

**THE EFFECT OF USING PUPPETRY ON STUDENTS'
SPEAKING SKILLS IN PRE-ELEMENTARY 1ST STUDENTS'
AT AFFORD INTERNATIONAL ENGLISH COURSE
TANJUNGPINANG**

SKRIPSI



FARIZI Rianto
190388203059

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MARITIM RAJA ALI HAJI
TANJUNGPINANG**

2025

**THE EFFECT OF USING PUPPETRY ON STUDENTS'
SPEAKING SKILLS IN PRE-ELEMENTARY 1 STUDENTS'
AT AFFORD INTERNATIONAL ENGLISH COURSE
TANJUNGPINANG**

SKRIPSI

Submitted to fulfill part of the requirement for the degree of Bachelor of Education (S.Pd)

**FARIZI RIAN TO
190388203059**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MARITIM RAJA ALI HAJI
TANJUNGPINANG**

2025



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS MARITIM RAJA ALI HAJI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan raya Dompok, Pulau Dompok, Tanjungpinang 29111
Telepon (0771) 4500099, Faksimile (0771) 4500090, Kotak Pos 155
Laman <http://kip.umrah.ac.id> Posel kip@umrah.ac.id

APPROVAL SHEET

Name : Farizi Rianto
NIM : 190388203059
Study Program : English Language Education
Skripsi Title : The Effect Of Using Puppetry On Student's Speaking Skills In Pre-
Elementry 1 Students' At Afford International English Course
TanjungPinang

Has been examined at the English Language Education Study Program, Department of
Language and Arts Education, Faculty of Teacher Training and Education, Universitas
Maritim Raja Ali Haji, and has been completely revised.

Tanjungpinang, 16th July 2025

Approved by,

Advisor I

Assist. Prof. Rona Elfiza, S.Pd., M.Pd.
NIDN 0031058502

Advisor II

Assist. Prof. Gatot Subroto, S.S., M.Pd.
NIP 198304212015041003

Acknowledged by,

Coordinator of English Language Education Study Program,

Dewi Murni, S.S., M.Hum.
NIP 197906162014042001



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS MARITIM RAJA ALI HAJI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan raya Dompok, Pulau Dompok, Tanjungpinang 29111
Telepon (0771) 4500099, Faksimile (0771) 4500090, Kotak Pos 155
Laman <http://kip.umrah.ac.id> Posel kip@umrah.ac.id

APPROVAL SHEET

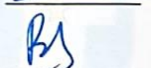
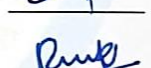
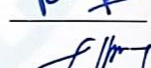
Name : Farizi Rianto
NIM : 190388203059
Study Program : English Language Education
Skripsi Title : The Effect Of Using Puppetry On Student's Speaking Skills In Pre-Elementary 1 Students' At Afford International English Course TanjungPinang

Has passed the skripsi exam and confirmed that this skripsi had been thoroughly examined, improved, and approved by the advisors at English Language Education Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji Tanjungpinang in order to fulfill one of the requirements for getting undergraduate degree in English Language Education.

Tanjungpinang, 16th July 2025

Approved by,

Board of Examiners:

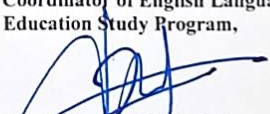
- | | | |
|--|--------------|---|
| 1. Muhammad Chandra, S.Pd., M.Pd.
NIP 198110202021211003 | Chairperson |  |
| 2. Benni Satria, S.Pd., M.Pd.
NIP 19910123201931013 | Examiner I |  |
| 3. Dewi Nopita, S.Pd., M.Pd.
NIP 199201232014042001 | Examiner II |  |
| 4. Rona Elfiza, S.Pd., M.Pd.
NIDN 0031058502 | Examiner III |  |
| 5. Gatot Subroto, S.S., M.Pd.
NIP 198304212015041003 | Examiner IV |  |



Dean,
Alinda Wahyusari, S.Pd., M.Pd.
NIP 198504072012122003

Acknowledged,

**Coordinator of English Language
Education Study Program,**


Dewi Murni, S.S., M.Hum.
NIP 197906162014042001



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI
UNIVERSITAS MARITIM RAJA ALI HAJI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan raya Dompok, Pulau Dompok, Tanjungpinang 29111
Telepon (0771) 4500099, Faksimile (0771) 4500090, Kotak Pos 155
Laman <http://fkip.umrah.ac.id> Posel fkip@umrah.ac.id

STATEMENT OF THE ORIGINALITY OF SKRIPSI

The undersigned,
Name : Farizi Rianto
Reg. Number : 190388203059
Study Program : English Language Education Study Program

Declares that this present Skripsi is an original research by Farizi Rianto that is submitted to the English Language Education Study Program, Universitas Maritim Raja Ali Haji. The theories and/or findings from the previous studies by other researchers have been acknowledged. Theoretical contributions and findings in this study are my original work and have not been submitted for any degree or any other universities.

Should it later be revealed that this Skripsi contains partly or wholly plagiarized of other's works, I will readily accept the sanction established by the University.

Tanjungpinang, 30 July 2025



Farizi Rianto
190388203059

MOTTO

وَكَفَىٰ بِاللَّهِ شَهِيدًا

Wa kafa billahi syahida

“Dan cukuplah Allah sebagai saksi”

- Qs Al-Fath : 28

"مَا وَدَّعَكَ رَبُّكَ وَمَا قَلَىٰ"

"Tuhanmu tidak meninggalkanmu dan tidak (pula) membencimu"

- Qs Ad-Dhuha : 3

“For the depth of the ocean that the hearts hold,
for the storm of the mind that never settle and
the unspoken words that never materialize into sentence”

- Farizi Rianto

“To treat a human you must be a human first”

- Farizi Rianto

“Run if you can, walk if you can, crawl if you can, the only thing that matters is
to move”

- Farizi Rianto

“ Rest is only for the dead”

Axe from Dota 2

ACKNOWLEDGEMENT

Praise is to the almighty Allah, thanks to His grace and compassion the researcher can complete this proposal entitled "The Effect of Using Puppetry on Students' Speaking Skills in Pre-Elementary 1 Students' At Afford International English Course Tanjungpinang". Shalawat and salam always granted to the glory of the Prophet Muhammad SAW.

The researcher realizes that in the process of completing this thesis, the researcher still has many shortcomings and weaknesses. The researcher would not have been able to complete this thesis without the help and support of various parties. Therefore, the researcher would like to express his sincere gratitude to:

1. Dr. Agung Dhamar Syakti, S.Pi, DEA. as the Rector of Universitas Maritim Raja Ali Haji Tanjungpinang.
2. Assist. Prof. Ahada Wahyusari, S.Pd., M.Pd. as the dean of Faculty of Teacher Training and Education of Universitas Maritim Raja Ali Haji.
3. Assist. Prof. Dewi Murni, S.S., M.Hum. as chair of the Coordinator English Education Study Program, Faculty of Teacher Training and Education at the Universitas Maritim Raja Ali Haji
4. Assist. Prof. Dewi Nopita, S.Pd., M.Pd. as the Head of English Language Education Study Program.
5. Assist. Prof. Rona Elfiza, S.Pd., M.Pd as the researcher's first advisor, for her willingness to give the researcher guidance, suggestions, and assistance during the thesis writing process.

6. Assist. Prof. Gatot Subroto, S.S., M.Pd., MCE. as the researcher's second advisor for giving the researcher advices, suggestions, and guidance in the process to completing this thesis.
7. The researcher's mother, Mrs. Juniasari Siregar who has the greatest heart and incredible patience that always push the researcher to doing his best. The researcher wants to say thanks for the endless love, support, pray, care, and everything that she did and had given to the researcher.
8. The researcher's late father, Mr. Efrizal Erianto S.AB. for being the role model and believing the researcher's no matter what.
9. The researcher's first big brother, Mr. Faizal Rianto S.AP., MM., MPP and his wife Siti Faridah, SE., for giving advice, support and a being a vocal point to chase him in education prowess.
10. The researcher's second big brother Mr. Furqan Rianto, S.KEP, NS., and his wife Disa Puspita Sari, A.MD., KEP for monetary help when the researcher is on a tight budget, for the gesture that he is proud of the researcher.
11. The researcher's third brother Mr. Fathur Rianto S.E. for just existing and being there without even talking to the researcher.
12. The researcher's adorable nephew and niece, Eira Haniya Fatiha, Almeer Assiyfa Putri and Almeer Khalil Muazzam Lizar for giving the researcher a purpose to be the best, coolest and brave "paman, uda and pakde".

13. Anak Bontot group that consist of Shania Nur Astina, S.KEP., Nurul Hazimah Elfath SE., and Febri Wahyuda Purba for always asking and giving motivation the researcher.
14. The name that help and supported the researchers' in a way that cannot be describe by any words, to describe her in a way that is not possible in a life time, Herlina Amelia Putri S.SOS.
15. And last but not least, I want to thank myself for changing in to the person that crave improvement.

