

**IMPLEMENTATION OF STORYTELLING ASSISTED BY WAYANG GAMBAR
MEDIA TO IMPROVE SPEAKING SKILLS OF GRADE VI
ELEMENTARY SCHOOL STUDENTS**

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ABSTRACT

Speaking skills are a crucial aspect of literacy development among sixth-grade elementary school students; However, these skills are often hindered by students' low interest and lack of self-confidence. This study aims to describe three main aspects: the planning of storytelling method implementation for sixth-grade students, the process of implementing the method in the classroom, and the supporting and inhibiting factors affecting the use of picture puppet media in improving students' speaking skills. This research employed a descriptive qualitative approach. Data were collected through classroom observations, in-depth interviews with teachers and the school principal, and documentation studies. Data were analyzed interactively through data reduction, data display, and conclusion drawing, while trustworthiness was ensured through technique triangulation and source triangulation. The results showed that the implementation of the storytelling method assisted by picture puppet media improved the speaking skills of sixth-grade students at SDN Jenggawah 06. The students became more active, enthusiastic, and confident in expressing their ideas and retelling stories. Supporting factors include the use of engaging learning media, teacher preparedness, the suitability of learning materials, and adequate facilities and infrastructure. The inhibiting factors were the lack of focus and self-confidence among some students, as well as limited instructional time.

Keywords: *Storytelling Method, Picture Puppet Media, Speaking Skills, Elementary School Students.*

ABSTRAK

Keterampilan berbicara merupakan aspek krusial dalam literasi siswa kelas VI SD, namun seringkali terkendala oleh rendahnya minat dan rasa percaya diri siswa. Penelitian ini bertujuan untuk mendeskripsikan tiga fokus utama: perencanaan penerapan metode storytelling pada siswa kelas VI, proses pelaksanaan metode tersebut di kelas, serta faktor pendukung dan penghambat penggunaan media wayang gambar dalam meningkatkan keterampilan berbicara siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Teknik pengumpulan data dilakukan melalui observasi aktivitas kelas, wawancara mendalam dengan guru, serta studi dokumentasi. Analisis data dilakukan secara interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dijamin melalui triangulasi teknik dan triangulasi sumber. Hasil penelitian menunjukkan bahwa penerapan metode storytelling berbantuan media wayang gambar dapat meningkatkan keterampilan berbicara siswa kelas VI SDN Jenggawah 06. Siswa menjadi lebih aktif, antusias, dan percaya diri dalam menyampaikan ide serta menceritakan kembali isi cerita. Faktor pendukung penerapan metode ini meliputi penggunaan media yang menarik, kesiapan guru, kesesuaian materi, serta sarana dan prasarana yang memadai. Faktor penghambatnya adalah kurangnya fokus dan rasa percaya diri sebagian siswa serta keterbatasan waktu pembelajaran..

Kata Kunci: Metode Storytelling, Media Wayang Gambar, Keterampilan Berbicara, Siswa Sekolah Dasar

A. Introduction

Speaking skills are essential for students to master because they are closely related to the entire learning process at school (Kusyairi et al., 2024). However, in classroom practice, these skills are often not optimally developed. Students tend to

experience difficulties in expressing their ideas orally, demonstrate a lack of self-confidence, and are accustomed to passive, teacher-centered learning approaches. This condition indicates a gap between the demands of contemporary learning, which emphasize communication

skills, and the reality of classroom practices that remain uniform without considering the individual needs of learners (Hapsari et al., 2026). In line with this, a study conducted by Khoiril Akhbar et al. from KH. Achmad Muzakki Syah Islamic University of Jember found that speaking skills can develop more effectively when learning is implemented through active and communicative approaches that provide students with opportunities to construct knowledge through speaking practice and continuous feedback. Therefore, teachers need to implement instructional strategies that encourage students' active participation and foster their confidence in oral communication (Akhbar et al., 2026).

From a national education perspective, developing speaking skills is inseparable from efforts to shape students' character and social competence (Zainil et al., 2022). Education in Indonesia is directed toward developing individuals who are not only academically intelligent but also possess the ability to communicate, think critically, and interact effectively in society (Martinah, 2023). Similarly, Ki Hajar

Dewantara emphasized that education must develop all human potential as a whole, including the ability to express oneself and communicate as part of social life (Haryati, 2019). Therefore, Indonesian language learning needs to be designed innovatively to encourage students' active involvement in the learning process.

