

**USING HAND-DOLL PUPPET IN ENCOURAGING LEARNING
PARTICIPATION IN ENGLISH CLASSROOM**

THESIS

Submitted by

INTAN FUADILLAH

NIM. 160203030

Student of *Fakultas Tarbiyah dan Keguruan*
Department of English Language Education



**FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION DEPARTMENT
UIN AR-RANIRY BANDA ACEH
2021 M/ 1442 H**

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*

Universitas Islam Negeri Ar-Raniry Banda Aceh

In Partial Fulfillment of the Requirement for

The Bachelor Degree of Education in English Language Teaching

By:

INTAN FUADILLAH

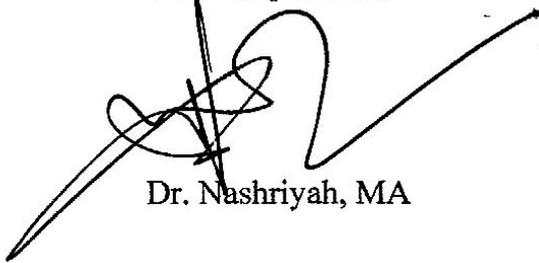
NIM. 160203030

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education

Approved by:

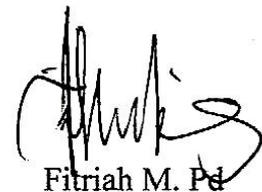
Main Supervisor,



Dr. Nashriyah, MA

Date: **7/01/2020**

Co-Supervisor,



Fitriah M. Pd

Date: **7/01/2020**

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

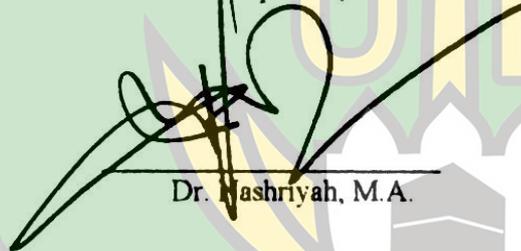
On:

Wednesday, January, 27th 2021
Jumadil Akhir, 14th 1442 H

In Darussalam, Banda Aceh

Board of Examiner,

Chairperson,



Dr. Nashriyah, M.A.

Secretary,



Riza Zulyani, M.Pd.

Member,



Fitriah, M.Pd.

Member,



Siti Khasinah, M.Pd.

Certified by:

The Dean of *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh



Dr. Muslim Razali, S.H., M.Ag
NIP. 195903091989031001

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertandatangan di bawah ini:

Nama : Intan Fuadillah
NIM : 160203030
Tempat/Tanggal Lahir : Blang Pidie / 02 November 1997
Alamat : Jln. STA Johansyah, Lr. Taqwa, No. 75, Seutui,
Kec. Baiturrahman, Kota Banda Aceh, Aceh.

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

“Using Hand-doll Puppet in Encouraging Learning Participation in English Classroom”

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang di sebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

AR - RANIRY

Banda Aceh, 28 December 2020

Yang Menyatakan,



Intan Fuadillah

ACKNOWLEDGEMENT



All praises be to Allah, The Almighty, who always gives me a blissful life to live in this world, chance to try, air to breath, inspiration and power to write and finish this thesis. Peace and salutation be upon the great messenger and the noble prophet Muhammad SAW who has changed our mindset and personality become a knowledgeable person as we feel today together with his family and companions has struggled whole heartedly to guide his *ummah* to the right path.

On this occasion with great humility, I would like to thank to all of those who have given me support, help and guidance, thus this thesis can be finished well. I would like to thanks to Ms. Dr. Nashriyah, MA, and Ms. Fitriah, M.Pd as my supervisors, who have given support and direction as well as the encouragement that are very helpful and useful during the preparation and writing of this thesis. Also, I would like to express my gratitude and high appreciation to my beloved father Saifuddin and my lovely mother Hanifah Jamil for their love, attention, patience, and support for me, thanks for always taking a lot of care for me and always be there when I need you both. I dedicate my thanks for my siblings Saiful Hadi Yullah and M. Huda Al-Amin, who have been take care for me and support me as best as you can.

Then, my special thanks are directed to my academic advisor and also as the head of English Language Education Department Mr. T. Zulfikar who has

supervised me. Thanks lot to all of the lecturers and all staff of English Language Education Department who guided and helped me during my study in English Education Department of UIN Ar-Raniry. Hope Allah gives them the most exalted reward for their good deed and worthy knowledge. Amin.

My appreciation and gratitude address to my beloved friends Ovi and Firda, who always support and be there for me, also helped me a lot in doing the research, writing this thesis process and during my journeys in the campus. thank you for your both love that makes my day better for the rest of four year. I am extremely happy for my best friend Nisa who always being my mood booster and support me, also my dearest friends Khaira, Qari, Farhah, and Rina for being a good teacher a good listener and guiding me, also giving support that never run out for me. I am grateful to all my incredible friends of Unit 01, EDSA Ar-Raniry, TEN 2016, and all of my friends that I cannot mention one by one who always support me, inspires me and being wonderful parts in my life. The last, I would like to thanks deeply to all of my adorable participants for kindly help me to finish this research.

The last is I wish this thesis can give useful and valuable information for the readers. For every critics and suggestions, I sincerely appreciated and will accept it.

Banda Aceh, December 28th 2020
The Writer,

Intan Fuadillah

ABSTRACT

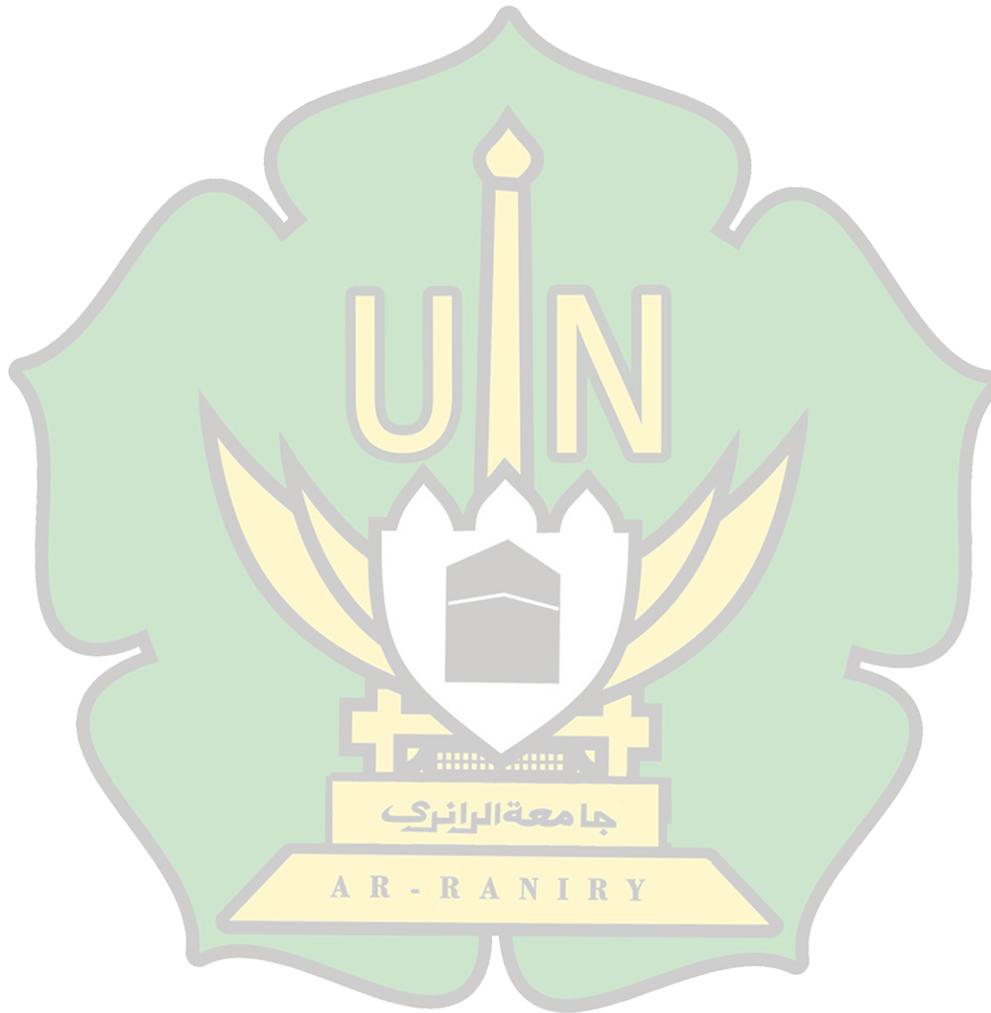
Name : Intan Fuadillah
NIM : 160203030
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis working title : Using Hand-Doll Puppet in Encouraging Learning Participation in English Classroom
Main Supervisor : Dr. Nashriyah, MA
Co-Supervisor : Fitriah, M. Pd
Keywords : Hand-Doll Puppet; learning Participation; Young learners Teaching English

Teaching English to young learners is a challenge for an English teacher, they have to create a fun method to get young learners' attention and encourage their learning participation in English classroom. Furthermore, there are lots of media that can be used in the teaching-learning process, one of them is hand-doll puppet. The research aims of this study are to explore how does the hand-doll puppet encourages learning participation in English classroom and to know how young learners perceive the use of hand-doll puppet in encouraging their learning participation in English classroom. The participants were six young learners in aged 6th to 12th years old and students of Taman Pendidikan Al-Qur'an Mesjid Taqwa. This research used qualitative research with observation and non-structural interview to obtain the data. The results of this study showed that all participants were enjoyed learning English by using hand-doll puppet and active in all activities includes performing in front of class. The researcher also found that the hand-doll puppet gave the external motivations to encourage students' participation and support them to be active in the classroom. In addition, using hand-doll puppet as a media in learning is influenced students' learning participation. The puppet attracted students' attention, supported the students to be brave in performing or practicing the lesson in front of class and helped the students to more confidence in answering teacher's questions. The puppet also helped the teacher in teaching process, the teacher used the hand-doll puppet as a speaker and question, the puppet would ask the students by teacher's voice.

TABLE OF CONTENTS

SURAT PERNYATAAN KEASLIAN.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES.....	ix
LIST OF APPENDICES.....	xi
CHAPTER 1 INTRODUCTION	1
A. Background of Study.....	1
B. Research Question.....	5
C. Research Aim.....	5
D. Significant of Study.....	6
E. Scope of Study.....	6
F. Terminology.....	7
CHAPTER 2 LITERATURE REVIEW.....	10
A. Learning English at Young Age.....	10
1. Benefits of Learning English at Young Age.....	14
B. Learning Participation.....	15
1. Internal factors.....	16
2. External Factors.....	17
C. Using Media in Encouraging Learning Participation.....	19
D. Puppet as A Media in Learning.....	21
1. The definition of puppets.....	21
2. The kind of puppets.....	22
3. The aims of puppets.....	23
E. Hand-doll Puppet.....	25
1. The Definition and aims of Hand-Doll Puppet.....	25
2. Hand-Doll Puppet as Media in Teaching-Learning Process.....	26
F. Previous Research.....	27
CHAPTER 3 RESEARCH METHODOLOGY.....	29
A. Research Design.....	29
B. Research Sites and Participants.....	30
C. Techniques of Data Collection.....	31
1. Observation.....	32
2. Interview.....	36
D. Techniques of Data Analysis.....	36
1. Non-Participant Observation.....	37
2. Non-Structural Interview.....	38
CHAPTER 4 FINDING AND DISCUSSION	40
A. Research Findings.....	40
1. Observation.....	40
a. Observation on 1 st day.....	40
b. Observation on 2 nd day.....	49
c. Observation on 3 rd day.....	58
2. Non-structural interview.....	69

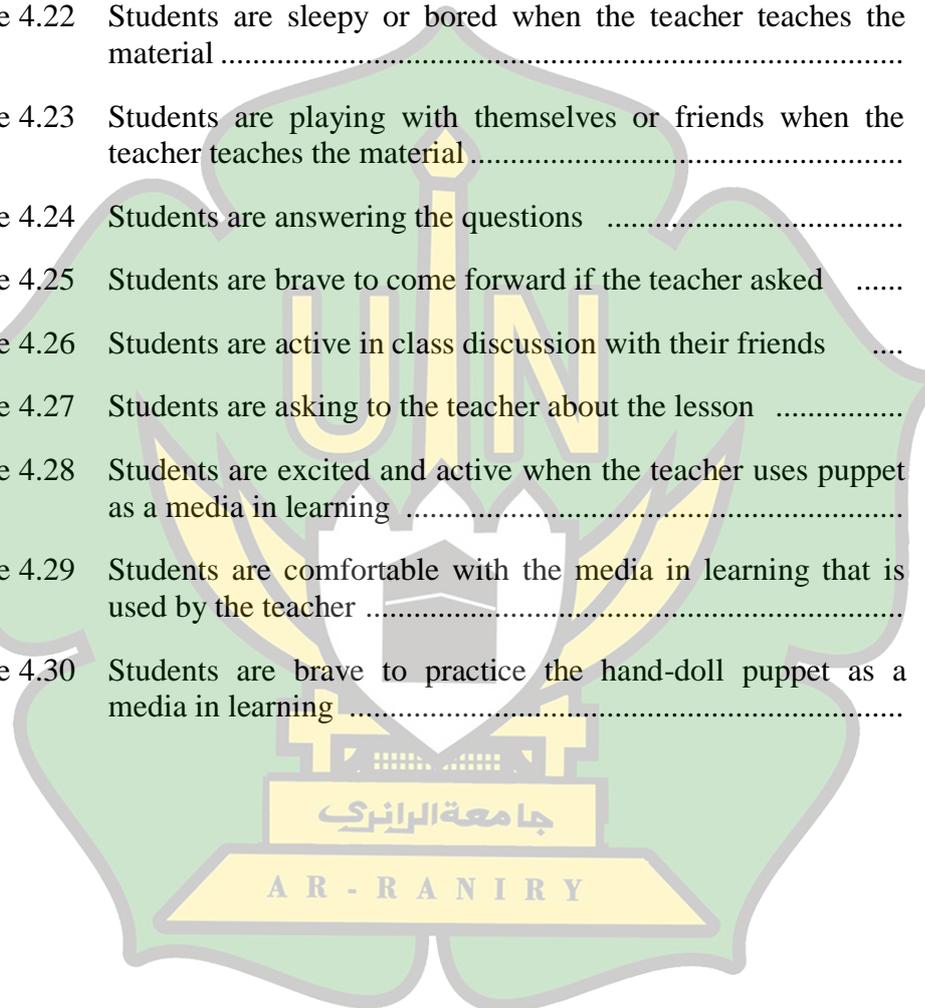
B. Discussion	71
CHAPTER 5 CONCLUSION AND SUGGESTIONS.....	75
A. Conclusion	75
B. Suggestions	76
REFERENCES.....	76
APPENDICES	



