

**THE EFFECTIVENESS OF ADVERTISING PRODUCT TO
IMPROVE STUDENTS' SPEAKING SKILL AT THE
EIGHTH GRADE OF SMP NEGERI 13 PALOPO**

A THESIS

*Submitted to the English Language Education Study Program of Education and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree of English Education*



IAIN PALOPO

By

Richkar

17 0202 0036

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2024**

**THE EFFECTIVENESS OF ADVERTISING PRODUCT TO
IMPROVE STUDENTS' SPEAKING SKILL AT THE
EIGHTH GRADE OF SMP NEGERI 13 PALOPO**

A THESIS

*Submitted to the English Language Education Study Program of Education and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree of English Education*



By

**Richkar
17 0202 0036**

Supervised By:

- 1. Prof. Dr. Muhaemin, M.A**
- 2. St. Hartina, S.Pd., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PALOPO
2024**

STATEMENT OF AUTHENTICITY

Who undersigned below:

Name : Richkar

Reg. Numb : 1702020036

Faculty : Tarbiyah and Teacher Training

Study Program: English Education

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of other that I acknowledge as many own work or through.
2. All parts of this thesis are my own works expect the citation whose original sources have been reported. All mistakes or erros in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions the act, them the academic degree that have achieved can revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 19 Agustus 2024

Regards



RICKHAR


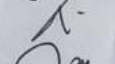



1702020036

THESIS APPROVAL

This thesis entitled Effectiveness of Advertising Product To Improve Students Speaking Skill At The Eight Grade Of SMPN 13 Palopo, which is written by Richkar, Registration Number 1702020036 the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on monday, 19th Agustus 2024/Dzulqa'dah 19rd 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

Palopo, 19 Agustus 2024

BOARD OF EXAMINERS

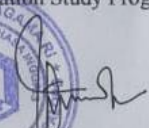
1. Husnaini, S.Pd.I., M.Pd.	Chairman	()
2. Dr. Wisran, S.S., M.Pd.	Examiner I	()
3. Dewi Furwana, S.Pd., M.Pd.	Examiner II	()
4. Prof. Dr. Muhaemin, M.A.	Consultant I	()
5. St. Hartina, S.Pd., M.Pd.	Consultant II	()

Approved by:

On behalf of Rector of IAIN Palopo
The Dean of Education and Teacher
Training Faculty


Prof. Dr. H. Sukirman, S.S., M.Pd.
NIP 19670516 200003 1 002

The Head of English Language
Education Study Program


Husnaini, S.Pd.I., M.Pd.
NIP 19840802 200902 2 007

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَشْرَفِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ سَيِّدِنَا مُحَمَّدٍ وَعَلَى آلِهِ
وَأَصْحَابِهِ أَجْمَعِينَ. أَمَّا بَعْدُ.

Alhamdulillah Rabbil Alamin in Allah's name, the most gracious and merciful. Without blessing and mercy, the Researcher would have never been able to start and complete this thesis as one of the requirements for a degree of S.Pd at the State Islamic Institute of Palopo on the title *The Effectiveness of Advertising Product to Improve Students' Speaking Skill at the Eighth Grade of SMP N 13 Palopo*. Peace may be upon our beloved prophet Muhammad SAW, his family, companion, and adherence.

The researcher realized that this thesis would not have been complete without support, advice, guidance, and comments from many people. Therefore, in this chance, the Researcher would like to express special thanks to:

1. Dr. Abbas Langaji, M.Ag as the Rector of IAIN Palopo,
2. Prof. Dr. H. Sukirman, S.S., M.Pd as the Dean of Education and Teacher Training Faculty,

3. Husnaini, S.Pd.I., M.Pd as the Chief of the English Language Education Study Program of IAIN Palopo who always gives researcher support and encourages how to be a good student,
4. Prof. Dr. Muhaemin, M.A as the first consultant, St. Hartina, S.Pd., M.Pd as the second consultant who has given researcher guidance, explanation, correction, suggestions, and some ideas until the researcher can finish this research,
5. Dr. Wisran, S.S., M.Pd as the first examiner who has given researcher guidance, explanation, correction and suggestions so that this research can be complex reference, Dewi Furwana, S.Pd., M.Pd as the second examiner who has given researcher guidance, explanation, correction, and suggestions so that this research can be complex reference,
6. All the lecturers of English Language Education Study Program of IAIN Palopo. Thanks for their guidance, attention, knowledge, motivation, and kindness,
7. Thanks to researcher's parents, namely Amal and Mariati who have given their love, support, motivation, blessing, prayer, and strength to finish this research,
8. Thank for the Headmaster of SMP N 13 Palopo Juni Asis, S.Fil.I and all of the teachers there for their kindness.
9. All of the students of SMP N 13 Palopo who have given full participation for this research.

Palopo, August 15th 2022

Richkar

TABLE OF CONTENTS

COVER PAGE	i
TITLE PAGE	ii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
ABSTRACT	ix
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Question	4
C. Objective of the Research	4
D. Significances of the Research	5
E. Scope of the Research.....	5
CHAPTER II REVIEW OF RELATED LITERATURE	6
A. Previous Studies.....	6
B. Some Pertinent Ideas.....	10
1. Speaking Skill	10
2. Concept of Advertising Product	16
C. Conceptual Framework.....	23
D. Hypothesis.....	24
CHAPTER III METHOD OF THE RESEARCH.....	25
A. Research Design	25
B. Population and Sample	26
C. Instrument of the Research.....	26
D. Procedure of Collecting Data.....	27

E. Technique of Data Analysis.....	29
F. Operational Definition.....	33
G. Validity and Reliability of the Instrument	33
CHAPTER IV FINDINGS AND DISCUSSION	35
A. Findings	35
B. Discussion	41
CHAPTER V CONCLUSION AND SUGGESTIONS.....	45
A. Conclusion	45
B. Suggestions	45
BIBLIOGRAPHY.....	46
APPENDICES	49
CURRICULUM VIATE	54

LIST OF TABLES

Table 3.1. The Accuracy	30
Table 3.2. The Fluency.....	31
Table 3.3. The Comprehensibility.....	32
Table 4.1 The rate percentage of students' pre test and post test in accuracy...	35
Table 4.2 The rate percentage of students' pre test and post test in fluency....	36
Table 4.3 The rate percentage of students' pre test and post test in comprehensibility.....	37
Table 4.4 Students' score in pre test.....	38
Table 4.5 Students' score in post test.....	39
Table 4.6 The Paired Sample Statistic.....	40
Table 4.7 The Paired Sample of Pre Test and Post Test.....	40

ABSTRACT

Richkar, 2024. *“The Effectiveness of Advertising Product to Improve Students’ Speaking Skill at the Eighth Grade of SMP Negeri 13 Palopo.”* A Thesis, English Language Education Study Program, Tarbiyah and Teacher Training Faculty, State Islamic Institute of Palopo, supervised by Muhaemin and St. Hartina.

The aim of the research is to find out the effectiveness of advertising product to improve students’ speaking skill at SMP Negeri 13 Palopo. This research has two variables, namely the students’ speaking skill as independent variable and advertising product as dependent variable. This research applied Pre-Experimental method, where the students were given both pre test and post test. The population and also the sample in this research was the eighth grade students of SMP Negeri 13 Palopo. Which the total numbers are 15 students. The result of the research found that the students’ speaking score in post test (59,07) is higher than in the pre test (35,47). The probability value was $0,000 < 0,05$. Based on the statistical value, it can be concluded that H1 is accepted and H0 is rejected. It means that using advertising product was effective to improve students’ speaking skill and can be recommended to use in speaking class.

