Using *Wayang Kulit* for Improving Students’ Speaking Skills and Awareness on Local Wisdom

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**ABSTRACT**

Globalization era made the culture changed. Yogyakarta had culture that still exist till now. *Wayang kulit* was recognized by UNESCO on November 7, 2003, as a masterpiece of Oral and Intangible heritage of Humanity. It representative of *wayang kulit* already known by the world. This research is aimed to describe the use of *wayang kulit* improve students’ speaking skills and awareness on local wisdom. This research was conducted at MTsN 4 Kulon Progo. The subject of this research wasm23 students of VIII A class. The use of *wayang kulit* as media teaching improve students’ speaking skills. Researchers was proven that the use of wayang kulit improved students’ speaking skills. It was proved by the comparisons between the means of students’ pre-test score and students’ post-test score. The means of students’ pre-test test score was 66.1 and 81.74 for the means of students’ post-test score. It meant that the result improved 15.64 point. It was proved that the use of *wayang kulit* improve students speaking skills at VIIIA class and it also proved that there were significant improvement. The use of *wayang kulit* as media teaching also improve students’ aware on their local wisdom. From the second research questions, researchers had assumptions if the students’ awareness on local wisdom was improved.it was proved by: (1) the students’ responds towards the questionnaire. Before researchers did the implantations students comprehend of their local wisdom just common.; (2) the implementations of *wayang kulit* as teaching media made the students more interesting in learning their local wisdom; (3) the data showed at the questionnaire shoed if students’ interest on learning more about *wayang kulit* was high; (4) statements number 9 of awareness questionnaire was shows that all of students of 8A want to maintain or save their local wisdom heritage; (5) the result of the in-depth interviewed showed that the students interest in learning more about *wayang kulit* was improve. And they also had hope for the school and governments to add extra-curricular activities that are culturally odorous or by inserting their local culture into learning material that is taught daily. Hence, the used of *wayang kulit* could be said successful for improving students awareness on local wisdom.

Keyword: wayang kulit, speaking skills, awareness on local wisdom.

# Introduction

Indonesia must be aware towards the developing of globalizations. In Indonesia especially in Yogyakarta have a lot of local wisdom heritages. Local wisdom is basic knowledge gain from living in balance with nature. It is related to culture in the community which is accumulate and pass on. This wisdom can be both abstract and concrete, but the important characteristics are that it comes from experiences or truth gain from life. The wisdom from real experiences integrates the body, the spirit and the environment. It emphasizes respect for elders and their life experiences. Moreover, it values morals more than material things (Nakorntap et al., 1996; Mungmachon, 2012, in Soelistijowati et all, 2016). It also can be said local wisdom not only things about the materials, but it is have a lot off moral values such as, good manners, habits, mores and rules of behavior that have become a habits for Culture forums and heritage. So that, people must be aware to save our local wisdom because they have a good culture that bring a lot off moral values.

Kulon Progo is sub district of Special region of Yogyakarta that is located on the west Yogyakarta. It has same culture with Yogyakarta. It has some local food, address, and traditional art as like Yogyakarta.

Javanese culture is the one oldest culture in Indonesia and still exist till now. This culture could found in special province of Yogyakarta. Yogyakarta has a leader named Sultan. He is the leader of Yogyakarta Palace. Yogyakarta also had some ethnic ceremonial that began in special occasion, such as *Grebeg Maulud*, ceremonial of night eve of *Siji Suro*, and other traditional ceremonial. Yogyakarta also a lot of local wisdom heritages in this province. From the art, Yogyakarta has *Wayang kulit*. From the Music, there were Gamelan and Karawitan. Then from the Architecture, there were Tample, traditional mosque, and traditional Javanese house. Those all local wisdom herritages are well maintained.

