

ENGLISH TEACHING SPEAKING MAIN ACTIVITIES TOWARD PUPPET ARTISANS AND THEIR RESPONSE: ENGLISH FOR TOURISM IN KEPUHSARI VILLAGE

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ABSTRACT

This study investigates substance of English teaching procedure toward artisans of shadow puppets in Kepuhsari village, Wonogiri, Indonesia so that they could guide foreigners, who are visiting the village. The method of the study is a descriptive qualitative in which we collect data in terms of English teaching toward the three groups. Pre-test and post-test were conducted to know English score; therefore we could use it to determine our steps in English teaching. Four treatments for each group were carried out to teach English according to the group's needs. The results are the artisans in the village could speak in basic English in terms of telling the tourists about the process of making a puppet while they are practicing producing the puppet and making a simple English conversation with them; able to guide the tourists by speaking in basic English about the tourism objects in the village; and able to speak with the tourists telling about history of puppet and gallery of puppet in Kepuhsari.

Keywords: shadow puppets, English, the villagers

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INTRODUCTION:

Findings of research on communicative language teaching have extended on two approaches in English teaching as second language (L2) and foreign language: task-based Instruction (TBI) and content-based instruction (CBI) These approaches seemed to be different in terms of views and assumptions (Richards, 2007). TBI examines the prominence of tasks as centre of language learning rather than CBI that focuses on content as main driver in language learning. In CBI, teaching content is separated with teaching language (Kraknke, 1987). Also, content is the focus in teaching L2 and foreign language; therefore it is decided first before other teaching aspects, i.e. vocabulary, pronunciation, grammar, and soon (Richard, 2007)

English for tourism village as striking English teaching content is necessary since it is necessary for human beings. In Kepuhsari village, Wonogiri, Indonesia, declared by Indonesia government as wayang village and a puppet itself was decided by UNESCO in 7 November 2003 as world master piece of oral and intangible heritage of humanity (UNESCO, 2008), the villagers need English speaking practice when they are training foreigners to practice in making a shadow puppet, in guiding foreigners, and to guide using English toward foreigners. Setiyanto (2015) and Supeni and Sufa (2016) state that the villagers commonly use gesture and certain vocabulary to do so. It, of course, creates a problem because the message is not clearly and completely conveyed. Also, it is conceived as inappropriate way to welcome and guide guests due to poor language mastery. Thus, inability of English speaking creates misperception toward characters' values of the villagers. They might be seen as giving unserious and non-standard service during visitation of the tourists. Whereas, the number of foreign tourists visiting there increases year to year and, of course, it affects income of the villagers because during their visitation, they commonly buy souvenirs made by the villagers, live in a villager's guest house, eat local culinary, visit tourism destination in the village, and practice to make a shadow puppet trained by the villagers' artisans. The number of foreign visitors are very high but it cannot be covered by only 74 puppets artisans. According to Setiyanto (2015) and Supeni and Sufa (2016) the number of foreign tourists are 200 in every month and their purpose to visit is to practice to make a shadow puppet, whereas there are only 74 puppets' craftsman who are able to train them through gestures because they cannot speak in English. . Subsequently, Supeni and Sufa (2016) also said that the puppets' artisans seriously needed English speaking skill particularly to interact with foreign tourists when they are practicing making the puppet to tell them the process in making it. Besides that, the villagers need oral English to guide foreign tourists when they are visiting tourism destination in the village. In addition, the keepers of guest house need English speaking to guide the tourists when they are living in their guest house.

They also said that Almost all villagers have ever obtained English but they forgot it. They just remember a little word but they seldom use it. Also, they could not easier repeat pronunciation that has been said by teachers. They could not identify which words on the board that they are saying. Thus, their English is elementary level. However, due to their needs to master English to speak to foreigners, the focus is on the content of English. It is the most important things although their grammar and choice of words still use inter language and their pronunciation is often false. The following is the table showing the artisans' English Mastery.

