AN INVESTIGATION ON USING TEACHING MEDIA IN TEACHING SPEAKING SKILL

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ABSTRACT

This study aimed to find out the types of the teaching media used by a teacher in teaching speaking skills and the obstacles that she encountered in using teaching media. The research design used in this study was qualitative. The research sample in this study was one teacher and one online class meeting at the first grade of MAN 4 Aceh Besar in the academic years of 2020/2021. The research instruments used were observation sheets and interview guidelines. The researcher employed observation via Zoom Cloud Meeting recording and interview to collect the data. The result of the study indicated that there were eight teaching media generally used by the teacher, comprising: Zoom application, WhatsApp group, Microsoft word, Microsoft PowerPoint, video, YouTube, whiteboard, and coursebook. The findings also revealed that the teacher faced obstacles toward the students’ different abilities, the number of the students, the availability of the network, and the teacher’s less attention in using teaching media. In short, the teacher should consider the appropriateness of teaching materials based on the students’ level of intelligence because it will help them understand the material successfully.

Keywords: media utilization, teaching media, teaching speaking

INTRODUCTION

Media is one of the essential tools in teaching English. Many kinds of teaching media are used to teach English, like pictures, slide...
projectors, audio cassettes, charts, etc. Those are all used to make students easier for students to understand lessons and help teachers deliver the lesson. In addition, teaching media is a mode and learning message that can help teachers improve students' learning achievement. As technology develops, many researchers innovate learning media adapted to this present time. Every teacher should have teaching media as a learning component in teaching and learning activities, including subjects' materials and teaching tools.

On the other hand, some teachers still seem to have difficulties implementing teaching media in learning. It occurred due to the lack of school facilities, the minimal use of various media, the lack of teachers' knowledge about technology. According to a study conducted by Mutohhar (2009), the teachers in many schools in Indonesia delivered their materials without utilizing the teaching media, making the students bored and tedious with the learning process. Many teachers only used the media provided in schools, such as course books, and showed the materials only without transferring the knowledge in attractive ways. The teacher said that this phenomenon appeared because some thought that good media were expensive and sophisticated, which cost money. Good media were suitable for the topic, the material, the students, and practical to use. In other words, good media do not need to be expensive; they need to be reusable to help teachers create effective instruction in a classroom.

However, the teaching and learning process cannot be separated from the curriculum. Curriculum 2013 requires students to pass 75 as the minimum completeness or lowest criteria (KKM for Indonesian abbreviation). As the result of the previous preliminary study at MAN 4 Aceh Besar, the researchers found that not all the first-grade students passed the KKM, and the teacher needed to give some treatments to these students to pass it. The students still thought that English was one of the complex subjects, especially in speaking. The researchers also investigated some reasons why the students found speaking difficult.

The preliminary findings showed that the students got frustrated when they did not have vocabulary and grammar to express their idea; they were not interested in the given speaking topic and were afraid of making mistakes. Besides, some of them also lacked self-confidence, so they could not stand in front of the class to describe their idea, but one of the most common reasons was the lack of vocabulary. The researchers believed that there are strong correlations between students' poor vocabulary and teachers' teaching methods and media used in the
classroom. Teachers need to use creative teaching methods, strategies, and even media to motivate students to learn English.

Teaching media helps teachers to deliver the material more clearly. It also makes a variation in the learning process more efficient and exciting to young learners. The use of teaching media will help determine the product of speaking. During the process of speaking, students should be stimulated and motivated by the use of appropriate teaching media. For example, the use of video in students' speaking activities is helpful to stimulate and motivate them to speak. Kurniawan (2016) conducted an experimental study focused on teaching speaking skills using Audio-Visual Media to first-year students at SMP T. Bustanul Arifin, in Bener Meriah District, Aceh Province. It compared the results of the students' achievements in speaking before and after using the Audio-Visual Media method of teaching. The population of this study was 154 students, and the sample was 18 students. The class was taught speaking by using a movie. The findings show that the students had an excellent speaking level, although they made some mistakes in grammar. The average score in post test showed significant improvement compared to the pre-test. Hence, the implementation of using movies as media for the teaching narrative style speaking is effective.

