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1 EFFECT OF USING TEACHING MEDIA TOWARDS STUDENT'S SPEAKING SKILLS

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Abstract

The research aims to determine how teaching media and vocabulary mastery affects students' speaking skills at SMAN Kabupaten Cirebon. The population of this research was all students at SMA Negeri in Kabupaten Cirebon, speaking skills as part of English. The sample of this research is taken based on the multiple-stage method with similar characteristics and probability. In this research, the writer randomly takes the ten great students at SMA Negeri in Kabupaten Cirebon into the sample; one experiment group and one control group. In this research, there are two kinds of instruments: one is to measure the student's speaking skill, and the other is to determine the student's learning styles. Data analysis used SPSS version 20, with a significant level of = 0.05. The requirement analysis uses a normality test, homogeneity test, and two-way ANOVA. There is a significant interaction effect of teaching media and vocabulary mastery on students' speaking skills. The value of Fo = 5.225 proves that, and Sig = 0.025 <0.05. There is a significant effect of teaching media on students' speaking skills. That is proved by Fo = 13.822 and sig = 0.000 < 0.05. There is a significant effect of vocabulary mastery on students' speaking skills. That is proved by Fo = 36.140 and Sig. 0.000 > 0.05.
Keywords: *Teaching Media; Speaking Skills; Vocabulary Mastery*

Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh media pengajaran dan penguasaan kosa kata terhadap keterampilan berbicara siswa di SMAN Kabupaten Cirebon. Populasi penelitian ini adalah seluruh siswa SMA Negeri di Kabupaten Cirebon, keterampilan berbicara sebagai bagian dari bahasa Inggris. Sampel penelitian ini diambil berdasarkan metode multiple-stage dengan karakteristik dan probabilitas yang sama. Dalam penelitian ini, penulis secara acak mengambil sampel sepuluh siswa berprestasi SMA Negeri di Kabupaten Cirebon; satu kelompok eksperimen dan satu kelompok kontrol. Dalam penelitian ini, ada dua macam instrumen: satu untuk mengukur keterampilan berbicara siswa, dan yang lainnya untuk menentukan gaya belajar siswa. Analisis data menggunakan SPSS versi 20, dengan taraf signifikan = 0,05. Analisis persyaratan menggunakan uji normalitas, uji homogenitas, dan ANOVA dua arah. Terdapat pengaruh interaksi yang signifikan antara media pengajaran dan penguasaan kosa kata terhadap keterampilan berbicara siswa. Nilai Fo = 5,225 membuktikan hal tersebut, dan Sig = 0,025 < 0,05. Terdapat pengaruh yang signifikan media pembelajaran

terhadap keterampilan berbicara siswa. Hal ini dibuktikan dengan Fo = 13,822 dan sig = 0,000 < 0,05. Terdapat pengaruh yang signifikan penguasaan kosakata terhadap keterampilan berbicara siswa. Hal ini dibuktikan dengan Fo = 36,140 dan Sig. 0,000 > 0,05.
Kata kunci: Media Pengajaran; Keahlian berbicara; Penguasaan Kosakata

I. INTRODUCTION

English as an International language will only be applicable if we use it appropriately. A long time ago, we knew how the classical approach, for example, Grammar Translation Methode (GTM), to be used. It was not applicable at all. We saw that even for Francois Gouin (the famous linguist). He lost in translation for not being able to communicate German within the society since it was not applicable at all by using his method. So, English must be used correctly through a context. In return, it is hoped that if one can achieve English well, he would be able to construct the language product (Productive skills), such as speaking and writing skills as well and also language receptive skills, such as: reading and listening.

There are some techniques related to communicative language teaching. Littlewood in (Richards Jack C. and Theodore S. Rodgers 2001) distinguished two main techniques in Communicative language Teaching; Functional Communication and Social Interaction. Functional communication includes tasks-based activities, following directions and solving problems from shared clues. Social interaction includes dialogue, role play, simulation, brainstorming, discussion, debate, story-telling and information gap. Each technique has its strengths and weaknesses. One technique can be appropriate for a specific class condition but inappropriate for other classes' conditions. Some students enjoy getting involved, while others are reluctant to participate in class. Some students can get advantages, while others cannot. This condition is because the students have different learning preferences. (Khairunas and et al 2018).

