

**PEDAGOGICAL AND PSYCHOLOGICAL IMPACT OF USING HAND
PUPPET IN ROLE-PLAY METHOD OF SPEAKING SKILL AT MTsN 06**

JEMBER

A-THESIS



By

DIAN KAMILATULAIL

NPM: 2021704011

**ENGLISH EDUCATION DEPARTMENT SOCIAL SCIENCES AND
HUMANITIES FACULTY IBRAHIMY UNIVERSITY**

SUKOREJO SITUBONDO

2025

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JEMBER**

A THESIS

Submitted as a Partial Fulfilment of the Requirements for the Bachelor Degree of
English Education Department of Social and Humanities Faculty of Ibrahimy
University

By:

DIAN KAMILATULAIL

NPM: 2021.70.4011

ENGLISH EDUCATION DEPARTMENT

SOCIAL SCIENCES AND HUMANITIES FACULTY

IBRAHIMY UNIVERSITY

SUKOREJO SITUBONDO

2025

DECLARATION OF AUTHORSHIP

The undersigned below:

Name : Dian Kamilatulail
NMP : 2021.70.4011
Program : English Education Department
Faculty : Social Sciences and Humanities Faculty
Ibrahmy University Sukorejo Situbondo

State the thesis is truly my original work. It does not incorporate any material previously written by another person except that indicated in the reference. Due to the fact, that I am the only person who is responsible for the thesis, any claim from others.

Situbondo, 17th of July 2025



Dian Kamilatulail

SUPERVISOR'S APPROVAL

This thesis was written by:

Name : Dian Kamilatulail

NPM : 2021.70.4011

Title : Pedagogical and Psychological Impact of Using Hand Puppet in Role Play
Method of Speaking Skill at MTsN 06 JEMBER

It has been reviewed and approved by the advisor to be examined in the
session/*munaqosyah*.

Advisor I



M. Hilmy Hidayatullah, M.Pd.

Situbondo, 30th July 2025

Advisor II,



Sirrul Bari, M.Pd.

A THESIS APPROVAL

PEDAGOGICAL AND PSYCHOLOGICAL IMPACT OF USING HAND PUPPET IN ROLE-PLAY METHOD OF SPEAKING SKILL AT MTsN 06 JEMBER

DIAN KAMILATULAIL

2021.70.4011

Presented to the Social Sciences and Humanities Faculty and the examiners today on thursday, 30th July 2025, in partial fulfillment of the requirements for the bachelor's degree in English education, Department of Social Sciences and Humanities Faculty of Ibrahimy University.

Test team,

Chairperson of the session,

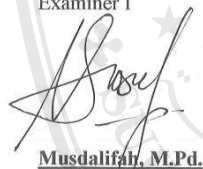
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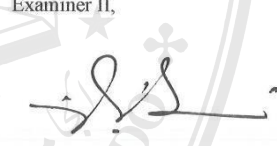

Wisri, M.Pd.I., M.Sos.


M. Chairul Anwar, S.E.

Examiner I

Examiner II,


Musdalifah, M.Pd.


M. Hilmy Hidayatullah, M.Pd.

Acknowledged by
Faculty of Social Sciences and Humanities
Ibrahimy University

Dean,



K.H. Moh. Aso Samsudin, M.Pd.I

MOTTO

اللَّيْسَ نَ الْحَسَنَ مِرَاةَ قَلْبٍ ، بِنَقْ يَ ، فَعَلِمَ النُّطْقُ بِالْعِلْمِ وَالذُّبَا

(Al- Ghazali, Ihya' Ulumuddin)

“Good speech reflects a clear heart, teach to speak with knowledge and manners”.¹



¹ Al-Ghazali, Ihya' Ulumuddin, Juz 3, Beirut: Dar al-fikr, 2000, hlm.61

DEDICATION

I dedicated this thesis to:

1. My beloved parents, H. Sofyan Syaifurrahman, S.Ag., M.Pd.I., and Listiana, who always give me support and pray for my goodness.
2. My beloved husband, M. Fahlevi Al-Faroby, Amd. Par., S.Pd.,
3. My siblings, Alan Nuril Huda and Muhammad Kivin, who always give me sacrifices and support.
4. My lecturers always give me knowledge and sciences.
5. My beloved friends, who always give me support. (Onty Sulpi, Dek lia, Bak Alep, Icha, Bak Alpin, Depay, Zeala, S' attha, S' Cheryl, S' Alleta, Freya, Grace, Lady, Dazzle, Stefy, Kimberly, and Bianca)
6. My beloved roommates (Al-Batul room) who always pray for my goodness.
7. All of my PBI friends, God bless you all.
8. Finally, may all good deeds that have been given by them to the researcher get the best revenge from Allah, Amin.

ACKNOWLEDGEMENT

In the name of Allah SWT, the most merciful and the most merciful. All praise be to Allah SWT. Who has given the researcher guidance, strength, and compassion to finish the thesis as the last assignment in her study. In addition, may peace and salutations be given to the Prophet Muhammad SAW. Who has taken all human beings from the darkness to the lightness.

I especially present this scientific treatise for:

1. K.H.R. Ach. Azaim Ibrahimi., the leader of Islamic Boarding School of Salafiyah Syafi'iyah Sukorejo. whose prayers and blessings have been instrumental in helping me complete my bachelor's degree.
2. K.H. Ach, Fadla'il, S.H., M.H., the head of Ibrahimi University Sukorejo Situbondo. who has provided the best and most effective education for university students, especially at Ibrahimi University.
3. KH. Moh. Aso Samsudin, M.Pd.I., is the dean of the Social Sciences and Humanities Faculty of Ibrahimi University Sukorejo Situbondo. who has been one of my inspirations through his perseverance and dedication during my pursuit of a bachelor's degree.
4. Dwi Nur Hardiansyah, M. Pd., as the head of English education program. who has consistently supported me throughout every semester of my learning process.
5. M. Hilmy Hidayatullah, M. Pd., and Sirrul Bari, M. Pd., the first advisor and the second advisor. who have guided me patiently and thoroughly in understanding and completing this thesis.

6. All lecturers, assistants, and civitas academics of the Social Sciences and Humanities Faculty of Ibrahmy University Situbondo for their guidance during the researcher's studies. for their invaluable guidance and assistance during my studies, particularly in the social sciences and humanities faculty.
7. Nur Wahid, S.Pd.I., M.Pd.I, the headmaster of MTsN 06 JEMBER, who kindly granted me permission to conduct research at this school.
8. Sri Wahyuni, S.Pd., the English teacher of MTsN 06 JEMBER, who has always supported me during the research process, especially with the 7th-grade students.
9. My second family (Al-batul room), who have always stood by my side in every situation, sharing both my joys and sorrows.
10. English Education Department 21, thank you for the memorable experiences we have shared throughout our studies at Ibrahmy University.

May Allah SWT Bless you. The researcher will be grateful to accept any constructive criticism and suggestions from anyone for this thesis to be better written. Finally, no one is perfect except Allah SWT, the Most Perfect.

Situbondo, 30th of July 2025

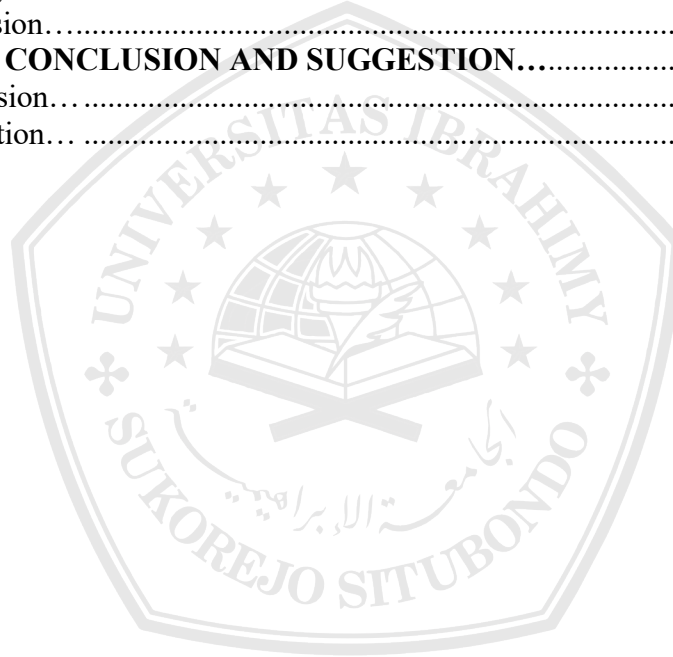


Dian Kamilatulail

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ABSTRACT

Dian Kamilatulail. 2021704011. **Pedagogical and Psychological Impact of Using Hand Puppet in Role-Play Method of Speaking Skill at MTsN 06 JEMBER.** A Thesis, English Education Department, Ibrahimi University. Advisor I: M. Hilmy Hidayatullah, M.Pd. Advisor II: Sirrul Bari, M.Pd.

Speaking is considered a skill used specifically for communication and interaction, especially in speaking, focusing on the use of hand puppets in role-play method. By using hand puppets, students felt more motivated and joyful in the class. The aim of this research was to investigate the pedagogical and psychological impact of using hand puppets in role-play method of speaking skill at MTsN 06 Jember. The population of the study consisted of 130 students, and the sample included 54 students (27 from the experimental class and 27 from the control class). The sampling technique used was purposive sampling. This research employed a quantitative approach with a quasi-experimental design, utilizing pre-test and post-test measurements. The researcher divided the students into two classes: the experimental and control groups. In the experimental class, speaking skills were taught using hand puppets, and the controlled class was using conventional method. The data for this research were collected through speaking tests, which were evaluated using a speaking rubric. The data were then analyzed using the T-test statistical formula. The results showed that the calculated t-value (5.645) was greater than the t-table value (5.132), meaning the null hypothesis was rejected, and the alternative hypothesis was accepted. The findings indicated that the post-test scores were higher than the pre-test scores. The normality test results for the pre-test and post-test speaking scores were 72.37 and 77.63, and for the score of the questionnaire of motivation was 21,55 and joyful was 22,18 respectively. In conclusion, the use of hand puppets for speaking skill had a positive impact on the seventh-grade students at MTsN 06 Jember.

Keywords: Psychological Impact, Pedagogical Impact, Hand Puppet, and Speaking Skill.

CHAPTER I

INTRODUCTION

A. Background of Study

Speaking is considered a skill explicitly used for communication and interaction.² Speaking is essential for expressing ideas, emotions, and thoughts. State that speaking involves the use of oral language to transmit meaning.³ It is the act of constructing and delivering meaning through both verbal and non-verbal symbols.⁴ Asserts that speaking is the verbal expression of ideas and emotions.⁵ Describes speaking as an individual's ability to communicate through speech.⁶ Emphasize its role in allowing students to articulate their ideas and engage in discussions.⁷

Mastering speaking skills in English remains a challenge for many learners, particularly those with anxiety about communicating in front of an audience.⁸ The anxiety is caused by a lack of confidence, fear of making

² Hadijah, S., Investing the Problems of English Speaking of Islamic Boarding School Program at Stain Samarinda. *Dinamika ilmu*, 14(2), (2015), 240-247. <https://journal.unnes.ac.id/sju/index.php/dinamika-ilmu/article/view/9793>.

³ Esti, R., (2022), 'The Students' Speaking Skills', *Research Gate*. https://www.researchgate.net/publication/360123456_The_Students_Speaking_Skills.

⁴ Harnoor, H., 'The Effectiveness of Think Pair Share Strategy To Improve the Student Speaking Skill At the Eleventh Grade of Sman 2 Luwu', (2022) <<http://repository.iainpalopo.ac.id/id/eprint/5075/1/HAJRAYANA.pdf>>.

⁵ Bayu, A, P., Devian T, G., & Santosa, S., 'The Effects of Grammar Mastery and Critical Thinking on Students' Speaking Skill', *Indonesian Journal of Multidisciplinary Science*, 1.1 (2021), pp. 1–13, doi:10.55324/ijoms.v1i1.2.

⁶ Princesa V, C., & Farid A., 'Analysis of Speaking Skills in Speech of Grade VI Students: A Case Study of Pedurungan Kidul 02 Semarang Elementary School', *Jurnal Prima Edukasia*, 12.1 (2024), pp. 111–19, doi:10.21831/jpe.v12i1.67863.

⁷ Nguyen V, H., Nguyen T, N., & Bui N, B., 'The Importance of Speaking in English as a Foreign Language between Skillful and Thoughtful Competencies: Studying Sociolinguistics Perspectives', *International Journal of English Language Studies*, 6.2 (2024), pp. 153–59, doi:10.32996/ijels.2024.6.2.22.

⁸ Hatice, O., 'Foreign Language Speaking Anxiety and Its Link to Speaking Self-Efficacy, Fear of Negative Evaluation, Self-Perceived Proficiency and Gender', *Science Insights Education Frontiers*, 17.2 (2023), pp. 2715–31, doi:10.15354/sief.23.or388.

mistakes, and negative past experiences when public speaking.⁹ As a result, the students may become reluctant to speak and encounter difficulties in enhancing their speaking abilities.¹⁰ Research indicates potential remedies, such as incorporating digital tools, nurturing educational settings, and pedagogical approaches that bolster learners' self-confidence.¹¹ Thus, examining speaking anxiety is crucial for assisting students in developing practical communication skills.¹²

Role-playing is a lively method of learning that allows students to assume various roles in a simulated situation, explore societal realities, enhance empathy, and hone their communication and problem-solving skills.¹³ Role-playing is a teaching method that allows students to connect theoretical concepts with real-life applications, significantly improving their learning experience.¹⁴ Engaging in role-playing is an effective method for learning a new language, especially for enhancing speaking skills, since it provides practical situations for

⁹ Riski, F, M., & Lulus I., 'The Correlation of EFL Students' Speaking Anxiety and Their Speaking Performance', *Eralingua: Jurnal Pendidikan Bahasa Asing Dan Sastra*, 5.2 (2021), p. 449, doi:10.26858/eralingua.v5i2.19651.

¹⁰ Melaku, B, W., 'EFL Learners' Speaking Anxiety and the Strategies for Improvement', *Elementary Education Online*, 19.3 (2020), pp. 1876–85, doi:10.17051/ilkonline.2020.735343.

¹¹ Siyi, Z., & Ayesha, K., 'Usage of Virtual Reality in Combating Social Anxiety Disorders in Non-Native English Speakers: A Survey', *arXiv preprint* 1.1 (2024) <<http://arxiv.org/abs/2409.13085>>.

¹² Habi, S., & et al, 'The Anxiety in English for Foreign Language Speaking Class: The Case of University Students in Lampung Context', *Journal of Education and Learning*, 19.1 (2025), pp. 362–70, doi:10.11591/edulearn.v19i1.21755.

¹³ Zheng, F, M., 'Role Play As a Teaching Method To Improve Student Learning Experience of a Bachelor Degree Programme In a Transnational Context: An Action Research Study', *Compass: Journal of Learning and Teaching*, 13.1 (2020), <<https://doi.org/10.21100/compass.v13i1.1035>>.

¹⁴ Suaibatul, A, I., & Azlina, A., 'Role Play to Improve ESL Learners' Communication Skills: A Systematic Review', *International Journal of Academic Research in Business and Social Sciences*, 12.10 (2022), doi:10.6007/ijarbss/v12-i10/14851.

interactive conversations.¹⁵ Hand puppets serve as characters in stories or scenarios in role-play, helping participants enhance their language abilities and emotional expression enjoyably and interactively.¹⁶

The use of hand puppets in the classroom, particularly through the role-play method, has emerged as an innovative and effective approach for enhancing speaking skills in language learning.¹⁷ Using puppets, students can immerse themselves and change when speaking a foreign language. This is particularly important in the context of English as a foreign language (EFL), where students often have high levels of anxiety when speaking in front of the teacher or their peers.¹⁸ Integrating hand puppets into the classroom offers an enjoyable method for promoting role-play activities. These puppets act as characters and help the students enhance their language abilities.¹⁹

Role-play combined with hand puppets has been shown to enhance the speaking abilities of junior high school.²⁰ This method allows students to gain confidence by expressing themselves through the puppet persona instead of their

¹⁵ Sely, O, Sari,. 'The Effectiveness of Role Play To Improve English Speaking Skills To the Tenth Grade Students', (2020). <https://deejournal.org/index.php/dee/article/view/23/21>.

