

WAYANG FOR ASSISTING STUDENTS IN MASTERING SPEAKING SKILLS IN SENIOR HIGH SCHOOL: RESEARCH AND DEVELOPMENT

Armedia Wiratama¹, Dian Fadhilawati², Miza Rahmatika Aini³

¹⁻³English Education Department, Balitar Islamic University, Blitar City, Indonesia.

[¹armedia0398@gmail.com](mailto:armedia0398@gmail.com), [²dianfadhilawati@yahoo.com](mailto:dianfadhilawati@yahoo.com)

[³jumintenlarasati@gmail.com](mailto:jumintenlarasati@gmail.com)

ABSTRACT

This research is a Research and Development adapted Sugiyono's procedures which ssssss Potential and problem detection as well solution proposed, product design and development, experts' validation and revision, targeted users' responses, evaluation and revision, and final product and publication, This research is intended to develop Wayang as a medium for mastering speaking skills especially for assisting X-grade students in practicing storytelling as well as knowing the feasibility of the developed product and gaining targetted users' responses toward the developed product. The research subjects were 20 students and 5 English teachers from various senior high schools in Blitar Regency. The results of the study revealed that; (1) The developed storytelling model consists of 5 stories, 20 wayang characters, and 15 properties, equipped with 2 guidebooks for teachers and students. (2) The product (Wayang) which was developed as a learning medium is valid (87%) to be applied in speaking instruction, especially storytelling and (3) Students and teachers also presented positive responses toward wayang as a learning medium in speaking especially storytelling in which sshowed from the results of the questionnaire got 83% (very Positive) from the students and 92% (Very positive) from the teachers. From the results above, it can be concluded that the developed storytelling with wayang is very valid and feasible to be applied as an alternative medium in learning to speak, especially storytelling in class X of Senior high school.

Keywords: *Wayang, Media, Speaking, Storytelling, Senior High School.*

1. INTRODUCTION

Language is very important in our life, without mastering the language, it will be difficult for us to conduct communication with others, According to Sari & Lestari, (2019) Language is a pivotal means of communicating with other people in this world, without language we cannot interact in our society easily. Many people say that learning a language is an easy thing. However, learning a language is not only intended to be able to communicate with others, but also to understand the meaning contained in the words used (Hendra, 2012) so, learning a certain language might be challenging for some people. Therefore, in learning a language we must use such kind of media that is appropriate for learning it and approaches which suitable for them to acquire it such as a communicative approach in which there is a big chance for the students to practice speaking using the targeted language that they learned (Fadhilawati, 2015)

English is one of the languages learned by Indonesian students because it is an

international language that is helpful for the students to face the global situation. In the process of teaching and learning English in Indonesia, there are four pivotal skills that should be learned by students, they are; listening, speaking, reading, and writing (Wulandari & Fadhilawati, 2019). From those skills mentioned before, speaking is regarded become the most important skill that must be mastered because the target of learning English is communication (Zyoud, 2016). In line with that statement, Nazara, (2011) said that speaking is an essential skill because speaking is verbal communication to convey ideas that have been developed and arranged according to the listener. Furthermore, speaking is also the most common way of interfacing with others to exchange ideas, questions, and maybe information (Kristiani & Pradnyadewi, 2021). Moreover, Maylia et al., (2020) argue that speaking in English is not only used as a tool of communication, but also builds components of English such as vocabulary, grammar, pronunciation, and fluency, in addition, fluency in verbal communication is considered more important than reading, listening, and writing. Therefore, we can say that speaking skills are considered as a measure of language acquisition. Furthermore, Speaking skills are no less important than other language skills because speaking skills are an active and productive aspect of language (Ismayanti et al., 2017). Therefore, everyone must master speaking skills to communicate verbally, discuss some matters, present the materials, etc (Darmuki & Hariyadi, 2019).

