

**THE MEDIA OF TEACHING SPEAKING AT X<sup>th</sup> GRADE  
STUDENTS OF SMA N 1 BATANG ANGKOLA**



**A THESIS**

*Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary  
Padangsidempuan as a Partial Fulfilment of the Requirement  
For the Graduate Degree of Islamic Education (S.Pd)  
in English Department*

**Written By:**

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SYEKH ALI HASAN AHMAD ADDARY  
PADANGSIDIMPUAN  
2024**

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## ADVISOR'S AGREEMENT

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*Assalamu 'alaikum warohmatullah wabarakatuh*

After reading, studying and giving advice for necessary revision on the thesis belongs to Siti Wildayati Hasibuan, entitled "**The Media of Teaching Speaking at X<sup>th</sup> Grade Students of SMA N I Batang angkola**". We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan. Thank you.

*Wassalamu 'alaikum warohmatullah wabarakatuh*

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I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidempuan in article 14 verse 2.

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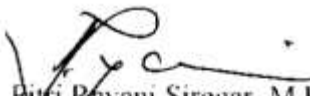
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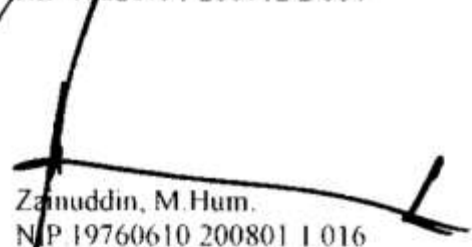
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Predicate : Memuaskan



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## **LEGALIZATION**

**Thesis** : **The Media of Teaching Speaking at the X<sup>th</sup>**  
**Grade students of SMA N 1 Batang angkola**

**WrittenBy** : **Morija Yani**

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## ABSTRACT

**Name** : Moriya Yani  
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**Title of Thesis** : **The Media of Teaching Speaking at The X<sup>th</sup> Grade Students of SMA N 1 Batang angkola**

Media are tools that teacher used in teaching English in school. Media used to help teacher in teaching and media also can increase the motivation of the students in learning English in the classroom. Media have the important role for teachers in teaching and learning process. This research described about what kinds of media used in teaching speaking and how the media used. There were two formulation of the problem in this research such as: 1) what kinds of media used by the teacher in teaching speaking at SMA N 1 Batang angkola, 2) how do the teacher used media. The aims of this research: 1) to describe what are the media used by the teacher in teaching speaking at SMA N 1 Batang angkola. The type of the research was qualitative research that used descriptive method. The object of the research were two English teachers of SMA N 1 Batang angkola who taught at the X<sup>th</sup> grades. To collect the data the research used observation , interview method and documentation. To analysed the data by data reduction, data display, and the conclusion. For checking data trustworthiness the researcher used triangulation. Based on the research, it can be concluded that to know what kinds of media used by the teacher at SMA N 1 Batang angkola when teaching speaking in the X<sup>th</sup> grades of students. There are 3 media that teacher used when teaching speaking such as: whiteboard, textbook and dictionary. The researcher also know how the media used by the teacher in teaching speaking in the classroom. Speaking is one of the important skill in English language and by using media that can increase the students' motivation in learning. The teachers stated that media have the important role for the teacher in the world of education.

**Key words:** *Media, Bagaimana Media digunakan, Mengajar speaking*

## ABSTRAK

**Nama** : Moriya Yani  
**NIM** : 17 203 00128  
**Judul Skripsi** : **Media dalam Mengajar *Speaking* di Kelas X SMA Negeri 1 batang Angkola**

Media adalah alat yang di gunakan oleh guru dalam mengajar bahasa inggris di sekolah. Media digunakan untuk membantu guru dalam mengajar serta media dapat meningkatkan minat maupun motivasi siswa dalam belajar bahasa inggris di kelas. Media juga memiliki peran penting bagi guru dalam proses ajar mengajar. Penelitian ini mendeskripsikan tentang media apa saja yang di gunakan dalam mengajar speaking di kelas serta bagaimana penggunaan media tersebut. Ada dua rumusan masalah dalam penelitian ini yaitu 1) media apa saja yang di gunakan oleh guru dalam mengajar speaking di SMA N 1 Batang angkola, 2) bagaimana penggunaan media tersebut. Tujuan penelitian ini adalah: 1) untuk menggambarkan media apa saja yang di gunakan oleh guru dalam mengajar speaking di SMA N 1 Batang angkola, 2) untuk menggambarkan bagaimana penggunaan media tersebut. Jenis penelitian yang di gunakan dalam penelitian ini adalah jenis penelitian kualitatif yang menggunakan metode deskriptif. Responden dari penelitian ini adalah dua guru bahasa inggris di SMA N 1 Batang angkola yang mengajar di kelas sepuluh. Untuk mengumpulkan data peneliti menggunakan metode observasi, interview dan dokumentasi. Untuk mendapatkan data peneliti menggunakan analisis data yaitu data reduction, data display, dan kesimpulan. Kesimpulan dari penelitian ini adalah dapat mengetahui media apa saja yang di gunakan oleh guru di SMA N 1 Batang angkola dalam mengajar speaking di kelas sepuluh. Ada 3 media yang digunakan yaitu: papan tulis, buku pelajaran, dan kamus bahasa inggris. Peneliti juga dapat mengetahui bagaimana penggunaan media yg di gunakan oleh guru ketika mengajar speaking di kelas. Speaking merupakan skill yg penting dalam belajar bahasa inggris, apalagi dengan adanya media pembelajaran yang dapat menambah motivasi siswa dalam belajar. Guru bahasa inggris menyatakan bahwa penggunaan media dalam mengajar sangat berperan penting bagi mereka dalam dunia pendidikan.

***Kata kunci:*** *Media, Penggunaan Media, Mengajar Speaking*

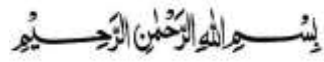
## خلاصة

الاسم : موريجا ياني  
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عنوان الأطروحة : وسائل الإعلام في تدريس التحدث في الصف العاشر بالمدرسة  
الثانوية الحكومية ١ باتانج أنجكولا

الوسائط هي أداة يستخدمها المعلمون في تدريس اللغة الإنجليزية في المدرسة. يتم استخدام الوسائط لمساعدة المعلمين في التدريس ويمكن أن تزيد الوسائط من اهتمام الطلاب وتحفيزهم في تعلم اللغة الإنجليزية في الفصل. تلعب الوسائط أيضًا دورًا مهمًا للمعلمين في عملية التدريس والتعلم. يصف هذا البحث الوسائط المستخدمة في تدريس التحدث في الفصل الدراسي وكيفية استخدام هذه الوسائط. هناك صيغتان للمشكلة في هذا البحث، وهما (١) ما هي الوسائط التي يستخدمها المعلمون في تدريس التحدث في مدرسة باتانج أنجكولا ١ الحكومية الثانوية، (٢) كيفية استخدام هذه الوسائط. الغرض من هذا البحث هو: (١) وصف الوسائط التي يستخدمها المعلمون في تدريس التحدث في مدرسة باتانج أنجكولا ١ الحكومية الثانوية، (٢) وصف كيفية استخدام الوسائط. نوع البحث المستخدم في هذا البحث هو نوع من البحث النوعي الذي يستخدم المنهج الوصفي. كان المشاركون في هذا البحث اثنين من مدرسي اللغة الإنجليزية في مدرسة باتانج أنجكولا ١ الحكومية الثانوية الذين قاموا بتدريس الصف العاشر. ولجمع البيانات استخدم الباحثون أساليب الملاحظة والمقابلات والتوثيق. للحصول على البيانات استخدم الباحثون تحليل البيانات، أي تقليل البيانات وعرض البيانات والاستنتاجات. خلاصة هذا البحث هي أنه يمكننا معرفة الوسائط التي يستخدمها المعلمون في مدرسة باتانج أنجكولا ١ الحكومية الثانوية في تدريس المحادثة في الصف العاشر. هناك ٣ وسائط مستخدمة، وهي: السبورة، والكتاب المدرسي، وقاموس اللغة الإنجليزية. يمكن للباحثين أيضًا معرفة كيفية استخدام المعلمين للوسائط عند تدريس التحدث في الفصل. تعتبر المحادثة مهارة مهمة في تعلم اللغة الإنجليزية، خاصة مع وجود وسائل التعلم التي يمكن أن تزيد من دافعية الطلاب للتعلم. صرح معلمو اللغة الإنجليزية أن استخدام الوسائط في التدريس يلعب دورًا مهمًا جدًا بالنسبة لهم في عالم التعليم.

الكلمات المفتاحية: وسائل الإعلام، استخدام الوسائط، تدريس المحادثة

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Nothing in the world is perfect the researcher realize sthat there are still many shortcomings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan, Juli 2023  
Researcher

MORIJA YANI  
Reg. No. 17 203 00128

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# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

In English there are four skills that should be mastered they are listening, speaking, reading, and writing. Speaking is the ability to express though, opinion, and ideas to other people. Speaking is one of the language skills that is important for people or students who want to talk or speak in every activity in life. Speaking is one of language skills in which the function as the students' target language as communication tool.<sup>1</sup>

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking. Through speaking, humans are able to connect their mind in every aspect of life. That is make the students more fluency in teir communication. Because when they speak, they know what they are thinking and how they feel about it, and as you speak other people make judgement about your character and assumptions about what you are thinking and why.<sup>2</sup>

Speaking is an important part in learning English Language. As a good teacher there are some things that teacher has to know before teaching such as prepare the material that teacher going to teach based on the curriculum, prepare

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<sup>1</sup> Zainuddin Zainuddin, Sojuangon Rambe, and Maria Maria, 'Improving Students' Speaking Ability Through Numbered Heads Together Strategy At Grade Xi Sma N 1 Batang Angkola', *English Education: English Journal for Teaching and Learning*, 5.1 (2017), 58 <<https://doi.org/10.24952/ee.v5i1.1170>>.

<sup>2</sup> Robert Barrass, *Speaking for Yourself "A guide for students"* (New York : Roudledge 2006) p.2

the lesson plan, and mastered the the subject and the teacher has to confidence and skills to give motivating and interesting lesson to the students. In this part, the researcher do the interview to the teacher at SMAN1 Batang Angkola Mrs said that the media that she uses in teaching still the texk book and also sometimes she writes down the material on whiteboard.<sup>3</sup> Media is the plural form of medium. Media is a communication tool used to deliver information. It means that media is a tool that can help teacher in teaching.