Key Words: *Advertising Product, Students’ Speaking Skill, Pre experimental.*

CHAPTER I

INTRODUCTION

A. Background

Speaking, writing, reading and listening are the skills in English that have to master by the students. All of are very important for them. One of the skill in English and becomes the important skill is speaking because it is the applying of comprehension for the students. It is one of the most important of aspects in learning language, because speaking is the important tool for communication.¹ It is the use of language that has the purpose to communicate with another people.² By using speaking can be seen how they apply English in daily life. Beside that speaking is the key how the students can understand or comprehend about the English material that has been gotten by them from their teacher. The students can be talked master about English if they can apply it in speaking skill. In other words speaking is the key of skill in English. Furthermore when the applying of speaking skill can make another people understand it is addition value for the students that they have mastered about English.

Talking about the mastering of the speaking skill one of the part so that the students can master it if they have vocabulary. Vocabulary is central to

¹ Siti Julaihah (2021). Improving the Speaking Skills by Using Picture Series. *Jurnal Penelitian Politeknik Penerbangan Surabaya*. Edisi XXXIV. Vo.6. No.4. P-ISSN: 2615-8671. E-ISSN: 2615-868X

² Selviana Anita Leon (2022). Improving Students' Speaking Ability Using Describing Picture on the Second Grade of SMA Negeri 1 Laenmanen. *Proceedings STAI RAKHA Amuntai. The 1st National Conference on English Education (1st ENCED)*.

language and critical to the typical language learners. Lack of vocabulary knowledge will result in a lack of meaningful communication.³ Beside that how to produce interest is also important. If the students can produce or have good interest exactly they can master English especially speaking skill easily. Talking about interests, especially in learning and speaking, the students have different interests because they also have different characters. There are most of students can understand the material easily and there are also most of them are difficult to understand the material. All of this is according to the strategy that is applied by the teacher in the classroom. Here, one strategy that will be applied by the teacher can determine the interest of the students. In other words, you can find out about it by strategy.

Talking about the strategy the teacher teaching in the classroom has exactly different strategy with the right language. According to Walija quoted in Wibowo, language is the most effective communication tool to express ideas, messages, intentions, feelings, and opinions to others.⁴ The teacher can apply one strategy based on students' skill. If the students have good knowledge, exactly can apply high strategy. If the students have low knowledge exactly the teacher can use low strategy. Here the students' prior knowledge will determine the strategy that have to apply by the teacher in the classroom. Like the statement above, all of this according to the students' prior

³ Alizadeh (2016). Vocabulary Teaching Techniques: A Review of Common Practices. In *International Journal of Research in English Education* (Vol. 1, Issue 1)

⁴ Wahyu Wibowo (2014). *Manajemen Bahasa*. Jakarta: Gramedia Pustaka Utama.

knowledge. After that, based on the strategy that will be applied, students have exactly different interests. Here it can be known how long the interest of the students in learning, especially in speaking. Furthermore speaking is needed good strategy from the teacher. Beside that the success of teaching and learning process in that classroom based on the interaction between teacher and students exactly with the suitable strategy.⁵

The observation at SMP Negeri 13 Palopo the teacher there apply the strategy and also media that make the students are difficult to comprehend the skill in English so that they fell confuse how to apply and master the speaking. Their teacher just explain in long explanation without giving the example and this strategy exactly make them bored and the most important part their teacher do not use the media in teaching speaking so that they cannot get good interest in learning English. Beside that the effect from this strategy the students lack of knowledge and the result they still do not know how to speak. Therefore the students are very need the effective strategy from their teacher so that they can master speaking skill. If they get it exactly master speaking skill is easy for them.

The statement above, the researcher wants to use advertising product in improving speaking skills to the students there. The researcher believes that this strategy can also become good way and make them interested in learning English. This strategy can make it easy to understand the speaking material

⁵ Sari (2018) in Zakiyah Farhanah Pratiwi and Mutiara Ayu (2020). The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skill. *Journal of English Language Teaching and Learning (JELTL)*. Vol.1. No.2. December. Page 38-43. E-ISSN: 2723-617X

because the way of it is very simple and easy to comprehend. This strategy also becomes the solution to solve the students' problem so that later they can improve their speaking skill without think hardly. The strategy is advertising product. How this advertisement here can make them understand in learning. By advertising the product they can get many vocabularies, and enforce them to speak for promoting their product that can be main modal for speaking skill. As we know that vocabularies in English especially in speaking is very important because without it we cannot speak English well. In other words, they can have good knowledge in speaking. In the last part, it can be known the effectiveness of using advertising product in learning speaking.

Therefore, based on the background above, the researcher wants to conduct research entitled "*The Effectiveness of Advertising Product to Improve Students' Speaking Skill at the Eighth Grade of SMP Negeri 13 Palopo*".

B. Research Question

Based on background above, the researcher formulated the problem statements, "Is the use of advertising product effective to improve students' speaking skill at the Eighth Grade of SMP Negeri 13 Palopo?"

C. Objectives of the Research

Related to the existing problems the objectives of the research is to find out the effectiveness of advertising product to improve students' speaking skill at the Eighth Grade of SMP Negeri 13 Palopo.

D. Significances of Research

The significances of this research were expected to be useful for:

1. Theoretically, this research was expected to give new knowledge in learning speaking skills by using advertising product.
2. Practically:
 - a. For the teachers, this research can show new thing that this strategy never been taught before and effective in learning English.
 - b. For the students, this research was expected to solve the students' problem in learning speaking skill.

E. Scope of the Research

The researcher applied advertising product in this case the products are skin care, electronic, food, drink and cloth in teaching speaking skill. The researcher focused on the aspects of speaking namely accuracy, fluency and comprehensibility.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

This draft, the researcher researches related to this research as follows:

1. Al Fiana, et.all (2022) in their research journal under the title “*Using Advertisement in English Language Teaching to Increase Listening Comprehension Skill at Junior High School 3 Bontomarannu*”. Based on the results, it shows that there is improvement of students’ listening skill. It can be seen from the improvement between score of pre test was 45.00 and increased in post test was 84.09. In other words using advertisement is effective to improve students’ listening skill.¹ The similarity between this research and the research above on the advertisement as the media to improve students’ English skill while the difference between this research and the research above on the skill in English. This research will be focused on speaking skill while the research above was focused on listening skill.
2. Alenazi (2022) in her international research under the title “*The Effectiveness of Using Advertisement to Enhance Pragmatic Language Skills among EFL Learners*”. Based on the result, it shows that advertisement can be used by the teacher to improve pragmatic skills in English. Beside that from the research above was recommended to pay

¹ Nur Fitri Al Fiana (2022). Using Advertisement in English Language Teaching to Increase Listening Comprehension Skill at Junior High School 3 Bontomarannu. *English Language Teaching Methodology*. Vol. 2. No.1. ISSN: 2828-1586. E-ISSN: 2810-0352.

attention on value of using advertisement in teaching and learning process in the classroom.² From the research above can be seen the similarity with this research namely the using of advertisement into the students in improving students' speaking skill. In this research will be applied at SMP N 13 Palopo while the research above was applied for EFL learners.

3. Hadi, et.all (2021) in their research journal under the title "*Teaching Vocabulary through Advertisement at the first Grade Students of Vocational High School*". Based on the result, it shows that the use of advertisement in teaching vocabulary is effective. It is proved by the improvement of the students' score. It means that there was significant difference between teaching vocabulary through advertisement and teaching vocabulary without advertisement. It other words teaching vocabulary through advertisement was effective to improve students' vocabulary.³ From the explanation above can be seen the similarity between this research and the research above namely the using of advertisement into the students. While the difference between this research and the research above on the students' skill. In this research will be applied in speaking skill while the research above was applied in the vocabulary skill.