LIST OF TABLES

Table 3.1	Participants' identity	30
Table 4.1	Students are talking with their friends in teaching-learning process	41
Table 4.2	Students are sleepy or bored when the teacher teaches the material	42
Table 4.3	Students are playing with themselves or friends when the teacher teaches the material	43
Table 4.4	Students are answering the questions	44
Table 4.5	Students are brave to come forward if the teacher asked	45
Table 4.6	Students are active in class discussion with their friends	45
Table 4.7	Students are asking to the teacher about the lesson	46
Table 4.8	Students are excited and active when the teacher uses puppet as a media in learning	47
Table 4.9	Students are comfortable with the media in learning that is used by the teacher	48
Table 4.10	Students are brave to practice the hand-doll puppet as a media in learning	49
Table 4.11	Students are talking with their friends in teaching-learning process	50
Table 4.12	Students are sleepy or bored when the teacher teaches the material	51
Table 4.13	Students are playing with themselves or friends when the teacher teaches the material	52
Table 4.14	Students are answering the questions	53
Table 4.15	Students are brave to come forward if the teacher asked	54
Table 4.16	Students are active in class discussion with their friends	54
Table 4.17	Students are asking to the teacher about the lesson	55
Table 4.18	Students are excited and active when the teacher uses puppet as a media in learning	56

Table 4.19	Students are comfortable with the media in learning that is used by the teacher.....	57
Table 4.20	Students are brave to practice the hand-doll puppet as a media in learning	58
Table 4.21	Students are talking with their friends in teaching-learning process	60
Table 4.22	Students are sleepy or bored when the teacher teaches the material	60
Table 4.23	Students are playing with themselves or friends when the teacher teaches the material	61
Table 4.24	Students are answering the questions	62
Table 4.25	Students are brave to come forward if the teacher asked	63
Table 4.26	Students are active in class discussion with their friends	63
Table 4.27	Students are asking to the teacher about the lesson	64
Table 4.28	Students are excited and active when the teacher uses puppet as a media in learning	65
Table 4.29	Students are comfortable with the media in learning that is used by the teacher	66
Table 4.30	Students are brave to practice the hand-doll puppet as a media in learning	66



LIST OF APPENDICES

Appendix A Appointment Letter of Supervisor

Appendix B Recommendation of Conducting Research from Fakultas Tarbiyah dan Keguruan of UIN Ar-Raniry

Appendix C Confirmation Letter from *Taman Pendidikan Anak Al-Qur'an Masjid Taqwa*

Appendix D Observation Table

Appendix E Interview list



CHAPTER 1

INTRODUCTION

A. Background of Study

Nowadays, the parents that are introducing or teaching English to their children is a phenomenon which we often encounter. They will be introducing from basic lessons such as animals, flowers, parts of the body, number, and so on. Some of them are enrolling their children in an international school or English course for young learners. Foreign languages will be taught for children age 3 to 4 years old. It is the best age to learn the language which is called as a golden age because children's brain is still elastic and a moment in intellectual development. For young learners, they better than an adult in mastering language quickly, as stated by Brewster and Ellis (2003:1), "Children learn languages better and more easily than older."

Moreover, according to researcher observation by asking some parents about learning English as a second language are some of them were teaching English to the children in aged 3rd and the rest answered in aged 4th. They were teaching English by making an easy conversation or introducing a simple vocabulary. Even, the parents would be sent their children to international early childhood education. They argued that English is important to be taught for their children because it would be needed in their future, and teach English in early age is good for children' language development.

In line with the need of English as the international and the most spoken language, English subject is being taught to students from elementary to university level, or even to kindergarten. The consideration is that English should be taught very early as the students will easily absorb the English materials later on (Arifin, 2016, p. 27).

Furthermore, teaching English for young learners who accustomed to their first language is a challenge for all English teachers. The teachers have to create a fun class by using some method and media such as a game, role play, puppets, and so on. Thus, the student will be more excited to learn by using media. Based on Murcia (2001), media can be an important motivator in the teaching-learning processes. Using media in teaching process is useful to attract students' attention. On the other hand, according to Harmer (2001) "Language teachers use media or teaching aid to explain language meaning and construction, engage learners in a topic, or as the basis of a whole activity." The students will learn enthusiastically, they will enjoy the teaching-learning activities, and they can remember the lesson quickly. Thus, from the definition above, it can be concluded that the use of media is significant as it would help the learners in understanding and learning the lesson. For instance, if teachers want to explain animal. Thus, using media like dolls, pictures might help the children in visualizing the shape of those animals quickly. Also, it can attract students' attention.

Puppet is one of the teaching methods by using media to teach English to young learners. It can be used as media to attract young learner interest in learning the language and strengthen their memory as well. It also can be used to improve teacher's skills in teaching and to permit teachers and students to interact based on the lessons learned in the class. Low and Matthew (2000) saying that puppets can

engage the children's attention, provide a context for conversation and promote purposeful activity. Using the puppet as an alternative teaching media for young learners could be considered as the best approach to make the student interested in the teaching-learning process. By using puppets, it is expected that the children can be motivated by their teacher to more attention to the materials and they will not get bored easier likewise.

Based on the researcher's observation in English class of *Pesawat Kertas*, children in aged 5th years old until 12th years old still have less interest in learning English. The teacher was teaching without using a fun media and only wrote the material on the whiteboard. Thus, the students were playing, ignoring and talking with friends. Sometimes, class was silence because the children were passive in learning participation. Some of them feel embarrassed in answering teachers' questions. According to an English teacher in English class of *Pesawat Kertas*, she explained that she was bit distress and got exhausted after teaching in the classroom. It was not because the children were naughty, but it was hard to find a fun method in teaching children. she must try to make the class lively by using interesting method. She also stated that the children were not very active in the learning process and this gave a challenge for the teacher to find a fun way, fun method in teaching English for young learners, especially in aged 6th until 12th years old.

Therefore, the researcher thought that the teachers have to changed their way of teaching to get students' attention. They have to use unique and fun media as a teaching method to encourage students' participation. Accordingly, the

researcher was interested in exploring about using media to encourage students' participation in learning English under the title **“Using Hand-Doll Puppet in Encouraging Learning Participation in English Classroom”** at young learners. Afterward, the researcher would be observed how does puppet encourage learning participation.

This research was motivated by some researchers that had been researching about learning English by using puppet. First, a researcher from Universitas Islam Negeri Ar-Ranirry in Aceh, Indonesia, who wrote about exploring the use of hand puppet in teaching speaking for junior high school students. She was mentioned that the puppet gave lots of positive benefits in encouraging learning participation. The students and teacher were enjoying the teaching-learning English process and active in the classroom. Hence, the researcher of this study was interested in observing how does puppet encourage learning participation for young learners aged 6th to 12th years old or elementary school students the researcher focuses on the use of a puppet in teaching speaking English.

Second, a research is written by Sandra M. Reidmiller (2008). She found that the student enjoyed learning English with puppet in classroom. By using puppet, they creativity and imaginations were activated. The teacher also excited to teach the lesson by using puppet when their all of students listen to them and appreciate the humour of using puppets. Thus, this research would be introduced puppet to English teachers for teaching-learning activities and observed the use of puppet in encouraging English learning participation.

The last is a research conducted by Cecilia Hesel (2013). She mentioned that teaching English through puppet method was effective enough on the students in Elementary school at Gracia Education Center. The differences among third of research are the first research was focuses on the use of a puppet in English teaching speaking and English vocabularies. Meanwhile, this researcher was focuses in observing the use of puppet as the teaching media in encouraging learning participation for young learners aged 6th to 12th years old. Also, observing how does puppet useful in Indonesian young learners that learn English as a second language or foreign language, especially for Acehnese young learners.

B. Research Question

The research questions of this study are:

1. How does Hand-doll puppet encourage young learners' learning participation in English classroom?
2. How do young learners perceive the use of hand-doll puppet in encouraging their learning participation in English classroom?

C. Research Aims

The research aims of this study are:

1. To explore how the Hand-doll puppet encourage young learners' learning participation in English classroom
2. To know how young learners perceive the use of hand-doll puppet in encouraging their learning participation in English classroom

D. Significant of Study

The researcher expected to be beneficial for:

1. Teachers

For English teachers, it can be an excellent method to teach English to young learners. Also, it can develop teachers' creativity in the teaching process. The teacher can give some lessons with a hand-doll puppet to attract students' participation.

2. Students

For students, it can be a good way of learning English, also increase their participation in the classroom. Students will be interested in studying. Also, active in-class activities and not get bored.

3. Other researchers

The result of research will give lots of information about using hand- doll puppets to encourage learning participation in the English classroom. Thus, this can be a reference to another similar research.

E. Scope of Study

This research only focuses on using hand-doll puppet to encourage learning participation in the English classroom. For this study, it is also focusing on children' speaking skill. The participants of this research are young learners aged 6th until 13th years old. Because, at the age of 6th years, the children have been sent to elementary school. Moreover, the researcher was observed that children are less interest in learning English. It also depends on the English teacher's perception

that told children less in participation when they learn English. For this research, the researcher would be attended in an English class to observe the learning participation by using a puppet as media in the teaching-learning English process.

F. Terminology

1. Learning participation

Students are encouraged to participate in the classroom, especially in learning English actively. They need some motivation given by the teacher or class environment. Students will be passive if they listen to the teacher's explanation or only sit on their chair, and they get nothing or less. The creative teaching methodology is the best way to motivate students; thus, they can be active in the classroom.

According to Chong (2006), the factor that influenced students' participation is self-efficiency, the personality of the student. Self-efficacy traits with displaying more of that curiosity and exploring urge would motivate students to become more active and positive reciprocity. If the students have high in self-efficacy, they will be confident to speak and act in the classroom. Students will try to speak up in front of the class without thinking of any wrong. Also, it increases their interest in learning English. Meanwhile, if they become passive students, they will get self-limitation, it can be lost focus when they listen to the teacher.

According to Melor (2010), the second important factor that affects the students to participate actively in the classroom are the traits and skills of the teacher, which means the teacher also influenced students' participation. The traits that have been shown by the teacher are supportive, understanding, approachable,

friendliness through positive nonverbal behaviour, giving smiles and nodded for admitting the answers that are given by students.

2. Learning by using Puppet as a media

Setiawati (2017) mentioned that a puppet is a doll which is head may in the form of person or animal and a cloth body, and it can be manipulated with the fingers of the puppeteers. So, puppets can be playing with hand. Puppets can stimulate a student's imagination. It helps them to memorize something more efficiently. Puppet can also be good media for the teacher to teach creatively in class.

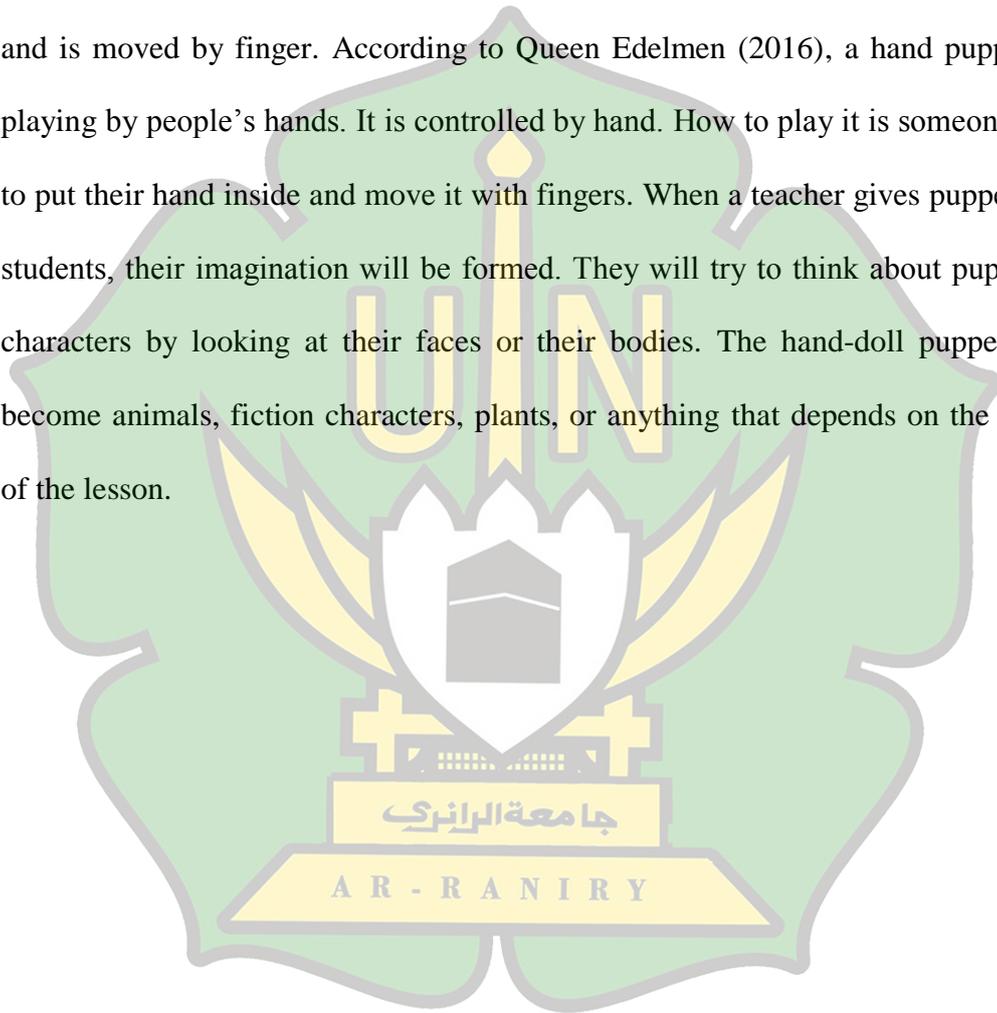
Puppets are an excellent media in communication between teachers and students, as well as a student to another student (Korosec, 2013). This media is believed to enhance the students' involvement, motivation, and the development of student's reading, oral language, as well as communication skills (Maharani, 2016). For young learners, the puppet is a fun media to learn in class. They usually study by playing to increase their motivation in learning material. They can be bored hasty, so puppets can be used to increase their participation in the classroom.

