



Media and Methods in Improving Elementary School Class 1 Speaking

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Abstract

Talking skills are a essential skill that need to be evolved from an early age, in particular on the primary school level, as they play a critical position within the conversation and studying system. this text examines the use of storytelling methods combined with hand puppet media and audio-visuals as a approach to enhance the speakme competencies of primary school students. thru a story qualitative technique and literature evaluation, this text shares that the storytelling approach encourages newbies to specific thoughts coherently and expressively, whilst the usage of hand puppet media can create a amusing getting to know environment and entice pupil hobby. in the meantime, audio-visual media which includes tale videos or animations provide actual examples of pronunciation, intonation, and the realization of self-expression. The mixture of these 3 proves to be powerful in shaping self-self as surance, enriching vocabulary, and growing energetic scholar participation in speakme sports. by using the use of this, the usage of suitable techniques and media can notably aid the development of students' talking skills in basic faculty.

INTRODUCTION

Indonesian language education in elementary schools aims to develop students' Indonesian language skills according to the function of language as a means of thinking and communicating to share intellectual, emotional and social potential. Language is very functional in human life, because in addition to being the most effective means of communication, thinking also uses language. There are several aspects of language skills that must continue to be fostered to improve the quality of language learning today. We know that there are various types or several branches of language skills, starting from the simplest level, namely listening, speaking, reading, and writing. Speaking skills are one aspect that must be developed in elementary school education, students are trained to be able to use and express their thoughts using perfect words and sentences (Derakhshan et al., 2016; Saldaria et al., 2019; Hossain, 2015). The development of speaking skills in elementary school students emphasizes more on the selection of terms (diction), sequence of terms, intonation in reading sentences and expressions. Speaking skills have an important

role in efforts to produce future generations who are intelligent, creative, critical and cultured (Hutapea, 2019; Muflichah & Karnawati, 2020; Purlilaiceu, 2019). By mastering speaking skills, students are able to express their thoughts and feelings intelligently and synchronously, and at the time they are speaking.

Speaking skills are one of the basic language skills that are very crucial to develop early on, especially at the Elementary School (SD) level (Mohtar et al., 2015; Bangash & Khurram, 2017; Fransisca, 2023). In grade 1 Elementary School students, mastery of speaking skills is the foundation for communicating effectively, expressing inspiration, and knowing and providing information verbally. However, in practice, many students have difficulty speaking, such as lack of confidence, limited vocabulary, or being unable to construct sentences using coherently (Suyanto, 2007; Al Hosni, 2014).

Speaking skills must be trained through a continuous and systematic learning and practice process in order to facilitate a person to communicate (Bahrani & Soltani, 2012; Yaman, 2014). Therefore, educators as facilitators who will spread the 2 skills above must apply effective methods and media to teach language skills. To overcome these challenges, an interesting learning approach is expected and in accordance with the characteristics of early childhood. One approach that has proven effective is the storytelling method. Storytelling is not only a means of entertainment, but also an educational medium that can stimulate logic, language, and imagination. In the storytelling process, students not only listen, but are also invited to respond, ask questions, and even repeat the story in their own version, which exclusively trains speaking skills (Ellis & Brewster, 2014; Zuhriyah, 2017; Ikrammuddin, 2017; Badawi et al., 2022).

In order for the storytelling process to be more interesting and interactive, supporting media such as hand puppets and audio visuals can be used (Kandari & Listiyani, 2025; FehĒr, 2023). Hand puppets allow students to interact actively through the roles of characters in the story. The use of hand puppets can create a pleasant learning atmosphere and stimulate students' courage to speak because they feel like they are speaking "through the characters", not themselves (Rohani, 2010). In the meantime, audiovisual media such as animated videos or picture stories with sound can strengthen understanding and enrich students' vocabulary, because they involve visual and auditory elements simultaneously (Mayer, 2009). The combination of storytelling methods, hand puppet media, and audiovisuals can provide an interesting and useful learning experience for students in grade 1 of elementary school. Through this tactic, teachers can create communicative, interactive, and student-centered learning, as a result of which students' speaking skills can develop optimally.

