

## **EXPLORING THE USE OF MEDIA IN TEACHING SPEAKING**

**By:**

Edy Waloyo

*IAIN Syekh Nurjati Cirebon*

[edyabueza@gmail.com](mailto:edyabueza@gmail.com)

Lona Fatekha

*IAIN Syekh Nurjati Cirebon*

[lonafatekha@gmail.com](mailto:lonafatekha@gmail.com)

**Abstract:** This research aims to explain the kind of media and the advantages and disadvantages of media the process of teaching speaking at Senior High School 1 Gegesik Cirebon. This research used a qualitative method using descriptive qualitative. The instrument of this research is the researcher herself. To collect the data, the researcher used interviews. Interview technique used to answer the first and second question. The result shows that: (1) Visual material, such as textbooks, auditory media, such as songs, and audiovisual media, such as movies and videos, as well as digital media, such as YouTube, were all used by the teacher. (2) The advantages of using media in teaching and learning speaking are students understand the material easily, make the students interested in the learning process and the students become more active to practice their speaking by giving comment, question, and answering the question. On the other hand, the disadvantages of using media are noisy class, students feeling shy, and the student's loss of control.

**Keywords:** *Teaching Speaking, Media, Descriptive Qualitative.*

## **BACKGROUND**

English has become one of the most important languages in this era. The reason is the effect of Asean Economic Community (AEC) still becoming one of the hot issues today. ASEAN Economic Community (AEC) demands the Indonesian people compete with the other people from the other countries in

ASEAN. globalization can influence all of the aspects of human life such as in culture, economy, society, politics, education and also in the language itself (Shobikah, 2017). Hence, mastering English for human resources needs to be increased. One of the institutions for helping the development of human

resources in English skill is in Education. It is necessary to pay more attention to issues that arise in the learning of the English language, particularly in the area of speaking ability. The most challenging skill in English language learning, according to pupils, is speaking. Many students are self-conscious about their ability to communicate. They are concerned about making grammatical errors, as well as a lack of desire and self-confidence. From all of the problems that occur in the students' eyes, the teacher's responsibility is to turn all of those perceptions into favorable perceptions in speaking ability. How teacher can make teaching and acquiring speaking skills more engaging for students so that they like the learning process.

Bergeron (2015) stated that media become one of the ways to make the students motivated and promote the

speaking skill for students. Teachers demand to make the classroom more active so that it will build up the students' speaking skill. How the teacher chooses the appropriate medium in teaching speaking so that the teacher can achieve the learning objective in their teaching and learning process in the lesson plan.

There are some researches concerning the use of media in teaching speaking. One of them is the research conducted by Marpaung (2014) who stated that using the media can make the students easily understand the material and have an impact on students' learning achievement. Arianti et al.,(2018) reported that using videos to facilitate speaking exercises including role acting, conversation, and problem solving can increase the amount of talking time students have. A study from Hussin et al., (2020) showed that using YouTube videos in discussion

groups helped students develop their speaking abilities ( $p < 0.05$ ), with comprehension showing the most noticeable improvement. Moreover, the availability of visual media offers a variety of learning opportunities that can inspire students to think creatively so that they consistently have fresh ideas to share when they want to talk (Baidawi, 2016). In addition, playing board games to teach speaking to young learners: board games make learning enjoyable, draw students' attention to participate actively, and encourage vocal communication among students (Syakur, 2020).

The previous research that mostly focuses on the effectiveness of media in teaching speaking, the researcher prefers to explore the media used in teaching speaking and what are the advantages and disadvantages of using media in the speaking process. Something that makes

this research more different is the phenomena that faced in Senior High School 1 Gegesik which used the digital system in the school administration including in teaching and learning process. Therefore, this school should have readiness in the media because of the system.