Despite how crucial it is to master speaking, many students in Indonesia struggle with speaking on a variety of levels. Students in Indonesia, typically struggle while speaking in front of an audience because they are self-conscious and uneasy (Maulana et al., 2022). Additionally, they are unconfident while answering questions from the teacher in front of the class. when they are expected to deliver anything, they become anxious and struggle to employ proper language and terminology (Riswandi, 2016). In learning speaking, there are many things must be considered one of them is idea that that will be conveyed so that the listener can understand what we are communicating with (Tantri, 2018). Furthermore, speaking by using foreign language is not easy for the students, because of semantic and grammar rules. In addition, speaking said to be difficult because it is also a multi-sensory activity, it involves eye contact, body language, facial mimics, pauses, tempo, and various voices that will affect the conversation. (Sari & Lestari, 2019). Besides, the difficulty in speaking English is caused by some factors such as, limited vocabulary, limited grammar skills so that it is difficult to speak with the correct rules, and lack of courage in speaking English.

Difficulty in learning speaking also occurs in MA Trisula Lodoyo on 12/20/2019, it was found that students had difficulty in speaking English. The factors which influence this are; 1) lack of instructional media, 2) teachers use conventional methods in learning, 3) listeners do not give a supportive response; 4) students are afraid and nervous about making mistakes in speaking English.

An interesting medium is needed to overcome the problem of speaking. According to Haslan, (2018) Media is a means of communication in the teaching and learning process that can affect the feelings, thoughts, concerns and willingness of students, so that it can encourage the learning process in students. One of the media which can be used to teach speaking is "wayang" or puppet. Haslan, (2018) argued that Puppets are imitations of people made of leather or wood carvings and so on which can be used to portray characters in traditional drama performances. Furthermore, Kresna,

(2012) said that Wayang is a Javanese cultural performance played by a puppeteer. Wayang is also understood as a description of human character and character as a picture of life. In addition, Yulsyofriend, (2018) added that wayang can be interpreted as an expression of the nation's culture and can be used as a medium for education, information, and entertainment.

There are several advantages in using wayang in learning media; 1) students are more expressive when telling stories, 2) The students will not bored, 3) students can understand the material easily, 4) they more preserve culture (Yulsyofriend, 2018). Moreover, The effectiveness of using wayang media has been proven by several researchers including (Rositasari, 2017) who stated that wayang can motivate teachers and students in the storytelling learning process. This is in line with Sandi, (2013) who stated by using the media "wayang" can improve the quality of the learning process and make students more active in improving speaking skills. likewise Putri, (2016) reported that students are more interested in learning to speak using wayang media. Based on the benefits and effectiveness of wayang media as a learning medium for previous researchers, the researchers is interested in developing wayang as learning media for teaching speaking skills especially storytelling under the title "Developing Storytelling with "Wayang" based on East Java-Based Local Culture for Learning Speaking in High Schools". This research specifically focused on how is the model of product developed, the fesiability of wayang also the responds from the future users regarded the use of wayang in speaking instruction.

2. RESEARCH METHOD

According to (Sugiyono, 2016) there are several steps for developing learning media. Here, the researchers adopted Sugiyono's framework, there are six procedures for developing the products used by researchers. The research procedure described is in the following figure;

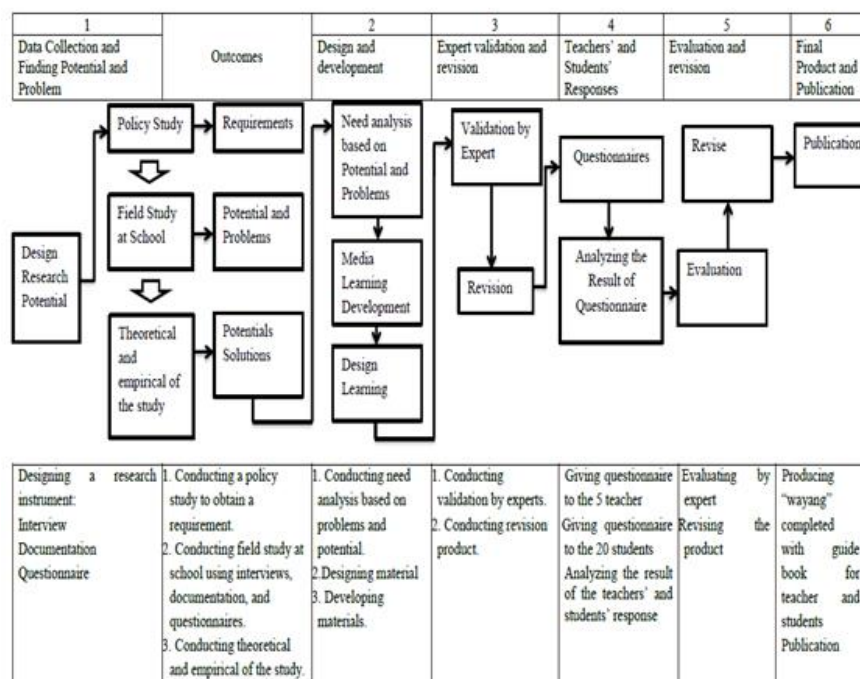


Figure 1: Research Framework of Developing Storytelling with "Wayang" Based on East Java Local Culture for Learning Speaking in Senior High School (adapted from Sugiyono 2016; 298)