Based on the conditions above, the teachers must choose the most appropriate teaching techniques according to the student's preferences. By using the most appropriate technique, it is hoped that the students will learn the best and most successful teaching and achieve the learning targets. Teachers also should be able to recognize and understand how their students learn. Understanding the way students learn can be helpful for teachers

to find the appropriate approach, technique, or method to be used in the class. In the speaking class, there are some teaching techniques that can be applied by the teachers. English teaching involves four language skills; they are listening, reading, writing, and speaking. Specifically, the four language skills have grouped into two divisions. Namely the first is productive skills, such as writing and speaking. Second is receptive skills such as reading and listening. Then, the aspects that support the four language skills above, such as grammar, vocabulary, spelling and pronunciation, are also taught in the English teaching and learning. According to (Gagne 1985) Gagne, components of learning resources that can stimulate students to learn no doubt that all the media is necessary for learning. If up to this day there are teachers who do not use the media, it's just one thing that needs to change attitude. In selecting instructional media, need to be tailored to the needs, circumstances and conditions of each. In other words, the best media is media. It is up to the teacher how he could develop it appropriately viewed from the content, the message explanation and student characteristics to determine the instructional media process.

In addition, (Kurniadi 2018) showed in his research that There is a significant effect of teaching media on students' speaking skill. Besides Yudi, research with similar results has also been carried out by (Fauziah Habibah 2019).

This research wants to find out the effect of teaching media on students' speaking skill, the effect of vocabulary on students' speaking skill, and the interaction effect of teaching media and vocabulary mastery on students' speaking skill.

II. METHOD

This study was conducted at State Senior High School in Kabupaten Cirebon. Following this study's problem statement and objective, the researcher conducted experimental research. In doing this research, the researcher treated two different experimental classes. Class X at SMAN 1 for using teaching media and class X at SMAN 2 for teaching conventional. Likewise, the students in both classes were asked to answer the learning styles questionnaire, adapted from the Hermann Brain dominance instrument, at the end of the treatment to determine its effect on their speaking skills. The research is designed by a factorial design 2 x 2 as follows:

Teaching * / Vocabulary Mastery *	Teaching media (A1)	Conventional (A2)
Pictures (B1)	A1B1	A2B1
Dictionary (B2)	A1B2	A2B2
Σtotal	ΣA	ΣB

Picture. 1. Factorial Design 2 x 2

Explanation :

A : Teaching Media

B : Vocabulary mastery

A1 : Teaching media

A2 : Teaching Conventional

B1 : Pictures

B2 : Dictionary

A1B1 : The group of students who teaching media with pictures on student's vocabulary mastery.

A1B2 : The group of students who teaching media with dictionary on student's vocabulary mastery.

A2B1 : The group of students who teaching conventional with pictures on student's vocabulary mastery.

A2B2 : The group of students who teaching conventional with dictionary on student's vocabulary mastery.

The research is done by spreading a questionnaire and giving English tests to all respondents, which are chosen in research data processing, about students who use teaching media with left brain dominant based on sample or random that can represent the research (Minderop 2010). The research variable consists of two variables: the independent variable and the dependent variable (Lambert and Lambert 2013). The first independent variable is teaching media and brain functioning, the second dependent variable is students speaking skills, and its dependent variable is the result of students' speaking skills.

The population is a generalization which consists of objects or subjects to ensure that the quantity and characteristics applied by researchers to study and then draw the conclusion (Sugiono 2002). The population of this research was all students at SMA Negeri in Kabupaten Cirebon, which speaking skill as part of English subject. The sample of this research is taken based on the multiple-stage method with similar characteristics and probability. (Nazir 2003) stated that in this sampling method, every group member is selected and has similar characteristics and probabilities. In this research, the writer randomly takes the ten grade students at SMA Negeri in Kabupaten Cirebon into the sample; one experiment group and one control group.