Media are aid tools which are necessary for English learning. Media can be used to help to simplify learning process of language and perfect it, reduce the use of mother tongue or first language, arouse students' learning motivation and interest, explain new concept in order that students can understand without difficulties and misunderstanding, equalize perception; moreover the new concept has ambiguity, improve English learning quality and make learning process more interesting and interactive.

In this part, the researcher do the interview to the teacher at SMAN1 Batang Angkola Mrs said that the media that she uses in teaching still the texk book and also sometimes she writes down the material on whiteboard.<sup>4</sup> Media is the plural form of medium. Media is a communication tool used to deliver information. It means that media is a tool that can help teacher in teaching.

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<sup>3</sup> English Teacher in SMA N 1 Batang angkola, Private interview, on March 11<sup>th</sup> 2023, at 09. 10 am

<sup>4</sup> English Teacher in SMA N 1 Batang angkola, Private interview, on March 11<sup>th</sup> 2023, at 09. 10 am

use of mother tongue or first language, arouse students' learning motivation and interest, explain new concept in order that students can understand without difficulties and misunderstanding, equalize perception, moreover the new concept has ambiguity, improve English learning quality and make learning process more interesting and interactive.<sup>5</sup>

Media has an important role in the world of education, especially in teaching and learning. The role of media in teaching speaking should be not ignored, because by media students are more interested in learning and do not feel bored.

So, media are all the forms of intermediaries used by humans to convey or spread ideas or opinions. Then the ideas or opinion can be conveyed to the intended person. Based on the explanation above, the researcher interested to do a research entitled "The Media of Teaching Speaking at the X Grade Students of SMA N 1 Batang Angkola".

## **B. Definition of Key Term**

### **1. Teaching Speaking**

Teaching is the process of conveying the material or knowledge. Teaching also a learning and teaching activity in classroom, it is a process of helping the students to gain or acquire knowledge. Speaking is a process between a speaker and the listener. Teaching speaking is an essential part of foreign and second language acquisition. Speaking is very important because it is the basic skill in oral communication.

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<sup>5</sup> Achmad Baidawi, 'OKARA Journal of Languages and Literature , Vol . 1 , Tahun 1 , Mei 2016 OKARA Journal of Languages and Literature , Vol . 1 , Tahun 1 , Mei 2016', *OKARA Journal of Languages and Literature*, 1.1 (2016), 54–65.

According to Wahyuni, speaking is the capability to be able to fluently speak and presupposes not only the features of language but information processing ability as well.<sup>6</sup> So speaking is a spontaneously real time act, when people are talking they will make some words at that time. It is a process of making some words to be understood and give clear meaning. In that way, students could express themselves and learn how to follow social and cultural rules in each communication circumstance.

## **2. Media**

Media is a tool for teacher to help the learning and teaching process in the classroom. Many kinds of media are used to teach English, for example pictures, audio media flashcard etc. Those are media used to make students easier to understand lesson and help teachers deliver the lesson. Media help teacher to convey the material in teaching, by using media it can increase the motivation of students in learning.

## **C. Focus of The Problem**

As the title above, this study is to prove whether the media in teaching speaking is effective or not. This research focuses on all the kinds of media that the teacher uses in speaking at SMA N 1 Batang Angkola.

## **D. Formulations of Problem**

This research intends to describe the media in teaching speaking at SMA N 1 Batang angkola using the question below.

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<sup>6</sup> Wahyuni, A. D. (2016). The Effectiveness of Short Movie in Teaching Speaking to Eight Grade Students of SMP N 3 Kalimanah, Purbalingga in academic year of 2015/2016. FKIP UMP, 2016 60-21.

1. What media are used by the teacher in teaching Speaking at SMA N 1 Batang Angkola ?
2. How do the teacher use the media in teaching speaking?

#### **E. Objectives of the Research**

From the formulation of the problem above, the researcher write down the objectives of the reasearch to support this research:

1. To describe what media used by the teacher in teaching speaking at SMA N 1 Batang Angkola.
2. To describe how the teacher use media in teaching speaking.

#### **F. Significances of the Research**

The result of this study are expected to be useful and worthwhile both and practically. The significances are:

##### 1. Theoretically

Theoretically, this research is to improve the knowledge for teacher or society. It is hope that the result development English teaching, to give the knowledge and information about the media of teaching speaking.

##### 2. Practically

###### a. For English Teachers

English lecturers are expected to teach a foreign language especially for speaking by using the media in teaching english speaking.

###### b. For Readers

This research can increase the knowledge of someone who read this, and they can use this result of the research as a references if they want to do

the research too. This research also can increase their knowledge about the media of teaching speaking.

c. For other researcher

This result of the research can be used as useful references for the researcher who wants to conduct the different fields in the same study.

## CHAPTER II

### LITERATURE REVIEW

#### A. Theoretical Description

##### 1. Media of Teaching Speaking

Media is a tool that usually teacher use to help them in learning process. Media can increase the students motivation in learning if the teacher can give the best teaching to the students. The use of media in teaching learning process is not a new thing. Many teachers know that media will be helpful. Media give students something new, but not all of teachers know how to implement it correctly.

Media are the means for transferring or delivering messages. Kuo states that a medium is called the educational medium when the medium transfers message for teaching.<sup>1</sup> Media is the process of transferring the message by the teacher to the students.

Media are flexible because they can be use for all level of students and in all subjects. Teaching media also can encourage students to take more responsibility for and control over their own learning, engage in join planning of the syllabus, and take longer-term perspectives on their own learning. Media is important in teaching, without media communications will not occur and the process of learning as a process of communication will not be able to

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<sup>1</sup>Li- Ling KUO, Crisatine. 1991. "The Importance of Educational Media in Teaching". Buletin of Social Education, Volume 20, pp. 61-88.

take place optimally. Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols, in a variety of contexts.<sup>2</sup>

Teaching speaking means to teach English learners to produce the English speech sounds and sounds pattern, use word and sentence stress, intonation patterns and the rhythm of the second language, select appropriate words and sentences according to the proper social setting, audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence, use language as a means of expressing values and judgements, use the language quickly and confidently with few unnatural pauses which is called as fluency.<sup>3</sup> Speaking used to communicate with each other. Better communication means better understanding of others and ourselves.

So that, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because only in that way students can express themselves and learn how to follow the social cultural rules in each communicative circumstance.

## **2. Purpose of Media of Teaching Speaking**

In the process of teaching speaking it is very necessary to know the purpose of teaching speaking and what the speaking need to help the teaching process more interested for students. Such as media for teaching speaking, media can help the teacher in process of learning. Media is a communication

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<sup>2</sup> Chaney, A.L. (1998) Teaching Oral Communication. Boston: Allyn and Bacon

<sup>3</sup> G. Mirkhodjaeva .(2019) Teaching Speaking: Developing Speaking Activities.



tool used to deliver information. It means that media is a tool that can help teacher in teaching.

By using media the students do not only listen to the teacher but also observe and demonstrate so that it can fulfill students' need and background. So, teaching speaking will be more successful if the teacher always uses teaching media in every teaching and learning activity. Teaching media are effective and efficient when used in learning process especially in teaching speaking.

There are some categories that combines both the transactional and interpersonal purposes of speaking by Kingen:

- a. Personal: expressing personal feelings, opinions, beliefs, and ideas.
- b. Descriptive: describing someone or something, real or imagined.
- c. Narrative: creating and telling stories or chronologically sequenced events.
- d. Instructive: giving instructions or providing directions designed to produce an outcome.
- e. Questioning: asking questions to obtain information.
- f. Comparative: comparing two or more objects, people, ideas, or opinions to make judgements about them.
- g. Imaginative: expressing mental images of people, places, events, and objects.
- h. Predictive: predicting possible future events.
- i. Interpretative: exploring meaning, creating hypothetical deductions, and considering inferences.

- j. Persuasive: changing others' opinions, attitudes, or point of view, or influencing the behavior of others in some ways.
- k. Explanatory: explaining, clarifying, and supporting ideas and opinions.
- l. Informative: sharing information with others.<sup>4</sup>

In addition teaching media has some basic criteria based on expert:

- a. Teaching media has physical meaning that called by hardware. The hardware is an object that can be seen, heard, and touched by five senses.
- b. Teaching media has non physical meaning the we called it software that is the message which wants to deliver for pupil in hardware.
- c. The emphasizing if teaching media is in the visual and audio.
- d. Teaching media is a tool to help teaching and learning process both inside and outside the class.
- e. Teaching media used to communicate and interact between teacher and students in teaching and learning process.
- f. Teaching media can be used massively(for example: radio, television) big group and small group (for example: film, slide, video, OHP, ) or individua (module, computer, videpo recorder).
- g. Attitude, act, organization, strategy, and management, that related with application for certain knowledge.<sup>5</sup>

Based on the defenition above, the researcher concluded that technique, method in teaching and learning prprocess is related to media. In other side,

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<sup>4</sup> Kingen, S. (2000). Teaching Language Arts in Middle Schools, Connecting and Communicating. New Jersey: Lawrence Erlbaum Associates, Publishers

<sup>5</sup>Azhar, Arsyad. (2009). Media Pembelajaran. Jakarta: Raja Grafindo Persada Rineka Cipta.

media is tools which may be used by teacher and learner to create the certain education objectives.

### **3. Principle of Media of Teaching Speaking**

In this theme there are seven principles in teaching speaking consider to Brown.

- a. Focus on both fluency and accuracy, depending on your objective.

In our current zeal for interactive language teaching, we can easily slip into a pattern of providing zesty content based, interactive activities that do not capitalize on grammatical pointers or pronunciation tips. We need to bear in mind a spectrum of learners need, from language-based focus on interaction, meaning, and fluency.

In this part focus on both fluency and accuracy means teach speaking focus on the pronunciation to make sure that the students know how to say the words and it need more interaction between teacher and students or between students and students.

- b. Provide intrinsically motivating techniques.

Try all times to appeal to student's ultimate goals and interests, to their need for knowledge, for status, for achieving competence and autonomy, and for being all that they can be. Even in those technique that do not send students into ecstasy, help them to see how the activity will benefit them. Often students do not know why we ask them to do certain things, it is usually to pays them.

Make students enjoy the class will create a fun teaching and learning process. If the students had the interest in learning or course the students will enjoy the study in the class, and it is the job of the teacher to create fun learning activities as a teacher have to be a creative and innovative teacher.

c. Encourage the use of authentic language in meaningful contexts.

This theme has been played time and again in this book, but no more remainder shouldn't hurt! It is not easy to keep coming up with meaningful interaction. We all succumb to the temptation to do, say, disconnected little grammar exercise where we go around the room calling on students one by one to pick the right answer.