4. Ilnawati, et.all (2021) in their research journal under the title "*The Study of the Students' Speaking Performance in Demonstrating Product*"

² Maryumah H. Alenazi (2022). The Effectiveness of Using Advertisement to Enhance Pragmatic Language Skills among EFL Learners. *Arab World English Journal (AWEJ)*. Vol. 13. No. 4. ISSN: 2229-9327.

³ Muhamad Sofian Hadi (2021). Teaching Vocabulary through Advertisement at the first Grade Students of Vocational High School. *Jurnal Studi Guru dan Pembelajaran*. Vol. 4. No. 2. ISSN 2654-6477.

Advertising". Based on the result, it shows that the score of the students' speaking performance in demonstrating product advertising was at good level. In other words advertising product was effective for the students.⁴ Based on the explanation above can be understood that there is similarity and difference between this research and the research above. The similarity on the media namely advertising product in improving students' speaking skill. This research will be applied at SMP N 13 Palopo while in the research above at English Language Study Program of Private University.

5. Al Farisi and Geroda (2020) in their national research journal under the title "*Improving Speaking Skills in English through Advertising Language*". Based on the result shows that the implementation of advertising language was succeed to improve students' speaking skill. Beside that language feature of advertising can help them to practice their speaking skill. On the advertising they can find out many vocabularies so that they can improve their speaking skill.⁵ The similarity between this research and the research above on the using of advertising product as the media to improve students' speaking skill. In this research will be applied at SMP N 13 Palopo while the research above at Widya Gama Mahakam University of Samarinda.

⁴ Ilnawati (2021). The Study of the Students' Speaking Performance in Demonstrating Product Advertising. *Journal of English Education Literature and Linguistics*. E-ISSN: 2621-3680. P-ISSN: 2621-3672.

⁵ M. Firas Al farisi and Godefridus Bali Geroda (2020). Improving Speaking Skills in English through Advertising Language. *Borneo Educational Journal (Borju)* Vol. 2. No. 2. E-ISSN: 2655-9323.

From the explanation above the researcher concludes again that there are differences and similarity between this research and the researches above. The similarity there is on the media by using advertising product in improving students' speaking skill. While the differences there are on the method, English skill, subject and location of the research. Based on the researches above, it can be understood that all of the research has similar finding. They found that the implementation of advertising product was succeed to improve students' speaking skill and advertising product is the effective media not only in improving students' speaking skill but also in another skill in English for example listening skill like the previous studies above.

From the advertising product there are many pictures in advertisement and it can be main modal for them to get the vocabularies. Actually vocabulary is the most important part to speak English. If the students have vocabulary they can speak English well. Finally they can practice and improve their speaking skill. Based on the situation above, the researcher is sure that this media also effective for the students, especially in learning to speak in this school. Therefore, the researcher wants to conduct research into The Effectiveness of Advertising Product to Improve Students' Speaking Skill at SMP Negeri 13 Palopo.

B. Some Pertinent Ideas

1. Speaking Skill

a. Definition of Speaking

Harmer said that speaking is also called a productive skill because when we speak we produce the language and knowledge. Learning to speak in a second language will be facilitated when learners are engaged in attempting to communicate.⁶ While according to Brown speaking is an oral communication carried out by someone with other persons to say something. It is key for communication among people in daily life in order to change the information. Besides that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information⁷

According to Richards & Renandya, one of the components of communication is speaking. According to Brown states that speaking is a collaborative process that involves the production, reception, and processing of information. In learning English, speaking appears to be the most important English skill to learn because it is a productive skill in the verbal form that can be used to demonstrate a learner's output. Speaking can increase a person's confidence; we can share and find much information directly; besides, speaking is one of the most significant parts of mastering other English skills.

⁶ Harmer. (1995) *ATLAS: Learning- Centered Communication*. Boston: Heinle & Heinle

⁷ Brown (2021). *Teaching by Principle: an Interactive Approach to Pedagogy*. New York: Logman

Based on the explanation from the experts above, the researcher concludes that speaking is one of the skills in English that has a main function in daily life. It can be like that, because in speaking skills there is main knowledge, so that if we speak with other people, we can share exactly and inform the new knowledge. Besides that, if someone has a master of speaking, it can be said that he or she has good ability in speaking.

b. Types of Speaking

According to Brown, there are five basic types of speaking, namely the first is imitative. It performs the ability to imitate a word, phrase, or sentence, especially in English. The second is intensive. It performs the ability to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. The third is responsive. It includes the ability to perform short conversation or daily activities, standard greetings and small talk, simple requests and comments. The fourth is interactive. Its characteristics are the same as the characteristics of responsive, but the difference between responsive and interactive speaking is in the length and complexity of the interaction. The last is extensive. It is an oral production task including speeches, oral presentation, and storytelling.⁸

In teaching speaking, many activities and types support students to engage and active in speaking class. For example information gap, survey,

⁸ Brown (2021). *Teaching by Principle: an Interactive Approach to Pedagogy*. NewYork: Logman

demonstration, discussion, and role play.⁹ Davies and Pears as quoted in Tuan Mai suggest that the main goal in the English learning process is to support students to be able to use the language as an effective and accurate communication tool in everyday. Product advertising is one of the materials in speaking for Instructional subject. In this material, the students provided more knowledge and references to practice speaking on product advertising. In this section, the students should master the tricks of advertisement and they can act it out as the real situation by focusing on some aspects of speaking skills. This material also extends the students to explore many knowledge and experiences to speak in front of many people, besides it also provides the specific situation where the students should be all out to use their acquired language to express the ideas and to deliver the message livelily. Thus, the students should prepare their mental ability to perform and the knowledge and capability to demonstrate product advertising well. To support the students' performance, they need to practice more, browse kinds of speaking practice on YouTube or social media and explore more vocabularies.

Based on some explanation from the experts above, the researcher concludes that there are two main types of speaking. The first is direct speaking. Speaking directly here if we communicate with other people directly without using any media or technology. The second is indirect

⁹ Tuan Mai (2020). Factors Affecting Students' Speaking Performance at le thanh hien high school. *Asian Journal of Educational*

speaking. Indirect speaking here, if we communicate or talk with other people, we use technology. For example, we use social media or other tools to communicate about something.

c. Activities to Improve Speaking Skill

According Harmer, there are some activities to improve speaking skills, especially for students in the classroom. The first is discussion. It happens when one person faces another person to talk to each other about his feelings, opinions, ideas, or something. The second is questionnaires. It is a collection of some questions that aims to collect data from the number of people. The third is simulation and role play. They are an example of a set of events that is used by the teacher to teach students how to do something in daily life.¹⁰

Kavi states that there are some activities that can improve students' speaking skill. The first is role play. This is the activity if the teacher usually asks the student to ask a question about another student's identity or character and his additional information such as hobby or life. The second is story telling. In this part, the teacher usually asks the students to read a story several times, and then he or she asks the students to retell it. This activity can also be conducted in pairs where one student reads the story. After that, another student retells it. The third is describing picture. This activity

¹⁰ Harmer, J. 2001. *The Practice of English Language Teaching*. Hong Kong: Longman

describes if the teacher usually gives the students pictures, then he or she asks them to mention or explain the entire thing in the picture.¹¹

Based on some explanation from the experts above, the researcher concludes that there are some basic activities that can improve students' speaking skills. The first is to review the materials that have been given by them at the school. This activity is very effective to improve their knowledge. The second is they always have to practice conversation. They can invite their friends to join some conversation. The third is memorizing the vocabulary. This part is very important because vocabulary is the main component in English, especially in speaking skills.

d. Teaching Speaking Strategies

According Nunan state that which particularly dealing with teaching speaking. In his perception, to teach speaking can be defined as to teach the students in some steps, namely:

- 1) Produce the English speech sound and sound patterns,
- 2) Use words and sentences stress, intonation patterns, and the rhythm of the second language,
- 3) Select the appropriate words and sentences according to the proper social setting, audience, situation and subject matter,
- 4) Organize their thoughts in a meaningful and logical sequence,
- 5) Use language as a mean of expressing values and judgments,

¹¹ Kavi, H. (2020). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, 12 (11).

