# THE USE OF POSTER MEDIA IN IMPROVING STUDENTS' SPEAKING ABILITY

**(A Case Study at MTsN 2 Banda Aceh)**

**THESIS**

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Sausan Ulva

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Menyatakan bahwa sesungguhnya skripsi tersebut adalah benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya akan menjadi sepenuhnya tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya.

Banda Aceh, 05 Juli 2018

Saya yang membuat surat pernyataan,

**Sausan Ulva**

## ABSTRACT

This research is about the use of media poster in improving students' speaking ability. The purpose of this research is to investigate the improvement of students' English speaking ability by using poster media and to figure out the students' opinion on using poster media in teaching English speaking. The research methodology used was mix method, qualitative and quantitative. To gather the data, questionnaire, interview and observation techniques were employed. The questionnaire was participated by 35 students of VII-I class as the sample. The teacher who taught English for group of students VII-I was interviewed. Both teacher and students were observed. The result of the research showed that using Poster Media able to increase students' speaking ability for students class VII-I. Based on the result and fact found in the field, the writer concluded that the speaking ability of students' MTsN 2 Banda Aceh increased due to Poster Media.



*Keywords : speaking, poster media*

# CHAPTER I

# INTRODUCTION

## A. BACKGROUND OF STUDY

There are four basic skills that English learners have to master in learning English; Listening, reading, speaking, and writing. Among those, speaking is one of the most important skills should be taught to the students in formal schools in Indonesia. There are many method can be used to improve students speaking ability, one of them is through “poster media”.

Bailey (2005) sates that pictures provide something to talk about. They can take the focus of the language learners and put it on the picture being discussed. In addition, Schwartz (2000) states that pictures are a great incentive for language production and can be used in many ways in the classroom. Picture is one of the visual aids that can be used to improve students speaking ability. The students can easily understand or comprehend the lesson if they are taught by means of visual aids because they could see the real object.

According to Chaney (1998, p. 13), “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts”. Speaking is one of the ways to express ideas, feelings, experiences, and knowledge to other people in formal or informal situation. As teaching speaking is important aspect in English learning process.

Harmer (2007, p. 179) says “pictures can also be used for creative language purpose, whether they are in a book or cue card, flashcards or wall

picture". In addition, describing poster media is one of activity in teaching speaking to improve students. Students must describe poster in front of the class.

According Solahuddin (2009), the purposes of this activity are to train students' imagination and retell story in speaking English. To support this research, some previous studies are included in order to compare and to explore the available literatures especially the similar field researches in same area.

The previous studies provided some reasons why students find the speaking is difficult. Some of the are; the students frustrated when they do not have the word or grammar in expressing their idea, not interested in the topic, afraid of making mistake, lack of idea in the particular topic. Besides they also find difficulties of lack self confidence, cannot stand in front of class to describe their idea. One of the most common reason is that the students have lack of vocabulary. The writer believes that there are strong corelation between students poor vocabulary and teachers teaching method used in the class room. It is important that the teachers are using creative method that able to motivate the students in mastering vocabulary.

To encourage their confidence, students need more practice, so that, teachers are suggested to create creative and interesting methods in order to inspire the students. The fact above requested the teachers to work harder to chose the method, approach, strategy or model in class room that can solve the students' problem in the effort to make them better speakers.

The writer proposes a solution to the problems above through Poster media. It is a media that can help the students to think about what will be

discussed and explained. In fact, poster media can be one of the tools to motivate students learning activity because it will help them to explain the topic. This media is considered effective because the students will easily to remember the words and to motivate the students to speak since the poster provides the picture on it.

Based on the explanation above, the writer will use poster media in improving students speaking ability. The writer will conduct a research with title **"THE USE OF POSTER MEDIA IN IMPROVING STUDENTS' SPEAKING ABILITY".**

## B. RESEARCH QUESTIONS

Concerning the background of study above, there are two research questions formulated. They are:

1. How does media poster influence students in improving speaking?
2. What are the obstacles faced by the students in learning speaking in regard to media poster?

## C. THE AIMS OF STUDY

1. To find out the improvement made by the students in speaking ability after using poster media.
2. To figure out the obstacles faced by the students in learning speaking.

## D. SIGNIFICANCE OF STUDY

There are two significance of the study in this research:

### 1. Theoretically

The result of this research can assist student's knowledge of theory in speaking skills, especially by using media poster.

### 2. Practically

a. The School.

The results of this research are expected will be useful in school especially in MTsN 2 Banda Aceh. It can be applied in the classroom. Therefore, it can improve speaking students in media poster.

b. The Teacher

The result of this research is to provide the useful information for English teacher to use this media poster in their classroom. It might become to guide the teacher to be more creative in teaching speaking of using media poster.

c. The Student.

The writer is expected to improve student to speak. Therefore, they can get better in speaking, and then it can be used to influence students' achievement in English and improve their speaking ability about poster media.

d. The Writer

The writer can get new knowledge about poster media teaching speaking and the writer focused on the use of poster media in improving students' speaking ability.

## E. TERMINOLOGY

To clarify the strategy of using media poster in speaking of this study, the writer explains some important terms found in this study.

1. Speaking

Speaking is the second language skill that is very important for us. It occurs after listening skill. Language is used in spoken or written communication. Speaking or oral communication involves the negotiation of meaning between two or more persons; it is always related to the context in which it occurs. Speaking means negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener (O'Malley and Pierce (1996)). It means anticipating the listener's response and possible misunderstandings, clarifying one's own and other's intention, and arriving at the closest possible match between intended, perceived, and anticipated meanings Kramsch (1986). Speaking is also categorized as productive skill, the skill in which we produce utterances that is observable as states by Brown (2004) states that speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. Speaking in a classroom involves the interaction between teachers and students or among the students which depends on how classroom activities are organized. Compared with writing and reading skill (commonly assumed as written language, receptive skills), speaking has some distinctive characteristics. In

speaking, speakers do not typically speak complete sentences; use less specific vocabulary than in written language.