It takes energy and creativity to devise authentic contexts and meaningful interaction, but with the help of a storehouse of teacher resource material it can be done. Make sure that the teacher used the language that easy to understand so the students do not confused to understand what the teacher say or explain in teaching. So it can create the best interaction between the students and teacher.

d. Provide appropriate feedback and correction.

In most EFL situations, students are totally dependent on the teacher for useful linguistic feedback. In ESL situations they may get such feedback "out there" beyond the classroom, but even then you are in a position to be of great benefit. It is important that you take advantage of your knowledge of English to inject you the kinds of corrective feedback that are appropriate

for the moment. The appropriate feedback for students will make them think what they should do and say before act something in learning class.

- e. Capitalize on the natural link between speaking and listening.

Many interactive techniques that involve speaking will also of course listening. Don't lose out on opportunities to integrate these two skills. As you are perhaps focusing on speaking goals, listening goals may naturally coincide, and the two skills can reinforce each other. Skills in producing language are often initiated through comprehension.

- f. Give students opportunities to initiate oral communication.

A good deal of typical classroom interaction is characterized by teacher initiation of language. We ask questions, give direction, and provide information, and students have been conditioned only to "speak when spoken to". Part of oral communication competence is the ability to initiate conversations, to nominate topics, to ask questions, to control conversation, and to change the subject. As you design and use speaking techniques, ask yourself if you have allowed students to initiate language.

- g. The concept of strategic competence is one that few beginning language students are aware of

They simply have not thought about developing their own personal strategies for accomplishing oral communicative purposes. Your classroom can be in which students become aware of, and have a chance to practice such strategies as:

- 1) Asking for clarification (*what?*)

- 2) Asking someone to repeat something (*huh? Excuse me?*)
- 3) Using fillers (*uh, I mean, well*) in order to gain time to process
- 4) Using conversation maintenance cues (*uh-huh, Right, Yeah, Okey, Hm*)
- 5) Getting someone's attention (*hey, say, so*)
- 6) Using paraphrases for structures one can't produce
- 7) Appealing for assistance from the interlocutor (to get a word or paraphrase, for example)
- 8) Using formulaic expressions (at survival stage) (*how much does- cost? How do you get to the-?*)
- 9) Using mime and nonverbal expressions to convey the meaning.<sup>6</sup>

Another principles for teaching speaking by Nunan such as:

- 1) Be aware of the differences between second language and foreign language learning context. A foreign language context is one where the target language is not the language of communication in the society for example learning English in Korea or studying French in Indonesia). A second language context is one where the target language is the language of communication in the society such as English in UK or Arabic in Egypt. Second language learners includes refugees, international students and immigrants.
- 2) Give students practice with both accuracy and fluency. Accuracy is the extent to which students' speech matches what people actually say when they use target language. Fluency is the extent to which speakers use the

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<sup>6</sup> Brown, H. Douglas. 1994. *Teaching by Principle*. San Francisco: San Francisco State University

language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches. In language lesson especially at the beginning and the intermediate levels of students must be given opportunities to develop both their fluency and accuracy.

- 3) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in the classrooms. It is important for us as a teachers to be aware of how much we are talking in class so we do not take up all the time and the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during the lessons.
- 4) Plan speaking tasks that involve negotiation for meaning. Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating meaning. It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at the level they can learn from and understand.
- 5) Design classroom activities that involve guidance and practice in both transactional and interactional speaking. Interactional speech is

communicating with someone for social purposes. Transactional speech involve communicating.

#### **4. Kinds of Media of Teaching Speaking**

There are many kinds of media that can be used in teaching and learning process. According to Brinton, there are two big classifications of media used in teaching and learning process. Those are non-technical media and technical media.

##### **a. Non-technical Media**

Non-technical media can be defined as the media which do not need electricity, technical resource, or funding. These media are low cost but available everywhere. There are several items that belong to this category, include black board / white board, magnet board, flash card, board games, photos, cartoon / line drawings and the like.

##### **b. Technical Media**

Although these forms of media are not low-cost and less user-friendly than the non-technical media, they deal with a larger degree of psychology reality in that they can bring the outside world in all its complexity into the classroom. In fact, since students in today's language classes tend to surround themselves with technology in their daily lives, they may grow to expect it in the language classroom as well.<sup>7</sup>

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<sup>7</sup> Brinton, M., D. "The Use of Media in Language Teaching". New York: Thomson Learning, Inc. 2001



There are some types of media in teaching such as visual media, audio media, audio visual media. The researcher will explain those kinds of media below.

#### 1) Visual Media

Visual aid in visual instructional concept is every picture, model, object, or other tools which give real visual experience to the students. the visual aids aim at a) introduce, form, enrich, and clarify comprehension or abstract concept to the students b) develop desired behavior and c) support students' more continuous activity. So, it means that visual media in learning is everything can be seen by eyes and brought into classroom as visual teaching media to support learnign process. There are four types of visual media. They are printed media, realia, overhead transparency and LCD projector.

According to Munadi, visual media are props in the teaching process that can be used through the sense of visions. There are two types of visual media: verbal and non verbal. verbal messages is not in written form while nonverbal messages conveyed by symbols and written form. Here are some kinds of visual media:

##### a) Verbal visual

The pictures are presentation of idea or concept of learning, making them easier to diggest students, kinds of picture; the first sketch can be called stick figure. That is a simple picture that illustrates the principal object without a detail section. Second,

painting is the result of symbolic and artistic representations someone about an object or the situation.

b) Visual Nonverbal

(1) Book, definition of book is communication without word (oral language) or over simply friction. Because words are formed is still considered writing and do not have a sound element. The book is a teaching resource that made by public and especially students in the school.

(2) Comic, it can be teaching resource. Arrangement of comic cartoon character has simple nature. Comics has elements of a story which contains the messages concise and easy to understand.

Using comics in the teaching learning process making students attraction.

2) Audio Media

Audio media is instructional media that have function to help students' learning through produced voice. Audio media are the media of which the contents are recorded and can be heard.<sup>8</sup> These media include radio, tape recorder, audio compact disc, MP3, MP4, and other. Using audio media can help to give another dimension for teachers in teaching.

It offers the potential to deliver content in engaging way. There are some kinds of audio media;

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<sup>8</sup> Suyanto, Young Learner, hlm.100

- a) cassette tapes, it is the most popular in community, serves as a playback in the form of tapes or recorder. Cassette tapes can be used dal model teaching small groups or individual.
- b) Radio, is a scientific device that functions as an effective auditory instrument for communication. It is also plays an important role in education. It is only informs, but also inspired teacher being for teaching in the clsroom. It is not only includes values and virtues, but also create attitudes, interests and appreciation to students.
- c) Compact Disc, is an optic that is used to save the data digitally. It can improve and direct students' attention so as to cause the motivation of teaching process.

### 3) Audio Visual Media

Audio visual tools for students can improve speaking skills several times over, more than other methods. Audio visual can be defined as stimulating materials and devices which aid sound and sight in teaching to facilitate learning by students by activating more than one sensory channel.<sup>9</sup> Audio visual media are the media which can be seen and heard such as television, film and TV program recorded both picture and voice on video.

There are several items that belongs to this category include recorded player, filmstrip, audiotape player, film projector TV, computer and the like. There are several types of instructional media that can be

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<sup>9</sup> Madhuri, J. N. (2013). Use of Audio Visual Aids in Teaching and Speaking. Research Journal of English Language and Literature, 1(3), 108-122

used in teaching English speaking for students. there are seven types of media based on experts:

a) Realia

Realia are real objects which can be brought into the classroom as teaching media. So, realia is a real or imitative object brought into classroom as visual teaching media.<sup>10</sup> In TEFL Survival's Site, realia means using real objects inside or outside classroom to teach english. It can provide experiences for students' senses in learning.<sup>11</sup> So it can conclude that realia means a real object that can see by eyes and it brought into the classroom and it uses when teaching process.

b) Television

Televisipon is an electronic motion picture with conjoined or attendant sound, both picture and spound reach the eye and ear simultaneously from a remote broadcast point or television which is a combination of sound and picture received instantaneously on the TV screen.

c) Pictures

Picture is a visual representation of a person, object, or scene, as a painting, drawing, photograph, etc.<sup>12</sup> Pictures and images are one of graphic material examples. Graphic materials refer to "non-photo-

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<sup>10</sup>Spratt, The Teaching Knowledge Test ( New York : Cambridge University Press, 2008), hlm.120.

<sup>11</sup> TEFL Survival Site (2012). What Is Realia? And Why I Use It?.  
Retrived from <http://www.teflsurvival.com/teaching-aids.html/>

<sup>12</sup>[www.dictionary.com/browse/picture](http://www.dictionary.com/browse/picture)

graphic” or ‘two dimensional materials” designed to convey messages and information which combines “symbolic visual” and verbal information.

Drawing, charts, graphic, and also cartoons are kinds of this media. Pictures can be used for several purposes, such as drills, communication, prediction and discussion. It concluded that pictures as a visual that can see by eyes and we can get the message from what the pictures shows.

#### d) Course Book

Course book is one of print media which has been used by teachers as the guide of teaching learning. It is printed materials and information . It also contains exercises and tasks for students.<sup>13</sup>

So, Course book usually used by the teacher to guide them in teaching and learning in the classroom. Coursbook contains the material and exercises, tasks for students because course book comes from the government that given to the school as a guiding for teacher.

#### e) Boards

Boards refer to blackboard, whiteboard or any board used in classroom. Candler states several benefits in using whiteboard in teaching English in classroom: engaging students in lesson; monitoring students’ comprehension of the lesson; can be utilized easily; saving paper; students can interact with it easily; no need

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<sup>13</sup> Aini, W. (2013). Instructional Media in Teaching English to Young Learner: A case Study in Elementary Schools in Kuningan. *Journal of English Education* 2013, 1(1), 196-205

technical support and not consuming time. Boards can be used in various different purposes, such as; note pad, explanation aid, picture frame, public workbook, game board and notice board. Teachers can use boards as notepad, explanation aids, picture frame, public workbook, game board, and notice board.<sup>14</sup>

f) OHP

OHP or Overhead Projectors are useful for teachers in showing many things on overhead transparencies. Onansanya states one of the advantage by using OHP, students can see materials in front of the class. It also helps teacher to show something one by one.<sup>15</sup>

g) Film

Film is the actual material that a movie is recorded to in production and projected. Film can help to communicate to students for teaching and learning process. Using film is easier to remember that reading book because it is directly contact with our eyes and ears.

h) Flipcharts

Flipchart is a set of sheets, as of cardboard or paper, hinged at the top so that they can be flipped over to show information or illustrations in sequence.<sup>16</sup> Flipchart is a media which contains big

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<sup>14</sup> Yuswanti, "The Use of Image Media To Improve The Learning Outcomes Of Social Studies Students In Grade IV SD. PT. Lestari(ltt) Kabupaten Donggala," Journal CreativeTaduloko Online, Vol.3.No.4. 15 Maret 2018, p. 194. <https://media.neliti.com>

<sup>15</sup> Onansanya, S.A. (2004). Selection and Utilization of Instructional Media for Effective Practice Learning. Institute Journal of Studies in Education, 2(1) 127-13

<sup>16</sup>[www.dictionary.com/browse/flipchart](http://www.dictionary.com/browse/flipchart)

sheets of paper . It is mostly used during discussion to write down points that are being discussed.

i) Computer-based Presentation Technology

This instructional media have two main components, hardware and software.<sup>17</sup> In addition, an expert states this media combine audio and visual presentation which can help teachers to attract students' attention. This kind of media also can send a large amount of information.

