



The Role of Storytelling Methods Using Hand Puppets in Early Children's Language Development

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Abstract

Using hand puppets in a storytelling activity (which can resemble human or animal forms) as a learning medium has many beneficial. This study aims to determine the role of the hand puppet storytelling method in early childhood language development. This research uses a library research type, Systematic Literature Review (SLR), namely the study of various scientific studies relevant to research to obtain inferences in the form of new findings that can later be replicated. The data source used is secondary data, which has been previously published in the form of books, journals, and previous studies. The data collection technique in this research is documentation. The data analysis technique uses content analysis, a research technique for making inferences that can be replicated. The results showed that storytelling using hand puppet media played a role in developing children's language. The role of the storytelling method using hand puppet media in early childhood language development, namely (1) encouraging children to be more skilled at speaking; (2) make children more interested and more active in listening; (3) increasing children's self-confidence; (4) improve children's listening skills; (5) developing receptive language skills of children; (6) developing children's early literacy; (7) enabling children to retell stories that they've been heard; (8) add word recognition and vocabulary to children's language; and (9) developing children's oral language skills. This research has implications for learning, especially for teachers to use various media and appropriate learning methods according to the child's learning type. Children become interested and more enthusiastic in participating in the learning process.

Kata Kunci

Metode Mendongeng,
Boneka Tangan,
Perkembangan Bahasa,
Anak Usia Dini.

Abstrak

Penggunaan boneka tangan dalam kegiatan mendongeng (yang dapat menyerupai bentuk manusia atau hewan) sebagai media pembelajaran memiliki banyak manfaat. Penelitian ini bertujuan untuk mengetahui peran metode bercerita boneka tangan dalam perkembangan bahasa anak usia dini. Penelitian ini menggunakan jenis penelitian kepustakaan, Systematic Literature Review (SLR), yaitu kajian terhadap berbagai kajian ilmiah yang relevan dengan penelitian untuk memperoleh inferensi berupa temuan baru yang nantinya dapat direplikasi. Sumber data yang digunakan adalah data sekunder, yang sebelumnya telah diterbitkan dalam bentuk buku, jurnal, dan penelitian sebelumnya. Teknik pengumpulan data dalam penelitian ini adalah dokumentasi. Teknik analisis data

menggunakan analisis isi, yaitu teknik penelitian untuk membuat kesimpulan yang dapat direplikasi. Hasil penelitian menunjukkan bahwa mendongeng menggunakan media boneka tangan berperan dalam mengembangkan bahasa anak. Peran metode bercerita dengan menggunakan media boneka tangan dalam perkembangan bahasa anak usia dini, yaitu (1) mendorong anak untuk lebih terampil berbicara; (2) membuat anak lebih tertarik dan lebih aktif dalam mendengarkan; (3) meningkatkan rasa percaya diri anak; (4) meningkatkan keterampilan mendengarkan anak; (5) mengembangkan kemampuan bahasa reseptif anak; (6) mengembangkan literasi dini anak; (7) memungkinkan anak-anak untuk menceritakan kembali cerita yang telah mereka dengar; (8) menambahkan pengenalan kata dan kosa kata ke bahasa anak-anak; dan (9) mengembangkan kemampuan bahasa lisan anak. Penelitian ini berimplikasi pada pembelajaran khususnya bagi guru untuk menggunakan berbagai media dan metode pembelajaran yang sesuai dengan jenis pembelajaran anak. Anak menjadi tertarik dan lebih antusias dalam mengikuti proses pembelajaran.

A. Introduction

Education contains a learning process carried out by a person or group of people to increase the knowledge, skills, and all the potential that exists in students. Education does not take place under the supervision of a teacher or mentor, is not confined to a room with a set schedule, and is not time-limited, but can take place autonomously, at any time, and in any location.

Early Childhood Education (PAUD) is a level of education preceding elementary education. It is a coaching effort directed at children from birth to six years of age, involving the provision of educational stimuli to aid in physical and spiritual growth and development, preparing children to enter further education (Anita, 2015).