2. Media Poster

Media Poster is a simple media in which it is easy to be used, understood, and comprehended. Poster presentation is an interesting media in teaching speaking. Poster presentation in this research is a poster with interesting color and pictures. A media poster is as an experimental learning activity that stimulates curiosity and interest encourages exploration and integration of concepts and provides students with a novel way of demonstrating understanding (Handron, 1994). It is also called as a glue, drawing or picture that is stickled after getting whole benefit or attention as media to deliver an information, suggestion, massage and guiding, perspective etc,(Rohani, 1997).

Media poster is one of media that can be used in speaking classes. By using poster media, teachers can make students active in the classroom. Media poster is an important in teaching speaking. It can help teacher avoid monotonous in teaching and enable students to understand more easily. (Sadiman, 2008) states that picture is media which is very often used in teaching learning process. However, students may not always be aware of what they are leaning and experiencing.

# CHAPTER II

# LITERATURE REVIEW

This chapter is explaining some experts' opinions and theories that become the frames of the research.

## A. Previous Study

In this part, the researcher discusses some previous researches about teaching speaking by using picture in improving students speaking ability at school.

The first research conducted by Murnia Suri (2011), with the title "Using Realia to improve Students' Speaking Ability at MTs Darus Syari'ah Banda Aceh". She concluded that through *realia* the students were able to improve their speaking ability. The students responded positively toward the implementation of *realia*. The *realia* was improving the vocabulary, showing better pronunciation, helping in sentence arrangement, motivating to actively speak English, increasing self-confidence, creating good interaction, and being fluent in speaking English.

The second researcher, Nurhayati (2013), conducted a research entitled "Teaching Vocabulary by Using Pictures and Games at MTsN Beureunuen". The results proved that the use of pictures and games could improve students' ability in mastering vocabulary. It indicated that the implementation of pictures and games in teaching vocabulary to the first year students of MTsN Beureunuen is more successful than other regular methods. Based on the answers of the students on the questionnaire, it showed that the students like learning vocabulary by using picture and games, because pictures and games can help them in learning

activities. It is easier for them to understand and memorize the words based on the picture and games. The result of this study showed that using pictures and games as a teaching technique has reasonably improved the students' vocabulary. In short, teaching students by using pictures and games can support and improve their vocabulary.

The third research was carried out by Mardiyanti Aida Putri (2012) under the titled "The Effect of Using Poster Carousel toward Speaking Ability of The Second Year Students at State Senior High School 3 Mandau Bengkalis Regency". It can be seen that the poster carousel technique contributed 32.78% for students' speaking ability. In the word, there is significant effect of using the poster carousel technique toward speaking ability of the second year at State Senior High Schools 3 Mandau Bengkalis Regency.

The last research implemented by Zainatuddar (2014), the research entitled "Teaching Speaking by Using Picture Series Technique at The Second year Students of SMKN 1 Lhokseumawe". She found that picture series technique used in teaching speaking affected the students' speaking score. It showed that the students who were taught speaking by using picture series technique achieved better performance in speaking than those who were taught speaking by using drill technique. Besides, the finding of the research indicates that the five speaking sub-skills (pronunciation, grammar, vocabulary, fluency, and comprehensibility) are better taught by using picture series technique. It was based on the average score of each speaking sub-skills of speaking assessment. Furthermore, the results showed that the students have good responses toward the using picture series

technique in teaching speaking. They became more active and creative in expressing their ideas, so they became more confident in speaking.

In this case, the writer evaluated the use of poster media in improving students speaking ability. The study will conduct at the Second Grade Students of MTsN 2 Banda Aceh.

## B. Speaking

Speaking is a fundamental of communication. It plays a very crucial part in peoples' daily life, almost of every aspects in our life is covered by speaking. To most people, mastering speaking is one of the most important aspects of learning a second or foreign language, because the purpose of learning a language is to be able to communicate by using a language.

Various definitions of speaking have been giving by many theorists. Nunan quoted from Bygate (1987, p. 4) defines that "speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feelings, and manage in terms of who is to say what, to whom, and about what". Meaning that, speaking is used to make our listener understand our expression. In short, speaking ability is the ability of the person to express his or her ideas, feelings, or something in his mind to others.

Speaking is a very important skill in mastering English for students who learn English required mastering the ability to communicate with each other. Speaking ability is important in language learning because we can communicate through our oral expressions to gain much more information. Keith and Morrow

(1981, p. 70) state that “speaking is an activity to produce utterances for oral communication”.

**C. Getting Students to Speak**

It is assumed that learning to talk in a foreign language is often considered one of the most difficult aspects of language learning since it is always hard for the teacher to encourage the students to speak. As explained by Richard et al (1985), the characteristic of communicative competence includes knowledge of rules of speaking, e.g knows how to begin the conversation or end it, knowing the topic talked about, knowing how to use and respond to different types of speech acts such request, apologies, and thanks invitation, knowing how to use language appropriately.

They have no ideas why their students will not talk in foreign language. Paulston (2003) pointed out that many conversation classes fail because a number of reasons; (1) the students are insufficiently motivated to speak, (2) too few students participate and (3) the teacher does most of the talking. Marsudi (1987, p. 3) stated, “the students will be motivated to do some activities when their needs if fulfilled namely their need to speak in the target language”.

