

The Use of Puppet Drama to Engage Speaking Skill of Young Learners

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ABSTRACT

Young learners' engagement is crucial to construct their identity and sense of belonging both within and outside the classrooms. This study aimed at investigating how the integration of puppets and drama enhanced young learners' engagement in learning English and increasing their speaking performance. Employing a classroom action research, 22 students of the fifth and sixth grade of an English extracurricular program of one private primary school in Jambi Province, Indonesia, were involved. The researchers conducted two cycles for total four months from the observation to the reflection stages. Both cycles consisting of total five meetings defined how effective the use of puppets and drama in enhancing these young learners' speaking ability. The current study revealed that the integration of puppets and drama contributed to increasing student's engagement and enhancing their speaking performance. The findings have implication for students' high participation, better self-confidence in speaking performance, and greater sense of affinity within their classroom.

Keywords: *Puppets, Drama, Students' Engagement, Speaking Skill, Young Learners*

INTRODUCTION

The integration of puppets and drama can be used as media to engage students' attention during teaching and learning process, particularly when teaching young learners. In addition, combining puppets and drama with young learners can be one of the good ways to ease passive learners to share their feeling with and participate in group lessons and discussion (Insani, 2017). It also develops students' social and cognitive skills through interactive role-playing activity in the classroom (Bessadet, 2022). Teachers who deal with young learners must be competence both in professional and pedagogical competence. Working with young learners gives opportunities for language teachers to develop what the learners have already had (Sofwan & Habibi, 2015). Phillips (2003) states that "young learners mean children from the first year of formal schooling (five or six years old) to eleven or twelve years of age" (p. 3). Meanwhile, Piaget (1952) viewed that a child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal and logical thinking. However, gradual growth is punctuated with certain fundamental changes, which cause the children to pass through a series of stages (Cameron, 2005).

The years at primary school are extremely important in children's intellectual, physical, emotional, and social development.

They go through series of stages, progressively acquiring skills that are thought necessary by the society in which they live. Giving many experiences for young learners in learning language is important to do because as Cameron (2001) said that young learners actively construct meaning from their experiences. Harmer (2001) also explains that young learners get their understanding not only from explanation but also from what they see and hear, learn when they have a chance to touch and interact with (experience it). In this notion, Scott (1990) and Mustafa (2003) state that children in primary or elementary setting generally learn by way of physical activities (learning by doing). The principle of teaching English speaking for beginning learners is dissimilar with the principles of teaching speaking for intermediate or advanced learners. Hidayati (2009) wrote that there are three principles for teaching English speaking for beginning learners. Those are providing something for learners to talk about, creating opportunities for students to interact by using group work or pair work, and manipulating physical arrangement to promote speaking practice.

REVIEW OF RELATED LITERATURE

Nupponen & Kroger (2019) define puppet as a movable doll that a puppeteer manipulates. The body movements provide visual impression: a puppet conveys emotions

and thoughts through movement, for example, of its hands and head. The initial use of puppetry was for entertainment in the Indian culture. Meanwhile, the Japanese culture used it as a form of entertainment to replace live actors, and European used puppetry as a way to act out morality plays (plays that teaches the audience a way of living). Meanwhile, drama also plays significant approach to teach the young learners. many claims witness that drama leads to a successful language acquisition of young students. Alasmari & Alshae'el (2020) and Mykhailova et al., (2021) pointed out that drama used in a classroom could engage and motivate learners' interactions, creativity, and communication among themselves. In addition, it also led to an increased proficiency levels of most students as they were willing to actively participate in the classroom activities.

On the other hand, an engagement not only has an intuitively appealing holistic meaning that focuses on the quality of a student's involvement with school, but it also incorporates multiple distinguishable features, such as behavioral, emotional, cognitive, and psychological engagement (Skinner & Pitzer, 2012). At the most general level, engagement refers to the involvement of children and youth in school as a prosocial institution, along with other institutions, such as church, youth groups, and community organizations. This kind of engagement promotes positive youth development and protects children from risks that emerge during early adolescence, such as delinquency, gang involvement, substance use, and unsafe sexual activity (Morrison, et, al., 2002). Furthermore, engagement with school refers to the involvement of children and youth in school activities, including academics, sports, band, student government, and extracurricular pursuits.