Tanjungpinang, 16 Juli 2025

The Researcher



Farizi Rianto

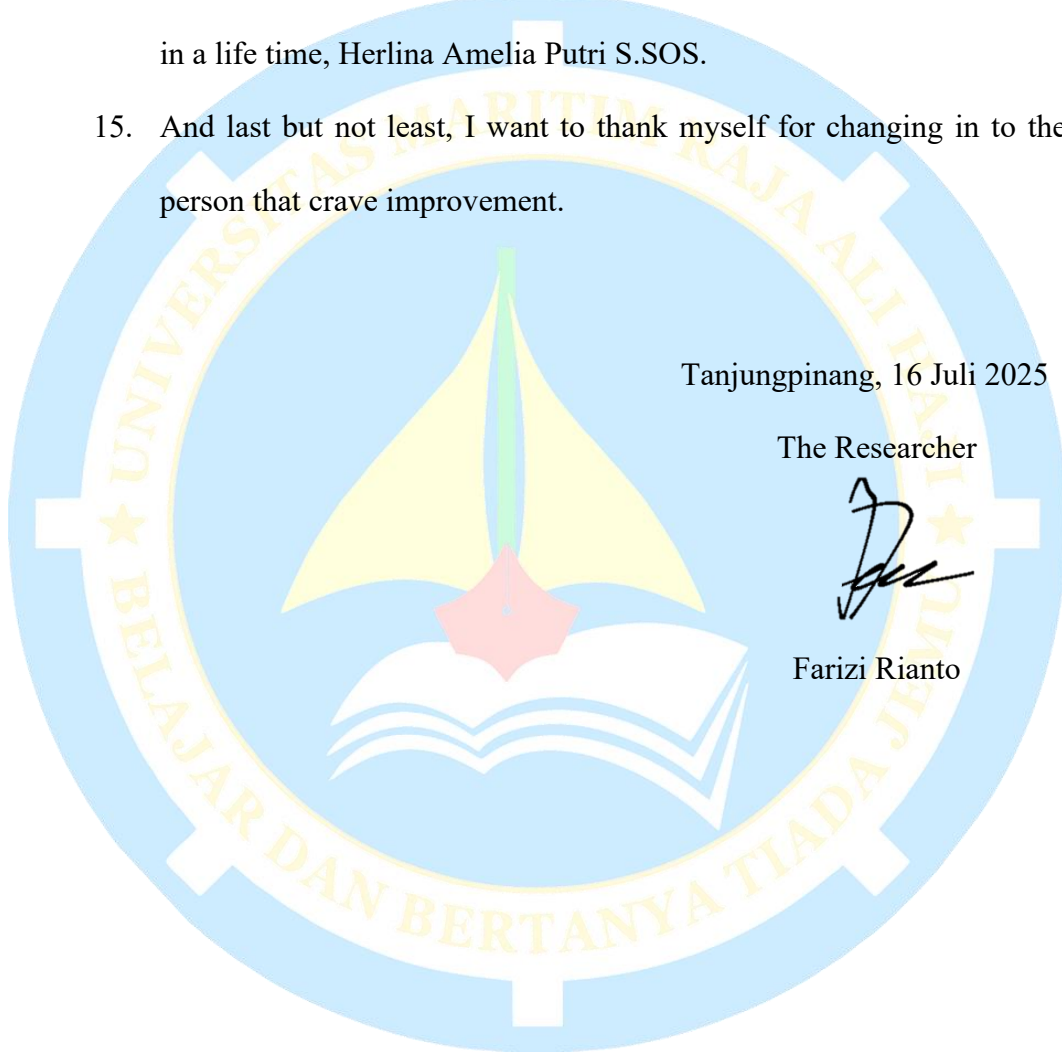


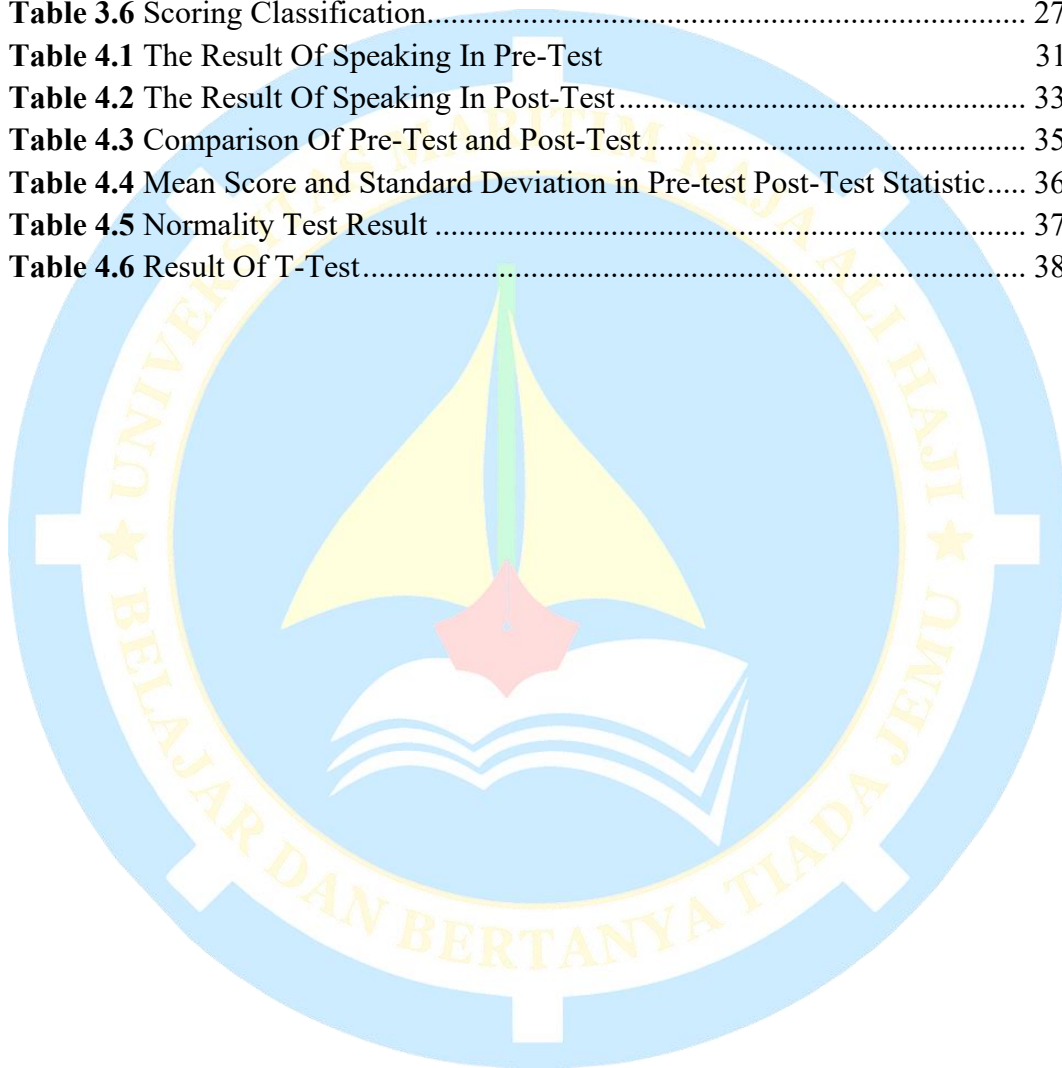
TABLE OF CONTENT

ACKNOWLEDGEMENT	v
TABLE OF CONTENT	viii
LIST OF TABLE	x
LIST OF FIGURE	xi
LIST OF APPENDICES	xii
ABSTRAK	xiii
ABSTRACT	xiv
CHAPTER I INTRODUCTION.....	1
1.1 Research Background.....	1
1.2 Research Limitation	3
1.3 Research Question.....	3
1.4 Research Objective.....	3
1.5 Research Significances.....	3
1.5.1 Theoretical significance	3
1.5.2 Practical Significance.....	3
1.6 Definition of Key Terms	4
CHAPTER II LITERATURE REVIEW.....	5
2.1 Review of Related Literature	5
2.1.1 Speaking.....	5
2.1.2 Component of speaking skill.....	7
2.1.3 Puppetry	11
2.1.4 Procedure of teaching speaking using puppetry.....	12
2.2 Review of the relevant research	14
2.3 Conceptual Framework	17
2.4 Hypothesis.....	18
CHAPTER III RESEARCH METHODOLOGY	19
3.1 Research Design.....	19
3.2 Research Setting.....	19

3.2.1	Place	19
3.2.2	Population	20
3.2.3	Sample.....	20
3.3	Research Procedure.....	21
3.3.1	The Stage of Preparation.....	21
3.3.2	Final Stage.....	22
3.4	Data Collecting.....	22
3.5	Research Instrument.....	23
3.5.1	Test.....	23
3.5.2	Documentation	23
3.6	Data Analysis Technique	24
3.6.1	Speaking Test	24
3.6.2	Classifying the Students Score.....	27
3.6.3	Normality Test	28
3.6.4	Hypothesis test	29
CHAPTER IV FINDINGS AND DISCUSSION		30
4.1	Research Finding.....	30
4.2	Normality Test Result	37
4.3	Discussion	38
CHAPTER V CONCLUSION AND SUGGESTION		44
5.1	Conclusion	44
5.2	Suggestions	44
REFERENCES.....		47

LIST OF TABLE

Table 3.1 Pre-Experimental Research Design.....	19
Table 3.2 Population.....	20
Table 3.3 Research Sample	20
Table 3.4 Research Schedule.....	21
Table 3.5 Elements Of Speaking Scale	24
Table 3.6 Scoring Classification.....	27
Table 4.1 The Result Of Speaking In Pre-Test	31
Table 4.2 The Result Of Speaking In Post-Test.....	33
Table 4.3 Comparison Of Pre-Test and Post-Test.....	35
Table 4.4 Mean Score and Standard Deviation in Pre-test Post-Test Statistic.....	36
Table 4.5 Normality Test Result	37
Table 4.6 Result Of T-Test.....	38



LIST OF FIGURE

Figure 2.1 Conceptual Framework.....	17
---	----



LIST OF APPENDICES

Appendix 1. Scan QR Code Voice Note	52
Appendix 2. Speaking Assessment Kit	53
Appendix 3. Syllabus	55
Appendix 4. Teaching Program	56
Appendix 5. Research Correspondent	62
Appendix 6. Media In Use	63
Appendix 7. Research Documentation.....	66



ABSTRAK

Rianto, Farizi. 2025. *Pengaruh Penggunaan Boneka Tangan terhadap Kemampuan Berbicara Siswa Kelas Pre-Elementary 1 di Afford International English Course Tanjungpinang.* Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji Tanjungpinang. Dosen Pembimbing I: Assist. Prof. Gatot Subroto, S.S., M.Pd., MCE Dosen Pembimbing II: Prof. Rona Elfiza, S.Pd., M.Pd.

Kata Kunci: Boneka Tangan, Kemampuan Berbicara, Pembelajaran Bahasa, Anak Usia Dini.

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan boneka tangan terhadap kemampuan berbicara siswa kelas *Pre-Elementary 1* di *Afford International English Course* Tanjungpinang. Metode yang digunakan adalah desain quasi-eksperimen dengan model one group pre-test dan post-test. Sebanyak 20 siswa dinilai sebelum dan sesudah diberikan perlakuan berupa pembelajaran menggunakan boneka tangan selama empat pertemuan. Instrumen yang digunakan adalah tes berbicara yang dinilai menggunakan rubrik penilaian berbasis tiga aspek: kosakata, tata bahasa, dan kefasihan. Hasil penelitian menunjukkan peningkatan kemampuan berbicara yang signifikan setelah perlakuan, dengan rata-rata skor siswa meningkat secara klasifikasi, dari kategori "*Poor*" dan "*Average*" menuju "*Good*" dan "*Excellent*". Analisis statistik menggunakan uji-t berpasangan menunjukkan nilai signifikansi sebesar 0.000 (< 0.05), yang menandakan bahwa perlakuan memberikan pengaruh yang signifikan. Berdasarkan hasil tersebut, penggunaan boneka tangan terbukti efektif dalam meningkatkan kemampuan berbicara siswa pada pembelajaran bahasa di usia dini.

ABSTRACT

Rianto, Farizi. 2025. *The Effect of Using Puppetry on Students' Speaking Skills in Pre-Elementary 1 Students at Afford International English Course Tanjungpinang.* Department of English Language Education, Faculty of Teacher Training and Education, Universitas Maritim Raja Ali Haji Tanjungpinang. First Advisor: Assist. Prof. Gatot Subroto, S.S., M.Pd., MCE Second Advisor: Prof. Rona Elfiza, S.Pd., M.Pd.

Keywords: Puppetry, Speaking Skills, Language Learning, Young Learners.

This research aims to examine the effect of using puppetry on the speaking skills of Pre-Elementary 1 students at Afford International English Course Tanjungpinang. The method used was a quasi-experimental design with one group pre-test and post-test. A total of 20 students were assessed before and after receiving treatment through four puppet-based learning sessions. The instruments used in this study included a speaking test scored using a rubric evaluating vocabulary, grammar, and fluency. The results showed a significant improvement in students' speaking performance. Students' scores increased in terms of classification, with most moving from "Poor" or "Average" levels before the treatment to "Good" or "Excellent" after the treatment. Statistical analysis using the paired sample t-test showed a significance value of 0.000 (< 0.05), confirming that the use of puppetry had a significant effect. Based on these findings, puppetry proved to be an effective tool for enhancing the speaking abilities of young language learners.

CHAPTER I

INTRODUCTION

1.1 Research Background

Speaking is seen as a critical component acquiring expertise in a foreign language is one of the four essential language learning abilities. Most language programs seek to integrate spoken and written language, although speaking is still the main focus. On the other hand, speaking is essential to learning a foreign language. Even though one of the hardest subjects for pupils to learn is speaking, it is a crucial component to acquired foreign languages as well. (Pollard, 2008). The majority of language learners in EFL and ESL emphasize improving speaking abilities is one of the most important goals. (Bahrani & Soltani, 2012).

The most important part of any language education is teaching and learning to speak; Not only that spoken language gives “capacity” to learn as the primary means of communication in the classroom, but also plays a significant role in the learning objectives and syllabus content (Burns, 2019). Teachers must focus on a number of factors, such as the use of media and instructional strategies that spark students' interest and excitement in learning, in order to assist them in developing their speaking skills.

According to the observation of the resercher's to Afford International English Course, the researcher discovered that speaking is still difficult for the students' in. There are some of the reasons for the obstacle.

For starter students are unmotivated to learn English because the classroom environment is passive, it is usually from the teaching technique, which is teacher

centered, as a result, students find it difficult to express themselves directly in English, which is a widespread problem among students in English classes. This supports the claims made by Brown and Yule in Murti dkk. (2022) that learning English is frequently regarded as one of the most difficult aspects of education. As a result, they are eager to participate in class activities.

Furthermore, students are unable to pay attention in teaching learning procedure since there is no attractive technique and media used in the process of teaching and learning, therefore it makes them have nothing to do in class and makes them passive in the classroom. According to Intan Faudiliah (2021) Teaching English to young learners can be difficult, teachers must come up with an entertaining way to capture their interest and motivate them to participate in class.

It is crucial to remember that during the learning process, children are not able to practice their language skills in the classroom. This is a result of the instructor using their native tongue as an instructional tool during the teaching and learning process and never offering advice on anything. In summary, there are many difficulties that students have while interpreting the text, and the teacher is responsible to help them overcome these difficulties.

Teachers must develop unique and creative learning materials that can inspire and aid students' in their understanding of English in order to address the difficulties in instructing your students in speaking. Young learners were taught to talk using tools like hand puppets. And also it is an important note the social cultural changes among students required modifications in existing teaching methods, including their modifications (Mualim et al., 2019) As a result, educators have to

adjust their teaching strategies to reflect the shifting social and cultural characteristics of their students.

1.2 Research Limitation

The purpose of this study is to determine how employing puppetry affects kids' ability to talk.

1.3 Research Question

The formulated research question are :

1. Is there any significant effect of using puppetry for students speaking skills at Afford International English Course?

1.4 Research Objective

Based on the aforementioned research topic, the aim of this study was to determine how employing puppetry affected the speaking abilities of the students.

1.5 Research Significances

This study is expected to give contribution, which is broken down into two parts :

1.5.1 Theoretical significance

It is expected that this study will offer suggestions to apply alternative media in order to enhance students' speaking abilities through puppetry. It is also expected to increase understanding on the usage of puppets in speaking.

1.5.2 Practical Significance

1. The Students

It is expected that the findings of this study will be able to inspire, motivate, and provide chances for students to improve their speaking abilities.

2. The Teachers

It was expected that the findings of this research will help English teachers employ various techniques in an attempt to enhance their students' speaking abilities

3. The Other Researchers

It is expected that the findings of this study will be helpful to future researchers whom intend to explore this same subject and offer details on the usage of puppetry in teaching English

1.6 Definition of Key Terms

1. Speaking

The ability to communicate orally between two or more people, the speaker and the listener is known as speaking. This ability is used to express ideas, opinions, information, etc.

2. Puppetry

Puppetry is a dynamic art form that attracts to people of all ages. It has been chosen as a communication tool to help learning and teaching.

3. TEYL

Teaching English to young learners is intended to introduce the theory and practice of English as a foreign language (EFL) to students ages 3 to 10.

CHAPTER II

LITERATURE REVIEW

2.1 Review of Related Literature

2.1.1 Speaking

a. Definition of Speaking for TEYL

According to Siregar et al. (2021), speaking skills may be defined as the ability to modify words or phrases to convey thoughts, meaning and feelings. Information is given to the listener via a arrangement of joint positions, tensions, and pitches. Include the speaker's movements and facial expressions if the conversation is face-to-face.