- 6) Use the language quickly and confidently with few unnatural pauses, which are called as fluency.¹²

According Kavi there are some strategies that can be used for the teachers in teaching speaking in the classroom, namely:

- 1) Discussion is the activity in teaching speaking where the teacher divides the students into some groups. After that they can give their ideas and opinion so that they can conclude the material by using good conclusion.
- 2) Simulation the activity of teaching speaking where the teacher give some topic. Then all of the students will explain the topic that has been given by their teacher.
- 3) Role Play is the activity by the students when the teacher gives one condition and they have to explain about the condition.
- 4) Brainstorming is the activity of the teaching speaking when the teacher uses mind map. Mind map here is explanation the topic of the lesson by using map. The teacher here draws the map in the white board by writing the relation word of the topic.¹³

Based on explanation from the experts above, the researcher can concludes that there are some strategies can be used by the teacher in teaching speaking. For example cooperative activities where the students in learning make some little discussion with their friends. The purpose of this activity to find out the new idea. The second is the teacher can use creative

¹² Nunan (2003). *Practical English Language Teaching*. New York: McGraw Hill

¹³ Kavi, H. (2020). Teaching Speaking: Activities to Promote Speaking in a Second Language. *The Internet TESL Journal*, 12 (11).

tasks. It is the task from the teacher by using unique way. In other word the answer of the task can be answered by using students' own words.

2. Concept of Advertising Product

a. Definition of Advertisement

According Mark state that about the meaning about advertising. Here it is a means of communication with the users of a product or service. Advertisements are messages paid for by those who send them and are intended to inform or influence people who receive them.¹⁴

According Cook state that the explanation about advertising. It is as a complex language which means of conveying information to the public must be able to spread information to a large number of people in a very limited period, so that advertising is everywhere in today's society. Human are social creatures that always need each other. The way they are connecting to each other by communicating by using language and speech. In social life, human communicate with language, as people know there are many languages in this world. The ability to handle conversations in real time through advertising skills, which use wordplay, figurative languages and mixed language styles. From the statement above, it can be concluded that the advertising language is a complex language and it can be trained with language style.¹⁵

¹⁴ Mark (2023). The Economic Times. *English Edition*

¹⁵ Cook (2020). The Language of Advertising. Major Themes in English Studies. London: UK: Routledge.

According Jefkins state that advertisement is messages that offer a product that is addressed to the public through a medium. However to distinguish the advertisement from the usual announcements, advertising is geared to get people to buy.¹⁶

Based on the explanation from the experts above the researcher concludes that advertising product is the process of the marketing level where the people invite another people to use or to join about something or product. For example for the drink product people here can use the picture with the drink product. Then they inform this advertisement complete with the picture into many people. By using this strategy there are many people will use the product. This is the main point of advertising product.

b. Types of Advertisement

According Tanaka state that the use of advertisements in teaching pragmatics especially in speaking is a new strategy and it is also an easy way in which teachers can help students. Therefore, teachers should concentrate on innovative techniques that enable learners to communicate effectively. Advertising mediums is the type of the advertisement to help learners to comprehend and understand into target language forms in the actual environment.¹⁷ In this way, natural language is studied using an experiential approach rather than through a simplistic presentation of language; in addition, the paralinguistic elements are internalized more

¹⁶ Jefkins (2016). *Advertising: Made Simple*. Elsevier

¹⁷ Tanaka (2020). *Advertising language: A pragmatic approach to advertisements in Britain and Japan*. Routledge.

easily since learners make mental linkages while observing and relating. Learning from any advertising type, especially visuals facilitates the ability of students to acquire and interpret information.

According Widyatma state that there are four types of advertisement product namely advertorial, display, running text, and product advertisements.¹⁸ The types are:

- 1) The advertorial advertisement is written as news that accommodates self willingness, by giving informative writing to the readers such as in newspaper and magazine. Advertorial advertisement has a wider size than other kinds of advertisement. However, the technique of conveying a message is more focused on form.
- 2) The second is display advertisement is an advertisement in the announcement.
- 3) The third is running text advertisement is the kind of advertisement in the form of sentence consecution that consist of some moving characters follows the display, its displaying is accommodated by consumer's need.
- 4) The last is product advertisement is a kind of the advertisement which is focused on the preview display of the product by showing the advantages of the product in order to show the brand image to the customer.

Based on the explanation from the experts above the researcher concludes that there are two types of advertising product that can be used by

¹⁸ Widyatma (2009). *Buku Pengantar Periklanan. Yogyakarta: Pustaka Book Publisher.*

people in informing their product. The first using social media. This type is very effective way to inform the product. This thing can be like that because every day many people always use social media to make communication. It means that by using the social media there are many people will see the advertisement product in wherever and whenever.

The second using banner in office or in common place. By using this way many people can see easily about the product in the banner at office or common place. In other words the product can be easily is known by many people. After seeing the banner the people will buy or use the product. This is also the effective way to inform the product.

c. Advertising Product in Teaching Speaking

According Brown one of the purposes of teaching English is to enable students to use the language to communicate to each other. Speaking is the most commonly used in communication followed by writing skill. Students need to express their ideas mostly through speaking or writing. It might happen that communication fails or misunderstanding occurs because of poor performance in either of both speakers in both skills.

Advertisement is one of the many kinds of media which is believed is also good to train students to speak and write. The following steps might be useful for teachers to follow when using advertisements in their teaching the language skills especially in speaking, namely:

- 1) Prepare some of advertisements with a variety of types such as job vacancy, home help wanted, goods products and so on that students may

have their own choice based on their interest when they are given assignments. In preparing the advertisements, the teacher can download advertisements from internet or get some from magazines, newspapers or other sources if he or she is unable to make his or her own because of time or inability to draw if the advertisements need pictures.

- 2) Make sure the related speaking competence for speaking advertisements has been familiar to the students such as the use of simple sentence structure like verb, simple tenses, phrases and clauses.
- 3) When learners describe advertisements through speaking let them practice their speaking skill by using all of vocabularies. This condition can make good habit for them.
- 4) Pick advertisements with pictures to attract students' attention so that they get motivation in describing the advertisements and sometimes they get help more easily to speak by the presence of pictures. It should be noted that students are not describing the pictures, but they are to describe the utterances in the advertisements. Pictures just make the advertisements look interesting and impressive for them.
- 5) Give a model from the teacher how to describe advertisements by transferring the data in the advertisements using good simple sentences.
- 6) Give feed back to many answer from the students. Giving feed back is a good activity in which the teacher care and respect to the students. Reward in terms of at least complement is given to complete answers and

good care or attention in terms of corrections and guide is given to the incomplete one.¹⁹

Based on the explanation from the expert above the researcher concludes that there are some teachings speaking by using advertisement. The first provide the common advertisement. By providing advertisement especially in common the students will be easy to get knowledge or understand about the material especially vocabularies on the advertisement. This thing can be like that because by common advertisement make them easy to learn because they face the advertisement like that every day.

The second provide the advertisement with many pictures. This is also important for the students in learning speaking by using advertisement. By using advertisement with the picture the students will get many vocabularies easily. As we know that vocabulary is very important especially in speaking skill. There are many people can speak English well because they have good vocabulary.

