DEVELOPING COMMUNICATIVE LANGUANGE TEACHING (CLT)-BASED LEARNING MEDIA TO IMPROVE STUDENTS SPEAKING ABILITY AT MA ASH SHIDIQI EAST LAMPUNG

A THESIS

By

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**MASTER OF ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTEMENT TEACHER
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2023**

ABSTRACT

DEVELOPING COMMUNICATIVE LANGUANGE TEACHING (CLT)-BASED LEARNING MEDIA TO IMPROVE STUDENTS SPEAKING ABILITY AT MA ASH SHIDIQI EAST LAMPUNG

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The objectives of the research are : (1) to find out the development of CLT-based learning media in teaching speaking ability, (2) to find out whether using CLT-based learning media in teaching speaking has effects that improve students' speaking ability, (3) and to find out in what aspect of speaking, learning media contributes more in improving students' speaking ability. The results of this study show that the development of media is designed in an interesting way and do not make students feel bored in understanding English material. There is a significant improvement in students' speaking ability after the students are taught by using CLT-based learning media. Before the treatment, the minimum score is 20 and maximum score is 80, and the mean is 60.00. After the treatment, the minimum score is 85 and maximum score is 100, and the mean is 81.47. The significant value of the paired sample t-test is 0.000 which is lower than 0.05, the t-table was 8.166 with a probability/significance level of 0.000. Of the five aspects, the highest is comprehension and the lowest is grammar. In the context of teaching and learning, the use of CLT-based learning media media can make the students more active and easy to understand all of the materials in the class, so this learning strategy is appropriate to increase the students' speaking ability.

Keywords: Developing Communicative, Language Teaching, Based Learning Media

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A Thesis

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In

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Language and Arts Education Department
Of Teacher Training and Education Faculty

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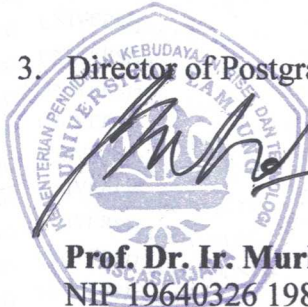   **2. Prof. Dr. Flora, M.Pd.**

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DECLARATION

I hereby declare that

1. The thesis entitled **"Developing Communicative Languange Teaching (CLT)-Based Learning Media to Improve Student Speaking Ability at MA Ash Shidiqi East Lampung"** is my own work and i do not plagiarize or quote of other author in a way that is inconsistent with academic ethics.

2. This intellectual right is entirely left to Lampung University.

Regarding this statement, if it turns out that there is untruth in the future, i am willing to hear the consequences and sanctions based on the prevaolong law.

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CURRICULUM VITAE

Rini Ardolah was born in Braja Fajar, on November 13rd, 1996. She is the second daughter of her father Noto Prayetno and her mother Sri Amini. She has one older brother and two younger brothers.

She began her study at SDN 01 Braja Fajar, East Lampung. After she graduated from elementary school in 2009, she continued her study in MTs Darul Huda 2 Mataram Baru. Then, she continued her study at MA Madinah Islamic Boarding School and graduated in 2014. In 2016, she was accepted in English Departement Universitas Nahdatul Ulama of Lampung and got bachelor degree in 2020. In 2021, she decided to take master of English study program at University of Lampung.

DEDICATION

I would like to dedicate this thesis to:

1. my beloved parents, Sri Amini and Noto Prayitno

2. my beloved brother, my beloved, grandmother, uncle, aunt, cousin, friends.

3. my own teachers, staff, friends and students at MA Ash Shidiqi , MTS Darul Huda 2 and SMP Assyaroniyyah East Lampung

4. my beloved Lecturers.

5. my beloved almamater of Lampung Univesity

MOTTO

" Take the risk or lose the chance "

"Getting a bad grade isn't the end of the world."

"Twenty years from now you will be more disappointed by the things that you

didn't do then by the ones you did do."

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The writer realizes that she cannot complete this final project without the help of others. The researcher has obtained a lot of help from many people during writing this final project and it is possible to mention all of them. She wishes to give her sincerest gratitude and appreciation. Therefore, the writer would like to express her sincere gratitude and respect to:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expects criticism and suggestion from the readers to enchance the quality of the thesis, the researcher hopes this study would give a positive constribution to the educational development in English language teaching to those who want to conduct further reseach.

Bandar Lampung, 13-April-2023
The Writer

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II. THEORETICAL FRAMEWORK

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I. INTRODUCTION

This chapter discussed the background of the problem and the judgments as the appropriare empirical foundation in conducting the result, this chapter contains research questions objective significance uses and the scope of the research uses of the research definition of the terms.

1.1 Background of study

In the 21st century, English has become a second /foreign language in almost all countries, as well as Indonesia. Therefore some researchers want to find out how and what the right way is to develop English language skills in the educational environment of their respective countries, not only the listening and writing ability but also no less important is the application, is speaking. Speaking is one of the important ability in the process of language learning. Burns (2012) holds the view that speaking is a highly complex skill that uses simultaneous process - cognitive, physical and social-cultural and a speaker's knowledge and skills have to be activated rapidly in real time. Speaking English is quite challenging for EFL learners, especially Indonesian learners.

In this modern era there are many methods that can be used to develop the English language skills of students in schools, teacher can use alternative methods but there are some teachers rarely use media in the teaching and learning process.

Technological developments have created break throughs in learning. Even students often use mobile communication devices and the internet is a new trend that makes it possible to organize mobile learning (mlearning). Because of m-learning, students do not always have to follow every learning process. In addition, students can access learning materials anytime and anywhere. The development of science and technology has brought very significant changes to various dimensions of human beings life, in the economic, social, cultural and educational. Therefore, education is not left behind from the development of science and technology there is a need for adjustments.

In addition to the development of science and technology are increasingly driving reform efforts in the use of technological results in the learning process. In the learning activities, there are several components including: objectives, learning materials, assessment, methods and tools or media. This is the main component that must be fulfilled in the teaching and learning process. These components do not stand alone, but are related and interrelated affect each other. The use of learning media is an important component in the learning process in schools. Learning media use is seen as important, because it helps to achieve learning goals. Therefore, the preparation of learning is one of the responsibelites of educators is considered important to attract students' interest in learning activities, teacher's presence to direct learning activities, textbooks as information and other media are also needed to improve student motivation as a real form of learning activity, without any interaction between students and the media then learning will never happen.

The word "media" comes from Latin and is the plural form of the word "medium" which literally means intermediary or introduction. According to

Schramm (1997), communicative approach with a Media is an introduction to messages from the sender to the recipient of the message. Communication Technology is learning that uses technology and communication media in the field of learning by using electronic facilities to process and convey information (Sutopo, 2012). The main purpose of learning using Information and Communication Technology is how the teacher can package interesting learning with information and media communication technology students can be actively involved in learning. (Arifin, 2012). According to Swaffar and Vlatten (1997), employing video in the classroom exposes students to real voices and accents, providing them with cultural context (as cited in Salaberry, 2001). Furthermore, Bahrani and Shu Sim (2011) argue that the usage of television and visual media is not only a form of entertainment but also a form of educational technology, In general, the teacher's ability to use multimedia really supports the learning Learning process. In addition, the use of the right method is also decisive an effective and conducive learning process. Although It is undeniable that the classical learning method, namely the lecture method cannot be completely replaced by teachers in learning history.

Daryanto (2001) said that the lecture method is the way of presentation is done by direct oral explanation (one-way) towards students. More precisely the task of the teacher is to deliver the responsible for the students to memorize all the materials. of the student is to memorize all the material. Indeed learning is oriented to the mastery of the material proved successful in the competition considering in the short term, however failing to equip children to solve problems in the long term.

Gagne (2008) states that the media are various types of components in the student's environment that can stimulate them to learn. Meanwhile Briggs (2008)

argues that are all physical tools that can generate messages and stimulate students to learn. According to Ramlannarie (2011: 88) speaking is a process of thinking and reasoning so that one's speech can be well received and understood by other people or listeners.

Therefore, in the context of developing students' English in the field of speaking, one of the right ways is by using learning media to improve students' speaking ability. In the educational environment, namely language development through learning using media with a communicative approach, because it is very important, the media has been found or spread widely throughout society, in urban and rural areas, so many researchers researching the development of learning English by using communicative approaches with media to applications such as YouTube Twitter Facebook WhatsApp, even applications The newest application that has millions of users, such as Zoom and Google Meet, the Teacher's Room, You Tube, Tik Tok, and so google etc.

the role of a teacher in the pandemic era is very important to the mastery of the material, especialy for the development in learning of students both online and offline, and we all know that as a teacher must be able to master all knowledge, which includes academic science, communication science and information science, because it is not uncommon for many students to be able to master and use all types of communication tools such as cellphones, laptops and other media, therefore as a professional teacher should be able to master media science that can be use to develop the ability to speak English for students. In this 21st century era of learning, the use of technology takes an important role in teaching and learning process (Anggareni and Wulanjani, 2017). Technology has indeed become an important

thing in the development of student learning proses. Technological development has created break throughs in learning proses . and the development of the materia by autentic materials sould make the students interest in the learning proses, Authentic materials refer to texts, photographs, video selections, and other teaching resources that are not specially prepared for pedagogical purposes (Richards, 2001). Teachers in communicative language classrooms need to use more authentic materials in the teaching and learning process.