One approach considered relevant to addressing these issues is the storytelling method. This approach serves not only as a means of delivering material but also as a strategy to activate student participation in constructing narratives, interpreting meaning, and creatively expressing ideas (James et al., 2019; Murad et al., 2023; Nair & Yunus, 2021, 2022). Within a constructivist framework, storytelling enables students to construct knowledge through learning experiences involving imagination, reflection, and social interaction (Utomo & Santoso, 2021; Xi & Lantolf, 2020). The effectiveness of storytelling is greatly influenced by the media used to support students' visualization and understanding processes.

The use of visual media in learning, particularly image-based media, has been proven to increase learning engagement and help students organize ideas more systematically (Farih & Dewi, 2021; Nawir et al., 2022). Learning in elementary schools should be designed to be active and student-centered in order to foster students' thinking, communication, and character development. This is consistent with the findings of Evi Maulidah et al., which indicate that contextual learning enhances students' active engagement in the learning process (Maulidah et al., 2025). In this context, wayang gambar (picture puppet) has the potential to be a learning medium that is not only visual but also contains contextual cultural values. The integration of storytelling with wayang gambar provides a more concrete, engaging, and meaningful learning experience, thereby helping students reduce anxiety in speaking and increase their confidence in expressing ideas (Hakim & Rahmawati, 2023; Pratiwi et al., 2022).

Besides its pedagogical relevance, storytelling also has strong

cultural and religious foundations in educational traditions. From an Islamic perspective, storytelling has long been used as an effective means of conveying moral and spiritual values, as reflected in stories from the Quran and Hadith (Ginanjar et al., 2024; Romadlon & Azmi, 2024). Furthermore, national education policy also emphasizes the importance of creative, interactive, and experiential learning (Zainil et al., 2022). Therefore, the use of visual storytelling is not only theoretically relevant but also aligned with current education policy.

Jenggawah 06 Elementary School (SDN Jenggawah 06) has unique learning characteristics, particularly in its efforts to integrate creative and contextual approaches into Indonesian language learning. Teachers have begun utilizing storytelling methods and simple visual media such as wayang gambar (picture puppets) as part of engaging and engaging learning innovations that resonate with students' experiences. This provides an opportunity to explore how storytelling and visual media-based learning practices can create an interactive

learning environment, encourage student participation, and develop natural speaking skills.

Previous research has shown that storytelling can improve students' speaking skills by strengthening vocabulary, narrative structure, and expressive abilities (Marsevani & Rahman, 2022; Simorangkir, 2021; Utami et al., 2023). Furthermore, the use of visual media has been proven effective in helping students understand material and stimulating creativity in storytelling (Cahyanti & Nuroh, 2023; Satriya & Fahyuni, 2023). Research related to similar media, such as paper puppets, shows that figure-based visual media can support students' narrative communication (Hakim & Rahmawati, 2023; Pratiwi et al., 2022). Research specifically examining the integration of storytelling with visual puppets in the context of Indonesian language learning in elementary schools still needs further development.

Based on the description, this study aims to examine the application of the storytelling method assisted by wayang gambar media in improving the speaking skills of sixth grade

students at SDN Jenggawah 06. This study focuses on three main aspects: (1) planning the application of the storytelling method; (2) implementation of the method in class; and (3) supporting and inhibiting factors for the use of wayang gambar media in learning.

B. Research Method

This study is a field study with a descriptive qualitative approach that aims to understand in depth how sixth-grade Indonesian language teachers at Jenggawah 06 Elementary School, Jember, apply the storytelling method assisted by wayang gambar media to improve students' speaking skills. Field research with a qualitative approach focuses on interpretation and in-depth understanding of the phenomena studied through direct data collection in the field (Nurrisa et al., 2025).

The selection of research subjects was conducted using a purposive sampling technique, which is a technique for determining informants based on specific considerations. The informants in this study were sixth-grade Indonesian language teachers who were

considered to have direct knowledge and experience with the learning practices being studied. This technique allowed researchers to select informants who were truly relevant to the focus of the study, resulting in rich and in-depth data (Chatra et al., 2023). However, a weakness of this technique lies in the potential for researcher bias in determining criteria and selecting informants (Himam et al., 2026).

Data were collected through three techniques: observation, interviews, and documentation. Observations were conducted by directly observing the learning process when teachers used the storytelling method with the aid of wayang gambar media to observe teacher activities and student responses. Interviews were conducted with teachers to determine the reasons, strategies, and impact of using this method on students' speaking skills. Documentation was used to supplement the data in the form of lesson plans, activity photos, and notes on learning outcomes related to improving speaking skills.

Data analysis used the Miles and Huberman model, which includes three stages: data reduction, data presentation, and conclusion drawing and verification. These three stages were carried out interactively and continuously until valid and credible data were obtained (Miles et al., 2014).

