

**THE INFLUENCE OF FINGER PUPPET LEARNING MEDIA TO  
STUDENTS' SPEAKING SKILLS AND SELF-CONFIDENCE IN  
ENGLISH LEARNING**

**ARTICLE**

*Submitted in Partial Fulfill of Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

**Oleh**

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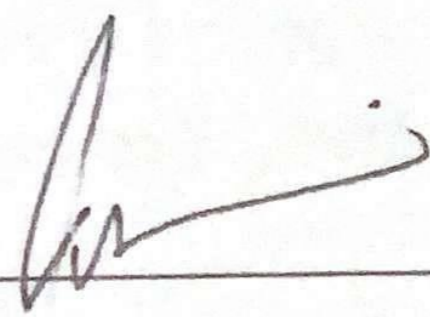
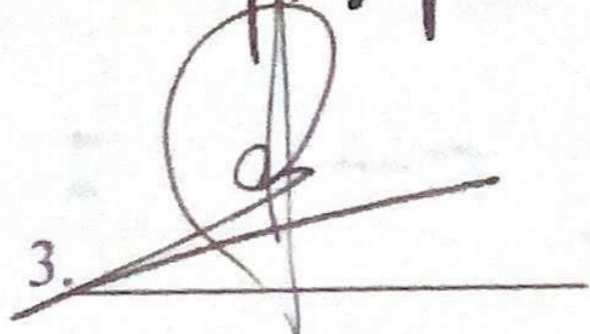
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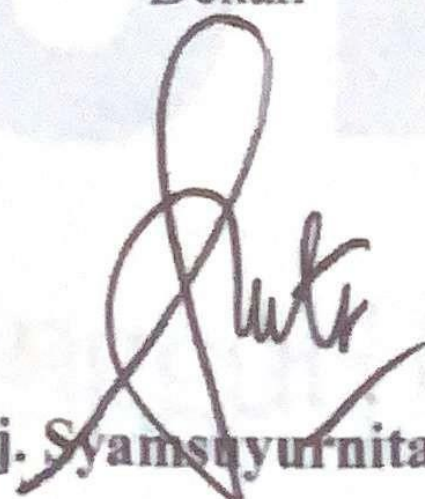


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Dengan ini saya menyatakan bahwa Artikel saya yang berjudul "The Influence of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar-benarnya.

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Yang membuat pernyataan,



Dara Ophelia Mumtaz Hsb

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The Researcher

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# The Influence of Finger Puppet Learning Media to Students' Speaking Skills Self-Confidence in English Learning

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**Comment [U1]:** The title is clear and relevant

## ABSTRACT

This study aims to analyze the effect of finger puppet learning media on students' speaking skills and self-confidence in learning English. The study was conducted at Muslim Suksa School, Southern Thailand, using a quantitative method through a quasi-experimental design approach in the form of a nonequivalent control group design. The study sample consisted of 30 second-grade high school students selected using a purposive sampling technique. Data collection was carried out through a pretest-posttest with instruments adapted from previous studies, then analyzed using descriptive statistics and hypothesis testing. The results showed a significant increase in students' speaking skills and self-confidence after the implementation of finger puppet media, with the average score increasing from 60.28 to 84.32 and the standard deviation decreasing from 15.007 to 9.860. Hypothesis testing using a paired samples t-test produced a t-value of -10.635 with a significance of 0.000 ( $p < 0.05$ ), which indicates a significant difference between before and after treatment. Finger puppets have been shown to be effective in reducing students' psychological barriers by creating a psychological distance between them and their audience, facilitating authentic task-based learning, and creating a more relaxed learning atmosphere. In the context of Muslim schools, this medium can also be adapted to students' cultural and religious values, thus maintaining a sense of local identity.

**Comment [U2]:** Reduce repetition and improve cohesion and conciseness.

**Keywords:** Finger puppets, Speaking Skills, Self-confidence, English

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## INTRODUCTION

English serves a crucial function as a medium of communication in the fields of education and science, since it is the most prominent global language (Rulyansah et al., 2021). Throughout globalization and free trade, numerous societal facets, including education in Indonesia, have been impacted. Mastering English as a global lingua franca is essential for Indonesians to participate in the international arena. English language learning in high school plays a strategic role in preparing students to face higher academic demands and global communication needs (Kuncoro & Erlangga, 2021). In Southern Thailand, particularly at Muslim Suksa School, which is a Muslim school, English language learning faces its own complexities. Students are not only required to master Thai as the national language and Malay as the dominant language used in the region, but also Arabic for religious purposes, and English as an international language. This multilingual condition creates special challenges in developing English language competence, especially in terms of speaking

**Comment [U3]:** Strengthen the problem background

- Clearly explain why students' speaking skills and self-confidence are problematic in this context.
- Support claims with recent empirical studies (last 5–10 years).

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Authors' Contribution: a-Study design; b-Data collection; c-Statistical analysis; d-Manuscript preparation; e-Funds collection.



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skills. Initial observations in the 10th grade class at Muslim Suksa School revealed that the majority of pupils encountered considerable challenges in articulating their ideas and thoughts verbally in English. This issue was mostly instigated by psychological reasons, particularly inadequate selfconfidence in speaking before peers and educators, rather than merely a deficiency in vocabulary or grammatical structure. Elevated speaking anxiety results in pupils being inactive and hesitant to engage in communicative activities in class, while possessing sufficient receptive abilities in reading and listening. The cultural background in Southern Thailand, particularly within Muslim groups, significantly affects the dynamics of English language acquisition. The focus on manners and caution in speech within Malay-Muslim culture frequently causes students to exercise great care and apprehension about making errors when communicating in a foreign language. Furthermore, the instructional framework, which remains predominantly traditional and teacher-centered, offers limited opportunities for students to engage in genuine and meaningful communication. This issue of inadequate speaking skills and low self-confidence among students is a significant concern, as 11th-grade students are at a pivotal stage in their preparation for national examinations and their pursuit of higher education. Proficiency in English communication is essential not only for academic success but also for unlocking future educational and career prospects, particularly in the context of the ASEAN Economic Community, which necessitates cross-border mobility and effective communication

