



# The Effectiveness of Utilizing Fairy Tales Using Puppet Media to Improve Listening and Speaking Skills of TK Muslimat NU 98 Darul Ulum Students

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**Abstract.** This study aims to determine the Effectiveness of Fairy Tale Utilization Using Puppet Media to Improve Listening and Speaking Skills of Muslimat NU 98 Darul Ulum Kindergarten Students. This study uses a quantitative method of experimental approach. The population determined is class A1 and A2 students of Muslimat NU 98 Darul Ulum Kindergarten which is divided into two groups, class A1 as the control group and A2 as the experimental group. The sample of each class consisted of 10 students who were randomly selected. Data collection uses pre-test and post-test, with different treatments to determine the results of the post-test. Class A1 received storytelling treatment without using media, while A2 storytelling using media. The results showed that the experimental class average of 84.4 was greater than the control class average of 67.2. So it can be concluded that storytelling using media is more effective than storytelling without using media.

**Keywords:** Effectiveness, Storytelling, Puppet Media, Control, Experimen

## 1. Introduction

Indonesian language learning includes four language components which include aspects of listening, reading, speaking, and writing.<sup>1</sup> This is also in line with the opinion of Rahmah & Sinta (2023) who say that there are four components of language, namely listening, reading, speaking, and writing.<sup>2</sup> Of the four aspects, speaking is one aspect that is active and productive. Because speaking skills can underlie students to be active in

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<sup>1</sup> Ratnaningsih, Ai Sri, "Improving Fairy Tale Listening Skills through the Paired Storytelling Model with Cartoon Puppet Media for Class II Odd Semester Students of Jatibaru Elementary School, Saguling District, West Bandung Regency", *Journal of Elementary Education*, (2021), 4 (6), pp. 943-950.

<sup>2</sup> Rahmah, Sinta Yuni Nur, "Application of Role Playing Model with the Help of Cartoon Puppet Media to Improve Speaking Skills of Elementary Students", *Senassdra*, (2023), 2(2), pp. 435-450.

participating in the learning process in class.<sup>3</sup> Speaking is an activity that requires skills, because a person can speak naturally, but not everyone is able to speak skillfully and regularly.

It is evident that there are still many obstacles experienced by students when they want to speak to express something. For example, when students are asked to briefly retell the story that has been told by the teacher, it turns out that there are still many students whose delivery is still not smooth, even though they have previously listened to the teacher's story. This can happen because when listening to the teacher telling stories, students cannot focus on listening well to what the teacher says, so that when asked to retell it automatically students cannot explain it. Through this it can be seen that listening skills can affect a person's speaking skills.<sup>4</sup>

The lack of focus experienced by students can be greatly caused by the lack of even not at all teachers utilizing the media as a means of conveying information to students, thus having an impact on students' listening skills.<sup>5</sup> This opinion is also in line with the opinion of Dyah (2018) that students experience unfocusedness during learning, where it is influenced by the lack of media utilization used by the teacher to convey information.<sup>6</sup> Creative and innovative use of media will increase the possibility for students to learn and know what they learn well, and can improve their performance. appearance in perform skills according to with learning objectives.<sup>7</sup> By improving skills listening skill means also can improve the quality of one's speech.<sup>8</sup> This is in line with the opinion of Sari, et al (2017) that improving the quality of speech.<sup>9</sup> However, not all students have these skills, such as students at TK Muslimat 98 NU Darul Ulum Bungurasih, the problem in the kindergarten is that there are still many students who have a poor level of listening and speaking skills.

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<sup>3</sup> Ismayanti, Made Novi, et al, "The Use of Shadow Puppet Media to Improve Storytelling Skills of Class VII B Students of SMP N 2 Seririt", *Department of Indonesian Language and Literature Education, Udiksha*, (2017), 7(2).

<sup>4</sup> Eius, Intan Massitoh, "Analysis of Factors Affecting Low ListeningnSkills", *Nationak Seminar on Education, FKIP UNMA*, (2021), PP. 330-333.