C.Results and Discussion

Result

1. Planning the Implementation of the Storytelling Method Assisted by Wayang Gambar Media

Based on initial observations of sixth-grade students at SDN Jenggawah 06, it was found that most students demonstrated difficulty expressing their opinions verbally. This was reflected in their minimal active participation during speaking activities and their limited use of vocabulary and sentence structure. Students tended to be passive and provided only brief responses when asked questions or asked to share stories.

An interview with a sixth-grade Indonesian language teacher, Ms. Ningsih, S.Pd., on April 25, 2025,

reinforced the observation findings. The interview revealed that learning planning begins with formulating specific, measurable learning objectives that align with students' competency levels. The teacher determines learning topics that are contextual and closely related to students' daily experiences to make the material easier to understand and meaningful. The teacher also prepares three-dimensional puppet media created independently using the Canva application, adapting the visual materials to the basic competencies listed in the sixth-grade Indonesian Language Teacher's and Student's Books.

After implementing the storytelling method using wayang gambar (picture puppet) media, students became more enthusiastic about participating in learning activities, demonstrated courage in speaking, and were able to convey ideas with a more coherent structure. The images served as visual triggers, helping students structure their stories in a focused manner.

During the learning process, the teacher begins by introducing the topic, followed by presenting wayang images to the students. The images are used as visual aids to stimulate students' thinking and imagination in constructing the story's context.

Based on interviews with sixth-grade teachers, the implementation of the wayang gambar-based storytelling method was accompanied by intensive guidance throughout the learning process. Teachers provided step-by-step guidance, from developing the story outline, plot and character development, script writing, and practicing presenting the story to the class. Presenting the story in front of the class provided an opportunity for students to develop their self-confidence, courage, and speaking skills in front of others.



2. Implementation of the Storytelling Method Assisted by Wayang Gambar Media

Figure 1. The teacher explains the material to students using puppet media.

The implementation of the wayang gambar storytelling method is also highly relevant to sixth-grade Indonesian language learning outcomes, particularly in developing listening, speaking, reading, and narrative writing skills. The use of images as storytelling aids provides visual stimulation that helps students understand the story's content more concretely, thereby developing their language skills comprehensively.

3. Supporting and Inhibiting Factors in the Implementation of the Storytelling Method Assisted by Wayang Gambar Media

Based on interviews with sixth-grade teachers, several factors supported the implementation of storytelling using wayang gambar (picture puppets). The teacher explained that wayang gambar (picture puppets) was able to capture students' attention, making them more enthusiastic about learning. The success of this method was also supported by the teacher's readiness

to manage the learning process, the appropriateness of the material presented, and the availability of adequate school facilities and infrastructure.

Observations also showed that students played an active role throughout the learning process. Students not only listened to the teacher's story but also paid attention to the media used, answered questions, and recounted the story in their own words.



Figure 2. Students practice using wayang pictures and tell stories in front of their friends.

On the other hand, there are several obstacles in implementing this method. The main obstacles encountered are that some students still lack focus during the lesson and some students feel shy or lack confidence when asked to speak in

front of the class. Furthermore, limited learning time hinders the optimal implementation of storytelling activities. To overcome these obstacles, teachers provide consistent motivation, gradually involve students in storytelling activities, create a pleasant learning atmosphere, and manage the allocation of learning time effectively.

Discussion

1. Planning the Implementation of the Storytelling Method Assisted by Wayang Gambar Media

The initial condition of students who have difficulty speaking orally is in line with the findings of Andini, Hamzah, and Hasanah who stated that the low speaking skills of elementary school students generally stem from a lack of opportunities for guided speaking in a meaningful learning context (Andini et al., 2025). Systematic learning planning by teachers, starting from setting objectives, selecting contextual materials, to preparing three-dimensional puppet media, reflects the practice of mature and directed learning planning.

The choice of storytelling as a method in this planning has a strong theoretical basis. Storytelling has been proven to improve elementary school students' speaking skills in Indonesian language learning because it encourages active student involvement in constructing oral narratives (Murad et al., 2023; Nair & Yunus, 2021, 2022). Narrative is a primary form of constructing human experience, and narrative-based learning stimulates creativity and helps students use vocabulary in meaningful contexts (Bruner, 1990). When combined with visual media such as wayang gambar (picture puppets), this method not only fosters imagination but also strengthens understanding of word meaning and storyline.

The increased enthusiasm and courage of students to speak after this method was implemented confirms the effectiveness of integrating storytelling with wayang gambar media. Image media is considered effective in helping students connect visual forms with vocabulary meanings, making the process of understanding vocabulary easier and more enjoyable (Farih & Dewi, 2021;

Hariroh & Andreastya, 2025; Nawir et al., 2022). Image media can also stimulate students' memory, strengthen the connection between concepts and visual forms, and create an interactive learning atmosphere.

