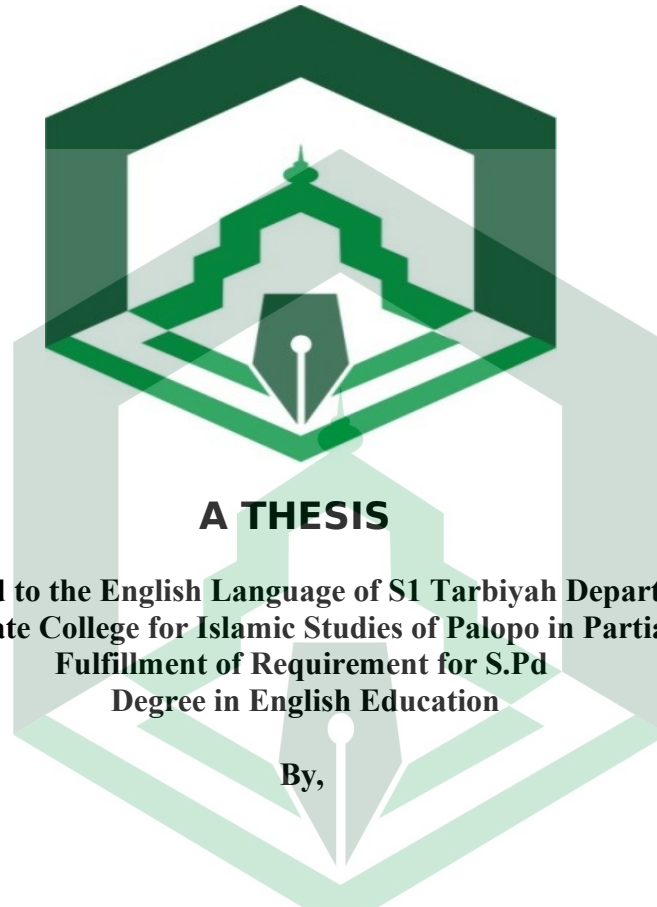


**UPGRADING STUDENTS' SPEAKING SKILL BY USING
POSTER AT THE ELEVENTH GRADE OF MA PESANTREN
MODERN DATOK SULAIMAN PUTRI PALOPO**



A THESIS

**Submitted to the English Language of S1 Tarbiyah Department
Of State College for Islamic Studies of Palopo in Partial
Fulfillment of Requirement for S.Pd
Degree in English Education**

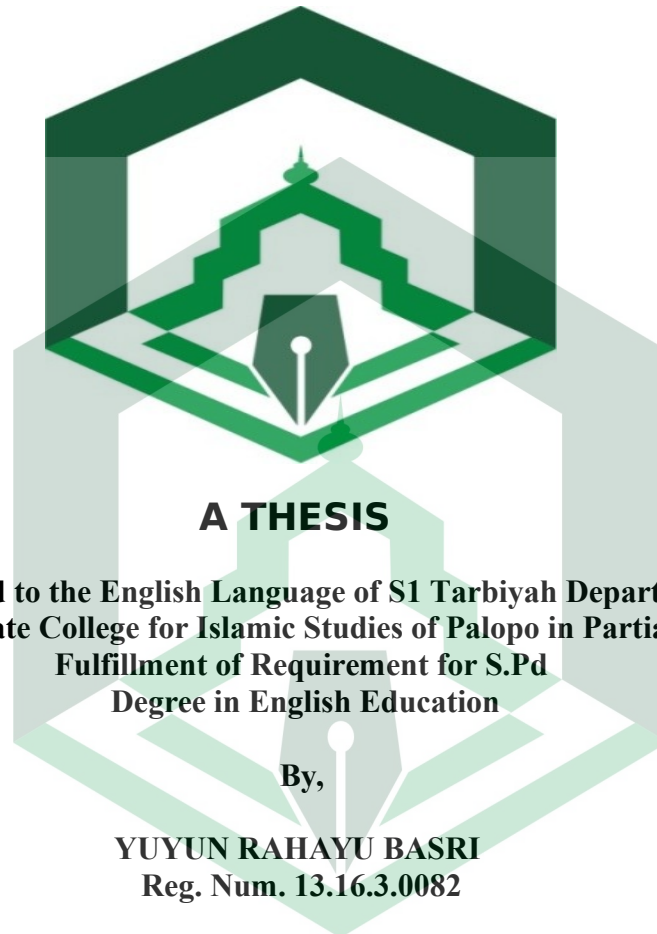
By,

**YUYUN RAHAYU BASRI
Reg. Num. 13.16.3.0082**

IAIN PALOPO

**ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING
FACULTY THE STATE INSTITUT FOR ISLAMIC STUIDES (IAIN)
PALOPO 2017**

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Under The Supervision

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**ENGLISH STUDY PROGRAM TARBIYAH AND TEACHER TRAINING
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ABSTRACT

YUYUN RAHAYU BASRI, 2017.“Upgrading Students’ Speaking Skill By Using Poster at The Eleventh Grade of Pesantren Modern Datok Sulaiman Putri Palopo”. A Thesis of English Education Department, Faculty of Tarbiyah and Teacher Training State Islamic Institut of Palopo. Pembimbing : (1) Dr. H. Dahlan M.Hum (2) Wahibah, S.Ag., M.hum.

Key Words : *Speaking and Poster*

This research aimed to find out students’ speaking competence. The are two research questions of the research consisted of how is the use poster effective to improve speaking skill at eleventh grade of MA Pesantren Modern Datuk Sulaiman Putri Palopo and what is the students’ response in the use of poster media in learning at the eleventh grade of MA modern pesantren datuk sulaiman putri palop by using the questionnaire . The objective of the research the are two is what speaking skill by using poster at eleventh grade MA Pesantren Modern Datuk Sulaiman Putri Palopo upgrading the students and to know the students’ response in the use of poster media in learning at the eleventh grade of MA modern pesantren datuk sulaiman putri palopo. This research used Experiment Method; the target of this research is Pesantren Modern Datuk Sulaiman Putri Palopo. The procedure of the in this research there are six meeting. the first meeting is pree-test, the second until four meeting is treatment and the last meeting is post-test.

The result of this research is Using educational poster media is effective to improve the students’ ability in speaking skill at the eleventh great IPA¹ students of MA Pesantren Modern Datuk Sulaiman Putri Palopo. It is proved by calculating the difference of both tests (per-test and post-test) by using test. Analysis was the result of t-test (14,808) and t-table (2.064). It means that there is significant difference between students’ ability before and after giving treatment. It could conclude that using educational poster media can improve students to speak.

Having analyzed the result of students’ response toward this media applied by the researcher in this research, the data shows that many students chose positive choices in all the statements. It shows that the students gave positive response to this media. Based on the data, the researcher concluded that the students at the eleventh grade IPA¹ of MA Pesantren Modern Datuk Sulaiman Putri Palopo were interested in learning speaking through using poster media.

CHAPTER I

INTRODUCTION

A. Background

English as international language which has an important role in this globalization era. It is a key to open the world of scientific and technical knowledge, which is needed for economic and political development of many countries and it is also a top requirement of those seeking job applicants who master either active or passive English are more favorable than those who do not. From that fact, it is obvious that everybody needs to learn English.¹

There are four skills in language namely, listening, reading, writing, and speaking. Speaking is one of the skills that should be paid much attention by the students, if they will interact to another people in their surrounding more over if they want to talk to foreigners. Speaking is difficult for foreign language learners because effective oral communication requires, the ability to use the language appropriately in social interaction.²

¹ Hasriani, *Improving Students' speaking skill Through debating Activity At The Eleventh Grade Of SMA Negeri 2 Palopo*, (Palopo: Sekolah Tinggi Agama Islam Negeri, 2009), p.1.

² Jack C. Richards and Willy A. Renandya, *Methodology In Language Teaching* (Ed. I; New York: Cambridge University Press, 2002), p.204.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical educational, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or requesting time off from work), can be identified and charted for example, when a salesperson asks "May I help you?" the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*linguistic competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*).

The reason for using Poster as a medium is to give students more opportunities in speaking during the allocated time. Researchers took the initiative to use the poster media because of the conformity with the curriculum applied in the eleventh grade high school that students are able to express or express opinions and adapt easily. In terms of materials and designs very flexible applied to students, they are more confident express

opinion, and able to correct the spoken word spoken when feeling what is said wrong. Poster is not just a picture but has a combination of Color, meaning and message so it is very influential and inspiring for everyone who sees or reads it. Researchers more easily explain the moral messages that can be motivated to make them more active and creative learning. Then one of them exposed the poster they observed afterwards his friends asked questions according to what had been said. So, the students in the class are active in the task and besides they are actively questioning.

After researchers conducted observations in the school at the eleventh grade of MA Pesantren Modern Datok Sulaiman putri Palopo, on Wednesday april 19th 2017, the researcher found some difficult problem express idea orally (limited) and limited of grammar (grammar) so difficult to speak correct word, and pertained to intermediate standard level (Lower) can be connected either on a particular topic is still problematic for other topics, still contains some problems on vocabulary, grammar and pronunciation.

So they use non-standard phrases when composing words into a sentence using English. For example: this poster does have many colors and the drawings are very interesting. It should be, this poster is very interesting, has a unique color combination.

B. Problem Statement

Base on the previous beckground, the researcher proces the problem as follows :

1. Is the use of poster effective to improve speaking skill at the eleventh grade of MA Pesantren Modern Datok Sulaiman Putri Palopo ?

2. What is the students' response in the use of poster media in learning at the eleventh grade of MA modern pesantren datok sulaiman putri palop by using the questionnaire ?

C. Objective of the Research

1. The objective of the research is what speaking skill by using poster at eleventh grade MA Pesantren Modern Datok Sulaiman Putri Palopo upgrading the students'.
2. To know the students' response in the use of poster media and learning at the eleventh grade of MA pesantren moderen datuk sulaiman putri palopo.

D. Significance of the Research

This research was hopefully useful to help the teacher and the students in teaching and learning process, theoretically and partically.

1. Theoretically
The result of this study may provide many new insights in studying speaking skill especially about teaching speaking using the posters educational.
2. Practically
 - a.) For the School
The result of the study will be useful for the school to develop the quality of teaching learning process in focusing those processes on students' activity.
 - b.) For the Teachers

This study is expected to be worthwhile for the English teachers in enhancing their strategies in teaching and learning process.

c.) For the Students

Using posters educational, the students will be able to speak in English well so that speaking skills are not difficult anymore to do it.

d.) For the Researchers

The result of the study is expected to help the next researchers to find out an interesting medium in teaching speaking.

E. Scope of the Research

This research is limited only in teaching students the expression asking and giving opinion of poster at the eleventh grade MA Pesantren Modern Datok Sulaiman Putri Palopo.