One of traditional art in Yogyakarta is *Wayang Kulit* or shadow puppet. The origin of *wayang* is not accurately recorded, but people always remember and feel the presence of puppets in the lives of Indonesian people. According to experts, puppets have existed since the time of 1500 years BC, long before outside religion and culture entered Indonesia. According to Nanda (2010), *wayang kulit* is made of cow leather and it also could be called as Wayang Purwa. Sunan Kalijaga, one of the Wali Songo, was the person who first created puppets from cow skin. In addition to cow skin there are also those who use buffalo skin. It is really bring the Javanese ethnic in the *wayang kulit*. It is played by one person called *Dalang.* The *dalang* tell story while he/she play the *wayang kulit*. According to Slattery and Wilis (2013) in Linse 2005, the way of teachers teach the students must be aware to the students feeling. The teachers must make the students feel comfortable talking with their friends by using puppets. Using puppets also make the language-learning activity more fun.

Speaking skill is a fundamental part of communication. It is considered as effective communication when we make use of sentence to perform different acts, for example, to express feeling or commands, asking for and giving information, identifying people and things. In other words, we use the target language for a purpose, that is freely and meaningfully (Widdowson 2000). From the definition of speaking, it can be concluded that speaking is the oral practice where someone uses a language and expresses their ideas, feeling, and thinking in communication. It is one of the language skills that need to be acquired by the students in order to be able to communicate with others. Furthermore, speaking is an activity that has an important role in the process of language learning in the classroom. Through speaking, the students are able to subscribe to their creative thinking in sharing ideas and thoughts. It is supported by Barnes (2003), talking is essential to sharing ideas and communicating in the classroom. Besides, speaking enables the students to persuade their mind, to inform something, and to ask questions based on their own point of view.

However, the case happened at one of The State Islamic Middle School of Kulon Progo which is located at Jonggrangan, Jatimulyo, Girimulyo, Kulon Progo, D.I Yogyakarta. Dealing with the students’ speaking skill, it was found that First, students speaking skill can be said still lack. It was proved from the students’ pre-test score. Based on researchers pre-test, student of VIII A got mean 66.1or under the pasing grade. The passing grade was 7.00. Students’ speaking skill also could be said lack because of the school the focus on preparing students competence for final exam, the final exam itself only testing writing skill, reading skill and listening skill. So that, speaking skills at that school especially VIII A class could be said still low because of the focus of school and the average of students pre-test shown that the students’ speaking score still lack. Second, mostly of the students are not confidence when they have to speak in front of the class. Both problems that happen at that school was taken by interviewed the subject teacher. From the some statement that already stated, it could be concluded that the eighth graders of the school need to be improve.

Students’ awareness on their own local wisdom heritages could be said normal. Researchers conducted the interview to get some information about students’ understanding on their on local wisdom. Students of VIIIA didn’t know well about their local wisdom. Some of the students prefer to choose another culture or lifestyle, such as: Korean Culture (Kpop, Korean lifestyle). So that, the researchers conduct the research use *wayang kulit* to make the students aware towards their local wisdom.

In this research, the reseacher explore speaking skill at eight graders at State Islamic Middle School of Kulon Progo. This research use *wayang kulit* as the media in teaching speaking at the class. Researchers use *wayang kulit* because of there are some benefit for the development of the children.

Concerning the those fact, the *wayang kulit* method is used to solve student’s problem. The researchers is interested in doing a reasearch that deal with using *wayang kulit* for improving students speaking skill and awareness on local wissdom. The reseacher conduct a research entitled “Using *Wayang Kulit* for Improving Students’ Speaking Skills and Awareness on Local Wisdom”. The reseacher use *wayang kulit* to improve studetns speaking skill and awareness on local wisdom.

The research objectives objectives of this study are: (1) To describe the implementation of using *wayang kulit* as teaching media in improving students speaking skill; (2) To describe how the use of *wayang kulit* improves the students’ awareness on local wisdom.

# Method

This research is in the form of descriptive qualitative. This research was conducted at MTsN 4 Kulon Progo. The subjects were the eighth grade students in State Islamic Middle School of Kulon Progo in the academic year of 2018/2019. It involves students VIII A as the subject of this research. This class had 23 students that had same characteristics in those class.

