

**IMPROVING STUDENTS' SPEAKING SKILL USING *ENGLISH BASIC SPEAKING*
MODULE**

(Action Classroom Research at International Language Course Ngawi)

THESIS



By

YENNI SOFIANITA NURHIDAYAH

NIM. 204190148

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TUTORS' TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO
P O N O R O G O**

2023

APROVAL SHEET

This is to certify that Sarjana's thesis of:

Name : Yenni Sofianita Nurhidayah
Student Number : 204190148
Faculty : Tarbiyah and Teachers Training
Department : English Education
Title : Improving Students' Speaking Skills (Action Classroom Research
at International Language Course (ILC)

Has been approved by the advisor is recommended for approval and acceptance :

Advisor



Dr. Ahmadi, M.Ag.

NIP.196512171997031003

Ponorogo, 31st March 2023

Acknowledged by

Head of English Education Departmenet of
Tarbiyah and Teachers Training Faculty
State Islamic Institute of Ponorogo



Dr. Dhinuk Puspita Kirana, M.Pd.

NIP. 1983032/2011012007



**MINISTRY OF RELIGIOUS AFFAIRS
STATE ISLAMIC INSTITUTE OF PONOROGO**

RATIFICATION SHEET

This is to certify that *Sarjana's* thesis of:

Name : Yenni Sofianita Nurhidayah
Student Number : 204190148
Faculty : Tarbiyah and Teacher Training
Department : English Education
Title : Improving Students' Speaking Skills Using *English Basic Speaking*
Module (Action Classroom Research at International Language
Course Ngawi)

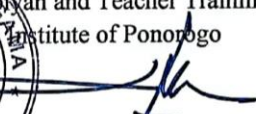
Has been approved by the board of the examiners on:

Day : Wednesday
Date : 24th May 2023

and has been accepted as the requirement for the degree of *Sarjana* in English Education on:

Day : Monday
Date : 5th June 2023

Ponorogo, 5th June 2023

Called by
Dean of Tarbiyah and Teacher Training
State Islamic Institute of Ponorogo

Dr. H. Moh. Munir, Lc., M.Ag.
7051999031001

Board of Examiners

1. Chairman : Wiwin Widyawati, M.Hum.
2. Examiner I : Dr. Dhinuk Puspita Kirana, M.Pd.
3. Examiner II : Dr. Ahmadi, M.Ag.



P O N O R O G O

SURAT PERSETUJUAN PUBLIKASI

Saya yang bertanda tangan dibawah ini :

Nama : Yenni Sofianita Nurhidayah
NIM : 204190148
Fakultas : Tarbiyah dan Ilmu Keguruan
Program Studi : Tadris Bahasa Inggris
Judul : *Improving Students' Speaking Skill Using English Basic Speaking
Module (Action Classroom Research at International Language Course
Ngawi)*

Menyatakan bahwa naskah skripsi yang telah diperiksa dan disahkan oleh dosen pembimbing. Selanjutnya saya bersedia naskah tersebut dipublikasikan oleh perpustakaan IAIN Ponorogo yang dapat diakses di <https://etheses.iainponorogo.ac.id> adapun isi dari keseluruhan tulisan tersebut sepenuhnya menjadi tanggung jawab penulis.

Demikian pernyataan saya untuk dapat dipergunakan semestinya.

Ponorogo, 13 Juni 2023

Penulis



Yenni Sofianita Nurhidayah

204190148

P O N O R O G O

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini :

Nama : Yenni Sofianita Nurhidayah
NIM : 204190148
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan IAIN Ponorogo
Judul Skripsi : *Improving Students' Speaking Skills (Action Classroom
Research at International Language Course (ILC)*

Dengan ini, menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini adalah benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran saya sendiri.

Apabila di kemudian hari terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka saya bersedia menerima sanksi atas perbuatan tersebut.

Ponorogo,

Yang membuat pernyataan



Yenni Sofianita Nurhidayah

ABSTRACT

SOFIANITA NURHIDAYAH, YENNI, 2023. "Improving Students' Speaking Skill Using *English Basic Speaking* Module (Action Classroom Research at International Language Course Ngawi). Thesis, English Education Departement, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo, Advisor Dr. Ahmadi, M.Ag.

Key Word: Improving Speaking, International Language Course (ILC).

Speaking is an essential element in language learning. Speaking is considered a language skill challenging to master because it requires other aspects to understand it. Speaking deserves special attention in the learning process because speaking skill can help someone talk and properly convey opinions, meanings, messages, and information. Therefore, in supporting and facilitating language learners to gain good speaking mastery, things might be done to upgrade the media used in learning. Media English speaking module is a module design specifically used as a supporting media in speaking practice consisting of elements that are important in speaking.

The background objective underlying this research is the difficulties faced by students at International Language Course (ILC) Ngawi in improving speaking skill so that it can be identified that they have difficulty achieving the course objectives.

This research is an Action Classroom Research (CAR) study that aims to see the process of improving the quality of learning speaking. This study used two cycles with three tests: pre-test, post-test first cycle, and post-test second cycle. This study uses Arikunto's design in four stages: planning, action, observation, and reflection. Data collection techniques were carried out using two methods, namely tests and non-tests. In media tests, the researcher conducted a pre-test and a post-test twice in the first and second cycles. While the non-test includes observations, interview, and documentation. The researchers used qualitative descriptive analysis and simple statistical analysis to calculate the processes that occur in learning using media modules.

The results of this study showed a significant increase in results. So it was concluded that using English-speaking modules can help students improve their speaking skill. This statement is supported by student observations, tutors, and student learning outcomes. Based on the observations of tutor performance, researchers found that tutor made good use of learning media and became facilitators and supporters of learning well. Observation of student activity shows that the researcher found that in the second cycle, students experienced many changes from those who were initially passive to become more active in learning, motivation, and interest in learning, and student learning independence increased. The student score supports this, 100% belonging to the pass category, above 70% in the second cycle. The pre-test showed an initial result of 68.4%, then it increased in the first cycle post-test, 72.00%, and experienced a significant increase in the second cycle post-test, 81.00%. Only 40% of students achieved the cut score in the first cycle, but 100% completed the specified cut score in the second cycle. Based on the results of observations and tests conducted, it can be concluded that the Messiah English speaking module can help students improve their speaking skill at the Ngawi International Language Course (ILC) in 2023.

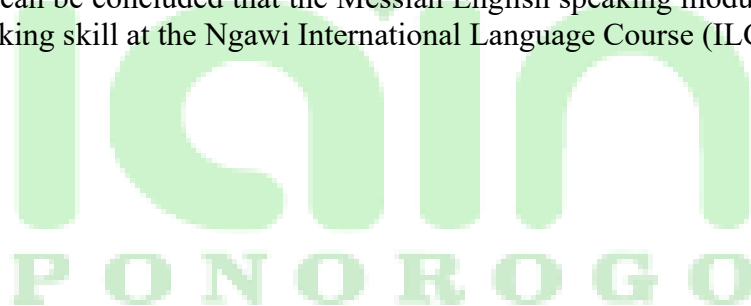


TABLE OF CONTENTS

APPROVAL SHEET	ii
RATIFICATION SHEET	iii
SURAT PERSETUJUAN PUBLIKASI	iv
ABSTRACT	vi
TABLE OF CONTENTS	vii
LIST OF TABLES	viii
LIST OF FIGURES	ix
APPENDICES	Error! Bookmark not defined.
CHAPTER I	1
INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problems	8
C. Limitations of the Study	8
D. Statement of the Problems.....	8
E. Objectives of the Study	8
F. Significance of the Research	9
CHAPTER II	10
TEACHING SPEAKING AND THE USAGE OF MODULE	10
A. Theoretical Framework	11
1. Speaking	11
2. Teaching Speaking	17
3. Learning Media.....	19
4. Module.....	22
B. Previous Studies	26
C. Theoretical Framework	28
D. Hypothesis.....	29
CHAPTER III	30
RESEARCH METHOD	30
A. Research Design	30
B. Research Setting	31
C. Research Subject	31
D. Data and Data Source	32
E. Data Collection Technique.....	33
F. Research Instrument.....	34
G. Data Analysis Technique.....	38
H. Checking The Validity of Research Data	40

I. Research Procedure	40
CHAPTER IV	42
RESEARCH FINDINGS	42
A. Description of Ressearch Setting	42
B. Exposure Research Data.....	45
1. Exposure to Pre-Research Data	45
2. Exposure to Research Data.....	51
C. Discussion	64
CHAPTER V	70
CLOSING	70
A. Conclusion.....	70
B. Sugestion.....	71
REFERENCES.....	72



LIST OF TABLES

Table 1. Material Validation Instrument.....	35
Table 2. Media Validation Instrument	36
Table 3. Tutor Performance Observation Instrument.....	36
Table 4. Students Activities Observation Instrument.....	37
Table 5. Speaking Ability Indicators.....	38
Table 6. Succes Indicator	39
Table 7. Organizational Structure of ILC.....	44
Table 8. Tutor Performance Observation in Pre-Research	47
Table 9. Students Activities Observation in Pre-Research	49
Table 10. Student Learning Outcomes in Pre-Research.....	50
Table 11. Tutor Performance in First Cycle.....	52
Table 12. Students Activity in First Cycle	54
Table 13. Students Learning Outcomes in First Cycle.....	56
Table 14. Tutor Performance in Second Cycle	59
Table 15. Students Activities in Second Cycle	61
Table 16. Students Learning Outcomes in Second Cycle	62
Table 17. Summary of students' Learning Outcomes	65
Table 18. Student Learning Completeness.....	66
Table 19. Summary of Students Activities Observation	67
Table 20. Summary of Tutor Performance Observation	69



LIST OF FIGURES

Figure 1. Theoretical Framework.....	29
Figure 2. Action classroom research design.....	31
Figure 3. Action classroom research design.....	31
Figure 4. Students' Learning Outcomes	66
Figure 5. Students Learning Completeness.....	67
Figure 6. Students Activities	68
Figure 7. Tutor Performance	69



CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is a skill that deserves attention in learning a language because it is a skill that listeners value directly¹. Speaking is a language skill used to convey meanings and opinions, reject opinions, comment, ask, and answer them². Speaking is also a skill that is considered very difficult to understand, especially for non-native learners of a foreign language. Juan said, as quoted by inscription research et al., that speaking has a reasonably high level of challenge to be mastered by language learners. Because the process of making meaning that must be covered in speaking is very complex, speaking becomes a tricky skill to develop³. Nevertheless, speaking ability is not only assessed based on the ability to speak well but there is something more important to be developed, namely the ability to receive information and language on target⁴. So that in learning to speak, aspects are rarely considered, namely the ability to understand the message conveyed by the other person.

Speaking is a supporting activity carried out by two parties, the sender and the recipient of the message. The interaction between the two parties using language will involve expressing one's feelings, ideas, and assumptions so that the intended message can be adequately conveyed⁵. Active speaking has an important role and function in life. Every

¹ Martin Bygate, *Speaking* (OUP Oxford, 1987).

² Lasim Muzammil, "Model Pembelajaran Speaking Bagi Mahasiswa Jurusan Pendidikan Bahasa Inggris Dengan Melihat Video Berbahasa Inggris Yang Menggunakan Subtitle L2," n.d.

³ Ria Anugrah Prasanti, Lasim Muzammil, and Oktavia Widiastuti, "The Use of Conversation Diary in Enhancing Students' English Speaking Skill," *Journal of Education Research and Evaluation* 4, no. 2 (June 16, 2020): 208, <https://doi.org/10.23887/jere.v4i2.24720>.

⁴ Cokorda Istri Mas Kusumaningrat, "Guide Conversation Method In English Speaking Learning For Business Administration Class," *Ganaya : Jurnal Ilmu Sosial Dan Humaniora* 4, no. 1 (March 27, 2021): 285–99, <https://doi.org/10.37329/ganaya.v4i1.1266>.

⁵ Armasita et al., "Departement of English Education Faculty Tarbiyah and Teacher Training the State Islamic University of North Sumatera," n.d.

activity carried out by humans involves talk as a medium that invites meaning⁶. So speaking is a language skill that should be mastered, especially by language learners.

Speaking skill become a big problem experienced by students in learning a language. Talking means building and assembling an idea in a sentence. Talking means expressing their perceptions, opinions, and feelings so that the other party can receive the meaning and message to be conveyed. Often this activity becomes the center of the problem in improving speaking skill. Arranging and expressing an idea is a big problem for several reasons. Factors that underlie students' loss of communication ideas are lack of knowledge of vocabulary, grammar, and pronunciation, lack of confidence, anxiety, and students' psychological problems. Achieving communication fluency requires students to master various essential aspects of communication⁷. So, a lack of knowledge and mastery of vocabulary, pronunciation, and grammar can result in students losing the idea of communication. The fatal consequence is a misunderstanding between speakers and receivers.

In speaking, there are internal and external problems. Internal factors students face are a lack of self-confidence, limited vocabulary, feelings of shame and fear of being wrong, and lack of motivation from within students. External factors students face are the inappropriate use of media and learning strategies in supporting and improving students' speaking skill⁸. The environment and atmosphere of learning are also important factors in the process of learning to speak. A supportive environment will impact human development, not only the living environment but also the learning environment⁹. A supportive environment will significantly influence the continuous formation of students'

⁶ Laras Aprylia.Mh, "Studentss' Problem in Speaking English at Senior High School 6 Sarolangun," 2021.

⁷Aries Fitriani and Rahayu Apriliawati, "A Study on Tudent's English Speaking Problems in Speaking Performance," n.d.

⁸ Natalia Rahayu, "An Analysis of Studentss' Problems in Speaking English Daily Language Program at Husnul Khtimah Islamic Boarding School," n.d.

⁹ Stephen Andrews, "The Language Awareness of the L2 Tutor: Its Impact Upon Pedagogical Practice," *Language Awareness* 10, no. 2-3 (November 2001): 75-90, <https://doi.org/10.1080/09658410108667027>.

learning motivation in language acquisition¹⁰. English learners find quite complex difficulties in developing English speaking skill. It is assumed that they are facing quite significant problems. Inaccuracies in speaking learning strategies and media can provide obstacles to learning speaking. Learning activities that are passive and only centered on the tutor will result in ineffective learning to speak¹¹.

Problems that occur in speaking also occur in regional research locations, namely in the study at State Senior High School 2 Ponorogo, which shows data that the difficulties experienced by students in learning to speak are very diverse and different for each individual. However, these differences in difficulty are generally based on similar issues. Grammar holds the position of students' general problems, followed by pronunciation and vocabulary. The challenges experienced by students can be caused by several things, namely a lack of practice, inaccuracies in learning methods and media, and other external factors¹².

