ADVANTAGES OF USING IMAGE MEDIA FROM LEATHER PUPPETS AND MASKS TO IMPROVE SPEECH SKILLS

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ABSTRACT

This study analyzes the difficulty in an effort to improve English speaking skills for students at the Institut Teknologi Nasional Yogyakarta (ITNY) by using visual aids with leather puppets materials and masks. Materials used for visual aids was obtained from the Wukirsari Hamlet, Imogiri District, Bantul Regency, Yogyakarta. The result shows that the ability to improve learning of English subjects can strongly improve the speaking skills of ITNY students, especially (1) mastering vocabulary, (2) mastering grammar, and (3) mastering ideas to improve speaking skills. In addition, the advantage of using visual media is that it can motivate students to improve their speaking skills and provide guidance and constructive ideas. This can be seen from the average scores on the competency tests. In the first cycle it was 72.7 with a learning completion (LC) of 11.4%, in the second cycle it was 75.9 with a 68.6% increase in LC, and 79.2 with a 91.4% increase in LC in the third cycle.

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1. INTRODUCTION

Communication is a method of giving information to another person in the form of ideas, messages, thoughts and feelings with the intention that the other person participates in the final information process and understands what is being conveyed (Rabiah, 2012). Through this communication, a person becomes aware of what others want of him and vice versa. In your own communication, you can tell the people around you what your ideas, and even desires are. Human propensity for relationships creates two-way communication through language, including actions and deeds (Royka et al., 2022). Successful communication is characterized by the interaction between the communicator with communicant (Jailan & Hashim, 2021). Indeed, language becomes an important aspect of sociability and social interaction. Human language can be used to convey various messages, thoughts, experiences, ideas, opinions, feelings, desires, etc. Speaking is the oral verbal process of expressing thoughts and feelings, reflecting on experiences, and imparting information. Ideas are the essence of what is being said and the words to express it. Speaking is a complex process involving thinking, language and social skills (Leong & Ahmadi, 2017). Oral language is a communication tool in the form of symbols generated by the human vocal organs (Rofiuddin and Darmiyati, 2000) where symbols are conveyed through the air and received by communicants who understand these symbols.

Based on the results of the first interviews with ITNY English lecturers, we found that speaking is a constant activity by students. However, the language ability of students is still low. This is reflected in the lower scores of inactive students compared to those who are directly involved in English learning activities, especially speaking skills. For example, students find it difficult when asked to verbally describe their experience after visiting a tourist attraction. Initial observations indicated that students were not enthusiastic about participating in learning English. Therefore, learning is often just one way (Inayah, 2012). The students appear unprepared, nervous, and speak in an unusual language. This makes learning less focused and they do funny things to hide their nervousness in front of class. Based on this data, there should be innovations to improve ITNY students' English proficiency. One of the innovations teachers can make in the teaching and learning process is the use of learning media. Teachers need to be creative in creating and using media according to the expected learning outcomes. As a result, we have not only high-quality students, but also high-quality theoretical practice conditions. When learning English, most students just talk, talk, and try to talk theory, and the theory stipulations are rarely put into practice. Conventional learning is the learning process normally carried out by teachers in the classroom. According to Ameliana (2017), conventional learning atmospheres tend to be teacher-centered, so students tend to be more passive. Teachers prefer to use traditional models. It is cheap, simple, and requires no practical tools or materials. To develop speaking skills, there are two aspects that need to be considered by the teacher in developing speaking effectiveness, namely language including (a) pronunciation, (b) intonation, stress, and rhythm, and (c) usage. words and sentences, and non-linguistic aspects include (a) loudness, (b) fluency, (c) speaking attitude, (d) movement and expression, (e) reasoning, (f) polite speech (Aprianto & Zaini, 2019).

Based on the above problems, researchers are trying to solve the above problems by choosing appropriate media, which can be used for learning speaking activities. Many unconventional mediums have been employed to improve the quality of oral speech. However, in this study, in order to allow students to gain a broader insight into the richness of the local culture, making leather puppets and masks from Wukirsari of Imogiri District, Bantul Regency is carry out. With the help of media images, students can come up with ideas, express them, and will inspire to translate their experiences in spoken language. In addition, researchers are also looking to explore the benefits of using media images for English language teaching at ITNY.

This classroom action research aims to describe students' speaking skills after using puppets and masks as learning media. In other words, the difficulty in improving speaking skills using visual aids of puppets and mask materials is one of the solutions to improve the quality of learning skills.

2. METHODS

Leather puppets (*wayang kulit*) and masks are handicrafts related to art and culture (Dana, 2021). This handicraft has been known for a long time and continues to grow and cause of the emergence of the leather puppet and mask manufacturing industry, especially in Wukirsari Hamlet, Imogiri District, Bantul Regency. Most people want to know how to make leather puppets and masks and the most important is how to promote local wisdom and culture broadly.

