IMPROVING STUDENTS’ SPEAKING SKILL USING WAYANG KULIT

(A Classroom Action Research in the Eighth Grade B of SMP N 2 Gondangrejo, Karanganyar 2015/2016 Academic Years)

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ABSTRACT

The aims of the study are as following: (1) To know whether or not Wayang Kulit can improve speaking skill in the eighth grade B of SMP N 2 Gondangrejo Karanganyar in 2015/2016 academic year. (2) To describe the implementation of teaching learning speaking using Wayang Kulit in the eighth grade B of SMP N 2 Gondangrejo Karanganyar in 2015/2016 academic year. The research was conducted at the eighth grade B of SMP N 2 Gondangrejo Karanganyar. The class consisted of 32 students, 14 females and 18 males. This is Classroom Action Research. The research conducted in two cycles. Each cycle had four steps: identifying the problem, planning the action, implementing the action, observing, reflecting, and revising the plan. In analyzing the data, the researcher used Qualitative data and Quantitative data. In collecting the data of Qualitative, the researcher used interview, observation, documentation, and test. Quantitative data were taken from the oral test before and after the cycles. Based on the result of the research, it was shown the improvement of scoring and performance. The mean score of pre-test was 49.63. It improved to 60 in cycle 1. In cycle 2 the mean score of post test 2 was 77.87. It means that Wayang Kulit can improve students’ speaking skill. From the result of the research, the researcher concludes that Wayang Kulit can improve students’ speaking skill. The classroom condition became more active, interaction with the others, communicative in teaching learning speaking process, and the students enjoyed the lesson. In speaking class, the students needed more time and opportunity to express their ideas. The students should make interaction with the other students or the teacher to improve their confidence. The media of Wayang Kulit is the best media in the teaching learning speaking.

Keywords : Speaking Skill, Wayang Kulit, A Classroom Action Research.
INTRODUCTION

Language is an important part of world, because by using a language human can communicate and express their ideas. There are many kinds of languages in this world. Human have different language, it depends on where they live. There is one international language, that is English.

English can be at least understood almost everywhere among scholars and educated people. English can be found in the media, cinema, TV, music and the computer world. All over the planet people know that English is the International language. English is used to communicate among people from different countries.

In Indonesia, English is taught to the students at elementary school up to the university level. In learning English, there are four language skills, namely reading, speaking, listening, and writing, considering the language components such as vocabulary, structure, and pronunciation. Speaking is one skill that students should master.

One of the important language skills above is speaking. According to Thornbury (2005: iv) “for a start, speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planing”\(^1\). Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication.

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In SMP N 2 Gondangrejo, the minimum score (KKM: *Kriteria Ketuntasan Minimal*) is 75. For all students in eight grade of SMP N 2 Gondangrejo, this minimum score is too high to be reached especially in class 8 B. One of the problems, the students learn English language especially in speaking, is anxious and not confident when they speak English.

There are some obstacles in teaching and learning speaking. They come from the situation: teacher, students, and institution. From the teacher: (1) selection of method was not appropriate with material in teaching learning speaking, (2) the teacher only used LKS (*Lembar Kerja Siswa*) when teaching and learning speaking, (3) the media which was used by teacher did not give good contribution to the students because the media was not interesting. From the students: (1) they spoke by using mother language when they feel anxious, (2) the students’ motivation when teaching and learning speaking were lack, (3) the students did not master the vocabulary. From the institution: (1) the media for teaching and learning speaking was not available, (2) there was no laboratory of language for teaching and learning speaking, (3) there was no training how to use media in teaching and learning speaking for the teachers. Brown (2000: 269) states that “One of major obstacles learners have to overcome in learning to speak is the anxiety generated over the risk of blurring out that are wrong, stupid, or incomprehensible”\(^2\). From the statement above, the researcher known that there is another problem. The problem is anxiety to speak what they want to speak out. The good one to solve this problem is the use of media.

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According to Richards et al. (2002: 325), “in language teaching, media is teaching materials which involve the use of different kinds of media such as visual and printed media, they are sometimes known as multi media or mixed media”\(^3\). Teaching with media can help students easily get the material concept of teaching and learning speaking. Using media for teaching allows students to be expressing their ideas. There are kinds of media for teaching for example; puppets, songs, pictures, realias, poems, etc.

