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Teaching Speaking Through Paper Puppet Show to Enhance Students' Speaking Competence in Story Telling

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Abstract – One of the main problems of many English teachers are short of students participation in learning activities, especially in speaking class. As a requirement for learning English, English Foreign learners still has a gap for young learners in Indonesia, such as limit of teaching materials. The unattractive teaching materials in speaking class unmotivated students. For this reason, The researcher chooses paper puppet show as a media to enhance students speaking competence in story telling. The objectives of the study are to describe whether the use of paper puppet show can enhance students' speaking competence and to describe teaching and learning situation when paper puppet show is applied in the class. This study is conducted in class VII MTs Darut Tauhid Ngablak Bojonegoro. This study used Classroom action research method. The data were gathered through quantitative and qualitative data. As a result, that using paper puppet show is one of and effective approach to teaching young learners to speak. Especially getting students involved, creating a great atmosphere and organizing lessons helped teachers to teach in a relaxed situation. In other words, the use of puppets has a great impact on young learners' speaking activities.

Keywords – Paper Puppet Show, Speaking Competence, Story Telling

abstrak – Salah satu masalah utama banyak guru bahasa Inggris adalah rendahnya partisipasi siswa dalam kegiatan pembelajaran, khususnya di kelas berbicara. Sebagai persyaratan untuk belajar bahasa Inggris, bahasa Inggris bagi pembelajar asing masih memiliki celah bagi pembelajar muda di Indonesia, seperti keterbatasan bahan ajar. Bahan ajar yang tidak menarik di kelas berbicara membuat siswa tidak termotivasi. Untuk itu, peneliti memilih *paper puppet show* sebagai media untuk meningkatkan kemampuan berbicara siswa dalam bercerita. Tujuan dari penelitian ini adalah untuk mendeskripsikan apakah penggunaan *paper puppet show* dapat meningkatkan kemampuan berbicara siswa dan untuk mendeskripsikan situasi belajar mengajar ketika *paper puppet show* diterapkan di kelas. Penelitian ini dilaksanakan di kelas VII MTs Darut Tauhid Ngablak Bojonegoro. Penelitian ini menggunakan metode penelitian tindakan kelas. Data dikumpulkan melalui data kuantitatif dan kualitatif. Akibatnya, *paper puppet show* adalah salah satu pendekatan yang efektif untuk mengajar anak-anak berbicara. Terutama melibatkan siswa, menciptakan suasana yang menyenangkan dan mengatur pelajaran membantu guru

untuk mengajar dalam situasi yang santai. Dengan kata lain, penggunaan *paper puppet show* berdampak besar pada aktivitas berbicara berbahasa Inggris pada siswa.

Kata kunci – Paper Puppet Show, Speaking Competence, Story Telling

BACKGROUND of the STUDY

English is one of the leading languages used worldwide in the fields of education, business, commerce, science, law, tourism, international relations, health and technology. Learning General English at the secondary level of the National Curriculum gives students the opportunity to gain relevant insights into themselves, social relationships, culture, and the job opportunities available around the world. English learning focuses on strengthening six language skills: listening, speaking, reading, viewing, and writing, and the ability to present different types of texts in an integrated manner.

In *Merdeka* Curriculum, the minimum learning outcomes for these six English skills refer to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and equivalent to level B1. Level B1 (CEFR) reflects specifications that can be seen from students' abilities for the following: maintaining interaction and conveying something desired, in various contexts with clear articulation; express the main points to be conveyed in a comprehensive manner; and maintain communication even though sometimes there are still pauses. Learning English at the Primary and Secondary Education levels is expected to achieve the ability to communicate in English as part of life skills (Kemdikbudristek, 2022)

In addition to explanation above, there are five elements in English subject: listening, reading, speaking, writing, and presenting. This study is focused on Speaking. By the end of achievement of speaking learning, students use English to interact and exchange ideas, experiences, interests, opinions and views with teachers, peers and others in an increasing variety of familiar formal and informal contexts. With some repetition and rewording, they comprehend the main ideas and relevant details of discussions or presentations on a variety of general interest topics. They engage in discussion such as giving opinions, making comparisons and stating preferences. They explain and clarify their answers using basic sentence structure and verb tenses (Kemdikburistek, 2022)

According to Thornbury (2005), some requirements for speaking tasks should be addressed in order to maximize speaking opportunities and raise the likelihood that students would engage in autonomous language usage. Some of the requirements include that the speaking assignment (storytelling activity) be difficult, safe, and real because the story events give them a framework that is helpful in directing what they should talk about. Additionally, the story's content worked as actual material.