According to Marsudi (1987, p. 3), “the students will show interest when the activities have something to do in their life work. Thus, the teacher should capitalize on the motivation and interest in teaching the target language will influence the students’ achievement performance in speaking”.

## D. Poster Media

Poster media is in fact a tool for alternative media for the students in the speaking class. Using poster in language class is relatively a new concept in the field of language teaching and learning. One of effectiveness of using posters is to make learners active in language classroom. Posters provide room for innovation and creativity that promote active language learning. Some researchers found that using posters for creative tasks have resulted in high level of motivation and confidence to bring pleasantness in learning speaking (Stone et al, 1998). They have also found that by hanging some beautiful pictures in front of class, teachers can easily bring visual interest in the classroom which is very important to create effective learning speaking (Hubenthal and O'Brien, 2009).

The fact is every student has own learning style. Harmer (2003) stated different learning styles of ESL learners, some people learn by reading, some are more into observation and noticing things and some learn better while listening. All these learning approaches are automatically used in poster making task as they do it in group having different people, hence it makes the whole process enjoyable. This theory implies that poster making task can be used as a very effective activity for ESL classroom. The fact that poster media increased their vocabulary made them active and creating to speak. Poster media in the classroom in fact facilitate active learning. By using poster media, it hopes that the teacher can deliver materials clearly and students can understand the lesson daily. Reilly (2007, p. 3) agrees that "by using posters at the beginning of the class will awake the students up and tell them that it is the time to speak English".

Reilly (2007, p. 3) also states that "poster has many advantages in EFL classroom, such as posters foster oral practice, increase self-confidence of the students and the teacher". The implementation of using poster media in order to achieve the goal of teaching speaking will be successful if there is a good cooperation of the teacher and students. The more creative the teacher implements, the easier the goal to achieve. During the implementation of using posters, the teacher monitors the students' activities and manages the classroom.

## E. The Use of Media in Teaching Speaking

### 1. The Use of Poster

One of the techniques that teacher can do in teaching learning is applying visual aids as media. Media is an important aspect for learners in learning a language. Moreover, it can help teacher avoid monotonously in teaching, and an able students to understand the lesson easily. There are many types of visual aids can be used in teaching language, namely black board, pocket, chart, cartoon, mocks up, pictures, and poster. According to Sadiman et al (2002, p. 9), "media is everything that is used to convey message from the sender to the receiver, so it can stimulate students' thought, motivation and interest, therefore the learning process can occur".

The poster can be chosen by both of the teacher and students. It depends on the agreement in the classroom. So, the poster should be interesting for the students, they will have a willingness to participate and involve themselves to be a part of activity. A teacher should choose the most suitable poster media for the teaching. The teacher will provide some posters for the students. In teaching and

learning process, the teacher should always try to help the students to broaden their creativity and facilitate them to be able to express their ideas in promoting posters. Using poster as teaching aids can give a great help to the teacher in the class and they can help students to imagine the real object.

The teacher has to consider about the poster that is suitable to be used for the students. The purpose of using poster for students is to give them an opportunity to practice the language in real context or in situations in which they can communicate their ideas. Using poster as media is often used in teaching learning process. It can stimulate the students in learning a language, make students easier in understanding the material and memorizing the word that they get from the poster. Fason (1991) states that teaching learning process with pictures as a media will get succeed if the pictures are related to the material of the study. Then, pictures should be colored and varied and the last, colorful pictures intensify the students' imagination.

Ozmen (1990) states that poster is a part of the learning process. The learning from classroom posters can easily be linked to retentive long-term memory. Reilly (2007) states that the use of posters to encourage the students' participation and provide controlled practice in a given English structure or concept. Sudjana (1989), states that a poster is a visual view that is used as an announcement, a sign or raises an interest of the people that consist of pictures. A good poster uses simple pictures and words. It is used to attract the attention of the people.

## F. The Advantages of Poster Media

Posters have a lot of positive impacts for teaching and learning process. Based on Furmanovsky (1997), there are a lot of good impacts of the use of poster. Some advantages of poster are; poster is fun to make and interesting to look at, the poster provides a comfortable environment for the students to practice in the class presentation, Students can practice new vocabulary items that have just been presented, it helps the students to learn how to use, maps, photos, cartoons, graphs and to illustrate their topic, and poster involves the creation of a physical product made by students' efforts both intellectual and artistic.

Poster media can facilitate the teachers and students in teaching and learning speaking, and the components of language. It can really motivate students in teaching process. It is widely believed that motivation is found as an important factor in teaching everything. According to Hamalik (1986), there are some advantages of pictures, such as, pictures can solve the limited time and place, pictures are easy to get and cheap, and concrete. Posters are suitable for either group or individual. Poster as media can be a motivator for students in learning speaking. Heinich and Molenda (1993), who mentioned that the primary function of visual media is to serve as more concrete reference to its meaning than to spoken or written words, and the media could also motivate learners by improving their interest in a text or presentation.

Poster is considered to be one of the most helpful and powerful types of media in language teaching. Using poster media will give some positive changes for learner's understanding and interest in studying English especially in speaking

skill. Using poster media will be able to help students to improve their English vocabulary. Teaching speaking is much clearer by using media than that of presenting new words.

The teacher needs something different to make students interest in studying, because they are very easy to get bored in the class every day. So that, to motivate the students, the teachers should use poster media to improve students speaking ability. They will be easy to understand and practice of English. Language learning is a difficult effort that can sometimes be frustrating. Constant effort is required to understand, produce, and manipulate the target language. Well-chosen poster will be an invaluable as they give students break and at the same time allow students to practice language skills. The teaching learning process using poster should be more fun so that students like to attend the class.

