



TEACHING NARRATIVE TEXTS THROUGH STORYTELLING TECHNIQUE USING FINGER PUPPET MEDIA AT GRIYA YATIM & DUAFA PALANGKA RAYA

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Abstract

The media has an important role in teaching activities to be able to arouse students' interest, students motivation, and provide stimulation to improve student learning activities. The benefit of media in the learning process is to facilitate interaction between teachers and students so that learning will be more effective and efficient. The purpose of this study is to explain the process of implementing finger puppet media to improve students' skills. This study uses Ahmad Rohani's design model which defines the media as anything that can be sensed that functions as intermediaries, facilities, and tools for the teaching-learning process. The findings of this study revealed an increase in students' ability to tell stories for each cycle marked by students' self-confidence, ability to master students' stories, and mastery of students' expressions. The use of finger puppets as a tool in storytelling activities can be in the form of communicative interactions so that students can focus more on telling stories well. Thus it can be concluded that finger puppets can help students improve their ability to learn narrative text.

Abstrak

Media memiliki peran penting dalam kegiatan pembelajaran untuk dapat membangkitkan minat siswa, motivasi siswa, dan memberikan rangsangan untuk meningkatkan aktivitas belajar siswa. Manfaat media dalam proses pembelajaran adalah untuk memudahkan interaksi antara guru dan siswa sehingga pembelajaran akan lebih efektif dan efisien. Tujuan penelitian ini adalah menjelaskan proses penerapan media boneka jari untuk meningkatkan keterampilan siswa. Penelitian ini menggunakan model rancangan Ahmad Rohani yang mendefinisikan media sebagai segala sesuatu yang dapat dirasakan yang berfungsi sebagai perantara, sarana, dan alat bantu proses belajar mengajar. Temuan penelitian ini mengungkapkan adanya peningkatan kemampuan bercerita siswa untuk setiap siklus yang ditandai dengan kepercayaan diri siswa, kemampuan menguasai cerita siswa, dan penguasaan ekspresi siswa. Pemanfaatan boneka jari sebagai alat bantu dalam kegiatan bercerita dapat berupa interaksi komunikatif agar siswa dapat lebih fokus dalam bercerita dengan baik. Dengan demikian dapat disimpulkan bahwa boneka jari dapat membantu siswa meningkatkan kemampuannya dalam mempelajari teks naratif.

Article History

Received: 12 Juni 2023

Reviewed: 30 Juni 2023

Published: 4 Juli 2023

Key Words

Teaching

Narrative text

Storytelling

Finger puppet

Griya Yatim Duafa

Sejarah Artikel

Received: 12 Juni 2023

Reviewed: 30 Juni 2023

Published: 4 Juli 2023

Kata Kunci

Pengajaran

Teks narasi

Bercerita

Boneka jari

Griya Yatim Duafa



I. INTRODUCTION

Education is an integral part of life, and it encompasses both formal and informal learning. Schools serve as essential institutions for acquiring knowledge and skills. In Indonesia, there are various types of schools available, including private and public institutions, where students can access education. Teachers hold a crucial role in the education system as they are responsible for imparting knowledge and insights to students. They serve as dedicated professionals who guide and facilitate the learning process.

Students have the opportunity to broaden their understanding of various subjects and gain valuable insights through the guidance of teachers. Whether attending private or public schools, students engage in a structured curriculum that helps them develop intellectually, socially, and emotionally. Teachers play a pivotal role in creating a conducive learning environment, providing instruction, and fostering critical thinking and personal growth among students. With their expertise and dedication, teachers significantly contribute to the educational journey of students, preparing them for future endeavors and enabling them to make meaningful contributions to society (Gal *et al.*, 2020).

In the educational setting, teachers not only deliver academic content but also serve as mentors and role models for students. They inspire and motivate students to reach their full potential, instilling in them a love for learning and a desire for personal growth. Teachers employ various teaching methods and strategies to cater to the diverse needs of their students, promoting inclusive and effective learning experiences. They create a supportive and nurturing environment where students can explore their interests, develop their talents, and build their self-confidence. Through their dedication and commitment, teachers shape the minds and futures of their students, leaving a lasting impact on their lives (Aksela & Haatainen, 2019).

As aspiring educators, participating in student teaching programs allows us to actively engage in the planning and execution of the learning process. Through these programs, we have the opportunity to cultivate our confidence and gain valuable experience in imparting knowledge to others. Recognizing the multifaceted role of a teacher, we understand that it involves educating, guiding, teaching, and training students. Our goal in the student teaching program is to provide valuable insights and contribute to the growth and development of the students we teach, fully aware of the profound impact that teachers have on their educational journey (Brandt *et al.*, 2019).

