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Media Pembelajaran untuk Keterampilan Berbicara Siswa di SMP
Learning Media for Students' Speaking Skill at Junior High School

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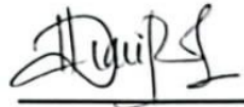
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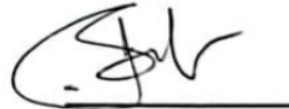
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Learning Media for Students' Speaking Skill in Junior High School (Media Pembelajaran Keterampilan Berbicara Siswa SMP)

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Abstract. This research aims to analyze learning media used by English teacher in the VIII grade students at SMPN 1 Ngoro, Mojokerto. This research is qualitative descriptive approach. The data were obtained by observation, and in-depth interview. The participant of this research were teacher and students of VIII grade. The instrument of this research is observation sheet, interview question, and tape recorder. According to the researchers' findings, there are two types of instructional media used: videos and film recordings (YouTube) and printed media images. Only one thing seems to have an effect on students in its application, especially video and film recordings (Youtube) and there is no substantial change in the use of print media (pictures) because it looks unattractive. Researchers hope that this research can assist English teachers in finding the most effective learning media to be applied to learning related to the development of speaking skills.

Keywords – learning media; speaking skill; junior high school

I. INTRODUCTION

There are four skills in English that we need to know and learn, namely: listening, speaking, reading, and also writing. All of these skills are important. But among these skills, speaking is one of the most crucial skills because it is used to communicate. Speaking is the process of creating and exchanging meaning through spoken and non-spoken language. The ability to communicate effectively and readily in daily life makes speaking the most important skill. In today's global network-based world, being able to speak or communicate in English is vital and required. Speaking is one of the indicators of someone comprehending and acquiring a language because it allows one to directly express ideas and thoughts [1]. The ability to talk well in English is crucial for second- and foreign-language learners since it is the most crucial skill. When someone speaks, they interact and communicate their ideas, feelings, and thoughts through language. Speaking is one of the crucial components of language instruction because it is one of the four fundamental abilities [2]. Currently English language, especially speaking skills that are qualified are needed in the world of work. In English, there are four abilities. It is obvious that English language competence helps with employment performance in the current era of globalization. The business sector values proficiency in the English language, yet it is not the only requirement for career advancement. [3]. Not only in the world of work, English is needed, but English is already used in every corner of the world. The use of English as a common language, according to Parupalli, Despite certain differences in cultures, civilizations, customs, regions, and peculiarities, has made the world smaller, more accessible, sharing, and familiar for all people living on this planet in the twenty-first century. Since English has many parallels to other languages, it is commonly used by people who speak thousands of different languages [4].

In education speaking skill is one of the most difficult skills among other English skills. We can also call speaking skill a divine skill because not all students can easily master this skill without learning accompanied by regular speaking practice. Despite receiving years of English teaching many students still struggle to communicate in the target language, especially when it comes to the four language skills. Speaking is one of the most difficult language abilities for beginners. One of the explanations could be that speaking calls for complicated abilities rather than just verbal communication of thoughts [5]. In addition to their other skills, all language learners should be proficient in speaking. A skilled English speaker is someone who is proficient in the language. Speaking is a difficult ability to master. Without a question, one of the most esteemed skills in the English language is speaking ability. Unlike other skills, speaking English requires quick thinking,

prompt responses, and little fuss or delay. The lack of communication skills among students in Malaysia has become a major problem. In Malaysian classrooms, educators push students to speak out before they are ready and demand that they use automatic linguistic abilities that they have not yet mastered. Due to their insufficient language proficiency, learners will do poorly in speaking contexts. It's possible that teachers' beliefs and their learning settings don't always mesh. They are unable to put their views into practice in the language classroom since there is a discrepancy between their pedagogical ideals and their teaching strategies. However, it appears that the findings justify teachers' continued use of traditional teaching strategies, like instruction based on textbooks. [6].