F. Operational Definition

Based on the title is “UPGRADING STUDENTS’ SPEAKING SKILL BY USING POSTER AT THE ELEVENTH GRADE OF PESANTREN MODERN DATOK SULAIMAN PUTRI PALOPO”, the researcher give definition as follow:

1. Poster is one of the media publications consisting of text, images or a combination between them with the aim of providing information to the general public. Poster usually installed in public places are considered strategic, such as schools, offices, markets, malls and

other crowded places. Information presented in the poster invites the public generally.

2. Upgrading is to improve the quality or usefulness of something, such as a machine or a computer program, or give a person a more important job or state that their job is more important it was in the past: It's very simple to upgrade the indexing software.
3. Speaking skill is one of skill that should be paid much attention by the students, if they will interact to another people in their surrounding more over if they want to talk to foreigner.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

In writing this thesis the researcher finds some researcher related which make the researcher eager to the, those are:

1. Nurhayati Usman she conducted about the improving students' speaking skill at the tenth year of Pesantren Moderen Datok Sulaiman Putri Palopo through Language Community (LLC). She concluded that joining Language Learning Community (LLC) can improve students' English Speaking skill at Pesantren Moderen Putri Palopo.³
2. Khaeruddin in his thesis under the title of improving students' speaking skill through group investigation method at the third semester of English Department STAIN Palopo found that through investigation method, the students' have many chance to find out the truth of the topic⁴
3. Siti Rahma in her thesis under the title is "the effectiveness of poster presentation in teaching speaking to seventh graders of MTS NW

³ Nurhayati Usman, *Improving students' Speaking Skill at the Tenth Year of pesantren Moderen Datok Sulaiman Palopo Through Language Learning Community*, (Palopo, STAIN Palopo 2008).p,73

⁴ Khaeruddin, *Improving students' speaking skill through group investigation at the third semester of English Department STAIN Palopo (Palopo :STAIN PALOPO, 2010).P,59*

Ketangga in the school year 2013-2014. She states that there are any improvement of the student's speaking skill after give treatments through poster presentation⁵.

Based on previous study about, the researcher concluded that there are some differences and similarities of those previous studies :

1. The similarity of the researcher with Nurhayati Usman is improving students' speaking ability and its differences Nurhayati Usman with the researcher is Nurhayati Usman using Language Community (LLC) and the researcher using poster.
2. The similarity of the researcher with Khaeruddin in improving students' speaking ability. And its differences Khaeruddin using group investigation method and the researcher using posters.
3. The similarity of the researcher with Siti Rahama is improving speaking skill and its differences Siti Rahma using poster presentation and the researcher using environment poster.

B. Speaking.

1. Theory of Speaking

Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.⁶

According to Jack. C. Richard and Willy A. Renandya, speaking is used for many different purpose and each purpose involves different skill. For example, speaking is used to make social contact with people, when we

⁵ Siti Ramah, *The effectiveness of poster presentation in teaching Speaking to seventh graders of MTS NW Kenanga in the school year 2013-2014.*

engage in discussion with someone. In other hand, the purpose may be to seek or express opinions or to describe thing to complain about peopel's behavior.⁷

According to Wilson defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". It means that the main objective of speaking is for communication. In order to express effectively, the speaker should know exactly what he/she wants to speak or to communicate, he/she has to be able to evaluate the effects of his/her communication to his/her listener, he/she has to understand any principle that based his speaking either in general or in individual.⁸

⁶ Jack C. Richard and Willy A.. Renandya, *Metodhology in Language Teaching* , (New York: Cambridge University Press),p. 200

7

Ibid.,p.201

8

Wilson, S. 1983. *Living English Structure*. London: Longman. [Get the Book Here](#).

Based on the above statement the researcher concludes that Speaking is one of the activities that must be mastered to develop ideas in English so as to bring up the ideas to be conveyed, and have adequate vocabulary, know the structure of the language, knowing the correct way of pronunciation, and have confidence Self to speak.

2. The Problem of Speaking

According to Brown, there are some characteristics of difficulties of speaking can make oral performance easy as well as in some cases difficult.

a. Clustering

Fluent speech is phrasal. Not word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

b. Performance

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually to be pause and hesitate.

c. Colloquial Language

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

d. Interaction

Learning to produce forms of language is a vacuum without interlocutors rob speaking skill of the richest components: The creativity of conversational negotiation.⁹

3. How to Learn to Speak Language

Rivers states that we learn to speak a language by speaking. Others teachers persuade themselves that if they speak the new language exclusively in the classroom the students will, at home time, begin to speak it fluently too; this is justified by the argument that the students now have to the opportunity to learn speak a second or a third language as they learned their native as a child. This reasoning ignores the fact that little children learn to speak their language by continual parroting for most their waking hours, frequently using incorrect forms, that they are continually being spoken to, often in specially adapted language, and uttering comprehensible speech enable them to gain things for which they feel a great need (physical satisfaction or their parents attention and praise). Students a new language will not learn to speak fluently merely by hearing speech in class, although this is most important for familiarizing them with accepted forms and the flow of authentic speech, as well as for giving them practice in the receptive side of communication teachers will need to give their students many opportunities to practice speaking. They will need to use their imagination in devising situations which provoke the use of language in the

expression of the students own meaning. Even the student has very limited resources on which to draw. From this early experiments with the language, students become aware of the extraordinary potentiality for the creation of new meanings that recombination and rearrangements of language elements provide.¹⁰

The active practice of speech can not be left to a “later stage” when students presumably “know the language” from the dissection and reassembling of the written language. By this time, many students will have developed certain inhibitions about making strange sounds in public, and will find it difficult to express themselves orally in the complex form of the literary code they have been taught. Students should be given the opportunity, throughout their period of language study, to develop ever greater skill encoding their thoughts in ever more complicated structural patterns of the new form of speech and in consolidating the muscular control involved in the acceptable production of sound sequences. Prolonged practice they require in working with the code must not be delayed. For this reason, speaking the language should be a natural activity from the most lesson.

4. Characteristics of a Successful Speaking Activities

Penny Ur stated that there are four characteristics of speaking activities

, as follow:

- a. Learner to talk

As much as possible of the period or time allocated to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up by teacher talk or pauses.

b. Participation is even

A minority of talkative participants does not dominate classroom discussion, all get a chance to speak, and contributions are evenly distributed.

c. Motivation is high

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

d. Language is of an acceptable level
Learners express themselves in utterances that are relevant. Easily comprehensible to each other and acceptable level of language accuracy.¹¹

5. Types of Classroom Speaking Performance

There are six aspects of classroom speaking performance that students are expected to carry out in the classroom:¹²

1. Imitative

A very limited portion of classroom speaking time may legitimately be speech generating – human tape recorder speech, where,

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Penny Ur, *A Course in Language Teaching, Practice and Theory*, (Great Britain: Cambridge University Press, 1996), p.21

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Ibid., pp 271-274

for example, learner practice an intonation contour or try to pointid a certain vowel sound. Imitation of this kind is carried out it the purpose of meaningful interaction, but for focusing on some particular element of language form.

2. Intensive

Intensive speaking goes beyond imitative to include any speaking performace that is desiged to paractice some phonological or aspect of language. Intensive speaking can be self initiated or it can even from part of some pair work activity, where learners “going over” certain forms of language.

3. Responsive

A good of students speech in the classroom isresponsive short replies a teacher or student. Initiated questions or comments. Such speech can be meaningful and autentic.

4. Transactional (dialogue)

Conveying or exchanging specific information is an extended form of responsive language .

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous was interpersonal dialogue, carried out more for the purpose of maintainin social relationship than for the transmission of fact and information . Learners would need to learn how such features as the relationship between interlocutor, casual style, and sarcasm are coded linguistically in this conversation .

6. Extensive (monologue)

Students at intermediate to advanced levels are called on to give extended monologues in the from of oral reports summaries of perhaps short speeches.

6. Aspects of Assessing Speaking Skill

According to Brown, there are five aspects of assessing speaking skill such as conversational discourse, teaching pronunciation, accuracy, and fluently.¹³ In other view, Rasyid and Hafsa J. Nur divide speaking skill into two features, firstly is competency features that consists of fluency and accuracy. Second is a performance feature that consists of content and interaction.¹⁴

Based on statement above, the speaking skills are divided into three main components, as follows:

a. Accuracy

Accuracy is the ability in using target language clearly intelligible pronunciation particular grammatical and lexical and accuracy. Brown said that achieved to some extent by allowing students to focus on the element of phonology grammar discourse in the spoken output.

b. Fluency

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H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (second Edition San Francisco State University : Longman, 2001), p.267-269.

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Muhammad Amin Rasyid and Ahmad J. Nur, *Teaching English as a Foreign Language (TEFL) in Indonesia*, (Ujung Pandang : Departement of English Education, 1997), p.198

Fluency is ability to produce what one wishes to say smoothly and without undue hesitation and searching.¹⁵ Speaking without to great and effort with a wide ranges expression in the past researcher. Rasyid and Nur found that in the students' speaking skill, they were fairly fluent interaction with speak of 75-89 words per minute with no more than 3 false and repetition and not more than 7 fillers words per 100 words.

c. Comperehensibility

Comperehensibility is the ability to understand quite well to the topic nomination with considerable and rephrasing.

Comprehension is exereseise to improve and undarstanding.

Based on the opinion above, the reseacher concludes that comprehensibility is one criterion of the speaking assessment which focus on how far are the speakers are able to understand what their interlocutors mean when perfoming speaking. After knowing the some criteria of speaking assesment by the opinion above, it will be easier for researchers to conduct the speaking assessment of this reseacherch in other to data collected.

7. Principles for Teaching Speaking

Speaking is an especially difficult for forigen language learners because effective oral communication requires the ability to use language appropriatcly in social interaction .

There are five principles for teaching speaking as follows:

- a. Be aware of differences between second language and foreign language learning context.
- b. Give students practice with both fluency and accuracy.
- c. Provide opportunities for the students to talk by using group or pair work, and limiting teacher talk.
- d. Plan speaking tasks that involve negotiation for meaning.
- e. Design classroom activities that involve guidance and practice in both transactional and international speaking.

8. Strategies For Upgrading Speaking Skill

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students' speaking strategies using minimal response, recognizing scripts, and using language to talk about language, that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn using Minimal Responses.

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and others responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

- c. Using Language to Talk About Language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them misunderstanding and the need for clarification can occur in any type of interaction, whatever the participant's language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By using encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.¹⁶

9. Asking and Giving Opinion

Our opinion about something is what we think or believe about it. In communication sometime we need someone's opinion to overcome our problems since we feel difficult to solve.

Below are some expressions we can use to ask someone's opinion and give our opinion to someone else. We will need to use these expressions in a

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discussion activity. For the information about Expression of Asking and Giving Opinion:

Asking Opinions:

What do you think of ...?

What are your views?

What is your opinion?

Is it right what I've done?

What about ...?

How about ...?

What are your ideas?

Do you have any thoughts on that?

How do you feel about that?

Giving Opinions:

In my opinion ...

I think

I think we should giving many cance for imagine

I don't think we need one.

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I agree that the posters can provide a motivation every one who sees it.