Effective communication can be influenced by several factors, namely, the ability of the speaker or messenger to convey meaning and information. This delivery can be successful if the speaker educator has good communication skill. In addition to the ability to deliver messages and good communication. Based on the speaker's ability to behave. The attitudes and views of speakers can explicitly influence the message conveyed. Providing messages with a good attitude will result in getting a messages positively, and so should. The level of ability of the sender or recipient of the letter to understand the message's contents is also an essential factor. A good understanding can result in the delivery of a message accurately and clearly. The social background of the speaker also

¹⁰ Eka Apriani, Sakut Anshori, and Sarwo Edy, "Efektifitas English Zone Dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Mahasiswa di IAIN Curup," n.d.

¹¹ I Putu Mas Dew, antara, "Alternatif Strategi Pemelajaran Keterampilan Berbicara" 6 (2016).

¹² Vena Febriantika, "Students' Problem in Speaking English at SMK Negeri 2 Ponorogo," n.d.

causes one way to deliver a good message. The response given by the recipient of the message can be seen by the who and how the social background of the sender¹³.

Teaching speaking includes several aspects, namely vocabulary, grammar, pronunciation, fluency, and comprehension. Speaking class makes demands that students must be able to talk¹⁴. So teaching speaking is considered difficult because speaking includes several other aspects of English. Another problem students face is a lack of self-confidence and developmental anxiety. The difficulties they face will likely affect themselves and the idea of speaking¹⁵. So they are often called empty or have feelings that make them lose arguments. Foreign language learners will usually experience difficulties in pronunciation because their accent has followed their mother tongue, which affects how they pronounce the foreign language they are learning. Although this problem is quite common for foreign language learners, it is not uncommon for them to be able to pronounce it like native speakers¹⁶. Speaking skill are essential skill to be mastered in learning a foreign language, but in reality, learning speaking has not received a good enough proportion to be taught in depth to students.

Media plays an essential role in learning. Using suitable media can help tutors create engaging learning and explain learning material¹⁷. Learning activities with the suitable media can be one of the solutions in efforts to improve students' speaking skill. It is equivalent to the many components needed in developing speaking, so this skill cannot be considered trivial and given the same treatment. Applying exciting learning activities

¹³ Cepy Riyana, *Media Pembelajaran* (KEMENAG RI, n.d.).

¹⁴ Ni Wayan, "Peningkatan Kemampuan Keterampilan Berbicara Siswa Kelas IV SD Dalam Pembelajaran Introduction," n.d.

¹⁵ AriesFitriani and Wardah RahayuApriliawati, "A Study on Students's English Speaking Problems in Speaking Performance," n.d.

¹⁶ Betsabé Navarro, "Improving Speaking Skill," *Encuentro: Revista de Investigación e Innovación En La Clase de Idiomas*, ISSN 1989-0796, Nº 18, 2009, Pags. 86-90, January 1, 2009.

¹⁷ Nana Sudjana and Ahmad Rivai, "Media Pengajaran (Penggunaan Dan Pembuatannya) / Nana Sudjana, Ahmad Rivai | Perpustakaan UIN Sultan Syarif Kasim Riau," accessed February 22, 2023, <https://inlislite.uin-suska.ac.id/opac/detail-opac?id=27235>.

with appropriate media support can be a bridge in efforts to improve speaking skill¹⁸. Learning media is media that is available inside or outside the school environment. The role and function of learning media are not only seen as a learning aid, but their position is significant in pursuing teaching objectives¹⁹. The use of appropriate media is an effort that can be made to answer the difficulties students face. Learning media can help tutors create active learning with maximum results. Using engaging learning media can make exciting and fun learning²⁰. Using suitable media will support students in developing student's motivation in the classroom because the right and good media will stimulate students in the learning process. Media could produce students in several ways: the level of student focus, thoughts, feelings, and will. Learning media is a learning tool that has an important role in achieving learning outcomes. If a media can help students to understand the material better, it can be identified that the media is successful and deserves to be considered suitable for use²¹. So learning media need to be developed following the ongoing learning situation. It can be done periodically to get maximum learning outcomes.

Learning media has several kinds that can be used as a teaching instruments. Some of these groups are audio-learning media, visual media, and audio-visual media. Visual media is a learning media that play a function in vision, so students are invited to observe more in this media. Audio media is media that functions as media that emphasizes audio or hearing. In this media, students will be allowed to be able to hear orally. Audio-visual media is media that plays an entirely functional role. In this media, students will be presented with a learning media that provides audio or auditory and oral or visual functions. This mixed media is usually given in the form of a video.

¹⁸ - Mayang Sri Lestari, "Implementasi Story Based Pedagogy Dalam Pembelajaran Bahasa Inggris Untuk Meningkatkan Speaking Skill Pada Kelas V SD IT Insan Tauladan Cileunyi" (other, Universitas Pendidikan Indonesia, 2022), <http://repository.upi.edu/>.

¹⁹ Muhammad Yaumi, "Media Pembelajaran," n.d.

²⁰ Salsabilla Mahmudah, "The Role of Media in Indonesian Language Learning in Schools," n.d.

²¹ Andrew Fernando Pakpahan et al., *Pengembangan Media Pembelajaran* (Yayasan Kita Menulis, 2020).

The module is media in the form of a hard book that is used as a learning medium by relying on the sense of sight because the media used is a physical book medium. Visual media is media that is physical and provides material in visual forms. Visual media can be grouped into films, photographs, drawings, writings, maps, globes, diagrams, etc. The visual media used in this study is a module.

A module is a learning media containing materials for learning activities. However, it is hoped that the module will not only be able to present information to increase knowledge. The module also has an important role as a driving force that seeks to provide an in-depth approach for students to learn²². Modules are a collection of ideas or ideas that are collected and arranged systematically and easily understood by readers. Modules are media that can help students to understand a material independently or with minimal guidance from the tutor²³. The module has a function as an introduction to learning. In other words, the module is a systematic distribution of information in a book that can channel information and stimulate students' thoughts, feelings, and learning motivation²⁴.

Modules must be made and adapted to learning needs so that their function can help in the world of education. The problems faced, the background of the students, who use them, and the resources that can support the use of the modules are important things that researcher know before developing a module as a learning medium. So that the material, learning strategies, and methods outlined in the module will provide relevant results for students to use in learning²⁵. Modules are structured to assist students in learning the material with or without the help of a tutor²⁶. So that in preparing it, it is necessary to pay

²² Roisin Donnelly and Marian Fitzmaurice, "Designing Modules for Learning," n.d., 21.

²³ "Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Tematik Terpadu - Google Books," accessed February 7, 2023, [https://www.google.co.id/books/edition/Menyusun_Rencana_Pelaksanaan_Pembelajaran/_JBBDwAAQBAJ?hl=id&gbpv=1&dq=Prastowo+\(2015:106\)&printsec=frontcover](https://www.google.co.id/books/edition/Menyusun_Rencana_Pelaksanaan_Pembelajaran/_JBBDwAAQBAJ?hl=id&gbpv=1&dq=Prastowo+(2015:106)&printsec=frontcover).

²⁴ Cepy Riyana, *Media Pembelajaran* (KEMENAG RI, n.d.).

²⁵ Dwi Rahdiyanta, "Teknik Penyusunan Modul," n.d., 14.

²⁶ "Perencanaan Pembelajaran : Mengembangkan Standar Kompetensi Guru / Abdul Majid ; Editor Mukhlis | OPAC Perpustakaan Nasional RI.," accessed March 20, 2023, <https://opac.perpusnas.go.id/DetailOpac.aspx?id=468285>.

attention to several points, namely the appropriate font size, illustrations, and descriptions of images, colors, and systematics of preparing material²⁷.

Observations in pre-research at the location showed that the learning media used were unsuitable for improving speaking skill. The researcher found that many students still had difficulties speaking, including losing ideas, lacking self-confidence, and feeling anxious and embarrassed. However, this is based on students' lack of knowledge and mastery of several aspects of speaking, such as a lack of vocabulary, grammar, and pronunciation. Therefore researcher try to provide innovative learning media used in learning. Instructional media are arranged systematically and explicitly to stimulate the communication of ideas. Presentation of material adapted to student life, examples, exercises, and supporting vocabulary. It is done to guide students in speaking practice to create accurate and effective communication.

In a similar study by Utin Nurlina et al., entitled "Pengembangan Modul Interaktif Untuk Meningkatkan Keterampilan Berbicara Sekolah Dasar Bawamai Pontianak,"²⁸ the theme of the same problem is the lack of students' ability to speak with the incompatibility of the learning media used. Based on these problems, research was carried out by developing an interactive module to assist students in improving their speaking skill.

Therefore, this study conducted class action research to see how students develop speaking skill using the speaking module. Interactive modules are arranged wholly and systematically to provide innovations in learning speaking. The module is equipped with material content that is interesting and relevant to students' lives and is fitted with definitions, illustrations, examples, and speaking exercises complemented by supporting

²⁷ "Pengembangan Modul Pembelajaran Berbasis Kurikulum 2013 Kompetensi Dasar Mengemukakan Daftar Urut Kepangkatan Dan Mengemukakan Peraturan Cuti | JPEKA: Jurnal Pendidikan Ekonomi, Manajemen Dan Keuangan," accessed March 20, 2023, <https://journal.unesa.ac.id/index.php/jpeka/article/view/1078>.

²⁸ Utin Nurlina, Ahadi Sulissusiawan, and Sesialia Seli, "Pengembangan Modul Interaktif Untuk Meningkatkan Keterampilan Berbicara Sekolah Dasar Bawamai Pontianak," n.d.

vocabulary. The initiative to use media modules is designed as a recent breakthrough in learning speaking, where students can learn to talk with or without practice friends.

B. Identification of the Problems

Based on the background above, the problems in this study can be identified as follows:

1. The role of the tutor in the learning process is very dominant
2. Inappropriate preparation of material and class coordination so that the learning process becomes passive
3. Limitations in vocabulary, grammar, and pronunciation of students make it difficult for them to practice speaking
4. The tutor has not applied to learn media that following the conditions of the students
5. The tutor has not developed teaching materials in the form of modules

C. Limitations of the Study

Based on the identification of the problems above, this study can measure the influence on the use of the module as a medium of learning speaking skill in the International Language Course (ILC) Ngawi, as well as the application of the communicative learning media to support speaking practice activities in learning.

D. Statement of the Problems

Based on the background of the study above, the problem statement in this study can be formulated as follows: " Is the speaking module able to improve speaking skill at International Language Course (ILC) Ngawi?"

E. Objectives of the Study

Based on the problem formulation written by the researcher above, it can be concluded that this research aims to identify and describe the process of improving students' speaking skill by using modules as learning media.

F. Significance of the Research

The results of this study are expected to be helpful for the following:

1. Theoretical significance

- a. The researcher hopes that this research results can contribute to educational development, especially in teaching English, to develop speaking skill for primary non-native students.
- b. The researcher hopes that this research will be helpful to other researcher. The results of this study can be used as a reference and reference for further research that will be/is being carried out with topics and objectives similar to this research.

2. Practical Significance

a. Institution

For institution, International Language Course (ILC) Ngawi, this research can be a source in order to find out and provide solutions to student problems in learning, namely by improvising learning media. The media can be implemented as a means to help students improve their speaking skills.

b. Tutor

Researcher hope this research will help tutors in the language learning process by applying the methods in this module to develop the speaking skill of basic non-native learners.

c. Student

Researcher hope this research can help students to answer students difficulties in improving speaking skill with or without tutor guidance, especially for International Language Course (ILC) students.

d. Future Researcher

For other researchers, the results of this study are expected to be a source in perfecting larger research results so that they can be useful in the development of education in the future.



A. Theoretical Framework

1. Speaking

a. The definition of Speaking

Talking is an activity that is done to be able to interact with other people. Speaking plays an important function in processing and receiving information from others, both verbal and non-verbal messages²⁹. Speaking ability is a skill that is considered difficult for foreign language learners, in general they will find it difficult to use the language appropriately in social interactions, they assume that the proper use of a foreign language is when they can use the language appropriately like native speakers³⁰.

Speaking is how a person can not only convey the meaning he wants to convey, but speaking can also help speakers to express emotions, reactions, ideas, even criticism and suggestions to others³¹. Speaking can also be defined as an arena for sharing the meaning of a message which can be either verbal or non-verbal³².

Speaking skill are often not given the opportunity to get special attention in the learning process. This is similar to the statement that speaking often gets the same treatment as other aspects of language. often the speaking aspect is considered to be closely related to other aspects so that there is no need for special treatment. So, in the absence of special treatment for speaking, the basic

²⁹ Adhina Putri Maharani, "The English Speaking Program at Darul Hikmah Modern Islamic Boarding School Tawang Sari Tulungagung," Skripsi, August 12, 2020.

³⁰ Ridwan One, "Jack. C. Richard and Willy A. Renandya. Methodology in Language Teaching: An Anthology of Current Teaching. Cambridge : University Press," accessed February 4, 2023, https://www.academia.edu/27610568/Jack_C_Richard_and_Willy_A_Renandya_Methodology_in_language_teaching_An_Anthology_of_Current_Teaching_Cambridge_University_Press.

³¹ Robby Dian Pratama, "The Influence of Using Guided Conversation Technique Towards Students' Speaking Skill at the First Semester of the Eleventh Grade of MAN 2 Bandar Lampung in the Academic Year of 2019/2020," n.d.

³² Ann L. Chaney and Tamara L. Burk, *Teaching Oral Communication in Grades K-8* (Allyn and Bacon, Order Processing, P, 1998).

abilities possessed will also not benefit to improving speaking skill³³. In the end, students often forget that the purpose of language learning is to make them able to communicate and use language properly and correctly³⁴.

Based on the research data conducted, there are many students who often find it difficult to develop speaking skill. This difficulty can be influenced by several things, including the ability to listen and understand³⁵. Therefore it can be assumed that students who are able to learn aspects of grammar, vocab, and even pronunciation are not necessarily able to communicate well. However, the lack of mastery in other aspects such as listening skill, vocabulary and grammar, is also a common cause of students' difficulties in communicating in a foreign language.

b. Concept of Speaking

Speaking is a skill that becomes a goal in language learning. Talking is one way to be able to communicate with other people, speaking plays a very important role because it actively helps someone to interact with other people³⁶. The part of speaking is very closely related to how a person can interact socially with his environment, so language learning, especially in speaking skill, is the main concern that must get accuracy.

Language learners who master a language are assumed to be able to speak that language³⁷. Speaking skill are not only limited to how we can convey

³³ Dewi Kurniawati, "Studi Tentang Faktor-Faktor Penyebab Kesulitan Belajar Menyimak Bahasa Inggris Pada Mahasiswa Semester III PBI IAIN Raden Intan Lampung Tahun Pelajaran 2015/2016," n.d.

³⁴ Chaney and Burk, *Teaching Oral Communication in Grades K-8*.

³⁵ Neviana Wahyuni, Rismaya Marbun, and Endang S, "Students' Speaking Problems in Speech Subject," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 3, no. 6 (June 23, 2014), <https://doi.org/10.26418/jppk.v3i6.5983>.

