

**IMPROVING STUDENTS' STORYTELLING ABILITY BY USING
STICK PUPPET AND JIGSAW TECHNIQUE**

AN ARTICLE

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PONTIANAK
2017**

IMPROVING STUDENTS' STORYTELLING ABILITY BY USING STICK PUPPET AND JIGSAW TECHNIQUE

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Abstract : This research was conducted on 8A students of SMP Mujahidin Pontianak in academic year 2012/2013. The purpose of this research was to improve students' storytelling ability by using Stick Puppet and Jigsaw technique. The problem found in this research was students' difficulties in retelling setting, characters, conflict, solution, and moral value of a story. Therefore, to overcome the problem, the researcher designed a classroom action research by using Stick Puppet and Jigsaw technique. The classroom action research was conducted in three cycles. Each of the cycles began with planning, acting, observing, and reflecting stage. In collecting the data, the researcher used close-ended questionnaires, observation checklists and field notes to record the process in the classroom; and performance test to measure students' storytelling performance. Based on the research finding, students' storytelling ability improved from first to third cycles. From this result, action hypothesis that stick puppet and jigsaw technique can improve students' storytelling ability to 8A students of SMP Mujahidin in academic year 2012/2013 was accepted.

Keywords : *Storytelling, stick puppet, jigsaw technique*

Abstrak : Penelitian ini dilakukan pada siswa 8A SMP Mujahidin Pontianak Tahun Ajaran 2012/2013. Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan siswa dalam bercerita kembali dengan menggunakan boneka tongkat dan tehnik Jigsaw. Masalah yang ditemukan dalam penelitian ini adalah kesulitan siswa dalam menceritakan kembali latar, tokoh, konflik, solusi konflik, dan nilai moral dari sebuah cerita. Oleh karena itu, peneliti merancang sebuah penelitian tindakan kelas dengan menggunakan boneka tongkat dan tehnik jigsaw. Penelitian ini dilaksanakan dalam tiga siklus. Setiap siklus dimulai dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Dalam pengumpulan data, peneliti menggunakan kuesioner tertutup, lembar pengamatan dan catatan lapangan untuk menceritakan proses yang terjadi di dalam pembelajaran, serta tes penampilan untuk menilai penampilan bercerita kembali dari siswa. Berdasarkan temuan, kemampuan siswa dalam bercerita kembali meningkat dari siklus pertama hingga siklus ketiga. Dari hasil ini disimpulkan bahwa hipotesis tentang penggunaan boneka tongkat dan tehnik jigsaw terbukti dapat meningkatkan kemampuan siswa dalam bercerita kembali.

Kata kunci : *Bercerita kembali, Boneka tongkat, tehnik jigsaw*

Storytelling is one of our oldest artforms. It stimulates the imagination and builds a sense of community between tellers and listeners. Storytelling provides an opportunity for readers to process what they have read by organizing and explaining it to others. It also reinforces sequencing since it demands remembering information, events, and processes.

"Stories which rely so much on words, offer a major and constant source of language experience for children" (Wright, 1995). "Stories have always played a significant role in children's growth. Stories not only help in stimulating children's imagination and understanding of the world, but also in developing children's language ability and appreciating literature" (Jianing,2007)

The primary reason to recommend storytelling in the EFL speaking classroom is that stories are motivating and immensely interesting, can best attract listener and promote communication. "The excitement and drama of storytelling provide a context that holds students' attention" (Jianing, 2007). During storytelling, students tend to focus on the story and creates their curiosity of it. By performing storytelling, students explore more to imagine the story in their mind and try to catch listener so they will blend on it. This also help to build communication among the students.

Secondly, stories are an enormous language treasure. For hundreds of years, thousands of stories have been created and passed down. Many old stories are regarded as the models of language and treasures of the culture, from which learners at various language levels and age groups can find suitable stories to read and tell. It would be a waste and pity if they are neglected in the course of EFL. In addition, stories are easily accessible; storybooks can be found in bookstores and borrowed from libraries or friends. Today, the most convenient and quickest way to find stories is from the Internet. Storytelling is an enjoyable activity and can be used anywhere and at any time.(Jianing, 2007).

Thirdly, the lively atmosphere and real life environment created by stories encourages the students to talk and discuss with each other. When telling and listening to a story, the learners will easily blended into the plots and enjoy the story, which will, to a great degree, relieve their nervousness. Colon-vila (1997) also commented that storytelling helps EFL learners become more self-confident to express themselves spontaneously and creatively.