Similarly, Mursyidto (2014) conducted his research on using audio-video media to improve speaking skills for a vocational school. This research aimed to improve the students' English-speaking skills of grade XA SMK PI Ambarrukmo 1 Sleman. This research was action research and conducted collaboratively with the English teacher. The subjects of this research were 23 students in Class XA of SMK PI Ambarrukmo 1 Sleman. The research was conducted in two cycles. The data in this research were from interview transcripts, field notes, and students' mean scores. The results of this research showed that the students' speaking skills improved. The improvements were achieved gradually, which covered pronunciation, comprehension, fluency, vocabulary, grammar, and the students' confidence and participation. The improvements could be seen from the scores of pre-test and post-test. The result showed that all implemented actions successfully improved the students' speaking skills.

From the previous studies mentioned above, the researchers intended to find teaching media used by an English teacher in teaching speaking at the first grade of MAN 4 Aceh Besar in the academic years of 2020/2021. The study also explored the materials and the
assessments due to the teaching media application to enhance student's speaking abilities. Finally, the researchers also intended to know whether the teacher faced some obstacles in speaking while using the media.

LITERATURE REVIEW

Teaching Speaking

Teaching speaking is an essential part of second and foreign language acquisition. Kayi (2006) indicates that the ability to communicate in the target language clearly and efficiently makes an essential contribution to learners' success at school and later in every stage of their life. For instance, it will be easier for those who want to continue their education or job opportunities in the destination country if they have already mastered the language. Therefore, English teachers must pay great attention to the English-speaking process. However, teaching speaking has been undervalued for many years, and English language teachers have continued to teach speaking just as a repetition of drills and memorization of dialogues. Teachers still teach conversations in printed books instead of presenting new ones, such as the conversation video spoken by native speakers. On the contrary, today's world requires that teaching speaking improves students' communicative skills. In that way, students can express themselves and learn how to follow social and cultural rules in each communication circumstance.

Baker and Westrup (2003) put forward the following reasons to practice speaking during a lesson. First, speaking activities can reinforce learning new vocabulary, grammar, or functional language. Second, speaking activities give students a chance to use a new language. Third, speaking activities give more advanced students a chance to experiment with the language they already know in different situations and on different topics. In line with the above explanations, teaching speaking is communicative efficiency. Learners should be able to understand themselves, using their current proficiency to the fullest. They should try to avoid confusion in messages because of incorrect pronunciation, grammar, or vocabulary and observe the social and cultural rules that apply in each communication situation. The effective conversation will avoid misunderstanding and show that the speaker is an educated person.
Teaching Media

In teaching English, especially for young learners, a teacher needs to use media to make learning activities more fun and exciting. According to Reiser (1995), the definition of media includes all traditional means of delivering instruction (including teachers, chalkboard, textbooks, and other printed materials) and the newer instructional media such as computers, CD-ROOM, interactive video, and multimedia systems. Teaching media are all physical devices that can present messages and stimulate students to learn. Therefore, teaching media are expected to help a teacher present the lesson more clearly and attractive to be followed by the students (Sadiman, et.al, 2009).

Using teaching media in a learning process can attract students' interest and motivate their learning. Sudjana' and Rivai (1997) suggest some functions of media in learning. First, the use of teaching media will attract the student's attention to be more active in participating in a teaching and learning process. Second, it makes the learning material clear and understandable for the students to allow students to achieve learning goals. Third, students can be more active because they listen to the teachers' descriptions and do other activities such as observing, demonstrating, and so forth. In short, they can learn from activities such as taking notes, responding, and sharing their ideas, and hopefully, the learning process becomes more attractive.

According to Aini (2013), problems were encountered by the teachers not only in using instructional media but also in selecting them. The problems encountered by the teachers in selecting instructional media were the limitation of time and cost allocation, the availability of instructional media, the appropriateness of instructional media, and the teachers' perception of instructional media. Meanwhile, the problems that teachers often encountered technical problems in utilizing media, for instance, running out of supply and the dysfunction of high-tech instructional media used. Moreover, the teacher faced a hurdle in explaining the materials using the instructional media. Catherall (2005) explains that the barriers to using technology in teaching include lack of motivation due to the lack of social skills, computer skills, internet access, the lack of time allocation for the teaching and learning process, and a lack of motivation and social awareness and school culture. Meanwhile, according to Rahmi (2012), a teacher has difficulties in some aspects in implementing media in
English language teaching. Those are designing lesson plans and preparing appropriate teaching materials using teaching media.