Agreeing with Anita, Madyawati (2016) states that education for early childhood is an effort to stimulate, guide, nurture, and provide learning activities that will produce children's abilities and skills. In addition, early childhood education is also a form of education that focuses on laying the foundation towards physical growth and development (fine and gross motor coordination), intelligence, creativity, emotional intelligence, and spiritual intelligence. As for early childhood education, it is aimed at developing aspects of their growth, including cognitive, social-emotional, moral, and religious values, language, art, and physical motor skills. One aspect of development that is important to increase is aspects of children's language development.

Language development is one of the essential abilities that children should have, consisting of several stages according to their basic abilities and development of characteristics. Based on content standards, children's level of achievement in language development has three areas, namely understanding language, expressing language, and language literacy (Farikha, Karim, Fajar, & Puspitasari, 2018).

According to Syamsu Yusuf (2016), the language includes all ways to communicate, where thoughts and feelings are expressed in symbols or symbols to convey meaning, such as by using spoken, written signs, numbers, paintings, and facial expressions. In addition, language also includes every means of communication by symbolizing thoughts and feelings to convey meaning to others, including writing, speech, symbolic language, facial expressions, signs, pantomime, and art (Soetjiningsih, 2018). So, language is not only about speech conveyed orally, but language can also take the form of signs and symbols.

According to Husna (2016), language is a communication system used voluntarily and socially agreed upon, using certain symbols to convey and receive messages from one person to

another. This includes writing, speaking, symbolic language, facial expressions, signs, pantomime, and art.

Several language development tasks according to Syamsu Yusuf (2016): namely: 1) *Understanding*. Comprehension is the ability to understand the meaning of what other people say. 2) *Vocabulary Development*. Children's vocabulary develops slowly starting at the first two years of age, then experiences a fast tempo at pre-school age and increases after the child enters school. 3) *Words Into Sentences*. The ability to arrange words into sentences generally develops before the age of two. The first sentence is a single sentence (one-word sentence) accompanied by a "gesture" to complement the way of thinking. For example, a child might say "Ball" while pointing at the ball with his finger. 4) *Speech*. The ability to pronounce words results from learning through imitation (imitation) of sounds that children hear from other people (especially their parents). Some letters are easy for children to pronounce, namely vowels (vowels): i, a, e and u and consonants: t, p, b, m, and n. Meanwhile, the letters that are difficult to pronounce are single consonants: z, w, s, and g. And consonants (diphthongs): st, str, sk and dr.

To develop children's language, one way that can be applied is using the storytelling method. The storytelling method is essential for children's language development. By telling stories, children will express various things on their minds that indirectly stimulate language development. The language development in question is in the form of additional vocabulary and more complex sentences. The development of children's language can be seen from the ability of children to express their feelings through words.

The storytelling method is a technique for orally introducing emotional forms via stories. Children will have experiences that will help them develop their emotional capabilities through this method, requiring a strong narrative ability teacher. Thus, the kid will become involved in the story told by the teacher, allowing for developing the child's emotional capabilities (Ratnasari, 2017). In addition to developing children's emotions, storytelling methods can also help children develop and practice their language skills.

Agree with Ratnasari, Hajrah (2018) states that the method of storytelling is delivered through an interesting story with or without the help of instructional media. Stories submitted must contain a message, advice, and information that can be captured by the child so that the child can understand the story and emulate the good things delivered. Through storytelling, child can develop language skills, which are marked with can repeat the story he heard using simple language that affects the child's basic vocabulary skills.

Storytelling has a wide range of benefits, as proposed by Rahmawati (2017) that the benefits of the method such as: helping the formation of personal and moral, to channel the needs of imagination and fantasy, spur verbal skills of children, stimulating interest in writing children, stimulate the children's interest, and open the child knowledge.