A person speaks to influence the behavior, thoughts and feelings of other people through speech activity. It means that communication can be taught only by involving students in various kinds of activities, by modeling real life situations of communication based on the systematization of linguistic material, which gives us a communicative system-activity approach. The learning process in this approach is built on the model of communication. Generally, though, the definitions of CLT describe it as a theoretical approach that tries to apply a communicative view of a language in language pedagogy, starting from syllabus design to classroom activities and behavioral patterns of learners and teachers. By this model, training is as close as possible to real communication. Since the problems discussed do not as a rule make it simple and easy to understand. Therefore, the main feature of this approach is communicativeness, which includes a number of characteristics that allow the transition from the first social contacts to situations. Communicativeness provides for the speech orientation of learning, stimulation of speech-cognitive activity, ensuring individualization, taking into account the functionality of speech, creating situational learning, observing the principle of novelty and "nonstandardization" of the organization of the educational process. The

parameters of communication are realized in the communicative behavior of the teacher, the active behavior of the student, in the subjects of discussion, the situation of communication, the use of speech means taking into account the functionality of speech, creating situational learning, observing the principle of novelty and "nonstandardization" of the organization of the educational process.

The parameters of communicative communication are realized in the communicative behavior of the teacher, the active behavior of the student, in the subjects of discussion, the situation of communication, the use of speech means. training is as close as possible to real communication. Jajoband and Farrell state (2003) The communicative approach requires a complexity in terms of planning and a tolerance for messiness and ambiguity as teachers analyze students' needs and design meaningful tasks to meet those needs.

The development of CLT-based learning media is a learning method to improve students' speaking ability in the class. It creates interaction among the students. for both teachers and students to enjoy the progress of learning, the teacher acts as a facilitator in the hope that the students can improve their speaking ability. There have been many researchers who are active and have more creative thinking and expect to improve all kinds of skills. As we know in the modern era, media is widespread in all regions, therefore this is very supportive of learning to use media interactions between students and teachers. In addition, appropriate media is also needed when the teaching and learning process takes place. There can be no absolute method, the method used is adjusted to the needs of student, conditions, culture, place of residence, facilities, etc. As Richards (2001:159) Rahimpour & Magsoudpour (2011) claims that teacher and student interactions play a significant

role in foreign language development. Interactions between teachers and students and also interactions will facilitate language development and will lead to better language learning. Added to this, Hall & Walsh (2002) state that in language classrooms, interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention. They add that through their interactions with each other, teachers and students construct a common body of knowledge. Besides that, they also serve mutual understanding of their roles and relationships and the norms and expectations of their involvement as members in their classrooms

In terms of learning media, the students are required to be able to use their electronic facility for communication and science. In this study, the development of students' speaking ability is fully focused on the method that is carried out by a researcher on students in school, to create a lot of significant development and progress in students, although sometimes many students are less interested because they are bored and lack of interest. The emergence of the Communicative Language Teaching approach has led to many innovations in the field. The communicative approach requires a complexity in terms of planning and a tolerance for messiness and ambiguity as teachers analyze students' needs and design meaningful tasks to meet those needs.

In general, the communication approach will be easier and can be implemented to achieve maximum results. Especially if you use learning media with a communicative approach that makes students more motivated to use media such as cellphones and laptops and so on.

The development of CLT-based learning media makes students able to improve their speaking ability by interacting with one another and producing significant values unmonotonous and makes students interested in the learning process. The students must be provoked and lured in by a unique and interesting approach and tool, one of which is to use the media that has been provided by the school and the teacher. In this case, the teachers' role as a facilitator and even an instructor in the learning proses. Adopting CLT in the classroom, it requires variable facilities to create teaching materials and teaching aids to motivate students to concentrate on communicative activities. On the other hand, the EFL classrooms have lack of facilities and equipment to support CLT activities.

The relationship between the media in speaking ability is very large, because in terms of speaking, students must be stimulated by something that makes them more interested and not boring, they even feel more happy, moreover, the percentage of results from learning with this media has often happened and gives satisfaction with teachers who find students having difficulties in developing their English skills. Students do not feel pressure on the target, but students feel more comfortable and active in learning the target language. The more active in interacting, the faster the target of language learning is achieved, and learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives

Previous research on media development has mostly been done in learning communication skills such as speaking and listening ability etc, but research on media development in speaking ability is very rare or even non-existent, mentioned several studies by Toro, Gina-Minuche Eliana Pinza & Paredes (2018), which

examines the approach to teaching communicative language in English classrooms and the strategies and resources used by teachers to improve students' oral skills. shows that the different types of students speak English based on the variable of increasing English speaking which results in different behaviors in learning to speak English. The nature of the contribution to language development of both form-focused and meaning-focused classroom activity remains a question in ongoing research.

Identifying speaking orientation, learning media will enable English teachers and test developers to have a better future of the need to speak English, with media in terms of learning English and provide appropriate materials for learning. Learning process for experience, and exams for evaluation, which in turn facilitate students to be able to improve their English speaking skills.

In this sophisticated era, students are required to be able to use media as a development tool in foreign language skills

- with the media, an effective learning situation and students are more interested, not only monotonous and make students bored.
- With CLT-based learning media, students are more interested in demonstrating and commenting on what they see.
- The use of CLT-based learning media is an internal part of the learning system. The use of media in the classroom makes students actively think, speak and interact.

- Learning media is important to achieve learning objectives, accelerating students' ability to interact, because learning then some examples can be directly followed and practiced

- The use of media in learning is to accelerate the learning process and help students to understand the material presented by the teacher in class, even in developing students' speaking ability in class

- The use of media in learning is intended to enhance the quality of education.

After many descriptions about how to learn with media, the purpose of this research is to improve students' speaking ability by using a communicative approach-based learning media. For this reason, the research problems are:

1.2. Identification of the problems

There are some problems usually found in teaching speaking learning process. There are many factors can make many problems emerge. The problems that usually found are as stated below:

1. Students are not interested in learning and following the basics of subject

2. Students are bored and not interested in the teaching method used by the teacher.

3. The less of teacher‟s attention to students.

4. Teacher still uses traditional method likes reading book in the learning process which is monotonous.

5. The teacher does not use the school‟s technology to the fullest.

6. The teacher does not develop creative and innovative learning media to attract the students.

7. The lack of teacher"s ability and knowledge in developing learning media.

1.3. Limitation of the Problems

In line with the identification of the problems above, the current research is limited on how to overcome the problems based on points a, b, and c. To help the students in improving all aspects in speaking to increase their speaking ability of the students in first grade of MA Ash-Sidiqi Mataram Baru East Lampung. To answer the problems that have been mentioned in the identification of the problems.

1.4. Formulation of Research Question

Based on the limitation of the problem above, the research questions this research are formulated as follows:

1. How is CLT-based learning media developed?

2. Is there any significant improvement in students' speaking ability after the students are taught by using CLT-based learning media?

3. What aspect of speaking does improve the most through CLT-based learning media in speaking class?

1.5. Objectives of the Research

about the formulation of the problem, the objectives of the research were:

1). To find out the development of CLT-based learning media in teaching speaking ability.

2). To find out whether using CLT-based learning media in teaching speaking has effects that improve students' speaking ability.

3). To find out in what aspect of speaking learning media contributes more in improving students' speaking ability.

1.6. The Uses of the Research

This study has some uses as follows:

1.   Theoretically

The result from this research might have significance for the field of education, in the form of supporting the theories of teaching and learning strategies. Furthermore, it might be able to help the teachers to give additional information about learning media become an alternative technique in teaching speaking

2.   Practically

Practically the findings of this research are expected to be beneficial for :

a. Teachers

The result of the study can be beneficial for the teachers as the ways to teaching in improving students' speaking ability.

b. Student

The research can improve the speaking ability of the students of ten grade at MA Ash-Shidiqi. Also as a tool that may help English students to learn English in the proper way and more affective

c. Researcher

The findings of this study can be used as a reference to support other researchers who are interested in conducting a study with the similar theme or purpose.

d. Reader

This research can be useful information about the improvement of students' speaking ability through CLT-based learning media.