Engaging in the student teaching program allows us to develop and refine our teaching skills, preparing us to become competent and effective educators. This practical experience enables us to apply the knowledge and strategies we have acquired throughout our education. We come to understand the significance of factors such as motivation, effective communication, and the creation of diverse learning opportunities. It is especially important to cater to the needs of students who may have limited exposure to certain subjects, such as foreign languages. Through our dedication and devotion to teaching, we strive to become exceptional educators who positively influence the lives of our students and make meaningful contributions to our communities.

By actively participating in the student teaching program, we have the chance to establish a supportive and nurturing learning environment. We aim to foster a sense of belonging and



engagement among our students, encouraging them to actively participate in their own learning journey. We value the importance of building positive relationships with our students, understanding their unique strengths, challenges, and interests. Through personalized instruction and differentiated teaching approaches, we aspire to meet the diverse needs of our students. Ultimately, we hope to inspire a love for learning and create a lasting impact on the lives of our students, empowering them to reach their full potential and become lifelong learners (Orland-Barak & Wang, 2021).

In the student teaching program, students have the opportunity to share their knowledge with others, particularly children who may have limited exposure to certain subjects, such as the English language. It is not uncommon for elementary schools to lack English language lessons, making it essential to provide additional learning opportunities in this area. Engaging in this teaching program allows students to understand the importance of motivating and approaching young learners, as well as effectively communicating with them. Moreover, students learn the significance of providing varied lessons to cater to the diverse needs and learning styles of children who may be unfamiliar with or have never learned a foreign language (Alif *et al.*, 2019).

One method employed in teaching narrative text is the utilization of finger puppets as a teaching tool. This approach involves conveying a fairy tale in a captivating and comprehensive manner, starting from the beginning and progressing through the storyline. By using finger puppets or small-sized dolls worn on the fingers, teachers can visually represent the characters and their actions. This interactive method allows teachers to actively engage students in the storytelling process, creating an immersive learning experience. Through the use of finger puppets, students can actively participate, visualize the narrative, and develop a deeper understanding of the story being conveyed.

The teaching of narrative text through finger puppets and storytelling activities has proven to be an effective way to engage young learners and enhance their comprehension skills. By combining visual aids, such as finger puppets, with interactive storytelling, students are more likely to be actively involved in the learning process. This method stimulates their imagination and creativity while developing their listening and speaking skills. Moreover, the use of finger puppets allows teachers to provide a multi-sensory experience, appealing to different learning styles and facilitating better retention of information. Overall, this approach encourages a love for storytelling and literature, fostering a positive attitude towards language learning among young students (Qi *et al.*, 2023).

When implementing the teaching approach using finger puppets, teachers begin by demonstrating storytelling examples using the puppets as a starting point. This serves as an inspiration for students and encourages them to explore their own creativity and imagination. Students are then encouraged to share their own unique stories, allowing them to develop their narrative skills and express their ideas. With the guidance of the teachers, students learn to manipulate the finger puppets to animate the characters and bring their stories to life. Throughout this process, teachers play a facilitative role, creating a supportive and engaging learning environment for students (Risdiyanti & Prahmana, 2021).

Introducing finger puppets as a teaching medium provides a hands-on and interactive experience for students. As they engage with the puppets during the storytelling process, students enhance their communication skills by narrating and expressing their thoughts and



ideas. The use of finger puppets also contributes to the expansion of vocabulary as students actively interact with the medium and describe the actions and dialogues of the characters. Through this approach, students not only improve their language proficiency but also develop important cognitive and social-emotional skills, such as creativity, critical thinking, and collaboration.

Incorporating finger puppets into the learning process allows students to explore their storytelling abilities in a fun and engaging way. Teachers facilitate this process by providing guidance and creating a supportive environment where students can freely express themselves. By utilizing finger puppets, students become active participants in the learning process, enhancing their language skills and fostering their love for storytelling. The use of this teaching tool adds a visual and tactile element to the classroom, making the learning experience more enjoyable and memorable for students (Mujahidah *et al.*, 2021).

Engaging in teaching devotion activities through this program offers students invaluable lessons and experiences, fostering their growth in the field of education. It equips them with the necessary skills and knowledge to become creative and innovative teachers who can make a positive impact on their communities. By actively participating in teaching activities, students develop a deep sense of care for others and a commitment to serving society. This program provides a platform for students to cultivate their teaching abilities, enabling them to contribute meaningfully to the educational landscape and inspire future generations of educators.

Furthermore, the teaching program creates an environment where students can expand their understanding of education beyond theoretical concepts. Through hands-on experiences and practical application, students gain insights into the challenges and rewards of being a teacher. They learn to adapt their teaching methods to cater to diverse learners and develop strategies to promote engagement and active participation in the classroom. These experiences help shape students' perspectives on the importance of education and their role as future educators, motivating them to strive for excellence in their teaching practice.