A digital system in the school administration, including in the teaching and learning process uses in this school. It utilized digital media as positively as possible to support the teaching and learning process. It is going to be either positive or negative for the teacher in their classroom, especially for English teachers in teaching and learning speaking. In light of this situation, the researcher was curious to learn more about how teachers use media in the teaching and learning of speaking skills, what types of media teachers use in the teaching and learning

of speaking skills, and what the benefits and drawbacks of media in the teaching and learning of speaking skills are.

## **METHOD**

The method of this research is the descriptive qualitative method. The descriptive qualitative used to collect information based on the issue arose. In descriptive qualitative research, the researcher collected the data in triangulation data or combining some techniques of collecting data (Suryana, 2010). In this research, the researcher used in-depth interviews, teacher documentation such as lesson plan and previous research as the triangulation data. The instrument of descriptive qualitative research is the researcher herself.

The researcher used interviews and documents for collecting data. The

researcher came to school and communicated with the teacher. The researcher interviewed the teacher that used some kinds of media to teach speaking skill. The target of the interview in this research is an English teacher that taught at the tenth grade of Senior High School 1 Gegesik and also five samples of the students from the tenth grade. For document analysis, the researcher used teacher' lesson plan and syllabus. After gaining the data, the researcher analyzed the data. The interview data of the English teacher and sample of students' transcript and analyzed.

## **RESULTS AND DISCUSSIONS**

The researcher found that some of the media used teacher in the process teaching speaking such as Audio,

Audiovisual, Visual, and Digital. The students used the audio material as a model for imitating the native speaker's speech. In order to effectively use audio in the classroom, various tools are required. The teacher prepared audio in the form of songs, which was backed by a sound speaker to assist the pupils in listening to every word spoken by a native speaker.

In teaching speaking process, the teacher employed the movie as an audiovisual medium to introduce the narrative material. In applying the movie media, it was supported by other tools to make the media reachable for all of the students in the classroom. The teacher used the movie as the media, a laptop and also a projector to make the movie more reachable in students' sight. The teacher also used speaker as the additional tool to make the students can hear every single word that is pronounced in the movie.

The visual material employed by the teacher was the students' sourcebook. One of the professors remarked that he still uses a sourcebook as a speaking medium since it has an impact on the pupils' ability to communicate. When there is a dialogue in the sourcebook, whether brief or extensive, this media is frequently used.

The teacher used YouTube as the medium in teaching and learning the speaking aspect. YouTube is used as the students' output in speaking skill. Students asked to upload their speaking practice on YouTube. Then, the teacher also used YouTube to introduce the students about how the native speakers speak in daily life.

Media is one of the equipment that can help teachers in delivering material and stimulates students to be active in the class participation. There are many media that can be used in the teaching speaking

process. According to Marpaung (2017), there are five different types of media. The first category is visual media. Visual media are those that have a form in the form of a picture or model that can be viewed by students' eyes. It means that visual material is used to assist kids with their vision. For example, a photograph, a poster, a sketch, a chart, a graph, a cartoon, and so on. In the teaching and learning process, visual media is used for drilling, communicating, understanding, recording, forecasting, and discussing (Aini, 2013). The second type is audio media which is used to assist pupils with their hearing. For example, audio, MP3, radio, tape recorder, and so on.

The audiovisual media are the third type of media. The term "audiovisual media" refers to material that incorporates both visual and audio elements. It implies that students can see and hear the media.

Animation, film, and video are only a few examples. (Madiyoh & Putro, 2018) state that audiovisual media can assist teachers in motivating students during the teaching and learning process. The fourth category is multimedia which covers audio, video, animation, graphics, and film. The fifth option is Realia which are typically as media that may be discovered in the environment surrounding the classroom, either inside or outside the classroom such as plants, water, a field, and so on. Realia media can assist the teacher in introducing materials during the teaching and learning process.