One of good media in teaching learning speaking is puppet. Currell (1999: 15) states that “a puppet is not a human actor in theater in miniature. Puppet commonly has more dance and mime than in acting”\(^4\). There are kinds of puppet that can used in this research, namely; shadow puppet, hand puppet, finger puppet, string puppet, rod puppet, etc. One of good puppet to teaching and learning speaking is shadow puppet. *Wayang Kulit* is included in the types of shadow puppet. Media of *Wayang Kulit* is the best media for teaching learning speaking in eight grade B of SMP N 2 gondangrejo. It is appropriate with students’ character. Puppet shadow shows characters and their details. This puppet gives benefit in presenting material in teaching and learning speaking for the students. This will build up their imagination of the subject material.

*Wayang Kulit* can be used in teaching speaking. Faurot (2009: 6) state that “As a medium, shadow puppetry focuses an audience intenly on a fairly small

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screen. The room is usually darkened, further drawing attention to the one lighted spot in the room and consequently heightening attention to the activity that is transpiring in that space. Also, the shadow medium allows the “boat” to be anchored on a metal brad fastener that allows it tip wildly forward and back, then balance out again”5. It means that shadow puppet can make audience focus on the performance.


As Scott and Ytreberg (1990: 108) say that, “in addition to the actual puppets a simple ‘stage’ is very useful if you want to perform dialogue and sketches in teaching and learning English”6. The point from using puppet as a media in teaching and learning English is to make a full use of things and object as well as to get a meaning across of the materials.

According to Gross (2001: 4), “speaking for puppets is a mimetic speech genre, not so much in its faithful depiction of other voices, but as a representation of dialogue itself”7. Speaking through puppet using dialogue will help students to understand the plot of story and the materials included.

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Currell (1999: 16), explains that, “puppet is both an essence and an emphasis of the character it is intended to reflect”\(^8\). The puppets are delineation of human or it can be any thing in this world, it can show us how the characteristics, physical, and attitude from the character. Puppet theatre commonly uses mime and dance to substantiate their character.

Puppet is the interesting object which has characteristic from human, animals, and anything in this world in reality of physically played by puppeters in a stage. In Indonesia has a traditional puppet, usually it plays with traditional music and Gamelan. According to Currell (1999: 17), most types of puppet used today fall into four broad categories:

1. The glove puppet

   It used like a glove on the operator’s hand; the term ‘hand puppet’ is sometimes used synonymusly but here it describe figures where the whole hand is inserted into the puppet’s head.

2. The rod puppet

   The rod puppet is held and moved by rod, usually from below but sometimes from above; those in the Japanese *Bunraku* style require two or three operators, who hold the puppet in front of them.

3. The marionete

   This puppet is on stritngs, suspended from a control held by the puppeteer.

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4. Shadow puppet

Shadow puppets are normally flat cut-out figures held against a translucent, illuminated screen. The term is also used loosely to describe fullcolour, translucent figures operated in the same manner. It is ideally suited to the illustration of narrated story, but they can also handle direct dialogue and vigorous knockabout action.

Indonesian traditional puppet is used in this research as media in teaching and learning English especially in speaking. Indonesia has a lot kinds of puppet, one of them is Wayang Kulit. Based on the explanation from the expert above Wayang Kulit is included in shadow puppet.

Wayang Kulit is the one of example from indonesian culture. It is usually used to retelling story of Ramayana and Mahabarata in Indonesia. It also explains about moral value and cultural value of indonesian. Wayang Kulit is an imagination from a whole life in this world. Darmoko et al. (2010: 11) state that, “Wayang merupakan bayangan, gambaran, atau lukisan mengenai kehidupan alam semesta”9. It means that Wayang Kulit is a shadow, image, or painting about life in this world. Wayang Kulit is played by someone who called Dalang. Wayang Kulit theatre in java usually accompanied by javenesse song, mimic, and sound of dialogue from dalang. There are many characters in this puppet, for example is Semar, Gareng, Petruk, and Bagong, they are called punokawan group.