I do not agree that the poster media does not get people interested to see it.

In my opinion, educational poster is the best poster I have ever seen.

I feel that it's the right thing to do.

I don't feel that it's such a good idea.

C. Media

1. Defintion Media

Media is as gravis tools, photographic, or electronic to catch, process and rearrange visual information. Definiton of media is the component of learnig source that cant stimulate student in learning . Education Association (NEA) media is a part of things which can be manipulate, see, listen and can be read with instruments which is use approprietly inteachin-process. So, it can influence the effectiveness of instructual program.

Based on the assumption above, the writer defines media as a source in teaching learning process. Through media, teaching learning process and facilitate communication in order to arrive at get instructional aims:

- a. Media can overcome the limited of experience, wich is had by the students.
- b. Media can overcome classroom.
- c. Media can make the direct interaction between students and environment.
- d. Media can result variety observation.
- e. Media can implant the right basic concept, real and realist.
- f. Media can increase new desire and interest.
- g. Media can increase the motivation and stimulate students to study.¹⁷

2. The Function and Useful Media

In teaching learning activities, teaching educational media in general have a utility to overcome barriers in communication physical limitation in the classroom, the passive attitude of student and unify their observation. Media can solve the behavior factor of learning namely internal factor and external factor through one thing or certain event to the students in the class.

The same perception will give desiring and the same experience. As an external factor, media can increase learning efficiency of the students because it has potency and capability to stimulate learning process. While external factor, media can increase desire and interest of students in learning. Using media, students will get more experience. So, their perception and understanding more exact. And it will increase to desiring and new motivation learning.

From the explanation above, can be conclude that media can solve the behavior factor of learning namely internal factor and external factor through one thing or certain event to the students in the class. The same perception will give desiring and the same experience. Contain the usefulness of educational media have been explained by the researcher. Even though we have already aware that there are many uses of using educational media, its receiving and integrating into educational programs going to be late. They explain some the result of research that point out positive effect of using media in learning process. Here the usefulness of educational media :

- a. In explaining subject will be more standard.

- b. The learning process will be interest.
- c. Learning process will be interactive by the applying the learning theory aid the psychology principles which is receive by the students;there will be feedback from the students.
- d. Can minimize time and it will be an able to understand by the students .
- e. The quality of students result after learning can be improve.
- f. The explanation can be given in every situation.
- g. Can improve the positive students attitude toward what they learn.
- h. Teacher role can be large to be more positive.¹⁸

D. Theory of Poster

1. Definition of Poster

The poster is one of the media that consists of a very simple symbol or word symbol, and generally contains a suggestion or prohibition (Depdikbud, 1988: 50).

According to Sudjana and Rivai (2002: 51) the poster exists as a visual combination of powerful design, color and message with the intention of capturing the attention of passers-by but long enough to impart meaningful ideas in his memory. According to Sadiman (2008: 46) suggests that "the poster is not only important to convey certain impressions but he also able to influence and motivate the behavior of people who see it".

According to Sabri (in Musfiquon, 2012: 85) the poster is a depiction shown as a notice, a warning, or an appetizer that usually contains pictures.¹⁹

According to Sri Anitah, 2008: 12 Posters is an image that combines visual elements such as lines, drawings and words that intend to attract attention and communicate the message briefly.²⁰

According to Rudi Susiana and Cepi Riana (2009: 14) explains that the poster is a visual combination of a clear, striking, and interesting with the intention to attract the attention of passersby.²¹

Based on the above opinion, it can be concluded that the media poster in general is a written message either in the form of pictures and writings aimed at attracting the attention of many people so that messages delivered can be accepted by others easily.

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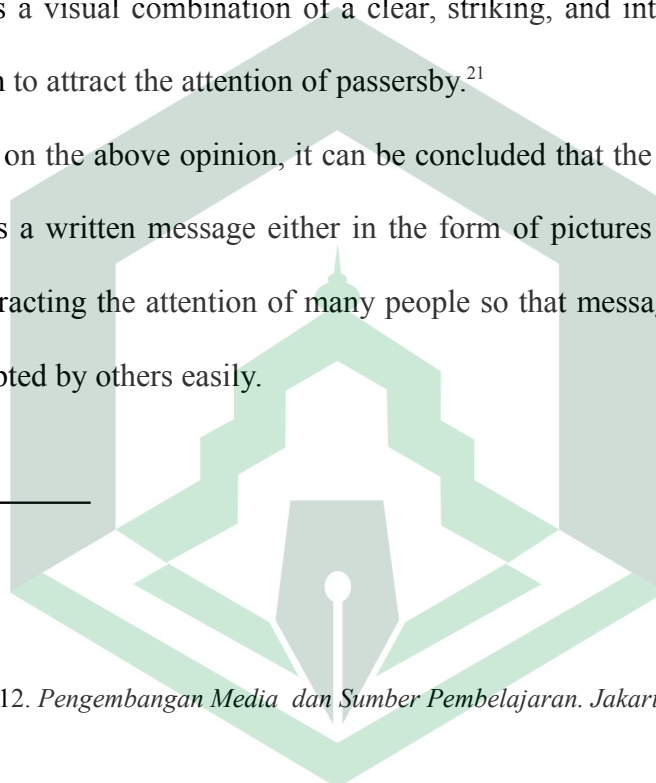
Musfiquon. 2012. *Pengembangan Media dan Sumber Pembelajaran*. Jakarta: PT. Prestasi Pustakarya.

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Sri Anitah. 2008. *Media Pembelajaran*. Surakarta: LPP UNS dan UNS Pers.

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Rudi Susilana dan Cepi Riyana. 2009. *Media Pembelajaran Hakikat, Pengembangan, Pemanfaatan dan Penilaian*. Bandung: CV Wacana Prima.



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Posters are also called placards, paintings or drawings that have been put into considerable attention as a medium for conveying information, suggestions, messages and impressions, ideas and so on (Rohani 1997: 76-77). It can be said Poster or plaque is a work of art or graphic design that contains the composition of images and letters on a large paper. Its application is affixed to the wall or other flat surface with eye-catching attentiveness as strong as possible. Therefore posters are usually made with contrasting colors, attractive and strong designs. Poster can influence people's behavior, attitudes and values to change or do something. The thing that makes the poster has the power to be digested by the viewing person because the poster further accentuates the power of message, visual and color. However, in posters society is more used for the interests of business propaganda, promotion, social and value-investing in the community. For example, posters with themes about smoking prohibited, avoiding drugs, buying domestic products, buying a particular company's products, foster parents' movements, family planning movements, paying taxes, and so on. With a strong visualization and touch, many people are moved to do as it is informed in the poster.

Posters can be a means of advertising, education, propaganda, and decoration. It can also be a copy of a famous work of art. In terms of education Poster there are advantages with the price affordable by a teacher but there are also disadvantages due to two-dimensional media poster, making it difficult to describe the truth. Posters created for education and

education in principle are ideas embodied in the form of simplified drawing object illustrations made in large sizes.

2. Characteristics of Poster

The characteristics of a good poster according to Arief S. Sadiman (in Mushiqon, 2012: 85) are:

1. Simple
2. present one idea and to achieve one ultimate goal
3. colored
4. the slogan
5. the writing is clear
6. motives and writings vary.²²

3. Principles of Poster Media Usage

Basically poster is a media that more emphasize the power of message, visual, and color to can influence behavior, attitude of someone in doing something.

The poster used in education is in principle an idea embodied in the form of simplified and large-size illustrations of drawing objects. The goal is to attract attention, persuade, motivate, or warn of certain key ideas, facts or events.

Using posters for learning can be done in two ways, as follows:

1. Used as part of teaching and learning activities is the poster used by the teacher when explaining a material to the students.
2. Be used outside of learning that aims to motivate students, as a warning, an invitation to do something positive and cultivate social values and diversity.²³

4. The Advantages and Disadvantages of Poster

Advantages and Disadvantages of poster there are some advantages and disadvantages of using poster as media in learning (Geraldine O'Neill and David Jennies', 2012).

a. Advantages of poster

There are several advantages of using poster as media in learning, such as:

1. Poster can be used as an alternative media to develop communication skills.
2. Students enjoy and engage in activities.
3. Make it easy teachers to present the material and facilitate learners in learning.
4. More attention to students.
5. Practical and easy to use.
6. Can be used as a medium to influence student behavior so it gets a positive influence.²⁴

B. Disadvantages of poster

There are several disadvantages of using poster as media in learning, such as:

- 1) Students can be nervous in doing presentation. Students must prepare themselves confidence before doing presentation.
- 2) Time and space. To present the material, students need much time and space to prepare their presentation.
- 3) New to students, need instruction
- 4) Need to have clear criteria for good inter-rater reliability.²⁵

The posters can be created on paper, cloth, wood zinc and the like the installation can be in class, outside of class, in trees, on the roadside and in magazines size up depending on needs.

5. Kinds of Poster

As follow:

- a.) Educational poster
This poster contains a variety of information such as the socialization of education programs of the government. One examples is when the government socializing the 9-year compulsory program. So during the socialization period, there are a lot of posters distributed in various places.



b.) Activity poster

In an effort publication activities, an event organizers usually create a poster containing the event information such information includes common things such as time and place of the event, the theme of the event, along with the images created to attract visitors. Example:



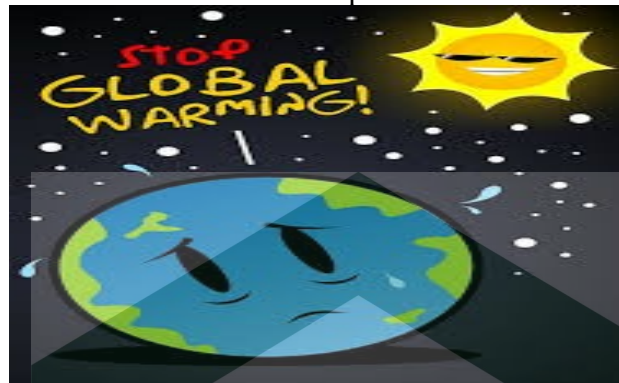
c.) Commercial poster

Poster is the most widely poster on display. Its content is the sentence as well as pictures of product promotion. In Indonesia, one of the we often see is a poster of tobacco products. Example :



d.) Environments poster

Environments poster is a poster that it is the combination of words and pictures with an environmental theme that aims to provide information, urge and invite the general public to love. Protect and preserve the environment. Example :



e.) Service society poster

Poster is a poster with the public service to promoting community service program initiated by the government. One example is the posyandu services. Example:



6. How to Create a Media Poster

In making the poster there are some things we have to consider, among others :

In making a poster there are some things that we should note including:

1. Preparing concepts and words, here there is no technical thing that can be explained, this area is purely creativity.
2. Prepare material for design, usually in the form of photo, image and others. This is important because the poster is focused on these two things.
3. The most important thing in making a poster is an interesting title (Sentence), which will make others interested in reading it, and loading the date is also very important in certain events.