Another benefit of the puppet is presented by Prabakharan and Yamat (2017), puppet can reduce students' anxiety in speaking and can change students' perception toward speaking English. It also in learning vocabulary, the puppet can change students' assumptions toward learning vocabulary. They will assume that

learning English includes vocabulary and speaking is fun by using the puppet as media.

3. Hand-Doll Puppet

Hand-Doll puppet is a type of puppet that is controlled by hand as the body and is moved by finger. According to Queen Edelman (2016), a hand puppet is played by people's hands. It is controlled by hand. How to play it is someone has to put their hand inside and move it with fingers. When a teacher gives puppets to students, their imagination will be formed. They will try to think about puppets' characters by looking at their faces or their bodies. The hand-doll puppet can become animals, fiction characters, plants, or anything that depends on the topic of the lesson.



CHAPTER 2

LITERATURE REVIEW

A. Learning English at Young Age

Learning a foreign language at an early age can be mastered in the language faster because children have an innate ability. According to Kumon (2011), When babies were born, their minds are being constructed and structured every day to understand the stimulus that gets from the environment around them. Children have strong memory than adults, they can remember and imitate what their parents are talking about the things around them. Generally, the younger a person's mind, the easier it is to learn a second, even a third language.

Furthermore, teaching English to young learners has to consider their parents' consent. Learning English or foreign languages involves an obvious amount of people effort, either the children or adult. The parents have to know the benefit of learning English for the children. On another hand, the parents must be thinking about the advantages of knowing and learning English for children's careers in the future (Dewi, 2016).

Currently, English become more popular in globalization era, because it is needed and required for every situation such as get a job, scholarships, education and so on. The Parents introduce English to their children so that they are accustomed and fluent in speaking in the future. It is also useful for children in finding jobs or scholarships easier (Parlindungan, 2014).

Usually, job openings or scholarships are readily acceptable to people who speak a second or third language (Kumon, 2011). Children have language learning stages that start from a baby as mentioned by Malta (2013) who gave nine stages of children learning a language, they are;

a. Silent Period

When babies were born and learn their mother tongue, they listen and communicate through facial expressions or gestures before speaking, this is called a silent period. When young children learn English, there may be a similar 'silent period' when communication and understanding may occur before they say any English words.

During this period, parents should not force children to participate in spoken dialogue by repeating words. Spoken conversations should be one-sided, the adult's talk providing valuable opportunities for the child to pick up the language. The adult uses parentheses, an adjusted form of speech, to facilitate learning. The child may use lots of the same strategies they used in learning their mother tongue (Malta, 2013)

b. Beginning to talk

In this period, depending on the frequency of English lessons, each child begin to say a single word such as mom, daddy, cat, house or ready to create some short phrases such as "What's that?", "It is my book", "I cannot", "goodbye", and others in a conversation or as unexpected statements. The child has memorized the words, imitating the pronunciation precisely without realizing that some may

consist of more than one word. This stage continues for some time as the child picks up more languages, using it as a short cut to dialogue before creating their phrases (Malta, 2013).

c. Building up English Language

According to Malta (2013), the children build up phrases that consisting of a single memorized word and add some words from their vocabularies Gradually, such as a cat into a white cat, a black cat. Furthermore, a single memorized language that adding by themselves, such as that is my doll, and so on. The children begin to create whole sentences gradually. It depends on the frequency of exposure to English and the quality of experience.

d. Understanding

Understanding is important than speaking. People have to understand while talking or listening to others. Children's ability in comprehending should not underestimate; they are used to realize mother tongue from various contexts. However, children are maybe not understanding what do they hear. Yet, they grasp the gist- that is. Children understand a few words and decipher the rest by using some different clues in interpreting the meaning (Malta, 2013).

e. Frustration

At the beginning of English sessions, children can be frustrated by their inability in expressing the perception in English. Some of them want to speak English quickly due to English as their mother tongue. The frustration often can be overcome by providing the children with a performance such as I can count to

10 in English or various simple rhymes which are consist of ready-made phrases (Malta, 2013).

f. Mistakes

Children can make lots of mistakes in practicing the language. As parents or teachers, do not tell the children about their mistakes due to any correction immediately demotivates them. A mistake may be a part of the process of working out English Grammarly rules or an error in pronunciation. Thus, children must get an opportunity to hear the repeat of words or correct words to do self-correct in their ways (Malta, 2013).

g. Gender differences

The differences in developing brains between female and male are affects how the male is learning and applying the language. Sometimes, the combined class makes a few provisions for male students who may be overshadowed by female students' natural ability in applying language. The male students need different experiences to reach their potential, also do not compare male students' achievement with those of female students (Malta, 2013).

h. Language-learning environment

Young learners find it more challenging to learn English if they do not provide the right experiences, also supported by the parents. Children have to know the reason why do they learn English and feel secure. Moreover, the activities that are

supporting learning English should be related to enjoy daily activities. For example, are sharing an English book or picture, and so on.

Furthermore, creating funny learning and focus on concepts that are understood by children in their home language. In this way, the children are not learning two things, a new concept and a new language, only learn English to talk about what they already know. The activities should be backed up by specific objects which help to increase and understand general interest (Malta, 2013).

i. Parental support

Parents have an essential part in the children's learning process. They have to support, motivate, and help their children, even the parents only master basic English, they can learn together. Sharing with the children is affect the children in family life, create children' attitude in learning language and culture. On the other hand, lifelong attitudes are formed by the age of nine or eight. Besides, Children need praise to feel if they are making a fair process or not. The award is also affecting in increasing their performance better (Malta, 2013).

1. *Benefits of Learning English at Young Age*

Learning English at a young age has lots of benefits. First, learning a new language or a foreign language can help to stimulate children's curiosity and make the children more receptive to learn in other areas. Children have lots of curiosity, they will ask and want to know anything. Second, children that learn a foreign language as a second language tend to display more empathy with others and more receptive to other cultures and experiences. Third, learning a foreign

language as a second language at an early age is easier than later due to the language center of the brain is still developing. Last, learn English or any foreign language helps to boost children's cognitive development which is helping their overall academic process (Ertheo, 2018).

B. Learning Participation

Learning is seeking knowledge, behaviors, and skills. Students should be active to seek knowledge by seeking information outside of the classroom. How students seek information is the reflection of their behaviors in the classroom. they can be passive or active, they may be just talking with friends, taking a note, doing something with themselves or friends, listening, giving their opinion, and sit quietly (Mohd Yusof, et al 2011; Hussein, 2010; Bas, 2010).

Students' participation can be increased by working in pairs or groups which is they can collaborate with friends and be active in the classroom (Lee E, 2007). According to Fawzia (2002) "pedagogical factors like the lesson, topic, teacher and teaching style could influence students' participation". It means that teachers can be influenced by students' participation. If the teacher is passive, the students will be lost in interest. Meanwhile, if the teacher more active with creative learning style, strategies, and method, then the students will be active as well.

On the other hand, there are internal and external factors that influence learning participation. Internal factor is factors that influence someone from himself such as motivation, interest, intelligent, and attitude, meanwhile, the

external factor is a factor that affects someone from outside or his environment includes family, school, and society (Slameto, 2010).

1. Internal factors

a. Motivation

Based on Slameto (2010), motivation is defined as an internal drive that activities behavior and gives it direction. It describe why and how people behavior is activated and directed. There are intrinsic and extrinsic motivation that give learners power to learn effectively. Intrinsic is related to someone wish to do something, someone ability and desire. For in stances, a child learn English because he love to learn English or he want to be a English teacher.

On the other hand, extrinsic is the power that come to someone, it can be from family, reward, punishment, teacher and environment. For examples; students are afraid of being punished by parents if they got bad score, so they will learn the subject to get good score. The other is teacher motivate students by asking lots of quetion or giving reward for his students (Slameto, 2010).

b. Interest

Interest is one of factors that can keep students enjoying in learning activity without pressure. It is important to teacher knows what makes the students interested in learning English or any subject and how they began to learn it. It includes the way they learning English because students have their own way in learning English.

For examples, a student learn English by watching English movie. They could be get lots of vocabulary indirectly after watched th movie. Not only movie,

but also listening English music. A learner that is memorizing the lyrics will help him to learn English. Also, practice the pronunciation, the context and the expressions that used in the conversations or lyrics. Moreover, students would be pay attention to teachers' explanation, and the material (Slameto, 2010).

c. External Factors

a. Family

Family is the stronger influence for their children. Children, especially young learners need parents support to increase their spirits. It is also affect children achievement in school. Based on Amin (2014), there is a strong relation between family attention and students' achievement. There are differences between students with family support and without any support from family. He also said that parents that are less attentive to or being careless about their children learning will make the learners have low chance of being success. Meanwhile the children with parents support and care have high chance of being success in academic. However, there are children succeed in their academic achievement without getting much attention from the parents (Amin, 2014).

b. Society

The learner is also a member of society that interact with other people such as neighbour, friends, and mass media that exist around them. The people around them or the television programs that are watched by them , it is have been found to influence the learners' speaking ability in English and understanding in English.

Some learners that watch English cartoon can increase their pronunciation in English, and other learners which is listening music while reading the lyric or singing the music can improve their abilities in listening, reading and speaking at the same time. the learners learn English in the way they like (Arntsen, 2016).

c. Teacher's personality and classroom's environment

English teacher needs to understand the function of foreign language and to recognize the students' interests and needs. The learner may come to the class with a certain degree of motivation, the teacher has to modify the learner's motivation by giving funny strategies in teaching-learning process. Furthermore, there are some motivations strategies that are used to achieve the goals. Bencharef (2009, p.109) mentioned that the teachers have to;

1. Creating an atmosphere that is open, positive and helpful; the teacher should provide a safe climate physically and emotionally. Afterward, the learners have to know that they will be fine if they fail, it means there is not penalty for them. The learner also be aware that they will learn more from making mistakes.
2. Helping learners how to evaluate themselves and to be realistic in evaluating themselves.
3. Ensuring opportunities for learners' success by giving tasks that are neither too easy nor too difficult.
4. Trying to create learning activities that are based on topics that are related to the the learners' lives, try to use local example or their outside interests.

5. Do not give too simple tasks for students, the students will think that their teacher believe if they are not capable for better work.
6. Do not teach monotonously, it means teaching without any humors or jokes in classroom, only teacher that speak in front of class, but students are silence.
7. Asking the students and make sure they can give a feedback

Using media in learning is one of external/ factors, media can motivate learners to more understand the lesson and enjoy the learning. They will listen to the teacher, also not talking with friends. Afterward, classroom that have good lighting, neutral wall colors, and not too heat are making the student more comfortable in learning.

C. Using Media in Encouraging Learning Participation

Based on Arntsen (2016), Media can be a motivation in the teaching-learning process for children as young learners. Media is defined as a means that uses for conveying an information from one place to another. It is also useful in the teaching-learning process to transfer the knowledge and support study easily. Before industry revolution 4.0, the instructional media that were used in the teaching-learning process are chalkboard, textbooks, teachers, and so on. Besides instructional media, press media also have positive meaning for supporting learning such as radio, newspaper, magazine, television and so on.

Nowadays, the media has been developing more modern and sophisticated. Some media that can be used in the teaching-learning process are movies, laptop, handphone, projector, email, social media and so on. Even, the book is not only a media that is used to learn and teach. There is a PowerPoint that useful to give the

lesson for all students by using a projector. Other than that, the teacher can be multiplying study materials by using a printer or copy machine. Also, Students can send their homework by using email to reduce papers.

In 2020, Corona viruses are spreading in entire world. Due to the viruses, the government gave an appeal for people to stay at home. Thus, all school are closed and learning online. In this moment, the researcher was observing that media has an important part in learning and working activities at home. Students are studying with the teacher through video call by zoom, google meet, and soon. Even meeting of job can be doing at home. Internet is also indispensable in connecting between a person to others. Furthermore, this situation gives some benefits such as students' creativity is more increasing in using media such as creating a PowerPoint, Editing Videos, and so on.

Media is useful for encouraging learning participation. It has some advantages, they are; First, motivating students in learning the material. It also makes the student more enjoy and focus. Second, increasing students' creativity and more active in classroom. Third, developing students' perception and imagination. Last, strengthen the relationship between students and teachers.

On the other hand, media is needed in teaching children or young learners. Teacher has to be more creative to attract the children in learning process, because children are interested in playing while studying. Thus, some media that can be used in the teaching-learning are play games, puppets, pictures, songs, etc (Arntsen, 2016). Children's imagination is not realistic. They can speak with an

inanimate object like a doll as their friend. Due to this period, teachers and parents can use puppets or dolls as media in the teaching and learning process.

D. Puppet as A Media in Learning

1. The definition of puppets

Puppet is a doll of person or animals that is typically moved either by strings controlled from above or by a hand inside it. The puppet can be animals such as tiger, monkey and other that have 2 hands. Even fish such as dolphin can be a puppet by adding the fins as 2 hands. Also, it can be a character of superhero and cartoons such as the lion king, toys story and so on. It related to Nilawati (2009), states that puppet is the art of presenting an inanimate object in the form of a living character is the art of puppetry.