This circumstance requires the development of innovative strategies that can overcome pupils' psychological obstacles while enhancing their speaking abilities. Finger puppets have surfaced as a viable option capable of addressing these issues (Alwi et al., 2021). While finger puppets are typically linked to early childhood education, this medium possesses distinctive attributes that are pertinent for high school students in the realm of foreign language acquisition. Finger puppets can establish psychological space between students and their audience, so alleviating pressure and anxiety during speaking engagements. Utilizing finger puppets as "characters" for dialogue enables pupils to express themselves more freely, without of personal judgment. The implementation of finger puppets in high school English language education presents numerous pedagogical benefits (Nadia Oktaviani et al., 2023). This medium can facilitate a more authentic conversational environment through virtual discussions and role-playing, ensuring that learning appears neither mechanical nor fake. Secondly, finger puppets enhance task-based learning by establishing explicit communicative objectives for pupils. Third, this medium can accommodate various levels of students' language abilities because it allows for improvisation and adjustments to the complexity of the dialogue. Fourth, the use of finger puppets can create a more relaxed and enjoyable learning atmosphere, thereby lowering the affective filter that hinders the language acquisition process. In the context of Muslim Suksa School, which is a Muslim school, the use of finger puppets as a medium also needs to take into account cultural sensitivities and Islamic values. The content can be designed with characters that align with the requirements of modesty and do not contradict the principles of Islamic teachings. It is crucial to ensure that educational innovations align with the identity and values of educational institutions and their communities.

Previous studies have demonstrated the efficacy of employing visual and tactile media in language acquisition, particularly among young adult learners. Nevertheless, research explicitly investigating the impact of finger puppets on high school students' speaking abilities and self-confidence inside Muslim schools in Southern Thailand remains scarce. This gap imparts urgency and significance to this work. Based on these issues, this experimental study was designed to address the low speaking skills and self-confidence of 10th grade students at Muslim Suksa School in English language learning. Through the systematic and planned application of finger puppets as a learning medium in several action cycles, this study seeks to create real and measurable improvements in classroom learning practices. By

implementing learning using finger puppets as a medium, the solutions produced are truly contextual and tailored to the needs of students.

This study aims to enhance English language acquisition in Muslim schools in Southern Thailand, specifically focusing on improving students' speaking abilities and fostering their confidence. This study aims to enhance the knowledge base for the utilization of innovative learning media tailored to the characteristics and sociocultural environment of students in border and multicultural areas.

## METHOD

This study used a quantitative method with a quasi-experimental design in the form of a nonequivalent control group design. Quantitative research is research that is used to research the conditions of natural objects, used to research certain populations or samples, data collection techniques use research instruments, data analysis is quantitative or statistical with the aim of testing the established hypothesis Sugiyono (2017). The study was conducted at Muslim Suksa School, Thailand, with the population consisting of all high school students at the school. The research sample was selected using purposive sampling techniques, consisting of two classes with a total of 30 students. The data collection method used in this study was pretest-posttest with measurements using measurement tools from a previous study by Fajriyah (2013) in the form of multiple choice and matching questions. The data analysis technique used descriptive statistics to calculate the mean, median, mode, and standard deviation, followed by hypothesis testing

**Comment [U4]:** Appropriate use of a quasi-experimental design.

## FINDINGS AND DISCUSSION

This study began by applying different treatments to one class. The research on students' speaking skills was conducted after the learning process using finger puppets as media. The results obtained during the study produced significant data before the treatment using finger puppets and after the treatment using finger puppets in the learning process. The results of the students' pre-treatment, as measured by the observation sheet, show that the average score is below the Minimum Classical Mastery (KKM) of < 75. For more detailed results, please refer to the following table:

**Comment [U5]:** Separate findings from discussion

- Present statistical results first.
- Interpret the findings in relation to theory and previous studies in the discussion section.

**Table 1. Results Before treatment**

	Descriptive Statistics				
	N	Minimu m	Maximu m	Mean	Std. Deviation
Pra	30	33	87	60.28	15.007
Valid N (listwise)	30				

The table above presents the descriptive data of students' speaking abilities and confidence prior to the intervention involving finger puppets. Among the 30 students in the sample, the lowest score recorded was 33, while the highest score was 87. The mean score attained by students was 59,47 with a standard deviation of 14.434. The results demonstrate that the students' English speaking proficiency and confidence remain below the Minimum Classical Mastery (KKM) benchmark of 75. The substantial standard deviation signifies significant variability in student abilities, reflecting a notably uneven distribution of scores within the class.

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After obtaining the results before the treatment of high school students at Muslim Suksa School by conducting the English learning process using conventional methods with discussions and lectures to 30 students, the results of language skills and student confidence obtained an average score below the Minimum Classical Mastery (KKM) of < 75. Next, the researcher conducted learning using finger puppets as a medium. From this, the researcher obtained the following results after the treatment, as shown in the table below :

**Table 2. Results after treatment**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pra	30	53	99	84,32	9.860
Valid N (listwise)	30				

This table presents descriptive statistics of the measurement results after students received treatment in the form of learning using finger puppets. With the same number of students, namely 30, there was a significant increase in all indicators. The minimum score increased to 53 and the maximum score reached 99. The most striking was the increase in the mean score to 85,63, far exceeding the minimum passing grade set. The standard deviation decreased to 9.518, indicating that the distribution of student scores became more homogeneous and consistent after the treatment. This indicates that finger puppets are effective in improving students' speaking skills and confidence evenly.

Based on the treatment data obtained before and after treatment, hypothesis testing was then conducted using the SPSS 22 for Windows program. The results of the hypothesis testing are shown in the following table.

**Table 3. Hypothesis Test Results**

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 Sebelum menggunakan media - sesudah menggunakan media	-24.04000	11.28229	2.25646	-28.69710	-19.38290	-10.654	24	.000	

The findings present the outcomes of hypothesis testing utilizing a paired samples test performed with SPSS 22. The test findings indicate a t-value of -10.635, a degree of freedom (df) of 24, and a significance value (Sig. 2-tailed) of 0.000. A significance value substantially below 0.05 denotes a statistically significant difference between the outcomes prior to and following therapy. The utilization of finger puppets has been demonstrated to significantly enhance pupils' speaking abilities and confidence in acquiring English. The negative t-value signifies that the post-treatment score exceeds the pre-treatment score, hence validating the intervention's efficacy in this study.