1. Potential Problem detection and Solution (Phase I)

In this study, the researchers conducted a field study as a preliminary study to find out the potential, problems, and solutions. In this phase will be explained about the population and the use of samples in data collection and data analysis. Data collection and data analysis were carried out by making observations to find out the facilities in schools, interviews with English teachers and several students, as well as documentation the form students' speaking scores from December 20, 2019, to February 19, 2020, in several schools. In this research, the researchers must be able to reveal the objective truth using triangulation.

2. Product Design and Development (Phase II)

At this stage, the researchers designed and developed "wayang" to improve speaking skills in Class X Senior High School / Madrasah Aliyah. The researchers used a design approach and learning development following the ADDIE model.

3. Experts' Validation and Revision (Phase III)

In this phase, before the researchers conducted product trials with students, the researchers validated the design to several experienced experts to find out the shortcomings that exist in the product and the researchers will improve the product according to the advice given by some experienced experts. The purpose of this validation is to find out where there are deficiencies in the product, and the researchers can improve the product to be made. The material experts were Mr. AF from Balitar Islamic University Blitar, Mrs. SW, S.Pd from Alam Al-Gifari High School, and Mr. P U from SMAN 4 Blitar. Furthermore, the validation media were Mrs. MRA and Mrs. SW from Universitas Islam Balitar, as well as Mrs. PF from MA Hassanudin.

4. Targetted Users' Responses Toward the developed Product (Phase IV)

After the researchers validated and revised the product, the researchers did teacher and students; response and collected the data by using a questionnaire. According to Sugiyono (2016: 199), a questionnaire is a data collection technique by providing a set of questions or statements that will be answered by respondents. There are two types of questions or statements in the questionnaire, namely open questions and closed questions. In this study, researchers used closed-ended questions that expect respondents to provide answers to the available questions. The researchers used a closed questionnaire where there were 15 questions from 3 aspects consisting of: 1) Appearance, 2) Material, 3) Motivation and Benefits, which were addressed to five teachers and twenty students.

5. Evaluation and Revision (Phase V)

After the researchers giving questionnaire to twenty teachers and five students in Blitar, the researchers revised and improved the product according to the suggestions given by several experts before mass production of learning media.

6. Final Product and Publication (Phase VI)

After being evaluated by experts and revised by researchers the product is ready to be published for tenth-grade students. At this stage, the products produced by researchers are "wayang" and guide books for teachers and students.

3. RESEARCH RESULT AND DISCUSSION

Research Potential Problem detection and Solution proposed

Analysis of data collection potential search and problem solving was carried out as the first step for researchers to determine student needs. Most students have difficulty in speaking skills because written and spoken vocabulary is different, there are no learning media to practice students' speaking skills. The researchers a great opportunity to create "wayang" media to train students' speaking skills. In addition to train students' speaking, this media can increase self-confidence, and train students to learn to speak, especially English.

1. Product Design and Development

To find out the students' needs, the researchers conducted a needs analysis. The researchers gave interviews to students as input for product manufacture. The hypothetical model of this research is shown as follows:

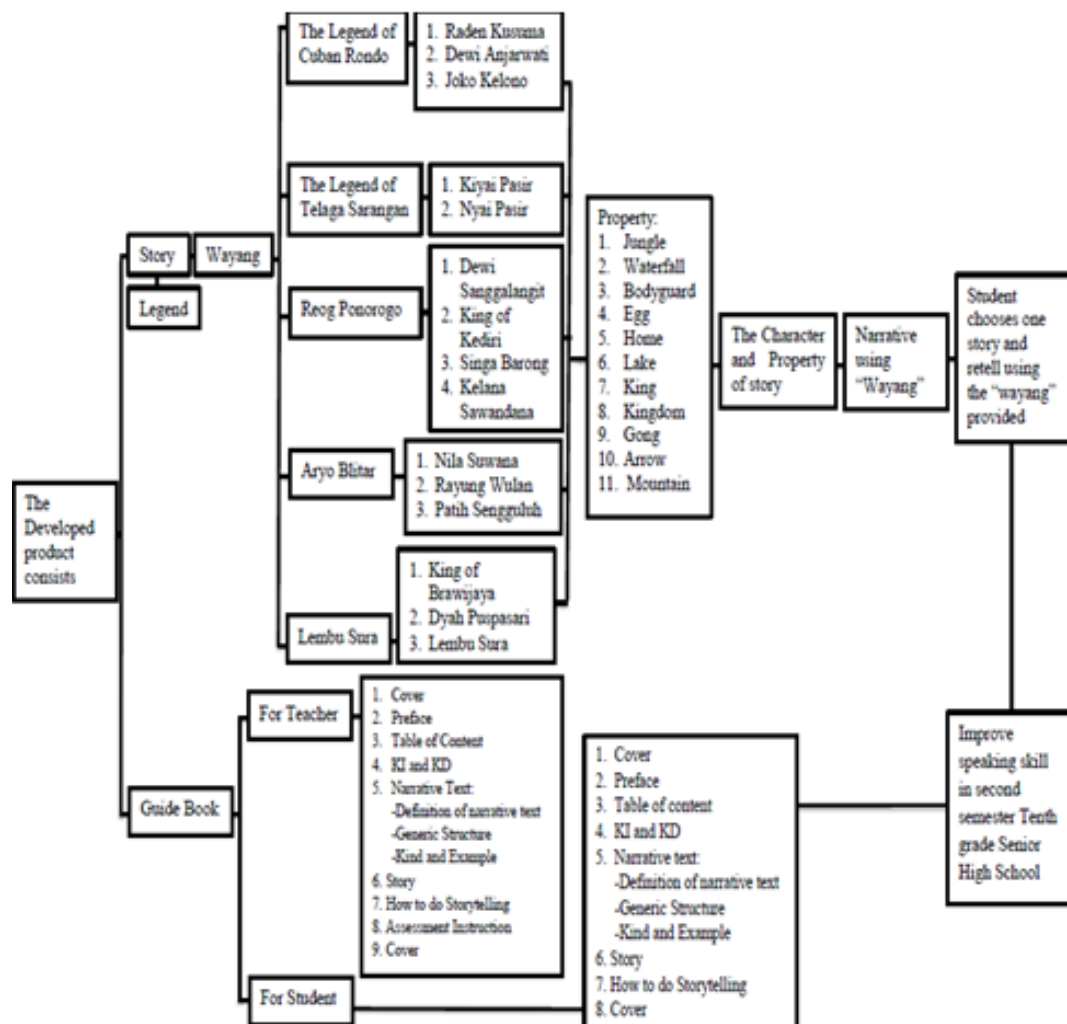


Figure 2.1 Hypothetical Model and Product Specification

Where the media that will be produced by the researchers is "wayang" which includes 5

stories originating from East Java and is equipped with a guidebook so that students can practice speaking skills by retelling one of the stories.

2. Experts' Validation

To determine the quality of the product, the researchers collected data using a questionnaire to several material experts, media experts, teachers and students in Blitar. The results of validation from several experienced experts, the researchers got a score of 80% which falls into the "Valid" category. In addition to product validation, the researchers also asked for a response regarding the feasibility of a product to several teachers and students from several schools in Blitar where the researchers got a response of 80% which fell into the "agree" category. The following was the assessment data for the "wayang" media from material experts.



Figure 3.1 The Result of Material Experts validation.

From the diagram above, it can be seen from the four aspects related to it. The first aspect is "content feasibility" with a percentage of 92%. The second aspect is "language eligibility" with a percentage of 92%. The third aspect of "contextual assessment" with a percentage of 89%. The fourth aspect of "presentation" with a percentage of 87%. From the table above it is known that the research data score of material experts in using learning media "wayang" obtained a score of 90% which indicates very valid.

Apart from meeting with material experts for the feasibility of the "wayang" media, the researchers also met with media experts to test the feasibility of the "wayang" media. The following is the assessment data for the "wayang" media from media experts.