Explaining the results of the pre-observations that were carried out by researchers at SMPN 1 Ngoro, Mojokerto on the morning of January 3, 2023 and January 5, 2023. The English of students at SMPN 1 Ngoro, Mojokerto it could be said that their skills are good. Especially in terms of speaking skills. This is not surprising because according to the confession of one teacher, SMPN 1 Ngoro was once one of the schools that implemented an education program from the government called the International Standard School Pilot Program (RSBI). SMPN 1 Ngoro, Mojokerto implemented the program from 2010 to 2016. For this reason, there were several achievements related to speaking, for example, in 2022 students won 2nd place in a story telling competition at the district level and 1st place winner in a debate competition at district level. in this sub-district this school is known as a school that has a good image of English. The main difficulty experienced by the English teacher at SMPN 1 Ngoro in teaching related to speaking skills is in students' pronunciation. In this case, the teacher will usually provide reading prompts that students must read, then they are allowed to use the dictionary from their cell phones to find and learn good and correct pronunciation. After this is implemented, it can be proven that the pronunciation of students there is getting better over time.

Speaking Skill

If we wish to communicate effectively in English, one of the abilities we must develop is speaking. A crucial part of teaching and acquiring a second or foreign language is speaking. Language instruction has held a major and precarious place throughout history. The ability to communicate clearly and confidently is one that learners frequently need in order to conduct many of their most fundamental transactions [7]. If we are able to communicate well, then we can be a good speaker at all times. In this case, it can also make other people judge how we are because being a good speaker can also be a characteristic of ourselves. Luoma stated that people utilize their voice as speakers—consciously or unconsciously—to provide an image of themselves to other listeners. They also add a texture to their speech that supports and improves what they are saying by varying pitch, loudness, intonation, pace, and pausing [8].

Functions of Speaking

Richards in his research explain about functions of speaking. He makes a point of mentioning the work of Brown and Yule, who created a useful distinction between the transactional functions of speaking, which concentrate on information exchange, and the interactional functions of speaking, which support the creation and maintenance of social relationships. [9]. There have been numerous attempts to categorize the roles that speaking plays in interpersonal communication. When producing his materials and conducting workshops with teachers, he uses an enlarged three-part version of Brown and Yule's framework (after Jones, 1996, and Burns, 1998) *speaking as interaction; speaking as transaction; speaking as performance*. Each of these speech exercises has a very distinctive form and purpose, requiring a different method of instruction.

Speaking as Interaction

Speaking as interaction refers to the type of interaction that we typically refer to as "chat," which is engagement that is largely done for social reasons. People smile at each other when they first meet, start a conversation, chat about recent events, and other small talk in an effort to be polite and create a relaxed environment for engagement. The message is less important than the speakers and how they desire to be understood by one another.

Speaking as Transaction

Speaking as transactions refers to circumstances where the focus is on what is said or done. The major focus should be on the message and efficient communication, not on the participants or their interpersonal connections.

Speaking as Performance

The third sort of communication that may be distinguished and meaningfully characterized

has been dubbed conversation as performance. Speeches, announcements given in public spaces, and classroom lectures all fall under the category of public speaking, or communication in front of an audience. A speech of welcome is an example of a monolog that occasionally has a recognizable structure and is more closely connected to written language than conversational language. The evaluation of communication as an engagement or transaction is unlikely to take this into consideration, similar to how it is typically evaluated in terms of effectiveness or influence on the listener [10].

38 In the delivery of learning one of the important things that must be considered is the use and selection of learning media to be used. The use of educational media is crucial to the learning process. The delivery of the lecture material by lecturers can be aided by the usage of educational media. Learning messages and information are transmitted through learning media. Learning objectives can be considerably increased with the use of well-designed learning materials [11]. The learning media used by teachers for students are expected to produce an increase in the knowledge and abilities of students in a lesson that is being delivered. Like the theory that was first initiated by Solomon to be used in this research, G Solomon in Kurniawati stated that this theory discusses how the media affects education. Every media has the power to transmit information through a certain set of symbols, and each medium's efficiency depends on how well it matches the students, the subject matter, and the assignments [12]. There are a lot of learning media that can be use for improve student's speaking skill. Kemp and Dayton in Rohani stated that media is classified into nine media groups, namely: Print media, Display media, Overhead transparency (OHT) and Overhead Projector (OHP), Audiotape recordings, Slides and filmstrips, Multi-image presentation, Video and film recordings, and Computers [13]. There are several examples of learning media that are usually used by teachers in Indonesia to improve students' speaking skills. Most of them use learning media available on the internet applications, either by using a computer or cell phone, there are power point [14], Youtube [15], video blog [16], google classroom [17], board games [18], cartoon movie [19], English song and puppets [20], etc.

