# HAND PUPPET: A TEACHING – LEARNING STORYTELLING MEDIA

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**Abstract**
The media has an important role in learning activities to be able to arouse interest, motivation, and provide stimulation to increase students learning activities. The benefit of the media in the learning process is facilitating interactions between the teacher and students, so that the learning will be more effective and efficient. Generally, the purpose of this study describes the process of applying hand puppet media to improve students' skills in storytelling. This study uses the design of the Kemmis and McTaggart model which includes the stages of planning, action, observation, and reflection. The technique used in collecting data is through observation and interviews, while the data analysis is done by descriptive qualitative. The findings of this study reveal an increasing in the students' ability in storytelling for each cycle which is characterized by self-confidence, the ability to master the story, and mastery of expression. The use of hand puppets as a tool in storytelling activities can be communicative interactions and creative ideas, so that the students can focus on storytelling well. Thus, it can be concluded that hand puppets can help students improve their storytelling abilities.

**Keywords:** *Hand Puppet, Instructional Media, Storytelling Learning*

## INTRODUCTION

As the development of science and technology increases, surely it is increasingly encouraging a change in utilizing various technologies through research to create an effective teaching and learning process. Gibson, Hall, & Callery (2006) state the technology in learning can create effective learning environments. Teachers are required to facilitate the learning in the classroom through the use of technology to support the success of learning (Ertmer & Ottenbreit-Leftwich, 2010), both in the form of modern and traditional media. This is done as an effort to achieve the expected teaching objectives. In addition, the teacher can also develop skills in creating instructional media that are appropriate to the needs of students.

Instructional media is one of the most effective media to convey information from teachers to students (Mahnun, 2012). Media can be said as a tool that can provide stimulus to the thoughts, feelings, attention, and skills of students to encourage the learning process. The use of media in the learning process can assist teachers in delivering subject matter so as to facilitate the achievement of learning objectives that have been formulated.

The use of media in storytelling learning can make students actively involved in the topic being told (Dudeck, 2015). As Staley and Freeman (2017) emphasize that storytelling activities by using media can provide opportunities for students to tell their stories and be a new nuance to them. Thus, the use of media in storytelling activities can create learning to be more varied.

Storytelling is a form of social interaction used by humans in the world of

education as part of entertaining learning. Storytelling can provide opportunities for students to interact and learn from various experiences (Li & Hew, 2017). This opinion is in line with the concept forward by Lawrence and Paige (2016) that storytelling can be described as an art of participatory learning to provide a broad understanding to students.

Storytelling provides benefits in developing the imagination process, improving language skills, and communication skills of students. As the opinion expressed Nguyen, et al. (2015) that storytelling is an activity undertaken to improve the ability to speak, listen, think critically, and involve children's emotional abilities (Farmer, 2004). Storytelling is a form to increas understanding of racial diversity and cultural norms (Lenox, 2000; Endosomwan & Peterson, 2016).

Fairytales are part of oral literature that is important to teach because it has various benefits, such as character development, morals, and increased imagination (Zipes, 2012). However, most students seemed less fond of storytelling learning. From the results of interviews conducted on third grade students stated that the cause of students is less fond of storytellinglearning because so far the fairytales taught is less interesting. They assume that the stories learned are often heard and read. The results of this interview are reinforced by direct observation of students when performing storytelling. The observations show that students still look shy, doubtful, evens afraid to appear in front of the class. When students are assigned to perform storytelling, only a few students dare to appear in front of the class. This indicates that storytelling is very difficult for the beginner students.

Based on the problems faced by students in storytelling learning, an action research was conducted to overcome these problems. The application of action research is carried out to develop teacher creativity in overcoming the learning problems they face. Niemi (2018) states the action research is a form of research conducted by techerswith combining the theory and practice to improve the quality of learning in the classroom. The media used in this study is a hand puppet media. The uses of hand puppet media in storytelling learning is adjusted to the conditions of the learning environment at the school.

The reason of using hand puppets media is quite easy to find and to implement in learning process. So far, teachers at the school have not used hand puppets in learning yet, even though this is quite helpful in storytelling learning. The use of hand puppets can encourage students to be more creative in conveying story content. Through the use of puppets in learning, students do not feel ashamed anymore, because they regard it as a game. Thus, it can be said that hand puppets serve as an educational tool for students at the elementary level.

