

**THE USE OF HAND PUPPET IN TEACHING SPEAKING SKILLS  
FOR THE EIGHTH GRADE JUNIOR HIGH SCHOOL STUDENTS  
AT MTS AL-BADRI JEMBER**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
To fulfill one of requirements for Bachelor Degree (S.Pd)  
English Education Program  
Islamic Studies and Language Education Department  
Faculty of Education and Teacher Training



UNIVERSITAS ISLAM NEGERI  
By:  
KIAI HAJI ACHMAD SIDDIQ  
**Muslimatul Azizah**  
NIM: 202101060011  
J E M B E R

**STATE OF ISLAMIC UNIVERSITY  
KIAI HAJI ACHMAD SIDDIQ JEMBER  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
JUNE 2024**

**THE USE OF HAND PUPPET IN TEACHING SPEAKING SKILLS  
FOR THE EIGHTH GRADE JUNIOR HIGH SCHOOL STUDENTS  
AT MTS AL-BADRI JEMBER**

**THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember  
To fulfill one of requirements for Bachelor Degree (S.Pd)  
English Education Program  
Islamic Studies and Language Education Department  
Faculty of Education and Teacher Training

**By:**

**Muslimatul Azizah**  
NIM: 202101060011

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E R

Supervisor Approval



**Isnadi, S.S., M.Pd.**

**NIP. 197106102014111004**

**THE USE OF HAND PUPPET IN TEACHING SPEAKING SKILLS  
FOR THE EIGHTH GRADE JUNIOR HIGH SCHOOL STUDENTS  
AT MTS AL-BADRI JEMBER**

**THESIS**

Has Been Examined and Approved by the Board Examiners  
In Partial Fulfillment of the Requirements for Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
Islamic Studies and Language Education Department  
English Education Program

Day: Monday

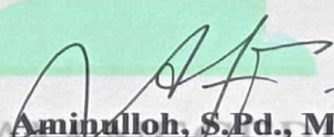
Date: 03<sup>rd</sup> of June 2024

**The Board of Examiners**

**Chairman**



**Secretary**

  
Dewi Nurul Oomariyah, S.S., M.Pd.  
NIP. 197901272007102003

  
Aminulloh, S.Pd., M.Pd.  
NIP. 197705272014111001

Members:

1. Moch. Imam Machfudi, S.S., M. Pd., Ph.D
2. Isnadi, S.S., M.Pd.

Approved by  
Dean of Faculty of Tarbiyah and Teacher Training



  
Dr. H. Abdul Muis, S.Ag., M.Si  
NIP. 197304242000031005

## MOTTO

وَقُلْ لِعِبَادِي يَقُولُوا الَّتِي هِيَ أَحْسَنُ إِنَّ الشَّيْطَانَ يَنْزِعُ بَيْنَهُمْ إِنَّ الشَّيْطَانَ كَانَ

لِلْإِنْسَانِ عَدُوًّا مُّبِينًا ﴿٥٣﴾

Say to My servants that they should (only) say those things that are best: for Satan doth sow dissensions among them: For Satan is to man an avowed enemy.

(QS. Al-Israa': 53)\*



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

---

\* Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, Noble Qur'an: The English Translation of The Meanings and Commentary (KSA King Komplex,2007)



## DEDICATION

I sincerely appreciate the following people for their contributions to the completion of my thesis, and I dedicate it to:

### 1. My Little Family

My mother, father, and only brother, I offer my deepest appreciation for your unwavering love, prayers, and support. Every effort and sacrifice you have made has been a constant source of strength and motivation for me. Without your encouragement, this achievement would not have been possible. This work is wholeheartedly dedicated to you.

### 2. Friends and Companions

My dearest friends, thank you for always making time amidst your own busy schedules to accompany me in this struggle to write and complete this thesis. I apologize for not being able to mention each of you by name, as thankfully, there has been participation from many friends in this endeavor.

### 3. The Readers

All the esteemed readers, thank you for taking the time to read this work. I hope this thesis provides new insights and benefits in the field of English language learning.

## ACKNOWLEDGEMENT

In the Name of Allah. All praises be to Allah, the most Gracious, the most Merciful, king of the king, the Lord of the world, and the master of the day after, who has given us blessing and guidance. Because of His graciousness and mercifulness, the writer can write well. The writer realizes and feels very sure that without His mercy and guidance, it would not be possible to finish the thesis.

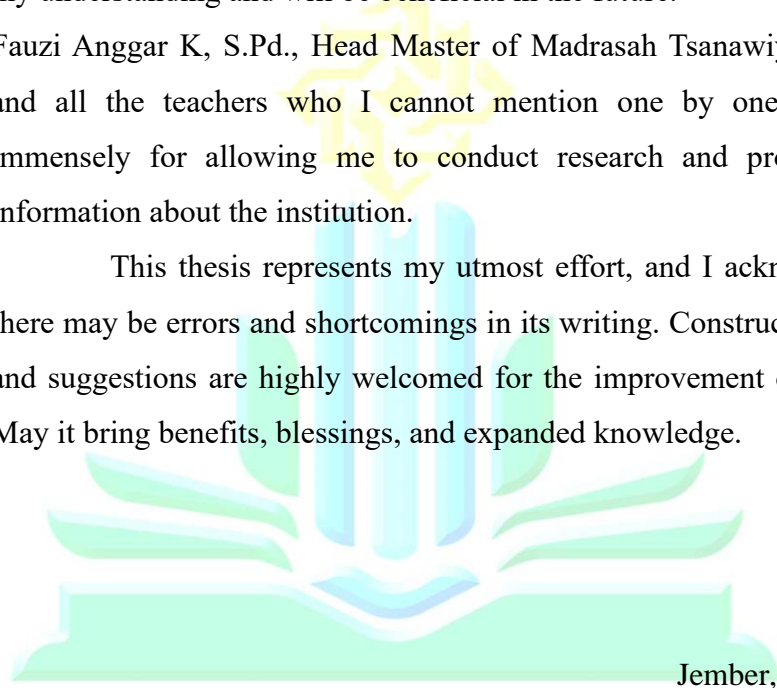
Praise and salutation upon our prophet Muhammad SAW who had brought us to the path of light from the darkness in this life. The best messenger for people all over the world, peace be upon him, his families, his companions, and his followers.

In this opportunity, the writer here would like to express her profound gratitude, more than she can express, to;

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM., Rector of Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, for providing support and facilities that enabled me to pursue my studies at this esteemed institution.
2. Dr. Abdul Muis, S.Ag., M.Si., Dean of the Faculty of Tarbiyah and Teacher Training at Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, for granting permission and the opportunity to conduct this research.
3. Dr. Nuruddin, S.Pd.I. M.Pd.I., Head of the Department of Islamic Education and Languages, Faculty of Tarbiyah and Teacher Training, UIN KHAS Jember, for his support.
4. Mrs. Dewi Nurul Qomariyah, S.S, M.Pd., Coordinator of the Islamic Education Management Study Program, Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, for her guidance and permission to conduct the research.
5. Mr. Isnadi, S.S, M.Pd., my thesis advisor, for his patient guidance, dedicated time, and unwavering support from the beginning to the completion of this thesis.

6. Mr. Aminulloh, S.Pd., M.Pd., my academic advisor, for his guidance and motivation from the second semester to the final semester.
7. All lecturers at Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, for imparting knowledge with patience and sincerity, which has broadened my understanding and will be beneficial in the future.
8. Fauzi Anggar K, S.Pd., Head Master of Madrasah Tsanawiyah Al-Badri, and all the teachers who I cannot mention one by one. Thank you immensely for allowing me to conduct research and providing clear information about the institution.

This thesis represents my utmost effort, and I acknowledge that there may be errors and shortcomings in its writing. Constructive criticism and suggestions are highly welcomed for the improvement of this thesis. May it bring benefits, blessings, and expanded knowledge.



Jember, 03 Juni 2024

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

Muslimatul Azizah

202101060011

## ABSTRACT

**Muslimatul Azizah**, 2024, “*The Use of Hand Puppet in Teaching Speaking Skills for the Eighth Grade Junior High School Students at MTs Al-Badri Jember*”

**Keywords:** Teaching Speaking Skills, Hand Puppet.

Speaking appears to be the most challenging of the four fundamental English language abilities that often occurs in the field and students complain about, because speaking is done quickly and leaving little time for word choice. Therefore, innovative teaching is really needed so that learners are interested in practicing their speaking skills. One interesting way to teach students' speaking skills is by using learning media such as hand puppets. Hand Puppet can encourage language development by providing an engaging and entertaining teaching and learning activities.

The aim of the research is to analyze the use of hand puppet in teaching students' speaking skills. Thus, this research has three focuses, those are: 1). How is the Planning Stage of Teaching Speaking Skills by Using Hand Puppet for the Eighth Grade Junior High School Students at MTs Al-Badri Jember? 2). How is the Implementation Stage of Teaching Speaking Skills by Using Hand Puppet for the Eighth Grade Junior High School Students at MTs Al-Badri Jember? 3). How is the Evaluation Stage of Teaching Speaking Skills by Using Hand Puppet for the Eighth Grade Junior High School Students at MTs Al-Badri Jember?

The research subjects consist of an English teacher and 31 eighth-grade students at MTs Al-Badri Jember. This research uses the descriptive qualitative research method, where the data are collected through observation, interview, and document review to obtain a comprehensive understanding of the teaching and learning process. Data analysis is conducted using the theory from Milles Huberman and Saldana that included data collection, data condensation, data display, and verifying conclusion. Source triangulation and techniques triangulation are used to validate the data collected.

The results showed that 1) The planning stage of teaching students' speaking skills by using hand puppet are: a) The teacher identified students' challenges in speaking skills then she decided to use hand puppet media to address these issues. b) The teacher designed lesson plan. c) The teacher was choosing descriptive text material. d) The learning objectives included: students' ability to identify, analyze, and compose descriptive text. e) Focused on communicative language teaching (CLT) approach. f) The teacher determined the teaching procedures. g) The teacher created students' speaking assessment rubric. 2) The implementation stage of teaching students' speaking skills by using hand puppet are divided into three steps of activities those are: pre-activities, main activities, and closing activities. 3) The evaluation stage of teaching students' speaking skills by using hand puppet are conducted by using formative tests with a detailed scoring rubric, where the assessment was done directly in the classroom when students were describing their favorite animals. The aspects assessed include accuracy (vocabulary, pronunciation, grammar), fluency, dan comprehension.



## TABLE OF THE CONTENT

COVER.....	i
APPROVAL OF ADVISOR.....	ii
APPROVAL OF EXAMINER.....	iii
MOTTO.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT.....	viii
TABLE OF THE CONTENT.....	ix
CHAPTER I INTRODUCTION.....	1
A. Research Background.....	1
B. Research Focus.....	9
C. Research Objectives.....	9
D. Research Significances.....	10
E. Definition of key term.....	11
F. Systematic discussion.....	13
CHAPTER II RELATED LITERATURE REVIEW.....	15
A. Previous Research.....	15
B. Theoretical Framework.....	27
1. Teaching Speaking Skills.....	27
2. Puppet as Teaching Media.....	59
3. Descriptive Text.....	68
4. Teaching Speaking skills by Using Hand Puppet.....	70
CHAPTER III RESEARCH METHOD.....	76

A.	Research Approach and Type .....	76
B.	Research Location .....	76
C.	Research Subjects.....	77
D.	Data Collection Techniques.....	78
E.	Data Analysis.....	81
F.	Data Validity.....	84
CHAPTER IV .....		88
RESEARCH FINDING AND DISCUSSION .....		88
A.	Description of Research Object.....	88
B.	Research Findings .....	91
C.	Research Discussion.....	121
CHAPTER V.....		132
CONCLUSION AND SUGGESTION .....		132
A.	CONCLUSSION .....	132
B.	SUGGESTION.....	134
REFERENCES.....		136

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

# CHAPTER I

## INTRODUCTION

### A. Research Background

Education plays a significant part in the advancement of a nation, since the degree of education and a country's growth rate are strongly correlated. Education that is excellent, equitable, and pertinent to the society's needs may contribute to advancement of a country. Realizing the strategic significance of education, the national long-term development plan (RPJPN) to support the achievement of a Golden Indonesia 2045 is achieved through eight development visions, with equitable quality education being one of the priority issues in the 2025–2045 RPJPN, according to Amich Alhumami, Deputy at the National Development Planning Agency for Human, Community, and Cultural Development (Bappenas). Indonesia hopes to catch up to other powerful countries and become a developed nation in the future century.<sup>2</sup> Thus, disseminating these ideas intensively is important for inspiring the younger generation to be more enthusiastic about learning and working in all fields, because this can be achieved if they have high levels of competence, creativity, and invention.

Teaching and learning English as an international language for secondary school students has become essential in preparing Indonesia's

---

<sup>2</sup> Fajriani Azis et al., “Pengelolaan Pendidikan Era Merdeka Belajar: Teori dan Praktik,” n.d.

young generation to increase global competitiveness.<sup>3</sup> The ability to compete internationally with individuals from different countries is a part of the English learning objectives for Indonesians to support the realization of the 2025–2045 RPJPN development vision, since it allows people throughout the world who speak different languages to communicate each other more easily.<sup>4</sup> One of the key components of long-term growth in 2045 the development of high-quality human resources may be positively impacted by preparing a generation that can use English to communicate well and work effectively in global collaboration, international trade, and diplomacy. Students are hoped to be able to compose text of subject matter, as well as being taught how to utilize the English language appropriately. Thus, students really need to pursue learning English as a second language in this era of globalisation.

Similar to other languages, English requires students to acquire four skills: speaking, reading, writing, and listening. However, speaking appears to be the most challenging of the four fundamental English language abilities that often occurs in the field and students complain about, because speaking is done quickly and leaving little time for word choice.<sup>5</sup> Speaking is an important component of all effective communication and it is the most common form since it is so

---

<sup>3</sup> Gabriel Daar, “English Language Learning and Teaching in Indonesia in the Period of Covid-19 Out Break (Challenges and Opportunities),” 2021, <https://doi.org/10.4108/eai.3-6-2021.2310712>.

<sup>4</sup> Viereck Wolfgang, “English as an International Language,” *Indogermanische Forschungen* 92, no. April (1987): 172–95, <https://doi.org/10.1515/9783110243345.172>.

<sup>5</sup> Cahyani Octavia, Rosmania Rima, and Dhafid Wahyu Utomo, “The Effect of Using Chain Game toward Students’ Speaking Skill,” *Journal of English Language Teaching and Cultural Studies* 6, no. 1 (March 31, 2023): 1–10, <https://doi.org/10.48181/jelts.v6i1.17359>.



commonplace in daily life that people take it for granted.<sup>6</sup> Therefore, speaking skills may facilitate students in language development and acquisition, and it can be beneficial for their academic achievement as well as professional success. Unfortunately, some teaching and learning problems that inhibit the speaking learning objectives are still happened, both teacher and students can contribute to some of the aspects under consideration.

Problems that teachers usually have are related to the characteristics of their learning methods. It happens frequently, teachers present material in an overly monotonous way, which discourage students from practicing their speaking skills. Teachers must be innovative in developing various learning methods that might engage students' participation in order to provide them more chances to practice speaking. Furthermore, considering students' different abilities in absorbing and understanding lesson material, teachers must also be able to foster students' learning motivation evenly through the methods chosen, so that no one feels left behind.<sup>7</sup> Learning strategies that are interesting and incorporate both aspects will help students learn in a more appropriate setting and make it simpler for them to achieve their speaking learning objectives.

---

<sup>6</sup> Ali Derakhshan, Atefeh Nadi Khalili, and Fatima Beheshti, "Developing EFL Learner's Speaking Ability, Accuracy and Fluency," *English Language and Literature Studies* 6, no. 2 (May 23, 2016): 177, <https://doi.org/10.5539/ells.v6n2p177>.

<sup>7</sup> Bustami Usman, Tengku Maya Silviyanti, and Marzatillah Marzatillah, "The Influence of Teacher's Competence towards the Motivation of Students in Learning English," *Studies in English Language and Education* 3, no. 2 (September 10, 2016): 134–46, <https://doi.org/10.24815/siele.v3i2.4961>.

In addition, as it has been mentioned, students also have a significant contribution on the accomplishment of speaking learning objectives as well as teachers. Students face two main barriers when trying to improve their speaking abilities: first, linguistic factors such as mastering vocabulary, pronunciation, grammar, and fluency; second, non-linguistic or specifically psychological factors such as lack of confidence, anxiety, shyness, and motivation.<sup>8</sup> Mastering English vocabularies is the first thing students should do. Without vocabulary mastery, students will pronounce English words incorrectly since the vocabularies sounds foreign to them and they will have difficulty to produce conversations in correct grammar structures fluently. Beside it, students feel unconfident about other people's reactions to their possible mistakes. This makes them feel embarrassed to practice their speaking skills. These kind of expressions are not unusual for Indonesian students to have because essentially they have been speaking their native tongue, which is distinct from English. Furthermore, they don't have much exposure to English outside of the classroom.

This assertion is accurate given the facts happened in the field. Several similar problems were found after the researcher conducted an interview with the 8th grade English teacher at MTs Al Badri. The teacher stated that, she had weaknesses in creating interesting learning methods, especially for teaching students' speaking skills on descriptive text

---

<sup>8</sup> Ester Maji, Udi Samanhudi, and Maryanti E Mokoagouw, "Students' \_ Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong)" 5, no. 1 (2022).

material a year ago. The teacher simply employed conventional teaching method, she explained the descriptive text material on the theme of "Animals" without involving students to participate in teaching and learning activities, that made students less interested. After that, without giving any specific and clear instructions, she asked students to describe their favourite animal. Most of students felt confused, some students did not have the confidence to describe their favourite animals, and the others struggle to produce unique and diverse descriptive texts. Teacher also failed to give difficult students the kind of individualised attention and feedback they need.<sup>9</sup> Therefore, students missed out on the chance to properly polish their speaking abilities in the less engaging and supportive classroom environment.

Students likewise had a number of problems when trying to practice their speaking abilities, they face two main barriers, that are non-linguistic and linguistic factors such as mastering vocabulary, pronunciation, grammar, and fluency.<sup>10</sup> The most common problem that occurred was students' poor mastery of English vocabulary. Within the descriptive text material using "Animals" theme, students were invited to identify their favourite animal. A few students mentioned cat and rabbit, but when they were asked to explain why they loved these kinds of animal, most of them only gave one word—such as "cute," "beautiful," or "comfortable"—without providing any additional context. The teacher also

---

<sup>9</sup> English teacher, interviewed by researcher, January 04, 2024

<sup>10</sup> Maji, Samanhuri, and Mokoagouw, "Students' Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong)."

gave students examples of sentences to describe animal they like correctly, then they were asked to read the sentences aloud, but students frequently read the text as it is spelt in Indonesian. It significantly indicated that their pronunciation of the vocabulary was still incorrect. Other than that, when students were given an extra assignment to describe their favourite Animal in writing, most of students made mistakes regarding the usage of grammatical structures in the text they created.

Overtime, the teacher eventually realize the importance of creating more innovative learning media to provide appropriate learning environment for students, so that they can reach the specified speaking objectives. According to Harmer, one strategy to create an effective learning is the use of media.<sup>11</sup> Media is a key element of instruction and the foundation of the subject matter since it may be related to the entire topic and substance of the material. It also serves as a significant motivator for students during the teaching and learning process.<sup>12</sup> Media may be helpful to both teachers and students. It facilitates the teacher's explanation of the subject matter so that students can participate in the activities and acquire greater comprehension of the topic. Students will be more enthusiastic and enjoyable studying English if engaging learning media are used to keep them away from being bored during the teaching and learning

---

<sup>11</sup> Robert J. Yinger, "Learning the Language of Practice," *Curriculum Inquiry* 17, no. 3 (1987): 293–318, <https://doi.org/10.1080/03626784.1987.11075294>.

<sup>12</sup> Islam Al and Karima Desti Annisaa, "The Effectiveness of Using Handpuppet towards Students' Speaking Skill in Story Telling (A Quasi Experimental Study at the Second Grade Students of SMP)," 2018.



process.<sup>13</sup>

In fact, the teacher in MTs Al-Badri has utilized a few media as a teaching method. One of them was the use of Hand puppet as a teaching media. Hand puppet refers to an inanimate item or representational figure that is controlled by one or more puppeteers as opposed to a mechanical device. It's a doll with a useful educational tool for both adults and children. Hand puppet benefits both Teachers and learners. Students can converse using a puppet in place of their speaking companion which then will lead them to have more fun practicing speaking skills, and because of its intriguing shape, students may get more engaged with the topic, which in turn facilitates the teacher's ability to plan the teaching and learning process.<sup>14</sup> It may be simpler to ask students for their opinions and comments. Students are able to study and communicate more effectively, and they can receive a lot of character assistance with the hand puppet. It's also very appealing way to stimulate students' imagination.<sup>15</sup>

The above statement is supported by Marilyn Lohnes in his book, he said that puppetry now plays an additional and significant role. Puppets educate while also entertaining. They become an important media for teaching and communication to the younger child because they can encourage language development, and for the older child since they can impart teachings and values. Puppetry is becoming more and more popular

<sup>13</sup> Amalia Hayati, "The Use of Puppets as Teaching Media (an Action Research of the Sixth Grade Students of SDN 4 Model Islam)," 2009, <https://lib.unnes.ac.id/2456/1/4621.pdf>.

<sup>14</sup> Al and Annisaa, "The Effectiveness of Using Handpuppet towards Students' Speaking Skill in Story Telling (A Quasi Experimental Study at the Second Grade Students of SMP)."

<sup>15</sup> English teacher, interviewed by researcher, 27th of November 2023

as an engaging and entertaining teaching tool for schools and religious organisations. Lessons learned in this way are more often remembered over a longer period of time.<sup>16</sup>

Additionally, through the interview with related teacher, researcher was able to get more information regarding students' speaking achievement last year, which offered evidence for several aspects of the previously described issues. In evaluating the achievement of students in speaking sessions, the mean score shows that student generally got lower than the KKM (Minimum Completeness Criteria), and only a small percentage of students meet the required score of 79. Based on calculations, the class VIII MTs Al-Badri students average score was 52.6, with the greatest score ever achieved by a student at 68 points and the lowest at 38 points. Examining the specifics of the results for each category reveals that the average score for presentation is 50, the average score for pronunciation and intonation is 45.2, the average score for vocabulary use is 54.1, and the average score for grammar is 48.5. These were significantly showed the majority of students' speaking abilities below of the school's required minimum completion level, which is 79. However, after applying different learning methods, especially the use of hand puppet media in teaching and learning activities, students' scores became much better.<sup>17</sup>

Based on the brief explanation above, following identification of

---

<sup>16</sup> Marilyn Lohnes, *Fractured Fairy Tales Puppet Plays and Pattern*, (Fort Arkinson: Upstart Books, 2002)

<sup>17</sup> English teacher, interviewed by researcher, 27th of November 2023

the beneficial effects in employing hand puppet as learning media that have been proven by the teacher application, the researcher wants to analyse the use of hand puppet media in teaching speaking skills for grade VIII students at MTs A-Badri on descriptive text material. Thus, in order to obtain more detailed information, researcher undertake study entitled “THE USE OF HAND PUPPET IN TEACHING SPEAKING SKILLS FOR THE EIGHTH GRADE JUNIOR HIGH SCHOOL STUDENTS AT MTS AL-BADRI JEMBER”.

## **B. Research Focus**

Drawing from the previously mentioned research background, the following topics will be the focus of this research,

1. How is the planning stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember?
2. How is the implementation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember?
3. How is the evaluation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember?

## **C. Research Objectives**

The following are the objectives of this study, which are based on the previously mentioned research focus,

1. To analyse the planning stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember.
2. To analyse the implementation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember.
3. To analyse the evaluation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember.

#### **D. Research Significances**

The research being conducted aims to be beneficial to all readers, both theoretically and practically. Regarding the specific benefits of research, in both theory and practice, they are as follows,

##### **1. Theoretical significances**

- a. This research is anticipated to provide scientific information regarding the usage of easily adapted hand puppets as a substitute medium for teaching speaking abilities.
- b. This Research is expected to contribute on scientific advancements, especially those pertaining to the teaching of speaking skills with hand puppets.

##### **2. Practical Significances**

- a. For researcher, this research contributes to further knowledge concerning the beneficial effects of learning media particularly



related to the use of hand puppet in teaching speaking skills

- b. For teacher, this research might help teacher in evaluating and reflecting on their hand puppet experiences, identifying elements that have worked well and others that require improvement in order to optimally encourage students' acquisition of speaking skills
- c. For future researchers, to provide scientific insight and citations for relevant studies on the use of hand puppet in teaching speaking skills

#### **E. Definition of Key terms**

Definitions of key term are defined as terms that are relevant to the study title and help prevent misunderstandings about the researcher's intended meaning of the terms.<sup>18</sup> Some of the terms included in this research title are as follows:

##### **1. Teaching Speaking skills**

Teaching speaking skills is the process of imparting students' ability to effectively convey ideas, information, or opinions orally. It involves cultivating clear pronunciation, precise and structured language use, and the development of confidence in communicating with the public or groups. Teaching speaking attempts to provide students with the abilities needed to communicate successfully in a real-life contexts and situations.

---

<sup>18</sup> Tim Penyusun Karya Tulis Ilmiah, Pedoman Penulisan Karya Ilmiah IAIN Jember (Jember: IAIN Jember, 2020), 45.

The goal of the teaching speaking is to provide the direction that students need to become proficient speakers of the target language that can be achieved through a variety of strategies and exercises. Students are expected to be able to master some aspects of speaking—accuracy (vocabulary, grammar, pronunciation), fluency, and comprehension—through the teaching speaking skills activities.

## 2. Hand Puppet

Hand puppet is a type of brightly colored puppet that can be operated by one human hand and shaped like a particular character, such as an animal, plant, or human. The hand puppets will use in this research are in the shape of animals that students usually see in everyday life such as cats, rabbits and birds. The hand puppets

feature a design that lets players place their hands into the bottom, while the top of the puppet is where the hands are placed representing the doll's mouth and head. These dolls have rubber or cloth covering their bottoms to hide the manipulating hands. The puppeteer can give the puppet movement and expression by moving the hands and fingers of the puppet, giving the impression that the puppet is alive and able to communicate with the audience.

Incorporating hand puppet media in teaching speaking skills aims to create more captivating learning environment and facilitate better understanding of the material for students. Additionally, it is anticipated

that employing this media will provide an extra boost for students to build confidence in oral communication. Therefore, the researcher decided to analyse the usage of hand puppets in teaching students' speaking skills, in order to get detailed information about how the English teacher at MTs Al-Badri uses the hand puppet media in speaking skills lessons.

#### **F. Systematic discussion**

The thesis systematic preparation for discussion is divided into multiple chapters, each of which is methodically structured and functions as a coherent unit that cannot be distinguished from the other. Title page, approval, motto, dedication, foreword, abstract, table of contents, list of tables, list of figures, and table of contents make up the primary section of this thesis, and the remaining five chapters are as follows:

The introductory chapter includes an overview of the research, including its background, focus, objectives, and significance. It also defines key terms and closes with a systematic discussion.

The linked literature review in the second chapter consists of the following: examination of previous research and theoretical frameworks pertaining to the use of hand puppets in teaching spoken language.

The research methodology is covered in the third chapter and contains the following: research approach and type, research location, research subjects, data collection methods, data analysis, data validity, and research stages.

Research findings and a discussion are presented in the fourth chapter. This chapter describes the outcomes from teaching speaking skills with hand puppets.