According to Fontichiaro (2007: 171), “as many techniques in teaching learning English, the shadow puppet can be used to enhance understanding of

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literature or as a means of demonstrating has been learning through research\(^{10}\), the steps in teaching learning speaking using shadow puppet are as follows;

1. Collaborate to select a story to enact
2. Write and format the script
3. Decide on an assessment strategy
4. Set up the puppet stage
5. Introduce the project with a demonstration
6. Give students time to play and experiment
7. Make puppet
8. Create scenery
9. Rehearse
10. Reflect and revise
11. Perform
12. Reflect and evaluate

Teaching using *Wayang Kulit* which include in shadow puppet can be applied in speaking classroom. *Wayang Kulit* can be used as a media in teaching learning speaking.

**METHODOLOGY**

The research was conducted at SMP N 2 Gondangrejo, Karanganyar, which is located on sub district Gondangrejo, Karanganyar. The subject of the

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research was the students in eight grade especially in the 8 B of SMP N 2 Gondangrejo in Academic Year 2015/2016. In grade B, there are 32 students. It consisted of 13 male and 19 female.

The type of this research was Classroom Action Research (CAR). The research was conducted in 2 cycles, each cycle had 2 meeting that ended with post test. According to Cohen, Manion, and Morrison (2000: 226) “Action Research is a powerful tool for change and improvement at the local level”\textsuperscript{11}. The Action research is the action to improving or changing level based on the problem that identified before. This methodology use in any setting problem involved the students, task, procedure, method, media, or facility and the resolution for the problem that identified from pre-observation and observation before. The Action Research is the structured process in teaching and learning based on the problem identified and the resolution for the problem. According to Wallace (1998: 15) “it is suggest here that action research is a form of structured reflection”\textsuperscript{12}. Action Research is the structured process in order to improve or to solving problem in the classroom.

According to Richard & Schmidt (2002: 546), “test is any procedure for measuring ability, knowledge, or performance”\textsuperscript{13}. In collecting data, the tests gave in three ways, they are: pre-test, post-test 1, and post-test 2. The pre-test conducted before the action. Pre-test was administered in order to find out the

students’ speaking skill before the actions, and post-test was administered in order to find out the increase of the treatments towards the students’ speaking skill after being given the treatments. Pre-test and post-test were used to get the data to analyze the hypothesis.

Before the researcher did the research, he did an interview with some students and the English teacher about English lesson especially in speaking skill. The aim for this activity was to know about the students’ difficulties during the speaking class and their achievement. According to Richard & Schmidt (2002: 271), “interview is a conversation between an investigator and an individual or a group of individuals in order to gather information”.

After had an interview, the researcher observed the students and the teacher during teaching process. The result of the observation was as an important note to know the appropriate media and method that was used to be applied and what kinds of efforts that should be done to increase students’ desire especially in speaking skill. After finishing the research, the researcher collect and analyze the data. In this research, the researcher used qualitative and quantitative data to analyze the data.

RESULT AND DISCUSSION

The researcher indentified some factors causing on the students’ low achievements in English speaking skill. The factors came from the teacher’s method used in the class especially teacher’s media. The teacher usually explained the students to translate an English book or Lembar Kerja Siswa (LKS) into the
Indonesian language. After the students finished translating, they only put on the teacher’s table. From explanation above, the researcher tried to solve the problems by using media of Wayang Kulit in teaching and learning speaking skill.

From the collected data, the researcher analyzed the score of students’ speaking skill. The pre-test was conducted on September 8th 2015 at 07.00 until 08.20 a.m. The type of pre-test was oral test. The mean score of pre-test was 49.63. This score is lower than the KKM (Kriteria Ketuntasan Minimal) that is 75. Then, the researcher used media of Wayang Kulit to solve the problems in two meetings. After that, the researcher gave them post-test 1. The result of mean score from post-test 1 was 60. The students’ score was still under the KKM (Kriteria Ketuntasan Minimal), but using media of Wayang Kulit made changes for the students. In cycle 1, the researcher found some strength and the weaknesses during the lesson. In the cycle I, the researcher found problems in teaching learning speaking such as; the class was noisy for another class, used mother tongue (Bahasa Jawa) that mixed with English language, still lacked of vocabulary, using wrong grammar, and the students were unconfident when speak English. So, the researcher decided to conduct the next cycle to reach the goal of the research.