## **5. The Functions of Media of Teaching Speaking**

The use of media for teaching is very important especially as a media can be used to help the students in their study, in order to make the teaching and learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand. The presence and availability of teaching media can be a solution to help the teacher and students to solve the obstacles. In this part there are four functions of media as follows:

- a. Media can attract students' attention more so that it can stimulate learning motivation.
- b. Media can make subject matter clearer and more meaningful so that it is easily understood by the students and enable them to master the expected competence better.

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<sup>17</sup> Harmer, J. (2007). *The practice of English and Language Teaching*. London: Pearson

- c. It can make learning method more various not merely verbal communications through teacher's words so that students does not get bored and the teacher does not run out of energy.
- d. Media can make students do more learning activities because they do not only listen to teacher's explanation but also have other activities such as observing, demonstarting and so forth.<sup>18</sup>

According to Sudjana offers some functions of teaching media in teaching and learning process as follows:

- a. Using media in teaching and learning process is not addition function, but its has own function as an aid to express effective teaching and learning atmosphere.
- b. Using media is integral part of all learning situation. It means that teaching media is one of the element that should be developed by teachers.
- c. Using teaching media is more important to accelerete teaching and learning process and help students in comprehend material from teachers.<sup>19</sup>

There are another functions of teaching media based on expert:

- a. Clarify the presentation of the message so as not to be top verbalistic (in the form of written words),
- b. Overcome the limitations of space, time and senses,
- c. Appropriate usage of various teaching media can address passive students because media can arouse excitement of learning, allow more direct

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<sup>18</sup> Universitas PGRI Adi Buana Surabaya, Pendidikan Dan Latihan Profesi Guru (PLPG) Kuota 2010 ( Surabaya: Kementrian Agama, 2010). Hlm.4.

<sup>19</sup>Sudjana, D. 2001. *Metode & Tehnik Pembelajaran Partisipatif*. Bandung: Falah Production Web Usability and Information Design Issues



interaction between students with the environment and reality, and allow students to learn independently according on their abilities and interests,

- d. The fact that the each students is unique in his/her environment and life experience, while the curriculum and educational materials are designed the same for each student, make many instructors have difficulties in doing everything alone.<sup>20</sup> So that teaching media have many function in teaching especially in teaching speaking.

## 6. Material of Teaching Speaking

Material of teaching speaking are set of materials of learning content to achieve learning objectives. A teaching material contains material or subject matter in the form of ideas, facts, concepts, rules or theories that cover the subject according their discipline and other information in learning. Speaking can be an interaction between a person with other people. Speaking is any activity in which one person expresses information, ideas, and feelings to another.<sup>21</sup> It means that speaking has role to serve information from the speaker to the listener in the form of oral interaction.

Meanwhile, Campbell & Stanley said that speaking is an activity which allows one person to be understood by another.<sup>22</sup> Speaking is the process of expressing feeling, thought, and knowledge by using words or voice expression. Moreover, according to Majid, teaching materials can at least be divided into four:

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<sup>20</sup>Sadiman, A. S., et al. (2007). *Media pendidikan*. Jakarta: Raja Grafindo Persada

<sup>21</sup>Hybel, S (2001). *Understanding Speaking Interaction*. New York: Cambridge University press

<sup>22</sup> Campbell & Stanley. (1993). *An Experimental for English Research*. Chicag: University Press of Chicago.

- a. Printed materials such as handouts, books, modules students worksheets, brochures, photos/pictures.
- b. Audio teaching materials such as cassettes, radio, vinyl record, and compact disk.
- c. Visual teaching materials such as video, compact disks, and films.
- d. Interactive teaching materials such as interactive compact disk.

There are some reasons why it is necessary to develop teaching material:

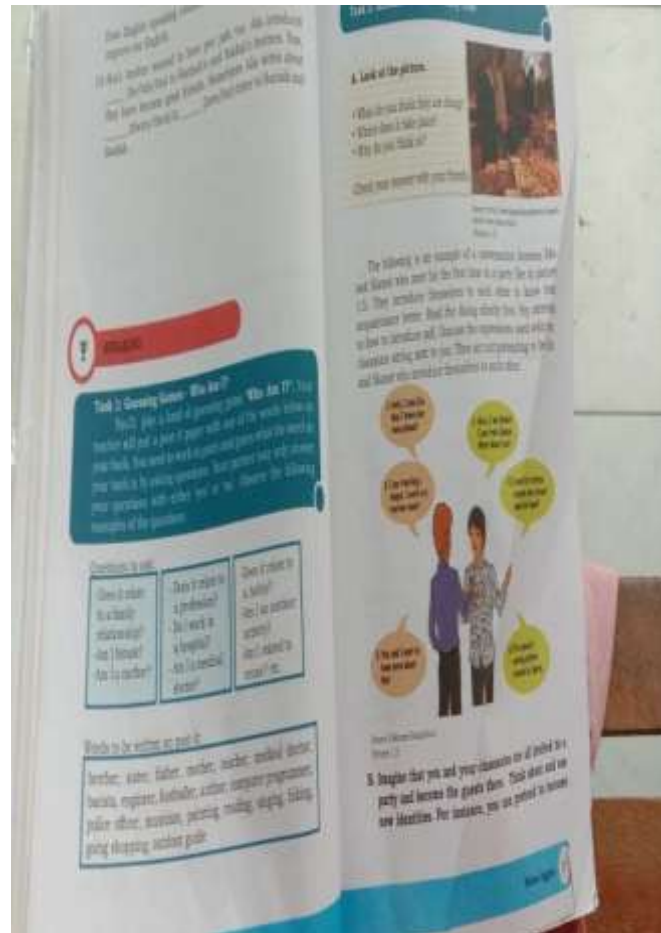
- a. The availability of materials according to curriculum requirements, meaning that the learning material developed must be in accordance with the curriculum.
- b. Target characteristics, meaning that the teaching materials developed can be adapted to the characteristic of students as a targets. These characteristic include the social, cultural, geographical, and developmental stages of students.

The development of teaching materials must be able to answer or solve problems or difficulties in learning.<sup>23</sup>

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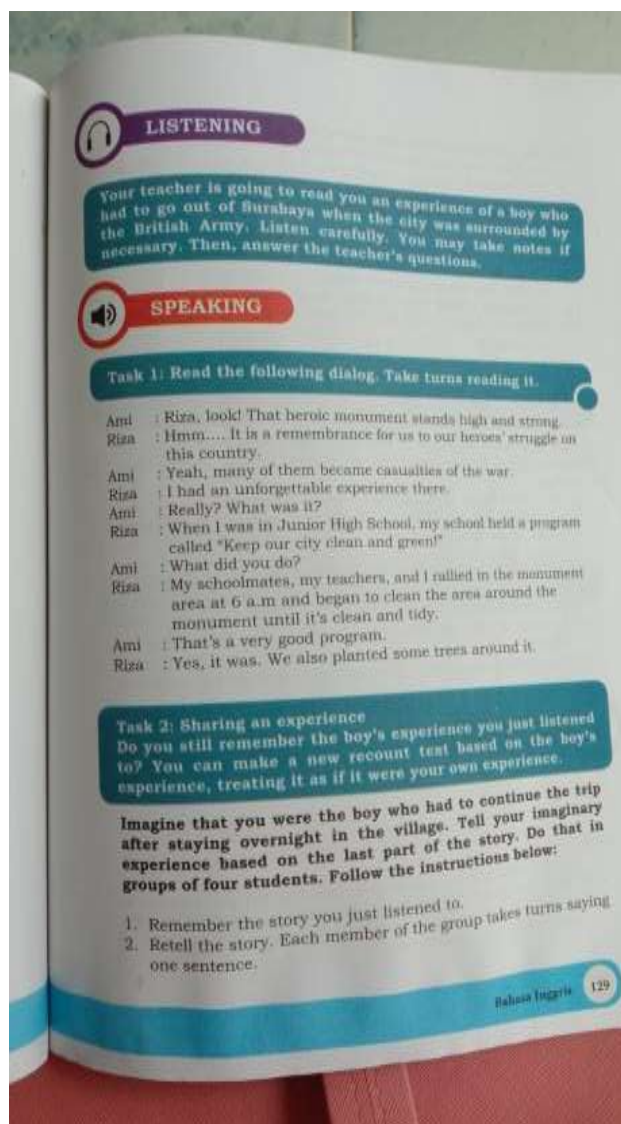
<sup>23</sup>A. Majid, Kurikulum dan pengembangan bahan ajar. Jakarta: Ombak, 2013.

This is about the conversation material, the picture show the conversation between two people



Source: English Textbook X<sup>th</sup> Grade students of Senior high school

There is also a dialog in this picture



Source: English Textbook X<sup>th</sup> Grade students of Senior high school

## 7. Advantages and Disadvantages of Media

Teaching by using media is very important for the teacher, media is a tool in teaching and learning process, by using media it can make teacher easier to convey the information and the material in teaching. There are some advantages of learning media by expert:

a. Advantages of Media

- 1) Submission of subject matter can be uninformed.
- 2) The learning process becomes clearer and more interesting.
- 3) The learning process becomes more interactive.
- 4) Efficiency in time and energy.
- 5) Improve the quality of student learning outcomes.
- 6) Media allows the learning process to be carried out anywhere and anytime.
- 7) The media can foster a positive attitude of students towards the material and process of study.
- 8) Changing the teacher's role more positive and productive direction.<sup>24</sup>

In addition, media has a lot of benefits in both teaching and learning. The following are:

- 1) Using media engages students and helps their attention focused on the lesson. That is, it helps them stay engaged and interested in learning.
- 2) Aids students retention of knowledge because it allows students to read, watch, or hear information multiple times in different contexts over time.
- 3) Motivates interest in subject, which is essential when teaching concepts that may seem irrelevant at first glance or are challenging to connect with real-life situations.
- 4) Illustrates the relevance of many concepts by showing how they apply in various aspects of nature and human society.