The fifth and final chapter addresses suggestions as well as conclusions derived from the research's findings.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## CHAPTER II

### RELATED LITERATURE REVIEW

#### A. Previous Research

At this stage, the researcher discussed and created an overview of previous research findings related to the study conducted. The following are the research findings that are relevant to this study:

The first research was conducted by Bhima Shakti in 2019 under the title "Improving Speaking Skill by Using Finger Puppet as Media at Second Grade of SMP Pmds Putri Palopo". The purpose of this study was to determine whether or not teaching speaking to second-grade students at SMP PMDS Putri Palopo can be effective with the use of finger puppets. The study was carried out in six meetings using an applied experimental approach. Pretest, posttest, and treatment tests were conducted by the researcher. The students at PMDS Putri Palopo in the second grade made up the research population. The sample was selected by the researcher using the purposive sampling technique. Version 25 of the SPSS software was used to analyze the research's data. The substantial difference between the students' pre-test and post-test means the students' pre-test mean score is 5,38 and their post-test mean score is 7,44—serves as evidence of this. Furthermore, to  $(t_{count}) = 5,140$  greater than  $t_{(table)} = 2,110$ , according to the statistical test conducted with SPSS, indicates that the alternative

hypothesis (H1) is accepted ( $t_o > t_t$ ).<sup>19</sup> The results of this study demonstrate that teaching speaking skills to second-grade kids at SMPN PMDS Putri Palopo might be accomplished effectively with the use of finger puppets. This previous research was equally focused on students' speaking abilities as the current study. However, there are two key differences between the two. The previous research utilized an experimental research method, while the current study will employ a qualitative research method. Additionally, the previous researcher applied hand puppet media in recount text material, whereas in the current study, hand puppet media will be used for teaching descriptive text material.

The second research was conducted in 2019 by Yulia Ismarita and it was titled "Improving Students' Speaking Ability by Using Puppet Show at Grade X SMA YLPI PEKANBARU". The main objective of this research is to determine whether puppet shows are beneficial in helping students become more proficient speakers in recount text material. This study employed classroom action research. The procedure involved two cycles: planning, acting, observing, and reflecting. Four different types of instruments were utilized by the researcher to get the data. There are tests, an observation sheet, an interview, and a field note. The grade X SMA YLPI PEKANBARU in the academic year 2018–19 was participants of the study. The results of the study showed that using puppet shows improved students speaking skills. Based on the speaking abilities of the

---

<sup>19</sup> Bhima Shakti, "Improving Speaking Skill by Using Fingers Puppet as Media at Second Grade of SMP PMDS Putri Palopo" (thesis, State Islamic Institute of Palopo, 2019).



students, the average base score for cycle I was 57.44 (poor), for cycle II it was 73.94 (good), and for cycle I it was 66.16 (fair).<sup>20</sup> Students' motivation to talk, the value of puppet media in stimulating students' interest in their studies, and the favorable environment in which they were engaged in their activities were the variables that enhanced their speaking abilities in recount texts. And lastly, throughout the teaching and learning process, students showed increased interest and activity. Previous studies used the same kind of puppet as this one and placed an equal emphasis on students' speaking ability, however there are three notable differences. Firstly, the previous research employed the CAR (Classroom Action Research) method, while the current study will use qualitative research approach. Secondly, in the previous research, hand puppet media was applied in teaching recount text material, whereas in the current study, hand puppet media will be used for teaching descriptive text material. Thirdly, the previous research focused on Senior High School Students, while the current research will be concentrated on Junior High School Students.

The third is research from Siti Ichtiarni Oktari in 2020 titled "Exploring the Use of Hand Puppet in Teaching Speaking". The purpose of this study is to investigate whether employing Hand puppet to teach speaking enhances students' ability and to identify the component that most significantly raised students' speaking English proficiency. The class pretest-posttest design was used in this study's experimental setup, which

---

<sup>20</sup> Yulia Ismarita, "Improving Students' Speaking Ability by Using Puppet Show at Grade X SMA YLPI Pekanbaru" (thesis, English Language Education Teacher Training and Education Faculty, Universitas Islam Riau Pekanbaru, 2019).

employed a quantitative methodology. Test data were examined by statistical procedures. It was found that the experiment class's average post-test score (64,2) was greater than the control class's average post-test score (58,5). It demonstrated how the experimental class students speaking skills had improved and the hypothesis's outcome was higher than the t-table ( $2,22 > 1,69$ ). This indicates that there was a significant achievement difference among students who received teaching using Hand puppet and those who did not. Additionally, the use of puppets aided students in their learning process, particularly when it came to speaking. In terms of vocabulary, the outcome demonstrates that students made the highest progress.<sup>21</sup> The previous research equally emphasized students' speaking abilities and utilized the same type of puppet as the current study, however there are two key differences. Firstly, the previous research employed an experimental research method, while the current study will be opted for a qualitative research method. Secondly, in the previous research, hand puppet media was applied in teaching recount text material, whereas in the current study, hand puppet media will be used for teaching descriptive text material.

Further research, which was conducted in 2021 by Afifah Tiana Rosa, focused on “The Effect of Hand Puppet Show Video on Students’ Speaking Skills”. The aim of this study was to analyze the potential impact of using hand puppet show videos on the speaking abilities of eighth-grade

---

<sup>21</sup> Siti Ichtiarni Oktari, “Exploring the Use of Hand Puppet in Teaching Speaking,” 2020.

MTsN 02 Kepahiang students. This study employed a pre-experiment research method with a single group receiving both pre-test and post-test design. The eighth-grade students of MTs N 02 Kepahiang in the academic year 2021–2022 made up the research population. The data analysis result revealed that, following treatment with a hand puppet show video as a teaching medium for speaking, there was a major improvement in the students' speaking skills. Confirmatory evidence was provided by the two-tailed significance value of  $0.000 < 0.05$ . The results lead to the conclusion that the Null Hypothesis ( $H_0$ ) is rejected and the Alternative Hypothesis ( $H_a$ ) is accepted. Additionally, the eighth graders at Mts Negeri 02 Kepahiang's speaking skills improved significantly after using a hand puppet performance film as a teaching media.<sup>22</sup> The previous research similarly focused on students' speaking abilities and utilized the same type of puppet as the current study, however there are two significant differences. Firstly, the previous research employed a pre-experimental research method, while the current study will use qualitative research method. Secondly, in the previous research, hand puppet media was applied in the context of Asking and Giving Opinions material, whereas in the current study, hand puppet media will be utilized for teaching descriptive text material.

The last study was carried out by Luluk Wahyuni in 2022 under the title “The Use of Stick Puppets to Improve the Seventh Graders’ Speaking

---

<sup>22</sup> Afifah Tiana Rosa, “The Effect of Hand Puppet Show Video on Students’ Speaking Skills (Pre-Experimental Study at Eighth Grade of MTs N 02 Kepahiang),” 2022, 63, <http://repository.iainbengkulu.ac.id/8432/>.

Skill of Junior High School in Bantaran". The purpose of this research is to develop a teaching strategy for SMPN 1 Bantaran seventh-graders A by using stick puppets as an alternate media to enhance students' speaking abilities. This study used Classroom Action Research (CAR), which was inspired by Kemmis and McTaggart. Participants in this study were the SMPN 1 Bantaran seventh-graders A during the academic year 2021–2022. Following the study, evidence showed that using stick puppets as media can help students communicate more fluently in terms of vocabulary, grammar, pronunciation, and content. This study discovered that the use of stick puppets media enhanced the speaking abilities of seventh-graders in SMPN 1 Bantaran. 22 students, or 95,65%, were able to complete the KKM with a mean score that was improved from 16,08 on the preliminary speaking test to 90,86. Stick puppets can also make students more engaged in the classroom.<sup>23</sup> It helps students in describing the physical characteristics of people, the students were more enthusiastic, motivated, and confident after employing stick puppets. This previous research was equally focused on students' speaking skills as the current study. However, there are two differences between the two research. Firstly, the previous researcher employed the CAR (Classroom Action Research) method, while the current study will utilize a qualitative research method. Secondly, the previous research employed stick puppet media, whereas the current study will utilize hand puppet media.

---

<sup>23</sup> Luluk Wahyuni, "The Use of Stick Puppets to Improve The Seventh Graders' Speaking Skill of A Junior High School in Bantaran," (thesis, State Islamic University Of Kh. Achmad Siddiq Jember, 2022).

**Table 2.1**  
**Similarities and Differences between the current research and the**  
**previous research**

No	Title	Similarities	Differences
1	Bhima Shakti in 2019, "Improving Speaking Skill by Using Finger Puppet as Media at Second Grade of SMP Pmds Putri Palopo"	a. Both researchers concentrated on the speaking abilities of the students b. The subjects of both studies were junior high school students.	a. The current study will employ a qualitative research methodology; while the experimental research was the method taken in earlier studies b. The previous material conducted on Recount text material while the current research will be conducted on

No	Title	Similarities	Differences
			Descriptive text (Animal) material.
2	Yulia Ismarita in 2019, "Improving Students' Speaking Ability by Using Puppet Show at Grade X SMA YLPI PEKANBARU".	<p>a. Both researchers used the same type of puppet, hand puppet</p> <p>b. Both studies concentrated on the speaking abilities of the students</p>	<p>a. Classroom action research was the methodology used in the earlier study; qualitative research will be used in the current research</p> <p>b. The previous research conducted on Recount text material while the current research conducted on Descriptive text</p>



No	Title	Similarities	Differences
			<p>(Animal)</p> <p>material</p> <p>c. The prior research concentrated on senior high school students, while the current study will concentrate on junior high school students</p>
3	Siti Ichtiarni Oktari in 2020, "Exploring the Use of Hand Puppet in Teaching Speaking".	<p>a. Both researchers used the same kind of puppet, hand puppet</p> <p>b. The speaking abilities of the students were the main focus of both researches</p>	<p>a. The current study will employ the qualitative research method, whereas the experimental research method was utilized in the prior research</p>

No	Title	Similarities	Differences
		c. The subjects of both studies were junior high school students	b. The previous research conducted on recount text material while the current research will be conducted on Descriptive text (Animal) material
4	Afifah Tiana Rosa in 2021, "The Effect of Hand Puppet Show Video on Students' Speaking Skills"	a. Both researchers used the same type of puppet, hand puppet b. Both studies concentrated on the speaking abilities of the students c. The subjects of	a. The previous research method was Pre-experiment Research, while the qualitative research will be the current research method. b. The earlier

No	Title	Similarities	Differences
		both studies were junior high school students.	studies carried out on "Asking and Giving Opinions and Showing Appreciation to Others" material while the current research will be conducted on Descriptive text (Animal) material
5	Luluk Wahyuni in 2022, "The Use of Stick Puppets Improve the Seventh Graders' Speaking Skill of Junior High School in Bantaran".	<p>a. Both researchers concentrated on the speaking abilities of the students</p> <p>b. The subjects of both studies were junior high</p>	<p>a. Classroom action research was the method employed in the previous study; qualitative research will be the method</p>

No	Title	Similarities	Differences
		school students	<p>employed in the current study</p> <p>b. Hand puppets will be employed in this research as opposed to stick puppets in the previous study</p>

Based on the explanation provided, there are similarities and differences between the five previous research and the current research.

Although each of the five previous researchers used different kinds of puppets, all of them still had the same focus on improving students' speaking skills. However, there were differences between one another. Likewise with this research, what differentiates this research from the five previous studies is that this current research will use a qualitative descriptive method meanwhile some of the previous studies used the classroom action research (CAR) method and there were also some that used the quantitative research method. The majority of previous studies was also conducted on recount text material, meanwhile this research will be carried out on descriptive text material.

## B. Theoretical Framework

### 1. Teaching Speaking Skills

#### a. The Definition of Teaching and Learning

Harmer argues that teaching occurs when a more mature personality—referred to as a teacher—intimates itself with a less mature personality, or students, as a material recipient. It is a gathering of two or more individuals, with one of them acting as an educator and aiming to influence the other participants (the students) in order to help them understand and apply their processes, concepts, and information. Design, content selection, delivery, assessment, and reflection are all included in this.<sup>24</sup>

Beside it, according to Brown, teaching means demonstrating or assisting someone in learning how to do something, offering direction and instruction in the study of anything, imparting knowledge, and causing someone to know or comprehend.<sup>25</sup> The goal of teaching is not simply to impart knowledge, but also to help students go from passively absorbing other people's knowledge to actively creating their own and that of others. Essentially, teaching involves establishing ethical, social, and pedagogical frameworks that enable students to accept both individual and group accountability for their own learning.<sup>26</sup>

<sup>24</sup> Yinger, "Learning the Language of Practice."

<sup>25</sup> Douglas Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)," 2000.

<sup>26</sup> Diane Larsen-Freeman and Marti Anderson, "Techniques-Principles-Language-Teaching," n.d.

The aforementioned remark led to the conclusion that teaching is the process of assisting someone through instruction and mentorship so they can gain knowledge.

Meanwhile, learning is the process of gaining experiences, information, skills, and values through comprehending how to carry out any task and what to perform by combining the various forms of information that have been processed. Learning has the power to influence an individual's current behavior.<sup>27</sup>

Teaching and learning English is nearly completely overtaken by acronyms and initials, just like many other professions and disciplines. (English for Academic Purposes) is a term used to describe materials and courses that are specifically intended to support learners of English who would like to use it in an academic setting. The teaching and learning of English involve a lot of moving parts. These factors interact as students strive toward their goal and add new behaviors, information, and abilities that broaden the scope of their educational experiences.<sup>28</sup>

Teaching spoken languages is an essential component of learning a foreign language and a second language in order to enable students to communicate successfully in the classroom and in their professional lives. It is crucial that teachers place

---

<sup>27</sup> William Dharmaraj, "Learning and Teaching", (Bharathidasan University, 2015), 5.

<sup>28</sup> Yinger, "Learning the Language of Practice."



significant emphasis on teaching English as a result.<sup>29</sup>

## **b. Stages of Teaching**

Teachers must put up their best effort to establish an engaging and dynamic teaching environment, teachers must therefore be capable of planning, implementing, and evaluating their lessons for learning objectives to be achieved.

The following teaching stages must be taken into consideration in order to accomplish the learning objectives:<sup>30</sup>

### 1) Planning

Lesson planning is the process of making decisions concerning learning objectives, selecting teaching procedures, determining educational materials, and learning evaluation plans that will help students achieve their educational objectives in accordance with the relevant curriculum.<sup>31</sup>

Furthermore, lesson planning serves as a learning guide for students as well as a teaching guide for current or future teachers. An additional way to describe lesson preparation is as a methodical, operational, and consistent resource that provides an itinerary for both teachers and students during the

<sup>29</sup> Olga Griswold and Heidi Riggenbach, "Discourse Analysis in the Language Classroom: Vol. 1. The Spoken Language," *TESOL Quarterly* 36, no. 4 (2002): 639, <https://doi.org/10.2307/3588249>.

<sup>30</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

<sup>31</sup> Brown.

learning process.<sup>32</sup>

In conclusion, lesson planning offers a guide for the teaching and learning process by carefully considering choices about learning objectives, material selection, teaching procedures, media, and organized evaluation processes that are in line with the curriculum. Lesson preparation, then, needs to take into consideration of both the ways in which students participate in their education and the ways in which teachers present their material. To make educators don't face the difficulty of creating plans that are practical, systematic, and unambiguous in order to promote effective learning, these plans may include:<sup>33</sup>

a) Goals

Students should be guided, encouraged, and motivated to study actively in order to get the necessary knowledge and abilities. Teachers should use a systematic, well-thought-out approach to teaching that is properly planned and executed. The majority of EFL students don't typically employ English vocabulary in their day-to-day interactions. It is difficult for students to interact or communicate in English in a proper and

<sup>32</sup> Nini Ibrahim, "Perencanaan Pembelajaran Teoretis Dan Praktis," *Perencanaan Pembelajaran Teoretis Dan Praktis*, 2014, 215–33, [http://repository.uhamka.ac.id/id/eprint/940/1/Perencanaan Pembelajaran\\_Nini Ibrahim\\_.pdf](http://repository.uhamka.ac.id/id/eprint/940/1/Perencanaan_Pembelajaran_Nini_Ibrahim_.pdf).

<sup>33</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

appropriate manner. This causes students to become unconfident when speaking English and unable to acquire any vocabulary.<sup>34</sup> Therefore, imparting knowledge and skills to students is a part of teaching's goal in education. The true purpose of education is to deliver knowledge in a way that will develop students' intellectual, stimulate their curiosity, and inspire them to achieve success.<sup>35</sup>

It should be presented on the basis of what the lesson will cover for the students and what they will be able to learn. Thus, teaching speaking requires a set of objectives or goals in order to provide results that are satisfactory. Students should be taught to avoid message misunderstanding caused by incorrect pronunciation, vocabulary, or sentence structure, as well as to follow the social and cultural norms that are relevant in each communication context.

In this research, the teacher is intended to use hand puppet learning media, because she believes that hand puppet can help students achieve the learning goals, which are provide students with additional opportunities

---

<sup>34</sup> Thanyalak Oradee, "Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, And Role-Playing)," *International Journal of Social Science and Humanity* 2, no. 6 (2013): 533–35, <https://doi.org/10.7763/ijssh.2012.v2.164>.

<sup>35</sup> R. W. Dahar, *Teori-Teori Belajar* (Jakarta, Erlangga, 1996), 106.

to speak English, and ultimately inspiring them to become more comfortable and confident speakers of the language.

b) Teaching Material

The success of a student's speaking ability is greatly influenced by educational materials utilized. Students' speaking ability will be influenced by the level of difficulty of the subject matter. For example, students will find it challenging to speak English if the teacher provides speaking material that is below the required level. As a result, the choice of materials needs to be adjusted according to the students' proficiency level, whether they are beginning, intermediate, or advanced.<sup>36</sup>

So that speaking English in accordance with their habits will be easy for them to implement. Since students learn languages in different ways, as Tomlinson said that the materials used to teach them can be selected according to their needs. This will provide them with the appropriate resources to help them learn.<sup>37</sup>

c) Teaching Approach

According to Brown, a teaching approach refers to

---

<sup>36</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

<sup>37</sup> Tomlinson.B., *Materials Development for Language Learning and Teaching*. (London:Continuum,2012), 143

the conceptual framework or philosophy that underpins the methodology used in language teaching. It encompasses perspectives on the language learning process, educational objectives, the roles of educators and learners, and the instructional techniques employed in the classroom. The chosen teaching approach reflects the understanding of how language acquisition occurs and the principles guiding instructional practices. Consequently, the teaching approach serves as the foundation for the design and implementation of effective language learning strategies.

By understanding and applying an appropriate teaching approach, Teachers can improve the quality of

students' learning experiences and more successfully support the learning process. Since the research's teaching and learning focused on students' speaking skills, CLT is the approach that was obviously chosen.

CLT emphasizes language use in authentic and relevant contexts that views language acquisition as a communicative process. To better promote language learning objectives in line with CLT principle, teacher in this context employ prepared talk activities.

Students are required to prepare a presentation on a

certain topic before delivering it in front of the class as part of the prepared talk exercise. Prepared talk can be an effective means of giving students experience speaking English authentically.

Furthermore, In accordance with the CLT principles, that set a significant emphasis on social engagement during language learning, students get the chance to engage with their peers, listen presentations by others, and offer feedback to one another when they present in front of the class.

#### d) Teaching Procedure

A lesson's planning and execution require a set of stages or actions known as teaching procedures. The

three main activities that teachers will conduct in the classroom are guided by the methods for lesson planning and are as follows:<sup>38</sup>

##### 1. Opening statement or activity as a warm-up

This first step is an exercise or introduction that tries to get students emotionally and cognitively ready for the lessons that will come. Open-ended questions, brief games, quick quizzes on the subject matter and other short activities relevant to the

---

<sup>38</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."



learning topic can all be used as warm-ups.

## 2. A set of activities

The next stage includes a number of selected exercises and teaching techniques intended to help students achieve their specified objectives for learning. These exercises and strategies must take into consideration how much time should be allocated to each type of task, including pair and small group projects, teacher and student talks, and full class work.

## 3. Closure

The lesson's closing section, known as closure, gives the students a chance to consider what they have learned and offers a summary or conclusion from their teacher. Using this as a chance, wrap off the class by giving assignments or suggestions for additional reading.

The lesson plan is the culmination of all the preparation mentioned above. Before the teacher carrying out the learning process, this was considered the most functional plan.<sup>39</sup> In summation, the lesson plan outlined the process and instructional design for

---

<sup>39</sup> Sugeng Listyo Prabowo and Faridah Nurmaliyah, *Perencanaan Pembelajaran* (Malang, UIN Maliki Press, 2010), 133.

conducting learning activities.

A lesson plan is an instructional plan that every successful teacher should follow. Even for relatively easy tasks, must all plan ahead in order to anticipate challenges, potential developments, and the application of complementary solutions.

e) Teaching Evaluation

A method for assessing whether learning objectives have been achieved must be available to teachers. Teachers can only make assumptions without a solid foundation from thorough observation or measurement in the lack of an evaluation component. Assessment might happen as an independent activity during a lesson or as part of regular classroom activities. Direct observation or reviewing the outcomes of students' work can be used to accomplish this. Through evaluation, teachers can determine the level of student achievement and modify their lesson plans for subsequent assignments.

f) Extra-Class Work

Extra-Class Work, if necessary, needs to be carefully planned and communicated clearly to students. When teaching English as a second language (ESL) or as a foreign language (EFL), teachers can always discover

techniques to extend or apply classroom activities to help students continue to study after class. This shows the importance of integrating work outside the classroom as part of a sustainable and effective learning process.

## 2) Implementing

As will be discussed below, Brown asserts that there are a number of critical tasks that teachers must complete at the implementation stage of the teaching and learning process.<sup>40</sup>

Teachers bear the responsibility of maintaining cleanliness, organization, and comfort within the classroom to implement and create a conducive learning environment, as well as strategically arranging seats to facilitate interactions among students.

Furthermore, teachers are expected to effectively utilize visual aids such as whiteboards and ensure that all learning equipment is functioning properly. Additionally, teachers need to employ clear voice projection and effective body language, along with the ability to adapt teaching strategies. Lastly, it is expected of teachers to engage with students in a friendly and enthusiastic manner in order to foster a positive learning environment.

This involves establishing an enjoyable learning

---

<sup>40</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

atmosphere for students by being organized and adopting a positive teaching style, and it also means finding a balance between providing sincere praise and helpful criticism. As a result, educators have a big part to play in creating an engaging learning environment where students may learn as much as possible.

The implementation of teaching should align with the lesson plan's design to facilitate the teaching and learning activities. Therefore, in this implementation phase, classroom activities will be divided into three sessions as described in the lesson planning, including:<sup>41</sup>

a) Pre-Activity

Pre-activity is an exercise that the teacher does at the start of class to help students focus their minds and attention on what they are learning. Students are usually motivated by their teachers, which makes them engaged in the learning process.

Students will receive frequent motivation from the teacher, who will also reaffirm material that was previously covered and clarify the subject matter. There are a few different ways to carry out this pre-activity,

---

<sup>41</sup> Brown.

including:<sup>42</sup>

- 1) Begin class with a group prayer and greeting.
- 2) Checking the student attendance record
- 3) Providing an example of the knowledge that needs to be taught
- 4) Perception or evaluation of fundamental abilities or knowledge
- 5) Establishing the foundational elements of learning through initiatives to foster excitement and preparedness for learning under the supervision of the teacher to the students

b) Main Activity

Main activity is the activities that promote student interaction and communication. In this step, teachers begin to implement the chosen teaching strategy with the selected materials. This study utilizes the Communicative Language Teaching (CLT) approach as a framework to improve students' communication abilities in English. The technique used is "prepared talk" activities integrated with hand puppet media, focusing on descriptive text about animals.

The incorporation of hand puppet media in the

---

<sup>42</sup> Ibrahim, "Perencanaan Pembelajaran Teoritis Dan Praktis."

prepared talk activity aims to provide an engaging visual dimension for students, aiding them in better understanding the descriptions of the animals they present.

Students' ability to speak English in appropriate and significant circumstances is intended to be improved through the use of CLT and the prepared talk activity. Apart from that, this exercise is supposed to encourage student interaction and build a cooperative, welcoming classroom.

#### c) Closing Activity

The closing activity is one that offers closure or affirmation and evaluates how well the material learned

from the main activity has been mastered. The closing activity requires the completion of certain tasks, include:

##### 1) Summarize

The teacher summarizes what has been learned by the students during the lesson. This helps students recap the information they have learned and reinforces their understanding.

##### 2) Draw Conclusions

The teacher relates the material learned to previous knowledge or everyday life. This helps students see



the connection between various concepts or topics covered during the learning session.

### 3) Provide Feedback

Throughout the lesson, the teacher provides students with performance evaluations. This includes praising their achievements, as well as providing suggestions or recommendations for improvement in the future.

### 4) Assign Tasks

The teacher assigns a final task that evaluates the students' understanding of the material learned. This task may involve writing exercises, comprehension exercises, or projects that allow students use the knowledge they've gained in practical settings.

### 5) Prepare Students

The teacher prepares students for the next lesson by giving a brief introduction to the upcoming topic or activity.

### 3) Evaluating

Evaluation is a systematic process for collecting, analyzing, and interpreting relevant data or information to make judgments or conclusions about an object, program, activity, or process.

In an educational context, evaluation is used to measure

student progress, teaching effectiveness, or the success of an educational program. It involves the use of various techniques and instruments, such as tests, observations, interviews, and portfolio assessments, to collect the data necessary to make accurate and sustainable assessments. Evaluation serves an essential role in improving the standard of teaching by offering insightful commentary for ongoing development and decision-making.<sup>43</sup>

Evaluation is necessary to determine how far students have mastered the material after instruction. There are various approaches to teaching evaluation. Harmer claims that they are similar to comments, grades, and reports. There are several opportunities to provide feedback on students' performance, both within and outside of the classroom. At the conclusion of the year, some teachers publish comments on their students' performances; nonetheless, poor grades sometimes go unnoticed. These reports must provide a clear picture of the students' previous performance as well as a fair evaluation of their potential for the future.

Formative and summative evaluations are the two categories of evaluation, according to Harmer.<sup>44</sup> Formative Evaluation, it is conducted during the learning process. Its

---

<sup>43</sup> Yinger, "Learning the Language of Practice."

<sup>44</sup> Yinger.

purpose is to provide continuous feedback to students so that they can improve their understanding and performance. Formative evaluation can be done through various means, including direct feedback from teachers, checking the results of assignments or tests, and reviewing the results of progress tests or achievements. Formative evaluation also allows teachers to adjust the curriculum or teaching approach according to students' needs.

Summative Evaluation, it is conducted at the end of a learning period or a specific program. Its purpose is to assess students' final achievements or the overall results of a program. Examples of summative evaluation include end-of-year exams, college entrance exams, or other general exams.

Summative evaluation is often formal and provides an overview of how well students have achieved learning objectives or set standards.

One method in the evaluation process is testing. The purpose of testing is to assess the level of achievement or understanding of students regarding the taught subject matter. Tests can be used in both types of evaluation, whether formative or summative, as a tool to provide feedback or measure students' final performance. According to Brown, tests were separated into four categories according to each

goal. These are:<sup>45</sup>

a) Proficiency Tests

These tests are used to assess an individual's level of proficiency in the English language. The aim is to determine how proficient someone is in using English in various situations. Examples include TOEFL, IELTS, or other English proficiency tests.

b) Diagnostic Tests

These assessments are provided to students at the start of the learning session in order to determine their strengths and weaknesses in a given subject or skill. The goal is to support teachers in creating instructional that suits individual students' needs. Examples include diagnostic tests in English, diagnostic tests in mathematics, or other diagnostic tests.

c) Placement Tests

These tests are used to place students into groups or classes according to their level of ability. The aim is to ensure that students are placed in a learning environment that is suitable for them. Examples include English placement tests, mathematics placement tests, or other general placement tests.