In line with achieving English speaking learning in *Merdeka's* curriculum, middle school students are expected to be able to speak and communicate in English.

Therefore, speaking skills are important for students to acquire. The goal that the student should achieve is to use language functions such as giving instructions, asking things, giving things, requesting services, offering, introducing themselves, inviting, and agreeing, to perform simple tasks in the context of the lesson. It is the ability to express and respond to instructions and information. Or object, praise, congratulate. Students are expected to be able to use language functions in practical communication in everyday life.

After conducting observation, problems in learning speaking arise among students of seventh grade at MTs Darut Tauhid Ngablak Bojonegoro. Low motivation, unfamiliar English sounds and pronunciation, mispronounced words, boredom, difficulty in understanding the material, less confidence, lack of practicing are the problems that should need solution. Based on the quantity data, the researcher collected from their daily marks, the students who had more than 8.1 were only 5 students or 15 %. Those who had between 7.1 and 8.0 were 7 students or 21%, those who had between 6.1 and 7.0 are 8 students or 24%. And the rest, 14 students or 41% had less than 6.0.

Moreover, many factors can be traced back to the learners challenges face to participate Speaking activity in education. First, the number of learners. Optimal if it consists of 38 or more (Spallino, 2015). Second, learners try to hide their mistakes so as not to be ridiculed or embarrassed. As a result, they are reluctant to speak English. Finally, most English teachers prefer to use their native language, Indonesian, in the classroom. These teachers tend to use English at the beginning of the class with a brief greeting before returning to Bahasa throughout the class (Mustafa, 2015). In this situation, students do not have important models for developing speaking styles and habits, and are not even motivated to use EFL. Finally, research conducted by Choi and Lee (2008) in primary and secondary schools in Asia, including Indonesia, attributes the failure of EFL learners to teachers' teaching methods and lack of materials. In fact, EFL teachers tend to ignore what is being said in class and instead focus on teaching knowledge of the grammatical elements and syntax that prevent students from using the target language.

In this situation, the teacher has the duty to students in addition to providing them with encouragement and assistance so they can develop their English-speaking abilities. There are numerous teaching strategies that can be used to help teachers more effectively impart information, such as employing games or media. Puppets are well renowned for being an effective teaching tool for younger students. Young learners might benefit from puppets by internalizing linguistic patterns, improving their listening abilities, learning how to take risks, building their confidence, and getting opportunities (Lepley, 2001).

Additionally, puppets can engage and support young learners and enable them to use pretend play to express themselves during unstructured play (Lippoff, 2011).

This indicates that the properties of puppets and young learners are very similar. According to Diyani (2011), employing puppets as a teaching tool has some advantages, including: (1) language development; (2) better learning; (3) development of creative talents; (4) development of social skills; and (5) improvement of family relationships. Accordingly, puppets can be employed to teach young learners how to speak in English.

Kidspot (2016) states that the following are some benefits of utilizing puppets in English language classes: 1. The puppet can be used as a very effective teaching tool for language arts, 2. Any part of language development in junior high school can be facilitated by the puppet, 3. The puppet inspires children to speak up and verbally communicate their original thoughts, 4. The puppet can assist the kids in preparing their remarks as well as in making them feel at ease when speaking, 5. Using the puppet allows pupils to talk in front of their peers without feeling afraid.

In earlier studies, Bumi Angga Kusuma Ningtias employed puppetry to instruct students in reciting descriptive texts. By including puppet play into his lessons, he hopes to learn how far his students have come in developing their speaking abilities. As a result, the children are better able to expand their vocabulary and feel more comfortable speaking in front of the class thanks to the puppet performance. Puppets are used to describe the personality and appearance of various characters one at a time, giving students confidence when they perform. Students responded well to the usage of puppets and became more engaged in class because they found it simple to comprehend the puppet that was being explained.

The features and the difference between of the paper puppet show with the previous research is that the paper puppet show is applied in a different way. Paper puppet show create a situation for learners to actively interact in the language, thereby making the language learning more meaningful. At the same time, the learners are introduced to different style-listening, remembering, discussing, writing, and presenting. This study also reported about the teaching and learning situation when paper puppet show is applied in the class and the enhancement of students' creativity.