This technique for collecting data was aimed to support the success of the research. Here, researchers conducted Mix-Method as data collection techniques. Quantitative data that use of this research were students’ speaking score and questionnaires and the supporting data use Interview as the Qualitative research. It helps the researchers to get data and the information about the process of improving students’ speaking skill by using *wayang kulit* and also improving students’ awareness on their local wisdom towards *wayang kulit*. Related to the research, the researchers used some techniques for collecting the data, namely: (1) Interview used as the qualitative data. The purpose of the interview is to find out the students speaking problem at State Islamic Middle School of Kulon Progo and also is there any improvement of students awareness on local wisdom or not; (2) Observation, researchers observe the students’ activity during the class and the teachers’ way of teaching during the class; (3) questionnaire was the quantitative data. There are two kinds of questionnaire, questionnaire in the beginning of need analysis that is distribute for the students before using *wayang kulit* get information about students ability in learning speaking and awareness on local wisdom and questionnaire after treatment that is distribute for the students to know their improvement after using *wayang kulit* in teaching speaking and to know the students improvement about students’ awareness on local wisdom; (4) Test is use to know the students’ speaking skills; (5) Documentation was the last techniques for collecting data. Documentation is very important in doing the research. It can be used as evidence that the researchers do the real research.

The data were analysed through the result of pre-test and post-test. If the students’ post-test is higher than pre-test after come cycle. It means that *wayang kulit* is effective to use as a technique to teach speaking. To find out the average score or mean of the class, researchers use this formula to compute the students’ score.

In this research, researchers have some steps to do the research. In the research procedure it starting from interview the teacher and distributes the pre-questionnaire, make the material and lesson plan, do the pre-test, do the implementation, do the post test and distribute the questionnaire of post-questionnaire and awareness questionnaire, and last researchers do the in-depth interview.

# Findings and Discussion

**3.1 Finding**

# 3.1.1 Preliminary Research

In this case, the first step was initial the fact-finding. The researchers administrates the real learning process by conducting the interview and questionnaire. In the beginning, the researchers conducted interview to the teacher on August 21st, 2018 then continued distributing questionnaire to the students. Researchers used the interview and questionnaire to get some information as preliminary research data.

The researchers conducted interviewing the teacher on august 21st, 2018 with the fifteen minutes taken for the durasions of the interview. From those interview, researchers got some information from interviewed the teacher. The firsts’ information is if the passing grade of the eight garders of the schools was 70. The curriculum that used at the school was curriculum 2013. Seconds’ informations is the problems of the school only the same with the other school especially for speaking. Because the school not really emphasize on speaking skills but skills that examine on National Examination.

Researchers use Pre-questionnaire of this research. It uses to know the students interests in learning English, students problems in speaking skills and teaching media needs. The finding in this pre-questionnaire were: (1) statement 1 to 3 was provided to know students’ interest in learning English and the data that found that the students really interest in learning English. Statement 1 categorized as very good in the rating scale with 83.48% of index percentage. It is tell if the students of VIIIA have passionate in English lessons. Statement number 2 tell if students VIIIA have a special time to learning English. It is categorized as Good with 69.56% index percentages. The rating scale of number 3 was 86.96% and categorized as good. So that, they will try their best if the teacher ask them some questions in teaching learning process; (2) Statement 4 to 9 was made to know the students speaking skills competence. Students at class VIIIA really liked speaking English. It was shown by data of number 4 that categorized as good with 60.87% index percentages. In other hand, students also had problems in speaking English, especially they felt scared and not confidence in speaking English. It was based on statement number 5 and 6 that categorized as enough or normal with the same 61.74% of index percentages. Although they were scared and not confidence for speaking English, but they liked to practice their speaking skills. So that, they really liked in learning English and also could categorized as very good with 80.87% index percentages (statement number 7) in the questioner score. Statement number 8 and 9 told the researchers that the students of VIIIA also had problem when they practiced their speaking English, when they spoke English most of the students forget or got confused in choosing words or choose the appropriate words and they also got difficulty to choose the idea. This problem also could be categorized as good with 59.13% of index percentages for statement nubmer 8 and could be categorized as normal with 66.1 % of index percentages for statement number 9; (3) Most of students of VIIIA needed media in teaching learning process. The students needed media to help them to motivate them in learning English and also developed their speaking skills. It was also categorized as very good for statement number 10 and 11. And Index percentages of statement number 10 and 11 were 78.26% and 80.87%.

