THE USE OF MINDO (MINI PANGGUNG DONGENG) MEDIA IN STUDENTS SPEAKING SKILLS

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Abstrak
Tujuan dari penelitian ini adalah untuk mencari tahu bagaimana penggunaan MINDO (Mini Panggung Dongeng) sebagai media dalam pengajaran kemampuan berbicara siswa di MTs Al Ma'Mur. Penelitian ini berfokus pada kesulitan-kesulitan yang dihadapi siswa dan manfaat penerapan MINDO. Penelitian ini merupakan penelitian kualitatif, dengan pendekatan deskripsitif kualitatif untuk mendeskripsikan secara rinci tentang penggunaan MINDO dalam keterampilan berbicara siswa. Untuk mengumpulkan data, peneliti melakukan observasi dan wawancara di kelas 8 MTs Al Ma'Mur Tangerang. Setelah mengumpulkan data, peneliti menganalisis data secara kualitatif. Hasil penelitian menunjukkan bahwa kesulitan yang dihadapi siswa MTs Al Ma'Mur adalah kurangnya alokasi waktu, persiapan boneka tangan untuk MINDO, suara-suara berisik siswa saat bercerita karena kegembiraan mereka, dan pemahaman yang tidak seimbang pada siswa setelah cerita tersebut disampaikan. Keunggulannya antara lain perhatian siswa terpusat pada penerapan MINDO, peningkatan motivasi dan kepercayaan diri siswa dalam berbicara, proses pembelajaran yang menarik dan menyenangkan, serta proses pembelajaran yang aktif. Penelitian selanjutnya dapat dilakukan dengan menggunakan PTK (penelitian tindakan kelas) untuk mengetahui peningkatan penerapan MINDO dalam keterampilan berbicara yang berasas pada petunjuk kedepannya.

Key Word: MINDO, Teaching Media, Speaking Skill, Storytelling.

INTRODUCTION
The main goal of learning a language is to be able to communicate using the target language well and correctly. It cannot be denied that in the competitive era of globalization, the ability to communicate in English is a demanding value because in international relationship, English speaking ability is very important to be able to participate in the wider world of work. In every language, one of which is English, communication is closely related to speaking ability, because speaking ability is one type of communication, namely oral communication. (Thornbury, 2005) said that speaking ability is the ability to produce speech to express ideas and information in real time.

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Speaking is an important skill considering that oral communication itself is something that cannot be separated from everyday life. This was emphasized by (Rao, 2019) who said that the main purpose of communication skills is to express ideas and opinions in order to achieve what one wants. Moreover, in the era of globalization, people are required to be able to master a global language, namely English. For this reason, speaking skills are very important to learn.

Even though speaking is a crucial skill, there are many problems encountered in the learning process, especially in the use of learning methods and media. Speaking lessons often lose their effectiveness because teachers do not provide opportunities for students to explore various discourses and meaningful contexts. This was conveyed by (Brace, 2006) who emphasized that students are often limited in applying speaking theory into authentic and contextual practice. Therefore, teachers need appropriate learning media so that they can provide opportunities for students to learn speaking contextually and meaningfully.

In this case, choosing the right media is highly necessary. Leive and Lentz (1982) (Arsyad, 2003) explain that learning media is a tool that functions to clarify learning material, overcome limitations in the learning process, focus student attention, and equalize student learning outcomes. Media can be considered as a tool that can provide stimulus to the thoughts, feelings, attention, and skills of students to encourage the learning process. The use of media in the learning process can assist teachers in delivering subject matter so as to facilitate the achievement of learning objectives that have been formulated. In this case, choosing the right media is very necessary.

In this case, the researcher offered MINDO (Mini Panggung Dongeng) which is a small storytelling stage as a media in students’ speaking skill. MINDO can be a useful technique in solving students' confidence problems in speaking especially if it is implemented in storytelling. The media used in this study is a hand puppet media. Puppets media is used to help the speaker in expressing the story and makes a fun and active circumstances. There are many kinds of puppets such as hand puppet, shadow puppet, finger puppet etc.