The third after providing the advertisement the teacher here must give the time for the students to speak with their friends in the classroom. Let them use maximal time to practice their speaking skill. If the condition like this always be taught into the students, it can be good habit for them. Speaking skill can be daily food for them. The teacher here just observes and makes correction if there is student need the meaning of vocabulary in

¹⁹ Brown, D.H. 2008. *Teaching by Principle: an Interactive Approach to language Pedagogy*. New York: *Pearson Education*.

English. In other words the condition of the class will be students centre and it is very good condition for their speaking skill.

The last if the practice speaking skill by using advertisement is finish, the next step for the teacher is making conclusion about the activities today. The most important part the teacher must gives some appreciation into the students that have given the best performance in practice speaking skill in the classroom. This condition also can add their spirit and interest in learning.

d. The Advantages of Using Advertising Product for Speaking

There some advantage of using advertising product especially in teaching speaking, namely:

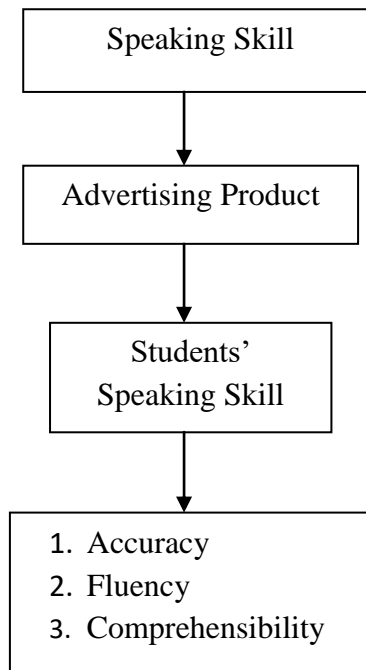
- 1) The enjoyable way to practice and develop skill in English especially speaking skill,
- 2) The students can get new vocabulary, pronunciation, use of technical language, word and sentence stress,
- 3) There are many advertisements social media so that the students can get it easily to learn.

Based on the explanation from the expert above the researcher concludes that there are some advantages from advertising product in teaching speaking. The first there are many something or picture that can be vocabularies in practicing speaking. The second the advertisement is easy to get for the students. In other words they can get it wherever if they want to

learn by using advertisement. The last the advertisement is familiar for the students because they see it every day.

C. Conceptual Framework

The conceptual framework of the research will be seen below



Speaking is one of the important skills that have to master by the students especially in this era. It also the basic skill in English. To master and understand of speaking skill exactly needed the best media so that the students can comprehend and understand about speaking. Therefore here the researcher will use one strategy that sure is effective for them. The strategy is advertising product. By using advertising product the researcher here will explain and describe it. Exactly in the advertising product there are many vocabularies that can be used for the students to improve their speaking skill.

Later by using the advertising product the students can improve their speaking skill such as accuracy, fluency and comprehensibility. Like the theory in research from Ilawati that has proved that this speaking performance in demonstrating product advertising was at good level. In other words advertising product was effective for the students. Finally by using advertising product the students can improve their speaking skill and exactly another teacher or researcher can use this strategy in the classroom.

D. Hypothesis

H_1 = The use of advertising product is effective to improve the students' speaking skill.

H_0 = The use of advertising product is not effective to improve the students' speaking skill.

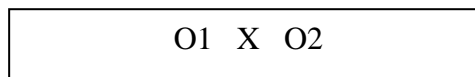
CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research applied pre experimental design with kinds of pre test and post test in one group design. This research was conducted at SMP Negeri 13 Palopo. This research was given just on one group without comparison group. It aims to know effectiveness of advertising product in improving students' speaking skill.

This is the rule of Pre Experiment one group pre test and post test design¹ (Heaton: 1990):



The first thing that was conducted by the researcher by giving the test before applying the treatment or method. This test can be called pre test. The aim of the test here to know the students' prior knowledge and then find out their problem about their material. After finding the problem the researcher gave the treatment or media. This media here is advertising product. After applying the media the researcher gave the test again. The name of the test is post test. Based on the test both of them can be known the result of their skill.

¹ J.B. Heaton (1990). *Longman Handbooks for Language Teachers*. London and New York.

After that the researcher compared based on the result between pre test and post test.

B. Population and Sample

1. Population

This research is conducted at SMP Negeri 13 Palopo which is located in Kambo, South Sulawesi. The population in this research was the eighth grade students of SMP Negeri 13 Palopo 2023/2024 academic year. It consists of just one class with the total number are 15 students.

2. Sample

The researcher chose one class in eighth grade for the sample of the research. In other words the population here was the sample. The total numbers of the students are 15 students. The sample here was taken by purposively because only one class at this school.

C. Instrument of the Research

In collecting the data, the researcher used speaking test as an instrument of the research. The aim of the speaking test is to measure the students' speaking skill. The kind of pre test and post test is speaking test. The researcher gave question and then the students explained completely about the question.

D. Procedure of Collecting Data

1. Pre test

It was given before giving the treatment. The researcher gave the time into the students in this test at about 3 until 5 minutes by using audio recorder or documentation. These are below the steps of pre test:

- a. The students was given the speaking test about unforgettable experience,
- b. The students explained the topic at about 3 minutes,
- c. The researcher gave the score based on the pre test.

2. Treatment

This treatment was given by the researcher in six times into the students. These are the steps of the method, like:

a. Opening Activities

- 1) The researcher opened the class commonly
- 2) The researcher invited all of the students to pray based on each religion,
- 3) The researcher gave the warming up to the students so that they can fresh and enjoy their mind before giving the treatment,

b. Whilst Activities

1)First and Second Meeting

- a) The researcher asked the students to bring the product for advertising in the classroom.
- b) The researcher gave the list of the vocabularies and expression in advertising the product

- c) The researcher demonstrated how to advertise the product in English and then explain the generic structure of advertisement.
- d) The student advertised the product “shampoo” or another product.

2) Third and Fourth Meeting

- a) The researcher divided the students into some groups.
- b) The students designed and discuss in their group how to advertise their product.
- c) The product that the student advertised like “soap”
- d) After making the discussion with how to advertise the product the researcher gave the questions so that there is feedback from students with the researcher.

3) Fifth and Sixth Meeting

- a) Every student explained about how to advertise their product.
- b) The student advertise “snack” that they bought.
- c) After explaining the product the researcher corrected their performance.

c. Closing Activities

- 1) The researcher concluded about the activities in treatment,
- 2) The researcher gave the appreciation for the students who have showed the best performance,
- 3) The researcher closed the class commonly by giving some motivation so that they always keep study hard.

3. Post test was given after giving the treatment. The researcher gave the time into the students in this test at about 3 until 5 minutes by using audio recorder or documentation. These are below the steps of pre test:

- a) The students were given the speaking test about their favorite product used.
- b) The students explained the topic in front of the class.
- c) The researcher gave the score based on the post test.

E. Technique of Data Analysis

In analyzing the data, the researcher used Kolmogorov-Smirnov and Shapiro-Wilk. This technique was used to test whether there is a significant difference between the two variables that was tested. Before analyzing the data, it is necessary to calculate the data into statistical calculation. The Researcher used a tested formula to calculate the data. A test was used to find whether there were scores between the students' scores in learning to speak by using advertising product. The experiment group was the X1 variable, and the control group was the X2 variable. All of the techniques of data analysis above were analyzed using SPSS.

