing language can be difficult, especially in large classes with heterogeneous students. Most students are very afraid of making mistakes when speaking in front of the class. This idea is supported by Gebhard in Susantie (2017) who assumes that students, especially young learners, do not want to speak in class because they are shy and anxious. They tend to be more discouraged because of their anxiety in choosing the right diction and also finding the right grammar in producing sentences. They think speaking is the most difficult skill to learn because they have to master pronunciation, grammar and vocabulary as well. This is in line with Brown and Yule in Murti et al. (2022) who say that learning to speak a foreign language is often considered one of the most difficult aspects. Thus, they feel they lose the courage to speak in class.

In order to address the problem of teaching speaking to young learners, it is important for teacher to create creative and innovative learning media that can motivate students and help them understand English. Various kinds of learning mediums, such as hand puppets, were used to teach speaking to young learners. However, it was important to note that social and cultural changes among students required modifications in existing teaching methods, including their modifications (Mualim et al., 2019). Therefore, teacher needed to be aware of the changes in social and cultural aspects of their students and adapt their teaching methods accordingly. In fact, by doing so, teacher could create a more engaging and effective learning experience for their students.

A hand puppet is a puppet type that was controlled by the hand or hand that occupies the interior of the puppet. A hand puppet is a type of puppet that

is controlled by the hand or both hands inside the puppet. This can be seen from the definitions given by several theorists. According to (Risakotta, 2018), a hand puppet is a type of puppet that is controlled by the hand or hands inside the puppet, so that the puppets movements and expressions can be controlled more easily. Beside that, according to Bradshaw (2020), hand puppets are the most common type of puppet used in puppet shows, because they are easy to control and can be used for various kinds of stories. For this reason, hand puppets are the right choice to use as a learning medium for students. Hand puppets could easily be incorporated into a broader learning and could be used to explore history, storytelling, and of course, drama. One school that used hand puppets for teaching English speaking skill was SD Negeri 03 Kedungwuluh, Purwokerto. The school was located on Jl. Setyo, Sawangan, Kedungwuluh, Purwokerto.

Based on preliminary research on March 10, 2023, through interviews with an English teacher, students usually learn to speak English using the direct method, namely by naming objects around them using English words. However, in such learning, students often feel bored. Then the teacher tries to use a new medium, namely hand puppet, so students do not feel bored when learning English speaking skill. The results of the experiment, the teacher emphasized that hand puppet could motivate students to learn speaking and make it easier for them to learn speaking skill.

Several studies showed that using hand puppets as a learning medium had a positive impact on improving students' speaking abilities. For example, Saputra et al. (2021) found that using puppets improved speaking skill in grade 3 students at SD Brujul Kulon III. Then, Nurak (2022) found that using hand puppets improved the speaking skill of grade 7 students at SMP Rantepao, Toraja. Furthermore, Amaniarsih (2021) found that hand puppets improved speaking skill in grade 7 students at SMP Harapan 1 Medan. Next, Ardhiani et al. (2021) found that hand puppets were very effective in teaching speaking in SMP Negeri 16 Semarang. The last is Zuraidah et al. (2020) found that using

hand puppets in teaching storytelling motivated students to learn speaking and made it easier for them to learn speaking skill.

According to the information provided, the study recommended that the use of hand puppets as a teaching medium for English speaking skill could be broadly applied in other schools. This was because the use of hand puppets motivated students to learn to speak and made it easier for them to learn speaking skill. Therefore, it was necessary to address students' fear of speaking English. As a result, a study entitled "*The Use of Hand Puppet as a Teaching Medium for English Speaking Skill at 4th Grade at SD Negeri 03 Kedungwuluh, Purwokerto*" to bridge the gap. It is hoped that this research can make a positive contribution to the world of education in helping students learn English speaking skill in Indonesia.

B. Clarification of Key Terms

In this research, the definitions of terms used are explained to provide a better understanding and avoid misunderstandings. The following are the definitions of the terms used in this research:

1. Hand Puppet

According to Lohnes (2020) puppet are objects made of wood, fabric, plastic, cardboard, etc. Arvina in Mujahidah et al. (2021) also said that puppet were representations of human forms, and more recently, star forms as well. Puppet are made to look like humans, small animals, or other objects; their ends are connected by wire or rope, and they are used in games or as dolls whose bodies can be placed on their hands, such as arms and gloves. Puppet are usually used as a medium in talk shows or storytelling in children. Based on what we have learned so far, we can say that puppet is a visual aid that shapes like humans, animals, etc. to teach talk or talk. Many people think that hand puppet can give a pleasant impression to children when used. In this case, hand puppet is also meant to attract children's attention in storytelling by incorporating funny pieces.

2. Teaching Speaking

Speaking is a person's ability to speak or make sounds with the aim of communicating with other people. According to Brown (2007), speaking is one of four language skill which includes the ability to produce appropriate sounds and words in communication situations. According to Richard & Schmidt (2010), speaking is the ability to produce language orally using appropriate grammar, vocabulary and intonation. Apart from that, according to Nunan (2015), speaking also involves the ability to understand the social and cultural context of communication situations. In this case, speaking is not only related to the technical ability to produce sound, but also the ability to understand the context and purpose of communication.

Teaching is the way how the teacher gives or share some information to their students. Brown in Meilyaningsih (2014) states that "teaching means showing or helping someone how to do something, giving instruction, guiding in the study of the something, providing with the knowledge, causing to know or to understand. Teaching as an activity for guiding and facilitating the learners to learn and setting the condition of learning". In this research, teaching speaking means that the students are able to speak short conversation with their friend.

3. Teaching Media

Teaching media is any form of media that contains information or instructional messages that can be used by teacher to help students learn. According to Hasan et al. (2021), teaching media is media that communicates messages or information with the aim or purpose of teaching. Teaching media also helps students acquire new concepts, skill and competencies. According to Trianto (2010), learning media is anything that can be used to obtain, process and present information. Ananta & Waryanto (2018) also said that learning media is anything that can be used to facilitate students in obtaining, processing and presenting information effectively. Learning media can be visual, audio, or a combination of both.

Effective learning media could motivate students in learning and help students understand the material being taught better.

C. Research Questions

Based on the research background, this research intends to answer the following questions:

1. How did the teacher use hand puppet in teaching English speaking skill at 4th grade students of SD Negeri 03 Kedungwuluh, Purwokerto?
2. How did the students respond to the use of hand puppets in teaching English speaking skill?

D. Aims and Significances of the Study

The aim of the study was to describe the use of hand puppets as a medium for teaching English speaking skill to 4th-grade students at SD Negeri 03 Kedungwuluh, Purwokerto. The theoretical and practical implications were drawn from the findings.

1. Aims of the Study

The aims of the study are:

- a. To describe the use hand puppet in teaching English speaking skill at 4th grade students of SD Negeri 03 Kedungwuluh, Purwokerto.
- b. To know how students respond to the use of hand puppet in teaching English speaking skill.

2. Significances of the Study

The significance of this research was:

a. Theoretical Significance

The results of this study are expected to add new knowledge and insights. Specifically, the study aims to achieve the following:

- 1) Provide knowledge for researchers and readers about teaching speaking using hand puppets in the past tense.
- 2) Offer new information and knowledge in the future to help students learn to speak.

b. Practical Significance

1) For Teacher

Through this research, teacher was able to find out and apply hand puppets to help students learn to speak English.

2) For School

Through this research, it was hoped that schools could help teacher in the learning process and support them to improve their quality in teaching.

3) For Teacher Association

Through this research, it was hoped that teacher could broaden their horizons in teaching English in general, especially in teaching English speaking skill using hand puppets.

E. Organization of the Paper

To make it easier to determine the content of the research, a systematic discussion of the subject was provided in this section, which is divided into five chapters as follows:

Chapter I served as the introduction, which consisted of the background of the study, clarification of key terms, research questions, aims and significance of the study, and organization of the paper.

Chapter II contained the literature review. This chapter provided a review of the literature that helped to understand the essence of the proposed research. Theories about teaching English to young learners, teaching speaking, teaching media, hand puppets, and teaching speaking using hand puppets were discussed.

Chapter III described the research method and dealt with the research design, object and subject of the research, data collection techniques, data analysis, and validation of data.

Chapter IV discussed the results and the teacher's use of hand puppets as a medium for teaching English speaking skill. The advantages and disadvantages of using hand puppets as a medium for teaching English speaking

skill were also discussed, as well as the students' response to the use of hand puppets in teaching speaking skill.

Chapter V presented the conclusion, suggestions for future research, and closing words.



CHAPTER II

LITERATURE REVIEW

This chapter discussed the theoretical framework that was used in this study and previous studies.

A. Speaking

1. Definition of Speaking

Speaking, according to Rambe et al. (2023) Speaking is a person's ability to convey ideas, feelings or ideas verbally to other people. In other words, speaking is one of the special abilities that occur in humans. Then, Djago Tarigan in Salma Halidu et al. (2021) also emphasized that speaking is a description of conveying messages through spoken language; speaking is defined as the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings.

Furthermore, Nurgiyantoro (2004) revealed that speaking is the second language activity carried out by humans in language life, namely after listening activities based on the sounds heard, then humans learn to pronounce, and finally they are skilled at speaking, so it can be said that speaking is a sign system. -signs that can be heard (audible) and visible that utilize a number of muscles of the human body for the purposes of communicating ideas or combining ideas. Speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors.

