

**THE EFFECT OF USING HAND PUPPET ON THE TENTH GRADE
STUDENTS MONOLOGUE OF PRODECURAL TEXT
AT THE SMK PGRI BANJARBARU**

SARJANA'S THESIS

RAUDATUL JANNAH

REG.NUMBER: 2210117320015



**ENGLISH LANGUAGE DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMBUNG MANGKURAT
BANJARMASIN**

2026

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***SARJANA'S* THESIS**

**Presented to Faculty of Teacher Training and Education as a Partial
Fulfillment of the Requirement for Completing the *Sarjana's Pendidikan*
Program in English Language Education**

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FACULTY OF TEACHER TRAINING AND EDUCATION
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BANJARMASIN**

2026

LETTER OF APPROVAL

This is to certify that the Sarjana's Thesis Proposal of Raudatul Jannah reg. number 2210117320015 entitled "The Effect of Using Hand Puppet on Tenth Grade Students' Monologue of Prodecural Text at the SMK PGRI Banjarbaru" has been approved by the advisor for oral examination.

Banjarmasin, December 2025

Academic Advisor,

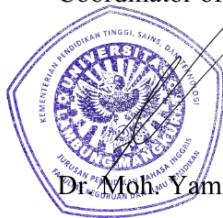


Dr. Rina Listia, M.Pd

NIP. 196404241994032008

Approved by:

Coordinator of English Language Education Study Program,



Dr. Moh. Yamin, M.Pd

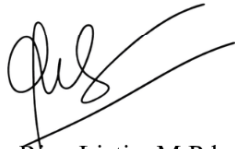
NIP. 19800716 201012 1 003

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Banjarmasin, December 2025

Advisor I,



Dr. Rina Listia, M.Pd

NIP. 196404241994032008

Banjarmasin, December 2025

Advisor II,

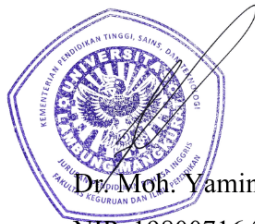


Eka Puteri Elyani, M.Pd

NIP. 199101302019032014

Approved by:

Coordinator of English Language Education Study Program,



Dr. Moh. Yamin, M.Pd

NIP. 19800716 201012 1 003

REVISION APPROVAL FORM

The undersigned hereby declares that:

Name : RaudatulJannah

Student's ID : 2210117320016

Degree : Bachelor of Education

Study Program: English Language Education

Thesis Title : "The Effect of Using Hand Puppet on Tenth Grade Students'

Monologue of Procedural Text at the SMK PGRI Banjarbaru."

Has completed the revision of the thesis manuscript in accordance with suggestions given by the Examiner Board therefore, this thesis is ready to be submitted for the Research Result Seminar.

Banjarmasin, June 2016

Advisor I,



Dr. Rina Listia, M.Pd

NIP. 196404241994032008

Banjarmasin, June 2016

Advisor II,



Eka Puteri Elyani, M.Pd

NIP. 199101302019032014

Approved by:

Coordinator of English Language Education Study Program,



Dr. Moh. Yamin, M.Pd

NIP. 19800716 201012 1 003

REVISION APPROVAL FORM
RESEARCH RESULT SEMINAR

The undersigned hereby declares that:

Name : RaudatulJannah

Student's ID : 2210117320016

Degree : Bachelor of Education

Study Program: English Language Education

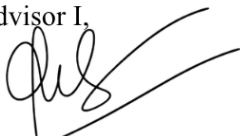
Thesis Title : "The Effect of Using Hand Puppet on Tenth Grade Students'

Monologue of Procedural Text at the SMK PGRI Banjarbaru."

Has completed the revision of the thesis manuscript in accordance with suggestions given by the Examiner Board therefore, this thesis is ready to be submitted for the thesis examination.