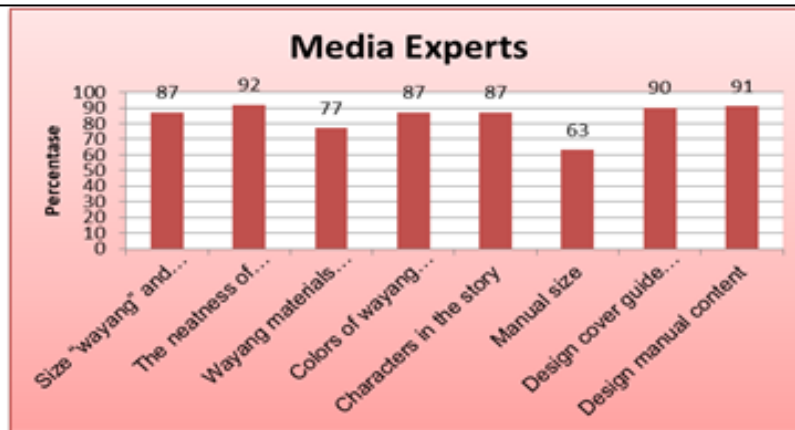


Figure 3.2 The Result of Media Experts Validation.

From the diagram above, it can be seen from the eight aspects related to it. The first aspect is "wayang" size and supporting properties "with a percentage of 87%. The second aspect is" neatness "wayang" and supporting properties" with a percentage of 92%. The third aspect of the "wayang" material and its supporting properties with a percentage of 77%. The fourth aspect is "the color of the "wayang" and supporting characteristics" with a percentage of 87%. The fifth aspect of "Character in the story" with a percentage of 87%. The sixth aspect is the "Manual measure" with a percentage of 69%. The seventh aspect of "Design cover guide book" with a percentage of 90%. The eighth aspect is "Design manual content" with a percentage of 91%. From the diagram above, it is known that the research data score of media experts in using wayang learning media obtained a score of 84% which indicates very valid.

Table 1: The average result of the validator

Validator	Percentage	Average	Criteria
Material Experts	90%	87%	Very Valid
Media Experts	84%		

While the results of the validation of all validators including material experts, media experts, can be concluded as in table 1. The percentage obtained from the average assessment is equal to 87% which states that the learning media "wayang" is Very Valid.

3. Teachers and Students response toward the use of "wayang" as media for learning and speaking

The researchers conducted the teacher's and students' responses with the five teachers' and twenty students for the random senior high school in Blitar. To know the teachers' responses toward the media and hold on Thursday 27 August 2020 until Friday 28 August 2020. The researchers gave the questionnaire directly and via google form (online). To know the student's responses toward the media and hold on Friday 28 August 2020 until Saturday 29 August 2020. The Following are the result as well as the criteria used to measure teachers' and students' responses to the "wayang" media.

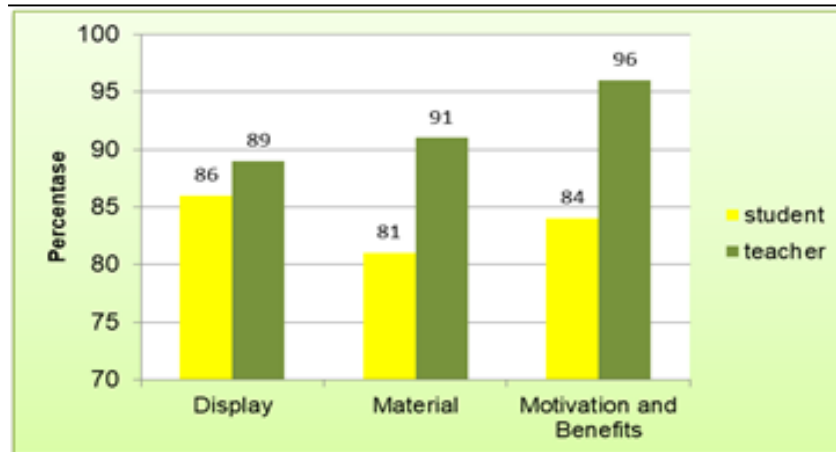


Figure 4.1 The Result Responses Teachers and Students

Referring to the data above, which is presented in the diagram, it can be identified from three aspects related to it. That the first aspect of "appearance" produces a very satisfying response, this can be seen from the results of the four statements related to it. In the "display" aspect, the teacher's response got a percentage of 89%, while the student response got a percentage of 86%. In the second aspect of "material," the teacher's responses got a percentage of 91%, while the student response got a percentage of 81%. In the third aspect, "Motivation and Benefits", the teacher's responses got a percentage of 96%, while the students' responses got a percentage of 84%.