The teaching devotion activities within this program also emphasize the importance of community engagement and social responsibility. Students are encouraged to develop a sense of care and empathy for their communities, understanding the significant impact that teachers can have on individuals and society as a whole. Through their involvement in teaching activities, students learn to recognize and address the unique needs and challenges faced by different communities. They develop a commitment to making a positive difference in the lives of their students and contribute to the overall well-being of their communities through education.

II. PROBLEM

With respect to the above, the problems that exist are as follows Many students still have not obtained English learning in school, Most students still can't write, and The diverse level of student age (Kindergarten, elementary, junior high) combined in one makes its own challenge for teachers to teach and Most students still lack confidence.

However, the use of student devotion activities to students in Griya Yatim and Dhuafa Palangka Raya aims to provide motivation to students to be more interested in learning English. In addition, it is also to introduce students to creative, effective, and more fun ways



of learning. In this activity, students will learn through various methods such as telling stories using finger puppet media, including interactive games and exercises, and will be given the opportunity to talk and interact with others. It will also give students access to a wider learning resource and help them more confident in speaking.

The implementation method used in this event is to use a finger doll as media of study. Ahmad Rohani (1997: 3) defines the media as anything that can be sensed and functions as intermediaries/facilities/tools for the communication process (teaching-learning process). A similar understanding was expressed by Arief S. Sadiman (2006: 7) who states media is anything that can be used to channel the message from the sender to the receiver so that it can stimulate thoughts, feelings, concerns, and interests of students in such a way that learning process occurs. So media can be known as an Object or something that help teacher in teaching process. It not only help teacher but help student to understand the material that teacher give.

Learning media can be anything, something we made or even we find in nature. One of media that we can use is dolls. Dolls has physically like objects that we meet usually, and in common dolls are usually Shaped like humans or animals. Besides as a toy, a doll also can be learning media, because a doll imitates objects very well in mini or is easy to bring shape. Using doll as learning media has many benefits . The benefits of using dolls as learning media are for practicing oral expression skills and speaking, destruction and develop attitudes and behavior good, To train confidence, and developing imagination.

In devotional activities by group 5 at “Griya Yatim dan Dhuafa Palangkaraya” we use finger dolls as learning media to help us give new material for children there. Group 5 gives narrative text learning as the material, also “*Kancil si Pencuri Timun*” accompany this study material as an example. It was a good compound between the narrative text, “*Kancil si Pencuri Timun*” and finger doll shaped as kancil, dog, and the farmer.

“*Kancil si Pencuri Timun*” is another popular fairytale in Indonesia. In implementation children at “Griya Yatim dan Dhuafa Palangkaraya” is very excited. The finger doll that has adorable shapes such as kancil, dog, and farmer makes children there very enthusiastic. Group 5 give the children a chance to play, they were very excited and played it alternately. The children play the finger doll enthusiastically and group 5 accompany them with read “*Kancil si Pencuri Timun*” loudly. So that, the children can remember the learning without feeling bored and can develop their confidence when speaking and doing role play as the characters in “*Kancil si Pencuri Timun*”.

III. METHOD

The implementation method used in this event is to use a finger puppet as the media of study. Ahmad Rohani (1997: 3) defines the media as anything that can be sensed and functions as intermediaries/facilities/tools for the communication process (teaching-learning process). The steps for this activity are:

- a. Preparation is planning a "service" program are:
 - 1) Coordination with the service location.
 - 2) Determination of training time.
 - 3) Setting goals and targets for training participants.



4) Implementation of implementation materials.

- b. Implementation is to increase knowledge through storytelling using finger puppet media, so to carry out this service it is necessary to provide facilities and infrastructure for activities in an effort to increase knowledge.

IV. RESULT AND DISCUSSION

Learning media can be anything, something we made or even we find in nature. One of the media that we can use is dolls. Finger puppets have physically like objects that we meet usually, and in common finger puppet are usually Shaped like humans or animals. Besides a toy, finger puppet also can be learning media, because a finger puppet imitates objects very well in mini or is easy to bring shape. Using Finger puppet as learning media has many benefits. The benefits of using finger puppet as learning media are, practicing oral expression skills and



speaking destruction and developing attitudes and behavior good. To train confidence, and develop imagination

Gambar 1. Media finger puppet

In devotional activities by group 5 at “Griya Yatim dan Dhuafa Palangkaraya” we use finger puppet as learning media to help us give new material for children there. Group 5 give narrative text learning as the material, also “*Kancil si Pencuri Timun*” accompany this study material as the example. It was good compound between narrative text, “*Kancil si Pencuri Timun*” and a finger puppet that shaped as kancil, dog, and farmer.