Four steps are formulated to achieve research goals: research location, research cycle, data analysis method, and implementation.

a. Research Location
This study uses a classroom action research approach located at the ITNY campus with address: Jl. Babarsari No.1 Caturtunggal, Depok, Sleman, Yogyakarta (latitude: 7° 47' 44.08728 S" and longitude: 110° 22' 10.1634" E) that held in the 2nd/even semester of the 2021/2022 academic year with a total of 35 students.

b. Research Cycle
Each cycle begins by identifying students' difficulties in English subjects, especially speaking skills, preparing media images on materials for making *wayang kulit* and masks, validating questionnaires, and observing student worksheets. Then, conduct the learning program and collect practice results using observation and reflection sheets during teaching and learning activities. The next cycle depends on what has been observed and found for each activity in each cycle. If the predetermined goal has been set is met and the next cycle is not run.

c. Data Analysis Techniques
The data obtained is quantitative data. Therefore, the data were analyzed in a quantitative descriptive manner by making frequency tables. The data is then loaded into an assessment sheet/observation sheet and entered into a table and used as the focus of analysis. One indicator of the success of learning classroom behavior is the improvement of speaking skills in English. Learning is said to be successful if student practice can improve skills with the achievement of each student, at least 75% of the total number of students. On the other hand, minimum completion criterion or passing grade (KKM) of 75 is achieved.

D. Implementation
The implementation of the classroom action research is conducted in three cycles as shown in a flowchart of Figure 1. The next cycle will be carried out by making improvements to the plan if the actions or observations have been done and an in-depth study has been carried out. On the other hand, KKM above 75 is achieved.

1. Cycle I
The first step in this cycle is to develop scenario-learning theories that relate to established competency criteria. Second, students will understand the theory and techniques for making leather puppets and masks, and third, use visual media to develop English subject speaking skills based on the use of materials.

2. Cycle II

Cycle II is the main activity focused on practicing speaking skills using visual media and is divided into two groups. The first group will practice, the second group will be clients, and at the next meeting the first group will be clients and the second group will practice.

3. Cycle III

Cycle III will be conducted with external clients (not among friends) and the main activity will be to improve English skills using visual media.
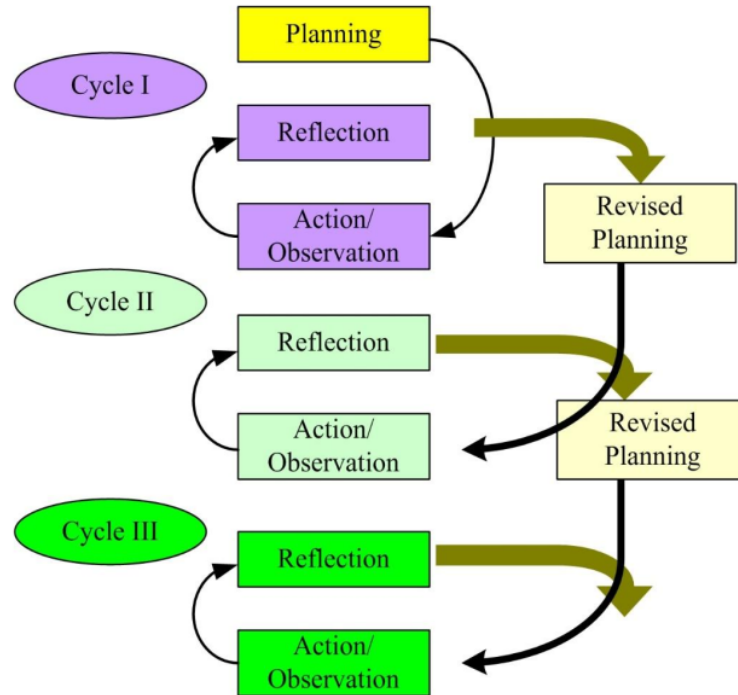
Figure 1. Spiral model for classroom action research (Arikunto, 2006)

3. RESULTS AND DISCUSSION

The primary data processed to achieve learning competencies is presented and analyzed based on three cycles that has been conducted.

a. Cycle I

Based on the value of learning outcomes in Cycle I, it can be summarized as in Table 1. Data are obtained by observing learning activity using visual media and the mean value obtained of the cycle I is about 72.7. This shows that one activity is enough to improve speaking skills on English topics using visual media. Student performance test results are obtained in Cycle I is 70-80. Of this number, only 4 (11.4%) of students with a achieved KKM. On the other hand, 31 students scored below the KKM. Based on the results of competency tests, it is necessary to cycle II.