The use of hand puppet media in storytelling learning was adjusted to the conditions of the learning environment at the school. In addition, MINDO was chosen to help develop students' speaking skills because of its appearance which attracts students’ interest and is able to carry out interactions between the story characters, so that it can enhance students’ intonation and expression when telling stories, and with the use of MINDO, it will build students’ interest in learning speaking, so that aspects of student skills in storytelling will automatically evolve along with student interest in learning storytelling (Setyanti Hadi & Arie Pratama, 2019).

The reason why the researcher chose hand puppets media is because they are quite easy to find and to implement in learning process. The use of hand puppets can encourage students to be more creative in conveying story content (Maharani, 2016). The use of hand puppets can also encourage students to be more creative in conveying story content. According to (Ardhiani, et.al., 2021) through the use of puppets in learning, students do not feel ashamed anymore, because they regard it as a game. Thus, it can be said that hand puppets serve as an educational tool for students at the elementary level.

The use of media in learning language may rise some difficulties as well as the advantages. The difficulties are needed to be found out in order to overcome it so that the learning process can be more effective. The advantages should be sought in order to promote the use of the media and to maximize the advantages to the students. Therefore, it is important to investigate the use of MINDO in students’ speaking ability in order to find out the difficulties faced by the students as well as the advantages experienced by the students.

METHODOLOGY

The researchers implemented descriptive qualitative research methods. Qualitative research methods were used to examine question that can best by verbally describing how participants in a study perceive and interpret various aspects of their environment. The instruments were observation and interview. The observation was used to gather the data related to the students’ attitudes toward the use of MINDO storytelling in students’ speaking skill. The interview was conducted in order to get the additional information related to the results of the observation and also to validate the results of the observation. There were some aspects observed such as the class condition, students’ performance, learning process, class atmosphere, passiveness and activeness of the students. After gathering the
data, the analysis was carried out by following several stages of descriptive analysis such as data reduction, data display in matrix, and data verification (Miles et al., 2019). The research was conducted in MTS Al-Ma'mur, located in South Kereo, Larangan District, Tangerang City, Banten Province. The research was carried out in the even semester of the 2022–2023 academic year, starting in July to August. For this study, the researcher took 8th grade as a sample.

RESULTS AND DISCUSSION

After conducting out the observation and interview, the researcher carried out the stages of qualitative analysis. The results and the data display are presented below.

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Difficulties</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class condition</td>
<td>The time allocation could not cover the whole learning process.</td>
<td>The class occurred conducive, because the students paid attention to the storytelling MINDO.</td>
</tr>
<tr>
<td>Students’ performance</td>
<td>The students had difficulties in preparing the puppets to perform.</td>
<td>The students performed the storytelling confidently.</td>
</tr>
<tr>
<td>Learning process</td>
<td>-</td>
<td>The students seemed interested in following and participating the learning process.</td>
</tr>
<tr>
<td>Class atmosphere</td>
<td>Even though the students paid attention, they were making noises in responding the story told by the presenters.</td>
<td>The use of MINDO in storytelling created a fun learning process.</td>
</tr>
<tr>
<td>Passiveness and activeness of the students</td>
<td>Not all students had the same comprehension level, so there were few students that were left behind in listening comprehension.</td>
<td>Most of the students participated actively during the question and answer session related to the listening comprehension activity.</td>
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</tbody>
</table>