There are five things which should be fulfilled by the students when performed storytelling. According to the rubrics, there are setting, characters, conflict, solution, and moral value. These components also related to the students' text comprehension. The storytelling activity is in line with the syllabus of English subject for Junior High School. However, as an EFL students, it is not an easy activity to do. The students got confused in retelling setting, characters, conflict, solution, and moral value of a story. They have difficulties in delivering their ideas about the story and afraid of making mistakes. They also lack of practice in storytelling.

In relation to this problem, to motivate students more in doing storytelling, the use of stick puppet as media helps them while performing the storytelling. Selecting the most appropriate media becomes a crucial issue in the teaching and learning process. Basically the teacher can use all kinds of teaching media but they must pay attention to their significance and effectiveness for teaching and learning process. Furthermore, the most important thing to be considered is any kinds of visual aids teachers use should make the students feel comfortable and they can facilitate students to easily understand the lesson. Faurot (2009:18) says, "A puppet is an inanimate object or representational figure animated or manipulated by an entertainer, who is called a puppeteer. It is used in puppetry, a play or a presentation that is a very ancient form of theatre". There are many different varieties of puppets, and they are made of a wide range of materials, depending

on their form and intended use. They can be extremely complex or very simple in their construction, such as stick puppet, finger tube puppet, hand puppets, rod puppets, sponge puppet, origami puppet, sock puppet, finger puppets, and shadow puppets (Phillips, 1999). Stick puppet consists of a stick or more for each puppet and attached with the photocopies or drawings of the figures students want to use. This ability to display delicate, nuanced movements makes such puppets good candidates for low-key interactive settings as well as for public performances.

Stick puppet in storytelling is a representational figure which resembles character in one story. It is included as the visual media category. The sticks were attached with some pictures which helped students to decrease their hesitation in retelling the story. The use of stick puppet in storytelling can be useful for the students because it creates the enjoyable atmosphere in classroom, so then they feel free to speak in front of the class and it encourages them to speak. The variety of stick puppet also helps students in memorizing and narrating the story.

In order to help students to understand and memorize the story, the group work is needed. Rather than working alone by reading the story by themselves, jigsaw provides a good opportunity for each student to work with their group members. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. Jigsaw provides the students to work in a small group where each student has an important role in the discussion. Students in a jigsaw group were given a topic differ from each other, which is made from the components of story such as characters, setting, conflict, solution, and moral value . Then, they will form a new group and the result of discussion will be discussed later with their partner of jigsaw group. This jigsaw group helped students in comprehending components of story before they conducted storytelling individually, because each story components were made as a topic of their discussion.

Dealing with the above discussion, it is assumed that the use of stick puppet and jigsaw technique will improve students' storytelling ability. Therefore, by conducting this research may show how the use of stick puppet and Jigsaw helps students in performing storytelling and build their positive attitude toward learning process.

METHOD

The aim of this research is to solve a problem. This research investigated the use of stick puppet and jigsaw technique to improve students' ability in storytelling. This research has applied Classroom Action Research. Classroom Action Research is a process designed to empower all participants in the educational process (students, instructors and other parties) with the means to improve the practices conducted within the educational experience (Hopkins, 1985). Classroom Action Research starts from teacher's serious concern about their success in their own instructions, their students' learning progress, their students' behavior, their students' learning problems, and the learning environment, which they assess throughout the whole process of instruction for the purpose of planning, implementing, and evaluating improvement.

Hopkins (1985) states that classroom action research consists of four stages, they are planning, acting, observing, and reflecting. The first is planning, it means plan the action, in order to help the teacher to overcome the problems appeared in the classroom improved student achievement. The second is acting. Acting is the implementation of the

plans that have been made. Next is observing where the teachers observe the process of implementation, which functioned to record the activity during the treatment. The last is reflecting, where the teacher evaluated the implementation which had been done. The teacher plan activities that hopefully will overcome the problem that appear in the classroom, so the problem will not appear in the next treatment.

This research was conducted in three big cycles and six small cycles with four stages- planning, acting, observing, and reflecting. The students kept improving step by step in each cycle until they fulfilled all indicators in storytelling. The researcher implemented the concept of cooperative learning through jigsaw in understanding the story and stick puppet in storytelling in teaching process to improve students' storytelling ability.

