



Application of Storytelling Model and Hand Puppet Media in Learning Speaking Skills

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ABSTRACT

This study aims to describe: 1) the learning outcomes of speaking skills before using the storytelling method and hand puppet media; 2) the learning outcomes of speaking skills after using the storytelling method and hand puppet media; 3) the effectiveness of the storytelling method and hand puppet media in learning speaking skills. This study took place in the odd semester of the 2025/2026 academic year at SDN Sindangraja 1. This study used a descriptive-quantitative through a pretest-posttest design in the control class. The study population was 22 students of class 3-a as the control group and 28 students of class 3-b as the treatment group who took the pretest, speaking skills learning, and took the posttest. The sample was determined at 46 students based on a statistical formula; divided into 20 students in the control group and 26 students in the treatment group. Speaking skills data for all types of tests were collected using a performance test instrument. Speaking skills data were analyzed using parametric inferential statistics preceded by the requirements test, namely the normality test and the homogeneity test. Research findings: 1) the learning outcomes of speaking skills before using the storytelling method and hand puppet media for the pretest were 12.45 which is equivalent to a standard score of 62.25 percent (categorized as low) while the mean posttest was 13.55 which is equivalent to a standard score of 67.75 percent which is categorized as low to medium; 2) the learning outcomes of speaking skills after using the storytelling method and hand puppet media for the pretest were 12.52 which is equivalent to a standard score of 62.59 percent (categorized as low) and the mean posttest was 17.45 which is equivalent to a standard score of 87.24 percent which is categorized as high; 3) the storytelling method and hand puppet media have been proven to be effective in teaching speaking skills for class 3 of SDN Sindangraja 1.

Keyword : storytelling model, hand puppet medias, speaking skills

Penerapan Model Bercerita dan Media Boneka Tangan dalam Pembelajaran Keterampilan Berbicara

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil belajar keterampilan berbicara yang menggunakan model dan media konvensional di kelas kontrol; 2) hasil belajar keterampilan berbicara yang menggunakan model bercerita dan media boneka tangan di kelas perlakuan; 3) efektivitas model bercerita dan media boneka tangan dalam pembelajaran keterampilan berbicara. Penelitian berlangsung pada semester ganjil tahun akademis 2025/2026 di SDN Sindangraja 1. Penelitian menggunakan metode deskriptif-kuantitatif melalui desain pretest-posttest di kelas kontrol. Populasi penelitian adalah 28 siswa kelas III-a sebagai kelompok kontrol dan 29 siswa kelas III-b sebagai kelompok perlakuan yang mengikuti pretest, pembelajaran keterampilan berbicara, dan mengikuti postes. Sampel ditetapkan sebanyak 50 siswa berdasarkan formula statistik; terbagi dari 25 siswa kelompok perlakuan dan juga 25 siswa kelompok kontrol. Data keterampilan berbicara dikumpulkan menggunakan instrumen tes unjuk kerja dan dianalisis menggunakan statistik inferensial parametrik yang diawali oleh uji persyaratan yakni uji normalitas dan uji homogenitas. Temuan penelitian: 1) hasil belajar keterampilan berbicara kelompok kontrol untuk pretest sebesar 12,45 yang setara dengan skor baku persen 62,25 (berkategori rendah) sedangkan mean postes sebesar 13,55 yang setara dengan skor baku persen 67,75 berkategori rendah; 2) hasil pretest kelompok perlakuan sebesar 12,52 yang setara dengan skor baku persen 62,59 (berkategori rendah) dan mean postes 17,45 yang setara dengan skor baku persen 87,24 yang berkategori tinggi; 3) metode bercerita dan media boneka tangan terbukti efektif digunakan dalam pembelajaran keterampilan berbicara di kelas III SDN Sindangraja 1.

Kata kunci : model bercerita, media boneka tangan, keterampilan berbicara

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INTRODUCTION

Storytelling is one of the many ways teachers provide learning experiences for students. The stories told must contain messages, advice, and information that are easily understood by students. To ensure effective storytelling, learning media are selected that align with the learning objectives and student characteristics. One such medium is hand puppets. Fakhrudin & Inayati (2015), Oktaviana & Wuryandani (2014), and Sulianto et al. (2014) state that hand puppets have several advantages: 1) they don't take up much space in the classroom; 2) they don't require complex skills for students or teachers who use them; 3) they can develop students' imaginations, increase student engagement, and create a joyful atmosphere; and 4) they can develop language skills, especially speaking and listening.

Furthermore, in the context of literary storytelling, hand puppets are useful for portraying characters in the story. Students gain experience through the stories enacted by the characters. The varied story conflicts will prevent children from getting bored. Thus, storytelling activities using hand puppets can maximize character development and enhance students' language skills, particularly speaking skills.