1.7. Scope

The scope of this research is in the use of CLT-based learning media (visual Media) to improve the students' speaking ability. This research is focused on the language component which refers to aspects of speaking which are comprehension pronunciation, fluency, vocabulary and grammar.

1.8 Definition Of Terms

1. CLT

   CLT is the term commonly used in the pedagogical literature to describe an approach which aims to implement the theory of communicative competence by incorporating the interdependence of language and communication.

2. Learning Media

   Learning media is everything that can deliver and channel messages from sources in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively

3. CLT-based learning media

   CLT-based learning media is a method that transfers the art of learning media into a multimedia format that contains images, voice texts (narrative and music) and videos, by using computer, laptop or application programs.

4. Speaking

   Speaking is our understanding of the words and the sentence. either directly or through media such as music or films. Speaking is an important skill in English because we must be able to know what people are saying to us.

   This chapter discussed the background of the research, research questions, objectives of the research, the uses of the research, scope, and definition of terms.

II. THEORETICAL FRAMEWORK

This chapter discusses the theory that supports this research. It consists of the previous studies, the concept of speaking, types of speaking, aspects of speaking, teaching speaking, communicative language teaching (CLT), learning media, developing CLT-based learning media, advantages and disadvantages of CLT-based learning media, theoretical assumption and hypotheses.

2.1. Theoretical Review

2.1.1. Previous studies

For the previous studies of learning media, the researcher took three kinds, and there are :

Previous study conducted by Rachmadtullah (2016) the history learning of students who used instructional media of flash player was higher than students who used learning conventional media; (2) there were interactions between instructional media and self regulation on history learning outcome ; (3) the students with high self achieved higher history learning result if using instructional media of flash player than those who used conventional media; (4) the students with low self regulation achieved lower learning result of history if using conventional media than those who used the instructional media of flash player.

Another research conducted by Astra, Nasbey, Aditiya, Nugraha (2015) find out Averages for feasibility of the media on all indicators are 83.13% from media experts, 87.5% from concept experts, 83.13% from empirical test of teachers, and 78.51% from student test. It is concluded that the learning media of android application in the form of a simulation lab can be used as a learning media for senior high school.

A study by Zaitun (2021) showed that using the TikTok application as a medium for speaking students could increase students' confidence in speaking English and also added new experiences for students in expressing their ideas freely on TikTok. From the results of the Pre-Test session, there were 15 students who scored between 30 - 40. The remaining 21 students got a score above 60. While in the post-test session 1 there was an increase with a total of 22 students getting a score above 70. Then in the post-test session 2 showed a very significant increase with the achievement of the highest student scores of 95 and the lowest of 70.

Learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives. In addition learning media will also increase students' learning motivation, this is in line with the statement by Sanaky (2009) that the benefits of instructional media include: (a) By using learning media, the learning process will be more interesting, so it can lead to motivate student learning; (b) Can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives; (c) By using instructional media, the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and (d)

Students speaking to the material presented by the teacher, doing more learning activities such as: observing, doing, demonstrating, and others. The features of learning media can promote the experiential classroom so that foster the students' learning engagement.

On the basis of the benefits presented by Sudjana and Rivai in Sanaky (2009), learning media needs to be utilized to overcome the limitations of the learning process. As an example of media learning in the process of learning is in the 5th grade of elementary school subjects social studies with material Meaning of National Heritage of the Hindu-Buddhist and Islam in Indonesia. This material is usually delivered with a didactic method of lecturing and using material books as a supporting medium. The current technology can be utilized as a learning medium to support the learning process.

According to Munadi (2013: 7) Learning media is everything that can deliver and channel messages from sources in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively".

According to Wood (2005) a term of m-learning is using of a technological and mobile device, such as PDA, mobile phones, laptop, and tablet in learning. Saedah Siraj and Vijay (2009) state m-learning is using of a mobile device can organize learning anywhere and anytime. According to Osman, M. El-Hussein and Cronje (2010), m-learning is Learning media is anything that can be used to convey a message so as to stimulate students' feelings, thoughts, willingness, and attention and encourage the learning process (Miarso, 2009). Meanwhile, according to

Musfiqon (2012) Learning media can be defined as a tool in the form of a physical and non-physical used teacher in conveying material to students to be more effective and efficient. The use of learning media is expected to be more quickly accepted student learning materials as well as attract students to learn.

From the explanation above, the researcher agrees that learning media is very effective and efficient and the results are increasing,and between teachers and students are also required to be equally active in the learning process also because the media itself is scattered all over the world, to improve skills talking to students with media is the best solution, coupled with a communicative approach, make more satisfy results for students' speaking difficulties. Many researchers have proven it, even media learning is able to improve not only speaking ability, but other skills, such as writing, reading and increasing students' motivation to learn L2.

So the learning media can be interpreted as a tool of hardware or software used in the delivery of materials by teachers to students in the learning process. In speaking of learning, media is expected to make a more effective and efficient.

2.2. Review of Related Literature

2.2.1. Concept of Speaking

Speaking is very important of language ability in doing daily activities because people can react to other persons and situation and express our ideas, thought, and feeling through spoken language. There are some definitions and perspectives of speaking proposed by some experts. According to Cameron (2001) that'speaking is

the active use of language to express meanings so that other people can make sense of them. Also adds that attention to precise details of language is required to speak in foreign language in order to share understanding with other people. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand. While, Chaney (1998) in Kayi (2006) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.

Furthermore, Richards (2008: 19) states that the mastery of speaking ability in English is a priority for many second language or foreign language learners. Consequently learners often evaluate their success in language learning as well as the effectiveness of their English course based on how much they feel they have improved in their spoken language proficiency. Pollard (2008) says that one of the most difficult aspects for students to master is speaking. It is difficult when learners have to consider and think about their ideas, what to say, language, grammar, vocabulary, pronunciation in one time and how to react with a person who communicates with them.

In addition, Brown (2004) says that speaking is a productive skill that can be directly and empirically observed, those observations are in variably colored by the accuracy and effectiveness of the test-takers speaking ability, which necessarily compromises the reliability and validity of an oral production test. Moreover, he divides speaking ability into two, namely: micro and macro skills of speaking. The micro skills refer to producing the smaller chunk so language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skill simply the

speaker's focuses on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication and strategic options.

In relation to this, Lado (1976: 240) stated that speaking as an ability to converse or to express a sequence of ideas fluently. It means that in the process of speaking there must be at least two people, one is the speaker and other one as the listener. In communication or speaking process, the speaker must be able to share the ideas clearly, so that the listener can receive what the speaker communicates, he or she must comprehend in coming message and organize appropriate response for production. Rivers (1978: 162) also says through speaking someone can express her or his idea, emotions and reactions to other or situation and influence other person. Furthermore, someone can communicate or express what he or she wants from other and response to other speaker. It means that in order to express someone's ideas, the speaker must also attend the aspect of speaking, in order that the message is understandable to the listener. Tarigan (1982: 18) refers to speaking as the ability to produce articulation, sounds or words to express, to say, to show, and to think about ideas, taught and feeling.

To sum up, speaking is a productive language skill in which the activity includes two or more people having interaction in order to deliver or get a message. Furthermore, a speaker needs to use the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listeners will understand.

2.2.2. Concept of Teaching Speaking

Teaching speaking is a process to teach students how to use the language for communication, expressing ideas, or share information. The goal of teaching speaking should improve students' communicative skills, because students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.According to Richard (2008), the emergence of communicative language teaching leads to the change views of syllabuses and methodology, which continue to shape approaches to teaching speaking ability today. In line with this, Kayi (2006) states that teaching speaking has been undervalued and English language teachers have continued teaching speaking just as a repetition of drills or 18 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 and student's cannot only teach what will be spoken but also situation that will deal with the teacher teach speaking by carrying out the students in a certain situation concerning the topic discussed. For example, the topic is about "Drugs" hence the teacher carries out to involve the students' activities in this situation. The topic mustbe:

a. Familiar (well known from long or close association)

b. The ideas (a thought or suggestion as to a possible course of action)

c. Organization (an entity comprising multiple people, such as an institution or an association, that has a collective goal and is linked to an external environment) are clear and the learners have an oral commands.

d. Oral commands of the language (the primary goal in small classes, while grammar and the written aspects are not neglected) need to describe the topic

According to Nunan (2003), what is meant by teaching speaking is to teach English language learners to:

1. Produce English speech sounds and sounds patterns,

2. Use words and sentence stress, intonation patterns and the rhythm of the second language,

3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,

4. Organize their thoughts in a meaningful and logical sequence,

5. Use language as a means of expressing values and judgments, and

6. Use the language quickly and confidently with few unnatural pauses, which is called fluency.

According to the explanations above, the students will try to use the language in interacting with their friends. Also Harmer (1998) states there are criteria in teaching speaking for teachers to meet. He suggests that a good plan needs to have judicious blend of coherence and variety coherence means that students can see the logical pattern to the lesson. The various activities in learning process must have connection between them. This statement suggests that the teacher is required to provide students with a wide range of activities or tasks which are rich in variety but have logical connection to each other.