Then in making the poster can be done manually by using tools such as, Paper / Carton, marker color, pencil, ruler etc. And also can be made by using Software that exists in Computer like: Photo Shop, CorelDraw, etc.

But it takes a special skill in making it.²⁶

7. Poster Use of Media in Learning

Using poster for learning can be done in two ways :

1. Used as part of teaching and learning activities, in this case the poster used when teachers explain a matter to the students (poster as medium of learning), as well as students in learning the material using a poster provided by the teacher. Poster used should be relevant to the purpose and material. Poster is provided either by making teachers themselves or buying (use poster that already exist). In use poster mounted on the middle class when needed and relased again after the study is completed. For exaple, teach in its place. Then the teacher put up a poster about the consequences of

littering. Teacher assigns students to observe the poster and then the students were instructed to make arrangements based on the poster.

2. Used outside of learning which aims to motivate students, as warning, invitation, propaganda or solicitation to do something positive and addition of social values and religious. In this case the poster is not used in learning but on display in the classroom or around the school a strategic place to look with less obvious by students. For example a call to diligent saving, always dispose of waste in place ,and others.²⁷

8. Teaching Speaking Using Poster

A poster is as an experiential learning activity that stimulates encourages exploration and integration students with a novel way of demonstrating understanding (Hadrons, 1994, In racher. Cantrell & Wilkie 1998).

In teaching using poster teacher must be creative to make interesting poster as media to make students focus in teaching and learning process. According to Sudjana and Rivan (2002) poster in an instrument function of the tight visual combination that consist of color and message as mean of to complete person attention in a time being for meaning full idea of theirs. It is also called as glue, drawing of picture that is stickled after getting whole benefit or attention as media to driver an information, suggestion, message and guiding, perspective act.(Rohani,1997).

Teaching speaking using poster an interesting way to make learners interesting in teaching and learning process. Teaching speaking using poster makes students talk more very time. Students must prepare themselves confidence before conduct the presentation.

In teaching and learning process the students present the material with interesting performance, they make all describe about poster educational. However, students may not always be aware of what they are learning and experiencing. The teacher has important function to guide the students' consciousness about the concepts and principles underpinning the students' performance. In addition, the teacher has important managerial function.²⁸

9. The Procedure of Teaching Speaking Through Poster

According to Mark Firth (2006), there are some teaching procedures using poster presentations :

1. Make one copy of the assignment sheet and an assessment sheet for each student.
2. The vide students into groups (one group consist of 5 people).
3. Have each student from each group to choose a poster that has been provided by the researchers
4. The student then asked to determine the topic of the posters that have been selected in each group

5. The students were asked to define what the purpose and objectives contained in the poster
6. Ask representative group to write their name and members on topics that they want presented.
7. Ask group to present their poster presentation in front of the class (other students make judgments about their friends presentation and handed to the teacher at the end of the presentation)
8. Ask student's work in the form of posters, will be on display around the room to get an appreciation of the other students.
9. On the day of presentation, post the poster around the room with two groups at each station (you need a ribbon or magnet for this).
10. Have students present to each other, listen to full sheets if you want, and turn.

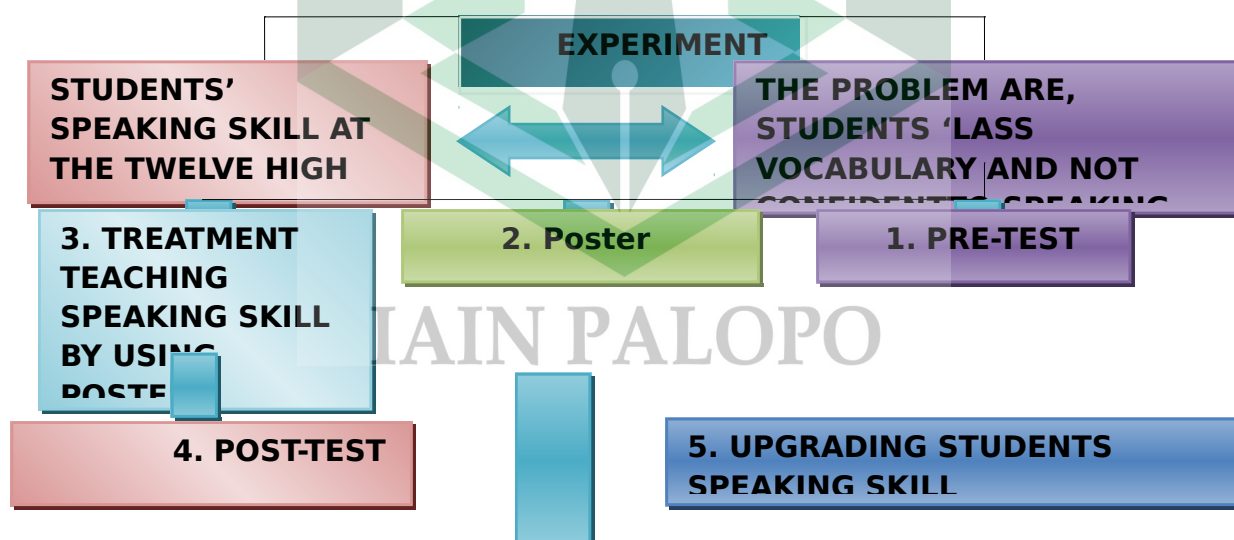
Based on the above procedure, current researchers simulate the teaching procedure by using poster presentation into the following procedure;

- 1) Devide students into groups (one group consist of 5 people).
- 2) Have each student from each group to choose a poster that has been provided by the researchers
- 3) The student then asked to determine the topic of the posters that have been selected in each group
- 4) The students were asked to define what the purpose and objectives contained in the poster

- 5) Ask representative group to write their name and members on topics that they want presented.
- 6) Each group to present their poster presentation in front of the class
- 7) Ask student's work in the form of posters, will be on display around the room to get an appreciation of the other students.

D. The Conceptual Framework

The theoretical framework of this research can be as follows ;



E. Hypothesis

There were to hypothesis of this research , they are :

1. H_0 = There is no significant developments on the students' speaking skill at the eleventh grade students of MA Pesantren

Modern Datok Sulaiman Palopo by Using Poster media.

2. H_a = There is significant developments on students' speaking skill at the eleventh grade students of MA Pesantren Modern

Datok Sulaiman Putri Palopo by Using Poster media.



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CHAPTER III

RESEARCH METHOD

A. Method and Design

1. Method

This research applied a pre-experimental method aims to find out whether by dialect imitation to improve the students' speaking skill .

2. Design

The method that used in this research was pre-experimental research method . The formula as follow :

$$O_1 \quad X \quad O_2$$

Where :

O_1 = Pre-test

X = Treatment

O_2 = Post-test¹

B. Time and Place of the Research

The research conducted at MA Pesantren Modern Datok Sulaiman Putri Palopo, jln. Dahlia, Kec. Wara Timur Kota Palopo. To obtain the data this is used as subject of the research. This research started from april 19th 2017.

C. Variables of the Research

1. Independent variabel was the of poster media using teaching speaking skill the eleventh grade students' of MA Pesantren Modern Datok Sulaiman putri Palopo .

2. Dependent variable was the Upgrading speaking skill of the eleventh grade students' MA Pesantren Modern Datok Sulaiman Putri Palopo.

D. Population and sampling

1. Population

The population of research have taken from the eleventh grade students at MA Pesantren Modern Datok Sulaiman Putri Palopo in 2016/2017 academic year. There were four classes; class XI IPA₁ until XI IPA₄. The total number of students' was 120 students'.

2. Sampling

This research use purposive sampling tehniqe. It chose XI IPA₁ class as sample. Since all of the students at XI IPA₁ . Class have good participation and easy to understand with the lesson so that way the research choose class XI IPA₁. As object. The researcher take all of them as a sample, the number of sample were 25 students.

E. Instruments of Research

In conducting this research, the research used some instrument in collecting data during the process of the research those instruments are :

1. Test : In this case the researcher used oral test to make sure and to find out students' speaking skill in the pre-test, treatment, and post-test by using media educational poster.
2. Questionnaire : In this researcher using questionnaire to find out the response students' against the use of the media poster in learning.
3. Camera : To take the students pictures and video during the speaking class.
4. Relevant images such as monologue script in the from of

benner, posters, or pamphlet.

F. Procedure of Colleting Data

In this research there are six meeting. the first meeting is pree-test, the second until four meeting is treatment and the last meeting is post-test.

1. Pre-test

Before giving some information and explanation about poster, the researcher give pre-test, using poster education for the students to know the students' speaking ability.

2. Treatment

Six meeting the researcher using the same procedure below, but with different topics:

1. Devide students into groups (one group consist of 5 people).
2. Have each student from each group to choose a poster that has been provided by the researchers
3. The student then asked to determine the topic of the posters that have been selected in each group (The topic can be seen in appendicex. See appendices 3).
4. The students were asked to define what the purpose and objectives contained in the poster
5. Ask representative group to write their name and members on topics that they want presented.
6. Ask each group to present their poster presentation in front of the class

7. Ask student's work in the form of posters, will be on display around the room to get an appreciation of the other students.

3. Post-test

After doing treatments, the researcher will give post-test to the students' to find out educational poster is effective to upgrade the students' skill at the eleventh grade of MA pesantren moderen datok sulaiman putri palopo.

G. Procedure of Data Analysis

After collecting data by conducting the pre-test, treatments, and post-test which involve some instruments, the researcher then focused on the data analysis. Therefore, there were some procedures which done by researcher, namely: determining the scoring classification to make the researcher easy to give score to the students, looking for mean score to make the researcher calculate the data collected standard of deviation to know how far was the students deviated in speaking and test of significance to know the final result of the research for these. To analyze the data, the researcher used the following steps:

There are three criteria that resided in speaking skill. These all will evaluate the following making scheme (using a 6-poin scale) as follow :

a. Accuracy

Classification	Score	Criteria
Excellent	6	Pronunciation is only very slightly influenced by the mother-tongue. Two or three minor grammatical and lexical errors.
		Pronunciation is slightly influenced by the

Very good	5	mother- tongue. A few minor grammatical and lexical errors but most utterance are correct.
Good	4	Pronunciation is still moderately influenced by the mother-tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major errors causing confusion.
Average	3	Pronunciation is influenced by the mother-tongue but only a few serious phonological errors. Several grammatical and lexical errors, some which cause confusion.
Poor	2	Pronunciation seriously influenced by mother-tongue with errors causing a break-down in communication. Many “basic” grammatical and lexical errors.
Very poor	1	Serious pronunciation errors as well as many “basic” grammatical and lexical errors. No evidence of having mastered any of the language skill and areas practiced in the course.

b. Fluency

Classification	Score	Criteria
Excellent	6	Speak without too great an effort with a fairly wide range of expression. Searcher for words occasionally but only one or two unnatural pauses.
Very good	5	Has to an effort at times to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
Good	4	Although he has to make an effort and search for words, there are not too many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning. Fair range of

		expression.
Average	3	Has to make an effort for much of the time. Often has to search for the desired meaning. Rather halting delivery and fragmentary range of expression often limited.
Poor	2	Long pauses while searches for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times. Limited range of expression.
Very poor	1	Full of long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. very limited range of expression.

c. Comprehensibility.