Researchers did pre-test at 28th of November 2018. The time that used to finish the pre-test was around one and half hours. In the pre-test, researchers got some data about students speaking score. The pre-test finding got some fact if there were some students of VIIIA did not pass the passing grade. Passing grade of this test that used was 70. The means finding in this pre-test also did not pass the passing grade. The passing grade of the teacher’s subject was 70 and the means not more than the passing grade. The means of students was under 70 also tell if students of VIIIA means score below 3.9 from thr passing grade. From the means score 66.1

# Implementation of *Wayang Kulit* to Teach Speaking Skill and Improving Local Wisdom

After conducting the pre-test the researchers did the implementation of *wayang kulit* for improving students speaking skills and awareness on their local wisdom. Researchers did the implementation on 28th of November 2018 with the time allocations was two hours or 60 minutes times two. In this implementation was divided in to three stages,

The first was set induction. Reasecher spent 20 minutes to conduct set inductions. The set inductions ran well when the teachers ask students understanding about their local wisdom. Then, researchers ask students about *wayang kulit*. When the researchers ask the students about students understanding about their local wisdom, most of students did not know well what their local wisdom was. In this set inductions, researchers also got information if some students really love KPOP.

The second stage was the implanting the use of *wayang kulit* as main activities. In this stage, the researchers divided the activities into two activities, first was outside activities and second is practice speaking English using *wayang kulit*. The main activities started from the researchers told the students about the topic material about Present Continuous Tenses. Then, the researchers gave the students the handout to teach the students.

The last stage was reflections. In this stage researchers gave reflection about students’ performance. Mostly, students’ VIIIA had problems in pronounce and collaborate the formula of present continuous tenses. Then, after the researchers done with the reflection. He did the post-test.

* + 1. **Post-Test**

Researchers conducted the post-test on 28th November 2018 with the time allocations around one and half hours or 90 minutes. From the result of the post-test, researchers thought that students of VIIIA had good improvement and the use of *wayang kulit* helped the students to improve their speaking score. The result of students’ post-test means score was 81.74. The post-test was higher than the passing grade with 11.74 point above the passing grade.

**3.1.4 Students’ Response towards the Learning Process**

After reseacher conducted the implantation and post-test, reseacher want to know what students felling by conducting post-questionare and in-deep interview. Post-questionnare was use to know what students fellings after the implantation and post-test. The questionnaire told the reseacher about students’ interest in learning English, students’ speaking problems, students’ need in teaching media, and students’ aware on *wayang kulit*. In other hand, the in-deep interview was use to know students knowledge about students’ local cultuere, *wayang kulit*, and students willingness to save their local wisdom.