In conclusion, speaking is a unique ability that humans possess, which involves conveying ideas, feelings, and thoughts verbally to others. It is the second language activity carried out by humans in language life, after listening activities. Speaking is defined as the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings. It is a sign system that utilizes a number of muscles of the human body for the purposes of communicating ideas or combining ideas.

Speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors.

2. Definition of Speaking Skill

According to Siregar et al. (2021), speaking skill is the ability to pronounce articulation sounds or words to express, say, and express thoughts, ideas, and feelings. The listener receives information through a series of pitches, stresses, and joint placements. If the communication takes place face-to-face, add the gestures and facial expressions of the speaker. Andari (2020) also argues that speaking is a language skill that develops in a child's life and is only preceded by listening skill; it is during this period that the ability to speak is learned.

Speaking skill are an important component in language learning that require students to be able to communicate effectively. According to (Brown, 2007), speaking skill involve using language to convey meaning. This means that students should be able to produce sounds, words, and sentences that are correct, coherent, and appropriate to the context. In addition, non-verbal signals such as body language, gestures, and facial expressions are used in speaking to convey meaning.

To improve speaking skill, students needed to engage in various activities that allowed them to practice and enhance their speaking skill. As Nunan (2015) stated that speaking activities should be designed to encourage students to use language for real communication purposes. This means that students needed to be placed in situations where they could use language appropriately in everyday life. Activities such as role-playing, debates, discussions, and presentations could provide opportunities for students to practice their speaking skill in a meaningful and interesting way. Additionally, feedback from teacher and classmates could help students recognize areas that needed improvement and further develop their speaking abilities.

In conclusion, speaking skill is an essential component of language learning that requires students to communicate effectively. It involves

using language to convey meaning, including producing sounds, words, and sentences that are correct, coherent, and appropriate to the context. Non-verbal signals such as body language, gestures, and facial expressions are also used to convey meaning. To improve speaking skill, students need to engage in various activities that allow them to practice and enhance their speaking skill. These activities should be designed to encourage students to use language for real communication purposes, such as role-playing, debates, discussions, and presentations. Feedback from teacher and classmates can also help students recognize areas that need improvement and further develop their speaking abilities.

3. Types of Speaking

There are some types of speaking, according to (Brown, 2007) classify the types of speaking into five:

- a. Imitative. The teacher asked the students to imitate a word, phrase, or sentence.
- b. Intensive. The teacher asked the students to produce short stretches of oral language designed (Reading aloud).
- c. Responsive. The students should practice short conversation, simple greetings and small talk, simple requests and comments.
- d. Interactive. The typical of interactive are same as of responsive, but the difference between responsive and interactive speaking is; if responsive, the typical of speaking is more complex and length.
- e. Extensive (monologue).

Speaking skill have a very important role in everyday life. With speaking skill, students will be able to convey their ideas, exchanges opinions and feeling to others. Each type of speaking has it is own characteristics and purposes, ranging from imitating a word or phrase to delivering a monologue. Speaking skill is crucial in daily life as it enables students to express their ideas, exchange opinions, and convey their feelings to others. By practicing different types of speaking, students can

improve their communication skill and become more confident in expressing themselves orally.

4. The Goals of Speaking

According to Iskandarwassid & Sunendar (2011) the goals of speaking skill will include the achievement of the following:

a. Ease of Speaking

Students should have a great opportunity to practice speaking until they develop this skill in a natural, fluent, calm manner.

b. Clarity

Students speak correctly and clearly, both articulation and diction of the sentences.

c. Responsible

Good speaking practice emphasizes the speaker's responsibility to speak appropriately, and to be thoughtful.

d. Establish Critical Hearing

Speaking practice to develop listening skill quickly and critically is also the main goal of speaking.

e. Forming Habits

The habit of speaking cannot be achieved without the habit of interacting in the learned language or even in the mother tongue.

Students had plenty of opportunities to practice speaking until they developed this skill in a natural, fluent, calm manner. They spoke correctly and clearly, both articulation and diction of the sentences. Good speaking practice emphasized the speaker's responsibility to speak appropriately and to be thoughtful. Speaking practice to develop listening skill quickly and critically was also the main goal of speaking. The habit of speaking could not be achieved without the habit of interacting in the learned language or even in the mother tongue.

5. The Principles of Teaching Speaking

According to Brown (2007) there are some principles that the teacher has to apply in their English classroom activity.

a. Approach

Approach is an assumption about the theory of the process in learning English, then the teacher applies it in their teaching and learning process in the classroom. As a teacher, an approach is giving a main impact for their teaching and learning process. The teacher has to give the best way to teach their students and also try to make innovative and effective teaching in their classroom. A motivate to make the process of teaching and learning more innovative it needs an approach. Furthermore, according to Brown (2007) stated that, as a teacher, the approach that you are using to teach a language is not just an assumption, but you have to practice and apply it in your classroom activities.

The application of your approach in the teaching and learning is the way to make your classroom activities is manageable. The best teacher is always exposure to their students in the classroom, brave to make a challenge to try new activities, method, techniques and always acquired new innovative to make their students enjoy to learning in the class. Moreover, according to Brown (2007) states that, there are some approaches in teaching language:

1) Communicative Language Teaching

The main focus on communicative competence, also focus on all aspect of English including grammatical, focus on the student's fluency and accuracy, real word contents, the role of teacher as facilitator in the classroom also as guide for students.

2) Tasked Based Learning

The main focus on real-word contents, and problem-solving activity.

3) Learners Centered Instruction

The main focus on learner needs, students group work, students' creativity and innovation.

4) Cooperative Learning cooperative learning

The main focus on students and teacher works together.

5) Interactive Learning

The main focus on pair work and group work, real- word contexts, meaningful communication.

6) Content Based Learning

The main focus on content (material) and uses language as a tool to understand that content.

In summary, there are several principles that teacher should apply in their English classroom activities. One of the most important principles is the approach, which is an assumption about the theory of the process in learning English that the teacher applies in their teaching and learning process in the classroom. The teacher has to give the best way to teach their students and also try to make innovative and effective teaching in their classroom. The application of the approach in the teaching and learning process is the way to make the classroom activities manageable. The best teacher is always exposed to their students in the classroom, brave to make a challenge to try new activities, methods, techniques, and always acquires new innovative ways to make their students enjoy learning in the class. There are several approaches in teaching language, including communicative language teaching, tasked-based learning, learner-centered instruction, cooperative learning, interactive learning, and content-based learning

b. Method

A set strategic to gain successful in teaching and learning activity are called method. Methods have relationship especially with teacher and student roles and behaviors then with subject features such as linguistic. The teacher has to design and chose a creative method

before the teaching and learning activity, hence the process of teaching and learning English more successful and the students will not feel bored. Hence there are some methods in teaching and learning English as follows:

1) Grammar Translation Method

According to (Brown, 1994) the grammar translation method is the method that the target language competence is grammar rules and vocabulary. Moreover, the characteristic of GTM is use mother tongue in the process of teaching and learning and using target language in passive, vocabulary is taught in monotone, long explanation about grammar, the translation exercise, and little attention in speaking competence.

- 2) Direct Method: method that uses target language in teaching and learning process, and without translating, besides the direct method is focus in speaking competence not grammar.
- 3) Audiolingual Method: the characteristic of Audiolingual Method is the material presents with dialogue, drilling, focus on pronunciation, use target language.
- 4) Communicative Language Learning: method that is effective for teaching speaking competence.
- 5) Suggestopedia: using music in the teaching and learning process. The method believes that, if students hearing a music they will be relax and enjoy the class.
- 6) Silent Way: consider creating a material then memorization, and the students have to solving the problem in the class.
- 7) Total Physical Response: the teacher using physic or body in teaching and learning, the teacher demonstrates and the students imitate.
- 8) Natural Approach: the natural approach method is focus on listening skill.

In summary, method is a set of strategies used to achieve success in teaching and learning activities, and it has a close relationship with the roles and behaviors of teacher and students. There are various methods used in teaching and learning English, including the Grammar Translation Method, Direct Method, Audiolingual Method, Communicative Language Learning, Suggestopedia, Silent Way, Total Physical Response, and Natural Approach. Each method has its own characteristics, techniques, and implementation, and teacher should choose a creative method to make the teaching and learning process more successful and engaging for students. While some methods, such as the Grammar Translation Method, have been criticized for their focus on grammar rules and vocabulary, others, such as Communicative Language Learning, are effective for teaching speaking competence. Overall, the choice of method depends on the goals of the teaching and learning activity and the needs of the students.

6. Teaching Speaking for Young Learners

As we know that elementary school children have unique, special and different characteristics for each person. However, most of the characteristics that exist in elementary school age children are that they more fun to play, move, work in groups, and enjoy feeling/doing things directly. Nufus (2019) states that teaching English to young learners is basically a unique activity that invites learners to think, play, and communicate with language, and this activity must attract them not to force them to know the form or structure of language, because language teaching England for primary school students has no regulations that can force schools to provide instruction or not. Therefore, teacher should develop learning that contains elements of games, allows students to move or move and work or study in groups, and provide opportunities for students to be directly involved in learning. Especially in learning foreign languages, such

as English, educators must be able to use the right strategies so that students are not bored and bored, and easily to learn English.

According to Philips (1995) stated that teaching English in elementary school was not an easy task. The teacher had to be creative and innovative in order to comprehend the process of learning English. Elementary school students required more physical activities and something that piqued their interest, such as games, quizzes, drawing, coloring, sports, and other activities. Philips argued that children were physically dominant and they could understand and perceive things through their ears, eyes, and hands. Hence, learning English had to involve active movement.