Table 1: English Speaking Mastery of Puppets' Artisans in 2016

No	English Speaking Mastery of Puppets' Artisans in 2016				
	Age (Year)	Mean Score of English Speaking Scoring Elements			
		Content	Grammar	Fluency	Vocabulary
1	Under 10	65	60	62	60
2	11-20	54	58	55	60
3	21-30	55	56	60	54
4	31-40	65	65	50	62
5	41-50	54	62	58	55
6	51 or higher	56	58	64	64

A number of studies have been carried out as contribution of English in tourism village. Chiwanga (2014) has carried out a study to mediate between language skill and the real language use in the tourism domain in Tanzania. One of the result is it assisted doers of tourism to use competent language skill adopted from curricula so that they could practice English with tourists well. Shuang(2012) has conducted a study on using English as a medium of promoting West Street in Yangshuo County, China as a 'global village'. The research result is that promoting the village as a global village is important not only by globalization or westernization but also by

English. Meanwhile, Prachanant (2012) has done a study in Thailand toward 40 employees of tourism working in five of international tour companies about needs analysis in using English in tourism industry. The result is that in tourism, speaking is more important rather than other skills, especially on giving information, providing service, and offering a help.

Also, a number of studies in using English as third language or bridge language have been carried out in various countries. Evans (2011) studied the role of English speaking in the lives of the territory's mainly Cantonese-speaking Chinese community. The results are that in formal situation, the use of English verbal has a crucial role and literacy culture in English, i.e. reading and writing is a crucial part by those who work in Hongkong. Meanwhile, Peng and Lindy (2010) has conducted a study in investigating of Willingness To Communicate (WTC) in Chinese English-as-a-Foreign-Language (EFL) classrooms. The research finding shows that motivation affects WTC indirectly through confidence and there is a result of identifying the direct effect of learner beliefs on motivation and confidence.

Finally, Khajavy, Ghonsooly, Fatemi, and Choi (2014) studied Willingness To Communicate (WTC) in English among Iranian EFL learners in the classroom context. The findings show that the structural equation modeling (SEM) indicated that a second language willingness to communicate L2WTC has a classroom environment as the strongest to predict directly. WTC is directly influenced by communication confidence; WTC is affected indirectly by motivation by communicating confidently; WTC is affected by mastery of English by confident communication; and appearance of attitude, spirit, and communication confidently are influenced directly by environment in a classroom.

By observing the previous studies, we conclude that knowledge on English language is required, particularly speaking is an appropriate way to deliver and receive information among local people, and to foreign tourists; therefore it needs supporting element toward the people to be able to speak well, i.e. an English instructor to train, guide, and monitor their English mastery; facilities to learn English; curriculum depending on their needs, and soon. Thus, we applied English teaching toward the artisan and they are actually able to speak in English; therefore, hopefully, the tourists would get satisfying service during their visitation there. In this article, we intend to investigate substance of English teaching procedure toward artisans of shadow puppets in Kepuhsari Village.

LITERATURE REVIEW:

OVERVIEW OF SPEAKING SKILL:

Speaking is ability to transfer a message either informative or interactive. Bygate (1987) stated that speaking is characterized either informative or interactive. Informative is conveying things as informative as possible. It can be either expository, i.e. description, explanation or evaluative, i.e. clarification. Besides, interactive is there is interaction among humans. It can be social, i.e. inviting someone to a party or service, i.e. requesting food in a restaurant.

Communicative competence is a set of heterogeneous element to produce an effective and efficient speaking interaction. Those are abilities that underlie speaking skill. A communication focusing on linguistics is not adequate because there are still many aspects, i.e. sociolinguistics, discourse. Canale and Swain (1980) proposed communicative competence: grammatical competence, discourse competence, sociolinguistics competence, and strategic competence. Grammatical competence is a competence in grammar, vocabulary and mechanics. It means that EFL learners must be able to master those aspects in either in sentences or utterances. Discourse competence is ability of comprehension and production of language, i.e. producing a sentence suitable with previous and following sentence. Sociolinguistics competence is ability of communication according to culture and norms in certain areas. And strategic competence is a competence on how to manipulate a conversation to create well communication.