---

<sup>45</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

#### d) Achievement Tests

These tests are used to assess students' mastery level of the material taught within a specific period. The aim is to measure how much students have achieved the learning objectives that have been set. Examples of achievement tests include semester exams, end-of-year exams, or standardized tests focusing on specific subjects.

#### e) Aptitude Tests

These tests are used to assess students' abilities in a particular area or subject that are unrelated to previously learned knowledge or skills. The aim is to identify students' potential or tendencies in a specific field.

Examples of aptitude tests include IQ tests, verbal or mathematical aptitude tests, or other non-verbal skills tests.

Despite appearing to be the simplest skill to test, speaking is possibly the most frequently examined of the four abilities.

Speaking ability is a productive skill since it is utilized to produce language that expresses meaning.

Suhendar in Cahyani and Hodijah suggests that there are at least six factors to take into account when evaluating an individual's speaking ability. Pronunciation, linguistic structure, vocabulary, comprehension, conversation topic, and

comprehension are the six factors.<sup>46</sup>

Considering the various speaking skill assessments described above, it can be concluded that there are at least six factors to consider when evaluating an individual's speaking ability: pronunciation, linguistic structure, vocabulary selection that is appropriate for the information being delivered, fluency, conversational content, and comprehension. Regarding the degree of communication success and communicative capability.

### c. Speaking Skills

Speaking and writing are two ways that people use language to communicate. Speak, however, is the essential human communication mechanism for interacting with people, both

speakers and listeners, as it is easier to accomplish and comprehend. Speaking is a frequent way for humans to communicate, either in person or virtually. This type of communication is known as dialog or conversation. Ronald Carter and Sandra Cornbleet claim that speaking is more than just producing sounds, as do birds, animals, or newborns, even though doing so may serve as a kind of communication.<sup>47</sup> likewise, according to the Oxford Advance Dictionary, speaking is the

<sup>46</sup> Cahyani, Isah, dan Hodijah. 2007. Kemampuan Berbahasa Indonesia di SD. UPI Press: Depdiknas. 64.

<sup>47</sup> Sandra Cornbleet and Ronald Carter, *The Language of Speech and Writing*, (London: Routledge Publisher, 2001), p. 17



usual use of language—as opposed to singing—to express one's opinions, wishes, and other desires or function as a spokesperson.<sup>48</sup> Speaking involves using all of the body's movements, gestures, and expressions as well as to sound for conveying meaning to the listener. It is consistent with Chaney's assertion that speaking is the act of creating and conveying meaning in a range of circumstances by utilizing both verbal and nonverbal symbols. It implies that speaking is a means of conveying information through sound or symbol.

Speaking is an interactive meaning-construction process that includes information production, reception, and processing. Speaking, in Tarigan's view, is the ability to pronounce a sound, articulation, or word in order to express, convey, or distribute thoughts, ideas, or feelings in everyday contexts like business, relationships, friendship, etc. by using certain words or sentences to help other people understand what is being said.<sup>49</sup> Consequently, it may be concluded that speaking is an ability that involves word pronunciation and conveying information from the speaker to the listener. Nunan goes on to describe speaking as having the ability to have a conversation in the target language. It indicates that if people can communicate effectively through

<sup>48</sup> 24 AS Hornby, *Oxford Advance Learner's Dictionary*. (Oxford: Oxford University Press, Sixth Edition, 1987) 827

<sup>49</sup> Henry Guntur Tarigan, *Pengajaran Analis Berbahasa*, (Bandung: Angkasa, 1997), 15.

language, then pleasant conversations will take place.<sup>50</sup> Successful communication is influenced by both sociolinguistic and grammatical competence, which together contribute to communication skills.

Across the entire world, speaking is one of the language arts that people utilize the most. Speaking is an extremely difficult skill to master. This requires for the simultaneous use of several skills, many of which develop at varying speeds. In order to learn a language, oral production and comprehension of the target language are necessary.<sup>51</sup> This indicates that for students to be able to communicate with one another, speaking is a competency that they must acquire. Because language learners must speak the target language in transactional and interactional settings, speaking is the activity in the classroom that needs to accomplish interactional and transactional goals.<sup>52</sup> Therefore, the goal of learning speaking at school is none other than to master the specified target language, such as learning English which is recognized as an international language.

The aforementioned definitions lead to the conclusion that speaking is essential to human communication, which is not just

---

<sup>50</sup> David Nunan, *Language Teaching Methodology; A Textbook for Teachers*, (Edinburgh: Longman Pearson Education, 1998), 38.

<sup>51</sup> Parupalli Srinivas, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal (ACIELJ)* 2, no. 2 (2019): 9.

<sup>52</sup> Abdel-Rahman Al-Eiadeh et al., "International Journal of English and Education Improving English Language Speaking Skills of Ajloun National University Students," *International Journal of English and Education* 5, no. 3 (2016): 181–95, [www.ijee.org](http://www.ijee.org).

the form of sounds, such as those made by animals. Speaking encompasses both verbal and nonverbal means of direct (face-to-face) and online exchange of thoughts, ideas, and feelings. Gaining the ability to communicate is essential for becoming proficient in a target language, like English, which is an international language. Speaking ability is evaluated in this study based on students' ability to use hand puppet media and descriptive text to appropriately explain their favourite animal using the English language. Generally, Speaking abilities involve at least four components: comprehension, grammar, vocabulary, pronunciation, and fluency which might become an instrument for measuring students' speaking abilities.

#### **d. Aspects of Speaking**

There are three aspects of speaking, in Heaton's opinion. These three aspects are accuracy, fluency, and comprehensibility. Those speaking aspects might influence how easily and clearly the listener understands the speaker's messages.<sup>53</sup> As a result, communication will proceed smoothly. The following is the explanation of these three aspects,

##### 1) Accuracy

Speaking accurately is defined as being able to construct coherent sentences with proper word choice, pronunciation,

<sup>53</sup> E. V. Burke, "Writing English Language Tests," *RELC Journal*, 1976, <https://doi.org/10.1177/003368827600700219>.

grammar, and vocabulary.

a) Pronunciation

Students may speak more clearly when they pronounce words correctly. It shows that even with low vocabulary and grammar, students can still communicate effectively when they pronounce and accent their words appropriately. The conventional or customary way that words are uttered is referred to as pronunciation. It is evident from the assertion that pronunciation helps students produce words clearly when speaking. Being proficient in a list of sounds or single words is not equivalent to mastering English pronunciation. Instead, it consists of mastering and using the distinctive English technique of simplifying a speaker's ideas.

b) Grammar

In both written and spoken modes of communication, students require grammar to correctly arrange sentences in conversation. According to its definition, grammar is a methodical approach to forecasting and accounting for the language knowledge of an ideal speaker or hearer. All grammatically correct or well-formed utterances in the language are produced by means of a set of rules or principles. The set of rules

that enable us to combine words in our language into larger units is also referred to as grammar in another definition.

### c) Vocabulary

A large vocabulary is necessary for effective second language use because without it, learners would not be able to use the structure and functions they have learned to have coherent conversations. The foundations of language instruction and learning are covered by vocabulary. The power of vocabulary mastery is considered to be a crucial factor in effective communication. Knowing a large vocabulary can also make it easier for learners to communicate their ideas, feelings, and thoughts both orally and in writing.

Vocabulary is defined as the proper diction or the most important thing in a language, especially while speaking.

Spoken language often uses in everyday conversation, well-known as vocabulary. This means that in order to understand language, people must be well knowledgeable with the terminology used while speaking or when speaking in regular conversation.

### 2) Fluency

The capacity to communicate effectively, fluently, and

accurately is known as fluency. Generally speaking, fluency refers to the unrestricted use of oral language. During the teaching and learning process, teachers should provide students complete freedom to express themselves if they want to assess their fluency. Helping students speak easily and fluently is the goal. Although the premise is that excessive correcting interrupts the flow of the conversation, the teacher does not correct right away.

### 3) Comprehension

The capacity to understand and interpret long passages of language and to create visual representations underlying the meaning of phrases is known as comprehension. Since second language comprehension is not directly observable, it must be inferred by overt verbal and nonverbal responds, artificial instruments, or the teacher's or researcher's assessment. This makes studying second language comprehension more challenging. Even in cases where procedures are intricate and involve dangers comprehension relates to the participants' complete understanding of the nature of the study project. Thus, in speaking, it may be said that comprehension relates to the speakers' awareness of what they are saying to the listeners in order to prevent miscommunication; furthermore, it serves to facilitate the



listeners' ability to readily assimilate the information from the speaking.

Three components of speaking—accuracy, fluency, and comprehension—were taken from Heaton's definition of speaking elements for this study. Those speaking aspects are appropriate for enhancing students' speaking abilities.

#### e. **Basic Type of Speaking**

Speaking is not only important in language classes for the sake of communication, but it also helps students absorb academic material and become proficient in the language. Six types of speaking skills are described by Brown in the context of basic speaking.<sup>54</sup> Following are those six categories:

##### 1) Imitative

Practicing intonation and concentrating on certain language form components are a part of this type of speech. Imitating a word, phrase, or statement is all that is happening. In this case, pronunciation is the most crucial factor. This kind of instruction asks students to imitate the teacher's speech. That indicates that the teacher is merely paying attention to grammar, intonation, and pronunciation when speaking.

##### 2) Intensive

Students are practicing various phonological and

---

<sup>54</sup> H. Douglas Brown, *Principle of Language Learning and Teaching* (New York: Prentice Hall, 2004), 271-274.

grammatical features of language in this speaking performance. The teacher may assign pair work during intensive speaking, and students may be asked to rehearse dialogues that contain common expressions and grammatical patterns.

### 3) Responsive

A responsive performance encompasses test comprehension and interaction at the restricted level of brief conversations, polite greetings and small talk, straightforward requests, and comments. Thus, in this kind of interaction, students can respond to the teacher briefly or even ask questions or make comments. One sort of behavior that falls under this category of speaking is responding to a brief conversation with a straightforward request.

### 4) Transactional

Students engage in the exchange of certain information with their friends in this kind of activity. They are the ones in charge of managing their own dialogue. Speaking in a transactional manner with the intention of transmitting or trading particular information.

### 5) Interpersonal

Instead of being done primarily for facts and information, it is done primarily to build social relationships. Role-playing,

games, interviews, talks, and conversations are examples of interpersonal speaking performances. Speaking about preserving relationships defines what is meant by interpersonal. Pragmatics or context present a difficulty while speaking to others. When trying to communicate, the speaker must be aware of the usage of slang, comedy, ellipses, and other symbols.

6) Extensive

The teacher delivers lengthy monologues to the class in the form of short speeches, oral reports, summaries, and storytelling. This type of instruction aims to improve students oral proficiency in constructing more formal and intentional spoken language. The hardest spoken language for learners to master is this one because they have to consider the suitable structure and method of delivery in addition to conveying the information or message to the audience. The audience finds it challenging to understand all of the information provided by the confused learners.

This research concentrated on extensive speaking, or monologues, based on the speech styles listed above. When studying a language in the classroom, students might present a real-world scenario through the use of monologues. Students were asked to describe their favourite animal from the hand puppet and

answering questions like "does it look cute?" and "is she tiny or big?" or "is she tall?" and "is she fat?" Students are required to practice speaking individually during an extended (monologue) speech by describing their preferred hand puppet animal.

#### f. **How to Teach Speaking skills**

In every language education classroom, speaking is an essential part of the curriculum and learning objectives. As the primary interactive medium in the classroom, spoken language not only offers "opportunities" for learning, but it is also an essential component of the curriculum's material.<sup>55</sup> Thus, Adamson contends that teaching speaking refers to the process of preparing students to speak and demonstrate any kind of interaction with another participant in a conversation.<sup>56</sup> Therefore, it is crucial to make sure that students have a clear understanding of what speech comprises while teaching speaking skills.

According to Pakula, the majority of language learners' main objective is to be able to speak the target language fluently. However, Teaching speaking is still a challenge for the majority of English teachers, because it seems that teaching speaking skills in language lessons has little bearing. This can be attributed to a

<sup>55</sup> Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom1. *Learn Journal: Language Education and Acquisition Research Network*, 12(1), 1–11.

<sup>56</sup> Adamson, K., Adamson, K., Santau, A., and Lee, O. (2013). The Impact of Professional Development on Elementary Teachers' Strategies for Teaching Science with Diverse Student Groups in Urban Elementary. *Journal of Science Teacher Education*, 1-21.

number of factors, such as the greater importance placed on written language, the way written language is taught for exams, the way written language is taught in textbooks, and the ignorance surrounding speaking instruction.<sup>57</sup>

Concurrently, the following will be among the objectives of speaking skills classroom instruction:<sup>58</sup>

a) Simplicity of Speech

Students need to have plenty of chances to practice speaking until they can do so in a relaxed, natural, and fluent way.

b) Explicitness

Students communicate with proper articulation and sentence diction, speaking clearly and accurately.

c) Accountable

The emphasis of good speaking practice is on the speaker's obligation to communicate thoughtfully and appropriately.

d) Set Up the Crucial Hearing

Speaking is mostly intended to help one acquire critical and rapid listening skills.

e) Developing Habits

It is impossible to develop the habit of speaking without also developing the habit of conversing in one's native tongue or another learnt language.

<sup>57</sup> Heini-Marja Pakula, "Teaching Speaking," *Apples - Journal of Applied Language Studies* 13, no. 1 (2019): 95–111, <https://doi.org/10.17011/apples/urn.201903011691>.

<sup>58</sup> Iskandarwassid, & Sunendar, D (2011). *Strategi Pembelajaran Bahasa*. PT Remaja Rosdakarya.

The teacher must therefore plan and select a creative strategy before beginning to teach, to make the process of teaching and learning English more successful and to keep the students from getting bored. A teaching strategy is a collection of ideas that are applied to improve teaching and learning processes. Strategies are more closely related to the roles and actions of teachers and students than to the specifics of the subject, like language.<sup>59</sup> Overall, the needs of learners and the objectives of the teaching and learning activity determine the strategy to be used. The best teachers are constantly interacting with their students, brave enough to take on challenges and try out new activities, approaches, and methods, and continuously on the lookout for innovative ways to help their students enjoy the learning in the classroom.

According to Harmer, one strategy to create an effective learning is the use of media. Media is an essential component of education and the basis of the subject matter since it can be connected to the topic and content of the entire course. During the teaching and learning process, it also acts as a powerful incentive for students.<sup>60</sup> Thus, the purpose of this study is to examine how hand puppets are used as a medium to encourage students' speaking skills, due to the fact that it might serve as a model,

<sup>59</sup> Elena Tarangula Tamura, "Elena Taralunga TAMURA," *The Economic Journal of Takasaki City University of Economics* 48, no. 3 (2006): 169–168.

<sup>60</sup> Yinger, "Learning the Language of Practice."



particularly while acting in front of students. The teacher's performance is initially available for the students to watch, after which they may imitate it. By introducing new and unusual vocabulary phrases to the class and discussing the parts of speech used to describe the puppet, the teacher can assist the students

## 2. Puppet as Teaching Media

### a. Learning Media

Media serves as an intermediary for information delivery between the source and the recipient and is employed for specific purposes to create specific effects. Media has the capacity to spread words or information from one location to another. In teaching and learning activities, media is one of the teaching components or tools that used to convey information to students and carry out communications in a way that will result in successful education.<sup>61</sup> The teacher has the authority to select the appropriate media and design structure to align with the materials. It facilitates the delivery of lessons by teachers, contributes in the development of students' conceptual understanding of what they have learnt, and inspires learning in a variety of ways. When media is included into the educational process, it may assist students become less bored, more engaged, and more capable of understanding the subject matter being taught. As a result,

---

<sup>61</sup> Naz, A. A. (n.d.). Use of Media for Effective Instruction its Importance: Some Consideration. *Journal of Elementary Education*, 18, 35–40

classroom activities become more successful and efficient in achieving learning objectives.<sup>62</sup> Media is the foundation of the materials and can be related to the entire topic and content of the subject matter. In addition, media plays a significant role in education as a motivator.

Teachers can use a wide variety of media in the teaching-learning process. Three types of teaching media that appropriate for teaching speaking include;<sup>63</sup>

1) Audio media

Media classified as audio refers to content that is presented audibly. Sounds are used in this particular case to convey the messages. Audio cassettes, CDs, audiotapes, and other similar audio media are frequently used in this English teaching.

2) Visual media

Media that is visible during the teaching and learning process is the simplest definition of visual media in language instruction. Visual media like puppets, flannel boards, photographs, and flashcards are examples of some frequently utilized media.

3) Audio-visual media

<sup>62</sup> Silmi, Muh. Rajib.(2017). Types of Media and Teaching Techniques in Teaching Speaking at SMP Brawijaya Smart School Malang. *Suar Bétang: University of Brawijaya Malang*. Vol.12 (2) /223-233.

<sup>63</sup> Ritakumari, Singh. (2019). Educational Media In Teaching Learning Process. *Bhartiyam International Journal ff Education & Research*. Vol. 8 (III).

Two different media types are combined in audio-visual media. In essence, it is both audible and visible. Examples of audio-visual media include movies, cartoons, and video recordings.

In summary, media plays a significant role in the teaching and learning process. It can assist in overcoming students' boredom and enhancing the dynamic and engaging style of the learning process. The usage of media can also raise the standard of learning outcomes for students and change the role of the teacher in a way that is more constructive and beneficial. The teaching-learning process may be carried out effectively and the students' comprehension of the material can be increased by employing media. The advantages of media in education include consistent delivery of educational material, more interactive and transparent learning procedures, time and energy efficiency, and the capacity to foster in students positive mindset toward the subject matter and the process of learning.

#### **b. Puppet as Media**

Puppet is an item or little character that resembles the features of a human or animal with a body and the ability to move with the puppeteer's hand or string.<sup>64</sup> Puppets are universally recognizable and can represent a wide range of personalities and

---

<sup>64</sup> Hornby, A. S. (1995). Oxford Advanced Learner's. *Oxford Advanced Learner's Dictionary*, 545.

characteristics. Puppets can convey happiness or sorrow, be mischievous or kind, gregarious or reserved. Usually seen in drama or theater productions, puppets are brought to life with a box theater. Marilyn Lohnes, however, asserts that a puppet, often referred to as a medium, is employed by a teacher in educational activities, particularly when teaching English in the classroom.<sup>6566</sup>

The use of puppets offers a new approach to learning about unfamiliar subjects. Students need to actively participate in the learning process and not just being passive listeners. According to Slattery and Wilis, young students can feel uncomfortable speaking in front of the class or to professionals, so puppets are a type of tool that can help them practice their speaking skills. A puppet can take the place of a student's speaking partner, then the student will be able to practice conversing with puppets more happily.<sup>6768</sup> As stated by Lines and Nunan, the puppet will be used appropriately in the classroom.<sup>69</sup> As students will feel more at ease speaking with a puppet, employing puppets to teach can serve as an alternative approach in the teaching and learning process.

<sup>65</sup> Marilyn Lohnes, *Fractured Fairy Tales Puppet Plays and Pattern*, (Fort Arkinson: Upstart Books, 2002)

<sup>66</sup> Ridayanti, P. W., Marleni, K. D., Nyoman, N., and Ratnadi, A. (2021). 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)

<sup>67</sup> Marilyn Lohnes, *Fractured Fairy Tales Puppet Plays and Pattern*, (Fort Arkinson: Upstart Books, 2002)

<sup>68</sup> Slattery, M., & Willis, J. (2001). *English for Primary Teachers*. Oxford University Press.

<sup>69</sup> Lines, and Nunan, (2005). *Practical English Language Teaching: Young Learner*, (New York: Mc Graw Hill Companies), pp. 33

Puppetry is one of the media that is useful in the teaching and learning process, as can be seen from the previous explanation. It benefits both educators and learners. Because of its intriguing shape, students may get more engaged with the subject matter, which in turn facilitates the teacher's ability to plan the teaching and learning process. Because of its importance in fostering students' personal growth and the chance for hands-on learning that comes with creating and using puppets, puppets as a teaching tool have gained a lot of acceptance. It will be preferable to use the resources that are readily available while instructing using puppets.

### c. Types of Puppets

As thousand-year-old art that survived because it's several functions. Puppet has been changed all the time and it still exists today. Nowadays, it is used in the school for educational purposes as well as in library or school entertainment tools. There are many of kinds of puppet such as;<sup>70</sup>

#### 1) The Marionette Puppet

Marionette puppet is ancient puppet which is used in western country. It is made from wood and strings or wires to make the marionette puppet seem a live like human. A simple of marionette puppet has nine strings to connect with

<sup>70</sup> Marilyn Lohnes. *Fractured Fairy Tales: Puppet Plays and Patterns*. United States of America: Upstartbooks. 2002. Pp. 7-8

leg, ears, hands, shoulders, etc. to make movement easily by marionettes. The movement of this puppet is connected by hinges. Using this puppet needs to have special training because this puppet is extremely difficult enough comparing with the other types of puppet.

## 2) Shadow Puppet

Shadow puppet is almost the same with marionette puppet but is simpler and easier. It is made from thick paper or cardboard. This puppet is similar with leather puppet or wayang in Indonesia especially in java. Shadow puppet is played with a light and a screen. The puppeteer will operate the shadow puppet with a back light on the stage by telling a story using a movement behind on the screen. The audience will enjoy the shadow that appears in the wall. Even the shadow puppet looks simple, but it is not too easy to operate.

## 3) Stick Puppet

Stick Puppets is commonly made from stick or spoon. Stick puppets can be simple or complex puppet, but it depends on the design made. It can be made simply using stick or puppet with two dimensions. Stick Puppets are formed from an image which is cut out and stuck to a stick. Stick puppets as a media which has a huge potential and scope for learning. Besides, it will be more difficult if using

three dimensions to create a real creature like humans.

#### 4) Hand Puppet

Hand puppet is the most commonly hand puppet uses in educational purpose or in entertainment. The user might create their own design creation or buy the readily hand puppet in story. Hand puppet can be played with one puppet with one hand. This puppet only consists of head and two hands only. The puppeteer hand can be directly placed inside of hand puppet either left or right hand. Then, the fingers operate the head and body part of it. It is relatively easy to play for new user. In Indonesia the use of hand puppet is used as a tool in deliver the story or educational property and also used in entertainment broadcasting. Usually, hand puppet in the form of figures of small animals such as monkeys, dogs, cats, and others can be used as a learning medium to train children's communication skill.<sup>71</sup>

Darusman claims that hand puppets can be classified into the following characters:

- a) Sock Puppet: This puppet is constructed from socks, and our hands are inserted into the socks.
- b) A glove-shaped puppet known as the Glove Puppet.
- c) Rod puppets: These work similarly to glove puppets but

<sup>71</sup> Darusman, N. G. (2020). *The Effect of Using Hand Puppets On Students' Speaking Ability at An-Namiroh Junior High School Pekanbaru*. Universitas Islam Negeri Sultan Syarif Kasim Riau.



are moved by rods.

- d) Abstract Puppet: an abstract puppet typically only represents a concept or idea, such as good, evil, love, etc. On the other hand, the researcher teaches speaking using hand puppets, which are puppets that move with the user's hand

In this study, the researcher only focused on the use of hand puppet in teaching speaking skills because it has already implemented by the subject of the study.

#### **d. Advantages and Disadvantages of Puppet**

It is well known that puppets have positive social and educational effects. This indicates that puppet language is special as its ability to foster mutual learning, development, opening up, self-assurance, and self-expression between educators and students. The use of puppets has some benefits, that are:<sup>72</sup>

- 1) The puppet imparting new words.
- 2) The puppet can facilitate greater communication and play between the students and more proficient English speakers.
- 3) Students can talk in front of their peers without being afraid when they use the puppet.
- 4) By encouraging more student interaction, the puppet can lessen the teacher's control over the classroom.

---

<sup>72</sup> Nur Raudha Siregar , Ernati , Lisa Tavriyanti 2014. *Teaching Speaking by Using Puppet Play for Junior High School*. Faculty of education, Bung Hatta University. Article 1-10

- 5) Puppet can help the junior high school students improve a variety of language skills.
- 6) The puppet can be a highly useful teaching tool for language arts instruction.
- 7) Does not take a lot of money, time, or difficult preparation.
- 8) There aren't many places; puppet shows can be considered simple and uncomplicated.
- 9) Players do not need to possess complex abilities to play it.
- 10) Can foster a child's creativity, intensify the activity, and enhance the joyful environment

Apart from the aforementioned advantages, hand puppets have the following disadvantages when it comes to the learning process:<sup>73</sup>

- 1) The environment of learning and classes becomes busy.
- 2) Demanding that the teacher be able to perform a hand puppet entirely.
- 3) Make the teacher create puppet characters with more creativity.
- 4) Requiring story-telling skills from teachers.

The researcher concluded that there may be advantages and disadvantages when employing hand puppets in the educational process. Hand puppets can help students become more confident

<sup>73</sup> Widiastuty, H., Qamariah, Z., Wati, Z. K., Rahman, R., Aqli, M., & Amelia, R. (2023). Penggunaan Media Boneka Tali dalam Pengajaran Bahasa Inggris di Yayasan Tahfidz. *Al-Khidma: Jurnal Pengabdian Masyarakat*, 3(2), 75.

speakers, foster their imaginations, and immerse them in an engaging and enjoyable environment. Furthermore, hand puppets are simple to use and can foster teachers' creativity. However, the learning environment and classroom might get noisy, therefore the teacher has to be able to interact with the Hand puppet all the way through. Additionally, the teacher must use greater creativity while creating puppet characters and narrating stories. Notwithstanding these disadvantages, the usage of hand puppets facilitates the delivery of content as a medium in the educational process and gives students a chance to express themselves through social communication.

### **3. Descriptive Text**

#### **a. The definition of Descriptive Text**

One of the English texts that use to explain something, generally an object, are called descriptive texts. The literature seeks to clarify, define, or depict everything whose form can take on any form, including people, animals, places, things, and so forth—both concrete and abstract. Descriptive texts are written in simple and brief language to make the content of the text easily understood.<sup>74</sup> Writing a good description is as simple as painting a picture in the reader's mind, according to Oshima and Houge, who also offered advice on how to write one. An artist creating a

---

<sup>74</sup> Siti Saadatul Fajriyah, *The Effect of Mind Mapping Technique on Students' Writing of Descriptive Text, A thesis*, (Jakarta: Syarif Hidayatullah State Islamic University 2017), 10

picture that the reader can clearly imagine in their mind is similar to a writer writing a good description.<sup>75</sup>

According to the description given above, a descriptive text is a means of linguistically describing pictures in speech or writing such that the reader or listener may understand what was described.

### **b. Kinds of Descriptive Text**

A description attempts to capture an object's appearance, smell, taste, feel, or sound. Using description, someone can visualize objects, people, and even time intervals. There are the following three categories of descriptive text:<sup>76</sup>

#### **1) Describing People**

Readers find most intriguing people and their interesting experiences. Adjectives and maybe adverbs come to mind first when the word description is uttered. Sometimes it surprises us to discover that the precise choice of verbs is primarily responsible for a particularly vivid description. For example, describing someone as clumsy or stumbling when walking could paint a clearer picture of that individual than using a lot of adjectives.

#### **2) Describing Place**

<sup>75</sup> Alice; Ann Hogue Oshima, *Third Edition Academic English*, 1998.