In the learning to communicate in a foreign language, English for instance, is a process of very complex activities of language acquisition. For young learners, to start learning a foreign language is like to start learning one's mother tongue. They need some more time to listen to a foreign language in the classroom and they should have also more chances to repeat some of the utterances they hear. According to Slattery & Willis, (2001), although repetition of set phrases does not mean that children are acquiring language, it is still very important. They argue that repetition prepares children for meaningful communication in several ways i.e., by helping them get used to saying English, by allowing them to practice the intonation pattern, and by enabling them to gain confidence, especially if the teacher gives a lot of praise. Accordingly, for teacher of YL it is suggested to open chances and more time for the learners to listen words, utterances, and set of phrases as a process of developing learners' speaking skill.

Teaching English to young learners was a unique activity that required creativity and innovation from teacher. As stated by As Sabiq (2023), "Interesting and inspiring classroom exercises are a challenge for many EFL educators." Young learners have unique characteristics that require learning to contain elements of games, physical activities, and

opportunities for direct involvement in learning. In learning a foreign language, such as English, repetition of set phrases was important to prepare children for meaningful communication and to gain confidence. Therefore, teacher of young learners should have used the right strategies to make learning English enjoyable and engaging, and provided ample opportunities for listening, repeating, and practicing speaking skill.

B. Teaching Media

Edginton & Montgomery (1996) states that media, the plural form of medium, is a way or means of expressing one's idea or of communicating with people or material used for particular purpose in order to produce a particular effect. According Gadis (2020) media is a tool to convey information or messages from one place to another place. In teaching learning process also use media to make the process run effective and interesting.

Depdiknas (2004) stated that using a variety of the media can overcome students' boredom. So, the students will learn enthusiastically, they will enjoy the teaching learning activities and they can understand the lesson easily. The importance of using media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand.

In general, the benefit of media in the learning process is to streamline the interaction between teacher and student so that learning will be more effective and efficient. According to Rasyad in Rohmani (2013) there are some more detailed media benefits, identifying some media benefits in learning, namely:

1. The delivery of learning material can be uniformized

With the help of learning media, different interpretations between teacher can be avoided, which can reduce the incidence of information gaps between students wherever they are.

2. The learning process becomes clearer and more interesting

The media can display information through sounds, images, movements, and colors, both naturally and manipulatively, thus helping teacher create an atmosphere of learning that is livelier, not monotonous, and not boring.

3. The learning processes become more interactive

With the media, there will be active two-way communication, while without the media, teacher tend to speak one-way.

4. Efficiency in Time and Energy

With the media, the goal of learning will be more easily achieved to the maximum with the minimum time and effort possible. Teacher don't have to explain the lessons over and over again, because once they use the media, students will understand the lesson more easily.

5. Improve the quality of student learning outcomes

Learning media can help students absorb the learning material more deeply and integrally. When listening to verbal information from the teacher alone, students do not understand lessons, but if enriched with the activities of seeing, touching, feeling, and experiencing themselves through the media, students will understand better.

6. Media enables learning processes to be done anywhere and anytime

Learning media can be stimulated in such a way that students can carry out learning activities more fluently anywhere, anytime, without the dependence of a teacher. We need to realize that school time is very limited, and most of the time is spent outside the school environment.

7. The media can cultivate a positive attitude in students towards the subject matter and the learning process

The learning process becomes more attractive, thus encouraging students to love science and be passionate about finding their own resources for science.

8. Transforming the role of the teacher in a more positive and productive direction

Teacher can share roles with the media, so many have time to pay attention to other educational aspects, such as helping students with learning difficulties, personality formation, motivating learning, and so on.

In other hand, according to Sudjana & Rivai (2011) the function of teaching media in teaching and learning process as follows:

1. The using of media in teaching learning process is not addition function, but has own function as an aid to express effective teaching learning situation.
2. The using of teaching media is integral part of all learning situation. It means that teaching media is one of element that should be developed by teacher.
3. The using of teaching media is more important to accelerate teaching and learning process and help student in comprehend material from teacher.

In conclusion, media is an important tool in the teaching and learning process. It can help to overcome students' boredom and make the learning process more interesting and interactive. The use of media can also improve the quality of student learning outcomes and transform the role of the teacher in a more positive and productive direction. By using media, the teaching-learning process can be conducted well and the students can understand the lesson more easily. The benefits of media in the learning process include uniform delivery of learning material, clearer and more interesting learning processes, efficiency in time and energy, and the ability to cultivate a positive attitude in students towards the subject matter and the learning process.

C. Hand Puppet

1. Definition of Hand Puppet

According to Darusman (2020), hand puppets are one of the excellent learning media for communication skill in children because they make children more interested in learning and developing their communication and language skill, making them more active and creative

in playing and listening to stories, and helping them add to their dictionaries.

Hand puppets are usually dolls of little animal figures like monkeys, dogs, cats, and so on. Puppets can be used as an effective medium to enhance speech. A puppet is an inanimate figure made to move by human effort for the audience (Baird, 1973). Puppets are included in the visual media because they're imitations of real things. It can be played as a model in front of the classroom.

According to Marleni et al., (2020), hand puppets are a variety of colorful children's toys, and we can make them ourselves with various figures like animals or humans. After that, you can make a theater show using a puppet. This puppets show is like a theater or a drama, and it shines like a box theater. This kind of puppets is capable of making students interested in learning languages.

Meanwhile, according to Peyton (2002), hand puppets are widely recognized for their beneficial influence on learning and social for all ages. This means that the language of the puppets is unique in it is ability to help teacher and children learn from each other. According to Oktariani & Ekadiansyah (2020), stated that the use of hand puppet media can help teacher deliver material to students and attract their attention. In addition, the hand puppet can also have a positive effect on the interest and motivation of students in learning English, as well as improving their speaking ability. Based on the description above, hand puppets are colorful children's toys. Puppets are also visual media because they are imitations of real objects. Usually, hand puppets in the form of figures of small animals such as monkeys, dogs, cats, and others can be used as a learning medium to train children's communication skill.

In conclusion, hand puppets are an excellent learning medium for communication skill in children. They make children more interested in learning and developing their communication and language skill, making them more active and creative in playing and listening to stories, and

helping them add to their dictionaries. Hand puppets are usually dolls of little animal figures like monkeys, dogs, cats, and so on, and they can be used as an effective medium to enhance speech. Puppets are included in the visual media because they are imitations of real things, and they can be played as a model in front of the classroom. Hand puppets are colorful children's toys, and we can make them ourselves with various figures like animals or humans. They can be used to make a theater show, which is like a drama and shines like a box theater. Hand puppets are widely recognized for their beneficial influence on learning and social skill for all ages. The use of hand puppet media can help teacher deliver material to students and attract their attention. In addition, hand puppets can also have a positive effect on the interest and motivation of students in learning English, as well as improving their speaking ability. Therefore, hand puppets are a valuable tool for teacher to use in the classroom to enhance students' communication skill.

2. Types of Hand Puppet

According to Darusman (2020) hand puppet are divided into some characters, as follows:

- a. Rock Puppet, which is made from a sock, and then our hands are put into a sock.
- b. Shadow Puppet: The scraps of the pictures are then given a light behind the screen to make a shadow puppet performance.
- c. Glove Puppet: a puppet made of a glove.
- d. Rod Puppet: similar to a glove puppet, but they are operated by rods.
- e. Marionettes: These puppets are usually formed by carving them out of wood and using strings to operate them.
- f. Abstract Puppet: This puppet usually just depicts a character or sense of, say, good, evil, love, etc.

In conclusion, hand puppets are a diverse form of entertainment that can be created using a variety of materials and techniques. Darusman (2020) categorizes hand puppets into six types: rock puppet, shadow

puppet, glove puppet, rod puppet, marionettes, and abstract puppet. Each type has its unique characteristics and methods of operation. Rock puppets are made from socks, while shadow puppets are created by projecting light behind scraps of pictures. Glove puppets are made from gloves, and rod puppets are similar but operated by rods. Marionettes are carved out of wood and operated using strings, while abstract puppets are used to depict characters or emotions. Overall, hand puppets offer a fun and creative way to tell stories and entertain audiences.

3. The Advantages and Disadvantages of Hand Puppet

The use of puppet was able to make the students brave enough to express their communication and emotional feelings. According to Louise (2011) puppet grow students' creativity and are able to make students brave enough to express their emotions. As a learning medium, the use of hand puppet certainly has advantages and disadvantages. As for advantages of using hand puppet in the learning process, namely:

- a. Able to improve students speaking skill.
- b. Able to develop students' imagination and activities in a happy atmosphere.
- c. Attract interest and increase students' motivation.
- d. Easy to use.
- e. Hone teacher creativity.

Hand puppets were used to help students improve their social and emotional skill. They learned how to interact with others, work in groups, and collaborate with teams by using them. According to Vygotsky (1978) stated that social interaction and cooperation helped students improve their understanding of the world and their social skill. In this context, hand puppets were used as a tool to encourage social interaction and student cooperation.

In addition to the advantages mentioned above, hand puppets also have some disadvantages in the learning process as mentioned by Widiastuty et al. (2023) as follows:

- a. Class and learning atmosphere become hectic.
- b. Demanding teacher to be able to play hand puppet in totality.
- c. Require teacher to be more creative in making puppet characters.
- d. Demanding teacher to be able to tell stories.