METHODS

The research design used in this study was a library research design involving a qualitative research approach. It concentrated on the synthesis of the existing literature to investigate the efficiency of the hand puppet media, audiovisual tools, and storytelling techniques in developing speaking skills of the Grade 1 elementary school learners. The sources and the information used to collect data were diverse, covering peer-reviewed scientific articles, educational journals and digital libraries, and other authoritative academic sources that discuss the application of these media and methods in the process of language learning in particular.

Data collection process consisted of three important steps; searching, selecting and analyzing. To begin with, the educational databases and digital repositories were searched systematically with the help of the relevant studies. Second, the screening and selection of articles were done according to their relevance to the research objectives, especially those articles that researched the impact of instructional media

and storytelling on the development of early childhood speaking. Third, the chosen studies were presented in the form of an analysis using narrative, which enabled the researcher to compare, contrast, and synthesize results in various contexts and perspectives.

In the narration analysis, common themes were determined, converging and divergent outcomes were highlighted, and an in-depth overview of how each medium, hand puppets, audiovisuals, and storytelling, facilitates the process of speaking skills development. This approach helped the researcher to go beyond a mere review of the literature and critically assess the work of the researchers, their strengths, and weaknesses. Synthesizing of the findings was subsequently used to arrive at conclusion and develop recommendations which can be used as a basis to design more effective strategies in teaching speaking to Grade 1 elementary school.

RESULTS AND DISCUSSION

The purpose of this study was to synthesize findings from existing literature regarding the use of hand puppets, audiovisuals, and storytelling in improving the speaking skills of Grade 1 elementary school students. Speaking competence at this level is essential because it lays the foundation for confidence, vocabulary development, and effective communication skills that support later academic and social growth. However, many students struggle with confidence, coherence, and limited vocabulary (Suyanto, 2007; Hutapea, 2019). By analyzing prior research, three major themes were identified: (1) hand puppets as facilitators of expressive and confident communication, (2) audiovisual media as enhancers of vocabulary and pronunciation, and (3) storytelling as a strategy for engagement, imagination, and coherence in speaking.

Hand Puppets as Facilitators of Expressive and Confident Communication

It is repeatedly stated in the literature that hand puppets are a powerful tool through which an environment of safety and engagement could be created where children could train speaking. Puppets are used in teaching early language because by enabling students to articulate their voices and thoughts with the help of characters, they assist in mitigating the affective barriers that tend to impede their contribution to the process. Such a childish tactic suppresses the anxiety at the stage of performance and leads to a more positive attitude to oral activities. In addition, puppets are a source of imagination and role-play that provokes students to experiment with speech, develop their vocabulary, and train the construction of sentences in a manner that feels natural and enjoyable (Hikmah, 2020; Patimah, 2023; Rohani, 2010; Hutapea, 2019; Yulinda Krisanti et al., 2020).

The usefulness of hand puppets cannot be supposed, however, to be automatic. The significance of their pedagogies is highly determined by the design and facilitation of the activities by teachers. By not aligning the purpose of using puppets to learning goals, there is a risk of them becoming a distraction or other entertainment methods instead of a skill development tool. As an example, the unguided play with puppets can result in the unstructured discussions which cannot add anything significant to fluency, diction and coherence. This implies that the purposeful integration of the use of puppets in the organized speaking tasks should be performed by teachers in such a way that it would contribute to the development of linguistic skills directly.

The role played by the teacher in facilitating the process of scaffolding interaction is also significant in the process of learning through the use of puppets. Clarity of instructions, specific prompts, and feedback are required to give the best of the educational potential of puppetry. The communicative tasks, which teachers need to provide, include retelling some stories, having dialogues or short role-plays which encourage students to use the right vocabulary and sentence structures. Developed

with careful facilitation, hand puppets may transform to be a fun classroom gimmick into a learning tool that effectively develops the speaking competencies of students.

Puppetry, in this respect, cannot be regarded as a single activity as it is a supportive approach in a larger system of language learning. Hand puppets can be used purposely when combined with other techniques, like storytelling, or audiovisual support, which makes hand puppets a part of the multimodal approach, which makes personage and spoken language competence stronger. Literature thus advocates its insightful application such that creativity is not compromised by order, in which the positive effects of puppetry go beyond entertainment to quantifiable gains in oral communication.