One of the main reasons young learners' age makes it convenient for them to learn the language when teaching them English. The idea that children learn far more rapidly and effectively and that "younger is better" is widely acknowledged, particularly among those who embrace the Critical Period Hypothesis. The fact that English is a worldwide language that is used for communication amongst individuals whose languages are often different is another reason why teaching it to young students is so popular. According to Andari (2020), speaking is linguistic knowledge that is taught to children throughout their lives and is only based on knowledge that is detrimental, it is acquired throughout this time.

b. Challenges in speaking for young learner

Speaking the target language fluently is the primary goal of most language learners, according to Pakula (2019). The majority of English teachers still find it difficult to teach speaking, nonetheless, as it appears that speaking instruction has little relevance in language classes. This can be explained by a variety of things, including the increased emphasis on written language, the way written language is taught in textbooks and for examinations, and the lack of knowledge about oral education. Speaking is a crucial component of the curriculum and learning goals of every language education classroom. In addition to providing "opportunities" for learning, spoken language—the main interactive medium in the classroom—is also a crucial part of the curriculum. A. Burns (2019)

c. Teaching speaking for young learner

Teaching English to young learners is a specific task that encourages teachers to be innovative and creative. According to As Sabiq (2023), "Many EFL students struggle to find engaging and motivating classroom activities", "Interesting and inspiring classroom exercises are a challenge for many EFL educators teachers". Because of their distinct learning styles, young students need learning to incorporate games, physical activities, and opportunities for hands-on engagement. Repetition of predetermined phrases was crucial for youngsters learning a foreign language, like English, in order to build confidence and get them ready for meaningful communication. In order to make learning English fun and interesting, teachers of young students should have employed effective teaching

techniques and given them lots of chances to practise speaking, listening, and repeating.

As is well known, every elementary school student has distinct, exceptional, and individual traits. Despite this, the most notable characteristic of children at elementary schools is that they play, function within a time zone, and do things quietly. Theoretically, teaching young students English is a fresh activity that motivates them to learn, play, and converse in the target language (Nufus, 2019). Since there are no laws requiring English speaking schools to provide instruction, this activity must be taken seriously and should help them understand the structure or form of the language.

2.1.2 Component of speaking skill

There are a few components of speaking that must be considered and examined in speaking analysis process. pronunciation, grammar, vocabulary, fluency, and comprehension that are the aforementioned components (Haris, 1969; Brown, 1997; Harmer, 2007).

a. Pronunciation

By studying their own writing, students can achieve a more understandable language at this time. This indicates that even if their speech and body language are not very good, they can still communicate effectively even if their language skills and vocabulary are not very good. The traditional method or conventional words that were uttered is called pronunciation.

It is obvious from that remark that student's capacity to pronounce words correctly during speech is a function of their pronunciation.

As long as students are able to communicate effectively, regardless of how poorly they speak and write, they will be able to communicate. pronunciation is a tool for students to produce more understandable language at the same time. the "pronunciation" illustrates how words are used in a traditional or informal manner. It may be inferred from the statement that children use pronunciation to clearly produce the words when speaking.

b. Grammar

Grammar is necessary so that students may use appropriate language in written and spoken communication. Grammar is described as a method to anticipate and impair optimal speaking characteristics or listener language proficiency. This is accomplished through a variety of laws or principles that may be applied to produce coherent or well-formed language usage in a grammar. In further detail, grammar is sometimes defined as a set of rules that enable us to use words in our own language. Elis, R (2022) states Grammar refers to the set of rules and structures that govern how words and phrases are organized and used in a language. It includes the principles that dictate sentence structure (syntax), verb tenses, word forms, sentence types, and how various elements such as nouns, adjectives, adverbs, and conjunctions interact within a sentence. Grammar

helps ensure that communication is clear and coherent by providing a consistent framework for conveying meaning.

c. Vocabulary

Vocabulary refers to the collection of words and phrases used in a language. In the context of language learning, it involves both the recognition and production of words. Vocabulary is crucial for effective communication because it allows speakers to express thoughts, ideas, and emotions clearly and accurately. Schmitt, N., & Webb, S. (2020).

The advantages of using two languages necessitate the use of long words because of without it, we prevents ourselves from using structures and functions that we may have learnt to understand communication. It may be stated that power in language is an essential component of effective communication. It will be simpler for us to express our thoughts, ideas, and feelings verbally or in writing if we use plain language. Vocabulary is one of the most important aspects of a language, especially while speaking in a group. The terms that are frequently used are everyday and general terms. To understand the meaning of vocabulary, the words used in vocabulary or speaking must be very common and used in daily conversations.

d. Fluency

The ability to communicate effectively and eloquently is referred to as a fluency. Generally fluency refers to the ability to work calmly and without interference. In the process of teaching and learning, if the teacher wants, the teacher lets students express themselves in order to assess their

fluency freely and without interference. Its objective is to help students behave in a responsible manner. Because there are constant corrections that often disrupted the dialogue.

According to Skehan.P (2020) Fluency refers to the ability to speak a language smoothly, effortlessly, and coherently, with minimal hesitation, self-correction, or pauses that disrupt communication. In second language learning, fluency focuses on the ease and speed with which a speaker can produce spoken language, while maintaining clarity and comprehensibility. It involves not only the rapid retrieval of vocabulary and grammar but also the ability to manage the flow of conversation, making communication natural and uninterrupted.

e. Comprehension

The capacity to understand and appreciate the lengthy conversation and to develop a representation of the sentence is known as comprehension. understanding both is more difficult since it cannot be explained in a straightforward manner and must be based on clear verbal and nonverbal cues, such as the user's intuition or tool.

Comprehension that the fact the students understood the nature of the research objective, especially when the procedure are complex, it consequently, it may be concluded that comprehension in speaking relates to the speakers' awareness of what they were saying to the listeners in order avoid misunderstanding information. in addition, its function is to make the listeners easily to catch the information from the speaking. According to

Vanpateen, B (2020) Comprehension refers to the ability to understand spoken or written language. In the context of speaking and listening, it involves the process of decoding (interpreting) spoken messages and grasping their meaning.

2.1.3 Puppetry

One technique that teachers might use to teach systematically in language instruction is the use of puppets. When choosing a teaching method, the instructor must adhere to certain principles. According to Darusman (2020), puppet is one of the best teaching tools for improving children's communication skills as it may increase their motivation to learn and improve their communication skills. Additionally, puppets could help children become more proficient in spoken language, encourage them to play and engage with stories in a more active and creative way, and help them become more proficient in written language. In general, puppetry refers to little puppets, like animals, such as cats, monkeys, dogs, and so forth. puppets can be used to increase speaking capabilities. puppets is a tool that is intended to be used with human help for an audience.

According to Marleni dkk. (2020), puppets is a children toys that we may create ourselves using a variety of figures, such as humans or animals, according to Marleni et al. (2020). After that, you may use a puppet to create a theatre performance. This puppet performance shines like a box theatre and is similar to a theatre or play. These puppets have the power to pique kids' attention in language acquisition.

Based on the explanation above, it can be concluded that teaching techniques using puppetry can stimulate students in learning language and can also provoke students to be more active in learning activities in the classroom. With puppetry, students can more easily understand and remember learning materials. Because of this, researchers prefer to use the puppetry method to determine whether there are any significant effects on students' ability to behave in a group setting. Using the puppetry method may make the classroom more interactive.

2.1.4 Procedure of teaching speaking using puppetry

To measure students' speaking abilities, the researcher administered a pre-test and post-test with the same topic: "My Daily Activities." This topic was chosen because it is directly aligned with the Pre-Elementary 1 syllabus and is familiar and accessible to young learners.

a. Pre-Test

Pre-test was conducted just right before the treatment. Its purpose was to assess students' initial speaking ability. The researcher modeled a short monologue about "My Daily Activities" from waking up to going to bed without using a hand puppet, as an example for students to follow. Each student was then asked to describe their own daily activities. The students were given time to prepare and speak individually for 1–2 minutes. Their performances were recorded and scored using a rubric assessing fluency, grammar, vocabulary, and pronunciation (Chan & Herrero, 2021; Nation & Macalister, 2020).

b. Treatment

The treatment was implemented over the course of four classroom meetings. In each session, students practiced speaking using hand puppets as a supportive and interactive medium.

Each meeting followed a similar procedure:

1. Warm-up & Review (5–10 minutes): The teacher introduced or reviewed vocabulary and expressions related to daily routines.
2. Modeling (10 minutes): The teacher used a hand puppet to demonstrate a short monologue based on “My Daily Activities.”
3. Guided Practice (10–15 minutes): Students practiced their monologue in pairs or small groups using puppets, guided by the teacher’s prompts.
4. Performance (10–15 minutes): Selected students presented their version of “My Daily Activities” in front of the class using puppets.
5. Feedback (5 minutes): The teacher provided oral feedback on speaking performance.

After four session of treatment, post-test was the used the exact material with the pre test. The students asked again to describe their daily activities using the puppet.

Their performances were evaluated using the same rubric and scoring criteria. The scores were compared with the pre-test results to determine any improvement in speaking ability due to the treatment.

c. Post-Test

After the treatment was completed, the researcher provides a test. This test was given based based by the previous test. The student scores in this test

was compared. The researcher next examined the benefits of using puppetry in speaking lesson based on the previously mentioned comparison results.

2.2 Review of the relevant research

To conduct the research, the researcher collected some relevant researcher from the other research that applied the technique using puppetry. Dwi Suci Amaniarsih (2021) conducted a study that made use of classroom action research (CAR). The study methodology employed was a descriptive qualitative approach. This study focused on seventh-grade students at SMP Harapan I Medan. Enhancing students' speaking skills before and after utilizing paper puppets as a puppet show medium to teach English was the goal of this study. Students in the seventh grade at SMP Harapan I Medan participated in this study. The results of the study suggest that employing puppet show media may improve students' English-speaking skills. Students were motivated to learn English because the study used a method that was seldom used by teachers: puppet-shaped puppets that hold students' interest while they are learning the language. The puppets have a wayang-like form. This is demonstrated by the fact that the percentage of students who achieve KKM increases with each cycle. Basically, there are two things that can be achieved by using English and local culture: increasing the ability of students to speak English and lowering the level of local knowledge since younger generations are also known and taught about local culture, which is done through wayang. The application of hand puppets in teaching speaking skills using qualitative approaches is where earlier and later study are comparable. The distinctions with this area of

study examines the usage of hand puppets in elementary school, whereas earlier studies were conducted at the junior high school level.

The second research was 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 study had made use of pretest and posttest, with one-group, pre-experimental as it research designs using puppet as a tool for teaching speaking by explaining a subject. The study's findings support the idea that teachers have difficulties while instructing spoken English, necessitating the use of original and creative teaching methods to make learning enjoyable for the students. Meanwhile, this study shows that using puppetry to teach English to class VII.1 pupils at SMPN 2 Rantepao, North Toraja, can improve their speaking skills. The use of hand puppets as a teaching tool is explained in detail in this study were comparable. The school level is what sets this research apart, and where as the last research approach employed a quantitative approach, this study will utilise a qualitative approach.

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”. This study is a collaborative class studies using a approach. This study includes 30 students from Grade I SD Al Ibadi Muhammadiyah in Sape, consisting of 14 female students and 16 younger students. Tests, questionnaires, documentation, and observations were utilised to gather data, which were then subjected to descriptive qualitative and quantitative analysis. The results demonstrated that using hand puppet media to teach Indonesian enhanced first-

graders' narrative abilities. The students were more adept in introducing the narrative, including its title, topic, characters, and traits. They were able to control conversations and select the relationships between phrases, which kept the conversations engaging and fascinating. Students became more adept at sequencing stories and were able to differentiate between an introduction and the major body of a narrative. They gained confidence in their ability to deliver stories with expressive body language. The use of hand puppets to teach English speaking skills in primary school is where this study and earlier studies are comparable. However, the study methodology employed makes a difference. Whereas earlier research employed mixed techniques, this study used qualitative approaches.

The researcher requires references from related studies in order to carry out this investigation. There are parallels and divergences between the current study and the five earlier studies, according to the explanation given. Despite the fact that each of the five previous studies, despite using a variety of puppets, the five earlier researchers all had the goal of enhancing pupils' speaking abilities. There were, nonetheless, some distinction between them.