Banjarmasin, July 2026

Advisor I,

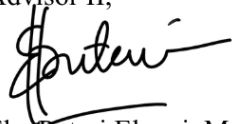


Dr. Rina Listia, M.Pd

NIP. 196404241994032008

Banjarmasin, July 2026

Advisor II,



Eka Puteri Elyani, M.Pd

NIP. 199101302019032014

Examiner,



Dr. Cayandrawati Sutiono, M.A

NIP. 196105081986032003

Approved by:

Coordinator of English Language Education Study Program,



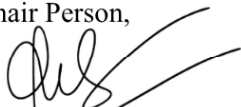
Dr. Moh. Yamin, M.Pd

NIP. 19800716 201012 1 003

LETTER OF APPROVAL

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Banjarmasin, July 2026
Chair Person,



Dr. Rina Listia, M.Pd

NIP. 196404241994032008

Banjarmasin, July 2026

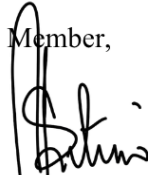
Member,



Eka Puteri Elyani, M.Pd

NIP. 199101302019032014

Member,



Dr. Cayandrawati Sutiono, M.A

NIP. 196105081986032003

Approved by:

Coordinator of English Language Education Study Program,



Dr. Moh. Yamin, M.Pd

NIP. 19800716 201012 1 003

ABSTRACT

Jannah, Raudatul. 2026. The Effect of Using Hand Puppet on Students' Speaking Skills at The Tenth Grade of SMK PGRI Banjarbaru Sarjana's Thesis. English Language Education Study Program, Faculty of Teacher Training and Education, Lambung Mangkurat University. The First Advisor: Dr. Rina Listia, M.Pd., and the Second Advisor: Eka Puteri Elyani, M.Pd.

Keywords: Hand Puppet, Quasi-Experimental Research, Procedural Text Monologue

Speaking is one of the most important language skills that should be mastered by students in learning English. One of a kind of it is Monologue. However, many students still experience difficulties in speaking English due to limited vocabulary, lack of actively participated, fear of making mistakes, and low participation during speaking activities. Therefore, hand puppet media was used as an instructional medium to help students improve their speaking skills. This study aimed to determine whether there was a significant effect of using hand puppet media on the speaking skills of tenth-grade students at SMK PGRI Banjarbaru.

This study employed a quantitative approach using a quasi-experimental design. The population of the study consisted of tenth-grade students at SMK PGRI Banjarbaru in the academic year 2025/2026. The sample consisted of 60 students, with 30 students in the experimental group and 30 students in the control group. The instrument used in this study was a speaking test administered as a pre-test and post-test. The data were analyzed using Paired Sample T-Test and N-Gain analysis through SPSS version 31.

The findings showed that students' monologue of procedural text improved after being taught using hand puppet media. The post-test scores were higher than the pre-test scores, indicating an improvement in students' speaking performance. In addition, the N-Gain analysis revealed that the use of hand puppet media was effective in enhancing students' monologue of procedural text.

The statistical analysis confirmed that the improvement was significant. The result of the Paired Sample T-Test showed a significance value (Sig. 2-tailed) of 0.000, which was lower than 0.05. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. These findings indicate that hand puppet media had a significant effect on students' monologue of procedural text and can be used as an alternative instructional medium to improve monologue of procedural text, classroom participation, actively participated, and motivation. This study may also provide a reference for future research on puppet-based instructional media.

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The researcher realizes that this thesis is far from being perfect. Therefore, criticisms, comments, and suggestions are greatly appreciated to improve the quality of this work. May this research provide benefits for the development of English language teaching, especially in the use of instructional media for teaching speaking at vocational high schools.

Banjarmasin, 2026

Raudatul Jannah

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CHAPTER I

INTRODUCTION

This chapter provides the background of the study, the statement of the problem, the purpose of the study, the hypotheses, the significance of the study, and the definition of key terms.

1 .1 Background of the Study

English is widely recognized as an international language used for communication among people from different countries, cultures, and linguistic backgrounds. It is usually learned after the mother tongue and the national language, and good English skills are important for entering higher education and finding better job opportunities Sya et al. (2025). In the Indonesian context, English is a subject introduced from elementary school through higher education. Learning English well, particularly speaking skills, is essential because speaking becomes the primary instrument of communication in education, technology, and the workplace. The ability to speak connects learners in academic and social settings and provides a gateway to success not only in English but also across other subjects, since most classroom instructions and explanations are delivered verbally (Barnes, 1992, as cited in Sabnani, 2024). Speaking skill itself can be defined as the ability to produce articulatory sounds or words in order to express, state, or convey one's thoughts, ideas, and feelings Marthiasari et al. (2020). In this regard, a strong command of English speaking skills serves as a crucial foundation for students' future academic and professional success.