Psycholinguistics process is a process of understanding and producing language either productive or receptive skills. In speaking, it cannot be separated from the process because it involves in producing language. According to Levelt (1989), there are four processes in producing language: conceptualisation, formulation, articulation and self-monitoring. Conceptualization deals with a preparation before speaking. Formulation is preparing words and phrases and constructing become good sentences. Articulation refers to using articulation organs to convey message. Finally, self-monitoring is identifying and evaluating mistakes being spoken by speakers.

From the explanation above, it can be stated that speaking skill is transferring a message either informative or interactive through four processes: conceptualisation, formulation, articulation, and self-monitoring to achieve communicative competence.

AUDIO-LINGUAL METHOD:

Since the appearance of Communicative Language Teaching (CLT), ones might need to use Audio-Lingual Method (ALM) as old method although the principles are not relevant with the current method. The use of ALM is successfully proven in teaching English to artisans of puppets in Kepuhsari Village. They can speak basic English to interact with a foreigner. In this section, the writer intends to show short history and principles in ALM.

Like other English teaching methods, ALM is a marriage between a theory of language as proposed by American Linguists known as structural linguistics and theory of learning, known as behavioristics. Richard and Rodgers (1989: 49) stated the characteristics of structural linguistics, below:

(a) Elements in a language were thought of as being linearly produced in a rule-governed (structured) way. (b) Language samples could be exhaustively described at any structural level of description (phonetic, phonemic, morphological, etc.). (c) Linguistic levels were thought of as systems within systems - that is, as being pyramidally structured; phonemic systems led to morphemic systems, and these in turn led to the higher-level systems of phrases, clauses, and sentences.

Behaviorists, proposed the theory of human behavior, have involved in ALM. Richard and Rodgers (1989: 49) stated that behavioristics proposed three elements: stimulus, response, and reinforcement. They are explained below:

To the behaviorist, the human being is an organism capable of a wide repertoire of behaviors. The occurrence of these behaviors is dependent upon three crucial elements in learning: a stimulus, which serves to elicit behavior; a response triggered by a stimulus; and reinforcement~ which serves to mark the response as being appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future.

Classroom activities of ALM are dialogues and drills. Richard and Rodgers stated that dialogues are used for repetition and memorization, then after dialogues have been presented and memorized, structures of the dialogues are used for various kinds of drills and practice-patterns exercise.

METHODOLOGY:

Participants:

Participant of the research is artisans of shadow puppets in Kepuhsari village. The number of the artisan is 100. Their age is between 11-60 years old. 80% of them have main job as craftsman of puppets, other is craftsman as side project and their main project is a farmer. In fact, there are only 25% of them spending their time to make the puppets at the gallery of puppet and 75% of them make a puppet in their home. Making a puppet at home seems could obtain more ideas to do and get more private expression; therefore they could explore more and more in doing so. It is therefore we trained English toward those who make a puppet in the gallery.

Research Instrument:

An instrument of the research is observation. We observed our English teaching procedure and the artisans responses. The English teaching procedure adopted integration between content based instructions, the audio lingual method, and constructivism perspective. Ability of artisans in learning English is the dominant consideration to choose the integration. They needed correct pronunciation and content of speaking as a model of English speaking rather than grammar and vocabulary. However, constructivism approach was also implemented to encourage their creativity and ideas in speaking not only repeated pronunciation and content to do so.

Research Method:

A method of the research is descriptive qualitative by describing English teaching activities by puppets' artisans. The descriptions are the teaching methods and the artisans' participation.