This kind of engagement promotes students' completion and graduation from high school, and protects against absenteeism and dropout. Nested within the classroom is the kind of engagement we are most interested in: student engagement with academic work, which we define as constructive, enthusiastic, willing, emotionally positive, and cognitively focused participation with learning activities in school (Connell & Wellborn, 1991; Skinner, et al., 2009a; Skinner et, al., 2009b) . This engagement is critical for three reasons. First, it is a necessary condition for students to learn.

When the students participate in academic activities with both "hands-on" and "heads-on" they will have been successfully acquiring new knowledge and skills. Second, engagement shapes students' everyday experiences in school, both psychologically and socially. High-quality engagement and its resultant learning and scholastic success lead students to feel more academically competent and connected, and elicit more positive interactions and support from teachers. Moreover, engaged students are allowed entry into friendships and peer groups with more engaged classmates. In contrast, disengaged students tend to perform poorly in school and so feel marginalized, resentful, and ineffective. Third, engagement is a critical contributor to students' academic development. Engagement is a part of the process of everyday academic resilience, and an energetic resource that helps students cope more adaptively with daily stressors, challenges, and setbacks in school. Therefore, engagement can be seen as a key player in the development of academic assets that takes place across the school year and over the arc of a student's entire educational career.

Maharani (2016) revealed that the use of puppet as media in teaching speaking to the eight grade students of one Junior high school in Semarang Regency was effective. In line with her research, Hasanah (2021) revealed that playing puppets in English classroom developed students' grammar, word choice, vocabularies, and fluent in certain aspects such as giving invitation and congrats to other people. In addition, Hayati (2009) pointed out the students' achievement increased from the second meeting to the last meeting through the integration of puppet in the classroom. The students' result was (56,63%) in the pretest; (61, 68%) in the first cycle; (69, 68%) in the second cycle; and (74,52 %) in the post test. Therefore, the result of the students' achievement from pre-test to post-test increased 17,89 %. Another research was conducted by Dincer et al., (2012). It reveals strong perception about students' English-speaking competence, achievement in English speaking and classroom engagement. Findings showed that speaking course teachers created an autonomous environment and their students had high levels of perceived competence in speaking. In addition, autonomy-supportive teacher behaviors were positively correlated

with perceived competence ($p < .05$). Furthermore, these behaviors were engagement in English speaking lessons and achievements ($p < .01$).

The researchers focus on the integration puppets as learning media to enhance students' speaking skill. However, they focused on high – school students whose English level has been rather good. On the other hand, this current research integrated the use of puppets and drama for primary school students at the fifth and sixth grade in one private school in Jambi City, Jambi Province, Indonesia. Their English level might be lower than those in high schools although they have been exposure to English both in the classroom and in the extracurricular class. Unlike those students in high schools, the primary students have limited access to learn and expose themselves to English because this school does not allow them to bring or use their smartphone in the classroom. Thus, they tend to use traditional or paper dictionary to find certain unfamiliar lexicon which makes them tend to get bored easily.

On the other hand, the current research aimed at answering a vital question of how the integration of puppets and drama in English classroom to enhance speaking abilities of all the students. This research was expected to reveal the use of puppets and drama in English extracurricular classroom to engage more students to participate in extracurricular class. In addition, when the students have been exposed and fascinated in English outside their formal class, they will have more enjoyment and interest when learning English in the formal classroom, as the compulsory lesson, leading to higher achievement and enhancement of English skills, particularly in terms of speaking skill. Moreover, it was expected to give more space and time for the students to use English outside their formal classroom and get them used to using English in daily activities.