**RESEARCH METHODOLOGY**

A qualitative approach was employed in this research. It mainly focuses on social phenomena in giving and obtaining culturally specific information/voice to the feelings and perceptions of the participants under research (Lodico, et.al., 2006). Qualitative research uses a broad- and deep-angle lens, examining human choice and behavior as it occurs naturally in all of its detail. In this design, the researchers study behavior naturalistically and holistically. They try to understand multiple dimensions and layers of reality, such as the types of people in a group, how they think, how they interact, what kinds of agreements or norms are present, and how these dimensions come together holistically to describe the group (Johnson & Christensen, 2014).

**Research Subject and Object**

The study participant was one of the English teachers in the first grade of MAN 4 Aceh Besar. The researcher chose one English teacher as a research participant based on the school's recommendation. The object of this study was the use of teaching media in teaching speaking skills.

**Research Instrument**

To collect the data, the researchers used observation sheets and interview guidelines. The researchers conducted the observation to find detail information about types of teaching media used by the teacher via Zoom Application recorded by the teacher due to Covid-19. The observation sheet comprises the list of teacher activities during the teaching and learning process and the teaching media used by the teacher in teaching speaking. The researchers developed the observation sheet for the teacher activities based on the teaching practice PPG, FKIP Universitas Syiah Kuala. The researchers adapted the sheet by selecting the critical points related to the research title. The observation was a set of activities consisting of three main stages that the teacher employed during the teaching and learning process: pre-activities, core-activities, and post-activities.

The interview guide was used to collect the data from the participant in order to get some further information about the obstacles
faced by the teacher on using teaching media in teaching speaking skills. The interview supported the data analysis in this study. The interview guide questions mainly dealt with the teacher's preparation, teaching materials, facility, teaching media, and obstacles the teacher encountered during the teaching and learning process. The researchers recorded the interview for analysis purposes later.

**Technique of Data Collection**

The instrument used by the researcher to collect all data consists of a classroom observation sheet and interview guidelines. First, the researcher observed the detail information about this study via Zoom Application recorded by the teacher due to Covid-19. The observation sheet comprises the teacher activities during the teaching and learning process and the teaching media used by teachers in teaching speaking as a compliment. Second, the interview guideline. It was used to collect the participant's data to get some further information about the obstacles faced by the teacher on using teaching media in teaching speaking skills. This interview guide questions mainly deal with the teacher's preparation, teaching materials, facility, teaching media, and obstacles the teacher encounters during the teaching and learning process. The researcher recorded during the interview.

**Technique of Data Analysis**

To analyze the data, the researcher classified the data into two kinds based on the data collection: data analysis for observation and data analysis for interview. First, in data analysis for observation, the researchers used Creswell (2012) techniques. There are six steps involved in qualitative data analysis and interpretation. The first step was for the researcher to prepare and organize the data by scoring and transcribing it from the video recorder and field note. The next step was to explore the data and code it. The researcher read, identified, and coded the data based on the observation sheet: pre-activity, main-activity, and post-activity. At the next step, the codes formed a broader and related description of the phenomena found in the study. Then the next step was the data represented in the narrative discussion used in the study as the finding. Then, from the reporting and representing of the finding, the researcher interpreted the data and the meaning of the research by advancing personal views, comparing the findings and literature, and suggesting limitations and future research.
Second, in data analysis for an interview, the researcher used the technique from Miles and Hubberman (2014). They state that data analysis is a procedure in which data collection, data reduction, data display, and conclusion drawing interactively. In this study, the interview guide and audio recording data were transcribed into the written data. Then the researchers discussed and explained the data in narrative text. The respondent was interviewed via Zoom recording about her response concerning the research questions during the observation. The interview questions include the teaching media used by the teacher in teaching speaking skills and the obstacles to using the teaching media. The interview lasted for 15-20 minutes. The researchers used an interview guide to lead them in interviews in this interview. Several items were used in the interview guide, mostly related to the teacher's use of teaching media and other questions about the teacher's performance toward teaching speaking.