Table 2: the average result of teachers' response and students' response

Validator	Percentage	Average	Criteria
Teachers' response	92%	87,5%	Very Good
Students' response	83%		

While the results of the validation of all validators including teachers' responses and students' responses can be concluded as in table 2. The percentage obtained from the average assessment is equal to 87% which states that the learning media "wayang" Very Good

4. The Result of Final Developed Product

Product improvements are based on input from media experts, material experts, students' responses, teachers' responses, and advisors about the use of storytelling with wayang for teaching and learning to speak. The final model design after the revision was as follows

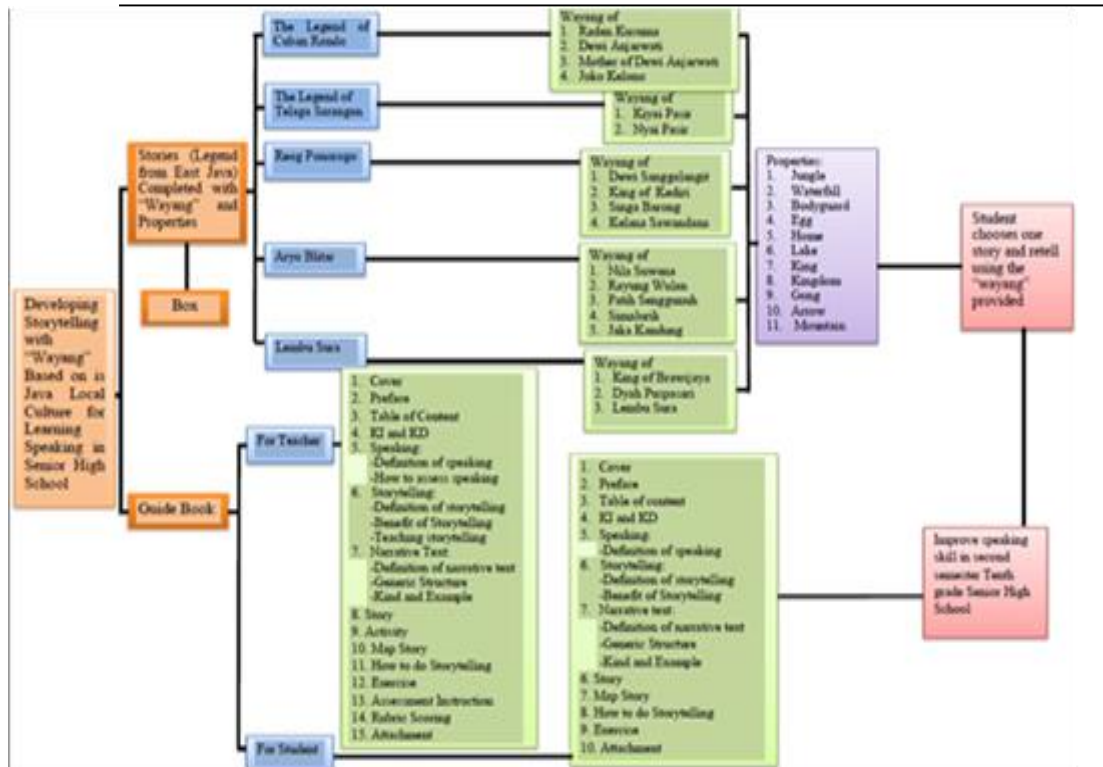


Figure 5.1 Final Model of Developing Storytelling with “Wayang” Based on East Java Local Culture for Learning Speaking in Senior High School

From the final design above the product that the researchers made include:

- 1) 18 characters of wayang from 5 stories from East java (The Legend of Coban Rondo, The Legend of Sarangan Lake, Reog Ponorogo, Aryo Blitar, and Lembusura)
- 2) 11 additional properties (jungle, waterfall, Bodyguard, house, egg, lake, king, kingdom, mountain, arrow, and gong)
- 3) 2 Guide books (guidebook for teacher and guidebook for students). Guidebook for teacher consist of: Cover, Preface, Table of contents, Core competencies and basic competencies, Example of RPP, Theory of Speaking, Theory of Storytelling, Theory of Narrative Text, Story, Activity, Map story, how to do storytelling, Map Story, Assessment Instructions, Rubric Scoring, and Appendix

And guide book for students consists of Cover, Preface, Table of contents, Core competencies and basic competencies, Theory of Speaking, Theory of Storytelling, Theory of Narrative Text, Story, Map story, how to do storytelling, Map Story, and Appendix.