2.3 Conceptual Framework

The conceptual framework for this research as follow:

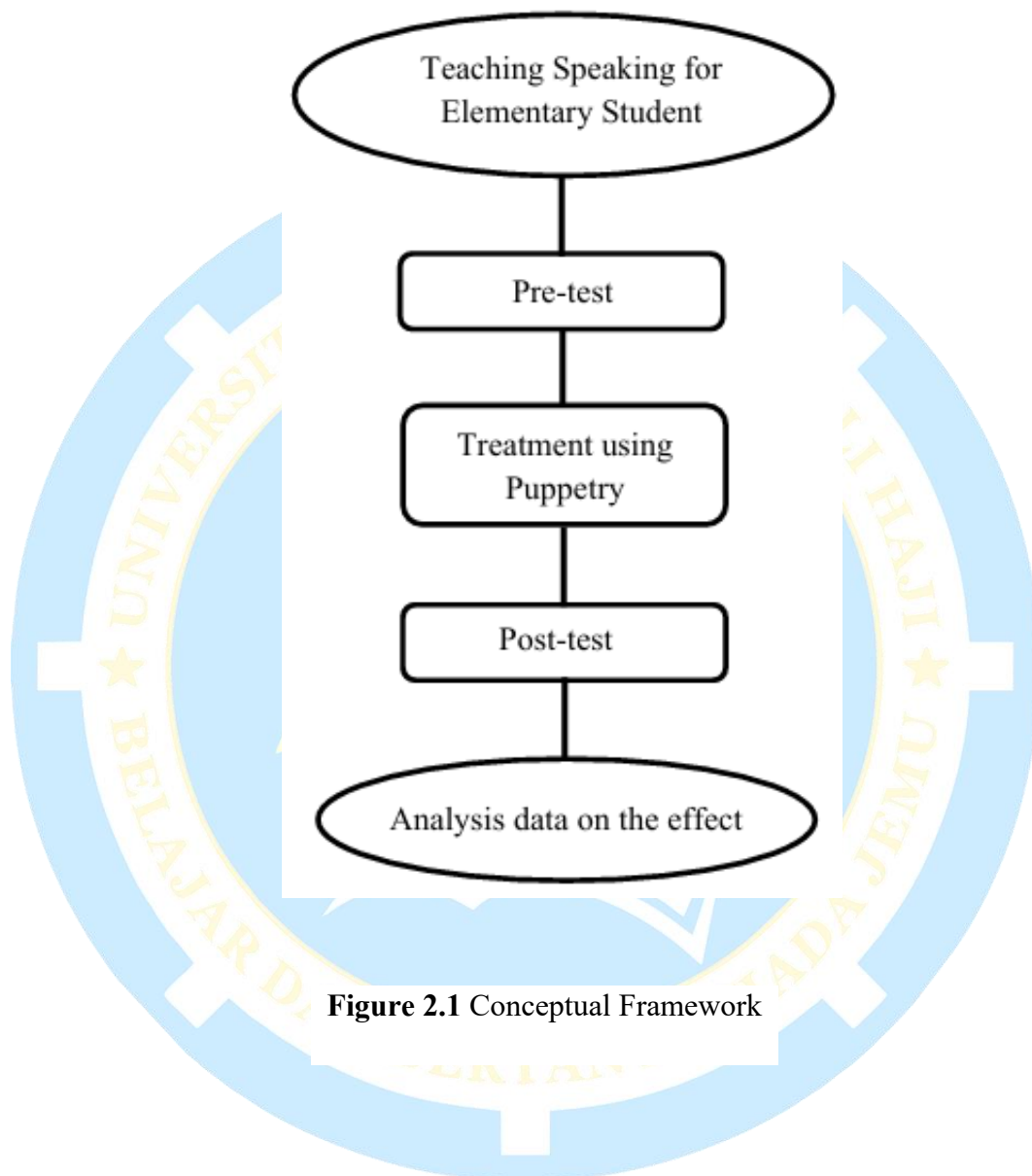


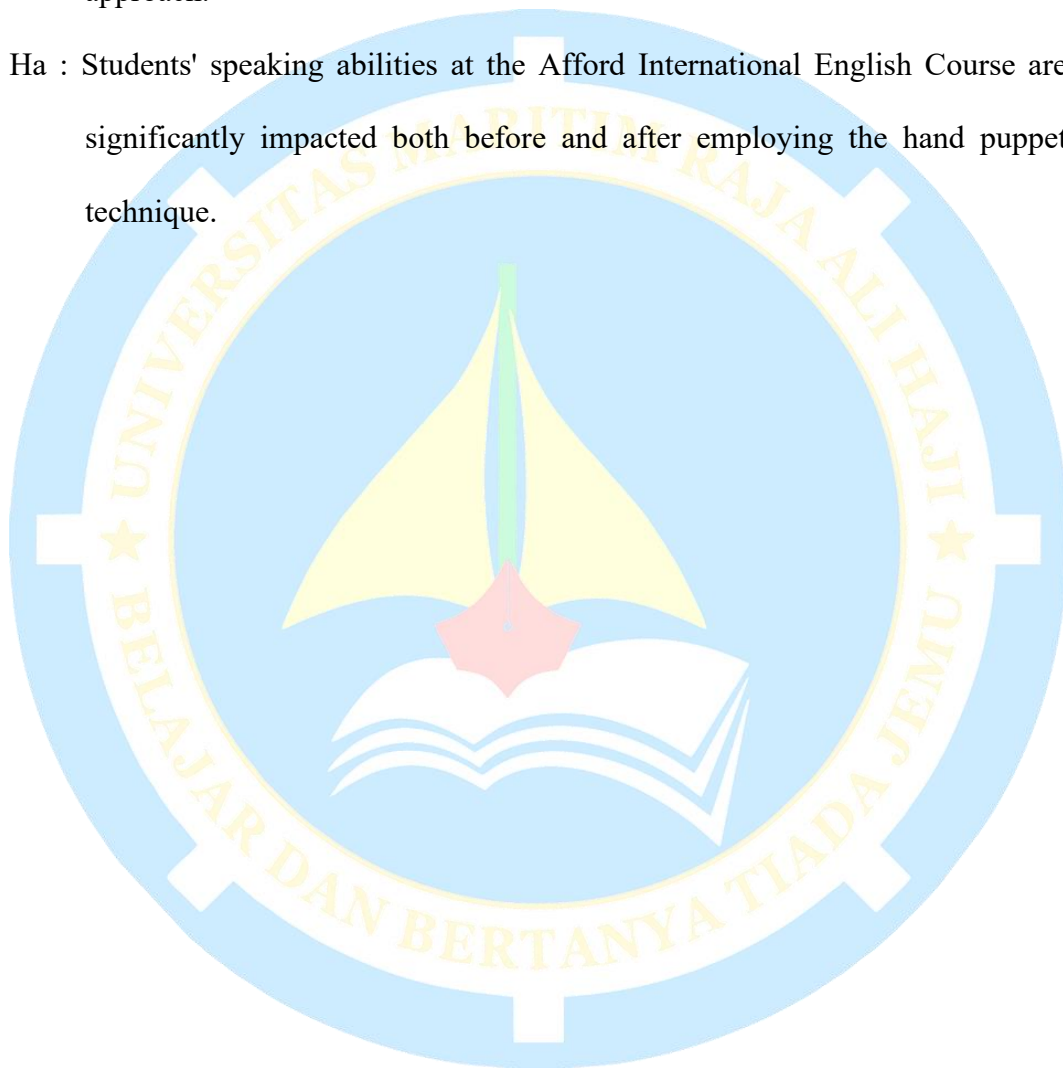
Figure 2.1 Conceptual Framework

2.4 Hypothesis

Hypothesis of this research are:

Ho : At Afford International English Course, there is no discernible difference in the speaking abilities of pupils before and after utilizing the hand puppet approach.

Ha : Students' speaking abilities at the Afford International English Course are significantly impacted both before and after employing the hand puppet technique.



CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The researcher used a pre-experimental approach in this study. Sugiyono (2014) states that this design used a single group pretest-posttest design. Both before and after therapy, learning is assessed. Consequently, the outcomes of the therapy might be compared to the circumstances before to therapy, it is more precisely recognised. The design present in the following :

Table 3.1 Pre-Experimental Research Design

Pre-Test	Treatment	Post-Test
O1	X	O2

Where:

O1 = Pre test

X = Treatment

O2 = Post test

3.2 Research Setting

3.2.1 Place

The researcher conducted the research at Afford International English Course, Komplek Bintan Center Blok R No.10 TanjungPinang

3.2.2 Population

The population selected for this research consisted of Pre-Elementary 1 students (grades 4–5) at Afford International English Course. The data were as follows:

Table 3.2 Population

Class	Students
PRE-ELEMENTARY 1	20

3.2.3 Sample

The sample of this research are Pre-Elementary 1 students of Afford International English Course. The data is as follows:

Table 3.3 Research Sample

Grade	Students
PRE-ELEMENTARY 1	20

Purposive sampling was used by the researcher in this study. Purposive sampling, as defined by Arigunto (2010), is a method of collection that is not dependent on strata, regions, or randomness but rather on factors that highlight particular objectives. Purposive sampling, according to Sugiyono (2014), is a method for selecting research samples with particular considerations in order to provide more representative results. Purposive sampling was used to choose this class because the students were at a Pre-Elementary 1 level, actively engaged in

speaking-focused instruction, and within the age group appropriate for the use of puppetry in TEYL.

3.3 Research Procedure

The researcher created a research schedule to organize the process effectively, as shown below:

Table 3.4 Research Schedule

No	Name of Activity	Implementation of time				
1.	Writing Research Proposal					
2.	Proposal Seminar					
3.	Research					
4.	Data Analysis					
5.	Thesis examination					

3.3.1 The Stage of Preparation

The stage of preparation of the research is as follows:

1. The researcher submitted a permit application to Universitas Maritim Raja Ali Haji.
2. The researcher sent a permission letter to Afford International English Course.

3. The researcher selected the research sample.

3.3.2 Final Stage

The final stages are:

1. The researcher analysed the data that has been collected.
2. The researcher conducted the results of the data that has been analysed.

3.4 Data Collecting

For data collecting the reasearcher used few test to measure the students ability, this procedure is as follow :

a. Pre-Test

Before the treatment began, the researcher conducted a pre-test to assess the students' prior abilities. In the pre-test, the researcher introduced the topic "My Daily Activities." The researcher then assigned the students to create a story, beginning with waking up, going to school, and returning home. They were to describe their entire day.

b. Treatment

After the pre-test, the researcher moved on to administering the treatment in the next four sessions. The puppets were introduced in the first session. At each session, the researcher taught as usual, with the following topics:

- First meeting : Pattern one
- Second meeting : Pattern 2
- Third meeting : To Be : Am, Is, Are
- Fourth meeting : Preposition of time and place (in, on, at

Each meeting was used with the puppet, the teacher used an example to explain the material and the students' used it as a medium to encourage them to speak.

c. Post-Test

Following treatment, a post-test was administered, which was identical to the one that came before it. The scores of the students were contrasted with the prior results. The researcher then gathered the data after comparing the outcomes.

3.5 Research Instrument

3.5.1 Test

This study's research instrument was a speaking exam. For the speaking test, the researcher employed a puppet as the speaking medium. The exam was administered twice during the teaching and learning process: once prior to therapy and once following it.

To assess their starting speaking ability, pre-test provided the number and a post-test was carried out to make sure the used of hand puppets improved the students' speaking abilities.

3.5.2 Documentation

Documentation is done to collect all data during the research process. consists of photos between the researcher and students in the classroom, some videos when students speak English using hand puppet, then a list of the names of the students being studied.

3.6 Data Analysis Technique

After gathering data, the researcher analyzed the results from the pre and post-test. To get an accurate assessment of students' speaking skills, researchers use tests that measure three the students speaking elements: vocabulary, fluency and grammar, Data on students speaking structure is analysed using the following procedure.

3.6.1 Speaking Test

Table 3.5 Elements Of Speaking Scale

No.	Elements	Rating Score	Description
1.	Vocabulary	5	Vocabulary and idiom usage are similar to those of a native speaker.
		4	Student occasionally uses inappropriate terms and/or must rephrase ideas because of lexical inadequacies.
		3	Students frequently uses wrong words, conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary, comprehension quite difficult

		1	Vocabulary limitations so extreme as to make conversation virtually impossible.
2.	Grammar	5	Grammar and word order approximate that of a native speaker.
		4	Occasionally makes grammatical and/or word-order errors that do not obscure meaning.
		3	Makes frequent errors of grammar and word order that occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult. Must often rephrase and/or restrict him/herself to basic patterns.
		1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
3.	Fluency	5	Speech in everyday conversation and classroom discussions fluent and

			effortless; approximating that of a native speaker.
		4	Speech in everyday conversation and classroom discussions generally fluent, with occasional lapses while the student searches for the correct manner of expression.
		3	Speech in everyday conversation and classroom discussions frequently disrupted by the student's search for the correct manner of expression.
		2	Usually hesitant; often forced into silence by language limitations.
		1	Speech so halting and fragmentary as to make conversation virtually impossible.

After scoring each student's speaking performance across the three elements, vocabulary, grammar, and fluency, each component was rated on a scale of 1 to 5 using the analytic rubric. The individual scores were then added to obtain a total score out of 15 using the following formula:

$$\text{Total Score} = \text{Vocabulary} + \text{Grammar} + \text{Fluency}$$

This total score was used to evaluate students' overall speaking ability before and after the treatment. Rather than converting the total into a percentage, the raw score was directly classified into performance levels for clear interpretation. This method aligns with analytic scoring principles recommended by Brown (2004) and Hughes (2003), which emphasize transparency and diagnostic usefulness in speaking assessment.

3.6.2 Classifying the Students Score

Table 3.6 Scoring Classification

Total Score (out of 15)	Classification
14-15	Excellent
12-13	Good
10-11	Average
8-9	Poor
≤ 7	Very Poor

Utilising inferential analysis in SPSS 16, to calculate the standart deviation, frequency table, and the value of t-test between the pre test and post test. The classification table (Table 3.6) was used to interpret the scores from both the pre-test and post-test. By applying this classification system, the researcher could

identify the level of each student's speaking skill and observe any shifts in performance categories after the treatment. This made it possible to describe trends such as improvement from "Poor" to "Average" or "Good."

The data in this study is analysed using both descriptive and inferential statistics. Descriptive statistics, such as standard deviation, frequency distribution, and mean were used to measure the work habits of both pre-test and post-test.

In addition, the classification system presented in Table 3.6 was used to interpret students' raw scores. This allowed the researcher to identify the level of each student's speaking skill and observe any shifts in performance categories, such as improvement from "Poor" to "Average" or "Good," after the treatment.