The English teachers while teaching the lesson should be friendly and never make the students angry in order to make students active in learning speaking in classroom. The poster media should be familiar to the students so that they will quickly enjoy them in daily learning to master the vocabulary in speaking. It can help the students to integrate their prior knowledge or experiences so that the learning process will be succeed. The teachers use poster effectively because the media is very useful for the teaching speaking. It can be an excellent tool and can illustrate what teachers wish to teach. It is also used to add interest of the topic for the students.

# CHAPTER III

# RESEARCH METHODOLOGY

The writer collected the data by using qualitative and quantitative methods. This chapter is describing the research design, population and sample, technique of data collection and technique of data analysis.

## A. Research Design

This research uses a qualitative and quantitative approach and it is a type of mix study. The techniques of data collection are observation, questionnaire, and interview. Qualitative research is supposed to clarify a phenomenon or build a new theory. According to Moleong (2011), qualitative research is carried out to comprehend and examine a certain matter, occurrences, or process in depth. The writer used qualitative and quantitative approach. Creswell (2003) states that mixed method research is a research design with philosophical assumptions as well as methods of inquiry. Mixed method focuses on collecting, analyzing, and mixing both qualitative and quantitative data in study or series of studies.

## B. Population and Sample

1. Population

"Population is the large group we wish to learn something about" (Borg, 1989, p. 216). Arikunto (2006, p. 130) states that "population is all respondents of the research subject". Population is generally a large collection of individuals or objects that is the main focus of a scientific query (Castillo, 2009). Creswell (2008) states that a population is a group of individuals with the same characteristic.

The population of this study is the second year students of MTsN 2 Banda Aceh selected to collect the appropriate data. The writer conducted the research about the use of poster media in improving students' speaking ability at MTsN 2 Banda Aceh. It is located on Jl. Teungku Imeum Lueng Bata. Based on the statements above, the target population of the study was all of the students of MTsN 2 Banda Aceh. The writer chooses the students of MTsN 2 Banda Aceh as the population of this study. There were 793 students who were divided into 21 classes.

2. Sample

Sample is the subjects of a research representing the population that was taken for purpose of use poster media in teaching speaking. Gay (2006) states that the sample is made up of the individuals, items, or events selected from a larger group referred to as a population. The samples of this research are students and English teacher at the second grade of MTsN2 Banda Aceh, academic year 2017/2018. The class is chosen based on purposive sampling. This class consisted of 35 students (15 males and 20 females). The writer only took those 35 students of VII/1 as the sample of this study.

## C. Technique of Data Collection

1) Observation

The instruments used by the writer to collect the data were observation sheet. The observation sheet comprised how the teacher performance in teaching English by using poster media. According to Susilo (2007), observation is an activity of collecting data. It was carried out to find and obtain the development of the learning process and the effect of the action. Observing the action was actually the process of monitoring the action that was conducted through the observing activities.

According to Wajnryb (1992), classroom observation tasks seek to provide stimulus and ideas for ways of the exploring one's own teaching by observing other teachers and classroom in action, or by having one's own teaching/classroom observed for the purpose of continued learning and exploration. Furthermore, he explained that an observation task is an activity which is focused to work on observing the lesson while in progress. It focuses of teaching aspects or learning that requires the observer to collect data or information from the actual lesson, such as the language a teacher uses when giving instructions or the patterns of interaction that emerge in lesson.

The observation sheet listed the teacher performance in four phases teaching process, they are: preparation, opening phase, core activity phase, and closing. In doing the observation, the writer acted as non-participant. The writer did not take apart in the activities being studied. The writer did interact neither with the teacher nor students during the teaching-learning process. The writer

observed the class how the teacher performance in teaching English by using poster media.

2) Questionnaires

The instruments used by the writer to obtain the data was questionnaire. The questionnaire was given to the students to find out the students responses toward the use of poster media in teaching speaking, teaching delivery process, methods, and the students' attitudes toward the use of poster media in improving students' speaking. The questions in the questionnaire were responded by crossing the option which best matches their opinion on the scale of strongly agree, agree, undecided, disagree, and strongly disagree with the statement. The writer let the students answer it the classroom.

3) Interview

Interview guide is the questions are going to be asked to the teacher to get the data about the students' problems in improving speaking. Sugiono (2008) states that interview is a communication form between two persons, involving a person who wants to get information from another one by asking some question based on particular objective. Sugiono (2008) also states that interview can be characterized into three kinds of interviews namely, structured interview, semi-structured interview and unstructured interview. However, in this research the writer used structured interview in which the writer provided some written questions for teachers because the writer wants to get detail information from the interviewees. The recording was used to record all conversations during the interview with the teacher to find out obstacles in speaking by using poster media.

## D. Data Analysis

1. Observation Analysis

The focus of observation is on teacher and students in learning process. In observation will analyzed, in order to find out the obstacles made by the students and the strategy used by the teachers to improving students speaking. The obstacles that will write down in the strategies column will use the writer to determine the strategy used by the teachers related to the second research question.

2. Questionnaire Analysis

To know the student's response, the writer analyzed by calculating the overall average-scores that has been made with Likert Scale model. In scoring the Likert category scale, the answers are weighted or equated with the quantitative value 4, 3, 2, 1 for positive questions and 1, 2, 3, 4 for negative questions. The research for positive questions given a score of 4 to strongly agree, 3 to agree, 2 for disagree and 1 for strongly disagree. While for negative questions given the opposite score is 1 to strongly agree, 2 to agree, 3 to disagree, 4 to strongly disagree.