Storytelling cannot happen just like that, but several storytelling techniques must be considered so that children easily understand the stories conveyed. Tadzkirotun Musfiroh (in Yunita, 2014) divides storytelling techniques into two: telling stories with props and telling stories without props. Storytelling with props can make it easier for teachers to convey the content of the story. Besides telling stories using visual aids, it can also make children more interested in listening to the stories conveyed by the teacher so that the child can easily understand the story's contents. The props in question can be in the form of picture books, dolls, and printed image media. Meanwhile, telling stories without props means telling stories without using any tools or media, just telling a story that seems monotonous and unattractive so that students will quickly get bored when the story is heard. Moeslichtahun (in Rahmawati, 2017) divides storytelling techniques into several categories, including the ability to read directly from books, to use

graphics from picture books, to use flannel boards, to use puppets and role play, to dramatize a story, and to tell stories while using your fingers.

So that children do not get bored quickly and are more interested in listening to stories, telling stories should be done using interesting media. One media that can be used in developing children's language through storytelling is hand puppet media. Hand puppets are a form of media included in visual media because information or messages are conveyed through vision.

The hand puppet is a representation of the human form and, more recently, the animals too. Using hand puppet media (hand puppets) will spark children's interest in seeing and hearing. Additionally, kids will be interested in attempting to utilize a hand puppet (hand puppet), which will encourage them to imagine in their own language. (Arviana, 2013).

Marini, Pudjawan, and Asril (2015) define a hand puppet as a clone of human or animal form that is played with one hand. It is called a hand puppet, because the way to play it with one hand plays one doll, and this doll only consists of a head and two hands. Parts of body and legs only clothes that cover the arms are people who play it.

Hand puppets can be used as a learning medium that appeals to children because it helps children in learning the language. According to Salsabila (in Madyawati, 2016), function hand puppets have a variety of functions, namely: (a) help children build social skills; (b) practice listening skills (when listening to friends tell stories); (c) train patience and wait their turn; (d) enhancing cooperation; (e) increase children's imagination; (f) motivating children to appear; (g) increase child activity; and (h) add to the atmosphere of joy in learning activities.

Based on the presentation of the background for the reason researchers to conduct this study is that the researchers wanted to examine more deeply about how the media's role in developing the hand puppet in early childhood language by using the method of storytelling. This is because not all schools use hand puppets as a medium of learning in the learning process. In addition, the lead researcher is interested in the links between the puppet with the development of early childhood language because many students have not been so good language development.

B. Methodology

This research is a type of library research or commonly referred to as library research. The researcher will examine various kinds of scientific studies from multiple sources that are relevant to this research. To conduct library research, the researchers will prepare equipment in pencils or pens, and notebooks. Next is to prepare a working bibliography to record bibliographic information, including title, author, edition, city of publisher, year of publication, name of publisher, and others. Then, manage the time by making a schedule of reading and taking notes for two or three hours each day and recording the critical things related to research so as not to get confused in a sea of reference sources of different shapes and types. And the last is to start writing research reports by following the procedures for writing literature research.

The sources of data used in this study are secondary data. Other researchers have published these data in books, journals, or previous research results (thesis or dissertation). The data collection technique in this study uses documentation, namely collecting several scientific studies in journals and books to obtain data relevant to the research. For data analysis techniques, content analysis techniques (content analysis) are used to make inferences that can be replicated later. Content analysis is carried out in several stages: data reduction, data display, and drawing conclusions.

The result of Systematic Literature Review The Role Of Storing Methods Using Hand Puppets In Early Children's Language Development:

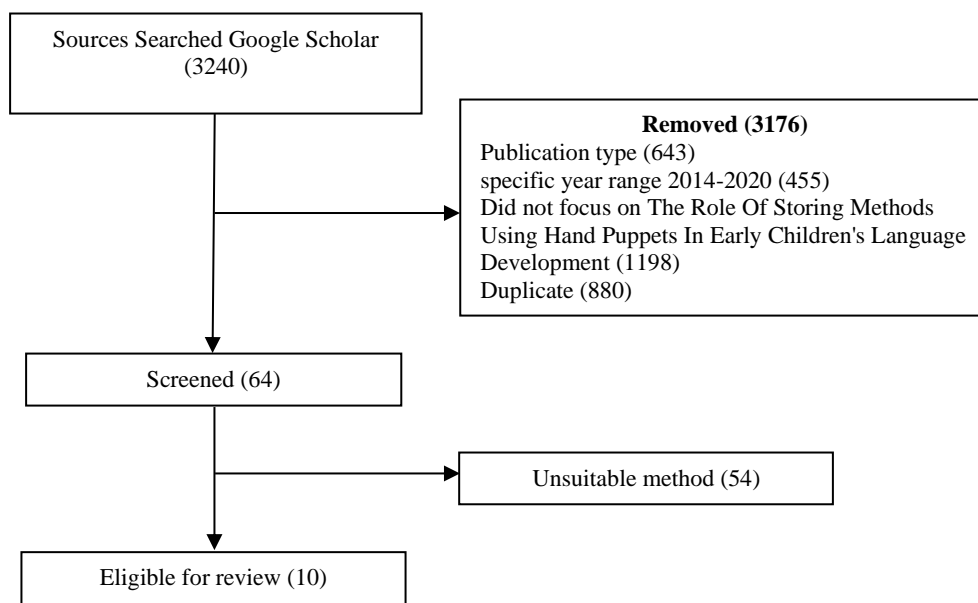


Figure 1. Journal Review Flowchart

Here is a list of journals that have been found:

Table 1. Data Source Research

Title	Years	Writer
The Implementation Method Hand Puppet Storytelling Assisted Media to Develop Oral Proficiency Children	2014	Winda Oktaviana, I Wayan Wiarta dan Siti Zulaikha
The Implementation Method Finger Puppet Storytelling Assisted Media To Improve Language Skills Kindergarten Group A	2014	Ni Komang Utariani, I Komang Sudarma dan Mutiara Magta
Improving Speaking Skills Using Storytelling Methods Using Hand Puppet Media in Group A1 Children at TK Kartika III-38 Kentungan, Depok, Sleman	2014	Ika Yunita
The Implementation Method Hand Puppet Storytelling Media To Improve Listening Ability in Children	2015	Ni Komang Juliandari, I Nyoman Wiryadan Nice Maylani Asril
The Implementation Method Assisted Media Storytelling Puppet Hand To Improve Speech Childhood 5-6 Years On Tk Dharma Kartini Les Buleleng	2016	Ni Luh Prihanjani, I Nyoman Wiryanda dan Luh Ayu Tirtayani
Efforts to Improve Children’s Language Skills Through Storytelling Method By Media Dolls Hands In Group B in RA Al Muta’alimin Meteseh Academic Year 2017/2018	2018	Suwartiningsih, Purwadi dan Ratna Wahyu Pusari
The Application of Storytelling Method For Developing Language Proficiency Childhood 4-5 Years On Bhayangkari TK Mempawah Hilir	2018	Dwi Putri Noviani, Muhamad Ali dan Desni Yuniarni
The Development of Language Skills In Storytelling Through Hand Puppet Media at RA TarbiyatulBanin 20 Combat Bringin District, Semarang Regency, Academic Year 2019/2020	2019	Lulu’ah Rochimatul Ulya
Improving Early Childhood Language Skills through Storytelling Methods Using Hand Puppet Media (Classroom Action Research on Class A3 Class Students of Islamic Kindergarten Hairiah Jimbe Jenang Ponorogo Even Semester of 2019/2020 Academic Year)	2020	Rusono
Application of Storytelling Method To Improve Early Childhood Language Development in RA Al-Amanah Raudhatul Bengkulu City	2020	Anaria Nurhapizah

Source: Processed 2020

C. Result and Discussion

This research begins by collecting various literature reviews relevant to the research being carried out and then used as a source of research reference. The results of the study of several scientific sources relevant to this research are presented in the following table:

Table 2. Matrix Review Journal

No	Number of Respondents	Research design	Duration	Activities	Research result
1	16 children (10 boys and six girls)	Classroom action research	Three cycles	Storytelling using hand puppets	<ul style="list-style-type: none"> - The ability of learners through storytelling using hand puppets media has increased. - Storytelling using hand puppet media makes students more interested and active in listening to stories
2	16 children (10 boys and six girls)	Classroom action research	Two cycles	Storytelling using hand puppets in groups	<ul style="list-style-type: none"> - Applying the hand puppet-assisted storytelling method can develop children's oral language skills. - Children are more enthusiastic when telling stories using hand puppets.
3	15 children (8 boys and seven girls)	Classroom action research	Two cycles with cycle I (8x meetings) and cycle II (6x meetings)	Storytelling using hand puppets	<ul style="list-style-type: none"> - Enthusiastic children in learning increases following teachers that use hand puppets media when telling a story. - Children feel happy and excited about learning
4	15 children (8 boys and seven girls)	Classroom action research	One month (starting on 2 April - May 2, 2014)	Storytelling using finger puppets media	<ul style="list-style-type: none"> - The storytelling method using finger puppet media is a very appropriate method to practice children's language skills, especially children's speaking skills.
5	17 children (11 boys and six girls)	Classroom action research	Two cycles	Storytelling using hand puppets	<ul style="list-style-type: none"> - Children's speaking skills are improved when applying hand puppet-assisted storytelling methods. - Children are more enthusiastic in participating in the lesson. - Children become more confident of appearing to retell stories in front of their teachers and friends
6	22 children	Classroom action research	Two cycles (each cycle 8x meetings)	Storytelling using hand puppets	<ul style="list-style-type: none"> - The hand puppet media-assisted storytelling method can improve children's listening skills.
7	18 children	Classroom action research	2 cycles	Storytelling using hand puppets	<ul style="list-style-type: none"> - Storytelling using hand puppets media can improve a child's language ability.
8	10 children (6 boys and 4 girls)	Classroom action research	2 cycles	Storytelling using hand puppets	<ul style="list-style-type: none"> - Storytelling using a hand puppet can develop children's language in the form of early literacy skills, receptive language abilities, and recounting what he hears with more vocabulary.
9	17 children	Descriptive method with a qualitative approach	5 days (6, 8, 12, 15 and 17 November 2018)	Tell a story	<ul style="list-style-type: none"> - The development of children's language skills can be improved through storytelling activities.

10	12 children	Classroom action research	3 cycles	Tell a story	<ul style="list-style-type: none"> - Not only hand puppets, but several other media such as pictures, storybooks, and videos can also help improve children’s language development. - Using various media every day can increase children’s enthusiasm in participating in learning and can also help improve children’s language skills.
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Source: Processed 2020

The first study examined early childhood language skills through storytelling methods using hand puppet media in kindergarten. This study uses the class action research method with 3 cycles. The findings of this study indicate that, in addition to the media used, success in efforts to improve learners’ language skills is determined by the arrangement of learning rooms. This will promote a more conducive and effective teaching and learning process, as well as the attitude of teachers who do not focus exclusively on one student but consider and treat all students equally to improve their language skills.

The second study examined using storytelling methods assisted by hand puppet media to develop children’s oral language skills. This study uses class action research with 3 cycles. Based on the research that has been done obtained the results that the improvement of children’s language skills is due to the teacher is the ability to manage the class well and present a story that is easy to understand by the child, thus making the child able and have the courage to appear and retell the story that has been told using the media puppet hands in front of his friends.

The third study examined hand puppet media-assisted storytelling methods to improve the speech ability of children aged 5-6 years. The research uses a class action research method consisting of two cycles. The results showed that children’s ability to speak using hand puppet media occurred in cycle II. This is because of the child’s enthusiasm in following the learning done by the teacher, and the child feels happy and eager to follow the learning.

The fourth study examined the application of finger puppet media-assisted storytelling methods to improve the language skills of kindergarten children in group A. This study showed that the application of finger puppet media-assisted storytelling methods could improve language skills in children. This is because the media-assisted storytelling method of finger puppets can attract children’s learning interests so that children do not get bored quickly in listening to stories.

The fifth study examined improving speaking skills using storytelling methods with hand puppet media in group A children. The result obtained is through storytelling activities using hand puppet media can improve children’s speaking skills. in addition to improving the ability to speak, learning methods using hand puppet media can also increase the enthusiasm of children in learning, and can increase the confidence of the child to perform in front of teachers and friends.