From the explanation above, teaching speaking is the act to teach learners how to produce English speech sounds and sound patterns, use appropriate words according to proper social setting and can organize their thought in a meaningful and logical sequence.

2.2.3. Types of Speaking ability

With the obvious connection between speaking, six similar categories apply to the kinds of oral production that students are expected to carry out in the classroom, Brown (2000) explain those kinds of oral production below :

a. Imitative

A very limited portion of classroom speaking time may legitimately be spent generating human 'tape recorder' speech, where, for example, learners practice an intonation contour or try to pinpoint a certain vowel sound.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking ability, that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

A good deal of student speech in the classroom is responsive short replies to teacher or student-initiated questions or comment.

d. Transactional (dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more for the purpose of maintaining social relationship than for the transmission of facts and information.

f. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, or perhaps short In speaking learning process, the teacher has to understand different types of speaking ability in the class. It is able to the teacher easier on study to decided which activity may be use. The types of class speaking ability like imitative, intensive, responsive, transactional, interpersonal, and extensive has explained above. The knowledge of the speaking types above should make the teacher easy to know about the students difficulties in speaking ability, the difficulties should be explained on the next statement of paragraph.

2.3. Speaking Difficulties

These same characteristics must be taken into explanation in the productive generation of speech, but with a slight twist in that the learners is now the producer. keep inmind that the following characteristics of spoken language can make oral ability easy as well as, in some cases difficult (Brown, 2000 :270-271).

1) Clustering

   Fluent speech is phrasal not word by word. Learner can arrange their output both cognitively and physically through such clustering.

2) Redundancy

   The speaker has an opportunity to make meaning clearer through the redundancy of language.

3) Reduced Forms

   Contractions, elisions, reduced vowels,etc.,all form special problems in teaching spoken English (see the section below on teaching pronunciation).

4) Ability variables

   One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of ability hesitations, pauses, backtracking, and correlations.

5) Colloquial language

   Make sure you students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and those they get practice in producing these forms.

6) Rate of delivery

   Another salient characteristic of fluency is rate of delivery. Helping the learners achieve an acceptable speed along with other attributes of fluency is one of the teacher tasks in teaching spoken English.

7) Stress, rhythm, and intonation

   This is the most important characteristics of English pronunciation, as will be explained below.

8) Interaction

As noted in the previous section, learning produce waves of language in a vacuum-without interlocutors-would rob speaking ability of its richest component the creativity of conversational negotiation.

The difficulties faced by students can obstruct the English learning process. It can make students hard to developtheir English skill

2.4 Charasteristics of Good Speaking

The characteristic of good speaking activities according to Brown and Yule have shown that, broadly speaking, spoken communications are essentially "transactional" or "interactional". Transactional language is said to be that which contains factual or propositional information. Typically, written language is transactional. Example of transactional language would be a policeman giving direction to a driver or of someone filing an insurance claim. In each case the message has to be very clearly communication (Jo Donough, 1993 :152).

In addition, according to Ahmadi (2017) The first characteristic of speaking ability is fluency and it is the main aim of teachers in teaching speaking ability. According to Hughes (2002), fluency is the learners' ability to speak in understandable way in order not to break down communication because listeners may lose their interest. Hedge (2000) expressed that fluency is the ability to answer coherently by connecting the words and phrases, pronouncing the sounds clearly, and using stress and intonation.

The second characteristic of speaking abilityis accuracy. Learners should be fluent in learning a foreign language. Therefore, teachers should emphasize accuracy in their teaching process. Learners should pay enough attention to the exactness and the completeness of language form when speaking such as focusing on grammatical structures, vocabulary, and pronunciation (Ahmadi cited in Mazouzi, 2013).

Based on the explanation above, it has been cleared that speaking as the main of communication should be transactional as the written language and interactional as the spoken language, spoken language has the characteristics in order to make the speaking ability the teacher should pay attention of two kinds of characters in speaking ability, both are : Firstly, Fluency it is included the coherent of connecting the words and pharases and pronouncing the sound clearly so using stress and intonation. Secondly, Accuracy it is about the grammatical in spoken language.

2.4.1. The Characteristics On Successful Speaking Activity

which has been explained by Penny Ur (1996) there are:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk.

2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

That all the main characteristics of good speaking ability.

2.4.2 Aspects of Speaking

Generally, speaking must fulfill several aspects, it can be divided into two types based on the achievement, good speaking and bad speaking. Harris (1974:75) said that aspects of speaking were:

1. Pronunciation

    Pronunciation refers to the ability to produce easily comprehensible articulation. In other definition, it means that pronunciation is the way for students to produce clearer language when they are speaking.

2. Grammar

    Grammar is a rule system in a language. When we speak to other people, it means that we express some of our ideas and thought orally; both listener and speaker should understand each other.

3. Vocabulary

    Vocabulary is the words used in a language. We can't speak at all without vocabulary (Wilkins, 1983:111). Nobody can communicate effectively if they do not have sufficient vocabulary.

4. Fluency

Fluency is Language production and it is normally reserved for speech. Fluency consists of the reasonable fast speed of speaking and only small numbers of pauses. It means that when a person make a dialogue with another person, the other person can give response well without difficulty

5. Comprehension

(Heaton, 1991:35). Good comprehension refers to good understanding. If someone" language understanding is good, it given affect the speaking ability. It means that comprehensibility focuses on the students' understanding of the conversation.From the explanation above, all aspects need to be improved in learning process at ten grade students of MA As-Sidiqi Mataram Baru East Lampung. The improvement can be reached by implementing learning media to improve the students' speaking ability.

to get the students' result of speaking ability,the researcher used the five aspects to improve student speaking ability in the proses of teaching and learning proses.

2.5 Communicative Language Teaching (CLT)

Communicative language teaching is the term commonly used in the pedagogical literature to describe an approach which aims to implement the theory of communicative competence by incorporating the interdependence of language and communication Wu (2009) states that The communicative approach appears in the peaceful times in the early 1970s

Generally, when people think about Communicative language teaching, images come to mind of teachers who conduct classroom activities which focus on real

communication to support the language learning process. Furthermore, the discussion of Communicative language teaching origin would not be complete without reviewing theory. Hymes (1971)states a sociolinguist, showed great enthusiasm for communication-related matters the communicative video is foreign language learners, besides, to enrich their competence with the knowledge needed and activating their performance to be able to use their target language effectively for communication

SS (2009) states ,what is Communicative language teaching ? it is natural to look at the relationship between language and communication. CLT is the term commonly used in the pedagogical literature to describe an approach which aims to implement the theory of communicative competence by incorporating the interdependence of language and communication It has been noticed that the goal of of the methods is to make the students able to communicate in the target language. But in the 1970s, the educators tried to find out whether they were going to meet the goal of the students in a right way or not. It had been observed that students were able to write and read the sentences in target language correctly. But when it came to communicate in the target language, they failed to do so. It made clear to the observer that to make the students able to communicate in the target language, it required more than mastering only the linguistic structures. It had been accepted by the educators that to be able to communicate in the target language, communicative competence is required with linguistic competence. There had been a shift from the linguistic structure centered approach to communicative approach in the late 1970s and 80s.

Communicative language teaching is an approach to teach foreign or second language which emphasizes on communicative competence. Elense states (2020) Communicative Language Teaching (CLT) is one of the teaching methods that is in line with student-centered approach, It also emphasizes on interaction as a means to teach language. Communicative Language Teaching replaced the Situation Language Teaching which had been used to teach English as a second or foreign language. It had been considered as the major British approach. The focus of Communicative approach was on to teach the basic structures of language. But in the 1960s, the educators realized that language taught on the basis of situational learning would have been of the use. Because to teach the meaning, carried out from the utterances was more required as it expressed the intentions of the speaker or writer.According to Moss and Ross-Feldman (2003), any activity which requires the learner to speak and listen to others includes the use of communication. Richards and Rogers (2001) suggested that the Communicative approach is beneficial since it focuses on the development of the four skills on which language and communication depend; this approach aims at fostering EFL learner's competence in communication.

EFL learners can be communicatively competent in the target language if they work hard on developing their communicative competence, which is the ability to communicate effectively using the target language within social happenings (Hiep, 2007). Aziz (2019) states is Communicative language teaching is one of the most influential theoretical developments in language teaching and learning especially among ESL students, and it is related to the idea of communicative competence that is believed to help in redefining the CLT incorporates result oriented activities and

student centered approach of language teaching and considers interactive exercises like games, role-play, and pair/group work as an integral part of the process of language acquisition target of second language (L2) instruction in the classroom, walia (2012) states that CLT incorporates result oriented activities and student centered approach of language teaching and considers interactive exercises like games, role-play, and pair/group work as an integral part of the process of language acquisition.