Learning

Learning is one of the human activities to increase knowledge about something new. From learning activities, we can get new knowledge that we did not get before. Learning is an interaction between human components, resources, settings, tools, and processes that influence one another in order to accomplish learning goals. Students, teachers, educational staff, and other individuals are included in this list of the human components of learning. Books, whiteboards, and other tangible learning aids are examples. Classrooms, labs, and other items are examples of facilities and equipment [21].

30 Instructional Media

Learning media is one of the important things that must be considered when we are doing learning. Learning media can be likened to a link between the teacher and students. Through learning media teachers can convey messages contained in learning materials for their students. The term "media" refers to the tools that can be utilized to act as middlemen between the message sender and the message recipient. Media is referred to as learning media if it conveys messages or information with instructional or teaching goals [22].

2 Maulina investigated about *Attractive Learning Media to Cope with Students' Speaking Skills in Industry 4.0 Using Sparkol Videoscribe* [23]. Their study's objective was to determine how Sparkol Videoscribe affected students' speaking abilities. This study was carried out at SMPIT Putri Al Hafid Cilegon during the second semester of the 2018–2019 school year. Two eighth grade classes—the experimental class and the control class—were involved in this study. 67 students made up the sample. The computation of the speaking test in the experimental group, according to the study's findings, reveals that the t-test is superior to the t-table ($t\text{-test} = 3.535 > t\text{-table} = 1.998$). In addition, the study discovered that the value of the Sig.2-tailed test is 0.001. ($P\text{-value} = 0.001 < 0.05$) It is less than 0.05. It denotes acceptance of the alternate hypothesis. Additionally, data from the 0.8 effect size estimate also demonstrated that Sparkol Video Scribe had a significant impact on students' speaking abilities. The study assumed that Sparkol VideoScribe has a favorable effect based on the facts provided. Additionally, there are other ways in which the pupils' speaking abilities are improved. In conclusion, after using Sparkol Video scribe for instruction, the experimental group's pupils' speaking abilities greatly improved. In other words, we can draw the conclusion that teachers can use Sparkol Video Scribe as an alternate method of instructing speaking in the classroom.

9
Kurniawan investigated about *Student's Perception On The Use Of Youtube As Learning Media To Improve Their Speaking Skill*. The purpose of this study was to find out how English language learners perceived utilizing YouTube to improve their speaking abilities. The study's participants were 40 students from the Speaking 2 class in the English department at Bengkulu University. It is possible to draw the following conclusions from the findings: 1) Students believe that YouTube can improve their speaking abilities. 2) The use of YouTube in speaking classes can also inspire students to speak English more confidently in front of a camera and an audience. 3) The feedback and comments left by other students on YouTube helped them to get better at speaking and create better videos. Conclusion: Students can develop their speaking skills by using YouTube as a learning tool in speaking classes [24] [21]

Wulandari investigated *Improving EFL Learners' Speaking Proficiency Through Instagram Vlog*. 28 first-year English as a Foreign Language students at Sanata Dharma University who spoke Indonesian were the study's participants. There were 20 female students and 8 male students, all of them were between the ages of 17 and 20. They were in their first semester at the Faculty of Teachers Training and Education's English Language Education Department. This study investigated if Instagram vlogs might enhance EFL students' speaking skills. It also considered the students' opinions about using Instagram vlogs in a basic speaking class. The statistical analysis of the pre- and post-test data revealed that the inclusion of Instagram vlogs in a speaking class improved the students' speaking abilities. Additionally, the survey results demonstrated that using Instagram vlogs aided EFL students in developing their vocabulary, fluency, and drive. They have to successfully communicate their concepts while maximizing their idea organization due to the relatively short video duration [25] [33]

Seen from the research above, this research will be conducted in SMPN 1 Ngoro, Mojokerto. The participant of this research were teacher and students of VIII grade. The researcher wants to know what learning media are used by teacher at SMPN 1 Ngoro and which learning media are most effective using descriptive qualitative methods. The researcher hope that this research will be useful for readers, especially teachers, who might later be inspired by the contents of this study. The research question is:

1. What kind of media that used by teacher for student's speaking skill?

II. METHOD

The researcher used descriptive qualitative approach to obtain information related to the analysis on learning media to improving student's speaking skill in SMPN 1 Ngoro, Mojokerto. This study uses descriptive qualitative research. According to Bogdan and Biklen In qualitative research, the researcher is the primary instrument and actual situations serve as the direct source of data and the techniques used were participant observation and in-depth interviews [26]. The researcher used descriptive qualitative approach to obtain information related to the analysis on learning media to improving student's speaking skill in SMPN 1 Ngoro, Mojokerto. The researcher wants to know what kind of learning media used by the teachers at the school. This research conducted at SMPN 1 Ngoro, Mojokerto. The researcher chose this school because this school is the most popular school in this area. The participant of this research is the teachers and the students in grade 8. The researchers will collect the data start from January 2023. In contrast to experiments, the researcher serves as the primary instrument in qualitative research, according to Sugiyono study.

This approach is founded on post positivism and is used to conduct research on natural object situations. Qualitative approaches are used to describe a study's findings. The researcher would want to discuss the teaching tools that English teachers employ to improve their students' speaking abilities in the classroom. Researchers used qualitative research in connection with the research title's objectives. Researchers observed and interacted with teachers for this research. The target of this study was to figure out the learning media that were used for speaking skills at SMPN 1 Ngoro, hence the results are presented in the form of a description that emphasizes the research process rather than the findings. Data was collected by observing and interviewing English teachers during the teaching and learning process. Observations were made in an attempt to identify and define the learning media utilized by English teachers in class to improve students' speaking skills. The researcher collecting of the data by observation, and in-depth interviews. All of these tools want to identify teacher material of learning for speaking skills at SMPN 1 Ngoro, specifically for grade 8.

Interview

In Sugiyono, Esterberg describes the interview as follows. "a gathering of two people to exchange ideas and information through questions and answers, leading to conversation and mutual development of meaning about a certain issue". At the interview stage the researcher will interview the teacher concerned at the school about what media are used to transfer knowledge to students related to speaking skills and which media according to the teacher are very effective and produce a satisfying impact. This is the interview question adapted from Kurniawan [24].

1. What class do you teach?
2. What learning media are used?
3. What learning media that most attracts students' interest?
4. How is the influence of the learning media that has been used?
5. How to apply learning media when you teach in class?
6. What is the most effective learning media?
7. What are the difficulties in using learning media in class?
8. What are difficulties encountered when teaching speaking?
9. What are the students' problems in learning to speak?
10. Do they enjoy when you use learning media?

Observation

Nasution in Sugiyono stated that all science is based on observation. Only data, or actual facts about the real world discovered via observation, may be used by scientists to make decisions. In order to clearly view items that are very small (protons and electrons) or very far away (space objects), the data is gathered frequently with the aid of a variety of very sophisticated equipment. By using this type of honest and unstructured observation. Researchers will observe learning media that are related to the development of speaking skills used by the teacher when teaching and learning activities are being carried out [27]. The observation sheets is adapted from the ministries of education, culture, research and technology taken on the description of learning steps [28].

Data Analysis

Data analysis methods to be employed in this study include data analysis using an interactive model. a) data reduction: at this stage, the researcher evaluated the data that had been collected, selected the most essential details, concentrated on those details, and looked for recurring themes and patterns in the data. Researchers also spoke with specialists during the process to go over the results. b) Display data: after the data was reduced, the researcher presented the information in an understandable way using a table, chart, and brief description. c) Drawing conclusions and confirming them were the final steps in the research process. This new discovery reflected the findings of the study and was a new finding [29].