Despite the widespread recognition of its importance, many students, particularly those at the vocational high school (SMK) level, continue to encounter significant challenges in developing their English speaking abilities, especially in terms of pronunciation, fluency, grammar, and vocabulary use. These persistent difficulties highlight the gap between the acknowledged value of speaking skills and students' actual level of competence in this area.

One of the factors contributing to students' low speaking performance is related to instructional practices in the classroom. Although speaking instruction is crucial, observations show that teachers tend to devote more attention to reading and writing, as these two skills are usually assessed more extensively in examinations Sabnani (2024). This tendency reflects washback, a phenomenon in which the format and content of a test influence how and what teachers choose to teach (Oliver et al., 2005, as cited in Sabnani, 2024). Teachers, it seems, are more inclined to prepare students for oral tests through practice drills rather than helping them become confident speakers by acquiring and applying effective speaking strategies (Lyster & Saito, 2010, as cited in Sabnani, 2024). As a result, students are not well guided to become confident speakers who can negotiate meaning in communication. Teachers' teaching practices knowledge in teaching speaking is still developing (Baker, 2014, as cited in Sabnani, 2024), which leads to the continued use of drill-and-practice methods rather than strategy-based instruction. In relation to this, speaking learning strategies are commonly categorized into three main stages, namely planning, monitoring, and

evaluating Oxford (2011, 2017), which respectively represent the process of preparing for a speaking task, self-checking one's performance during the task, and reflecting on the outcome afterward. These strategies could actually help students develop their speaking skills more effectively; however, they are rarely taught explicitly in the classroom Sabnani (2024), leaving students without a structured approach to improving their speaking ability.

Another issue contributing to students' low speaking ability is the limited use of engaging and innovative learning media in speaking instruction. Students usually rely on textbooks and worksheets as their main learning materials, which can make the learning process less interesting and reduce motivation Sya et al. (2025). Findings also reveal that vocational high school students tend to be stronger in reading and writing than in listening and speaking, mainly due to limited exposure to real English conversations and a lack of speaking practice in academic settings Sya et al. (2025).

This issue becomes even more relevant when considering the current digital era, in which many recent studies on speaking instruction have relied on digital and multimodal media, such as videos, mobile applications, or computer-assisted learning tools Hadizadeh (2025). However, not all schools are able to fully adopt such digital-based media due to limited facilities or classroom policies restricting device use. This condition is found at SMK PGRI Banjarbaru, where the use of mobile phones during learning activities is prohibited, and the availability of LCD projectors is limited, so that teachers often have to bring and use their own personal LCDs to support classroom instruction. Under these circumstances, teachers need alternative instructional

media that do not depend on digital devices, yet remain able to engage students and support active speaking practice. Hand puppet media offers such a solution, as it is inexpensive, simple in design, and easy to prepare and use in the classroom, making it a practical alternative in schools with limited technological resources.

This situation also points to a research gap, since most previous studies on innovative speaking media, including studies on puppets, have been conducted in contexts with adequate access to digital or multimodal resources (Hadizadeh, 2025; Aridasarie & Rohmah, 2024), while studies examining low-cost, non-digital media such as hand puppets in schools with restricted technology use, particularly at the vocational high school level, remain limited.

This condition is further influenced by students' language environment. Initial observations at SMK PGRI Banjarbaru indicate that tenth-grade students are hesitant to speak English in class; they are more comfortable using Banjarese than Indonesian, and even less English. This finding is in line with the claim that first language (L1) interference can affect students' ability to speak English, as students who are already accustomed to the structure and vocabulary of their regional language often find it difficult to switch to English Monib and Hadi (2025). This L1 interference, therefore, remains a relevant contextual factor explaining students' low willingness and ability to speak English at SMK PGRI Banjarbaru.