The sixth study examined the application of storytelling methods with hand puppet media to improve listening skills in children. In this study, researchers used a two-cycle class action research method. The results obtained in this study are an increase in language skills caused by the child’s interest in listening to stories delivered in simple language. The story’s content is associated with the child’s life to help the child understand the story. In addition, children’s enthusiasm for participating in storytelling activities also increases because the medium of moon-shaped hand puppets, stars, and clouds is considered unique.

The seventh study that examined efforts to improve children’s language skills through storytelling methods using hand puppet media in group B of this study used class action research

with two cycles. In this study, the percentage results of the initial condition of the child's language proficiency level were mainly in the lesser category. In cycle I, there has been an improvement in children's language skills that can be categorized as good but have not met the success criteria set by researchers, so it is necessary to implement cycle II. Cycle II was implemented in three meetings and resulted in the child's language skills meeting the researchers' defined indications of success, at which point the monitoring was discontinued.

The eighth study examined the development of language skills in storytelling through hand puppet media. This study uses class action research consisting of 2 cycles. The findings of this study indicate that many children benefit from improved language development as a result of the presentation of engaging learning materials in the form of hand puppet media in a variety of different forms, which piques children's interest in observing and listening to the delivered material.

The ninth study examined the application of storytelling methods to develop children's language skills aged 4-5 years. This study uses descriptive methods because researchers intend to describe as it is about how to improve the language skills of children aged 4-5 years by using storytelling methods. In an effort to develop the language of children aged 4-5 years through storytelling activities, starting from preparation by formulating the theme and objectives of learning, choosing materials and tools to be used, preparing the activity's steps, and designing the assessment. This study shows that there are several factors supporting success in developing children's health, namely good learning planning, the use of interesting media, good material delivery, and involving children directly in the learning process.

The tenth study examined the application of storytelling methods to improve early childhood language development. In this study, researchers focused on using one medium such as hand puppets and using media in the form of images and storybooks. This study uses a class action research method consisting of 3 cycles. The result is an improvement in early childhood language development through storytelling methods at every meeting in each cycle. This is because the media used at each meeting varies, ranging from pictures, storybooks, dolls, and videos, so children do not get bored quickly as when using only that medium.

Based on the data above, it can be concluded that several findings from previous research are relevant to the role of hand puppets in storytelling activities to develop children's language, namely: 1) Encouraging children to be more skilled at speaking; 2) Attracting children's interest in learning; 3) Increase children's self-confidence; 4) improve children's listening skills; 5) develop receptive language skills of children; 6) developing children's early literacy; 7) enabling children to retell stories heard; 8) add word recognition and vocabulary to children's language; and 9) develop children's oral language skills.

D. Discussion

Language development is one of the most important aspects of development because language is a communication tool used in everyday life. In addition, a language is also a tool for exchanging information and opinions between one person and another. One way that can be done to develop children's language development is by using the storytelling method in the learning process.

The storytelling method is one of the learning methods where the teacher presents various stories every day. The story told is not just a random story, but a story that is in accordance with the theme taught on that day, the language used is also easily understood by students, in this case, children aged 5-6 years. According to Gunarti (in Suryaningsih, 2014), the storytelling method is

an activity carried out by someone to convey an information message or a mere fairy tale, which can be done verbally or in writing.

For learning more exciting and less monotonous, the storytelling can be done using hand puppet media. Hand puppet is a visual medium in various forms that can resemble humans, animals, and other objects according to the imagination and character to be played.

Furthermore, it will be explained in detail about the role of the storytelling method using hand puppet media based on the results of the journal review as follows:

Using Storytelling Methods With Hand Puppet Media can Encourage Children to Become More Skilled in Speaking

Speaking, in general, can be interpreted as conveying one's intentions (ideas, thoughts, ideas, or heart content) to others by using spoken language so that this meaning can be understood by others (Abbas, 2006). Agreeing with Abbas, Slamet Suyanto (in Aini, 2018) said that training children to communicate verbally can be done by carrying out activities that allow children to interact with friends and other people. Teachers can design various activities that will enable children to express their feelings. The activity in question is a storytelling activity using the media in the form of a hand puppet. Suarni (in Triutami, Sudhita, & Tegeh, 2014) states that the purpose of telling stories using props is so that children can answer questions, what, why, where, how, who.