FINDINGS [TIMES NEW ROMAN 12 CAPITAL BOLD]

The participants are the information givers who are expected to answer the questions completely and correctly. The writer involves the third semester of the participant as the research object in SMAN 1 and SMAN 2. Moreover, the participants have different characters and social backgrounds in SMAN 1 and SMAN 2. Therefore, they need good technique and explanation for speaking skills, while teaching media and vocabulary mastery can help them improve their speaking skills.

Furthermore, the participants also have different skills and cultures. As we can see, there is the lowest and highest score on the test result. So, we must decide whether the highest score comes from the highest skills or vice versa. So, the writer tries to reveal some points that affect reading comprehension through the data that has been calculated. Hopefully, the data will be understandable to be corrected and also have some benefits to the readers.

A. The Descriptive Data

Testing the research hypothesis, based on the test, creates some steps to research. The first step is the analysis of descriptive by using analytical descriptions based on variables. The second is the test of the terms of the data; they are the normality and homogeneity tests. Furthermore, the research will use the Anova two ways if the data is straightforward to analyse. Here are the descriptive data summaries based on the research analysis.

Vocabulary mastery (B)	Teaching (A)		Total
	Using Media (A_1)	Conventional (A_2)	
Pictures	n = 20 X = 86.70 s =6.250	n = 20 X = 73.55 s =8.351	n = 40 X = 77.62 s =13.896
Dictionary	n = 20 X = 68.55 s =13.563	n = 20 X = 65.40 s =9.489	n = 40 X = 69.48 s =9.740
Total	n = 40 X = 77.63 s =19.82	n = 40 X = 69.47 s =17.84	n = 80 X = 73.55 s =23.64

Notes: Picture 2. Descriptive data based on the analysis of the research

A1B1 : The group of students who teaching media with Pictures.

A1B2 : The group of students who teaching conventional with dictionary.

A2B1 : The group of students who teaching conventional with Pictures on student's vocabulary mastery.

A2B2 : The group of students who teaching conventional with Dictionary on student's vocabulary mastery.

1. The analysis result of participants who teaching media.

The research instrument uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score

will be 100 for all true answers by using formula of ; (True answer : Total of question x 100 - Total Score). Therefore, there are 30 (thirty) participants who use teaching media. In addition, based on the statistical result, the average score is 86.70 by median 77.62 and 13.89 of standard deviation. Finally, based on the data above, we can conclude that Information using teaching media has a higher result score than teaching conventional.

2. The analysis result of participants who teaching conventional.

The research instrument uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using formula of ; (True answer : Total of question x 100 = Total Score). Therefore, there are 30 (thirty) participants who use conventional method. In addition, based on the statistical result, the average score is 73.55 by median 69.48 and 9.74 of standard deviation. Finally, we can conclude based on the data above that teaching conventional has lower result score than using teaching media.

3. The analysis result of teaching Media through Pictures with High result.

The research instrument uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using formula of ; (True answer : Total of question x 100 = Total Score). There are 30 (thirty) participants who get teaching through media. In addition, based on the statistical result, the average score is 77.62 by median 80.00 and 13.896 of standard deviation. Finally, based on the data above, we can conclude that the result of using teaching media by Pictures (A1) has a higher result score than teaching conventional (A2).

4. The analysis result of vocabulary mastery through dictionary with Low result.

The research instrument uses an objective test with multiple choices forms with four optional answers and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using the formula of ; (True answer: Total of question x 100 = Total Score). There are 30

(thirty) participants get taught through the conventional method. In addition, based on the statistical result, the average score is 69.48, with a median 73.00 and 9.740 of standard deviation. Finally, based on the data above, we can conclude that the result of using teaching conventional by dictionary (B2) has a lower result score than using teaching media (B1).

5. The analysis result of Vocabulary mastery through pictures.

The instrument of the research uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the questions' score is (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using formula of : (True answer : Total of question x 100 = Total Score). There are 30 (thirty) participants have learning style through information gap technique. In addition, based on the statistical result, the average score is 86.70 by median 86.00 and 6.250 of standard deviation. Finally, based on the data above, we can conclude that the result of vocabulary mastery by pictures (A1B1) has a higher result score than dictionary (A2B1).