³⁶ "Teaching Languages to Young Learners," accessed February 4, 2023, <https://www.cambridge.org/core/books/teaching-languages-to-young-learners/24C0A04FF42B159B8A9650D4CEB83409>.

³⁷ "Metodologi Pengajaran Bahasa / Oleh Henry Guntur Tarigan | OPAC Perpustakaan Nasional RI.," accessed February 4, 2023, <https://opac.perpusnas.go.id/DetailOpac.aspx?id=485992>.

a word but are closely related to how we convey a message or meaning. In communication, one must also pay attention to important things in the form of content, situations, and other people's circumstances to know the meaning of the message accurately conveyed by the speaker³⁸. So that a concept in speaking should be studied and paid attention to properly to avoid misunderstandings between the two parties.

The concept of language learning must also be arranged systematically. With good learning arrangements, it can be assumed that the results given in language classes will also get maximum results. The right strategy should also be set for students so that they can provide support to understand the material well. The right atmosphere and learning strategies can help students develop ideas and increase self-confidence that is good enough to speak³⁹.

c. Elements of Speaking

Speaking is an activity in which a person carries out the process of conveying meaning or messages to others. Therefore, in the process of speaking, it cannot be given carelessly. The speaker must pay attention to several important aspects and elements in the communication process, especially in the use of language. Some aspects that need to be considered are pronunciation, stress, and intonation patterns. Based on the elements in education, there are several elements of speaking, namely⁴⁰:

1) Pronunciation

³⁸ "Metodologi Pengajaran Bahasa / Oleh Henry Guntur Tarigan | OPAC Perpustakaan Nasional RI."

³⁹ Shima Kameli, Ghazali Bin Mostapha, and Roselan Bin Baki, "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies," *Journal of Language Teaching and Research* 3, no. 1 (January 1, 2012): 23–29, <https://doi.org/10.4304/jltr.3.1.23-29>.

⁴⁰ Ade Prima Rora, "The Components of Speaking Skill," *KEEP STRUGGLE* (blog), February 11, 2015, <https://adeprimarora.wordpress.com/2015/02/11/the-components-of-speaking-skill/>.

According to the Oxford Dictionary, pronunciation is how someone speaks a word or language⁴¹. Pronunciation deals with the sound of a word. Pronunciation is considered a difficult element to learn for foreign language learners. Differences in pronunciation can change the meaning and result in a message not being conveyed properly⁴² differences in the accent of the mother tongue and the foreign language cause the students' pronunciation difficulties. A message can be conveyed properly based on how he pronounces the meaning of the message. It is related to the quality of a person's pronunciation ability. Therefore, several aspects of pronunciation must be mastered by a foreign language learner, namely the articulation, intonation, rhythm, expressions and body language used⁴³.

2) Grammar

Grammar is an arrangement of words that can convey meaning to someone, and grammar is a word order rule explaining the relationship between words⁴⁴. With grammar, one can compose a sentence systematically and be understood by others. Grammar is an important element in speaking, so the meaning conveyed can be understood with well-organized grammar and grammar rules.

3) Vocabulary

⁴¹ "Oxford Learner's Dictionaries | Find Definitions, Translations, and Grammar Explanations at Oxford Learner's Dictionaries," accessed February 4, 2023, <https://www.oxfordlearnersdictionaries.com/>.

⁴² Luluk Setyowati, Yulia Ambarsari, and Nurul Badriyatul Muthoharoh, "Pelatihan Pelafalan Kata-kata Bahasa Inggris Dalam Rangka Meningkatkan Kualitas Pengajaran Guru-Guru Sakinah English Course," *E-DIMAS* 8, no. 1 (May 18, 2017): 1, <https://doi.org/10.26877/e-dimas.v8i1.1368>.

⁴³ Rora, "The Components of Speaking Skill."

⁴⁴ Meiyanti Nurchaerani et al., "Grammatical Error in Famous English Top Songs Between 2010-2020," n.d.

Vocabulary is a word in a language known to be used to convey ideas in the communication process⁴⁵. Good vocabulary mastery will make someone successful in learning a language⁴⁶. Enriching the vocabulary in the foreign language being studied is very important, with good vocabulary skill mean that someone can understand the language well, and they can also easily accept the message or meaning conveyed by the speaker.

4) Fluency

Fluency is a component that contains a person's creativity or skill in generating and developing an idea⁴⁷. Fluency is a person's ability to use language communicatively and accurately. Someone who can use language, convey messages, and interpret a sentence correctly can be construed that he has good language fluency.

5) Comprehension

Comprehension is a person's ability to receive and understand something well, then remember it well even though the incident has been completed⁴⁸. It can be simplified that comprehension is someone who can understand something that is conveyed properly. Comprehension is how a speaker can understand the topic they are saying so that the message recipient can accurately represent the meaning. Based on the description above shows that speaking requires

⁴⁵ "Oxford Learner's Dictionaries | Find Definitions, Translations, and Grammar Explanations at Oxford Learner's Dictionaries."

⁴⁶ Sinta Kusuma, "dalam Ilmu Tarbiyah dan Keguruan," n.d.

⁴⁷ Donna Walker Tileston, *Training Manual for What Every Tutor Should Know* (Corwin Press, 2004).

⁴⁸ "Pengantar Evaluasi Pendidikan / Prof. Drs. Anas Sudijono | OPAC Perpustakaan Nasional RI.," accessed February 4, 2023, <https://opac.perpusnas.go.id/DetailOpac.aspx?id=498690>.

elements that must be understood to carry out conversations in a foreign language.

d. Types of Speaking Activity

Speaking practice has several activities that can support students or tutors in the learning process. These activities also play an important role in stimulating and helping them to improve their speaking abilities. Brown argues that there are several kinds of speaking activities in speaking learning, namely:

1) Monologue

A monologue is a mono-drama played by only one person. A monologue is talking to himself or telling an event to another person where there is no reciprocity. Monologues are divided into two types, namely, planned and unplanned. A monologue can be simplified to mean a speech or presentation.

2) Dialogue

Dialogue is a conversation which it consists of two or more parties. The conversation is an interesting discussion⁴⁹. Mastering the language using the conversational method can help students with the concept of development, distinctiveness and vice versa. Images and quirks that can be useful to be able to come up with a great conversation idea⁵⁰. To master English using conversation strategy, students are not required to master all the topics used in the conversation. Students can get stuck in mastering the language by only learning the case because they will limit their ideas. So students need to be more sophisticated in

⁴⁹ “Arti Kata Conversation Menurut Kamus Inggris-Indonesia - Kamus Lengkap Online - KamusLengkap.ID,” accessed November 14, 2022, <https://kamuslengkap.id/kamus/inggris-indonesia/arti-kata/conversation/>.

⁵⁰ Katie Halsey and Jane Slinn, *The Concept and Practice of Conversation in the Long Eighteenth Century, 1688-1848* (Cambridge Scholars Publishing, 2009).

building their conversational ideas to create great conversations⁵¹. In the process of making ideas for dialogue, we don't need to wait until we can master all the words or phrases of a foreign language to be able to start speaking. What is required is practice. Practising talking using the conversational method can help students to get new vocabulary or phrases spoken by the other person. In addition to practising, students can also start by learning common words or phrases, which words or phrases can be used as an initial basis for conducting conversations⁵².

2. Teaching Speaking

a. The Definition of Teaching Speaking

Teaching is an activity related to learning. Teaching is the process of an educator providing, training, and explaining material to students. Teaching is the activity of a tutor giving learning activities, carrying out material guidance, and facilitating learning⁵³.

Teaching involves the functional roles of a tutor and students in a relaxed way. Teaching is not just a set of applying methods but also a way of achieving learning objectives. It can be interpreted that teaching plays a functional role in developing the knowledge and abilities of students in improving their quality⁵⁴.

Teaching speaking plays an essential role in students' language skill. Because this skill is considered urgent because several ways in a foreign

⁵¹ Patrick King, "Con conversationally Speaking: WHAT to Say, WHEN to Say It, and HOW to Never Run Out of Things to Say," n.d., 89.

⁵² Benny Lewis, *Fluent in 3 Months : How Anyone at Any Age Can Learn to Speak Any Language From Anywhere in the World*, n.d.

⁵³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy : Second Edition*, n.d.

⁵⁴ Ray Allen editor, *Ruth Crawford Seeger's Worlds: Innovation and Tradition in Twentieth-Century American Music* (University Rochester Press, 2007).

language have become required to keep up with world developments⁵⁵, speaking can help someone to develop one's ideas and imagination, without strong and expressive creativity, the message conveyed will not be meaningful and understood by the recipient⁵⁶. The important function of language can be the basis for the development of speaking learning to be more focused in the world of education.

b. Concept of Teaching Speaking

Learning speaking skill is also considered a skill that requires attention. The ability to communicate has a relatively complex level of difficulty to understand while speaking is very important to master in learning a language. Someone needs language as a communication tool to convey and receive messages. So the increase in speaking classes is significant for a language class⁵⁷.

Teaching speaking can open opportunities for students to practice communicating using the language studied in real terms. Speaking classes can provide opportunities for students to apply and use all the languages they have; speaking classes train them to respond to the opinions of their classmates, and more and more. Students are offered many opportunities to improve the elements and aspects of language⁵⁸.

⁵⁵ Arif Ma'mun Rifa'i, "Prinsip-Prinsip Pengajaran Bahasa Pada Gaya Kognitif Field Dependent Dalam Belajar Keterampilan Berbicara Bahasa Inggris," n.d.

⁵⁶ Lev S Vygotsky, "Thought and Language," accessed March 21, 2023, <https://mitpress.mit.edu/9780262720014/thought-and-language/>.

⁵⁷ Luthfi Siska Sari, "Teaching and Learning Speaking Through Riddle Game at the Second Semester of the Eight Grade of SMP 2 Palas South Lampung in the Academic Years 2017/2018," n.d.

⁵⁸ Monitor Class, "How to Teach English 2nd Edition Jeremy Harmer," accessed March 21, 2023, https://www.academia.edu/29550207/How_to_Teach_English_2nd_Edition_Jeremy_Harmer.

c. Principle of Teaching Speaking

Language teaching requires principles to be considered in the teaching process. The focus of teaching speaking will help to learn to be directed. The following are the principles of teaching speaking skill⁵⁹:

- 1) Pay attention to the concept of foreign language learning used in research. It is helpful to assist students in achieving learning goals. A mature idea can give good results. With a good concept, learning will run in a directed manner.
- 2) Open opportunities for students to improve fluency. Allowing students to practice speaking means opening up opportunities for students to master the language being studied in depth. So they can practice using the target language regularly.
- 3) They understand the meaning of language. Negotiating meaning is very important in language learning. It can help students clarify the message or food they use so that there are no misunderstandings.
- 4) They are creating active class activities in transactional and interactional speaking.

3. Learning Media

a. The definition of media

Learning media is an intermediary in delivering messages. The intended message is material that will be conveyed to students through teaching media. Initially, learning media was defined as a visual aid in giving messages. The function of learning media is to provide specific explanations about something being studied. Learning media is a tool used as a messenger to convey messages

⁵⁹ Nunan David, "Understanding Language Classrooms: A Guide for Tutor Initiated Action (Language Teaching Methodology Series): Nunan, David: 9780139359354: Amazon.Com: Books," accessed March 21, 2023, <https://www.amazon.com/Understanding-Language-Classrooms-Initiated-Methodology/dp/0139359354>.

in the learning process to achieve learning objectives effectively and efficiently⁶⁰.

Learning media is a tool that helps educators in developing an effective learning. There are two types of learning media tools: tools provided by the school and outside the school. Tools like learning media are also required to keep up with the times to help effective learning and achieve learning goals⁶¹.

Learning media provides several advantages for educators and students in the learning process. The important role generated by using learning media attracts a lot of sympathy and interest to be developed as effective learning. Media acts as an important component in the process of determining the level of success of a lesson. Learning media is useful in helping the process of delivering messages or material concepts to students. Increasing student interest and motivation can also be influenced by the use of learning media. Appropriate media will attract students' attention and improve their learning motivation⁶².

b. Types of learning media

Learning media used in learning must also be adjusted to the criteria and learning needs of the class. Learning media can be grouped into several types, including namely⁶³:

1) Visual Media

⁶⁰ Teni Nurrita, "Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa," *MISYKAT: Jurnal Ilmu-ilmu Al-Quran, Hadist, Syari'ah dan Tarbiyah* 3, no. 1 (June 27, 2018): 171, <https://doi.org/10.33511/misykat.v3n1.171>.

⁶¹ Cecep Kustandi M.Pd and Dr Daddy Darmawan M.Si, *Pengembangan Media Pembelajaran: Konsep & Aplikasi Pengembangan Media Pembelajaran bagi Pendidik di Sekolah dan Masyarakat* (Prenada Media, 2020).

⁶² "Media Pembelajaran - Google Books," accessed February 21, 2023, https://www.google.co.id/books/edition/Media_Pembelajaran/npLzDwAAQBAJ?hl=id&gbpv=1&dq=media+pembelajaran&printsec=frontcover.

⁶³ *Media pendidikan: pengertian, pengembangan, dan pemanfaatannya* (PT RajaGrafindo Persada, 2014).

Visual media is media that conveys messages through sight. Visual media can only convey a message by being seen and understood by the reader. Learning media has a good effect on students. Seeing, reading and understanding the contents of letters from visual media can improve students' memory of a material⁶⁴. The use of visual media is also considered very appropriate in teaching early childhood, by visualizing learning material will train children to understand the material presented easily⁶⁵. Some examples of visual media are photos, posters, books, and maps.

2) Audio Media

Audio media is often referred to as a medium that relies on the passage of the sense of hearing. Audio media is a medium that conveys messages or material in the form of sounds. The message can be a verbal sound represented by a word or described in a non-verbal⁶⁶. Audio media aims to stimulate the thoughts, feelings, attention, and motivation of students' learning by using audio media with sound or music accompaniment containing messages or learning materials⁶⁷. Audio media provides innovative learning tools that are considered to attract the attention of students. The form of sounds that contain messages can be classified as media such as radios, recorders, and tape recorders.

3) Audio-visual media

⁶⁴ Saiful Bahri Djamarah, *Guru dan anak didik dalam interaksi edukatif* (Rineka Cipta, 2000).

⁶⁵ Septy Nurfadhillah Tahun 2021 M. Pd dan 4A Pendidikan Guru Sekolah Dasar Universitas Muhammadiyah Tangerang, *Pengertian Media Pembelajaran, Landasan, Fungsi, Manfaat, Jenis-Jenis Media Pembelajaran, dan Cara Penggunaan Kedudukan Media Pembelajaran* (CV Jejak (Jejak Publisher), 2021).

⁶⁶ *Media pendidikan*.

⁶⁷ Sudjana and Rivai, "Media Pengajaran (Penggunaan Dan Pembuatannya) / Nana Sudjana, Ahmad Rivai | Perpustakaan UIN Sultan Syarif Kasim Riau."