METHODOLOGY

The classroom action research was employed as the method used under this research. The total number of 22 students were participated in this research. They all took the English extracurricular classroom and consisted of both the fifth and sixth grade of one private primary school in Jambi City. This research lasted for about four months from the

observation stage to the reflection cycle. Moreover, the researcher used the design of Kemmis and McTaggart consisting of planning, acting, observing, and reflecting for the current research design (Kemmis, Taggart & Nixon, 2014).

The planning stage consisted of preparing the strategy (the puppets with six human characters including mom, dad, daughter, son, grandpa, and grandma; and the drama script including 4 titles; *Litte blue riding hood*, *Best friends forgive*, *The spirit inside the bottle* and *The good man and his son*). All of the scripts were taken from www.puppetresources.com; designing the lesson plans (the objective, lesson material, learning model, media, tools and learning sources, learning activity description and scoring); preparing a set of criteria for each cycle; and using the video recordings and notes or documentation as the instruments to record and note all the progress and results of the activities.

During the implementation procedure, the researchers divided the meetings into three (pre-implementation activity including one meeting, cycle 1 including two meetings, and cycle 2 consisting of two meetings). Each meeting consisted of the beginning of the activity, the main activity, and the end of the activity. Therefore, the whole meetings and videos in this research were five meetings and five videos.

Moreover, at the acting stage, the researcher directly took the main role in the class by teaching English for all the participants of the research. The researcher taught the class based on the initial lesson plan. While acting, researcher was also observing the class. Observing was done during the teaching and learning process. It means that the observing was done at the same time as the acting stage. The last stage of procedure of the research was reflecting. In this stage, the researcher reflected each of the meeting to know the progress of the activity. All the data were analyzed in five stages such as assembling the data, coding the data, comparing the data, and building interpretation (Burns, 1999).

FINDINGS AND DISCUSSION

Findings

The activities began from pre-implementation, cycle one, and cycle two. Each part will be discussed in detail as follows:

a. Pre-Implementation Activity

In the first meeting (pre-implementation activity), the researcher conducted teaching process into three sections namely the beginning of the activity, main activity, and the end of the activity. During this meeting, the teaching and learning process did not run well. The class was noisy and uncontrolled. The students had low opportunity to speak English in the classroom. Some of them seem uninterested to join the lesson and kept making noise. The researchers identified and concluded several following problems:

Table 1. The Field Problems in the English Teaching and Learning Process in English Extracurricular Class of the Fifth and Sixth Grades

No.	Field Problems	Code
1.	The students had low opportunity in speaking activities	S
2.	The students were ashamed and unconfident to speak in English	S
3.	Some students were passive during the teaching and learning process	S
4.	Many students used their mother tongue to have interaction during the lesson	S
5.	Some students did not pay attention to the teacher's explanation	TL
6.	The teacher did not give enough the students speaking activities	T
7.	The activities that the teacher gave were less varied	T
8.	The students had inadequate time to practice speaking during the lesson	TL
9.	The tasks given by the teacher were not interesting enough	ML
10.	The material made by the teacher is sometimes inappropriate	ML

S: Students T: Teacher TL: Teaching and Learning Process
 MT: Materials

From the identified problems, the researchers decided some crucial problems that were feasible to solve as presented in the following table:

Table 2. Some crucial problems that were feasible to solve

No.	Field Problems	Code
1	The students had low opportunity in speaking activities	S
2	The students were ashamed and unconfident to speak in English	S
3	Some students were passive during the teaching and learning process	S
4	The teacher did not give enough the students speaking activities	T
5	The tasks given by the teacher were not interesting enough	ML

S: Students

T: Teacher

TL: Teaching and Learning Process

MT: Materials.