Communicative language teaching sets as its goal the teaching of communicative competence.The Perhaps of Communicative language teaching can clarify this term by first comparing it with the concept of grammatical competence. Grammatical Communicative Language Teaching Today competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term of communicative competence.

2.6. Communicative competence includes the following aspects of language knowledge

a. Knowing how to use language for a range of different purposes and functions

b. Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)

c. Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations)

d. Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies.

2.7 The role of teacher in CLT learning proses

The teachers initial role is primarily that of the counselor ,this does not mean that the teacher is a therapist, or that the teacher does not teaching ,rather ,its mean that the teacher recongnizes how to treatering a new learning situation can be implement for adult learners, to understand and supports his students in their struggle to master the target language, Sato (1999) states that Communicative Language Teaching is best considered as an approach rather than a method. Communicative Language Teaching (CLT) is currently advocated and practiced as a potentially effective approach to teach English with the aim of developing learners ability to communicate. According to Kumaravadivelu (2002), it was the focus on

learners and communication that helped Communicative language teaching gain the popularity.

Even points that Communicative language teaching implements are mentioned by Ahmed (2016): preparing students to communicate in real life by providing them with the needed communicative skills, focusing on the learner-oriented collaborative activities, going beyond the classroom in developing students communicative skills, the fluency is more important than the accuracy, effective relationship between function and form, mixing the organizational with the pragmatic aspects of language, and focusing on the communicative competence of learners.

2.8. The paradigm shift has led to eight

Major changes with Communicative approach. They are listed and explained below.

1. Learner autonomy
2. Democratization of classroom whereby learners partake in the design of the curriculum whilst being responsible for their own learning.
3. Social nature of learning
4. Learning by interacting with the environment around them, including but not limited to teachers, peers, and learners themselves when they attempt to teach the topic.
5. Curricular integration

6. Cross-curricular design whereby students form links between subject areas that leads to a stronger grasp, the deeper purpose of learning, and better holistic analysis.

7. Focus on meaning

8. Long-term learning leads to how meanings are understood and used as the language and information are stored as meaningful chunks.

9. Diversity

10. As students of different backgrounds or different bits of intelligence come together, diversity helps in the construction of meanings and connotations.

11. Thinking skills

12. Building on Bloom's taxonomy, higher-order thinking skills are now being promoted, at which students are expected to apply knowledge instead of memorization.

13. Alternative assessment

14. New assessment methods that mimic real-life situations are being pushed forward aswe move away from traditional accuracy-focused instruments.

15. Teachers as co-learners

2.9 The Main Principles Of CLT

There are many of Principles Of Communicative Approach, but the researcher focuses on many poin from all of thr principle and here are :

1. Building a relationship with and among student is very important

2. Language is for communicate

3. The superior knowledge and power of the teacher can be treatering.

4. In a group ,student can begin to feel sense of community and can learn from each other as well as the teacher, cooperation not competition .is encouraget.

5. Any new learning experience can be treatering ,when students have an idea of what will happen in each activity they often feel more scured ,people learn non devensively when they feel scure.

According to finocchiaro and brumfit (1983) contrast the major distinctive feature of the and the communicative approch :

1. Dialogues if used center around communicative fuctions and are not normally memorized

2. Language learning is learning to communicate

3. Effective communication is sought

4. Comprehensible and Pronunciation is sought

5. Communicative competence is the desired goal

6. Teachers helps learnes in any way the motivates them to work with language

The English teachers have an important role in this case. The way they lead the classroom and interact with students becomes the successful key for teaching and learning, especially in helping the students to reach all of the abilities contained in communicative competencies. teachers play the role of monitors and facilitators of the learning process instead of models of correct, error-free speech, Richards & Rodgers (2001), and Santos (2020) state one of the other significant advantages of the Communicative approach is the interaction between teachers, students and peers. And the other principles of CLT are :

1) goal of effective communication,

2) learning language by using it to communicate,

3) focus on meaning and appropriate usage,

4) focus both on fluency and accuracy,

    1. Activities focusing on fluency

        a. Reflect natural use of language

        b. Focus on achieving communication

        c. Require meaningful use of language

        d. Require the use of communication strategies

        e. Produce language that may not be predictable

        f. Seek to link language use to context

    2. Activities focusing on accuracy

        a. Reflect classroom use of language

        b. Focus on the formation of correct examples of language

        c. Practice language out of context

        d. Practice small samples of language

        e. Do not require meaningful communication

        f. Control choice of language

5) use of Authentic materials to reflect real life situation, and the researcher wanted to improve

6) integration of four skills

The researcher focuses on six points, the researcher wanted to improve student speaking ability on communication. from poin number 4 are Accuracy Versus Fluency Activities One of the goals of Communicative language teaching is to

develop fluency in language use. Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows: Activities focusing on fluency. Finally, NIB (1996) and Brown (2006) suggest that promoting fluency over accuracy helps learners develop their communicative competence.

From the principles above the researcher focuses principles bellow :

1. Language learning is learning to communicate and language is for communicate

2. The student play a language game

3. The teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities.

4. In a group and pair ,student can begin to feel sense of community and can learn from each other as well as the teacher ,cooperation not competition .is encouraget

5. Building a relationship with and among student is very important

6. Student are expected to interac with other people ,either in the flesh,through pair and group work

2.9.1 Emphasis on Pair and Group Work

Why the researcher focuses on pair and group work ?

Most of the activities discussed above reflect an important aspect of classroom tasks in Communicative language teaching, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:

a. They can learn from hearing the language used by other members of the group.
b. They will produce a greater amount of language than they would use in teacher-fronted activities.
c. Their motivational level is likely to increase.
d. They will have the chance to develop fluency.

Teaching and classroom materials today consequently make use of a wide variety of small-group activities.rahman (2017) stated that The centre of power in a CLT classroom shifts from teachers to students by allowing them to interact and to provide ample opportunities to the students to be involved in pair or groups work

Larsen-Freeman (2000) suggests that there are three characteristics of CLT: (a) communicative activities; (b) the use of authentic materials; (c) small group activities by the learners.

2.10 Concept of learning media

Learning media has great value for teachers in fostering a relaxed and intimate atmosphere in the classroom. Stone (1996:104), an experienced Australian teacher/storyteller, describes how using the techniques of learning media could bring other benefits, such as introducing children to a range of story experiences; providing young students with models of story patterns, themes, characters, and incidents to help them in their own writing, oral language, and thinking; nurturing and encouraging a sense of humor in children, helping children put their own words in perspective; increasing knowledge and understanding of other places, races, and beliefs, leading to discussions that are far ranging and often more satisfying than those arising from formal lessons; and serving as the most painless way of teaching children to listen, to concentrate, and to follow the thread and logic of an argument. M. Tamimudin (2009) states that m-learning is prospective and progressive learning to be implemented because it is supported by communication technologies which are sophisticated, cheap, and reliable. Rohaeti(2019) states that The implementation of making learning media with Visual Basic Application for Excel aims for students so that they have prerequisites to develop simple props.

Through learning media techniques, individuals can learn to express themselves and make sense of the external world. Furthermore, in 1992, the North Dakota Center for the book also began to promote learning media and festivals (or "tellebrations"). They have stated that: learning media is an art form through which we have preserved our heritage, passed on traditions, learned skills, and most importantly, developed our limitless imaginations. Learning media is at the heart of human experience; a means by which we gain a better understanding of ourselves

and our world (Learning media On-line). (North Dakota Center, 1992:212) The statement above shows that with learning media we can use our imaginations to develop our background knowledge. The use of learning media is to communicate ideas and to express one's experiences is obvious. Stories are frequently passed between people. And also, learning media is a good means of developing speaking ability. According to Iverson and Lancey (1961:130), engaging students in learning media activities develops communication skills and encourages shared learning experiences. According to Munadi (2013: 7) suggested that "learning media is everything that can deliver and channel messages from sources in a planned manner so as to create a conducive learning environment where the recipient can carry out the learning process efficiently and effectively"

Learning media is a universal function of language and one of the main ingredients of casual conversation. By Using learning media, students can practice speaking ability in a fun and interactive way. When the teacher tells stories to the students, the teacher communicates with them, entertains them, and passes on information.

Besides that, many students still have problems when they have to speak in front of the class, getting confused and losing the theme, even losing their train of thought so that their speaking becomes unclear, so one way of overcoming these problems is by using learning media which has been proved is an effective way of improving the students' speaking ability. Children usually love stories. While speaking to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature. Through learning media the teacher can create an atmosphere in which the students can learn English whilst being

entertained. Zaitun (2021) states that Learning media has a meaning as a learning resource that develops in accordance with the development of learning technology and various forms, from audio and visual to audio visual.