Audio visual media is a combination of audio media and visual media. Audio-visual media is media that relies on sight and hearing as well. Audio-visual media contains elements of images, text accompanied by sound⁶⁸. The use of audio-visual media is considered as an interesting medium with the appearance of images and sounds that can attract students' attention in learning. Audio-visual learning media can present complete and optimal learning materials so as to enable students to learn and understand material effectively and efficiently⁶⁹. Audio visual media can be grouped into several types of innovative media, namely videos, films, sound books.

4. Module

a. The Definition of Module

A module is a collection of programs that have been put together to be used as learning media so that students can understand the material well. In the module, a series of learning materials are arranged systematically to support the implementation of learning. The module is defined as a collection of material that is arranged systematically with the aim that it can be used in independent learning, namely learning with or without tutor guidance⁷⁰.

Modules are teaching materials that have been developed in the form of a collection in a systematic and intact manner composed of devices that can be used as learning materials that are planned and deliberately designed to achieve specific learning objectives⁷¹. In the preparation of the module,

⁶⁸ "Media Komunikasi Pembelajaran - Google Books," accessed February 22, 2023, [https://www.google.co.id/books/edition/Media_Komunikasi_Pembelajaran/wiBQEAAAQBAJ?hl=id&gbpv=1&dq=wina+Sanjaya+\(2014:118\)&printsec=frontcover](https://www.google.co.id/books/edition/Media_Komunikasi_Pembelajaran/wiBQEAAAQBAJ?hl=id&gbpv=1&dq=wina+Sanjaya+(2014:118)&printsec=frontcover).

⁶⁹ *Media pendidikan*.

⁷⁰ Abdul Majid, "Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru.]," adoc.pub, accessed March 20, 2023, <https://adoc.pub/daftar-pustaka-abdul-majid-perencanaan-pembelajaran-mengemba.html>.

⁷¹ Dwi Rahdiyanta, "Teknik Penyusunan Modul," n.d., 14.

research is needed on the use of the method to be applied so that the module can be prepared based on research methods and students. Media is identified as successful if it can lead students to gain new knowledge and fail if the strategies and methods applied are unsuitable, so they cannot support students to understand new things⁷².

In preparation of a module, several steps need to be considered, namely, the planning stage, where this process contains the practice of the module contents in outline. This writing stage includes a system or module planning which begins to be compiled according to the specified layout. The trial review stage and revision, namely the process of reviewing from experts or colleagues and conducting trials in small groups in the learning process. The last one is the finalization and printing process, which contains the overall module script creation and the printing process⁷³.

b. Concept of Module

The module has an important function equivalent to the educators' role in the learning process. The module's important part can be presented excitingly to create independent, effective and efficient learning⁷⁴. A suitable module has several elements that must be met, which aim to make the reader understand the content and presentation in the learning module so that the preparation of modules needs to pay attention to related matters such as writing systematics, presentation sizes and colours, to make it easier for readers to use them.

⁷² Donnelly and Fitzmaurice, "Designing Modules for Learning."

⁷³ dr purwanto, aristo rahadi, and suharto lasmono, *Pengembangan Modul*, n.d.

⁷⁴ Yaumil Qoriah, Sumarno, and Nurul Umamah, "The Development Prehistoric Of Jember Tourism Module Using Dick And Carey Model | JURNAL HISTORICA," accessed March 20, 2023, <https://jurnal.unej.ac.id/index.php/JHIS/article/view/5103>.

Modules should be presented coherently and clearly to facilitate the presentation of messages. Conceptual modules are learning media that can assist the learning process, help students learn independently, help students understand the material well, help students self-evaluate, and even assist in creating an exciting classroom activity⁷⁵.

Modules must be created and arranged based on several stages. Namely starting from the learning needs analysis stage, compiling and developing designs, and developing assessment tools. These three stages are stages in the concept of preparing a teaching module⁷⁶. A suitable module can be used to meet learning needs and conditions. Systematic-arranged modules are also very basic references for a module that is considered good because they can help students understand the content.

c. The Characteristics of Module

A suitable module fits specific characteristics. Modules following the characteristics will provide optimal benefits in their role as media in classroom learning. Some of the characteristics of the module are⁷⁷ :

1) Self-instruction

Self-instruction is a characteristic of a module that requires students to be able to learn independently. Students will be allowed to understand the module independently without the tutor's help, so the characteristics of self-instruction require modules to be arranged systematically and easily understood to help students achieve learning goals independently.

⁷⁵ Andi Prastowo, "Pengembangan Bahan Ajar Tematik Tinjauan Teoretis Dan Praktik," accessed March 20, 2023, <https://onsearch.id/Record/IOS3145.slims-899>.

⁷⁶ Dwi Rahdiyanta, "Teknik Penyusunan Modul," n.d.

⁷⁷ Dwi Rahmawati, Yuberti Yuberti, and Syafrimen Syafrimen, "Pengembangan Media Pembelajaran E-modul Dengan Menggunakan Sigil Software Pada Materi Pembelajaran Fisika," *Jurnal Penelitian Pembelajaran Fisika* 12, no. 2 (October 5, 2021): 106–12, <https://doi.org/10.26877/jp2f.v12i1.7546>.

The preparation of an appropriate module can be identified based on how the author writes learning objectives, the preparation of material that is explicitly packaged and straightforwardly so that it is easy to understand, complementary tools in the form of examples and material illustrations, practice questions, and the use of language that is easy to understand.

2) Self-contained

Self-contained is a characteristic of a module that provides a complete material presentation. The material presented is all material that is deemed necessary to be taught in the learning process. The material taught in learning has been packaged by the complete and thorough learning needs.

3) Stand-alone

Stand-alone is a module characteristic with the characteristics of the independence of a learning media. That is, a media runs on its own to be able to help students understand learning material. Using stand-alone characteristics requires a press to be arranged in a systematic, complete and comprehensive manner so that it can play the full media function without the help of other media.

4) Adaptive

Adaptive is the characteristic of a module that presents a material that data is used at some time. That is, a medium can be used in different periods.

5) User Friendly

User-friendliness is a characteristic that must exist in learning media. With ease and rules of use familiar to its users, it will provide

optimal support on how a module can help students understand learning material.

B. Previous Studies

First, the research entitled "Enhancing Medical Students' Communication Skill: Development and Evaluation of an Undergraduate Training Program" by Maria C Husberg et al. The study aims to improve communication skill used in the interview process. To find out whether the program being implemented was successful, the researcher will survey the form of a questionnaire to the course participants. The survey results showed that participants who participated in the course program experienced an increase in their speaking and communication skill⁷⁸.

Second, a research entitled "Development of Contextual-Based English Modules to Improve the Speaking Skill of Class X Students of SMA Negeri 1 Muara Beliti" by Syaprizal, Agus Triyono. This research is a study that raises the same theme and goal, namely, using a module as a learning medium to improve students' speaking skill. The material and media validation obtained by the experts showed promising results, and the trials carried out showed significant results. So, it can be concluded that the developed module can help improve students' speaking skill⁷⁹.

Third, "Pengaruh E-Modul Speaking Berbasis Website Untuk Meningkatkan Keterampilan Berbicara" this study aims to determine the feasibility and effectiveness of an electronic module to improve students' speaking skill. The study results show that the product's validity in achieving the research objectives is 81%, which means it is feasible to use. This research and development research provides a pre-test and post-test to determine

⁷⁸ Maria C Hausberg et al., "Enhancing Medical Students' Communication Skill: Development and Evaluation of an Undergraduate Training Program," *BMC Medical Education* 12, no. 1 (December 2012): 16, <https://doi.org/10.1186/1472-6920-12-16>.

⁷⁹ Syaprizal Syaprizal and Agus Triyono, "Contextual-Based English Module Development to Improve Speaking Skill of Students of Class X SMA Negeri 1 Muara Beliti," *Jurnal Perspektif Pendidikan* 15, no. 1 (June 30, 2021): 91–98, <https://doi.org/10.31540/jpp.v15i1.1431>.

the product's effectiveness. The pre-test results showed 70.00 while the post-test was 90.00, so it can be concluded that students experienced an increase in their speaking skill with the help of website-based e-module media⁸⁰.

Fourth, the research conducted by Utin Nurlina et al., titled "Pengembangan Modul Interaktif Untuk Meningkatkan Keterampilan Berbicara", the design of an communicative module in this study aims to improve students' speaking skill. Based on the results of the research and development that has been carried out, the researcher concludes that the Communicative module can provide benefits in improving students' speaking skill. The designed communicative modules are of good value and suitable for learning use. This was obtained not only based on the test given but on the validation of the four related experts⁸¹.

Fifth, the research entitled 'Pengembangan Media Pembelajaran E-Modul Berbasis ICT Untuk Meningkatkan Kemampuan Speaking Mahasiswa Pendidikan Bahasa Inggris di Masa Pandemi Covid 19', by Usman Diennur and Gilang Mas Ramadhan. This research aims to provide a product like an e-module to improve speaking skill during a pandemic. Based on the validation results of several experts, it produces a percentage of 86% which is considered very feasible for use in learning. The pre-test and post-test results concluded that using e-modules can improve students' speaking skill, with an average score of 60 to 89. And based on the calculation of the N-Gain test, it shows that 70.2% is included in the practical category, so the final conclusion shows that the use of e-modules can improve speaking skill⁸².

⁸⁰ Wawan Herry Setyawan and Tantin Nawangsari, "Pengaruh E-Module Speaking Berbasis Website Untuk Meningkatkan Keterampilan Berbicara," *Aksara: Jurnal Ilmu Pendidikan Nonformal* 7, no. 2 (May 7, 2021): 339, <https://doi.org/10.37905/aksara.7.2.339-346.2021>.

⁸¹ Utin Nurlina, Ahadi Sulissusiawan, and Sesialia Seli, "Pengembangan Modul Interaktif Untuk Meningkatkan Keterampilan Berbicara Sekolah dasar Bawamai Pontianak," n.d.

⁸² Usman Diennur and Gilang Mas Ramadhan, "Pengembangan Media Pembelajaran E-Modul Berbasis ICT Untuk Meningkatkan Kemampuan Speaking Mahasiswa Pendidikan Bahasa Inggris di Masa Pandemi Covid 19" 5, no. 6 (2022).

C. Theoretical Framework

Speaking is an essential aspect of learning a language. Speaking is a language skill that helps a person communicate, convey and receive messages or meanings well. However, this language skill is classified as complex because communicating requires aspects of other languages, such as vocabulary, grammar, and pronunciation. Therefore, someone who has mastered the essential elements has mastered the fundamental aspects first, while someone who has not got the basic features will find it challenging to improve speaking skill.

The learning environment also influences the decrease in the increase in speaking skill. The use of inappropriate learning methods, media and strategies becomes a struggle for students in the process of mastering speaking skill. Students will find it challenging to accept material when the media is inappropriate. Media speaking should be able to make students active, build communication ideas, and can lead students to continue practising without obstacles. This inaccuracy will be a big problem for students in improving their speaking skill.

This study uses the media module to speak English to improve speaking skill. The English-speaking module media is systematically designed to support the practice of speaking skill. Using this media, the researcher hopes that students can be more active, get communication ideas and continue to practice speaking inside and outside the classroom.

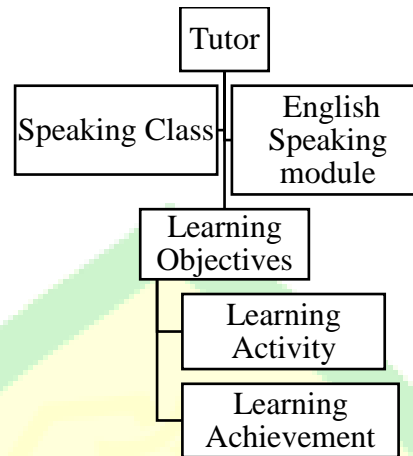


Figure 1. Theoretical Framework

D. Hypothesis

Based on the results of the references and frame of mind above, it can be concluded that the action hypothesis in this study is that the English-speaking module can improve the speaking skill at International Language Course (ILC) Ngawi.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study uses a classroom action research design. A classroom action research (CAR) study puts forward an observation in learning activities. The Action Classroom model used in this study is Kurt Lewin cited in a book written by Pandiangan (2019), which has four research steps: planning, observation, action, and reflection⁸³. Actions that occur can be influenced by several aspects deliberately raised or used in a class to determine their performance in-class learning. Classroom action research uses collaborative and participatory learning processes to gain practical benefits. Collaboration between the practitioner (tutor) and researcher in taking action on the learning process is a distinctive feature of CAR research⁸⁴.

Classroom action research is a cycle of reflection on the learning process to find new ways to help students achieve learning goals⁸⁵. In classroom action research, success is measured based on how beneficial alternative actions are in improving understanding⁸⁶. This method aims to increase and enhance the learning process in the classroom to help students achieve learning goals.

⁸³ Anjani Putri Belawati Pandiangan, *Penelitian Tindakan Kelas: Sebagai Upaya Peningkatan Kualitas Pembelajaran, Profesionalisme Guru Dan Kompetensi Belajar Siswa* (Deepublish, 2019).

⁸⁴ Suharsimi Arikunto, Supardi, and Suhardjono, *Penelitian Tindakan Kelas: Edisi Revisi* (Bumi Aksara, 2021).

⁸⁵ Nofi Yani, "Upaya Meningkatkan Hasil Belajar Siswa Dengan Model Pembelajaran Kooperatif Tipe Investigasi Kelompok Pada Mata Pelajaran Fiqih Materi Pokok Shalat Jum'at di Kelas VII di MTs Al-Hasanah Medan," n.d.

⁸⁶ Afi Parnawi, *Penelitian Tindakan Kelas (Classroom Action Research)* (Deepublish, 2020).

Action Research Cycle

Cycle 1

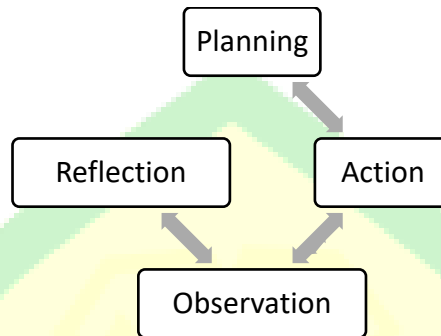


Figure 2. Action classroom research design

Cycle 2

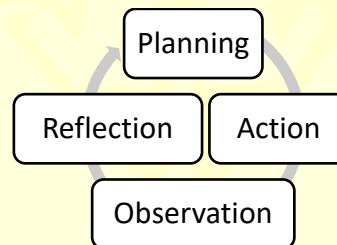


Figure 3. Action classroom research design

B. Research Setting

This research will be conducted at International Language Course (ILC) English Course in Jambangan, Ngawi. This research will be carried out in February-March 2023 in Ngawi. The researcher chose this location because ILC is the only English language course in Ngawi oriented toward how students can speak English well. ILC also provides adequate support to provide opportunities for students to practice conversations with native speakers through study tour programs in tourist attractions in Indonesia, such as Yogyakarta.