Classification	Score	Criteria
Excellent	6	Easy for to understand the speaker's intention and general meaning. Very few interruptions or classification required.
Very good	5	The speaker's intention and general meaning are fairly clear. A few interruption by the listener for the sake of clarification are necessary.
Good	4	Most of what speaker says is easy to follow. His intention is always clear but several interruptions are necessary to help him to

		convey the message or to seek clarification.
Average	3	The listener can understand a lot of what is said, but he must constantly seek clarification. Can not understand many of the speaker's more complex or longer sentences.
Poor	2	Only small bits (usually short sentences and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker.
Very poor	1	Hardly anything of what is said can be understood. Even when the listener makes a great effort or interrupts, the speaker is unable to clarify anything he seems to have said. ²⁹

Looking for mean score and standard deviation the researcher use SPSS 21. Criteria hypothesis of acceptability

$t\text{-test} < t\text{-table}$: Receive null hypothesis

$t\text{-test} > t\text{-table}$: Reject null hypothesis³⁰

using the formula below :

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J.B. Heaton. *Writing English Language test, (New Edition; United states of America: Longman Inc., 1991), p. 100.*

30

Suharsimi Arikunto, *Prosedur penelitian, (cet. IV ; R Cipta, 1997), p. 156*

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

N

Where :

P = The percentage from the students' respond

F = The frequency

N = Number of students.³¹

To see the students' interest in learning English by using dialect imitation, the researcher used questionnaire. Each statement in the questionnaire offer four scales, the scales namely :

- a. Strongly Agree is scored 4
- b. Agree is scored 3
- c. Disagree is scored 2
- d. Strongly Disagree is scored 1³²

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Nurmin Maulana. S, *Developing students' Speaking Skill by Reporting News at the Third Semester English Students of STAIN Palopo (unpublished Thesis, 2014), p. 34.*

32

Subana. *Dasar-dasar Penelitian Ilmiah*, (Bandung; Pustaka Setia, 2005), p. 136

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter the researcher explains about finding and discussion of the data of the teacher. This chapter describes about the result of the research shows the realities and comparing between theory and application in educational institution.

A. Findings of the Research

The findings of the research are showed to describe the result of the data that analyzed statistically. It comprised of the students' score in pre-test, and post-test, classification percentage of students score and standard deviation of the students' pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test .

1. The Analysis Students' Speaking Score in pre-test and post-test.

a. Pre-test

In this section, the researcher shows the complete score of students in speaking ability (accuracy, fluency, and comprehensibility) in pre-test, the mean score and standard deviation of students, and the rate percentage of students' speaking score in pre-test. The researcher presents them in tables and calculates the score by using SPSS 21. For more clearly, at first the researcher would show the complete students' score on speaking ability of accuracy, fluency, and comprehensibility in pre-test. It is tabulates by following table:

Table 4.1

The Score of Students' Speaking Skill in Pre-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluency	comprehensibility	
R1	2	2	1	5
R2	3	2	1	6
R3	1	2	1	4
R4	2	1	2	5
R5	2	2	2	6
R6	2	3	2	7
R7	1	3	2	6
R8	2	2	2	6
R9	2	2	1	5
R10	3	1	2	6
R11	2	2	2	6
R12	3	3	2	8
R13	2	3	3	8
R14	4	2	2	8
R15	3	1	2	6
R16	2	1	2	5
R17	3	2	1	6
R18	4	2	2	8
R19	2	2	2	6
R20	2	1	2	5
R21	3	2	1	6
R22	2	2	2	6
R23	2	2	1	5
R24	1	1	2	4
R25	2	1	1	4
N= 25	ΣX=147			

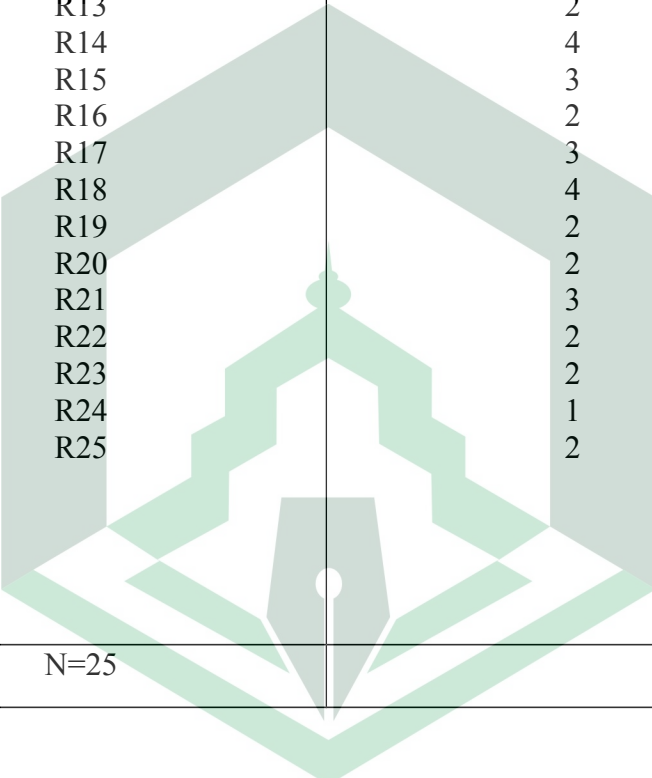
Speaking skill consists of three aspects: they were accuracy, fluency and comprehensibility. So in the section, the researcher would presents and tabulates the mean score of the students' speaking ability one by one through the following tables.

1. Accuracy

Table 4.2

The score of students' Accuracy in pre-test

Respondents	Accuracy
-------------	----------



R1	2
R2	3
R3	1
R4	2
R5	2
R6	2
R7	1
R8	2
R9	2
R10	3
R11	2
R12	3
R13	2
R14	4
R15	3
R16	2
R17	3
R18	4
R19	2
R20	2
R21	3
R22	2
R23	2
R24	1
R25	2
N=25	

For looking in the mean score of students' accuracy in pre-test, the researcher calculates it by using SPSS21. The result was presents into descriptice statistic table as follow:

Table 4.3
The mean Score of students' Accuracy in pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	1.00	4.00	2.2800	.79162

Valid N (lastwise)	25				
--------------------	----	--	--	--	--

From the table 4.3, it shows that the highest score of students were 4 and the lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test were 2,28 and the standard deviation was 0,791S.

In other side, the researcher also had written the students' score of accuracy before give treatment by using poster media and it presents through the table rate percentage scores. The table are shown as follow:

Table 4.4
The Rate Percentage Score of the Students' Accuracy in Pre-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	-
Very Good	71-85	5	-	0%
Good	56-70	4	2	8%
Average	41-55	3	6	24%
Poor	26-40	2	14	56%
Very Poor	≤ 25	1	3	12%
Total			25	100%

Based on the table 4.4 that indicates the students' score in accuracy of pre-test. It shows that there was none of students got excellent (0%) and very good (0%). Besides, there were 2 students (8%) who got good and there were 6 students (24%) who got average. There were 14 students (56%) who got poor and the last there were 3 of students (12%) who got very poor.

Its means that the students speaking skill low.

2. Fluency

Table 4.5

The Score of Students' Fluency in pre-test

Respondents	Fluency
R1	2
R2	2
R3	2
R4	1
R5	2
R6	3
R7	3
R8	2
R9	2
R10	1
R11	2
R12	3
R13	3
R14	2
R15	1
R16	1
R17	2
R18	2
R19	2
R20	1
R21	2
R22	2
R23	2
R24	1
R25	1
N=25	

Looking at the mean score of students' fluency in pre-test, the researcher calculates in by using SPSS21. The result is presents into descriptive statistic table as follow:

Table 4.6
The Mean Score of Students' Fluency in pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	1.00	3.00	1.8800	.66583
Valid N (leastwise)	25				

The table shows that the highest score of students were 3 and the lowest score was 1. Besides, it also indicates that the mean score of

students' accuracy in pre-test were 1,880 and the standard deviation was 0,665.

In other side, the researcher also have written score of the students' fluency before giving treatment by using poster media presents through the table rate percentage scores. The table is showsas follow:

Table 4.7
The Rate precentage Score of students' Fluency in pre-test

Classifications	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Verg Good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	4	16%
Poor	26-40	2	14	56%
Very Poor	≤ 25	1	7	28%
Total			25	100%

The table that indicates the students' score in fluency of pre-test. It shows that there was none of students got excellent (0%) and very good (0%). Besides, there were students (0%) who got good and there were 4 students (16%) who got average. There were 14 students (56%) wo got poor and the last there were 7 of students (28%) who got very poor. Its means that the students speaking skill low.

3. Comprehensibility

Table 4.8
The Score of Students' Comprehensibility in pre-test

Respondent	Comprehensibility
R1	1
R2	1
R3	1
R4	2
R5	2
R6	2
R7	2
R8	2
R9	1

R10	2
R11	2
R12	2
R13	3
R14	2
R15	2
R16	2
R17	1
R18	2
R19	2
R20	2
R21	1
R22	2
R23	1
R24	2
R25	1
R=25	

Looking at the mean score of comprehensibility students' in pre-test, the researcher calculates it by using SPSS 21. The result is presents into the table descriptive statistic as follows:

Table 4.9
The Mean Score of Students' Cenprehensibility in pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	25	1.00	3.00	1.7200	.54160
Valid N (leastwise)	25				

The table shows that the highest score of students' is 2 and lowest score was 1. Besides, it also indicates that the mean score of students' accuracy in pre-test were 1,72 and standard deviation was 0,541.