Table 1. Value of competency test Cycle I

Competency Test	Amount
The number of students	35
Very good	-
Good	-
Enough	35
Less than KKM	31
Average value	72.7
Completeness	11.4%

b. Cycle II

Based on the value of learning outcomes in cycle II can be summarized as in Table 2. The mean of observations data in Cycle II is increased to 75.9. This indicates that English improvement activities using visual media are sufficient. Based on proficiency test results for Cycle II, all students have been shown to receive satisfactory scores (70-80). From that number, students with scores above KKM (75) is increased to 24 students, or 68.6%. On the other hand, 11 students scored below the KKM. Based on the results of these proficiency tests, students must complete Cycle III.

Table 2. Value of competency test Cycle II

Competency Test	Amount
The number of students	35
Very good	-
Good	-
Enough	35
Less than KKM	11
Average value	75,9
Completeness	68.6%

c. Cycle III

Based on the value of learning outcomes in cycle III can be summarized as in Table 3. The mean of Cycle III observations increases to 79.20. This shows that English improvement activities are generally worthwhile. According to student proficiency test results, 12 students (34.3%) have good scores (80-90 points) and 23 students (65.7%) have average scores (70-80). From these results, students with scores above KKM (75) increase to 32 students, or a learning mastery of 91.4%. The next cycle, on the other hand, does not need to run.

Table 3. Value of competency test Cycle III

Competency Test	Amount
The number of students	35
Very good	-
Good	12
Enough	23
Less than KKM	3
Average value	79,2
Completeness	91,4%

Based on the value of learning outcomes in cycle I up to cycle III can besummarized as in Table 4. It can be seen that the English subject learning activities using media images on material for making leather puppets and masks in Wukirsari Hamlet, Imogiri District, Bantul Regency can improve the English language skills of ITNY students.

Table 4. Comparison of cycle value I, II and III

	Cycle I	Cycle II	Cycle III
The number of students	35	35	35
Average value	72.7	75.9	79.2
Completeness	11.4	68.6	91.4

Figure 2 shows the activity of an English subject learning using visual media for materials by making leather puppets and masks. The improvement in speaking ability seems to be due to the images used by the students, as the coloring of the images gives a realistic impression. Based on the student's speaking ability observation sheet, observations are made from both verbal and non-verbal aspects. The linguistic aspect consists of pronunciation, intonation and use of words in sentences. Non-verbal aspects include voice, fluency, posture, movement, reason, and politeness. For example, when it comes to pronunciation, mispronunciations can change the meaning (semantics) of a word, so students can pronounce words with the correct pronunciation or phonology.
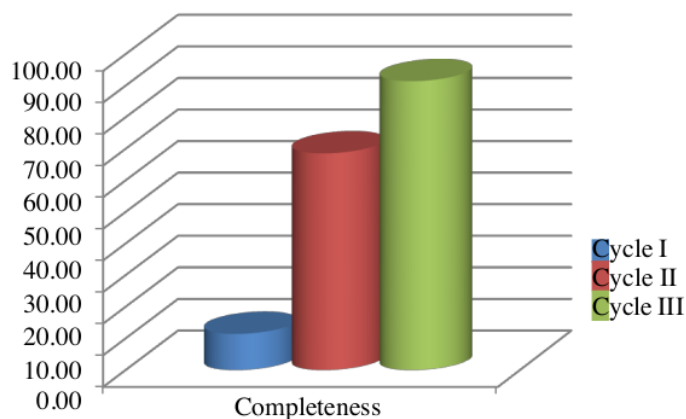

Figure 2. The improved of English speaking skills for ITNY students

The advantages that ITNY students obtained by using the visual media to improve their speaking ability in English subjects is that each student can apply it in the student residence environment, allowing students to improve their abilities, speak proactively and more opportunities to apply. The ability to speak to someone is actually determined by birth factors inherited from parents, but the use of appropriate methods and media in schools will influences a person's ability to speak. In line with the opinion of the flow of empiricism or behaviorism, the ability to speak is stimulated by people around them, especially when the stimulation is strongly guided and programmed, as done in schools, especially when learning English.

4. CONCLUSION

Based on the results and discussions carried out, it can be concluded that using media

images to create puppets and mask based on materials obtained from Wukirsari Hamlet, Imogiri District, Bantul Regency, can improve speaking skills in ITNY English classes. This can also be seen in the average results of proficiency tests. The first cycle performance was 11.4% and the average proficiency test score was 72.7, while the second cycle performance increased to 75.9 with 68.6% learning completion. In the third cycle, it increases to 79.2 with 91.4% learning completion. The benefits students gain from using media images can improve their English skills at ITNY. Using media images allows each student to apply them in their own environment, giving students more opportunities to actively use their speaking skills anytime and anywhere. Further research that needs to be carried out is an analysis of increasing learning skills between active and inactive student categories so that the innovations generated can really target the students who are the targets.

5. DAFTAR PUSTAKA

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