RESEARCH FINDINGS AND DISCUSSION:

The Use of English by Artisans of Puppet:

Mastery of English to guide foreign tourists during their practice on making a shadow puppet is the necessity of the artisans. They commonly mixed a gesture, a simple English and Indonesian language when

telling and having conversation with the tourists. Their purpose was to tell them the steps while they were making the puppet. Besides, they attempted to practice simple English speaking to socialize with the tourists. They needed to introduce the building to make the puppet, history of its building, the number of artisans making a puppet per-day, and soon. This part is divided into three aspects: training English on how to make the puppet, English to socialize with foreign tourists, and English to guide the foreigners when visiting tourism objects in Kepuhsari. The teacher is one of us and other are observers to assist her in English teaching, i.e. writing strengths and weaknesses in the English teaching, and soon.

English Training on How to Make the Puppets:

The artisans were sometimes confused when training the tourists in making the puppet. They usually gave the steps chronologically by asking them to imitate but they seldom used good English to guide. Thus, the tourists felt that they did not communicate orally with the artisans whereas through English, they could more understand and be easy to make puppets. They also felt that the most important thing was that they could practice making puppets but they did not pay attention to the oral language (English) as a medium of communication. The following is the description of English teaching speaking activities toward them specifically on how to make puppet.

First Meeting:

In this meeting, the teacher intends to make the same perception between the teacher and the artisans the steps in making a puppet. The purpose of 1st meeting is to practice reading loudly and tell the process of making a shadow puppet. The activities focus on repetition and imitation (audio lingual method). The table below describes the procedure of teaching.

Table 1.1: Teacher and Students’ Main Activities in the 1st Meeting

No	Teachers Activities	Students Activities
1	Asking them to tell the way to make a puppet in Indonesian language	Answering the questions orally
2	Writing the steps in Indonesian language and English on the whiteboard.	Reading the steps
3	Reading the steps in English and asking the students to repeat their reading.	Repeating their reading

During asking the artisans to tell the way to make a puppet, they answered in Indonesian language. Then she wrote both in Indonesian and English the process on the board. Subsequently, she read aloud and asked them to repeat. She also asked them to match between the form of words and the pronunciation and memorize them. They repeated it until understand the correct pronunciation and be fluent in reading it. They carried out the activities together. She also asked them to write in the book and study it at home.

Second Meeting:

The 2nd meeting focuses on matching between activities in making a puppet (a series of picture) and the description of the activities. The purpose is to conceive the artisans the description about every step in making a puppet. Matching, repetition, and imitation are the techniques.

Table 1.2: Teacher and Students’ Main Activities in the 2nd Meeting

No	Teachers Activities	Students Activities
1	Distributing a series of pictures and the description of it (both Indonesian and English) to the students	Observing a series of pictures and the description of it
2	Asking them to match the pictures and the description	Matching between the picture and the description
3	Giving the model to speak the description and asking them to repeat it.	Repeating the description loudly

In the table 1.2, she asked the artisans to match between pictures of making puppets and the description of it. While they were seeking to answer, they could read about the written steps because it was written in Indonesian and English. So, they used the Indonesian writing as reference their assignment. Subsequently, they read their answer in Indonesian and she checked it. She, then, gave the model of describing the steps in English and showed the picture suitable with the steps. They practiced describing the process. As a result, they produced correct pronunciation.

Third Meeting:

This meeting trained the artisans a simulation of a conversation in making a puppet between them and foreign tourists. Although there was no tourist visiting there, they practiced with their friends. The main purpose is to practice their oral English, mental, and confidence in real conversation through equipments in making a puppet.

Table 1.3: Teacher and Students' Main Activities in the 3rd Meeting

No	Teachers Activities	Students Activities
1	Explaining the steps in making a puppet	Paying attention to the explanation
2	Writing the steps on the board	Paying attention to the explanation
3	Asking them to repeat the way to pronounce the steps correctly and fluently	Repeating the steps
4	A practice of simulation between the teacher (as a foreign tourist) and the students (as a craftsman) using real equipments in making a puppet	Conducting the simulation

The teacher explained the steps in making the puppets orally and wrote on the board in English and Indonesian. They attempted to match between Indonesian and English description. She read aloud fluently and asked them to repeat to check their pronunciation and fluency. She soon asked them to practice a simulation of dialogue in which they were as real craftsman and she was as a foreign tourist. They were allowed to read on the board about the answer when they got difficulty. They seemed forgot the description of the steps so they read on the board. The teacher checked every artisan's simulation to know their progress. In fact, they were able to pronounce words well and to speak correct simple English, although they could not memorize and understand the description easier.