6. The analysis result of vocabulary mastery through teaching conventional.

The research instrument uses objective test with multiple choices form with 4 optional answer and 30 questions. Thus, the score of the questions are 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers by using formula of ; (True answer : Total (?f question x 100 — Total Score). There are 30 (thirty) participants who have vocabulary mastery through teaching conventional. In addition, based on the statistical result, the average score is 73,55 by median 76.00 and 8,351 of standard deviation, and also 37.686 of variants. Finally, based on the data above, we can conclude that the result of vocabulary mastery by teaching conventional (A2B2) has a lower result score than teaching media (A2B2).

7. The analysis result of teaching conventional toward speaking skills through the dictionary.

The instruments of the research use objective test with multiple choice form with 4 optional answer and 30 questions. Thus, the score of the questions is 1 (one) point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all true answers using the

formula of ; (True answer: Total of question x 100 — Total Score). There are 30 (thirty) participants have a learning style toward speaking skills through the role-playing technique. In addition, based on the statistical result, the average score is 76.53, with a median of 76.00 and a 4.719 standard deviation. Finally, based on the data above, we can conclude that the result of teaching conventional speaking skills by dictionary (A2B1) has a lower result score than teaching media (A1B1).

8. The analysis result of teaching media toward speaking skill through pictures.

The research instrument uses an objective test with multiple choice forms, four optional answers, and 30 questions. Thus, the score of the questions is one point for each true answer. And score will be 0 (zero) for each wrong answer. Furthermore, the total score will be 100 for all accurate answers using the formula of ; (True answer: Total of question x 100 Total Score). There are 30 (thirty) participants who get teaching media toward speaking skills through pictures. In addition, based on the statistical result, the average score is 70.73 by median 73.00 and 6.519 of standard deviation, and also 42.495 of variants. Finally, based on the data above, teaching techniques toward speaking skills by teaching conventional (A2B2) has a lower result score than teaching media (A1B1).

The term test of Data Analysis

1. Normality Test

To determine whether the variables are normal or vice versa, we must do the normality test by Mille Kolmogorof-Smirnof with SPP 20 version. Therefore, there is the test named the Zero hypothesis (H0). Furthermore, we must compare P-value with a significant value of 0,05 to reject Ho, or we can compare the significant value based on the criteria below:

If the value of sig > 0.05; so, the distribution data is normal.

Levene's Test of Equality of Error

Levene's Test of Equality of Error Variances*			
Dependent Variable: Speaking Skill			
F	df1	df2	Sig.
1,148	3	76	,335
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + A + B + A * B			

If the value of sig < 0.05; so. the distribution data is not normal.

Picture 3. The summary of the test normality data

2. Homogeneity Test

There is the assumption that the data has normal distribution in each population. It is the assumption of homogeneity variants on each difference analysis. The homogeneity

The summary of the test normality data

One-Sample Kolmogorov-Smirnov Test		
		Speaking Skill
N		80
Normal Parameters[a,b]	Mean	73,55
	Std. Deviation	12,609
Most Extreme Differences	Absolute	,077
	Positive	,051
	Negative	-,077
Kolmogorov-Smirnov Z		,686
Asymp. Sig. (2-tailed)		,734
a. Test distribution is Normal.		
b. Calculated from data.		

tim4t is to know whether the variants come from the homogeny population. The data test of homogeneity for reading comprehension was tested by Levene's on the significant value 0.05. Here is the hypothesis to test the homogeneity :

Ho : The data comes from the homogeny population

H1 : The data comes from the non-homogeny population

By criterion:

If the value of sig. (Levene's test)> 0.05; so, Ho accepted and H1 rejected

If the value of sig. (Levene's test) < 0.05; so, H1 accepted and Ho rejected

Picture 4. Homogeneity Test Result

Therefore, based on the data above counted by the SPSS 20 version, the result of the sig. value is 0.335 > 0, 05, means Ho accepted and H1 rejected. Furthermore, the data comes from the homogeny population.