Gambar 2. Pengajaran
finger puppet



“Kancil si Pencuri Timun” is another popular fairytale in Indonesia. in implementation children at “Griya Yatim dan Dhuafa Palangkaraya” is very excited. The finger puppet that have adorable shaped as kancil, dog, and the farmer make children there very enthusiastic. Group 5 give the children chance to play, they were very excited and play it alternately. The children paly the finger puppet enthusiastically and group 5 accompany them with read the *“Kancil si Pencuri Timun”* loudly. The children can remember the learning without feeling bored and can develop their confidence when speaking and do role play as the characters in *“Kancil si Pencuri Timun”* in implementation children at “Griya Yatim dan Dhuafa Palangkaraya” is very excited. The finger puppet that has adorable shapes such as kancil, dog, and farmer make children there very enthusiastic. Group 5 give the children a chance to play, they were very excited and played it alternately.

The children play the finger puppet enthusiastically and group accompany them with read the *“Kancil si Pencuri Timun”* loudly. The children can remember the learning without feeling bored and can develop their confidence when speaking and doing role play as the characters in *“Kancil si Pencuri Timun”*.



Gambar 3. *Story telling*



Gambar 4. Bermain peran boneka jari



The children were very happy while playing the roles of the Kancil and the Farmer. They laughed happily with their friends, this made the atmosphere of the room more colorful.



Gambar 5. Bermain peran pak tani dan kancil



Gambar 6. Bermain peran pak tani dan kancil

Implementation

This Community Service Activity by TBI students IAIN Palangka Raya on June 20, 2023 at the Griya Yatim & Dhuafa Foundation located at Jl. Dr. Murjani No. 28-26, Pahandut, Kec.



Pahandut, City of Palangka Raya, Central Kalimantan. The speakers for this Community Service activity were TBI students IAIN Palangka Raya, which had 4 members. This activity was attended by 29 people from the Griya Yatim & Dhuafa Foundation.

No.	Execution time	Description of activities	Activities performed
1.	Selasa, 20 June 2023	Introduction of knowledge about the narrative text, storytelling, and finger puppet.	The children were asked to listen carefully to the tutor's explanation so they would know narrative text, finger puppets, and storytelling
2.	Selasa, 20 June 2023	Teaching process in storytelling. Throw a few questions to the children.	Children must be actively and enthusiastically involved in the training. Enthusiastically asked about narrative text, finger puppets, and storytelling.
3.	Selasa, 20 June 2023	Question and answer session the children were asked to ask about matters related to the material that had been presented, namely, finger puppets, narrative text, and storytelling.	The children's questions were answered directly by us as tutors by providing detailed explanations about finger puppets, narrative text, and storytelling
4.	Selasa, 20 June 2023	In presenting the material as tutors, we always remind children that this storytelling activity can train their English skills.	The use of finger puppets really helps improve children's English skills, children become more active in class, and they are happy with teaching using finger puppets

Students are directly involved in community service activities at the Griya Yatim & Dhuafa foundation, these activities are related to "teaching using finger puppets". Conducting direct observations, seeing how the responses and responses of the orphanage children at the Griya Yatim & Dhuafa foundation, the children during the presentation of material on storytelling, narrative text, and finger puppets, they participated very actively in teaching activities.

V. CONCLUSION AND SUGGESTION

Teachers employ various teaching methods and strategies to cater to the diverse needs of their students, promoting inclusive and effective learning experiences. As aspiring educators, participating in student teaching programs allows us to actively engage in the planning and



execution of the learning process. Engaging in the student teaching program allows us to develop and refine our teaching skills, preparing us to become competent and effective educators. By actively participating in the student teaching program, we have the chance to establish a supportive and nurturing learning environment. In the student teaching program, students have the opportunity to share their knowledge with others, particularly children who may have limited exposure to certain subjects, such as the English language. This interactive method allows teachers to actively engage students in the storytelling process, creating an immersive learning experience. Through the use of finger puppets, students can actively participate, visualize the narrative, and develop a deeper understanding of the story being conveyed. By combining visual aids, such as finger puppets, with interactive storytelling, students are more likely to be actively involved in the learning process. With the guidance of the teachers, students learn to manipulate the finger puppets to animate the characters and bring their stories to life.

By utilizing finger puppets, students become active participants in the learning process, enhancing their language skills and fostering their love for storytelling. Concerning the above, the problems that exist are as follows. Many students still have not obtained English learning in school. Most students still can't write, and the diverse level of student age (Kindergarten, elementary, junior high) combined in one makes it a challenge for teachers to teach. Most students still lack confidence. However, the use of student devotion activities to students in Griya Yatim and Dhuafa Palangka Raya aims to motivate students to be more interested in learning English. In this activity, students will learn through various methods such as telling stories using finger puppet media, including interactive games and exercises, and will be allowed to talk and interact with others.

Teachers should be able to procure media in learning, including finger puppet media in English subjects, especially in narrative text material, so that students are interested and pay more attention to the learning provided, and so that learning is not boring and more innovative.

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