In addition, the researcher also had written score of the students'comprehensibility before giving treatment by using poster media and it presents through the table rate percentage scores. The table was showed as follows:

Table 4.10

**The Rate Percentage Score of Students' Comprehensibility
in pre-test**

Classification s	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	0%
Verg Good	71-85	5	-	0%
Good	56-70	4	-	0%
Average	41-55	3	1	4%
Poor	26-40	2	16	64%
Very Poor	≤ 25	1	8	32%
Total			25	100%

The table 4.10 that indicates that the students' score in comprehensibility of pre-test. The table shows that there was none of the students (0%) got excellent, very good and good. There was none 1 students (4%) got average. There were also 16 students (64%) got poor and 8 of students (32%) got very poor. The data shows that many students got poor and very good poor in comprehensibility. It can be concluded that most students still had low speaking skill.

b. Post-test

In this area, the researcher made the rate percentage of students' score speaking ability in post-test. The results of the students' score in post-test were presented in the tables. The complete of the students' score speaking ability of accuracy, fluency, comprehensibility in post-test were tabulates as follow:

Table 4.11
The Score of Students' Speaking Skill in the post-test

Respondent	The Aspect of Speaking Skill			Total
	Accuracy	Fluenc y	Comprehensibility	
R1	3	4	3	10
R2	3	3	3	9
R3	3	3	4	10
R4	3	3	3	9
R5	4	4	4	12
R6	4	4	3	11
R7	3	4	4	11
R8	4	3	3	10
R9	4	4	5	13
R10	4	4	4	12
R11	4	4	5	9
R12	4	4	5	13
R13	4	4	5	13
R14	3	4	3	10
R15	3	4	5	12
R16	4	4	5	13
R17	5	4	5	14
R18	4	4	4	12
R19	3	4	5	12
R20	3	4	5	12
R21	4	3	3	10
R22	4	3	3	10
R23	3	4	4	11
R24	3	4	4	11
R25	3	4	4	11
N= 25				$\Sigma X=286$

In the other side, the researcher had classified based on English speaking assessments that consisted of accuracy, fluency, comprehensibility and it was persented through the table distribution frequency and percentage. It shows as follow:

a. Accuracy

Table 4.12
The Score Students' Accuracy in post-test

Respondents	Accuracy
R1	3
R2	3
R3	3
R4	3
R5	4
R6	4
R7	3
R8	4
R9	4
R10	4
R11	3
R12	4
R13	4
R14	3
R15	3
R16	4
R17	5
R18	5
R19	3
R20	3
R21	4
R22	4
R23	3
R24	3
R25	3
N=25	

Looking at the score of students' accuracy in post-test, the researcher calculates it by using SPSS21. The result presents into descriptive statistic table as follows:

Table 4.13
The Mean Score of Students' Accuracy in post-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	3.00	5.00	3.5600	.65064
Valid N (lastwise)	25				

The table shows that the highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' accuracy in post-test were 3,56 and the standard deviation was 0,650.

Besides, the researcher also had written score of the students' accuracy who had been given treatment by using poster educational media and it presents through the table rate percentage score. The table was showed as follows:

Table 4.14
The Rate Percentage Score of Students' Accuracy in post-test

Classification	Score	Rating	Frequency	Percentage
Excellent	86-100	6	-	%
Very Good	71-85	5	1	4%
Good	56-70	4	12	48%
Average	41-55	3	12	48%
Poor	26-40	2	-	%
Very Poor	≤25	1	-	%
Total			25	100%

Based on the table above, the percentage of students' accuracy score in post-test indicates that there was none of the students (0%) got excellent. Besides, it also shows that there was 1 students (4%) got very good and there was 12 of students (48%) got good. There were 12 students (48%) got

average and none students (0%) got poor. And the last there was none of students got very poor. It means students speaking skill was upgrading after treatment.

b. Fluency

Table 4.15
The Score of Students' Fluency in Post-test

Respondents	Fluency
R1	4
R2	3
R3	3
R4	3
R5	4
R6	4
R7	4
R8	4
R9	4
R10	4
R11	4
R12	3
R13	4
R14	4
R15	4
R16	4
R17	4
R18	4
R19	4
R20	4
R21	3
R22	3
R23	4
R24	4
R25	4

Looking at the mean score of students' fluency in post-test, the researcher calculates it by using SPSS21. The result presents into descriptive statistic table as follows:

Table 4.16
The Mean Score of Students' Fluency in Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	25	3.00	4.00	3.7600	.43589
Valid N (leastwise)	25				

The table shows that the highest score of students were 4 and the lowest score were 3. Besides, it also indicates that the mean score of students' fluency in post-test were 3,76 and the standard deviation was 0,435.

The writer also has written score of the students' fluency who had been given treatment by using poster media in presents through the table rate percentage scores. The table shws as follows:

Table 4.17
The Rate Percentage Score of Students' Fluency in Post-test

Classifications	Score	Rating	Frequency	percentage
Excellent	86-100	6	-	0%
Verg Good	71-85	5	-	0%
Good	56-70	4	19	76%
Average	41-55	3	6	24%
Poor	26-40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			25	100%

Based on the table 4.17, the percentage of students' fluency score in post-test indicates that there was none of the students (0%) got excellent. But there was none students (0%) got very good, than there were 19 students (76%) got good and 6 students (24%) got average. The last, it shows that was none of the students (0%) got poor and none of the students (0%) got very poor. It means the students speaking skill was upgrading after researcher give treatment.

c. Conprehensibility

Table 4.18
The Score of Students' Conprehensibility in Post-test

Respondent	Score
R1	3
R2	3
R3	4
R4	3
R5	4

R6	3
R6	4
R8	3
R9	5
R10	4
R11	5
R12	5
R13	5
R14	3
R15	5
R16	5
R17	5
R18	4
R19	5
R20	5
R21	3
R22	3
R23	4
R24	4
R25	4

Looking at the mean score of students' comprehensibility in post-test, the researcher calculates it by using SPSS21. The result presents into descriptive statistic table as follow:

Table 4.19
The Mean Score of Students' Comprehensibility in Post-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest	25	3.00	5.00	4.0400	.84063
Valid N (leastwise)	25				

The table shows that highest score of students were 5 and the lowest score were 3. Besides, it also indicates that the mean score of students' comprehensibility in post-test were 4,04 and the standard deviation 0,840.

Beside the researcher also had written score of the students' comprehensibility who had been given treatment by using poster media and

it presents through the table rate percentage scores. The table shows as follows:

Table 4.20
The Rate Percentage Score of Students' Comprehensibility
in Post-test

Classifications	Score	Rating	Frequency	percentage
Excellent	86-100	6	-	0%
Verg Good	71-85	5	9	36%
Good	56-70	4	8	32%
Average	41-55	3	8	32%
Poor	26-40	2	-	0%
Very Poor	≤ 25	1	-	0%
Total			25	100%

The table 4.20 presents the percentages of students' comprehensibility score in post-test. The table shows that there was none of students' (0%) got excellent. But there were 9 students (36%) got very good and 8 students (32%) who got good. Besides, there were 8 students (32%) got average and there was none of students (0%) got poor and very poor. It means students speaking skill improve after the researcher gave treatment to students.

Besides showing about the mean score mean each subject of speaking skill (accuracy, fluency, comprehensibility) one by one, this research also would present the total mean score and standard deviation of pre-test and post-test, and then compare both of them. The result presents into descriptive statistic table as follows:

Table 4.21
The Mean Score and Standard Deviation of Pre-test and
Post-test Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation

	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
Pretest	25	4.00	8.00	147.00	5.8800	.24028	1.20139
Posttest	25	9.00	14.00	280.00	11.2000	.28284	1.41421
Valid N (listwise)	25						

The table 4.21 indicates that the standard deviation in pre-test were 1,20 and in post-test 1,41. It also shows that mean score of the students in pre-test were 5,88 and the mean score of the students and the mean score of the students in post-test were 11,20. The result of the table above shows that mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that using poster method was effective in teaching speaking.

To know whether the pre-test and post test were significantly different, and also to know acceptability of the hypothesis of this research, the researcher used Ttest analysis and calculates it by using SPSS21. The result could be shown in the table of paired samples statistics, paired sample correlations, and paired sample test. It presents in the following tables:

Table 4.22
The Paired Samples Statistic of Pre-test and Post-test
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	11.2000	25	1.41421	.28284
	Pretest	5.8800	25	1.20139	.24028

The table 4.22 samples statistics of pre-test and post-test above indicates that the value of standard deviation in pre-test are 1,20 and 1,41 in post-test. Besides, the standard deviation error in pre-test was 0,24 and 0,28 in post-test. The table above also shows that mean score in

pre-test were 5,88 and in post-test were 11,20. It concludes that the students' score improved from 5,88 to 11,20.

Table 4.23
The Paired Samples Correlation of Pre-test and Post-test
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 pretest & posttest	25	.064	.762

The table 4.23 paired samples correlations of pre-test and post-test above percented that the correlation of the students ability before and after treatment was 0, 64. It means that there was significant correlation of students ability in teaching speaking by using poster media before and after treatments

Table 4.24
Paired Samples Test

		Paired Differences				T	df	Sig. tail	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	5.32000	1.79629	.35926	4.57853	6.06147	14.808	24	

The Paires Samples Test of Pre-test and Post-test

From the table sample test, the researcher got the data that t_o ($c_{conduct}$) = 14,808 and df (degree of freedom) = 24. According to the Gay the value of $t_t = 2,064^1$. Based on the result, the researcher concluded that t_o ($t_{conduct}$) was higher than t_{table} ($t_{conduct}$), $t_o > t_t$.

$$14,808 > 2,064$$

Related to the result that ($t_o > t_i$) the $t_{conduct}$ was higher than t_{table} that there was a significance difference in teaching speaking before and after using poster media. Because of that, the researcher belived that the using poster media was effective to inprove students' speaking skill at the eleventh class students of MA Pesantren Modern Datok Sulaiman Putri Palopo .

2. Analysis of Poster

To students' response in learning speaking by using poster media, the researcher made posters that consists 6 items. To find out the percentage of students in posters assessment in posters assessment by using the

Formula below:

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

Where :

P = The percentage from the students' respond

F = The frequency

N = Number of students.

The result and the percentage of students' score would be presents by using t able. It would be explains one by one according to the indications of response and it could be seen by following tables:

Table 4.25
Questionnaire no.1

No	Statement	Classification	Frequency	percentage
		Strongly Agree	17	68%
		Agree	8	32%
			-	0%

1.	Anda senang belajar dengan menggunakan metode ini?	Disagree		
		Strongly Disagree	-	0%
		Total	25	100%

Table presents that there were 17 students (68%) chose “strongly agree”. 8 students (32%) choose “agree”. Besides, it shows that score of the students (0%) choose “disagree” and “strongly disagree”. It means the students enjoy in learning speaking using poster media.

Table 4.26
Questionnaire no. 2

No	Statement	Classification	frequency	percentage
2.	Poster media dapat menghubungkan rasa percaya diri anda dalam berbicara di kelas.	Strongly Agree	14	56%
		Agree	11	44%
			-	0%
		Disagree	-	0%
		Strongly Disagree	-	0%
		Total	25	100%

Table presents that there 14 students (56%) choose “strongly agree”. 11 students (44%) choose “agree”, none students (0%) choose “disagree”. Besides, it shows that there was none students (0%) choose “strongly disagree”. It means the using poster media can help students in learning speaking in class activity.

Table 4.27
Questionnaire no. 3

No	Statement	Classification	frequency	percentage
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3.	Kemampuan anda berbicara dalam bahasa inggris meningkat setelah menggunakan media ini	Strongly Agree	18	72%
		Agree	7	28%
		Disagree	-	0%
		Strongly Disagree	-	0%
		Total	25	100%

Table presents that there were 18 students (72%) choose “strongly agree”. 7 students (28%) choose “agree”, none students (0%) choose “disagree”. Besides, it shows that there was none students (0%) choose “strongly disagree”. It means the using poster media gives improvement to students in learning speaking in class activity.