Furthermore, Bergeron (2015) said that there are two types of media. Technical and non-technical media both exist. Non-technical media refers to the types of media that can be found in any learning environment. For example, a chalkboard/whiteboard, a poster, or a

flashcard. The application of nontechnical media does not necessitate any special competence. The study discovered that numerous types of media were employed in the teaching and learning of speaking in the tenth grade at Senior High School 1 Gegesik, including visual, auditory, audiovisual, and digital media. This school only used three of the theory's media were employed Marpaung (2017) with the inclusion of digital media. The use of digital media in this setting is based on the digital system used in this school. Nonetheless, digital media in teaching speaking only employed media such as YouTube to access videos and movies featuring native speaker speaking, as well as using it as an output for students' speaking.

It can be said that the teacher employed four types of media: visual media such as textbooks, aural media such

as songs, audiovisual media such as movies and videos, and digital media such as YouTube. In order to use of all of those media effectively in the teaching and learning process of speaking, the instructor must take some time to think about it. The first point to examine is how to connect the media with the content. The second requirement is the ability to use media. The third step is to understand the psychological makeup of the class and how to interact with the media. All of these factors should be taken into account by the teacher in order for the media to be used effectively in the teaching and learning of speaking skills and to increase students' interest in the subject.

The use of media in the teaching and learning speaking give some advantages for the students in understanding the materials and reaching the goal of study. The advantages of

media in teaching and learning process of speaking can be seen in the table below.

		Advantages	Disadvantages
Classroom activity		a. Students become active in the learning process	a. Noisy class
		b. Students can understand the material easily	b. Students 'feeling shy c. Students' loss of control
Students Speaking skill		a. Students interest to practice their speaking skill	
		b. Students active to comment, answer, and make a question by using English language in the learning process	

**Table 1. Advantages and Disadvantages of Media in Teaching Speaking**

The research found that in classroom activities there are some advantages found that students become active in the learning process and students understand the material easily. Whereas from the students' speaking skill, the use of media in teaching and learning process of speaking aspect can make the students

interested in the learning process. the students become more active to give comment, answer, and make a question by using English language in the learning process. Those finding in line with Pradana, (2016) that the use of media in the classroom can help students engage in classroom activities and improve their



English learning. The teacher also can plan unique speaking activities for their students by utilizing media. Students will be more engaged in the learning process if media can make them enjoy the activity and absorb the lesson more quickly (Fauza, 2018). Learning becomes more fascinating and participatory as a result of the use of media, and the quality of learning can be improved as well as the students' motivation in the learning process (Fauza, 2018). The usage of media can allow students to participate in an authentic atmosphere while learning English, giving them a lot of opportunities to practice their speaking skills. As a result, it can assist students in improving their speaking abilities (Maulidah, 2017).

On the other hand, the disadvantages also appeared in the use of media. There are some disadvantages of learning media used in teaching speaking

such as noisy classes, students feeling shy, and the students lose control. Mustikawati,(2013) & Nurvia, (2016) stated that there are some disadvantages to the use of media such as the use of equipment, students may not see it as real learning, not everyone can see the screen, not all of the students can receive the materials, and lose control of the class. It is clear that the disadvantages of the use of media can be influenced by many factors.

## **CONCLUSION**

In conclusion, in the tenth grade of Senior High School 1 Gegesik, the teaching and learning process of speaking used four types of media: visual media such as textbooks, auditory media such as songs, audiovisual media such as movies and videos, and digital media such as YouTube. The successful of the media in

teaching learning process cannot be separated from types of media, teacher's readiness, students' readiness, and the school's facilities.

In teaching and learning process of speaking by using media have some advantages in classroom activities and students' speaking performances. In classroom activities, there are some advantages found such as, students become active in the learning process and students understand the material easily. Whereas from the students' speaking skill, the use of media in teaching and learning process of speaking aspect can make the students interested in the learning process. the students become more active to practice their speaking in the classroom. On the other hand, there are some disadvantages in using media in teaching speaking such as are noisy classes,

students feeling shy, and the students lose control.