The use of hand puppets in the learning process has advantages and disadvantages. Hand puppets can improve students' speaking skill, develop imagination, and engage students in a fun and interesting atmosphere. Additionally, hand puppets are easy to use and can help teacher sharpen their creativity. On the other hand, hand puppets also have some disadvantages in the learning process. The classroom and learning environment can become noisy, requiring the teacher to be able to play with the hand puppets completely. This also requires the teacher to be more creative in making puppet characters and storytelling. Despite these disadvantages, the use of hand puppets helps in delivering material as a medium in the learning process.

4. Teaching Speaking Using Hand Puppet

The implementation of hand puppets in the learning process was found to be very effective in educating children. Hand puppets can attract children's attention, especially those in the form of animals, fruits, vegetables, people, and so on. Playing with hand puppets can also make children's activities more fun. According to (Purnamansyah & Putra, 2021), the use of hand puppets can stimulate children's imagination and help them find the right vocabulary to express their ideas. Additionally, hand puppets can create a pleasant and attractive learning environment for students, which can stimulate them to be more active and focused on acquiring learning materials.

Before giving the student a hand puppet, the teacher must prepare herself well. Basic guidelines for teacher to use hand puppets correctly to deliver material were found. There is steps for using hand puppet in teaching, speaking adapted from Danic (2018):

- a. Preparing hand puppet.
- b. Set the position of the place where you are sitting.
- c. Indicating the security equipment that has been prepared and mentioning names and figures the characters in the story.
- d. Tell the tittle of the story.
- e. Carrying out the inter-conversation hand puppet.
- f. While telling stories, hand puppet it is always moving, a hand puppet story.

In conclusion, before using hand puppets in teaching, the teacher must prepare himself well by following basic guidelines for using hand puppets correctly to deliver material. These guidelines include preparing the hand puppet, setting the position of the place where the teacher is sitting, indicating the security equipment that has been prepared, mentioning the names and figures of the characters in the story, telling the title of the story, and carrying out the inter-conversation hand puppet. Hand puppets have been found to be an effective tool for improving English language skill in young learners.

4. The Purposes of Hand Puppet teaching

It is based on several reasons, Greensmith (2012) mentions the purposes of teaching learning by using hand puppets are:

- a. To stimulate students' imagination and creativity.
- b. To encourage the quietest of students to start talking.
- c. To motivate and support students with difficulties in communication interaction.
- d. To develop students' social and motor skill.
- e. To provide essential link between learning and play which makes puppet wonderful teaching tools for at home, the classroom and in the wider community.

Hand puppet teaching has several purposes, as mentioned by Greensmith (2012) these include: stimulating students' imagination and creativity, encouraging quieter students to participate in discussions,

supporting students with communication difficulties, developing social and motor skill, and providing a link between learning and play. Hand puppets are excellent teaching tools that can be used at home, in the classroom, and in the wider community. Hand puppet teaching can improve students' storytelling abilities, speaking skill, and ability to retell stories. Hand puppets can be used to develop multiple intelligences, including verbal-linguistic intelligence, logical-mathematical intelligence, spatial-visual intelligence, bodily-kinesthetic intelligence, musical intelligence, spiritual intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence. However, teacher may face challenges when using hand puppets, such as difficulty in acting the hand puppets as real as an animal, building students' confidence, and students' difficulty in enjoying the learning speaking by using hand puppets.

D. Previous Studies

Based on several sources related to this research, this section was describe several previous studies that had a correlation with this research. The following are the results of the comparison between this research and previous studies:

The first article journal by Saputra et al., (2021) entitled "*Effectiveness of Puppet Media in Improving Speaking Skill of Elementary School Students*". The study to improve speaking skill in class III Burujul Kulon III Elementary School using puppet media. The research method used was classroom action research, with a total of 23 students. This research took place in 3 cycles, each cycle consisting of 3 actions. The techniques used in data collection are observations, test, interviews, documentation, and field notes. The results showed that the use of media puppet could improve speaking skill in class III Burujul Kulon III Elementary School. Puppet media has a positive impact on students' enthusiasm for learning Bahasa Indonesia, especially in learning to speak because formulating learning techniques is very enjoyable so students do not feel bored while studying the material. The similarity between previous study and this research is the use of hand puppet as a medium for speaking skill, and the school

level is elementary school. The difference with this research lies in the research method, where the previous research used quantitative methods, while this research used qualitative methods. Another study by Maria Delima Nurak (2022) entitled *“The Use of Hand Puppet in Teaching Speaking to Young at Junior High School of SMPN 2 Rantepao, North Toraja”*. The purpose of this study was to determine the improvement of students speaking ability by using hand puppet. This research uses a pre-experimental one group pretest-posttest research method. The total population of class VII is 427 students which are divided into 12 classes. The research sample was class VII.1 which found 30 students. This research was conducted by providing treatment and succeeded in improving students speaking skill in several aspects namely vocabulary, grammar, and fluency. By using hand puppet as a medium in learning to speak by describing a topic. The results of this study confirms that teacher’ challenges in teaching speaking English require creative and innovative strategies so that students can enjoy learning. Meanwhile, this research proves that teaching English speaking using puppets can improve the speaking skill of class VII.1 students at SMPN 2 Rantepao, North Toraja. The similarities between previous research and further research lies in the use of hand puppet as a medium for teaching speaking. Meanwhile, what distinguishes this research is the school level, and previous research method used quantitative method, while this study will use qualitative method.

Next, the study entitled *“Improving the Seventh Grade Students’ English Speaking Ability of SMP Harapan 1 Medan by Using the Puppet Show Media”* by Dwi Suci Amaniarsih (2021), this study used classroom action research (CAR). The research method is descriptive qualitative method. This research was conducted on VII grade students of SMP Harapan I Medan. The purpose of this study was to improve students’ speaking skill before and after the use of puppet show media in the form of paper puppet in the implementation of English learning. This research was conducted on students in class VII of SMP Harapan I Medan. The results of this study state that it is said that the use of puppet show media can improve students’ English-speaking skill. The students

were motivated to learn to speak English because the research used a method that was rarely used by teacher, namely puppet-shaped puppets that attracted students' attention in learning to speak English, namely puppet in the form of wayang, which captures the student's attention in learning to speak English. This can be seen from the fact that the percentage of students who achieve KKM increases each cycle. With a combination of local culture and English, of course, there are two things that can be achieved at once, namely improving students' English-speaking skill and maintaining local wisdom so that it does not become extinct, because the younger generation is also introduced to and taught about local culture, namely in the form of wayang. The similarity between previous research and subsequent research are discussing implementation of hand puppet in learning speaking skill, using qualitative methods. The differences with this research focus on the use of hand puppet at the elementary level while previous research was at the junior high school level.

The fourth study by Chintia Ardhiani, Arso Setiaji, Jafar Shodiq, and Dias Andris Susanto (2021) entitled *"Using Hand Puppet as Media to Improve Students Speaking Skill Through Narrative Text: A Case of Eight Students of SMP N 16 Semarang in Academic Year of 2016/2017"*. This research is a type of quantitative description with experimental approach. The experimental group in this research was the students of class VIII F, while the control group was the students of class VIII G SMPN 16 Semarang. Result of this research show that hand puppet is effective in teaching speaking to improve the eighth graders of junior high school in speaking narrative. The students were interest in it. They became more active to speak up in the classroom. They also loved to learn and to practice speaking using hand puppet. Their Enthusiasm in learning also increase, it can be shown by their attitude and their motivation in learning English. The similarity of previous research with this research is to discuss the use of hand puppet in learning English on speaking skill. The difference was that the research was conducted at the elementary school level, while previous research focused on the junior high school level. Apart from that, there are

differences in the research methods used, where the current research used qualitative methods, while previous research used quantitative methods.

The last study by Siti Zuraidah, Kastam Syamsi, and Ashadi (2020) entitled, *“Improving Story-Telling Skill of Grade 1 Students Through The Use of Hand Puppet Media”*. The research was a collaborative classroom action research using the cycle model design. The study involved 30 grade I students from Al Ibadī Muhammadiyah Elementary School Sapen, consisting of 16 male and 14 female students. Data were collected through observations, documentation, questionnaires, and tests, and analyzed using descriptive qualitative and quantitative analysis. The results showed that the use of hand puppet media in Indonesian language learning improved the storytelling skill of grade 1 students. The students’ ability to introduce the story, including the title, theme, characters, and characters’ characteristics, increased. They were able to manipulate dialogues and choose the relation among sentences, making the dialogues interesting and not monotonous. The students’ skill in story sequencing improved, and they could distinguish the main part from the introductory part of a story. They became self-confident in using expressive body movement when storytelling. The similarity of this research with previous research is the use of hand puppet in learning English speaking skill in elementary school, while the difference is the research method used. This research used qualitative methods, while previous research used mixed methods.

From the several previous studies above, there are similarities and differences from one study to another. The similarities between the previous studies and this research describe the use of hand puppet in teaching speaking English. Meanwhile, there are also differences between previous research and this research, namely in terms of skill to be taught and research methods to be used above, and this research describes the use of hand puppet in teaching speaking English. Meanwhile, there are also differences between previous research and this research, namely in terms of skill to be taught and research methods to be used. From some of the results of previous studies, it was stated

that puppet can improve students' English-speaking skill. Similar to this study, based on preliminary observations, the English teacher at SD Negeri 03 Kedungwuluh, Purwokerto said that puppet can help students in speaking. However, this study will also discuss the use of hand puppet by grade 4 teacher at SD Negeri 03 Kedungwuluh, Purwokerto in teaching speaking skill, which have not been discussed in previous studies.



CHAPTER III

METHODOLOGY

This chapter describes the research methodology. This chapter consists of research design, data sources, data collection techniques, data analysis techniques and validation of data.