**Discussion**

The results of this study demonstrate a significant improvement in students' speaking skills and self-confidence following the implementation of finger puppet learning media, as

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indicated by the increase in the average score from 60.28 to 84.32. This notable improvement suggests that finger puppets serve not only as instructional aids but also as effective pedagogical media that actively support students' oral language development and confidence in using English. The findings are consistent with Krashen's Affective Filter Hypothesis, as discussed by Utami et al. (2023), which posits that psychological barriers such as anxiety, fear of making mistakes, and low self-confidence can hinder the language acquisition process by limiting learners' ability to process linguistic input. When these affective factors are reduced, learners are more likely to engage actively in speaking activities and demonstrate improved performance.

In this study, finger puppets proved effective in lowering students' affective filters by creating psychological distance between the learners and their audience. By speaking through a puppet character, students felt less personal exposure and pressure when performing in front of the class, which helped reduce anxiety and increase their willingness to communicate. This finding is supported by recent studies indicating that puppet-based learning media can significantly enhance students' confidence and motivation in EFL speaking activities (Jannah & Aulina, 2023; Puspita & Kurniawan, 2024). As a result, students became more comfortable expressing their ideas orally and more willing to participate in communicative interactions.

Furthermore, the decrease in the standard deviation from 15.007 to 9.860 indicates that the use of finger puppet learning media not only improved the overall class average but also reduced the gap in speaking ability among students. This suggests that finger puppets are effective for learners with diverse proficiency levels, benefiting both lower- and higher-achieving students. This result aligns with Tomlinson's (2014) theory of differentiated instruction, which emphasizes the importance of instructional strategies that accommodate students' varying abilities and learning needs. Through finger puppet activities, lower-proficiency learners experienced reduced anxiety and greater support, while higher-proficiency learners were able to develop more complex and creative oral expressions.

Moreover, the improvement in speaking skills found in this study is consistent with the findings of Sriyanti and Putri (2023), who emphasize the importance of creating authentic and meaningful communicative contexts in language learning. Finger puppets facilitate such contexts by enabling students to engage in role-playing, dialogue practice, and storytelling activities that resemble real-life communication situations. These interactive activities encourage natural language use, promote active participation, and foster both linguistic competence and self-confidence. Therefore, the findings of this study confirm that finger puppet learning media have a significant influence on students' speaking skills and self-confidence in English, supporting both cognitive and affective dimensions of language learning.

## CONCLUSIONS

Finger puppets are an effective and innovative alternative for overcoming problems with speaking skills and low self-confidence among high school students learning English, particularly in multilingual and multicultural contexts such as at Satun Wittaya School in southern Thailand. This medium has been proven to reduce students' psychological barriers by creating a psychological distance between students and their audience, thereby reducing anxiety and pressure when speaking in front of the class. The advantage of finger puppets lies in their ability to create an authentic communicative context through simulated dialogue and role-play, facilitating task-based learning with clear communicative objectives, accommodating various levels of student language proficiency, and creating a more relaxed and enjoyable learning atmosphere. In the context of Muslim schools, this medium can also

**Comment [U6]:** Summarize key findings concisely  
 • Focus on both speaking skills and self-confidence outcomes.

be adapted to the values of modesty and principles of Islamic teachings that are upheld in Malay-Muslim culture, so that learning remains in line with the cultural and religious identity of students. This study has practical implications for the development of English language learning in schools with similar characteristics, while also enriching the literature on the use of manipulative media for young adult learners, which has so far been studied more extensively for early childhood learners. However, further research with a stronger experimental design, a larger sample, and a longer observation period is still needed to confirm these findings more comprehensively.

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# The Influence of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning

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## ABSTRACT

This study examines the effect of finger puppet learning media on students' speaking skills and self-confidence in English learning. Conducted at Muslim Suksa School in Southern Thailand, the research employed a quantitative quasi-experimental method using a nonequivalent control group design. The sample comprised 30 second-grade high school students selected through purposive sampling. Data were collected through pretest and posttest instruments adapted from previous studies and analyzed using descriptive statistics and hypothesis testing. The findings reveal a significant improvement in students' speaking skills and self-confidence following the use of finger puppets. The mean score increased from 60.28 to 84.32, while the standard deviation decreased from 15.007 to 9.860. A paired samples t-test yielded a t-value of -10.635 with a significance level of 0.000 ( $p < 0.05$ ), indicating a statistically significant difference between pretest and posttest results. These results suggest that finger puppet media effectively reduce students' psychological barriers by creating a sense of distance between speakers and their audience, supporting authentic task-based learning, and fostering a more relaxed classroom atmosphere. Moreover, in Muslim school contexts, finger puppets can be culturally adapted to align with students' religious values, thereby supporting learning while preserving local identity.

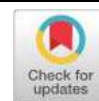
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## INTRODUCTION

English has long been recognized as a global lingua franca that plays a pivotal role in education, science, technology, and international communication. In the context of secondary education, English learning is not merely aimed at fulfilling curriculum requirements but also at equipping students with essential communicative competencies needed for higher education and global participation (Masatoshi 2019). Among the four language skills, speaking is widely regarded as the most critical yet the most challenging for learners of English as a Foreign Language (EFL), as it requires the integration of linguistic knowledge, cognitive processing, and psychological readiness in real-time communication. Despite years of formal instruction, many EFL students continue to demonstrate limited speaking proficiency. This issue is particularly evident in classroom settings where students tend to remain silent, avoid participation in oral activities, and show reluctance to express their ideas in English (Alghamdi 2019). Empirical studies suggest that these difficulties are not solely caused by inadequate vocabulary or grammatical competence, but are strongly associated with affective factors such as low self-confidence, fear of making mistakes, and speaking anxiety (Alwi et al., 2021). Learners who experience high levels of anxiety often perceive speaking activities as threatening, which subsequently hinders their willingness to communicate and negatively impacts their oral performance.