2.11. Visual Media, Audio Media, Or Audio Visual Media
2.11.1. Audio Media

Audio media; is an auditive media communication that dominates human life, as well as teaching activities, from elementary school to college level, the use of audio communication is widely used compared to other communication activities. Audio media are all kinds of media related to hearing. Audio media related to hearing, then the message will be conveyed into audit symbols, both verbal and nonverbal. For example audio cassette, radio.

Audio media is media that contains messages in auditive form (can only be heard) that can cause students' thoughts, feelings, concerns, and abilities to learn teaching materials.

2.11.2. Visual Media

Visual media is a visual communication media that are displayed in the form of sketches, pictures, photos, diagrams, tables, torso and other visual objects which are original objects or their replications. According to Heinich, R.et.al, (1996:66), that one definition of visual media is to play a role in concretizing abstract ideas. Furthermore, visual media can make it easier to understand difficult information. By using visual media in the learning it can avoid the delivery of information that is verbal.

Sumantri and Permana explain that visual media are media that can be captured by sight (2011) one way to present concrete objects to assist teachers in the process of explaining learning materials is to use visual media such as pictures, torso, or other visual science teaching aids. Koesnandar (2003:77) says about how to explain subject matter using media is to bring pictures, photos, films, videos about the object. This approach will greatly assist the teacher in providing an explanation. In addition to saving words, time and explanations will be easier for students to understand, interesting, arouse interest in learning, eliminate misunderstandings, and convey information more consistently.

The advantages of using visual media are can overcome the limitations of the experience that students have, can instillt he right concepts, and can increase the attractiveness and attention of students.

The media used is visual media. This visual media allows for direct understanding between students and the material being studied. Visual media is the most commonly used media in the learning process. Visual media can be easily and enjoyed everywhere. Its concrete nature makes visual media more realistic to show the subject. This visual media can overcome the boundaries of space and time. so as to facilitate the achievement of predetermined learning objectives. Using visual media will help develop students' creativity and activities in understanding the material.

2.11.3. Audio Visual Media

Audio-visual media is a medium for distributing messages by utilizing hearing and sight. Audio Visual is a modern learning media that is in accordance with the

times (advancement of science and technology), including media that is seen and heard (Rohani, 2007: 97-98). Audio visual media is an intermediary media or the use of material and its absorption through views and build conditions that can make students able to acquire knowledge, skills, or attitudes.

2.12. CLT-based Learning Media

The researcher focuses on the point of visual media, and the media contains of video, pictures, sounds, and questions from the Communicative language teaching principal, Alamri (2020) states that The Students are very interested in video courses in the English language, which are not only authentic material and illustration for the topic being studied but also the basis for discussion, contributing to the communicative focus of the lesson. Koesnandar (2003:77) says about how to explain subject matter using media is to bring pictures, photos, films, and videos about the object. one of the most characteristic features of communicative language teaching is that pays systematic attention to functional as well as structural aspects of language for others, its means procedures where learners work in pair or group employing available language resource in problem solving taks. A national primary English syllabus based on Communicative language teaching, the Communicative approach offers a significant set of advantages for both teachers and students to enjoy the progress of learning (Harmer, 1988; Savignon, 2002).

The researcher focuses on principle of the language learning is learning to communicate. The students are expected to interact with other people ,either in the flash throught pair and group work. Larsen-Freeman (2000) suggests that there are three characteristics of Communicative language teaching: (a) communicative

activities; (b) the use of authentic materials; (c) small group activities by the learners, and the student having convertation, at these time, the teacher facilitates their ability to express themselve in the target language, and the students can learn from their interaction with each other as well as their interaction with the teacher that makes a spirit of cooperation, not competition, that can be elaborated in the table 2.1 below:

TABLE 2.1. THE TABLE OF CLT-BASED LEARNING MEDIA

Learning Activity	CLT-based Learning Media	The Questions of CLT
Teaching activity into activities below : ✓ Opening ✓ Show the chapter and the question ✓ Individually works ✓ Show the video ✓ Pair works (Language learning is learning to communicate) ✓ Show the video and picture	The development of CLT-based learning media contains : 1. Video 2. Picture 3. Sounds 4. questions. 5. for the combination of all into one PPT (1. video, The video of maling kudang took from youtube, all of the English subject we can take and dondwlod from it, the others video like snow white, sang kuriang roro jongrang and all of the material from the	When the teacher shows the media, the questions will give in the middle of ppt slide : ✓ firstly, the question given to personal student ✓ secondly, the question given to pair group ✓ Thirdly, the question give to small groups, the student work together in a group of there and four

✓ group works (Language learning is learning to communicate) ✓ closing	English material about narrative text etc, because thay give many benefits in the learning proses. watching videos is one of the techniques to teach speaking ability. (2. Picture For the pictures, the researcher make them on the paper and the researcher took them from google .its mean the picture will help the students to understand about the material 	✓ The one goal of the questions of CLT is language learning is learning to communicate ✓ After showing the video and questions, the teacher explains and retell all of the questions to the student, and stand around the student ✓ The teacher will be a facilitator and helps of all the activity in the class, not only be a instructor ✓ building a relationship between students and teachers is very important.

	(3. Sounds And for the sounds is come from the video (4. Questions The questions of the material are following the steps of PPT, after showing the PPT slide, the researcher gives 1 and 2 questions. To individual, pair and the last is group work The collaboration of all is in one of PPT, it describes how to using learning media could bring other benefits in the learning proses	

The media with questions can makes the students be active and relax to understand all of the materials in the class, Syakur (2020)States that new media in question is the development of communication technology that in history has expanded the reach of human communication. and so the superior knowledge and power of the teacher can be threatening, if the teacher does' not remain in front of the class room, the threat is reduced and student learning is facilited ,also this fosters interaction among students, rather than from student to teachers .

2.13. Procedure of Teaching Speaking Using Media

Some procedures can be followed by teachers in applying Communicative language teaching-based learning media in teaching speaking ability. One of the most characteristic features of communicative language teaching is paying systematic attention to functional as well as structural aspects of language for others. It means that procedures where learners work in pair or groups employ students to be available in language research in problem-solving tasks according to the national primary of English syllabus.

After the students showed the video and picture slide

The teaching materials divides into 3 parts.:

✓ Individually works (the researcher show the question from the PPT slide)

    a. Before the subject matter is given, the researcher provides an introduction to the topic to be discussed draw on the first PPT slide and ask students what they know about the topic. This brainstorming activity aims to activate their schemes to be better prepared with new learning materials. In this activity, the teacher needs to emphasize that giving correct guesses is not the point. The most important thing is the readiness of students in anticipating the instructions that will be given.

✓ Pair works (the teacher show the question from the PPT slide)

    b. The researcher places students in pairs.

    c. The first part of the material is given to the first student, while the second material will be given to the second student.

d. Then, students are instructed to read or listen to their respective parts.

e. The student disscused about the material

f. the researcher asked students to answer the questions from the PPT questions.

✓ group works (the researcher showe the question from the PPT slide)

g. The researcher divides the students into several groups and small group

h. then the researcher show the continuation the slide of PPT.

i. While watching or listening, students are asked to pay attention to the slide from ppt.

j. While remembering or paying attention to the passage that has been read or heard.

k. Then the researcher asks students to discussed before answers the question.

l. The researcher asked each group to answer questions that contain the material.

m. Each student asked to answer and given conclusions from the material

In the last session, the students answered and given the conclussion about the material that thay have seen before the PPT .

Individual work : it means to know the student speaking ability

Pair work and small group work : its mean the student could share the sentence thay made with the rest of the classand the student can learn from each other and can

get more practice with the target language by working in small group ,also small group allow students to get to know each other better. This can lead to the development of a community among class member, it has been suggested that many communicative activities are not, in fact, any more 'genuine' than activities out forward by other methods and asking someone to give directions while working in a classroom pair-work activity does not serve any authentic communicative and language are removed from their original context outside the classroom into a learning context, they may become inherently artificial. images come to mind of researcher who conduct classroom activities which focus real communication to support the language learning proces.