A. Research Design

This research has used qualitative research design. According to Creswell (2014) qualitative methods are the kind of approaches used to describe, explore, and understand meaning that is thought to originate from a number of individuals or groups of people related to social or human problems. This research has used a qualitative approach to understanding individual experiences and perceptions of the subject being studied. Apart from that, Patton (2015) states that qualitative research can also be used to gather detailed and in-depth information about a phenomenon. In addition, qualitative research can also be used to understand the social and cultural contexts that affect one's experience (Denzin & Lincoln, 2018). Therefore, a qualitative approach has been chosen to gain a broader understanding of the subject being studied.

Furthermore, according to Miles & Huberman (1994), qualitative descriptive methods are suitable for research aimed at acquiring a deep understanding of a phenomenon or event and are used to describe phenomena or events in detail and systematically. In these studies, qualitatively descriptive approaches are used for describing individual experiences and perceptions of the subject being studied in depth and in a systematic manner. Moreover, according to Bogdan & Biklen (2017), a qualitative descriptive approach can also produce valid and reliable data, which is important to ensure that the data obtained is reliable and used as a basis for making accurate conclusions. Therefore, this method is used to describe individual experiences and perceptions of the subject.

Qualitative descriptive methods have the characteristic of focusing on the detailed and systematic description of an event or phenomenon. According to Merriam (2009), a qualitative description approach also takes into account the social and cultural context that affects a phenomena or events. To ensure that the data collected is accurate and valid, the descriptive qualitative method also notes that the process of data collection must be done consistently and repeatedly. In order to gain a better understanding of the topics studied, the study has used these characteristics as guidelines for using a descriptive qualitative approach.

In this study, narrative research techniques have been used in this study. According to Clandinin et al., (2007), narrative research is a narrative report that tells a series of events in detail that typically focuses on the study of a single person or individual and how the individual gives meaning to their experiences through the story being told, the collection of data by collecting stories, reporting data collection, and collecting information through storytelling. To make this research more accurate, this study used qualitative methods. The aim of this study is to find out how teacher use hand puppets in teaching English speaking skill to grade 4 students at SD Negeri 03 Kedungwuluh, Purwokerto.

B. Research Site and Participants

This research was conducted at SD Negeri 03 Kedungwuluh, Purwokerto, which is located at Jl. Sutoyo, Sawangan, Kedongwuluh, Purwokerto. The school was chosen as a research site because it is one of the favorite schools in Purwokerto and has good accreditation. The school also has many student achievements, especially in English competitions. Teacher at this school also teach students to speak English in innovative and creative ways. The participants in this research were a teacher of English and 4th grade students at SD Negeri 03 Kedungwuluh, Purwokerto, with a total of 31 students in one class.

C. Object and Subject of the Research

The research object in this research is the data source provided directly. The research focused on the learning process that involved the use of hand puppets as a teaching medium for English speaking skill at 4th Grade at SD Negeri 03 Kedungwuluh, Purwokerto. The study aimed to evaluate the benefits and drawbacks of using hand puppets and to gather students' responses regarding the use of hand puppets as a tool to teach English speaking skill.

This research was conducted at SD Negeri 03 Kedungwuluh, Purwokerto, which was selected as one of the favorite schools in Purwokerto. In this school, English lessons have been taught to 1st and 4th grade students in accordance with the Merdeka Curriculum policy. However, the use of hand puppets to teach English speaking skill was only applied in fourth-grade class. This unique and interesting teaching method was one of the reasons why the English teacher and 31 students in 4th grade were chosen as the subjects of this study. Another reason for choosing the English teacher was due to her expertise in teaching English and her ability to use unique and interesting teaching media.

D. Data Collection Techniques

This research has used observation, interview and documentation techniques in data collection. Selection of techniques that including observation, and interviews have been used to verify what happens during classroom activities and verify it with relevant respondents. After that, documentation is used as evidence to describe what happened in the classroom and support the data obtained from previous techniques. The following data collection techniques were used:

1. Observations

According to Rahadi (2020), observation is part of the research process and functions as a data collection tool in qualitative research, based on research objectives and statements. In research, it is necessary to go into the field to observe and study spaces, places, actors, activities, times, events, goals and feelings during data collection.

In this research, the observation process began with identifying the location to be studied. Once the location was identified, a map was made to gain a comprehensive understanding of the research objectives. Next, it was determined who would be observed, when, for how long, and in what way. In this research, it was necessary to make observations at least five times at the research location of SD Negeri 03 Kedungwuluh Purwokerto which is located on Jl. Jend Soeharto No 512, Kedungwuluh, Purwokerto, Central Java. After that, direct observations were conducted at the research location to find out how teacher used hand puppets in teaching English speaking skill to grade 4 students at SD Negeri 03 Kedungwuluh Purwokerto. This observation was carried out directly, using a checklist and field notes, and documented through photos. The aim of this activity was to describe the use of hand puppets in teaching English speaking skill to 4th grade students at SD Negeri 03 Kedungwuluh, Purwokerto. In this case, the data was obtained from three observations. To provide a more detailed description, the data can be found in the table below:

No.	Date	Activity
1.	18 July 2023	Observation 1
2.	20 July 2023	Observation 2
3.	25 July 2023	Observation 3
4.	27 July 2023	Observation 4
5.	1 August 2023	Observation 5

Table 3.1 Observations Activity

2. Interviews

According to Beatty et al. (1986), interviews are an interactional communication process carried out by at least two parties, and one of them is predetermined with a serious purpose and involves asking and answering questions. This means that interviews are a type of conversation where one person asks questions and the other person answers them, with the goal of obtaining information or achieving a specific outcome. The purpose of the interview is predetermined, which means that the interviewer has a specific

goal in mind, such as gathering information for a news story or evaluating a job candidate. The interview, on the other hand, is expected to answer the questions truthfully and to the best of their ability. The serious purpose of the interview means that it is not a casual conversation, but rather a formal interaction that requires preparation and professionalism.

In the context of this study, a list of questions was prepared to ask during the interviews, which were conducted offline. Additionally, an interview session was conducted with an English teacher and representatives of 4th-grade students who were randomly selected. The type of interview used in interrogating the 4th-grade students and the English teacher was semi-structured. Sugiyono (2010) believes that semi-structured interviews are an interview guide that is carried out in an effort to find more open problems, where the parties involved are invited to ask each other for opinions and ideas in depth. The aim of this research was to investigate how teacher utilized hand puppets as a medium for teaching English language skill, to identify the benefits and drawbacks of using hand puppets, and to examine students' responses to the use of hand puppets as a medium for teaching English speaking skill among 4th-grade students at SD Negeri 03 Kedungwuluh, Purwokerto. Two interviews were conducted to gather data for this research. Further information regarding the data can be found in the table provided below:

No.	Date	Activity
1.	18 July 2023	Interview 1
2.	03 August 2023	Interview 2

Table 3.2 Interview Activity

3. Documentations

According Moeloeng in Sidiq et al. (2019) divided documents into two categories: personal documents and official documents. Personal documents are owned by individuals and contain notes or writings about actions, experiences, and beliefs. Examples of personal documents include diaries, personal letters, and autobiographies. On

the other hand, official documents are owned by certain social or official institutions. In this study, documentation was collected from SD Negeri 03 Kedungwuluh, Purwokerto by taking lesson plan. In this research, the lesson plan was used as a research guide to test the suitability of teacher in teaching English speaking using hand puppets.

E. Data Analysis

Miles and Hubberman (1994) stated that the activities involved in analyzing data were data reduction, data display, and conclusion drawing or verification.

1. Data Reduction

During the data reduction phase, all data obtained from interviews with English teacher at SD Negeri 03 Purwokerto, and direct observations of English language teaching guided by the research objectives were collected, and any new findings related to the research topic were noted. The data reduction process included summarizing, selecting, and emphasizing important aspects, as well as identifying themes and patterns.

2. Data Display

The reduced data was then displayed. The purpose of presenting the data was to provide an overview of the next steps that had to be taken. By presenting the data, it made it easier to understand what had happened and plan further work. The data was arranged in such a way that its structure could be understood. In this research, the data was presented in the form of descriptive text.

3. Conclusion Drawing or Verification

In verification step, the data was rechecked, reduced, and analyzed to answer the research questions. The results of this research provided answers to previous research questions because the problems discussed in this research had developed after conducting qualitative research.

CHAPTER IV

FINDINGS AND DISCUSSION

In the 1st chapter, it was explained that the aim of the research was to determine the use of hand puppets as a medium for teaching English speaking skill in class 4 of SD Negeri 03 Kedungwuluh, Purwokerto. In the 4th chapter, the research results were discussed according to the method used, namely using qualitative descriptive methods. This research was conducted from 18 July to 03 August 2023.

In this case, two main aspects related to the use of hand puppet as a teaching medium for English speaking skill at 4th grade at SD Negeri 03 Kedungwuluh, Purwokerto were discussed. The discussion included the use hand puppet as a teaching medium for English speaking skill and the student's response to the use of hand puppet as a medium for teaching English speaking skill at 4th grade at SD Negeri 03 Kedungwuluh, Purwokerto.