¹⁶ Yu, L., & Shi, 'Role-Playing in Language Learning: A Comprehensive Guide', *Journal of Language Teaching and Research*, pp. (2011). 11(4), 512-520. <https://scholar.google.com/scholar?q=RolePlaying+in+Language+Learning%3A+A+A+Comprehensive+Guide+Yu+Shi>.

¹⁷ Steve, G., 'The Role of Puppetry in Language Teaching and Learning.', *Language Teaching Research*, (2013), pp. 17(4), 439–57. 10.1177/1362168813498690.

¹⁸ Meihua, L., & Jane, J., 'An Exploration of Chinese EFL Learners' Motivation and Anxiety.', *System*, pp. 42(1), 44–53. (2014). 10.1016/j.system.2011.01.002

¹⁹ F. Garton, S., & Copland, 'Using Puppets in Early Language Teaching.', *ELT Journal*, pp. 70(4), 377-387. <https://academic.oup.com/eltj/article/70/4/377/4700502>.

²⁰ Fuji, K., Luwandi, S., & Wardah, Improving Students' Speaking skill Though Role Play Activity By Using Hand Puppet' *European Journal of Education Studies*, 7.8 (2020), <https://doi.org/10.26418/jppk.v9i1.39247>.

identity.²¹ Points out that using hand puppets in speaking instruction fosters an engaging and participatory environment that enhances students' speaking skills. Investigate how incorporating multimodal tools, such as hand puppets, enhances creativity and fluency in students' speaking abilities. These investigations indicate that hand puppets provide an innovative method for language education, transforming the learning experience into something more captivating and efficient.²²

Moreover, the psychological impact of using hand puppets is efficacy in lowering anxiety levels and boosting social abilities, particularly among children. Recent research indicates that therapy with hand puppets aids children in managing fears and enhances their ability to engage socially.²³ That storytelling using hand puppets significantly decreased anxiety in preschool-aged children who were hospitalized.²⁴

The pedagogical benefits of integrating hand puppets into role-playing exercises yield significant educational advantages, particularly in enhancing students' speaking abilities, boosting their confidence, and fostering social interactions. Recent research indicates puppets stimulate enthusiastic

²¹ Muslimatul, A., 'The Use of Hand Puppet in Teaching Speaking Skilss for the Eight Grade Junior High School Students at MTsN AL-BADRI JEMBER', (2024), <http://repository.universityname.ac.id>.

²² Zwesty, A., & Zuliati, R., 'Enhancing Multimodal Literacy: Puppetry for English-Speaking Skills Development', *Cogent Education*, 11.1 (2024), p., doi:10.1080/2331186X.2024.2370754.

²³ Fera, D, L., & Sodikin, 'Pengaruh Terapi Bermain Storytelling Dengan Media Hand Puppet Terhadap Kecemasan Hospitalisasi Anak Usia Pra Sekolah Di RSUD Dr. R. Goeteng Taroenadibrata Pubalingga', *Jurnal Keperawatan Muhammadiyah*, (2020).

²⁴ Kholifatul, D, K., Sutijono, S, & Dimas A, M, F, 'Pengaruh Play Therapy Dengan Media Boneka Tangan Dalam Bimbingan Kelompok Terhadap Sosio Emosional Siswa SMP Hang Tuah 1 Surabaya Di Masa Pandemi Covid-19', *Nusantara of Research : Jurnal Hasil-Hasil Penelitian Universitas Nusantara PGRI Kediri*, 8.2 (2021), pp. 139–46, doi:10.29407/nor.v8i2.15725.

involvement and facilitate language acquisition in a playful, relaxed environment.²⁵ Additionally, puppets improve multimodal literacy and have proven beneficial in speech therapy in speech therapy for young children experiencing language delays.²⁶ Therefore, hand puppets serve as effective instruments for crafting stimulating and nurturing environments for language learning.²⁷

At MTsN 06 JEMBER, the researcher found several problems in the English learning process, especially concerning students' speaking skills. The researcher will explain several problems in speaking English: First, the students have some difficulties in speaking English, second, they felt anxiety when ordered to become speakers in front of the class, and third, they lack interest in speaking English because of the conventional teaching method.

Consequently, the researcher intended to examine the educational and psychological impact of using hand puppets in role-play activities to students' speaking skills. The research's entitled: "Pedagogical and Psychological Impact of Using Hand Puppet in Role-play Method of Speaking Skill at MTsN 06 JEMBER."

B. Identification and Scope of the Problem

1. Problem identification

²⁵ Nur, H & Akhtim, W., 'The Use of Hand Puppets to Improve Speaking Skills in Early Childhood at RA Darunnajah', 3.1 (2025), pp. 10–18. <https://doi.org/10.61796/acjoue.v3i1.256>.

²⁶ Sarah, T., & Pete, K., 'An Exploratory Study into the Perceived Benefits of, and Barriers to, the Pedagogical Use of Puppet Play in the Early Years', *Journal of Early Childhood Research*, (2024). doi:10.1177/1476718X241257339;

²⁷ Adnan, F, & Iis, S., 'Case Study of Play Therapy Using Hand Puppets to Improve Language Skills in Children'. *Jurnal kesehatan* (2024). <https://doi.org/10.35907/bgjk.v16i1.336>.

The problems are an essential stage in the research process. Based on the explanation above, the researcher identified the issues as follows:

1. The students have some difficulties in speaking English
2. The students felt anxious when asked to become the speakers in front of the class.
3. The students lack interest in speaking English because of the conventional teaching method.

2. Scope problem

This research was focused on using hand puppets in role-play of speaking skills of 7th-grade students at MTsN 06 JEMBER. The aspect of speaking proficiency including, pronunciation, vocabulary, fluency, grammar, and understanding. The participant consisted of 27 students, who took part in the pre-test with role-play scenario titled "Holiday" and the post-test using the scenario titled "In the Canteen".

C. Problem Statement

Based on the limitations of the problems above, the problem issue of this research was formulated as follows:

1. What is the pedagogical impact of using hand puppets in the role-play method of speaking skill at MTsN 06 JEMBER?
2. What is the psychological impact of using hand puppets in the role-play method of speaking skill at MTsN 06 JEMBER?

D. Object & Purpose of the study

1. Objective

An objective is an aim that will be reached in every activity. A research objective is to solve a problem we have formulated. Address the issues that have been mentioned so that this research objective is based on:

- a. To find out the pedagogical impact of using hand puppets in the role-play method of speaking skill at MTsN 06 JEMBER.
- b. To find out the psychological impact of using hand puppets in a role-play method of speaking skill at MTsN 06 JEMBER.

2. Purpose of study

a. Theretical purpose

The result of this study helps advance theories of teaching and learning, especially in the field of English speaking skill. To enhance current knowledge and provide a reference for future research on effectively speaking English as a foreign language context, the study will examine the pedagogical and psychological impact of using hand puppets in role-play methods of speaking skill.

b. Practical Purpose

The study is submitted to meet the requirements to graduate with a bachelor's degree (S-1) from Ibrahimy University social sciences and humanities faculty. It can also be applied in the future.

c. For the teacher

This study will teach the teachers how to use hand puppets to help students speak more fluently while also reducing anxiety of speaking English.

d. For the students

It is hoped that this study will increase students' motivation to speak English by using an innovative technique, such as a hand puppet.

D. Previous Study

In this study, the researcher finds that previous studies used quantitative research. Especially when using hand puppets in the role-play method. Some of them are:

1. A journal from Suesthi Maharani's research entitled" *The Use of Puppet: Shifting Speaking Skill from the Perspective of Students' Self-esteem.*" Focused on the student's activity in telling stories by using media to help improve their speaking skill. According to the preliminary survey result, the researcher used an experimental design. The mean post-test score was (81.60), Which was higher than the mean pre-test score (79.12). The t-test score was 2.89, and the degree of freedom was 6.08. Suesthi Maharani's research is similar to the quantitative method and focuses on using a puppet of speaking skills. The difference is that this research used the pedagogical and psychological impact of using hand puppets in puppets in role-playing speaking skills at MTsN 06 JEMBER. And Suesthi Maharani's research is The Use of Puppet: Shifting Speaking Skill from the Perspective of Students' Self-esteem.²⁸
2. A journal from Hayatun Fauza, Bustami Usman, and Asnawi Musleh.

²⁸ Suesthi, M., The Use of Puppet: Shifting Speaking Skill from the Perspective of Students' Self-esteem. *Register Journal*, 9 (2), (2016), 170–186. <https://ejournal.undiksha.ac.id/index.php/register/article/view/8037>.

research entitled "Improving students' speaking skill and motivation by using hand puppets show media." According to the preliminary result, the statistical experimental and control group. The mean of the post-test was (64.17), which was higher than the score of mean of the pre-test (58.25). The significant value of the experimental and control groups in the post-test was 0,01, which was lower than $\alpha=0.05$. It means that H_a is accepted and H_0 is rejected. The similarities in the research are the same focus, using hand puppets to improve speaking skills. The differences in this research used quantitative research with a-quasi experimental design that was learned in MTsN 06 JEMBER. And that research used quantitative research with experimental design at SMPN 1 Krueg Mane, North Aceh.²⁹

3. A journal from Chintia Ardiani, Jafar Sodiq, Arso Setiyaji, and Andris Susanto's research entitled: *"Using hand puppets as media to improve students' speaking skill through narrative text: A case of eighth students of SMPN 16 SEMARANG in the academic year of 2016/2017."* According to the preliminary survey result, there is a significant difference in speaking skills between students and those who are not taught using hand puppets through narrative text. According to statistical calculation, sig. (2-tailed) and with df 33 in significance level 0,005 $t\text{-table} = 22.329$ with $p\text{-value} = 0,000$ and $\alpha = 0,005$ /which is $p < \alpha$; ($0,000 < 0,005$). It proved that H_0 was rejected, and H_a accepted. The similarities between the researchers are quantitative research

²⁹ Hayatun, F., Bustami, U., & Asnawi, M., Improving Students' Speaking Skill and Motivation by Using Hand Puppets Show Media.. *EEJ*, 9 (2), (2018), 216–228, <https://fsd.usk.ac.id/index.php/eej/article/view/2325>

and the same focus on using hand puppets to improve speaking skills. The differences of this research used quantitative research with a-quasi experimental design was learned in MTsN 06 JEMBER. And that research used a quantitative research with experimental design, was learned in SMPN 16 SEMARANG.³⁰

Table 1.1: The differences and similarities of the previous studies

NO	Title and the Researcher	Similarities	Differences
1.	“The Use of Puppet: Shifting Speaking Skill From the Perspective of Students’ self-esteem.” A journal by Suesthi Maharani (2016).	The similarities in this method used quantitative research and the same focus on using a hand puppet of speaking skills.	The differences research uses a puppet: shifting speaking skills from the perspective of student's self-esteem. In this research used pedagogical and

³⁰ Chintia, A., et al. Using Hand Puppets as Media to Improve Students’ Speaking Skill Through Narrative Text: A Case of Eight Students of SMPN 16 Semarang in Academic Year of 2016/2017. *English Teaching Journal*, 12 (1), (2021). https://www.researchgate.net/publication/350326236_USING_HAND_PUPPETS_AS_MEDIA_TO_IMPROVE_STUDENTS%27_SPEAKING_SKILL_THROUGH_NARRATIVE_TEXT_A_CASE_OF_EIGHTH_STUDENTS_OF_SMP_N_16_SEMARANG_IN_ACADEMIC_YEAR_OF_20162017.

			psychological impact of using hand puppet in role-play method at MTsN 06 JEMBER.
2.	“Improving Students’ Speaking Skill and Motivation by Using Hand Puppets Show Media. A Journal by Hayatun Fauza, Bustami Usman, and Asnawi Musleh, (2018).	The similarities in this method used quantitative research and the same focus of using a hand puppet of speaking skills.	The differences in this research used quantitative research with a-quasi experimental design that was learned in MTsN 06 JEMBER. And that research used quantitative experimental design at SMPN 1 Krueg Mane, North Aceh
3.	“Using Hand Puppets as Media to Improve Students’ Speaking Skills Through Narrative	The similarities in this method used quantitative research and the same focus of using	The differences of this research used quantitative research with a-quasi experimental design

	Text” Journal by Chintia Ardhiani, Jafar Sodiq, Arso Setiyaji, and Andris Susanto, (2021).	a hand puppet of speaking skill.	was learned in MTsN 06 JEMBER. And that research used a quantitative research with experimental design, was learned in SMPN 16 SEMARANG.
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E. Variable operational definitions

The word “variable” is crucial in research. In that study are:

1. Independent Variable (X): Hand Puppet

A hand puppet is a form of puppet that is manipulated by inserting a hand into its body, enabling the puppet to control the movements of its head and arms with its fingers.³¹ Puppets are universally recognized and represent a wide range of personalities and characters. And puppet can be happiness, sorrow, kind, mischievous, gregarious, and reserved. Puppet usually use for drama or theater.³² Asserted puppet usually is using for teacher in educational activities, particularly when teaching English in the

³¹ Nuraisyah, N, M., Nurhamsa, M., and Bujuna, A., ‘Meningkatkan Kemampuan Berbicara Anak Melalui Media Boneka Tangan Pada Anak Usia 5-6 Tahun Kelas B2 Di TK Al-Khairat Bastiong Kota Ternate’, *Jurnal Ilmiah Cahaya Paud*, 2.2 (2020), pp. 15–24, doi:10.33387/cp.v2i1.4274.

³² Ridayanti, P. W., Marleni, K. D., Nyoman, N., & Ratnadi, A. The Influence of Role Play Method by Hand Puppet Media in Speaking Class of Santo Rafael Kindergarten’s Students. Yavana Bhāshā: *Journal of English Language Education*, 4(1). (2021).

classroom.³³

2. Dependent Variable (Y1): Pedagogical and Psychological Impact

Pedagogical involves strategies and techniques adapted to learners needs and learning to achieve environment.³⁴ That pedagogical practices are the systematic application of teaching methods aimed at promoting active engagement and deeper understanding among students.³⁵ Furthermore, emphasizes the importance of integrating content knowledge with pedagogical knowledge to create meaningful learning experiences.³⁶

Pedagogical design is the intentional organization of learning activities and resources to achieve specific educational goals.³⁷ Additionally, state that pedagogical theory focuses on the relationship between teaching methods and learning effectiveness, highlighting the adaptation to diverse learner needs.³⁸ Therefore, pedagogy is not merely teaching techniques but a complex framework that combines theory, methods, and practices to create effective and relevant learning processes for students.

³³ Marilyn, L., (2002), *Fractured Fairy Tales Puppet Plays and Pattern*, (Fort Arkinson: Upstart Books).

³⁴ Raja, R., & Nagasubramani, P. C. Impact of modern pedagogy on student achievement. *Journal of Applied Research and Technology*, 16(3), (2018), 204–210. <https://doi.org/10.22201/icat.24486736e.2018.16.3.876>.

³⁵ Tariq, M. A., & Khan, A. Effective pedagogical practices in higher education: A case study. *Procedia - Social and Behavioral Sciences*, 228, (2016), 540–546. <https://doi.org/10.1016/j.sbspro.2016.07.080>.

³⁶ Shulman, L. S. (2016). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 45(7), 301–311. <https://doi.org/10.3102/0013189X16666371>.

³⁷ Mishra, P., & Koehler, M. J. Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 119(3), (2017), 38–61. <https://doi.org/10.1080/1475939X.2017.1281532>.

³⁸ Lee, E., & Hannafin, M. J. A design framework for enhancing engagement in student-centered learning: Own it, learn it, and share it. *Educational Technology Research and Development*, 64(4), (2016), 707–734. <https://doi.org/10.1007/s11423-015-9411-5>

The pedagogical impact refers to influence that teaching methods and educational practice in students learning outcomes, engagement, and development.³⁹ This encompasses changes in students' cognitive abilities, motivation, social skills, and emotional well-being as a result of instructional strategies.⁴⁰ Assessing pedagogical impact involves evaluating how effectively teaching approaches facilitate learning and contribute to the overall educational experience.⁴¹

Psychology study of cognitive, affective, and social process underlying human behavior.⁴² Psychology studies the interactions between brain, mind, and behavior to understand human adaption and mental.⁴³ processes focusing in individuals perceive, think, and interact within their environment.⁴⁴ to better understand human behavior to improve well-being.⁴⁵ in social contexts.⁴⁶

³⁹ Syofiyanti, D. Pedagogical Perspectives: About the Meaning of Education, Teaching, and Training. *Journal of Practice Learning and Educational Development*, 5(1), (2025). 120–129. <https://doi.org/10.58737/jpled.v5i1.419>.