Puppetry as an art is believed to have its root in ancient cultures more than 3000 years old. It is claimed that puppets were used in the theatre even before the advent of human actors. Probably, the earliest puppets were originated in Egypt, where clay and ivory articulated puppets have been found in tombs. Puppetries are mentioned in writing as early as 422 B.C.E.

Many kinds of puppetries are developed in various countries. Every country has own puppet depend on the countries' culture and history. For instances, Indonesia and Malaysia has *Wayang kulit*. It is a shadow puppet which is played by showing the shadow only. *Wayang kulit* is telling about histories and dramatic stories by using *Gamelan* as Instrument music. *Wayang kulit* also can be a media to learn about culture, history and education with fun. Thailand has marionette puppets which made by wood that played through a rope. Thailand'

puppetry known as *Hun Lakhon Lek*, it is controlled by 3 people with a rope and pulley system. Normally, Thailand' puppetry tells some stories derived from *Ramakien*, the Thailand version of the Hindu Ramayana. It shows accompanied by music and has a narrator.

At a later time, puppetry is useful for any fields and used in education as mentioned by Christamia (2014), and Toledo and Hoit (2016), as the time passed, puppet started to gain its popularity in the world of education as a helpful and effective educational tool. The teacher should learn about puppet uses before to teach the learners, associated with the syllabus, textbooks and curriculum, so that the fun learning occurs in learning class.

2. *The kind of puppets*

Puppet has many types that develop over time. Even it has a thousand years old but still growing until now. There are six types of puppets that can be used as a learning media based on Queen Edelman (2016), they are;

- a. A hand puppet is playing by people's hand. It is controlled by hand. How to play it is someone has to put their hand inside and move it with fingers. When a teacher gives puppets to students, their imagination will be formed. They will try to think about puppets' characters by looking at their faces or the bodies. This puppet can be only played with one hand.
- b. A finger puppet is controlled by people's finger. It can be used more than one. The puppeteer uses each finger for every character. Most of them do not have hands and if they do, they are not moving at all.

- c. Rod puppet is being supported by sticks, sometimes one for the body and other small ones for the hands. The two small sticks are being held by one hand and the other with the remaining hand. It can only do limited things but are effective even before a large audience.
- d. Shadow puppet is being casted using a cloth screen with a projector or a very bright light from behind of puppet. More importantly, the figures are commonly translucent enough for some colours to pass through the puppet. They are made from materials such as colored plastics.
- e. Ventriloquist's Dummy is as big as a half of a regular adult. Either it's sitting on the ventriloquist's knee, arm, table or chair. A hand is supporting it from the back which is also the one controlling the dummy. Usually, it is a conversation between the two persons and it sounds like they can actually talk
- f. Marionette is commonly known as string-operated puppet which is like the most difficult to control. In another side of puppets above, they can move around a certain stage. It looks like a doll but there are strings attached to some parts of their body which are controlled by two hands.

Puppet which is often used for learning media are; rod puppet, finger puppet and hand-doll puppet. The characters of puppets are made by human depend on the tittle of story, for example; using snow white puppet and dwarfs puppet for telling snow white story.

3. The aims of puppets

Puppets can be used in diverse fields, not only for historical, rituals and religion, but also for education. It has unique ways in communicating with people

to share knowledge and message. Puppets are affective in developing human skills, emotional and brain goodly. People are easier to express their mind through puppets and encourage in creativity. Specially, in teaching and learning process, it is good to be a media to teach children.

Puppet has a power in increasing human self-confidence to speak up in public. Alam (2002) saying that puppet provides people, especially learners, the confidence to become a part of the activity and it has lot of advantages to nervous and shy learners. The moment people have fun, new, interesting and exciting experiences, it will help them to speak spontaneously.

In education part, according to Peyton (2002), puppets are widely recognized for their beneficial influence on learning and social for all ages. It means that puppet language is unique in its ability to help teachers and students learn from one another, transfer the knowledge, understand the lesson grow, relate opening, to be self-confident and self-expressive. For young learners, the puppet helps them to more enjoy the class. Another benefit of a puppet is stated by Prabakharan and Yamat (2017), puppet can reduce students' anxiety in speaking and can change students' perception toward speaking English. It also changes their assumption in learning vocabulary. Puppet can be used for several activities such as;

- Roleplay
- Sing a song
- Playing vocab games

- Storytelling, and so on

E. Hand-doll Puppet

1. The Definition and aims of Hand-Doll Puppet

Hand-doll Puppet is a doll controlled by hand and moved by finger. It is different from a finger puppet that only controlled by finger. Setiawati (2016) stated that it is a doll with a head of a person or animal and a cloth body. It can be presented with the fingers or Hand.

The hand-doll puppet can be a good method to teach children, even for adult also being a fun way to practice English. Hand-doll puppets have lots of aim, it is based on Redmiller (2008) said that Puppet has a lot of aims in teaching learning process. It is not only for students, but also for the teacher. For both of them, puppet can make the class lively and Students will pay attention to the lesson.

Children can speak spontaneous while playing with hand-doll puppet and making the doll as best friend (Gobec, 2012). Using hand doll puppet can reduce shyness to speak in public, children would be brave if they have something that can be played. Sometimes, children who are not fully comfortable opening up themselves with the teacher and other friends, so the puppet can be a great middleman or way to establish closeness and comfort among children, teacher and children's friends. Giving children a puppet to engage with actively in classroom, also increase their confidence. Children can explore lot of ideas of role play with themselves, taking on new personality, and sharing stories. Puppets could be a trustworthy as one of their peers (Arnerich, 2018).

Based on Matt Arnerich (2018), learning by using hand doll puppet relates to children's self-confidence and self-awareness, building relationship, communication and language in speaking, playing and exploring. Moreover, the hand-doll puppet is useful in emotional development, imagination and creativity. It trains the children strategies and ideas in creating the storylines and the ending of a story while playing with the puppet. It can be a greater way of exploring several types of interactions.

Hand-doll puppet be able to develop children empathy, the characters of puppet have several emotions that making children to learn how to deal with their own emotion by comforting the puppets. Afterward, it can teach them to support and care their friends who might be having difficult problem as well. In the other hand, hand-doll puppet also developing children's imagination. Matt Arnerich (2018) saying that "with puppetry, children are able to immerse themselves in a completely new world. They are accessing different characters, personalities, and challenging themselves to thing imaginatively about how other people might react". It means that puppet is like a perfect blank canvas.

All of the puppets' usages are related to children's managing feelings and behavior, making relationship, exploring and using media and materials in expressive arts and design, being imaginative, creating and thinking critically.

2. Hand-Doll Puppet as Media in Teaching-Learning Process

Media is a component of active learning strategies to enhance Teaching-Learning process. For teacher, using media is helpful in teaching material and easier to transfer the knowledge for students. Meanwhile, for students, it can be a

fun way to learn the lessons and be active in classroom. Media is a great communication between teacher and student in explaining materials, language meaning and construction based on Harmer (2001), media of teaching used to engage students as the base of whole activity.

Puppet can be chosen as one of media in teaching-learning process, especially teaching-learning English. It will help learners to increase English vocabularies or get new words. In Aceh, English as foreign language is still difficult that mastered by people, includes young learners. In teaching young learners, teacher need a strategy that can attract learners' attention, increase learners' confidence to speak up and understand English materials easily.

According to Arnerich (2018), "one of the big obstacles for children with English as Foreign Language is getting the confidence to try and use their English more often". Puppet can be a strategy and particularly affective as media in learning, it is giving the young learners ability to hide behind the puppet and express themselves to talk more regularly by using puppet. In other hand, hand-doll puppet is great in developing children understanding and vocabulary. It also has good impact in teaching-learning process

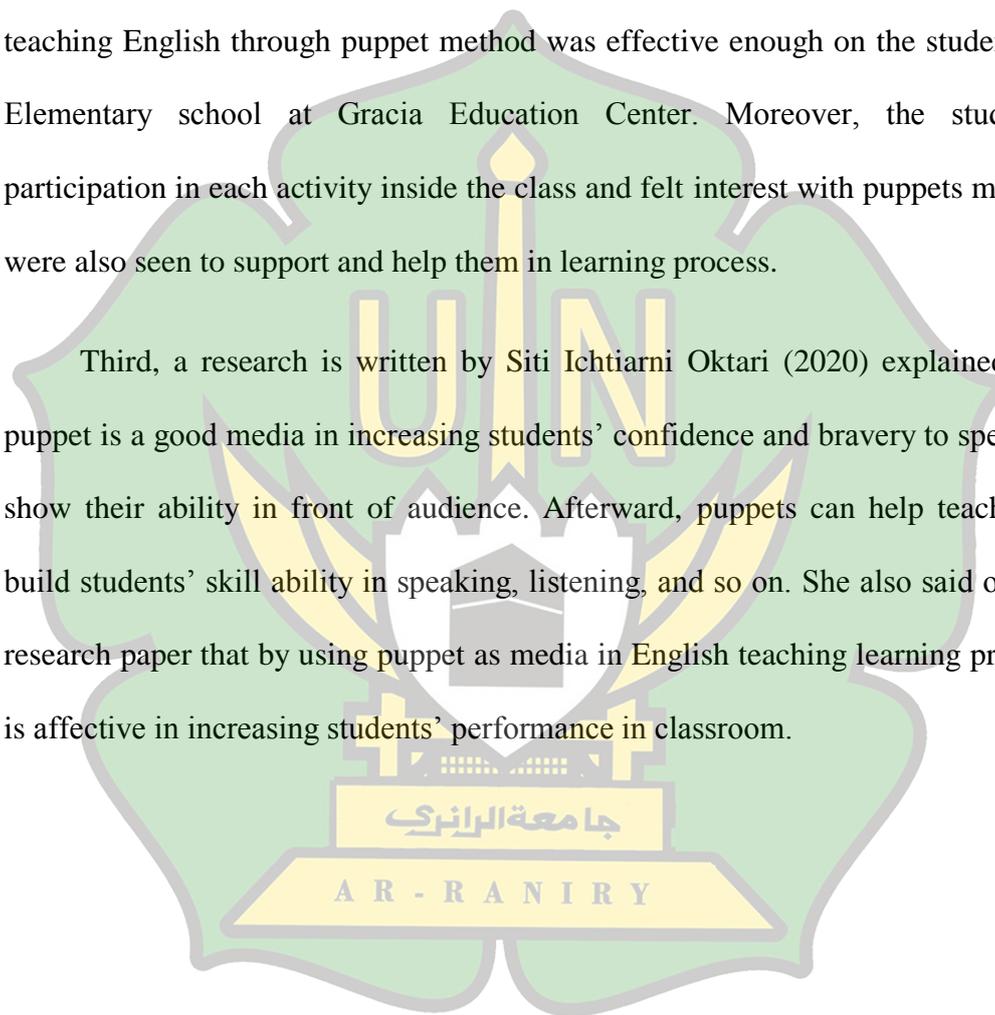
F. Previous Research

There is some previous research about learning English by using Puppet. First, a research is written by Sandra M. Reidmiller (2008), the student enjoyed learning English with puppet in classroom. By using puppet, they creativity and imaginations were activated. The teacher also excited to teach the lesson by using puppet when their all of students listen to them and appreciate the humour of

using puppets. Some of the teachers argue that puppet is the better way to teach English. Meanwhile, based on students' perception declare that almost all of them like to use puppets in next lesson. However, some of them did not.

Furthermore, a research conducted by Cecilia Hesel (2013) uncovered that teaching English through puppet method was effective enough on the students in Elementary school at Gracia Education Center. Moreover, the students' participation in each activity inside the class and felt interest with puppets method were also seen to support and help them in learning process.

Third, a research is written by Siti Ichtiarni Oktari (2020) explained that puppet is a good media in increasing students' confidence and bravery to speak or show their ability in front of audience. Afterward, puppets can help teacher to build students' skill ability in speaking, listening, and so on. She also said on her research paper that by using puppet as media in English teaching learning process is affective in increasing students' performance in classroom.



CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

According to Babbie (2004), research design is “involves a set of decision regarding what topic is to be studied among what population with what research methods for what purpose”. In addition, based on Airasian (2000), research design is a general strategy for conducting a research study. It tells the researcher to select what is the method and design that suitable to solve the research problem, it including the participation, collect the data and so on.

This research used qualitative research as a research design. Qualitative research is a process of collecting or analysing the data which is non-numerical such as words and language. Qualitative could be collected by using depth interview, observation, diary, document, and so on. it was analysed by using thematic analysis or grounded theory. Furthermore, it could be more than only words or text, also could be a video, a photograph, sounds recording, and so on (MCLeod, 2019).

Moreover, according to Denzim and Lincoln (1994) as cited in MCLeod (2019), qualitative research is multimethod in focus, involving an interpretive, naturalistic approach to its subject matter, which means the qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. In this research, qualitative research was used to know how do young learners perceive the use of

hand-doll puppet in encouraging their learning participation in English classroom by conducting interview to them and observation to observe how does the hand-doll puppet encourages young learners' participation in learning English.

B. Research Sites and Participants

The research site is a place where the researcher conducts their research. This research takes places in *Taman Pendidikan Anak Al-Qur'an Mesjid Taqwa* that located at Jalan STA Johansyah, Seutui, Banda Aceh. The researcher took the place to conduct this research because the young learners were available at that place. This was because of covid-19, some courses and schools were closed and the rest were learning at home (online). There were six participants that were chosen to be observed deeply by the researcher. The participants were young learners in aged 6th to 12th years old who lived in Banda Aceh and studied at *Taman Pendidikan Anak Al-Qur'an Mesjid Taqwa*. The researcher selected only six young learners to more concentrate and focus on observing all of them, also all of them attended on 3 days. Moreover,

For this study, the six participants that were chosen by the researcher would be written in initial in below;

Table 3.1

Participants' identity

No	Initial	Age	Grade of Elementary School
1	ZA	6 th years old	1 st grade

2	IN	6 th years old	1 st grade
3	JA	6 th years old	1 st grade
4	ZT	9 th years old	4 th grades
5	RA	10 th years old	5 th grades
6	MO	12 th years old	6 th grades

Furthermore, the teacher who was teaching English with the hand-doll puppet in this research is an English tutor from *Yuk bimbel* and *Z-Gen* course. She taught English for beginner and intermediate class. Her name in initial is OH, she has graduated from department of English language education. She agreed to teach English with the hand-doll puppet for 3 days of research.