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<sup>24</sup> Kemp and Dayton in Isran Rasyid Karo-Karo S, Rohani, "The Benefits of Media in Learning," Journal Vol. VII.NO.1.3 Desember 2018, p.94.<http://jurnal.uinsu.ac.id>

- 5) Provides an opportunity for teachers to discuss issues pertinent to today's world, such as cyberbullying or hacking.
- 6) Increases the ability and proficiency of students in terms of critical thinking, writing, and communication.<sup>25</sup>

Another advantages of media by Sukartiwi are as follow:

- 1) To increase the learners' motivation.
- 2) To avoid the learners bored.
- 3) To make the learners easy to understand the instructional material.
- 4) To make the teaching learning process more systematic.<sup>26</sup>

There are some additions about the advantages of audio visual media in teaching speaking :

- 1) The students become more active due to the involvement of more than one sense organ,
- 2) It allows more freedom to students,
- 3) The students' attention becomes intensive,
- 4) It provides students with opportunities to handle and manipulate certain things and articles,
- 5) Students can be more motivated
- 6) It provides first hand experiences where students can view a demonstration and get direct experience,
- 7) It is relatively easy to understand,

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<sup>25</sup><https://www.shoutoutuk.org/2021/12/17/impacts-of-media-in-teaching-and-learning/>

<sup>26</sup>Soekartiwi, 1996. Rancangan Instruksional. Jakarta: P.T. RajaGrafindo Persada.

- 8) It reduces meaningless use of words and phrases and contributes towards the clearness of participation and accuracy in learning,
- 9) It can provide opportunities to include scientific attitudes and to give training in scientific methods,
- 10) It can stimulate students to ask more questions and lead them to make further investigations,
- 11) Teaching is more effective and learning is more easier,
- 12) AVM can help the teacher to teach lessons more effectively and also to create more interest from students.<sup>27</sup>

Based on the explanation about the advantages of media, it can be concluded that the media is very important in teaching and learning. English teacher should realize that the media in teaching had many advantages. Media can make students more interesting in learning. Advantages of media can be concluded the quality of learning can be improved, the learning process can be done even is not in the classroom. Media also increase the student's motivation in learning, avoid them bored while do the learning process and make the students easier to understand the material in teaching process.

#### b. Disadvantages of Media

Media has many advantages in teaching and learning, but there are also some disadvantages of media in learning as follows:

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<sup>27</sup>Reddy, R. J. (2008). *Methods of Teaching*. New Delhi: S.B Nangia

- 1) Requires special skills in its manufacture, especially for more complex graphics.
- 2) The teacher must have an idea be creative for the result can be interesting students attention.
- 3) The presentation of the message is only in the form of an element of vision so that it does not sharpen the senses of other students.
- 4) Not all teachers have ability sketch.
- 5) Poor explain detailed technique about something.
- 6) Only emphasizes eye sense perception.
- 7) If the object movement is complex, it is less effective for learning.
- 8) The size is very limited for large groups.<sup>28</sup>

Another disadvantages of audio visual media, in addition to many advantages of media that exist, the learning by using audio visual media also has its drawbacks:

- 1) Over emphasizing the importance of the material (audio visual materials) rather than the development process, such as design, production, and evaluation.
- 2) Continue to view audio visual material as a teacher's tool in learning teaching, so that the integration between materials and aids is ignored.
- 3) The nature of communication is only one way and must be balanced with other feedback searches are less able to display details of subject that are perfectly presented.<sup>29</sup>

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<sup>28</sup> Arief S. Sudiman, *Media Pembelajaran (Pengertian, Perkembangan, dan Penggunaan)*, (Jakarta: CV Rajawali, 1990 cet 2, p.29-31).



On the other side there are some weakness or disadvantages of using media in teaching English Speaking:

1) Video

The teacher was difficulty to get the students' attention because the students only focus to the video.

2) Internet

Students with speacial need were difficulty to browse the material through internet. Also the teacher could not always control what were opened by students from their mobile phones.

3) Digital projector

The teacher needed a dark room to teach using digital, and the school did not have appropriate room for it.

4) Youtube

Internet connection was the main problem when it was used in class. Need more attention to the students because sometimes the students only focus on video, the students have to focused on both sound and the video on that yotube, so it can make teacher easier in explain what is it on video of youtube

5) Book

Some students were lazy to read the book because the book often contained paragraph without interest pictures. And also the student with

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<sup>29</sup>Arif S. Sudiman, *Media Pembelajaran: ( Pengertian, Perkembangan, dan Penggunaan)*, (Jakarta: PT. Raja Grafindo Persada, 2005), p.75.

special need felt difficult to understand the example of recount text material because he needed other person to explain the material.

#### 6) Laptop

Not all students could afford a laptop because the cost was so expensive. In the group, it can not be used by everyone and they could not see clearer sound and the screen.<sup>30</sup> Laptop in personally will make students difficult to buy it, because not every students had the same economy but if it in group, the group must contains two or three students so they could see clearer picture and the sounds.

Based on the explanation above it can concluded that the disadvantages wasting time in teaching and learning. Disadvantages of audio visual media sometimes the sound is not obviously, its implementation takes quite a long time, and the cost is relatively more expensive. One way communication abstract, especially related to numbers, sizes, calculations.

### **B. Review of Related Finding**

There are some previous study to support this research. The study which is same field of research has been conducted by many researchers in the world, and the researcher reviewing other researchers are:

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<sup>30</sup>Fajar wirawan. (2020) A Study on The Teaching Media Used by The English Teacher at SMP Muhammadiyah 2 Malang, Jurnal Ilmiah Profesi Pendidikan, vol 5(2) : 89-95

First,. This research show that the researcher used youtube as a media in teaching speaking that aimed to improve the skills of the students in pronunciation, grammar, vocabulary, fluency and comprehension.<sup>31</sup>

Second . This research show was written by Rahmawati. The finding of the research showed that using multimedia teaching aids have many advantages. It makes the teaching and learning process more interesting and interactive.<sup>32</sup>

It also enables the students to increase their positive attitude toward the process of speaking teaching and learning. Besides that, the students will be able to develop their self-esteem to speak in English among the students. In short, the students can use technology as learning media to help them improve their speaking skill.

The third based on the research, found that using cue card in teaching speaking at Junior Hgh School, make students confident when they practice in front of the class and they can express their idea or they feeling by giving improvisation in their speech. <sup>33</sup>

The fourth “The research findings showed that there were two kinds of teaching media used by the teachers, multimedia and visual media. The problems faced by the teachers in implementing the teaching media were lack of multimedia facility in the school, the use of uninteresting teaching media, lack of students’

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<sup>31</sup> Rahmi akmal hussin,Sofyan A. Ghani, & Asnawi Muslem. (2020) The Use of Youtube Media Through Group Discussion In Teaching Speaking, English Education Journal (EEJ), 11 (1), 19-33, 2085-3750.

<sup>32</sup> Rahmawati, Estika. (2010). Improving Students’ Speaking Skill in Telling Story Through Picture By Using Windows Media Player. <http://universityofibnkhaldunbogorindonesia.blogspot.com/2011/02/improving-students-speaking-skill-in.html> using, retrieved on December, 2021

<sup>33</sup>Shaulia Febriyoldini Elwan. Using Cue Card in Teaching Speaking to Junior High School,(Padang : UT, 2010).P. 21.

visibility in the class and students' less spirit in learning activity. Furthermore, the teacher had four solutions to solve the problems, such as: the teachers decided to use another teaching media, the teachers created interesting media to teach English, the teachers explaining again more clearly to the students and the teachers always motivate the students in learning.<sup>34</sup> So, based on the research above it can be concluded that there were two kinds of media that used by the teaching in teaching English.

The fifth finding of the research is by using visual media, the students do not only listen to the teacher but also observe and demonstrate so that it can fulfil students' need and background. Thus, teaching speaking will be more successful if the teacher uses teaching media especially visual media in every teaching learning activity.<sup>35</sup> So, it can be concluded that the use of visual media in teaching speaking increase the motivation of students in learning because the students do not only listen to the teacher but also the students will be focused on the kinds of visual media that the teacher used in teaching.

From the current studies above in the area of speaking, the researcher concludes that the use of media in teaching speaking there are some kinds of media in teaching and also there are some advantages in using media in teaching. So, the researcher is going to try to describe what kinds of media the teachers used in teaching speaking at SMA N 1 Batangangkola.

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<sup>34</sup> Yusuf Juniar Dewantara, "The Use of Teaching Media In Teaching English at SMPN 3 Batu," Thesis, (Faculty of Teacher Training and Education University of Muhammadiyah Malang 2018), p.98. <http://eprints.umm.ac.id/ids.eprint140941>

<sup>35</sup> Baidawi, A. "Using Visual Media In Teaching Speaking" *Okara Jurnal of Language and Literature*, Vol. 1, Tahun 1, Mei 2016

### CHAPTER III

#### RESEARCH METHOD

##### **A. Place and Time of Research**

The location of the research in SMA N 1 Batang Angkola. This school is located at Pintupadang, sub- district Batang Angkola, regency of South Tapanuli. Then, the process of the research started from march 2023.

##### **B. Method of Research**

This research used qualitative research. Qualitative research used by the researcher because it is based on the method of the qualitative reasearch that the researcher done the research by it self. Qualitative research is “research that using natural setting with the intention of interpreting phenomena that occur and are carried out by involving various methods available”.<sup>42</sup>

This reasearch used descriptive qualitative as a method of the research. Descriptive data are usually collected by questionnaire, interview, telephone, or observation.<sup>43</sup> This method used to describe what media the teachers used in teaching speaking and how the media used by the teacher.

##### **C. Participant of the Research**

The participant of the research the English teachers. There were two teachers that taught in two classes at the tenth grade of SMA N 1 Batang Angkola.

No	Teachers	Class

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<sup>1</sup>Moleong Lexy J, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p. 58.

<sup>2</sup> L. R Gay & Peter Airasian. *Eduaction Research Competencies for Analysis and Aplication*. (New Jersey: Merril, 2000), p.275.

1.	Mrs. Jh	X4
2.	Mr. Hrd	X1

#### **D. Instrument of Collecting the Data**

The key instrument of this research is the researcher self. Instrument of the research is the tool which use to take the data. A good instrument is very important because a good instrument gave the data accurately. The instrument of this research are observation and interview. The researcher use the instrumentation such as:

##### 1. Observation

Observation is a systematic data collection approach. Researcher use all of the senses to examine people in natural setting or naturally occurring situations. Observation is “Observation and systematic recording of the elements that appear in the symptom in the object of research”.<sup>44</sup> Technique of collecting data that do at that time. This observation was used to know about what media used by the teacher in teaching speaking and how the media used in teaching. the observation done twice. The instruments that used in this observation table and recording. The purpose of this observation to describe what kinds of media are used by the teacher in teaching Speaking. Such as technical and non technical media.