A. The Use of Hand Puppet as a Teaching Medium for English Speaking Skill at 4th Grade at SD Negeri 03 Kedungwuluh, Purwokerto

This section contains research findings that were acquired through observations and interviews. After observing the teacher process of teaching English speaking skill using hand puppets, some information relevant to the steps of using hand puppets performed by the English teacher of 4th grade SD Negeri 03 Kedungwuluh, Purwokerto was eventually acquired as follows:

1. Preparing Hand Puppet

According to Kanuriant (2018) theory that the first step in the use of a hand puppet is to prepare a hand puppet. In the preparation, the teacher examines the hand puppets one by one which will be used as the main medium for teaching English speaking skill. Based on interviews, teacher only bought hand puppets when needed, so they do not design and make herself. Instead, she bought a hand puppet through an online shop, a type of finger puppet that was inserted into his finger and shaped like an animal.

“In order to prepare for the use of this hand puppet, I only buy hand puppets if necessary, so I did not design and make them myself. I usually buy hand puppets through Shopee online so it does not take a lot of time and effort to make them.” (Interview with English teacher, 18 July 2023).

The teacher prepared a lot of variations of hand puppets, this is done so that the hand puppet media used is more varied according to the characters in the dialogue or story. In this study, teacher used a finger puppet. In addition, the different types of hand puppets make students to be more enthusiastic and not bored. Students can also choose a hand puppet according to their wishes to practice the dialogue or telling stories using a hand puppet.

According to Marleni et al. (2020), dolls are a variety of colorful children’s toys that we can make ourselves with various figures such as animals or humans. Dolls like this can make students interested in learning languages. There are many kinds of hand puppets that can facilitate the learning process, making the learning process easier. According to Darusman (2020), hand puppets are divided into several figures, as follows: sock puppets, leather puppets, finger puppets, sarong puppets, rod puppets, golek puppets, and abstract puppets. In this case, the teacher chose this type of finger puppet because it is unique and simple shape can attract students’ attention and can be used to improve the process of teaching English speaking skill. The following is the picture of the hand puppet used by the teacher in SD Negeri 03 Kedungwuluh, Purwokerto:



Picture 1. Animal-Shaped Hand Puppet Medium

The teacher showed and introduced the hand of the puppet according to the characters in the story. The next step was the teacher showing five animal-shaped hand puppets, like a monkey, tiger, zebra, elephant, and lion. Then the teacher introduced the names and characters of the hand puppets. The tiger-shaped hand puppet was introduced as "Andre", and the elephant-shaped hand puppet was introduced as "Tomi".

2. The Teacher Tells the Title or Theme to be Told

The teacher informed that the title or theme that wanted to be told was an important aspect in storytelling. This helped the storyteller to focus on the main idea and convey it effectively to the audience. According to Walsh (2014), "The title is the first thing the audience hears, and it determines the overall direction of the story. The title should be clear, concise, and interesting." This means that the title should be carefully chosen to capture the essence of the story and attract the audience's interest. In addition, Kendeou et al. (2009) stated that "when the teacher provides a clear and concise title or theme of a story, students will be better able to understand and remember the story." Therefore, it is important for the teacher to take the time to choose a suitable title or theme and communicate it clearly to the students before starting the session.

The teacher played an important role in introducing the topic or theme to be discussed in class. In this case, the teacher informed the students about the theme of "My Self" which focused on self-introduction activities. This theme was chosen because it was relevant to the students' daily conversations and activities.

"In my teaching, I always use material that fits the daily lives of students. Besides being simple, students will also find it easier to understand the material to be studied." (Interview with English teacher, 18 July 2023).

After the teacher informed the students about the topic to be discussed, which was "My Self", the teacher proceeded to talk about self-introduction activities. The teacher believed that teaching material that fits

the daily lives of students was important because it was simple and students found it easier to understand the material to be studied. This approach is supported by research that shows that using relevant and relatable material can improve student engagement and learning outcomes. In the context of hand puppetry, using familiar themes and characters can also enhance children's interest and participation in the activity. Therefore, it is important for teachers to consider the relevance and relatability of their teaching material to their students' daily lives.

In conclusion, the teacher played an important role in introducing the topic or theme to be discussed in class. The teacher took the time to choose a suitable title or theme and communicated it clearly to the students before starting the session. This approach was supported by research that showed that using relevant and relatable material could improve student engagement and learning outcomes. In the context of hand puppetry, using familiar themes and characters could also enhance children's interest and participation in the activity. Therefore, it was important for teachers to consider the relevance and relatability of their teaching material to their students' daily lives.

3. The Teacher Begins to Tell a Story

This step is a teaching technique that is often used by teachers to introduce new topics to students. The technique involves the teacher starting a story related to the topic that will be taught. According to Smith (2010), “Tell a story can be an effective teaching strategy because it allows students to connect with the material on a personal level and visualize abstract concepts in a concrete way”. In this way, students can more easily understand difficult concepts and retain the information provided by the teacher

At this stage, the teacher used a hand puppet to make the story more engaging and interactive for the students. The teacher started a conversation with the hand puppet, and at that point, the puppet became a character in the story. To make the puppet seem more lifelike, the teacher used a

different voice for each puppet, giving each one a unique personality. For example, if the story had two characters named Tomi and Andre, the teacher used different voices for each puppet to differentiate between the two characters. When the teacher told the tale, the puppet was always moved, and when a character spoke, the teacher moved the corresponding hand of the puppet to indicate which character was speaking. This technique helped students to follow the story and understand which character was speaking at any given time. By using hand puppets, the teacher could make the story more engaging and interactive, which could help students to remember the story better. The following is a picture of a teacher teaching speaking using a hand puppet:



Picture 2. The Teacher Teaching Using Hand Puppet

In conclusion, the teacher began to tell a story that helped students connect with the material on a personal level and visualize abstract concepts in a concrete way. By starting a story related to the topic that was being taught, teachers made the learning experience more engaging and interactive for students. Using hand puppets further enhanced the effectiveness of this technique by making the story more lifelike and helping students to follow the story and understand which character was speaking at any given time. Overall, storytelling with hand puppets was a powerful tool for teachers to help students understand difficult concepts and retain the information provided by the teacher.

4. The Teacher Gives Students the Opportunity to Practice Dialogue Using a Hand Puppet in Front of the Classroom

In front of the class, the teacher gave the students an opportunity to practice speaking with hand puppets. According to Kurniawan & Sari (2019), the use of hand puppets in language learning can increase students' motivation and interest in learning. Additionally, Dellar & Walkley (2016) state that this method can help students become more confident when speaking in public and improve their language skills.

After the story is finished, the teacher gives the students the opportunity to practice the story using hand puppets with the theme “My Self” the teacher talks about self-introduction activities. In this school teacher always teach according to daily activities. This time the teacher chose the learning theme of self-introduction because it is present in students' daily conversations, especially in daily life.

The following is a picture of students practicing dialogue using hand puppets:



Picture 3. Student's Practice Using Hand Puppet

Based on the result of the observations show that the use of hand puppets in teaching English speaking skill in the SD Negeri 03 Kedungwuluh, Purwokerto has been done well. Teacher use hand puppets to teach students English, especially in teaching speaking. According to Darusman (2020) stated that hand puppets could enhance children's interest in learning and develop their communication and language skill. They

could also make children more active and creative in playing and listening to stories, and help them expand their vocabulary. Therefore, using hand puppets as a tool for learning English can be considered effective and efficient. The lessons become easier for students to understand and comprehend.

According to Ashad's in Ridho (2018), learning media has four functions in attracting attention and directing student concentration on the learning material presented with visual media, increasing the level of concentration of students when participating in learning using visual media, making it easier for students to understand the material they are learning, and helping students who have difficulty understanding the material while learning by compensating for it. These functions are:

- a) Attention Function: The function of the media in attracting attention and directing student concentration on the learning material presented with visual media.
- b) Affective Function: The level of concentration of students when participating in learning using visual media.
- c) Cognitive Function: The use of visual media makes it easier for students to understand the material they are learning.
- d) Compensation Function: The ability to use visual media while learning can affect students who have difficulty understanding the material while learning.

The teacher used hand puppets as a medium to teach English, specifically speaking skill, to 4th grade students at SD Negeri 03 Kedungwuluh, Purwokerto. The utilization of hand puppets as a medium for learning English speaking skill facilitated the teacher in delivering the material, enabling students to comprehend and learn the material individually, particularly when learning speaking. This is also said by Oktariani & Ekadiansyah (2020), stated that the use of hand puppet media can help teacher deliver material to students and attract their attention. In addition, the hand puppet can also have a positive effect on the interest and

motivation of students in learning English, as well as improving their speaking ability.

Students were given examples of dialogue presented on the projector screen, then the teacher gave examples using a puppet hand in a dialogue, and then the students practiced dialogue using a hand puppet. Based on Kanuriant (2018) theory, there are eight ways to use the hand of a puppet, namely: 1) preparing a hand doll, 2) setting the seat position, 3) showing the prepared guard and mentioning the names and characters in the storytelling, 4) telling the title of the story, 5) conducting a conversation between the dolls, 6), while telling, the hand doll is always moved, 7) after saying that the hand is shown back to the child, 8) concluding the story. For that, the use of hand puppets medium in teaching English speaking skill in SD Negeri 03 Kedungwuluh, Purwokerto maximum.

In conclusion, the use of hand puppets in teaching English speaking skills to fourth-grade students at SD Negeri 03 Kedungwuluh, Purwokerto was very helpful for teachers in delivering lesson material. The teacher used hand puppets as a medium to teach English, especially speaking skills, and the use of hand puppets made it easier for the teacher to deliver the material, allowing students to understand and learn the material individually, especially when learning to speak. The teacher gave students the opportunity to practice speaking with hand puppets, which helped them become more confident when speaking in public and improve their language skills. The use of hand puppets as a tool for learning English became easier to understand and comprehend by students.