Audiovisual Media as Enhancers of Vocabulary and Pronunciation

Audiovisual media provide a strong combination of sound and images that results in better language acquisition due to having a real-life example of pronunciation, intonation, and rhythm. The multimodal input enables young students to relate spoken language with visual images, and vocabulary acquisition and understanding become easier (Mayer, 2009; Nugroho & Hartati, 2021; Yuliani, 2018; Setiawardani, 2013; Purnomo, 2019). In addition to being passively exposed to audiovisuals, they can also activate imagination and curiosity, especially when students are prompted to participate in the material in such form of follow-up as retelling, questioning, or role-play. This way the children are not only absorbing the input but they are also practicing the output and this will strengthen their speaking skills in the context of what has a meaning.

Nevertheless, audiovisuals and their application in the classroom can be of great pedagogical worth. Unless instructional design is implemented carefully, students will develop a tendency to passively view the audiovisual content, as something that entertains them instead of something that helps them learn. This danger underscores the need to intervene on the part of teachers in constructing audiovisuals as points of departure of dialogue and practice. It is not merely playing a video or animation, but it is what comes after, the guided interaction, which will dictate whether the media in question is actually enhancing oral communication.

It has always been indicated through research that audiovisuals are most effective when used as a part of group and interactive exercises. Group storytelling, two person conversations about what has been seen on the videos, or even role-playing based on the characters and situations in the video will have the appropriate effect of making the students process and apply what they have watched. These strategies make audiovisuals not merely teaching tools that are stagnant but catalysts of communication within which the learner does not only copy but also tries to be creative in applying language.

In such a way, it is not the question of whether to use audiovisuals, but rather the question of how they are integrated into the larger instructional context. Audiovisual media can be used as supplementary resources in the framework of structured and communicative activities in terms of which the language learning is enriched with both input and output opportunities. On the other hand, when trusted alone, their possible effectiveness is reduced considerably. Teachers should thus be intentional in the use of audiovisuals, that is, they should be used as a starting point to effective interaction, critical thinking and continued speaking practice and not as a passive distractor.

Storytelling as a Strategy for Engagement, Imagination, and Coherence in Speaking

Storytelling is a very powerful pedagogical tool in language acquisition since it both fosters imagination and also builds coherence in verbal expression. In contrast to

the repetitive speaking activities that tend to focus on accuracy and not on engagement, storytelling encourages students to plunge into stories, thus developing an emotional attachment to the language. Such an emotional involvement also encourages learners to share ideas using a less formal diction, the intonation variety, and with greater enthusiasm (Ellis & Brewster, 2014; Suyatno, 2014; Suyanto, 2007; Purnomo, 2019; Fortinasari et al., 2022). In addition to personal expression, storytelling allows social interaction, because children listen, respond, and retell stories in their own words, which enhances the understanding and the ability to speak.

The method itself, however, is not effective in storytelling but rather it is highly dependent on how it is facilitated by teachers. The lack of correct scaffolding can lead to the fact that students will take storytelling as a drill, just memorizing and rehearsing the narratives without actually learning new words, forms, or ways of expressing their ideas in new terms. This shallow interaction will restrict the higher cognitive and language learning that can be achieved through storytelling. To prevent this, teachers should create storytelling activities that would go further than recalling and challenge students to play with language, change plots, and include their own insights.

Another aspect of consideration is the achievement of a balance between fun and school. Storytelling in itself is an entertaining activity; however, its full pedagogical potential can be achieved only when they are connected to some predetermined learning goals, including fluency, coherence, vocabulary growth, and critical thinking. Teachers have a major role to play in ensuring that storytelling activities are not carried out as a joke but in a strategic way to develop the speaking skill. As an example, guided retelling, shared-story building, or reflective discussions may assist in bringing learners off passive enjoyment and into an active linguistic and cognitive activity.

In this regard, telling stories can be regarded as not only a way to train oral language but also a gap between emotional involvement and language growth. When applied intelligently, it would give the students the chance to build confidence, creativity and communicative capability together in a holistic way. Yet, this possibility depends on the capacity of the teacher to scaffold the learning process, establish specific goals, and provide the environment in which students feel challenged and encouraged to make meaning out of the language.