Various studies have revealed the impact of the use of media in classroom learning activities. Ge (2019) conducts research on the use of instructional media that students prefer and the media applied by teachers in the classroom. The findings reveal that the use of various media in learning activities can improve learning abilities well. Furthermore, the result of Yüksel's research (2011) states that the use of technology in learning to tell stories for children can introduce more to the real world, increase motivation, self-confidence,

creativity, and mastery of media literacy (Di Blas & Boretti, 2009).

Based on the description on the background of the problem and relevant studies, it can be understood that the differences between this study and previous research. Some of the results of previous studies have provided an overview of the advantages of using media in learning, such as increased motivation and self-confidence. However, the most fundamental difference from this research is the use of media in storytelling learning. In this study used hand puppets media that are still traditional to overcome the obstacles of students in storytelling, while previous research aimed at the use of modern technology media. The reason for choosing hand puppets media is that they are easily applied and adapted to the conditions of students who are still in the process of introducing something that has just been seen in learning. Thus, the purpose of this study is to describe the process of applying hand puppet media to improve students' skills in storytelling.

**METHOD**
*Respondent*
Respondent involved in this study were 18 people, namely 10 female students and 8 male students who sat in the 3rd grade elementary school. Generally, there are more female students than male students. The average age of studentsis 9 years. The location of this research is in one of the Madrasah schools in Bulukumba Regency, South Sulawesi.

*Design and Procedure*
This study uses the design of Kemmis and McTaggart's action model which includes several stages, from planning, action, observation, and reflection. As

stated by Kemmis, McTaggart, & Nixon (2014) that action research can involve a process of inquiry and qualitative data collection and then an interpretation phase is carried out. Activities undertaken by researchers and teachers on various aspects of research can provide an understanding of the concept of action research to reflect the diversity of practices descriptively (Baumfield, Hall, &Wall, 2009).

The implementation procedure in this study includes four important stages, namely planning, action, observation, and reflection. The first, Planning starts from pre-observation activities to find out the initial conditions of storytelling learning before treatment is given, making an implementation plan, and developing treatments to improve previous learning. The second,the action is carried out to implement the learning design that has been made. During the action activities, the researcher also made observations to directly observe the impact of the applied learning scenario. The third,reflection activities are carried out to correct weaknesses or obstacles experienced during the action. This is a basis to improve the scenario to the next stage.

*Technique of Collecting and Data Analysis*
There are two techniques used in collecting research data, namely through observation and interviews. Observation activities were carried out during the action by directly observing the process of applying hand puppets media in storytelling learning. These observations focus on student activities during learning process. The interview activities are carried out after giving the treatment. Interview activities are conducted to find out the obstacles of students during learning process.

Interviews were conducted structurally by using prepared guidelines related to the application of hand puppets media in storytelling learning. Furthermore, the data analysis stage of the interview results was carried out qualitatively. Analysis of the interview results was carried out in several stages, starting from the reduction stage by grouping data by coding, data displaying, and drawing conclusions from research findings.

## RESULT AND DISCUSSION
### Result

In general, the stage of the implementation of this research was carried out in three cycles. Each cycle there are four important stages which include planning, action, observation, and reflection. Preparation of the design at the planning stage refers to the learning problems faced by teachers and students in storytelling activities. During the research process from the first cycle to the third cycle, the focus was on the use of hand puppet media. The difference in design of the first cycle to the third cycle located in the constraints experienced by students for each cycle and formulates a permanent solving to overcome these problems, so that the process achieved in each cycle has increased.

After drafting, the next step is to take action and observation simultaneously. The action in this activity applied instructional media that have been designed according to students' problems. During the implementation of the action, the researcher also made observations to know directly the changes that occur in the students. The last step is the reflection of learning. In the reflection stage, the activities carried out are reviewing the obstacles experienced by students during learning and formulating

appropriate steps to overcome these obstacles, so that the implementation of actions in the next cycle becomes more effective.