For the inferential analysis, the researcher conducted a normality test using the Shapiro-Wilk method, which is suitable for small samples ($n < 50$). The outcome of this test determined whether a parametric or non-parametric test would be used for hypothesis testing:

- If the data were normally distributed ($\text{Sig.} > 0.05$), a paired sample t-test was applied.
- If the data were not normally distributed ($\text{Sig.} < 0.05$), a Wilcoxon Signed-Rank Test was used as the non-parametric alternative.

The statistical tests were conducted using SPSS version 16, and the significance level was set at 0.05.

3.6.3 Normality Test

The normality test was conducted to determine whether the pre-test and post-test scores followed a normal distribution. The researcher applied the Shapiro-

Wilk test, which is recommended for small sample sizes. The test was performed using SPSS version 16, with the following criteria:

- If Sig. > 0.05, the data are considered normally distributed.
- If Sig. < 0.05, the data are considered not normally distributed.

Based on the result, the researcher proceeded with the appropriate hypothesis test accordingly.

3.6.4 Hypothesis test

The following hypotheses were formulated to assess the effectiveness of using hand puppets in teaching speaking:

- H_0 (Null Hypothesis): There is no significant difference between students' speaking scores before and after being taught using puppets.
- H_1 (Alternative Hypothesis): There is a significant difference between students' speaking scores before and after being taught using puppets.

The test employed was determined by the outcome of the normality test. If the significance value sig was higher than 0.05, the researcher concluded that there was no significant difference, supporting the null hypothesis (H_0). However, if the significance value was 0.05 or lower, the null hypothesis was rejected, and the alternative hypothesis (H_1) was accepted, suggesting a statistically significant difference.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the results of the research on the use of hand puppets in teaching speaking. The data were obtained through a pre-test and post-test administered to 20 Pre-Elementary 1 Students at Afford International English Course. The students' speaking performance was assessed using a rubric that measured vocabulary, grammar, and fluency, with each component rated from 1 to 5. The total score for each student ranged from 3 to 15.

The scores were then interpreted using a classification system, as described in Table 3.6 of Chapter III. This classification grouped students' scores into categories: Very Poor, Poor, Average, Good, and Excellent. The results are presented in tables that show individual scores, classification frequencies, average scores, and the results of statistical testing. These findings serve as the basis for interpreting the impact of using hand puppets on students' speaking skills.

4.1 Research Finding

This section presents the descriptive data of students' speaking performance based on the results of the pre-test and post-test. The data includes individual scores across three components: vocabulary, grammar, and fluency, each rated using an analytic rubric with a score range of 1 to 5. The total maximum score per student is 15 points.

The scores were then classified using the scoring system described in Table 3.6 in Chapter III, which groups student performance into categories such as Very

Poor, Poor, Average, Good, and Excellent. These descriptive results provide a clear overview of students' speaking abilities before and after the treatment using hand puppets, and serve as the basis for further statistical analysis in the following sections.

Table 4.1 The Result Of Speaking In Pre-Test

No	Name	Vocabulary	Grammar	Fluency	Total Score	Classification
1	IA	5	4	5	14	Excellent (14-15)
2	BA	4	4	3	11	Average (10-11)
3	AL	4	4	3	11	Average (10-11)
4	PR	4	4	3	11	Average (10-11)
5	AT	5	4	5	14	Excellent (14-15)
6	MA	4	3	3	10	Average (10-11)
7	QU	3	3	3	9	Poor (8-9)
8	VA	4	3	3	10	Average (10-11)
9	AL	2	3	4	9	Poor (8-9)
10	KI	3	3	3	9	Poor (8-9)
11	AE	3	4	4	11	Average (10-11)

12	ZH	4	3	3	10	Average (10-11)
13	AK	2	2	3	7	Very Poor (≤ 7)
14	AI	4	3	3	10	Average (10-11)
15	NE	5	4	4	13	Good (12-13)
16	HD	4	3	3	10	Average (10-11)
17	KE	2	3	3	8	Poor (8-9)
18	NE	3	4	4	11	Average (10-11)
19	NE	3	3	3	9	Poor (8-9)
20	FE	1	1	1	3	Very Poor (≤ 7)

Based on the results in Table 4.1, several students demonstrated low performance in one or more speaking components—particularly grammar and fluency. The majority of students scored in the Average or Poor categories, with total scores ranging from 7 to 11 out of a possible 15. Only a small number of students achieved scores classified as Good or Excellent, such as those scoring 13 or 14. These results indicate that before the treatment, many students struggled with spoken English, particularly in producing accurate grammar and maintaining fluency. These pre-test findings serve as a baseline for evaluating improvement in the post-test.

Table 4.2 The Result Of Speaking In Post-Test

No	Name	Vocabulary	Grammar	Fluency	Total Score	Classification
1	IA	5	5	5	15	Excellent (14-15)
2	BA	5	4	4	13	Good (12-13)
3	AL	5	4	4	13	Good (12-13)
4	PR	4	4	4	12	Good (12-13)
5	AT	5	5	5	15	Excellent (14-15)
6	MA	4	4	4	12	Good (12-13)
7	QU	4	3	4	11	Average (10-11)
8	VA	4	4	3	11	Average (10-11)
9	AL	4	4	4	12	Good (12-13)
10	KI	4	4	3	11	Average (10-11)
11	AE	4	4	4	12	Good (12-13)
12	ZH	4	4	3	11	Average (10-11)
13	AK	3	3	3	9	Poor (8-9)
14	AI	4	4	3	11	Average (10-11)

15	NE	5	5	4	14	Excellent (14-15)
16	HD	4	4	3	11	Average (10-11)
17	KE	3	3	3	9	Poor (8-9)
18	NE	4	4	4	12	Good (12-13)
19	NE	4	3	3	10	Average (10-11)
20	FE	2	1	2	5	Very Poor (≤ 7)

Based on the data in Table 4.2, students' speaking performance showed noticeable improvement after the treatment using hand puppets. A higher number of students reached the Good and Excellent categories compared to the pre-test. Specifically, several students achieved the maximum score of 15, which places them in the Excellent category, while others moved up from Poor to Average or from Average to Good.

Improvements were observed across all three speaking components, vocabulary, grammar, and fluency, with most students demonstrating more accurate word choice, improved sentence structure, and greater confidence in delivering their ideas fluently. These gains suggest that the use of hand puppets had a positive impact on students' speaking ability, particularly in helping them express themselves more naturally and with greater ease during the post-test.

Table 4.3 Comparison Of Pre-Test and Post-Test

No	Name	Pre-Test	Classification	Post-Test	Classification
1	IA	14	Excellent (14-15)	15	Excellent (14-15)
2	BA	11	Average (10-11)	13	Good (12-13)
3	AL	11	Average (10-11)	13	Good (12-13)
4	PR	11	Average (10-11)	12	Good (12-13)
5	AT	14	Excellent (14-15)	15	Excellent (14-15)
6	MA	10	Average (10-11)	12	Good (12-13)
7	QU	9	Poor (8-9)	11	Average (10-11)
8	VA	10	Average (10-11)	11	Average (10-11)
9	AL	9	Poor (8-9)	12	Good (12-13)
10	KI	9	Poor (8-9)	11	Average (10-11)
11	AE	11	Average (10-11)	12	Good (12-13)
12	ZH	10	Average (10-11)	11	Average (10-11)
13	AK	7	Very Poor (≤ 7)	9	Poor (8-9)
14	AI	10	Average (10-11)	11	Average (10-11)
15	NE	13	Good (12-13)	14	Excellent (14-15)

16	HD	10	Average (10-11)	11	Average (10-11)
17	KE	8	Poor (8-9)	9	Poor (8-9)
18	NE	11	Average (10-11)	12	Good (12-13)
19	NE	9	Poor (8-9)	10	Average (10-11)
20	FE	3	Very Poor (≤ 7)	5	Very Poor (≤ 7)

The comparison of pre-test and post-test results in Table 4.3 clearly demonstrates improvement in students' speaking scores following the treatment using hand puppets. Most students shifted to higher classification categories, such as from Poor to Average, or from Average to Good and Excellent. These findings indicate that the use of hand puppets effectively supported students' development in speaking, especially in enhancing their vocabulary usage, grammatical structure, and fluency.

To further support these results, the overall mean score and standard deviation from both tests were calculated and are presented in the table below.

Table 4.4 Mean Score and Standard Deviation in Pre-test and Post-Test Statistic

	Pre-Test	Post-Test
Valid	20	20
Mean	10.5	12.65

Std.Deviation	2.47	2.45
---------------	------	------

Based on the mean scores and standard deviations in Table 4.6, the average pre-test score was 10.15, and the post-test was 12.65. This shows an improvement of 2.5 points, indicating that the students' speaking ability improved after receiving treatment using hand puppets.

4.2 Normality Test Result

Before conducting hypothesis testing, a normality test was carried out to determine whether the pre-test and post-test scores were normally distributed. The Shapiro-Wilk test was used because the number of participants ($N = 20$) was under 50. The result of the normality test is shown in the following table:

Table 4.5 Normality Test Result

Test	Shapiro-Wilk Sig. Value
Pre-test	0.087
Post-test	0.069

Based on Table 4.5, the significance values for both pre-test and post-test scores were greater than 0.05. This means the data were normally distributed, so the researcher proceeded with the paired sample t-test to test the hypothesis.

Table 4.6 Result Of T-Test

Pair	Mean Difference	Std.Deviation	Std.Error Deviation	T	Sig.(2-tailed)
Pre-Test Post-Test	2.5	1.05	0.23	10.87	0,000

Based on Table 4.6 above, the result of the t-test shows a mean difference of 2.5 between the pre-test and post-test scores, with a standard deviation of 1.05, standard error of 0.23, and a t-value of 10.87. The significance level (Sig. 2-tailed) was 0.000, which is less than 0.05, indicating a statistically significant difference. The average speaking test score before the treatment was 10.15, which increased to 12.65 after students were taught using hand puppets. This shows that teaching speaking using hand puppets can positively affect students' speaking skills.

4.3 Discussion

In the post-test, and the paired sample t-test revealed a statistically significant difference (Sig. = 0.000, $p < 0.05$), confirming the effectiveness of the treatment.

This finding is consistent with the theory that visual and interactive tools, such as puppetry, can lower students' anxiety and enhance their motivation, especially among young learners (Wright, 1997; Brewster et al., 2002). By engaging with puppets, students had more freedom to express themselves in English, which contributed to their improvement in fluency, grammar, and vocabulary.

Furthermore, the classification data showed a shift from “Poor” and “Very Poor” categories toward “Average” and “Good,” reflecting real learning gains among individual students. These results align with previous research which found that puppets can create a safe, playful environment that encourages participation and builds speaking confidence.

Therefore, the use of hand puppets can be considered an effective strategy for improving speaking skills in English language classrooms, particularly in Teaching English to Young Learners (TEYL) contexts.

The findings of this research reveal a significant improvement in the students’ speaking performance after they were taught using hand puppets. This improvement was evident across the three assessed components—vocabulary, grammar, and fluency—as described in Chapter IV. This section discusses the findings from three main perspectives: recent expert opinions (2020–2025), alignment with recent language learning theories, and the researcher’s direct observations and reflections throughout the study.

1. Expert Perspectives

Recent studies confirm that engaging and interactive media such as hand puppets can significantly enhance young learners’ speaking performance. According to Wahyuni & Zainil (2021), the use of puppets in speaking activities helps lower students’ anxiety and encourages verbal interaction, making students feel more confident and motivated to speak. This aligns with the improved performance observed in this study’s post-test scores.

Utami & Febriyanti (2022) emphasized that puppet media creates a non-threatening environment, especially for shy or reluctant learners. When students interact through puppets, they feel less judged and more expressive. This was clearly observed in the present research, where several previously passive students became more active during puppet-based speaking activities.

Nasution et al. (2020) noted that hand puppets not only improve speaking fluency but also help students develop better vocabulary and sentence structure through contextual use. In this study, vocabulary and grammar scores notably increased in the post-test, supporting Nasution's findings.

Putri & Ramadhani (2023) concluded that incorporating puppetry into the EFL classroom helps learners use language more purposefully and naturally. In this study, students began using complete sentences and appropriate expressions while telling stories through their puppets, demonstrating both improved fluency and communicative ability.

Lastly, research by Yuliani & Ardi (2020) confirmed that puppets serve as a bridge between play and language learning. They allow children to engage in role-play scenarios that activate imagination and reduce speaking apprehension. These findings align well with the learning outcomes observed in the classroom during this research.

2. Theoretical Alignment

The findings are in line with current theories in TEYL (Teaching English to Young Learners). Arif & Kusumawardhani (2021) argue that speaking instruction for children must be supported with contextual, visual, and interactive aids. The

hand puppet fulfills all three roles: it provides a context (e.g., telling about daily routines), a visual element (the puppet itself), and a platform for interaction (student–puppet and peer–puppet dialogue).

Additionally, Indrawati (2023) highlights that the integration of storytelling and performance-based tasks—such as using puppets—activates both linguistic and emotional engagement, which are essential in building communicative competence. This supports the structured, performance-driven design of this study.

From an assessment point of view, Nurhayati (2020) recommends using analytic rubrics that focus on distinct language components such as vocabulary, grammar, and fluency, especially for young learners. This recommendation was applied in the present study, ensuring that the assessment tools were valid and educationally sound.

The findings also align with Yulia & Pramita (2022), who propose that language development in children is maximized when they are allowed to experiment with language in meaningful, imaginative settings. The puppet activities offered just such a space, encouraging students to create voices, characters, and spontaneous dialogue during treatment sessions.