Given these challenges, students need instructional media that can help shift their focus away from self-consciousness during speaking practice, so

that they feel more comfortable and willing to speak despite their limited language ability. Hand puppet media is one such instructional media that offers this potential. Hand puppet media is defined as media shaped to resemble animals or humans, which can be moved from below by a person whose hand is inserted under the puppet's clothing Marthiasari et al. (2020). Hand puppets are easy to use: the index finger moves the head, while the thumb and other fingers move the hands Marthiasari et al. (2020). The advantage of this media is that it can be developed into two characters in one puppet (two-in-one), making it more interesting for students Marthiasari et al. (2020). Most importantly, hand puppets can provide a psychological "mask" or shield that makes students braver to speak and express themselves without fear of being judged Marthiasari et al. (2020).

Several previous studies have highlighted the benefits of puppets in language learning. Puppets have been shown to support students' communication, participation, actively participated, and speaking development (Aridasarie & Rohmah, 2024; Guihot-Balcombe, 2024; Yekeler Gökmen, 2025). These findings indicate that puppet-based activities provide a supportive and engaging learning environment that may help students practice speaking more effectively. Therefore, hand puppets have the potential to be used as instructional media to support the development of students' speaking skills, particularly in classroom settings with limited access to digital learning tools.

Several previous studies have examined the use of puppets in speaking instruction. A two-character hand puppet media was developed for third-

grade elementary school students through role-playing learning, obtaining expert validation results of 91% (very feasible) and student response results of 93% (very good) Marthiasari et al. (2020). A study of six students aged 9–11 years at an English course in Malang found that puppets increased students' actively participated, fluency, and pronunciation Aridasarie and Rohmah (2024). A study of 75 elementary school students found that puppets are effective in improving communication, socialization, participation, and self-esteem Guihot-Balcombe (2024). A study of 100 third-grade elementary school students in Turkey found that finger puppets helped identify story elements, although students were still weak in active listening strategies Yekeler Gökmen (2025). Meanwhile, research on the factors affecting speaking skills has shown that teacher factors, teaching methods, curriculum, environment, and psychological and linguistic factors significantly influence speaking skills, based on a study of 185 undergraduate English major students in Afghanistan Monib and Hadi (2025). A study of 34 students from various school backgrounds (high school, vocational high school, madrasah, Islamic boarding school) found that students excelled more in writing and reading, while listening and speaking remained major challenges Sya et al. (2025). In addition, a study of 43 first-year ELT students in Northern Cyprus found that multimodal activities improved integrated skills Hadizadeh (2025).

Based on the review of these studies, a research gap is evident. Research on hand puppets is still limited to elementary school students as subjects (Marthiasari et al., 2020; Guihot-Balcombe, 2024; Aridasarie & Rohmah, 2024; Yekeler Gökmen, 2025). Previous studies on factors affecting speaking

skills (Monib & Hadi, 2025; Sya et al., 2025; Hadizadeh, 2025) have not examined the use of puppet media, particularly in vocational high schools with limited access to digital learning tools. There is still no research that specifically investigates the effect of hand puppets on the speaking skills of tenth-grade students in such a context, especially at SMK PGRI Banjarbaru. To the best of the researcher's knowledge, limited studies have investigated the integration of strategy instruction (Goh & Burns, 2012, as cited in Sabnani, 2024; Sabnani, 2024) through hand puppet media in the context of vocational high school students in Indonesia.

Based on the background of the problems described above, this study aims to examine the effect of using hand puppet media on the tenth-grade students' monologue of procedural text at SMK PGRI Banjarbaru. This study is expected to provide theoretical benefits by enriching the scientific knowledge about the use of hand puppet media as a low-cost, non-digital alternative in teaching speaking at the vocational high school level, as well as integrating the principles of strategy instruction (Goh & Burns, 2012, as cited in Sabnani, 2024; Sabnani, 2024) and multimodal learning (Kress & Van Leeuwen, 2006, as cited in Aridasarie & Rohmah, 2024; Hadizadeh, 2025). Practically, this study benefits teachers by offering an innovative and easily accessible media alternative for teaching speaking, particularly in schools with limited digital facilities; benefits students by improving their speaking skills, self-willingness to participate, and active participation (Marthiasari et al., 2020; Aridasarie & Rohmah, 2024; Guihot-Balcombe, 2024); and benefits the

school as a contribution to the development of English language learning quality at SMK PGRI Banjarbaru.

1 .2 Statement of the Problem

Based on the background of the study, this research investigates whether there is a significant effect of using hand puppet on students' monologue of procedural text at the tenth grade of SMK PGRI Banjarbaru.