⁴⁰ Henoeh, B., et al. Pedagogical and Educational Motivations in Initial Teacher Training. *MDPI*, 15(3), (2015), 286. <https://doi.org/10.3390/educsci15030286>.

⁴¹ Xayrullayevna, N. Impact of Innovative Pedagogical Approaches on Student Engagement and Performance: A Comparative Study of Flipped Classrooms, Gamification, and Technology-Enhanced Learning. *Indonesian Journal of Multidisciplinary Research*. (2022), <https://ejournal.upi.edu/index.php/IJOMR/article/view/82942>

⁴² Martinez, A., & Silva, R. Empirical study of cognitive, affective, and social processes underlying human behavior. *Journal of Experimental Psychology*, 46(3), (2020), 215-228. <https://doi.org/10.1037/xge0000678>

⁴³ Nguyen, T., & Tran, H. Brain, mind, and behavior: Contemporary psychological studies. *Asian Journal of Psychological Science*, 5(1), (2021), 40-50.

⁴⁴ Kumar, R., & Patel, S. Contemporary perspectives on psychology: Understanding behavior and mental processes. *Journal of Behavioral Science*, 10(2), (2021), 85-95. <https://doi.org/10.1016/j.jbs.2021.03.004>.

⁴⁵ Garcia, P., & Lee, S. Defining psychology: A systematic review. *International Journal of Psychology and Behavioral Science*, 15(1), (2020), 120-130. <https://doi.org/10.1234/ijpbs.v15i1.2020>.

⁴⁶ Zhang, Y., Liu, H., & Wang, J. An interdisciplinary approach to psychology: Mental states, behaviors, and social contexts. *Frontiers in Psychology*, 13, Article 987654. (2022), <https://doi.org/10.3389/fpsyg.2022.987654>

The psychological impact refers to how using hand puppets affects students' emotional and mental states, such as reducing anxiety during speaking tasks.⁴⁷ Students using puppets are experiencing a significant decrease in speaking anxiety and an increase in their willingness to express themselves in English.⁴⁸

3. Dependent Variable (Y2): Speaking Skill

Speaking is a productive language skill that expresses ideas and transfers the message from the speaker to the listener with the language.⁴⁹ Speaking is a person ability or skill to communicate ideas and feelings through spoken words.⁵⁰ speaking is the most popular way for people to communicate with others for sharing thoughts, queries, and perhaps information.⁵¹ And interactive process, including producing, receiving.⁵²

Speaking skill is the most important learning and teaching foreign language since the foundation of communication and the most challenging skill.⁵³ Speaking skill is skill that do not grow by human personality will

⁴⁷ Hussin, S., & Mustaffa, A. The role of puppetry in reducing Speaking anxiety and Building Confidence. *International journal of education and Research*, 5(1), (2017), 39-48.

⁴⁸ Sarwi, A., & Nur, A. The Psychological Impact of Pupperty on Language Learners: Enchancing Confident and self-Expression. *Journal of Psychological Education*, 5(1), (2018), 99-107.

⁴⁹ Martin H. M., Oxford learner's pocket Dictionary *New York: Oxford University* (1995), 398.

⁵⁰ Rohaina. Child language development: Analysis of student communication. *Journal of Basic Education Research (JBER)*, 1(2), (2020) 66-69. <https://doi.org/https://doi.org/10.23969/jp.v7i2.6148>

⁵¹ Kristiani, P. E., & Pradnyadewi, D. A. M. Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills. *The Art of Teaching English as a Foreign Language*, 2(1), (2021), 7-11. <https://doi.org/10.36663/tatefl.v2i1.97>

⁵² Batang, N. T. (2016). Teaching of English as a foreign language. *TEFL Overseas Journal*, 2(1), 105-128.

⁵³ Khan, R. M. I., Radzuan, N. R. M., Shahbaz, M., Ibrahim, A. H., & Mustafa, G. (2018). The role of vocabulary knowledge in speaking development of Saudi EFL learners. *Arab World*

also develop along with the educational process.⁵⁴ Speaking skill is essential skill to be mastered by people because by mastering speaking, they can deliver their idea to others.⁵⁵

F. Systematic discussion

The researcher arranged the process of writing systematically into five chapters, which discussed the following points:

Chapter I: Introduction

This chapter presents the background, Identification and Scope of the problem, Problem Statement, Purpose and Objective research, Previous Study, Variable Operational Definitions, and Systematic Discussion.

Chapter II: Literature Review

This chapter reviews relevant the Theoretical Framework, Hypothesis, Conceptual Framework.

Chapter III: Research Method

This research explains the researcher's methodology used in this study: Research Design and Methods, Research Site, Population and Sample, Research Instrument, Data Collection Technique, and Data Analysis.

Chapter IV: Findings and Discussion

This chapter provides a description of location research, the Description

English Journal (AWEJ), Vol, 9.
https://awej.org/index.php?option=com_content&view=article&id=1151.

⁵⁴ Sujana, I. W. C. Functions and goals of Indonesian education. *ADI WIDYA: Jurnal Pendidikan Dasar*, 4(1), (2019) 29–39.
<https://www.ejournal.ihtdn.ac.id/index.php/AW/article/view/927>

⁵⁵ Rao, P. S. The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), (2019) 6-18.

of location Research Data, Data Analysis, A Test of Normality, Homogeneity, t-test results, and followed by the discussion of the findings.

Chapter V: Conclusion and Suggestion

This final summarizes the conclusions drawn from the research and offers recommendations based on the result.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Role-Play

a. Definition of Role-play

Role-playing is performing in the role of certain person or character.⁵⁶ and interactive classroom activity that allows students to practice skills, role behaviors, and the roles they may need outside of the classroom.⁵⁷ It is a communicative exercise that helps students improve their oral proficiency in English.⁵⁸ Role-play is a versatile technique with different approaches to enhance language learning. It merges pragmatic and socio-pragmatic knowledge, fostering deeper cognitive engagement for students.⁵⁹

Role-playing enables participants to immerse themselves in real-world situations, making learning more engaging and meaningful. It is recognized for developing critical thinking and interpersonal skills.⁶⁰ The technique used in higher education is to create engaging learning

⁵⁶ Ishak, S. A., & Aziz, A. A. Role Play to Improve ESL Learners' Communication Skills: A Systematic Review. *International Journal of Academic Research in Business and Social Sciences*, 12 (10), (2022), 884– 892, DOI:10.6007/IJARBS/v12-i10/14851.

⁵⁷ Kurnia, F, N.,. *The Effectiveness of Role-Play in Teaching Speaking Skill to The Eight Students of SMPN 3 Tangsel, FITK UIN Syarif Hidayatullah Jakarta*, 2018 <<https://repository.uinjkt.ac.id/dspace/handle/123456789/39935>>.

⁵⁸ Huann, B., & Nhi, T.,. 'Students' Attitudes Towards Drama-Based Role Play in Oral Performance', *European Journal of Foreign Language Teaching*, 2.3 (2017), pp. 30–48, doi:10.5281/zenodo.893585.

⁵⁹ Arti, S., 'Role Play in Education', 3.3 (2020), pp. 64–66.

⁶⁰ O'Neil, J., & Lambert, D. Role-play in educational settings: A comprehensive review. *The Journal of Educational Psychology*, 114(3), (2022). 285-298.

environments, encourage active participation, and make complex concepts more understandable for students.⁶¹

B. The purpose of role-play

Role-play in education is to establish an interactive and captive setting for learning where individuals can refine and enhance speaking skills.⁶² Role-play notably enhanced students' speaking performance when compared to traditional instruction strategies.⁶³ Role-playing encourages young learners and enhances their speaking skills in terms of fluency and correctness within an informal English learning environment.⁶⁴

2. Hand Puppet

a. Definition of hand puppet

A hand puppet is a form of puppet that is manipulated by inserting a hand into its body, enabling the puppet to control the movements of its head and arms with its fingers.⁶⁵ Hand puppets frequently serve as visual tools for education. These figures, which can take the shape of people,

⁶¹ Guang, L, L., & Abha, G., 'Raising Children to Speak Their Heritage Language in the Usa: Roles of Korean Parents', *Journal of Language Teaching and Research*, 11.4 (2020), pp. 521–31, doi:10.17507/jltr.1104.01.

⁶² Nichella, A, C., Indah, R., & Solikin, S., 'The Impact of Role-Play Technique on the Students' English Speaking Skill', *ETERNAL (English, Teaching, Learning, and Research Journal)*, 6.1 (2020), p. 42, doi:10.24252/eternal.v6i1.2020.a4.

⁶³ Alfina, D., & Yuri, L., 'The Effectiveness of Role Play in Improving Speaking Skill of EFL Students', *Prosodi*, 17.2 (2023), pp. 138–48, doi:10.21107/prosodi.v17i2.17064.

⁶⁴ Anak, A, A, M, S., & et al, 'The Effectiveness of Using Role Play Method to Improve the Speaking Skills of Children Aged 7-10 as EFL Students at EBISIE English Course', *Jurnal Santiaji Pendidikan*, 15.1 (2025), pp. 49–60, doi:10.36733/jsp.v15i1.11096.

⁶⁵ Nuraisyah, N, M., Nurhamsa, M., and Bujuna, A., 'Meningkatkan Kemampuan Berbicara Anak Melalui Media Boneka Tangan Pada Anak Usia 5-6 Tahun Kelas B2 Di TK Al-Khairat Bastiong Kota Ternate', *Jurnal Ilmiah Cahaya Paud*, 2.2 (2020), pp. 15–24, doi:10.33387/cp.v2i1.4274.

creatures, or various objects, are operated by hand to convey narratives or provide educational material.⁶⁶

Hand puppet serve as tool for non verbal communication.⁶⁷ Hand puppet is manually operated figures controlled by the inside hand, and hand puppet can be improve emotional expression and interpersonal skills.⁶⁸ The mother character hand puppet symbolizes nurturing and caregiving roles, using in education to explore family dynamics, emotion bonding, and social skills. This puppet help audiences connct empathetically and facilitate communication.

b. Types of Hand Puppets

1) Animal Hand Puppet

The puppet is shaped like animal such as bear, rabbit, and lion.

They are used for reducing anxiety when speaking english.⁶⁹

2) Fantasy Puppet

Shaped like fantastical creatures such as dragons or fairies, this puppet help reduce anxiety and encourage imaginative play.⁷⁰

⁶⁶ Nurul, M., 'Peranan Metode Bercerita Menggunakan Media Boneka', *Uin Alauddin Makasar*, 2022, p. 1.

⁶⁷ Hernandez, L., & Clark, P. Hand puppets as tools for nonverbal communication in group psychotherapy. *Journal of Group Psychotherapy*, 35(4), (2019), 210-222. <https://doi.org/10.1037/gpt0000245>.

⁶⁸ Smith, J., & Wilson, A. Hand puppets in adult psychotherapy: Enhancing emotional expression and interpersonal skills. *Journal of Creative Arts Therapy*, 12(1), (2018), 45-58. <https://doi.org/10.1080/15570375.2018.1431267>.

⁶⁹ Alavi, N. M., Hasanzadeh, F., & Alinejad-Naeini, M. The effect of a hand puppet-based therapeutic play for preschool children on the fear and pain associated with blood collection procedure. *Journal of Pediatric Nursing*. (2023), <https://doi.org/10.1016/j.pedn.2023.03.009>.

⁷⁰ Wulandari, S. The effect of storytelling play therapy using hand puppets on hospitalization anxiety of preschool children. *Jurnal Keperawatan Muhammadiyah*, 5(1), (2021), 45-53. (URL: <https://journal.um-surabaya.ac.id/index.php/JKM/article/view/5581>).

3) Human Hand Puppet

This puppet resemble human and often include clothing. Common characters include a father, mother, or other family members. They are used to improve social skills in adolescents with autism.⁷¹

4) Finger Puppet

These are small puppets worn on the fingers. They are often used to improve language skills in children with speech disorders.⁷²

5) Sock Puppet

Made from sock, this puppet is used in art therapy to improve emotional empathy in adolescents with autism.⁷³

6) Glove Puppet

Operated by inserting the hand into the puppet's body, allowing control of the head, mouth, and sometimes the arms. They are commonly used for storytelling and drama activities.⁷⁴

7) Stick puppet

⁷¹ Nguyen, T. H., Tran, L. M., & Pham, T. Q. Use of human hand puppets in social skills therapy for autistic adolescents. *Behavioral Sciences*, 13(4), (2023), 74. <https://doi.org/10.3390/bs13040074>

⁷² Putri, R. D., Sari, R. M., & Setiawan, A. Case study of play therapy using hand puppets to improve language skills in children. *Jurnal Kesehatan*, 13(2), (2022), 123-130. <https://ejurnal.biges.ac.id/kesehatan/article/view/336>.

⁷³ Smith, J., & Lee, A. Art therapy with puppet making to promote emotional empathy for an adolescent with autism. *Art Therapy*, 36(4), (2019), 178-186. <https://doi.org/10.1080/07421656.2019.1645500>

⁷⁴ Hakim, N., Zulfadli, Z., & Mahmudah, M. The Influence of Hand Puppets on Students' Storytelling Ability. *GEEJ: Getsempena English Education Journal*, 8(2), (2021), 348-356. <https://ejournal.bbg.ac.id/geej/article/view/875>.

Made using a stick or spoon, these puppets can be simple or complex depending on the design. They are often used in creative play or education.⁷⁵

8) Rod Puppet

This puppet is controlled using rod attached to the head and limbs. An example is the Wayang Golek from West Java, Indonesia..⁷⁶

9) Educational Puppet

These puppets feature educational characters.⁷⁷ and are designed to improve communication, social interaction, and imagination in children.⁷⁸

c. The Function of a Hand puppet

1) Improving English in speaking skill

Employing hand puppet videos as a tool for learning has demonstrated success in boosting learners' oral communication skills, particularly in recounting stories.⁷⁹

2) Improving Listening and Retelling Abilities

⁷⁵ Julio, & Foppoli,. (2017). *Type of Puppet*. Retrieved from www.puppetsonfire.com (12), 2 2019, Retrieved from <http://www.puppetsonfire.com/2017/03/03/types-of-puppets/>.

⁷⁶ Apriansah, R., & Mulyana, D. (2023). Symbolic Meaning of Wayang Golek Purwa Sunda from a Semiotic Perspective. *International Journal of Multicultural and Multireligious Understanding (IJMMU)*, 10(1), 204–216. <https://ijmmu.com/index.php/ijmmu/article/view/5433>

⁷⁷ Johnson, K., & Garcia, M. An exploratory study into the perceived benefits of, and barriers to, the pedagogical use of puppet play in the early years. *Early Childhood Education Journal*. (2024). <https://doi.org/10.1177/1476718X241257339>

⁷⁸ Kröger, T., & Nupponen, A. (2019). The Puppet as a Pedagogical Tool: A Literature Review. *International Electronic Journal of Elementary Education (IEJEE)*, 11(5), (2019), 493–499. <https://iejee.com/index.php/IEJEE/article/view/688>.

⁷⁹ Zukhruf, I, M., Dian, F.,& Adin, F,. ‘Developing Hand Puppet Video as Media for Teaching and Learning Speaking in Senior High School’, *Sinesthesia*, 12.2 (2022), pp. 423–34.

Using hand puppets aids learners in grasping and recounting story texts more effectively. Studies indicate a notable enhancement in middle school students' listening understanding and verbal narration skills.⁸⁰

3) Enhance speaking skills and inspiration

Hand puppet is a valuable resource for developing learners' verbal skills and elevating their enthusiasm for English class learning. The imaginative and fun aspect of puppetry motivates reticent students to engage more actively in spoken exercises.⁸¹

4) Mitigating Speaking Anxiety through Puppet Storytelling

Mitigating storytelling methods with a hand puppet minimizes students' anxiety related to speaking by fostering a secure and playful atmosphere that encourages self-expression.⁸²

5) Reducing Speaking Anxiety via interacting learning

Hand puppet is captivating tools that can reduce students' apprehension about speaking English. The engaging aspect of puppetry fosters an enjoyable educational atmosphere, motivating students to engage more enthusiastically and assertively.⁸³

⁸⁰ Oktary, S, I,. 'Exploring The Use of Hand Puppet In Teaching Speaking', (2020).

⁸¹ Hayatun, F, Bustami, U,. & Asnawi, M,. 'Improving Students' Speaking Skill and Motrivation by Using Hand Puppets Show Media'. *English Educational journal*. 9 (2), (2018) 216-228.