Self-confidence has been identified as a key psychological variable influencing students' speaking achievement. Learners with higher levels of self-confidence are more likely to take risks, actively engage in communicative tasks, and view errors as part of the learning process. Conversely, students with low self-confidence tend to be passive and overly cautious,

limiting their opportunities for meaningful language practice. Previous research has consistently reported a significant correlation between self-confidence and speaking performance in EFL contexts, indicating that affective readiness is as crucial as linguistic competence in developing oral communication skills (Kuncoro & Erlangga, 2021).

The challenge of developing speaking skills becomes more complex in multilingual and multicultural educational settings, such as Muslim schools in Southern Thailand. In this region, students are required to navigate multiple languages simultaneously: Thai as the national language, Malay as the dominant regional language, Arabic for religious instruction, and English as an international language. This multilingual environment often imposes additional cognitive and affective demands on learners, which may impede their ability to produce spoken English fluently and confidently (Hassan et al., 2020). Moreover, the limited exposure to English outside the classroom further restricts students' opportunities to practice speaking in authentic contexts.

Cultural and religious values also play a significant role in shaping students' attitudes toward speaking in a foreign language. Within Malay-Muslim communities, social norms emphasizing politeness, modesty, and careful speech may unintentionally discourage students from speaking spontaneously due to fear of making errors or losing face in front of peers and teachers. Several studies conducted in conservative and religious educational contexts have reported similar findings, highlighting that students often associate mistakes with personal failure rather than as a natural part of language learning (Nadia Oktaviani et al., 2023). As a result, students may develop a strong sense of apprehension toward speaking activities, which further undermines their self-confidence.

Preliminary observations at Muslim Suksa School in Southern Thailand indicate that many students experience considerable difficulty in expressing their ideas orally in English. Although students demonstrate relatively adequate receptive skills, such as reading and listening, their productive speaking skills remain underdeveloped. This imbalance suggests that psychological barriers, particularly low self-confidence and speaking anxiety, constitute the primary obstacles to effective oral communication. Such conditions are concerning, especially for high school students who are preparing for national examinations and future academic or professional pathways that increasingly demand English communicative competence.

Recent pedagogical research emphasizes the importance of implementing learner-centered and low-anxiety instructional strategies to address these challenges. Teaching approaches that promote active participation, authentic communication, and emotional safety have been shown to significantly enhance students' speaking performance and confidence (Alwi et al., 2021). In this regard, the integration of innovative learning media is considered an effective means of reducing students' affective filters and fostering a more supportive learning environment.

One instructional medium that has gained attention in recent studies is the use of finger puppets in language learning. Although finger puppets are traditionally associated with early childhood education, emerging research suggests that they are also pedagogically relevant for adolescent learners. Finger puppets provide symbolic representation and create psychological distance between learners and their audience, allowing students to express ideas through characters rather than themselves. This mechanism has been found to reduce fear of negative evaluation, encourage risk-taking in speaking, and promote more spontaneous oral interaction (Oktaviani et al., 2023). Furthermore, finger puppet activities support task-based learning and role-play, which are widely recognized as effective strategies for developing communicative competence.

In the context of Muslim schools, the use of finger puppet media can be carefully adapted to align with students' cultural and religious values. Characters, themes, and dialogues can be designed to reflect modesty, ethical behavior, and local identity, ensuring that pedagogical innovation does not conflict with institutional or community norms. Despite its potential benefits, empirical research examining the effectiveness of finger puppet media

in improving speaking skills and self-confidence among high school students in Muslim school settings, particularly in Southern Thailand, remains limited.

Therefore, this study aims to investigate the effect of finger puppet learning media on students' speaking skills and self-confidence in English learning at Muslim Suksa School, Southern Thailand. By addressing both linguistic and psychological dimensions of speaking development, this research is expected to contribute to the growing body of literature on innovative and culturally responsive EFL pedagogy, as well as provide practical implications for English teachers working in multilingual and religious educational contexts.

## METHOD

This study used a quantitative method with a quasi-experimental design in the form of a nonequivalent control group design. Quantitative research is research that is used to research the conditions of natural objects, used to research certain populations or samples, data collection techniques use research instruments, data analysis is quantitative or statistical with the aim of testing the established hypothesis Sugiyono (2017). The study was conducted at Muslim Suksa School, Thailand, with the population consisting of all high school students at the school. The research sample was selected using purposive sampling techniques, consisting of two classes with a total of 30 students. The data collection method used in this study was pretest-posttest with measurements using measurement tools from a previous study by Fajriyah (2013) in the form of multiple choice and matching questions. The data analysis technique used descriptive statistics to calculate the mean, median, mode, and standard deviation, followed by hypothesis testing

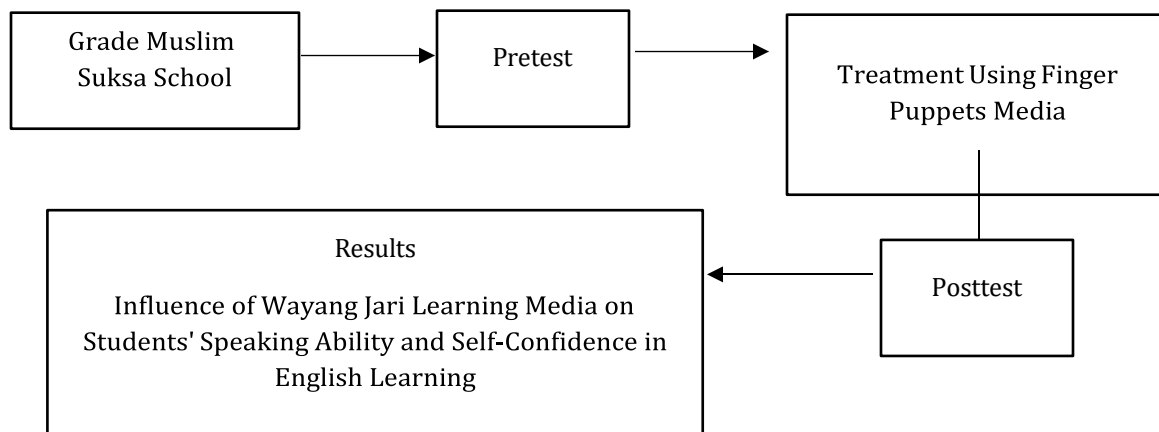


Figure 1. Research Flow

## FINDINGS AND DISCUSSION

### Results

Table 1. Results Before treatment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pra	30	33	87	60.28	15.007
Valid N (listwise)	30				

This study began by applying different treatments to one class. The research on students' speaking skills was conducted after the learning process using finger puppets as media. The results obtained during the study produced significant data before the treatment using finger puppets and after the treatment using finger puppets in the learning process. The results of the students' pre-treatment, as measured by the observation sheet, show that the average score is below the Minimum Classical Mastery (KKM) of < 75

The table above presents the descriptive data of students' speaking abilities and confidence prior to the intervention involving finger puppets. Among the 30 students in the sample, the lowest score recorded was 33, while the highest score was 87. The mean score attained by students was 59,47 with a standard deviation of 14.434. The results demonstrate

that the students' English speaking proficiency and confidence remain below the Minimum Classical Mastery (KKM) benchmark of 75. The substantial standard deviation signifies significant variability in student abilities, reflecting a notably uneven distribution of scores within the class.