After analyzing the crucial problems from the activity and identifying Video in the first meeting, the researcher found and realized several things related to students' speaking engagement. The researchers analyzed the problems using the following table of motivational conceptualization of engagement and disaffection in the classroom (Skinner & Pitzer, 2012) as follows:

Table 3. The result of students' engagement in the classroom in learning speaking skill – Pre-implementation Activity (The first meeting)

Aspect(s)	Engagement	Number of students (22)	Percentage
Behavior Initiation; Ongoing participation; Re-engagement	• Action, initiation	17	77,2%
	• Effort, Exertion	18	81,8%
	• Working hard	15	68,1%
	• Attempts	20	90,9%
	• Persistence	17	77,2%
	• Intensity	19	86,3%
	• Focus, Attention	20	90,9%
	• Concentration	18	81,8%
	• Absorption	19	86,3%
	• Involvement	15	68,1%
Emotion Initiation; Ongoing participation; Re-engagement	• Enthusiasm	20	90,9%
	• Interest	20	90,9%
	• Enjoyment	20	90,9%
	• Satisfaction	15	68,1%
	• Pride	10	45,4%
	• Vitality	15	68,1%
Cognitive orientation Initiation; Ongoing participation; Re-engagement	• Zest	15	68,1%
	• Purposeful	10	45,4%
	• Approach	9	40,9%
	• Goal Strivings	8	36,3%
	• Strategy search	8	36,3%
	• Willing participation	20	90,9%
	• Preference for challenge	15	68,1%
	• Mastery	17	77,2%
• Follow-through, care	15	68,1%	
• Thoroughness	13	56,5%	
Total			$\frac{1850,2}{2600} \times 100 = 71,1\%$

Based on table 3, the engagement of students was divided into 3 main aspects, they were behavior, emotion, and cognitive orientation. Behavior aspects included ten indicators which indicate the engagement of the students in the class room, such as action initiation, effort/exertion, working hard, attempts, persistence, intensity, focus/attention,

concentration, absorption, and involvement. Moreover, the emotion aspect consisted of seven indicators such as enthusiasm, interest, enjoyment, satisfaction, pride, vitality, and zest. Meanwhile, the cognitive orientation has nine indicators.

There were only six out of total 26 indicators of all three aspects indicated 90% (attempt, focus and attention, enthusiasm, interest, enjoyment, and willing participation). The total score of the students' engagement during the pre-implementation activity was 71.1%. This score reflected that the students had low engagement to learn speaking English, were ashamed and unconfident to speak, and were passive during the teaching and learning process. Besides, the teacher did not provide appropriate opportunity to the students to be engaged in the classroom while giving an uninteresting task to the students. Thus, the classroom did not work well.

b. Cycle One

Cycle 1 was conducted in two meetings (the second and third meeting). Unlike the pre-implementation cycle, the researchers began to use the puppets integrating to drama activities in both meetings during cycle 1. At the initial phase, the researchers designed the lesson plans and drama scripts. In order to make the activity interesting, the title and theme of the drama scripts were different in each meeting.

Before starting the classroom in the second meeting, one of the researchers who acted as the teacher greeted the students and introduced two characters of puppet, they were Jenny and Benny. The researcher let the students guess the names of the puppets and guess the title of the drama. This beginning activity took around 7 minutes. In addition, the researcher shared the script for the students, and let them read the script and understand the story by themselves for around 5 minutes. The teacher asked two of the students to be the volunteer to read the script in pairs. After finishing read the script, the teacher gave some comments towards their performances.

Meanwhile, in the third meeting, the teacher explained about some important things to perform a good puppet show or to play the puppet drama. Such as the hand's movement towards the puppet's mouth, voice intonation and articulation, pronunciation, and so on. The

students were excited to listen to the teacher's explanation. The teacher called the groups one by one randomly. There were around 7 groups of students. For each performance, the teachers allowed the other students who did not play the puppet or the audience to give some comments related to their friends' performance. They were very excited to deliver the comments toward to their friends' performances. Each performance took around 7 minutes and one group consisted of two students. In the end of the activity, the teacher gave conclusion toward the whole today's activity, especially the students' performances, such as pronunciation, intonation, fluency, and so on. The teacher also explained the students' performance in playing the puppets in pairs and also gave support for the students.