The formula of t_{test} was expressed as follows (Heaton: 1990)

$$\bar{x} = \frac{x_1 + x_2 + x_3 + \cdots + x_N}{N}$$

Where:

X: Sample

N: Sample Total

After collecting the data by conducting pre test, treatment, and post test, the researcher then will be focused on data analysis. There are several procedures that were carried out by researchers. The procedure was explained as follows:

1. Scoring Students' speaking Test

In analyzing the data the researcher determined the scoring classification uses profile J.B Heaton which includes Accuracy, Fluency, and Comprehensibility.²

Table 3.1 The Accuracy

Rating	Accuracy
6	Pronunciation is only very slightly influenced by the mother tongue. Two or three minor grammatical and lexical errors.
5	Pronunciation is slightly influenced by the mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
4	Pronunciation is moderately influenced by the mother tongue but has no serious phonological error. A few grammatical and lexical errors but only confusing
3	Pronunciation is influenced by the mother tongue only a few serious phonological errors. Several grammatical and lexical errors, some of which confuse.

²J.B. Heaton (1990). *Longman Handbooks for Language Teachers*. London and New York, p. 1003

2	Pronunciation is seriously influenced by the mother tongue with an error causing a breakdown in communication. Many basic grammatical and lexical errors.
1	Serious pronunciation errors as well as many basic grammatical and lexical errors. No evidence of having mastered any of the language skills and practiced in the course.

Table 3.2 The Fluency

Rating	Fluency
6	Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only two unnatural pauses.
5	Has to make an effort at the time to search for words. Nevertheless, smooth delivery on the whole and only a few unnatural pauses.
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 success in conveying the general meaning fair range expressions.
3	He has to make an effort for much of the time. Often has to research for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expressions.
2	Long pauses while he searches for the desired meaning. Frequently fragmentary and halting delivery. Almost give up making the effort at times. Limited range of expressions.
1	Full of long unnatural pauses. Very halting and

fragmentary delivery. At times gives up making the effort.
Very limited range expression.

Table 3.3 The Comprehensibility

Rating	Comprehensibility
6	Easy for the listener to understand the speaker's attention and general meaning. Very few interruptions or classifications require.
5	The speaker's attention and general meaning are fairly clear. A few interruptions by the listener for the sake of classification are necessary.
4	Most of what the speaker says is easy to follow. His attention is always clear but several interruptions are necessary to help him to convey a message or to seek clarification.
3	The listener can understand a lot of what he said, but he must constantly seek clarification. Cannot understand many of the speaker's more complex or longer sentences.
2	Only small bits (usually short sentences and phases) can be understood and then with considerable effort by someone who is listening to the speaker.
1	Hardly anything of what is she/he can be understood. Even, when the listener a great effort or interrupts, the speaker is unable to clarify what he seems to have said.

2. Computing frequency of the rate percentage, the researcher applied the

following formula:

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

Where:

P = Percentage

F = Frequency

N = The number of samples (total respondents)³

3. Calculating the average score and standard deviation of students speaking test result by using SPSS 2.2.

F. Operational Definition

- a. Speaking skill is one of the skills in English which can help students create their ideas by using correct sentences.
- b. Advertising product is the media like the picture that can be used by the teacher in teaching English in the classroom.

G. Validity and Reliability

1. Test Validity is valid instrument means that the measuring instrument used to obtain data (measure) is valid or the instrument can be used to measure what is being measured. Test the validity of the instrument in this research using the product moment correlation formula. In this case, the desired validity is showing the direction of implementing the QAR strategy in

³Ridwan.(2003). *Dasar-Dasar Statistika* (Bandung : Alfabeta)

overcoming reading comprehension skills. The process of testing the validity of the test involves an expert appraiser. If the correlation coefficient is 5% or greater than recount than r table, then the instrument details are declared valid using the help of SPSS version 20. So the instrument can be used in the research sample.

2. Reliability Test means the term test reliability according to Tuckman refers to the notion of whether a test can measure consistently something that will be measured from time to time. Reliability testing was carried out with the help of SPSS version 20. In the reliability test using this program there is information about the magnitude of the reliability coefficient calculated by the Cronbach Alpha formula. To perform reliability, SPSS Version 20 program assistance is used. Variable is said to be reliable if it gives an Alpha Cronbach value > 0.5760

No	Index Reliability	Classification
1	$0.0 \leq r_{11} < 0.20$	Very low
2	$0.20 \leq r_{11} < 0.40$	Low
3	$0.40 \leq r_{11} < 0.60$	Medium
4	$0.60 \leq r_{11} < 0.80$	High
5	$0.80 \leq r_{11} < 1.00$	Very High

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

These findings consist of result of data analysis especially in pre test, post test, classification of students' pre test and post test, descriptive analysis of pre test and post test, pair sample statistic and t test value.

1. Analysis of Students' Score in Tests

a. Accuracy

Table 4.1 The rate percentage of students' pre test and post test in accuracy

No	Classification	Rating	Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	6	0	0%	0	0%
2	Good	5	0	0%	0	0%
3	Fair Good	4	0	0%	7	45%
4	Fair	3	4	30%	8	55%
5	Poor	2	8	50%	0	0%
6	Very Poor	1	1	20%	0	0%
	Total		15	100%	15	100%

From the table 4.1 in pre test for accuracy can be understood that no students who got excellent, good, and fair good (0%). There were 4 students (30%) who got fair, there were 8 students (50%) who got poor and there was 1 student (20%) who got very poor. In other words possible all students performed incorrectly on pretest of speaking skill.

From the table previously can be seen that no students who got excellent, and good. There were 7 students (45%) who got fair good. There were 8 students (55%) who got fair and no students who got poor and very poor.

b. Fluency

Table 4.2 The rate percentage of students' pre test and post test in fluency

No	Classification	Rating	Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	6	0	0%	0	0%
2	Good	5	0	0%	0	0%
3	Fair Good	4	0	0%	10	65%
4	Fair	3	6	30%	5	35%
5	Poor	2	8	50%	0	0%
6	Very Poor	1	1	20%	0	0%
Total			15	100%	15	100%

From the table 4.2 in pre test can be seen that no students who got excellent, good, and fair good (0%). There were 6 students (30%) who got fair. There were 8 students (50%) who got poor and there was 1 student (20%) who got very poor.

In post test score, it displays that no students who got excellent and good (0%). There were 10 students (65%) who got fair good. There were 5 students (35%) who got fair. There was no student who got poor and very poor (0%).

c. Comprehensibility

Table 4.3 The rate percentage of students' pre test and post test in comprehensibility

No	Classification	Rating	Pre Test		Post Test	
			Frequency	Percentage	Frequency	Percentage
1	Excellent	6	0	0%	0	0%
2	Good	5	0	0%	0	0%
3	Fair Good	4	0	0%	7	45%
4	Fair	3	3	20%	8	55%
5	Poor	2	9	60%	0	0%
6	Very Poor	1	3	20%	0	0%
Total			15	100%	15	100%

From the table 4.3 in pre test, it displays that no students who get excellent, good, and fair good. There were 3 students (20%) who got fair. There were 9 students (60%) who got poor and there were 3 students (20%) who got very poor.

In the post test, it demonstrated that no students who got excellent and good (0%). There were 7 students (45%) who got fair good. There were 8 students (55%) who got fair. There was no student who got poor and very poor (0%).

2. Students' Score in Pre Test

In this section the researcher described the students' score in accuracy, fluency, and responsibility, and mean score. The result was presented in this table:

Table 4.4 Students' score in pre test

No	Respondents	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1.	S1	2	2	3	39
2.	S2	1	3	2	33
3.	S3	2	3	3	44
4.	S4	3	2	2	39
5.	S5	2	3	2	39
6.	S6	3	3	2	44
7.	S7	2	2	1	28
8.	S8	1	2	2	28
9.	S9	3	2	1	33
10.	S10	2	3	3	44
11.	S11	3	2	2	39
12.	S12	2	3	2	39
13.	S13	2	2	2	33
14.	S14	2	2	1	28
15.	S15	1	1	2	22
Total		Mean Score			35,47

Table 4.4 above shows that of pre test score in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table above also showed that the mean score of students' pre test was 35,47.