ENGLISH TRAINING TO SOCIALIZER WITH FOREIGN TOURISTS:

The teacher also trained English toward the artisans in terms of how they use English in socializing to foreign tourists. He conducted it under the supervision of us; therefore progress and weakness can be found honestly and accurately. It was the continuance of the previous meetings; however the difference was on the teaching materials. The description was begun with the teaching procedure, responses of the artisans, and character values behind the activities. It was conducted in three meetings and in every meeting, it had different procedures of English teaching depending on the plan made by her, English mastery of the artisans, and atmosphere of teaching and learning process.

First Meeting:

In this meeting, the main focus is on language used by artisans when they are welcoming foreign tourists. It is very basic materials because the teacher intends to train the artisans step by step. The teaching material simply covers greeting, asking the condition and their journey, and address. Due to pronunciation, fluency, and memorizing were still their problems in English speaking, the teacher still use the activities in a learning process.

Table 1.4: Teacher and Students' Main Activities in the 1st Meeting

No	Teachers Activities	Students Activities
1	Saying teaching material greeting, asking the condition and their journey, and address.	Paying attention to the explanation
2	Giving the model of greeting, asking the condition and their journey, and address.	Paying attention to the explanation
3	Asking them to practice the conversation.	A practice of the conversation
4	Checking their practice	Correcting the mistakes

In the table 1.4, giving the model of speaking was carried out by the teacher, not by English recording (English native speaker) because Indonesia accent is accessible. The artisans repeated every utterance spoken by their teacher. They produced hesitation, confusion, nervousness, and mispronunciation in speaking English. Finally, they played a role as an artisan and foreigner to socialize. It was under monitored by the teacher. The result was satisfied although the teacher needed to correct their mispronounced regularly.

Second Meeting:

In the second meeting, the learning material is more complex than the previous. It talks about describing activities in the room to make a puppet, i.e. the number of artisans are active to make the puppet in the room, and soon. Visitors might need a clear and complete description of it because their main purpose of visiting the village is to practice making a puppet in that room. Questions by the teacher are clues as information needed by visitors. Meanwhile, the learning purpose is to tell foreign tourists about the activities in the room. The following table is the main activities.

Table 1.5: Teacher and Students’ Main Activities in the 2nd Meeting

No	Teachers Activities	Students Activities
1	Saying teaching material: describing activities in the room to make a puppet.	Paying attention to the explanation
2	Writing clues on the board in the form of questions, i.e. “ <i>what are the activities here?</i> ”, “ <i>how many artisans who are active to make a puppet here?</i> ”	Paying attention to the explanation
3	Asking them to answer the clues, writing the answer on the board, and combine becomes a paragraph. (all are done by them in Indonesian and she then translates in English)	Answering the questions
4	Checking their practice.	Correcting the mistakes

The teacher, after conveying the learning material, wrote the questions as clues on the board. The clues were written both in English and Indonesian; therefore the artisans are familiar both the forms and easier to memorize and conceive. She, then, asked them to compare among them. Subsequently, she wrote the answer also in both Indonesian and English. She gave the model of speaking the answer in English and they repeated. Fortunately, they were fluent and pronounced well; therefore she could go on the next activities. She combined the answers become a paragraph, read aloud as example, and asked them to repeat the reading. They were fluent enough to speak and could pronounce every word correctly.