During this cycle, the researchers identified and found several things related to students' speaking engagement in the classroom. The researchers concluded the problems identified from the third meeting as follows:

Table 4. The result of students' engagement in the classroom at the first cycle in the third meeting

Aspect(s)	Engagement	Number of students (22)	%
Behavior	• Action, initiation	20	90,9%
Initiation; Ongoing participation ; Re-engagement	• Effort, Exertion	20	90,9%
	• Working hard	18	81,8%
	• Attempts	22	100%
	• Persistence	22	100%
	• Intensity	14	63,6%
	• Focus, Attention	20	90,9%
	• Concentration	21	95,4%
	• Absorption	20	90,9%
	• Involvement	22	100%
	Emotion	• Enthusiasm	20
Initiation; Ongoing participation ;	• Interest	20	90,9%
	• Enjoyment	20	90,9%
	• Satisfaction	18	81,8%
	• Pride	14	63,6%

Re-engagement	• Vitality	18	81,8%
	• Zest	18	81,8%
Cognitive orientation	• Purposeful	20	90,9%
	• Approach	20	90,9%
Initiation; Ongoing participation ;	• Goal Strivings	16	72,7%
	• Strategy search	17	77,2%
Re-engagement	• Willing participation	20	90,9%
	• Preference for challenge	18	81,8%
	• Mastery	17	77,2%
	• Follow-through, care	18	81,8%
	• Thoroughness	19	86,3%
	Total		$\frac{2236}{2600} \times 100$

Based on table 4, there has been significant enhancement in terms of students' engagement in speaking English in the classroom. The total percentage from the whole indicators than can be identified from the activities in the first cycle was 86%. Of all total 26 indicators, the table shows three indicators were valued 100% (attempts; persistence; and involvement). Meanwhile, nine indicators were valued 90.9% (action and initiation; effort, exertion; focus, attention; absorption; enthusiasm; interest; enjoyment; purposeful; and willing participation). Another indicator was valued 95.4% (concentration). Finally, the rest indicators were ranged from 63.6% to 81.8%.

c. Cycle Two

Cycle 2 was conducted in two meetings (the fourth and fifth meeting). After implementing the actions in cycle 1, the researcher did a reflection toward the implementation of puppets and drama in the classroom. Based on the result of the analysis in cycle 1, some of the students still had low engagement in learning speaking skill in the classroom. In the very beginning activity in the classroom, the teacher greeted the students and did the warm-up activities in the classroom. In the main activity, the teacher asked 3 students to be the volunteer to read the script which was entitled "Best Friends Forgive", the

characters are Milley, Herman, Mom, and a narrator. Right after that, the teacher asked the students to make group of three, and they might choose and find their own group members themselves, the teacher counted to 10, the students found their members. There were 22 students in the classroom, so there was one group that had 4 members, while the other had 3 members and the teacher would be the narrator for each group, except one group that have 4 members. They moved and sat with their group immediately and enthusiastically. the students practiced the puppet drama in group

There were only 4 groups that could practice the puppet drama in this meeting, because they had limited time periods. It took around 5-6 minutes for each group to practice the puppet drama in front of the classroom. For each group, one of the students as audience was allowed to give a comment related to their friends' performance in front of the classroom. All of the students who practice the puppet were engaged to speak English through this kind of integration of puppets and drama. The activity ended after the last group performed their performance. Then the researchers wrapped up the lesson and end the lesson. At the second meeting in Cycle 2, the researcher gave more speaking performance to engage their speaking skill, especially in pronunciation and vocabulary mastering. After finishing the fourth activity, the researcher identified and found several things related to students' speaking engagement in the classroom as follows:

Table 5. The result of students' engagement in the classroom in learning speaking skill – Fifth meeting

Aspect(s)	Engagement	Number of students (22)	Percentage
Behavior	• Action, initiation	22	100%
Initiation; Ongoing participation; Re-engagement	• Effort, Exertion	20	90,9%
	• Working hard	21	95,4%
	• Attempts	22	100%
	• Persistence	17	77,2%
	• Intensity	21	95,4%
	• Focus, Attention	20	90,9%
	• Concentration	20	90,9%