C. Research Subject

The subjects in this study were 10 students who joined the International Language Course (ILC) Students were selected as research subjects based on research criteria, namely being able to speak English in elementary grades. The chosen research subjects will

participate in classroom action research using the module as a medium for improving speaking skill.

D. Data and Data Source

1. Data

Data is a record that contains information in the form of facts or information that is analyzed in the research process. The data collected and analyzed is data related to the direction of the research process, so that it can provide conclusions about the success or failure of a study. In this research the data collected are:

- a. Student observation results in the process of learning to speak with the media modul
- b. Sheets of tutor observation results as a speaking class tutor related to the process and results of learning speaking with the media module
- c. Pre-test and post-test scores given from student tests before and after the implementation of the module as a learning medium in improving speaking skill

2. Data Source

The data source is the origin of where the data is obtained. There are two types of data sources, namely primary data sources and secondary data sources. Primary data is data obtained directly from data sources. While secondary data is data that is not obtained directly, so secondary data requires the help of other people or documents in obtaining data from sources.

The primary data source in this study were Ngawi international language course (ILC) students, which consisted of 10 students, namely 4 male students and 6 female students. While secondary data sources in this study are the main director and deputy director, who provide location data, history, activities, and other documentation needed by a researcher.

E. Data Collection Technique

Data collection techniques are a method used by researcher to obtain research data using tools or processes suitable for the research being conducted. Data is collected as a basis for reflection. With research data, the researcher can determine what actions should be taken⁸⁷. The data in this study will be carried out with tests and non-tests.

1. Test

The tests in this study were carried out in each research cycle that was carried out. One of the tools used in measuring something with a particular rule is to give a test⁸⁸. The test is given to determine how to improve students' speaking skill using the media speaking module. This research aims to enhance students' speaking skill, so the test results will also be taken by giving test in the form of an oral examination. The oral test is carried out using the direct method, namely direct interaction through a question-and-answer process (conversation), with a series of planned questions without written media⁸⁹.

2. Non-test

a. Observation

Observation is collecting data by directly observing how learning occurs at research locations. So observation is a medium for collecting data with more specific and complete characteristics⁹⁰. With direct observation, researcher will obtain accurate data on the learning process⁹¹. In this study,

⁸⁷ Nanda Kurniawan, "Teknik Dan Alat Pengumpulan Data Dalam Penelitian Tindakan Kelas," *Nanda*, January 1, 2019, https://www.academia.edu/39182724/TEKNIK_DAN_ALAT_PENGUMPULAN_DATA_DALAM_PENELITIAN_TINDAKAN_KELAS20190519_43085_qm7xlk.

⁸⁸ Arikunto, Supardi, and Suhardjono, *Penelitian Tindakan Kelas*.

⁸⁹ "Evaluasi Pendidikan : Prinsip Dan Operasionalnya / Sukardi ; Editor: Fatna Yustianti | Perpustakaan UIN Sultan Syarif Kasim Riau," accessed February 3, 2023, <https://inlislite.uin-suska.ac.id/opac/detail-opac?id=20949>.

⁹⁰ Prof. Dr. Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, Dan R&D," accessed November 6, 2022, <https://cvalfabeta.com/product/metode-penelitian-kuantitatif-kualitatif-dan-rd-mpkk/>.

⁹¹ "Penelitian Tindakan Kelas - Google Books," accessed February 9, 2023, https://www.google.co.id/books/edition/Penelitian_Tindakan_Kelas/YMtADwAAQBAJ?hl=id&gbpv=1&dq=Wina

the researcher will make observations to get data on students' attitudes and abilities and how the speaking learning process goes. Observations were made to tutors and students involving the process and learning outcomes using media modules to improve speaking skill.

b. Interview

The interview is one of the research data collection techniques by directly interacting with the parties involved. Interviewing is a process of exchanging information verbally, so that meaning in a topic can be constructed. Interviews in this study were conducted to provide data on learning speaking skill. Interviews in this study were born with a tutor who teaches in the class to gather information about the quality of education and the responses given by students before and after using the English-speaking module to improve speaking skill.

c. Documentation

Documentation is one way of obtaining data by requesting document archives in the form of books, graphic writings, or reports needed by researchers to conduct research⁹²68. The documentation required for this research is the profile archive of the ILC Institution, which contains history, student visits, course objectives, and libraries in the form of a list of tutors who teach actively at the center or across the branches.

F. Research Instrument

A research instrument is a tool used to measure and collect data in a study⁹³. The instrument used in this study module English basic speaking, observation, test, dan

+Sanjaya,+Penelitian+Pendidikan+Jenis,+Metode+dan+Prosedur,+(Jakarta:+Kencana+Prenanda+Media+Group,+2013),+h.270.&printsec=frontcover.

⁹² Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, Dan R&D."

⁹³ Sugiyono.

dokumentation. The following is a presentation of some of the instrument grids in this study:

a. Expert Validation Sheet

1. Material Validation Sheet

Table 1. Material Validation Instrument

Aspect	Indicators
Content aspect	1. suitability of the material with CP and CPL
	2. The accuracy of the material presented
	3. The material is presented in a coherent and systematic manner
	4. There are practice questions that are appropriate to the context of the student's environment
	5. There are illustrations or examples presented following the content of the material
	6. The suitability of the level of difficulty with the cognitive development of English course students with beginner abilities
	7. Conformity with the level of intelligence and ability of students at beginner abilities
	8. The preparation of the material is presented entirely and clearly so that it can be studied without the aid of other modules/media
	9. The language used is clear, straightforward, and can be well understood by module users

2. Media Validation Sheet

Table 2. Media Validation Instrument

Aspect	Indicators
Presentation aspect	1. The suitability of the layout elements on the front cover, which can give an attractive impression
	2. The suitability of the layout elements on the front cover, which can give an attractive impression
	3. Precise point centre appearance
	4. The composition of the arrangement of the layout of the title, author, logo, etc., is proportional to the design of the contents
	5. Easy-to-read font size and shape
	6. The size and elements of the writing layout follow the size of the module
	7. Appropriateness of cover color selection and content pages
	8. Placement of consistent layout elements based on writing patterns

b. Observation Sheet

1. Tutor Performance Observation Sheet

Table 3. Tutor Performance Observation Instrument

No	Aspect
-----------	---------------

	Opening activity:
1.	The tutor opens the lesson
2.	The tutor explores students' initial abilities
3.	The tutor gives motivation students to learn
4.	The tutor conveys the learning objectives
	Core activities :
6.	The tutor explains the sub-concept of learning
7.	Tutors use learning media
8.	The tutor uses the English basic speaking module in learning
9.	The tutor provides optimal opportunities for students to play an active role in the learning process
10.	The tutor guides and accompanies students in the process of practicing speaking
11.	The tutor plays an active role as a facilitator in the learning process
	Closing activities:
12.	The tutor guides students in reviewing the material
13.	The tutor provides a learning evaluation
14.	The tutor gives assignments
15.	Tutors can predict and process learning time
16.	Closing

2. Students Activities Observation Sheet

Table 4. Students Activities Observation Instrument

No	Aspect
	Active Student Learning:

1.	Students are actively involved in learning
2.	Enthusiastic students in learning with the media English basic speaking module
3.	Freedom of students to find friends to practice speaking
4.	Student activeness in recording material
5.	Student activeness in applying new vocabulary
	Student Creativity:
6.	The activeness of students in conveying new ideas
7.	The activeness of students in expressing opinions
8.	Independence of students to tutors during the learning
	The discipline of students:
9.	Students are present on time in the learning process
10.	Students complete assignments on time

c. Speaking Ability Test Indicators Sheet

Table 5. Speaking Ability Indicators

Aspect	Indicators
Content	The content of the topic is presented in detail
Pronunciation	Pronounce every word clearly and without obstacles
Grammar	Nothing or few grammatical errors
Vocabulary	Use appropriate vocabulary expressions

G. Data Analysis Technique

1. Analysis Technique

The collected data will be analyzed using analytical techniques based on qualitative methods. The simple statistical formula that will be used is as follows:

1) Mean

$$\bar{x} = \frac{\sum X1}{n}$$

Statement :

\bar{x} = Mean

$\frac{\sum X1}{n}$ = Sum of all values

n = Total of data

2) Calculation of student learning completeness

The analysis used in determining the completeness calculation is a descriptive percentage. The formula used in the completeness analysis is:

$$P = \frac{f}{N} \times 100\%$$

Statement :

P = percentage of student completeness

f = frequency sought a percentage

N = Total of students

2. Success Indicator

Table 6. Success Indicator⁹⁴

⁹⁴ Umar Hamalik, "Teknik Pengukuran Dan Evaluasi Pendidikan / Oemar Hamalik | OPAC Perpustakaan Nasional RI.," 1989, <https://opac.perpusnas.go.id/DetailOpac.aspx?id=380996>.

Alphabet	Number 0-4	Number 0-10	Number 0-100	Indicators
A	4	8,5-10	85-100	Very High
B	3	7,0-8,4	70-84	High
C	2	5,5-6,9	55-69	Moderate
D	1	4,0-5,4	40-54	Low
E	0	0,0-3,9	0-39	Very Low

International Language Course (ILC) states that the use of English modules is said to be effective in improving students' speaking skill if the test results and observations of students' abilities in learning meet completeness with a minimum score percentage of 70%.

H. Checking The Validity of Research Data

Class action research (CAR) requires a check stage to determine the validity of the research data. Therefore, classroom action research needs validity to choose the data's and the differences in research results reported with what happened in the field⁹⁵. The researcher uses expert validation and triangulation data sources to see whether the data obtained with the research instrument is valid.

I. Research Procedure

Classroom action research procedures with the model proposed by Lewin. According to Lewin, implementing classroom action research has four steps: Planning, Action, Observation, and Reflection. The research procedure can be described as follows:

a. Planning

Planning is the initial stage in research that researcher must carry out before conducting research. The plans compiled in this study are:

⁹⁵ "Metode Research : (Penelitian Ilmiah) / S. Nasution | OPAC Perpustakaan Nasional RI.," accessed February 26, 2023, <https://opac.perpusnas.go.id/DetailOpac.aspx?id=648793>.

- 1) Preparation of modules as a research instrument
- 2) Preparation of observation instrument sheets, module validation, questionnaire interviews and questions
- 3) Choose learning materials to be used in the first and second cycles.
- 4) The practice of learning tools (learning materials)

b. Action

Action is an implementation stage by the planning stages that have been made. Action is the process of the occurrence of research conducted at the location. The tutor will use learning media in the form of modules compiled by researcher in the speaking learning process at the International Language Course. The material taught is adjusted to the module's contents as a learning medium. The tutor will give a pre-test and post-test to compare students' speaking abilities before and after being given treatment. In the action process, collaborators play the role of observers. Things that need to be observed in learning include attitude, discipline, enthusiasm, and student learning outcomes.

c. Observation

One way to collect data in classroom action research is by observing. Observations provide an overview to researcher of the quality of student learning outcomes. Observation also helps researcher obtain essential data to support research to run optimally.

Observations to be made in this study are observations of tutors, students and learning outcomes. Observations were made to see the process and results of implementing the media module in improving student speaking skill. Observations made during the research process function as a way of gathering information, so the information obtained will be recorded in full detail on the observation sheet and used as a reference in improving the next cycle.

d. Reflection

Reflection is the final activity that includes analyzing and interpreting data obtained through action and observation. After doing data analysis, the researcher will provide conclusions. The reflection results are a reference that can determine whether or not the next research cycle is necessary.



CHAPTER IV

RESEARCH FINDINGS

A. Description of Ressearch Setting

a. Background of the Course

International Language Course (ILC) was established under the original name International English Course (IEC) in 2014 by Muhammad Ihyauddin, S.Pd with the address: Dusun Sirigan, RT.03/RW.01, Paron District, Ngawi Regency, East Java Province.

This institution is a foreign language training institution that has the goal of improving foreign language skill. This institution has opened several learning programs namely, tutoring programs, language extracurricular programs at the SMP/MTs and SMA/SMK/MA levels, as well as language extracurricular programs at the private university level.

At the beginning of its establishment, this institution had the original name International English Course (IEC) in collaboration with a course institution in Kampung Inggris, namely the Al-Azhar English Course. Along with the collaboration with Al-Azhar, this institution can run in an orderly manner according to the curriculum and study habits adapted from the Al-Azhar Institute. Some of the things that build cooperation between the two institutions are the occurrence of mutually beneficial responses, namely the level of integrity and quality of institutions that are getting stronger.

In 2018 IEC decided to change the name of the course to International Language Course (ILC) based on the founder's wish to be able to develop Institute courses in English and Arabic. ILC decided to stop

cooperating with Al-Azhar because ILC planned to set up courses outside the English village with a strategy that they adapted to the target market, namely students outside the English village. This was strengthened by written permission to stand alone and be able to develop outside Kampung Inggris.

ILC has now proven that this language training institution can expand beyond Kampung Inggris. This can be seen from the increasing number of students. ILC is also trusted as a language training institution engaged in language extracurricular activities in formal schools in several areas, namely in Ngawi, Madiun, Magetan, and Jombang. Even ILC has been included in the scope of language extracurriculars at private campuses in Ngawi. ILC is expected to develop even more in the future based on its excellent quality and integrity. ILC will be a proper international standard course institution⁹⁶.

b. Vision, Mission, and Objectives of the Course

1) Vision

The realization of superior and outstanding language training institutions based on active and creative learning at the national and international levels.

2) Mission

- a) Creating active and communicative learning
- b) Carry out effective and efficient learning
- c) Contribute in raising the quality standard of human resources for advanced Indonesia⁹⁷

⁹⁶ Muhammad Ihyauddin, "Profile International Language Course (ILC) Ngawi," n.d.

⁹⁷ Ihyauddin.

c. Course Objectives

- 1) Creating human resources capable of keeping abreast of world developments
- 2) Creating human resources capable of competing at the national and international levels
- 3) Helping to create human resources who have good international language skill⁹⁸

d. Organizational Structure

Table 7. Organizational Structure of ILC

Muhammad Ihyaudin, S.Pd	Director (Institution Owner)
Atok Fakhrudin, S.Pd	Deputy Director
Siska, S.Pd	Secretary
Gevi Erma Setyasari, S.Pd	Tutor
Intan Hardine Pratiwi, S.Pd	Tutor
Koko Risedyo Wardani, S.Pd	Tutor
Wiwin Dedet Suharti, S.Pd	Tutor
Meylina FW, S.Pd	Tutor
Luthfi Awwalia, M.Pd	Tutor
Lucky Amaturrohmani, M.Pd	Tutor
Hanik Mardhiyah, S.Pd	Tutor

⁹⁸ Ihyauddin.