RESEARCH METHOD

The class action research approach was used in this study. It employs a cycle process that was modified from the Koshy-cited model by Kemmis and McTaggart (2005). The CAR Model Figure illustrates it as a cycle with four steps: planning, implementation, observation, and reflection. The cycle is continued until the success conditions are met. By examining the degree to which changes to student behaviour when compared before providing the action may be detected, carried out observations of student behaviour related with a specific action can be identified while doing the actions.

The subjects in this study were students of class VII on MTs Darut Tauhid Ngablak Bojonegoro. It consists of 40 students consisting of 15 male students and 25 female students. Data analysis techniques used are data reduction, data presentation, drawing conclusions, verification of reflection. 1) The reduction of data obtained from observations and questionnaires were written in the form of recorded data, are collected, summarized, and selected the subject, then look for patterns. The data is then arranged more systematically, will find the basic stuff so much sharper. The observation makes the researcher record the data that is obtained when required. 2) Presentation of Data, the data were reduced and grouped in various patterns described in the form of words that are useful to see the whole picture or a particular section. The presentation of this data is written in the exposure data. 3) Conclusion withdrawal, Verification, and Reflection. The data obtained were searched pattern, theme, relationships, or matters that often arise from the data is re-generated while the conclusion is called the findings of researchers. Withdrawal of the findings of research conducted on the conclusion of the indicators of meaning or reflection is then performed to obtain the conclusion. The results do reflect conclusions or to determine the next action plan.

FINDINGS and DISCUSSIONS

Preliminary Research

In conducting the research, the researcher worked collaboratively with English Teacher of MTs Darut Tauhid, Ngablak, Bojonegoro. Before implementing classroom action research of enhancing speaking competence using paper puppet and to get a better result and consistency data, the researcher discussed and shared about teaching speaking problems in the class with collaborative teacher.

To know the real ability of the students in speaking, the researcher conducted a pre-test which the students were asked to present a story, it could be a legend of fable in front of the class. They were five speaking aspects which were evaluated: fluency, grammar, vocabulary, pronunciation, and expression. The speaking rubric score was adapted from oral proficiency by McMillan. The passing grade for this class is 7.00. The low competence in speaking could be seen from students' achievement of the speaking test (pre-test). The mean of speaking scores was 64.5. The preliminary results were provided in table 1.

Table 1. The Process And The Results Of Preliminary Study

Preliminary Process	
1.	Observing teaching and learning process
2.	Interviewing students and teachers
3.	Giving questionnaires
4.	Conducting pre-test
Preliminary result	
Problems	Pre-test result

Speaking competences	Class situations	Low-est	High-est	Mean
- The students often used inappropriate vocabulary	-The student's involvement in teaching and learning process was low	60	71.5	64.5
- Students often mispronounced words	- Lacked of confidence in speaking English. They seemed afraid in making mistakes.			
- Students had difficulties in choosing appropriate expressions in their speaking	- There were no attractive teaching media used in teaching speaking			
- Students' achievement in speaking skill was below the passing grade	- There were no real interactions among the students using English.			
- Students did not have good structure and fluent expressions as well	- Students cannot understand the objectives of the tasks			

Research Implementation

As it had been explained in research method, there were four steps in conducting Classroom Action Research, namely: planning, acting, observing and reflecting/revising. This study of teaching speaking using paper puppet show was conducted in two cycles. The first cycle was held on 10 to 24 November 2022. There were three meetings and post test 1. The implementation and the result of cycle 1 was described on the following section.

Table 2. The Process And Result Of Cycle 1

General Planning	<ul style="list-style-type: none"> - Narrative texts of Cinderella - Teaching material: students' worksheet (tasks) and pictures - Lesson plan - Paper puppet - Evaluation format - Field note - Video shooting
Acting	<p>Meeting 1 (Opening - Pre Task - Main Task - Closing)</p> <ul style="list-style-type: none"> - Time allotment in each meeting is 90 minutes - The students used the first five minutes to pray before the lesson began. It was attended by the researcher and the collaborator. - The researcher started the class by doing warming up and introduced paper puppet as a media in teaching speaking - Cinderella story was chosen to review students' ability in pronunciation and vocabularies - Students make a group of three and discussed about the story - They perform a story telling in front of the class by using paper puppet provided.