⁸² Bayu, I, G, B, C,. K, S,. Piscayanti, & Paramartha, I, G, B, C,. 'The Effect of "Storytelling Using Puppet" Strategy on Students' Speaking Achievement At Eighth Grade of Junior High School in Smp Negeri 1 Seririt', *International Journal of Language and Literature*, 2.3 (2018), pp. 125–33, doi:10.23887/ijll.v2i3.16318.

⁸³ Anita, C,. Muhammad, T,. & Heri,. 'Pengaruh Media Boneka Tangan (Hand Puppet) Terhadap Keterampilan Berbicara Siswa', *Journal of Classroom Action Research*, 4.2 (2022), pp. 0–5, doi:10.29303/jcar.v4i1.1683.

d. The advantage of a hand puppet

There are some advantages of using a hand puppet in speaking skills:

1) Improves verbal and linguistic abilities

Incorporating hand puppets into storytelling exercises can improve students' verbal skills, expand their word choice, and increase their self-assurance in communication.⁸⁴

2) Encourages Emotional insight and compassion

Utilizing puppetry in storytelling aids learners in comprehending and articulating feelings more adeptly. Additionally, it enhances their capacity to identify and react to the feelings of others, which is essential for cultivating empathy.⁸⁵

3) Enhance Auditor skills

Puppets act as an entertaining tool to boost learners' listening abilities. By engaging in puppet conversations, students are encouraged to concentrate, understand narratives, and reply with care.⁸⁶

4) Boosts creativity and imagination

⁸⁴ Muhammad, N, H, . Zuriyati, & Saifur, R., 'Using a Hand Puppet to Increase Storytelling Skill', (2020), pp. 283–88, doi:10.5220/0008997802830288.

⁸⁵ Ruth, A, W., (2017), 'Talk to My Hand : Using Puppets to Navigate Emotions', pp. 74–77.

⁸⁶ Upik, E, E, R, & et al, 'Manajemen Promosi Lembaga PAUD Di Era Revolusi Industri 5.0', *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6.6 (2022), pp. 6443–49, doi:10.31004/obsesi.v6i6.3479.

Puppet play prompts learners to develop unique narratives, personalities, and situations. This nurtures inventive thinking, conceptual reasoning, and expressive narrative skills.⁸⁷

5) Cultivates Dexterity

Engaging with a hand puppet requires precise motor skills and coordination between sight and hand movements. Such activities enhance physical growth and are essential for writing, sketching, and managing educational resources.⁸⁸

6) Promotes inclusion for learners with unique requirements

Hand puppets serve as an effective tool for fostering inclusivity among students with unique requirements, aiding them in expressing their thoughts, communicating, and engaging in classroom activities.⁸⁹

e. Disadvantages of Hand puppet

1) Restricted Movement

Hand puppets have limited mobility when compared to fully articulated puppets or digital animations, which can hinder expressive

⁸⁷ Anders, R., 'Theories Supporting the Use of Puppets as Pedagogical Tool with Young Children', *Universal Journal of Educational Research*, 9.7 (2021), pp. 1359–68, doi:10.13189/ujer.2021.090702.

⁸⁸ Sarah, T., & Pete, K., 'An exploratory study into the perceived Benefits of, and barriers to, the pedagogical use of puppet play in the early years'. (2024), *Journal of Early Childhood research*.

⁸⁹ Olivia, K., 'Inclusion Happens with a Puppet: Puppets for Inclusive Practice in Early Childhood Settings', *Nj*, 44.1 (2020), pp. 29–42, doi:10.1080/14452294.2020.1871506.

ability.⁹⁰ to convey complex emotions or realistic actions compared to other educational media.⁹¹

2) Requires Skill

Using a hand puppet effectively necessitates practice, coordination, and imagination to captivate the audience.⁹² Without adequate training, the educational benefits of hand puppetry can be significantly reduced.⁹³

3) Can distance young children

Some youngsters might focus on the puppet rather than the main lesson.⁹⁴

4) Durability Issues

Frequent handling can lead to wear and tear on hand puppets, particularly if constructed from delicate materials.⁹⁵

5) Limited Audience Engagement in Large Settings

In a large classroom or auditorium, hand puppets might be too diminutive or difficult for everyone to see clearly.⁹⁶

⁹⁰ Johnson, M. (2018). "Puppet Movement Limitations in Education", *Teaching Tools Journal*.

⁹¹ Mishina, H., & Wallace, M. (2015). The role of puppets in kindergarten education in Cyprus. ResearchGate. Retrieved from https://www.researchgate.net/publication/281742134_The_Role_of_Puppets_in_Kindergarten_Education_in_Cyprus

⁹² Lee, A. (2020), "Creative Skills in Puppet Theater"., *Creative Education Monthl*,

⁹³ Coyne, I. (2021). Research with young children: Exploring the methodological advantages and challenges of using hand puppets and draw and tell. *Children & Society*. <https://doi.org/10.1111/chso.12452>.

⁹⁴ Smith, R. (2019), "Children's Attention in Puppet-Based Learning", *Early Childhood Review*.

⁹⁵ Nguyen L. (2021), "Material Durability in Classroom Puppets", *Education Resources Report*,

⁹⁶ Davis, H., (2017), 'Challenges of Puppet Use in Large Classrooms', *Teaching and Learning*.

6) May Not Appeal to older children

Older kids might perceive puppets as too juvenile or not particularly engaging.⁹⁷

3. Speaking Skills

a. Definition of Speaking

Speaking skill is the ability to communicate thoughts through speech.⁹⁸ To express meaning that can be directly and empirically observed.⁹⁹ Speaking is the act of expressing or communicating opinions, feelings, or ideas.¹⁰⁰ The method of communication in which individuals aim to create understanding by generating, absorbing, and interpreting data.¹⁰¹

Speaking is a practical endeavor through which individuals convey their thoughts in dynamic situations, with immediate responses being essential.¹⁰² Point out that speaking involves producing sounds to convey thoughts and feelings.¹⁰³ Speaking is a process of building and

⁹⁷ Carter, J., (2022), "Age Appropriateness of Teaching Tools", *Journal of Educational Psychology*.

⁹⁸ M. Zuhriyah, (2017). 'Improving Students' Speaking Skill through Project-Based Learning', *Repository STKIP PHRI Pacitan*.

⁹⁹ Cameron, L., 'Teaching Languages to Young Learners.', *Cambridge University Press*.

¹⁰⁰ Esti, R, 'The Students' Speaking Skills', *Research Gate*, (2022).
https://www.researchgate.net/publication/360123456_The_Students_Speaking_Skills.

¹⁰¹ Bailey, K. M., 'Practical English Language Teaching: Speaking.', *McGraw-Hill*.

¹⁰² Thornbury, S., (2005), 'How to Teach Speaking.', *Longman*.

¹⁰³ Harnoor, H., 'The Effectiveness of Think Pair Share Strategy To Improve the Student Speaking Skill At the Eleventh Grade of Sman 2 Luwu', (2022)
<<http://repository.iainpalopo.ac.id/id/eprint/5075/1/HAJRAYANA.pdf>>.

sharing meaning through verbal and nonverbal symbols in various contexts.¹⁰⁴

b. Types of Speaking

1) Informative speaking

Informative speaking is a presentation designed to deliver knowledge to listeners, helping they develop a new understanding by using data, fact, and relevant example.¹⁰⁵

2) Persuasive speaking

Persuasive speaking aims to influence the audience to accept a particular viewpoint and take action based on the arguments presented.¹⁰⁶

3) Explanatory speaking

Explanatory speaking focuses on simplifying and clarifying complex processes or concepts so that the audience can be easily comprehend them.¹⁰⁷

4) Interactive Speaking

¹⁰⁴ Ufiyah, A., H. Bahrin, A., & Eka, P. R., 'Developing the Students' Speaking Skills Trough Impromptu Speech Method', *Jurnal Keguruan Dan Ilmu Pendidikan (JKIP) FKIP Unismuh Makassar*, 6.2 (2019), pp. 145–58.

¹⁰⁵ Riskina, A., Al Farhan, M., & Aflahah, N. A. Exploring the Use of Informative Speaking Strategy at English Hour Program at RRI Pro 2 Banjarmasin. *LET: Linguistics, Literature and English Teaching Journal*, 14(2), (2024), 313–356. <https://doi.org/10.18592/let.v14i2.13742>.

¹⁰⁶ Lukin, S. M., Anand, P., Walker, M., & Whittaker, S. Argument Strength is in the Eye of the Beholder: Audience Effects in Persuasion. *arXiv*. (2017), <https://arxiv.org/abs/1708.09085>.

¹⁰⁷ Dewi, I. R. Informative Speaking Using the Extemporaneous Speech Method in a University Public Speaking Class. *RETAIN: Journal of Research in English Language Teaching*, 3(1). (2015), <https://ejournal.unesa.ac.id/index.php/retain/article/view/10537>

It entails reciprocal dialogue in which the presenter and the listener both participate. This format frequently occurs in interviews, conversations, or seminars.¹⁰⁸

c. Types of form Speaking

1) Monologue

A monologue is oral production includes speech, oral presentation, and story-telling, which the opportunity for oral interaction from listeners is either highly limited (perhaps to non-verbal responses) or ruled out altogether. In other words, this type more action and interaction with listeners.¹⁰⁹

2) Dialogue

A conversation represents a communication method in which two or more individuals engage with each other. In such a dialogue, participants share information directly, similar to routine chats or discussions.¹¹⁰

3) Debate

A debate is a method of communication where two or more individuals articulate reasons to support their opinions on a specific

¹⁰⁸ Nuraisyah, N, M., Nurhamsa, M., and Bujuna, A., 'Meningkatkan Kemampuan Berbicara Anak Melalui Media Boneka Tangan Pada Anak Usia 5-6 Tahun Kelas B2 Di TK Al-Khairat Bastiong Kota Ternate', *Jurnal Ilmiah Cahaya Paud*, 2.2 (2020), pp. 15–24, doi:10.33387/cp.v2i1.4274.

¹⁰⁹ Ufiyah, A., H. Bahrin A., & Eka, P, R., 'Developing the Students Speaking Skills trough Impromptu Speech Method' 6. 2 9 (2019). P. 145-148

¹¹⁰ Richards, T, S., & Rodgers, (2014), 'Approaches and Methods in Language Teaching. Cambridge University Press.',

subject. Generally, debates adhere to an organized format that includes guidelines for how arguments are shared.¹¹¹

4) Interview

An interview is a method of communication in which two individuals are interviewed, with one posing inquiries and the other supplying responses. Such discussions are frequently utilized in professional settings, like employment interviews or academic investigations.¹¹²

5) Public speaking

Public speaking refers the speakers stand before the audience to deliver a speech in a structured manner, to either persuade, inform, or entertain the audience.¹¹³

6) Speech

A speech represents a more organized and official form of verbal communication intended for a specific purpose before an audience, such as educating or convincing them. Typically, speeches occur during formal occasions or significant gatherings.¹¹⁴

d. Types context of speaking

1) Formal Speaking

¹¹¹ McCroskey, V. P. & Richmond, (2013), 'Human Communication in Everyday Life. Pearson.',

¹¹² Lyle, j, (2013), 'Interviewing as Qualitative Research.', *Teachers College Press.*,

¹¹³ Pipit, R., Yenni, R., & Jufrizal,. Students' Public Speaking Assessment for Informative Speech, *Al-Ishlah: Jurnal Pendidikan*, 14. 6 (2022), pp. 2447-2456, DOI: 10.35445/alishlah.v14i1.1433.

¹¹⁴ Kline, C. R. (2011), 'Public Speaking: The Evolving Art. Cengage Learning.',

Formal communication requires organized and correct language. It is utilized in professional or formal contexts, including corporate gatherings, addresses, or public displays. The presenter typically adheres to an explicit framework and employs an evaluated vocabulary.¹¹⁵

2) Informal Speaking

Informal speaking is commonly used in daily interactions and informal environments. It features laid-back language, colloquial phrases, and more flexible grammar guidelines. This style of communication prioritized ease and friendliness over organization or sophistication.¹¹⁶

3) Academic Speaking

Academic speaking pertains to the method of communication utilized in scholarly settings, including lectures, Presentations, or classroom conversations. It typically features specialized terminology and formal syntax to express concepts distinctly and accurately.¹¹⁷

4) Social Speaking

Social Speaking occurs in casual get-togethers where the objective is to create or preserve connections. Discussions are typically

¹¹⁵ Yule, C. R., (2010), 'The Study of Language (4th Ed.). *Cambridge University Press*.'

¹¹⁶ Crystal, D., (2003), 'The Cambridge Encyclopedia of the English Language (2nd Ed.). *Cambridge University Press*,

¹¹⁷ Bailey, S., (2011), 'Academic Writing: A Handbook for International Students (3rd Ed.). *Routledge*.'

easygoing, engaging, and created around forging social ties instead of sharing in-depth knowledge.¹¹⁸

e. Elements of Speaking

Speaking skills refer to the ability to communicate effectively and clearly in spoken English.¹¹⁹ Those are the elements of speaking that students have mastered:

1) Pronunciation

Pronunciation refers to the correct articulation of sounds. Mispronunciations can lead to misunderstanding, making intelligibility essential for communication.¹²⁰

2) Vocabulary

The vocabulary allows speakers to express their thoughts accurately. Without sufficient vocabulary, communication becomes limited.¹²¹

3) Fluency

Fluency is vital for smooth communication. It involves the ability to speak without frequent pauses or hesitations. Making communication faster and more natural.¹²²

4) Grammar

¹¹⁸ Cutting, J., (2002) 'Pragmatics and Discourse: A Resource Book for Students. Routledge.',

¹¹⁹ Byrne, D. (1984). *Teaching oral English*. Longman.

¹²⁰ Jeknis, J. (2000). *The phonology of English as an international language*. Oxford University Press.

¹²¹ Nation, P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

¹²² Harmer, J. (2007). *The practice of English language teaching*. Pearson Education.

Grammar is crucial for producing correct and coherent speech.

Richard says, “Grammar should not be taught in isolation but integrated within communicative contexts.”¹²³ And grammar is formal rules concerning word form and application of words in a sentence to create correct and meaningful sentence.¹²⁴

5) Comprehension

Comprehension ensures speakers understand the message, which is crucial for successful communication.¹²⁵

2. Hypotheses

In the explanations and the theories, the researcher came up with the following hypothesis:

1. Alternative Hypothesis (H_a): There is significant difference pedagogical and psychological impact of using hand puppet in role-play method of speaking skill at MTsN 06 JEMBER.
2. Null Hypothesis (H_0): There is no significant difference pedagogical and psychological impact of using hand puppet in role-play method of speaking skill at MTsN 06 JEMBER.

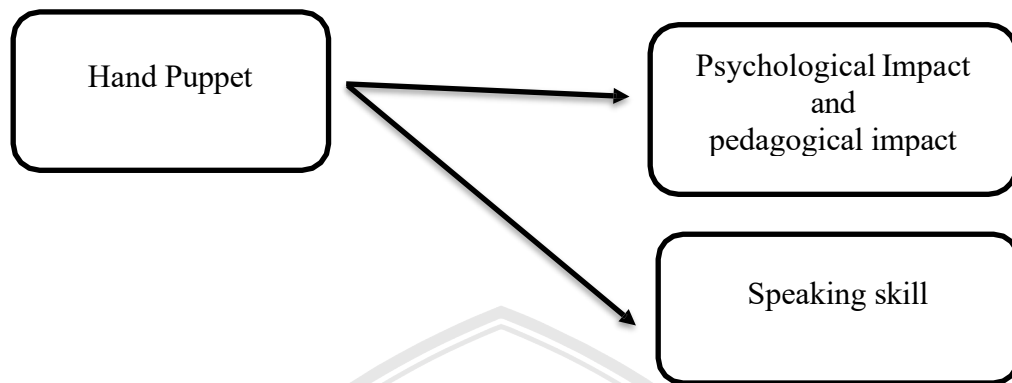
¹²³ Jack C Ricards, *Communication Language Teaching Today*, (New York: Cambridge University Press, 2006), 23.

¹²⁴ Bayu, A, P., Devian T, G., & Santosa, S., ‘The Effects of Grammar Mastery and Critical Thinking on Students’ Speaking Skill’, *Indonesian Journal of Multidisciplinary Science*, 1.1 (2021), pp. 1–13, doi:10.55324/ijoms.v1i1.2.