B. Exposure Research Data

1. Exposure to Pre-Research Data

Research on Improving Students' Speaking Skill with Media Basic English Speaking Modules focuses on implementing media modules to improve speaking skill. The English module is designed as an independent medium, which can help students improve their speaking skill with well-structured modules. The tutor for the class is Mrs. Hanik Mardhiyah, S.Pd. The student research subject is in the Ngawi basic international language course (ILC) class. The following is the exposure of the data in this study:

a. Research Location

Before conducting a study, the researcher must choose a location suitable for the research. The researcher chose International Language Course (ILC), it an English course and training institute. The background for choosing this institution was that the researcher already had a close relationship, and the research themes were carried out following the problems within the institution. Hence, the researcher assumed that this location was appropriate. Several other considerations made the researcher confident about using the ILC Institute as a research location, namely:

- 1) The institution has data and information needed by the researcher to conduct research.
- 2) Language learners who have a desire to improve foreign language skill
- 3) Learning problems that follow the research theme being carried out
- 4) International Language Course (ILC) aims to enhance students' speaking skill.

b. Research Permit

A research permit is essential to conducting research in a formal or non-formal institution. The permission letter for this research was delivered to the Institute to request permission so that research could be carried out at the institution. In the delivery process and requesting research permission by letter, the researcher also conveys the aims and objectives and provides a detailed explanation of the research process to be carried out at the location.

c. Preparation of Research Instruments

The research instrument that will be used in this research is the English-speaking module. In preparing the instrument, the researcher consulted with the advisor, which was held on February 26, 2023. The consultation was related to the module's content/material, presentation, and design. The researcher returned to consult with the advisor to arrange the modules based on a standard module presentation.

On March 19, 2023, the researcher coordinated with the class tutor regarding the level of difficulty and problems experienced by students in improving their speaking skill. Based on information from the class tutor, the difficulties encountered by most students were almost the same, so this information convinced the researcher to provide material that would help students learn as a whole.

d. Validation of Research Instruments by Experts

Expert validation is a process to determine whether the instrument is valid and whether or not the instrument to be used in research is appropriate. Expert validation is also called the process of collecting information from experts. This process is helpful to help researcher perfect the instrument following applicable standards. The instrument was

validated based on three aspects, namely content, presentation, and design aspects. The selected expert lecturers are considered experts in the field of module preparation, so expert validation is only carried out on one expert.

Instrument validation was carried out on March 6, 2023, for Dr Tintin Susilowati, M.Pd as an English lecturer at IAIN Ponorogo. In the first guidance, the research instruments had many revisions, namely the systematic writing and arrangement of material that was not coherent. It is feared that this will become a big struggle for students who have difficulty understanding the content and material presented in the module.

In the second guidance on March 15, 2023, the Validator approved the results of the revisions. The instrument has been approved to be suitable for use as a research instrument in language learners to improve speaking skill.

In the pre-action research, the researcher also started to observe and retrieve information data related to the learning process, namely tutor performance, student activities, and student learning outcomes, before being given treatment in the form of using the English-speaking module as a learning medium in improving students' speaking skill.

a. Tutor Performance

Table 8. Tutor Performance Observation in Pre-Research

No	Aspect	Observation Result				
		0	1	2	3	4
	Opening activity:					
1.	The tutor opens the lesson					✓

2.	The tutor explores students' initial abilities				✓	
3.	The tutor gives motivation students to learn			✓		
4.	The tutor conveys the learning objectives			✓		
Core activities :						
6.	The tutor explains the sub-concept of learning		✓			
7.	Tutors use learning media			✓		
8.	The tutor uses the English basic speaking module in learning	✓				
9.	The tutor provides optimal opportunities for students to play an active role in the learning process			✓		
10.	The tutor guides and accompanies students in the process of practicing speaking			✓		
11.	The tutor plays an active role as a facilitator in the learning process			✓		
Closing activities:						

12.	The tutor guides students in reviewing the material				✓	
13.	The tutor provides a learning evaluation			✓		
14.	The tutor gives assignments			✓		
15.	Tutors can predict and process learning time				✓	
16.	Closing					✓
Total score		37				
Percentage		57,81%				

b. Students Activity

Table 9. Students Activities Observation in Pre-Research

No	Student Activity Criteria	Observation Result				
		0	1	2	3	4
	Active Student Learning:					
1.	Students are actively involved in learning		✓			
2.	Enthusiastic students in learning with the media English basic speaking module			✓		
3.	Freedom of students to find friends to practice speaking			✓		
4.	Student activeness in recording material				✓	

5.	Student activeness in applying new vocabulary		✓			
	Student Creativity:					
6.	The activeness of students in conveying new ideas		✓			
7.	The activeness of students in expressing opinions			✓		
8.	Independence of students to Tutors during the learning		✓			
	The discipline of students:					
9.	Students are present on time in the learning process					✓
10.	Students complete assignments on time			✓		
Total Score		20				
Precentage		50,00%				

c. Students Learning Outcomes

Table 10. Student Learning Outcomes in Pre-Research

No	Name	Total	Score	Ex
1.	Revano Candra Saputra	13	81	P
2.	Salsabilla Abdhiseka Ani .F.	12	75	P
3.	Firda Nadia	13	81	P
4.	Najwa Aulia Zahra Septiana	13	81	P
5.	Zya Angeliza Queenata	11	68	NP
6.	Muhammad Mursyid Nur Ilyas	10	62	NP

7.	Isafara Zakiyatul Maulana	10	62	NP
8.	Akifa Naila Zhahira	9	56	NP
9.	Naufah Naymira Sudrajad	9	56	NP
10.	Muhammad Seva Nur Zakka	10	62	NP
Average Value				68,4%
Percentage of Cut Score				70%

2. Exposure to Research Data

This classroom action research consists of two cycles, each of which consists of complete stages. The stages carried out are planning, action, observation, and reflection. The deficiencies in the first cycle will be reflected and reviewed for improvement in the next cycle.

a. First Cycle

1) Planning

At the planning stage, researcher formulate things like the following, namely:

- a) Arranging research instruments for learning, namely the material "Introduction (Introducing ourselves and introducing friends)."
- b) Conditioning students in class
- c) Building bonds with students at the beginning of learning by doing exciting things like singing or small games
- d) The tutor explains the theme and learning objectives
- e) The tutor explains the material
- f) Students are allowed to continue to be active in learning
- g) Students are allowed to determine a conversation practice partner
- h) Students are allowed to explore conversational ideas based on the theme being studied

- i) At the end of the lesson, the tutor provides a review of the material that has been studied

2) Action

The basic English-speaking module media is used in the learning process in the action stage.

- a) Implementation of learning by applying the English-speaking module media as a learning support medium
- b) Provide a clear and easy-to-understand explanation of the material
- c) The tutor creates an interactive and active, and fun class

3) Observation

The observation stage is a stage that encourages researcher to act actively in research locations. Look and observe for primary sources of information. In this study, researcher observed students' activity, creativity, discipline, and learning outcomes in research.

Following are the observations of tutors, students, and student learning outcomes with the application of the English speaking module media in improving speaking skill:

- a) Tutor Performance

Table 11. Tutor Performance in First Cycle

No	Aspect	Observation Result				
		0	1	2	3	4
	Opening activity:					

1.	The tutor opens the lesson					✓
2.	The tutor explores students' initial abilities				✓	
3.	The tutor gives motivation students to learn				✓	
4.	The tutor conveys the learning objectives			✓		
	Core activities :					
6.	The tutor explains the sub-concept of learning			✓		
7.	Tutors use learning media					✓
8.	The tutor uses the English basic speaking module in learning					✓
9.	The tutor provides optimal opportunities for students to play an active role in the learning process			✓		
10.	The tutor guides and accompanies students in				✓	

	the process of practicing speaking					
11.	The tutor plays an active role as a facilitator in the learning process				✓	
	Closing activities:					
12.	The tutor guides students in reviewing the material				✓	
13.	The tutor provides a learning evaluation				✓	
14.	The tutor gives assignments				✓	
15.	Tutors can predict and process learning time				✓	
16.	Closing					✓
Total score		46				
Percentage		71,87%				

b) Students Activities

Table 12. Students Activity in First Cycle

No	Student Activity Criteria	Observation Result				
		0	1	2	3	4
	Active Student Learning:					

1.	Students are actively involved in learning			✓		
2.	Enthusiastic students in learning with the media English basic speaking module				✓	
3.	Freedom of students to find friends to practice speaking				✓	
4.	Student activeness in recording material					✓
5.	Student activeness in applying new vocabulary				✓	
Student Creativity:						
6.	The activeness of students in conveying new ideas			✓		
7.	The activeness of students in expressing opinions			✓		
8.	Independence of students to Tutors during the learning		✓			
	The discipline of students:					

9.	Students are present on time in the learning process					✓
10.	Students complete assignments on time				✓	
Total Score		27				
Precentage		67,5 %				

c) Students Learning Outcomes

Table 13. Students Learning Outcomes in First Cycle

No	Name	Total	Score	Ex
1.	Revano Candra Saputra	14	87	P
2.	Salsabilla Abdhiseka Ani .F.	13	81	P
3.	Firda Nadia	13	81	P
4.	Najwa Aulia Zahra Septiana	13	81	P
5.	Zya Angeliza Queenata	11	68	NP
6.	Muhammad Mursyid Nur Ilyas	10	62	NP
7.	Isafara Zakiyatul Maulana	11	68	NP
8.	Akifa Naila Zhahira	11	68	NP
9.	Naufah Naymira Sudrajad	10	62	NP
10.	Muhammad Seva Nur Zakka	10	62	NP
Average Value			72%	

Percentage of Cut Score	70%	
--------------------------------	------------	--

4) Reflection

The implementation of learning in the first cycle showed an increase in student learning outcomes even though there was no significant increase. In principle, the tutor has carried out learning according to the procedure, and the students have followed the learning activities well. But there are still some student problems that have not been resolved optimally. The researcher found that there was still a lack of self-confidence, student activity, learning motivation, and student independence in learning that had not been resolved by using the English-speaking module media to improve speaking skill.

Researcher make plans that focus on deficiencies that are still unresolved in the first cycle. So that the actions in the next cycle that researcher will take are:

- a) Encourage and provide more opportunities for students to play an active role in the learning process to be able to stimulate the level of activity and confidence of students in speaking practice
- b) Provide a motivational boost and create a fun learning atmosphere to attract students' interest in learning
- c) Allowing students to understand and discuss the material with peers is helpful in training students' independence in expressing communication ideas.

b. Second Cycle

1) Planning

Based on the results of the action in the first cycle, there were still deficiencies that needed to be fixed. So that researcher and tutors formulate an action plan in the second cycle. The plans designed are:

- a) Motivating students to play an active role in learning
- b) Building students' self-confidence when practicing speaking
- c) Encourage students to be able to express communication ideas independently.

2) Action

At the implementation stage in the second cycle, corrective actions are emphasized to achieve the learning objectives properly.

The actions taken as improvements are:

- a) Doing material preparation in the second cycle, namely "Talking to the telephone."
- b) Implementation of learning using the media English speaking module optimally
- c) Building student motivation and interest in learning by providing exciting activities for learning
- d) Activate self-confidence by continuing to provide opportunities and practice speaking English
- e) Encourage students to be able to participate in learning and encourage communication ideas to get maximum learning results

3) Observation

The observation stage is a series of observing activities carried out by researcher. The subjects observed in the second cycle of

classroom action research are the activities of Tutors, students, and student learning outcomes in improving students' speaking skill learning using the English speaking module media.

a) Tutor Performance

Table 14. Tutor Performance in Second Cycle

No	Apect	Observation Result				
		0	1	2	3	4
	Opening activity:					
1.	The tutor opens the lesson					✓
2.	The tutor explores students' initial abilities					✓
3.	The tutor gives motivation students to learn				✓	
4.	The tutor conveys the learning objectives					✓
	Core activities :					
6.	The tutor explains the sub-concept of learning				✓	

7.	Tutors use learning media					✓
8.	The tutor uses the English basic speaking module in learning					✓
9.	The tutor provides optimal opportunities for students to play an active role in the learning process					✓
10.	The tutor guides and accompanies students in the process of practicing speaking					✓
11.	The tutor plays an active role as a facilitator in the learning process					✓
	Closing activities:					
12.	The tutor guides students in reviewing the material				✓	
13.	The tutor provides a learning evaluation				✓	
14.	The tutor gives assignments				✓	

15.	Tutors can predict and process learning time				✓	
16.	Closing					✓
Total score		54				
Percentage		81,13%				

b) Students Activity

Table 15. Students Activities in Second Cycle

No	Student Activity Criteria	Observation result				
		0	1	2	3	4
	Active Student Learning:					
1.	Students are actively involved in learning					✓
2.	Enthusiastic students in learning with the media English basic speaking module				✓	
3.	Freedom of students to find friends to practice speaking					✓

4.	Student activeness in recording material					✓
5.	Student activeness in applying new vocabulary				✓	
	Student Creativity:					
6.	The activeness of students in conveying new ideas				✓	
7.	The activeness of students in expressing opinions				✓	
8.	Independence of students to Tutors during the learning			✓		
	The discipline of students:					
9.	Students are present on time in the learning process					✓
10.	Students complete assignments on time					✓
Total score		34				
Percentage		85%				

c) Students learning outcomes

Table 16. Students Learning Outcomes in Second Cycle

No	Name	Total	Score	Ex
1.	Revano Candra Saputra	15	93	P
2.	Salsabilla Abdhiseka Ani .F.	15	93	P
3.	Firda Nadia	14	87	P
4.	Najwa Aulia Zahra Septiana	14	87	P
5.	Zya Angeliza Queenata	12	75	P
6.	Muhammad Mursyid Nur Ilyas	12	75	P
7.	Isafara Zakiyatul Maulana	12	75	P
8.	Akifa Naila Zhahira	13	81	P
9.	Naufah Naymira Sudrajad	12	75	P
10.	Muhammad Seva Nur Zakka	12	75	P
Average value				81%
Percentage of Cut Score				70%

4) Reflection

In the second cycle, it was observed that the tutor had successfully guided learning to speak using the English-speaking module media to ILC students. Based on the observations made in the second cycle, the researcher found that the deficiencies in the first cycle had received maximum improvement. This was in line with the discovery of increased self-confidence, student activity, learning motivation, and student independence, as evidenced by

student learning outcomes in the second cycle test, which experienced a significant increase in the percentage of 81%.

C. Discussion

The use of English language media modules to improve students' speaking skill at the Ngawi International Language Course (ILC) was implemented for two cycles, with three tests being carried out, namely the pre-test before being given treatment. The first cycle posttest, and second cycle posttest. The assessment results of the two cycles show that the English module media can help improve students' speaking skill. It can be proven by the results of student learning in cycle II, which achieved a score above the predetermined cut score.