Based on the results of the observation, there were some findings from the field notes gathered by the researcher. It was found out that the aspects being observed had their own difficulties and advantages, except for the difficulty in the learning process. After getting the results of the observation, the researcher conducted the interview to get the additional information related to the results of the observation and also to validate the results of the observation. After reducing the data, the results of the interview are presented in the matrix below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Results</th>
</tr>
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<tbody>
<tr>
<td>How was the class condition in the use of MINDO storytelling?</td>
<td>Most of the students felt more focus during the learning process because the use of MINDO attract their attention. Moreover, they stated that they feel like the time pass by quickly because the learning process is not bored.</td>
</tr>
<tr>
<td>Did you feel confident and motivated in the use of MINDO storytelling in speaking skill?</td>
<td>All of the students thought that they can speak without any hesitation because they were able to perform in a less rigid circumstance. They also approved that they feel more motivated and confident because the use of MINDO in storytelling was just like a fun game.</td>
</tr>
<tr>
<td>How was the learning process in the use of MINDO storytelling in speaking skill?</td>
<td>The students felt more interested during the learning process of speaking skill because they can also listen interesting stories as well as the demonstration of what they hear.</td>
</tr>
<tr>
<td>How was the class atmosphere in the use of MINDO storytelling in speaking skill?</td>
<td>According to the students, the atmosphere was fun and more alive because the stories told and the puppets entertained them.</td>
</tr>
<tr>
<td>Did the use of MINDO storytelling in speaking skill make you more active in class?</td>
<td>The students felt involved in the learning process because of the interaction between the storyteller and the students, but the stories were told only once so that most of them did not catch up the information clearly.</td>
</tr>
</tbody>
</table>

The results of interview and observation above offered some information to be discussed. It was found out that the use of MINDO made the class occurred conducive, because the students paid attention more. However, the time allocation could not cover the whole learning process. This finding
is approved by the students who stated that they felt more focus during the learning process because the use of MINDO attract their attention. Moreover, they stated that they feel like the time pass by quickly because the learning process is not bored. This is supported by the theories by (Dale, 1969) who stated that the use of hand puppet as a media in language learning can direct students attention and increase their understanding during the learning process since it is not only grasp students’ hearing sense but also students’ seeing sense.

Even though the students had difficulties in preparing the puppets to perform, their performance was also good because they felt more confident. This is because they can speak without any hesitation because they were able to perform in a less rigid circumstance. They also approved that they feel more motivated and confident because the use of MINDO in storytelling was just like a fun game. The students also seemed interested in following and participating the learning process. They felt more interested during the learning process of speaking skill because they can also listen interesting stories as well as the demonstration of what they hear.

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These finding is in line with the research conducted by (Mujahidah et al., 2021) which showed that The role of the storytelling method using hand puppets in the development of communication is by encouraging students to be more skilled at speaking, making students interested and more active in listening, increasing students' self-confidence, enabling students to retell stories they have heard, and developing their spoken language skills.

The use of MINDO in storytelling also created a fun learning process for the students, but they were also making some noises during the learning process. The atmosphere was fun and more alive because the stories told and the puppets entertained them. In addition, the students felt involved in the learning process because of the interaction between the storyteller and the students, but the stories were told only once so that most of them did not catch up the information clearly. This is in line with a research conducted by (Fauza et al., 2018) which the findings showed that Students have a strong motivation to use Hand Puppet Shows as a learning medium in teaching speaking because this media creates a pleasant, enjoyable, interesting and good atmosphere.

From the discussion above, the researcher framed some future directions for the teacher in implementing MINDO in storytelling to enhance students’ speaking skill. The first thing to be considered by the teacher is that the use of MINDO should maximize the time allocation in learning process by making a proper lesson plan. The second one is to make sure the students get an equal understanding on the stories being told so that the students have balanced comprehension.

The last one is that the teacher should help the students in providing the properties in the MINDO storytelling. Further research can be carried out by using CAR (classroom action research) in order to find the improvement on the implementation of MINDO in speaking skills regarding to the future directions that have been elaborated previously.

CONCLUSION

This study was carried out to investigate the use of MINDO in students’ speaking ability in order to find out the difficulties faced by the students as well as the advantages experienced by the students. The results of the observation and interview showed that the use of MINDO in speaking skills raised some difficulties and advantages. The difficulties include the lack of time allocation, the preparation of the puppets, noises from the students during the storytelling due to their excitement, and the unequal comprehension of the students after the story being told. The advantages include the students’ attention that was centered to the MINDO, the increase of students’ motivation and confidence in speaking, the interesting and fun learning process, and also the active learning process. Further research can be carried out by using CAR (classroom action research) in order to find the improvement on the implementation of MINDO in speaking skills regarding to the future directions which include maximizing the time allocation, making the students get equal understanding, and helping the students in preparing the properties in MINDO.

REFERENCES