¹²⁵ Jack, R., (2008). *Teaching listening and speaking: from theory to practice*. New York: Cambridge University Press. P.21

Conceptual Framework

This strategy provides the conceptual basis for the study.



The conceptual framework assumes that by integrating hand puppets into language learning activities for pedagogical impact, psychological impact for reduce anxiety, and impact of the test to measure speaking skill.

CHAPTER III

RESEARCH METHOD

A. Research Design and Method

Quantitative research was method based on philosophy of positivism. It was used to study a spesific population or sample, data collection, research instrument, and data analysis was statistical, conducted through statistical procedures to test predetermined hypotheses.¹²⁶ Quantitative research requires a structured design from the beginning, including the formulation of theories and the careful selection of samples from the population, which was essential for the analysis of numerical data. This data is then processed using statistical methods to interpret the results.¹²⁷

In this study, the researcher employed a quantitative research in design a-quasi-experimental involving both a pre-test and a post-test to measure the treatment's impact on students' speaking skills. The experimental and control groups take a pre-test to measure their speaking skill. The experimental group subsequently participated in the treatment, which involved using hand puppets during speaking skills. Meanwhile, the control group was using conventional method. Following the intervention period, both groups undergo a post-test. The impact of the treatment was evaluated by analyzing the differences in average scores from the pre-test and post-tests. :

¹²⁶ Sugiyono, Quantitative, Qualitative, and R&D Research Methods (*Bandung: Alfabeta, 2013*), 8.

¹²⁷ Raihan, Research Methods, (*Jakarta: Islamic University of Jakarta, 2017*), 35.

Table 3.1. Design of the research¹²⁸

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

O = observation

X = Treatment (hand puppet)

This design compared the results between the two groups, one that received the hand puppet treatment and one that was not, to determine whether hand puppets were effective speaking skills or other targeted abilities. If the post-test score of the experimental group (O₂) showed a significant improvement compared to the control group (O₄), it indicated that the use of hand puppets had a positive effect.

B. Research Site

This research was conducted at MTsN 06, which was located at Sukowono, Jember, East Java. The place was chosen as a research location. Because it was a problem in the form of low speaking skills in learning English.

C. Population and Sample

1. Population

¹²⁸ Sugiyono, 'Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, Dan R&D', (2017), pp. 114–115.

A Population element was the subject on which the measurement was being taken. It was the unit of study.¹²⁹ The population in this research was the seventh grade of MTsN 06, which consisted of five classes: VII A (26 students), VII B (24 students), VII C (26 students), VII D (27 students), and VII E (27 students). The total number of students was 130.

2. Sample

The sample was a part of the population. The sample collected from the population must be valid.¹³⁰ This research used the Nonprobability sampling method, especially the purposive sampling method. Because VII grades have the same level in English-specific classes (VII E and VII D), the experimental and control groups the reason for practicality.

D. Data Collection Techniques

The accuracy of the methods used to collect data affects the quality of the research findings. In this study, the researcher employed four main components in the data collection process:

1. Pre-test

A pre-test was conducted to assess students' English speaking skills before using hand puppets. The test measured five components: fluency, vocabulary, grammar, pronunciation, and understanding. Students participated in simple speaking tasks or basic conversations during the pre-test to evaluate their initial speaking skill.

¹²⁹ Sugiono, metode penelitian kuantitatif kualitatif dan R&D, (*Bandung : ALFABETA*, 2023), 126.

¹³⁰ Wiratma Sujarweni, *Metode Penelitian Bisnis dan Ekonomi* (Yogyakarta: Pustaka Baru Press, 2015), 81-82.

2. Treatment

A pre-test was conducted to assess students' English speaking skills before using hand puppets. The test measured five components: fluency, vocabulary, grammar, pronunciation, and understanding. During the pre-test, students participated in simple speaking tasks or basic conversations designed to evaluate their initial speaking skill.

3. Post-test

A post-test was conducted after the treatment phase to evaluate students' improvement in English speaking. It used the same criteria as the pre-test (fluency, vocabulary, grammar, pronunciation, and understanding). The results were compared between the experimental and control groups to determine the impact of using hand puppets of speaking skill.

4. Survey

A questionnaire was administered to gather students' perceptions of using hand puppets in role-play activities. The questionnaire included 12 items: 6 focusing on students' motivation and 6 on Joyfull and reduced anxiety during speaking activities. The aim was to explore students' emotional and motivational responses to the learning method. The responses were measured using a Likert scale.

Table 3.2. The theme questionnaire of psychological

No.	Aspects	Number of questions
1.	Motivations	1,2,3,4,5,6
2.	Joyful	7,8,9,10,11,12

E. Research Instrument

An instrument was a tool used by researchers to collect and measure data related to the research variables.¹³¹ This study used two types of instruments to collect the data a speaking test and a questionnaire. There are two main instruments in this study, which are explained below:

1. Test

a. Pre-test

The researcher conducted a pre-test to measure the students' initial speaking skill before treatment was given. The researcher asked the students to read a text with a different theme of Holiday, then to role-play using group. The students were asked to read a text with a specific theme and then perform a role-play based on the text. This activity was conducted without using media.

b. Post-test

In the post-test, the students were given a new theme "School Canteen." They were asked to perform a group role-play based on the content of the text. this time the activity was carried out using hand puppet. The use of hand puppet aimed to help students express themselves more motivation and joyful during the speaking activity, and to make the learning process more engaging and interactive.

¹³¹ Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, 147.

For measuring students' abilities in performance, the researcher was using the following:

Table 3.3: The Scoring Rubric of Speaking Skill Test¹³²

Aspek	Assesment	Point
pronunciation	The pronunciation is understandable and clear.	5
	Despite minor pronunciation issues, it is still evident.	4
	Pronunciation issues necessitate careful attention and can potentially result in misunderstandings.	3
	Very difficult to comprehend due to pronunciation problems.	2
	A serious pronunciation issue that practically renders conversation incomprehensible.	1
Vocabulary	The vocabulary and idioms are used essentially as those of a native speaker.	5

¹³² Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practice*. Pearson Education.

	- Utilized erroneous language sometimes and must restate ideas due to lexical and ethical issues. - Frequently employs incorrect phrases; a restricted vocabulary considerably constrains communication. - Comprehension is getting more challenging due to word misuse and a small vocabulary. - Extreme vocabulary restrictions make discussion extremely difficult.	4 3 2 1
Fluency	- Speech is as fluid with less effort as that of a native speaker. - Language issues slightly impact speech rate. - The impact of the language barrier on speed and fluency is rather significant. - Usually reluctant, frequently silenced due to linguistic barriers.	5 4 3 2 1

	The conversation is almost impossible because of how halting and disjointed the speech is.	
Grammar	Make a few, or if any, noticeable grammar and word choice mistakes.	5
	Occasionally commits grammar or word-order mistakes that do not, however, obfuscate meaning.	4
	Make frequent grammatical and word placement mistakes that occasionally need to be clarified.	3
	Grammar and word order mistakes make comprehension challenging, necessitating frequent sentence rewriting.	2
	Severe grammatical and word-order mistakes that practically render speaking incoherently.	1
Understanding	Appears to be able to understand things easily.	5
	Nearly everything can be understood at an average speed;	4

	occasionally, repetition may be required.	
	• Most of what is said can be understood without repetition when it is spoken at a slower speed.	3
	• Has a tough time understanding social conversations, which are repeated often.	2
	• Unable to comprehend even simple speech.	1
	Total maximum score 25	25
	Final score = total x 4 = 25 x 4	100

2. Questionnaire

This questionnaire evaluated the psychological impact of using a hand puppet as a learning. The object of this survey was a class experiment. The questionnaire consisted of 12 questions with five choices according to Likert scale. The choices were: strongly agree (SA), agree (A), neutral (N), disagree (D), and strongly disagree (SD). There were several indicators were taken into accounting in designing of questionnaire.

Table 3.4. The instruments of test for psychological

No.	Choices	The score of test
-----	---------	-------------------

1.	SA	5
2.	A	4
3.	N	3
4.	D	2
5.	SD	1

F. Data Analysis

Data analysis involves gathering data based on factors that was be studied, doing calculations to address a problem statement, and evaluating a presented hypothesis.¹³³

1. Normality Test

The normality test was employed to the normality test was employed to determine when the distribution of students' speaking scores in the experimental and control class was normal. in the Shapiro-Wilk test was applied. A significance threshold (α) of 0.05 was established. The data were regarded as regularly distributed if the p-value was higher than 0.05.

2. Homogeneity Test

To find out if the two groups' variances were equal, the homogeneity test was used. The Levene's Test for Equality of Variances was used. Before employing the independent sample t-test, the data must be homogeneous, as shown by a p-value greater than 0.05.

3. Statistical Hypotheses

¹³³ Sugiyono, *Metode Penelitian*, (Bandung: Alfabeta, 2018), 232.

1. Null Hypothesis (H_0)

The hypothesis defined as a null hypothesis if teaching using hand puppet was not giving a significant impact of using hand puppet in role-play method at MTsN 06 JEMBER.

2. Alternative Hypothesis (H_a)

To provide a hypothesis, the data obtained from the experimental class and the control class were calculated by using the t-test formula as follows:

- a. The null hypothesis, or H_0 , was rejected if the t-test (t_0) > the t-table (t_t) at the significant level of 0.05. it indicated that experimental class for score mean were higher than controlled class. Hand puppet instruction was an impact on the students speaking skill.
- b. If the (t_0) < (t_t) in the significant degree of 0.05, H_0 (Null hypothesis) was accepted. It indicates that experimental class for mean score rates were either the same as or less than.

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Data Description

This research involved two classes in collecting data: the experimental and the control classes. The researcher used hand puppets in the experimental class, while the control class was using conventional method. The researcher data were collected through pre-test and post-test for the experimental and control classes. The researcher described the data based on the test.

a. The result of experimental class was using hand puppet

This section contained the results of the pre-test and post-test that were given to the experimental class. The total of the students in both classes were 27 students.

Table 4.1

Score of Pre-test and post-test Experimental Class

Students (N)	Experimental Class		
	Pre-test	Post-test	Gained Score
1	78	86	8
2	75	80	5
3	68	70	2
4	76	80	4
5	78	90	12
6	76	76	0
7	70	72	2
8	72	72	0
9	80	80	0
10	75	76	1

11	70	72	2
12	72	74	2
13	64	70	6
14	76	76	0
15	72	82	10
16	74	80	6
17	72	82	10
18	76	82	6
19	68	74	6
20	72	80	8
21	78	82	4
22	66	70	4
23	62	70	8
24	70	74	4
25	72	80	8
26	74	84	10
27	76	82	6
Total Average	1954 72.37	2096 77.63	142 5.59
Maximum Score	80	90	0
Minimum Score	62	70	12

The data in table 4.1 showed that in the experimental class, the highest pre-test score was 80, and the lowest score was 62, with a pre-test average of 72.37. The experimental class's highest score was 90, the lowest was 70, and the post-test mean score was 77,63. For the experimental class, the post-test mean score was greater than the pre-test score. And the gained class for the lowest score was 0, the highest score was 12, and the average of gained score was 5.59, It could be concluded that the table used a hand puppet higher the score of post-test than the pre-test score.

b. The result of the control class

This section contained result of the pre-test and post-test that was given to the controlled class by using conventional method. The total of the students both classes were 27 students.

Table 4.2

Scores of the Pre-test and post-test Control class

Students (N)	Control Class		
	Pre-test	Post-test	Gained Class
1	70	75	5
2	72	78	6
3	62	70	8
4	70	80	10
5	65	70	5
6	67	75	8
7	64	70	6
8	65	65	0
9	67	67	0
10	65	60	-5
11	65	70	5
12	67	74	7
13	65	65	0
14	62	66	4
15	57	65	8
16	65	70	5
17	70	75	5
18	68	77	9
19	75	80	5
20	70	75	5
21	64	70	6
22	60	67	7
23	70	75	5
24	70	70	0
25	62	67	5
26	63	65	2
27	65	66	1

Total	1785	1907	122
Average	66.11	70.63	4.19
Maximum	75	80	10
Score			
Minimum	57	60	0
Score			

The data in table 4.2 showed that the control class's highest pre-test score was 75, and the lowest score was 57, with the average score being 66.11. The control class's highest post-test was 80, and the lowest score was 60, while the post-test mean was 70.63, the gained class for the lowest score was 0, the highest score was 10, and the average score was 4.19.

2. Data Analysis

In this section, the researcher analyzed collected data from the pre-test and post-test in experimental and controlled classes. Before data analysis, the researcher conducted a normality and homogeneity test to determine whether or not the sample was homogenous. The data were collected using sample T-test, and the result was presented statistically. IBM SPSS 22 was used to analyzed and calculate the data.

The student's results in the experimental class were higher than those in the controlled class, with the mean post-test score in the experimental class being 77.63 and the control class being 70.63. it suggested that the impact of using hand puppets on speaking skill.

- a. The result of the pre-test and post-test Experimental Class and Controlled class

SPSS 22 was used to analyze the results of the pre-test and post-test experimental and controlled classes. The pre-test and post-test experimental courses in this study were summarized in the table below.

Table 4.3

The result of students' speaking skill pre-test and post-test

Experimental class and controlled class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test exp	72.37	27	4.465	.859
	Pre-test cont	66.11	27	3.965	.763
Pair 2	Post-test exp	77.63	27	5.436	1.046
	Post-test cont	70.63	27	5.197	1.000

The data in table 4.3, the pre-test result of the experimental class before treatment was 27 students. The class's lowest pre-test score was 62 and the highest score was 80, The average was 72.37; furthermore, the standard deviation was 0.859; however, following the treatment, the experimental class was lowest at 70 and the highest score was 90, respectively. The average was 77.63, with a standard deviation of 5.436.

Meanwhile, the students in the controlled class are composed of students. The lowest class pre-test score was 57 and the highest score was 75, the mean score was 66.11, and the standard deviation was 3.965; the lowest score on the post-test was 60 and the highest score

was 80. The average was 70.63, with a standard deviation of 5.197. Based on the table, the significant score after students received treatment in the experimental class, whereas the student scores in the controlled class.

b. The data of questionnaire

The questionnaire consisted of 12 questions with five choices based on a Likert scale. There were several indicators was taken into account for designing the questionnaire. The following table indicators along with statement from the results of the questionnaire. All of the answers on the respondents choose according the indicator.

No.	Aspects	Mean	Interpretation
1.	Motivation	21,55556	A
2.	Joyful	22,18519	A

The data in table showed the mean score of the questionnaire in motivation aspects was 21,55 and joyful aspect was 22,18 all of the score were included to agree category.

1. Normality test

A normality test was used to determine whether research data distribution was normal. The researcher used SPSS 22 with Kolmogorov Smirnov and Shapiro-Wilk test to see the normality of data. The information was analyzed with SPSS 22. The summary of the normality test results below:

Ha: The data was normality distribution

H0: The data was not normality distribution

During the normality assessment, the researcher was using the Shapiro-Wilk in SPSS version 22. The approximation:

If p-value (Sig) > 0.05, the data was normal

If p-value (Sig) < 0.05, the data was not normal

Table 4.4

The normality Result of Speaking skill Pre-test and Post-test in the Experimental Class and Controlled Class.

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test exp	.134	27	.200*	.965	27	.474
Post-test exp	.187	27	.016	.935	27	.090
Pre-test control	.166	27	.055	.968	27	.545
Post-test control	.178	27	.028	.946	27	.167

The data in table 4.4, the normality significance of the pre-test in the experimental class was 0.474; thus, the normality significance of the pre-test in the controlled class was 0.545, the importance was greater than $\alpha = 0.05$, indicating that data in both the classes were generally distributed ($0.474 < 0.005$ and $0.545 < 0.05$).

Additionally, the post-test result of the experimental class indicates that the significance of normality for the experimental and

controlled classes was 0.090 and 0.167, respectively. Since both classes have significance greater than $\alpha = 0.05$ ($0.090 < 0.05$ and $0.167 < 0.05$), the result of the data normality distributed.

2. Homogeneity test

After conducting the normality test, the researcher conducted a homogeneity test to determine whether or not each class sample was of the same variant. The researcher used the SPSS 22 version to collect these data. The following description of the homogeneity test:

Table 4.5
The Homogeneity Test Result of Speaking Skill Pre-test in Experimental and Controlled class.

Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.
score Based on Mean	.286	1	52	.595
Based on Median	.358	1	52	.552
Based on Median and with adjusted df	.358	1	51.999	.552
Based on trimmed mean	.314	1	52	.578

The data in table 4.5 showed that the Sig of the pre-test score in speaking skill for experimental and controlled classes was 0.595. Because the significant value was greater than $\alpha = 0.05$ ($0.595 > 0.05$), this demonstrates that data in both classes were homogeneous.

Table 4.6

***The Homogeneity Test Result of Students Speaking Skill Post-test
in Experimental and Controlled***

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
score	Based on Mean	.300	1	52	.586
	Based on Median	.268	1	52	.607
	Based on Median and with adjusted df	.268	1	50.787	.607
	Based on trimmed mean	.313	1	52	.578

Table data in table 4.6 showed that the Sig of post-test in speaking skill for experimental and controlled classes was 0,586. Because the significant value was greater than $= 0,05$ ($0,586 > 0,05$). This demonstrates that data in both classes were homogeneous.

3. The Hypotheses T-test

After conducting the normality and homogeneity test, the researcher conducted a sample t-test to determine whether there was a difference in the mean of the unpaired two samples. The T-test requires a parametric statistic test that has been tested for normality and homogeneity. Basic for deciding that if the value of sig. (2-tailed) $< 0,05$, then there was a significant difference between the learning outcomes of the experimental and controlled classes. The researcher used Levene Statistic in the SPSS 22 version to collect these data. The following description of the t-test:

Table 4.7

The T-test Result of Speaking Skill Experimental and Controlled

Class

Paired Sample test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	95% Confidence Interval of the Difference	t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test exp pre-test con	6.259	5.762	1.109	3.980	8.539	5.645	26	.000
Pair 2	Post-test exp post-test con	7.000	7.087	1.364	4.196	9.804	5.132	26	.000

From the data in table showed, the T-count was 5.645 in pre-test experimental and controlled class, and post-test experimental controlled class was 5.132 with the degree of freedom (df) was 26. The mean score of the pre-test experimental and controlled class was 6.259 and the post-test experimental and controlled class was 7.000.

The lower score in pre-test experimental and controlled class was 3.980 and for post-test experimental and controlled class was 4.196, The upper score in pre-test experimental and controlled class was 8.539 and for post-test experimental and controlled class was 9.804.

It could be concluded, the score of $df = 26$ and the degree of significance 0.005 Based on the table above this showed the value of Sig. (2-tailed) of $0.000 < 0.005$, it could be concluded that there was a difference in the average students in speaking skills for the pre-test and post-test experimental class by using hand puppet and the pre-test and post-test control class by conventional method.

B. DISCUSSION

This study aimed to examine the impact of using hand puppets in the role-play method on students' speaking skills at MTsN 06 Jember, focusing on both pedagogical and psychological aspects. Based on the observations and data analysis, it was found that the use of hand puppets had a positive and significant influence on students' speaking performance, as well as their confidence and attitudes toward using English in communicative situations.

From a pedagogical perspective, The integration of hand puppets in role-play activities proved effective in creating a more engaging, interactive, and communicative learning environment. Puppets helped increase student participation during speaking tasks and boosted their interest in the learning process.

This finding aligns with a study by Kurniatun et al. (2020), which reported a significant improvement in students' speaking scores after implementing hand puppet-based role-play, with consistent score increases across three learning cycles. Similarly, Moka and Ma'rifatulloh (2022) demonstrated statistically significant results in junior high school students'

speaking skills, with a paired t-test result of sig. (2-tailed) = 0.000. At MTsN 06 Jember, students showed progress in aspects such as fluency, pronunciation, even if their vocabulary, grammatical, understanding were still developing. Furthermore, teachers observed that hand puppets helped simplify complex material and made it easier for students to understand, especially in English, which is often considered a difficult subject.

From a psychological perspective, hand puppets had a strong impact on reducing students' anxiety. Many students who were initially shy or afraid to speak in front of others became more willing to express themselves when using a puppet. The puppet served as a psychological buffer, enabling students to communicate through a character instead of facing the class directly. This phenomenon, known as distancing, helps lower the affective filter that often hinders second language acquisition.

This result is supported by Hadiniyah and Wahyuni (2023), whose study with preschool children showed that hand puppets significantly increased student engagement and self-confidence in storytelling sessions. Likewise, Rahmadhani and Fauziyah (2023) found that using hand puppets with young learners aged 4–5 years improved both their verbal expression and motivation to speak. At MTsN 06 Jember, students became more enthusiastic and emotionally comfortable during speaking activities when using puppets. This shows that interactive and emotionally supportive learning tools can reduce speaking anxiety and enhance motivation.

These findings are also in line with role-taking theory, which suggests that role-play activities can help learners develop empathy, social awareness, and verbal communication. Through hand puppets, students are able to explore various roles in a fun, non-threatening way, allowing them to use language in context while building confidence. Therefore, hand puppets function not only as engaging visual aids but also as tools to support cognitive, emotional, and social aspects of learning.

In summary, the use of hand puppets in role-play activities provides dual benefits: improving students' speaking performance and supporting their emotional development. This strategy is highly recommended as an effective alternative method for teaching English speaking skills, particularly at the junior secondary level such as at MTsN 06 Jember. Future studies may explore the long-term effects of hand puppet use in language learning, or investigate their influence on other language skills such as listening comprehension, vocabulary acquisition, and classroom interaction dynamics.

CHAPTER V

CONCLUSION AND SUGGESTIONS

G. CONCLUSION

Based on the findings of the research entitled Pedagogical and Psychological Impact of Using Hand Puppet in Role-Play of Speaking Skills, This study was conducted to determine the impact of using hand puppets in teaching speaking skills to seventh-grade students of MTsN 06 Jember. The research employed a quantitative approach with a quasi-experimental design, involving two classes: VII E (experimental class) and VII D (control class), each consisting of 27 students. The sampling technique used was purposive sampling. Data were collected through oral speaking tests and questionnaires.

The result of the study showed that use hand puppet had a significant positive impact of speaking skill. In the experimental class, the average score pre-test was 72.37, post-test average was 77.63, and gained average was 5.59. In comparison, the control class, which use conventional method increased from the pre-test average was 66.11, post-test average was 70.63, and gained average was 4.19 of the controlled class. The statistical hypothesis test result at found that $t_0 > t_{table}$; $5.645 > 5.132$. Thus, the H_0 (Null Hypothesis) was rejected, and the H_a (Alternative Hypothesis) was accepted. And The result of Questionnaire motivation was 21,55556 and the joyfull was 22,18519.

H. SUGGESTIONS

Based on the findings of this study, the author provides the following suggestions to:

1. Teachers:

- a. The teacher should be creative when teaching the students in the class.
- b. The teacher should teach the students with material for the students to feel enjoyable.
- c. The teacher should choose the material that is not too tricky for the students.
- d. The teacher taught the students not only to memorize vocabulary in the class.
- e. The teacher must teach the students to speak English.

2. Students:

- a. The students hope not to feel anxiety about speaking English.
- b. The students hope to speak English fluently.
- c. The students hoped to get the highest score after using hand puppets in speaking class.
- d. The students should ask the teacher when there is something they don't know about using hand puppets to improve their speaking skill.

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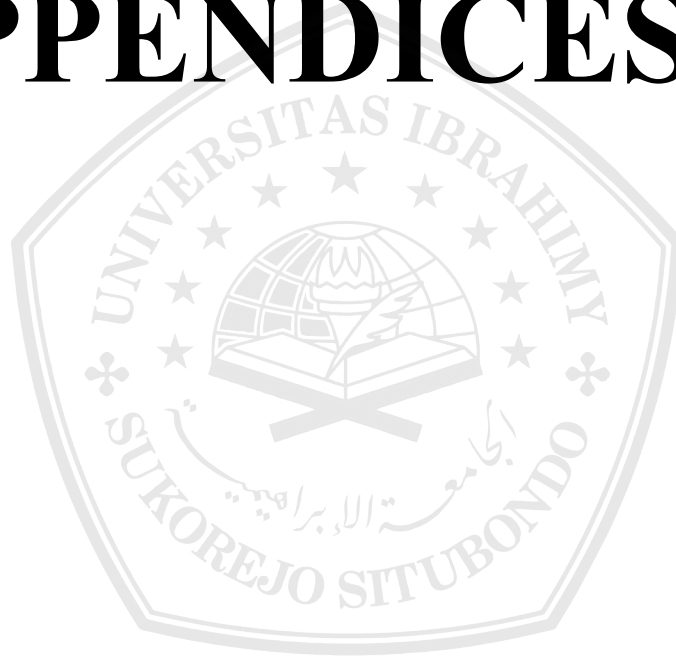
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APPENDICES





YAYASAN PONDOK PESANTREN SALAFIYAH SYAFI'YAH SUKOREJO
UNIVERSITAS IBRAHIMY
FAKULTAS ILMU SOSIAL DAN HUMANIORA
SUMBEREJO BANYUPUTIH SITUBONDO JAWA TIMUR

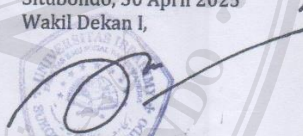
Po. Box. 2Phone (0338) 451307 Fax. (0338) 453068 Situbondo 68374 Website : www.ibrahimyy.ac.id email : fishumibrahimyy@gmail.com

SURAT TUGAS

Nomor : 0828/435/M.3/07/071.095/IV/2025

1. Lembaga yang memberikan : Fakultas Ilmu Sosial dan Humaniora Universitas Ibrahimy
Tugas Sukorejo Situbondo
2. Yang diberi Tugas : **DIAN KAMILATULAIL**
3. NPM : 2021704011
4. Program Studi : Pendidikan Bahasa Inggris
5. Yang bersangkutan diberi : Melaksanakan Penelitian untuk Penulisan skripsi dengan
tugas judul : **"Pedagogical and Psychological Impact of Using
Hand Puppet in Role-Play Method of Speaking Skill at
MTs Negeri 06 Jember"**
6. Tugas tersebut berlaku : Sejak 03 Mei s.d. 17 Mei 2025
7. Keterangan : Selesai melaksanakan tugas harap membuat laporan dan
diserahkan ke Fakultas

Situbondo, 30 April 2025
Wakil Dekan I,


Dr. Syarifuddin, M.H.I.

PROGRAM STUDI :

1. Psikologi
2. Hukum

3. Akuntansi
4. Pendidikan Bahasa Inggris



**FAKULTAS ILMU SOSIAL DAN HUMANIORA
SUMBEREJO BANYUPUTIH SITUBONDO JAWA TIMUR**

Po. Box. 2 Phone (0338) 451307 Fax. (0338) 453068 Situbondo 68374 Website : www.ibrahimy.ac.id email : fishumibrahimy@gmail.com

Nomor: 0828/434/T.2/07/071.095/IV/2025

Hal : Permohonan Izin Penelitian

Yang terhormat,

Kepala MTs Negeri 06 Jember

di-

Jember

Assalamu'alaikum Warahmatullah Wabarakatuh.

Yang bertandatangan di bawah ini, Wakil Dekan I Fakultas Ilmu Sosial dan Humaniora Universitas Ibrahimy menerangkan bahwa:

Nama : **DIAN KAMILATULAIL**

NPM : **2021704011**

Program Studi : **Pendidikan Bahasa Inggris**

Judul Skripsi : **Pedagogical and Psychological Impact of Using Hand Puppet in Role-Play Method of Speaking Skill at MTs Negeri 06 Jember**

bermaksud melaksanakan penelitian untuk penulisan skripsi Tahun Akademik 2024/2025.

Sehubungan hal tersebut, kami mohon kesediaan Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk melakukan penelitian dan mengambil data di instansi sesuai kepentingan penulisan skripsi.

Demikian permohonan kami, atas perkenan Bapak/Ibu disampaikan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Situbondo, 30 April 2025

Wakil Dekan I,

Dr. Syarifuddin, M.H.I.

PROGRAM STUDI :

1. Psikologi
2. Hukum

3. Akuntansi
4. Pendidikan Bahasa Inggris



PONDOK PESANTREN SALAFIYAH SYAFI'YAH SUKOREJO
UNIVERSITAS IBRAHIMY
FAKULTAS ILMU SOSIAL DAN HUMANIORA
SUMBEREJO BANYUPUTIH SITUBONDO JAWA TIMUR

Po. Box. 2 Phone: (0338) 451307 Fax: (0338) 453068 Situbondo 68374 Website: www.ibrahimiy.ac.id email: fshumibrahimiy@gmail.com

KARTU BIMBINGAN SKRIPSI

Nama Mahasiswa : Dian Kamilatulail Prodi : Pendidikan Bahasa Inggris
NPM : 2021704011 Pemb. I : M. Hilmy Hidayatullah, M.Pd.

NO	TANGGAL	MATERI	PARAF DOSEN
1.	Wednesday 25. Des. 2024	Judul dan Introduction	SS
2.	Saturday 4. Jan. 2025	Revisi Bab I	SS
3.	Saturday 11. Jan. 2025	Bab I - 2 fix	SS
4.	Saturday 18. Jan. 2025	Bab III Revisi	SS
5.	Thursday 23. Jan. 2025	1) Data Collection Techniques 2) Research Instrument 3) Data Analysis.	SS
6.	Saturday 1. Feb. 2025	Bab III fix	SS
7.			
8.			
JUDUL:			

Situbondo.....
Dosen Pembimbing I.


M. Hilmy Hidayatullah, M.Pd.



PONDOK PESANTREN SALAFIYAH SYAFI'iyah SUKOREJO
UNIVERSITAS IBRAHIMY
FAKULTAS ILMU SOSIAL DAN HUMANIORA
SUMBEREJO BANYUPUTIH SITUBONDO JAWA TIMUR

Po. Box. 2 Phone (0338) 451307 Fax. (0338) 453068 Situbondo 68374 Website : www.ibrahimy.ac.id email : fshumibrahimy@gmail.com

KARTU BIMBINGAN SKRIPSI

Nama Mahasiswa : Dian Kamilatulail Prodi : Pendidikan bahasa Inggris
NPM : 2021709011 Pemb. II : Sirrul bari, M. Pd.

NO	TANGGAL	MATERI	PARAF DOSEN
1.	Wednesday 21. May, 2025	- Revisi Abstrak - Revisi chapter IV	
2.	Wednesday 4. June, 2025	- Abstrak fix - Chapter IV fix	
3.	Wednesday 11. June, 2025	Revisi Bab V	
4.	Wednesday 18. June, 2025	Bab V fix	
5.	Wednesday 25. June, 2025	Ready to exam	
6.	Thursday 17. July, 2025	ACC	
7.			
8.			
JUDUL :			

Situbondo.....
Dosen Pembimbing II,

Sirrul Bari, M. Pd.