In the pre-cycle study, the researcher conducted a pre-test to see the students' initial speaking ability. In the pre-cycle, the researcher found many difficulties, so the student scores obtained were still below the predetermined standard, namely 70%. The attitudes and activities of students in learning also get poor results. Students are still passive, depending on learning from tutors, basic English skill are less in standard, and the ability to convey ideas and opinions has not yet been developed. It is supported by student learning outcomes in the pre-cycle which show low results. Some of the things that affect the standard of students' speaking ability are the use of media that is not appropriate, the learning atmosphere and the stimulus used is not on target. So that resulted in low students speaking ability. Based on the pre-test results in the pre-cycle, learning mastery had not been achieved, so researchers and tutors collaborated to improve the quality of learning by using English media modules and developing fun speaking learning to help students improve their speaking skill.

In cycle I, student learning outcomes have increased despite deficiencies. Based on the post-test results in cycle I, the average scores of all students experienced an increase

above the average, although not too significant. The post-test cycle I resulted in increased student learning outcomes, namely by 72%. Supporting factors for improving learning outcomes are influenced by using English language modules as learning media with active and fun learning. However, implementing the first cycle has not been implemented optimally to improve students' speaking skill. Researchers still find several facts that can be identified, namely the existence of self-doubt, student activity, learning motivation, and student independence in learning. Thus, the improvements designed in the next cycle focus more on learning to activate students in learning, build interest and motivation, and encourage students to be more active in expressing ideas and discussions to achieve independent learning.

In cycle II, the increase in student learning outcomes experienced a significant increase. The learning outcomes obtained were 81%, with a score in the first cycle post-test of 72%. The following is the presentation of pre-research student scores, cycle I, and cycle II in classroom action research, namely:

Table 17. Summary of students' Learning Outcomes

No	Description	Mean
1.	Pre-test	68%
2.	First Cycle	72%
3.	Second Cycle	81%

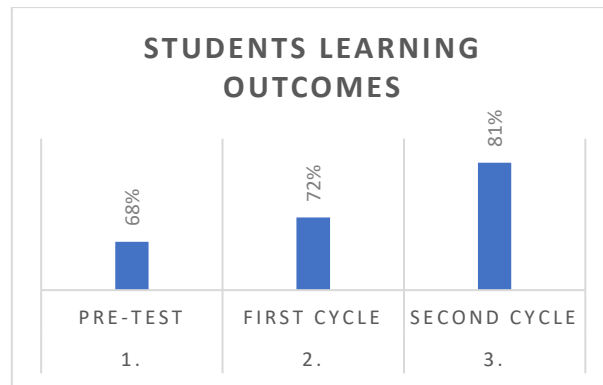


Figure 4. Students' Learning Outcomes

Based on the tables and graphs above, it can be seen that student learning outcomes have increased from the pre-action results of 68%. The first cycle is 71%, and the second is 81%. In the first cycle, the learning outcomes increased but were not optimal, while they were given improvements in the implementation of the second cycle. It can be identified that a significant improvement in learning outcomes was evident.

The learning completeness achieved by students in the pre-cycle research, first cycle, and second cycle experienced a significant increase. The following is a summary of student learning mastery during the pre-research and research process:

Table 18. Student Learning Completeness

No	Description	Percentage
1.	Pre-research	40%
2.	First cycle	40%
3.	Second cycle	100%

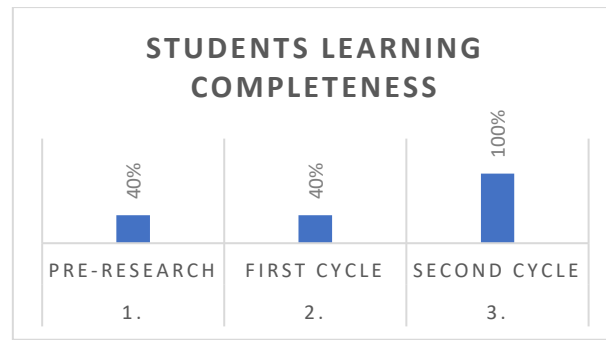


Figure 5. Students Learning Completeness

The results of student learning completeness showed a significant increase in development in cycle II. In the pre-and-first cycles, only 40% of students achieved learning mastery. Although their learning outcomes increased, they had not yet reached the predetermined cut-off score. Researchers and tutors improved learning in the second cycle to help students achieve 100% cut grades. The second cycle is the improvement stage to overcome the deficiencies in the first cycle. The fact that the second cycle of research experienced a significant increase in results means that learning with English media modules can improve students' speaking skill in the Ngawi International Language Course (ILC).

Improved student learning outcomes prove that students have followed the learning process well. Student learning achievements can be influenced by their activities and attitudes during the learning process. The following is a summary of student activities during the research process:

Table 19. Summary of Students Activities Observation

No	Description	Percentage
1.	Pre-research	50,00%
2.	First cycle	67,50%
3.	Second cycle	85,00%

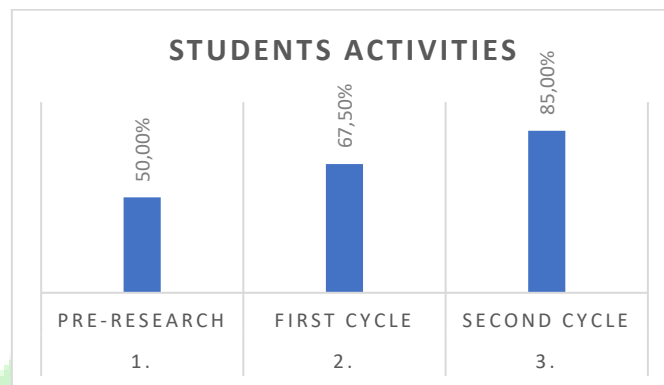


Figure 6. Students Activities

Based on observations made in pre-research, cycles I and II showed an increase in students' attitudes in the learning process. Facts that can be known, seen, and felt are interest and motivation, activeness in learning, and student learning independence. Speaking practice is a bridge for students to get the idea of communicating, confidence, and enthusiasm in learning to achieve learning goals according to plan. The observation results show that in the pre-cycle, students only get a percentage of 50.00%, then it increases to 67.50% and 85.00% in the second cycle. In the first cycle, it is known that student learning activities have improved but are not optimal, so many students still struggle to achieve the learning goals. Whereas in the second cycle, students experienced a significant increase in learning activity, namely at a percentage of 85.00%. It means that students have succeeded in improving the quality of their speaking learning well. Students have been able to participate in learning actively, convey ideas, opinions, and objections that they think about, as well as independent learning in the form of understanding material independently and practicing independent speaking continuously. It also affects student learning outcomes, increasing and achieving 100% mastery learning.

Based on the results of observations and interviews conducted with class tutors, it was revealed that the responses given by students to the use of the English module as a medium in improving students' speaking skill showed significant results, namely an

increase. The results of observations on student activity and tutor performance during the research process are summarized in the following tables and graphs:

Table 20. Summary of Tutor Performance Observation

No	Description	Percentage
1.	Pre-Research	57,81%
2.	First cycle	71,87%
3.	Second cycle	81,13%

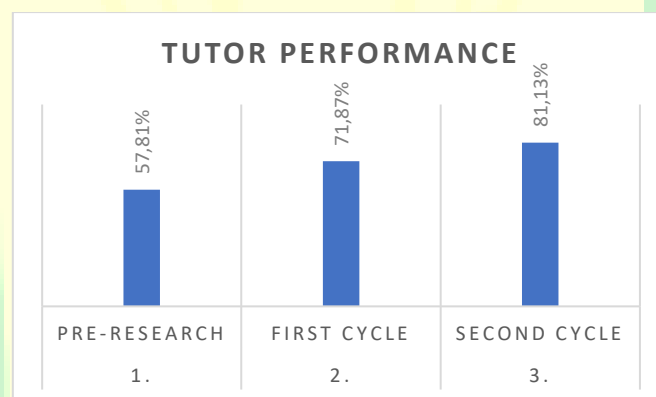


Figure 7. Tutor Performance

The tutor's performance experienced a significant increase from the first and second cycles. The tutor has positioned himself as a good tutor in speaking class. Tutors have been able to activate students to participate in the learning process, act as learning facilitators, make good use of learning media, provide support and motivation for student learning, and open up many opportunities to improve their speaking skill. A tutor also succeeds in using instructional press well so that student learning outcomes achieve completeness according to predetermined cut score sets.

Based on the research results conducted at International Language Course (ILC), it can be concluded that using the English Speaking Module media can help students to improve their speaking skill.



CHAPTER V

CLOSING

A. Conclusion

In the final stage, namely the conclusion, the researcher will summarize the fundamental research that has been carried out. This summary covers the research activities at the research location, namely the Ngawi International Language Course (ILC). The background of the problem in this study is that there are students' difficulties in improving their speaking skill, one of which is the inappropriateness of learning media. So, researchers are trying to use a media module with a design that applies to early English learners. This class action research (CAR) was carried out in two cycles by applying Kurt Lewin model, which has four research stages: planning, action, observation, and reflection. The data collection method is used in two ways: test and non-test. The test was an oral test, namely by testing students' speaking abilities, while the non-test was by interview, observation, and documentation. Based on the research that has been carried out, it can be concluded that the test results on students have increased from the pre-cycle, first cycle, and second cycle, namely at a percentage of 68.4%, 72.00%, up to 81.00% in the second cycle. The increase in student learning outcomes experienced a significant increase after being given improvements in the first cycle.

Based on the results of observations of tutor performance and student activity in learning also showed significant results that had increased. Some that can be identified based on the observations of tutor performance are that tutors use instructional media well, provide opportunities for students to play an active role, guide speaking practice, and become facilitators in learning. Meanwhile, the results of observations of student activity showed that students became more involved in education, increased enthusiasm, interest,

learning motivation, the ability to convey ideas in communication and the independence of student learning.

B. Sugestion

Based on the results of the research that has been done, the researcher wants to provide suggestions aimed at tutors, students, and researchers.

1. Tutor

- a. Tutor are expected to be responsive and fast in providing learning solutions, such as providing innovation against the background of problems faced by students, so that learning activities are more interesting.
- b. Tutor must monitor students' activities properly to improve themselves in learning.
- c. Tutor are expected to be able to use appropriate media following the conditions of students

2. Students

- a. Students should be more active in learning and practicing speaking to improve their speaking skill
- b. Students should be able to practice speaking independently and continuously without the tutor's orders

3. Researchers

- a. Other researchers are expected to be able to improve students' speaking skill by adjusting the suitable media and following the conditions of students at that time so that it can be effective in enhancing students' speaking skill.

REFERENCES

- Andrews, Stephen. "The Language Awareness of the L2 Teacher: Its Impact Upon Pedagogical Practice." *Language Awareness* 10, no. 2–3 (November 2001): 75–90.
<https://doi.org/10.1080/09658410108667027>.
- Apriani, Eka, Sakut Anshori, and Sarwo Edy. "Efektifitas English Zone Dalam Meningkatkan Kemampuan Berbicara Bahasa Inggris Mahasiswa di IAIN Curup," n.d.
- Aprylia.Mh, Laras. "Students' Problem in Speaking English at Senior High School 6 Sarolangun," 2021.
- AriesFitriani, Dea, and Wardah RahayuApriliawati. "A Study on Student's English Speaking Problems in Speaking Performance," n.d.
- Arikunto, Suharsimi, Supardi, and Suhardjono. *Penelitian Tindakan Kelas: Edisi Revisi*. Bumi Aksara, 2021.
- Armasita, S Ag, M Hum, Ernita Daulay, and M Hum. "Departement of English Education Faculty Tarbiyah and Teacher Training the State Islamic University of North Sumatera," n.d.
- "Arti Kata Conversation Menurut Kamus Inggris-Indonesia - Kamus Lengkap Online - KamusLengkap.ID." Accessed November 14, 2022. <https://kamuslengkap.id/kamus/inggris-indonesia/arti-kata/conversation/>.
- Brown, H. Douglas. *Teaching by Principles an Interactive Approach to Language Pedagogy : Second Edition*, n.d.
- Bygate, Martin. *Speaking*. OUP Oxford, 1987.
- Chaney, Ann L., and Tamara L. Burk. *Teaching Oral Communication in Grades K-8*. Allyn and Bacon, Order Processing, P, 1998.
- Class, Monitor. "How to Teach English 2nd Edition Jeremy Harmer." Accessed March 21, 2023. https://www.academia.edu/29550207/How_to_Teach_English_2nd_Edition_Jeremy_Harmer.
- David, Nunan. "Understanding Language Classrooms: A Guide for Teacher Initiated Action (Language Teaching Methodology Series): Nunan, David: 9780139359354: Amazon.Com: Books." Accessed March 21, 2023. <https://www.amazon.com/Understanding-Language-Classrooms-Initiated-Methodology/dp/0139359354>.
- Dewantara, I Putu Mas. "Alternatif Strategi Pemelajaran Keterampilan Berbicara" 6 (2016).
- Dian Pratama, Robby. "The Influence of Using Guided Conversation Technique Towards Students' Speaking Skill at the First Semester of the Eleventh Grade of MAN 2 Bandar Lampung in the Academic Year of 2019/2020," n.d.
- Diennur, Usman, and Gilang Mas Ramadhan. "Pengembangan Media Pembelajaran E-Modul Berbasis ICT Untuk Meningkatkan Kemampuan Speaking Mahasiswa Pendidikan Bahasa Inggris di Masa Pandemi Covid 19" 5, no. 6 (2022).
- Djamarah, Saiful Bahri. *Guru dan anak didik dalam interaksi edukatif*. Rineka Cipta, 2000.
- Donnelly, Roisin, and Marian Fitzmaurice. "Designing Modules for Learning," n.d., 21.
- editor, Ray Allen. *Ruth Crawford Seeger's Worlds: Innovation and Tradition in Twentieth-Century American Music*. University Rochester Press, 2007.

"Evaluasi Pendidikan : Prinsip Dan Operasionalnya / Sukardi ; Editor: Fatna Yustianti | Perpustakaan UIN Sultan Syarif Kasim Riau." Accessed February 3, 2023. <https://inlislite.uin-suska.ac.id/opac/detail-opac?id=20949>.

Febriantika, Vena. "Students' Problem in Speaking English at SMK Negeri 2 Ponorogo," n.d.

Fitriani, Dea Aries, and Rahayu Apriliaswati. "A Study on Tudent's English Speaking Problems in Speaking Performance," n.d.

Halsey, Katie, and Jane Slinn. *The Concept and Practice of Conversation in the Long Eighteenth Century, 1688-1848*. Cambridge Scholars Publishing, 2009.

Hamalik, Umar. "Teknik Pengukuran Dan Evaluasi Pendidikan / Oemar Hamalik | OPAC Perpustakaan Nasional RI.," 1989. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=380996>.

Hausberg, Maria C, Anika Hergert, Corinna Kröger, Monika Bullinger, Matthias Rose, and Sylke Andreas. "Enhancing Medical Students' Communication Skills: Development and Evaluation of an Undergraduate Training Program." *BMC Medical Education* 12, no. 1 (December 2012): 16. <https://doi.org/10.1186/1472-6920-12-16>.