	<p>Meeting 2 (Opening - Pre Task - Main Task - Closing)</p> <ul style="list-style-type: none"> - Researcher and collaborator gave greeting to students - Researcher gave review of students' performance in previous meeting - Researcher explained how to make an opening and closing in story telling - Students make a group of three and they choose a story provided (Aladdin, Snow White, The Turtle and The Snail, Upin Ipin, The Farmer and The Beet, The Monkey, and The Crocodile) - Students change the text of the story into dialogues based on the characters in the story - They make narration which described the setting, opening and closing of the story.
	<p>Meeting 3/Post Test 1 (Opening - Pre Task - Main Task - Closing)</p> <ul style="list-style-type: none"> - Researcher checked the students' attendances and students' preparation in performing the story by using paper puppet. - The students were divided into 11 groups. - Students were ready enough to have the performances, they had their paper puppets in their hands and memorized the dialogues. - The students presented the story which had been selected by themselves. - Every session of the performance took about 7 minutes - Students gave evaluation and comments to their friends performance - Researcher made overview and feedback related to students performances.
Observing	<ul style="list-style-type: none"> - Enhancement of vocabulary - Enhancement of Grammar - Enhancement of Fluency or Time Management - Enhancement of student's pronunciation - Enhancement of students' intonation
Reflecting	<p>The positive result of cycle 1 (the strength)</p> <ul style="list-style-type: none"> - There was an enhancement is students' speaking achievement - The students' confidence and involvement in speaking class improved - The students built a good relationship
	<p>The problems of applying paper puppet in Cycle 1</p> <ul style="list-style-type: none"> - Some students got stuck in the middle of their performance - The students were still not able to make an interesting opening - Some students still lack of making improvisations

Based on the observation in cycle 1, the researcher could see that the students made good progress in vocabulary and language expression. There were some language expressions of opening and closing the story which were often used. Those expressions included *"we would like to tell a story entitled ..., we will be very happy if you*

can enjoy the story...". The students also improved their vocabulary dealing with some verbs, adjectives, adverbs and contents that they presented in class. The students grammar also increases very well. It can be seen from the students' preparation in delivering story telling. They were able to use certain patterns, especially past tense, and make direct sentences.

In doing storytelling, each student should act their dialogues based on the characters and they only had 7 minutes to perform. That is why time management was really important. The students fluency in delivering story telling was better. It could be seen in their presentation they speak more fluently. The students also made good progress in pronunciation. Now they were able to pronounce well the words such as *once upon a time, grew, pull up, turtle, received, pleasure, climbed, suitable, etc.* The improvement of students' intonation can also be seen from the students performance. They delivered the story telling in better intonation. They are able to distinguish the intonation of comma and full stop in a dialogue, as well as the intonation of exclamation sentences, interrogative sentences and imperative sentences.

Table 3. The Score Of Students Speaking Competence In Cycle 1

Speaking competence	Pre test			Post test 1		
	Lowest	Highest	Mean	Lowest	Highest	Mean
Vocabulary	55	71	63.16	60	77.5	66.5
Grammar	59	77.5	65.27	60	80	67.02
Fluency	60	75	66.54	63	77.5	70.81
Pronunciation	60	75	65.61	60	77.5	68.23
Intonation	53	74	63.53	63	76.5	67.05

Based on the weaknesses which were found in cycle 1, the researcher revised the plan, namely: how to make an interesting opening, how to make improvisations and how to control the voice during the performance. Cycle 2 is conducted on 1 to 15 December 2022. The implementation and the result of cycle 2 was described on the following section.