The average score of student responses can be calculated by the following formula:

$$\text{Average score of students} = \frac{\sum_{i=1}^{4}(n_i.f_i)}{N}$$

Note :
$f_i$ = many students answered A (Strongly Agree)
$n_i$ = weight of choice score A(Strongly Agree)
$f_2$ = many students answered B (Agree)
$n_2$ = weight of choice score B (Agree)
$f_3$ = many students answered C (Disagree)
$n_3$ = weight of choice score C (Disagree)
$f_4$ = many students answered D (Strongly Disagree)
$n_4$ = weight of choice score D (Strongly Disagree)
N = the number of all students who responded
I = 1- 4
Average score criteria for student responses are as follows:

$3 <$ average score $\leq 4$ = Very Positive

$2 <$ average score $\leq 3$ = Positive

$1 \leq$ average score $\leq 2$ = negative

3. Interview Analysis

In the interview, the writer summarizes and directly quoted what the statements said by the teachers.

## E. Brief Description of Research Location

### 1. The Description of MTsN 2 Banda Aceh

This research was conducted at MTsN 2 Banda Aceh. It is located in Jl. Teungku Imeum Lueng Bata. The research was carried out from February 28 to March 8, 2018. The school has 21 classrooms, two laboratories (computer and

biology), a canteen, a library, basketball, and volleyball court, a teachers' room, an administration affairs room, and a principal office. There are 793 students in academic year 2017/2018 that consist of 336 males and 457 females. The details of the total students in MTsN 2 Banda Aceh can be seen on the table below:

Table 3.1 **The Number of Classroom and Students in MTsN 2 Banda Aceh**

| No | Class | Number of Classroom | Number of Students | | Total |
|---|---|---|---|---|---|
| | | | Male | Female | |
| 1 | VII | 7 | 107 | 145 | 252 |
| 2 | VIII | 7 | 117 | 150 | 267 |
| 3 | IX | 7 | 112 | 162 | 274 |
| **Total** | | **21** | **336** | **457** | **793** |

*Source: The Administration Office of MTsN 2 Banda Aceh*

# CHAPTER IV

# RESULT AND DISCUSSION

## A. Results

The use of poster media in English language class is one of the efforts to improve students' speaking ability. Based on the analysis of data collection above, the writer would like to answer the research question of this study as stated in chapter one. The first research question is "how does media poster influence students in improving speaking?". The writer found that the poster media influences the learner in various ways: 1). Introduce the new vocabulary for the beginner; 2). Practice speaking skill; 3). Motivate the students in speaking performance; 4). Let the students interact directly with poster media; 5). Increase self-confidence of the students; 6). Create good interaction atmosphere in the classroom.

Meanwhile, the result found that students' scores were improved. Poster media helps the students to be better at English speaking performance, not only in the individual performance but also in-pair performance. It can be seen from the questionnaires, the mean score of the students is higher. During the observation activities, the students maintained eye contact and enjoy the learning process. From the checklist of observation process, poster media helps students to comprehend every word in the picture. The students are able to practice good sentences. The students also have more self-confidence in speaking because the description of poster media is easy to understand, enjoyable, and memorable. The use of poster media in the classroom for teaching speaking creates the process of

vocabulary transformation more comprehensive to the students and the student is able to memorize longer teaching because of the enjoyable classroom situation.

The last research question is "what are the obstacles faced by the students in learning speaking in regard to media poster?". Here the writer found that the students got difficulties in some aspects of using poster media in speaking. Students still had some difficulties on poster media in speaking, such as grammar, pronunciation, and vocabulary because they are English beginner. Poster media helps them to correct the mistakes because the students who practice poster media in speaking show it to the audience in their group and receive the feedback from their audience directly.

According to the result of observation, the questionnaire, and interview, the writer concluded that poster media was successful in improving students' speaking ability.

**1. The Analysis of Observation**

In doing this study, classroom observation was conducted for eight days. The writer conducted classroom observation in order to get the data about how the teacher's performance in the classroom. There are several phases in using poster media that an English teacher should have. It is important because teaching-learning process in using poster media depends on it.

This research refers to four phases techniques that the teacher have to do before teaching and in the classroom; preparation, opening, core activity, and closing. It can be seen at Table 4.2

Table 4.2 **The Teacher's Steps in Using Poster Media**

| Phase | Items | Yes | No |
|---|---|---|---|
| Preparation | Learning curriculum and syllabus | √ | |
| | Macthing the basic competences with appropriate poster media | √ | |
| | Preparing the poster media | √ | |
| | Checking the electricity available | | √ |
| | Bringing the poster media to the class/put the poster media on the place | √ | |
| Opening | Explanation of the poster media that will use | √ | |
| | Systematic in using poster media | √ | |
| | Student's question about poster media | √ | |
| Core-Activity | Student-centered in learning process while using poster media | √ | |
| | Good interaction in using poster media | √ | |
| | Stick figure on the board | | √ |
| | Cognitive-affective-psychomotor of the student in using poster media | √ | |
| Closing | Summarization of using poster media | √ | |
| | Motivation/moral value of using poster media | √ | |
| | Giving homework | | √ |

*Source: Adapted from Regina Rahmi 2012*

Based on the writer's observation in the table above, in preparation phase, the teacher had learned the curriculum and syllabus for the first grade of junior high school students before she came to the class. The teacher then matched the poster media with the basic competences of the syllabus. Teacher had prepared the appropriate poster media for the students before taking it to the class.

In the opening phase, the writer found that the students were greeted by the teacher before the subject started. The teacher continued with checking the students' attendant list. After that the teacher introduced the poster media that they will be used and explained it to the students what they have to do with the poster and how to practice speaking by using poster.