<sup>76</sup> George E. Wilso and Julia M Burk, *Let's write English* (America: American Book Company, 1980), 379.

It matters how a location sounds, looks, and smells.

There are various methods for evaluating a place's description; are impressions other than visual ones included?

Was the image taken at a specific point in time? etc.

### 3) Describing unit of time

Time unit descriptions are frequently employed to create atmosphere. There are countless descriptions of days, seasons, and times of day throughout literature. Take note of how each of the following choices establishes a certain mood or emotional tone through the description of a time unit.

### c. The Generic Structure of Descriptive Text

Texts that describe things, such persons, locations, or things themselves, are known as descriptive texts. For descriptive text,

there are two general structures:

#### 1) Identification

Identification introduces the subject or object that will be described and identifies a phenomena to be described.

#### 2) Description

Description Provides a concise overview of the subject's attributes, who or what it is, and other details.<sup>77</sup>

## 4. Teaching Speaking skills by Using Hand Puppet

<sup>77</sup> Imelda Wardani, Hasan Basri, Abdul Waris, *Improving the Ability In Writing Descriptive Text Through Guided-Question Technique*, e journal of English Language Teaching Society (ELTS) Vol. 2, No. 1, 2014, 2

Teaching students to speak English should need a high level of proficiency. Speaking exercises and dialogue memorization have been the main methods of teaching speaking to English language learners for a long time. Nonetheless, in the modern world, speaking instruction must aim to enhance students' communicative abilities since speaking allows students to express themselves and learn how to adhere with social and cultural norms that are suitable for each communicative situation.<sup>78</sup>

According to Scott and Ytreberg, employing mascots and puppets is one effective technique to teach speaking. One type of media that depicts characters and their descriptions is puppetry. It supports both teaching and learning for both teachers and students. Teachers benefit from using puppets as a model to present their lessons. The teacher

can manipulate it to make the puppets walk, talk, and move.<sup>79</sup>

Additionally, puppets serve as a medium for students to convey ideas, emotions, and feelings that they might not otherwise be able to. As a result, the students will not only learn with enthusiasm but also take pleasure in the instructional activities and find it easy to understand the material.

In summary, the researcher can draw the conclusion that puppets are a useful medium which greatly influence the process of teaching and learning based on the aforementioned factors. A puppet might

---

<sup>78</sup> Terakhir. Rebecca, Hughes. (2011). *Teaching and Researching Speaking* (Edinburgh: Pearson)

<sup>79</sup> Wendy A. Scott and Lisbeth H. Ytreberg, *Teaching English to Children*, (London: Longman, 1995), pp. 33—34

serve as a mascot, role model, or speaking companion for the children during practice. The teacher can first demonstrate how to use a puppet in front of the class. Students can then keep copying it after that. Speaking with the puppet will be more enjoyable for the students. With the help of a puppet, they will feel comfortable speaking their thoughts in front of the other students.

Before using a hand puppet as a teaching media in the classroom, the teacher must:<sup>80</sup>

a. Pick the Puppet Wisely

The hand puppet that is simplest to control is not always the greatest hand puppet. The movement determines whether a puppet appears to be alive. Therefore, pick a hand puppet that can assume several personas and requires little effort to move. In this

instance, the teacher might employ a simple male hand puppet. It is rather simple to adapt to the traits of others.

b. Begin with the Most Basic

It is preferable to select the most basic hand puppet for a teacher who has never used one before. Its purpose is to give teachers a firsthand experience with the experiment of using hand puppets. Selecting the straightforward puppet will be wise.

c. Handle the Responses from Students

The hand puppet provokes a wide range of responses from

---

<sup>80</sup> Al and Annisaa, "THE EFFECTIVENESS OF USING HANDPUPPET TOWARDS STUDENTS' SPEAKING SKILL IN STORY TELLING (A Quasi Experimental Study at the Second Grade Students of SMP.)"



the students. The age component has a part as well. Young kids will be enthralled and fascinated with the puppet. It's because kids continue to strive to learn the difference between an actual thing and an abstract one despite their age. Students may question the authenticity of the hand puppet shaped dog if the teacher brings one along. As this is going on, the older students are aware that the hand puppet is not the actual item. Older children learn to utilize hand puppets more quickly, which is a better response when training them.

d. Confront the Fear of Puppetry

The teacher cannot force each student find the hand puppet interesting or appealing. Some students have been known to frighten others with hand puppets. The teacher could approach them and explain hand puppets to them in order to resolve this issue. Remember to allow children to use their hands to investigate the hand puppet. Try keeping this distance from the other students. Do not hesitate to give the children the instruction to avoid the teacher if the dread of the hand puppet persisted.

e. Get in front of the mirror to practice

Get ready and learn how to do the movement of the hand puppet. Although it appears simple, there is enough complexity for it to cause a genuine movement. Being alive makes it difficult to even make the movement.

f. Create some gimmicks for the puppet.

The teacher needs to show each hand puppet a unique collection of odd gimmicks in order to give them individual personalities. Students become more acquainted with and able to relate to each playing puppet as a result. Remember to do something that sounds like a humorous prank. Teachers might create a hand puppet that drops objects frequently, requiring them to pick it up multiple times. This trick will have the students laughing heartily.

g. Bring "Alive" to the Puppet.

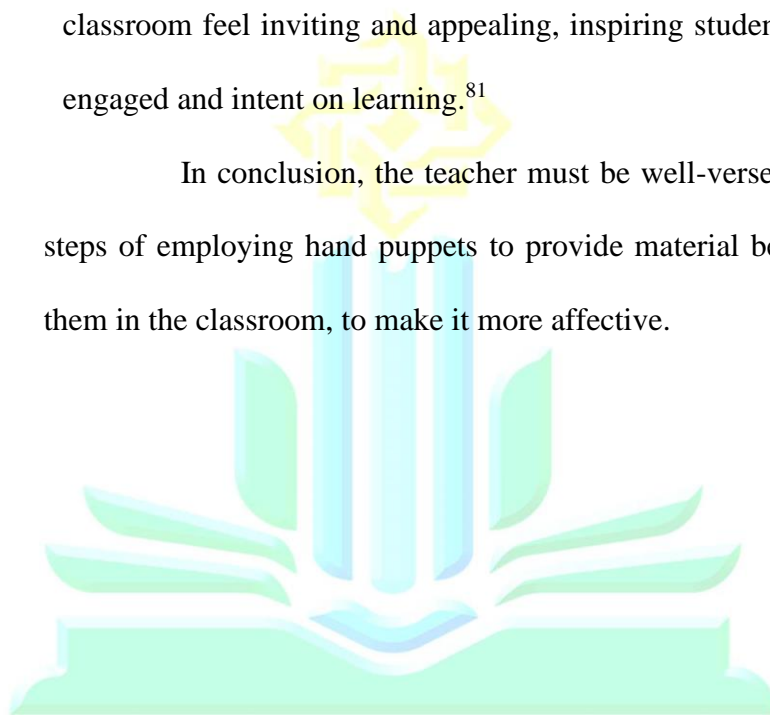
Allowing the puppet to "go to sleep" while it is in your hand is a common mistake. Make sure you continue moving the hand puppet in tiny, delicate motions while the teacher is speaking and introducing it to the class. Thus, it remains "alive".

It's also advisable to keep the puppet on display on a shelf so that it resembles a dead body rather than taking it down in front of the students. Make sure you put on and take off your puppet within the "house" that you've chosen, which can be a bag or box.

It has been discovered that incorporating hand puppets into the teaching process greatly benefits student education. Hand puppets, particularly those shaped like animals, fruits, vegetables, humans, and so forth, can grab the interest of students. Students' activities might also be more enjoyable when they use hand puppets

to play. Using hand puppets to convey concepts can help students find the perfect words to convey their thoughts and spark their imagination. Furthermore, hand puppets have the power to make a classroom feel inviting and appealing, inspiring students to be more engaged and intent on learning.<sup>81</sup>

In conclusion, the teacher must be well-versed in the basic steps of employing hand puppets to provide material before utilizing them in the classroom, to make it more affective.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

---

<sup>81</sup> Lisa Arifatul Fajri, "The Use of Hand Puppet As a Teaching Medium for English Speaking Skill At 4 Th Grade of Sd Negeri 03 Kedungwuluh , Purwokerto English Education Study Program Education Department Faculty of Tarbiya and Teacher Training State Islamic University," 2023.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Approach and Type**

This research employs a qualitative approach, emphasising the understanding of social issues in the context of natural, comprehensive, intricate, and detailed conditions of reality. The main resource in qualitative research is the researcher. Therefore, in order to formulate questions, conduct comprehensive analyses, and clearly construct the topic of research, a researcher must possess a wealth of theory and understanding.<sup>82</sup> This research conducted qualitative research to analyse the use of hand puppet in teaching speaking skills for the eight-grade junior high school students at MTs Al-Badri.

The researcher chose a qualitative approach using a descriptive research design. The meaning and process are presented in descriptive format rather than as numerical data either as written or spoken words from observer informants. The researcher undertook an extensive study to describe the findings of the investigation on the use of Hand puppet in teaching speaking abilities to grade VIII junior high school. students at MTs Al-Badri academic year 2023–2024

#### **B. Research Location**

The location where research is being conducted serves as the

---

<sup>82</sup> Eko Murdiyanto, *Metode Penelitian Kualitatif* (Yogyakarta: UPN Veteran Yogyakarta Press, 2020), 19.

research object. To find information that matches the designated problem focus, it is important to select the research location. The availability of the data and how it comports with research requirements are also determined by the research location. The factors of time, money, energy, and geography must all be taken into consideration. Certainly the selection of the research's location was based on the existence of gaps or distinctiveness in the activities conducted there, which led to the decision to use the area as a source for diverse data to further research.

This study was taken place at MTs Al-Badri because the school's English teacher used hand puppet, a unique learning media with an engaging and practical application. As a result, the purpose of this study is to investigate the effectiveness of hand puppets in teaching speaking abilities.

### **C. Research Subjects**

The data source and the research subject are one and the same. This section reports on the data types and sources. The place where the research data will be collected and acquired is known as the data source. When the object be associated with an educational establishment, the educational establishment's administration serves as the data source. The data that intend to collect, the people that would like to involve as research subjects or informants, and the methods for searching and gathering the data to ensure its validity are all included in this statement. The purposive sampling was used to select the research subjects, indicating that specific

goals and factors influenced the decision.<sup>83</sup> The study's research subjects are,

1. The English teacher at MTs Al-Badri as an informant in order to gather data regarding the planning, implementation, and evaluation of educational initiatives.
2. 31 eight grade students at MTs Al-Badri that participated in the teaching and learning activities.

#### **D. Data Collection Techniques**

The researcher will establish several techniques that will be utilized throughout the research as a way to strengthen comprehension of it. These are the specifics,

##### **1. Observation**

By observation, information is gathered straight from the field. In qualitative research, it is customary to collect data by going into the field or study area; data collection cannot be done from behind a desk because it takes the shape of attitudes, behaviours, acts, treatment procedures, and general interactions between people.<sup>84</sup> It is evident that observation is a research technique that involves visiting directly to the study location in order to directly record, using the five senses, the attitudes, behaviours, and actions of the object being examined. The type of semi-participatory observation will be employed by the researcher

<sup>83</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2015), 216.

<sup>84</sup> Eko Murdiyanto, *Metode Penelitian Kualitatif*, 54.

to gather data in the field. The researcher occasionally will act as only observer of learning activities while participating in learning activities with the teacher. This observational technique produced the following data:

a. The planning of English language learning

The researcher will observe certain aspects in the learning planning of teaching speaking skills by using hand puppet, such as when the teacher determines the learning implementation and evaluation activities.

b. The Implementation of English language learning

The researcher will observe the implementation of teaching speaking skills through the use of hand puppet media. Starting from preliminary activities, the core activities, and closure.

c. The Evaluation of English language learning

The researcher will observe several ways that teacher will evaluate students' speaking abilities directly in the classroom while they describe hand puppets in the shape of their favourite animals.

2. Interview

A process of interaction involving two or more people is called an interview that is conducted in a scientific setting and depends on availability. The direction of the conversation is



determined by creating trust as the primary foundation for the understanding process.<sup>85</sup> The interview methodology is, in essence, a way to collect data through the interaction of two or more people with the specific goal in mind—that is, to obtain trustworthy research information.

This research will use a semi-structured interview style in which the researcher asks a number of predefined questions at first, then subsequently explores more into any topic that requires a more comprehensive answer. Informations that will be gathered through interview are,

a. The planning of English language learning.

The researcher will interview the English teacher at MTs Al-Badri regarding the learning planning of the teaching speaking skills by using hand puppet, that included when the teacher determines the learning implementation and evaluation activities.

b. The Implementation of English Language Learning.

The researcher will interview the English teacher at MTs Al-Badri on how the teaching and learning speaking skills by using hand puppet media is being implemented. There are three steps involved in applying learning: preliminary activities, the main activities and the closing activities.

---

<sup>85</sup> Umar Sidiq dan Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan* (Ponorogo: CV. Nata Karya, 2019), 61.

c. The Evaluation of English Learning

An interview dealing with the teacher strategy in evaluating students' speaking abilities will be conducted by the researcher with the English teacher at MTs Al-Badri.

3. Document review

The word document, which refers to written materials, is where the terms documentary and documentation originate. Documents or documentation serve as the data source, and also known as document recording forms that are the instrument used to capture the data. Investigating written objects is one way to get data while using the documentary technique.<sup>86</sup> The purpose of documentation techniques used by researcher is to collect more data about,

- a. The English Learning Implementation Plan for Class VIII descriptive text with animal theme.
- b. Students' worksheet, students' Data Analysis, and Learning Activity Evaluation.

**E. Data Analysis**

The process of methodically gathering information from observation, interviews, and documentation is known as data analysis. It involves classifying the information, synthesising it, organising it into patterns, deciding what is significant and what will be investigated, and

<sup>86</sup> Mundir, Metode Penelitian Kualitatif dan Kuantitatif (Jember: STAIN Jember Press, 2013), 186.

drawing conclusions that are simple to understand for both oneself and other people.<sup>87</sup>

During the data analysis session, the researcher tried to conduct an analysis of the data that was gathered during multiple phases. According to Miles, Huberman, and Saldana, data analysis will be used in this research such as,

### 1. Data Collection

Three approaches are used for collecting data: documentation, interviews, and observation. All of these types of data have one key aspect in general, the analysis of which depends mainly on the integrative and interpretative skills of the researcher. Interpretation is necessary because the data collected is rarely numerical, the data is rich in detail and lengthy.

### 2. Data Condensation

Data condensation is the process of selecting, narrowing down, streamlining, abstracting, and/or changing data that can be found in written field notes, interview transcripts, papers, and other empirical materials. Using data condensation will make it stronger. The gathered data is intricate, therefore it is necessary to focus on finding the important details and critical pieces while also looking for themes and patterns. This process is known as data condensation. In terms of data condensation, the researcher in this

---

<sup>87</sup> Umar Sidiq dan Moh. Miftachul Choiri, *Metode Penelitian Kualitatif di Bidang Pendidikan*, 162.

instance produced a summary based on the information gathered regarding the design, execution, and assessment of speaking skills training through the use of hand puppet learning materials. The researcher then simplified the summary findings even more before moving on to the data presentation step.

### 3. Data Display

After the data has been minimized, the following step is to present it. Data presentation in qualitative research can take several forms, including flowcharts, brief summaries, and correlations between categories. According to Miles and Huberman, text narratives are the most commonly utilised format for presenting data in qualitative research. At this point in the process, the researcher arranges the data that has been gathered. The researcher

integrates the data to design, carry out, and assess the teaching of speaking skills using hand puppet learning materials if the data are relevant to the research topic. The researcher then goes on to discuss the conclusions drawn from the data. The researcher's next step is to comprehend the data that has been gathered, analyze it, and make any necessary adjustments to determine whether the data supports the objectives or whether they need to take additional action in light of the information provided regarding the planning, implementation, and evaluation of the teaching speaking skills

activities by using hand puppet learning media for class VIII MTs Al-Badri Academic Year 2023/2024.

#### 4. Verifying Conclusions

Verification and withdrawal conclusion constitute the third step of the study of qualitative data. The preliminary findings presented are provisional and subject to revision in the case that additional data gathering steps fail to produce compelling evidence to contradict them. The results obtained at the beginning of the study are credible if they were supported by strong evidence when the researcher returns to the field to collect additional data.<sup>88</sup>

At this point, following the thorough collection, correction, and verification of the data in line with the study's objectives. The final stage is for the researcher to present findings regarding the planning, implementation, and evaluation of the speaking skills learning activities for class VIII MTs Al-Badri School using hand puppet learning media in 2023–2024 academic year.

#### F. Data Validity

Researchers have to manage the information they collect with more consideration to ensure that it remains relevant to the research topic. Triangulation will therefore be used to evaluate the veracity of the data. The research employs triangulation both in terms of sources and methodology.

---

<sup>88</sup> Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis* (USA: SAGE Publishing, 2014), 15 & 16.

### 1. Source Triangulation

Triangulating sources refers to comparing data from primary sources with information from other sources. The purpose of this comparison was to support the data that already existed.<sup>89</sup> In this study, the researcher gathered information from the English teacher and students at MTs Al-Badri Jember then analyzed the data collected.

### 2. Techniques Triangulation

Triangulation techniques are essentially data collection methods that employ various techniques to extract information from the same source. In the beginning, this can also be verified by interviews utilising simply observing techniques.<sup>90</sup> In this study, The information gathered through the interviews with informants was compared with the data obtained from the techniques of observation and document review.

## G. Research Stages

The researcher will provide a summary of the steps involved in the research process. beginning with the stages of pre-research, fieldwork, and data analysis. The following is the in-depth description,

### 1. Pre-research Stage

#### a. Develop the research design

---

<sup>89</sup> Sugiono, *Metode Penelitian: Kuantitatif, Kualitatif, dan R&D*, 274.

<sup>90</sup> Bachtiar S.Bachri, "Meyakinkan Validitas Data melalui Triangulasi pada Penelitian Kualitatif," *Jurnal Teknologi Pendidikan* 10, No,1 (April 2010): 57.

The research plan was prepared by considering issues that came within the scope of events that occurred and were observable. The issue is then turned into a research title, then the research matrix is made and sent to the supervisor.

b. Select the research location

The researcher selects the research location, before executing the strategy. The study's research location was selected by the researcher to be MTs Al-Badri.

c. Manage the research permit letters

Process letters of research permission because the study being conducted is official and has designated study locations. To ensure that the study process goes well, researchers must get a letter of approval for research from the school.

d. Evaluate the field

Following the completion of the administrative procedures needed to obtain permits for research, the researcher has to acquaint with the conditions surrounding the research object, informants, and so forth. This is done to ensure that the informant is either comfortable enough to allow the researcher to collect data without disturbing them or comfortable enough to allow the researcher to be present at all.

e. Selecting and Utilising informants



Selecting the suitable informants who are thought to be able to provide more relevant information during the research process is crucial after becoming familiar with the field.

f. Prepare research instruments

The next stage after choosing reliable informants is to set up research instruments for data collection, which includes activities such as observation, interviews, and documentation.

2. Field Stage

In the field, researcher need to be aware of many guidelines, including knowing the research location and dressing appropriately for the local customs. maintaining a close relationship with the subject, acting impartially, choosing how the study will be divided up, and actively taking part in data gathering operations.

3. Data Analysis Stage

This stage involves analysing the information gathered. Because the data is complex, researcher must concentrate on identifying which data are crucial and which ones should be eliminated through a number of data analysis stages, including data condensation, data presentation, and conclusions and verification.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

The findings and discussion of the research were presented in this chapter. The research findings were the data collected in the field that's included the school profile, the school organizational structure, the school history, the school vision and mission, and all of the information related to the execution of this research. While the research discussion is the process of deciding on a course of action or conclusion in relation to the research topic. The finding and discussion were explained as follows;

#### A. Description of Research Object

In this part, there are some phases would like to be presented, those are;

##### 1. The Profile of MTs Al-Badri

The profile identity of Madrasah Tsanawiyah Al-Badri are as follows:

Nama Madrasah: MTs. "AL BADRI"

Nomor Statistik/ NPSN: 121235090056 / 20581493

Akreditasi Madrasah: Terakreditasi B Tahun 2023 – 2028

SK Akreditasi: 555/BAN-SM/SK/2023

Tanggal: 25 Mei 2023

Nama Pengawas: Suwahid, S.Pd.

NIP Pengawas: 197105261997031003

Alamat Lengkap Madrasah: Jalan Arjasa Kalisat No. 50

Desa: Gumuksari

Kecamatan: Kalisat

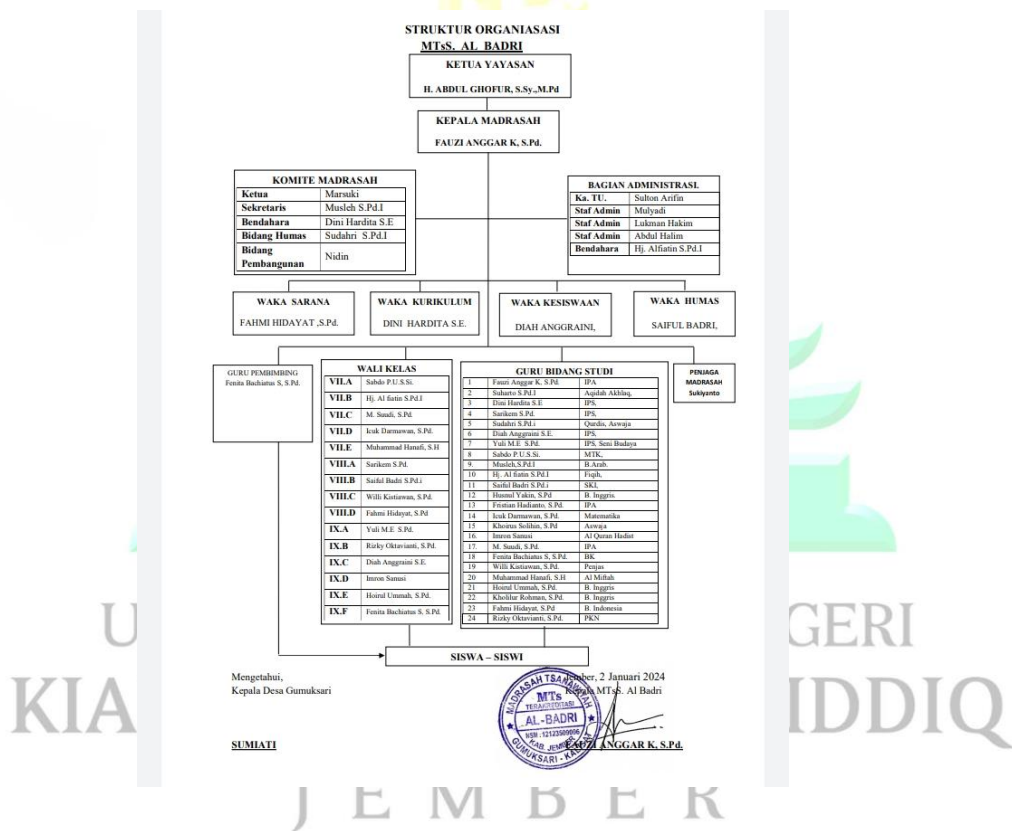
Kabupaten: Jember

Propinsi: Jawa Timur

Telepon: (0331) 540492

Nomor NPWP Madrasah: 60.738.411.2 - 626.000 .

## 2. The Organizational Structure of MTs Al-Badri



Pesantren Al Badri Gumuksari. With the presence of these new buildings and their location right on the edge of the connecting road between Arjasa-Kalisat, which was a very strategic location, he was confused about what to use the building for besides as a Diniyah Madrasah. Finally, he called Mr. Suwito and Mr. Ngaspoyo, who at that time served as the Head of SDN Gumuksari IV, to discuss the development of the building. From the discussion, it was finally decided to establish a Tsanawiyah Madrasah (MTs) or a 3-year Religious Teacher Education institution (PGA). Coinciding with this plan, the Village of Gumuksari received students from Jember State University (UNEJ) who were carrying out the KKN (Real Work Lecture) program. Because of the synergy between community leaders and the KKN students, they together worked to establish MTs Al-Badri starting from submitting requests for establishment, requests to become members of KKM, to submitting the Notary Deed for the Al-Badri Foundation.

#### **4. The Vision and Mission of MTs Al-Badri**

##### VISION

To achieve excellence in achievement, proficiency, faithfulness, piety towards Allah S.W.T., and to foster noble character and exemplary morals.

##### MISSION

1. To establish MTs. Al-Badri as a distinguished Islamic educational institution committed to delivering quality education, nurturing students

to become proficient, faithful (pious towards Allah S.W.T.), possessing noble character, virtuous conduct, and exemplary morals.

2. To actively engage in community life and contribute positively to societal development.

3. To conduct the learning process through the provision of professional educators, ensuring the production of graduates who excel in their fields.

## **B. Research Findings**

In this part, the researcher presented the data of research findings that contain detailed descriptions based on the observation, interview and document review. This description consisted of data presented to the topic according to the research questions, that are 1. The planning stage of teaching speaking skills by using hand puppet for the eight-grade junior high school students at MTs Al-Badri, 2. The implementation stage of teaching speaking skills by using hand puppet for the eight-grade junior high school students at MTs Al-Badri, 3. The evaluation stage of teaching speaking skills by using hand puppet for the eight-grade junior high school students at MTs Al-Badri. The researcher will describe each item as follows:

### **1. The planning stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember**

The English teacher at MTs Al-Badri used hand puppet as the learning media in teaching her students' speaking skills. Before this implementation was carried out, there were several reasons underlying

the choice of the media, some of the reasons were expressed in the following interview results with the English teacher:<sup>91</sup>

“Students at MTs Al-Badri are generally unable to converse or communicate in proper and appropriate English since they do not employ English words in everyday contexts. Students lack of vocabulary mastery made them become unconfident when speaking in English and it cause them to lose interest or even dislike the lesson. This background certainly had an effect on the majority of students' English scores, which were regularly below the KKM average before I implement more creative learning activities. This indicates that the learning failed to achieve the intended objectives. I therefore started to search for ways to ensure my teaching and learning activities can make students more interested to participate in the process and could helped more students master the English language, particularly speaking abilities, and achieve the learning objectives.”

The teacher concerned about the lack of proficiency in English among the students at MTs Al-Badri. The students struggle to converse or communicate effectively in English due to their limited vocabulary and lack of exposure to English in everyday situations. This deficiency in language skills led to students' lack of confidence when speaking English and, subsequently, a disinterest or even aversion to English lessons.

The teacher observed that this language barrier significantly impacted the students' English scores, which consistently fell below the minimum passing grade (KKM). Recognizing this issue, the teacher felt compelled to take action to improve the situation. She searched for more creative and engaging teaching strategies to encourage students' participation and facilitate language learning, particularly focusing on training students' speaking abilities. The goal was to ensure that the

---

<sup>91</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 27th November 2023



teaching and learning activities were more captivating and effective in helping students master the English language and achieve the intended learning objectives outlined in the lesson plans.

“Then I looked for references about learning models or strategies that students would like so that it could attract their attention to participate and be enthusiastic in studying. I got a suggestion that using unique learning media could also be an incentive to make the learning process is not boring and students will be interested to engage in the learning process”<sup>92</sup>

The teacher searched for references on various learning models or strategies that would appeal to students, aiming to capture their interest and enthusiasm in studying. She finally intended to use an educational media as students’ partner to learn. Along with her interview responses, the teacher discussed what aspects she took into consideration when deciding which learning media are best for students before selecting the ones that will be used.