After obtaining the results before the treatment of high school students at Muslim Suksa School by conducting the English learning process using conventional methods with discussions and lectures to 30 students, the results of language skills and student confidence obtained an average score below the Minimum Classical Mastery (KKM) of  $< 75$ . Next, the researcher conducted learning using finger puppets as a medium. From this, the researcher obtained the following results after the treatment, as shown in the table below :

Table 2. Results after treatment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pra	30	53	99	84,32	9.860
Valid N (listwise)	30				

This table presents descriptive statistics of the measurement results after students received treatment in the form of learning using finger puppets. With the same number of students, namely 30, there was a significant increase in all indicators. The minimum score increased to 53 and the maximum score reached 99. The most striking was the increase in the mean score to 85,63, far exceeding the minimum passing grade set. The standard deviation decreased to 9.518, indicating that the distribution of student scores became more homogeneous and consistent after the treatment. This indicates that finger puppets are effective in improving students' speaking skills and confidence evenly.

Based on the treatment data obtained before and after treatment, hypothesis testing was then conducted using the SPSS 22 for Windows program. The results of the hypothesis testing are shown in the following table.

Table 3. Hypothesis Test Results

	Paired Differences	95% Confidence Interval of the Difference				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	Difference				
					Lower				Upper
Pair 1	Sebelum menggunakan media - Sesudah menggunakan media	-24.04000	11.28229	2.25646	-28.69710	-19.38290	-10.654	24	.000

The findings present the outcomes of hypothesis testing utilizing a paired samples test performed with SPSS 22. The test findings indicate a t-value of -10.635, a degree of freedom (df) of 24, and a significance value (Sig. 2-tailed) of 0.000. A significance value substantially below 0.05 denotes a statistically significant difference between the outcomes prior to and following therapy. The utilization of finger puppets has been demonstrated to significantly enhance pupils' speaking abilities and confidence in acquiring English. The negative t-value signifies that the post-treatment score exceeds the pre-treatment score, hence validating the intervention's efficacy in this study.

## Discussion

The results of this study demonstrate a significant improvement in students' speaking skills and self-confidence following the implementation of finger puppet learning media, as indicated by the increase in the average score from 60.28 to 84.32. This notable improvement suggests that finger puppets serve not only as instructional aids but also as effective pedagogical media that actively support students' oral language development and confidence in using English. The findings are consistent with Krashen's Affective Filter Hypothesis, as discussed by Utami et al. (2023), which posits that psychological barriers such as anxiety, fear of making mistakes, and low self-confidence can hinder the language acquisition process by limiting learners' ability to process linguistic input. When these affective factors are reduced, learners are more likely to engage actively in speaking activities and demonstrate improved performance.

In this study, finger puppets proved effective in lowering students' affective filters by creating psychological distance between the learners and their audience. By speaking through a puppet character, students felt less personal exposure and pressure when performing in front of the class, which helped reduce anxiety and increase their willingness to communicate. This finding is supported by recent studies indicating that puppet-based learning media can significantly enhance students' confidence and motivation in EFL speaking activities (Jannah & Aulina, 2023; Puspita & Kurniawan, 2024). As a result, students became more comfortable expressing their ideas orally and more willing to participate in communicative interactions.

Furthermore, the decrease in the standard deviation from 15.007 to 9.860 indicates that the use of finger puppet learning media not only improved the overall class average but also reduced the gap in speaking ability among students. This suggests that finger puppets are effective for learners with diverse proficiency levels, benefiting both lower- and higher-achieving students. This result aligns with Tomlinson's (2014) theory of differentiated instruction, which emphasizes the importance of instructional strategies that accommodate students' varying abilities and learning needs. Through finger puppet activities, lower-proficiency learners experienced reduced anxiety and greater support, while higher-proficiency learners were able to develop more complex and creative oral expressions.

Moreover, the improvement in speaking skills found in this study is consistent with the findings of Sriyanti and Putri (2023), who emphasize the importance of creating authentic and meaningful communicative contexts in language learning. Finger puppets facilitate such contexts by enabling students to engage in role-playing, dialogue practice, and storytelling activities that resemble real-life communication situations. These interactive activities encourage natural language use, promote active participation, and foster both linguistic competence and self-confidence. Therefore, the findings of this study confirm that finger puppet learning media have a significant influence on students' speaking skills and self-confidence in English, supporting both cognitive and affective dimensions of language learning.

## CONCLUSIONS

Based on the findings of this study, it can be concluded that the use of finger puppets in English language learning is effective in improving students' speaking skills and self-confidence at the high school level. This medium helps reduce psychological barriers, such as anxiety and fear of speaking in front of others, by creating a sense of psychological distance between students and their audience, which encourages more confident oral expression. In addition, finger puppets create a more relaxed and enjoyable learning atmosphere, support authentic communication through dialogue and role-play activities, and can be adapted to different levels of language proficiency. In Muslim school contexts, this medium can also be aligned with values of modesty and cultural and religious principles, allowing English learning to remain consistent with students' identities. Therefore, finger puppets can be considered an innovative and contextual teaching medium, although further research with stronger research designs and broader samples is still needed to strengthen these findings.