Furthermore, in the core-activity phase, the teacher taught English through poster media systematically. Before the teaching learning process starting, the teacher explained the steps of teaching by using poster media; the first step was to divide the students into six groups, and then she distributed the poster for each group. In the process of teaching, there were many students looking enthusiastic to study by using the poster. They also asked many questions about how to describe the content of poster media given. There were good interaction among the teacher and the students when they discussed about the content of poster. It proved that the activity tended to students-center where students are more active than the teacher. In the process of teaching, the teacher only managed all groups and helped them if needed.

The next step was the teacher asked the students to present the poster media in front of the class. They were asked to explain what found in the poster. This technique showed that using poster media was able to encourage the students to speak English.

The last is closing phase, the teacher summarized the material or content by using poster media. The motivation was also given by the teacher to motivate them to speak English frequently.

Based on the analysis of observation, it was done to collect a valid data about the students' activity and the teaching learning process.

**2. The Analysis of Questionnaire**

Questionnaires were given to the students after class activities.

Table 4.3 **Students Response**

| NO | Responded Aspect | Respond | | | | Average | Student Response |
|---|---|---|---|---|---|---|---|
| | | SA | A | DA | SDA | | |
| 1 | Poster media is a new method for the students. | 15 | 16 | 4 | | 3,31 | Very Positive |
| 2 | Poster media is appropriate to be used in teaching speaking. | 15 | 17 | 3 | | 3,34 | Very Positive |
| 3 | By using Poster media, the learning process became more interesting. | 22 | 13 | | | 2,77 | Positive |
| 4 | By using Poster media, the students became more enthusiastic in speaking. | 19 | 16 | | | 3,54 | Very Positive |
| 5 | By using Poster media, the students became more motivated in learning speaking. | 20 | 15 | | | 3,57 | Very Positive |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6 | By using Poster media, the students became more confident in speaking. | 17 | 16 | 2 | 3,42 | Very Positive |
| 7 | By using Poster media, the students could express their idea easily. | 22 | 11 | 2 | 3,57 | Very Positive |
| 8 | After learning speaking by using Poster media, the students' speaking ability was improved. | 10 | 25 | | 3,28 | Very Positive |
| 9 | Learning speaking by using Poster media could improve the students' vocabulary. | 11 | 21 | 3 | 3,22 | Very Positive |
| 10 | Learning speaking by using Poster media could improve the students' pronunciation. | 9 | 25 | 1 | 3,22 | Very Positive |

| | | | | | | |
|---|---|---|---|---|---|---|
| 11 | By using Poster media, the students' grammar in speaking was better. | 8 | 27 | | 3,22 | Very Positive |
| 12 | Poster media is interesting. | 15 | 19 | 1 | 3,4 | Very Positive |
| 13 | By using Poster media, speaking became easier. | 15 | 18 | 2 | 3,37 | Very Positive |
| 14 | The students faced some obstacles/difficulties in learning speaking by using Poster media. | | 4 | 16 | 15 | 3,31 | Very Positive |
| 15 | The using Poster media, the teacher could direct the learning instructions and express the materials. | 15 | 19 | 1 | 3,4 | Very Positive |
| 16 | By using Poster media, the materials could be understood easily by the students. | 15 | 19 | 1 | 3,4 | Very Positive |

| | | | | | | |
|---|---|---|---|---|---|---|
| 17 | By using Poster media, the atmosphere of the classroom became more comfortable. | 20 | 13 | 2 | 3,51 | Very Positive |
| 18 | The teacher had implemented Poster media well. | 8 | 26 | 1 | 3,2 | Very Positive |
| 19 | By using Poster media, the students became more creative in speaking. | 13 | 18 | 4 | 3,25 | Very Positive |
| 20 | After learning speaking by using Poster media, the students' were motivated to learn speaking at home. | 14 | 16 | 3 | 3,2 | Very Positive |
| | Total | | | | 66,5 | |
| | Average score | | | | 3,325 | |

*Source: Adapted from Nahsriyah 2017*

Based on table 4.3, it appears that the students' response to each statement ranges very positive. The overall average score is 3,325 that showed the response of the students in learning speaking by using poster media was very positive.

### 3. The Analysis of Interview

Interview was conducted on Thursday, March 8 2018 at 10.30 am. The writer asked seven questions to teacher to get the data for the second research question this study. The writer asked seven questions to teacher to get the data to answer the second research question in this study. Based on the data collected through short interview, it can be concluded that there were some obstacles faced by the teacher in the use of poster media in improving speaking. The obstacles are found from each questions of interview.

The first question is "what mistakes are often made by the students in speaking?". Based on the teacher's answer, the writer concluded that the common mistakes in speaking is in grammar and pronunciation.

The second question is "why students make mistake in speaking?". The teacher said that the mistakes were made by the students because they have lack of vocabulary and inappropriate words in pronouncing the words. This obstacle caused a serious problem to the student to speak English effectively. However, this situation is common for the English beginner.

The third question is "what are the obstacles faced by the students in learning speaking?". The teacher agreed that pronunciation is the most difficult problem faced by the students. Especially in homophone; the word that has similar pronunciation, but different in writing and meaning. For example the word *"eleven"* becomes *"elephant"*. This word is confusing and it is sometimes wrong to pronounce.

The fourth question is “what are major difficulties faced in teaching speaking?”. The teacher mentioned that the students faced lot of difficulties in expressing their idea, because of limited vocabulary. The teacher should encourage the students to improve their vocabulary in order to be better in speaking. Speaking is a communication process using a language, it will be difficult to communicate if the student are not confident in pronouncing and using the words.