2.15. Advantages And Disadvantages of Learning media

There are some advantages and disadvantages by applying learning media in teaching learning process.

a. Advantages

1. Cultivates imagination and meditation.
2. Helps with formulation of speaking ability.
3. Furnishes the time for creative expression.
4. Stimulates interest and learning.
5. Provides a close contact with the students.

b. Disadvantages

1. May lead to discipline problems unless attention is paid to students' attention spans and their interests.

2. Difficult if the room is crowded and some cannot see.

3. Sometimes difficult to find words that all in a particular group will understand.

2.16. Theoretical Assumption

In developing media the researcher certains in advance if the media really functions to develop student speaking ability. The development of media is using video, sound, images and also questions to pair and group, and this development is very supportive in improving students' speaking ability, because the student feel enjoy and feel interest in learning proses, there are so many from internet that we can take advantage to be developed and then used as a way to learn and teach students, Nothing is difficult especially in Further product development suggestions This learning media product should be further developed for other materials that are still related to learning speaking ability is using learning media or a relatively fresh new approach according to the characteristics field of study. Some approach used in media development learning, the developer should follow the steps development carefully and consistently this modern era there are lots of facilities that we can get from the internet itself.

From the frame of theories and explanations above, the researcher assumes that using learning media in teaching speaking will help the students to improve their speaking ability, it is also hoped that learning media can improve five aspects of speaking, such as pronunciation, grammar, fluency, vocabulary, comprehension. Therefore, by using learning media in speaking, by use individual and pair works in principle of CLT it is assumed that the students can build an interaction with

others and can be more active in expressing their ideas. In addition, using learning media activities will build self-confidence in the students and it may be an effective technique for the students to improve their speaking ability.

2.17. Hypotheses

The hypotheses formulated in this research is "There is a significant improvement on students' speaking ability after the students are taught by learning media techniques in the speaking ability especially and in the aspect of speaking"

This chapter discusses the meaning of the theoretical foundation, speaking ability, learning media, communicative language teaching, developing CLT-based learning media, and the procedure of CLT-based learning media.

III. RESEARCH METHODS

This chapter discusses about the methods of the research, such as research design, population and sample, variables, data collecting technique, research procedures, criteria of evaluating students' speaking, validity and reliability, data analysis, data treatment and hypothesis test.

3.1. Setting of the Research

This research took place at Senior High school of Ash-Shidiqi. It was located in Sri Rejo Agung mataram Baru East Lampung. The school has 6 classes and each class consists of 30 students who come from the low to middle-class economic backgrounds. The total number of the students are 160. X grade consists of 60 students A and B, XI grade consists of 60 students A and B, and XII grade consist of 40 students. The school has employed 40 teachers. The research conducted in the first semester at XA grade of the academic year of 2022/ 2023.

3.2. Research Design

This research deals with the improvement of students' speaking ability through CLT-based learning media in the English language since it is often considered as one of the difficult skills to master by the students. In conducting the research, the writer applied a quantitative research design as the research methodology. to find

out whether there is an improvement in the students' speaking ability or not, the researcher compared the result of the test. *One Group Pretest posttest design was* used in this research since this research tends to find out the improvement in the speaking ability of the students by comparing the results between the pretest and posttest. The research design could be presented as follows:

$$T1 \ X \ T2$$

This formula can be further illustrated as follows:

T1 : Pre-test (given before the researcher teaches through learning media by using visual media of video, sounds, picture series in order to measure the students' competence before they were given the treatment).

X : Treatment (given in three times by using learning media (narrative text)to improve students' speaking ability.

T2 : Post-test (given after implementing the media and to measure how far the students' improvement after they get the treatment (Hatch and Farhady, 1982).

To heighten the reliability of the test, the researcher uses inter-rater reliability. The rater of this research is the English teacher. The subject of the research is given the treatment of teaching speaking using learning media. Before giving the treatment, the researcher conducts a pretest to find out the students' speaking ability. In administering the treatment, the researcher use learning media in teaching speaking. After the treatment, researcher conducted a posttest to measure how far the improvement of the students' speaking ability.

3.3. Population and Sample

The population in this research was the ten grade students of MA As-Sidiqi in which only has one class of ten grade student and it is to be sample of this research which consist of 30 students. This research conducted in five meetings, which are one meeting for pre-test, three meetings for treatment and the last for post-test.

3.4. Instrument

Test is used as the instrument of the research. In addition, the test was an oral test to collect the data. Besides, Cresswell (2012) stated that an instrument is a tool for measuring, observing, or documenting quantitative data. Two tests areadministered as pre-test and post-test. Pre-test refers to a test before the students are given the treatment. Then, post-test means the test after the students get the treatment.

3.5. Data Collecting Techniques

In collecting the data, the researcher used some techniques as follows:

3.5.1. Pre-test

The researcher administers pre-test before treatment. the aims is to know the students' speaking ability before the treatment. the pre-test was given to the 30 students. Before conducting the pre-test, the researcher inform the topic and information, and then the students chose the topics and performed it in front of the class. The tests focuses in oral test and the researcher records students' speaking abilitys, the researcher and one rater, listen to the students' speaking ability based on the recorder. The researcher recording the students' utterances because it help

the rater to evaluate more objectively. In posttest, the writer conducted the same instructions like in the pretest section.

3.5.2. Post-test

The researcher administers post-test after the treatments, but it is aimed to see the development of the students after having the treatment. The researcher asked students about the same questions and the students answers with their own words. Then, the researcher scored the students speaking ability from thr record. The time provided is 1x40 minutes for all students.

3.6. Learning Media Development Stage

In the development of CLT-based learning media, several stages must be carried out in this research, namely:

1. Initial situation analysis stage The steps taken in this initial situation analysis stage include:

    a)   Curriculum study this activity is carried out as an effort to determine the material that must be presented, and explore the sub-topic of the theme discussion so that the developer can determine some of the minimum basic competencies that must be mastered by students. Another goal is for developers to create links between topics or between subjects in making media.

    b) Study of learning motivation theory, this study was conducted to find out about students' speaking ability in learning by using studies of learning motivation theory.

c) This study of media was carried out to make media easy to apply and attractive to students and most importantly students do not feel burdened with the media to be developed.

2. The development of CLT-based learning media designs activities carried out at this stage as follows:

a) Determination of basic competencies that must be achieved by students, this activity is carried out as a guide in formulating learning objectives and determining the contents of textbooks and developing learning activities by taking into account the time allocation that has been determined.

b) Determination of time allocation is intended to provide a time limit in conveying each topic. This time allocation is made by considering the learning activities carried out so that learning can run effectively and efficiently.

c) Development of CLT-based learning media is prepared according to the basic competencies that must be achieved by the students. Learning begins by presenting contextual problems to students. Based on the contextual problems presented, students are given questions that lead to the discovery of a concept so that students construct their understanding of the presented material.

d) Development of learning media is developed and adapted to learning materials, student conditions and places where research is conducted by integrating theories about media, learning motivation and learning.

e) Development of learning activities is intended so that the target activities or basic competencies that have been prepared previously can be achieved.

3. The stages of making the media (PPT) are as follows:

   a) initiate a collection of videos and images

   b) filling in the background

   c) added questions

   d) adding slides

   e) adding text contents

   f) adding videos

   g) adding slide show

   h) add background audio

   i) stages of making a power point

   j) slide ordering stage

   k) stages of making questions

   l) insert power point, which is conclusion

   m) closing ppt

3.7. Research Procedures

The procedures of the research are as follows:

   a. Determining the Problem

   This research focuses on how to improve students' speaking ability at tenth-grade students of MA As-Sidiqi East Lampung.

   b. Selecting and Determining the Population and Sample

   The population of the research was the students of Ma ash shidiqi as population. The sample is one class which consists of 30 students IPS. The student's age range from 15 to 16 years old.

c. Selecting Speaking Material

In selecting the speaking material, the researcher used suitable materials from the internet and syllabus of the first year of senior high school. The materials is based on curriculum or K13, which is the curriculum used by the school.

d. Reseach Implementation

The researcher presents the material for the treatment by using CLT-based learning media.

e. Analyzing and Concluding the Data.

After collecting the data, the recorded data would be scored by the two raters. The data have been analyzed by referring to the rating scale namely pronunciation, vocabulary, fluency, comprehensibility and grammar.

3.8 Criteria of Evaluating Students' Speaking

The consideration of criteria for evaluating students' speaking abilityis based on the oral rating sheet from Harris (1974). There are five aspects to be tested: pronunciation, grammar, vocabulary, fluency, and comprehensibility.

3.9 Table of Scoring Data from Aspects of Speaking Test

3.1.Table Of Scoring Data

Aspects of Speaking	Rating scales	Description
Pronunciation	5	Has few traces of foreign accent.
	4	Always intelligible though one is conscious of a definite accent.

	3	Pronunciation problems necessitate concentrated speaking and occasionally lead to understanding.
	2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.
	1	Pronunciation problem so severe as to make speech virtually unintelligible.
	5	Makes few (if any) noticeable errors of grammar or word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however, obscure meaning.
	3	Makes frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehensibility difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idiom virtually that is of native speaker.
	4	Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies.
	3	Frequently use the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehensibility quite difficult.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of native speaker.
	4	Speed of speech seems rather strongly affected by language problems.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silence by language limitations.