Table 4.28
Questionnaire no. 4

No	Statement	Classification	Frequency	percentage
4.	Poster media memotivasi anda meningkatkan kemampuan berbahasa inggris	Strongly Agree	17	68%
		Agree	8	32%
		Disagree	-	0%
		Strongly Disagree	-	0%
		Total	25	100%

Table presents that there were 17 students (68%) choose “strongly agree”. 7 students (32%) choose “agree”, none students (0%) choose “disagree”. Besides, it shows that there was none students (0%) choose “strongly disagree”. It means the students motivated to improve their speaking using poster media.

Table 4.29
Questionnaire no. 5

No	Statement	Classification	frequency	percentage
5.	Dengan media ini kita dapat belajar speaking dengan mudah dan menyenangkan bersama teman-teman	Strongly Agree	14	56%
		Agree	10	40%
		Disagree	1	4%
		Strongly Disagree	-	0%
		Total	25	100%

Table presents that there was 14 students (56%) choose “strongly agree”. 10 students (40%) choose “agree”, none 1 students (4%) choose “disagree”. Besides, it shows that there was none students (0%) choose “strongly disagree”. It means the students feel enjoyable in learning using poster media in class activity.

Table 4.30
Questionnaire no. 6

No	Statement	Classification	Frequency	percentage
6.	Poster media dapat menambah kosakta baru dalam mengidentifikasi/menggambaran sesuatu(benda, gambar, orang, dll) dalam bahasa inggris anda.	Strongly Agree	14	56%
		Agree	10	40%
		Disagree	1	4%
		Strongly Disagree	-	0%
		Total	25	100%

Table presents that there were 14 students (56%) choose “strongly agree”. 10 students (40%) choose “agree”, none 1 students (4%) choose

“disagree”. Besides, it shows that there was none students (0%) choose “strongly disagree”. It means they got improvement vocabulary in learning speaking using poster media.

Table 4.31
Questionnaire no. 7

No	Statement	Classification	Frequency	percentage
7.	Media yang digunakan sesuai dengan materi yang diajarkan	Strongly Agree	15	60%
		Agree	10	40%
		Disagree	-	0%
		Strongly Disagree	-	0%
		Total	25	100%

Table presents that there was 15 students (60%) choose “strongly agree”. 10 students (40%) chooses “agree”, none students (0%) choose “disagree”. Besides, it shows that there was none students (0%) choose “strongly disagree”. It means the students effective in learning students using poster media.

Table 4.32
The Students' Perception Score in Questionnaire

No	Respondent	Number of Items							Score
		1	2	3	4	5	6	7	
1	R1	4	3	4	4	3	4	4	26
2	R2	4	3	4	3	3	3	3	23
3	R3	4	4	3	3	3	3	3	23
4	R4	4	4	4	4	4	3	3	26
5	R5	4	3	3	4	3	3	3	23
6	R6	3	3	3	4	4	3	3	23
7	R7	4	4	4	4	4	4	2	26
8	R8	4	3	3	3	3	4	3	23
9	R9	3	3	3	3	3	3	3	21
10	R10	4	4	3	3	4	3	4	25
11	R11	3	3	3	3	3	3	3	21
12	R12	4	3	4	3	4	3	4	25
13	R13	3	3	3	3	3	3	3	21
14	R14	4	4	3	4	3	3	3	24
15	R15	4	3	3	3	1	3	3	20
16	R16	4	3	4	3	4	4	2	24
17	R17	4	4	4	4	4	1	4	25
18	R18	3	3	3	4	4	4	2	23
19	R19	3	3	3	3	3	3	3	21
20	R20	4	4	4	3	3	3	4	25
21	R21	4	3	4	3	4	4	3	25
22	R22	4	4	4	4	3	3	3	25
23	R23	4	4	3	4	3	3	3	23
24	R24	3	3	3	3	3	3	3	21
25	R25	3	3	3	3	3	3	3	21

By totaling the score of the students' answering toward the statement in questionnaire that was given to the students, it concludes that the lowest score were 20 and the highest score were 26 (nilai tertinggi).

The table distribution frequency about the students' response score toward the learning process by using poster media shown by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make table distribution frequency, the researcher used the single data of distribution frequency that was most of the score frequent more than one. The way needs to do, that is:

- a. Looking for the highest score (H) and lowest (L) and from the data that was got, it shows that $H = 26$ and $L = 20$. After knowing the score H and L, the researcher arranged the score of students' responses from the highest rank into the lowest rank, it started from the highest score successively until the lowest score in the first column of table distribution frequency.
- b. Counting the frequency in each score that had been got, then it is result was come into the second language that had prepared, next the score was so that it was got the total of frequency ($\sum N$ or N)

Table 4.33

Distribution Frequency of Students' Response

Score	Frequency	Percentage
-------	-----------	------------

26	3	12%
25	6	24%
24	2	8%
23	7	28%
21	6	24%
20	1	4%
$\Sigma=177$	$N=25$	100%

Based on the table 4.33, it shows that the students got the high score 26 were 3 students (12%) and there was 1 students (4%) got lowest score 20. The students score got 25 were 6 students (24%) got score 24 were 2 students (8%) got score 23 were 7 students (28%) got score 21 were 6 students (24%) got score 20, 2 were students (4%) got score 1.

This section presents the result of data analysis in findings. It discussed about the using poster media to improve speaking skill students' at the eleventh grade of MA Pesantren Modern Datok Sulaiman Putri Palopo since the pre-test until post-test had been conducted .

After the analyzing the data of students' test, it showed that $t_{\text{count}} (t_o)$ with the value (14,808) is higher than $t_{\text{table}} (t_t)$ with the value (2,064) with degree freedom (df) = 24. It means that there is significant difference between the result of pre-test and result of post-test.

Table 4.34
Table of t-test of the students

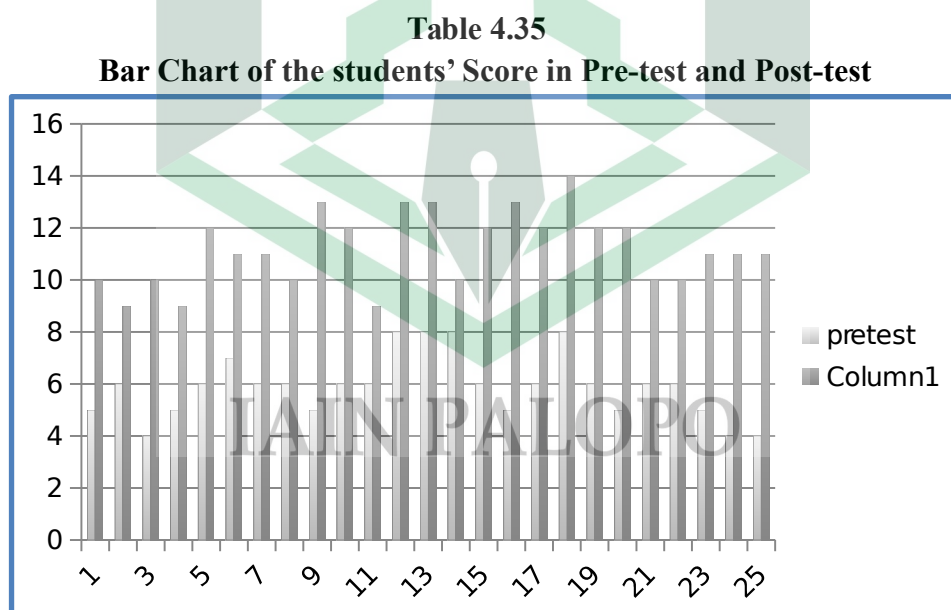
Variable	$T_{\text{condud}}(t_o)$	$T_{\text{table}}(t_t)$
X1-X2	14,808	2,064

The table of t_{condutd} above shows that the value of t_o is higher than t_t it concludes that the research hypotesis confirms. Besides, the achievement of

English speaking at the eleventh grade of MA Pesantren Modern Datok Sulaiman Putri Palopo who was taught by using poster media was higher than the prior achievement.

The data transcriptions above shows that there was improvement of the students' skill after students got the treatment. The students' speaking skill was higher than before they got the treatments. It can be concluded the using poster media is effective in teaching speaking because of the using poster media can improve the students' speaking skill. Through using poster media the students' can be simulated and motivated to speak. The students can be easier to practice speaking through using poster.

To make easier to see the students' score in pre-test and post-test in a bar chart as follow:



The table 4.35 bar chart shows that there is significance difference of students' score pre-test and post-test. It means that there is improvement of students' score from pre-test to post-test after they learn speaking through

using poster media. The improvement of students' score shows that there is improvement of students speaking skill. It presents that the students' speaking skill increase after the known by using poster media.

Base on the result above and the mean score of students' speaking skill (accuracy, fluency, and comprehensibility) in pre-test and post-test (see table 4.21), it can be concluded that using poster media effective in teaching speaking especially to improve the students' speaking skill of MA Pesantren Modern Datok Sulaiman Putri Palopo. It can be seen from the mean of students (286) in post-test was higher than the mean score of students (147) in pre-test.

B. Discussion

1. Speaking Test

In this research, the speaking test was given to the eleventh grade of MA pesantren modern datok sulaiman putri palopo who have basic for speaking. It means that they can speak English but still have some problems when they want to speak. Some of them still afraid, awkward and they were difficult to express what they want to talk about.

In the pre-test, there are some questions given to students to get the value in the ability to speak (in, precision and ability to understand) such as in the pre-test. Here are some sample recordings of students who learned it in pretest:

Initial test of respondent 12 (R12) pre-test

T: What is your opinion about poster?

R: In my opinion, poster friends there are various posters education, environment, commercial, propaganda, and service society.

Component criteria:

Accuracy (3) = disclosure by mother tongue with serious phonological error, some cultivated. For example: “respondents say words like poster is there are various posters education, environment, propaganda, commercial, and community services”. Supposedly, the poster is divided into 5 types of which are education poster, environmental poster, public service poster, poster commercial, and activity poster.

Fluency (3) = full of long and unnatural pauses. Very halting and fragmentary delivery. At times give up making the effort. Very limited range of expression. For example, when the respondent answers the researcher's question, she always say “eeee” or “emmm...” to look for another words and also she is always silent when she trying to answer the question.

Comprehensibility (2) = only small bits (usually short and phrases) can be understood and when then with considerable effort by someone who is used to listening to the speaker.

Respondent 13 (R13) pre-test

T : what is your opinion about poster ?

R : In my opinion, poster is a publication media consist of writing, drawing, and combination between the two with the aim of providing information to the public.

Accuracy (2) = pronunciation is influenced by mother tongue only a few serious phonological errors, some of which cause confusion. Only a few words that had wrong pronunciation. For example the word “consist” she pronounces it “consit” (should read “konsist”) and providing” she pronounces profiding”. (should read “profaiding”)

Fluency (2) = has to make an effort for much of time. Often has to search for the desired meaning, frequently fragmentary and halting delivery, almost give up making the effort at times. Limited range of expression. For example, when the respondent answers the researcher's question, she like saying "eeee" or "emmm..." while trying to look for another words.