PROFIL MTs NEGERI 6 JEMBER



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER
MADRASAH TSANAWIYAH NEGERI 6
Jalan Ahmad Yani nomor 45 Sukowono, Jember 68194
Kabupaten Jember

 www.mtsnsukowono.sch.id

 mtsnsukowono@gmail.com

 Madrasah Tsanawiyah Negeri Sukowono

 (0331) 566353

 MTs Negeri 6 Jember

 mtsn6jember

A. PROFIL MADRASAH :

1. Nama Sekolah : MTs Negeri 6 Jember
2. NIS / NPSM : 20581575
3. NSS : 121135090007
4. Propinsi : Jawa Timur
5. Kabupaten : Jember
6. Kecamatan : Sukowono
7. Desa/Kelurahan : Sukowono
8. Jalan dan Nomor : A. Yani no 45
9. Kode Pos : 68194
10. Telepon : Kode Wilayah : 0331 Nomor : 566353
11. Faksimili : Kode Wilayah : Nomor :
12. Daerah : ☐ Perkotaan ☒ Pedesaan
13. Status Sekolah : ☒ Negeri ☐ Swasta
14. Kelompok Sekolah : ☐ Inti ☐ Model ☐ Final ☐ Terbuka
15. Akreditasi : ☒ A Th..... ☐ B Th..... ☐ C Th..... Bulan
16. Surat Keputusan/SK : 1857/BAN-SM/SK/2022
17. Penerbit SK : Badan Akreditasi Nasional Sekolah/Madrasah
18. Tahun Berdiri : Tahun 1961
19. Tahun Perubahan : Tahun 1997
20. Keg Belajar Mengajar : ☒ Pagi ☐ Siang ☐ Pagi dan Siang
21. Bangunan Sekolah : ☒ Milik Sendiri ☐ Bukan Milik Sendiri
22. Luas Bangunan : 4377 m²
23. Luas Tanah : 8934 m²
24. Jarak Tempuh Ke Pusat Kecamatan : 0,5 KM
25. Jarak Tempuh Ke Pusat Kabupaten : 20 KM
26. Terletak Pada Lintasan : ☐ Desa ☒ Kecamatan ☐ Kab/Kota ☐ Propinsi
27. Keanggotaan Rayon : 21 Madrasah
28. Perjalanan/Perubahan Sekolah :

B. IDENTITAS KEPALA MADRASAH

- a. Nama Kepala Madrasah : NUR WAHID, S.Pd.I, M.Pd.I
- b. NIP : 197406241998031004

- c. Pangkat/Gol : Pembina/ IVA
- d. TMT : 01 Agustus 2023
- e. Pendidikan : S2
- f. Alamat : Dusun Tegalbagu Rt. 002
Rw.001

Desa Arjasa, Kecamatan Arjasa

Kabupaten Jember

- g. Telepon 081249941799

C. DATA PENDIDIK DAN TENAGA KEPENDIDIKAN

- a. Guru PNS 17
- b. Guru Non PNS 15
- c. Struktural/JFU PNS 4
- d. Struktural/ JFU Non PNS 5

D. JUMLAH PESERTA DIDIK

NO	KELAS	JENIS KELAMIN		TOTAL	TOTAL
		L	P		
1	7.A	15	11	26	130
2	7.B	14	10	24	
3	7.C	12	14	26	
4	7.D	6	19	27	
5	7.E	7	20	27	
TOTAL		54	74	128	
6	8.A	18	7	25	

7	8.B	16	10	26	143
8	8.C	14	8	22	
9	8.D	14	8	22	
10	8.E	7	17	24	116
11	8.F	4	20	24	
TOTAL		73	70	143	
12	9.A	15	9	24	116
13	9.B	14	9	23	
14	9.C	16	8	24	
15	9.D	14	10	24	
16	9.E	6	15	21	
TOTAL		65	51	116	
TOTAL		192	195	389	389

E. DATA SARANA DAN PRASARANA Luas Tanah : 8934 M²

Luas Bangunan : 4377 M²

Lesson Plan of Experimental Class RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Lembaga : MTsN 06 JEMBER
 Subjek : Speaking
 Kelas/Semester : VII/Ganjil
 Materi Pokok : Conversation
 Alokasi Waktu : 3 Pertemuan x 2 Jam Pelajaran (45)

A. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Conversation yang baik dengan lawan bicara menggunakan bantuan hand puppet.

B. LANGKAH-LANGKAH PEMBELAJARAN

Media	Alat/ Bahan
Hand puppet	Papan tulis, kertas, dan perlengkapan belajar mengajar.

Pertemuan 1

Pendahuluan	Guru memberikan salam dan menyapa siswa. Guru memeriksa kehadiran siswa. Guru memberikan motivasi sebelum pembelajaran. Guru menjelaskan tentang pre-test.
Kegiatan inti	Guru mengolompokan siswa berpasang-pasangan. Guru memberikan dialog teks conversation kepada setiap siswa. Guru memberikan waktu kepada siswa untuk berdiskusi tentang teks yang telah diberikan. Guru meminta setiap kelompok untuk tampil didepan kelas untuk mengambil nilai pre-test secara individu.

Penutup	Guru mengumumkan nilai tertinggi dari siswa. Guru memberikan kesempatan kepada siswa untuk melakukan evaluasi pembelajaran pada hari itu. Guru menjelaskan sedikit tentang hand puppet yang akan dibahas pada pertemuan yang akan datang. Guru menutup pelajaran dan memberi salam kepada siswa di kelas.
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Pertemuan 2

Pendahuluan	Guru memberi salam dan menyapa siswa. Guru memeriksa kehadiran siswa. Guru memberikan motivasi sebelum pelajaran. Guru memberitahukan materi pelajaran yang akan dibahas pada pertemuan hari itu. Guru memberikan gambaran dan menjelaskan tentang hand puppet interview.
Kegiatan inti	Guru menjelaskan tentang hand puppet interview. Guru memberikan hand puppet dengan tema conversation kepada semua siswa. Guru membagi siswa dalam beberapa kelompok dengan berpasang-pasangan. Guru menjelaskan tentang hand puppet yang sudah diajarkan.
Penutup	- Guru memberikan kesempatan kepada siswa untuk bertanya tentang hand puppet. - Guru menutup pelajaran dan memberikan salam kepada siswa.

Pertemuan 3

Pendahuluan	-Guru memberi salam dan menyapa siswa. -Guru memeriksa kehadiran siswa. -Guru memberikan motivasi sebelum pembelajaran. -Guru memberitahukan bahwa akan ada penilaian post-test dengan tampil di hand puppet.
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Kegiatan Inti	-Guru menjelaskan tentang hand puppet interview. -Guru menyuruh siswa untuk bergabung dengan kelompoknya masing-masing yang sudah ditentukan pada pertemuan sebelumnya. -Guru memberikan teks dialog tentang conversation kepada masing-masing kelompok. -Guru menjelaskan kepada seluruh siswa agar tampil menggunakan hand puppet dengan pasangannya masing-masing. -Guru memberikan waktu 20 menit kepada siswa untuk berdiskusi. -Guru memberikan kesempatan kepada setiap siswa untuk bertanya.
	-Guru menyuruh setiap kelompok (berpasang-pasangan) tampil seperti hand puppet interview untuk mengambil nilai post-test. -Nilai akan diambil secara individu.
Penutup	-Guru memberikan kesimpulan tentang hasil belajar siswa dalam menggunakan hand puppet. -Guru menutup pelajaran dan memberi salam.

PENILAIAN HASIL PEMBELAJARAN

The Rubric Score of Test for Speaking Skill

Aspek	Assesment	Score
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pronunciation	The pronunciation is understandable and clear.	5	95-100
	Despite minor pronunciation issues, it is still evident.	4	85-94
	Pronunciation issues necessitate careful attention and can potentially result in misunderstandings.	3	75-84
	Very difficult to comprehend due to pronunciation problems.	2	65-74
	A serious pronunciation issue that practically renders conversation incomprehensible.	1	under 65

Vocabulary	The vocabulary and idioms are used essentially as those of a native speaker.	5	95-100
	Utilized erroneous language sometimes and must restate ideas due to lexical and ethical issues.	4	85-94
	Frequently employs incorrect phrases; a restricted vocabulary considerably constrains communication.	3	75-84
	Comprehension is getting more challenging due to word misuse and a small vocabulary.	2	65-74
		1	under 65

Fluency	Speech is as fluid with less effort as that of a native speaker.	5	95-100
	Language issues slightly impact speech rate.	4	85-94
	The impact of the language barrier on speed and fluency is rather significant.	3	75-84
	Usually reluctant, frequently silenced due to linguistic barriers.	2	65-74
	The conversation is almost impossible because of how halting and disjointed the speech is.	1	under 65

Grammar	• Make a few, or if any, noticeable grammar and word choice mistakes.	5	95-100
	• Occasionally commits grammar or word-order mistakes that do not, however, obfuscate meaning.	4	85-94
	• Make frequent grammatical and word placement mistakes that occasionally need to be clarified.	3	75-84
	• Grammar and word order mistakes make comprehension challenging, necessitating frequent sentence rewriting.	2	65-74
	• Severe grammatical and word-order mistakes that practically render speaking incoherently.	1	under 65

• Nearly everything can be understood at an average speed; occasionally, repetition may be required.	4	85-94
• Most of what is said can be understood without repetition when it is spoken at a slower speed.	3	75-84
• Has a tough time understanding social conversations, which are repeated often.	2	65-74
• Unable to comprehend even simple speech.	1	under 65

Situbondo, 07 Mei 2025
Peneliti,



Dian Kamlatulail
NPM: 2021704011

VALIDATION FORM

A. Respondent Identity

Name :

B. Instructions

1. This validation form is to validate the validity of the respondent's response dialogue texts
2. The researcher would like to request that you provide an assessment of the dialogue texts that will be given to validator by giving a check-list mark (centang) in each column with the following information:

SA: Strongly Agree (5)

A : Agree (4)

U : Uncertain (3)

D : Disagree (2)

SD: Strongly Disagree (1)

C. Assessment List

NO	Criteria	Answers				
		SA	A	U	D	SD
1	Instructions for filling out the form are explained clearly	✓				
2	Dialogue texts are explained clearly		✓			
3	Dialogue texts use good and correct spelling.	✓				
4	The categories contained in the dialogue texts include all aspects to be assessed		✓			
5	The dialogue texts aspect can measure the respondent's response to the media.		✓			

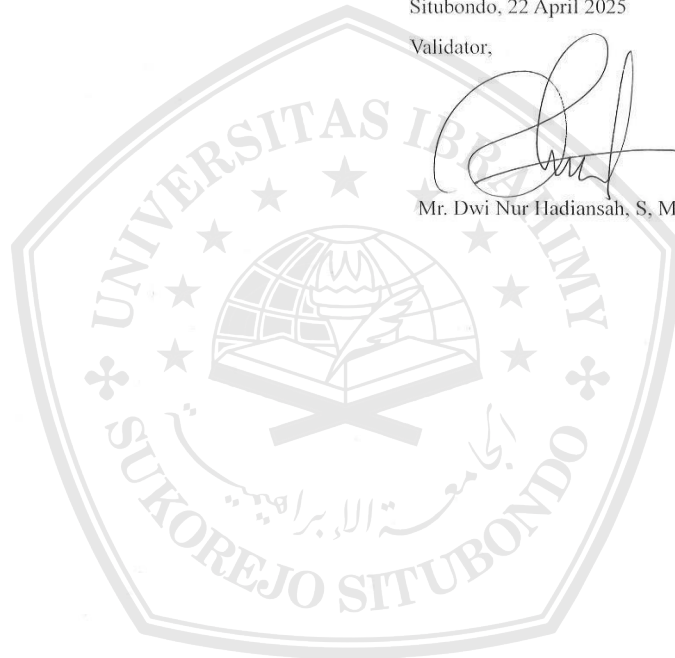
D. Comments / Suggestions

Situbondo, 22 April 2025

Validator,



Mr. Dwi Nur Hadiansah, S. M. Pd.



Pre-test

Instruction:

1. This test only for conducting the research. It does not influence your English score
2. Please read the conversation below and try the conversation
3. Present the conversation with pair in front of the class!
4. The time for presentation is only 2-4 minutes.
5. Thank you for your participation.

Holiday

(At home)

A: Where will you go on holiday?

B: Hm.... I have no idea

A: What do you think about Bono Beach?

B: Sounds great, when will we go there?

A: Ok, I see you next work.

(At beach)

A: What do you think about this beach?

B: Wow, this is beautiful beach I've ever seen.

A: Yeah, I think so. Do you like it?

B: Yes, of course. What is the interest of this beach?

A: Here, everyone enjoying with surfing because the wave is very suitable for surfing, Do you try it?

B: Don't waste anytime let's go surfing.
(When they wanted to go home)

A: I want to give my parents souvenir. But I don't know what it is.

B: Hmm.... I think you should buy a hat or a bag?

A: Yeah, that's good idea. Please help me to find it.

B: Ok, with pleasure.

Post-test

Instruction:

1. This test only for conducting the research. It does not influence your English score
2. Please read the conversation below and try the conversation
3. Present the conversation with pair in front of the class!
4. The time for presentation is only 2-4 minutes.
5. Thank you for your participation.

At School Canteen

(In front of the class)

A: Hi, Why do you just stay in front of the class?

B: Hmmm... I have no money

A: Do you want to join me to canteen

B: A..... (Just silent)

A: Ok Friend, today I want to treat you, but not more than ten thousand

B: Thanks a lot friend, next time my turn to treat you.

(At the canteen)

A: What do you want to order?

B: I think fried rice noodle and ice tea.

A: Are you sure? Fried noodle is not really good for you to eat this morning, better you order fried rice.

B: I choice noodle because the noodle is cheaper than fried rice,
but if you ask me to order that, never mind.

A: Ok, don't worry. Wait a minute! Tell you order.

B: Ok, Thank you.

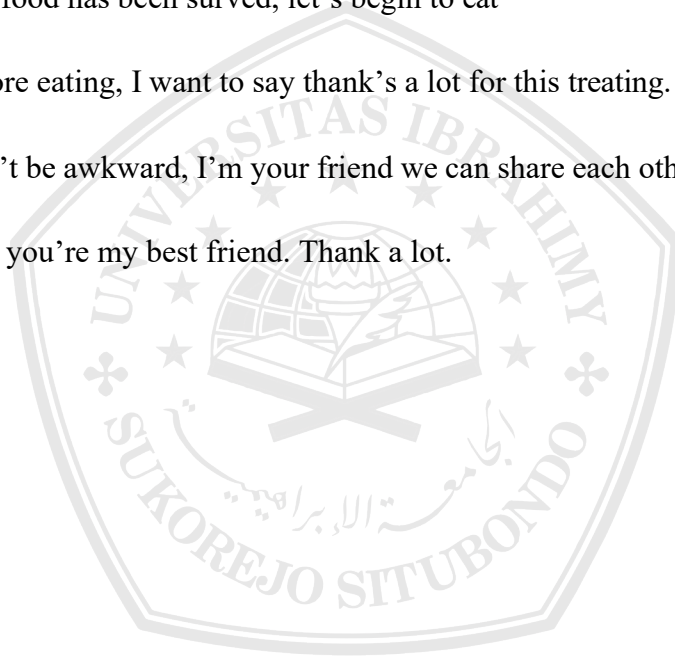
(A few minutes later)

A: The food has been served, let's begin to eat

B: Before eating, I want to say thank's a lot for this treating.

A: Don't be awkward, I'm your friend we can share each other, okay!

B: Yes, you're my best friend. Thank a lot.



Score of the Pre-test Experimental Class

students	pronunciation	vocabulary	fluency	grammar	understanding	total
1	70	80	80	80	80	78
2	76	79	70	70	80	75
3	64	68	68	70	70	72
4	76	75	78	73	78	76
5	70	70	68	64	68	68
6	80	78	76	78	78	78
7	70	70	70	70	70	70
8	68	75	70	70	77	72
9	80	80	79	81	80	80
10	71	75	75	78	76	75
11	70	76	67	67	70	70
12	73	72	75	70	70	72
13	60	65	63	66	66	64
14	74	76	75	76	79	76
15	70	75	70	70	75	72
16	70	70	74	78	78	74
17	70	75	70	70	75	72
18	76	74	78	74	78	76
19	69	67	69	69	66	68
20	72	70	70	74	74	72
21	80	74	78	78	80	78
22	66	68	60	68	68	66
23	60	62	62	62	64	62
24	70	70	70	72	68	70
25	73	72	75	70	70	72
26	70	70	76	76	78	74
27	79	79	76	70	76	76

Score of the Post-test Experimental Class

students	pronunciation	vocabulary	fluency	grammar	understanding	total
1	82	88	84	88	88	86
2	80	82	75	76	87	80
3	68	68	73	68	73	70
4	82	80	76	75	87	80
5	78	75	75	77	75	76
6	86	88	90	90	96	90
7	72	72	70	72	74	72
8	74	72	76	68	70	72
9	80	80	76	82	82	80
10	76	76	76	76	76	76
11	68	74	74	72	72	72
12	70	75	78	75	72	74
13	70	70	72	68	70	70
14	80	80	74	76	70	76
15	82	88	80	80	80	82
16	80	78	78	78	86	80
17	80	84	84	80	82	82
18	84	84	80	80	82	82
19	72	74	76	72	76	74
20	82	80	80	76	82	80
21	88	80	82	80	80	82
22	68	72	70	70	70	70
23	70	70	72	68	70	70
24	70	72	76	76	76	74
25	80	82	78	80	80	80
26	74	86	86	86	88	84
27	82	80	82	82	84	82

Score the Pre-test Control Class

students	pronunciation	vocabulary	fluency	grammar	understanding	total
1	70	70	70	70	70	70
2	68	67	71	76	78	72
3	60	62	62	64	62	62
4	68	68	76	68	70	70
5	68	65	64	64	64	65
6	67	68	68	64	68	67
7	64	65	66	65	60	64
8	65	65	65	65	65	65
9	65	66	68	68	68	67
10	66	68	67	64	60	65
11	66	64	67	64	64	65
12	68	68	66	65	68	67
13	64	66	67	64	64	65
14	62	62	64	62	60	62
15	50	59	50	64	62	57
16	67	68	65	63	62	65
17	70	68	70	70	72	70
18	66	70	68	68	68	68
19	76	78	71	75	75	75
20	68	76	68	68	70	70
21	64	66	64	66	60	64
22	50	64	64	62	60	60
23	70	70	70	70	70	70