	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehensibility	5	Appear to understand everything without difficulty.
	4	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	3	Understand most of what is said at slower-than-normal speed with repetitions.
	2	Has great difficulty following what is said can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

3.10. Validity

Based on the types of validity, the researcher used content and construct validity explained as follows:

- *Content validity* is concerned with whether the test is sufficiently representative and comprehensive for the test. In the content validity, the material was given suitable with the curriculum.

- *Construct Validity* is concerned with whether the test is actually in line with the theory of what it means to the language. In this research, the researcher measured the pre-test and post-test's certain aspect based on the indicator. It is examined by referring the aspects that measure with the theories of the aspect namely, pronunciation, vocabulary, fluency, comprehensibility, and grammar. A table of specification is an instrument that helps the raters plan the test.

The scores of each point are multiplied by four. Hence, the highest score is 100.

For example:

If the students get 5, so 5 X 4 = 20

4, so 4 X 4 = 16

3, so 3 X 4 = 12

2, so 2 X 4 = 8

1, so 1 X 4 = 4

For instance:

A student got 4 in Pronunciation, 4 in Vocabulary, and 3 in Fluency, 4 in comprehensibility and 3 in grammar. Therefore, the student's total score:

Pronunciation	4X4=16
Vocabulary	4X4=16
Fluency	4X4=16
Comprehensibility	4X4=16
Grammar	3X4=12
Total	76

The score of speaking based on five components can be compared in the percentage as follows:

Grammar	20%
Vocabulary	20%
Fluency	20%
Pronunciation	20%
Comprehensibility	20%
Total =	100%

3.11. Table of Rating Sheet Score

3.2.Table of rating sheet score

S's Codes	Pron. (1-20)	Fluen. (1-20)	Gram. (1-20)	Voc. (1-20)	Compr. (1-20)	Total (1-100)
1						
2						
3						

3.12. Reliability

In achieving the reliability of the pre-test and post-test of speaking, inter rater reliability is used in this study. The first rater is the researcher herself and the second rater is the English teacher from MA AS-SIDIQI. In achieving the reliability of pre-test and post-test of speaking test the first and second raters discussed the criteria of the test, in order to obtain the reliable result of the test. The researcher use Rank Order Correlation in determining the reliability. The statistical formula of reliability is as follow:

$$R = \frac{1 - 6\left(\sum d2\right)}{N.\left(n2 - 1\right)}$$

Notes:

R : Reliability of the test

N : Number of students

d1 : The difference between R1 and R2

d2 : The Square of d1

1 – 6 : Constant number

(Shohamy, 1985: 213)

After finding the coefficient between raters, the researcher analyzes the coefficient of reliability with the standard of reliability below

a) A very low reliability	(range from 0.00 to 0.19)
b) A low reliability	(range from 0.20 to 0.39)
c) An average reliability	(range from 0.40 to 0.59)
d) A high reliability	(range from 0.60 to 0.79)
e) A very high reliability	(range from 0.80 to 0.100)

(Slameto, 1998)

3.13. Data Analysis

To get to know the improvement of students' speaking ability taught by using Learning media and students' score is computed by doing these activities:

1. Scoring the pre-test and the post-test.

2. Finding the mean of pre-test and post-test. The mean is calculated by applying this formula:Where :

M = Mean (the average score)

X = Students score

N = Totalnumber of students(Arikunto, 1999)

Then the mean of pre-test is compared to the mean of post-test to see the improvement. In order to find out whether the students get an improvement, the researcher uses the following formula.

$$I = M2 - M1$$

Notes:

I   = the improvement of students' speaking achievement.

M2   = the average score of post-test

M1   = the average score of pre-test

After the data are collected, the researcher treats the data by using the following procedures:

3.3. The data of score of pre-test (T1) and posttest (T2).

S' Code	Pronunciation		Vocabulary		Fluency		Comprehension		Grammar		Total	
	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2	R1	R2
1												
2												

65

3.4. Row data of oral test

No	Students' code	Rater 1		Rater2	
		Pre-test	**Post-test**	**Pre-test**	**Post-test**
1	A				
2	B				
3	C				
…….					

3.14. Data Treatment

In order to find out the aspect and improvement of students speaking ability after being taught by using learning media, the researcher uses statistics to analyze the data using the statistical computation i.e. Repeated Measures T – Test of SPSS. According to Setiyadi (2006), using Repeated Measures T - Test for hypothesis testing has 3 basic requirements, namely:

1. The data is interval or ratio.

2. The data is taken from random sample in population (not absolute).

3. The data is distributed normally.

3.15. Hypothesis Test

After collecting the data, the researcher analyzed them to find out whether there is an improvement of students' speaking ability after being taught using learning media. The researcher used Repeated Measures T-test to find out the difference of the treatment effect.

The hypothesis is analyzed at significant level of 0.05 in which the hypothesis is approved if Sig < α. It means that the probability of error in the hypothesis isonly about 5 %. The hypotheses are as follows:

H_0: There is no significant improvement on the students'speaking ability after being taught using learning media. The criteria of H_0 is accepted if alpha levelis higher than 0.05 (α > 0.05).

H_1: There is significant improvement on the students' speaking ability after being taught using learning media. The criteria of H_1 is accepted if alpha level is lowerthan 0.05 (α < 0.05).

after colelecting and analyzed the data, the researcher compared the result of speaking criteria from the highest to the lowest from the five aspects.

This chapter discussed about the what the maen about the metodelogy of the research and technic collecting data, validity reliability and hypotesis.

V. CONCLUSIONS AND SUGGESTIONS

This is final chapter which presents the conclusions of the result of the research and suggestions for teachers and further researchers who want to use CLT-based learning media to improve students' speaking ability.

5.1 Conclusions

This research was concerned with the development of CLT-based learning media to improve students' speaking ability. The researcher draws the following conclusions:

There was a significant improvement in students speaking ability after they were taught through CLT-based learning media method in the tenth grade of Ma Ash Shidiqi. It can be seen from the mean score of pretest and posttest from the inter-rater by t-test formula. The Mean score of posttest is higher than the mean score of pretest. It happens because this technique has been found to build students ability to speak. By using technology the student's enjoy and be active in the process of teaching and learning, the main purpose of learning using Information and Communication Technology is how a researcher can package interesting learning with information and communication technology students can be actively involved in learning. By using internet videos in the English classroom helps

students to communicate and engage appropriate manner and allows them to acquire the ability to easily transfer messages.

1. The results of this research revealed that all the aspects of speaking ability that improved the most ranging from the highest to the lowest aspect are:

   1.1 Comprehension improved the most because the students could understand the story and general meaning, also the students already knew the structure and could tell the story in good order. It means that the students could understand well what their retell about the story.

   1.2 Pronunciation improved because from the story of the material, the students could pronounce the word and the sentence in posttest better than in pretest they could use spelling, intonation, pitch and stress.

   1.3. Fluency improved because the students could express and retell the story of the words and the sentences quickly and easily so the other speaker can give respond well without difficulty without using pause.

   1.4. Vocabulary improved because the students could use the right close class such as; conjunction, pronoun, and preposition, and open class such as noun, verb, adjective, and adverb in the sentence.

   1.5. Grammar improved because they were able to use unit and pattern of language in oral from, also they could differentiate present tense and past tense.

The use of media is very good for the development of students' speaking ability because media is designed interesting way and does not make students feel bored in understanding the material. From the comparison above, it can be concluded from the five aspects of speaking the highest is comprehension and the lowest is grammar.

5.2 Suggestions

Referring to the conclusion above, some suggestions can be listed as follows:

1. English teachers are recommended to apply CLT-based learning media as one of the ways in teaching speaking of narrative text because it can help the students in comprehending the material easier. It can make the students enjoy the teaching learning activity in narrative text and all of the English subjects and stimulate the students' speaking ability. This is proved by the result of students' speaking scores.

2. In this research, the researcher applied CLT-based learning media to increase the students' speaking ability in the English subject, especially about narrative text. Further researchers should apply the materials i.e., descriptive, exposition, spoof, recount, report text etc to other students. In implementing this technique, the researchers are suggested to give more attention to students' awareness of the grammar because grammar was the lowest score.

3. Since the researcher just conducted her study in the tenth grade of senior High School, further researchers are suggested to conduct CLT-based learning media method on different levels of students to investigate

whether there is any significant improvement in the students' speaking ability.

4. Further product development suggestions for this learning media product should be further developed for other materials that are still related to learning Speaking ability, using new nuances or relatively fresh new approaches according to the characteristics field of study. In any approach used in media development learning, the developer should follow the steps of development carefully and consistently.

This chapter discusses the conclusions and suggestions about the CLT-based learning media to improve students' speaking ability at Ma Ash Shidiqi East Lampung.

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