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The Influence of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning

Abstract

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Speaking Skills

Student Perceptions

Students' Perception

Vocabulary Vocabulary

Mastery Writing Skill

## #1893 Review

[SUMMARY](#) [REVIEW](#) [EDITING](#)

### Submission

Authors: Dara Ophelia Mumtaz Hsb, Rini Ekayati

Title: The Influence of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning

Section: Articles

Editor: Vivin Hardi

### Peer Review

#### Round 1

Review Version: 1893-8257-1-RV.DOCX 2025-12-21

Initiated: 2025-12-30

Last modified: 2025-12-30

Uploaded file: Reviewer A 1893-8521-1-RV.DOCX 2025-12-30

### Editor Decision

Decision: Accept Submission 2026-01-28

Notify Editor: Editor/Author Email Record 2025-12-30

Editor Version: 1893-9185-1-ED.DOCX 2026-01-28

Author Version: 1893-9136-1-ED.DOCX 2026-01-26 [DELETE](#)

Upload Author Version:  No file chosen

Peer Reviewers

Focus & Scope

Author Guidelines

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Publication Ethics

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Peer Review Process

Screening Plagiarism

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## #1893 Editing

[SUMMARY](#) [REVIEW](#) [EDITING](#)

### Submission

Authors: Dara Ophelia Mumtaz Hsb, Rini Ekayati

Title: The Influence of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning

Section: Articles

Editor: Vivin Hardi

### Copyediting

COPYEDIT INSTRUCTIONS

REVIEW METADATA	REQUEST	UNDERWAY	COMPLETE
1. Initial Copyedit File: 1893-9186-1-CE.DOCX 2026-01-28	2026-01-28	—	2026-01-28
2. Author Copyedit File: 1893-9186-2-CE.DOCX 2026-01-28 <input type="button" value="Choose File"/> No file chosen <input type="button" value="Upload"/>	2026-01-28	2026-04-16	
3. Final Copyedit File: None	—	—	2026-01-28

Copyedit Comments No Comments

### Layout

Galley Format

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Author Guidelines

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Peer Review Process

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## #1893 Summary

[SUMMARY](#) [REVIEW](#) [EDITING](#)

### Submission

Authors	Dara Ophelia Mumtaz Hsb, Rini Ekayati
Title	The Influence of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning
Original file	1893-8256-1-SM.DOCX 2025-12-21
Supp. files	None
Submitter	Dara Ophelia Mumtaz Hsb 
Date submitted	December 21, 2025 - 01:20 PM
Section	Articles
Editor	Vivin Hardi 
Author comments	Fasrtack mode 2.
Abstract Views	198

### Status

Status	Published Vol 11, No 1 (2026)
Initiated	2026-01-28
Last modified	2026-03-04

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**Dad**: It's so nice to have everyone together for Sunday lunch.

**Mom**: Yes, I made your favorite dish, Grandpa — spicy chicken curry!

**Grandpa**: Oh, thank you, dear. It smells delicious. Just like your mother used to make.

**Grandma**: Tom (son), have you finished your homework?

**Tom (son)**: Almost, Grandma. I just have some reading left.

**Dad**: No video games until it's done, alright?

**Tom (son)**: Okay, Dad!

**Mom**: Let's eat while it's still hot!

**Everyone**: Yay! Let's eat!



# CONVERSATION !!

Grandpa : How was school today, my dear?

son : It was really fun, Grandpa! Today the teacher showed us a science experiment.

Grandma : Oh wow, that's wonderful. You must study hard and grow up to be a smart person.

Dad : That's right, son. I'm happy to see you enjoy learning.

Mom : So, how did you help your teacher today?

Tell me more.

son : I helped measure the water for my friends. The teacher said I did it perfectly.

Grandpa : Ha ha! That's my grandson. Responsible and clever!

Grandma : Then tomorrow I'll cook something delicious for you as a reward.

Mom : That sounds wonderful, Mom. Today's food is already so good.

Dad : Being together like this makes me the happiest.

son : Me too! I love you, Dad, Mom, Grandpa and Grandma.

Son : Hi mom, Dad! can we visit grandma and grandpa today?

Mom : That's good idea I think they'll be happy to see you

Dad : Yes, let's go this afternoon (let's go to grandma and grandpa house)

Gm : oh! my dear, I'm so happy you come how have you been?

Son : I've been good, Grandma. I missed you.

Gp : We missed you too. Have you been staying hard?

Son : Yes! Grandpa I'm doing my homework every day.

Mom : They've been working really hard at school.

Dad : and they're growing so fast!

Gm : That's wonderful. Would you like to snacks?

Son : Yes, please! Thank you Grandma

Gp : Come sit with us. Let's spend some time together.

Son : I love being here with you.

- Dining room -

Mom : Dinner is ready! please come to the table.

Father : It looks wonderful what do we have tonight?

Son : I'm hungry! Is it fried chicken?

Gm : Not tonight, dear. I helped your mom make vegetable soup.

Gp : And I baked fresh bread this afternoon. It's still warm!

Son : Wow! soup and bread! That's perfect.

Father : Thank you, everyone. Let's enjoy the meal together.

Mom : Yes, family. dinner is the best!

# The fantastic family

On Friday the son come back from School.

Mom : Dinner is ready ! Come to table everyone.

Dad : Smell delicious. what are we having tonight ?

Son : i hope its' pizza!

Grandma: Not tonight dear. I helped mom cook some helthy soup.

Grand pa : And i bake my special bread. Try it son!

Son : Yay ! I Love grandpa's bread.

Member
Nurai Meedron
Sulha
Arsada
Nasha



# CONVERSECTION

Dad : Tomorrow is Saturday. Should we go to the mall ?

Mom : That's a good idea. We can buy some groceries .

Grandma : I'd like to look at some new clothes too .

Grandpa : And I need new shoes. Mine are too old.

Child : Yay! Can we also go to the toy store ?