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<sup>3</sup>Sugiyono, *Metode Penelitian Pendidikan*, (Bandung : Alfabeta, 2012), p.15.

## 2. Interview

Interview is a dialogue who was done by interviewer to get information from the informant.<sup>45</sup> Interview was aimed to know the lecturer's strategies in teaching speaking and the strategies in solving the problems of media in teaching. Interview is a procedure designed to get information from a person through oral responses to oral inquiries.

Interview as a communication between the researcher and the subject. In this research, the researcher will interview with the lecturer about what kinds of media that lecturer use in teaching speaking.

### **E. Technique of Collecting the Data**

Data collection technique is very important on the research because the main purpose of the research is collecting the data.<sup>46</sup> Valid data is one of the important role in conducted a research. Without collecting data the writer can not conducted this research. So, the writer should be able to choose a suitable technique. In this research, the writer choose observation and interview technique. The researcher do the observation twice and The researcher interviewed the teacher.

Procedure of collecting the data, those are some stages that stated by the expert:

1. Creating interview question guidelines,
2. Giving according to the purpose of the interview
3. Determining interview sources

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<sup>4</sup>Arikunto, Suharsimi, *Prosedur Suatu Pendekatan Praktik*, Ed Revisi VI, (Jakarta:PT. Rineka Cipta, 2006), 155

<sup>5</sup>Sugiyono, *Metode Penelitian Pendidikan*. (Bandung: Alfabeta, 2009), 138

4. Determining the location and the time of the interview
5. Carrying out the interview process
6. Documentation
7. The result of the interview are in accordance with the information provided needed by researchers
8. Recap interview result.<sup>47</sup>

## **F. Technique of Data Analysis**

Data analysis in qualitative research was done when collecting data and after collecting data, then, the activities on the qualitative data were done interactively and continue to analysis their value. Data analysis in qualitative research are preparing and organizing the data, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data.<sup>48</sup> There are three types of analysis activities according to Miles and Huberman:<sup>49</sup>

### **1. Data reduction**

Data reduction is simplification, classifying, and removing unnecessary data in such a way that the data can produce meaningful information and make it easier to draw conclusions.<sup>50</sup> Data reduction refer to the process selecting,

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<sup>6</sup> Esterberg in Sugiyono, *Metode Penelitian Tindakan Komprehensif*, (Bandung: CV Alfabeta, 2015), p. 73

<sup>7</sup> John W. Craswell, *Research Design Qualitative, Quantitative and Mixed Methods Approaches*, ed. Vicki Knight and Jessica Young, Fourth (United States of America: SAGE Publications, Inc., 2017), [http://fe.unj.ac.id/wp-content/uploads/2019/08/Research-Design\\_Qualitative-Quantitative-and-Mixed-Methods-Approaches.pdf](http://fe.unj.ac.id/wp-content/uploads/2019/08/Research-Design_Qualitative-Quantitative-and-Mixed-Methods-Approaches.pdf).

<sup>8</sup> Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks, CA: Sage Publications.

<sup>9</sup> Imron Rosidi, *karya tulis ilmiah*, (Surabaya: PT. Alfina Primatama, 2011), p. 12.



focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions.

As data collection proceeds, further episodes of data reduction occur (writing summaries, coding, teasing out themes, making cluster, making partitions, writing memos). Data reduction is part of the analysis. With data reduction researchers can get rid of unnecessary parts and organize data to get the final conclusions that can be drawn and verified. This reduction stage is carried out to select whether the data is relevant or not with the final goal

## 2. Data display

Data display or data presentation is an activity when a set of data is arranged systematically and easily understood, thus providing the possibility of generating conclusions.<sup>51</sup> A display is an organized, compressed assembly of information that permits conclusion drawing and action. Better data displays are the primary means for valid qualitative analysis, which consist of: various types of matrices, graphics, networks and charts. All of it is designed to combine information that is arranged in a coherent and easily accessible form. Thus an analyst can see what is happening, and determine whether to draw the correct conclusions or continue to carry out the analysis according to the suggestions told by the presentation as something that might be useful.

## 3. Conclusion Drawing/ Verification

Conclusion drawing and data verification is the final stage in qualitative data analysis techniques that are carried out to see the result of data reduction

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<sup>10</sup> Faisal in Ahmad Rijali, "Analisis Data", Jurnal Alhadharah Vol.17.No.33. 11 Januari 2018, p.14. <http://jurnal.uinantasari.ac.id/index/php/alhadharah/article/viewfile/2374/1691>

still refer to the analysis objectives to be achieved.<sup>52</sup> Conclusion is only half of gemini configuration. Conclusion are also verified as the analyst proceed. When in the midst of data collection, researchers had a brief conclusion. To draw conclusions of course, can not be done haphazardly, it must go back to see the data to be verified. The final conclusions do not only occur at the time of the data collection process, but need to be verified so that they are truly accountable.

### **G. Technique of Checking Data Trustworthiness**

In this research, the researcher must obtain that the data are valid. To check the trustworthiness of data this research used triangulation. Triangulation is “a technique of checking the validity of the data take advantage of something other than the data for checking purposes or as a comparison against the data”.<sup>53</sup> They are:

#### **1. Theoretical Triangulation**

Theory triangulation is the use of several theories or multiple perspectives to interpret some data.<sup>54</sup> The process to get the data from triangulation theory is that the researchers see what kinds of media that teachers use when teaching speaking and how the media is used by the teacher in teaching speaking. After getting the data the researcher measured whether or

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<sup>11</sup>Faisal in Ahmad Rijali, *Analisi Data*, p.14.

<sup>12</sup>Herdiyansyah, *Metodologi Penelitian Kualitatif untuk ilmu- ilmu sosial*, (Jakarta:Salemba Humanika, 2011), p.37.

<sup>13</sup>Sugiyono in Bachtiar S. Bachri, “Meyakinkan Validasi Data Melalui Triangulasi pada Penelitian Kualitatif,” *Jurnal Teknologi Pendidikan* Vol.10.NO.1.2April2010,p.56.<http://yusuf.staff.ub.ac.id/files/2012/11/meyakinkan-validitas-data-melalui-triangulasi-pada-penelitian-kualitatif.pdf>

not good the teachers at SMA N 1 Batang Angkola used the Media in teaching speaking.

## 2. Methodological triangulation

Methodological triangulation (in terms of methodology) is the use of multi methods for studying single topics/case single.<sup>55</sup> The process of methodological triangulation after the researcher conducted the data of observations and interviews with the teacher at SMA N 1 Batang Angkola, the researcher check the truth information with the different informants to make sure that the information was not in doubt.

## 3. Data Triangulation

Data triangulation is the use of more than one data collection method in a single case. method of data collection which is generally carried out in qualitative research, namely interviews, observations, documentation.<sup>56</sup> The process of triangulation data the researcher do the interviews and observations, data collection method which is generally carried out in qualitative research, namely observing teachers when teaching speaking and adding interviews if the researcher have not found accurate results.

Based on the three of validity checking techniques, the researcher use theoretical triangulation and data triangulation. theoretical triangulation this research make sure what kinds of media that the teachers used in teaching speaking. While triangulation of data using various daa sources, such as

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<sup>14</sup>Sugiyono in Bachtar S. Bachri, Meyakinkan Validitas Data Melalui Triangulasi pada Penelitian Kualitatif, p.56.

<sup>15</sup>Moleong in Meyta Pritandhari, Triani Ratnawuri, "Analisis Pembelajaran Monopoli Ekonomi pada Siswa Boarding School," *Journal Pendidikan Ekonomi UM Metro Vol.y.No.2.3 Maret2018*, p.103. <https://ojs.fkip.ummetro.ac.id/index.php/ekonomi/article/download/1696/1063>

documents, archives of interviews, or observations or by interviewing several subjects that have a different of point of view.

## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter contains the analysis of research that obtained by the researcher through data collection methods. The data collection method used in this research is observation and interview method as the main method, and the documentation method as a supporting method.

#### **A. General Description**

This research conducted at SMA N 1 Batang Angkola, but before describing the media in teaching speaking at the X<sup>th</sup> Grade students at SMA N 1 Batang Angkola, this research described the settings of the research as a general description of this thesis.

SMA N 1 Batang Angkola which the address in Jl. Mandailing km.18 Kelurahan Pintupadang, Subdistrict Batang Angkola, South Tapanuli. This school lead by Drs.Khairunnas, there are 93 teachers and 12091 students. The facilities of this school and the infrastructure are: there are twenty four classroom, which is at the tenth grade was eight rooms, eleventh grade was eighth rooms, and the twelfth grade was eight rooms. This school also have a laboratory, one library, soccer field ceremony, a unit UKS room for student who get injury or something happened, there are three canteens and toilets. This school using merdeka (curriculum).

## **B. Specific Findings**

This research used observation method to obtain data. There were two types data found in this research. They were: data related to 1) kinds of media 2) how they are used. Based on the observations that the researcher observed when Mrs. JH and Mr. Hrd taught speaking material. As the researcher described above, this research used observation and interview to obtain what kinds of media that the teacher use in teaching speaking and how they used the media

### **1. Kinds of media used in teaching Speaking**

Based on the results of interview and observation Mrs. JH stated that: In teaching speaking I used whiteboard, textbook, laptop with speaker when teaching speaking at the tenth grade students of SMA N 1 Batang Angkola.<sup>57</sup> Then, the second teacher based on the result of interview and observation Mr.HRD stated that: I used whiteboard, textbook and dictionary when teaching speaking by using media at the tenth grade students of SMA N 1 Batang angkola.<sup>58</sup>

The reasons why the teachers used all those media as a Mrs JH stated she used whiteboard Teacher used whiteboard because it is the tool that help teacher in teaching and make students easier in understand the material in learning and make sure the the learning effective and the students understand the explanation of the teacher. Next media was textbook, she stated that Using

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<sup>1</sup> Interview with English teacher Mrs.JH...,at 09.10 am Thursday 09 march 2023

<sup>2</sup> Interview with Eng;lish teacher Mr.HRD..., at 11 am Thursday 09 march 2023

textbook because it is the book that the school used for teacher in teaching English in the classroom.