### Cycle 1: Hand Puppets of Princess and Buffalo Character
### Planning

The planning stages compiled in this cycle begun the selection of media to the preparation of learning scenarios. There are two media choices in this cycle, they are princess and buffalo characterhand puppet. The use of this media is adapted to the fairytale text used in the study entitled *"Tandampalik Princess"* which the contents of the story in this fairytale are about a royal princess who is sick and treated by a buffalo. On this basis, the hand puppets media of princess and buffalo character are used as tools for students to convey the contents of the story.

### Action and Observation

The steps in the first cycle are adjusted to the learning scenarios that have been prepared. The initial activity carried out in the action stage is introducing fairytale material to students and inviting students to practice storytelling by using hand puppets. From the observations during the learning activities, it appears that students are still experiencing problems in storytelling. Most of the students still look ashamed to hold the hand puppets and falter in delivering the contents of the story.

### Reflection

The results of the reflections in learning process on the application of actions concluded that there were still many problems faced by students during storytelling learning. This problem is seen in the application of learning scenarios that

are less effective and the ability of students in storytelling is still very low. Lack of student ability is seen in intonation, mastery of content, and less expressiveness. Thus, the development of planning is carried out in accordance with the existing problems in cycle 1. The follow up of this reflection activity develops learning planning by grouping students in the process of practicing storytelling. In addition, the use of fairytale texts and media is also different because it is adapted to the content of the story.

### Cycle 2: Hand Puppet of Buffalo Character
### Planning

The design improvement in cycle 2 refers to the constraints experienced by students during storytelling activities. At this stage, the fable text used in learning differs from the previous cycle. The reasons of using different fairytales are expectation to the students do not bored to follow the learning material. The fairytale chosen in this cycle is entitled *"La Dana and His Bufallo"*. In brief, this fairytale tells the story of some young people who took part in a traditional ceremony in a village. During the ceremony, a number of buffaloes were slaughtered to gived to those present. After some young men get a piece of buffalo meat, then they re-combine and trade with a buffalo child who is still alive to be raised together. This fairytale tells more about buffalo and quite humorous which considered able to overcome boredom and can bring expression when students tell the story. Therefore, a hand puppet media with buffalo characters is used as a tool for students to tell the story.

### Action and Observation

The implementation of actions in this cycle refers to the revised design of learning scenarios. The actions taken in this cycle are slightly different, where students are directed to form groups. In group activities, students are directed to practice storytellingby using puppets. During group activities, students are not only taught to hold puppets, but how to bring out the right intonation and expression in accordance with the storyline conveyed. From the observations during the activity, it appears that there is an increase in the ability of storytelling. From the previous cycle, almost all students no longer looked shy and hesitant to appear to tell the stories. In addition, students also seemed to be actively practicing with group friends.

### Reflection

The results of the learning reflection in this cycle formulated several important points which were considered to be increased. In general, the applications of storytelling learning by using buffalo character puppet media are in accordance with the learning scenarios that have been prepared. However, several aspects still need to be addressed such as the allocation of time that must be added to group activities and special approaches to students that are really difficult to start storytelling activities. In addition, the ability of storytelling of students also still needs to be improved, especially in aspects of expression and mastery of the storyline. The follow up of this reflection activity is using hand puppet media with parrot characters in accordance with the contents of the fairytale.

## Cycle 3: Hand Puppet of Parrot Character
### Planning

The design of learning scenarios in this cycle is the result of revision and development of scenarios in cycles 1 and 2. The fairytale text applied in this cycle is also different from the previous cycle. The fairytale chosen in this cycle is titled *"Ambo Upe and Parrot"*. In short, thefairytale tells about the friendship of a young buffalo herder with a parrot. The story begins with the help of a young man to a parrot which is in pain and takes care until it grows up. Gradually, the bird also returned the youth's favor by helping him from snakebites and robbers. This fairytale provides many moral messages to readers and listeners, which are expected to help students to better appreciate the content of the story. In addition to the use of different stories, the hand puppets used are also different, namely hand puppet with parrot characters and adapt to the story's contents.