<sup>5</sup> Ermawati, Eva, "The Effect of Cartoon Puppet Media on Listening Skills in Class IV Students of SDN Muara Telang", *Scientific Journal of PGSD FKIP Mandiri University*, (2023), 9 (3), 283-293.

<sup>6</sup> Dyah Linggar Prastiwi, et al, "The Use of Puppet Media to Improve Listening Skills of Fourth Grade Students of SDN Tengket 1 Arosbaya, Bangkalan", *Journal of Elementary School Teacher Education Research*, (2018), 6(10).

<sup>7</sup> Rahayu Erwan Puji. "Improving Listening Skills to Fairy Tales Through the Paired Story Telling Model with Cartoon Puppet Media for Class II Students of SDN Ngebel Taman Tirto Kasihan Bantul", Repository of PGRI Yogyakarta University, (2015).

<sup>8</sup> Hidayat, Wildan, "Improving Listening Skills through Paired Storytelling Model with Cartoon Puppet Media for Fifth Grade Students of Kalisari State Elementary School, *Indonesian Journal of Educational Research*, (2024), 1(2), pp. 97-108.

<sup>9</sup> Sari, Denis, Sukidi, Masengut, "Improving Listening Skills Through Hand Puppet Media in Indonesian Language Lessons for Grade II Students of SDN Blimbing Jombang Kota Jombang", *JPGSD*, (2017), 5 (3), pp. 543-555.

Based on the results of an interview with one of the Kindergarten A teachers who interacts directly with students in the classroom, explaining that students are more interested if the teacher provides learning media during the teaching and learning process (one of which is during the storytelling process), compared to those who do not use media. In the early minutes they still listen to the teacher's explanation, but due to several factors, such as the age of kindergarten children who feel bored and saturated more quickly, plus when not using media can make them eventually feel tired and bored, and the boredom is shown by their busy behavior with classmates, busy walking around and playing alone in class.<sup>10</sup> If the media used attracts students' attention, then students will also focus on listening to the material used, delivered by the teacher.

Based on the problems encountered, the researcher will conduct a study conducted by utilizing storytelling using puppet media with the aim of examining the effectiveness of storytelling using puppet media to improve students' listening and speaking skills. Through this background, it raises the formulation of the problem, namely, whether storytelling using puppet media is very effective in increasing the level of listening and speaking skills of students of TK Muslimat 98 NU Darul Ulum.

This research uses a communicative approach. According to Littlewood, the idea of the communicative approach is based on the idea that: The communicative approach opens itself up to a broader view of language.<sup>11</sup> Agreeing with that, Panggabean, et al (2021) argue that the communicative approach emphasizes the importance of the ability to communicate effectively in real situations.<sup>12</sup> This approach gives students the freedom to express their opinions orally.<sup>13</sup> Alluding to the background that describes the learning media for fairy tales using puppet media with the aim of examining the effectiveness of fairy tales using puppet media to improve students' listening and speaking skills.

In accordance with this background, this research has a relationship with the communicative approach, namely in the situation experienced by students when they want to speak to express something. For example, when students are asked to answer questions about the story told by the teacher, it turns out that there are still many students who in delivering the story are still stuttering even though they have previously listened to the teacher's story. This can happen because when listening to the teacher telling stories, students cannot focus on listening well to what the teacher says.

One form of communicative approach in this case is to apply a limited way of providing information, namely when the teacher conducts fairy tale activities with puppet media, students pay attention to the teacher. After the teacher finishes doing the fairy tale, the students are guided to be able to convey what fairy tales are told by the teacher, or the teacher can mention one of the characters in the fairy tale then the students can tell the story. students guess and answer.

Research related to the level of listening and speaking skills of students has never been done by previous researchers. Therefore, researchers are interested in researching something related to this. Because there are still many students, especially in the Muslimat NU 98 Darul Ulum Kindergarten, who have a low level of listening and speaking skills. This study aims to see the level of listening and speaking skills of students by utilizing cartoon puppet media has been done by many other researchers. Therefore, researchers

<sup>10</sup> Teacher of TK Muslimat NU 98 Darul ulum, *interview*, (3 Mei, 2024).