Comprehensibility (2) = the listener can understand a lot what is said, but he must constantly seek clarification. Can not understand many of speaker more complex or long sentences. .

Respondent 18 (R18) pre-test

T : what do you think about poster ?

R : I think about poster is any piece of printed paper designed to be attached to a wall or vertical surface.

Accuracy (2) = pronunciation is influenced by mother tongue only a few serious phonological errors, some of which cause confusion. Only a few words that had wrong pronunciation. For example the word "piece" she pronounces it "piee" (sould read "pish") and surface" she pronounces "surfek"(sould read "surfesh")

Fluency (2) = has to make an effort for much of time. Often has to search for the desired meaning, frequently fragmentary and halting delivery, almost give up making the effort at times. Limited range of expression. For example, when the respondent answers the researcher's question, she like saying "eeee" or "emmm..." while trying to look for another words.

Comprehensibility (2) = the listener can understand a lot what is said, but he must constantly seek clarification. Cannot understand many of speaker more complex or long sentences.

Besides, the researcher gave seven questions to the students in post-test with the same questions in post-test. The post-test was done after giving four treatments to the students. It was done to get the students' score in speaking ability (accuracy, fluency, and comprehensibility) in post test and to know the students' speaking skill improvement. Here are some of the data transcriptions that show the students improvements in post-test after giving treatments:

Respondent 12 (R12) post test



T : what do you think about poster ?

R : I think, The poster above has the meaning that education can change a person's life for the better. That's what makes the government launched 12-year compulsory education program. In the above poster illustrated that the education of elementary, junior high school is the initial provision to be able to get the treasure, in this case is the success.

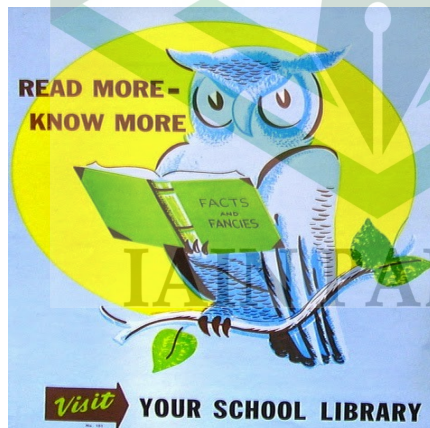
Criteria of score component:

Accuracy (4) = pronunciation is moderately influenced by mother tongue but not seriously. A few grammatical and lexical errors, but causing confusion, such as "That's what makes the government launched twelfth year compulsory education program" as "that's what make the goverment launcid twelf year compusory education programs".

Fluency (4) = although she has to make an effort and search for words, there are not too many unnatural pauses, fairly smooth delivery mostly. Occasionally fragmentary but succeeds in conveying the general meaning, fair range of expression.

Comprehensibility (5) = clear but several interruptions are necessary to help him convey message or to seek clarification. Most of what speaker says is easy to follow. Her intention is always.

Respondent 13 (R13) post test



T : what do you think about poster ?

R : I think, The above educational poster is one of many posters with creative and inspiring educational themes. The poster invites us to always diligently read with the words "read more - know more" which means "the

more we read, we know more.” The picture of the poster is also somewhat interesting as an owl as its symbol.

Criteria of score component:

Accuracy (4) = her pronunciation is moderately influenced by mother tongue, but we can quite understand of what is she talking and her grammatical errors is less than in pre-test and the words are improve.

Fluency (4) = she still has an effort to for the times to search the words, but there are not too many unnatural pauses, fairly smooth delivery mostly.

Comprehensibility (5) = clear and listener can understand a lot what she said.

Respondent 18 (R18) post test



T : what is your opinion about poster ?

R : In my opinion, the picture above is one of the educational posters that are so interesting for us to see together. The poster publishes how we should behave in the classroom for example by respecting each other, doing

the best in the classroom, being a tough team, learning from mistakes, creating something and celebrating the success of friends.

Criteria of score component:

Accuracy (4) = her pronunciation is moderately influenced by mother tongue, but we can quite understand of what is she talking and her grammatical errors is less than in pre-test and the words are improve.

Fluency (4) = do not long pauses anymore and he speak fluently after treatment.

Comprehensibility (5) = the listener can understand a lot of what the speaker said.

The data transcriptions above shows that there was improvement of the students' skill after students got the treatment. The students' speaking skill was higher than before they got the treatments. It can be concluded the using poster method is effective in teaching speaking because of the using poster media can improve the students' speaking skill. Through using poster media the students' can be simulated and motivated to speak. The students can be easier to practice speaking through using poster.

Based on the result of data analysis, the researcher find out that the use of using poster media in upgrading students' speaking skill at the eleventh grade of MA pesantren modern datok sulaiman putri palopo is effective.

According to Sadiman (2008: 46) that "posters are not only important for

Convey impressions but can also to motivate the behavior of people who see it. "From the response it is the advantages or functions of the poster itself are to portray and motivate the behavior of people who see the poster.

There are several advantages of using poster as media in learning, such as:

- 1 Poster can be used as an alternative media to develop communication skills.
- 2 Students enjoy and engage in activities.
- 3 Make it easy teachers to present the material and facilitate learners in learning.
- 4 More attention to students.
- 5 Practical and easy to use.
- 6 Can be used as a medium to influence student behavior so it gets a positive influence

That using poster can improve the students' speaking, because poster has significant effect to increase the students' speaking ability. In this researcher prove that using poster not only can increase the vocabulary, ability but also the using poster media can upgrade the students' speaking skill. In improving students speaking skill by using poster media make the eleventh grade of MA pesantren modern dotok sulaiman putri palopo are confidence in practicing their speaking skill, enjoy getting the material in learning speaking, easy to express their thoughts, ideas and felling the result of their learning is improved.

One of the principles of teaching speaking is using media that cover spectrum of learners' needs, from language based on focus on accuracy, to message based to interaction, meeting, and fluency. By this principle the

teacher should have a media how to make it happen. Using poster media is the answer of this problem, one of the advantages of poster is useful to generate the ideas, visualize, structure, and classify ideas.

Lynn Lundquist stated that one of the rule of learning speaking is “to learn to speak English correctly, you must speak it aloud”. Poster is a media that make students unrepeated their bad habit; this media make the students motivation to speak aloud because they are focus in their topic. Some of students of speak in low voice because they do not know what they want talk about. Poster aids students to understand of the information by thinking through connected points.

The significant difference between experimental class from the score of the students of pre-test to post-test in accuracy, fluency, and comprehensibility. The experimental class had the significant improving after giving treatment, which was using poster media. The score in post-test was higher than in pre-test.

In addition during the learning process in treatments, most of the students got their motivation when they tried to speak in front of the class during the process learning. It occurs because they obtained their confidence to express their ideas, opinions, and arguments in the class. It also made the students did not get many difficulties in communication by using English. The students were taught by using poster media was easier to present their ideas, opinions, and arguments.

In fact, by using educational poster media that focused on making students are more active in learning process. The students can freely express and share their ideas and opinion about the problems that has been faced.

According to Penny, one of the characteristic of speaking is high motivation. Poster media could facilitate the students to have more motivation to used English in communication with their friends. They were interested in learning speaking by using this media and they were focus to the topic explained it without remembering the idea in their head.

The ability to speak is not only construct a sentence that make place through communication, but how to say the words to express thoughts, ideas and felling so that listener can receive messages or information delivered through a series of one or intonation well which assisted by the expression are the way information delivered.

2. Analysis questionnaire

This research presents the result of data analysis from the questionnaire, in relation to the findings of the percentage on the students' interest in learning speaking by using educational poster media; it indicates that there was most of the students' very interest in learning speaking. It could be seen through the total items found the available questionnaire which represent all element or aspects of interest, namely:

- a. Students' attitude in learning speaking by using educational poster media is an interesting ways that could be applied in the class room. The items related to the questionnaire number 1, 5, and 7.
- b. Students' attention in learning speaking by using educational poster media.

Because the students during the learning process could active, motivate the students' to improve speaking skill, they build self confidence and look part actively in this media the students' were expected to contribute ideas,

opinion and feelings to others, so that way students' could get new model in speaking skill. This item indicates to the number 2, 3, and 4.

- c. The answers of there are some benefits that could be got by the students after studying speaking by using educational poster media. Because the students got the improvement after studying the material. The items referred to the questionnaire number 6.

In addition the students' interest in learning speaking by using educational poster media could be seen through the answer of the questionnaire by the students'. Having analyzed the result of students' responses toward the media applied by the researcher in this research, it shows the most of students choose strongly agree and agree, but none students chose disagree and strongly disagree. Many students choose positive choices in all statements; it shows that the students gave positive response to this technique.

From the result of the questionnaire, the researcher gave the analysis about answer. The researcher concludes the students at the eleventh grade MA pesantren modern datok sulaiman putri palopo were interested in learning speaking through educational poster media.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents about conclusions and some suggestions related to the findings and the application of the research.

A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the researcher gives conclusion as in following:

- 1) Using educational poster media is effective to improve the students' ability in speaking skill at the eleventh grade IPA¹ students of MA Pesantren Modern Datok Sulaiman Putri Palopo. It is proved by calculating the difference of both tests (pre-test and post-test) by using test. Analysis was the result of t-test (14,808) and t-table (2.064). It means that there is significant difference between students' ability before and after giving treatment. It could conclude that using educational poster media can improve students to speak.
- 2) Having analyzed the result of students' response toward this media applied by the researcher in this research, the data shows that many students chose positive choices in all the statements. It shows that the students gave positive response to this media. Based on the data, the researcher concluded that the students at the eleventh grade IPA¹ of MA Pesantren Modern Datok Sulaiman Putri Palopo were interested in learning speaking through using poster media.

B. Suggestions

Successful in teaching did not depend on the lesson program only, but more important were how the teacher presented the lesson and using various methods to manage the class more lively and enjoyable. The media also helped the teacher and lecturer, and giving much opportunity for students to be active in teaching learning process. Regarding to the teaching speaking by using poster media, the researcher gave some suggestion for the teacher and the students as follow:

- 1) For the next lectures, teachers and researchers who want to use the media poster in teaching speak; firstly the teacher has understood what student learning desire? So in the election poster students enjoy and interested to know more what the meaning of the poster. Therefore the importance of the students' comfort during the practice of speaking so that what they convey really based on the results of thought, imagination, or even their opinions.
- 2) Suggestions for students, must have a passion for learning more English, must be more active to speak in class and have to dare to express your ideas, never feel embarrassed or afraid to make mistakes in speaking because every human must make mistakes and from mistakes we learn to improve. According to Henry ford: whoever stopped learning is old and whoever keeps learning will stay young because the best thing in life is to keep the mind young.

Finally, the researcher realized that this thesis was far from being perfect and because of that; constructive critics and advice was really expected for the perfection of the thesis. The researcher hoped that the result

of this research could be useful for the readers. It was hoped that the readers have more information about using poster media. This research could be one of the references for the next researcher activities to improve students speaking skills.



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