B. Students Responses to the Use of Hand Puppets in Teaching English Speaking Skill

This paragraph describes the results of an interview conducted to find out students' responses to the use of hand puppets in teaching English speaking skill. The interviews were conducted with five students who were randomly selected from a total of 31 students in the 4th grade of SD Negeri 03

Kedungwuluh, Purwokerto. During the interview, the students were asked specific questions about their experience with the use of hand puppets in learning English speaking skill. The interviews were used to gather information about students' responses to the use of hand puppets in teaching English speaking skill. The results of the interviews can be used to gain insight into the use of hand puppets in teaching speaking and to identify areas that need improvement.

1. Using Hand Puppet in Teaching Speaking

Teaching speaking skills to students using hand puppets can be an interesting alternative for teachers to improve their students' speaking skills. According to Kusumarasdyati & Sari (2019), students who were taught with hand puppets showed a significant improvement in their speaking ability. This was based on the possibility that the use of hand puppets can help students become more confident and reduce their nervousness when speaking in public. The use of hand puppets in teaching speaking included the teacher always used hand puppets in teaching speaking, the teacher always told stories when using hand puppets in teaching speaking, the teacher used many types or characters of hand puppets in teaching speaking, and the use of hand puppets was carried out thoroughly by the teacher. This is supported based on interviews with several students:

S2 : *“Yes, teacher always use hand puppets in telling stories.”*
(Interview with S2, August 03, 2023).

S3 : *“Teacher always use hand puppets with various characters in learning.”* (Interview with S3, August 03, 2023).

Based on the results of interviews with student 2 and student 3, it can be concluded that teacher always use hand puppets in learning. This shows that the use of interesting and interactive learning media can increase students' interest in learning. According to Mayer (2009), he stated that the use of interesting learning media can increase student involvement in learning.

In conclusion, the use of hand puppets in teaching speaking skills can be an interesting alternative for teachers to help their students' speaking ability. The use of hand puppets can help students become more confident and reduce nervousness when speaking in public. Teachers who use hand puppets in teaching speaking should always use them, tell stories, use many types or characters of hand puppets, and use them thoroughly. The use of interesting and interactive learning media can help motivate students in learning, and the use of hand puppets is one of those media.

2. The Advantages of Using Hand Puppets in Teaching Speaking

In learning speaking skill, the use of hand puppets has various advantages, such as making students more interested so that students are motivated to learn to speak, and hand puppets can help students use their imagination and makes students more concentrated. According to Hikmah Nur Insani (2017), hand puppets are an appropriate and effective method for teaching young learners to speak. This explanation shows that the use of hand puppets in speaking learning is effective and can improve students' speaking abilities.

From the conducted interview results, it was observed that the use of hand puppets had a positive influence on the speaking learning process. One student expressed that hand puppets had helped to improve speaking skill and feel more confident. Similar opinions were expressed by acknowledging that hand puppets had made speaking practice easier. Therefore, the interview results indicate that hand puppets are a useful tool in improving speaking ability for those who use them.

S1 : *“Hand puppets helped me learn speaking.”* (Interview with S1, August 03, 2023)

S2 : *“Using a hand puppet it becomes easy for me to practice speaking.”* (Interview with S1, August 03, 2023)

Hand puppets are one of the right media to help students learn to speak. They can make students more interested and motivated to learn to speak. Apart from that, using hand puppets can help students concentrate

better and students can use their imagination when learning to speak. Annisa (2018) stated that the use of hand puppets could improve students' speaking ability and increase their confidence in speaking. Another study conducted by Prayudha S. (2021) also showed that the use of hand puppets could improve students' English-speaking ability. According to another study conducted by Rauza (2020), the use of hand puppets could also improve the early speaking ability of young children. In other words, hand puppets were very effective in teaching speaking and could help students learn to speak.

The use of hand puppets has proven to be a very helpful medium for teachers in teaching speaking and can help students learn to speak English so that students are very motivated to always speak English.. According to Dwinalida & Setiaji (2022), stated that motivation is one of the important elements in achieving goals. Hand puppets make students more interested and motivated to learn speaking, and they can improve students' concentration and imagination while learning speaking. The interview results indicated that hand puppets were a useful tool in improving speaking ability for those who used them. Several studies have shown that the use of hand puppets can improve students' speaking ability and increase their confidence in speaking. Therefore, the use of hand puppets in teaching speaking is highly recommended as it can help students learn to speak.

In conclusion, the use of hand puppets in teaching speaking has various advantages, such as making students more interested and motivated to learn speaking, helping students use their imagination, and aiding students in focusing more. Some studies have shown that the use of hand puppets can improve students' speaking abilities and boost their confidence in speaking. The results of interviews also indicate that hand puppets are a useful tool in classroom learning. Therefore, the use of hand puppets in teaching speaking is highly recommended as it can help students learn to speak and motivate them to practice speaking English.

3. The Impact of Using Hand Puppet in Teaching Speaking

The use of hand puppets in teaching speaking has been proven to have a positive impact on language learning. According to Kuo & Anderson (2010), the use of hand puppets in teaching speaking has been shown to have a positive effect on language learning. Hand puppets can help learners reduce anxiety and increase their desire to speak because they are in a relaxed and non-threatening environment. This is especially important for learners who may be shy or lack confidence in speaking. The study found that hand puppets can be used in teaching speaking to increase student participation and engagement, as well as improve their fluency and pronunciation

Furthermore, Kim (2017) conducted additional research that found hand puppets to be highly effective in teaching young students. The study discovered that puppets helped create a fun and engaging learning environment, and students responded positively to the use of hand puppets in the classroom. Additionally, the research found that using hand puppets in teaching speaking could help improve students' vocabulary and grammar. Hand puppets, besides impacting language learning, were a useful tool for teachers in the classroom. Hand puppets could help create a more interactive and dynamic classroom environment (Kuo & Anderson, 2010). The use of hand puppets in teaching speaking enhanced interaction between teachers and students, as well as interaction between students and teachers. The results showed that a more collaborative and supportive learning environment could be created, which was beneficial for all students.

Based on the interview with students, it can be concluded that the use of hand puppets in teaching speaking is considered to have a big impact for students. This is supported by student interview answers:

S1 : *“I am very interested in learning speaking using hand puppets, because I feel hand puppets can make me more confident.”* (Interview with students 1, 03 August 2023).

S3 : *“I feel interested in learning with hand puppets because they are fun and have cute shapes.”* (Interview with students 3, 03 August 2023).

S4 : *“I am happy in learning speaking using hand puppet because hand puppet make me easy to learn speaking.”* (Interview with students 4, 03 August 2023).

In the results of interviews with several students, it was seen that the use of hand puppets in speaking learning had a positive impact on students' motivation and self-confidence. Student 1 stated that he was very interested in learning to speak using a hand puppet because he felt that a hand puppet could make him more confident. This is in line with the theory expressed by Mardiana (2019) that the use of hand puppets can improve students' speaking skill. Apart from that, student 3 also stated that he was interested in learning with hand puppets because hand puppets have cute and fun shapes. This is in line with the theory expressed by Bhima (2019) that the use of finger puppets as a learning medium can increase students' interest in learning. Student 4 also stated that he enjoyed learning to speak using a hand puppet because the hand puppet made it easy for him to learn to speak. Therefore, using hand puppets in speaking lessons could motivate students, self-confidence and strengthen their speaking skill.

In conclusion, the use of hand puppets in teaching speaking has a positive impact on language learning. Hand puppets can help reduce anxiety, increase student participation and engagement, improve fluency and pronunciation, and create a more interactive and dynamic learning environment. The use of hand puppets in speaking lessons could motivate students, self-confidence and strengthen their speaking skill. Therefore, hand puppets are a useful tool for teachers in the classroom to enhance language learning and create a fun and engaging learning environment.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions, limitations of the study, and suggestions that were determined based on the results that were as follows:

A. Conclusion

In this research, descriptive research was conducted to describe the use of hand puppets in teaching English Speaking skill. The research aimed to analyze how teacher used hand puppets in teaching English and to find out how students responded to the use of hand puppets in teaching English speaking in class 4 of SD Negeri 03 Kedungwuluh Purwokerto. The research was conducted in the past, and this research collected data to analyze the use of hand puppets in English language learning. The data collected included how teacher used hand puppets and how students responded to the use of hand puppets in teaching English speaking. This research was conducted formally and professionally to ensure the validity and reliability of the data collected.

After collecting data from observations, interviews, and documentation, it was discovered that English teacher at SD Negeri 03 Kedungwuluh, Purwokerto utilized hand puppets to teach English speaking skill. In practice, teacher use hand puppets in English speaking skill in class 4 of SD Negeri 03 Kedungwuluh, Purwokerto by providing steps such as: a) Preparing hand puppets. b) Set the position of the place where you are sitting. c) Indicating the security equipment that has been prepared and mentioning names and figures of the characters in the story. d) Tell the title of the story. e) Carrying out the inter-conversation hand puppet. f) While telling stories, the hand puppet is always moving, a hand puppet story.

Moreover, according to the outcomes of interviews on student feedback, nearly all students were intrigued by the idea of utilizing hand puppets to teach speaking. Additionally, the majority of students expressed that it would be more convenient for them to comprehend the subject matter if the teacher

incorporated hand puppets. Nevertheless, a few students encountered difficulties, specifically due to their inability to speak English fluently and their lack of confidence when practicing speaking with hand puppets in front of their peers.