In the planning phase of first cycle, the researcher constructed lesson plan. The researcher prepared the lesson plan which represented all the activities in teaching and learning process about narrative text material, stick puppets, learning aids, close-ended questionnaires, observation checklist, and field notes. In acting phase, the teacher implemented stick puppet and jigsaw technique in classroom, while the collaborator observed the learning process. At the end of the lesson, the researcher gave questionnaires to students. In observing phase, the researcher and collaborator analyzed the score, the result of close-ended questionnaires, and the result of observation checklist and field notes which was taken by collaborator. In reflecting phase, both researcher and collaborator observed the outcome of the treatment by looking at students' performance score. The researcher and collaborator discussed about the weaknesses and strengths in the teaching learning process, and decide to do the next cycle because the result was not satisfy.

In the planning phase of second cycle, the researcher created a new plan to overcome the weaknesses in first cycle. The researcher prepared lesson plan which focusing on conflicts, solution, and moral value of a story. Besides, the researcher also create stick puppets, learning aids, close-ended questionnaires, observation checklist, and field notes. In acting phase, the teacher implemented stick puppet and jigsaw technique in classroom, while the collaborator observed the learning process. At the end of the lesson, the researcher gave questionnaires to students. In observing phase, the researcher and collaborator analyzed the score, the result of close-ended questionnaires, and the result of observation checklist and field notes which was taken by collaborator. In reflecting phase, both researcher and collaborator observed the outcome of the treatment by looking at students' performance score. The researcher and collaborator discussed about the weaknesses in the teaching learning process, and decide to do the next cycle because the result still was not satisfy.

In the planning phase of third cycle, the researcher created a new plan to overcome the weaknesses in first cycle. The researcher prepared lesson plan which focusing on moral value of a story. Besides, the researcher also create stick puppets, learning aids, close-ended questionnaires, observation checklist, and field notes. In acting phase, the teacher implemented stick puppet and jigsaw technique in classroom, while the collaborator observed the learning process. At the end of the lesson, the researcher gave questionnaires to students. In observing phase, the researcher and collaborator analyzed the score, the result of close-ended questionnaires, and the result of observation checklist and field notes which was taken by collaborator. In reflecting phase, both researcher and collaborator observed the outcome of the treatment by looking at students' performance score and made

the decision that the result of learning process was satisfactory. Therefore, the researcher decided to stop the cycle.

RESEARCH FINDING AND DISCUSSION

Research Finding

The researcher calculated the individual students' score to obtain the mean score. The mean scores were 42.34 for the first cycle, 57.65 for the second cycle, and 74.84 for the third cycle. Both the researcher and collaborator observed the students' performance during teaching and learning process. The researcher and collaborator also made the description of each cycle to give the real explanation of the teaching learning process by using the result of observation checklist and field notes when they conducted the research. Students' also showed positive attitude toward learning process. The researcher also fulfilled the observation checklist well at the end of the cycle.

1. Students' storytelling mean score.

Students' mean score in the first cycle was 42.34, the score was not yet passed the standard minimum score and not satisfactory. Then, in the second cycle the students' mean score was 57.65, the score was not yet passed the criteria of standard minimum score even though it increased from previous cycle. Meanwhile, students' mean score in third cycle was 74.84. The score passed standard minimum score and satisfactory. The improvement of students' mean score from cycle to cycle could be seen on the chart below.