**3.1.4.1 Post-Questionnaire**

Post-test Questioner distributed to the students were to know if there is/are differences before and after students VIIIA used *wayang kulit*. The finding about the post questionnaire were: (1) students’ interest in English Lesson.From the statement 1 to 3 was provided to know students’ interest in learning English and the data that found that the students really interest in learning English. Statement 1 categorized as very good in the rating scale with 87.8% of index percentage. It is tell if the students of VIIIA have passionate in English lessons. Statement number 2 tell if students VIIIA have a special time to learning English. It is categorized as Good with 70.4% index percentages. The rating scale of number 3 was 68.7% and categorized as good. So that, they would tried their best if the teacher asked them some questions in teaching learning process; (2) Students Speaking Skills. Statement 4 to 9 was made to know the students speaking skills competences. Students at class VIIIA really like speaking English. It is shown by data of number 4 that categorized as good with 69.6% index percentages. In other hand, students also have problems in speaking English, especially scare and not confidence when they doing speaking English. It is based on statement number 5 and 6 that categorized as enough or normal with 55.65% and 53.91% index percentages. Even, they scared and not confidence when they speaking English but they like to try practice their speaking skills. So that, they really like in learning English and also can categorized as very good with 84.4% index percentages (statement number 7) in the questioner score. Statement number 8 and 9 told the reseaceher, if students at VIIIA also had problems when they speak English, when they speak English most of the students are forget or confused in choosing words or choose the appropriate words and they also difficult to choose the idea. This problems also could be categorized as good with 66.1% of index percentages for statement nubmer 8 and could be categorized as normal with 57.34 % of index percentages for statement number 9; (3) Teaching Media. Most of students at VIIIA, they need media in teaching learning process. The students need media helps them to motivate them in learning English and also develop their speaking skills. It is also categorized as very good for statement number 10 and 11. And Index percentages of statement number 10 and 11 were 80.9% and 84.4 %; (4) *Wayang Kulit* as Media Teaching. *Wayang kulit* as media in teaching speaking process can be said as appropriate media. We can look at statement number 12 about students need *wayang kulit* or shadow puppets as media in learning English. And it also can categorized as good with 73.9% of index percentages. It is support also with the data finding at statement number 13 that talk about they really like media that interesting and also have traditional characteristics. So that *wayang kulit* can representing the statement number 13 with sense of traditional and really interested by the students opinions. Statement number 13 was categorized as very good with 83.5% of index percentages. Statement number 14 was categorized as good with 73.9% of index percentages. It is tell if students at VIIIA think that *wayang kulit* can make them happier in learning English. It is also support statement number 15 that categorized as good with 74.8% of index percentages. Statement number 15 tell if the used of *wayang kulit* can help students comprehend their speaking skills. So that, wayang kulit can make students of VIIIA happier in learning English and help them to comprehend their speaking skills.

### **In-depth Interview**

In depth interview was provided to investigate some students feeling that not clear in the questionnaire. Before doing the indepth interview, reseacerh also give students a questionnaire to know what student knowledge about their local wisdom. It is called awareness questionnaire. In this questionnaire, researchers want to know if students awareness were improve or not. After the researchers finish the with this awareness’ questionnaire the researchers continuous the research with interviewed some students to get some information to investigate deeper about the use of *wayang Kulit* could improve the students ability in English and students Awareness on their local wisdom.

**3.2 Discussion**

**3.2.1 Students’ Improvement on Speaking Skill by Using *Wayang Kulit***

Researchers observed that the implementation of the action in this research there were some actions that were successful and unsuccessful. The students’ improvement on speaking skills of VIIIA by using *Wayang Kulit* could be concluded successful. The statement was proved by the students speaking post-test. The students after the reseacher conducted the implementation of wayang kulit as teaching media, they fell so good at their understanding of the material given and the way of league features especially speaking.

**Table 3.2 Comparisons between pre-test and post-test**

|  |  |  |  |
| --- | --- | --- | --- |
| **Data** | **Pre-Test** | **Post-Test** | **Comparisons** |
| Mean | 66.1 | 81.74 | 15.64 |
| Number of the students (N) | 23 | 23 | 23 |

Those data table 3.2 showed that after researcher conducted the implementation of wayang kulit, students speaking score was improved significantly. Before researchers conducted the implementation the students’ mean score was 66.1 and after the implementation the students’ mean score was 81.74. The comparisons between students’ mean socre pre-test and post-test was 15.64.

There were also improvement in students’ speaking skills criterion of rubric scoring. Researchers took the mean of each criteria of rubric scoring to compare the improvement.