1 .3 Purpose of the Study

The purpose of this study is to find out whether there is a significant effect of using hand puppet on students' monologue of procedural text at the tenth grade of SMK PGRI Banjarbaru.

1 .4 Hypothesis

Based on the statement of the problem and the purpose of this study, the following hypotheses are formulated. These hypotheses serve as the researcher's predictions regarding the effect of using hand puppet on students' speaking skills at the tenth grade of SMK PGRI Banjarbaru. According to Creswell (2018), in quantitative research, hypothesis testing is conducted using statistical procedures to determine whether the observed results are statistically significant. Statistical significance indicates that the obtained results are unlikely to have occurred by chance, based on a predetermined significance level (α). Therefore, the term *significant* in this study refers to statistical significance rather than indicating that the effect is necessarily positive or negative.

The hypotheses are as follows:

1. Null Hypothesis (H_0)

There is no significant effect of using hand puppet on students' monologue of procedural text at the tenth grade of SMK PGRI Banjarbaru.

2. Alternative Hypothesis (H_a)

There is a significant effect of using hand puppet on students' monologue of procedural text at the tenth grade of SMK PGRI Banjarbaru.

1.5 Significance of the Study

1.5.1 Theoretical Significance

The theoretical significances of this study are as follows:

1. This study is intended to validate the idea of the effect of using hand puppet as a teaching media to improve students' monologue of procedural text.
2. This study is expected to contribute to the knowledge and understanding of the effect of using hand puppets on students' monologue of procedural text.

1.5.2 Practical Significance

In practical terms, the significance of this research is derived from the following reasons:

1. For students, this study is expected to help them improve their willingness to participate and participation in monologue of procedural text activities through the use of engaging hand puppet media.

2. For teachers, the results of this study are expected to offer a creative and effective instructional medium to encourage students' active participation in monologue of procedural text activities.
3. For future researchers, this study may serve as a reference for further research on the use of puppets or similar interactive teaching tools in English language learning.

1 .6 Definition of Key Terms

The definition of key terms to be used in this research are as follows:

1. *Monologue Of Procedural Text* : In this study, speaking skills refer to students' oral performance at the tenth grade of SMK PGRI Banjarbaru, which is measured through a speaking rubric covering pronunciation, vocabulary, grammar, and fluency.
2. *Hand Puppet*: In this study, hand puppet refers to the instructional media used as the main treatment for the experimental group to help improve students' speaking skills.
3. *Stick Puppet*: Students ability to present procedural texts orally in the form of a monologue, as assessed using a speaking rubric (pronunciation, fluency, grammar, vocabulary)

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher will be focused on the theories and literature related to this study. This chapter explains speaking skills, teaching speaking, instructional media, hand puppet as instructional media, stick puppet as instructional media, the comparison between hand puppet and stick puppet, and some previous studies.

2 .1 Speaking Skills

2.1.1 Definition of Speaking Skills

Speaking skills are one of the language skills that play an important role in the communication process. Through speaking, a person can convey ideas, opinions, information, and feelings to other people orally. In learning English as a foreign language, speaking skills are often considered an indicator of successful language learning because this ability shows the extent to which students are able to use the language for real communication purposes.

Harmer (2007) states that speaking is a skill that enables learners to use the language elements they possess to achieve certain communication purposes. Harmer explains that the more opportunities students are given to use the language actively, the more automatic their use of the language becomes, allowing them to develop into independent language users.

Assessing someone's speaking ability is not as simple as it looks, because a speaker's performance in a conversation is always shaped by how well they can follow and respond to their partner's words, so oral production is never a

fully separate, standalone skill (Brown & Abeywickrama, 2019). Every speaker also has the freedom to choose their own words and sentence patterns to say the same thing, which is exactly what makes speaking a much more open and unpredictable skill compared to skills like reading or listening that have fixed, correct answers. This is why speaking ability in this study is not only understood as the act of producing sounds and words correctly, but as the learner's capacity to build meaning together with an interlocutor, using whatever pronunciation, vocabulary, and grammar they have mastered so far.