Chart 1

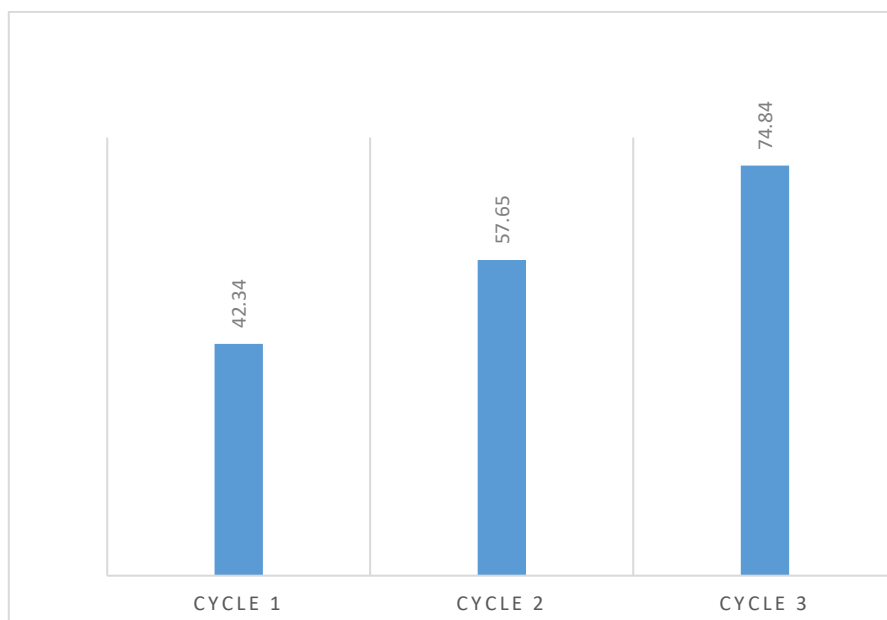


Chart 1 : Students' Storytelling Mean Score

2. Students' percentage of positive attitude

Students' feeling, interest, and attitude toward the learning process also described as following chart:

Chart 2

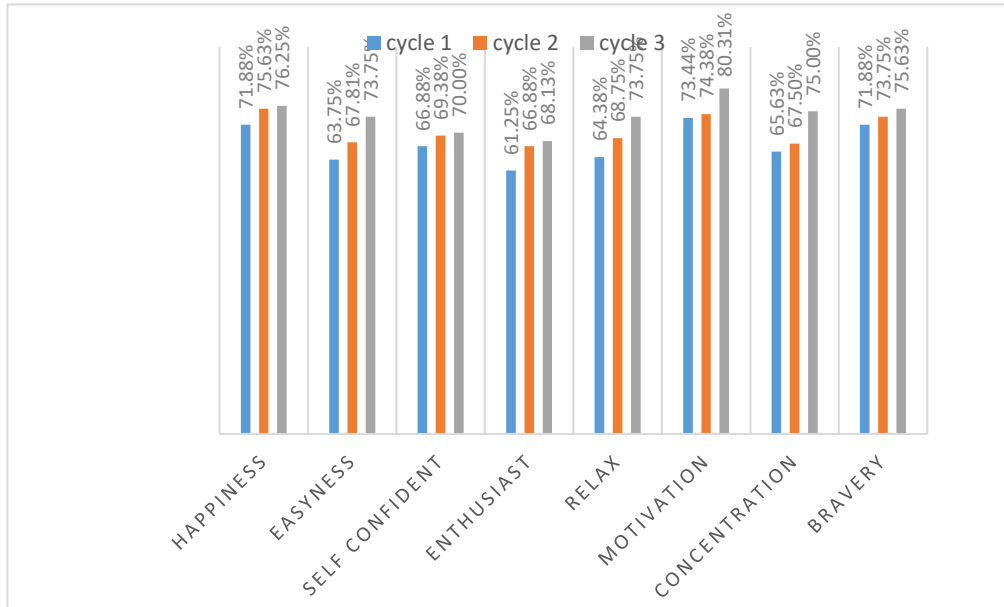


Chart 2 : Students' Percentage of Positive Attitude

Discussion

The classroom action research had been conducted in this research. It consisted of three cycles where each cycle consisted of two meetings. In each cycle consisted of four stages such as planning stage, acting stage, observing stage, and reflecting stage. In each cycle, the researcher tried to improve students' storytelling ability by using stick puppet and jigsaw technique. The researcher was helped by collaborator in order to observe the entire process of teaching and learning and students' behavior during teaching and learning process by using field notes and observation checklist. The researcher also recorded students' opinion about the teaching learning process by giving close-ended questionnaires.

Most of students said that they have problems in storytelling, such as retelling setting, characters, problem, solution, and moral value. Moreover, they also lack of storytelling practice. Therefore, the researcher solved students' storytelling problem by using stick puppet and jigsaw technique in order to improve students' ability in storytelling.

In the first cycle, at first the students were not interested because they thought storytelling was difficult to be done. Right after the researcher showed them how to perform storytelling by using stick puppet, the students followed the teaching learning process enthusiastically. It might be because the variety of stick puppet and picture which attached in each stick puppet. Before the students performed their storytelling, they were asked to answer guided questions which had been prepared by the researcher. In order to

let the students worked together with their friend, jigsaw was applied in answering guided questions. The aim why researcher provided the guided question was to help students understood the story. It gave an opportunity for the students to discuss the story with friends and it also demanded students to work actively in their group. However, there were some students who relied so much to the teacher in answering the question rather than work with their friends. After the students understood the story, they performed the storytelling. They used stick puppet while conducted the storytelling. The teacher focused on students' storytelling performance, and it created a chance for the other students made the noises. The mean score on the first cycle was 42.34. Based on the criteria of mean score table, it showed that 42.34 was qualified as fail. In general, most of students mentioned setting and character quite good, but they did not retell problem, solution, and moral value clearly.