<sup>11</sup> Purba, A., et al., *Learning Strategies (An Introduction)*, (Medan: Yayasan Kita Tulis. 2022).

<sup>12</sup> Panggabean, A., et al., *Learning Concepts and Strategies*, (Medan: Yayasan Kita Tulis, 2022)

<sup>13</sup> Atie Hidayar, "Improving Speaking Skills Through Communicative Approach in Class V of Padurenan II Elementary School in Bekasi in 2016-2017" *Scientific Journal of Basic Education*, (2018), 83-95.

will conduct a study that is almost the same as the previous study, but from this study it has a novelty, namely by looking at the effectiveness of utilizing fairy tales using puppet media in Muslimat NU 98 Darul Ulum Kindergarten.

## 2. Methods

In this study using quantitative research methods experimental approach. This method is used based on the formulation of the problem, namely research related to the effectiveness of storytelling using puppet media on listening and speaking skills of kindergarten children. The experimental approach was chosen because this research seeks to test the effect of the independent variable on the dependent variable.<sup>14</sup> This is in line with Azka's opinion (2023) that the experimental approach is used to determine the value of whether or not there is an effect of a treatment or treatment.<sup>15</sup> This research design uses True Experimental Design, which is research that uses experimental groups and control groups. True Experiment Design is research conducted by controlling all variables that are outside the variables that affect experimental activities.

In this study, the population determined was class A students of Muslimat NU 98 Darul Ulum Kindergarten which was divided into two classes, namely class A1 as the control class and class A2 as the experimental class. The sample of each class consisted of 10 students who were randomly selected to ensure uniformity and representativeness.

The data collection process used in this study was through pre-test and post-test. The pre-test and post-test were carried out by question and answer between researchers and students. Students provide answers to the questions that have been given. The instrument used in this study was an observation sheet in the form of questions for the pre-test and post-test. Each test was carried out in the experimental class and control class. The pre-test aims to determine the basic abilities of students. While the post-test is done to determine the impact of the treatment. Each group will get different treatments to determine the effect of the treatment given. The experimental group was given treatment, namely storytelling using puppet media. While the control group was given storytelling treatment without using puppet media.

In this study there are several procedures including the following: (1) Determining the control group and the experimental group, (2) Pre-test, (3) Treatment, (4) *Post-test*, (5) Data accumulation, and (6) Data testing is done by t-test through two ways, namely, *t*-Test: Paired Two Sample for Means and *t*-Test: Two-Sample Assuming Equal Variances, through the calculation of Data Analysis Excel. In order for the research results to be scientifically accountable, data triangulation, theory triangulation, and results triangulation are carried out for qualitative research.<sup>16</sup> As for quantitative research, to increase the validity of quantitative research results, it can use instrument reliability, internal validity and statistical tests, as was done in this study.

## 3. Research Results & Discussion

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<sup>14</sup> Friska Dwi Yusantika, et al, "The Effect of Audio and Audio Visual Media on Listening Skills of Grade IV Students", *Journal of Education: Theory, Research, and Development*, (2018), 3(2), pp. 251-258.

<sup>15</sup> Azka Dhianti Putri, et al, "Application of T Test in Experimental Research", *Scientific Journal of Mathematics and Statistics Education*, (2023), pp. 1978-1987.

<sup>16</sup> Anas Ahmadi,dkk. "Writing and Indonesian Islamic Boarding School (Students, Teachers, and Alumni): A Mini-Pilot Study Perspective", *International Journal of Multicultural and Multireligious Understanding*, (2024), pp. 328-334

This research was conducted on 20 students from class A and class B of Muslimat NU 98 Darul Ulum Bungurasih Kindergarten, to find out the level of listening and speaking of students. This study involved two classes, namely TK A1 and TK A2 classes, each of which was divided into a control class and an experimental class. Kindergarten class A1 as the control class was given storytelling treatment without using puppet media, while kindergarten class A2 as the experimental class was given storytelling treatment using puppet media. The following are the results of observations of class A and B students of Muslimat NU 98 Bungurasih Kindergarten which can be presented in the form of a table below.