Speaking skills also become one of the main goals in foreign language learning, since the shift in language teaching has moved learners away from simply comprehending written texts toward being able to actually communicate orally (Hasanuddin, 2014). This shows that mastering speaking is not just a supporting skill for other language skills, but an ability that must be trained deliberately because it directly reflects a learner's real communicative competence.

Taking these views together, speaking skills in this study are defined as students' ability to produce spoken English to convey meaning in a communicative situation, an ability that can be observed and measured through several components, namely pronunciation, vocabulary, grammar, and fluency. The following sections explain how these components are used as the basis of speaking performance in this research.

2.1.2 Components of Speaking Skills

According to Brown and Abeywickrama (2019), speaking ability can be broken down into several distinct components that are commonly used as criteria in assessing a learner's oral proficiency. Among these components are pronunciation, fluency, grammar, and vocabulary, which together represent separate yet interrelated abilities that make up overall speaking performance. This componential view stands in contrast to a purely holistic approach, which tends to assess speaking as a single, undifferentiated skill. According to Brown and Abeywickrama (2019), the componential approach is considered more appropriate for classroom-based assessment because it allows teachers to break down a complex skill into measurable parts, identify specific strengths and weaknesses in a student's speaking performance, and provide more targeted feedback that can guide instructional decisions and remedial activities.

Pronunciation, as explained by Brown and Abeywickrama (2019), involves the accurate articulation of individual sounds (segmental features) along with correct stress, rhythm, and intonation (suprasegmental features), ensuring that the speaker's utterances can be understood by the listener without difficulty. Brown and Abeywickrama (2019) add that poor pronunciation, even when grammar and vocabulary are accurate, can hinder intelligibility and cause miscommunication, which is why this component is often regarded as a fundamental building block of oral competence rather than a mere cosmetic feature of speech.

Fluency, according to Brown and Abeywickrama (2019), relates to the smoothness and naturalness of speech production, including the ability to speak at a reasonable pace without excessive pauses, hesitations, repetitions, or false starts. A fluent speaker is able to maintain the flow of communication and sustain the listener's attention, producing language automatically and with minimal conscious effort. Brown and Abeywickrama (2019) further note that fluency is often distinguished from accuracy, since a learner may speak fluently yet make grammatical errors, or conversely, speak with high accuracy but in a halting, disjointed manner.

Grammar, as defined by Brown and Abeywickrama (2019), refers to the learner's ability to use correct and appropriate sentence structures while speaking, which enables the speaker to arrange words and phrases in a grammatically sound way so that the intended meaning is conveyed clearly to the listener. This includes control over word order, verb tenses, subject-verb agreement, and the appropriate use of complex sentence structures where necessary. Brown and Abeywickrama (2019) also point out that grammatical competence in speaking differs somewhat from that in writing, as spoken language often tolerates minor deviations from formal grammatical rules as long as meaning remains clear, reflecting the more spontaneous and real-time nature of oral communication.

Finally, vocabulary, according to Brown and Abeywickrama (2019), concerns the range, precision, and appropriateness of words a speaker uses to express ideas. A speaker with a wider vocabulary is better able to communicate meaning precisely, choose words that fit the register and

context of the conversation, and adapt their language to different topics, audiences, and communicative purposes. Brown and Abeywickrama (2019) suggest that limited vocabulary, on the other hand, often forces speakers to rely on circumlocution, repetition, or overly simplistic expressions, which can reduce the overall effectiveness and naturalness of their spoken communication.

2.1.3 Micro and Macroskills of Speaking

Speaking skills are complex abilities because they involve various linguistic components and communication abilities that work simultaneously. A person who is able to speak in English is not only required to produce language sounds correctly, but must also be able to convey meaning effectively according to the context of communication. Therefore, Brown and Abeywickrama (2019) explain that speaking ability can be understood through two main groups of skills, namely microskills and macroskills. These two skills complement each other in supporting the success of oral communication because they encompass both linguistic aspects and communicative aspects in language use.

Microskills of speaking refer to basic skills related to the linguistic elements of language. Brown and Abeywickrama (2019) explain that microskills include the ability to produce English phonemes and allophones, use word stress patterns, rhythm, and intonation appropriately, produce correct word forms and grammatical structures, use adequate vocabulary, and produce utterances with a certain level of fluency. Microskills also include the ability to monitor one's own language use, use grammatical cohesion