	• Absorption	20	90,9%
	• Involvement	22	100%
Emotion	• Enthusiasm	22	100%
	• Interest	22	100%
Initiation; Ongoing participation; Re-engagement	• Enjoyment	22	100%
	• Satisfaction	20	90,9%
	• Pride	21	95,4%
	• Vitality	20	90,9%
	• Zest	20	90,9%
Cognitive orientation	• Purposeful	20	90,9%
	• Approach	20	90,9%
	• Goal Strivings	17	77,2%
Initiation; Ongoing participation; Re-engagement	• Strategy search	17	77,2%
	• Willing participation	20	90,9%
	• Preference for challenge	20	90,9%
	• Mastery	20	90,9%
	• Follow-through, care	20	90,9%
	• Thoroughness	21	95,4%
Total			$\frac{2395}{2600} \times 100 = 92\%$

Table 5 shows us that the total percentage of students' engagement was 92%. Six of total 26 indicators were valued 100%. They were action and initiation, attempt, involvement, enthusiasm, interest, and enjoyment. Meanwhile, three other components were valued 77.2% including persistence, goal strivings, and strategy search. The rest indicators were valued ranging from 90.9% to 95.4%.

Discussion

At both cycles, students were given short English drama scripts. The duration of each drama script material was not more than ten minutes. At this cycle, students seemed enthusiastic to read and to discuss the material. The more relaxed students were, the more receptive they learned. In addition, Krashen in Schoepp (2001) explained that a weak affective filter created an optimal learning in a classroom. A weak filter means that a positive attitude towards learning is present. This result

was in line with Krashen (1982)'s affective filter hypothesis where the emotional factors such as motivation, self-esteem, confidence, and worries significantly affect student's input in acquiring and learning new language. A strong affective filter weakens learners' language input and a weak affective filter strengthens students' language input.

This research revealed that through the use of puppets and English drama, the students were more familiar with English sound and were able to improve the speaking skill especially the pronunciation. In addition, students were exposed to authentic examples of the second language in which they involved all the emotional, enthusiastic, intellectual, and creative feeling during a contextual experience in the classroom (Wahya, 2023; Du et al., 2024). This approach emerged a weak affective filter of the students since the teacher facilitated them to be actively participated and involved in each perform and story brought in the classroom. The students were also provided opportunities to value their friends leading to small and simple interaction among them in the classroom. This finding was in line with and supported several similar previous studies revealing that the integration of puppets and drama improved students' speaking abilities including pronunciation, vocabulary mastery, and self-esteem (Famularsih, 2020; Giglione, 2019; Oterino, 2022; and Wahya et al., 2023).

During cycle 1 (two meetings) and cycle 2 (2 meetings), one of the researchers acted out as a teacher, despite the fact that one of the researcher indeed taught in that school. To avoid bias, this teacher recorded all the progress and discussed it together when analyzing each video as the primary data. Therefore, in each cycle, this teacher followed the instructions made in prior to each meeting. The teacher played and read the drama script before asking the students to practice it by themselves. The teacher also emphasized clear pronunciation of each word and vocabulary. At this stage, the teacher not only emphasized the pronunciation but also repeat several related vocabularies. Through the repetition process, the teacher invited the students to remember those words (Wulan and Nurlaili, 2025). When the students practiced the drama, the teacher took note of important points not limited to their pronunciation. The teacher did not correct the mistake directly, yet, collect it and explained

the mistakes in front of the classroom before the class ended without summoning an individual or a group while providing positive feedback for all the performances.

Moreover, this current research emphasized that the integration of puppets and drama in the classroom depicted a success method and approach to encourage students to learn English. Students were provided space to play the puppets based on the script. They practiced role-play and did some improvisation which improved their motivation, engagement, and participation in the classroom (Prihatini, 2022; Bessadet, 2022; and Widiastuty et al., 2024). In Cycle 1, the students were introduced to puppets and were assigned to ask their peers or friends and found as many as information using a puppet. The students became more active and busier trying to talk to others in order to get the information. It can be seen that the puppet helped the students to speak more. Ozdeniz (2000) states that puppets can encourage the students to experiment more with the language and 'have a go' when they remained silent. He also stated that when a child speaks through the puppet, it is not the child who is perceived as making errors but the puppet, and children find this liberating.