In the second cycle, the researcher explained more about how to identify problem, solution, and grasp moral value of the story to students. The students were actively asked researcher when they got difficulties in answering the guided questions. The students started to perform storytelling with different stick puppet based on story *The Crying Stone* after they answered the guided questions. Some of students showed good improvement, even though the other students did not perform well. The main problem why they still could not retell the story was because they easily forgot the main point of the story. It affected students storytelling score because they could not fulfill the components of storytelling well. Based on students' mean score in second cycles, the calculation showed that their mean score is 57.65. It was still qualified into fail, even though the score improved slightly from the previous cycle. Mostly the students still did not mention the moral value of the story at the end of their storytelling. But in general, the students showed improvement from first cycle.

In the third cycle, the researcher used different pictures of stick puppet based on the story she chose. In this cycle, the researcher chose *The Greedy Fisherman* as the story that needed to be retold by students. Students showed their significant progress in their storytelling ability. Although few students still could not mention all of components perfectly, it can be accepted because as a whole process the students improved significantly. There are only two students who could not pass the KKM even though they already performed until the third cycles. It because both of them did not participate actively through discussion so then they did not understanding whole components of the story. However, the students' mean score in this cycle was 74.84. These aspects indicated that students' ability in storytelling improved.

. The use of jigsaw technique before students performed storytelling helped them to understand all the components which need to be retold completely. The students are interdependent in a positive way through discussion without decreasing their own skill because each question related each other in order to understand the whole components of the story, such as setting, characters, conflict, solution, and moral value. It also created a chance for each student to gain more confident so they can contribute well in the discussion.

After the students prepared their comprehension of the story, the use of media in storytelling becomes the primary thing to be considered by the researcher to improve students' storytelling ability. Therefore, by applied stick puppet, the researcher concluded that students' performance in storytelling improved constantly from first to third cycle. The

variety of the pictures resembled in stick puppet engages students' attention and decrease their nervous when performed the storytelling. Besides, the stick puppet also helps students in memorizing the plot of the story and develop story by using their own words.

The result of observation checklist in third cycle fulfilled all the goals in teaching learning process. The students did the storytelling by using stick puppet better than before. Thus, both researcher and collaborator decided to stop the cycle.

The researcher created close-ended questionnaire in order to gather data from students' feeling, interest, and attitude toward the learning process. As the result, the percentage of each indicator improved from cycle to cycle. It proves that the use of stick puppet affected their attitude in speaking.

The students' storytelling ability in retelling setting, characters, problem, solution, and moral value of a story improved significantly by using stick puppet and jigsaw technique. Even though in the first cycle and the second cycle the students did not run activity well and they seemed hard to get involved in the activities, but at third cycle the students showed the improvement significantly of their storytelling ability after they used stick puppet and jigsaw technique.

CONCLUSION AND SUGGESTION

Conclusion

From the result of the research, there was improvement from the first cycle to the third cycle. In the first cycle the mean score was 42.34 and only 1 student pass the standard minimum score. This result was unsatisfying. It was necessary to conduct the second cycle. In the second cycle, the mean score was 57.65 and only 15 students who passed the standard minimum score. Therefore, cycle 3 was conducted and the mean score in the third cycle was 74.84 and only two students who did not pass the standard minimum score.

Students' storytelling ability in retelling setting, characters, conflict, solution, and moral value of a story in 8A students of SMP Mujahidin Pontianak in the academic year 2012/ 2013 improved through the use of stick puppet and jigsaw technique. The use of jigsaw technique to understand the story before they performed storytelling encourages students' cooperation and active learning and requires all students' contribution during the discussion in order to understand the whole part of the story. The variety of the pictures resembled in stick puppet engages students' attention and decrease their nervous when performed the storytelling. Besides, the stick puppet also helps students in memorizing the plot of the story and develop story by using their own words.

Suggestion

Based on the conclusion above, the researcher would like to propose some suggestions that can be stated as follows: (1) the researcher recommended that the teacher should use stick puppet and jigsaw technique in storytelling because it improves students' ability in retelling setting, character, conflict, solution, and moral value, (2) the teacher should be selective in choosing the story which is appropriate with students' academic level, interest, and needs, and (3) the researcher suggested choosing contextual story for the storytelling because it introduces culture to students.

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