Another media was laptop she stated that Used it as tool to evaluated the students pronunciation, and also sometimes used as a tool to refreshing of mind in learning english in the classroom,because sometimes the students feel bored learning English with texbook always, so to make them enjoy the class the laptop used just like that.

Then here are the reasons of using media by Mr HRD the media was whiteboard, he stated Why it used because whiteboard as a general media that teacher used in teaching, so I used whiteboard to help me and make me easier in in teaching English. Next media was textbook, The book is from the school so the teacher only teach based on what kinds of book that the school used based on the curriculum. The last media was dictionary, When teaching English of course students need this as a tool for the students in learning because not all students understand what the they learn and what the meaning of the material on the texbook.

Based on the explanation above, it can be concluded that there were some kinds of media that the both of teacher used when teaching speaking and it used as it functions at SMA N 1 Batang angkola.

a. whiteboard

Based on the result of the observation that has been done with Mrs. JH, she implemented the media this way:

She used whiteboard to teach speaking she write down some words or vocabularies from the conversation and then asked the students to read after her. She explained how to pronounce the words and asked the students if there were some words that the students do not know how to pronounce it well. Next observation with Mr HRD that have similarities with the statement above, he implemented with this way: on the whiteboard he wrote the vocabulary and taught the students how to pronounce the words well. He reads the words then asked the students to repeat the words after him about three times. He also asked students to memorize that words so it can increase their vocabulary.

Based on the explanation above. It can be concluded that both English teachers have similarities in using whiteboard when teaching speaking.

b. Textbook

Based on the result of observation that has been done with Mrs.JH she implemented the media with this way: First she asked the students to read the conversation on the textbook with pairs, she gives time about ten minutes to the students to read and comprehend the conversation in the textbook. After that she started to ask a pairs read the conversation in the textbook until the last pairs to make sure and to know the ability of each students in read that conversation.

Next observation with Mr.HRD, when he taught speaking by using textbook and the material was about conversation, he asked the students to



read the text of conversation first. Mr. HRD gives five minutes to the students after times up he started to read it first then the students repeat after him to be continue he asked students to practice it with pairs.

In conclusion both of english teachers also have similities in using textbook in teaching speaking. Both of this teachers used textbook in conversation material to make sure that the students understand what they are going to say.

c. Laptop

Mrs JH used laptop to evaluated the students pronunciations, the teacher will play the music of the song with the speaker and it was about western songs. The teacher asked the students to listen carefully and she played the songs three times. After the songs end up the teacher asked the secretary of the class to write down the lyric of that songs on whiteboard then asked the students to singing the song together then the students sing that song in front of the class by their pairs so the students feel confident with their friends, this method also useful because it is not always about the speaking but it will useful for listening skill of the students.

It can concluded that by using laptop it make the students enjoy the learning process because it can be such as a refreshing mind for the students because as we know well most of people loves sing a song eventhough it is not always western song, because by music the students can enjoy the learning and it can increase and motivated them in study.

#### d. Dictionary

From the result of observation that has been done with Mr. HRD she implemented with this way: After explaining the material of speaking he write down some words on whiteboard then asked the students about the meaning first, because the students had lack of vocabulary then Mr.HRD allowed the students to open their vocabulary to find the meaning of the words by using English dictionary to make the students easier to know the meaning of those words and it can increase their own vocabulary.

Based on the observation, the researcher concluded that the use of dictionary can increase the vocabulary of the students in learning speaking. Because vocabulary is one of the important thing in speaking.

Based on the explanation above all the media that implented by the teachers in teaching speaking the researcher found that there were 3 media that the teachers used in teaching speaking at the X<sup>th</sup> grade of students at SMA N 1 Batang angkola.

## **2. Using Media in Teaching Speaking**

Then to strengthen the answer from the result of observation, the researcher conducted interviews with two English teachers who taught English Subject in grades X<sup>th</sup> at SMA N 1 Batang angkola. The researcher described the media used by the teachers in teaching speaking. First the used of media by Mrs JH, the media was whitheboard the used of whiteboard to teach the pronunciation from the conversation on the textbook, she write down the words

that the students do not know the meaning and then asked the students to read after her.

Next the media used by Mr HRD, he used whiteboard first he write down the vocabulary and taught the students how to pronounce the words well, but before that he reads it first and asked the students to repeat after him, and it is about three times. He also asked the students to memorize that words so it can increase their new vocabulary. It conclusions both of the teacher had almost had the similarity in using media when teaching speaking.

The second media used by the teacher in teaching speaking was textbook, first Mrs JH, she used textbook as this way it is still about the conversation on textbook, after started the class and the students had their textbook she asked the students to read and practiced the conversation with their pairs, the teacher give times about ten minutes to read and comprehend while practicing the conversation on the textbook, after that she started to ask a pair read the conversation until the last pair to make sure and to know the ability of each students in read the conversation.

Then the used of media by Mr HRD, it also same with the teacher before, the material is about the conversation the teacher asked the students to read the conversation on the textbook and give about five minutes to read it, after that the teacher read it and followed by the students, same as the explanation above, the used of media in this part it can concluded that both of the teachers also had the same way in using media in teaching speaking in the classroom.

The media used by Mrs JH was laptop, she used laptop to evaluated the students pronunciations, the teacher will play the music of the song with the speaker and it was about western songs. The teacher asked the students to listen carefully and she played the songs three times. After the songs end up the teacher asked the secretary of the class to write down the lyric of that songs on whiteboard then asked the students to singing the song together then the students sing that song in front of the class by their pairs so the students feel confident if with their friends, this method also useful because it is not always about the speaking but it will useful for listening skill of the students.

The next media used by the teacher in teaching speaking was dictionary. It was used by Mr. HRD, After explaining the material of speaking, the teacher write down the some words or vocabulary on whiteboard the asked the students about the meaning first, because the students lack of vocabulary the teacher allowed the students to open their vocabulary to find the meaning of the words , because by using English vocabulary to make the students easier to know the meaning of those words or vocabulary.

So, the conclusion is both of teachers at the X<sup>th</sup> grades students at SMA N 1 Batang angkola had some kinds of media in teaching speaking by using media such as textbook, whiteboard, laptop and dictionary.

### **C. Discussion**

After doing the research, the rsearcher found the media that the teacher used to teach speaking at SMA N 1 Batang angkola. The researcher discussed the result and compared it with result in research related finding. But, previously the

researcher said that there was no research that was exactly had the same as the title of this study, namely “The media of teaching speaking at the X<sup>th</sup> grade students of SMA N 1 Batang angkola. So the researcher research one by one about the research such as:

First , the research stated that the implementetion of youtube media to improve the skills of the students in speaking such as pronunciation, vocabulary, grammar, fluency and comprehension.<sup>59</sup> So, media that the researcher used was a modern media that increase students mpotivation in learning. So, Rahmi akmal and this study are the same as using media when teaching speaking.

Second research stated that through multimedia, the students were more enthusiastic in joining the English teaching and learning process. Thus , the collaborations between multimedia teaching aids and interactive activities were effective to improve the quality of teaching and learning process and students’ speaking ability.<sup>60</sup> So, this study are the same as using media in teaching speaking.

The third research stated that using cue card in teaching speaking make students confident when they practice in front of the class and they can express their idea or they feeling by giving improvisation in their speech.<sup>61</sup> So that this research used the card means the real thing by speak. In conclusion it had the real

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<sup>3</sup>Rahmi akmal hussin,Sofyan A. Ghani, & Asnawi Muslem. (2020) The Use of Youtube Media Through Group Discussion In Teaching Speaking, English Education Journal (EEJ), 11 (1), 19-33, 2085-3750.

<sup>4</sup>Rahmawati, Estika. (2010). Improving Students’ Speaking Skill in Telling Story Through Picture By Using Windows Media Player. <http://universityofibnkhaldunbogorindonesia.blogspot.com/2011/02/improving-students-speaking-skill-in.html> using, retrieved on December, 2021

<sup>5</sup> Shaulia Febriyoldini Elwan. Using Cue Card in Teaching Speaking to Junior High School,(Padang : UT, 2010).P. 21.

thing when do the research while this study only focus about the four media that the researcher told above. But, still using media in teaching speaking.

The fourth research findings showed that there were two kinds of teaching media used by the teachers, multimedia and visual media. The problems faced by the teachers in implementing the teaching media were lack of multimedia facility in the school, the use of uninteresting teaching media, lack of students' visibility in the class and students' less spirit in learning activity. Furthermore, the teacher had four soltapon to solve the problems, such as: the teachers decided to use another teaching media, the teachers created interesting media to teach English, the teachers explaining again more clearly to the students and the teachers always motivate the students in learning. So, based on the research above it can concluded that there were two kinds of media that used by the teaching in teaching English.

The fifth he finding of the research is by using visual media, the students do not only listen to the teacher but also observe and demonstrate so that it can fulfil students' need and background. Visual media need focus and interest of the students in learning so the students can see by the visual about what media used by the teacher is it make them interested or make bored. Thus, teaching speaking will be more succesful if the teacher uses teaching media especially visual media in every teaching learning activity.<sup>62</sup>

So, it can conclude that the use of visual media in teaching speaking increase the motivation of students in learning because the students do not only

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<sup>6</sup> Ahmad baidawi, "Using Visual Media In Teaching Speaking" Okara Jurnal of Language and Literature, Vol. 1, Tahun 1, Mei 2016

listen to the teacher but also the students will focused on the kinds of visual media that the teacher used in teaching.

Then, there is no researcher that had the same tittle with this research. It is evident that the researcher have gone directly to the field to prove that this research is about what kinds of media the teachers used in teaching speaking and the use of those media. This study is different from other research because previous researcher examined the kinds of media in teaching speaking. Meanwhile, this research focuses on one English skill, it called speaking.

This study focuses on speaking skill because speaking is one an important basic English skill. There are some basic of speaking such as pronunciation, grammar, fluently, vocabulary, and comprehension. Teaching speaking using media can help student to make them easier in learning activities and increase their interesting in learning English speaking.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher provides conclusions and suggestions based on the finding in this research.

#### A. Conclusions

1. When taught speaking at the X<sup>th</sup> grade in SMA N 1 Batang angkola used textbook, dictionary, whiteboard and laptop in the observation.
2. The used of media in teaching the researcher found the ways of teacher used media that the implementation was not enough effective, it is because some of the students had not interested in English language. So the students less of pay attention if the teachers give the material even the teachers had explain by their own language.

The teachers who taught at the X<sup>th</sup> grades students of SMA N 1 Batang angkola had the positive statements about the media in teaching speaking. Both of the teachers believe that the media very important in teaching and learning activity in the classroom because it can increase the motivation of the students in learning and increase the students's interest in learning English.

