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the research questions are: what is the impact of the use of media on the achievement of students' speaking ability? and what kind of media would be more effective for students to improve their speaking ability? the design of the study is a descriptive-quantitative research. the size of the study population is 40 students of senior high school, the data collection was conducted in the classroom, and the data collection instrument is a questionnaire which was developed by the researcher. the units of analysis were the individual student. the questionnaire was administered in the examination room and the data were analysed and interpreted with the aid of spss software. the results of this study showed that media has a significant effect on students' speaking ability. the teacher's role in developing students' speaking ability by using media is critical. the teacher's role in developing students' speaking ability is important as he or she can use media effectively to improve students' speaking ability. the manner in which the teacher uses media to improve students' speaking ability is to use the media for direct instruction. the quality of media is one of the most important factor for successful implementation of media as the quality of media is one of the important factors in evaluating the success of media. other factors include; the students' interest in media, the students' ability to produce a good talk and the students' commitment to learning. it is concluded that the implementation of media (radio talk show programme) assists students to improve their speaking ability. the students' interest in media (radio talk show programme) is one of the most important factor in implementing media. this study is based on descriptive-quantitative research. the sample size is 40 students of senior high school. the study population was selected from the study population. the design of the study is descriptive. the data collection method used is

questionnaire. the data collection instrument is a questionnaire developed by the researcher. the units of analysis were the individual student. the questionnaire was administered in the examination room. the data were analysed and interpreted with the aid of spss software.

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in terms of speaking, there are those who are very good at it and those who are very poor. however, there is only a limited amount that a person can actually learn. everyone has a point at which they plateau and cannot get any better. as a teacher you cannot teach a student to speak more. you can only teach a student to speak better. remember, all too often the person who is able to express themselves in writing and who is able to express themselves in verbal form will be different. so, you should always encourage a student to talk. they should feel comfortable with the language and be encouraged to do so. i have seen students who are not comfortable with their speaking develop the confidence to express themselves more confidently when given a supportive environment. you may have to break out of your comfort zone, and work with the students in front of you and help them develop a more effective communication style. many students with little or no experience of public speaking, will find themselves facing a range of challenges. as a teacher you have to be prepared to step outside of your comfort zone and help these students develop their oral communication skills. when you are dealing with a student who is not comfortable with speaking, you must help them to develop their communication skills. this is not a matter of teaching students who are good at speaking. it is a matter of helping students who are not comfortable to become more confident speakers. research design: descriptive and quantitative. the study was conducted on the students in the course of teaching english in the gombak polytechnic. research sample: a total of 40 students in the course of teaching english at gombak polytechnic, in particular, 20 students of the basic teacher training program, 15 students of the general teacher training program, and 5 students of the post-specialist teacher training program. research instrument: the researcher used the questionnaire that comprised of three parts. the first part of the questionnaire comprised of the student's sociodemographic data. the second part contained the student's perceptions about using virtual reality as a resource to teaching speaking. the third part of the questionnaire contained the student's perceptions about using virtual reality as a resource to teaching reading. there were

four stages in the data collection. the first stage was the pre-test (pretest), in which the researcher had a meeting with the students. the second stage was the virtual reality test that was conducted as a field test. the third stage was the post-test (post-test). the fourth stage was the follow-up test. in the pretest stage, the researcher collected the data using the questionnaire in the form of an interview and talking with the students. during the field test, the researcher gave the students the opportunity to use the virtual reality for teaching reading. during the post-test stage, the researcher collected the data using the questionnaire in the form of an interview and talking with the students. in the follow-up stage, the researcher collected the data using the questionnaire in the form of an interview and talking with the students. the data were analysed using descriptive statistics and the statistical software. the results of the study showed that virtual reality provides a viable tool for the teaching of speaking. in addition, the results showed that virtual reality is not appropriate for the teaching of reading. in general, the study showed that the use of virtual reality in the teaching of speaking will be effective if the use of virtual reality in the teaching of speaking is supported by the use of virtual reality in the teaching of reading.

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