CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

In conclusion, this study helps teachers to be wider open to understand about the struggle of the other teachers in using puppets as a teaching media. Through the Findings and Discussion, it is found that Participant 1 and 2 discussed the difficulties they faced in class and during the teaching process. Participant 1 had difficulty using puppets due to confusion over which voice to use and the lack of loud enough sound when online. She also used less puppets in offline classes as teachers give their students more attention. Participant 2 is a toddler teacher who uses finger puppets for young children, but there is potential for disruption when students reach for the puppets. The teacher's puppet usually retains the character of the actor who played the teacher, making it challenging for the puppet itself.

The implementation of puppets in the teaching and learning process of Participant 1 and Participant 2 may look the same, yet different. Participant 1 decides to use puppets in class to grab the attention of the children, using Mr. Haha as an example of a "good student". In Playgroup B's online class, two students did not want to appear in front of the camera and Ms. Haha became a hit with the pupils, gaining their interest in the material. Mr. Haha is transformed into a figure who will attend to students in class. She receives a monthly curriculum and reviews it with the entire team at the same teaching level. The team then decides to employ puppets for a certain piece of content. She typically lets the students know beforehand for upper-level classes that she will have a guest or friend join the class as a spoiler or teaser. She introduces the class and the puppet to welcome the students and emphasizes that most problems can be solved through teamwork.

Participant 1 and Participant 2 discussed the advantages of employing puppets in their teaching and learning processes. Participant 1 believed that puppets would help students be more attentive to the teaching and learning

process, as they come with a friend. She also noted that puppets facilitate communication, particularly online, and give students the impression that they are seeing a show. Participant 2 agreed that puppets were easier to get students attention when using them, as they would immediately ask "Who is that?" and "Why is it on other people's hands?" Participant 2 also stated that when the puppets were originally introduced, the students' initial reaction would be to reach out and grab the puppets out of curiosity.

5.2 Suggestion

In this part, the researcher would like to recommend some suggestions for the teachers and future researchers.

- **For Teachers**

  The researcher suggests the teacher would try to use puppets for students more often so that they are used to the puppets and it can be enjoyable for students to have a different way of learning. Even when students seem to be scared during the few first meetings, but they would enjoy it once they have got used to it. Teachers also could do collaboration in the use of puppets to teach students.

- **For Future Researcher**

  Considering each teacher did have their own stories and struggles, future researchers can try to focus on other specific subject. Besides that, the researcher suggests for future to use Forum Group Discussion more to be able to discuss and dig up more similarity and differences stories of participants.

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