The teachers believe that by using media in teaching speaking had a big influence for students. By media teachers will be easier in explain the material and the students more enjoyed the process of teaching and learning. By media also can create the convidence of the students to come to the front of the class when the teachers asked them to the front and write the answer from the question on



whiteboard. By media the English teacher can make the students enjoyed and focused on study English speaking.

## **B. Implications**

Based on the result the research, the implications of media in teaching speaking they are:

1. Based on the result above there are some media that teachers used in teaching speaking in the class. The used of media in teaching the researcher found the ways of teacher used media that the implementation was not enough effective, it is because some of the students had not interested in English language.
2. In teaching speaking teachers must active and creative in using media in teaching speaking in the class. The are some media when teaching speaking at the X<sup>th</sup> grade in SMA N 1 Batang angkola used textbook, dictionary, whiteboard and laptop in the observation

## **C. Suggestion**

1. The researchers hopes that by using media teaching speaking must be improved to make and learning process run as well as teachers hope to achieve the goals in teaching and learning activity. The use of media in teaching speaking are useful to improve the interaction and the ability of students in speaking.

English teachers are expected to be more creative and innovative to create more appropriate and interesting material to teach speaking by using media to be implemented in teaching especially teaching speaking.

2. For reader as an suggestions to know that the media is important and necessary to teach speaking. Reader will know what kinds of media are used to teach speaking and make teaching easily and more interesting.

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## CURRICULUM VITAE



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Occupations : Farmer  
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Occupations : Farmer

### B. Educational Background

Elementary School : SD N sigalangan(2011)  
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Senior High School : MAS Al azhar Bi'ibadi;llah (2017)

These are some result of the observations with the two of the teachers,  
Mrs.JH and Mr.HRD.

### Appendix 1

#### Observation Result with Mrs JH and Mr HRD

No	Kinds of Media	How the Media Used
1.	Whiteboard	<p>Mrs JH used whiteboard to teach the pronunciation from the conversation on the textbook, she write down the words that the students do not know the meaning and then asked the students to read after her.</p> <p>While Mr HRD implemented with this way, he write down the vocabulary and taught the students how to pronounce the words well. The teacher reads the words then asked students to repeat after him and it is about three times. The teacher also asked the students to memorize that words so it can increase their vocabulary. It conclusions both of the teacher had almost had the similarity in using media when teaching speaking.</p>
2.	Textbook	<p>Mrs JH After started the class and the students had their textbook she asked the students tpo read and practiced the conversation with their pairs, the teacher give times about ten minutes to read and comprehend while practicing the conversation on the textbook, after that she started to ask a pair read the conversation until the last pair to make sure and to know the ability of each students in read the conversation.</p> <p>Mr HRD implemented with this way, It also same with the teacher before, the material is about the conversation, the teacher asked the students to read the conversation first then the teacher gives five minute for students to read it after that the teacher read it and followed by the students. same as the explanation above, the used of media in this part it can concluded that both of the teachers also had the same way in using media in teaching speaking in the classroom.</p>

3	Laptop	Mrs JH used laptop to evaluated the students pronunciations, the teacher will play the music of the song with the speaker and it was about western songs. The teacher asked the students to listen carefully and she played the songs three times. After the songs end up the teacher asked the secretary of the class to write down the lyric of that songs on whiteboard then asked the students to singing the song together then the students sing that song in front of the class by their pairs so the students feel confident if with their friends, this method also useful because it is not always about the speaking but it will useful for listening skill of the students.
4.	Dictionary	After explaining the material of speaking, the teacher write down the some words or vocabulary on whiteboard the asked the students about the meaning first, because the students lack of vocabulary the teacher allowed the students to open their vocabulary to find the meaning of the words , because by using English vocabulary to make the students easier to know the meaning of those words or vocabulary.



## **Appendix 2**

### **Interview sheet with Mrs. JH**

1. Mrs. JH what is your opinion, is it important to use media in teaching speaking?

Answer: yes, very important.

2. Mrs. JH do you always use media when teaching speaking?

Answer: yes, I always use media when teaching speaking

3. Mrs. JH what kinds of media do you use when teaching speaking?

Answer: the kinds of media are laptop using speaker, textbook, whiteboard.

4. Mrs. JH do you introduce the media in teaching speaking before start teaching?

Answer: yes of course, media is important to introduce before start teaching

5. Mrs. JH what are the advantages when teaching speaking by using media?

Answer: the advantages is the pronunciation of the students more fluently with media

6. Mrs. JH do you have any problem in teaching by using media?

Answer: no, I had no problem in teaching by using media

### **Appendix 3**

#### **Interview sheet with Mrs. Hrd**

1. Mr. Hrd what is your opinion, is it important to use media in teaching speaking?

Answer: in my opinion using media in teaching speaking very important

2. Mr. Hrd do use always use media when teaching speaking?

Answer: yes, I use media when teaching speaking

3. Mr. Hrd what kinds of media do you use when teaching speaking?

Answer: I use textbook, dictionary and whiteboard

4. Mr. Hrd do you introduce the media in teaching speaking before start teaching?

Answer: yes I do introduce the media before start teaching

5. Mr. Hrd what are the advantages when teaching speaking by using media?

Answer: it is very helpful for teacher in teaching

6. Mr. Hrd do you have any problem in teaching by using media?

Answer: no, I don't

## Appendix 4

### Observation Result with Mrs JH and Mr HRD

No	Kinds of Media	How the Media Used
1.	Whiteboard	<p>Mrs JH used whiteboard to teach the pronunciation from the conversation on the textbook, she write down the words that the students do not know the meaning and then asked the students to read after her.</p> <p>While Mr HRD implemented with this way, he write down the vocabulary and taught the students how to pronounce the words well. The teacher reads the words then asked students to repeat after him and it is about three times. The teacher also asked the students to memorize that words so it can increase their vocabulary. It conclusions both of the teacher had almost had the similarity in using media when teaching speaking.</p>
2.	Textbook	<p>Mrs JH After started the class and the students had their textbook she asked the students tpo read and practiced the conversation with their pairs, the teacher give times about ten minutes to read and comprehend while practicing the conversation on the textbook, after that she started to ask a pair read the conversation until the last pair to make sure and to know the ability of each students in read the conversation.</p> <p>Mr HRD implemented with this way, It also same with the teacher before, the material is about the conversation, the teacher asked the students to read the conversation first then the teacher gives five minute for students to read it after that the teacher read it and followed by the students. same as the explanation above, the used of media in this part it can concluded that both of the teachers also had the same way in using media in teaching speaking in the classroom.</p>

3	Laptop	Mrs JH used laptop to evaluate the students' pronunciations, the teacher will play the music of the song with the speaker and it was about western songs. The teacher asked the students to listen carefully and she played the songs three times. After the songs end up the teacher asked the secretary of the class to write down the lyrics of that song on whiteboard then asked the students to sing the song together then the students sing that song in front of the class by their pairs so the students feel confident if with their friends, this method also useful because it is not always about the speaking but it will be useful for listening skill of the students.
4.	Dictionary	After explaining the material of speaking, the teacher wrote down some words or vocabulary on whiteboard then asked the students about the meaning first, because the students lack of vocabulary the teacher allowed the students to open their vocabulary to find the meaning of the words, because by using English vocabulary to make the students easier to know the meaning of those words or vocabulary.

## Appendix 4

Date : 09 March 2023

Location : Teacher's room

Media : Whiteboard, Textbook, Laptop

Teacher : Mrs. JH

### Interview result

No	Kinds of Media	Why the media used
1.	Whiteboard	Teacher used whiteboard because it is the tool that help teacher in teaching and make students easier in understand the material in learning and make sure the the learning effective and the students understand the explanation of the teacher.
2.	Textbook	Using textbook because it is the book that the school used for teacher in teaching English in the classroom.
3.	Laptop	Used it as tool to evaluated the students pronunciation, and also sometimes used as a tool to refreshing of mind in learning english in the classroom,because sometimes the students feel bored learning English with texbook always, so to make them enjoy the class the laptop used just like that.

Date : 09 March 2023

Location : in front of the class

Media : Whiteboard, Textbook, dictionary

Teacher : Mr. HRD

### Interview Result

No	Kinds of Media	Why the Media Used
1.	Whiteboard	Why it used because whiteboard as a general media that teacher used in teaching, so I used whiteboard to help me and make me easier in in teaching English.
2.	Textbook	The book is from the school so the teacher only teach based on what kinds of book that the school used based on the curriculum.
3.	Dictionary	When teaching English of course students need this as a tool for the students in learning because not all students understand what the they learn and what the meaning of the material on the texbook.

Interview documentation with Mrs. JH



Interview documentation with MR. HRD





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Perihal : Pengesahan Judul dan Pembimbing Skripsi

07 Desember 2020

Kepada Yth:

1. Dr. Fitriadi Lubis, M. Pd (Pembimbing I)
2. Sokhira Linda Vinde Rambe, M.Pd (Pembimbing II)

di-Padangsidimpuan

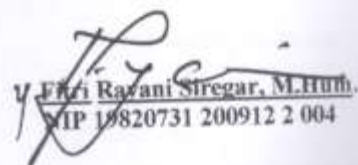
Assalamu'alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan UIN SYAHADA Padangsidimpuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

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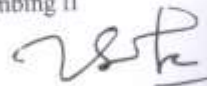
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Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Morija Yani  
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adalah benar Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidempuan yang sedang menyelesaikan Skripsi dengan judul "The Media of Teaching Speaking at The X<sup>th</sup> Grade Students of SMA N 1 Batang Angkola". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



Wakil Dekan Bidang Akademik

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**SURAT KETERANGAN**

Nomor : 800 /067/ SMAN 1.BA/ 2023

Yang bertanda tangan di bawah ini, Kepala SMA Negeri 1 Batang Angkola Kabupaten Tapanuli Selatan menerangkan bahwa :

Nama	: MORIJA YANI
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Sehubungan dengan surat Nomor : B/1153/Un.28/E.1/TL.00/02/2023 Tanggal 24 Februari 2023 dalam hal pelaksanaan Penelitian dalam rangka penulisan Skripsi sebagai salah satu syarat menyelesaikan pendidikan Strata 1 (S-1) dengan judul :

"THE MEDIA OF TEACHING SPEAKING AT THE X<sup>th</sup> GRADE STUDENTS OF SMA N 1 BATANG ANGKOLA"

Yang nama tersebut di atas telah melaksanakan Penelitian pada tanggal 10 Maret s/d 15 Maret 2023.

Sehubungan dengan Surat Keterangan ini kami perbuat dengan sebenarnya agar dapat dipergunakan sebagaimana perlunya.

Pintupadang, 15 Maret 2023  
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