Based on this theory, an activity that can train the child's ability to communicate verbally is to use a storytelling method with the help of hand puppets media that can stimulate the child to speak. After the story is read, questions will appear that the teacher asks to students in the form of the names of the characters in the story, how are the characters of each character, and various other questions related to the story that has been conveyed. The existence of these questions will stimulate children to speak.

Using Storytelling Methods With Hand Puppet Media can Make Children More Interested and Listening More Active

According to Dhieni (in Utariani, Sudarma, & Magta 2014) the application of storytelling as a method of approach to learning will be able to train the grasp or concentration of students, train the intellect and potential of children, develop language skills and increase vocabulary on students, as well as creating a happy atmosphere in the classroom. Storytelling using hand puppet media means presenting a story using hand puppets as the actors. The form is attractive, varied, and varied in color will make children more interested in hearing and listening to the stories being told. Therefore, children can be more active during the learning process.

Using Storytelling Methods With Hand Puppet Media can increase children's self-confidence

According to Hakim (in Nurkhasanah, 2017), self-confidence is a person's belief in all aspects of his strengths and makes the ability to achieve various life goals. Self-confidence is important to grow in children from an early age to be sure of all their strengths and potential. Meanwhile, Syaodih (in Utariani et al., 2014) argues that obstacles in children's language development will make children feel unacceptable by their friends. Children become insecure, lack self-confidence and do not have the courage to act. To overcome these problems, we need a method of learning that can improve the child's language ability and increase self-confidence. One method that can be used is the storytelling method using hand puppet media.

Storytelling using hand puppets is a tool that teachers can use to attract children's attention so that they want to listen to and listen to stories told by the teacher. The stories that are

told can be in the form of stories related to the life of kindergarten children or stories that are close to the child's environment by using hand puppets that also resemble kindergarten children. The attractive shape of the hand puppet can make children curious to touch and play with the hand puppets themselves so that it will motivate children to move forward and try to tell stories using hand puppets. Indirectly telling stories using hand puppets has stimulated self-confidence, which is indicated by the child wanting to appear in front of the teacher and his friends.

Using the Storytelling Method Using Hand Puppet Media to Improve Children's Listening Ability

Listening is an early language skill mastered by humans. As part of language skills, listening activities are essential, both in language teaching and everyday life. According to Henry G Tarigan (in Pudi, Utami, & Halidjah, 2014), listening is the process of hearing symbols uttered with consideration, comprehension, appreciation, and interpretation of information, catching the content or message, and comprehending the meaning of communication conveyed by the speaker via speech or spoken language. Listening skills need to be stimulated from an early age so that children's language development can develop optimally as capital to develop other aspects of development.

More details, Dhieni (in Azminah, 2018) said that listening has several functions. Namely (1) basic for learning, (2) basic for the development of language skills daily, (3) support the another language skills, (3) facilitate oral communication, and (5) adding information or knowledge.

Scott Russel Sanders (in Ernawati, 2014) said that there are several essential reasons children need to listen is fun for children. Children can be more excited to learn because children enjoy listening to stories. Through stories, children will also get information and learn and respond to problems in human life through the stories they hear.

In improving the listening skills of children, hence the need for the media in learning is important. To support storytelling activities, you can use exciting media such as hand puppet media. Using hand puppet media will increase children's enthusiasm to stay focused on listening to the story until it's finished.

Using Storytelling Methods with Hand Puppet Media Can Develop Children's Receptive Language Skills

Receptive language skills are the ability to capture, understand and convey information obtained through spoken language (Fitrah, 2017). Dhieni (in Khasanah, 2016) argues that two components of receptive language skills are listening and reading. When children listen and read, they understand language based on their conceptual knowledge and experiences.