C. Techniques of Data Collection

Data is the information that be used in solving the res earch problem. Based on Arikunto (2010), data is written facts or notes, it be used by the researchers to organize research activity. In this research, the data would be collected by observation list as the instrument of data collection.

Instrument is a tool that is used in collecting data to support a research (Gay and Airasian, 2000). For this research, the researcher devides observation and interview as instrument of research. The observation and interview would be explained below;

1. *Observation*

Observation is carried out in sequence and consists of some elements which appear in a phenomenon contained in the object of research. The result of the observation would be reported by using a systematic arrangement depends on applicable rules. According to Gorman (2005) “Observation studies involve the systematic recording of observable phenomena or behavior in a natural setting”.

Observation has two types; they are participating observation and non-participant observation. The research would be used non-participant observation which is mean the observer did not participate in the activities that is observed (Baker, 2006). Moreover, indicators on observation paper are about students’ participation in learning English by using Puppet. The scale of each criteria refers to *Likert* scale. *The Likert* scale is a psychometric scale commonly used in questionnaires, observation list, and the scale is most widely used in survey research (Solmaz, 2020).

The observation table that is written below was according to the researcher's guidelines in observing the teaching-learning process at a senior high school in Aceh in 2019, the guidelines were created by Riska Melani (2017).

Observation Table

The purpose:

1. Observing students’ learning participation in learning English by using hand-doll puppet as a media.

Observation Table

The purpose:

1. Observing students' learning participation in learning English by using hand-doll puppet as a media.

Variable	Indicator	Statements	Assignment criteria					Note
			5	4	3	2	1	
Interest in Learning	1. students' attention to the material	<ul style="list-style-type: none"> • Students are talking with their friend in the teaching-learning process • Students are sleepy or bored when the teacher teaches the material • Students are playing with themselves or friends when the teacher teaches the material 						
	2. students' participation	<ul style="list-style-type: none"> • Students are answering the questions 						

	in learning the material	<ul style="list-style-type: none"> • Students are brave to come forward if the teacher asked them • Students are active in class discussion with their friends • Students are asking to the teacher about the lesson 						
	3. students' feeling toward the media in learning English	<ul style="list-style-type: none"> • Students are excited and active when the teacher uses puppet as a media in learning • Students are comfortable with the media in learning English that is used by the teacher • Students are brave to practice the hand-doll puppet as a media in learning English 						

The scale was used based on *Likert* scale. They are;

- Indicator 1 and 2

scale of each criteria scale of each criterion are:

5 = Always

4 = Sometimes

3 = Every once in a while

2 = Rarely

1 = Never

- Indicator 3 point 1 and 2

Scale of each criteria scale of each criterion are:

5 = Very happy / interested / comfortable

4 = Somewhat happy/ interested / comfortable

3 = Neutral

2 = Not very happy / interested/ comfortable

1 = Not at all happy/ interested/ comfortable

2. *Interview*

In this research, the researcher used non-structural interview because the participants were children as young learners. Moreover, this interview did not have interview guides and only asked some question likes a conversation such as “how about today?”, “do you like learning together with your friend?”, until the

researcher mentioned about the media that was used in the teaching-learning process and asked children's opinion about it.

The answers recorded to make the researcher easier in analysing the answer of participants. The purpose of this interview is supporting statement about puppet is encouraging students' participation in classroom by asking their perception. In addition, the researcher would interview the teacher after the class ended.

D. Techniques of Data Analysis

Data analysis is a process of sorting and grouping data in order to formulate working hypothesis and lifted in conclusion or theories in the research findings (Bakrie, 2003). It was analysing the result of data collection by using some methods depend on the methodology that was used by the researcher.

Based on Schontack (2008), there are two methods that was used to analyse data; they are qualitative method and quantitative method. The researcher would be used qualitative method in analysing data. The result of non-participant observation and non-structural interview would be analysed for answering the research question.

1. Non-Participant Observation

The researcher came and observed all activities in English class, also mentoring the students' participation in learning English. The observation type which is chosen by the researcher is observation non-participant. It is mean the researcher only observes the class without participate with the sample that being

observed. The researcher would be an observer. In this case, the observer only acts as an audience without having to go into the field directly (Macfarlan, 2020).

In observation, the researcher analyses the data by using descriptive analysis, which is analysing each categories of indicator.

a. Indicator 1

For Table 1.1, the student did not talk by themselves while the teacher was teaching.

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never		
2	Rarely		
3	Every once in a while		
4	Sometimes		
5	Always		

For the observation, the researcher counted the total number that had been found. The observation data would be presented in quantitative percentages and explained in descriptive to monitor the development of each participants from the first day until the third day about their participation in learning English by using the hand-doll puppet. The formula that was used is written below;

$$P = \frac{F}{N} \times 100\%$$

Source; (Sudjana, 2002).

P = percentage

F = frequency

N = number of participants

100 = constant of value

2. *Non-Structural Interview*

The researcher analyses the data interview by using Creswell (2014) concept about qualitative data analysis with a narrative research design. The narrative research design was used in this research in order to analyze the phenomenon based on view of chosen participants by asking them several question in order to gather data and then present the analyzed data in form of words. The question would be mentioned on the conversation between the researcher and children after class ended.

Hereafter, Creswell (2014) suggested seven steps in analyzing the qualitative data as:

1. Start form the raw data.
2. Prepare and organize data for analysis.
3. Read all the data.
4. Start coding all the data.
5. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis.
6. Advance of how the description and themes will be represented in the qualitative narrative.
7. A final step in data analysis involves making an interpretation in qualitative of the finding or result.

CHAPTER 4

FINDING AND DISCUSSION

This chapter presented the result of research observation results and discussion of this research. The result was the information found from the field by using observation, while the conclusion of this research was created by discussion. The finding and discussion would be explained as follows;

A. Research Findings

For this study, there were six participants from *Taman Pendidikan Anak, Mesjid Taqwa* who were young learners in aged 6th to 12th years old that be observed deeply about their activities in learning English. This research was conducted by the researcher from 14th October until 16th October, 2020. On the first day, the observer was observing the learning participation in learning English introduction and spelling name. The second day was about learning and describing fruits. The third day is learning and describing animals. All of activities in English classroom were taught by using hand-doll puppets. Moreover, the result of observation be interpreted as follow;

1. Observation

a. Observation on 1st day

On the first day, the English class started at 04.30 P.m. until 05.30 P.m. on Sunday, 14th December, 2020. The location of the research at a mosque beside the road and a small river. Sometimes, it was noisy because of passing vehicles. The facilities were available such as a whiteboard, two hand-doll puppets and a

marker. The atmosphere was friendly, and all students were healthy and cheerful. The place was spacious and peaceful. There were 15 students that joined the class, 6 of 15 students were the research participant that would be observed by the researcher deeply. The six participants were excited when we came and nervous after we told that on the day would be learn about English. The teacher taught about introducing yourselves and alphabet in English by using puppet. She asked the students to introduce themselves and spelling their name by using a puppet as a questioner. The six of participants were shindy in learning English and active to contribute in all activities. However, not all participants were brave to practice the material in front of friends by using the hand-doll puppet. in other hand, the more explanation of observation table that the researcher used to observe the participants would be explained below;

a) The first Indicator is students' attention to the material

1. Students are talking with their friends when the teacher teaches the material.

Table 4.1
students are talking with their friends in teaching- learning process

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	-	0%
2	Rarely	2	33,3%
3	Every once in a while	3	50%
4	Sometimes	-	0%
5	Always	1	16,6%

Based on the table above, mostly students were talking with their friends in 3 to 5 times, they were ZA, IN, and RA. they were talking about any topic that was not related to the subject when the teacher wrote the material on the whiteboard and asked other student to spell his or her name in front of teacher. ZA and IN were playing together and laughing aloud, meanwhile RA whispered with her friend in talking something out of the learning material. In addition, they still pay attention in listening teacher's explanation after the teacher called them. Furthermore, some students were talking rarely once or twice, they were MO and ZT. They talked about something that related to the lesson when the teacher was explaining the material. MO was shy and mostly silent in English classroom, but ZT was daydreaming at some moment. However, they would raise their hand if the teacher asked something. Moreover, JA was talking and playing with his friends more than 5 times when the teacher explained the material. he must be admonished by the teacher or other friends besides him because of noisy. Then, he would listen to the teacher after admonished, but he played again when the teacher did not keep her eyes on him.

2. Students are sleepy or bored when the teacher taught the material

Table 4.2

Students are sleepy or bored when the teacher taught the material

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	3	50%
2	Rarely	2	33,3%
3	Every once in a while	1	16,6%
4	Sometimes	-	0%
5	Always	-	0%

According to the table, more students were not sleepy or bored in teaching-learning activities, they were ZA, IN and RA. They were excited in learning and active to responses teacher's questions. Furthermore, some students were yawn once or twice. ZT and MO sometimes were daydreaming when the teacher taught the lesson. They only excited when the teacher asked to them. Moreover, the rest of students were yawn 2 to 3 times and wanted to go home. JA asked about when the class would be end for several times. On this point, male students got bored faster than female students. However, they still responses teacher's learning motivation and question by using puppet as a questioner, although felt shy to answer.

3. Students are playing with themselves when the teacher teaches the material

Table 4.3

Students are playing with themselves when the teacher teaches the material

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	1	16,6%
2	Rarely	1	16,6%
3	Every once in a while	3	50%
4	Sometimes	1	16,6%
5	Always	-	0%

the table presented that almost all of students were playing with themselves every once in a while, it was 2 to 3 times. JA was playing with his friend, meanwhile ZA and IN were playing with the puppet when the teacher did not use

it. In addition, ZT were playing with his friend, pen, pencil case, and drawing on their book. He did it when the teacher asked other students to practice spell their name in front of class. Furthermore, the rest of students was not playing frequently. RA was playing with her finger and pen twice. Meanwhile, MO was not playing with himself. However, somehow he would be daydreaming in the class.

b) The second indicator is students' participation in learning the material

1. Students are answering the questions

Table 4.4
students are answering the questions

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	-	0%
2	Rarely	-	0%
3	Every once in a while	1	16,6%
4	Sometimes	2	33,3%
5	Always	3	50%

Based on the table above, half of students always answered teacher's questions. MO raised his hand in each question section mostly. Meanwhile, RA and ZA answered spontaneous. The rest were answering after the teacher asked to them. Moreover, ZT, IN and JA raised their hand in 3 to 4 times. Thereafter, one time they were answering spontaneous together.

2. Students are brave to come forward if the teacher asked

Table 4.5

Students are brave to come forward if the teacher asked

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	-	0%
2	Rarely	-	0%
3	Every once in a while	1	16,6%
4	Sometimes	-	0%
5	Always	5	83,3%

the table shown that almost all of students were brave to come forward after the teacher asked them to practice the lesson. ZA and IN were scrambling to come forward when the teacher asked who wants to practice in front of class, the teacher used puppet as a questioner. Furthermore, ZT rejected to practice the lesson in front of his friend because of shy. However, he came forward after the teacher asked him more than 3 times. RA, JA and MO were practicing in front class after the teacher asked them by pointing to them.

3. Students were active in class discussion with their friends

Table 4.6

Students were active in class discussion with their friends

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	-	
2	Rarely	-	

3	Every once in a while	2	33,3%
4	Sometimes	3	50%
5	Always	1	16,6%

According to the table, most of students were bit active in discussion with their friends. Somewhile, ZT, ZA, and IN gave their opinion and be a listener in the group in more than 4 times. In addition, JA gave his opinion once. The observer saw he was playing with himself in his group. Meanwhile, MO was daydreaming in the group as well. In other hand, RA was active in giving his opinion and guiding his friend in the group.

4. Students are asking to the teacher about the lesson

Table 4.7

Students are asking to the teacher about the lesson

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	1	16,6%
2	Rarely	3	50%
3	Every once in a while	2	33,3%
4	Sometimes	-	0%
5	Always	-	0%

Lots of students were asking to the teacher about the lesson rarely, they are asked about how to spell their name to the teacher at once. Furthermore, JA asked every once in a while. Besides asked how to spell his name, also about how to pronoun the alphabet. Moreover, MO never asked any question to the teacher

because he knew about the alphabet and how to spell his name. he only listened to the teacher's answered to his friends' question.

c) The third indicator is feeling happy for the media in learning

1. Students are excited and active when the teacher uses puppet as a media in learning English

Table 4.8

Students are excited and active when the teacher uses puppet as a media in learning

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Not at all Happy/ Interested	1	16,6%
2	Not very Happy/Interested	-	0%
3	Neutral	-	0%
4	Somewhat Happy/ Interested	3	50%
5	Very Happy/ Interested	2	33,3%

Many students are highly excited about the media. ZA and IN reacted extremely happy. Also, they were playing with the hand-doll puppet and making a simple conversation such as "who are you? I am...". In addition, JA, RA and ZT were surprised at the first and just ordinary at the end. However, they would responses if the teacher asked them by using the hand-doll puppet. Furthermore, Moreover, MO were never excited when the teacher introduced a hand-doll puppet at the beginning. The observer found that MO and RA s were less interested in using puppet as media than the other participants. Particularly, the

male students were not interested in learning by using the media because of shame.

2. Students are comfortable with the media in learning English that is used by the teacher

Table 4.9

Students are comfortable with the media in learning that is used by the teacher

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Uncomfortable	-	0%
2	Not very comfortable	-	0%
3	Neutral	1	16,6%
4	Somewhat comfortable	2	33,3%
5	Very comfortable	3	50%

Half of students were comfortable to learn English with a hand-doll puppet as the media in learning English. The students in 1st grade to 4th grades were more comfortable than 5th to 6th grades. Even, they can express their creativity comfily in the English class, such as responses the puppet asked their name and talk with other friends by using hand-doll puppet. Moreover, RA was bit uncomfortable with the hand-doll puppet. When the teacher asked her by using puppet, she was shy to answer it. although, she still response the teacher's question at the end. Furthermore, MO was bit dislike in using hand-doll puppet in learning process. He answered the question with a flat tone.