3. Students' Score in Post test

In this section the researcher described the students' score in accuracy, fluency, and responsibility, and mean score. The result was presented in this table:

Table 4.5 Students' score in post test

No	Respondents	Three Aspects of Speaking Assessment			Score
		Accuracy	Fluency	Comprehensibility	
1.	S1	3	4	4	61
2.	S2	4	3	3	56
3.	S3	3	4	3	56
4.	S4	4	4	4	67
5.	S5	3	3	4	56
6.	S6	3	4	4	61
7.	S7	4	4	3	61
8.	S8	4	3	4	61
9.	S9	3	4	4	61
10.	S10	3	4	4	61
11.	S11	4	3	3	56
12.	S12	3	4	3	56
13.	S13	3	4	3	56
14.	S14	4	3	3	56
15.	S15	4	4	3	61
Total		Mean Score			59,07

Table 4.5 above informs of pre test score in students' speaking skill. The scoring consists of accuracy, fluency, and comprehensibility. The table above also showed that the mean score of students' post test was 59,07.

4. Pair Sample Statistic

Table 4.6 The Paired Sample Statistic

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre test	35,47	15	6,802	1,756
	Post test	59,07	15	3,327	,859

From the table 4.6 can be seen that the mean score in pre test was 35,47 mean score in post test was 59,07 with the total number of the students were 15. Standard deviation was 6,802 in pre test and 3,327 in post test. Standard error mean score was 1,756 in pre test and 0,859 in post test.

5. Analyzing of hypothesis acceptability

Table 4.7 The Paired Sample of Pre Test and Post Test

Paired Samples Test									
Paired Differences									
95% Confidence									
Interval of the									
Std. Error Difference									
		Mean	Std. Deviation	Std. Error	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre test								
	Pos test	-23,600	7,689	1,985	27,858	19,342	11,888	14	,000

From the table 4.7 can be understood that the mean score from pre test and post test was -23,600, standard deviation from this research was 7,689, and standard error was 1,985. Based on the confidence interval of the difference the lower from this research was -27,858 while the upper was -19,342. The last from the probability sig. $0,000 < 0,05$. This thing showed that H_0 was rejected.

B. Discussion

The observation at SMP Negeri 13 Palopo the teacher there apply the strategy and also media that make the students are difficult to comprehend the skill in English so that they fell confuse how to apply and master the speaking. Their teacher just explain in long explanation without giving the example and this strategy exactly make them bored and the most important part their teacher do not use the media in teaching speaking so that they cannot get good interest in learning English.

The statement above, the researcher wants to use advertising product in improving speaking skills to the students there. The researcher believes that this strategy can also become good way and make them interested in learning English. This strategy can make it easy to understand the speaking material because the way of it is very simple and easy to comprehend. This strategy also becomes the solution to solve the students' problem so that later they can improve their speaking skill without think hardly

This research aimed to find out the effectiveness of advertising product in improving students' speaking skill at SMP Negeri 13 Palopo. After the data was analyzed, it can be seen clearly that advertising product was effective in improving students' speaking skill and can be talked that this strategy was suitable for the teacher in teaching speaking skill. By using this strategy the students can get vocabulary as a main content to practice their speaking skill.

This is one of the advantages that there are many vocabularies that can be gotten by them without think hardly.

The condition of the class before giving treatment the students had low ability in speaking skill. This thing can be understood from the result of pre test. The result of pre test showed that the students were lack of vocabulary. As the common knowledge that vocabulary is the most important part in speaking English. The respond of the students gave the best respond and they were happy because the advertising product is new method for them and when the researcher used this method they can understand about speaking material and the most important they can get many vocabularies as modal to speak and practice speaking skill.

In process treatment the students showed the best respond. This thing can be like that when the process of research all the students always on the class. There were no students absent and this situation make the researcher also gave full spirit in process treatment. The best situation from this process and made the researcher felt happy when the last meeting the students like sad because there was no meeting again after this. From this moment the researcher felt that this method advertising product exactly very useful for them.

In this research the researcher used 15 students as sample. Before conducting the research the researcher gave the test for them to find out their prior knowledge before applying treatment. The name of this test was pre test. The result of the pre test can be seen on the table previously. After giving pre test the researcher gave the treatment to them so that can improve the students'

speaking skill. After giving treatment the researcher gave test again. The name of the test was post test. The purpose of this test was to find out the improvement of their speaking skill by using advertising product.

The result of pre test was low because the students at SMP Negeri 13 Palopo have low ability speaking skill. Therefore the researcher was interested to apply advertising product. After applying advertising product the students' speaking skill was improved. It can be seen from the result of mean score and the probability score sig. $0,000 < 0,05$. It means that H_0 was rejected. From the result can be understood that there was difference score between pre test and post test. In other words using advertising product was effective for the students at SMP Negeri 13 Palopo.

It supported by the research Alenazi (2022) in her international research which is under the title "*The Effectiveness of Using Advertisement to Enhance Pragmatic Language Skills among EFL Learners*". Based on the result, it shows that advertisement can be used by the teacher to improve pragmatic skills in English. Beside that from the research above was recommended to pay attention on value of using advertisement in teaching and learning process in the classroom.¹ From the research above can be seen the similarity with this research namely the using of advertisement into the students in improving students' speaking skill. In this research will be applied at SMP N 13 Palopo while the research above was applied for EFL learners

¹ Maryumah H. Alenazi (2022). The Effectiveness of Using Advertisement to Enhance Pragmatic Language Skills among EFL Learners. *Arab World English Journal (AWEJ)*. Vol. 13. No. 4. ISSN: 2229-9327.

From three aspects in speaking skill like accuracy, fluency and comprehensibility exactly there were some aspects that have better improvement. In comprehensibility aspect most of them have better improvement. It means that they can understand the topic from the speaking if they talked with their friends. In other words advertising product was very useful and very effective for them to improve their speaking skill.

One of the advantages from this method that the advertising product the students can find out or produce many vocabularies without think hardly that can help them to improve their speaking skill. Based on the vocabularies they can use it to practice their speaking skill and finally their speaking skill was improved.

In another part there is novelty from this research. The reader can read the result of this research that advertising product is not only just product that always look by many people but also can be good method or strategy in learning and improving English skill especially speaking skill. This thing can be seen based on the result that students' speaking is improved. Beside that another novelty that students always happy when the teacher use interesting method in teaching like the using of advertising product. This thing can be seen that the students always in the class if the research is running.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the findings and discussion previously the researcher concluded especially from the paired sample test. The use of advertising product is effective to improve students' speaking skill at the eighth grade of SMP N 13 Palopo. It can be proved by the result of post test is higher than pre test. Also the probability value was $0,000 < 0,05$. Based on this result, the researcher concluded that using advertising product can be used in improving speaking skill and it was effective for students.

B. Suggestions

Based on the conclusion previously, the researcher gave some suggestions, namely:

1. Before applying the strategy the teacher should give the pre test for the students to find out their prior knowledge. This is important to know what strategy is suitable for them,
2. The using of advertising product should be used for the teachers in this era because it was effective for the students. This ting can be like that because on the advertising product there are many vocabularies that can be used for them to improve their speaking skill.