Supporting Data from the Literature

Table 1. Summary of Literature on Media and Methods in Improving Speaking Skills of Grade 1 Elementary School Students

Author & Year	Media/Method	Key Findings
Hikmah (2020)	Hand puppet	Increased confidence in speaking among elementary students.
Patimah (2023)	Hand puppet	Improved student motivation and participation.
Rohani (2010)	Hand puppet	Puppets help children express themselves indirectly through characters.
Hutapea (2019)	Problem-based/hand puppet	Encourages confidence and critical thinking in oral communication.
Yulinda Krisanti et al. (2020)	Hand puppet & digital storytelling	Enhances focus and motivates participation in speaking tasks.
Mayer (2009)	Audiovisual	Supports language learning through multimedia integration.
Nugroho & Hartati (2021)	Audiovisual + storytelling	Audiovisual storytelling enhances vocabulary and speaking fluency.

Yuliani (2018)	Audiovisual	Effective for pronunciation and intonation practice.
Setiawardani (2013)	Audiovisual video	Helps students construct sentences systematically.
Purnomo (2019)	Storytelling	Encourages coherent speech and language development.
Ellis & Brewster (2014)	Storytelling	Nurtures imagination and expressive speaking.
Suyatno (2014)	Storytelling	Story-based learning improves fluency and expression.
Suyanto (2007)	Storytelling for young learners	Builds vocabulary, sentence structure, and oral confidence.
Fortinasari et al. (2022)	Digital storytelling	Strengthens student focus and willingness to communicate.

Thematic Interaction of Media and Methods in Improving Speaking Skills

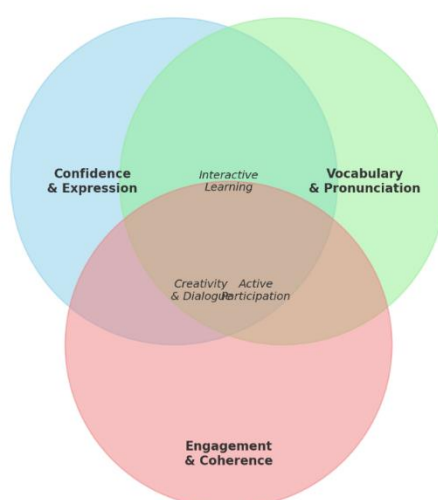


Figure 1. thematic diagram

The thematic interaction diagram illustrates that while each medium contributes uniquely to the development of speaking skills, their combined use generates a more holistic and dynamic learning environment. Hand puppets primarily reduce affective barriers by providing students with a playful, indirect channel for self-expression, thereby fostering confidence. Audiovisuals, in contrast, expose learners to authentic language models, enriching vocabulary and refining pronunciation through multimodal input. Storytelling integrates these gains by enabling students to structure ideas coherently and express them creatively within meaningful contexts. The intersections among these methods reveal added value: they encourage interactive learning, stimulate creativity and dialogue, and promote active participation. Critically, this suggests that relying on a single approach risks addressing only one dimension of speaking development. Instead, a blended strategy that interweaves these methods ensures that both the cognitive and affective domains of language learning are nurtured, offering a more sustainable pathway for cultivating speaking competence among Grade 1 student.

Integrating Media and Methods in Developing Speaking Skills

The findings of this study emphasize that the use of hand puppets, audiovisuals, and storytelling each address different aspects of oral language development, yet their integration produces a more holistic approach to teaching speaking skills in early elementary education. While the *results* presented thematic evidence for each

strategy, the *discussion* situates these insights in relation to broader theoretical frameworks, prior research, and implications for practice.

One of the most important observations is the role of hand puppets in reducing affective barriers and building confidence among Grade 1 students. This finding aligns with Vygotsky's socio-cultural theory, which underscores the importance of mediated tools in supporting children's learning and development. Puppets act as symbolic mediators that allow children to distance themselves from the fear of being judged, thereby lowering the affective filter that often prevents participation. Earlier studies confirm that puppet-based learning promotes not only confidence but also emotional expression and peer interaction (Hikmah, 2020; Patimah, 2023; Rohani, 2010). However, the effectiveness of puppets cannot be taken for granted. As several authors argue, their pedagogical value depends on purposeful teacher facilitation rather than mere entertainment (Hutapea, 2019; Yulinda Krisanti et al., 2020). This suggests that teacher training should emphasize how to integrate puppets into structured speaking tasks with clear learning outcomes in vocabulary, grammar, and fluency.