1. Pre-test and Post-test Results of Kindergarten Class A1 (Control Class)

| Students | Pre-test score | Post-test score |
|----------|----------------|-----------------|
| 1.       | 36             | 56              |
| 2.       | 42             | 66              |
| 3.       | 28             | 56              |
| 4.       | 46             | 82              |
| 5.       | 42             | 72              |
| 6.       | 40             | 70              |
| 7.       | 42             | 56              |
| 8.       | 38             | 46              |
| 9.       | 58             | 76              |
| 10.      | 76             | 92              |

Table 1: Control Class Pre-test and Post-test Results

The table above shows data on the pre-test and post-test results of students in kindergarten class A1 as the control class. The sample taken from the control class or class A1 amounted to 10 students. Data collection of pre-test values was carried out by means of researchers singing a song containing fairy tales and using tones from children's songs, so that students could still listen to the fairy tales. Furthermore, for data collection of post-test values in the control class, namely with the storytelling method without using using puppet media. And below are the average results of the pre-test and post-test through the Paired Sample T-test to find out if there is an average difference from the pre-test and post-test.

2. Paired Sample t-test Results Kindergarten Class A1 (Control Class)

t-Test: Paired Two Sample for Means

|                              | Pre-test    | Post-test  |
|------------------------------|-------------|------------|
| Mean                         | 44,8        | 67,2       |
| Variance                     | 177,9555556 | 196,622222 |
| Observations                 | 10          | 10         |
| Pearson Correlation          | 0,799759703 |            |
| Hypothesized Mean Difference | 0           |            |

|                     |              |
|---------------------|--------------|
| df                  | 9            |
| t Stat              | -8,158801244 |
| P(T<=t) one-tail    | 0,000009     |
| t Critical one-tail | 1,833113     |
| P(T<=t) two-tail    | 0,000019     |
| t Critical two-tail | 2,262157     |

**Table 2: Results of paired sample t-test Test of Pre-test and Post-test of Control Class**

From the table above, it can be seen that there is a difference in the average (mean) of the pre-test and post-test of the control class. It is known that the mean (average) of the pre-test is 44.8 while the mean (average) of the post-test is 67.2. This shows that there is a significant difference between the results from before being given treatment and the results after being given treatment, namely in the form of storytelling without using media.

The existence of a significant difference can also be seen through comparing the significance value of the calculation of P (T <=t) two-tail which shows a value of 0.000019 with (0.05). If the significance value ( $\alpha$ ) < 0.05 then the null hypothesis (H0) is rejected, while the alternative hypothesis (Ha) is accepted, if (H0) is rejected and (Ha) is accepted, it shows that there is a significant difference between the pre-test results and the post-test results of listening and speaking skills after the application of fairy tales without using media.

### 3. Pre-test and Post-test Results of Kindergarten Class A2 (Experimental Class)

| Students | Pre-test score | Post-test score |
|----------|----------------|-----------------|
| 1.       | 42             | 76              |
| 2.       | 52             | 100             |
| 3.       | 38             | 70              |
| 4.       | 26             | 72              |
| 5.       | 76             | 100             |
| 6.       | 62             | 80              |
| 7.       | 42             | 90              |
| 8.       | 56             | 96              |
| 9.       | 52             | 82              |
| 10.      | 58             | 78              |

**Table 3. Experimental Class Pre-test and Post-test Results**

The table above shows data on the pre-test and post-test results of students in kindergarten class A2 as the experimental class. The sample taken from the experimental class or class A2 amounted to 10 students. Collecting data on the pre- test value of class A2 is the same as class A1, namely by the researcher singing a song containing a fairy tale and using the tone of a children's song, so that students can still listen to the fairy tale.

Furthermore, for data collection of post-test scores in the experimental class, namely with the storytelling method using puppet media. And below are the average results of the pre-test and post-test of the experimental class through the paired sample t-test test to determine whether there is an average difference from the pre-test and post-test.