III. FINDING AND DISCUSSION

The research data was gathered using two methods: observation and in-depth interviews with teachers. Observations were made during the teacher's English class. Observation is used to enhance the information collected from participants in in-depth interviews. The researcher observed the eighth grade, which had 32 students and was taught by an English teacher. There was a total of two observations. Meanwhile, information gleaned from teacher interviews was used to corroborate and enrich information regarding the learning media used for speaking skills in eighth-grade students at SMPN 1 Ngoro. The researcher wants to discuss the findings from the interviews and observations in this part. The researcher will describe the findings from the audio tape, which includes a statement from the teacher who is concerned about the media utilized for speaking instruction. Then, the researcher will describe the findings from observation, which in the observation contains how the teacher applies the learning media used. This is a list of learning media used for speaking skills in class VII C:

Teaching Media Selected in grade 8C

Kinds Of Learning Media	Reason
Video and Film Recording (Youtube)	<ul style="list-style-type: none"> - More enjoyable and engaging for students to study. - Through videos, students can mimic native English speakers. - Enhancing the clarity and pronunciation of their speaking. - Using videos to increase pupils' knowledge of a certain subject.
Print Media (Pictures /describing pictures)	<ul style="list-style-type: none"> - Another fun way to learn English - Enable students to learn new things - Make students express their creativity.

This study aims to investigate what learning media are used by English teachers for speaking skills during learning. Due to the results obtained from the interview and observation, the teacher in this class (VIII C) supports the delivery of their teaching and learning activities with the use of Video and film recording (YouTube) and print media (pictures). Students are advised to use YouTube to play the song being taught so they may learn the proper pronunciation when learning songs. Youtube here is used to play songs in the English learning book "When English Rings a Bell" with the title song "History" from one direction. As stated by Bardakci, he thinks that YouTube is helpful for educational purposes since it can be customized to fit in with teachers' learning objectives and settings [30]. Finding in research conducted by Saed et al. has been confirmed that using YouTube in EFL classes increases speaking proficiency as well as fluency and coherence by enhancing pronunciation, lexical choices, and grammatical structures, resulting in a meaningful and coherent discourse. [31]

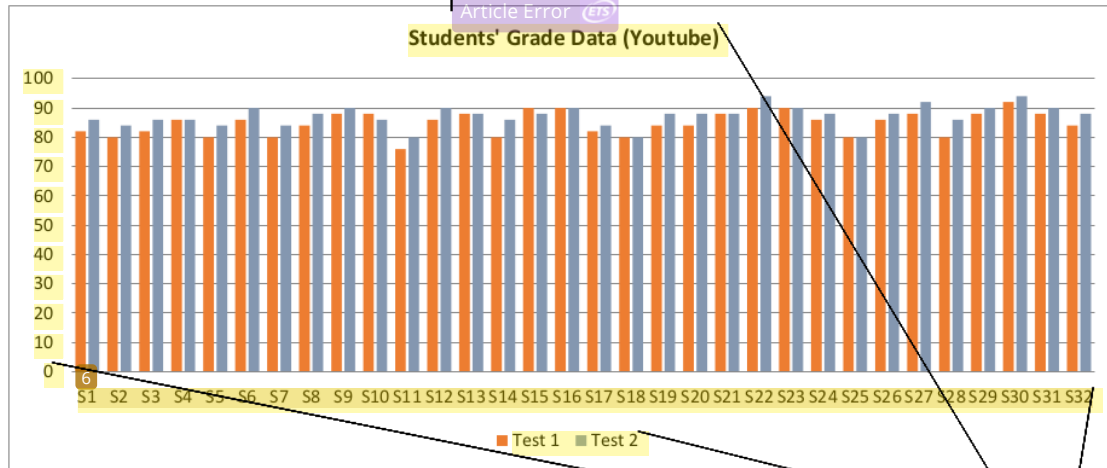
While pictures are used when students describe tourist attractions they have visited which they will then present in front of the class. The kind of picture they use is a picture of a tourist spot which will later be used to support the statement they are going to write. In accordance with the results of interviews and observations of grade 8 teacher Mr. X the use of YouTube and pictures is intended to make the situation when learning takes place look fun and interesting in the eyes of students. If students are interested, the delivery of learning that is being taught will be conveyed properly. A review of the results of Pratiwi and Ayu's study, the descriptive text's application of the describing picture method was generally effective. Before instruction begins, the teacher must confirm that the picture relates to the subject and is open to all pupils' interpretation. Furthermore, because they will endeavor to find alternative terms and speak them clearly during this lesson, pupils can develop their speaking abilities. This is supported by the data they obtained from the pretest and posttest, which shows that using pictures to describe things helps students with their speaking abilities because they will try to speak what they know about the picture when using the picture. As a result, there is a desire in the students themselves to speak because the picture can compel students to talk about what they see. The visual strategy's description was sufficient to aid in learning [32].