For the next cycle, the researcher was revising the plan. In the cycle two, the researcher planned two meetings as the first cycle. The researcher would make better class condition by giving the signal like ilahengan in the Wayang Kulit show. If there were students who could not responses the signal, the student would be given more task. The researcher would give more opportunity to
students who could not speak using game of “speak after it stop”. The researcher would give more vocabulary material from the dialogue of *Wayang Kulit* story then the students make a note from the new words. The researcher would focus on the grammar attention for the students by drilling the past tense from the text of story *Wayang Kulit*. The researcher would give more example of speaking using English language on the class using *Wayang Kulit*.

The result of post-test 2 showed a significant improvement in students’ score. The students’ mean score in cycle 2 was 77.87. The students’ mean score in cycle 2 achieved the KKM (*Kriteria Ketuntasan Minimal*) score that is 75. In the cycle II, the students were interested in the teaching learning speaking. The students could produce a good sentence. The students felt confident when they speak in front of the class. They also could use a good vocabulary. In cycle II, the researcher found more strength than the weaknesses.

The implementing of using *Wayang Kulit* as a media in teaching learning English, especially in speaking classroom was good. It could be seen from the mean score of students’ speaking skill.

The improvement can be seen from the students’ mean score. They can be seen in Table 1.1 as follows:

<table>
<thead>
<tr>
<th>Mean of Pre-test</th>
<th>Mean of Post-test 1</th>
<th>Mean of Post-test 2</th>
<th>t-value of Cycle 1</th>
<th>t-value of Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>49.63</td>
<td>60</td>
<td>77.87</td>
<td>12.65</td>
<td>17.35</td>
</tr>
</tbody>
</table>

Table 1.1
The improvement of students’ means score
The table showed the improvement of the students’ mean score. *Wayang Kulit* was suitable media for teaching learning process. The mean score of pre-test was 49.63; the mean score of post-test one was 60; and the mean score of post-test two was 77.87. The comparison between the mean score of pre-test, post-test 1 and post-test 2 showed there were improvements of students’ speaking skill. It could be summarized that there was significant improvement of the students’ speaking skill using *Wayang Kulit*.

Based on the result of the t-test calculation, the result of test between pre-test and post-test 1 was 12.65 and the result of pre-test and post-test in cycle 1 was compared with db = (n-1) = (32-1) = 31. The t table in significance 5% = 2.042. It could be concluded that t₀ < t table is significance 5% (12.65 > 2.042). It proved that there was significant improvement from teaching learning speaking skill using *Wayang Kulit* in pre-test and post-test 1. Then the result of t-test calculation between post-test 1 and post-test 2 was 17.35 and the result of post-test 1 and post-test 2 was compared with db = (n-1) = (32-1) = 31. The t table is significance 5% = 2.042. It could be concluded that t₀ > t table in significance 5% (17.35 > 2.042). It meant that there were significances from teaching learning reading speaking skill using *Wayang Kulit*. 
CONCLUSION

Based on the research which had aims to improve students’ speaking skill by using media of Wayang Kulit, the conclusions are described as follows:

1. *Wayang Kulit* could improve students’ speaking skill using Wayang Kulit in the eighth of SMPN 2 Gondangrejo 2015/2016 academic year. It could be shown by the increasing means scores of the students. The score of pre-test was 36, 25, while the score of post-test 1 was 54, 84, and the score of post-test 2 was 77, 87. The students’ speaking skill increased in all aspect; meanwhile the KKM (*Kriteria Ketuntasan Minimal*) is 75. From the result of the test, it showed that there was an improvement of students’ speaking skill after the researcher conducted the research. It proved that teaching learning speaking skill using *Wayang Kulit* could improve the students’ speaking skill

2. The implementation of Wayang Kulit in teaching learning speaking skill in the eighth of SMPN 2 Gondangrejo was good. The students felt comfort and enjoyed when presenting in front of the class. They were also enthusiasm work in group. It could be seen by the improvement of grammar, vocabulary, pronunciation well. They could practice speaking English fluency and confidently.
REFERENCES