TRAINING ENGLISH TO GUIDE FOREIGN TOURISTS WHEN VISITING TOURISM OBJECTS:

Being a tourist guide in Kepuhsari village is expectation of Kepuhsari villagers. They are very opened toward activities supporting it. It is because they still depend on tourism affairs in Wonogiri regency to provide English tourists guide during foreigner visitation in the village. Moreover, they need an English mastery to give welcoming speech in every visitation. So, by English training, they can interact with the tourists to guide them during their visitation. In this section, the writers intend to describe the implementation of English training as a tourist guide. It has been conducted in three meetings. Role play and retelling are the main methods to use.

First Meeting:

In this meeting, the materials are introducing the artisans themselves as a guide and telling history of a shadow puppet in Kepuhsari briefly toward foreign tourists. It is not fully interactive but they more focus on speaking dominantly and independently by themselves although there are speaking to tourists.

Table 1.6: Teacher and Students’ Main Activities in the 1st Meeting

No	Teachers Activities	Students Activities
1	Saying teaching material: introducing name, address, and occupation; and telling the history of a shadow puppet in Kepuhsari	Paying attention to the explanation
2	Asking the artisans to introduce their identity and tell the history of a shadow puppet in Kepuhsari (in English and Indonesian)	Introducing their identity and tell the history of a shadow puppet
3	Giving clues by asking some questions to the students (in Indonesian) and writing them on the board, i.e. <i>When a puppet was firstly made?</i>	Answer the questions in Indonesian
4	Writing the question and answer on the board.	Writing them in students’ book
5	Giving the model of speaking and asking them to repeat.	Repeating teacher’s model to speak

The teacher asked the students to introduce their identity, i.e. name, address, and their work. She helped them to answer by writing the answer on the board; therefore they could memorize the answer. She then asked the students to tell the history of puppets in the village in Indonesian briefly. They told it and she translated in English and wrote it on the board. Subsequently, she read aloud and asked them to do so.

Second Meeting:

In the 2nd meeting, the learning material is describing a puppet souvenirs gallery. It is a showroom to exhibit and sell creation of artisans of Kepuhsari village. Every tourist always wants to visit not only to see but also to purchase a variety of souvenirs made by buffalo leather as a main base in making puppet.

Table 1.7: Teacher and Students’ Main Activities in the 2nd Meeting

No	Teachers Activities	Students Activities
1	Telling teaching material: the description of puppet souvenir gallery	Paying attention to the teacher
2	Asking the students the description of the gallery (in Indonesian), i.e. the building, various souvenirs sold, pricelist of every item, and soon.	Answer it in Indonesian
3	Translating and writing the answer on the board	Reading it on the board
4	Reading it loudly and asking the students to repeat	Repeat her reading loudly.

The teaching step was like the previous meeting because it was successful. She asked the students to tell the description of the puppet souvenir gallery in English and Indonesian. They could answer it in Indonesian; therefore she translated and wrote on the board. She then read the paragraph and asked them to repeat the reading. They were fluent in doing so. She did not focus on the grammar and vocabulary; however the content, fluency, and pronunciation are the priority to apply.

CONCLUSION:

Training English speaking to artisans of a shadow puppet in Kepuhsari village ran well because it was conducted through the integration between content based instructions as the content underlying their needs in English, so they learnt English depends on their needs to be a useful skill; audiolingual method which commonly used repetition in delivering a learning material, so they were easier to use English orally; and integrated character education values as the values behind the activities to show their character as human resource to preserve the puppet. It means that beside they were skilful in English; they were also able to show their well character as their identity, so foreign tourists would gain expected and standard service during their visitation.

The artisans seemed very motivated to practice in English. They followed instruction of the teacher, although the result was sometimes dissatisfying. However, their effort to be skillful in English speaking needed to be regarded and appreciated. They attended the lesson regularly and discipline; therefore it made the teacher impressed and motivated to train sustainably. Although the time of training was not like their expectation, not until their practice with foreign tourists, they were brave and confident to practice speaking with them during their visitation.

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FIGURES

Figure 1.1: Creating Puppets



Figure 1.2: Gallery of Puppet Souvenirs



Figure 1.3: English Course to the Artisans



Figure 1.4: Shadow Puppet