In this case, teacher most often use the 2 learnings media above as learning tools to help them deliver lessons. This is evidenced by an increase in student scores. In accordance to his media classification, Kemp and Dayton in Rohani, youtube included in video and film recording because the teacher used youtube to teach song at this time. Pictures included in print media. So, from classification of 9 media the teacher of VIII C class used 2 kinds of learning media to teach speaking skill in this classroom. In the example of its application that has been obtained by researchers through interviews, YouTube is used when the song material is in English books. The teacher explains the learning material that they will learn that day then directs students to find and study it via YouTube on each student's cellphone. Then, the use of pictures is used for descriptive text material to explain the places they have visited during the study tour they have taken before. All learning media used cannot be separated from the supervision of the teacher concerned so that students do not stray far from the material being conveyed.

YouTube is the learning media that most attracts students' interest and it can be said that there is effectiveness that arises when this learning media is used to support the material presented.

When YouTube is used, students also seem to enjoy it because the learning situation becomes fun when it is done together with music. This is inversely proportional to when the learning media uses pictures, when the implementation looks a little bored because there is only one picture that doesn't move and doesn't make a sound/music. The effectiveness of the learning media used by English teachers in class VIII C is only in the use of YouTube as evidenced by an increase in students' grade data below.

Table 3 Students' Grade Data (Youtube)



According to the all statements that have been explained by the researcher above the concerned teacher proves that not all learning media are effective for teaching speaking skills. Not all learning media can be easily suitable and successfully used to support the learning material delivered. The use of learning media using images is not always successfully applied, and the use of learning media using images is not successfully implemented at SMPN 1 Ngoro, but the use of YouTube learning media used by the English teacher concerned is successfully used at SMPN 1 Ngoro. For example, in his article, Syafii came to the conclusion that the use of picture-based storytelling approaches is advantageous in boosting students' motivation to learn English as well as their involvement in the teaching-learning process. The article was titled "Utilizing picture-based storytelling technique to enhance the speaking skill using the classroom action research method." Media utilization benefits teachers as well as learners. They make student learning activities more engaging by simplifying them [33]. In his research, Syafii succeeded in proving that using pictures with storytelling techniques succeeded in improving speaking skills, but the results of the research conducted by Syafii were not proven at SMPN 1 Ngoro, there was no significant increase when the learning media was applied. The second media is Youtube, this media is commonly used to assist teachers in supporting the subject matter provided. Not only for speaking skills, Youtube can also be a supporting medium for improving other English skills. Unlike the use of picture media, Youtube actually experienced an increase when it was implemented and this was also supported by the findings of sakkini, anggrarini et al, Youtube might be a useful, cutting-edge, and genuine educational resource [34]. When delivering the class through Youtube video, the educators got right to the core of the content. This mode of communication is seen to be an effective strategy to convey the information more quickly and clearly. Because Youtube is powered by moving visuals, it is regarded as an engaging medium for English language learners. The fact that the explanation on Youtube is regarded as being more thorough and exact encourages learners to study [35].

IV. CONCLUSION AND SUGGESTIONS

In relation to the investigation and data analysis, it was discovered that the VIII C grade teacher used film and video recording (youtube), and print media (pictures) to help convey material when learning related to speaking skills. This type of media was selected by the teacher since it resembles several earlier studies that researchers have dimensioned in that it seems fascinating and enjoyable, even so, the results obtained were not all suitable when applied to SMPN 1 Ngoro. There are 2 types of learning media that are often used by class VIII C teachers when learning takes place, but only one seems to have an effect on students.

The learning media utilized by teachers in these classes can still fit into the categories

indicated in the media theory that researchers employ, which is the theory of Kemp and Dayton in Rohani. Since these media are simple to use and incorporate into classroom learning, the class VIII C teacher at SMPN 1 Ngoro genuinely uses the media that are frequently utilized by teachers. The success and effectiveness of the learning media (Video and film recording (youtube)) used by teachers at SMPN 1 Ngoro can also be proven by the increased student grades and teacher skills in composing lessons. Due to this rise, the teachers of class VIII C use the appropriate selection of media. Whereas for the use of learning media print media (picture/describing picture) there is no significant change when it is implemented.