“I determined the essential abilities that students needed to acquire and took into consideration of my students’ characteristics to choose a learning media. Previously, I had used audio media and audio-visual media such as podcast and YouTube video because the school has provided the necessary tools, but sometimes such media can reduce active student interaction and require certain skills so it didn't match some of the students' characteristics. I then decided to experiment with visual media to prevent my teaching and learning activities from becoming monotonous. I introduced various visual media including flipcharts, posters, and one particularly unique media that is hand puppets. Among these, I found hand puppets to be the most distinctive.”<sup>93</sup>

The teacher was described her process of choosing an appropriate media for students, she determined the essential skills for students to

<sup>92</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 27th November 2023

<sup>93</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 27th November 2023



master and considered their individual characteristics. Initially, the teacher utilized audio media and audio-visual media like podcasts and YouTube videos because the school provided the necessary tools. However, she realized that these types of media could sometimes hinder active student interaction and required specific skills, which didn't always match the characteristics of all students.

Subsequently, the teacher decided to experiment with visual media to prevent her teaching and learning activities from becoming monotonous. She introduced various visual media such as flipcharts and posters, and she also incorporated hand puppets as a particularly unique form of visual media. Among these options, the teacher found that hand puppets to be the most distinctive learning media.

The teacher continued on discuss a few more factors that led her to choose hand puppet as her teaching media, such as the following:<sup>94</sup>

"Beside that, I decided on choosing hand puppets because in line with my primary goal, which is to create more opportunities for students to build confidence in practicing their speaking skills. I thought that using hand puppets would be a great way to get students more involved in English language studies especially in practicing their speaking skills. With hand puppet's cute and adorable shapes, I'm sure that middle school-aged children like them will be highly interested in having hand puppets as their study companions, so that hand puppet can encourage their creativity, self-expression, active participation in the learning process, and help them develop their speaking abilities more successfully. Furthermore, the utilization of hand puppet is comparatively simple and useful, allowing them to be swiftly integrated into classes with no complicated setup."

---

<sup>94</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 27th November 2023

The teacher elaborated that alongside her primary objective, she specifically chose hand puppets to complement her goal of fostering students' confidence in speaking English. She believed that, hand puppet's cute and adorable shape would offer a unique and engaging way to effectively encourage students' active participation in language learning, especially in speaking practice, making the language learning process more interesting and enjoyable. By incorporating hand puppets, the teacher aimed to stimulate students' creativity, self-expression, and facilitating a dynamic learning environment. Furthermore, the teacher emphasized the practicality and versatility of using hand puppets in the classroom, as it can be seamlessly integrated into lessons without requiring intricate setup procedures.

The teacher has included the use of hand puppet as one of media in the lesson plan she made (Appendix 8) point D, accompanied by several other supporting media such as whiteboards, markers and student stationery.<sup>95</sup>

The application of hand puppet media to be effective also requires structured learning procedures in order to achieve the main goal, so the teacher then continued,<sup>96</sup>

“I created a lesson plan to streamline the preparation of several necessary items and activities for the learning sessions, thus ensuring a more structured and organized learning experience. At first, I need to choose the learning material. Even though hand

<sup>95</sup> Document Review of Lesson Plan (Appendix 8)

<sup>96</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024

puppets being relatively simple media and suitable for integration into various learning materials, I also had to consider which materials were most suitable for students to practice their speaking skills and incorporate hand puppets into it. After I looked at some of the material in the syllabus, I chose to apply hand puppet media to the descriptive text material because I planned to train students' speaking skills through describing something. In this case, I provided animal shaped hands puppet, the animals in question are animals that they often see in everyday life, such as cats, rabbits and birds, so I would ask students to describe their respective favourite animal. The combination of hand puppets and descriptive text can also enhance students' imagination as they describe their favourite animal using objects that resemble the original shapes.”

The teacher designed a lesson plan to organize and structure the learning activities more effectively. The teacher needed to select the appropriate learning material. Despite hand puppets being a straightforward media that suitable for various learning contexts, the teacher had to carefully consider which material would best allow students to practice their speaking skills while incorporating hand puppets.

After reviewing the syllabus, the teacher decided to utilize hand puppet media for the descriptive text material. She planned to focus on training students' speaking skills by having them describe something. In this case, the teacher provided animal-shaped hand puppets that they often see in real life such as cat, rabbit, and bird, intending to ask students to describe their favourite animals. The teacher chose to implement hand puppet media in descriptive text material was also because the combination of descriptive text and hand puppets could enhance students' imagination. By using hand puppets resembling the

original shapes, students could more easily visualize and describe the characteristics of the animals in a more creative way.

The statement was reinforced by the Lesson Plan that was made by the teacher (Appendix 8) in point D, which stated that the established material is descriptive text.<sup>97</sup>

In summary, the subject material used by the teacher to train students' speaking skills was descriptive text with an animal theme, as indicated by the researcher's interview results above and supported by documentation in the form of lesson plans. This was because the students will be able to practice speaking by describing their own personal choices of favourite animals.

After that, the teacher explained the tasks that students should do in the learning activities,<sup>98</sup>

“I would ask students to provide detailed descriptions of the favourite animal they choose. They need to create it with correct structures and language features of descriptive text because from that I would be able to assess whether students have mastered the material being taught or not.”

The teacher planned on prompting students to make a thorough descriptions of their chosen favourite animal. This task required students to construct their descriptions using the appropriate structures and language features commonly found in descriptive texts. From this way,

---

<sup>97</sup> Document Review of Lesson Plan (Appendix 8)

<sup>98</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024

the teacher intended to evaluate whether students have effectively grasped the material being taught.

The learning activity described align well with the objectives provided in the lesson plan in point C Plan (Appendix 8), which as follows:<sup>99</sup>

“1). Siswa mampu mengidentifikasi (C4) ciri-ciri binatang yang ada di hand puppet dalam beberapa kalimat singkat dengan tepat, 2). Siswa mampu menganalisis (C4) unsur kebahasaan teks deskriptif binatang, pendek dan sederhana, sesuai konteks dengan tepat 3) Siswa mampu menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar”

The researcher concluded that, the objectives of the learning activity focused on students' ability to identify, analyze, and compose descriptive texts about animals, using hand puppets as a visual media. However, to achieve these goals, the teacher needed to pay attention on

students' limitations. She stated that,<sup>100</sup>

“As I said before, my teaching approach focused on developing students' speaking skills. Therefore, several activities planned to achieve the aforementioned objectives will emphasize stages of engagement that can trigger active student participation in real life conversation and interaction, thus boosting their confidence in practicing spoken English. But, considering the background issue that I previously mentioned, it would be challenging for students to directly describe their favourite animals in English without any preparation. Therefore, I gave students the opportunity to write their own descriptive texts in English with the assistance of dictionary and my guidance. I also allocated time for them to memorize the text and practice correct pronunciation and intonation before describing in front of the class individually. It would be more efficient and structured learning experience for students.”

<sup>99</sup> Document Review of Lesson Plan (Appendix 8)

<sup>100</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024

The teacher clarified that the main goal of her teaching and learning activities was to train her students' speaking abilities. In order to accomplish this, she had prepared a number of activities that could encourage student active participation in real life communication and increase their level of confidence when speaking English. However, the teacher used an organized strategy in considering the difficulty presented by the previously noted background issue, where students would find it difficult to describe their favourite animals in English without prior preparation.

Therefore, the teacher provided students with the opportunity to write their own monologue text containing a description of the favourite animal they have chosen, with guidance from the teacher and the assistance of a dictionary. Additionally, the teacher allotted time for students to memorize their texts and practice correct pronunciation and intonation before presenting it with hand puppet individually in front of the class. This approach aimed to ensure that students are well-prepared and confident when speaking English, ultimately leading to a more efficient and structured learning experience and making each student can practice their speaking skills with the right support.

The final step in learning planning involved evaluating the learning activities conducted to ascertain the achieved success. The teacher placed importance on several aspects during this evaluation process, as she said



that,<sup>101</sup>

“To determine whether the learning activities conducted using hand puppet media are effective in helping students achieve the learning goals, I assessed several aspects for evaluation, including accuracy in describing their favourite animal, there are three types of accuracy to consider: the appropriateness of the vocabulary used, ensuring the grammar aligned with the language features in the descriptive text, and the improvement of their pronunciation. Next is fluency, followed by comprehension, where I will provide direct feedback.”

In this planning stage, the teacher also outlined her way to evaluate the effectiveness of the learning activities using hand puppet media in achieving learning goals. She assessed several aspects: 1. Accuracy in Describing Favourite Animals: This involves evaluating how accurately students describe their favourite animals. Three types of accuracy were considered: the appropriateness of vocabulary usage, ensuring grammar aligned with descriptive text language features, and students' improvement in pronunciation. 2. Fluency: The teacher evaluates students' fluency in speaking English, focusing on the smoothness and flow of their speech when describing their favourite animals. 3. Comprehension: This entails assessing students' understanding of the material. The teacher provides direct feedback on students' comprehension of descriptive text concepts and their ability to apply them effectively in their descriptions.

These aspects were in accordance with what the teacher has included in the lesson plan with a scoring rubric format.<sup>102</sup> By evaluating

---

<sup>101</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024



these aspects, the teacher would gain insights into the effectiveness of the hand puppet media in helping students achieve the intended learning goals.

The researcher therefore came to the conclusion that the primary goal of the teacher speaking teaching and learning was to create a learning environment that's more interactive in order to support the improvement of students' speaking abilities so that students can apply English with greater confidence. The teacher said that the use of hand puppet could promote students' motivation for practicing spoken language by describing their favourite animal in joyful way and fostering a laid-back learning atmosphere. This conclusion was based on the results of interviews with the English teacher at MTs Al-Badri and was supported by document review in the form of lesson plans.

## **2. The implementation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember**

The sequence of teaching used during the implementation stage is set up in accordance with the RPP's list of learning activities. The teacher divided the learning activities into three primary stages: the pre activities stage, main activities, and closing activities. Here is a thorough explanation of the activities involved in each of these phases based on the interview and observation that have been done.

---

<sup>102</sup> Document Review of Lesson Plan (Appendix 8)

a) Pre-Activities

The teacher provided the following information throughout the researcher's interview on the phases of starting a lesson:<sup>103</sup>

“In pre-activity, I usually start the class by extending a warm welcome, asking students to pray together, verify attendance, and I don't forget to provide apperception and motivation.”

Through observation, the researcher saw the teacher begin the learning activities by direct interaction with students. The teacher was greeting everyone a good morning and asking how their lives are going. When every student was at convenience, the teacher led them in prayer before checking attendance and extending personal greetings to each person. She then gave students feedback and learning encouragement in an effort to increase their excitement. followed by providing apperception and learning motivation for all students with the aim of building their enthusiasm.<sup>104</sup>

“Once I've introduced the lesson topic, I ask students about their pet experiences or their favourite animal. I then gave students a display of hand puppets in the shape of animals that caught their attention so they could imagine the creatures we would be discussing. Then, I gave a detailed description of the hand puppet animal and sparked a lengthy conversation on its characteristics, habitat, food, and behavior. I use this as a brainstorming exercise to increase the vocabulary of my students before we begin the material discussion.”<sup>105</sup>

The teacher started to introduce the learning topic for that day, which in this case was descriptive text material about animals. This

<sup>103</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024

<sup>104</sup> Observation, 20th of February 2024

<sup>105</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024

introduction included open-ended questions to students about their experiences with animals such as “do you have pets at home?” “Have you ever met wild animals in real life?” or their favourite animal, then students answered very enthusiastically such as "yes ma'am, I have lots of rabbits" "I have chickens and birds at home" "I've seen a crocodile ma'am at the zoo" "I really like cats". The teacher related the learning material to students' personal experiences to create a more personal and relevant connection to the learning topic, from the results of observations, this has been proven that could arouse interest and broaden student participation.

The teacher then presented and employed visual media in the form of hand puppets shaped like animals, which attracted students' attention and helped them visualize the animals that will be discussed in the descriptive text. The teacher described one of the cat-shaped animals with a clear and expressive voice, followed by an in-depth introductory discussion about the animal's physical characteristics, habitat, food and behavior. This activity was a brainstorming carried out to produce a list of words or phrases related to the animal theme, with the aim of expanding students' vocabulary before entering the text discussion.<sup>106</sup>

“After that, I explain the learning objectives clearly and relate the material to students' personal experiences in order to establish a more personal connection in the subject matter. With this comprehensive approach, I hope my students will be

---

<sup>106</sup> Observation, 20th of February 2024

focused in understanding the descriptive text more thoroughly.”<sup>107</sup>

Subsequently, the teacher clarified the learning objectives for the subject matter, including the ability to recognize animal characteristics through descriptive text. During these beginning activities, the teacher was able to involve the students in an engaging learning environment and effectively prepared the students to comprehend the descriptive text material. The researcher also noted that students responded to questions and lessons with great enthusiasm, and some even actively requested questions prior to studying the subject.<sup>108</sup>

The previously mentioned activities are coherent and compliant with the guidelines provided in the document review, which takes the form of the lesson plan point G for the learning processes. The sections on orientation, perception, motivation, and providing references are included in the preliminary activity section.<sup>109</sup>

#### b) Main Activities

In the main activities of the teaching and learning, the teacher said:<sup>110</sup>

"Before explaining the material, I will first make sure the students are ready with their textbooks and writing tools, then wait for them to be conducive"

As well as what researcher saw when doing the observation, the

<sup>107</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024

<sup>108</sup> Observation, 20th of February 2024

<sup>109</sup> Document Review of Lesson Plan (Appendix 8)

<sup>110</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024

teacher asked each student to open their English LKS book and indicated which pages they will study to start the implementation step. After all students have prepared with their own worksheet books, the teacher then explained in detail the descriptive text material to the students that includes definitions, social function, generic structure, and language features of descriptive text according to the context of its use.

The teacher presented the subject using the classroom's whiteboard media. The teacher explained loudly and in a structured manner so that students were able to absorb the material well as seen from some of their correct answers when the teacher asked spontaneous questions in between explanations.<sup>111</sup>

One of students argued when the researcher asked about how the teacher taught,<sup>112</sup>

"My teacher always provides detailed and easy to understand explanations of the material so that it is not difficult for us to master the material, even less capable students will not be confused."

This response demonstrated that the teacher is good at explaining the subject, which facilitated the students' understanding of the descriptive text being taught.

"I explain the entire descriptive text material and then after that, I will give an example of descriptive text that has been prepared beforehand, of course with an animal theme. From there I will ask students to pay attention to both how to write the text, as

---

<sup>111</sup> Observation, 20th of February 2024

<sup>112</sup> One of the students, interviewed by the researcher, at MTs Al-Badri, 28th of February 2024

well as appropriate vocabulary to use in the context of describing their favourite animal."<sup>113</sup>

The teacher afterwards gave and read the sample of descriptive text about animals that she had previously written to offer students a basic idea of what is expected from the assignment after making sure that every student understood the subject. Students were required to closely examine the provided example of descriptive text, focusing on the usage of generic structures and other aspects of descriptive text writing. In this managed setting, the teacher encouraged students to pose questions about the material presented, both about an animal-related topic and the overall text-writing process, offering them with the chance to expand their understanding and develop critical thinking abilities.<sup>114</sup>

“Well, after I think each student understands the material that I have explained, then I will ask them to make the descriptive text about their respective favourite animals. I let them to look at the dictionaries available in class and also ask for help from me if there are difficulties during the creation of the text.”<sup>115</sup>

After understanding the material explained, students were given the opportunity to explore additional information about the animal they chose to create the descriptive text of it. Students are invited to relate the information they find to create their own descriptive text, processing the material they have learned into a cohesive and informative text. Using the dictionaries provided in class, students

<sup>113</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024

<sup>114</sup> Observation, 20th of February 2024

<sup>115</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024



actively searched for translations and explore new vocabularies related to the description of the animal they chose. The teacher guided and provided the direction needed so that they were able to make connections between the physical characteristics, habitat, behavior and unique characteristics of the animal in their text.<sup>116</sup>

"At first I didn't like the assignment given, but after I tried to do it with the help of the dictionary and the teacher's direction, it turned out that I could enjoy the assignment because the teacher was very responsive to every student who needed help."<sup>117</sup>

From the interview with one of students above, it can be seen that the student did not find it difficult to create the descriptive text because of the dictionary assistance provided and also direct guidance from the teacher.

"To be honest, in normal learning activities, my friends and I are very lazy if we are required to make texts in English, but at this meeting we were really excited because we wanted to immediately try applying the hand puppets that the teacher had previously introduced."<sup>118</sup>

Another student said in the interview above that he was more enthusiastic about doing English assignments than usual, this was due to the stimulation from the hand puppet that the teacher had previously shown, so the researcher could know that the hand puppet was able to arouse students' enthusiasm so that they were no longer lazy in doing their assigned job. Students write their own descriptive texts based on the information they have collected, they also

<sup>116</sup> Observation, 20th of February 2024

<sup>117</sup> One of the students, interviewed by the researcher, at MTs Al-Badri, 28th of February 2024

<sup>118</sup> One of the students, interviewed by the researcher, at MTs Al-Badri, 28th of February 2024



discussed with their friends to get feedback and suggestions before completing the text.

“Students will not complete the assignment directly at the first meeting due to time constraints, so I will tell them to do it at home or at the boarding school, with a note that they have to memorize it at the next meeting”<sup>119</sup>

The same thing happened in the field. At the first meeting, there was not enough time to immediately proceed to the next stage, so students were asked to work on it at their respective boarding houses or at home. And for the next meeting, the teacher required them to have mastered or memorized the text. Apart from that, working on texts outside of class also allowed them to do online research, read books, or observe animals in their surroundings.<sup>120</sup>

At the next meeting, most of students' texts had been finished, but some hadn't because they had forgotten or weren't present at the previous meeting. As a result, the teacher asked those students to finish the assignment in class, and the remaining students who had finished it were given time to practice reading their own texts with the assistance of the teacher, ensuring proper pronunciation and intonation.<sup>121</sup>

"In this English learning activities, there were more students who completed the assignment than usual, perhaps because they were really interested in the topic of describing their favourite animal and they really wanted to try using the hand puppets that I provided. I noted down several students who had completed

<sup>119</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024

<sup>120</sup> Observation, 20th of February 2024

<sup>121</sup> Observation, 21st of February 2024

their assignments in the guidebook that I brought, and told students who had not completed their assignments to do it in class right then. "<sup>122</sup>

The teacher stated that one of the improvements in learning activities was that more students had completed assignments than usual because they were enthusiastic about trying to use hand puppets. As the researcher also saw during observations, several students tried to borrow the hand puppet in the shape of their favourite animal to use when practicing reading text fluently and expressively before actually demonstrating it in front of the class.<sup>123</sup>

"Before actually displaying the text they made with hand puppets, I still give them time to practice so that their performance is optimal, then I will call them randomly to come forward"<sup>124</sup>

Students actively ask the teacher during the practice time on how to pronounce a variety of vocabulary words correctly and how to properly read the intonation of sentences. Through these exercises, students were at least able to acquire and master three micro skills of oral communication: intonation, pronunciation, and new vocabulary mastery.

After all of the allotted practice time has passed, the teacher calls on students at random to describe their favourite animal using the text they have prepared and learned with the help of the available

<sup>122</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024

<sup>123</sup> Observation, 21st of February 2024

<sup>124</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024

hand puppets.<sup>125</sup>

Here are some students' opinions from researcher-conducted interviews regarding the teacher random appointments for them to perform,<sup>126</sup>

"Usually, we don't like the system of being randomly appointed to come forward in the English class, but because in this lesson we have been asked to prepare materials in advance and we want to immediately try using the hand puppet, we don't need to be forced to go to the front of class"

"I went forward willingly and happily because I had memorized the text very well and wanted to immediately try using hand puppets, so I wasn't pressured by this activity."

"I like the shape of the hand puppets provided by the teacher, they are very cute, adorable, and shaped like real animals so I can't wait to go to the front of the class to read the text that I have memorized"

Based on some of students' statements above, it can be concluded that students were very excited to present their descriptive text contained about their favourite animal by using hand puppet, which they found to be cute and adorable. Aside from that, based on observation conducted by researcher, the majority of students who were chosen by the teacher to step forward and begin practicing seemed to enjoy it and did not feel under pressure to complete the tasks assigned; in fact, some students even hurried to be the first to go.

However, there were also some students who still feel unprepared and unaffected by having hand puppets as the learning media, among

<sup>125</sup> Observation, 21st of February 2024

<sup>126</sup> Students, interviewed by the researcher, at MTs Al-Badri, 28th of February 2024

them were students who have not finished the assignment of creating descriptive texts outside the classroom, which prevented them from memorizing it and from having enough time to practice.

There were also some students who have memorized it but still feel shy to show their abilities in front of other students,<sup>127</sup> here was the reason when the researcher interviewed one of them.<sup>128</sup>

"I still feel shy to come forward for describing my favourite animal even though the teacher has provided hand puppet, because I feel inadequate in English, I am also not very curious and not very interested in trying to apply the hand puppet."

Based on the previously mentioned interview responses, there were still certain students remain uninterested about participating in the learning activities that employ hand puppet media, either due to their perceived inability in English communication skills or the lack of excitement in the media itself.

Most of students performed well when describing their own favourite animal during the activity. They were able to describe it with a variety of facial expressions, they also speak in more accurate pronunciation and intonation than before.<sup>129</sup> as the teacher said

"Some students' vocabularies pronunciation are so much better than before. It was because they were very eager to practice beforehand"<sup>130</sup>

They continued to move the hand puppet in their hands to make it seem more alive while describing the animal in accordance with

<sup>127</sup> Observation, 21st of February 2024

<sup>128</sup> One of the students, interviewed by the researcher, at MTs Al-Badri, 28th of February 2024

<sup>129</sup> Observation, 21st of February 2024

<sup>130</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 28th of February 2024

what the teacher had taught, keeping other students entertained and don't get bored.<sup>131</sup>

This activity was not enough to be completed in one meeting because the students do it individually, Therefore, the teacher continued it the following meeting using the same concepts and procedures until it is finished in the third meeting. There were no significant changes in the next meeting because the majority of students were still enthusiastic and several others also still didn't seem too interested.

With this structured teaching strategies, students not only deepen their understanding of how to describe animals through the use of hand puppet, but were also actively participated in the process of creating descriptive text, which involved observation, questions, exploration, associating information, and communicating their ideas.<sup>132</sup>

#### c) Closing Activities

After all students have finished applying hand puppets in practice to describe their favorite animals, the teacher led the closing session by asking a question to all class participants, "What have we learned from our hand puppet show today?" Some students eagerly raised their hands and mention various characteristics of the animals described by their classmates. The teacher attentively summarized

---

<sup>131</sup> Observation, 21st of February 2024

<sup>132</sup> Observation, 27th of February 2024

the essence of the learning material and stories, stating,

"Today we have learned about various animals and their distinctive characteristics. We have also seen how descriptive texts can help us understand and imagine these animals better."<sup>133</sup>

This activity was in accordance with what the teacher said in the interview as follows,

"In the closing activity, I usually review and ask students about what we have learned in that day's lesson, give them feedback and motivation, and I chose to not give them additional assignments. because students' speaking skills are assessed when they describe their favorite animal in front of the class"<sup>134</sup>

During the discussion, some students shared their impressions and experiences of their classmates' presentations, and the teacher provided positive feedback on these comments, encouraging students to continue supporting and motivating each other. However, for some students who faced challenges in expressing their descriptions fluently in English, the teacher offered support and constructive feedback to students experiencing difficulties, helping them to feel more confident in using English.

The teacher chose not to give a final assignment because the main focus of this learning session was on developing students' speaking skills and understanding of the English language. The teacher preferred to provide additional time for students to practice speaking and interacting directly, as well as offering reflection and direct

<sup>133</sup> Observation, 27th of February 2024

<sup>134</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024



discussion in a controlled classroom situation. This helped students feel more comfortable and motivated to use English without the pressure of additional assignments.

As a conclusion, the teacher gave a brief introduction to the topic that would be discussed in the next lesson, encouraging students to continue developing their English communication skills, and finally, they prayed together. Thus, students left the class with newfound confidence and motivation to continue learning.<sup>135</sup>

### **3. The evaluation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember**

The final part of the learning process is evaluation, which is necessary for the teacher to assess how far students have achieved the learning objectives and understood the material. The teacher stated about the assessment model she used in evaluating student learning achievements as follows,

"I apply a formative model assessment, where I will assess students' speaking skills directly when they describe their favourite animal, some of the aspects that I highlight are accuracy in their speaking, there are three types of accuracy to consider: the appropriateness of the vocabulary used, ensuring the grammar aligned with the language features in the descriptive text, and the improvement of their pronunciation. The next is their speaking fluency, and their understanding of the text created"<sup>136</sup>

To get the final evaluation results, the teacher applied a formative

<sup>135</sup> Observation, 27th of February 2024

<sup>136</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 19th of February 2024



assessment system where the teacher did the direct correction to students during their practice. From the observation obtained by the researcher, it could be seen that the formative assessment helped students rectify language errors immediately, internalize correct language structures, and the teacher could continuously monitor students' progress. The feedback given in formative evaluation could motivate students to actively participate in language learning, as they observed progress and improvement in their skills over time. During the assessment of students' speaking abilities, the teacher created a supportive environment where students felt comfortable using hand puppets as the medium.<sup>137</sup>

The teacher carefully observed and noted the students' use of vocabulary when describing their favourite animals. When a student described their cat and used the word "fluffy" to explain the thick fur, the teacher praised the appropriate use of vocabulary and introduced other similar words like "soft" or "furry" to enrich the student's vocabulary. Additionally, the teacher actively listened to the students' pronunciation and provided immediate corrections and modeled the correct pronunciation when mistakes were made. For example, when a student pronounced "rabbit" incorrectly as "rabit" the teacher gently corrected them and asked the student to repeat the correct pronunciation.

Regarding grammar, the teacher assessed the sentence structures

---

<sup>137</sup> Observation, 27th of February 2024

used by the students, ensuring that the grammar was correct. If students made mistakes, the teacher tactfully guided them to the correct grammatical form without disrupting the flow of their presentation. For instance, when a student said, "The bird is fly," the teacher corrected the sentence to "The bird is flying" and explained the rule for using "is" in the sentence.

The teacher then monitored the students' fluency as they described their favourite animals. Attention was given to how smoothly the students spoke without overly long pauses or unnecessary repetitions. Positive encouragement was provided to help students feel more confident in speaking, which indirectly improved their fluency. For example, when a student spoke with long pauses and often stopped to find the right words, the teacher encouraged them by saying, "Take your time and try to keep speaking. It's okay to make mistakes." The teacher also provided example sentences to help the student continue. Conversely, when a student spoke fluently without many pauses, the teacher praised their fluency, saying, "Great job! You spoke very fluently."

The teacher also assessed how well students understood and were able to explain information about the animals they described. This included the students' ability to provide relevant details and answer spontaneous questions from the teacher. Such as, after a student describing a rabbit, the teacher asked the student, "What does the rabbit

eat?" and the student correctly responded, "The rabbit eats carrot.". Beside it, the teacher sometimes asked clarification questions to ensure that students truly understood the material they were presenting and could respond well. For example, when a student explained that their cat liked to climb trees but struggled to answer the teacher's question about which type of tree the cat often climbed, the teacher helped by asking guiding questions like, "Do you know if your cat climbs mango trees or coconut trees?" and encouraged the student to think more deeply about their description. Conversely, when a student provided a very detailed description of their pet bird's habitat and answered all questions accurately, the teacher praised them, saying, "You did an excellent job describing and answering all the questions accurately."<sup>138</sup>

With this formative assessment, the teacher successfully provided constructive feedback and encouraged students to continue practicing and improving their speaking skills. The teacher ensured that the assessment covered all essential aspects of the students' speaking abilities: accuracy, fluency, and comprehension.