The second theme relates to the contribution of audiovisuals in enriching vocabulary and pronunciation. This result can be discussed through Mayer's (2009) Cognitive Theory of Multimedia Learning, which posits that students learn more effectively when information is presented through both verbal and visual channels. Audiovisuals expose children to authentic language models, allowing them to internalize intonation, rhythm, and natural speech patterns. Several studies also confirm that audiovisual materials stimulate vocabulary acquisition and pronunciation accuracy (Nugroho & Hartati, 2021; Yuliani, 2018; Setiawardani, 2013; Purnomo, 2019). Nevertheless, the literature also highlights the danger of over-reliance on passive viewing. Without structured post-viewing activities such as retelling, role-play, or discussion, students may fail to transfer observed patterns into active speaking practice. Thus, audiovisuals are most powerful when positioned as scaffolds for interactive communication, rather than as substitutes for teacher-student dialogue.

Storytelling, the third theme, emerges as a particularly powerful method for integrating imagination, sequencing, and coherent verbal expression. Unlike hand puppets and audiovisuals, storytelling not only provides input but also demands output, requiring students to construct narratives and retell them with coherence. This aligns with Bruner's (1991) narrative theory, which argues that human cognition is deeply shaped by stories and that children make sense of the world through narrative structures. Supporting studies have shown that storytelling develops both language and socio-emotional skills, enabling learners to express themselves creatively while also fostering listening and comprehension abilities (Ellis & Brewster, 2014; Suyatno, 2014; Suyanto, 2007; Fortinasari et al., 2022). However, research also cautions that without scaffolding, students may rely on rote memorization rather than internalizing vocabulary and grammar structures (Purnomo, 2019). Teachers therefore need to guide students with prompts, questions, and opportunities for improvisation to ensure deeper cognitive engagement.

When the three strategies are considered together, the significance of their integration becomes clearer. Hand puppets primarily address the affective domain by lowering anxiety, audiovisuals strengthen the cognitive domain through input and modeling, and storytelling links both by enabling students to practice speaking in meaningful contexts (Biswas, 2022). This triangulation suggests that speaking instruction for young learners should be inherently multimodal. The overlap of these methods, as illustrated in the thematic diagram, leads to higher-order benefits: interactive learning, creativity and dialogue, and active participation. This synthesis

resonates with holistic language pedagogy, which stresses that communicative competence emerges from the interplay of affective, cognitive, and social dimensions (Guo, 2023; Zhang & Tian, 2025; Fenuku, 2024).

Beyond theory, the findings have several implications for educational practice. First, teacher training programs must provide educators with the skills to design integrated speaking lessons that combine puppets, audiovisuals, and storytelling. Second, curriculum developers should consider embedding multimodal speaking activities into early grade syllabi to ensure systematic exposure to these strategies. Third, resource availability should be addressed, particularly in underfunded schools where access to audiovisual materials may be limited. Low-cost alternatives, such as simple puppets and oral storytelling, can still be powerful when implemented creatively.

Despite the promising findings, certain limitations must be acknowledged. Library research is inherently dependent on the quality and scope of existing literature, which may not capture all contextual challenges faced by teachers in diverse classrooms. Moreover, the reviewed studies are often conducted in localized settings, raising questions about the generalizability of the findings across different cultural or socio-economic contexts. Future research should therefore test these integrated approaches empirically in classrooms to measure their impact on speaking proficiency over time.

CONCLUSION

Speaking skills are very important to develop early in elementary school because they are the basis for thinking, communicating, and expressing oneself. However, many grade 1 students have difficulty speaking due to lack of confidence and limited vocabulary. The storytelling method using hand puppet and audio-visual media support has proven effective in increasing students' speaking skills. All three form a fun, interactive learning process, and encourage students to actively participate. Using this management art, students are more courageous in speaking, find it easier to understand the contents of the story, and can construct sentences coherently.

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