Ihyauddin, Muhammad. "Profile International Language Course (ILC) Ngawi," n.d.

Kameli, Shima, Ghazali Bin Mostapha, and Roselan Bin Baki. "The Influence of Formal Language Learning Environment on Vocabulary Learning Strategies." *Journal of Language Teaching and Research* 3, no. 1 (January 1, 2012): 23–29. <https://doi.org/10.4304/jltr.3.1.23-29>.

King, Patrick. "Conversationally Speaking: WHAT to Say, WHEN to Say It, and HOW to Never Run Out of Things to Say," n.d., 89.

Kurniawan, Nanda. "Teknik Dan Alat Pengumpulan Data Dalam Penelitian Tindakan Kelas." *Nanda*, January 1, 2019. https://www.academia.edu/39182724/TEKNIK_DAN_ALAT_PENGUMPULAN_DATA_DALAM_PENELITIAN_TINDAKAN_KELAS20190519_43085_qm7x1k.

Kurniawati, Dewi. "Studi Tentang Faktor-Faktor Penyebab Kesulitan Belajar Menyimak Bahasa Inggris Pada Mahasiswa Semester III PBI IAIN Raden Intan Lampung Tahun Pelajaran 2015/2016," n.d.

Kusuma, Sinta. "dalam Ilmu Tarbiyah dan Keguruan," n.d.

Kusumaningrat, Cokorda Istri Mas. "Guide Conversation Method In English Speaking Learning For Business Administration Class." *Ganaya : Jurnal Ilmu Sosial Dan Humaniora* 4, no. 1 (March 27, 2021): 285–99. <https://doi.org/10.37329/ganaya.v4i1.1266>.

Lewis, Benny. *Fluent in 3 Monts : How Anyone at Any Age Can Learn to Speak Any Language From Anywhere in the World*, n.d.

Maharani, Adhina Putri. "The English Speaking Program at Darul Hikmah Modern Islamic Boarding School Tawangsari Tulungagung." Skripsi, August 12, 2020.

Mahmudah, Salsabilla. "The Role of Media in Indonesian Language Learning in Schools," n.d.

Majid, Abdul. "Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru.]." adoc.pub. Accessed March 20, 2023. <https://adoc.pub/daftar-pustaka-abdul-majid-perencanaan-pembelajaran-mengemba.html>.

- Mayang Sri Lestari, -. "Implementasi Story Based Pedagogy Dalam Pembelajaran Bahasa Inggris Untuk Meningkatkan Speaking Skill Pada Kelas V SD IT Insan Tauladan Cileunyi." Other, Universitas Pendidikan Indonesia, 2022. <http://repository.upi.edu/>.
- "Media Komunikasi Pembelajaran - Google Books." Accessed February 22, 2023. [https://www.google.co.id/books/edition/Media_Komunikasi_Pembelajaran/wiBQEAAAQBAJ?hl=id&gbpv=1&dq=wina+Sanjaya+\(2014:118\)&printsec=frontcover](https://www.google.co.id/books/edition/Media_Komunikasi_Pembelajaran/wiBQEAAAQBAJ?hl=id&gbpv=1&dq=wina+Sanjaya+(2014:118)&printsec=frontcover).
- "Media Pembelajaran - Google Books." Accessed February 21, 2023. https://www.google.co.id/books/edition/Media_Pembelajaran/npLzDwAAQBAJ?hl=id&gbpv=1&dq=media+pembelajaran&printsec=frontcover.
- Media pendidikan: pengertian, pengembangan, dan pemanfaatannya*. PT RajaGrafindo Persada, 2014.
- "Menyusun Rencana Pelaksanaan Pembelajaran (RPP) Tematik Terpadu - Google Books." Accessed February 7, 2023. [https://www.google.co.id/books/edition/Menyusun_Rencana_Pelaksanaan_Pembelajaran/_JBBDwAAQBAJ?hl=id&gbpv=1&dq=Prastowo+\(2015:106\)&printsec=frontcover](https://www.google.co.id/books/edition/Menyusun_Rencana_Pelaksanaan_Pembelajaran/_JBBDwAAQBAJ?hl=id&gbpv=1&dq=Prastowo+(2015:106)&printsec=frontcover).
- "Metode Research : (Penelitian Ilmiah) / S. Nasution | OPAC Perpustakaan Nasional RI." Accessed February 26, 2023. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=648793>.
- "Metodologi Pengajaran Bahasa / Oleh Henry Guntur Tarigan | OPAC Perpustakaan Nasional RI." Accessed February 4, 2023. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=485992>.
- M.Pd, Cecep Kustandi, and Dr Daddy Darmawan M.Si. *Pengembangan Media Pembelajaran: Konsep & Aplikasi Pengembangan Media Pembelajaran bagi Pendidik di Sekolah dan Masyarakat*. Prenada Media, 2020.
- M.Pd.I, DR H. Sayid Habiburrahman, and DR H. Suroso PR M.Pd.I S. Ag. *Materi Pendidikan Agama Islam 1*. Feniks Muda Sejahtera, 2022.
- Muzammil, Lasim. "Model Pembelajaran Speaking Bagi Mahasiswa Jurusan Pendidikan Bahasa Inggris Dengan Melihat Video Berbahasa Inggris Yang Menggunakan Subtitle L2," n.d.
- Navarro, Betsabé. "Improving Speaking Skills." *Encuentro: Revista de Investigación e Innovación En La Clase de Idiomas*, ISSN 1989-0796, N° 18, 2009, Pags. 86-90, January 1, 2009.
- Nurchaerani, Meiyanti, Annisa Deliza, Ervina Nasution, and Khoirunissa Wardi. "Grammatical Error in Famous English Top Songs Between 2010-2020," n.d.
- Nurlina, Utin, Ahadi Sulissusiawan, and Sesialia Seli. "Pengembangan Modul Interaktif Untuk Meningkatkan Keterampilan Berbicara Sekolah Dasar Bawamai Pontianak," n.d.
- . "Pengembangan Modul Interaktif Untuk Meningkatkan Keterampilan Berbicara Sekolah dasar Bawamai Pontianak," n.d.
- Nurrita, Teni. "Pengembangan Media Pembelajaran Untuk Meningkatkan Hasil Belajar Siswa." *MISYKAT: Jurnal Ilmu-ilmu Al-Quran, Hadist, Syari'ah dan Tarbiyah* 3, no. 1 (June 27, 2018): 171. <https://doi.org/10.33511/misykat.v3n1.171>.
- One, Ridwan. "Jack. C. Richard and Willy A. Renandya. Methodology in Language Teaching: An Anthology of Current Teaching. Cambridge : University Press." Accessed February 4, 2023. https://www.academia.edu/27610568/Jack_C_Richard_and_Willy_A_Renandya_Methodology_in_language_teaching_An_Anthology_of_Current_Teaching_Cambridge_University_Press.

“Oxford Learner’s Dictionaries | Find Definitions, Translations, and Grammar Explanations at Oxford Learner’s Dictionaries.” Accessed February 4, 2023. <https://www.oxfordlearnersdictionaries.com/>.

Pakpahan, Andrew Fernando, Dewa Putu Yudhi Ardiana, Arin Tentrem Mawati, Elmor Benedict Wagiu, Janner Simarmata, Muhamad Zulfikar Mansyur, La Ili, et al. *Pengembangan Media Pembelajaran*. Yayasan Kita Menulis, 2020.

Pandiangan, Anjani Putri Belawati. *Penelitian Tindakan Kelas: Sebagai Upaya Peningkatan Kualitas Pembelajaran, Profesionalisme Guru Dan Kompetensi Belajar Siswa*. Deepublish, 2019.

Parnawi, Afi. *Penelitian Tindakan Kelas (Classroom Action Research)*. Deepublish, 2020.

“Penelitian Tindakan Kelas - Google Books.” Accessed February 9, 2023.

https://www.google.co.id/books/edition/Penelitian_Tindakan_Kelas/YMtADwAAQBAJ?hl=id&gbpv=1&q=Wina+Sanjaya,+Penelitian+Pendidikan+Jenis,+Metode+dan+Prosedur,+%28Jakarta%3A+Kencana+Prenanda+Media+Group,+2013%29,+h.270.&printsec=frontcover.

“Pengantar Evaluasi Pendidikan / Prof. Drs. Anas Sudijono | OPAC Perpustakaan Nasional RI.” Accessed February 4, 2023. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=498690>.

“Pengembangan Modul Pembelajaran Berbasis Kurikulum 2013 Kompetensi Dasar Mengemukakan Daftar Urut Kepangkatan Dan Mengemukakan Peraturan Cuti | JPEKA: Jurnal Pendidikan Ekonomi, Manajemen Dan Keuangan.” Accessed March 20, 2023. <https://journal.unesa.ac.id/index.php/jpeka/article/view/1078>.

“Perencanaan Pembelajaran : Mengembangkan Standar Kompetensi Guru / Abdul Majid ; Editor Mukhlis | OPAC Perpustakaan Nasional RI.” Accessed March 20, 2023. <https://opac.perpusnas.go.id/DetailOpac.aspx?id=468285>.

Prasanti, Ria Anugrah, Lasim Muzammil, and Oktavia Widiastuti. “The Use of Conversation Diary in Enhancing Students’ English Speaking Skill.” *Journal of Education Research and Evaluation* 4, no. 2 (June 16, 2020): 208. <https://doi.org/10.23887/jere.v4i2.24720>.

Prastowo, Andi. “Pengembangan Bahan Ajar Tematik Tinjauan Teoretis Dan Praktik.” Accessed March 20, 2023. <https://onsearch.id/Record/IOS3145.slims-899>.

purwanto, dr, aristo rahadi, and suharto lasmono. *Pengembangan Modul*, n.d.

Qoriah, Yaumil, Sumarno, and Nurul Umamah. “The Development Prehistoric Of Jember Tourism Module Using Dick And Carey Model | JURNAL HISTORICA.” Accessed March 20, 2023. <https://jurnal.unej.ac.id/index.php/JHIS/article/view/5103>.

Rahayu, Natalia. “An Analysis of Students’ Problems in Speaking English Daily Language Program at Husnul Khtimah Islamic Boarding School,” n.d.

Rahdiyanta, Dwi. “Teknik Penyusuna Modul,” n.d.

———. “Teknik Penyusunan Modul,” n.d., 14.

———. “Teknik Penyusunan Modul,” n.d., 14.

Rahmawati, Dwi, Yuberti Yuberti, and Syafrimen Syafrimen. “Pengembangan Media Pembelajaran E-modul Dengan Menggunakan Sigil Software Pada Materi Pembelajaran Fisika.” *Jurnal Penelitian Pembelajaran Fisika* 12, no. 2 (October 5, 2021): 106–12. <https://doi.org/10.26877/jp2f.v12i1.7546>.

Rifa’i, Arif Ma’mun. “Prinsip-Prinsip Pengajaran Bahasa Pada Gaya Kognitif Field Dependent Dalam Belajar Keterampilan Berbicara Bahasa Inggris,” n.d.

Riyana, Cepy. *Media Pembelajaran*. KEMENAG RI, n.d.

———. *Media Pembelajaran*. KEMENAG RI, n.d.

Rora, Ade Prima. "The Components of Speaking Skill." *KEEP STRUGGLE* (blog), February 11, 2015. <https://adeprimarora.wordpress.com/2015/02/11/the-components-of-speaking-skill/>.

Sari, Luthfi Siska. "Teaching and Learning Speaking Through Riddle Game at the Second Semester of the Eight Grade of SMP 2 Palas South Lampung in the Academic Years 2017/2018," n.d.

Setyawan, Wawan Herry, and Tantin Nawangsari. "Pengaruh E-Module Speaking Berbasis Website Untuk Meningkatkan Keterampilan Berbicara." *Aksara: Jurnal Ilmu Pendidikan Nonformal* 7, no. 2 (May 7, 2021): 339. <https://doi.org/10.37905/aksara.7.2.339-346.2021>.

Setyowati, Luluk, Yulia Ambarsari, and Nurul Badriyatul Muthoharoh. "Pelatihan Pelafalan Kata-kata Bahasa Inggris Dalam Rangka Meningkatkan Kualitas Pengajaran Guru-Guru Sakinah English Course." *E-DIMAS* 8, no. 1 (May 18, 2017): 1. <https://doi.org/10.26877/e-dimas.v8i1.1368>.

Sudjana, Nana, and Ahmad Rivai. "Media Pengajaran (Penggunaan Dan Pembuatannya) / Nana Sudjana, Ahmad Rivai | Perpustakaan UIN Sultan Syarif Kasim Riau." Accessed February 22, 2023. <https://inlislite.uin-suska.ac.id/opac/detail-opac?id=27235>.

Sugiyono, Prof. Dr. "Metode Penelitian Kuantitatif, Kualitatif, Dan R&D." Accessed November 6, 2022. <https://cvalfabeta.com/product/metode-penelitian-kuantitatif-kualitatif-dan-rd-mpkk/>.

Syaprizal, Syaprizal, and Agus Triyogo. "Contextual-Based English Module Development to Impove Speaking Skills of Students of Class X SMA Negeri 1 Muara Beliti." *Jurnal Perspektif Pendidikan* 15, no. 1 (June 30, 2021): 91–98. <https://doi.org/10.31540/jpp.v15i1.1431>.

Tahun 2021, Septy Nurfadhillah, M. Pd dan 4A Pendidikan Guru Sekolah Dasar Universitas Muhammadiyah Tangerang. *Pengertian Media Pembelajaran, Landasan, Fungsi, Manfaat, Jenis-Jenis Media Pembelajaran, dan Cara Penggunaan Kedudukan Media Pembelajaran*. CV Jejak (Jejak Publisher), 2021.

"Teaching Languages to Young Learners." Accessed February 4, 2023. <https://www.cambridge.org/core/books/teaching-languages-to-young-learners/24C0A04FF42B159B8A9650D4CEB83409>.

Tileston, Donna Walker. *Training Manual for What Every Teacher Should Know*. Corwin Press, 2004.

Vygotsky, Lev S. "Thought and Language." Accessed March 21, 2023. <https://mitpress.mit.edu/9780262720014/thought-and-language/>.

Wahyuni, Neviana, Rismaya Marbun, and Endang S. "Students' Speaking Problems in Speech Subject." *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 3, no. 6 (June 23, 2014). <https://doi.org/10.26418/jppk.v3i6.5983>.

Wayan, Ni. "Peningkatan Kemampuan Keterampilan Berbicara Siswa Kelas IV SD Dalam Pembelajaran Introduction," n.d.

Yani, Nofi. "Upaya Meningkatkan Hasil Belajar Siswa Dengan Model Pembelajaran Kooperatif Tipe Investigasi Kelompok Pada Mata Pelajaran Fiqih Materi Pokok Shalat Jum'at di Kelas VII di MTs Al-Hasanah Medan," n.d.

Yaumi, Muhammad. "Media Pembelajaran," n.d.