**4. Paired Sample T-test Results Kindergarten Class A2 (Experimental Class)**

t-Test: Paired Two Sample for Means

|                              | Pre-test     | Post-test   |
|------------------------------|--------------|-------------|
| Mean                         | 50,4         | 84,4        |
| Variance                     | 197,1555556  | 127,8222222 |
| Observations                 | 10           | 10          |
| Pearson Correlation          | 0,623210771  |             |
| Hypothesized Mean Difference | 0            |             |
| df                           | 9            |             |
| t Stat                       | -9,536459298 |             |
| P(T<=t) one-tail             | 0,000003     |             |
| t Critical one-tail          | 1,833113     |             |
| P(T<=t) two-tail             | 0,000005     |             |
| t Critical two-tail          | 2,262157     |             |

**Table 4. Results of Paired Sample T-test Test of Pre-test and Post-test of Experimental Class**

From the table above, it can be seen that there is an average difference (mean) from the pre-test and post-test of the experimental class. It is known that the mean (average) of the pre-test is 50.4 while the mean (average) of the post-test is 84.4. This is the results showed a significant difference between the results from before the treatment and the results after the treatment, namely storytelling using pupped media.

The existence of a significant difference can also be seen through comparing the significance value of the calculation of P (T <=t) two-tail which shows a value of 0.000005 with (0.05). If the significance value ( $\alpha$ ) <0.05 then the null hypothesis (H0) is rejected, while the alternative hypothesis (Ha) is accepted, if (H0) is rejected and (Ha) is accepted, it shows that there is a significant difference between the pre-test results and the post-test results of listening and speaking skills after the application of fairy tales using puppet media.

**5. Percentage Increase in Mean of Pre-test and Post-test of Control and**

Experimental Classes

Based on the previous explanation, it can be seen that between the pre-test and post-test scores in each class, after the calculation, there was an increase from pre-test to post-test of (50%) in the control class, and an increase of (67%) in the experimental class. However, the higher increase was in the experimental class (Class A2). This statement can be seen in the percentage picture below

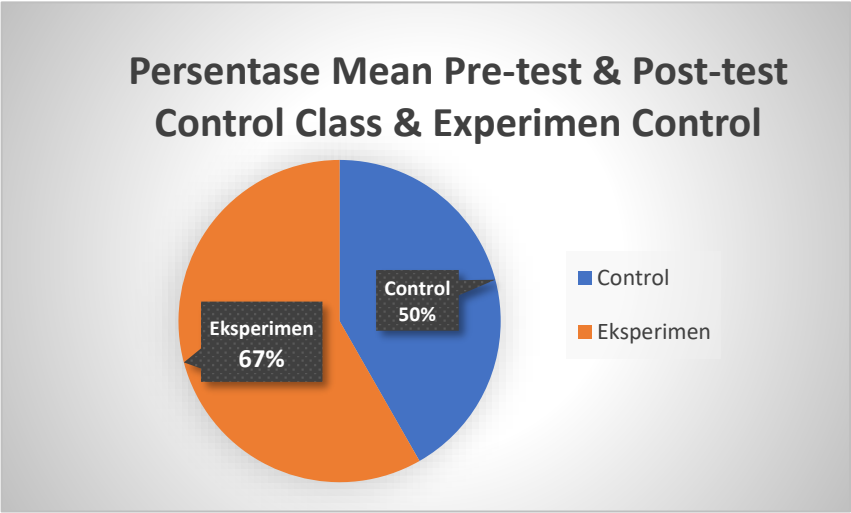


Diagram 1. Percentage of Mean Pre-test and Post-test of Control Class and Experimental Class

6. Comparison of Effectiveness of Control Class Post-test Score with Experimental Class Post-test Score

t-Test: Two-Sample Assuming Equal Variances

|                              | Control      | Experiment  |
|------------------------------|--------------|-------------|
| Mean                         | 67,2         | 84,4        |
| Variance                     | 196,6222222  | 127,8222222 |
| Observations                 | 10           | 10          |
| Pooled Variance              | 162,2222222  |             |
| Hypothesized Mean Difference | 0            |             |
| df                           | 18           |             |
| t Stat                       | -3,019661598 |             |
| P(T<=t) one-tail             | 0,003682     |             |



|                     |          |
|---------------------|----------|
| t Critical one-tail | 1,734064 |
| P(T<=t) two-tail    | 0,007364 |
| t Critical two-tail | 2,100922 |