## Figure 3.2 Rubric of Speaking Test

From the figure 3.2 researchers got data about students’ improvement of each criterion of rubric scoring of speaking test. First criterion was Fluency. The students’ mean pre-test score of fluency was 2.74 then after the implementation increase become 3.13. It means that the students’ fluency in the speaking test improved. Second criterion was Pronunciation. Students’ pronunciation score of pre-test was 1.96 then after the implementation increase become 2.65. It means there were improvement on students’ pronunciation after researchers conducted the implementation. Third criterion was accuracy. Students’ accuracy score of pre-test was 2.67 then after the implementation increase become 3.61. It means there were improvement on students’ accuracy after researchers conducted the implementation Fourth Criterion was clarity. Students’ clarity score of pre-test was 2.46 then after the implementation increase become 3.13. It means there were improvement on students’ clarity in speaking test after researchers conducted the implementation. Fifth Criterion was performance skill. Students’ performance skill score of pre-test was 3.17 then after the implementation increase become 3.83. It means there were improvement on students’ performance skill after researchers conducted the implementation.

Most of students at VIIIA also told the researchers, if before the researchers conducted the implementations they felt nervous and they were not confidence to speak up. Students of VIIIA also tell the researcher if after conducting the implementations students fell so confidence and also their nervous was decrease. They fell their confidence was increase because the use of *wayang kulit* is joyful. It is proved by student’s A,B, C, D, and E opinions, that told the researchers if they prefer to choose using wayang kulit because they think it is joyful. It is also support by the pre-questionnaire and post-questionnaire scale statement number 6 about I am not confident in speaking in English. It was tell before conducted the implantations the rating scale was good with 61.74% of index percentages. After the researchers conducted the implementations the rating scale was normal or enough with 53.91% of index percentages. It showed that after conducted the implementations students’ confidence was increasing.

The comparisons of students’ anxiety in speaking skills also decrease. Statement of pre-questionnaire and post-quetionnaire number 5 tell if students’ anxiety was decrease – 6.18% from before 61.74% become 55.56%. It was tell if after conducting the used of *wayang kulit* as teaching media made students anxiety decrease.

The used of *wayang kulit* also could make the students happier in learning English and also help students to comprehend their speaking skills. Statement number 15 tell if the used of *wayang kulit* can help students comprehend their speaking skills. It was stated at post-questionnaire statement number 14 and 15 that categorized as good with 73.9% and 74.8% of index percentages. So that, wayang kulit could made students of VIIIA happier in learning English and help them to comprehend their speaking skills. And from those benefits, students speaking score could increase significantly.

The used of wayang kulit in teaching students speaking skills was success. The table 4.6 showed that the students speaking skills of VIIIA was improve significantly and the use of wayang kulit is appropriate to teach students speaking skills because of the benefit as like what students of VIIIA fellings.

**3.2.2 Students’ Improvement on Local Wisdom Awareness by Using *Wayang Kulit***

Based on students’ respond of the whole Questionnares, the researchers had assumptions if students awareness on their local wisdom was improve. Before the reseacehrs conducted the implentations the students just know their local wisdom just so so. After conducting the implementations the students think that saving local wisdom was needed because they already like or love their local wisdom.

Most of students of VIIIA before the researchers conducted the implementation did not know well about what their local wisdom are. They just heard the some name of wayang kulit but they did not know about the characteristic of each character of wayang kulit. After researchers conducted the implementation, students know some character of *wayang kulit* that bring by the researchers at the implementations.

*Wayang kulit* as media in teaching speaking process could be said as appropriate media. After researchers conducted the implementations, students of VIIIA feel that wayang kulit could help them in teaching learning process. It was made them like to have teaching media that had sense of traditional as like *wayang kulit* and they interested to learning more about wayang kulit. It was stated at statement number 13 of post-questionnaire and also state at awareness questionnaire number 8 that talking about students interst in learning more about *wayang kulit*. It was support also by students “A” opinions that state if if he want learn more about *wayang kulit* to save his local wisdom. He tells the researchers if after he practice use *wayang kulit* he fells *wayang kulit* is interesting. In the line the students’ ’A” felling, data that shown of table 4.5, also tell if all students of VIIIA agree to maintain or save their local heritage of their own area. In line with table 4.5, five subjects interviewed by researchers that had hope for the school and the government to increase activities that smelled of local culture to increase their love of local culture also proved that their willingness to save their local wisdom heritage already improved. So that, the used of wayang kulit as teaching media could be said success for improving students awareness on local wisdom haritages.