Several online journal articles conclude that elementary school students' speaking skills are relatively low. This fact is reflected in several online journal articles, including (Rohimah et al., 2026; Sholihah, 2020; Prasetyo et al., 2025).

The speaking skills of third-grade students at SDN Sindangraja 1 are also relatively low. Many speaking skill indicators have not been achieved as expected. This condition occurs when teaching speaking skills using conventional models through conventional media, namely Indonesian language textbooks for third-grade elementary school.

The storytelling model is believed to improve speaking skills. Through this model, students are trained to tell stories using media that are in line with the learning objectives and character of the students.

Based on the description above, this article involves two research questions. These questions are formulated as follows:

- 1) What are the categories of pre-test and post-test results of speaking skills using conventional learning models and media in grade III-a at SDN Sindangraja 1?
- 2) What are the categories of pre-test and post-test results for speaking skills using storytelling and hand puppets in grade III-b of SDN Sindangraja 1?
- 3) How effective is storytelling and hand puppets in teaching speaking skills in grade III of SDN Sindangraja 1?

In line with the research problem formulation, this article has three research objectives. First, to describe the pre-test and post-test results for speaking skills in learning using conventional models and media in the control class. Second, to describe the pre-test and post-test results for speaking skills in learning using storytelling and hand puppets in the treatment class. Third, to describe the effectiveness of storytelling and hand puppets in teaching speaking skills in grade III of SDN Sindangraja 1.

This research on speaking skills has many benefits from various perspectives. These perspectives are supervision, peer review, and academic review.

First, the supervisory perspective. This article is useful because it can be used as material for principals' supervision of classroom teachers in teaching speaking skills.

Second, the peer review perspective. For colleagues who teach Indonesian, this article is useful because the storytelling model using hands-on media can be used in every Indonesian language lesson.

Third, from an academic perspective. This article is useful for the academic world. For lecturers conducting similar research, this article can provide additional references. For students, this article is useful because it has the potential to be used as discussion material on speaking skills in elementary schools.



Speaking can be defined as the activity of speaking, interacting verbally, adopting language, or expressing ideas through both spoken and written words. This activity is a key element in conveying messages and messages (Maulana et al., 2021; Zulus et al., 2020; Sulistyawati & Amelia, 2021). In the process, the speaker encodes the message through a system of linguistic symbols. The listener then acts as the recipient, decoding and assigning meaning to the information conveyed. This interaction occurs dynamically with a feedback mechanism as the roles of speaker and listener alternate continuously.

Inayah argues that speaking is the ability to transmit messages to others through spoken language (Tarigan, 2018; Dalman, 2024; Inayah, 2019). This activity is crucially linked to the use of language in the form of speech. Oral language use itself is inseparable from the influence of various determinants. Yumna emphasized that various factors directly influence speaking skills, including: 1) pronunciation and accurate articulation of language sounds; 2) variation and emphasis in tone of voice; 3) appropriate and contextual vocabulary selection; 4) regularity in morphological and syntactic construction; 5) coherence in the presentation of ideas within the flow of conversation; the quality and relevance of the content conveyed; 7) strategies for opening and closing dialogues or speeches; 8) nonverbal expression and self-control during communication (Tarigan, 2018; Dalman, 2024; Yumna, 2023; Ntelu, 2017).

Four relevant articles are presented below. The articles in question were written by Inayah et al. (2020), Hendriyawan et al. (2024), Muthamainnah et al. (2025), and Nurbaeti et al. (2022).

The first article used a sample of third-grade students at Bima State Islamic Elementary School. This article concludes that the use of hand puppets in Arabic language learning can improve students' Arabic speaking skills (Inayah et al., 2020).

The second article used a sample of third-grade students at SDN Cogreg 02, Tangerang Regency. This article concludes that the use of hand

puppets can improve learning outcomes in conveying fairy tales (Hendriyawan et al. (2024).

The third article used a sample of Group B children through the application of storytelling using hand puppet media at RA PERSIS 16. The results showed significant improvement. In the first cycle, only 40% of children showed active listening behavior. By the second cycle, this increased to 85%. Children became more attentive, responsive, and enthusiastic during storytelling sessions. In conclusion, storytelling with hand puppet media is an effective method to foster listening skills in early childhood and should be integrated regularly into language development activities in RA settings. Hand puppets in Arabic language learning can improve students' Arabic speaking skills (Muthamainnah et al., 2025).