Finally, Fatimah & Hidayat (2021) point out that in low-anxiety learning environments with visual scaffolding, children are more likely to produce longer and more structured utterances. This theory matches the post-treatment results in this research, where students' average scores increased and their fluency became more natural.

3. Researcher's Point of View

During the implementation of this research, the researcher noticed a significant shift in the students' confidence and engagement. In the pre-test, many students hesitated to speak, often relying on fragmented or rehearsed responses.

The researcher assumed that their anxiety stemmed from a fear of being judged or making mistakes in front of peers.

When the puppet was introduced, the classroom atmosphere changed. Students began to enjoy speaking activities, not as "tests" but as playful performances. The researcher observed that students who were shy or passive during the pre-test started to show enthusiasm in using the puppets, often adding personality to their puppet's voice and gestures. It was assumed that the puppet acted as a social "mask," helping students speak more freely.

Throughout the four treatment sessions, students became more fluent and creative. The researcher speculates that the repetition of the same topic ("My Daily Activities") helped reinforce structure, while the use of puppets added novelty and excitement to each session. This consistency in content allowed the researcher to isolate the effectiveness of the puppet method without the variable of changing topics.

Another assumption made by the researcher was that student improvement would vary depending on how actively they participated. This was observed in the results: students who were more involved in puppet activities showed greater improvement, particularly in fluency and vocabulary. The researcher also found

that students enjoyed peer performances and often mimicked expressions or phrases used by classmates, which contributed to their language acquisition.

Based on the initial problems described in Chapter I such as lack of confidence, limited vocabulary, and speaking anxiety the researcher believes the use of puppets directly addressed these issues. The change in student classifications (from “Poor” and “Very Poor” to “Average,” “Good,” and “Excellent”) provided clear evidence of this.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter describes the conclusions and suggestions based on the findings obtained by the researcher discussed in the previous chapter.

5.1 Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that the use of hand puppets in teaching speaking had a significant positive effect on students' speaking skills at Afford International English Course. This is evidenced by the increase in students' post-test scores compared to the pre-test scores.

Furthermore, a paired-sample t-test statistical analysis yielded a t-value of 10.87 with a significance level (Sig. 2-tailed) of 0.000, which is below the threshold of 0.05. This indicates that the use of hand puppet-based learning resulted in a statistically significant improvement in students' speaking skills.

Therefore, it can be concluded that the use of hand puppets to improve early childhood students' speaking skills is beneficial, particularly in terms of vocabulary, grammar, and fluency. Students' engagement and motivation to speak English increased thanks to the use of hand puppets, making the learning process more fun, dynamic, and engaging.

5.2 Suggestions

Suggestions Based on the conclusions above, some suggestions are given for:

1. For English Teachers

Teachers are encouraged to implement hand puppets or similar creative media when teaching speaking, especially to young learners. This approach can increase students' motivation, engagement, and confidence in speaking English. Additionally, hand puppets can be a valuable tool to make learning more interactive and less intimidating for shy or passive students.

Teachers are encouraged to incorporate hand puppets as an alternative teaching aid in speaking lessons, particularly for young learners. Puppets can reduce anxiety, increase student engagement, and create a more dynamic and interactive classroom environment. Teachers may also integrate puppet activities with role-plays, storytelling, and structured dialogues to further enhance students' fluency and motivation.

2. For Students

Students are advised to use creative media such as hand puppets during speaking practice, whether in class or at home. This can help them speak more confidently, overcome nervousness, and enjoy learning English in a playful and expressive way. Practicing regularly with puppets also allows students to develop their vocabulary, improve fluency, and rehearse pronunciation in a low-pressure setting.

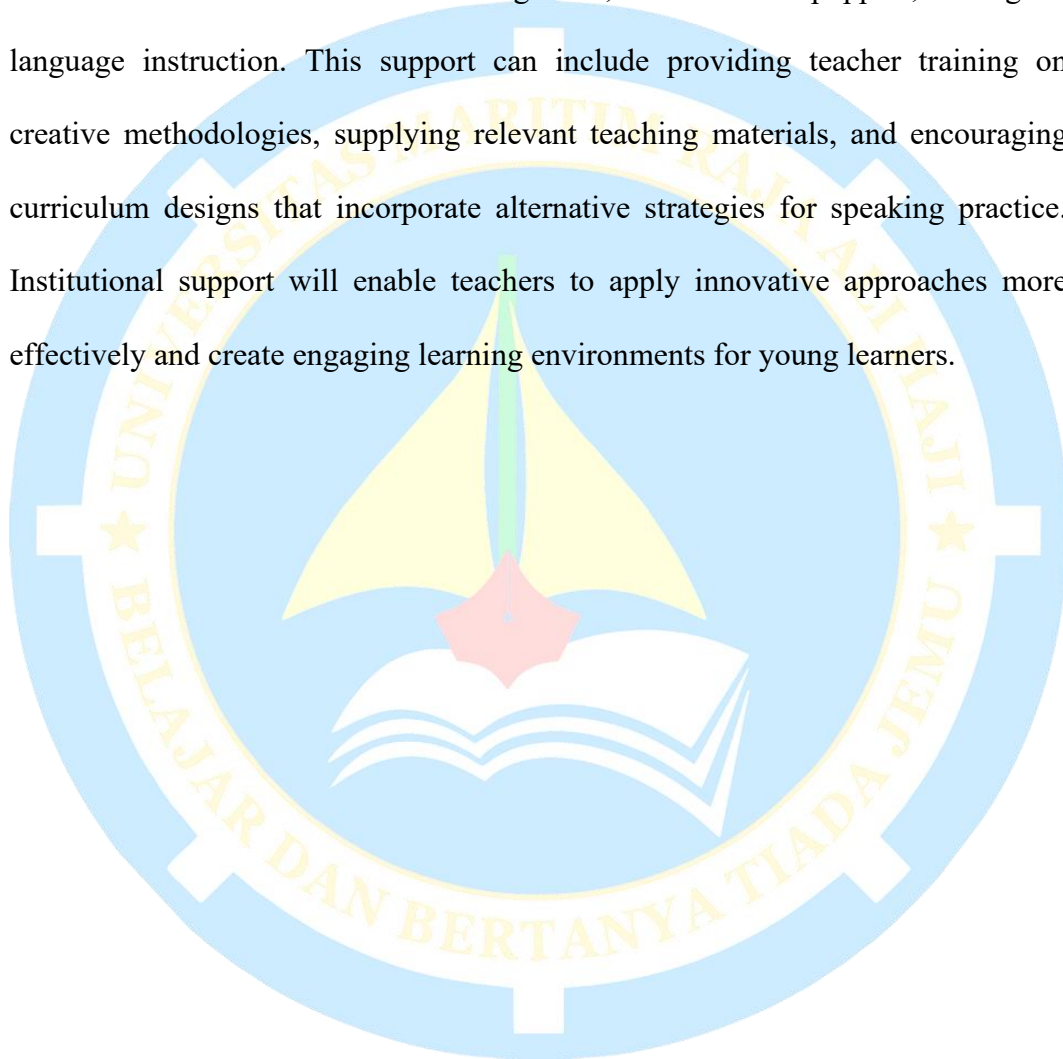
3. For Future Researchers

Future studies are encouraged to explore the use of hand puppets across different age groups, proficiency levels, and educational settings. Researchers could investigate its impact on other language skills such as listening or storytelling. Employing longer treatment durations, larger sample sizes, or mixed-method

research designs may provide more comprehensive insights into the benefits of puppetry in English language learning.

4. For Educational Institutions

Language schools and educational institutions are encouraged to support the use of creative and interactive learning tools, such as hand puppets, in English language instruction. This support can include providing teacher training on creative methodologies, supplying relevant teaching materials, and encouraging curriculum designs that incorporate alternative strategies for speaking practice. Institutional support will enable teachers to apply innovative approaches more effectively and create engaging learning environments for young learners.



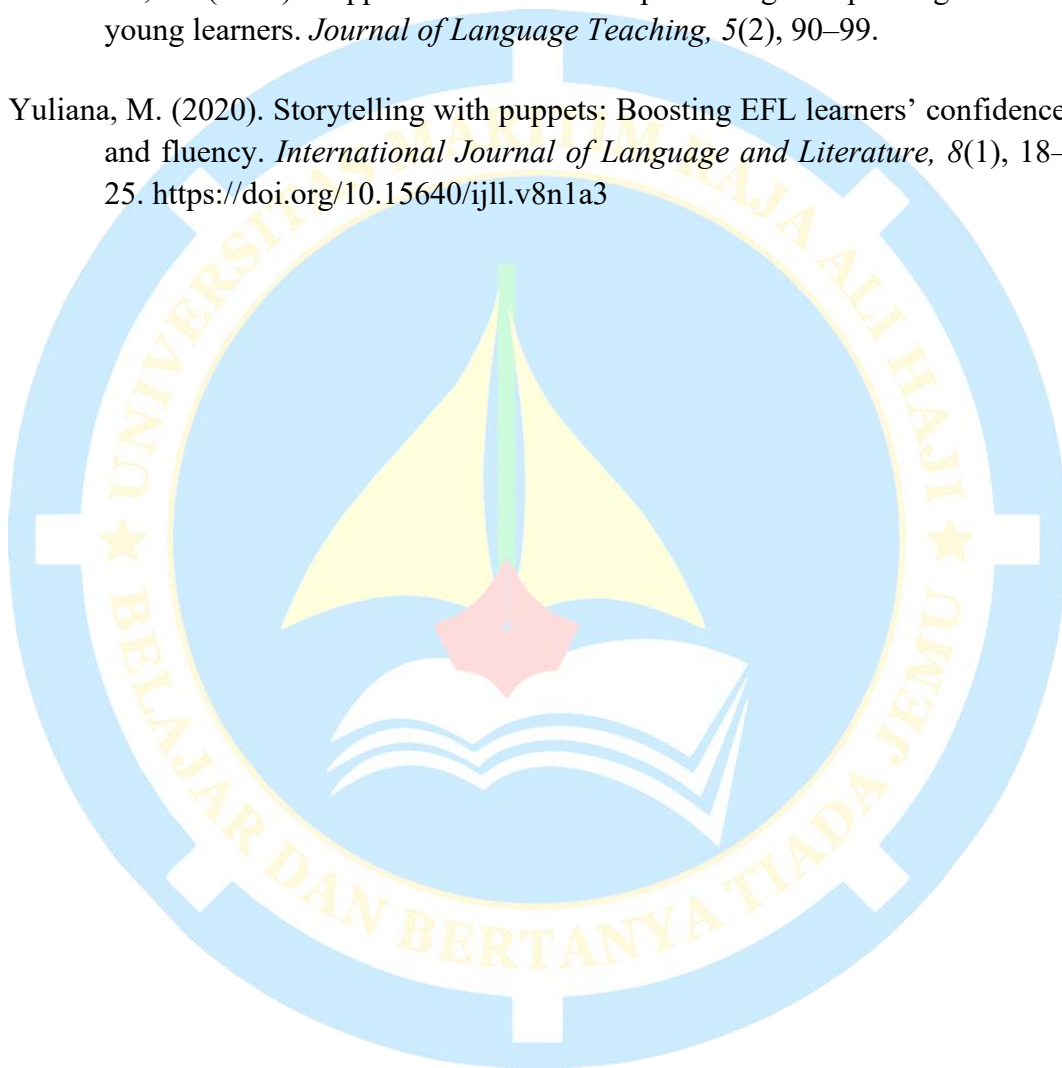
REFERENCES

- Agustin, F. D. (2021). *Improving students' speaking skills through role play technique*. *Journal of English Education and Teaching*, 5(1), 45–55. <https://doi.org/10.33369/jeet.5.1.45-55>
- Alqahtani, M. (2020). The effectiveness of using puppets to develop speaking skills in kindergarten learners. *Universal Journal of Educational Research*, 8(2), 376–384. <https://doi.org/10.13189/ujer.2020.080205>
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik* (Revisi ke-6). Rineka Cipta.
- Bayu, A., Yuliana, L., & Yulia, H. (2020). The use of puppet media to improve students' speaking skill. *JELLT (Journal of English Language and Language Teaching)*, 4(2), 156–168. <https://doi.org/10.36597/jellt.v4i2.7587>
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson Education.
- Cahyono, B. Y., & Widiati, U. (2021). *The teaching of EFL speaking in the Indonesian context: The state of the art*. *TEFLIN Journal*, 32(1), 1–24. <https://doi.org/10.15639/teflinjournal.v32i1>
- Dardjowidjojo, S. (2005). *Psikolinguistik: Pengantar Pemahaman Bahasa Manusia*. Yayasan Obor Indonesia.
- Fauza, S. R. (2023). The effect of puppet shows on elementary students' speaking ability. *Journal of Education and Language Learning*, 2(1), 23–31. <https://doi.org/10.53863/edu.v2i1.204>
- Febriyanti, L., & Santoso, T. (2023). The effectiveness of puppets in improving students' speaking fluency. *English Language in Focus (ELIF)*, 5(2), 103–114. <https://doi.org/10.24853/elif.5.2.103-114>
- Febriyanti, R., Hartono, R., & Suparno, S. (2024). Using hand puppets in teaching speaking for young learners: An experimental study. *English Education Journal*, 14(1), 12–22. <https://doi.org/10.15294/eej.v14i1.55622>