The fifth question is “what are the obstacles faced by the students in learning speaking by using poster media?”. The teacher said that the students made many mistakes because they have insufficient knowledge about grammar, pronunciation, lack of vocabulary when they expressed their idea in speaking. This problem made the students difficult to deliver their idea independently. However, some students were easy to understand the instruction in poster media because they had good English ability but some not. When they saw the poster, some of the students quickly understood because they mastered vocabularies.

The sixth question is “are the poster media influencing student to speak English?”. According to the teacher, poster is good, the positive thing is the students can easily understand the topic and they can understand information quickly because they can see pictures.

The last question is “does poster media help students to improve speaking?”. According to the teacher, poster media helped the students very much in speaking, because the student looked what were on the picture and then

analyzed them and they constructed the idea and explained the words. It is relatively easy and then they could have ideas to explained in the words.

**B. Discussion**

The writer can take the discussion that almost all of the student like to learn English through poster and assumed that poster is the right to enrich the vocabulary by sharing each other. Students' responded positively toward the application of poster media in English language teaching and poster can make them get more motivation. It was proved by the data obtained from questionnaire; they totally selected the options of strongly agree and agree on the questionnaire sheet that the media have important role or good way to improve their basic competence and enrich their vocabulary in speaking.

Poster can make a class situation more alive since the poster media can interest students and attract students' attention. Poster media as a media is surely shows the real effectiveness, because it can help the students in improving their speaking ability. Thus, poster media in the speaking classroom is motivating and immensely interesting, that finally can best attract the students and promote their communication. By using poster media the students can be more creative and fun in learning, especially in learning speaking.

The use of poster media in teaching learning process was understandable and going well. The students were attentive and involved actively in the learning process. Both the teacher and the students had built a good interaction during the teaching learning process by using poster media. Poster media help students to be

brave to speak and express their ideas so they became more confident, creative, and, motivated in learning speaking. Therefore, their speaking skill can be improved.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

## A. Conclusions

Based on the explanation of result and discussion, this chapter highlights several points from this research:

1. The use of poster media could improve the second year students of MTsN 2 Banda Aceh in learning speaking.
2. This poster media in the classroom is suitable as a medium to improve the speaking ability for the beginner. The media which serves an interesting material like the colorful picture to teach vocabulary and speaking also improve the students' speaking ability.
3. The students responded positively toward the use of poster media in speaking and students become more interested, motivated, active, and creative in learning by using poster media. Therefore, the use poster media in teaching is suitable to improve their speaking skill and develop the ability of speaking and the students' score increased after learning speaking by using poster media.
4. The students responded positively toward the use of poster media. It was proved based on the data obtained from questionnaire and observation; they totally selected the options for Strongly Agree and Agree on the questionnaire that poster has the important role or good way to improve their speaking ability.

5. There were four phases related to the way of the teacher used poster media in improving students' speaking ability, they are preparation, opening, core activity, and closing. All about these were successfully done by the teacher.
6. Eventhough the teacher successful to use poster media in improving students' speaking ability, the students still had problems about grammar and pronunciation because they are the beginner learning English.

## B. Suggestions

In the end of the research, the writer would like to give some suggestion as follows:

1. The teacher should use poster in teaching speaking, poster is a effective way to be implemented in English classroom especially which focus on speaking as part of interaction. What a teacher only need is creativity in implementing the method.
2. The students' should be more active and creative in enriching their speaking ability.
3. The school has to provide poster media as the facilities that can help the teacher to do interactive teaching-learning process to develop the students aware in learning English.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**
**Nomor : B- 3546/UN.08/FTK/KP.07.6/03/2018**
**TENTANG**
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. UndangundangNomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
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5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
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Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 07 April 2017

**MEMUTUSKAN**

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-4183/UN.08/FTK/KP.07.6/04/2017 tanggal 25 April 2017

Menunjuk Saudara:
1. Dr. Muhammad AR, M.Ed — Sebagai Pembimbing Pertama
2. T.Murdani, S.Ag M.IntlDev — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

| | | |
|---|---|---|
| Nama | : | **Sausan Ulva** |
| NIM | : | **231324272** |
| Program Studi | : | **Pendidikan Bahasa Inggris** |
| Judul Skripsi | : | **The Use of Poster Media in Improving Students' Speaking Ability (A Case Study at MTsN 2 Banda Aceh)** |

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2017/2018

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 26 Maret 2018
Rektor
Dekan,

**Muliburrahman**

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1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
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omor : B- 2110 /Un.08/TU-FTK/ TL.00/02/2018 20 Februari 2018
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Menyusun Skripsi

Kepada Yth.

Di -
Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

| | |
|---|---|
| N a m a | : Sausan Ulva |
| N I M | : 231 324 272 |
| Prodi / Jurusan | : Pendidikan Bahasa Inggris |
| Semester | : X |
| Fakultas | : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam. |
| A l a m a t | : Jl. Tgk. Chik Dipineung I, Komp. Villa Citra Banda Aceh |

Untuk mengumpulkan data pada:

**MTsN 2 Banda Aceh**

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

**The Use of Media Poster in Improving Students' Speaking Ability (A Case Study at MTsN 2 Banda Aceh)**

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

**An. Dekan,**
**Kepala Bagian Tata Usaha,**

**Drs. Said Farzah Ali**

BAG.UMUM BAG. UMUM

*Kode* 6385

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KANTOR KEMENTERIAN AGAMA KOTA BANDA ACEH
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| NSM | 1 | 2 | 1 | 1 | 1 | 1 | 7 | 1 | 0 | 0 | 0 | 2 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|