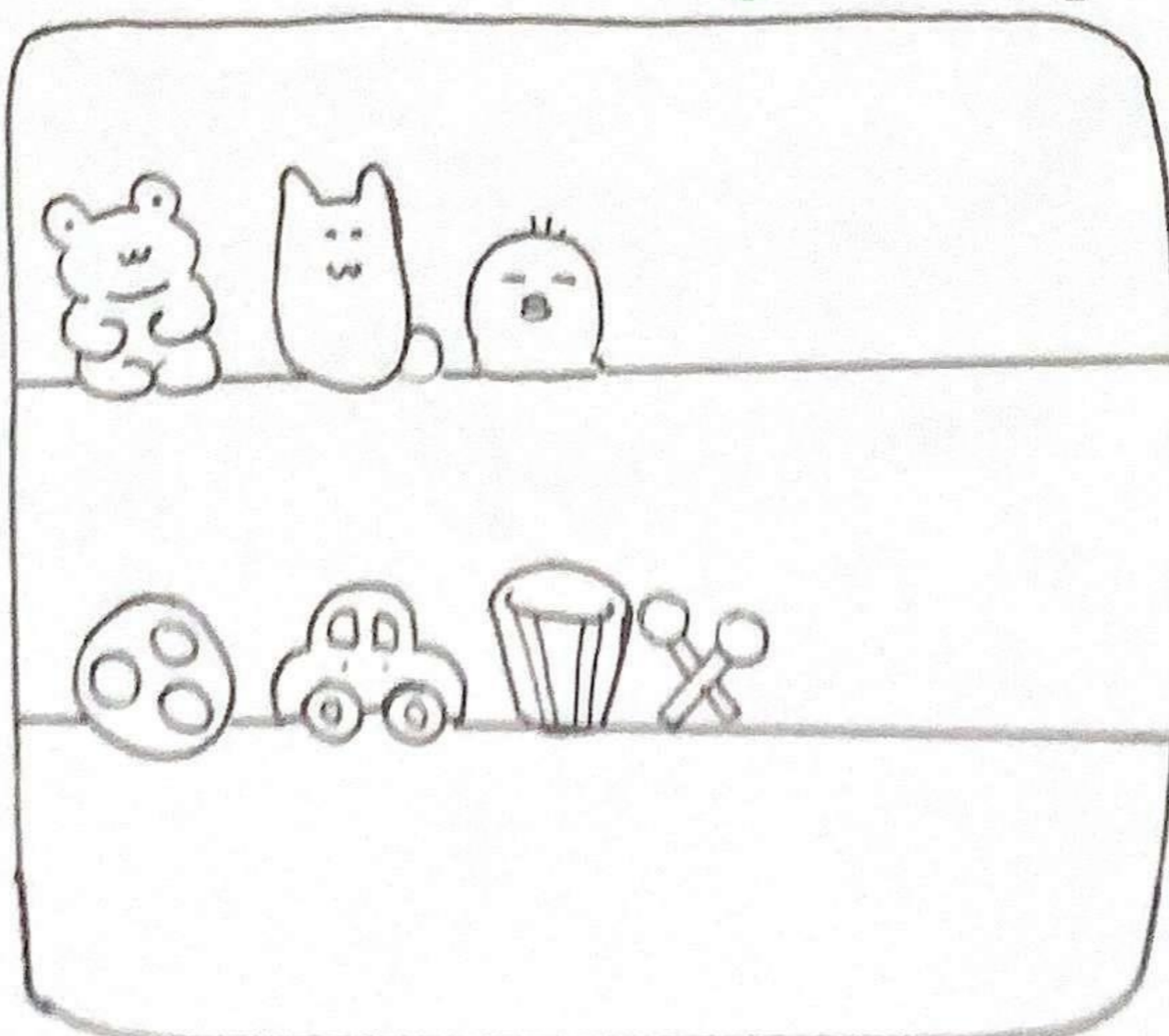
Dad : Ohly if you behave well.

Mom : Don't worry , we'll have lunch at the food court together.

Child : Hooray ! I love eating out with everyone.

Grandpa : Then it's settled. Tomorrow will be a family shoppingy day!

## toy store...



### HASIL SEBELUM ERLAKUAN

No	Nama Siswa	Skor Mentah	Konversi 100
1		26	35
2		43	57
3		43	57
4		51	68
5		42	56
6		50	67
7		48	64
8		60	80
9		28	37
10		25	33
11		56	75
12		63	84
13		42	56
14		46	61
15		55	73
16		48	64
17		59	79
18		52	69
19		38	51
20		39	52
21		30	40
22		44	59
23		51	68
24		47	63
25		35	47
26		45	60
27		40	53
28		28	37
29		65	87
30		39	52
<b>JUMLAH</b>		<b>1338</b>	<b>1784</b>
<b>RATA-RATA</b>		<b>44,6</b>	<b>59,47</b>

**HASIL SESUDAH ERLAKUAN**

<b>Nama Siswa</b>	<b>Skor Mentah</b>	<b>Konversi 100</b>
	68	91
	64	85
	59	79
	72	96
	63	84
	70	93
	54	72
	72	96
	55	73
	58	77
	62	83
	69	92
	65	87
	60	80
	70	93
	65	87
	70	93
	68	91
	60	80
	62	83
	70	93
	68	91
	72	96
	66	88
	70	93
	58	77
	60	80
	40	53
	74	99
	63	84
<b>JUMLAH</b>	<b>1927</b>	<b>2569</b>
<b>RATA-RATA</b>	<b>64,23333333</b>	<b>85,64</b>

# DOCUMENTATION



## DOCUMENTATION





Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Dara Ophelia Mumtaz Hsb  
NPM : 2202050064  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 119 SKS

IPK = 3,80

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Influence of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning	
	Implementation of The Cooperative Integrated Reading and Composition (Circ) Learning Model to Improve The English Communication Ability of Students In Class	
	Environmental Awareness Through English: The Effect of Eco-Themed English Lessons on Student Engagement	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, Juli 2025  
Hormat Pemohon,

Dara Ophelia Mumtaz Hsb

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Dara Ophelia Mumtaz Hsb  
NPM : 2202050064  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**The Influence of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning**

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

**Rini Ekayati, S.S., M.A**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Juli 2025  
Hormat Pemohon,

**Dara Ophelia Mumtaz Hsb**

Keterangan

- Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
  - Untuk Ketua / Sekretaris Prog. Studi
  - Untuk Mahasiswa yang Bersangkutan

Nomor : 1752/II.3-AU//UMSU-02/ F/2025  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Dara Ophelia Mumtaz Hsb  
NPM : 2202050064  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Influnce of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning.