- Field, A. (2022). *Discovering statistics using IBM SPSS statistics* (6th ed.). Sage Publications.
- Hadi, F., Marlina, L., & Wahyuni, D. (2024). An analysis of speaking rubric application in assessing EFL learners' performance. *International Journal of Language Testing and Assessment*, 4(1), 48–55.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Hasyim, N. R., & Irawati, L. (2022). The implementation of puppet show to improve students' speaking performance. *English Education Journal*, 13(1), 55–66.
- Hughes, A. (2003). *Testing for language teachers* (2nd ed.). Cambridge University Press.
- Indriani, D., & Wahyuningsih, S. (2020). The effect of storytelling using hand puppets on students' speaking ability. *Jurnal Al-Lisan*, 5(2), 104–113. <https://doi.org/10.30603/al.v5i2.1540>
- Karaolis, A. (2023). Teaching English speaking to primary students through puppetry. *Global Journal of Educational Studies*, 9(1), 28–39. <https://doi.org/10.5296/gjes.v9i1.21098>
- Kencana, G. M., Putra, I. B., & Aryani, M. (2021). Hand puppet media in early childhood English learning. *Indonesian Journal of Early Childhood Education Studies*, 10(1), 42–47.
- Mahmudah, N. (2022). Using hand puppet to teach speaking for young learners. *JETL (Journal of English Teaching and Learning)*, 7(2), 122–130. <https://doi.org/10.33369/jetl.v7i2.18079>
- Musthafa, B. (2020). Teaching English to young learners in Indonesia: Essential strategies. *International Journal of Instruction*, 13(2), 537–548. <https://doi.org/10.29333/iji.2020.13237a>
- Nugroho, D., Rahmawati, Y., & Fauzi, A. (2023). Students' speaking improvement using media: A classroom action study. *Pedagogy: Journal of English Language Teaching*, 11(2), 88–96. <https://doi.org/10.24036/pedagogi.v11i2.1573>

- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill.
- Puspita, H., & Kurniawan, H. (2022). Finger puppets to enhance speaking skill in early learners. *EduTech Journal of Education and Technology*, 6(1), 66–73. <https://doi.org/10.30595/edutech.v6i1.1521>
- Prayudha, G. A. (2022). Using media in EFL speaking class: Improving students' performance. *ELT Echo: The Journal of English Language Teaching in Foreign Language Context*, 7(1), 45–56. <https://doi.org/10.24235/eltecho.v7i1.10332>
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Rini, S. (2020). The effectiveness of using puppet as media in teaching speaking skill for elementary students. *Lingua Scientia*, 12(1), 67–75.
- Rohmawati, F., & Ariani, M. (2020). The use of hand puppet to teach speaking skill in elementary school. *Journal of English Language Teaching and Linguistics*, 5(1), 23–35.
- Sugiyono. (2014). *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Susanti, L., Arum, P., & Putri, R. (2023). Students' speaking improvement through visual media. *Vision: Journal for Language and Foreign Language Learning*, 12(1), 30–41. <https://doi.org/10.21580/vjv12i1.15203>
- Suyanto, K. K. E. (2007). *English for young learners: Learning and teaching English in elementary schools*. Bumi Aksara.
- Torky, S. A. (2006). *The effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage students*. Ain Shams University.
- Urdu, T. C. (2022). *Statistics in plain English* (5th ed.). Routledge. <https://doi.org/10.4324/9781003283760>
- Vogeley, M. (2023). *The impact of puppets on EFL young learners' speaking ability* (Master's thesis, University of Oslo). <https://www.duo.uio.no/handle/10852/103418>

- Wahyuni, S., & Putra, A. R. (2023). Enhancing elementary students' speaking skill using media. *Journal of English Education Studies*, 8(2), 97–105. <https://doi.org/10.30605/jees.v8i2.2345>
- Walker, R. (2020). *Teaching speaking: A holistic approach*. Oxford University Press.
- Wulandari, A. (2021). Puppet as a media to improve English speaking skill for young learners. *Journal of Language Teaching*, 5(2), 90–99.
- Yuliana, M. (2020). Storytelling with puppets: Boosting EFL learners' confidence and fluency. *International Journal of Language and Literature*, 8(1), 18–25. <https://doi.org/10.15640/ijll.v8n1a3>





Appendix 1. Scan QR Code Voice Note



Appendix 2. Speaking Assessment Kit

SPEAKING TEST ASSESSMENT KIT

For Pre-Test and Post-Test

Afford International English Course – Pre-Elementary 1

Purpose:

To assess students' speaking abilities before and after the treatment using hand puppets. This test evaluates vocabulary, grammar, and fluency based on a standardized rubric.

Test Format:

Type: Oral Individual Test

Duration:

Preparation Time: 5 minutes

Speaking Time: 2 minutes

Materials:

Pre-Test: No puppet

Post-Test: With hand puppet

Procedure:

PRE-TEST:

1. Greet the student and explain the purpose briefly.
2. Present 1 topic: "My Daily Activities"
3. Ask students to speak about the topic for 2 minutes.
4. Record performance using scoring rubric.

POST-TEST:

1. Greet the student and provide encouragement.
 2. Present 1 topic: "My Daily Activities."
 3. Give 5 minutes to prepare with a hand puppet.
 4. Student speaks for 2 minutes using the hand puppet.
 5. Record performance using same scoring rubric
-

Scoring Rubric:

NO	Elements	Rating Score	Description
1	Vocabulary	5	Native-like vocabulary use.
		4	Occasional misused terms.
		3	Frequent incorrect word use, limited vocabulary.
		2	Misused words, hard to understand.
		1	Vocabulary limits conversation.
2.	Grammar	5	Native-like grammar and structure.
		4	Minor errors, meaning clear.
		3	Frequent errors, sometimes affect understanding.
		2	Difficult to understand due to grammar.
		1	Grammar errors make speech unintelligible.
3.	Fluency	5	Natural and effortless speech.
		4	Generally fluent with minor pauses.
		3	Often disrupted by hesitation.
		2	Frequently hesitant, long pauses.
		1	Speech so halting and fragmentary as to make conversation virtually impossible.

Score Calculation:

Total Score = Vocabulary + Grammar + Fluency (Max = 15)

Percentage = (Total Score / 15) x 100

Classification:

Appendix 3. Syllabus



TEACHING PROGRAMS FOR PRE-ELEMENTARY 1 (SD KELAS 4-6)

NO	SUBJECT/ MATERIALS	1 st MONTH	2 nd MONTH	3 rd MONTH	4 th MONTH	5 th MONTH	6 th MONTH	7 th MONTH	8 th MONTH	9 th MONTH	10 th MONTH
1.	STRUCTURE	-Article A / AN	-How many/much learning. -There is/are sentence for the subjects for the I/you they/we -Using Do/Don't for the subject I/you they/we.	-Making the positive sentence for the subjects He/She/It -Using Does/Doesn't for the subject He/She/It.	-CAN (Bisa/dapat) -CAN NOT (Tidak bisa/dapat) -MUST (harus) -MUST NOT (Tidak harus)	-Put one word from this story in each empty place in these sentences. (MY BEST) -Select the right statement -The questions of the reading of the dog and the thief.	- Present continuous tense (Berlari sedang). - Reviewing the past tense and how to use the subject I/You/They/We	-The questions of reading. -Reviewing the interrogative form in using DO and its subjects.	-Reviewing the negative form in using DON'T and its subjects.	-Reviewing the negative interrogative form in using DON'T and its subjects.	-Reviewing the positive form in using VERB-SIES For the subjects He/She/It and singular noun.
2.	MATERIAL	Diff material	Diff materials	Diff Materials	Diff materials	_____	Diff are in the Arts material.	Diff are in the material.	Diff are in the material.	Diff are in the material.	Diff are in the material.
3.	READING/ORAL	-How to answer - phonetics	-Lesson one -OPENING/CLOSING	-Talking about the house. -A class room	-verding machines (RCC) -talking about our English teacher.	-My bees (RCC) -the dog and the thieves.	-The ants (RCC) -Ants doles. -Talking about a bad neighbour.	-Talking about my brother. in the office. (RCC)	-My daily activities. (RCC)	-Recreation and sport. (RCC)	-Story without words.
4.	CONVERSATION	How do you do it	-About Peter and Robert. -About the movie. -About breakfast	-About the sport. -About the market. -About the activity in the morning.	- the films are on the television. -About the movie. -going food shopping.	-About practicing English. -The first conversation for apprentice class.	-About staple food.	_____	-About the picnic.	-the dialogue about recreation and sport.	_____
7.	VOCABULARY TEST	_____	1 kali	1 kali	1 kali	1 kali	1 kali	1 kali	1 kali	1 kali	_____
8.	SONGS	_____	_____	4-Baba Black Sheep. -Folly put the kettle on. if you are happy.	_____	- We Are Afford (AEC Song) -DO-RE-MI	_____	-Sing a song a sopranos. -Ten little Indian Boys.	_____	_____	_____
9.	PROGRAM	_____	-SHOWING OPENING/CLOSING BEFORE THE CLASS	_____	-READING COMPEITION (RCC) -SPEECH (PIDATO) FROM THE READING OF TALKING ABOUT OUR ENGLISH TEACHER	-READING COMPEITION (RCC) -SPEECH (PIDATO) FROM THE READING OF TALKING ABOUT A BAD NEIGHBOUR	-READING COMPEITION (RCC)	-READING COMPEITION (RCC)	-READING COMPEITION (RCC) -SPEECH (PIDATO) FROM THE READING OF MY DAILY ACTIVITIES	-READING COMPEITION (RCC)	-PRE INTERVIEW -TRY OUT : 1. MULTIPLE CHOICE 2. VOCABULARY
10.	GAMES	_____	_____	_____	_____	_____	_____	_____	- SCRABBLE GAMES	_____	_____

NOTE : - JIKA JUDUL READING ADA (RCC) , BERARTI JUDUL READING TERSEBUT UNTUK PROGRAM READING COMPETITION OF THE CLASS.

- SPEECH (PIDATO) HARUS DITAMPIKAN SETIAP JADWAL DI SYLLABUS - NYA. (PROGRAM BULAN KE-4,6,8)

- CONVERSATION BATTLE(PERTEMUAN PERCAKAPAN) DIBAGI MENJADI 2 TIM SESUAI JUMLAH SISWA/DI KELAS (PROGRAM BULAN KE-5 & 9)

Appendix 4. Teaching Program

Meeting 1

Pre-Test (Without Puppet)

Institution: Afford International English Course

Class: Pre-Elementary 1

Subject: Speaking

Topic: My Daily Activities

Focus: Pre-Test (Without Puppet)

Time Allocation: 120 minutes

A. Standard of Competence

Students are able to express their daily activities orally.

B. Basic Competence

Students are able to describe their daily routines using spoken English.

C. Indicators

- Students can name and describe common daily routines.
- Students use appropriate vocabulary and grammar.
- Students speak with improved fluency.

D. Learning Objective

Students are able to describe their daily activities orally with or without puppets.

E. Teaching Method

Oral performance (Pre/Post-Test)

F. Learning Activities

1. Teacher explains the test task: describe daily routines.
2. Teacher gives a short example without puppet.
3. Students prepare for 5 minutes.
4. Students speak individually for 1–2 minutes.
5. Teacher records and scores performance.

G. Assessment

Instrument: Speaking scoring rubric (Vocabulary, Grammar, Fluency)

Scoring: 1–5 scale per aspect

H. Learning Media and Resources

None (Pre-Test)

This topic is based on the AICE Pre-Elementary 1 syllabus (Month 10), which includes 'My Daily Activities' and a speaking performance task. The grammar focus is on present simple tense (positive, negative, interrogative). Vocabulary includes: wake up, brush teeth, eat breakfast, go to school, go to bed.

Meeting 2

Introduction to Hand Puppets (Treatment 1)

Institution: Afford International English Course

Class: Pre-Elementary 1

Subject: Speaking

Topic: My Daily Activities

Focus: Introduction to Hand Puppets (Treatment 1)

Time Allocation: 120 minutes

A. Standard of Competence

Students are able to express their daily activities orally.

B. Basic Competence

Students are able to describe their daily routines using spoken English.

C. Indicators

- Students can name and describe common daily routines.
- Students use appropriate vocabulary and grammar.
- Students speak with improved fluency.

D. Learning Objective

Students are able to describe their daily activities orally using hand puppets.

E. Teaching Method

Communicative Language Teaching with Puppetry

F. Learning Activities

1. Greeting and review of previous material.
2. Introduction of vocabulary and grammar pattern.
3. Teacher models a routine using hand puppet.
4. Students practice in pairs or groups using puppets.
5. Selected students present in front of the class.
6. Teacher gives feedback and encouragement.

Grammar: Simple Present – Subject + Verb (I, You, We, They)

Example: I wake up at 6 o'clock.

G. Assessment

Instrument: Observation notes and informal checklist based on vocabulary use, sentence structure, and participation.

H. Learning Media and Resources

Hand puppet, flashcards, whiteboard, rubric

This topic is based on the AICE Pre-Elementary 1 syllabus (Month 10), which includes 'My Daily Activities' and a speaking performance task. The grammar focus is on present simple tense (positive, negative, interrogative). Vocabulary includes: wake up, brush teeth, eat breakfast, go to school, go to bed.

Meeting 3

Daily Routine Practice 1 (Treatment 2)

Institution: Afford International English Course

Class: Pre-Elementary 1

Subject: Speaking

Topic: My Daily Activities

Focus: Daily Routine Practice 1 (Treatment 2)

Time Allocation: 120 minutes

A. Standard of Competence

Students are able to express their daily activities orally.