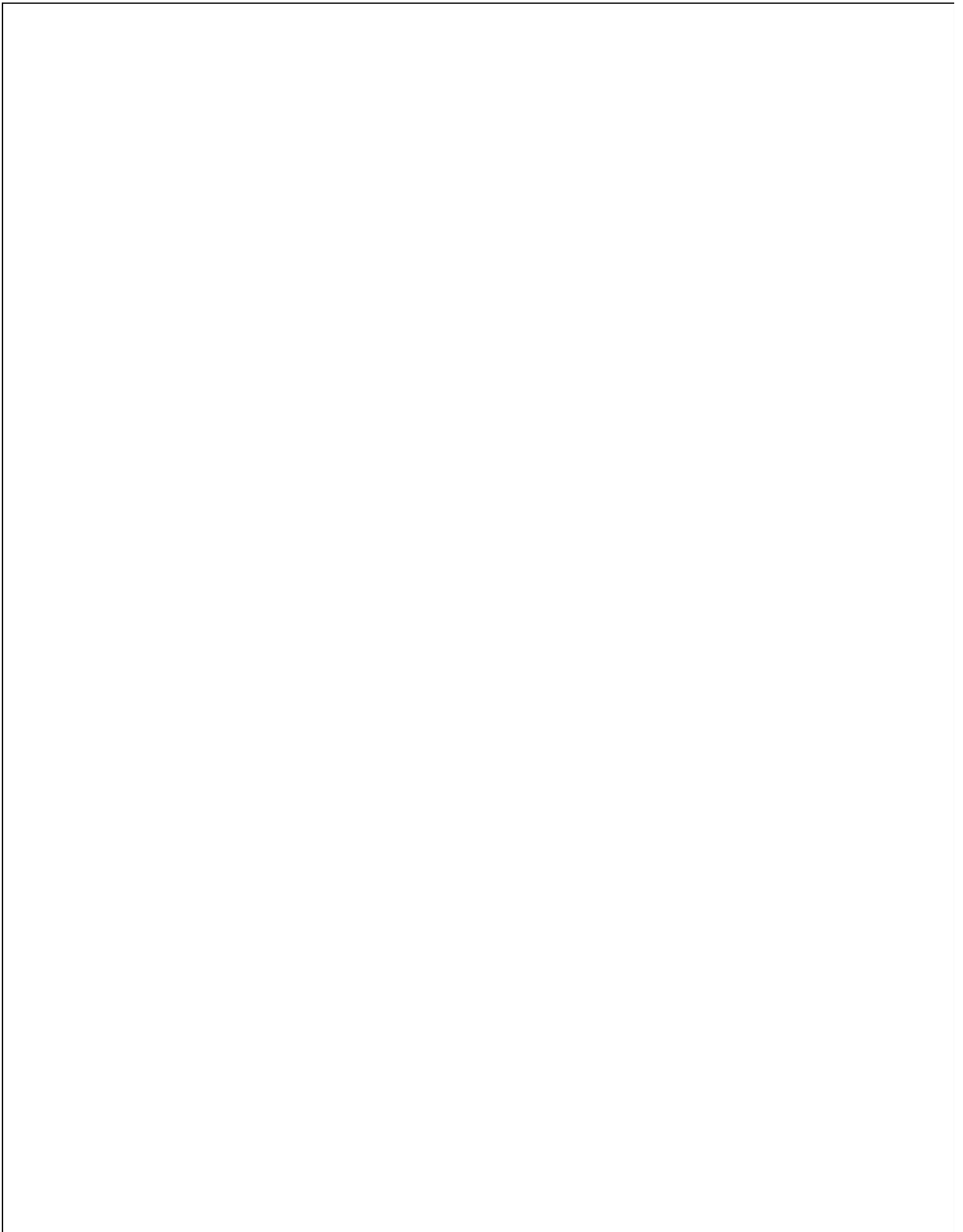
The primary goal of this study is to learn about the learning media utilized by English teachers in class VIII C at SMPN 1 Ngoro. Other researchers can follow this research in different circumstances to discover further measures that English teachers can do to improve students' speaking skills. Other researchers may likewise switch participants and research sites. This study can be utilized as a starting point for researchers conducting action research on enhancing students' speaking skills.

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