To develop children's receptive language through spoken language, namely, using the storytelling method in the learning process. Through storytelling, children's activities hear, listen and respond to the story by retelling the story. To make it more interesting, the storytelling method is carried out using aid media in the form of hand puppets. Doing storytelling activities with props can attract children's interest to stay focused on listening, listening to, and paying attention to the stories read by the teacher. That way, the child's receptive language skills will increase.

Using the Storytelling Method with Hand Puppet Media to Develop Children's Early Literacy

Early literacy is the basic process for recognizing language letters and sounds, then combining letters into simple words. It is one of the steps to train children in developing children's abilities to read and write (Nurjanah, Nurrohmah, & Zahro, 2019).

Suminah provides a more detailed explanation (Khasanah, 2019), arguing that children's early literacy skills begin when they recognize colors and shapes, read pictures and symbols, trace the letters at the beginning of their names, write their names down, write their thoughts even if the letters are still inverted or incomplete, and pronounce frequently repeated words in stories.

Children enjoy various literacy development activities because they are able to express their curiosity about something. Therefore, storytelling activities are one of the right methods to develop children's literacy because children have many opportunities to tell stories to express their thoughts.

Using Storytelling Methods With Hand Puppet Media Enables Children To Retell Stories They Have Heard

Retelling stories is part of learning to speak. Basically, this learning is an integral learning because it involves speaking skills and reading and listening skills. The retelling activity is an activity to re-express what is read and heard that can be implemented verbally or in writing (Ariani, 2013). Hand puppet-assisted storytelling method is an appropriate thing to use to train early childhood to be able to retell stories that have been heard. The activity of retelling stories that have been heard is an important thing that can be used as a measure of the development of children's language skills. In order to be able to retell stories that have been heard, the child's listening speaking ability must develop properly. Therefore, by giving children stimulation in the form of stories, they will slowly be able to retell the stories they have heard.

Using Storytelling Methods With Hand Puppet Media can Add Recognition to Children's Language Vocabulary and Words

The Ministry of Education and Culture (Depdikbud) (in Handayani, 2014) explains that vocabulary means vocabulary. Vocabulary is the basis of language. Without vocabulary, it is impossible to learn a language. However, to compile a correct vocabulary, one must pay attention to the structure of the language so that it becomes a proper and meaningful vocabulary arrangement.

Owens (in Yohana, Indiati, & Laeli, 2013) suggests that early childhood enriches their vocabulary through repetition. In developing this vocabulary, children use fast mapping, which is a process where the child absorbs the meaning of a new word after hearing it once or twice in a conversation. Increasing children's vocabulary is important because children will grow up in a social environment where children will communicate verbally. Storytelling is one of the activities that can improve children's language because children will listen to the letters that are strung into words and words that are strung into sentences.

Through this storytelling method, it can be seen whether the child can capture the contents of the story and re-express the story using their own language structure as exemplified so that it can be seen that the child gets new vocabulary or not. By having an extensive vocabulary corpus, children are expected to convey their intentions, goals, thoughts, and feelings to others.

Using Storytelling Methods With Hand Puppet Media Can Develop Children's Oral Language Ability

According to Dendi Sugono (in Sri, Pudjawan, & Purwaningsih, 2014), spoken language is a language that is produced using speech tools (organs of speech) with phenomena as its basic elements. Meanwhile, Dhieni said that the variety of spoken language or what is called the ability of spoken language is listening and speaking. In the storytelling method using hand puppet media, the focus of children's activities is listening, observing, and speaking, so that in the learning process, the storytelling method is one way that can be done to develop children's spoken

language. To further attract children's interest in listening to stories, the storytelling process is carried out using engaging media such as hand puppets.

E. Conclusion

From the research results that have been done, it is found that children's language develops when using the storytelling method using hand puppet media in the learning process. The role of storytelling using media puppets in developing children's language is to encourage children to be more skilled talk and make children more interested. More active listening boosts the child's confidence, improves listening skills, and develops language skills. Receptive children develop literacy early childhood, make children able to retell stories heard, increase word recognition and vocabulary, and develop children's oral language skills. Hand puppets can act because the children develop language. Hand puppet media have various shapes, attractive colors, and the use of which is not too complicated to attract the attention of children to be more focused following study.

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