3. Students are brave to practice the hand-doll puppet as a media in learning

Table 4.10

Students are brave to practice the hand-doll puppet as a media in learning

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	1	16,6%
2	Rarely	-	0%
3	Every once in a while	-	0%
4	Sometimes	1	16,6%
5	Always	4	66,6%

The table presented that more than half of the students were brave to practice the lesson by using the hand-doll puppet in front of class. ZA and IN were asking to use puppet when they came forward. They were more confidence to perform in front of class by using the doll. On the other hand, JA and ZT were not brave overly. They rejected at first but practiced the lesson by using a hand-doll puppet in front of other friends in the end. In addition, the rest of students were not brave to practice the lesson by using the hand-doll puppet. MO rejected to use the puppet, he preferred to not use the media.

b. Observation on 2nd day

On the second day, the English class started at 04.30 P.m. until 05.30 P.m. on Tuesday, 15th December, 2020. the location of the research still at a mosque beside the road and a small river, it was bit noisy because of passing vehicles. The facilities were available such as a whiteboard, a hand-doll puppet and two markers. The atmosphere was coldish and little bit dark because of rain. However, all students were cheerful and healthy. They welcomed the teacher and the observer when we were coming to the place. The place was spacious and peaceful as well. There were 20 students that joined the class at that day, 6 of 20 students were the research participant that would be observed by the researcher deeply. The six participants came on the second day constantly.

The teacher taught about fruits, singing a song and describing a fruit in English by using a hand-doll puppet. She asked the students to repeat the name of fruits after the teacher said it first by using a hand-doll puppet as a speaker and questioner. Moreover, the teacher divided all student into some groups of 3 to 4 students. The teacher gave a picture about fruits for each group and time for discussion. Hereafter, every group came forward to describe the fruit and other group would guess it. The six participants were active and creative in giving some clues of the fruits and answering the fruit. After performed group, all students sang a song together about fruits by using a hand-doll puppet. The class was more fun and excited than yesterday. Although on the second day, it was rainy. Hereinafter, the more explanation of observation table that the researcher used to observe the participants would be explained below;

a) The first Indicator is students' attention in the material

1. Students are talking with their friends when the teacher teaches the material.

Table 4.11

students are talking with their friends in teaching- learning process.

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	1	16,6%
2	Rarely	1	16,6%
3	Every once in a while	3	50%
4	Sometimes	1	16,6%
5	Always	-	0%

Many students are talking with their friends every once in a while. ZA and IN were talking in 2 until 3 times and silent when the teacher called them. JA was not noisier than on the first day. He was more focus in listening teacher's explanation than speaking with friends. furthermore, ZT was talking and playing in with his friend frequently, even he was making a noisy in the class and be reproved by the teacher. However, he was still listening the teacher's explanation for several times. Moreover, RA was silent mostly, she was talking once or twice. Also, she helped the teacher to admonish her noisy friend. Hereafter, the rest of students were not talking with their friend in teaching-learning activities. MO was listening to teacher's explanation, he talked when the teacher asked a question for all students. He was active in answering the questions by raising his hand.

2. Students are sleepy or bored when the teacher teaches the material

Table 4.12

students are sleepy or bored when the teacher teaches the material

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	5	83,3%
2	Rarely	1	16,6%
3	Every once in a while	-	0%
4	Sometimes	-	0%
5	Always	-	0%

Based on the table, almost all of students were not sleepy or bored when the teacher was teaching the lesson. They were active in all activities and enjoyed the class. MO was active in guessing the fruits and his group got the higher score in describing game. The rest were answering the fruit but they did not faster than other. Furthermore, ZT was bit sleepy or bored in the class, he was yawn twice. However, he still participated in the game and song.

3. Students are playing with themselves when the teacher teaches the material

Table 4.13

students are playing with themselves or friends when the teacher teaches the material

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	2	33,3%
2	Rarely	1	16%
3	Every once in a while	3	50%
4	Sometimes	-	0%
5	Always	-	0%

According to the table, lots of students were not playing with themselves and friends. RA and MO focused in listening teacher's explanation and answering the question to get a point. Meanwhile, JA and ZT were playing 2 until 3 times when the teacher was introducing the fruits. The teacher would called them by asking "what kind of this fruit?". Thus, they would be answering the question and did not play anymore. On the other hand, ZA and IN were not playing with themselves or friend frequently. Somewhile, they were influenced by their friend to play with them. However, they went straight back to the lesson after the teacher used a hand-doll puppet.

b) The second indicator is students' participation in learning the material

1. Students are answering the questions

Table 4.14
students are answering the questions

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	-	0%
2	Rarely	-	0%
3	Every once in a while	1	16,6%
4	Sometimes	1	16,6%
5	Always	4	66,6%

Lots of students were answering the teacher's questions frequently. They were active in raising their hand and answering spontaneous together. JA raised his hand eternally but could not answer the question correctly. The teacher helped him to find the correct answer. Furthermore, the small amount

of students were answering the question in 4 until 5 times by raising their hand and answering spontaneous. They stopped in answering the question when they did not know the answer or hesitate after answering wrongly. ZT answered in 2 until 3 times in describing game section. He did not raise his hand, but answered in spontaneous.

2. Students are brave to come forward if the teacher asked

Table 4.15

Students are brave to come forward if the teacher asked

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	-	0%
2	Rarely	-	0%
3	Every once in a while	-	0%
4	Sometimes	3	50%
5	Always	3	50%

The table showed that 3 or 6 participants were brave to perform in front of class eternally. They would come as a volunteer when the teacher asked “penguin wants to ask, who wants to come forward?”. The teacher used a hand-doll puppet as a questioner. All students in 1st grade were raising their hand to come in front of class spontaneous. Furthermore, the rest were bit brave to perform in front of their friend. They would come if the teacher pointed to them. Based on the observer’s observation, found that the students in 4th, 5th and 6th grades would

come forward when appointed by the teacher. Somewhile, they were ashamed to come voluntarily. Meanwhile, the students in 1st grade were brave in performing as volunteer.

3. Students were active in class discussion with their friends

Table 4.16

Students were active in class discussion with their friends

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	-	0%
2	Rarely	3	50%
3	Every once in a while	1	16,6%
4	Sometimes	2	33,3%
5	Always	-	0%

According to the table, the half of participants were bit active in class discussion with their friend in a group. The teacher gave 15 minutes to discuss the clues of the subject after divided the students into groups. ZA and IN being a listener in their group frequently, because RA spoke more dominant than them. However, they gave several clues only several times. Furthermore, ZT was active in the discussion groups occasionally. He could be a listener and also gave their own clues about the subject. Moreover, JA was giving his opinion about 3 times, but he also be a passive in the group because he was playing with his friends in the other group. Meanwhile, MO guided his group very well.

4. Students are asking to the teacher about the lesson

Table 4.17

Students are asking to the teacher about the lesson

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	3	50%
2	Rarely	1	16,6%
3	Every once in a while	1	16,6%
4	Sometimes	1	16,6%
5	Always	-	0%

The table presented that almost all of participant were not asking anything to the teacher about the material. Even in discussion group, they were not asking about the task. Some of them were asking only one time. They were asking some clues that related to the topic. ZA was asking what kind of the fruit that was not put on the picture. Meanwhile, JA was asking more than 5 times to the teacher. He would ask about the topic, but mostly about some random things that not related to the lesson.

c) The third indicator is feeling happy for the media in learning

4. Students are excited and active when the teacher uses puppet as a media in learning

Table 4.18

Students are excited and active when the teacher uses puppet as a media in learning

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Not at all Happy/Interested	1	16,6%
2	Not very Happy/Interested	-	0%

3	Neutral		1	16,6%
4	Somewhat Interested	Happy/	1	16,6%
5	Very Interested	Happy/	3	50%

Based on the table, most of students were excited and active when the teacher used a hand-doll puppet in learning activities. The female students in 1st grade were extremely excited in learning by using a hand-doll puppet. Moreover, the female students in 5th grade were not excited overly, But the student was responded if the teacher asked her by using the hand-doll puppet. In the other hand, ZT were bit indifferent with the media, he sighed after the teacher holding up the hand-doll puppet. However, he was still active to participate in all activities. Hereinafter, MO were not excited with the media. He was not interested in using the hand-doll puppet in learning activities from on the day one. He rejected to use the puppet in practicing the material in front of class because of shy.

5. Students are comfortable with the media in learning that is used by the teacher

Table 4.19

Students are comfortable with the media in learning that is used by the teacher

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Uncomfortable	-	0%
2	Not comfortable	very	0%
3	Neutral	1	16,6%
4	Somewhat	1	16,6%

	comfortable		
5	Very comfortable	4	66,6%

Almost all of participants were comfortable to learn English by using the hand-doll puppet as a media, it better than on the first day. The students enjoyed to learn with the puppet, even they sang a song by using the puppet on their hand. However, some of them were bit comfortable and not really enjoyed in learning English with the media because of embarrassed, but they did not matter if the teacher used the hand-doll puppet in the teaching-learning process.

6. Students are brave to practice the hand-doll puppet as a media in learning

Table 4.20

Students are brave to practice the hand-doll puppet as a media in learning

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	1	16,6%
2	Rarely	2	33,3%
3	Every once in a while	-	0%
4	Sometimes	-	
5	Always	3	50%

Based on the table, 3 of 6 participants were brave to practice the lesson by using the hand-doll puppet. The female students in 1st grade were not afraid to come forward after the teacher gave the puppet, even the students ask to practice

with the puppet. Moreover, the male students were not brave eternally. They felt ashamed to practice with the puppet. However, they still participated in practicing the material without using the media.

c. Observation on 3rd day

On the third day, the English class started at 04.30 P.m. until 05.30 P.m. on Wednesday, 16th December, 2020. the location of the research still at a mosque beside the road and a small river, it was bit noisy because of passing vehicles and there was a small learning group that not far from the research place. The facilities were available such as a whiteboard, a hand-doll puppet and two markers. The atmosphere was still coldish and little bit dark because of rain. However, all students were cheerful and healthy. They welcomed the teacher and the observer when we were coming to the place. The place was spacious and peaceful as well. There were 12 students that joined the class at that day, 6 of 12 students were the research participant that would be observed by the researcher deeply. The six participants came on the third day constantly.

The teacher taught about animals, singing a song and describing the characteristic of the animals in English by using a hand-doll puppet. She asked the students to repeat the name of animals after the teacher said it first by using a hand-doll puppet as a speaker. Moreover, the teacher divided all student into some groups of 3 to 4 students. The teacher gave a picture about animals for each people in a group and time for discussion. Hereafter, every student came forward to describe the animals and other group would guess it. The 5 participants were active and creative in giving some clues of animal and answering the fruit.

Meanwhile 2 participants were mostly silent in answering the question. The observer found that 2 female students in 1st grade were not braver to raise their hand and answered the question than the day one and two. After performed group, all students sang a song together about animals by using a hand-doll puppet. The class not as exciting as the day 2nd. However, it was still fun for the students. Hereinafter, the more explanation of observation table that the researcher used to observe the participants would be explained below;

a) The first Indicator is students' attention in the material

1. Students are talking with their friends when the teacher teaches the material.

Table 4.21

students are talking with their friends in teaching- learning process.

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	-	0%
2	Rarely	3	50%
3	Every once in a while	2	33,3%
4	Sometimes	1	16,6%
5	Always	-	0%

According to the table, half of students were talking infrequently. Even, they would talk one time with other friends, but they talk about the material. MO and RA were talking rarely from the day one. Meanwhile, the female students in 1st grade were not talking too much on the third day. They were bit quite in the

classroom. Furthermore, JA and ZT were talking with their friend. they were bit noisy at the beginning of class, but stopped to talk when the teacher started the game.

2. Students are sleepy or bored when the teacher teaches the material

Table 4.22

students are sleepy or bored when the teacher teaches the material

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	6	100%
2	Rarely	-	0%
3	Every once in a while	-	0%
4	Sometimes	-	0%
5	Always	-	0%

Based on the table, all the participants were not sleepy or bored in all activities on the third day. They participated from the beginning of class until the end. The observer found that the students were not sleepy because the teacher was good at mastering the class. The teacher involved all students in learning activities and used the hand-doll puppet at right time such as in introducing the animals, describing the animals and sang a song.

3. Students are playing with themselves when the teacher teaches the material

Table 4.23

students are playing with themselves or friends when the teacher teaches the material

Scale	Assessment	F	P
-------	------------	---	---

	criteria	(frekuensi)	(percen)
1	Never	1	16,6%
2	Rarely	1	16,6%
3	Every once in a while	4	66,6%
4	Sometimes	-	0%
5	Always	-	0%

The table showed that 4 of 6 participants were playing with themselves and friends every once in a while. they were playing likes a joke, bothered each other, but not making a noise, which means they played and stopped by themselves. Moreover, the rest of participant only responded to their friends' joke for a moment, then back to the lesson. Furthermore, MO was not playing and daydreaming when sat in front of row. the observed found that on the first day and the second day, he sat at the back and somehow he played with friends and daydreaming alone.

b) The second indicator is students' participation in learning the material

4. Students are answering the questions

Table 4.24

students are answering the questions

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	-	0%
2	Rarely	-	0%
3	Every once in a while	1	16,6%
4	Sometimes	3	50%
5	Always	2	33,3%

The table showed that most of the students were answering the questions frequently. the male student in 1st grade answered the question by raising his hand. Somewhile, he answered spontaneously without raised his hand. Moreover, the rest of students were answering the teacher' questions eternally. The male student in 5th grades and the female student in 6th grades were always answered the question by raising their hand. Hereinafter, the female students in 1st grade and a male student in 4th grades were answering the questions every once in a while, which means that the student answered occasionally.