The teacher provided an opinion about several improved learning qualities following the completion of the entire teaching-learning process,<sup>139</sup>

"The hand puppet has greatly contributed to enhancing students' learning enthusiasm. I can say this from my experiences, as most students used to show little interest when asked to practice

<sup>138</sup> Observation, 27th of February 2024

<sup>139</sup> The English Teacher, interviewed by the researcher, at MTs Al-Badri, 28th of February 2024

speaking English. They seemed uninterested, especially in coming forward in class, even just to read, they have to be forced. However, now with the provision of hand puppets as a learning media accompanying their studies, they have become highly motivated and happy when given time to practice. They actively inquire about vocabulary and grammar that they will write in the text, as well as ask about the correct pronunciation and intonation when describing the text. All of this because the stimulus provided by the presence of hand puppets; they are eager to try out this unique media. As a result, students have mastered more new vocabulary along with their pronunciation, their performance has become more optimal when stepping forward in class, they are more confident in speaking English words, and they can quickly understand the descriptive text materials taught."

From the teacher's opinion above, it can be concluded that there were some significant changes occurred in students after the learning process aided by hand puppets. Among these changes were increased student participation in activities, improved confidence in speaking English, enhanced performance in describing their favourite animals in front of the class, and easier understanding of descriptive text materials.

As observed during the observation process, the teacher's statements were indeed accurate. Students were highly active and critical in asking questions when creating descriptive texts, seeking suitable vocabulary and grammatical rules for the material. Similarly, when given the opportunity to practice before presenting in front of the class, students did not waste time and utilized it to continuously refine their English pronunciation and intonation under the guidance and direction of the teacher.<sup>140</sup>

---

<sup>140</sup> Observation, 27th of February 2024

Likewise, when the process of describing their own favourite animal took place, The majority of students in the class showed significant improvement in their speaking abilities. This success was evident across three main criteria: accuracy (vocabulary, pronunciation, and grammar), fluency, and comprehension. Initially, students typically used basic vocabulary to describe their favourite animal, such as "My cat is cute." However, after several sessions with hand puppets, students began using richer vocabulary, as seen in a description like "My cat has very soft, fluffy fur and loves to chase after small toys." This demonstrated a deeper understanding of animal descriptions. Additionally, several students initially mispronounced many words during practice, but with immediate feedback from the teacher, they showed improvement after some preparations with the hand puppets before. The observer noted clearer and more accurate pronunciation according to standard norms.

In terms of grammar, students initially made mistakes like "My cat very friendly." With the teacher guidance and corrections, students began to use correct grammar, such as "My cat is very friendly." The observer saw a consistent use of proper grammar in the students' descriptions. Fluency also improved significantly, as students who had previously spoken with long pauses and frequent stops during practice time, were able to speak more smoothly and continuously when performing in front of the class, often due to having memorized their texts.

Comprehension improvements were also evident. Students were able to provide detailed descriptions of their pets, including habitat, diet, and habits. When asked questions by the teacher or classmates, they could respond accurately and provide additional explanations. The observer recorded the students' ability to understand and explain information clearly and to answer questions well, indicating an enhancement in comprehension.

However, there were a few students who did not experience significant improvement. One student, for instance, remained awkward and uncomfortable using the hand puppet, speaking softly and with many pauses. Their sentences remained simple and lacked variety, such as "My rabbit is brown. He is nice." The observer noted that this student did not show improvement in vocabulary, pronunciation, or grammar, and their speaking fluency and comprehension did not increase. Another student appeared unmotivated and seldom used the hand puppet during lessons. When asked to describe their favourite animal, the student gave very brief and undetailed responses, such as "I have a bird. It can fly." The observer noted a lack of active participation and minimal use of the medium, resulting in no significant improvement in their speaking abilities.<sup>141</sup>

The teacher used a clear and structured scoring rubric to do the assessment of these students' presentations. The results of the document

---

<sup>141</sup> Observation, 27th of February 2024



review of students' speaking outcomes listed in the appendix 8 about students' speaking evaluation are consistent with the findings from the interviews and observations described above. On average, students scored higher than the predetermined minimum passing grade (KKM) in some aspects, thus it can be concluded that the set learning objectives have been successfully achieved.<sup>142</sup> This rubric helped the teacher evaluate students speaking skills with consistent and objective assessments of students' performance.

This evaluation stage result could provide the teacher a more comprehensive understanding of how well the learning objectives have been achieved and identify areas for improvement in future learning. In conclusion, the observations indicated that the use of hand puppets generally succeeded in enhancing the speaking abilities of the majority of students, particularly in terms of accuracy, fluency, and comprehension.

Nonetheless, a few students remained unaffected and required a more individualized approach and additional support to achieve the desired improvement.

### **C. Research Discussion**

In the discussion section, the researcher analyzed the data obtained from the field and compared it with previous findings. The researcher interpreted the results, highlighted their implications and potential contributions to the field. This process involved identifying patterns, trends, and correlations, as

---

<sup>142</sup> Document Review of Lesson Plan (Appendix 8)



well as discussing the significance of the findings in relation to existing literature.<sup>143</sup> Through this analysis, the researcher aimed to deepen understanding and suggest directions for future research. The following data were:

**1. The planning stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember**

The use of hand puppet in teaching speaking skills at MTs Al-Badri was based on the teacher's concern about the students' weak English language skills, especially in speaking, where the majority of students' grades were below the minimum passing grade. This situation arose because students lacked of supportive environment to practice speaking, making it difficult for them to apply what they have learned in the classroom. Some students lose confidence while speaking in English because they are afraid of making mistakes, while other students find it difficult to apply the structures and vocabulary they have studied because they do not fully comprehend the subject matter and have not had enough practice.

To address these issues, the teacher was motivated to improve the quality of her teaching and learning activities. The teacher planned to create learning activities that are able to involve students' active participation and able to increase students' self-confidence, so that

---

<sup>143</sup> Tim Penyusun, Pedoman Penulisan Karya Ilmiah. 97

students are no longer afraid to practice their speaking skills. As teachers should do to provide a proper learning environment for their students, according to Elena, teachers are required to be creative in designing their teaching strategies, as each student has different learning needs and styles, allowing students with various learning tendencies to engage and understand the material better.<sup>144</sup> Teachers must thus be capable of planning, implementing, and evaluating instruction in order that attainment of learning goals:<sup>145</sup>

Therefore, teacher first designed a creative lesson plan. the lesson plan served as a clear systematic operational guideline for both teacher and students in the learning process.<sup>146</sup> The teacher created the lesson plan included several components that aligned with Brown's theory, such as selecting appropriate teaching approaches, determining relevant learning materials, identifying student needs and interests, instructional procedures, and incorporating evaluation criteria to measure learning objectives.<sup>147</sup>

The teacher focused on training students' speaking skills. Apart from overcoming several of the mentioned problems, it is necessary to sharpen students' speaking skills because the primary goal of language learners is to communicate fluently in the target language.<sup>148</sup> Therefore, the teacher adopted the Communicative Language Teaching (CLT) approach, which

---

<sup>144</sup> Tamura, "Elena Taralunga TAMURA."

<sup>145</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

<sup>146</sup> Ibrahim, "Perencanaan Pembelajaran Teoritis Dan Praktis."

<sup>147</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

<sup>148</sup> Pakula, "Teaching Speaking."

emphasized authentic communicative situations and allowed students to use language practically in various real-life contexts. This approach also promoted active, interactive, and student-centered learning, enabling students to be directly involved in the learning process.<sup>149</sup>

In this approach, the teacher chose hand puppets as a teaching media to accompany students' learning. By using hand puppets, the teacher believed that students can feel more comfortable and confident speaking in the target language as they interact with cute and engaging objects. As Nunan said that Pupperty can be a highly suitable medium for classroom use.<sup>150</sup> It can substitute as a speaking partner for students, making speaking practice more enjoyable and effective.<sup>151</sup>

The use of hand puppets was integrated into descriptive text material. Descriptive text allowed students to verbally depict images in speech or writing so that the reader or listener can visualize the described situation.

Through hand puppets, students can see and touch the objects described in the text directly, and reinforcing their understanding of the object physical characteristics.<sup>152</sup> Students were asked to prepare or create their own descriptive text about their favourite animal first before describing it. According to Brown, this activity is called prepared talk. Prepared talk is a type of learning activity aimed at training students to use language by preparing specific conversations or presentations in advance. In prepared

<sup>149</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

<sup>150</sup> Lines, and Nunan, (2005). *Practical English Language Teaching: Young Learner*, (New York: Mc Graw Hill Companies), pp. 33

<sup>151</sup> Slattery, M., & Willis, J. (2001). *English for Primary Teachers*. Oxford University Press.

<sup>152</sup> Oshima, *Third Edition Academic English*.

talk, students are given the opportunity to plan, prepare, and practice the material they will deliver to classmates or other audiences.<sup>153</sup>

The teacher also prepared a scoring rubric to assess students' abilities formatively during the learning process where students describe their favourite animals to provide feedback to them. Formative assessment could monitor students' progress continuously, provide opportunities for improvement and adjustment in the learning process, and enhance students' understanding of the material taught.<sup>154</sup> The results from the scoring rubric served as the learning evaluation.

Overall, the lesson plan created was contained a strategic and comprehensive strategies that aimed at addressing students' language learning challenges while fostering their confidence and engagement in training their speaking skills.

## **2. The implementation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember**

According to Brown, classroom activities are divided into three stages: an opening statement, a set of activities, and closure.<sup>155</sup> In line with this theory, the teacher also divided the learning implementation into three main activities, there were pre-activities, main activities, and closing activities as stated in the Lesson Plan (RPP).

<sup>153</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

<sup>154</sup> Yinger, "Learning the Language of Practice."

<sup>155</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

a) Pre-Activities

Some activities conducted by the teacher in the pre-activity stage include greeting all students warmly, instructing them to pray together, checking attendance while giving brief greetings to each individual, providing appreciation and motivation to enhance students' enthusiasm for learning. The teacher also conducted a brainstorming session by describing a cat-shaped hand puppet. As also mentioned in Brown's book, these activities can create an initial learning atmosphere by fostering enthusiasm and readiness for learning under the guidance of the teacher.<sup>156</sup>

b) Main Activities

The teacher explained the descriptive text material using the available whiteboard media in the classroom. The explanation is clear, structured, and easy to understand. The teacher also effectively controlled the class, ensuring that students do not appear confused. The teacher meets Brown's criteria of effectively utilizing visual aids such as whiteboards and ensuring all learning equipment functions properly. Additionally, the teacher employed clear voice projection, effective body language, and adapted teaching strategies.<sup>157</sup>

After explaining the material and ensuring that every student understood it, the teacher asked them to create a descriptive text about their favourite animal. They were allowed to use dictionaries

<sup>156</sup> Ibrahim, "Perencanaan Pembelajaran Teoritis Dan Praktis."

<sup>157</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

and seek the teacher's help in composing the text. They were then asked to practice and memorize the text for later presentation in front of the class with the assistance of hand puppets representing their favourite animals. This activity falls under Brown's definition of prepared talk, aiming to train students' speaking skills, boost their confidence in public speaking, and introduce them to effective and structured presentation styles.<sup>158</sup>

During the learning activities, the majority of students actively participated. While composing descriptive texts, they eagerly searched for suitable vocabulary using dictionaries and delved deeper into information about the animals with the teacher's assistance. When given time to practice before presenting, they enthusiastically inquired about pronunciation and intonation, aiming to improve their delivery.

The enthusiasm and engagement of students in learning were attributed to the presence of hand puppets. Some students expressed their eagerness to use the puppets in front of the class, while others find the cute and lifelike puppets motivating. This validated Marilyn Lohnes' statement that puppets can create an engaging and enjoyable learning environment. The presence of puppets makes the classroom atmosphere lively and interactive, motivating students to engage in

---

<sup>158</sup> Brown.



the learning process and stimulating their imagination and creativity.<sup>159</sup>

Significant changes observed in students after implementing hand puppet media in learning include increased confidence in practicing speaking, enhanced performance, higher participation levels, and improved average grades. During the interviews with the teacher, it became evident that hand puppets are exceptionally effective in capturing students' attention during learning sessions. Researcher observations in the field corroborated this, as students displayed heightened engagement when hand puppets were incorporated into lessons. Furthermore, teachers emphasized the simplicity of using hand puppets, that require minimal preparation.

This aligned with the advantages outlined in previous research, stated that the integration of a puppet into language education offers numerous benefits, including facilitating vocabulary acquisition, promoting communication, boosting student confidence, encouraging student interaction, and enhancing language skills. It is a cost-effective and easy-to-implement teaching tool that fosters creativity and creates a joyful learning environment.<sup>160</sup>

These improvements were also supported by the implementation of prepared talk activities, where students were given the opportunity to

---

<sup>159</sup> Marilyn Lohnes, *Fractured Fairy Tales Puppet Plays and Pattern*, (Fort Arkinson: Upstart Books, 2002)

<sup>160</sup> Nur Raudha Siregar, Ernati, Lisa Tavriyanti 2014. *Teaching Speaking by Using Puppet Play for Junior High School*. Faculty of education, Bung Hatta University. Article 1-10



write and memorize the descriptive text that they will perform. This activity had several benefits that similar to what Brown has mentioned in his book, allowing students to prepare descriptive texts in advance, thus strengthening their confidence, structured delivery, and effective presentation style.<sup>161</sup>

Despite some students being influenced by the use of hand puppets as learning media and the approach utilized, there were still some who do not experience any change in their learning activities and outcomes. They expressed disinterest in hand puppets as learning companions, attributing it to their low proficiency in English.

These students' disinterest was beyond the teacher's control and is not included in several disadvantages of using puppets mentioned by previous researchers, that are makes the class atmosphere more

hectic and teachers need high creativity to teach using this media.<sup>162</sup>

As what the researcher saw during observation, the teacher only needed to demonstrate first how hand puppets should be used in the lesson without requiring specific skills and the classroom atmosphere did become lively and busy, but this actually made learning activities less boring and the majority of students were interested to participate.

### c) Closing Activities

<sup>161</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

<sup>162</sup> Widiastuty, H., Qamariah, Z., Wati, Z. K., Rahman, R., Aqli, M., & Amelia, R. (2023). Penggunaan Media Boneka Tali dalam Pengajaran Bahasa Inggris di Yayasan Tahfidz. *Al-Khidma: Jurnal Pengabdian Masyarakat*, 3(2), 75.

In the closing activities stage, the teacher conducted several activities to conclude the lesson. The teacher summarized the material covered during the learning session, highlighted key points, remind students of the learning objectives, and emphasized key concepts taught. The teacher then provided feedback on students' performance during the lesson, praised or acknowledged their achievements, and delivers motivational or inspirational messages to help motivate them in future learning. The teacher also allowed students to ask questions or provide final feedback on the material learned. This helped ensure better understanding among students and provided a final opportunity for them to clarify doubts or confusion.

The teacher chose not to assign additional tasks to students as the focus of the lesson is on direct communication conducted within the classroom, and finally, the teacher closed the class with a prayer.

Thus, all activities in the closing phase conducted by the teacher align with each step specified by Brown for closure.<sup>163</sup>

### **3. The evaluation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember**

The teacher referred to the scoring rubric established beforehand and included in the Lesson Plan (RPP) to evaluate the teaching and learning that has been conducted. The teacher examined a number of

---

<sup>163</sup> Brown, "Douglas Brown - Teaching by Principles-Pearson (2000)."

aspects related to speaking skills acquisition, such as accuracy which was included (pronunciation, grammar, and vocabulary usage), fluency of speech, and comprehension of description. It also made reference to Heaton's theory regarding several aspects that need to be considered in learning speaking skills. The usage of such speaking aspects can influence how easily, clearly, and comprehensibly the speaker's messages were understood by the listeners.<sup>164</sup>

The kind of assessment used was formative that conducted in the classroom by reviewing students' ability to describe their favourite animals, observing their progress in achieving learning objectives, and providing direct feedback by the teacher in the classroom. According to Harmer, by using this type of assessment, the teacher could identify students' learning needs and provided appropriate feedback, guidance or support directly to help them reach their maximum potential.<sup>165</sup>

The evaluation results indicated that the average speaking scores of students have met or even exceeded the minimum standard set, as well as their understanding of descriptive text material. Therefore, these evaluation results also indicated that the use of hand puppet media in teaching speaking skills has brought positive changes to students.

---

<sup>164</sup> Burke, "Writing English Language Tests."

<sup>165</sup> Yinger, "Learning the Language of Practice."

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter served as the conclusion of the research, summarizing the findings based on the research questions addressed in Chapter IV. The conclusion aimed to provide a clear and concise overview for the reader. It highlighted the main points discussed throughout the study and offered insights derived from the analysis. By reading this chapter, the reader can gain a comprehensive understanding of the study's outcomes and their implications.

#### A. CONCLUSSION

The use of hand puppet media in teaching speaking skills for the eighth grade junior high school students at MTs Al-Badri Jember has proven to be effective and beneficial. Through planning, implementation, and evaluation, the teacher successfully created an interactive learning environment that fostered students' enthusiasm and confidence in using English.

1. The planning stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-badri Jember

During the planning stage, the teacher identified students' challenges in their speaking skills and she decided to use hand puppet media to address these issues, the teacher designed lesson plan, the teacher was choosing descriptive text material, the learning objectives included: students' ability to identify, analyze, and compose descriptive text, focused on communicative language teaching (CLT) approach, the

teacher determined the teaching procedures, and the teacher created students' speaking assessment rubric.

2. The implementation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember

The implementation stage was divided into three steps of activities those are pre-activities that included; the teacher did greetings, checked students' attendance list, introduced the learning topic, and showed hand puppets media to students. Main activities involved; the teacher explained the descriptive text material, students created descriptive texts in writing, students memorized the texts created, students' practice time before perform, students described their favorite animal using hand puppet in front of others, and peer feedback. Closing activities which were; students summarized the learning materials and were gotten feedback from the teacher, the teacher provided positive motivation, and gave future learning material.

3. The evaluation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember

The teacher evaluated students' progress using formative tests with a detailed scoring rubric, where the assessment was done directly in the classroom when students were describing their favorite animals. The aspects assessed include accuracy (vocabulary, pronunciation, grammar), fluency, dan comprehension.

## B. SUGGESTION

Based on the research's findings, the researcher proposed numerous suggestions. The suggestions made were as follows:

### 1. For Teacher

The teacher is expected to continuously conduct in-depth evaluations of each student's needs and interests in media-based learning, provide a variety of suitable teaching methods, and enhance flexibility in adjusting teaching strategies based on students' responses and needs during the learning process. This will enable the learning environment to encourage more active participation from all students, especially those who may still feel less interested in the media being used.

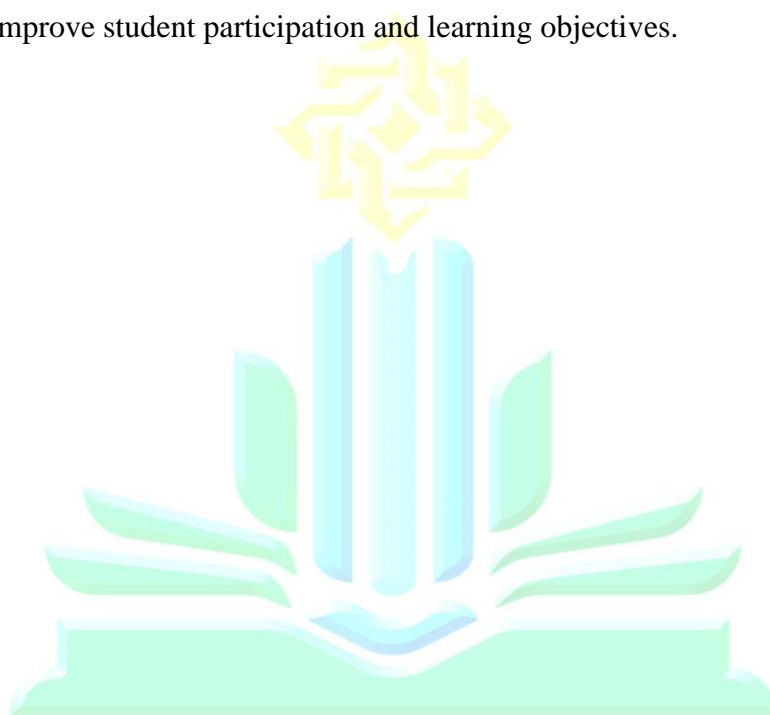
### 2. For Institutions

Institutions are hoped to continue supporting the development and implementation of learning programs that focus on innovation and diversity in teaching methods. They should provide training or facilitate the sharing of best practices among teachers to enrich the teaching methods used in schools, and support teachers in utilizing various teaching strategies to enhance learning effectiveness.

### 3. For Future Researchers

For future researchers, this current research is limited to junior high school students. Therefore, it is suggested to conduct further research for learners at different levels and identify the factors influencing the success rate and acceptance of students towards the use of hand puppet

media especially on students' communication abilities and learning motivation. Additionally, researchers should explore the potential use of new media and technologies in the context of language learning to improve student participation and learning objectives.



UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## REFERENCES

- Adamson, K., Adamson, K., Santau, A., & Lee, O. (2013). The Impact of Professional Development on Elementary Teachers' Strategies for Teaching Science with Diverse Student Groups in Urban Elementary. *Journal of Science Teacher Education*, 1-21.
- Annisa, Desti Karima, and Islam Al. "The Effectiveness of Using Hand Puppet towards Students' Speaking Skill in Story Telling (A Quasi Experimental Study at the Second Grade Students of SMP)," 2018.
- Azis, Fajriani, MSi Dra Helda Jolanda Pentury, MPd Uswatun Khasanah, Cphcep Anastasia Dewi Anggraeni, MPd Siti Asiyah, MPdI Ani Rehan Sopaheluwakan, MPd Sarpa Marasabessy, and SPdI MPdI Muhammad Ihsan Dacholfany. "Pengelolaan Pendidikan Era Merdeka Belajar: Teori Dan Praktik," n.d.
- Bachri, B. S. (2010). Meyakinkan Validitas Data melalui Triangulasi pada Penelitian Kualitatif. *Jurnal Teknologi Pendidikan*, 10(1), 57.
- Brown, Douglas. "Douglas Brown - Teaching by Principles-Pearson (2000)," 2000.
- Burke, E. V. "Writing English Language Tests." *RELC Journal*, 1976. <https://doi.org/10.1177/003368827600700219>.
- Burns, A. (2019). Concepts for Teaching Speaking in the English Language Classroom. *Learn Journal: Language Education and Acquisition Research Network*, 12(1), 1–11.
- Cahyani, Isah, & Hodijah. (2007). *Kemampuan Berbahasa Indonesia di SD*. UPI Press: Depdiknas, 64.
- Cornbleet, S., & Carter, R. (2001). *The Language of Speech and Writing* (p. 17). London: Routledge.
- Daar, Gabriel. "English Language Learning and Teaching in Indonesia in the Period of Covid-19 Out Break (Challenges and Opportunities)," 2021. Dahar, R. W. (1996). *Teori-Teori Belajar* (p. 106). Jakarta, Indonesia: Erlangga.
- Darusman, N. G. (2020). The Effect of Using Hand Puppet on Students' Speaking Ability at An-Namiroh Junior High School Pekanbaru. Universitas Islam Negeri Sultan Syarif Kasim Riau. <https://doi.org/10.4108/eai.3-6-2021.2310712>.
- Derakhshan, Ali, Atefeh Nadi Khalili, and Fatima Beheshti. "Developing EFL Learner's Speaking Ability, Accuracy and Fluency." *English Language and Literature Studies* 6, no. 2 (May 23, 2016): 177. <https://doi.org/10.5539/ells.v6n2p177>.
- Dharmaraj, W. (2015). *Learning and Teaching* (p. 5). Bharathidasan University.
- Diane Larsen-Freeman and Marti Anderson. "Techniques-Principles-Language-Teaching," n.d.
- Fajri, Lisa Arifatul. "The Use of Hand Puppet as a Teaching Medium for English Speaking Skill at 4th Grade of SD Negeri 03 Kedungwuluh , Purwokerto English Education Study Program Education Department Faculty of Tarbiya and Teacher Training State Islamic University," 2023.

- Fajriyah, S. S. (2017). *The Effect of Mind Mapping Technique on Students' Writing of Descriptive Text (Master's Thesis)*. Syarif Hidayatullah State Islamic University, Jakarta.
- Griswold, Olga, and Heidi Riggenbach. "Discourse Analysis in the Language Classroom: Vol. 1. The Spoken Language." *TESOL Quarterly* 36, no. 4 (2002): 639. <https://doi.org/10.2307/3588249>.
- Hayati, Amalia. "The Use of Puppets as Teaching Media (an Action Research of the Sixth Grade Students of SDN 4 Model Islam)," 2009. <https://lib.unnes.ac.id/2456/1/4621.pdf>.
- Hornby, A. S. (1987). *Oxford Advanced Learner's Dictionary* (6th ed.). Oxford: Oxford University Press.
- Hughes, R. (2011). *Teaching and Researching Speaking*. Edinburgh: Pearson.
- Ibrahim, Nini. "Perencanaan Pembelajaran Teoretis Dan Praktis." *Perencanaan Pembelajaran Teoretis Dan Praktis*, 2014, 215–33. [http://repository.uhamka.ac.id/id/eprint/940/1/Perencanaan Pembelajaran\\_Nini Ibrahim\\_.pdf](http://repository.uhamka.ac.id/id/eprint/940/1/Perencanaan_Pembelajaran_Nini_Ibrahim_.pdf).
- Iskandarwassid, & Sunendar, D. (2011). *Strategi Pembelajaran Bahasa*. PT Remaja Rosdakarya.
- Ismarita, Y. (2019). *Improving Students' Speaking Ability by Using Puppet Show at Grade X SMA YLPI Pekanbaru (Master's Thesis)*. English Language Education Teacher Training and Education Faculty, Universitas Islam Riau Pekanbaru.
- Lohnes, M. (2002). *Fractured Fairy Tales Puppet Plays and Pattern*. Fort Atkinson, WI: Upstart Books.
- Lines, & Nunan, D. (2005). *Practical English Language Teaching: Young learners*. New York: McGraw Hill Companies.
- Maji, Ester, Udi Samanhudi, and Maryanti E Mokoagouw. "Students' Difficulties in Speaking English: (A Case Study in SMKN 3 Sorong)" 5, no. 1 (2022).
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis* (pp. 15–16). USA: SAGE Publishing.
- Mundir. (2013). *Metode Penelitian Kualitatif dan Kuantitatif* (p. 186). Jember: STAIN Jember Press.
- Murdiyanto, E. (2020). *Metode Penelitian Kualitatif* (p. 19). Yogyakarta: UPN Veteran Yogyakarta Press.
- Naz, A. A. (n.d.). Use of Media for Effective Instruction Its Importance: Some Considerations. *Journal of Elementary Education*, 18, 35–40.
- Octavia, Cahyani, Rosmania Rima, and Dhafid Wahyu Utomo. "The Effect of Using Chain Game toward Students' Speaking Skill." *Journal of English Language Teaching and Cultural Studies* 6, no. 1 (March 31, 2023): 1–10. <https://doi.org/10.48181/jelts.v6i1.17359>.
- Oktari, Siti Ichtiarni. "Exploring the Use of Hand Puppet in Teaching Speaking," 2020.
- Oradee, Thanyalak. "Developing Speaking Skills Using Three Communicative Activities (Discussion, Problem-Solving, And Role-Playing)." *International Journal of Social Science and Humanity* 2, no. 6 (2013): 533–35.