## REFERENCES

- Aini, W. N. (2013). Instructional media in teaching English to young learners: A case study in elementary schools in Kuningan. *Journal of English and Education*, 1(1), 196–205.  
<https://ejournal.upi.edu/index.php/LE/article/view/350>
- Arianti, A., Nurnaningsih, M., & Pratiwi, V. (2018). A media for teaching speaking using YouTube video. *In International Conference on Applied Science and Engineering*, 71–73.  
<https://dx.doi.org/10.2991/icase-18.2018.19>
- Baidawi, A. (2016). Using visual media in teaching speaking. *OKARA: Jurnal Bahasa Dan Sastra*, 10(1), 54–65.  
<https://doi.org/https://doi.org/10.1910>

- 5/ojbs.v10i1.811 <https://jurnal.unsyiah.ac.id/EEJ/article/view/14737>
- Bergeron, S. (2015). Using media to motivate and promote language production in the English as a foreign language classroom. *Gunma University International Education and Research Center*, 14(1). <https://gair.media.gunma-u.ac.jp/dspace/bitstream/10087/9596/1/GKOKUS-14-02.pdf>
- Fauza, H. (2018). Improving students' speaking skill and motivation by using hand puppets show media. *English Education Journal*, 9(2), 216–228. <https://jurnal.unsyiah.ac.id/EEJ/article/view/11529>
- Hussin, R. A., Gani, S. A., & Muslem, A. (2020). The use of Youtube media through group discussion in teaching speaking. *English Education Journal*, 11(1), 19–33.
- Madiyoh, R., & Putro, N. H. P. S. (2018). The effectiveness of authentic short movies in enhancing students speaking skill. *International Journal of English Literature and Culture*, 6(3), 44–49. <https://doi.org/http://DOI:10.14662/IJELC2018.030>
- Marpaung, S. (2014). Penggunaan Media Dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Atas. *AL HIKMAH Jurnal Studi Keislaman*, 4(1). <https://osf.io/preprints/inarxiv/ewusx/>
- Maulidah, I. (2017). Vlog: the Mean to Improve Students' Speaking Ability. *In International Conference on English Language Teaching*, 12–15. <https://doi.org/https://dx.doi.org/10.2991/iconelt-17.2018.3>

- Mustikawati, A. (2013). *The effectiveness of using video in teaching speaking for the eighth grade students of SMPN 1 Manisrenggo* [Yogyakarta State University].  
[https://eprints.uny.ac.id/25728/1/Arum Mustikawati 07202241067.pdf](https://eprints.uny.ac.id/25728/1/Arum%20Mustikawati%2007202241067.pdf)
- Nurvia, S. (2016). *Using Song in Teaching English Speaking Skills for Young Learners (A Qualitative Research At One Of Madrasah Ibtidaiyah In Kota Cirebon)*. [IAIN Syekh Nurjati Cirebon].  
<http://repository.syekhnurjati.ac.id/2221/>
- Pradana, S. A. (2016). The use of videocast in improving the speaking ability integrated in a drama class. *English Education: Jurnal Tadris Bahasa Inggris*, 9(2), 409-428.  
<https://doi.org/10.24042/ee-jtbi.v9i2.389>
- Shobikah, N. (2017). The Importance of English Language in Facing Asean Economic Community (AEC). *At-Turats*, 11(1), 85–95.  
<https://doi.org/10.24260/at-turats.v11i1.873>
- Suryana, S. (2010). *Metodologi penelitian model praktis penelitian kuantitatif dan kualitatif*. Universitas Pendidikan Indonesia.
- Syakur, M. A. (2020). The use of board game in teaching speaking to young learners. *English Education: Journal of English Teaching and Research*, 5(2), 149–155.  
[https://doi.org/https://doi.org/10.29407/jetar.v5i2.14633](https://doi.org/10.29407/jetar.v5i2.14633)