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**Table 5. Comparison of Post-test Score of Control Class and Experimental Class**

From the mean post-test results of the two classes, namely 67.2 for the control class mean, and 84.4 for the experimental class mean, it can be seen that there is a significant difference from the post-test results of the two classes. It can be seen that the average (mean) post-test of the experimental class is greater than the control class. So, when compared from both, it can be concluded that the treatment given to the experimental class by storytelling using puppet media is more effective than the treatment given to the control class by storytelling without using media.

The use of puppet media when storytelling is not only effective for improving students' listening skills, but it can also attract students' attention. They seem more interested and happy when they see the puppet media. When storytelling using puppet media in front of students, students look attentive and more focused, so that it can improve students' listening skills.



**Figure 1. Story Telling Used Puppmed Media**

This is evidenced by the increase in the value of the post-test results of students who received the treatment of listening to fairy tales using puppet media, compared to students who received the treatment of listening to fairy tales without using media. The value of post-test results obtained by students through listening to fairy tales, does not necessarily come from the level of accuracy of students in answering questions posed by storytellers, but is also considered through several indicators, including: 1) student activeness in describing and telling fairy tales that have been conveyed verbally, 2) Facial expressions shown by students when delivering their answers, and 3) Intonation or the ability of students to imitate some of the voice characters of animal characters in fairy tales. Based on the 3 indicators that have been determined, students will be categorized into several assessments that have been adjusted to school standards, namely (a) starting to develop, (b) developing as expected, and (c) developing very well.

After going through the process of accumulating data on the value of learning outcomes, students at TK Muslimat 98 NU Darul Ulum Bungurasih are categorized at the “Developing as expected” stage, this is evidenced by the level of accuracy of students in answering the questions tested, as well as strengthened by the ability to retell

fairy tales accompanied by a distinctive voice uttered by students as a reflection of each character of the character in the fairy tale that has been listened to before.

Increased listening skills, apart from the factor of the media that attracts attention, are also supported by the teacher's efforts in fostering learning motivation through various ways. There are several ways to foster student learning motivation, such as by giving gifts and appreciating all student efforts by giving praise.<sup>17</sup>

## 4. Conclusion

Based on the results of data processing and analysis, the following conclusions can be drawn from this study:

1. The research was conducted at TK Muslimat NU 98 Darul Ulum Bungurasih
2. In this study involved two classes, namely TK A1 as a control class with storytelling treatment without using media, and TK A2 as the control class.
3. The average result of the control class was 67,2 and the average result of the experimental class was 84,4. From the average of the two classes, it can be seen that there is a significant difference from the *post-test* results of the two classes. It can be seen that the average (*mean post-test of the experimental class* is greater than that of the control class. When compared from both, it can be concluded that the treatment given to the experimental class by storytelling using puppet media is more effective than the treatment given to the control class by storytelling without using puppet media.
4. From these data, the use of puppet media when storytelling is not only effective for improving students listening skills, but it can also attract the attention and focus of students. They seemed more interested when they saw the puppet media. When storytelling using puppet media in front of students, students look more focused, and their imagination will be sharper so that it can improve students' listening skills.

## 5. Suggestion

For future research, it is recommended to conduct a more in-depth exploration by expanding the research sample to more schools to test the consistency of the findings in different contexts. In addition, future researchers can also explore other types of visual media such as hand puppets or others, to compare the effectiveness of each media in learning.

## 6. Thank You Note

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<sup>17</sup> Anas Ahmadi, "Prototipe Integrative Writing Model (IWM) Based on Psychowriting-M Yers-Briggs Type Indicators (MBTI) on Learning Writing", *Journal of Religious Training*, (2017), pp. 43-56.

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