5. Students are brave to come forward if the teacher asked

Table 4.25

Students are brave to come forward if the teacher asked

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	-	0%
2	Rarely	-	0%
3	Every once in a while	6	100%
4	Sometimes	-	0%
5	Always	6	100%

According to the percentage of data on the table, all of participants were brave to come forward when the teacher asked them on the third day. In the game section, all of them had to describe the animals and the other would guess it. The six participants were contributing actively and better in describing the clues. The

observer found that the teacher used the hand-doll puppet in asking the students to come forward and describe the animals. Thus, they were brave to perform in front of their friends after pointed by the hand-doll puppet.

6. Students were active in the class discussion with their friends

Table 4.26

Students were active in class discussion with their friends

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	-	0%
2	Rarely	2	33,3%
3	Every once in a while	3	50%
4	Sometimes	1	16,6%
5	Always	-	0%

Almost all of participants were bit active in class discussion. For all students in 1st grade, they only being a listener for the older ones in their group. However, they gave their own perception in describing the animals and performing well in front of class. Therefore, the rest of them rather be active in class discussion. MO and RA spoke rarely in the class, but they described the subject very well. Moreover, ZT were active in class discussion for several times, he gave her own clues of the animals and guess the animal correctly.

7. Students are asking to the teacher about the lesson

Table 4.27

Students are asking to the teacher about the lesson

Scale	Assessment	F	P (percen)
-------	------------	---	------------

	criteria	(frekuensi)	
1	Never	-	0%
2	Rarely	5	83,3%
3	Every once in a while	1	16,6%
4	Sometimes	-	0%
5	Always	-	0%

On the third day, almost all of participants are not asking actively to the teacher about the lesson. Also, 2 students in 1st grade. they only asked once in the end of class before the teacher ended the lesson. In the learning activities, they were asked by the teacher mostly. Meanwhile, JA were asking to the teacher about the lesson every once in a while. He was bit active in asking some questions in 2 times, he would ask about the other characteristics of the animals and how to say it in English.

c) The third indicator is feeling happy for the media in learning

1. Students are excited and active when the teacher uses puppet as a media in learning

Table 4.28

Students are excited and active when the teacher uses puppet as a media in learning

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Not at all Happy/Interested	-	0%
2	Not very Happy/Interested	1	16,6%
3	Neutral	2	33,3%
4	Somewhat Happy/	1	16,6%

5	Interested Very Happy/ Interested	2	33,3%
---	---	---	-------

The female students in 1st grade were excited and active overly when the teacher used the hand-doll puppet as a media in learning. The hand-doll puppet caught their attention extremely in the learning process. Furthermore, 2 of 6 participants were not excited. ZT and RA felt just ordinary for the media, but responded the questions if the teacher asked them by using the hand-doll puppet. Moreover, JA was bit interested in learning by using the hand-doll puppet. On the other hand, MO was not interested at all in using a hand-doll puppet. He responded the teacher with flat tone if the teacher asked him by using the hand-doll puppet.

2. Students are comfortable with the media in learning that is used by the teacher

Table 4.29

Students are comfortable with the media in learning that is used by the teacher

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Uncomfortable	-	0%
2	Not very comfortable	-	0%
3	Neutral	3	50%
4	Somewhat comfortable	-	0%
5	Very comfortable	3	50%

The table showed that half of students were not comfortable overly with the media in learning. They were ashamed to express their creativities because they did not want to use the media. However, they still responded if the teacher asked them by using the hand-doll puppet. Meanwhile the rest of them were extremely comfortable, especially for the female students in 1st grade. they could express their creativities without shame with other friends. The observed found that somehow MO and RA would sigh when the teacher took out the hand-doll puppet.

3. Students are brave to practice the hand-doll puppet as a media in learning

Table 4.30

Students are brave to practice the hand-doll puppet as a media in learning

Scale	Assessment criteria	F (frekuensi)	P (percen)
1	Never	2	33,3%
2	Rarely	-	0%
3	Every once in a while	-	0%
4	Sometimes	2	33,3%
5	Always	2	33,3%

the table presented that 4 of 6 participants were always brave to practice the hand-doll puppet as a media in learning. Based on the observer mentioned on the table c.9, the students in 1st grade were braver to perform with the media than the students in 4th, 5th and 6th grade. furthermore, somehow ZT was brave in practicing the lesson by using the hand-doll puppet. Even though he would be shy

at first, but he would come to practice with the media as well. moreover, MO and RA were not brave completely to practice the lesson by using the hand-doll puppet. They were ashamed in using the puppet for performing in front of class or not. Even, MO would say to the teacher to not use the puppet and he did not want to perform by using the hand-doll puppet.

After 3 days of observation, the observer explained that for a female student in 1st grade who her initial is ZA, was active and excited in learning English. Even though she played with other friends for some while, but she remembered the lesson quickly and could practice it by using puppet bravely in front of class. However, in the describing game section, ZA did not guess anything. She was silent and looking at her friends who answered the topic.

Moreover, a female student in 1st grade who her initial is IN. She almost the same as ZA that was active and excited in learning English by using a hand-doll puppet. IN was bit passive in describing game section, sometimes she raised her hand but did not answer correctly. However, she was great in describing her animals and fruits. Also, sang a song with the puppet in front of class. Hereinafter, a male student in 1st grade who his name is JA. He was talkative in the class and bit noisy. However, he raised his hand to answer teacher question frequently. Even, he did not know the correct answer but he would raise his hand every teacher asked a question. On the first day, the teacher felt bit difficult to get JA's attention and wanted him focus to the lesson. On the second day, JA was active in describing game and sing a song section. It was same as the third days, he was more silent and focus the teacher's explanation. He was active in game and sang

a song section. However, he was bit ashamed in using the hand-doll puppet when the teacher asked him to sing in front of class.

Furthermore, a male student in 4th grade who his initial is ZT, was not active overly in the class on the first day. He was more silent in sometimes, but also talked with the other friends. He looked sleepy and daydreaming when the teacher explained the material. However, on the second and third day, ZT was more active in describing game and sang a song. He got some score in his group after guessed the kind of animals and fruits. in addition, he was not brave to use the hand-doll puppet in front of class because of shy.

Hereinafter, a female student in 5th grade who her initial is RA, was bit active from on the first day until the third days. She was bit shy to practice by using the hand-doll puppet. Sometimes, she raised her hand to answer teacher's question and guessed in describing games. Moreover, a male student in 6th grade who his initial is MO, was not interested in learning by using the hand-doll puppet. However, he was active and participated in all activities. MO also got the higher score in describing games. He was bit silent and only talked when the teacher asked to all students.

2. Non-structural interview

On the third day, the researcher did an interview with all participants and the teacher by using non-structural interview, which means the interview likes a simple conversation with the students. The reasons why the researcher took this kind of interview are; firstly, the participants are young learners aged 6th to 12th

years old. Secondly, they could not give a real impression if the researcher interviews them one by one. Thirdly, they would be afraid to answer the questions. Thus, the researcher was asking for all participants because of that reasons.

The researcher wanted to find out whether the puppet succeeded in encouraging the students' learning participation in the English classroom by asking some questions for students, the questions and answer would be explained below;

a. How about today and 2 days ago?

The six participants said: "Today is fun, miss". Furthermore, ZA and IN also said: "yesterday is really fun". The researcher found that all the participants were interested in learning English.

b. Do you like to learn English?

The researcher found out that all the participants includes other students were interested in learning English. It based on the six participants answered: "we like English a little bit, sometimes English class is fun". Furthermore, RA said: "I want to be an English teacher in the future because I love to learn English". and MO said: "I like to learn English without using the doll".

c. What did you like the most among those 3 days?

The all participants answered in deference perceptions. MO said: "Today (the third day) is the most fun than yesterday, I like to learn about animals". Moreover, RA argued: "I like tomorrow, when we learned about fruits". Hereinafter, ZA and

IN also said: “me too, I like sing a song and play with the doll”. Meanwhile, JA said: “I don’t like the first day, today is more fun”.

d. Do you like to learn English by using the hand-doll puppet?

The researcher observed that not all participants were interested in learning English by using the hand-doll puppet. MO said: “I do not like to learn with the puppet, because the puppet is suitable with the girl only and the little child. We like learn English without using the hand-doll puppet as a media”. Meanwhile, JA and ZT said: “I like to learn with the puppet, but I am shy to use it”. RA also said: “me too”. Furthermore, ZA and IN told: “we like to learn English with the hand-doll puppet.”

e. What do you think about the puppet? Is it help you in learning English?

The six participants gave their opinion about the puppet. ZA argued: “I like the puppets, the puppets are so cute and fun. It helps me braver in performing in front of class”. RA also said: “I do not really like the puppet, but I am fine in using that doll, the doll is good for liven up the atmosphere in the class”. Meanwhile, MO said: “I think the doll is only suitable with the girl”. Moreover, JA argued: “I like toys more than the doll, but it fun to sing with the puppet”. ZT said: “me too”.

f. Are you happy in learning English?

All participants were excited in learning English, they argued: “*we are happy in learning English today*”. The researcher also found that the six participants enjoyed the class from on the first day until the third day after asked their feeling in learning on the first and second day.

B. Discussion

The researcher had collected the data through observation and interview. The observation was conducted at taman pendidikan Al-Qur'an anak-anak Mesjid Taqwa toward young learners aged 6th to 12th years old. The participants were 6 young learners that divided into three females and three males, they would be mentioned in initial. Furthermore, the researcher observe the six participants' participation in all activities for 3 days.

After 3 days observation, the researcher found that teaching young learners is not difficult if the teacher mastered the class by creating a fun learning and making some jokes in the class. It is related to Bencharef (2009, p.109) that said the teacher have to create a positive and helpful atmosphere in using the hand-doll puppet, trying to create a fun learning and do not teach monotonously, it means teaching with the puppet by making any senses of humors or jokes in the classroom is better than not.

Based on Slameto (2010), the students will be active if the teacher always give some external motivation to provoke their responses. It is related to the teacher did in the classroom. Students would be active by giving external motivation to get a feedback from them. Thus, using a hand-doll puppet is useful to attract students' attention, especially for students in 1st grade. the hand-doll puppet helped the students to come forward bravely which is related to Arnerich (2018) who is said that one of big challenges for children with a foreign language such as English is getting confidence to try and use something to hide their

edginess and express themselves to talk more regularly. Using some media that are comfortable to them is useful to help them confidently.

In this research, there are similarities with a previous research, such as; in this study, the teacher was excited to teach by using the hand-doll puppet. The students and teacher were also excited and enjoyed to learn with the puppet. It is related to Sandra M. Reidmiller (2008) was found that the teacher also excited to teach the lesson by using puppet when all of students listen to her/his and appreciate the humour of using puppets. the teacher argued that puppet is the better way to teach English. This is related to the researcher observation. Meanwhile, based on students' perception declare that half of them like to use puppets in next lesson. However, the rest of them did not.

In addition, there are some similarities with Cecilia Hesel's research (2013). They are; firstly, the puppet could support and help the students in learning process. secondly, the puppet was effective on the students in elementary school. However, there is difference between both of the research. for this study, not all students were interested in using the hand-doll puppet as a media in learning. Meanwhile, on Cecilia's research mention that the students felt interest with the puppet method in learning English.

Moreover, in this research results have some similarities with Siti Ichtiarni Oktari's research (2020). They are; Firstly, the puppet is a great media in increasing students' confidence and bravery to speak or practice in front of class,

Secondly, the puppet is affective in encouraging students' performance in the classroom.



CHAPTER 5

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of this research finding and discussion in the previous chapter that the researcher got from doing an observation and interview to observe how does the hand-doll puppet encourage students' learning participation in English classroom, founds that teaching for young learners was easy after used the hand-doll puppet as a media in learning. Some of the young learners were bravery to perform in front of class and more confidence, the rest were not. The reason is the rest of young learner was ashamed to use the puppet.

Furthermore, the data showed half of the six participants were not interested in using the hand-doll puppet. They assume that the puppet was only for the little child and the girl. Meanwhile, the rest said differently. They thought the puppet is a fun media in learning English. Moreover, all of participants were active in learning participation, such as they participated in games and sang a song. The researcher also found that the hand-doll puppet gave the external motivations to encourage students' participation and support them to be active in the classroom.

In addition, using hand-doll puppet as a media in learning is influenced students' learning participation. The puppet attracted students' attention, supported the students to be brave in performing or practicing the lesson in front

of class and helped the students to more confidence in answering teacher's questions.

B. Suggestions

According to research finding, it could be concluded that the hand-doll puppet is useful in encouraging students' learning participation in English classroom. It gave some benefit for young learners in increasing their confidence. The researcher suggested that this media was suitable for young learners to encourage their participation and get their attention in the lesson.

1. *Young Learners*

This research was expected to give a fun media in learning English to encourage young learners' participation. The media will be beneficial and suitable for the young learners. The hand-doll puppet can encourage students' participation in learning English and support them to more confidence and bravery.

2. *English Teachers*

This study will be beneficial to the English teacher. The hand-doll puppet can be a good media to the teachers for teaching English better. Using media such as hand-doll puppet also stimulates teachers' ideas and creativities to create a fun learning in the classroom.

3. *Further Researcher*

This study only focuses on the use of puppet to encourage students' learning participation in English classroom and how does it work in encouraging students' learning participation by observing students' learning participation in the

classroom and also interviewing the students. Furthermore, for the further researcher, this study can be a reference and solution in finding a good media or other factors in encouraging young learners' participation in learning English.



REFERENCES

- Amin, M. (2014). *What contributes to students' success in learning to speak English*. 1(1), 40.
- Arifin, W. L. (2016). English instruction early-childhood education (A case study at TK Riyadul jannah simo boyolali, central java). *Englisia*, 4(1), 27-41.
- Arnerich, M. (2018). *Using puppet in early years ; what are they good for?*. Retrieved from <https://family.co/blog/management/using-puppets-in-the-early-years-what-are-they-good-for/>
- Arntsen, T. (2016). *How to teach young learners*. Retrieved from Busy Teacher: <https://busyteacher.org/4261-how-to-teach-young-learners-one-step-at-a-time.html>
- Babbie, E. (2004). *The practice of social research (10th ed.)*. Belmont, CA: Wadsworth/Thompson.
- Baker, L. (2006). Observation: A complex research method. *Research method*, 55(1), 173.
- Bencharef, S. (2009). *The role of the teacher as a motivational factor in enhancing Students' communicative proficiency*.
- Brown, H. D. (2003). *Language Assesment ; Principles and classroom practices*. San Francisco, CA: Longman.
- Brown, H. D. (2004). *Language assessment principles and classroom practices*. San Fransisco State University.
- Cameron, L. (2001). *Teaching language to young learners*. UK: Cambridge University Press.