## Appendix 1

### DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Muslimatul Azizah  
SRN : 202101060011  
Major : Tadris Bahasa Inggris  
Faculty : Tarbiyah dan Ilmu Keguruan  
Institution : UIN KHAS Jember

Stated that the thesis untitled “The Use of Hand Puppet in Teaching Speaking Skills for the Eighth Grade Junior High School Students at MTs Al-Badri Jember” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 03<sup>rd</sup> of June 2024



**Muslimatul Azizah**  
**202101060011**

## Appendix 2

### RESEARCH MATRIX

TITTLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH FOCUS
The Use of Hand Puppet in Teaching Speaking Skills for The Eighth Grade Junior High School Students at MTs Al Badri Jember	- Hand Puppet  Teaching Speaking Skills	<ol style="list-style-type: none"> <li>1. Planning</li> <li>2. Implementation</li> <li>3. Evaluation</li> </ol> <ol style="list-style-type: none"> <li>1. Accuracy (Vocabulary, Grammar, Pronunciation)</li> <li>2. Fluency</li> <li>3. Comprehension</li> </ol>	<ol style="list-style-type: none"> <li>1. Interview               <ol style="list-style-type: none"> <li>a. Grade VIII students of MTs Al-Badri</li> <li>b. English teacher of MTs Al-Badri</li> </ol> </li> <li>2. Observation</li> <li>3. Document review</li> </ol>	<ol style="list-style-type: none"> <li>1. Research Design: Qualitative</li> <li>2. Setting of The Study: MTs Al-Badri</li> <li>3. Research Subject:           <ul style="list-style-type: none"> <li>• Grade VIII students of MTs Al-Badri</li> <li>• English teacher of MTs Al-Badri</li> </ul> </li> <li>4. Data Collection Techniques           <ul style="list-style-type: none"> <li>• Observation</li> <li>• Interview</li> <li>• Document review</li> </ul> </li> <li>5. Data Analysis           <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Data condensation</li> <li>• Data display</li> </ul> </li> <li>6. Data Validity           <ul style="list-style-type: none"> <li>• Source Triangulation</li> <li>• Technique Triangulation</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. How is the planning stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember?</li> <li>2. How is the implementation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember?</li> <li>3. How is the evaluation stage of teaching speaking skills by using hand puppet for the eighth grade junior high school students at MTs Al-Badri Jember?</li> </ol>

## Appendix 3

### RESEARCH INSTRUMENT

In conducting the research, the researcher used research instruments that were compiled to make it easier for the researcher in collecting the data needed;

#### A. Observations

The researcher observed the learning activities by using:

1. Checklist Sheet : The list of items to observe
2. Observation Journal : Narrative log to note descriptions, interpretations, and reflections on activities
3. Handphone Camera : To take pictures or records of the ongoing activities

#### B. Document Review

1. The Profile of MTs Al-Badri
2. The Organizational Structure of MTs Al-Badri
3. The History of MTs Al-Badri
4. The Vision and Mission of MTs Al-Badri
5. The Objective Condition of MTs Al-Badri
6. The Syllabus
7. The Lesson Plan



### C. Interview

Research Subject	Questions
The English Teacher	<ol style="list-style-type: none"><li>1. Planning Stages<ol style="list-style-type: none"><li>a) Mengapa anda memilih Hand Puppet sebagai media pembelajaran?</li><li>b) Bagaimana anda menyusun rencana pelaksanaan pembelajaran untuk mengimplementasikan media Hand Puppet tersebut?</li><li>c) Apakah media Hand Puppet tersebut sesuai dengan kebutuhan siswa?</li></ol></li><li>2. Implementation Stage<ol style="list-style-type: none"><li>d) Aktivitas apa saja yang anda terapkan dalam pembelajaran descriptive text menggunakan hand puppet?<ul style="list-style-type: none"><li>- Pre-Activities</li><li>- Main Activities</li><li>- Closing Activities</li></ul></li><li>e) Bagaimana cara anda mengimplementasikan hand puppet dalam pembelajaran?</li><li>f) Bagaimana respon siswa saat anda menggunakan media Hand Puppet didalam pembelajaran?</li></ol></li><li>3. Evaluation Stage<ol style="list-style-type: none"><li>g) Bagaimana cara anda mengukur kemampuan berbicara Bahasa Inggris siswa dalam mendeskripsikan hewan favorit dengan hand puppet?</li><li>h) Aspek apa saja yang anda ukur untuk mengevaluasi kemampuan speaking siswa?</li><li>i) Apa saja perkembangan signifikan yang terlihat dari kemampuan speaking siswa setelah mengaplikasikan media Hand Puppet?</li></ol></li></ol>

Students	<ol style="list-style-type: none"><li>1. Bagaimana pendapat anda tentang cara guru anda mengajar?</li><li>2. Apakah anda bisa memahami materi yang disampaikan dengan baik?</li><li>3. Apakah anda merasa tertarik dengan adanya media hand puppet didalam pembelajaran?</li><li>4. Apa yang menarik dari proses pembelajaran yang dibantu dengan media hand puppet?</li><li>5. Apa perubahan yang anda rasakan setelah guru mengaplikasikan media hand puppet dalam pembelajaran?</li><li>6. Apa yang anda rasakan ketika guru menggunakan penunjukan secara acak untuk tampil didepan kelas?</li><li>7. Apakah anda lebih percaya diri dalam berlatih berbicara Bahasa inggris dengan hand puppet?</li><li>8. Kesulitan apa yang masih anda hadapi selama proses pembelajaran?</li></ol>
----------	--

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## Appendix 5



YAYASAN PONDOK PESANTREN ISLAM  
MADRASAH TSANAWIYAH AL BADRI  
STATUS: TERAKREDITASI (B)  
NSM: 121235090056 NPSN: 20581493  
Sekretariat Jl. Arjasa-Kalisat Nomor 50 Desa Gumuksari  
Kecamatan Kalisat Kabutapen. Jember  
Telepon (0331) 540492 HP. 085258664717.  
Website: [mtsalsbadri.blogspot.com](http://mtsalsbadri.blogspot.com), Email: [mtsalsbadri39@yahoo.com](mailto:mtsalsbadri39@yahoo.com)

### SURAT KETERANGAN PENELITIAN

Nomor : 22 / Mts5 - 13 . 32 . 56 / PP.00.02/03/2024

Yang bertandatangan di bawah ini:

Nama : Fauzi Anggar K, S.Pd.  
Jabatan : Kepala Madrasah  
Unit Kerja : Madrasah Tsanawiyah Al-Badri

Dengan ini menerangkan bahwa mahasiswa yang beridentitas:

Nama : Muslimatul Azizah  
NIM : 202101060011  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Universitas : UIN KH Achmad Siddiq Jember

Telah selesai melakukan penelitian di Madrasah Tsanawiyah (MTs) Al-Badri, sejak tanggal 17 Februari 2024 s/d 29 Februari 2024 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul: "The Use of Hand Puppet in Teaching Speaking Skills for the Eighth Grade Junior High School Students at MTs Al-Badri".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan mestinya.

Jember, 02 Maret 2024  
Kepala,  
  
Fauzi Anggar K, S.Pd.



## Appendix 6



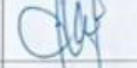

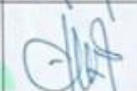
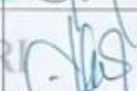



### RESEARCH JOURNAL

Name : Muslimatul Azizah

NIM : 202101060011

Title : The Use of Hand Puppet in Teaching Speaking Skills for the Eight-Grade Junior High School Students at MTs Al-Badri

Location : MTs Al-Badri

No.	Day/Date	Activity	Signature
1.	27 <sup>th</sup> of November 2023	The researcher did the preliminary study by conducting observation and interview with the English teacher	
2.	17 <sup>th</sup> of February 2024	The researcher confirmed the research permission	
3.	19 <sup>th</sup> of February 2024	The researcher interviewed the English teacher regarding the teaching panning, implementation, and evaluation	
4.	20 <sup>th</sup> of February 2024	The researcher observed the use of hand puppet in teaching speaking skills for the eight-grade junior high school students at MTs Al-Badri	
5.	21 <sup>th</sup> of February 2024	The researcher observed the use of hand puppet in teaching speaking skills for the eight-grade junior high school students at MTs Al-Badri	
6.	27 <sup>th</sup> of February 2024	The researcher observed the use of hand puppet in teaching speaking skills for the eight-grade junior high school students at MTs Al-Badri	
7.	28 <sup>th</sup> of February 2024	The researcher interviewed the English teacher and some students regarding their experiences in teaching and learning activities with hand puppet	
8.	29 <sup>th</sup> of February 2024	The researcher completed the research data of document review	
9.	2 <sup>th</sup> of March 2024	The researcher got a letter of research finishing	

Jember, 2 Maret 2024

MTs Al-Badri  
  
 Fauzi Anggar K. S.Pd.

## Appendix 7

### SILABUS

**Mata Pelajaran** : Bahasa Inggris  
**Satuan Pendidikan** : SMP/MTs  
**Kelas / Semester** : VIII/Ganjil & Genap  
**Tahun Pelajaran** : 2023/2024

#### Kompetensi Inti:

- **KI1 dan KI2: Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
- **KI3:** Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
- **KI4:** Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, meminta dan mengungkapkan	<ul style="list-style-type: none"> <li>• Fungsi Sosial Menjaga hubungan interpersonal dengan guru dan teman</li> <li>• Struktur Teks               <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan yang digunakan untuk ungkapan meminta perhatian, mengecek pemahaman, dalam bahasa Inggris</li> <li>• Mengidentifikasi ungkapan yang digunakan untuk menghargai kinerja</li> <li>• Mengidentifikasi ungkapan yang digunakan untuk meminta dan mengungkapkan pendapat dalam bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari</li> </ul>	16 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
pendapat, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>- Ungkapan a.l. <i>Excuse me, Is it clear?, Great, I think so.</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul>	<ul style="list-style-type: none"> <li>• Melakukan tindak tutur ungkapan meminta perhatian, mengecek pemahaman dalam bahasa Inggris dengan percaya diri</li> <li>• Melakukan tindak tutur ungkapan menghargai kinerja dalam bahasa Inggris dengan percaya diri</li> <li>• Melakukan percakapan interpersonal dengan menggunakan ungkapan mengajukan pendapat melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</p> <ul style="list-style-type: none"> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>		<ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan meminta perhatian, mengecek pemahaman, menghargai kinerja, serta meminta dan mengungkapkan pendapat, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, membanggakan, berjanji, mengajak, dan sebagainya .</li> <li>• Struktur teks</li> </ul>	<ul style="list-style-type: none"> <li>• Menentukan tujuan komunikatif teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan</li> <li>• Mengidentifikasi struktur teks memaparkan kemampuan dan kemauan, melakukan suatu tindakan</li> <li>• Mengidentifikasi unsur kebahasaan dalam teks</li> <li>• Mengidentifikasi ungkapan</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru membacakan beberapa teks pendek berisi kemampuan dan kemauan, dengan ucapan dan tekanan kata yang benar</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan							



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan <i>can, will</i> )	<ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> <li>• Unsur kebahasaan</li> <li>- Ungkapan kemampuan dan kemauan yang sesuai, dengan modal: <i>can, will</i>.</li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Interaksi antarpeserta didik didalam dan di luar kelas yang melibatkan kemampuan dan kemauan melakukan tindakan yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan</p> <ul style="list-style-type: none"> <li>• Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks memaparkan kemampuan dan kemauan, melakukan suatu tindakan dalam bentuk tulisan</li> <li>• Menggunakan ungkapan memaparkan kemampuan dan kemauan, melakukan suatu tindakan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>berbeda</p> <ul style="list-style-type: none"> <li>- Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>- Bertanya jawab dengan teman tentang kemampuan dan kemauan masing-masing untuk melakukan tindakan-tindakan tertentu</li> <li>- Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.2 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait kemampuan dan kemauan, melakukan suatu tindakan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks							
3.3 Menerapkan fungsi	<ul style="list-style-type: none"> <li>• Fungsi sosial</li> </ul>	<ul style="list-style-type: none"> <li>• Menentukan tujuan komunikatif teks ungkapan keharusan, larangan dan</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, membaca, dan menirukan, guru</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>must, should</i>)</p>	<p>Menyuruh, melarang, dan menghimbau.</p> <ul style="list-style-type: none"> <li>Struktur teks <ul style="list-style-type: none"> <li>Memulai</li> <li>Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>Unsur kebahasaan <ul style="list-style-type: none"> <li>Ungkapan keharusan, larangan, himbauan dengan modal <i>must, (don't) have to..., should,</i></li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat</li> </ul>	<p>Himbauan</p> <ul style="list-style-type: none"> <li>Mengidentifikasi struktur teks ungkapan keharusan, larangan dan himbauan</li> <li>Mengidentifikasi unsur kebahasaan dalam teks</li> <li>Mengidentifikasi ungkapan keharusan, larangan dan himbauan dari orang disekitarnya dengan baik sesuai dengan struktur teks dan unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<p>membacakan beberapa percakapan, dengan ucapan dan tekanan kata yang benar</p> <ul style="list-style-type: none"> <li>Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>Menentukan modal yang tepat untuk diisikan ke dalam kalimat-kalimat rumpang</li> <li>Diberikan beberapa kasus, bertanya jawab dengan teman tentang keharusan, larangan, himbauan melakukan tindakan-tindakan tertentu</li> <li>Memaparkan hasil temuannya dalam bentuk teks pendek tentang temannya dan mempresentasikan di kelompok lain diikuti tanya jawab</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
<p>4.3 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keharusan, larangan, dan himbauan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>Topik Interaksi antara peserta didik dan guru di dalam dan di luar kelas yang melibatkan keharusan, larangan, himbauan yang dapat</p>	<ul style="list-style-type: none"> <li>Menggunakan ungkapan yang tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks mengungkapkan keharusan, larangan dan himbauan dalam bentuk tulisan</li> <li>Menggunakan ungkapan keharusan, larangan dan himbauan orang disekitarnya dengan tepat dalam struktur teks yang runtut dengan unsur kebahasaan yang benar sesuai konteks dalam bentuk tulisan maupun lisan.</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>			<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	menumbuhkan perilaku yang termuat di KI						
3.4 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapi, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan a.1 <i>let's ..., can you ..., would you like ..., may I, please.</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> <li>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan yang digunakan untuk ungkapan menyuruh dalam bahasa Inggris</li> <li>• Mengidentifikasi ungkapan yang digunakan untuk mengajak</li> <li>• Mengidentifikasi ungkapan yang digunakan untuk meminta ijin dalam bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak, menirukan, dan memperagakan beberapa contoh percakapan, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan yang sedang dipelajari</li> <li>- Menanyakan hal-hal yang tidak diketahui atau yang berbeda</li> <li>- Menentukan ungkapan yang tepat secara lisan/tulis dari berbagai situasi lain yang serupa</li> <li>- Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas</li> <li>- Melakukan refleksi tentang proses dan hasil belajar</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.4 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapi dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan		<ul style="list-style-type: none"> <li>• Melakukan tindak tutur menyuruh dalam bahasa Inggris dengan percaya diri</li> <li>• Melakukan tindak tutur ungkapan mengajak dalam bahasa Inggris dengan percaya diri</li> <li>• Melakukan percakapan interpersonal dengan menggunakan ungkapan meminta ijin melalui kegiatan terintegrasi menyimak, membaca, berbicara dan menulis dengan percaya diri</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>				<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sesuai konteks	yang melibatkan tindakan menyuruh, mengajak, meminta ijin yang dapat menumbuhkan perilaku yang termuat di KI						
3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk greeting card, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjaga hubungan interpersonal dengan guru dan teman.</li> <li>• Struktur Teks Teks <i>greeting card</i> dapat mencakup <ul style="list-style-type: none"> <li>- Identifikasi (nama peristiwa, hari istimewa) bersifat khusus</li> <li>- Ungkapan khusus yang relevan</li> <li>- Gambar, hiasan, komposisi warna</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan a.l. <i>Congratulations. Well done. Good job.</i>, dll.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk hari spesial tertentu</li> <li>• Mengidentifikasi ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi perbedaan dan persamaan dari beberapa greeting card untuk event lain</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk hari spesial tertentu</li> <li>- Mengidentifikasi dan menyebutkan ucapan selamat yang ada dengan ucapan dan tekanan kata yang benar</li> <li>- Mencermati dan menemukan perbedaan dan persamaan dari beberapa <i>greeting card</i> untuk event lain</li> <li>- Mengidentifikasi perbedaan dan persamaan, dan memberikan penilaiannya</li> <li>- Membuat <i>greeting card</i> terkait hari istimewa yang relevan dengan peserta didik saat itu.</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.5 Menyusun teks khusus dalam bentuk greeting card, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan		<ul style="list-style-type: none"> <li>• Membuat greeting card terkait hari istimewa yang relevan dengan peserta didik saat itu.</li> <li>• Menyajikan penilaian dari hasil identifikasi perbedaan dan persamaan greeting card</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>				<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sesuai konteks	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Peristiwa, peringatan ulang tahun, naik kelas, kejuaraan dsb. yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>						
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	<ul style="list-style-type: none"> <li>• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur Kebahasaan <ul style="list-style-type: none"> <li>- Ungkapan dengan <i>There is/are</i></li> <li>- Kata jumlah yang tidak tertentu: <i>little, few, some, many, much, a lot (of)</i>.</li> <li>- Frasa kata</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi keberadaan orang, benda, binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat</li> <li>• Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar</li> <li>- Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca dengan ucapan dan tekanan kata yang benar</li> <li>- Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>- Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberaaan</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.6 Menyusun teks interaksi transaksional lisan		<ul style="list-style-type: none"> <li>• Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang</li> <li>• Membuat teks pendek untuk</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> </ul>				<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	<p>depan: <i>in, on, under, in front of, below, above,</i> dan lain lain.</p> <ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> <li>• Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks</li> </ul>	<ul style="list-style-type: none"> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<p>orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar</p> <ul style="list-style-type: none"> <li>- Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			<ul style="list-style-type: none"> <li>• Portofolio</li> </ul>
3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau kebenaran umum,	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, mendeskripsikan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam <i>Simple Present Tense</i>.</li> <li>- Adverbia: <i>always, often,</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>• Mengidentifikasi kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>• Mengidentifikasi kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</li> <li>• Mengidentifikasi informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membacakan teks-teks pendek dan sederhana tentang kejadian rutin yang merupakan kebenaran umum yang sangat dikenal peserta didik, dengan ucapan dan tekanan kata yang benar</li> <li>- Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian rutin dalam teks</li> <li>- Menanyakan tentang kejadian rutin yang serupa dengan yang disebutkan dalam teks pada konteks lain</li> <li>- Bertanya jawab tentang</li> </ul>	8JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	<p><i>sometimes, never, usually, every</i></p> <ul style="list-style-type: none"> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> </ul>			<p>kegiatan rutin yang biasa, sering, kadang-kadang, biasanya, tidak pernah mereka lakukan sebagai anggota keluarga dan remaja sekolah menengah</p> <ul style="list-style-type: none"> <li>- Mengumpulkan informasi tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		❖ Pengalaman peserta didik dan guru	
4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	<ul style="list-style-type: none"> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Kegiatan/kejadian sehari-hari dan kebenaran umum yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<ul style="list-style-type: none"> <li>• Membuat teks-teks pendek dan sederhana tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> <li>• Melakukan percakapan tentang hal-hal yang biasa, sering, kadang-kadang, biasanya dilakukan di keluarganya</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>				<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
3.8 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang	<ul style="list-style-type: none"> <li>• Fungsi sosial Menjelaskan, mendeskripsikan</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menyebutkan kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> <li>• Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>• Menyebutkan tindakan, kegiatan</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru menyebutkan tindakan, kegiatan yang sedang dilakukan di kelas, sekolah, dan rumah pada saat diucapkan, dengan ucapan dan tekanan kata yang benar</li> </ul>	16 JP	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense)	(diharapkan/di luar dugaan) <ul style="list-style-type: none"> <li>Unsur kebahasaan <ul style="list-style-type: none"> <li>Kalimat deklaratif dan interogatif dalam <i>Present Continuous Tense</i></li> <li>Adverbia: <i>now</i></li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> </ul> </li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>Topik Kegiatan dan kejadian yang sedang berlangsung di rumah, sekolah dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	yang sedang dilakukan oleh anggota keluarga mereka dengan ucapan dan tekanan kata yang benar <ul style="list-style-type: none"> <li>Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</li> </ul>		<ul style="list-style-type: none"> <li>Mengidentifikasi ungkapan-ungkapan yang menunjukkan kejadian yang sedang terjadi</li> <li>Bertanya jawab untuk mengetahui tindakan, kegiatan yang sedang dilakukan oleh anggota keluarga mereka</li> <li>Menyebutkan tindakan, kegiatan yang sedang dilakukan yang tampak pada tampilan visual (a.l. gambar, video)</li> <li>Membuat teks pendek berdasarkan tampilan visual lainnya</li> <li>Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		<p>English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</p> <ul style="list-style-type: none"> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	
4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks		<ul style="list-style-type: none"> <li>Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>				<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
3.9 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>degree of comparison</i> )	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengidentifikasi, mengenalkan, memuji, mengkritik, mengagumi.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat perbandingan positif, komparatif dan superlatif dengan: <i>as ... as, -er, -est, more ..., the most ...</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Membandingkan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>• Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>• Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>• Mengajukan pertanyaan dan jawaban terkait perbandingan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak dan menirukan guru membaca interaksi yang menggambarkan perbandingan jumlah dan sifat orang, benda, binatang, dengan ucapan dan tekanan kata yang benar</li> <li>- Menjawab pertanyaan dengan menggunakan informasi yang terdapat dalam teks, secara lisan.</li> <li>- Mendeskripsikan perbandingan jumlah dan sifat orang, benda, binatang yang tampak dalam dua gambar yang berbeda</li> <li>- Bertanya jawab untuk membandingkan orang, benda, binatang yang mereka ketahui di rumah, sekolah dan sekitarnya</li> <li>- Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>- Saling menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	20 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.9 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait perbandingan jumlah dan sifat orang, binatang, benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan	<ul style="list-style-type: none"> <li>- Perbandingan jumlah: <i>more, fewer, less</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> <li>• Topik Perbandingan orang, benda,</li> </ul>	<ul style="list-style-type: none"> <li>• Membuat beberapa teks pendek dan sederhana membandingkan orang, benda, binatang yang mereka ketahui</li> <li>• Mengajukan pertanyaan dan jawaban tentang teks masing-masing dengan teman-temannya</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>				<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
sesuai konteks	binatang di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI						
3.10 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/ kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense)	<ul style="list-style-type: none"> <li>• Fungsi sosial Melaporkan, menceritakan, menjelaskan kejadian yang dilakukan/terjadi, di waktu lampau.</li> <li>• Struktur teks <ul style="list-style-type: none"> <li>- Memulai</li> <li>- Menanggapi (diharapkan/di luar dugaan)</li> </ul> </li> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kalimat deklaratif dan interogatif dalam bentuk <i>Simple Past Tense</i></li> <li>- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi beberapa kejadian, kegiatan yang terjadi di masa lampau melalui teks-teks pendek dan sederhana</li> <li>• Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>• Mengajukan pertanyaan dan jawaban tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca dan mencermati teks-teks pendek dan sederhana tentang beberapa kejadian, kegiatan yang terjadi di masa lampau</li> <li>- Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil teks, dengan ejaan dan tanda baca yang benar</li> <li>- Bertanya jawab tentang kegiatan/peristiwa di waktu lampau yang mereka dan anggota keluarga atau temannya alami</li> <li>- Mengumpulkan informasi tentang beberapa peristiwa atau kegiatan di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>- Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris <i>When English Rings The Bell</i>, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.10 Menyusun teks interaksi transaksional lisan		<ul style="list-style-type: none"> <li>• Membuat teks-teks pendek dan sederhana tentang beberapa peristiwa atau kegiatan di waktu lampau yang</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> </ul>				<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
<p>dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p>dan tulisan tangan</p> <ul style="list-style-type: none"> <li>• Topik Kegiatan, tindakan yang (rutin) terjadi di masa lalu di sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang termuat di KI</li> </ul>	<p>pernah dialami</p> <ul style="list-style-type: none"> <li>• Mempresentasikan, teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> </ul>	<ul style="list-style-type: none"> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>				<ul style="list-style-type: none"> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
<p>3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan</p>	<ul style="list-style-type: none"> <li>• Fungsi sosial Melaporkan, mengambil teladan, membanggakan</li> <li>• Struktur teks Dapat mencakup <ul style="list-style-type: none"> <li>- orientasi</li> <li>- urutan kejadian/kegiatan</li> <li>- orientasi ulang</li> </ul> </li> <li>• Unsur kebahasaan</li> </ul>	<ul style="list-style-type: none"> <li>• Mengidentifikasi teks recount tentang pengalaman pribadi seseorang</li> <li>• Menceritakan kejadian, kegiatan yang dialami secara kronologis</li> <li>• Menggunakan bagan alir untuk mempelajari alur cerita</li> <li>• Melengkapi ringkasan pengalaman dengan kalimat-kalimat yang diambil teks, dengan ejaan dan tanda baca yang benar</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Menyimak guru membaca beberapa teks <i>recount</i> tentang pengalaman pribadi seseorang</li> <li>- Bertanya jawab tentang kejadian, kegiatan yang dialami secara kronologis</li> <li>- Menggunakan bagan alir untuk mempelajari alur cerita</li> <li>- Didektekan guru, menuliskan teks-teks pendek tersebut dengan tulisan tangan.</li> <li>- Melengkapi ringkasan pengalaman tsb. dengan kalimat-kalimat yang</li> </ul>	<p>12 JP</p>	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Kamus</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
konteks penggunaannya	- Kalimat deklaratif dan interogatif dalam <i>Simple Past tense</i>			diambil teks, dengan ejaan dan tanda baca yang benar		Bahasa Inggris	
4.11. Teks recount	- Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, an hour ago</i> , dan sebagainya.	<ul style="list-style-type: none"> <li>Menuliskan teks-teks pendek dengan tulisan tangan tentang pengalaman pribadi yang didektekan oleh guru</li> <li>Membuat teks-teks pendek dan sederhana tentang pengalaman pribadi di waktu lampau</li> <li>Mempresentasikan teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Mengumpulkan informasi tentang pengalaman pribadi di waktu lampau untuk membuat teks-teks pendek dan sederhana</li> <li>Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>		❖ Pengalaman peserta didik dan guru	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> )	- Adverbia penghubung waktu: <i>first, then, after that, before, at last, finally</i> , dan sebagainya.						
4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau ( <i>personal recount</i> ), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	- Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Peristiwa, pengalaman yang terjadi di sekolah, rumah, dan yang dapat menumbuhkan perilaku yang						



Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
	termuat di KI						
3.12 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pesan singkat dan pengumuman/ pemberitahuan ( <i>notice</i> ), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>Fungsi sosial Memberi informasi tindakan dilaksanakan sesuai yang diharapkan.</li> <li>Struktur text Dapat mencakup: <ul style="list-style-type: none"> <li>Judul atau tujuan pengumuman</li> <li>Informasi rinci yang diumumkan</li> </ul> </li> <li>Unsur kebahasaan <ul style="list-style-type: none"> <li>Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda</li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>Menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Membaca dengan suara lantang setiap pengumuman/ pemberitahuan, dengan ucapan dan tekanan kata yang benar</li> <li>Menyimak untuk menemukan perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana, dengan menggunakan tabel analisis</li> <li>Mempelajari contoh dan kemudian mempresentasikan hasil analisis tersebut di atas secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>Kamus Bahasa Inggris</li> <li>Pengalaman peserta didik dan guru</li> </ul>	<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>
4.12. Teks pesan singkat dan pengumuman/pemberitahuan ( <i>notice</i> )  4.12.1 Menangkap makna secara kontekstual terkait dengan fungsi sosial, struktur teks, dan unsur kebahasaan pesan singkat dan pengumuman/ pemberitahuan ( <i>notice</i> ) lisan dan tulis, sangat pendek dan sederhana, terkait	<ul style="list-style-type: none"> <li>Ungkapan-ungkapan yang lazim digunakan dalam pengumuman yang berbeda-beda</li> <li>Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb.</li> <li>Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul>	<ul style="list-style-type: none"> <li>Mempresentasikan hasil analisis tentang perbedaan dan persamaan dari beberapa pengumuman/ pemberitahuan pendek dan sederhana secara lisan, dengan ucapan dan tekanan kata yang benar</li> <li>Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> </ul>	<ul style="list-style-type: none"> <li>Religius</li> <li>Mandiri</li> <li>Gotong royong</li> <li>Kejujuran</li> <li>Kerja keras</li> <li>Percaya diri</li> <li>Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>Membuat pengumuman/ pemberitahuan yang lazim dibuat di kelas dan sekolah, untuk kemudian ditempel di dinding kelas</li> <li>Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>			<ul style="list-style-type: none"> <li>Lisan</li> <li>Tertulis</li> <li>Penugasan</li> <li>Unjukkerja</li> <li>Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar	Penilaian
kegiatan sekolah 4.12.2 Menyusun teks khusus dalam bentuk pesan singkat dan pengumuman/pem beritahuan (notice), sangat pendek dan sederhana, terkait kegiatan sekolah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	<ul style="list-style-type: none"> <li>• Topik Kegiatan, kejadian, peristiwa, dan hal penting bagi peserta didik dan guru yang dapat menumbuhkan perilaku yang termuat di KI</li> <li>• Multimedia Layout dan dekorasi yang membuat tampilan teks lebih menarik.</li> </ul>						
3.13 Menafsirkan fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> <li>• Fungsi sosial Mengembangkan nilai-nilai kehidupan dan karakter yang positif</li> </ul>	<ul style="list-style-type: none"> <li>• Menirukan lirik lagu terkait kehidupan remaja SMP/MTs secara lisan</li> <li>• Mengidentifikasi fungsi sosial dan unsur kebahasaan dalam lirik lagu terkait kehidupan remaja SMP/MTs</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>	<ul style="list-style-type: none"> <li>- Membaca, menyimak, dan menirukan lirik lagu secara lisan</li> <li>- Menanyakan hal-hal yang tidak diketahui atau berbeda</li> <li>- Menyebutkan pesan yang terkait dengan bagian-bagian tertentu</li> <li>- Melakukan refleksi tentang proses dan hasil belajarnya</li> </ul>	4 JP	<ul style="list-style-type: none"> <li>❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi Tahun 2017</li> <li>❖ Kamus Bahasa Inggris</li> <li>❖ Pengalaman peserta</li> </ul>	<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>
4.13 Menangkap makna secara kontekstual terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs	<ul style="list-style-type: none"> <li>• Unsur kebahasaan <ul style="list-style-type: none"> <li>- Kosakata dan tata bahasa dalam lirik lagu</li> <li>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Menyebutkan pesan yang terkait dengan fungsi sosial dan unsur kebahasaan lirik lagu terkait kehidupan remaja SMP/MTs</li> </ul>	<ul style="list-style-type: none"> <li>• Religius</li> <li>• Mandiri</li> <li>• Gotong royong</li> <li>• Kejujuran</li> <li>• Kerja keras</li> <li>• Percaya diri</li> <li>• Kerja sama</li> </ul>				<ul style="list-style-type: none"> <li>• Lisan</li> <li>• Tertulis</li> <li>• Penugasan</li> <li>• Unjukkerja</li> <li>• Portofolio</li> </ul>

Kompetensi Dasar	Materi Pembelajaran	Indikator	Nilai Karakter	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar didik dan guru	Penilaian
	<ul style="list-style-type: none"> <li>• Topik Hal-hal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI.</li> </ul>						



Jember, 27 Oktober 2023  
Guru Bahasa Inggris

*[Signature]*  
Hon. of Umamah, S.Pd

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R

## Appendix 8

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTs Al Badri  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VIII/2  
Materi Pokok : *Descriptive Text About Animals*  
Alokasi Waktu : 4x40 Menit (3x Pertemuan)

#### A. KOMPETENSI INTI

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3 Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

#### B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	3.7.1 Mengidentifikasi (C4) ciri-ciri binatang yang ada di hand puppet dalam beberapa kalimat singkat. 3.7.2 Menganalisis (C4) unsur kebahasaan teks deskriptif binatang, pendek dan sederhana, sesuai konteks

KOMPETENSI DASAR	INDIKATOR
<p>4.7. Teks Deskripsi</p> <p>4.7.1. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda</p>	<p>4.7.2.1 Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar</p>
<p>4.7.2. Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	

### C. TUJUAN PEMBELAJARAN

Peserta didik diharapkan dapat:

1. Mengidentifikasi (C4) ciri-ciri binatang yang ada di hand puppet dalam beberapa kalimat singkat dengan tepat
2. Menganalisis (C4) unsur kebahasaan teks deskriptif binatang, pendek dan sederhana, sesuai konteks dengan tepat
3. Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar

### D. MATERI PEMBELAJARAN

- The Definition of Descriptive Text  
Descriptive Text is a text which say what person, animal, place, or thing is like. It presents about something specially.
- The Purpose of Descriptive Text  
The Purpose of Descriptive Text is to describe and reveal a particular person, animal, place, or thing specially.
- Generic Structures of Descriptive Text
  - a. Identification : this part identifies or introduces a particular person, animal, place, or thing being described.
  - b. Description : this part describes the parts (Physical appearance), qualities, behavior, and characteristics.
- Language Features of Descriptive Text
  - a. Using simple present tense



- b. Using Adjective and Classifiers in nominal grup
- c. Using has or have.

### E. Model, Pendekatan dan Metode Pembelajaran

Pendekatan : *Communicative Language Teaching (CLT)*  
 Metode : Task Based Learning

### F. Sumber dan Media Pembelajaran

#### Sumber

- Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell, Kelas VIII, Kemendikbud, Revisi .
- Buku Ringkasan Materi dan Latihan BRILIAN Kelas VII, Grafindo Media Pratama, Revisi.

#### Media dan Alat

- Buku Pegangan Siswa
- LKPD (Lembar Kerja Peserta Didik)
- Hand Puppet

### G. KEGIATAN PEMBELAJARAN

#### Pertemuan 2

Kegiatan dan Alokasi Waktu	Deskripsi Kegiatan Pembelajaran	Langkah-Langkah Model
<p>Pendahuluan (10 menit)</p>	<ol style="list-style-type: none"> <li>1. Pembukaan dengan salam pembuka, menanyakan kabar dan memeriksa kehadiran peserta didik sebagai sikap disiplin. (<i>Disiplin-PPK/PPP</i>)</li> <li>2. Berdoa untuk memulai pembelajaran sebagai bentuk rasa syukur kepada Tuhan. (<i>Religiusitas PPK</i>).</li> <li>3. Guru memberikan beberapa Gambar binatang dan memberi pertanyaan pemantik misalnya           <ul style="list-style-type: none"> <li>• What is the difference of these animals?</li> </ul>           (<i>Critical Thinking, communication-4C</i>)         </li> <li>4. Peserta didik menyimak penjelasan guru tentang tujuan pembelajaran yang hendak dicapai, metode belajar, teknik penilaian yang akan ditempuh dan manfaat mempelajari materi Descriptive text about animal</li> </ol>	<p><b>Apersepsi Dan Motivasi</b></p>



Kegiatan dan Alokasi Waktu	Deskripsi Kegiatan Pembelajaran	Langkah-Langkah Model
	<i>(Language Features)</i>	
Inti (60 Menit)	<p>5. Peserta didik menyimak hand puppet yang berbentuk binatang dan guru memberi pertanyaan untuk mengorientasikan masalah. What animals is this? What do they look like? (<i>Literasi, Critical Thinking, TPACK</i>)</p> <p>6. Peserta didik diberi kesempatan untuk bertanya dan memberi tanggapan maupun pendapat (<i>Communication, Creativity and Critical Thinking-4C</i>) (<i>Berbicara-Literasi</i>) (<i>Menanya-Saintifik</i>).</p>	<p><b>Orientasi peserta didik padamasalah</b> (<i>Mengamati</i>) (<i>Menanya</i>).</p>
	<p>7. Peserta didik di kelompokkan secara heterogen (<i>Collaboration-4C</i>)</p> <p>8. Peserta didik dan guru berdiskusi tentang ciri-ciri binatang sesuai dengan hand pupet yang mereka lihat (<i>Collaboration</i>)</p> <p>9. Peserta didik di minta menuliskan nama-nama dan ciri fisik binatang sesuai hand pupet.</p>	<p><b>Mengorganisasikan peserta didik untuk belajar</b> (<i>Mengumpulkan Informasi</i>)</p>
	10. Secara individu, penyelidikan terhadap hand puppet.	<b>Membimbing penyelidikan ahli</b>
	<p>11. Peserta didik menuliskan nama-nama dan ciri fisik binatang yang dilihat pada hand puppet pada kolom LKPD yang diberikan guru.</p> <p>12. Guru memantau keterlibatan peserta didik.</p>	<b>(Mengasosiasi)</b>
	<p>13. Peserta didik dengan bimbingan guru mengembangkan informasi yang didapat menjadi sebuah paragraf yang mengarah pada pembentukan teks deskriptif.</p> <p>14. Peserta didik mempresentasikan hasil diskusi kelompoknya dengan percaya diri. (<i>Communication-4C, Integritas</i>)</p>	<p><b>Mengembangkan/ Menyajikan hasil karya</b>  (<i>Mengkomunikasikan</i>)</p>

Kegiatan dan Alokasi Waktu	Deskripsi Kegiatan Pembelajaran	Langkah-Langkah Model
	<i>Mandiri (PPK), Berbicara / Literasi, dan mengkomunikasikan / Saintifik).</i>	
	15. Siswa lain diminta menanggapi hasil presentasi yang disampaikan oleh temannya. 16. Guru memberikan apresiasi dan feedback terhadap hasil presentasi Peserta didik 17. Peserta didik dan guru menyimpulkan tentang materi pembelajaran. 18. Peserta didik mengerjakan soal tes tertulis pilihan ganda.	<b>Menganalisis dan mengevaluasi masalah</b>
Penutup (10 Menit)	19. Guru bersama peserta didik melakukan refleksi pembelajaran hari ini 20. Guru menyampaikan materi yang akan dipelajari di pertemuan yang akan datang.	<b>Refleksi</b>

## H. PENILAIAN

### 1. Aspek Pengetahuan

Jenis penilaian : Tes Tulis

Bentuk penilaian : PG

### 2. Aspek Keterampilan

Jenis penilaian : Non Tes

Bentuk penilaian : Lembar kerja peserta didik (LKPD)

### 3. Aspek Sikap

Jenis penilaian : Non Tes

Bentuk penilaian : Lembar Observasi (Rubrik terlampir)



Al Badri

K, S.Pd

Kalisat, 29 Januari 2024

Guru Mata Pelajaran

Hoizul Umman, S.Pd

### Lampiran Penilaian Pengetahuan

Kompetensi Dasar	Tujuan Pembelajaran	Indikator Soal	Jenis Tes/ Bentuksoal	No soal	ButirSoal	Kunci Jawaban	Tingkat kesulitan	Bobot skor
3.7 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<ul style="list-style-type: none"> <li>Mengidentifikasi ciri-ciri binatang tertentu</li> <li>Menganalisis unsur kebahasaan teks deksripsi terkait binatang.</li> </ul>	Disajikan sebuah teks deskripsi tentang ciri binatang, peserta didik dapat memilih binatang sesuai cirinya	Tes tertulis  Pilihan ganda	1	It has two arms, two legs, and a tail. It like to eat bananas. It can swing from trees. What the name of this animal? a. Kangaroo b. Monkey c. Rabbit d. Sheep	B	Sedang	2
				2	It is kind of big cat. It has big sharp teeth. It has orange fur with black stripes. It like to eat meat. What the name of this animal? a. Tiger b. Lion c. Jaguar d. Girafe	A	Sedang	2

Kompetensi Dasar	Tujuan Pembelajaran	Indikator Soal	Jenis Tes/ Bentuksoal	No soal	Butir Soal	Kunci Jawaban	Tingkat kesulitan	Bobot skor
		Disajikan sebuah kalimat, peserta didik dapat menganalisis unsur kebahasaan dari kalimat tersebut yang berupa adjektif.		3.	Rabbit has long ears. The adjective of this sentence is.... a. Rabbit b. Has c. Long d. Ears	C	Sedang	2
		Disajikan kalimat rumpang, peserta didik dapat melengkapi dengan to be simple present tense yang tepat		4.	Dog ..... smart animal. a. Is b. Am c. Is d. has	A	Sukar	2
		Disajikan kalimat rumpang, peserta didik dapat menentukan penggunaan has/have pada kalimat tersebut		5.	I have a Rabbit. It names Jabrig because it..... thick fur and soft. a. Have b. Is c. Are d. Has	D	Sukar	2

## Lampiran Instrumen Penilaian Pengetahuan

### PENILAIAN HASIL BELAJAR

Na  
ma

---

pes  
erta  
didi  
k

:Kelas:

**Read the following questions and choose the best answer!**

1. It has two arms, two legs, and a tail. It like to eat bananas. It can swing from trees. Whatthe name of this animal?
  - A. Kangaroo
  - B. Monkey
  - C. Rabbit
  - D. Sheep
2. It is kind of big cat. It has big sharp teeth. It has orange fur with black stripes. It like to eatmeat. What the name of this animal?
  - A. Tiger
  - B. Lion
  - C. Jaguar
  - D. Girafe
3. Rabbit has long ears. The adjective of this sentence is....
  - A. Rabbit
  - B. Has
  - C. Long
  - D. Ears
4. Dog ..... smart animal.
  - A. Is
  - B. Am
  - C. Is
  - D. has
5. I have a Rabbit. It names Jabrig because it..... thick fur and soft.
  - A. Have
  - B. Is
  - C. Are
  - D. Has

### **Kunci Jawaban**

1. B
2. A
3. C
4. A
5. D

**Pedoman penskoran soal pilihan ganda**

<b>NOMOR SOAL</b>	<b>SKOR</b>	<b>KETERANGAN</b>
<b>1-5</b>	2	Apabila jawaban peserta didik benar
	0	Apabila jawaban peserta didik salah

**Rumus untuk memperoleh Nilai**

$$\text{Nilai} = \frac{\text{Skor yang diperoleh siswa}}{\text{Skor maksimal}} \times 100$$

**Daftar Nilai Peserta didik**

<b>NO</b>	<b>NAMA PESERTA DIDIK</b>	<b>SKOR</b>	<b>NILAI</b>	<b>KETERANGAN</b>	
				<b>LULUS</b>	<b>BELUM LULUS</b>
<b>1</b>	<b>A</b>				
<b>2</b>	<b>B</b>				
<b>3</b>	<b>Dst</b>				

UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ  
J E M B E R



## Lampiran Penilaian Keterampilan

### PENILAIAN KETERAMPILAN

- a. Teknik / Strategi : Unjuk kerja  
 b. Alat : Lembar Observasi (Skor)

Kompetensi Dasar	Materi	Indikator	Penilaian
4.7.2 Menyusun teks deskriptif lisan atau tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	Menulis teks deskripsi tentang binatang	Menyusun (P5) teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait binatang dengan memperhatikan struktur teks dan unsur kebahasaan dengan benar	Unjuk Kerja Pengerjaan LKPD

No	Nama	Students Speaking Skills																				Total		
		vocabulary				Pronunciation				Grammar				Fluency				Comprehension						
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			

### Rubrik Penilaian Aspek

#### Indikator Penilaian Keterampilan

<b>Ketepatan (Accuracy)</b>	<p><b>Vocabulary</b></p> <ol style="list-style-type: none"> <li>Sangat terbatas, sering salah menggunakan kata.</li> <li>Cukup terbatas, ada beberapa kesalahan dalam penggunaan kata.</li> <li>Cukup baik, sesekali terjadi kesalahan penggunaan kata.</li> <li>Sangat baik, penggunaan kata tepat dan bervariasi. Apabila pengucapannya sering salah</li> </ol>
-----------------------------	---

	<p><b>Pronunciation</b></p> <ol style="list-style-type: none"> <li>1. Sangat sulit dimengerti, banyak kesalahan pengucapan.</li> <li>2. Terkadang sulit dimengerti, beberapa kesalahan pengucapan.</li> <li>3. Cukup jelas, sesekali ada kesalahan pengucapan.</li> <li>4. Sangat jelas dan mudah dimengerti, hampir tidak ada kesalahan pengucapan.</li> </ol> <p><b>Grammar</b></p> <ol style="list-style-type: none"> <li>1. Banyak kesalahan yang mengganggu pemahaman.</li> <li>2. Beberapa kesalahan yang mengganggu pemahaman.</li> <li>3. Sesekali ada kesalahan, tetapi tidak mengganggu pemahaman.</li> <li>4. Hampir tidak ada kesalahan, sangat baik</li> </ol>
<b>Kelancaran (Fluency)</b>	<ol style="list-style-type: none"> <li>1. Sangat terbata-bata, sering berhenti lama.</li> <li>2. Kadang terbata-bata, ada beberapa jeda panjang.</li> <li>3. Cukup lancar, ada jeda tetapi tidak mengganggu.</li> <li>4. Sangat lancar, jarang ada jeda yang mengganggu.</li> </ol>
<b>Pemahaman (Comprehension)</b>	<ol style="list-style-type: none"> <li>1. Sulit memahami instruksi atau pertanyaan, sering meminta pengulangan.</li> <li>2. Memahami sebagian instruksi atau pertanyaan, terkadang meminta pengulangan.</li> <li>3. Memahami sebagian besar instruksi atau pertanyaan, jarang meminta pengulangan.</li> <li>4. Memahami semua instruksi atau pertanyaan dengan baik, tidak pernah meminta pengulangan.</li> </ol>
<b>Tata bahasa (Grammar)</b>	<ol style="list-style-type: none"> <li>1 Banyak kesalahan dan mengganggu makna</li> <li>2 Ada kesalahan tapi tidak mengganggu makna</li> <li>3 Tidak ada kesalahan dan tidak mengganggu makna</li> </ol>
<b>Intonasi (Intonation)</b>	<ol style="list-style-type: none"> <li>1 Volume suara tidak jelas sulit di dengar</li> <li>2 Volume suara cukup jelas tapi sulit dipahami</li> <li>3 Volume suara jelas dan dipahami</li> </ol>

**Rumus untuk memperoleh nilai**

$$\text{Diperoleh nilai keterampilan : } \frac{\text{jumlah skor yang diperoleh}}{\text{skor maksimal}} \times 100$$

## Lembar Penilaian Sikap

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari – hari, baik terkait dalam proses pembelajaran maupun secara umum. Pengamatan langsung dilakukan oleh guru.

Berikut instrument penilaian sikap :

### LEMBAR OBSERVASI PERKEMBANGAN SPIRITUAL DAN SIKAP

Sekolah : MTs Al  
 Badri  
 Kelas / Semester : VIII / II  
 Tahun Pelajaran : 2023 / 2024

No	Waktu	Nama Peserta Didik	Catatan Perilaku	Butir Sikap	Ttd	Keterangan / Tindak Lanjut

Strategi : Observasi  
 Alat : Skor

No	Nama peserta didik	Sikap																			
		Tanggung jawab				Disiplin				Kerjasama				Percaya diri				Santun			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

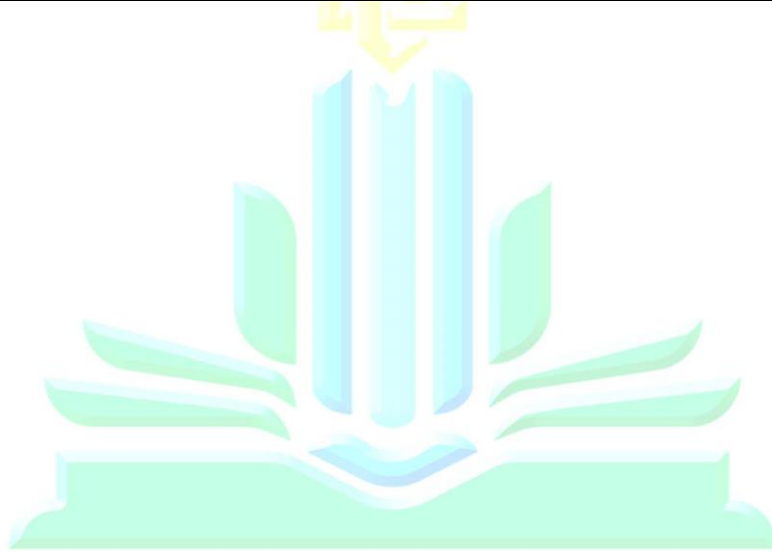
Sikap	Nilai
Tanggung jawab	1 = kurang, 2 = cukup, 3 = baik, 4 = amat baik
Disiplin	1 = kurang, 2 = cukup, 3 = baik, 4 = amat baik
Kerjasama	1 = kurang, 2 = cukup, 3 = baik, 4 = amat baik
Percaya diri	1 = kurang, 2 = cukup, 3 = baik, 4 = amat baik
Santun	1 = kurang, 2 = cukup, 3 = baik, 4 = amat baik

Diperoleh nilai sikap :  $\frac{\text{jumlah skor yang diperoleh}}{\text{skor maksimal}} \times 100$

#### Indikator Penilaian Sikap :

Tanggung jawab	a. Aktif dalam diskusi kelompok b. Melaksanakan tugas sesuai dengan kesepakatan kelompoknya. c. Peduli terhadap kesulitan yang dihadapi oleh teman kelompoknya dalam menyampaikan hasil diskusi
----------------	---

Disiplin	<ul style="list-style-type: none"> <li>a. Tertib mengikuti intruksi</li> <li>b. Mempresentasikan hasil diskusi tepat waktu</li> <li>c. Tidak melakukan kegiatan yang tidak diminta</li> <li>d. Tidak membuat suasana forum diskusi tidak kondusif</li> </ul>
Kerjasama	<ul style="list-style-type: none"> <li>a. Aktif dalam diskusi kelompok</li> <li>b. Dapat berkolaborasi dalam mengerjakan tugas</li> <li>c. Saling menghargai dalam kelompoknya</li> <li>d. Saling kerjasama dalam menyampaikan hasil diskusi</li> </ul>
Percaya diri	<ul style="list-style-type: none"> <li>a. Berpendapat atau melakukan kegiatan tanpa ragu – ragu</li> <li>b. Mampu membuat keputusan dengan cepat</li> <li>c. Berani presentasi di depan kelas</li> <li>d. Berani berpendapat, bertanya atau menjawab pertanyaan</li> </ul>
Santun	<ul style="list-style-type: none"> <li>a. Berinteraksi dengan teman secara ramah</li> <li>b. Menggunakan bahasa yang tidak menyinggung perasaan</li> <li>c. Menggunakan Bahasa Indonesia yang baik</li> <li>d. Berperilaku sopan.</li> </ul>



UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 J E M B E R

### LEMBAR PENILAIAN SPEAKING SISWA

No	Nama	Students Speaking Skills																				Total	
		vocabulary				Pronunciation				Grammar				Fluency				Comprehension					
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	AR				✓				✓				✓			✓				✓			90
2	AA			✓					✓			✓				✓				✓			80
3	ABS			✓					✓			✓				✓			✓				70
4	AH				✓				✓			✓				✓				✓			85
5	AIR			✓					✓				✓			✓				✓			80
6	AR			✓	✓				✓			✓					✓			✓			85
7	ASU				✓				✓			✓				✓				✓			80
8	AR				✓				✓			✓				✓			✓				75
9	AAH			✓					✓				✓				✓		✓				80
10	AM			✓					✓			✓				✓					✓		85
11	AAK				✓				✓			✓				✓				✓			80
12	ANSD				✓				✓				✓				✓				✓		95
13	DEV			✓					✓			✓				✓			✓				75
14	DAP			✓					✓				✓			✓			✓				80
15	DR				✓				✓				✓				✓			✓			90
16	FMA			✓					✓			✓				✓				✓			80
17	IM			✓					✓			✓			✓				✓				75
18	IMS				✓				✓			✓				✓					✓		90
19	K				✓				✓			✓				✓				✓			85

No	Nama	Students Speaking Skills																		Total	
20	LH				✓					✓				✓					✓		85
21	MRR			✓				✓					✓						✓		80
22	MRE			✓				✓					✓						✓		85
23	MSK			✓				✓					✓					✓		✓	90
24	MDH			✓				✓					✓					✓			70
25	MS			✓	✓			✓					✓					✓		✓	90
26	MS				✓			✓					✓					✓			80
27	NR				✓			✓					✓					✓		✓	95
28	PR			✓				✓					✓					✓		✓	75
29	RW				✓			✓					✓					✓		✓	90
30	RF			✓				✓					✓						✓		85
31	SMF			✓				✓					✓						✓		90

UNIVERSITAS ISLAM NEGERI  
 KIAI HAJI ACHMAD SIDDIQ  
 J E M B E R



## Appendix 9



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
KIAI HAJI ACHMAD SIDDIQ JEMBER**

Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136  
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id  
Website: www.uinkhas.ac.id

### SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Muslimatul Azizah

NIM : 202101060011

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Use of Hand Puppet in Teaching Speaking Skills for The  
Eighth-Grade Junior High School Students at Mts Al-Badri

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (4,4 %)

1. BAB I : 3 %

2. BAB II : 12%

3. BAB III : 3 %

4. BAB IV : 3 %

5. BAB V : 1 %

UNIVERSITAS ISLAM NEGERI

KIAI HAJI ACHMAD SIDDIQ

JEMBER

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 16 Mei 2024

Penanggung Jawab Turnitin

FTIK UIN KHAS Jember

(LAILY YUNITA SUSANTI)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

## Appendix 10

### DOCUMENTATION



The teacher introduced the hand puppet and demonstrated its use



The teacher explained the descriptive text material





Students created the descriptive text about their own favourite animal, with the help of dictionary and the teacher guidance



# J E M B E R

Students practice time and random appointment before moving forward to perform their descriptive text by using hand puppet



Students described their favourite animal in front of the class using hand puppet individually



The researcher interviewed the English teacher



The researcher interviewed several students

## CURRICULUM VITAE



Name : Muslimatul Azizah  
SRN : 202101060011  
Place, Date of Birth : Jember, 21<sup>st</sup> of November 2002  
Gender : Female  
Address : Sukogidri, Ledokombo, Jember  
Faculty : Tarbiyah and Teacher Training Faculty  
Major : English Education Program  
Email : [sallmazizah.page@gmail.com](mailto:sallmazizah.page@gmail.com)

### UNIVERSITAS ISLAM NEGERI KIAL HAJI ACHMAD SIDDIQ J E M B E R

Education Background

Kindergarten : -  
Elementary School : SD Negeri 01 Sukogidri  
Junior High School : MTS Unggulan Nuris  
Senior High School : MA 01 Annuqayah Putri