### Action and Observation

The application of action in this cycle begins with a brief apperception. After that, the students form the groups and practice storytelling together. When one of them tells a story, friends in the group can be the audience or occasionally help to remember the content of the forgotten story. Students who still have difficulty telling storytelling are grouped with students who are already skilled enough. To help students practice expressions, the teacher shows examples of expressions that are appropriate to the content of the story, either through direct modeling or through audiovisual displays. The observations showed that almost all students were able to tell the stories well, which was marked by an increasing in expression and mastering of the story contents.

### Reflection

Based on the results of the implementation in cycle 3, it can be concluded that during the implementation of the first cycle to the third cycle there has been an increase marked by the level of confidence, mastery of story contents, and the ability to express. The use of puppet media with parrot characters and good story modeling can provide stimulus to students to show expression when telling stories. With interesting stories and different puppet characters, students become enthusiastic about learning storytelling.

### Discussion
### Cycle 1

Research findings in the first cycle have provided an overview of various aspects that are still obstacles in learning activities. This aspect appears from the implementation of learning scenarios that are still less precise so that students' ability in storytelling is also lacking. The obstacle that was experienced when applying hand puppets media in this cycle was the ineffective time management. For example, in the initial activities the teacher uses too much time to deliver the material, so the time to practice is very less. In addition, the ability of students appears in the lack of regulation intonation, mastery of the contents of the story, and the ability to express is also lacking. Lack of students' mastery in story telling is caused that the students still look shy, afraid, and hesitant to start storytelling activities. From the results of interviews conducted with students, revealed that the average student gave a statement that they were still very rigid to move their hands. They said that puppets had only been used for playingall this time, even male students were using puppets for the first time, so it was still

difficult to interact. However, they also were happy because the puppets can be used in storytelling learning and considered to be new for them. Through this finding, it can provide a description of the theory put forward by Campbell & HIusek (2015) that one of the important stages when telling a story is visualizing the story in the form of media. This opinion is in line with the statement put forward by Kurniawan (2016) that in storytelling activities, creativity is needed in using media. The use of media in storytelling as a way to liven up the atmosphere and can help storytellers to convey the contents of the story in accordance with the plot.

## Cycle 2

The results of the implementation in the cycle 2 have shown improvement from the previous cycle. The increase was seen in the students' ability to master the contents of the story and their interest in using hand puppet media. The observations showed that most students no longer looked ashamed and were afraid to appear to tell stories. The practice activities in groups are enough to help students to practice mastery of stories and expressions. From these activities students take turns appearing in groups to tell the stories. As for students who still seem difficult, they can be given a special approach by the teacher, even directed to join a group that is already adept at storytelling by using puppets. The results of the interview revealed that students were very happy to follow storytelling learning. Thus, using hand puppets in face-to-face learning can improve students' abilities to strengthen their imagination and creativity. Mayora, Costa, & Papliatseyeu (2009) stated that using puppets in learning can attract students' attention and create closeness between students and teachers.

This opinion is confirmed by Jenkins & Beckh (in Karakurt, 2012) that puppets are containers that can provide opportunities for children to express new experiences and emotional overflows that are difficult to express in words.

## Cycle 3

Storytelling learning activities in the cycle 3 is continues to increase marked by the ability of students to master the story and mastery of expression. The observation shows that students look confident to appear storytelling in front of the class. The use of hand puppets media in learning activities for students is no longer something new for them. This is because hand puppets are considered as a tool to interact communicatively and provoke creative ideas, so the students can concentrate on conveying and listening to stories effectively. The results of this study illustrate that the media can be an active role in creating an effective learning environment. This finding is also in line with some of previous studies.Ge (2019); Yüksel (2011); Di Blas & Boretti (2009) states that the use of a variety of media in learning activities can increase motivation, self-confidence, creativity, and mastery of media literacy.

## CONCLUSION

The media has an important role in storytelling learning activities in elementary schools. One of the roles of the media in learning activities is to make it easier for teachers to deliver material quickly to the students. Learners can also easily understand the material delivered by the teacher. This is because learning activities do not only utilize verbally, but we need a media to convey information effectively. As an illustration of the

research findings have seen a fairly effective improvement in learning storytelling. The increase was seen from the confidence, mastery of the contents of the story, and the ability to express. Thus, it can be concluded that the use of hand puppet media can improve students' ability in storytelling.

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