# Conclusion

The use of *wayang kulit* as media teaching improve students’ speaking skills. Researchers prove that the use of wayang kulit can improve students speaking skills. It was proven by the comparisons between the means of students’ pre-test score and students’ post-test score. The means of students’ pre-test test score was 66.1 and 81.74 for the means of students’ post-test score. It meant that the result improved 15.64 point. It was proved that the use of *wayang kulit* improve students speaking skills at 8A class and it also prove that there are significant improvement. The result of this research also answer the first research questions.

The use of *wayang kulit* as media teaching also improve students’ aware on their local wisdom. From the second research questions, researchers assumptions if the students awareness on local wisdom was improved. First, we could take a look at the students’ responds towards the questionnaire. Before researchers did the implantations students comprehend of their local wisdom just so so. Second, the implementations of *wayang kulit* as teaching media made the students more interesting in learning their local wisdom. Third, the data showed at the questionnaire shoed if students’ interest on learning more about *wayang kulit* was high. Fourth, statements number 9 of awareness questionnaire was shows that all of students of 8A want to maintain or save their local wisdom heritage. Last, the result of the in-depth interviewed showed that the students interest in learning more about *wayang kulit* was improve. And they also had hope for the school and governments to add extra-curricular activities that are culturally odorous or by inserting their local culture into learning material that is taught daily. So that, the used of *wayang kulit* could be said successful for improving students awareness on local wisdom.

# Recommendation

After conducting the research, the researchers had recommendation for the future research with the same study, “Using *Wayang Kulit* for Improving Students’ Speaking Skills and Awareness on Local Wisdom”. The researchers would like to give some recommendation to: (1) recommendation to teacher. The teacher is the actor in the class. As the actor in the class, he/ she should know what the students need. In conducting the teaching and learning process, the teacher should prepare a media. The media can help the teacher action in the class. The teacher should take the advantages of local wisdom heritage. The teacher can used kind of local wisdom heritage to teach the students to make the student aware to save their local wisdom heritage. It could be used *wayang kulit* or another local wisdom heritage for teaching learning process. It is also can be real object or just give students some story about legend story of their local wisdom heritages; (2) recommendation for next researcher. Nowadays, local wisdom heritage began to be alienated from foreign cultures. It would be better for us to preserve the culture that has been entrusted to us from our ancestors and pass it back to our generation. For the next researchers that maybe has same study, the researchers suggest to use *wayang kulit* for improving students speaking competence. This media have some benefit for improving students speaking skills and also improving students’ awareness on local wisdom heritage. Even, the preparation for practicing this research was not easy but it really help the students for improving their competences in English lesson and awareness on local wisdoms heritages. By implementing *wayang kulit* as the media, the researchers believed that this way is one of the reference for the next researcher. Researchers also reminds the next researcher to consider the allocation time. Because in this research, researchers use three stages for pre-test, implementation and post-test. So that, the next researcher should considering the time allocation to make next research about *wayang kulit* and local wisdom run effectively and done satisfied; (3) recommendation for government. In this era of globalization, the role of the government to preserve local cultural heritage is very much needed. Local wisdom heritage can be an attraction for tourists to visit and enjoy the local wisdom heritage that exists in a country. Local wisdom heritage can also be an identity of a country. Thus potential, researchers propose a recommendation for the government to preserve local culture, especially by inserting noble values of regional culture in each existing learning. So that, the younger generation understands towards their own local culture and is able to preserve its local culture.

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