- Chong, M. (2006). The relationship between students' self efficacy and their English language achievement. *Jurnal pendidik dan pendidikan* ,21, 62-69.
- Clair, M. S. (2019, October 1). *When should my child start speaking*. Retrieved from The Conversation: <https://theconversation.com/when-should-my-child-start-speaking-122579>
- Creswell, J. (2009). *Research design: qualitative, quantitative and mixed method Approaches (3rd Ed.)*. LA: SAGE Publications.
- Dewi, S. M. (2016). Bilingualism: parents' perception on learning English as a foreign language in the early age for their children. Retrieved from https://repository.uksw.edu/bitstream/123456789/14435/2/T1_112012107_Full%20text.pdf.
- Ertheo. (2018, May 18). *Benefits of learning a second language as a child*. Retrieved from Ertheo Education and Sport: <https://www.ertheo.com/blog/en/learning-a-second-language/>
- Gobec, D. (2012). Emotional-social curriculum of the trnovo model of basic learning stimulated by a puppet. *Promoting the social emotional aspects of education; A multi-faceted priority. Conference Proceedings*, 62-68.
- Gorman, G. a. (2005). *Qualitative research for the information professional : A practical hand book*. London: Facet Publishing.
- Korosec, H. K. (2013). Evaluating Study of Using Puppets as a Teaching Medium in Slovenian Schools. *Školski vjesnik*, 62(4), 495-520.
- KUMON. (2011, December). *Is learning a foreign language good for kids at young age?*. Retrieved from KUMON: <https://www.kumon.co.uk/blog/is-learning-a-foreign-language-good-for-kids-at-a-young-age/>
- Lowe, J. L. (2000). Puppets and prose. *Guides - classroom - teacher; Journal Articles*, 37(8), 41-45.

- Macfarlan, A. (2020, July 1). *Non-participant observation*. Retrieved from Better Evaluation: <http://www.betterevaluation.org/en/evaluation-options/nonparticipantobservation>
- Maharani, S. (2016). *The use of puppet; shifting speaking skill from the perspective of students' self-esteem*. *Register Journal*, 9(2), 101-126.
- Malta, I. (2013, February 8). *Learning English at a young age*. Retrieved from Inlingua Malta : <https://www.inlinguamalta.com/blog/learning-english-at-a-young-age/>
- MCLeod, S. (2019). *What's the difference between qualitative and quantitative research?*. Retrieved from Simply Psychology: <https://www.simplypsychology.org/qualitative-quantitative.html>
- Melani, R. (2017). *Lembar observasi minat belajar siswa*. Retrieved from SCRIBD: <https://www.scribd.com/document/365364633/Lembar-Observasi-Minat-Belajar-Siswa-docx>
- Melor. (2010). Perception towards classroom participation: A case study of Malaysian undergraduate students. *Procedia*, 7(C), 113-121.
- Mohd Yusof, e. a. (2011). *The dynamics of student participation in classroom: observation on level and forms of participation*. Learning and Teaching Congress of UKM. penang, MY.
- Nilawati, S. C. (2009). The effectiveness of teaching vocabulary by using puppet at elementary school. Jakarta, IN.
- Oktari, S. I. (2020). *Exploring the use of hand puppet in teaching speaking*. Retrieved from <https://repository.ar-raniry.ac.id/id/eprint/13617>
- Parlindungan, F. (2014). Perspectives on teaching English and transforming values of character to broaden students horizon . *Englisia*, 1(2), 216-230.

- Prabhakaran, D. a. (2017). Speaking Anxiety. *Discover the power of puppet. Education and social sciences*, 6(2), 79-87.
- Reidmiller, S. M. (2008). Benefits of Puppets Use . *The benefits of puppet use as a strategy for teaching vocabulary at the secondary school level with students who have mixed learning disabilities*. Retrieved from https://www.academia.edu/15627525/Reidmiller_Research
- Setiawati. (2016). Puppet. Using puppet as media to increase the children vocabulary. *Jurnal Pendidikan*, 8(2) 1-13.
- Slameto. (2010). *Learning and affective factors*. Jakarta: Rineka Cipta.
- Solmaz. (2020). *Likert scale: definition and how to use it*. Retrieved from Mentimeter: <https://www.mentimeter.com/blog/awesome-presentations/likert-scale-definition-and-how-to-use-it>
- Sudijono, A. (2006). *Pengantar stastistik pendidikan*. Jakarta: PT. Raja Grafindo Persada.
- Sudjana. (2002). *Metode statistika*. Bandung, Indonesia: Tarsito.
- Torky, S. (2006). *The effectiveness of a task based intruction program in developing the English language speaking skills of secondary stage students. Bachelor Thesis*. Retrieved from <https://www.semanticscholar.org/paper/The-Effectiveness-of-a-Task-Based-Instruction-in-of-Torky/334416513de6da287d578b031a6ba30d89054f6e>

Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Nomor : B-654/UN.08/FTK/KP.07.6/01/2020

TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 31 Desember 2019
- MEMUTUSKAN**
- Menetapkan
PERTAMA : Menunjuk Saudara:
1. Dr. Nashriyah, MA
2. Fitriah, M. Pd
Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
Nama : Intan Fuadillah
NIM : 160203030
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Using Hand-Doll Puppet in Encouraging Learning Participation in English Classroom
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 24 Januari 2020

An. Rektor
Dekan,

Muslim Razali

Appendix B



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda

Aceh Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-14127/Un.08/FTK.1/TL.00/12/2020
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Pengurus Taman Anak-Anak Al-Qur'an Mesjid Taqwa

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **INTAN FUADILLAH / 160203030**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. STA Johansyah Lr. Taqwa No. 75 Seutui Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul ***Using Hand-doll Puppet in Encouraging Learning Participation in English Classroom***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 28 Desember 2020

an. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 28 Desember

2021

Dr. M. Chalis, M.Ag.

TAMAN PENDIDIKAN AL-QUR'AN (TPA) AT-TAQWA SEUTUI

Jalan. Sultan Alaidin Johansyah No.24 Gampong Seutui Kecamatan Baiturrahman Kota Banda Aceh

SURAT KETERANGAN

Nomor : 01.001/TPA-AT/I/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor :B-14127/Un.08/FTK.1/TL.00/12/2020. Direktur Taman Pendidikan Al-Qur'an (TPA) At-Taqwa Gampong Seutui, Kecamatan Baiturrahman Kota Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Intan Fuadillah
NIM : 160203030
Fak/Prodi : FKT UIN Ar-Raniry Banda Aceh / PBI

Benar telah melakukan penelitian dan pengumpulan data pada Taman Pendidikan Al-Qur'an (TPA) At-Taqwa Gampong Seutui dalam rangka menyusun Skripsi yang berjudul: *"Using Hand-doll Puppet in Encouraging Learning Participation in English Classroom"*.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 17 Januari 2021
Direktur TPA At-Taqwa


M. Saifuddin

TPA MESJID TAQWA
GP. SEUTUI
BANDA ACEH

Appendix D

A. Day-1

Observation Table

Nama Pengobservasi :

Tujuan :

- Melihat, mengobservasi, mengamati perkembangan partisipasi siswa didalam kelas Bahasa Inggris dengan menggunakan media pembelajaran Puppet.

Variable	Indikator	Butir Pertanyaan	Nama pelajar															Keterangan						
			ZA					IN					JA											
			5	4	3	2	1	5	4	3	2	1	5	4	3	2	1							
MINAT BELAJAR	1. Perhatian dalam Materi Pelajaran	• Siswa berbicara sendiri/ Bersama teman ketika guru mengajar																				lumayan kadang dapat fobia kan dengan kausan	kadang ngakut biarin teman-temannya	cepat Terbalikkan dengan boneka
		• Siswa mengantuk / bosan Ketika guru mengajar																						kadang Mengunap

	2. Partisipasi dalam materi pelajaran	• Siswa tidak bermain sendiri/ Bersama teman saat guru mengajar																			Main dengan Puppet	—	balang Main sendiri / ngomong sendiri
		• Siswa menjawab pertanyaan yang diberikan guru																			berantusias menjawab pertanyaan	—	—
		• Siswa berani maju ke depan jika disuruh guru																			berani Kalau Caedua	—	lebih Sering Menjawab / mengacungkan tangan
		• Siswa aktif dalam diskusi Bersama teman sejawat																				—	
3. Perasaan senang terhadap		• Siswa bertanya kepada guru																					
		• Siswa merasa bersemangat dan aktif Ketika guru menggunakan Puppet																		Mengacung kan tangan untuk memperhatikan	Mengacung kan Tangan	lebih Sering Menjawab / mengacungkan tangan	

Melihat menggunakan

	<ul style="list-style-type: none"> Siswa bermain sendiri/ Bersama teman saat guru mengajar 	✓	✓	✓		
2. Partisipasi dalam materi pelajaran	<ul style="list-style-type: none"> Siswa menjawab pertanyaan yang diberikan guru 	✓	✓	✓	Guru angket dengan tem yang berguru	
	<ul style="list-style-type: none"> Siswa berani maju ke depan jika disuruh guru 	✓	✓	✓	Ita desunth	
	<ul style="list-style-type: none"> Siswa aktif dalam diskusi Bersama teman sejawat 	✓	✓	✓		
	<ul style="list-style-type: none"> Siswa bertanya kepada guru 	✓	✓	✓		
3. Perasaan senang terhadap	<ul style="list-style-type: none"> Siswa merasa bersemangat dan aktif Ketika guru menggunakan Puppet 	✓	✓	✓		
media pembelajaran	sebagai media pembelajaran <ul style="list-style-type: none"> Siswa merasa nyaman dengan media pembelajaran yang digunakan 	✓	✓	✓		hasil nyinan
	<ul style="list-style-type: none"> Siswa berani mempraktekkan materi pembelajaran dengan menggunakan media puppet 	✓	✓	✓		

Keterangan Lainnya :

- Lokasi : Masjid Jazwa
- Suasana : Mendukung, Sedikit Redup
- Keadaan ruangan : luas, Fasilitas Mendukung
- Kondisi pelajar : Sehat, Cera
- Waktu belajar : Setelah asar, Jam 4 1/2 sore

C. Day-3

Hari ke-3

Observation Table

Nama Pengobservasi :

Tujuan :

1. Melihat, mengobservasi, mengamati perkembangan partisipasi siswa didalam kelas Bahasa Inggris dengan menggunakan media pembelajaran Puppet

Variable	Indikator	Butir Pertanyaan	Nama pelajar															Keterangan		
			ZT			IN			RA											
			5	4	3	2	1	5	4	3	2	1	5	4	3	2	1			
MINAT BELAJAR	1. Perhatian dalam Materi Pelajaran	<ul style="list-style-type: none"> Siswa berbicara sendiri Bersama teman ketika guru mengajar Siswa mengantuk bosan Ketika guru mengajar 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
		<ul style="list-style-type: none"> Siswa bermain sendiri/ Bersama teman saat guru mengajar 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	2. Partisipasi dalam materi pelajaran	<ul style="list-style-type: none"> Siswa menjawab pertanyaan yang diberikan guru Siswa berani maju ke depan jika disuruh guru Siswa aktif dalam diskusi Bersama teman sejawat Siswa bertanya kepada guru 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	3. Perasaan senang terhadap	<ul style="list-style-type: none"> Siswa merasa bersemangat dan aktif Ketika guru menggunakan Puppet 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	orang	super	baiknya pupp erate!

	<ul style="list-style-type: none"> Siswa bermain sendirian/ Bersama teman saat guru mengajar 	✓	✓	✓	✓			
2. Partisipasi dalam materi pelajaran	<ul style="list-style-type: none"> Siswa menjawab pertanyaan yang diberikan guru 	✓	✓	✓	✓		Mengamati Serentak	
	<ul style="list-style-type: none"> Siswa berani maju ke depan jika disuruh guru 	✓	✓	✓	✓	jika ditunjuk	luluslah sendiri	u
	<ul style="list-style-type: none"> Siswa aktif dalam diskusi Bersama teman sejawat 	✓	✓	✓	✓		lebih mendengarkan & kea	
	<ul style="list-style-type: none"> Siswa bertanya kepada guru 	✓	✓	✓	✓			
3. Perasaan senang terhadap	<ul style="list-style-type: none"> Siswa merasa bersemangat dan aktif Ketika guru menggunakan Puppet 	✓	✓	✓	✓	Edg ka lihat aktif meski ke maka	Edg. lihat aktif meski latar sendiri	

media pembelajaran	sebagai media pembelajaran <ul style="list-style-type: none"> Siswa merasa nyaman dengan media pembelajaran yang digunakan Siswa berani mempraktekkan materi pembelajaran dengan menggunakan media puppet 	✓	✓	✓	✓			
--------------------	---	---	---	---	---	--	--	--

Keterangan Lainnya :

- Lokasi : Masjid rd, dekat jalan
- Suasana : Mendung, Dingin, Sejuk, Aspek ribut (busana honda)
- Keadaan ruangan : luas, anak-anak duduk dilantai
- Kondisi pelajar : Sehat, bersemangat
- Waktu belajar : 4.50 - 5.30 = 1 jam
- Lainnya :

Appendix E

Interview List

The observer asked students after the learning-teaching process ended. The interview questions would be asked for all participants and other students. The observer also focused on 6 participants that joined the class from day one until the last day. The questions would be written in below;

1. How about today and 2 days ago?
2. Do you like to learn English?
3. What do you like the most among those 3 days?
4. Do you like to learn English by using the hand-doll puppet?
5. What do you think about the puppet? is it help you in learning English?
6. Are you happy in learning English?