24	68	70	70	72	70	70
25	62	62	60	62	64	62
26	67	65	62	61	60	63
27	66	64	67	64	64	65

Score of the Post-test Control Class

students	pronunciation	vocabulary	fluency	grammar	understanding	total
1	75	75	75	75	75	75
2	76	80	78	78	78	78
3	70	70	70	70	70	70
4	80	78	82	80	80	80
5	68	70	72	70	70	70
6	78	74	78	70	75	75
7	68	70	72	70	70	70
8	66	68	67	60	64	65
9	68	70	68	65	64	67
10	54	64	62	60	60	60
11	70	72	68	70	70	70
12	70	70	74	78	78	74
13	70	66	65	60	64	65
14	66	70	70	60	64	66
15	68	68	60	60	69	65
16	70	70	70	70	70	70
17	72	78	74	74	77	75
18	75	76	74	78	82	77
19	85	82	80	74	79	80
20	79	70	70	76	80	75
21	72	70	70	70	68	70
22	68	68	70	64	65	67

23	78	74	78	75	70	75
24	68	70	72	70	70	70
25	70	68	67	64	66	67
26	65	60	65	65	70	65
27	66	70	75	60	59	66

QUESTIONNAIRE

A. Identitas

Responden Nama

:

Usia

:

Jenis Kelamin :

B. Instruksi

Bacalah setiap pertanyaan dengan seksama dan beri tanda centang pada kolom sesuai dengan pendapat atau perasaan anda

SS: Sangat setuju (5)

S : Setuju (4)

N : Netral (3)

TS : Tidak Setuju (2)

STT: Sangat tidak setuju (1)

C. Daftar penilaian

MOTIVATIONS

NO	Criteria	Answers				
		SS	S	N	TS	STT
1	Saya merasa lebih termotivasi untuk berbicara dalam Bahasa Inggris ketika menggunakan boneka tangan karena proses belajar yang lebih menyenangkan.					
2	Saya merasa lebih positif dan bersemangat untuk berbicara dalam Bahasa Inggris setelah menggunakan boneka tangan dalam role-play.					
3	Saya merasa lebih termotivasi untuk berlatih berbicara dalam					
	bahasa inggris setelah menggunakan boneka tangan dalam role-play.					
4	Boneka tangan membuat saya lebih percaya diri untuk berbicara dalam Bahasa Inggris di depan teman-teman atau guru.					
5	Penggunaan boneka tangan mendorong saya untuk lebih sering berlatih berbicara dalam Bahasa Inggris di luar kelas.					

6	Saya merasa bahwa metode role-play dengan boneka tangan memberikan motivasi tambahan untuk berbicara Bahasa Inggris tanpa rasa takut.					
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JOYFULL

7	Saya merasa lebih Bahagia dan bersemangat saat menggunakan boneka tangan.					
8	Penggunaan boneka tangan membuat saya merasa lebih menikmati proses belajar Bahasa Inggris.					
9	Aktivitas role-play dengan boneka tangan membuat saya merasa gembira karena saya bisa mengekspresikan diri dengan cara yang menyenangkan.					
10	Setiap kali menggunakan boneka tangan, saya merasa bebas untuk bereksperimen dalam berbicara tanpa khawatir membuat kesalahan.					
11	Saya merasa lebih tertantang untuk meningkatkan keterampilan berbicara saya setelah mengikuti role-play dengan boneka tangan.					
12	Saya merasa lebih bersemangat untuk belajar Bahasa Inggris karena role-play dengan boneka tangan terasa lebih menyenangkan dan tidak membosankan.					

Questionnaire

A. Identitas Responden

Name : Dewi Indah Meiriska Sari

Usia : 13

Jenis Kelamin : Cewe

B. Instruksi

Bacalah setiap pertanyaan dengan seksama dan beri tanda centang pada kolom sesuai dengan pendapat atau perasaan anda.

SS : Sangat Setuju (5)

S : Setuju (4)

N : Netral (3)

TS : Tidak Setuju (2)

STT : Sangat tidak setuju (1)

C. Daftar Penilaian

1. MOTIVATIONS

NO	Criteria	Answers				
		SS	S	N	TS	STT
1	Saya merasa lebih termotivasi untuk berbicara dalam Bahasa Inggris Ketika menggunakan boneka tangan karena proses belajar yang lebih menyenangkan.		✓			
2	Saya merasa lebih positif dan bersemangat untuk berbicara dalam Bahasa Inggris setelah menggunakan boneka tangan dalam role-play.	✓				
3	Saya merasa lebih termotivasi untuk berlatih berbicara dalam Bahasa Inggris setelah menggunakan boneka tangan dalam role-play.		✓			
4	Boneka tangan membuat saya lebih percaya diri untuk berbicara dalam Bahasa Inggris di depan teman-teman atau guru.		✓			

5	Penggunaan boneka tangan mendorong saya untuk lebih sering berlatih berbicara dalam Bahasa Inggris di luar kelas.	✓				
6	Saya merasa bahwa metode role-play dengan boneka tangan memberikan motivasi tambahan untuk berbicara Bahasa Inggris tanpa rasa takut.		✓			

2. JOYFULL

7	Saya merasa lebih bahagia dan bersemangat saat menggunakan boneka tangan.	✓				
8	Penggunaan boneka tangan membuat saya merasa lebih menikmati proses belajar Bahasa Inggris.	✓				
9	Aktivitas role-play dengan boneka tangan membuat saya merasa gembira karena saya bisa mengekspresikan diri dengan cara yang menyenangkan.	✓				
10	Setiap kali menggunakan boneka tangan, saya merasa bebas untuk bereksperimen dalam berbicara tanpa khawatir membuat kesalahan.		✓			
11	Saya merasa lebih tertantang untuk meningkatkan keterampilan berbicara saya setelah mengikuti role-play dengan boneka tangan.	✓				
12	Saya merasa lebih bersemangat untuk belajar Bahasa Inggris karena role-play dengan boneka tangan terasa lebih menyenangkan dan tidak membosankan.	✓				

Questionnaire

A. Identitas Responden

Name : Anugrah Putra Pratama

Usia : 13

Jenis Kelamin : laki-laki

B. Instruksi

Bacalah setiap pertanyaan dengan seksama dan beri tanda centang pada kolom sesuai dengan pendapat atau perasaan anda.

SS : Sangat Setuju (5)

S : Setuju (4)

N : Netral (3)

TS : Tidak Setuju (2)

STT : Sangat tidak setuju (1)

C. Daftar Penilaian

1. MOTIVATIONS

NO	Criteria	Answers				
		SS	S	N	TS	STT
1	Saya merasa lebih termotivasi untuk berbicara dalam Bahasa Inggris Ketika menggunakan boneka tangan karena proses belajar yang lebih menyenangkan.		✓			
2	Saya merasa lebih positif dan bersemangat untuk berbicara dalam Bahasa Inggris setelah menggunakan boneka tangan dalam role-play.			✓		
3	Saya merasa lebih termotivasi untuk berlatih berbicara dalam Bahasa Inggris setelah menggunakan boneka tangan dalam role-play.			✓		
4	Boneka tangan membuat saya lebih percaya diri untuk berbicara dalam Bahasa Inggris di depan teman-teman atau guru.			✓		

5	Penggunaan boneka tangan mendorong saya untuk lebih sering berlatih berbicara dalam Bahasa Inggris di luar kelas.				✓	
6	Saya merasa bahwa metode role-play dengan boneka tangan memberikan motivasi tambahan untuk berbicara Bahasa Inggris tanpa rasa takut.			✓		

2. JOYFULL

7	Saya merasa lebih bahagia dan bersemangat saat menggunakan boneka tangan.			✓		
8	Penggunaan boneka tangan membuat saya merasa lebih menikmati proses belajar Bahasa Inggris.		✓			
9	Aktivitas role-play dengan boneka tangan membuat saya merasa gembira karena saya bisa mengekspresikan diri dengan cara yang menyenangkan.			✓		
10	Setiap kali menggunakan boneka tangan, saya merasa bebas untuk bereksperimen dalam berbicara tanpa khawatir membuat kesalahan.				✓	
11	Saya merasa lebih tertantang untuk meningkatkan keterampilan berbicara saya setelah mengikuti role-play dengan boneka tangan.			✓		
12	Saya merasa lebih bersemangat untuk belajar Bahasa Inggris karena role-play dengan boneka tangan terasa lebih menyenangkan dan tidak membosankan.		✓			

QUESTIONNAIRE MOTIVATION

NO	NAME	R1	R2	R3	R4	R5	R6	TOTAL
1	ALFINAYATUL FITRIYAH	3	4	4	4	4	4	23
2	AMELIA QURROTUL AINI	3	4	3	3	3	4	20
3	ANUGERAH PUTRA PRATAMA	4	3	3	3	2	3	18
4	ARIMBI LIYANA QAISARA	5	4	4	4	4	4	25
5	AULIATUL HASANAH	4	4	5	3	3	3	22
6	DEWI INDAH MEIRISKA SARI	4	5	4	4	5	4	26
7	DIMASYQI SHAAIQAH AL AVI	4	3	4	4	3	3	21
8	ELYSIA ISHANADEWI ALFARIZQI	4	3	4	4	3	3	21
9	FADILA AULYA SYARIF	3	3	4	3	4	3	20
10	FAFA NUR AINA	5	4	4	4	4	4	25
11	IHTAZAM AKMAL ZIDANE	4	4	4	4	4	4	24
12	IKLILA QOTRIN NADA	3	4	3	3	3	3	19
13	LAILATUN NAFIZAH	4	4	5	3	3	3	22
14	M. IZZAN FIRMANSYAH	4	4	4	4	4	4	24
15	MUHAMMAD HAFILUL UMAM	3	4	4	3	3	4	21
16	MUHAMMAD RIZKY MAULANA	4	4	4	4	4	4	24
17	NABILA ZALFA SAKHI ALI	3	3	3	3	3	3	18
18	NADHIFAH SALSABILA FATHIN	3	3	3	3	3	3	18
19	NAYLA ZALIFIYA SYA'BANIYAH	3	3	5	3	4	3	21
20	NIKEYSHA ALZENA PUTRI SANUSI	3	3	3	4	3	4	20
21	SELVIANI	4	3	4	3	3	3	20
22	SITI IKROMATUL NURAINI	4	4	4	3	3	4	22
23	SYAHMI LI DAUFA AHMAD	4	4	4	4	5	4	25
24	SYIFA NUR MUHAMMAD YAZID	4	3	3	3	4	4	21
25	VIYYA NABILA AISY	4	4	3	3	3	4	21
26	WULAN RAMADHANI TAUFIK	3	3	4	4	3	4	21
27	ZAHRATUN ANISA	3	3	4	3	4	3	20

QUESTIONNAIRE JOYFUL

NO	NAME	R1	R2	R3	R4	R5	R6	TOTAL
1	ALFINAYATUL FITRIYAH	4	4	4	4	4	4	24
2	AMELIA QURROTUL AINI	3	3	3	4	3	4	20
3	ANUGERAH PUTRA PRATAMA	3	4	3	2	3	4	19
4	ARIMBI LIYANA QAISARA	5	5	5	4	5	4	28
5	AULIATUL HASANAH	4	4	4	3	5	3	23
6	DEWI INDAH MEIRISKA SARI	5	5	5	4	5	5	29
7	DIMASYQI SHAAIQAH AL AVI	4	3	3	3	3	3	19
8	ELYSIA ISHANADEWI ALFARIZQI	4	4	3	4	3	3	21
9	FADILA AULYA SYARIF	4	3	3	3	3	3	19
10	FAFA NUR AINA	5	5	5	4	5	4	28
11	IHTAZAM AKMAL ZIDANE	4	4	4	4	3	4	23
12	IKLILA QOTRIN NADA	4	3	3	3	3	3	19
13	LAILATUN NAFIZAH	4	4	4	3	5	3	23
14	M. IZZAN FIRMANSYAH	4	4	4	4	3	4	23
15	MUHAMMAD HAFILUL UMAM	4	4	3	4	4	5	24
16	MUHAMMAD RIZKY MAULANA	4	4	4	5	3	3	23
17	NABILA ZALFA SAKHI ALI	3	4	3	3	3	4	20
18	NADHIFAH SALSABILA FATHIN	5	3	3	3	3	3	20
19	NAYLA ZALIFIYA SYA'BANIYAH	5	4	3	4	3	4	23
20	NIKEYSHA ALZENA PUTRI SANUSI	4	3	3	3	3	4	20
21	SELVIANI	4	4	4	3	3	4	22
22	SITI IKROMATUL NURAINI	4	4	4	3	3	4	22
23	SYAHMI LI DAUFA AHMAD	4	4	4	4	4	4	24
24	SYIFA NUR MUHAMMAD YAZID	3	4	4	3	3	4	21
25	VIYYA NABILA AISY	3	4	3	4	4	4	22
26	WULAN RAMADHANI TAUFIK	4	4	3	2	3	3	19
27	ZAHRATUN ANISA	3	4	3	4	4	3	21

The researcher was taking picture with the headmaster of MTsN 06

JEMBER



The student was using hand puppet in experimental class



The researcher was giving treatment in experimental class



The researcher was teaching in controlled clas

CURRICULUM VITAE



Dian Kamilatulail, the first child from Mr. H. Sofyan

Syaifurrahman, S,Ag,. M,Pd, I. and Listiana, I

was born in

Jember, 06th March 2003. I lived in Sukokerto,

Sukowono, Jember. I graduated from TK

NURUL HIDAYAH in 2007, I graduated from

MIN 01 JEMBER in 2015, I continued in MTs NURUL QARNAIN in

2018, I continued in MA NURUL QARNAIN in 2021.

In 2021, I was accepted as one of the students university in English

Education Department, social and humanities faculty, In University

Ibrahimi, Sukorejo Situbondo. I was doing baksos in Grujugan, Cerme,

Bondowoso, and then KKN (Kuliah Kerja Nyata) in Plerean Sumber

Jambe Jember. And PPL in SMPN 4 SITUBONDO.

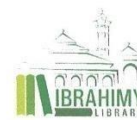
Finally, I followed thesis examination entitled “Pedagogical and

Psychological Impact of Using Hand Puppet in Role-Play Method of

Speaking Skills at MTsN 06 JEMBER.”



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**SURAT KETERANGAN
HASIL PEMERIKSAAN PLAGIASI**

Yang bertanda tangan di bawah ini

Nama : Muhammad Ali Ridla, M.Kom.
Jabatan : Kepala Perpustakaan

Menyatakan dengan sebenarnya bahwa:

NPM : 2021704011
Nama : DIAN KAMILATULAIL
Fakultas : Sosial dan Humaniora
Prodi : Pendidikan Bahasa Inggris
Kecamatan : Sukowono
Kabupaten : Jember
Provinsi : Jawa Timur
Judul Skripsi : PEDAGOGICAL AND PSYCHOLOGICAL
IMPACT OF USING HAND PUPPET IN ROLE-
PLAY METHOD OF SPEAKING SKILL AT MTsN
06 JEMBER

Dengan dosen Pembimbing :

1. M. Hilmy Hidayatullah, S.Pd.I., M. Pd.
2. Sirrul Bari, M. Pd.

Telah dilakukan cek plagiasi di Perpustakaan Universitas Ibrahimiyah dengan persentase plagiasi terakhir sebesar **25%**.

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Sukorejo, 30 Juni 2025
Kepala Perpustakaan,



Dokumen ini
telah ditandatangani
secara elektronik.

Muhammad Ali Ridla, M.Kom.



UU ITE No.11 Tahun 2008 Pasal 5 Ayat 1
"Informasi Elektronik dan/atau Dokumen Elektronik
dan/atau hasil cetaknya merupakan alat bukti yang sah."

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Saya yang bertanda tangan di bawah ini:

Nama : DIAN KAMILATULAIL
NIM/NPM : 2021.70.4011
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Ilmu Sosial dan Humaniora
Jenis Karya Ilmiah : Skripsi

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Situbondo, 09 September 2025

Yang Menyatakan,



DIAN KAMILATULAIL