Table 4. The Process And Result Of Cycle 1

Revised Planning	<ul style="list-style-type: none"> - Narrative texts of the turtle and the snail - Teaching material: students' worksheet (tasks) and pictures - Lesson plan - Paper puppet - Evaluation format - Field note - Video shooting
	Meeting 1 (Opening - Pre Task - Main Task - Closing)

Acting	<ul style="list-style-type: none"> - Time allotment in each meeting is 90 minutes - Teacher asked students condition and checked the attendance list. - In this stage the researcher explained dealing with how to make an interesting opening which consist of setting (time and place). - The researcher gave tasks dealing with making interesting opening. - The students made interesting opening and delivered it in front of the class
	<p>Meeting 2 (Opening - Pre Task - Main Task - Closing)</p> <ul style="list-style-type: none"> - Researcher and collaborator gave greeting to students - Researcher explained how to make some improvisations and to control the voice during story telling - Students sit in group and memorize the dialogues for about 15 minutes - Students were trained to memorize some dialogues in a very short time. - Students create some improvisations based on the story and the character - students performed the dialogues in front of the class in turn. <hr/> <p>Meeting 3 (Opening - Pre Task - Main Task - Closing)</p> <ul style="list-style-type: none"> - Researcher checked the students' attendances - Researcher explained how to control voice in delivering story telling. - Students practice speaking for about one minute - Researcher asked one student to come up in front of the class and gave him one short paragraph and asked him to read as if he were talking. - Researcher made overview and feedback related to students performances. <hr/> <p>Meeting 4/post test 2 (Opening - Pre Task - Main Task - Closing)</p> <ul style="list-style-type: none"> - The students did the story telling in front of the class in group. There were eleven group which consists of three or four students. They presented the story they had chosen before. the story must be presented by using paper puppet. The researcher and the collaborator assessed the students performances based on five criteria: grammar, pronunciation, fluency and intonation.
Observing	<ul style="list-style-type: none"> - Improvement of the students' competence - Improvement of making an interesting opening - Improvement of making improvisations - Improvement of controlling voice
Reflecting	<ul style="list-style-type: none"> - The students were able to make clear and meaningful dialogue so that the audiences were capable in listening and understanding the story - The students were able to organize their talks well - The students were able to select appropriate words and use correct grammar - The students were able to use a variety of volume modulation (louder or softer) and arrange the voice inflections (tone of voice)

The students' willingness to learn the lesson was a good indicator of the rise in student activity. They attempted to put on a show for their buddies. The pupils could also have an intriguing introduction. they were able to open the performances with the appropriate sentences. When doing improvisations, they could quickly make up new conversation when they forgot the original sentences.

Table 3. The Score Of Students Speaking Competence In Cycle 2

Speaking competence	Students speaking score		
	Lowest	Highest	Mean
Grammar	67.5	82.5	74.20
Vocabulary	70	85	73.3
Fluency	70	85	76
Intonation	70	82.5	74
Pronunciation	70	80	74

From the study, it can be concluded that paper puppet show can raise the students ability to do the story telling as an individual or as a member of a group more intensively. The results also indicated that the classroom environment changed as a result of the use of paper puppets in speaking classes. Most activities were focused on the needs of the students, and the teaching and learning process was more vibrant. Students enjoyed acting out a paper puppet play during speaking class. They were eager to lead the presentation and unafraid to do so.

This findings is supported by Harmer (2007), that when the students start to learn something, they generally display an enthusiasm for learning and a curiosity about the world around them. Concerning to the benefits gained by the teacher by using puppet in teaching speaking to young learners, it is similar to the results of study conducted by Reidmiller (2008) that the use of puppet can encourage students to try out ideas and investigate on their own.

In addition, the results are equivalent to the result from a study conducted by Setyarini (2010) which shows how puppet can make young learners happy and enthusiastic to learn English. Furthermore, she found that young learners were brave to pretend to be the characters of puppet in the teaching and learning process. In line with this study, the use of puppet in teaching speaking to young learners brought positive responses from the students. It is because the common teaching model only focused on the result of product and did not lead the students to the process of speaking that provided an appropriate teaching media.

CONCLUSION

The use of puppets to teach young children speech was the focus of this study. The goal of the study was to determine the advantages of using puppets to assist students in speaking, as well as to ascertain how young learners felt about using puppets in their speaking activities. The results of this study demonstrated that using puppets

to teach young learners to speak is a suitable and efficient method. The information gleaned from the interviews, written materials, and classroom observations was used to support the case. These are some advantages that this study identified for using puppets to teach young children speaking: (1) Puppets aid the teacher in class preparation, and (2) Puppets make teaching easier for the teacher, (3) They tend to increase student involvement in the learning process, (4) They make students happy and enthusiastic, (5) They make the classroom a great place to learn, (6) They give students confidence to speak in front of others, and (7) They inspire them to become better public speakers.

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