The fourth article used a descriptive approach using a sample of third-grade students at SDN Cogreg 02, Tangerang Regency. The conclusion of this fourth study is the application of storytelling methods to improve children's literacy in Indonesian language subjects. Literacy has a broad scope, not only talking about reading and writing letters, but also the ability to grasp information with logical and critical thinking, which ultimately enables them to utilize it effectively. effectively achieve specific objectives (Nurbaeti et al., 2022).

METHOD

The study used a descriptive-quantitative method through a pretest-posttest design in the control class. Balaka (2012), Razak (2017), and Abubakar (2021) stated that the descriptive-quantitative method, using a pretest-posttest design in the control class, is often used in various experimental studies in specific learning environments.

This research was conducted in the odd semester of the 2025/2026 academic year. The research period was divided into three stages. First, the preparatory phase included the preparation of hand puppets for the storytelling method. Furthermore, the preparation of test instruments, as well as the preparation of the population and

sample, were also part of the preparatory phase. Second, the core phase included the implementation of a speaking skills pretest, the implementation of teaching and learning activities using the speaking method and hand puppets, and the implementation of the posttest. Third, the reporting phase involved data analysis and writing the results based on a scientific article in an online journal.

The study population consisted of 28 third-grade students as the control group and 29 third-grade students as the treatment group, who participated in a pre-test, speaking skills instruction, and a post-test. Thus, the total population was 57 students.

The sample size was determined at 50 students. This sample size was determined based on Slavin's formula (Amin et al., 2023; 2014; Razak, 2017; Santoso, 2020). The treatment and control groups were equally sized, 25. Each sample member was selected using simple random selection from the sample group.

Speaking skills data were collected using a performance test instrument. This test instrument was deemed content valid because it was designed following objective procedures. Fraenkel et al. (2012), Azwar (2013), Limiansih et al. (2025), and Carter (2016) stated that a test instrument is said to have good content validity when it is designed based on objective and systematic procedures, rather than based on statistical formula calculations.

Here's the procedure for developing a speaking skills test for third-grade students at SDN Sindangraja 1. First, determine the speaking duration. This article uses a duration between 5 and 10 minutes. Second, determine the speaking skills test system. This article uses a standing-in-front-of-the-class system. Third, determine the children's story topic for the talk.

speaking skills data is obtained based on the scoring results (maximum score of 20 and minimum score of 5). Scoring used the following rubric per indicator:

- 1) Character Objectivity
very objective: scored 4, objective: scored 3, not objective: scored 2, very not objective: scored 1
- 2) Storyline Accuracy:
very accurate: scored 4, accurate: scored 3, inaccurate: scored 2, very inaccurate: scored 1
- 3) Fluency:
very fluent: scored 4, fluent: scored 3, not fluent: scored 2, very not fluent: scored 1
- 4) Vocals:
very clear: scored 4, clear: scored 3, not clear: scored 2, very not clear: scored 1
- 5) Intonation
very good: scored 4, good: scored 3, poor: scored 2, very poor: scored 1

Speaking skill data per sample group was analyzed using descriptive statistics. The statistical measures appropriate to this data were the mean and standard deviation. The mean standard percentage score for speaking skills is considered low if it is <15 or a standard percentage score of 75.00. The mean standard percentage score for speaking skills is considered high if it is >15 or a standard percentage score of 75.00.

A paired sample t-test was used to determine whether the mean speaking skills of the pre-test and post-test results for each study group were equal. First, the mean pre-test and post-test results for the control group were analyzed. Second, the mean pre-test and post-test results for the treatment group were analyzed. The null hypothesis is that the mean pre-test and post-test results for each sample group are not different. This hypothesis is accepted if the sig. value is >0.05 . If the sig. value is <0.05 , then H_0 is rejected.

The effectiveness of the storytelling model and hand puppet media is determined by calculating the sig. value that is smaller than 0.05. In other words, a sig. value of 0.00 indicates that storytelling and hand puppet media are effective in teaching speaking skills in grade III of SDN

Sindangraja compared to conventional models and media.

RESULTS

1. Speaking Skills of the Control Group

The pre-test mean score for speaking skills of grade III-a students, i.e., students in the control group, was 12.45 with a standard deviation of 1.41. This mean is equivalent to a standard mean of 62.24 percent (categorized as low).

The post-test mean score for speaking skills of grade III-b students, i.e., students in the control group, was 13.55 with a standard deviation of 1.19. This mean is equivalent to a standard mean of 67.75 percent (categorized as low).

Table 1

Pre-test and Post-test Results of Speaking Skills of Students in the Control Group

No.	Stage	Descriptive Statistic	Value
1	Pretest	n	25
		Mean	12,65
		Std. Deviation	1,41
		Percent	63,25
		Category	low
2	Post-test	n	25
		Mean	13,55
		Std. Deviation	1,19
		Percent	67,75
		Category	low

2. Speaking Skills in the Treatment Group

The pre-test mean for speaking skills in grade III-b students, in the treatment group, was 12.52 with a standard deviation of 1.42. This mean is equivalent to a standard mean percentage of 62.59 (categorized as low).