**SURAT KETERANGAN**
**Nomor : B-181/Mts.01.07.2/TL.00/04/2018**

Kepala Madrasah Tsanawiyah Negeri 2 Banda Aceh, dengan ini menerangkan bahwa :

| | |
|---|---|
| Nama | : SAUSAN ULVA |
| NIM | : 231324272 |
| Program Studi | :. Pendidikan Bahasa Inggris |

Benar yang namanya tersebut di atas telah mengadakan penelitian pada MTsN 2 Banda Aceh tanggal 28 Februari s/d 8 Maret 2018 dalam rangka memenuhi persyaratan bahan penulisan Tesis sebagai salah satu syarat untuk menyelesaikan Studi pada Universitas Islam Negeri Ar- Raniry Darussalam-Banda Aceh dengan judul :

**"THE USE OF POSTER MEDIA IN IMPROVING STUDENTS' SPEAKING ABILITY**
**(A Case Study at MTsN 2 Banda Aceh)"**

Demikian surat keterangan penelitian ini dibuat, agar dapat dipergunakan sebagaimana mestinya.

Banda Aceh, 3 April 2018
Kepala

Drs. Ihsan, M.Pd
NIP. 19690208 199403 1 003

**Appendix 1**

Observation sheet of teacher's performance in teaching English by using poster media.

| Phase | Items | Yes | No |
|---|---|---|---|
| Preparation | Learning curriculum and syllabus | | |
| | Macthing the basic competences with approriate poster media | | |
| | Preparing the poster media | | |
| | Checking the electricity available | | |
| | Bringing the poster media to the class/put the poster media on the place | | |
| Opening | Explanation of the poster media that will use | | |
| Core-Activity | Systematic in using poster media | | |
| | Student's question about poster media | | |
| | Student-centered in learning process while using poster media | | |
| | Good interaction in using poster media | | |
| | Stick figure on the board | | |
| | Cognitive-affective-psychomotor of the student in using poster media | | |
| Closing | Summarization of using poster media | | |
| | Motivation/moral value of using poster media | | |
| | Giving homework | | |

| NO. | RESPONDED ASPECT | RESPOND | | | | AVERAGE | STUDENT RESPONSE |
|---|---|---|---|---|---|---|---|
| | | SA | A | DA | SDA | | |
| 1 | Poster media is a new method for the students | | | | | | |
| 2 | Poster media is appropriate to be used in teaching speaking | | | | | | |
| 3 | By using Poster media, the learning process became more interesting | | | | | | |
| 4 | By using Poster media the students became more enthusiastic in speaking. | | | | | | |
| 5 | By using Poster media, the students became more motivated in learning speaking. | | | | | | |
| 6 | By using Poster media, the students became more confident in speaking. | | | | | | |
| 7 | By using Poster media, the students could express their idea easily. | | | | | | |
| 8 | After learning speaking by using Poster media, the students' speaking ability was improved. | | | | | | |
| 9 | Learning speaking by using Poster media could improve the students' vocabulary. | | | | | | |
| 10 | Learning speaking by using Poster media could improve the students' pronunciation. | | | | | | |
| 11 | By using Poster media, the students' grammar in speaking was better. | | | | | | |
| 12 | Poster media is interesting. | | | | | | |
| 13 | By using Poster media, speaking became easier. | | | | | | |
| 14 | The students faced some obstacles/difficulties in learning speaking by using Poster media. | | | | | | |
| 15 | The using Poster media, the teacher could direct the learning instructions and express the materials. | | | | | | |
| 16 | By using Poster media, the materials could be understood easily by the students. | | | | | | |
| 17 | By using Poster media, the atmosphere of the classroom became more comfortable. | | | | | | |
| 18 | The teacher had implemented Poster media well. | | | | | | |
| 19 | By using Poster media, the students became more creative in speaking. | | | | | | |
| 20 | After learning speaking by using Poster media, the students' were motivated to learn speaking at home. | | | | | | |

**Appendix 3**

## INTERVIEW

The additional data needed to enrich writer elaboration is the result of interviewing the English teachers.

**Interview for the English Teacher**

1. What mistakes are often made by the students in speaking?
2. Why students make mistake in speaking?
3. What are the obstacles faced by the students in learning speaking?
4. What are major difficulties faced in teaching speaking?
5. What are the obstacles faced by the students in learning speaking by using poster media?
6. Are the poster media influencing student to speak English?
7. Does poster media help students to improve speaking?

# AUTOBIOGRAPHY

## A. Personal Identity

| | |
|---|---|
| Name | : Sausan Ulva |
| Place/Date of Birth | : Lhokseumawe, 18 of December 1994 |
| Religion | : Islam |
| Nationality | : Indonesia/Acehnese |
| Marital Status | : Single |
| Occupation | : Student |
| Address | : Jl. Malahayati No. 31 Komplek Bukit Panggoi Indah Lhokseumawe |
| HP/E-mail | : 0823 6295 6194/Sausanulfa@gmail.com |

## B. Parents Identity

| | |
|---|---|
| Father's Name | : Drs Yusrizal Abdullah |
| Occupation | : Ex Civil Servant |
| Mother's Name | : Rahmizah A. Thaleb |
| Occupation | : Civil Servant |
| Address | : Jl. Malahayati No. 31 Komplek Panggoi Indah. Lhokseumawe |

## C. Educational Background

| | | |
|---|---|---|
| a. Elementary School | : SD 3 Negeri Lhokseumawe | (2001-2007) |
| b. Junior High School | : MTsN Lhokseumawe | (2007-2010) |
| c. Senior High School | : SMA 1 Negeri Lhokseumawe | (2010-2013) |
| d. University | : UIN Ar-Raniry | (2013-2018) |

## D. Organization Background

a. Turun Tangan Aceh Community

Banda Aceh, June, 30th 2018

Sausan Ulva