RESULTS AND DISCUSSION

The first research question of this study discussed the kinds of teaching media used by the teacher in teaching speaking skills. It was discovered that the teacher seemed to take advantage of using leading media during the teaching and learning process through the Zoom application, even though limited time was available due to online learning. Based on the findings, the teacher used some kinds of teaching media, such as Zoom application, WhatsApp group, Microsoft Word and Microsoft PowerPoint, video, YouTube, whiteboard, and coursebook.

Zoom Cloud Meeting application, in this case, was used for studying purposes. Zoom can help the learning process because the educator will be directly involved with learners. Chen, et al (2005) stated that video conferences are included in synchronous learning. Synchronous learning is an activity carried out between educators and students. Using video conferences and other multimedia techniques enable educators and students to learn simultaneously. It is a reason why Zoom can be classified as teaching media.

During the Covid-19 pandemic, all learning activities were carried out at home and the teacher utilized this technology for learning purposes. As stated in the result of observation, the teacher used this application by creating a link then she sent to her students in the
WhatsApp group. The students might open the link and directly join the online learning. Both teacher and students used video conferences in the Zoom application to interact. However, this online learning became an exciting way initially, but the students looked bored and exhausted by only looking at the screen every day.

The second teaching media that the teacher used in the observation is the WhatsApp group. This application has a variety of functions, such as sending messages, chatting groups, sharing photos, videos, and documents. The teacher asked the student to create a group class consisting of all the X MIA 2, and then he invited the teacher to join. This application can share any subject matter by using the forward feature. It also can save documents in pdf format, Microsoft Word, Excel, and PowerPoint. In this stage, the teacher and students mostly used WhatsApp groups to share the tasks relating to the English subject they had learned.

The third is Microsoft Word and PowerPoint. The teacher uses these teaching media to describe the objective, competency, and material outline. Blum, Parrette and Watts (2009) clearly state that PowerPoint is a popular application because many early children head education professionals already have experience using it as instructional technology. It can assist the learning process because it allows the education professionals to: 1) Manipulate a variety of pictures, colors, sounds, animation, slide designs, or slide transitions within a presentation to promote interest and motivation, and 2) deliver information in a clear, structured format, while keeping children engaged in the lesson. Furthermore, PowerPoint is now widely used in the teaching-learning process. Many claims have been made about the value of technology in language learning, particularly PowerPoint. This teaching media also can enhance language learners' motivation and understanding. The teacher used PowerPoint to deliver the material through Zoom meeting class related to the observation. She enjoyed informing the lesson by showing slide by slide; she can easily find the page if she needs to add more information about something.

Another teaching medium is video. Using video as a medium for teaching speaking allows students to have a new perspective of the teaching-learning process. Teaching the learning process can be fun. Video application in teaching speaking presents interesting and understandable material for building up students’ speaking ability. According to Brophy (2004), a video is a tool that can consist of text
and graphics and the way to enjoy it, it such as the audience can watch by jumping from one scene to another.

So, video can be used by teachers depending on the need. The teacher used video for the students' task as the result of observation. She asked the students to watch a video and identify the expression and the response to the topic. The teacher has a limited chance to develop students' speaking skills during online learning. Interacting and asking them to practice a short dialogue in the teaching and learning process was the teacher's way in teaching speaking through Zoom.

YouTube is one of the teaching media used by the teacher as the result of observation. The teacher, in this case, asked students to watch YouTube channels to increase their knowledge of the material that has been taught. YouTube can help students explore a target culture in various ways. It can help students develop their learning autonomy levels by encouraging them to watch videos and clips (Alimemaj, 2010). Therefore, YouTube videos can be one solution to encourage students to speak. Screening YouTube videos is also an exciting and exciting means of learning. The learning condition becomes more comfortable and enjoyable since they perceive that YouTube is a new trend and innovation in their education (Singhkhachorn, 2014 cited in Hussin, 2020). So, the students excited to learn will focus more on their teaching and will not get bored easily.