D. The Hypothesis Test of The Research

1. The test of Anova 2 Ways

The test of ANOVA 2 ways

Tests of Bween-Subjects Effects

Tests of Between-Subjects Effects					
Dependent Variable: Speaking Skill					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5286,900[a]	3	1762,300	18,416	,000
Intercept	432768,200	1	432768,200	4522,320	,000
A	1328,450	1	1328,450	13,882	,000
B	3458,450	1	3458,450	36,140	,000
A * B	500,000	1	500,000	5,225	,025
Error	7272,900	76	95,696		
Total	445328,000	80			
Corrected Total	12559,800	79			
a. R Squared = ,421 (Adjusted R Squared = ,398)					

Picture 4.The test of ANOVA 2 ways

We can conclude the analysis based on the data above, they are:

1) Hypothesis 1

Ho: μA1 = μA2 There is no effect of using teaching media on students' speaking skills.

H1: μA1 ≠ μA2 There is an effect of teaching media on students' speaking skills.

If the value of sig. > 0.05; so, Ho accepted, and H1 rejected

If the value of sig.< 0.05; so, H1 accepted and Ho rejected

We may conclude the analysis based on the data above that the value of F = 13,882 and sig. = 0.000 means Ho rejected. Therefore, there is an effect of using teaching media on students' speaking skills.

2) Hypothesis 2

Ho: μB1 = μB2 There is no effect of vocabulary mastery on students' speaking skills.

H1: μB1 ≠ μB2 There is an effect of vocabulary mastery on students' speaking skills.

If the value of sig. > 0.05; so, Ho accepted, and H1 rejected

If the value of sig.< 0.05; so, H1 accepted and Ho rejected

We also can conclude the analysis based on the data above that the value of F = 36.140 and sig. = 0.000 means Ho rejected. Therefore, there is an effect of vocabulary mastery on students' speaking skills.

3) Hypothesis 3

Ho : Int. A*B = 0 There is no interactive effect of using teaching media and vocabulary mastery on students' speaking skills.

H1 : Int. A*B ≠ 0 There is an interactive effect of using teaching media and vocabulary mastery on students' speaking skills.

If the value of sig. > 0.05; so, Ho accepted, and H1 rejected

If the value of sig.< 0.05; so, H1 accepted and Ho rejected

We also can conclude the analysis based on the data above that the value of F = 5,225 and sig. = 0.025 means Ho rejected. Therefore, teaching media has an interactive effect on students' speaking skills. Furthermore, we may continue to further the test by having all these results above.

2. Further Test by Tukey Test

Multiple Comparisons

Multiple Comparisons

Dependent Variable: Speaking Skill
Tukey HSD

(I) Post Hoc	(J) Post Hoc	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A1B1	A1B2	18,15*	3,093	,000	10,02	26,28
	A2B1	13,15*	3,093	,000	5,02	21,28
	A2B2	21,30*	3,093	,000	13,17	29,43
A1B2	A1B1	-18,15*	3,093	,000	-26,28	-10,02
	A2B1	-5,00	3,093	,376	-13,13	3,13
	A2B2	3,15	3,093	,739	-4,98	11,28
A2B1	A1B1	-13,15*	3,093	,000	-21,28	-5,02
	A1B2	5,00	3,093	,376	-3,13	13,13
	A2B2	8,15*	3,093	,049	,02	16,28
A2B2	A1B1	-21,30*	3,093	,000	-29,43	-13,17
	A1B2	-3,15	3,093	,739	-11,28	4,98
	A2B1	-8,15*	3,093	,049	-16,28	-,02

Based on observed means.
The error term is Mean Square(Error) = 95,696.
*. The mean difference is significant at the 0,05 level.

Picture 5. Multiple Comparisons

We may conclude the analysis based on the data above, they are:

1. To groups 1 and 2 :

The Mean Difference is 18.15, meaning the average score of groups 1 and 2 is 18.15. Furthermore, this score is higher and can be proved by a significant value of 0.000 < 0.05, so we can conclude that group 1 and 2 is significantly different.