Pembimbing : Rini Ekayati, S.S., M.A.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : 04 Agustus 2026

Medan, 10 Shafar 1447 H  
04 Agustus 2025 M

Wassalam  
Dekan  
  
Dra. Hj. Nani Yarnita, M.Pd.  
NIDN 0004066701



Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

**WAJIB MENGIKUTI SEMINAR**





### BERITA ACARA SEMINAR ARTIKEL

Pada hari ini Selasa Tanggal 23 Bulan Desember Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Dara Ophelia Mumtaz Hsb  
N.P.M : 2202050064  
Program Studi : Pendidikan Bahasa Inggris  
Judul Artikel : The Influence of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning

No	Masukan dan Saran
Judul	✓
Introduction	Discussion of how finger puppet works and how it manages in speaking skills.
Research Methodology	How to manage the quasi experimental design and how to measure the self confidence.
Result and Discussion	Discussion of the influence of FP to speaking skills.
conclusion	—
Kesimpulan	<input type="checkbox"/> Disetujui <span style="float: right;"><input type="checkbox"/> Ditolak</span> <input checked="" type="checkbox"/> Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

Rakhmat Wahyudin Sagala, S.Pd., M.Hum)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Rini Ekayati, S.S., M.A)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**LEMBAR PENGESAHAN HASIL SEMINAR ARTIKEL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

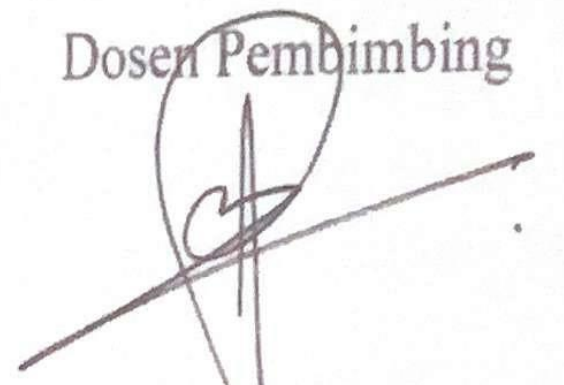
Nama Lengkap : Dara Ophelia Mumtaz Hsb  
 N.P.M : 2202050064  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Artikel : The Influence of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning

Pada hari Selasa Tanggal 23 Bulan Desember Tahun 2025 sudah layak menjadi Artikel kripsi.

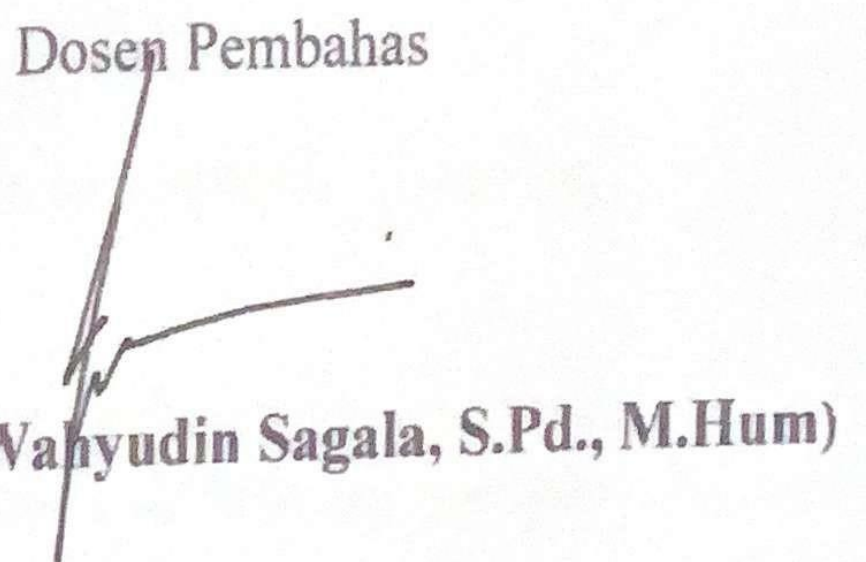
Medan, Januari 2026

Disetujui oleh:

Dosen Pembimbing

  
 (Rini Ekayati, S.S., M.A)

Dosen Pembahas

  
 (Dr. Rakhmat Wahyudin Sagala, S.Pd., M.Hum)

Diketahui oleh  
Ketua Program Studi,

  
 (Dr. Pirman Ginting, S.Pd., M.Hum)



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN FAKULTAS MUHAMMADIYAH

# UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1013/BA-BAN-PT/AK/KP/PTX/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6621003

<https://fkip.umsu.ac.id> [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id) [umsu.medan](#) [umsu.medan](#) [umsu.medan](#) [umsu.medan](#)

Nomor : 1796/II.3-AU/UMSU-02/F/2025  
Lamp : ---  
Hal : **Permohonan Izin Riset**

Medan, 12 Shafar 1447 H  
06 Agustus 2025 M

Kepada Yth, Bapak/Ibu Kepala Sekolah  
**Yayasan Muslim Suksa, Thailand**  
di  
Tempat

*Bismillahirrahmanirrahim*  
*Assalamu'alaikum Wr. Wb*

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : **Dara Ophelia Mumtaz Hsb**  
N P M : 2202050064  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Influence of Finger Puppet Learning Media to Students' Speaking Skills and Self-Confidence in English Learning.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.Akhirnya selamat sejahteralah kita semuanya, Amin.  
Wassalamu'alaikum



Dekan  
Dra. Nur Syamsiah Wati, M.Pd.  
NIDN.0004066701



No.216/2568

Muslimsuksa

T.Chalung A.Muang

J.Satun 91140

5 September 2568

Teaching Observation Response From For the Academic Year 2025

To : Whom it may concern

With neference to the university's assingment of students to observe teaching and participate in activities with our students I,Mr.Kodech Longsaman director of Muslimsuksa school has duly received the report from the relevant department and hereby acknowledge it.

Nam : Dara Ophelia Mumtaz Hsb

N P M : 2202050064

Program : Education in English

Thesistitle : The Influence of Finger Puppet learning Media to Students's Speaking Skills and Self-Confidence in English Learning

Thank you for trusting our school and giving your students the opportunity to join activities with ours. We are truly grateful.

Yours Sincerely,



(Mr.Kodech Longsaman)

Director of Muslimsuksa School