Furthermore, teaching media can be grouped into two; modern and traditional. Whiteboard is a conventional media used in various education levels. A whiteboard is also a learning tool categorized as teaching media to convey information and deliver the lesson. This teaching media is inexpensive and easy to obtain. According to Scrivener (2011), a resource that every teacher has is a board, whether it is a small board, a wide chalkboard, a pinboard, or an interactive computer board. Mayer (2003) states that students learn better by having information presented through multiple modalities, primarily through visual means, and boards are perhaps the simplest visual teaching tool. Using this teaching media, the teacher explained the material by outlining the points and the examples on the whiteboard. In teaching speaking, she also wrote a keyword and then asked students to elaborate on it with their own words. It is evident that this traditional media also plays a significant role in learning from home.

The last teaching media used was the coursebook. The teachers utilized the coursebook as source material to give exercises to the students about the lesson Harmer (2007) stated that a coursebook is a
form of printed teaching media. It contains material or verbal information through print. It can also be used as a basic instructional guide by the teacher. One of the learning materials that can be used as a learning resource and teaching media is a book. A book used as the leading learning resource is called a textbook or a coursebook. In short, the teacher should select the appropriate teaching media related to internet-based technology to give good effects in the teaching and learning process.

From the result of observation and interview, it can be analyzed that the teacher faced some obstacles in using teaching media in teaching speaking. To support the data, the writer interviewed to strengthen the data found in online learning via Zoom Cloud Meeting recording. The teacher found the obstacles involve the different backgrounds of students' abilities, the number of the students, the availability of the network, and the teacher's less interest in using teaching media.

Brandsford, Brown and Cocking (2000, cited in Kozma, 2003) said that educators play an essential role in ensuring the effectiveness of technology within education. Nowadays, technology heavily impacts the teaching-learning process during the pandemic. Technology cannot be separated from the teaching-learning process because it can be found surround us easily. Technology can be a medium for teachers to teach various subjects; one of them is English. Technology can give many ideas and inspire teachers to have a new teaching media or the newest teaching method. In applying this teaching media, the teacher should consider what teaching media are suitable for teaching speaking.

In using teaching media, the teacher's first obstacle comes from the different backgrounds of students' abilities. It can cause them not to use English when teaching and learning process. One of the obstacles in utilizing the teaching media is linguistics problems. The linguistics problems are derived from using first language or mother tongue interference. So, in the learning process, both teacher and students frequently interact by using their mother-tongue language, which unconsciously affects their English performance. Therefore, Bahasa was dominant primarily used in this case.

Second, the number of students was also the source of the teacher's obstacle in using the teaching media. The class consisting of many students can cause the teachers to be overwhelmed when delivering the lesson. There are students with different characteristics and capabilities in the class. In line with the result, Harmer (2001)
states five kinds of problems usually encountered in foreign language teaching: the size of classes, the different levels of students, students with silent preferences or using their language, and uncooperative students. To make the learning process more exciting and fun by using teaching media, the teacher should divide the students to work in a group by mixing smart and less intelligent students to help motivate each other.

Third, network availability also became the teacher's obstacle in applying teaching media. It is the most crucial needed when the teachers use the teaching media through technology-base, as the teaching and learning process via Zoom online class. In daily learning at school, the teacher explained that they did not focus on speaking skills but mainly on analyzing the questions and answering them. The teaching and learning process primarily focuses on the coursebook. In short, the teacher becomes less interested in using teaching media.

CONCLUSION AND SUGGESTION

Based on the data collected through the observation, interview, and documentation, the researchers concluded that the teacher seemed to use teaching media during the teaching and learning process through the Zoom application, even though limited time was available due to online learning. Based on the findings, the teacher used eight kinds of teaching media: Zoom application, WhatsApp group, Microsoft Word and Microsoft PowerPoint, video, YouTube, whiteboard, and coursebook. The teacher also found the obstacles that she encountered in using teaching media; the different backgrounds of students' ability, the number of the students, the availability of the network, and the teacher's less attention in using teaching media.

The researchers suggested that the teacher use the appropriate media to teach speaking skills. Furthermore, the materials used must follow the students' abilities. Further researchers should explore more teaching media usage in other English skills such as writing, reading, and listening.
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