2. To groups 2 and 3 :

The Mean Difference is 13.15*, which means that the average score of groups 2 and 3 is 13.15. Furthermore, this score is higher and

can be proved by a significant value of 0.000 < 0.05, so we can conclude that groups 2 and 3 are significantly different.

3. To groups 2 and 4 :

The Mean Difference is 3.15, meaning the average score of groups 2 and 4 is 3.15. Furthermore, this score is higher and can be proved by a significant value of 0.739 > 0.05, so we can conclude that groups 2 and 4 are significantly different.

4. To groups 3 and 4 :

The Mean Difference is 8.15*, which means that the average score of groups 3 and 4 is 8.15. Furthermore, this score is higher and can be proved by a significant value of 0.049 > 0.05, so we can conclude that groups 3 and 4 are significantly different.

III. DISCUSSION

We can discuss the result of the research above as follow:

1. The first hypothesis result finds Fh = 13.882 and sig. = 0.000 <0.005. it shows a significant effect of speaking skills using teaching media through pictures. Therefore, we may interpret that there is an effect of using teaching media on speaking skills. The phenomenon shows that the result of speaking skills will increase significantly when using teaching media can be implemented in a very appropriate way.
2. 2. The second hypothesis result finds Fh = 36,140 and sig. = 0.000 <0.005. It shows that there is a different effect significantly of vocabulary mastery on speaking skills. Therefore, we may interpret that there is an effect of vocabulary mastery by pictures on speaking skills. The phenomenon shows that speaking skill results will increase significantly when students have their vocabulary mastery through pictures.
3. The third hypothesis (interaction) result finds Fh = 5,225 and sig. = 0.025 <0.005. It shows an effective interaction between speaking skills through teaching media and vocabulary mastery. And it is also supported by the Mean score for each group they are to groups 1 and 2; the Mean Difference is 18.15, which means that the average score of groups 1 and 2 is 18.15. The score is higher and can be proved by a significant value of 0.000 < 0.05, so we can conclude that group 1 and 2 is significantly different. And groups 1 and 3, the Mean Difference is 13.15, which means that the average score of groups 1 and 3 is 13.15. The score is higher and can be proved by a significant value of 0.000 <

0.05, so we can conclude that group 1 and 2 is significantly different. And the last is groups 3 and 4; the Mean Difference is 8.15, which means that the average score of groups 3 and 4 is 8.15. The score is higher and can be proved by a significant value of 0.049 > 0.05, so we can conclude that groups 3 and 4 are significantly different.

IV. CONCLUSION

Based on the results of the hypothesis test and the discussion in chapter IV, some findings are obtained as follows:

1. There is a significant interaction effect of teaching media and vocabulary mastery on students' speaking skills. That is proved by the value of Fo = 5.225 and Sig = 0.025 <0.05. We also can conclude the analysis based on the data above that the value of F = 5.225 and Sig. = 0.025 means Ho rejected. Therefore, teaching media and vocabulary mastery have an interactive effect on students' speaking skills.
2. Teaching media has a significant effect on students' speaking skills. That is proved by Fo = 13.822 and sig = 0.000 < 0.05. We may conclude the analysis based on the data above that the value of Fo = 13.882 and Sig. = 0.000 means Ho rejected. Therefore, there is an effect of using teaching media on students' speaking skills.
3. There is a significant effect of vocabulary mastery on students' speaking skills. That is proved by Fo = 36.140 and Sig. 0.000 > 0.05. We also can conclude the analysis based on the data above that the value of F = 36.140 and Sig. = 0.000 means Ho rejected. Therefore, there is an effect of vocabulary mastery on students' speaking skills.

Therefore, the researcher fixed the result of the research that there is a significant effect on time using teaching media and vocabulary mastery. The students mostly have a high score when teaching media is implemented to them. On the other hand, it is specifically found that the score of speaking skills will be higher when used in teaching media, and mastery of vocabulary is implemented in a very good way.

Thus, speaking skill significantly affects teaching media and vocabulary mastery. Therefore, teaching media has a highly different effect on learning, especially speaking skills. Furthermore, using teaching media has further significantly affected teaching and learning.

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