DISCUSSION

The wayang media hat was developed by the researchers was used to train and improve the speaking skills of class X students. In making learning media suitable for class X students, the researchers carried out several validation processes from media experts, material experts, and tested it on teachers and students in class X. There was a revision so that the developed media becomes more feasible and more perfect for use as learning media.

The validation results from the material experts show the percentage of 90% which

is categorized as "very valid" and suitable for use as a learning medium to improve students' speaking skills, 87% which shows the percentage of media expert validation results are also included in the "very valid" category and are worthy of being used as learning media to improve students' speaking skills.

After being declared feasible by media experts and material experts, the researchers met 5 teachers and 20 students randomly in Blitar district schools to ask for teachers' and students' responses about the effectiveness of wayang media as a learning medium to improve students' speaking skills. The result of the teacher response has an average of 92% which is categorized as "very good". This is also supported by the results of students' responses which have an average of 83% which is categorized as "very good". This means that teachers and students give positive responses to the use of wayang as a learning medium.

The researchers result are in line with Rositasari, (2017) who stated that wayang can motivate teachers and students in the storytelling learning process. Furthermore this is in line with (Sandi, 2013) by using the media "wayang" can improve the quality of the learning process and make students more active in improving speaking skills. Furthermore it is in vein with Putri, (2016) that revealed students are more interested in learning to speak using wayang media. Therefore, it is suggested for teachers and students to apply the product that has been made by the researchers as one of an alternative media in teaching and learning story telling.

4. CONCLUSION

Based on the result presented in the previous chapter it can be concluded that the model of the Developed product which consist of 5 stories (Hisroty of Coban Rondo, The Legend of Sarangan Lake, Reog Ponorogo, Aryo Blitar, and Lembu Sura) from east java and completed with 28 wayangs based on the character's involved in each story and supporting properties also completed with 2 guide book was valid and appropriates for teaching and learning speaking especially storytelling it proved by the result of validators media and material. Furthermore, the results of material experts were 84% in the very valid category, while the results of media experts were 90% in the very valid category. The teacher's response to the use of wayang media developed as a learning medium was 92% in the very valid category, while the student response to the use of wayang media developed as a learning medium was 83%, it felt into the "valid" category.

From the result above, it can be concluded that the developed storytelling with "wayang" was very valid and appropriate to be applied as an alternative media for teaching and learning speaking especially storytelling to the tenth-grade students in senior high school.

5. SUGGESTION

Based on the results of the research implementation process of developing "wayang" learning media to improve the ability of class X students. several suggestions are proposed for the following elements:

1) For teachers

The use of wayang media can help teachers to assist the students in practicing retelling stories in speaking class.

2) For students

Students can improve their speaking skills by retelling a legend story using wayang media at school.

3) For further researchers

The results of this study can be used as an additional reference for similar research. Other researchers can develop wayang for acquiring others material such as descriptive text for describing the characters or the appearances of each wayang.

ACKNOWLEDGEMENT

On this occasion, the researchers would like to express her deepest gratitude to the Principal, English teachers, and students at MA Trisula Lodoyo schools, MA Roudlotul Muta'alimin, MA Sirojut Tholibin, in Blitar who have supported and assisted the researchers in completing the research.