2. Implementation of the Storytelling Method Assisted by Wayang Gambar Media

The use of wayang images as a visual stimulus in learning is closely related to students' cognitive development, including attention, memory, reasoning, creativity, and language skills (Rofi'ah & Zainiyah, 2025). The use of images helps students recognize and process information visually, thereby accelerating conceptual understanding (Syarifuddin, 2025). The use of visual media in learning also helps students organize ideas more logically and structure texts with a clear structure (Ali & Emirati, 2022; Dewi, 2025).

The teacher acts as a "more knowledgeable other" who gradually reduces assistance as the student's abilities increase. Through this mechanism, students not only develop cognitive abilities in processing

information but also gain affective experiences that strengthen their engagement in the learning process. Narratives help students organize information into logical and meaningful structures, making it easier for them to understand and remember learning materials (Bruner, 1990; Utomo & Santoso, 2021; Xi & Lantolf, 2020).

This finding aligns with the research results of Cahyanti and Ermawati Zulikhatin Nuroh (2023) which showed that the use of storytelling media, both conventional and digital, has been proven to improve elementary school students' speaking skills by increasing self-confidence and strengthening narrative structures (Rokhmawan et al., 2022). The relevance of the wayang gambar-based storytelling method to the learning outcomes of sixth-grade Indonesian can also be explained through the Contextual Teaching and Learning (CTL) Approach which connects learning materials with the real world that is relevant to students' lives, with teachers as facilitators who help students understand the material in the context of their lives (Anggraini &

Pikri, 2025; Fitriani et al., 2023; Sabri et al., 2023).

3. Supporting and Inhibiting Factors in the Implementation of the Storytelling Method Assisted by Wayang Gambar Media

Students' active involvement in listening, answering questions, and retelling the story demonstrates that the storytelling method is capable of creating student-centered learning. Bruner (1990) emphasized that learning through narrative helps students build understanding and develop thinking and communication skills. This finding reinforces the idea that storytelling activities provide students with opportunities to express ideas and practice speaking skills with greater confidence.

The use of image puppet media as a primary supporting factor aligns with the findings of Fitri and Rambe (2024) who demonstrated that serial image media significantly improved the speaking skills of fourth-grade elementary school/Islamic elementary school students because it provided a visual sequence that helped students build a systematic storyline. Images

have significant pedagogical functions, such as simplifying difficult concepts and improving students' recall of learning materials (Sholekka et al., 2025). Furthermore, image and video media are effective learning aids in elementary school classrooms in supporting the achievement of learning objectives (Yusra et al., 2025).

The lack of self-confidence among some students can be explained by Lev Vygotsky's sociocultural theory, which posits that students' cognitive development is shaped through social interaction and the active construction of knowledge during the learning process (Bahroyni & Wardani, 2025). Therefore, providing appropriate guidance and learning support enables students to gradually develop their confidence and speaking abilities. Students who are not yet accustomed to public speaking require more intensive and gradual scaffolding so that their zone of proximal development can be optimally exceeded. Providing opportunities for storytelling gradually in a supportive atmosphere has been shown to increase students' positive attitudes and courage in speaking in

front of the class (Ningsih et al., 2025; Sahlan, 2022; Tiara & Handayani, 2023). With careful planning and effective time management, the storytelling method assisted by wayang gambar media has proven to be an effective learning alternative for improving elementary school students' speaking skills.

D. Conclusion

The implementation of the storytelling method using wayang gambar media in grade VI of SDN Jenggawah 06 can be carried out through systematic planning, starting from determining learning objectives, compiling story materials, to creating media that suits student characteristics. Its implementation is able to create a more interactive learning atmosphere, increase students' courage in speaking, and help students convey ideas and stories more coherently. The success of this method is supported by the use of interesting media, teacher readiness, material suitability, and adequate facilities and infrastructure. Obstacles found include a lack of focus and self-confidence of some students and limited learning time.

Overall, the storytelling method using wayang gambar media is an effective learning alternative in improving elementary school students' speaking skills.

This study still has limitations because it was conducted in a single class and for a limited time, so the results cannot be generalized widely. Future research is recommended to involve more subjects and different educational levels to obtain more comprehensive results. Furthermore, future researchers can develop more varied and innovative learning media and examine the effect of the storytelling method on other aspects of language skills, such as listening, reading, and writing. Teachers are also advised to continue to provide motivation and guidance to students so that their confidence in speaking can develop optimally.

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