B. Limitations of the Study

The study limitations of the thesis entitled “The Use of Hand Puppet as a Teaching Medium for English Speaking Skill at 4th Grade at SD Negeri 03 Kedungwuluh, Purwokerto”, are as follows:

1. This research only took one teacher and one class at SD Negeri 03 Kedungwuluh, Purwokerto, as a sample.
2. Limited time for research only carried out
3. The research results cannot be generalized because they were only carried out in one school and class

C. Suggestions

Based on the research findings presented in the previous chapter and the conclusions, the research would like to provide the following suggestions:

1. Suggestions for Teacher

As a result of this research, it is hoped that teacher will become more innovative and creative in their use of hand puppets for English language learning, particularly in the area of speaking skill, in order to capture the attention of more students. While previous efforts were commendable, enhancing creativity would be even more beneficial, despite limited conditions.

2. Suggestions for Schools

Through this research, it is suggested that schools provide the necessary facilities and infrastructure needed by teacher in the teaching process.

3. Suggestions for Researcher

This research was found to be far from perfect, and perfection belongs to Allah SWT. It is hoped that this research will be useful and increase insights for all parties, and the results of this research are expected to help further research as a source for conducting further research with similar problems.



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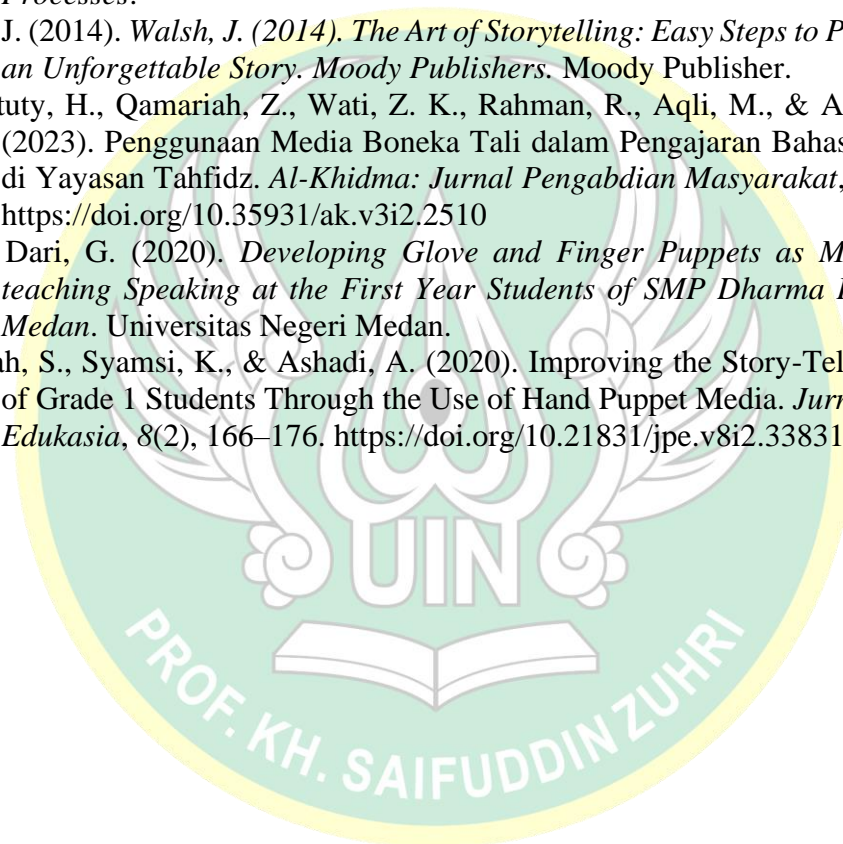
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Appendix 1

LETTER OF RESEARCH APPROVAL



PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN
KORWILCAM DINDIK PURWOKERTO BARAT
SD NEGERI 3 KEDUNGWULUH
Jl. Jend. Soetoyo No. 512 ☎ (0281) 7781351 Purwokerto 53131

SURAT KETERANGAN
No. 421.2/083/2023

Yang Bertanda tangan dibawah ini :

Nama : Akhmida Helmiyati S Pd
NIP : 19670331 198903 2 011
Jabatan : Kepala Sekolah SDN 3 Kedungwuluh

Menerangkan dengan sesungguhnya bahwa :

Nama : Lisa Arifatul Fajri
NIM : 1917404033
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan UIN Prof.K H Saifudin Zuhri Purwokerto

Telah melaksanakan penelitian di SDN 3 Kedungwuluh , pada tanggal 26 Juli 2023 sampai 26 September 2023 dengan judul “ The Use of Hand Puppets as a Medium for Teaching English Speaking Skill at 4th Grade os SD Negeri 03 Kedungwuluh “.

Demikian surat keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya

Purwokerto, 03 Oktober 2023



Appendix 2

VALIDATION SHEET OF RESEARCH INSTRUMENT

SURAT KETERANGAN VALIDASI

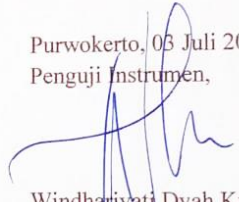
Yang bertanda tangan dibawah ini:

Nama : Windharyati Dyah Kusumawanti, M.A., M.Pd.
NIDN : 2001049001

Telah meneliti dan memeriksa instrumen penelitian yang berjudul **“The Use of Hand Puppets as a Medium for Teaching English Skill at 4th Grade of SD Negeri 03 Kedungwuluh Purwokerto”** yang dibuat oleh :

Nama Mahasiswa : Lisa Arifatul Fajri
NIM : 1917404033
Program Studi : Tadris Bahasa Inggris

Berdasarkan hasil pemeriksaan, menyatakan bahwa instrumen tersebut valid dan dapat digunakan dalam penelitian. Demikian surat keterangan ini dibuat dengan sebenarnya untuk dapat digunakan sebagaimana mestinya

Purwokerto, 03 Juli 2023
Penguji Instrumen,

Windharyati Dyah Kusumawanti, M.A., M.Pd.
NIDN. 2001049001

Appendix 3



*Appendix 4***RESEARCH DOCUMENTATION****A. Observation in Class**

B. Interview with English teacher, Head Master, and Students



Appendix 5



LESSON PLAN

Appendix 6

ACADEMIC CERTIFICATE



Appendix 7



Appendix 8

MUNAQASAH RECOMMENDATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Jenderal A. Yani, No.40A Purwokerto 53128
 Telepon (0281) 635624 Faksimil (0281) 636553
 www.uinsaizu.ac.id

REKOMENDASI MUNAQASAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini, Dosen Pembimbing Skripsi dari mahasiswa:

Nama : Lisa Arifatul Fajri
 NIM : 1917404033
 Semester : 9 (Sembilan)
 Fakultas/Prodi : FTIK/TBI
 Angkatan Tahun : 2019
 Judul Skripsi : The Use of Hand Puppet as a Medium for Teaching English skill at 4th Grade of SD Negeri 03 Kedungwuluh, Purwokerto

Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadi maklum dan mendapatkan penyelesaian sebagaimana mestinya.

Wassalamu'alaikum Wr. Wb.

Dibuat di: Purwokerto
 Tanggal : 5 Oktober 2023

Mengetahui,
 Koordinator Prodi TBI

Desi Wijayanti Ma'rufah, M.Pd.
 NIP. 199212152018012003

Dosen Pembimbing

Endang Sartika, S.Pd.I., M.A.
 NIP. 199110302023212040

Appendix 9

THESIS SUPERVISION FORM



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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 www.uinsaizu.ac.id

BLANGKO BIMBINGAN SKRIPSI

Nama : Lisa Arifatul Fajri
 No. Induk : 1917404033
 Fakultas/Jurusan : FTIK / Tadris Bahasa Inggris
 Pembimbing : Endang Sartika, S.Pd.I., M.A.
 Nama Judul : The Use of Hand Puppets as a Medium for Teaching English Speaking Skill at 4th Grade of SD Negeri 03 Kedungwuluh Purwokerto

No.	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	29 Mei 2023	Bimbingan Instrumen		
2.	30 Mei 2023	Bimbingan Instrumen		
3.	26 Juni 2023	Bimbingan Instrumen		
4.	3 Juli 2023	Bimbingan Instrumen		
5.	16 Agustus 2023	Bimbingan hasil bab 4		
6.	20 September 2023	Revisi hasil bab 4		
7.	26 September 2023	Revisi hasil bab 4 + 5		
8.	05 Oktober 2023	Acc Munaposyah		
9.				
10.				
11.				
12.				

Dibuat di : Purwokerto
 Pada tanggal : 05 Oktober 2023
 Dosen Pembimbing,

Endang Sartika, S.Pd.I., M.A.
 NIP. 199110302023212040

*Appendix 10***CURRICULUM VITAE****A. Profile**

Name : Lisa Arifatul Fajri
Student Number : 1917404033
Place/Date of Birth : Cilacap, 23 January 2001
Address : Jl. Raya Kendeng RT. 2 RW. 01
Kuripan, Kesugihan, Cilacap

B. Formal Education

- | | |
|--|------|
| 1. SD Negeri 1 Kuripan Lor | 2013 |
| 2. SMP Negeri 3 Kesugihan | 2016 |
| 3. MAN 1 Banyumas | 2019 |
| 4. UIN Prof. K.H. Saifuddin Zuhri Purwokerto | 2023 |

C. Organization Experience

1. JAVELIN Community
2. Komunitas Pondok Pena PESMA An-Najah Purwokerto



Purwokerto, October 5th, 2022



Lisa Arifatul Fajri

S.N. 1917404033