REFERENCES

- Darmuki, A., & Hariyadi, A. (2019). Peningkatan Keterampilan Berbicara Menggunakan Metode Kooperatif Tipe Jigsaw Pada Mahasiswa Pbsi Tingkat I-B Ikip Pgri Bojonegoro Tahun Akademik 2018/2019. *KREDO: Jurnal Ilmiah Bahasa Dan Sastra*, 2(2), 256–267. <https://doi.org/10.24176/kredo.v2i2.3343>
- Fadhilawati, D. (2015). Peningkatan Keterampilan Berbicara Bahasa Inggris Melalui Pendekatan Komunikatif Mahasiswa Program Studi Baahasa Inggris U. *Lingua*, 12(2), 211–221.
- Haslan, A. (2018). Penggunaan Media Wayang Katun Meningkatkan Aktivitas Dan Prestasi Belajar Drama Pada Mata Pelajaran Bahasa Indonesia Peserta Didik Kelas XII IPA 3 SMAN 1 Wanasaba Tahun Pelajaran 2017/2018. *Ilmiah Rinjani_ Universitas Gunung Rinjani*, 6(2), 23–36.
- Hendra, H. (2012). Speaking Problems Faced By The English Department Students Of Syiah Kuala University. *Bahasa Dan Pembelajaran Bahasa*, 6(1), 37. <https://doi.org/10.24036/ld.v6i1.7398>
- Ismayanti, M. N., Wendra, I. W., Ayu, S., & Sriasih, P. (2017). Penggunaan Media Shadow Puppet Untuk Meningkatkan Keterampilan Bercerita Siswa Kelas VII B SMPN 2 Seririt. *Jurusan Pendidikan Bahasa Dan Sastra Indonesia, Undiksha*, 7(2), 1–10.
- Kristiani, P. E., & Pradnyadewi, D. A. M. (2021). Effectiveness of YouTube as Learning Media in Improving Learners' Speaking Skills. *The Art of Teaching English as a Foreign Language*, 2(1), 7–11. <https://doi.org/10.36663/tatefl.v2i1.97>
- Maulana, Z. I., Fadhilawati, D., & Fauzi, A. (2022). Developing Hand Puppet Video as Media for Teaching and Learning Speaking in Senior High School. *Sinestesia*, 12(2), 423–434.
- Maylia, A., Islamiah, N., & Angga, T. D. (2020). *The Teaching of Speaking Using Storytelling*. 2020, 63–66.
- Nazara, S. (2011). Students ' Perception on EFL Speaking Skill Development. *Journal of English Teaching*, 1(1), 28–43. <https://doi.org/10.33541/jet.v1i1.50>
- Putri, K. (2016). *Pengembangan Media Pembelajaran Wayang Todong Untuk Meningkatkan Keterampilan Mendenarkan Pada Mata Pelajaran Bahasa*

- Indonesia Kelas II SD 2 Pedes Argomulyo Sedayu Bantul Tahun Ajaran 2015/2016.* Universitas PGRI Yogyakarta.
- Riswandi, D. (2016). Use of YouTube-Based Videos to Improve Students' Speaking Skill. *Proceeding The 2nd International Conference On Teacher Training and Education*, 2(1), 298–306. <https://jurnal.uns.ac.id/ictte/article/view/8150>
- Rositasari, I. (2017). *The Use of Digital Storytelling to Improve Students' Speaking Skills in Retelling Story.* Sanata Dharma University, Yogyakarta.
- Sandi, A. (2013). *Upaya Peningkatkan Keterampilan Bercerita Dengan Media Wayang Suluh Pada Siswa Kelas VII SMP Negeri 2 Kretek Bantul.* Universitas Negeri Yogyakarta.
- Sari, L., & Lestari, Z. (2019). Meningkatkan Kemampuan Berbicara Bahasa Inggris Siswa dalam Menghadapi Era Revolusi. *Seminar Nasional Pendidikan*, 12(1), 443–453.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.* Alfabeta C V Bandung.
- Tantri, N. N. (2018). Pentingnya Keterampilan Berbahasa untuk Meningkatkan Softskill Umat Hindu. *Satya Widya: Jurnal Studi Agama*, 1(1), 26–36. <https://doi.org/10.33363/swjsa.v1i1.22>
- Wulandari, Y., & Fadhilawati, D. (2019). Media To Increase the First Grade Students' Speaking. *Josar*, 1(1), 84–95.
- Yulsyofriend, Y. (2018). The Development of Story-Telling Ability For Early Childhood Through Wayang Game. *Advances in Social Education and Humanities Research*, 169(Icece 2017), 111–113. <https://doi.org/10.2991/icece-17.2018.27>
- Zyoud, M. M. (2016). Theoretical perspective on how to develop speaking skill among university students. *An International Multidisciplinary Journal*, 2(1), 1–10.