B. Basic Competence

Students are able to describe their daily routines using spoken English.

C. Indicators

- Students can name and describe common daily routines.
- Students use appropriate vocabulary and grammar.
- Students speak with improved fluency.

D. Learning Objective

Students are able to describe their daily activities orally using hand puppets.

E. Teaching Method

Communicative Language Teaching with Puppetry

F. Learning Activities

1. Greeting and review of previous material.
2. Introduction of vocabulary and grammar pattern.
3. Teacher models a routine using hand puppet.
4. Students practice in pairs or groups using puppets.
5. Selected students present in front of the class.
6. Teacher gives feedback and encouragement.

Grammar: Simple Present – Subject + Verb+s/es (He, She, It)

Example: He wakes up at 6 o'clock.

G. Assessment

Instrument: Observation notes and informal checklist based on vocabulary use, sentence structure, and participation.

H. Learning Media and Resources

Hand puppet, flashcards, whiteboard, rubric

This topic is based on the AICE Pre-Elementary 1 syllabus (Month 10), which includes 'My Daily Activities' and a speaking performance task. The grammar focus is on present simple tense (positive, negative, interrogative). Vocabulary includes: wake up, brush teeth, eat breakfast, go to school, go to bed.

Meeting 4

Daily Routine Practice 2 (Treatment 3)

Institution: Afford International English Course

Class: Pre-Elementary 1

Subject: Speaking

Topic: My Daily Activities

Focus: Daily Routine Practice 2 (Treatment 3)

Time Allocation: 120 minutes

A. Standard of Competence

Students are able to express their daily activities orally.

B. Basic Competence

Students are able to describe their daily routines using spoken English.

C. Indicators

- Students can name and describe common daily routines.
- Students use appropriate vocabulary and grammar.
- Students speak with improved fluency.

D. Learning Objective

Students are able to describe their daily activities orally using hand puppets.

E. Teaching Method

Communicative Language Teaching with Puppetry

F. Learning Activities

1. Greeting and review of previous material.
2. Introduction of vocabulary and grammar pattern.
3. Teacher models a routine using hand puppet.
4. Students practice in pairs or groups using puppets.
5. Selected students present in front of the class.
6. Teacher gives feedback and encouragement.

Grammar: To Be (am, is, are)

Example: She is at home. They are in class.

G. Assessment

Instrument: Observation notes and informal checklist based on vocabulary use, sentence structure, and participation.

H. Learning Media and Resources

Hand puppet, flashcards, whiteboard, rubric

This topic is based on the AICE Pre-Elementary 1 syllabus (Month 10), which includes 'My Daily Activities' and a speaking performance task. The grammar focus is on present simple tense (positive, negative, interrogative). Vocabulary includes: wake up, brush teeth, eat breakfast, go to school, go to bed.

Meeting 5

Individual Puppet Speaking (Treatment 4)

Institution: Afford International English Course

Class: Pre-Elementary 1

Subject: Speaking

Topic: My Daily Activities

Focus: Individual Puppet Speaking (Treatment 4)

Time Allocation: 120 minutes

A. Standard of Competence

Students are able to express their daily activities orally.

B. Basic Competence

Students are able to describe their daily routines using spoken English.

C. Indicators

- Students can name and describe common daily routines.
- Students use appropriate vocabulary and grammar.
- Students speak with improved fluency.

D. Learning Objective

Students are able to describe their daily activities orally using hand puppets.

E. Teaching Method

Communicative Language Teaching with Puppetry

F. Learning Activities

1. Greeting and review of previous material.
2. Introduction of vocabulary and grammar pattern.
3. Teacher models a routine using hand puppet.
4. Students practice in pairs or groups using puppets.
5. Selected students present in front of the class.
6. Teacher gives feedback and encouragement.

Grammar: Prepositions of Time and Place (in, on, at)

Example: I wake up at 6 a.m. in the morning.

G. Assessment

Instrument: Observation notes and informal checklist based on vocabulary use, sentence structure, and participation.

H. Learning Media and Resources

Hand puppet, flashcards, whiteboard, rubric

This topic is based on the AICE Pre-Elementary 1 syllabus (Month 10), which includes 'My Daily Activities' and a speaking performance task. The grammar focus is on present simple tense (positive, negative, interrogative). Vocabulary includes: wake up, brush teeth, eat breakfast, go to school, go to bed.

Meeting 6

Post-Test (With Puppet)

Institution: Afford International English Course

Class: Pre-Elementary 1

Subject: Speaking

Semester: –

Topic: My Daily Activities

Focus: Post-Test (With Puppet)

Time Allocation: 120 minutes

A. Standard of Competence

Students are able to express their daily activities orally.

B. Basic Competence

Students are able to describe their daily routines using spoken English.

C. Indicators

- Students can name and describe common daily routines.
- Students use appropriate vocabulary and grammar.
- Students speak with improved fluency.

D. Learning Objective

Students are able to describe their daily activities orally with or without puppets.

E. Teaching Method

Oral performance (Pre/Post-Test)

F. Learning Activities

1. 1. Teacher reminds students of the previous practice.
2. 2. Students are given 5 minutes to prepare.
3. 3. Students present using hand puppets individually.
4. 4. Teacher records and scores performance using rubric.

G. Assessment

Instrument: Speaking scoring rubric (Vocabulary, Grammar, Fluency)

Scoring: 1–5 scale per aspect

H. Learning Media and Resources

Hand puppet, timer, rubric

This topic is based on the AICE Pre-Elementary 1 syllabus (Month 10), which includes 'My Daily Activities' and a speaking performance task. The grammar focus is on present simple tense (positive, negative, interrogative). Vocabulary includes: wake up, brush teeth, eat breakfast, go to school, go to bed.

Appendix 5. Research Correspondent

 **AFFORD INTERNATIONAL ENGLISH COURSE**
AIEC
Oxford University System
TANJUNGPINANG

Head Office
Branch Office

: Jln. Pemuda No.20 Telp.0771-26108 Tanjungpinang
: Jln. D.I Panjaitan Km.9 Komplek Bintan Center Blok C No.40 HP. 0823-84000905 Tanjungpinang
: Jln. D.I Panjaitan Km.9 Komplek Bintan Center Blok R No.10 HP. 0812-61784355 Tanjungpinang

SURAT KETERANGAN
NO. 052 / SK / AIEC / BC / II / 2025

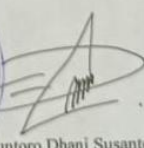
Yang bertanda tangan dibawah ini Koordinator Cabang Afford International English Course (AIEC) Indonesia, dengan ini menerangkan bahwa:

NAMA : Farizi Rianto
TEMPAT/TANGGAL LAHIR : Tanjungpinang, 13 Juli 2001
NIM : 190388203059
PROGRAM STUDI : Pendidikan Bahasa Inggris
FAKULTAS : Keguruan dan Ilmu Pendidikan

Adalah benar sebagai mahasiswa telah melaksanakan penelitian pada tanggal 4-20 Februari 2025 di Kursus Bahasa Inggris Cabang Afford International English Course (AIEC) Komplek Bintan Centre Blok R No.10 Tanjungpinang. Dalam rangka Menyusun penulisan skripsi dengan judul **"THE EFFECT OF USING PUPPETRY ON STUDENTS' SPEAKING SKILLS IN PRE-ELEMENTARY I STUDENTS AT AFFORD INTERNATIONAL ENGLISH COURSE TANJUNGPINANG"**.

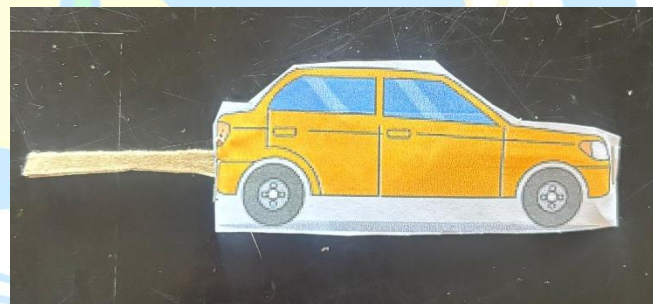
Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sesuai dengan kebutuhannya.

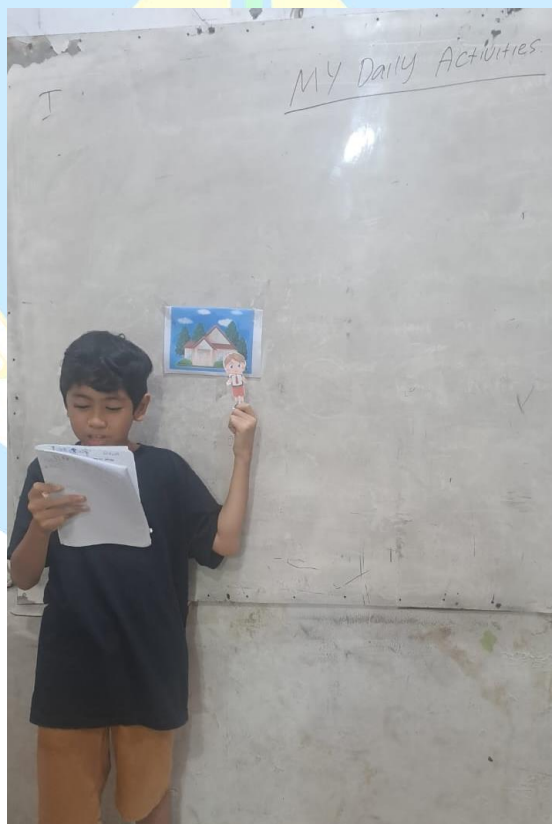
Tanjungpinang, 25 Februari 2025
AFFORD INTERNATIONAL ENGLISH COURSE
(AIEC) TANJUNGPINANG

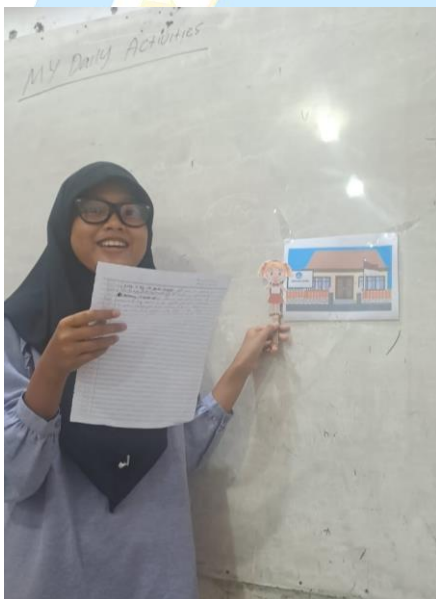
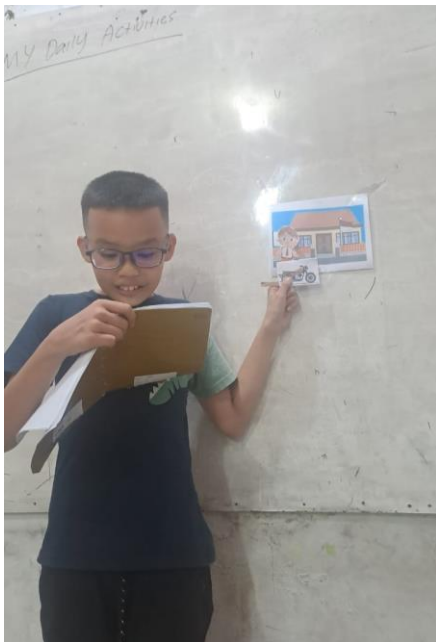
 
Dwi Kuntoro Dhani Susanto, S.T.
Koordinator

NA/dkds
Arsip

Appendix 6. Media In Use







Appendix 7. Research Documentation







KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS MARITIM RAJA ALI HAJI
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Jalan Raya Dompok, Pulau Dompok, Tanjungpinang 29111
Telepon (0771) 4500099; Faksimile (0771) 4500090, Kotak Pos 155
Laman <http://fkip.umrah.ac.id>, Posel fkip@umrah.ac.id

SERTIFIKAT BEBAS PLAGIASI

No: 267/UN53.20.12/DT.01/2025

Diberikan kepada:

Nama : Farizi Rianto
NIM : 190388203059
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect Of Using Puppetry On Student's Speaking Skills In Pre-Elementary 1 Students' At Afford International English Course TanjungPinang

Naskah Skripsi yang disusun sudah memenuhi kriteria anti plagiasi yang ditetapkan oleh Program Studi Pendidikan Bahasa Inggris Universitas Maritim Raja Ali Haji.

Tanjungpinang, August 4th 2025
Koordinator Program Studi Pendidikan
Bahasa Inggris


Assist. Prof. Dewi Murni, S.S., M.Hum.,
NIP. 197906162014042001

CURRICULUM VITAE



Farizi Rianto was born on July 13, 2001, in Tanjungpinang. He is the youngest of four siblings and the son of Efrizal Erianto and Juniasari Siregar. He began his education at SDN 001 Tanjungpinang and graduated in 2013. He continued to SMPN 2 Tanjungpinang and completed junior high school in 2016, then graduated from SMAN 4 Tanjungpinang in 2019. That same year, he was accepted at Universitas Maritim Raja Ali Haji, majoring in English Education. During his year at maritim raja ali haji, he completed an exchange program, joined a social organization that work in the social field, voluntaring to teach students, he was also accepted to joined “pejuang muda” an expedition from the ministry of social services.