The post-test mean for speaking skills in grade III-b students, in the treatment group, was 17.45 with a standard deviation of 0.96. This mean is equivalent to a standard mean percentage of 87.25 (categorized as high).

Table 12

Pre-test and Post-test Results of Speaking Skills in the Treatment Group

No.	Stage	Descriptive Statistic	Value
1	Pretest	n	25
		Mean	12,52
		Std. Deviation	1,42
		Percent	62,60
		Category	low
2	Post-test	n	25
		Mean	17,45
		Std. Deviation	0,96
		Percent	87,25
		Category	high

3. Effectiveness of Storytelling and Hand Puppet Media in Learning Speaking Skills

The t-value is -38.419 with a df of 24 and a sig. 0.00 (Figure 1). Therefore, sig. 0.00 < 0.05, so H_0 is rejected. This means that the pre-test mean for speaking skills of 12.52 is significantly different from the post-test mean for speaking skills in the treatment group. The synthesis of this statement is that the storytelling model and hand puppet media are effective in teaching speaking skills in grade III of SDN Sindangraja 1.

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
pretest	12,52	25	1,418	0,284
post-test	17,44	25	0,961	0,192

	t	df	Sig. (2-tailed)
pretest - post-test	-38,419	24	0,000

Figure 1

Screenshot of the Paired Samples t-Test for the Treatment Group

DISCUSSION

Low scores on speaking skills tests for both the control and treatment groups are common among elementary school students (Chadijah, 2024; Handrayani, 2022; Harianto, 2020; Nurbaeti et al., 2022; Simin et al., 2020).

For the control group, the paired-samples t-test was not as good as for the treatment group. The t-value was -8.048 at 24 df and a sig. 0.019 (Figure 2). The sig. 0.00 for the treatment group was 0.00.

Paired Samples Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
pretest	12,64	25	1,411	0,288
post-test	13,56	25	1,193	0,199

	t	df	Sig. (2-tailed)
pretest - post-test	-8,449	24	0,019

Figure 2

Screenshot of the Paired-Samples t-Test for the Control Group

From an independent group perspective, the independent-samples t-test also revealed that the treatment group's post-test results were significantly better than those of the control group. The independent-samples t-test value was -12.664 at a sig. 0.00 (Figure 3). Therefore, H_0 is rejected because the sig. $0.00 < 0.05$.

Group Statistics				
	Mean	N	Std. Deviation	Std. Error Mean
Control	13,56	25	1,193	0,239
Expeprime ntal	17,44	25	0,961	0,192

Independent Sample Test					
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances assumed	-12,664	48	0,000	-3,880	0,306
Equal variances not assumed	-12,664	45,916	0,000	-3,880	0,306

Figure 2

Screenshot of the Control Group Paired Samples t-Test

The high mean post-test speaking skill scores in the treatment class are believed to be due to several factors. These factors are discussed below.

First, the learning media factor. Hand puppets are believed to be able to mediate the teacher's storytelling model to students. This is because hand puppets are highly appropriate for students' developmental stages. Many scientific articles have synthesized the role of hand puppets in teaching speaking in lower grades. These articles include (Mariana & Zubaidah, 2015; Kusumastuti & Rukiyati, 2018; Pebriana, 2017; Wulansari, 2019; Isna et al., 2026).

Second, the learning motivation factor. This learning motivation factor is actually the dominant aspect of the hand puppet media factor. Students are motivated to listen and, in turn, participate in storytelling activities using hand puppets. Learning motivation is strongly believed to improve learning outcomes, as has been synthesized by many authors of scientific articles in online journals (Muhammad, 2016; Andriani & Rasto, 2019; Florina & Atmazaki, 2023; Putri & Ramadhan, 2022; Zalukhu et al., 2026).

CONCLUSION

First, the mean pre-test speaking skill score of third-grade students at SDN Sindaraja 1 in the control group was 12.45, equivalent to a standard



score of 62.25 percent (categorized as low), while the mean post-test score was 13.55, equivalent to a standard score of 67.75 percent, also categorized as low. Second, the mean pre-test speaking skill score of third-grade students at SDN Sindaraja 1 in the treatment group was 12.52, equivalent to a standard score of 62.59 percent (categorized as low), while the mean post-test speaking skill score was 17.45, equivalent to a standard score of 87.24 percent, also categorized as high. Third, the storytelling model and hand puppet media have proven to be effective in teaching speaking skills in class III of SDN Sindangraja 1.

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