The researchers discussed the material before conducting the research. The researcher also adapted the materials which are appropriate with the students' speaking skill. The researcher ensured all students felt interested in the class, so they would enjoy the material. The researchers decided to end the research in Cycle 2 because they saw that the students' speaking skill had improved. In conclusion, the differences of teaching and learning process of speaking skill during Cycle 1 and Cycle 2 can be seen in the table 6.

Table 6. The changes (Before and after the implementation)

Before Cycle	Cycle 1	Cycle 2
The students had low engagement in learning English, especially in speaking activities.	Students were engaged in learning speaking.	Students were more engaged in learning speaking English and to be involved in

		speaking activities.
The students were ashamed and unconfident to speak in English	Students were more confident to answer the question and give comment.	Students were actively answer the question and give comment.
Some students were passive during the teaching and learning process.	Students were more active during the teaching and learning process	Students were more active in the speaking activities during the teaching and learning process.
The students lacked of vocabularies. The students had low engagement in learning speaking English.	The students had already had many vocabularies from the English drama scripts and teacher's explanation.	The students were asked by the researcher to write the difficult vocabulary they heard and read from the drama scripts so they had many vocabulary lists on their book/paper. There were many kinds of activities too in every meeting, and also games that make the students feel interest to do the activities.
The tasks given by the teacher were not interesting enough.	The researcher makes interesting tasks by given interesting English drama and games to the students, so they were not feeling bored in the class.	

CONCLUSION

Based on the findings, the researchers concluded that integrating puppets and drama could improve students' engagement in English learning and enhance their speaking skill. The researchers created some fun activities using

English drama and puppets for the students. During the teaching and learning process, researchers often used the English drama scripts to motivate the students to speak. In addition, researchers also used the drama scripts with varied activities, so the students did not get bored.

In Cycle 1, the researchers conducted teaching and learning process by using puppets and English drama as the media to improve students' engagement in learning process. During the two meetings in Cycle 1, the researchers gave the students some interesting activities using interesting drama scripts. There were some different English drama scripts with different theme and story used in every meeting to avoid boredom. Those drama scripts were very easy to read and understand, and consisted of many new vocabularies that less familiar for the students. Therefore, the students did not feel bored in the class because they always read and discuss some different interesting drama scripts every meeting. Apparently, the activities could improve the students' vocabulary mastery. Besides, since they were doing the activity together, they became more active and engage to speak English.

The implementation of puppets and drama in Cycle 1 was generally successful in improving students' engagement and enhancing their speaking ability. The English drama scripts that the researchers gave to the students could help them improve their speaking skill especially their pronunciation. English drama scripts were able to improve the students' vocabulary mastery and puppets made them more interested in joining the speaking class in the first cycle. However, the weakness in Cycle 1 was only about the complexity of the difficult vocabularies. Yet, it was certainly fixed in the second cycle.

In the cycle 2 or second cycle, the researchers rather modified the teaching process. Based on the reflection in the first cycle, some of the students still had difficulties in pronunciation, so the researchers planned to drill them some certain vocabularies. In Cycle 2, the teacher asked the students to describe something in the beginning activity section. The teacher draw simple vocabularies and invite them to simply describe and imagine the shape of certain nouns. Many students had a good understanding toward some difficult vocabularies. In the main activity section, the

students have better understanding towards some simple vocabularies and description of these vocabularies. Thus, there was an improvement in their speaking skill leading to active participation during the learning process. The researchers found that the students were more comfortable to speak since they already mastered some vocabularies. It is believed that puppets and drama could improve students' engagement in learning English and enhancement in speaking ability.

The students' problems about speaking and pronunciation could be successfully solved through English drama and puppets. The use of English drama and puppets could make the speaking activities more enjoyable and interesting. The students also got more opportunities to speak to others. As the result, they could produce more sentences in describing the puppets and have better pronunciation. It was expected that the other researchers may follow this study in different contexts and research method in order to find more actions to engage young students' speaking skill

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