BIBLIOGRAPHY

- Austin. (2021, April). *www.google.com*. Retrieved February 2023, from What Is Product Advertising? Benefits, Types and Uses. Indeed.com.
- Block. (2022, May). *www.google.com*. Retrieved February 2023, from What is and Advertisement? Definition, Benefits and Types. Square (squareup.com).
- Brandi. (2022). Retrieved January Wednesday, 2023, from Types of Speaking. What are the Different Types of Public Speaking?(penandthepad.com).
- Brown. (2021). (Longman, Editor) Retrieved January Wednesday, 2023, from Teaching by Principle an Interactive Approach to Pedagogy.
- Furwana, Dewi (2017). Language Learning Strategies of EFL College Students.https://scholar.google.com/citations?view_op=view_citation&hl=id&user=mCfv8-AAAAAJ&citation_for_view=mCfv8-AAAAAJ:d1gkVwhDpl0C
- Heaton. J. B (1990). *Longman Handbooks for Language Teachers. London and New York*.
- Iksan, Muhammad (2021). “[Probing prompting strategy to improve young learner’s speaking skills in Palopo City](https://scholar.google.com/citations?view_op=view_citation&hl=id&user=8xj6TNwAAAAJ&citation_for_view=8xj6TNwAAAAJ:M3ejUd6NZC8C)”.
https://scholar.google.com/citations?view_op=view_citation&hl=id&user=8xj6TNwAAAAJ&citation_for_view=8xj6TNwAAAAJ:M3ejUd6NZC8C
- Hartina, St. (2020). [*Talking Sticks as a Technique to Stimulate the Students' Speaking Performance in EFL Classroom.*](#)
- Ilkawati, Sijono and Henry Elisa. (2021). The Study of the Students' Speaking Performance in Demonstrating Product Advertising. *Journal of English Education, Literature and Linguistics* , IV (1), 59-70.
- Kane. (2020). Retrieved January Wednesday, 2023, from Descriptive Text:Definition.Generic.Structure.Purpose.Language.Features-BRITISHCourse.
- Kavi (2022). *Teaching Speaking Activities to Promote Speaking in a Second Language*. Retrieved January Monday, 2023, from The Internet TESL 31 Journal.

- Killian. (2020, December). *Top 3 Evidence Based Teaching Strategies*. Retrieved January Wednesday, 2023, from <http://www.evidencebasedteaching.org.au/evidence-based-teaching-strategies>.
- Maryumah H. Alenazi. (2022). The Effectiveness of Using Advertisement to Enhance Pragmatic Language Skills among EFL Learners . *Arab World English Journal* , XIII (4), 503-522.
- M. Firas Al Farisi and Godefridus Bali Geroda. (2020). Improving Speaking Skills in English through Advertising Language. *Borneo Educational Journal (Borju)* , II (2), 55-59.
- Mike. (2022, Juny). *www.google.com*. Retrieved February 2023, from What is product advertising-Definition, Best Examples, & Tips!. OFEO.
- Miknakshi B. (2022, May). *www.google.com*. Retrieved February 2023, from Advantages and Disadvantages of Advertising (economicsdiscussion.net).
- Muhamad, Sofian Hadi, Lidiyatul Izzah, Firdha Larasati. (2021). Teaching Vocabulary through Advertisement at the First Grade Students of Vocational High School. *Jurnal Studi Guru dan Pembelajaran* , IV (2), 415-420.
- Nur, Fitri Al Fiana, Andi Tenri Ampa, Muhammad Zia Ul Haq. (2022). Using Adevertisement in English Language Teaching to Increase Listening Comprehension Skill at junior High School 3 Bontomanranu. *English Language Teaching and Methodology* , II (1), 37-43.
- Putri Nur Azijah Mailani and Rida Farhana. (2018). Teaching Speaking through Picture Series. *Professional Journal of English Education* , I (5), 645-650.
- Prasanna. (2022, July). *www.google.com*. Retrieved February 2023, from Advertising Advantages and Disadvantages. 8 Biggest Limitations and Disadvantages of Advertising- A Plus Topper.
- Rahmi Aulia Nurdini. (2018). The Use of Picture to Improve Students' English Speaking Skill. *International Journal of English Teaching* , VII (2), 157-162.
- Ridwan.(2003). *Dasar-Dasar Statistika* (Bandung : Alfabeta)
- Selviana Anita Leon, Imanuel Kamiasi, Edmundus Buok. (2022). Improving Students' Speaking Ability Using Describing Picture of the Second Grade of

- SMA Negeri Laenmanen. *Proceedings STAI Rakha Amnuntai* (pp. 52-66). Laenmanen: English Study Program of Timor University.
- Siti, Julaihah. (2021). Improving the Speaking Skills by Using Picture Series. *Jurnal Penelitian Politeknik Penerangan Surabaya* , VI (4), 311-320.
- Tenrisanna, Andi Syam (2022) “[Teaching Speaking Skills through Project-Based Learning for the Eighth Graders of Junior High School](http://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/2555). <http://ejournal.iainpalopo.ac.id/index.php/ideas/article/view/2555>
- Wittrock (2022) *Definition of Picture Picture (123dok.com)* Retrieved on February 15th 2023 at 01.35 pm
- Wright (2022) *Definition of Picture Picture (123dok.com)*. Retrieved on February 15th 2023 at 01.35 pm
- Yolanda, Kristiani Simamora, Satria Agust, Nana Raihana Askurny. (2021). The Implementation of Describing Picture Strategy in Improving Students' Speaking Skill. *Universitas Maritim Raja Ali Haji Students Online Jurnal* , II (1), 303-308.
- Zakiyah, Farhanah Pratiwi and Mutiara Ayu. (2020). The Use of Describing Picture Strategy to Improve Secondary Students' Speaking Skill. *Journal of English Language Teaching and Learning (JELTL)* , I (2), 38-43.
- Zulfi Zumala Dwi Andriyani and Mega Apriliyana. (2021). The Use of Describing Picture in Teaching Speaking Skill. *Journal of English Language and Pedagogy* , I (1), 60-76.

APPENDICES



Student's Pre test



The researcher explained the material into the students



Process treatment into the students



The students explained the advertising product



The students practiced by using advertising product



Students' post test

SURAT IZIN PENELITIAN

PEMERINTAH KOTA PALOPO DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax : (0471) 326048, Email : dpmtsp@palopokota.go.id, Website : http://dpmtsp.palopokota.go.id

SURAT KETERANGAN PENELITIAN

NOMOR : 500.16.7.2/2024.0724/IP/DPMTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Polimpahan Kewenangan Perizinan dan Nonperizinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

MEMBERIKAN IZIN KEPADA

Nama	: RICHKAR
Jenis Kelamin	: L
Alamat	: Kambo, Kec. Mungkajang, Kota Palopo
Pekerjaan	: Pelajar/Mahasiswa
NIM	: 7373080412980005

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**THE EFFECTIVENESS OF ADVERTISING PRODUCT TO IMPROVE STUDENTS SPEAKING SKILL AT
THEEIGHT GRADE OF SMP NEGERI 13 PALOPO**

Lokasi Penelitian	: SMP Negeri 13 Palopo
Lamanya Penelitian	: 6 Agustus 2024 s.d. 6 November 2024

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo
Pada tanggal : 6 Agustus 2024



Ditandatangani secara elektronik oleh :
Kepala DPMTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.

1. Wali Kota Palopo;
2. Dandim 1403 SWG;
3. Kapolres Palopo;
4. Kepala Badan Kesbang Prov. Sul-Sel;
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo;
6. Kepala Badan Kesbang Kota Palopo;
7. Instansi terkait tempat dilaksanakan penelitian.

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara (BSSN)



SURAT KETERANGAN TELAH MENELITI

PEMERINTAH KOTA PALOPO
DINAS PENDIDIKAN
SMP NEGERI 13 PALOPO
Alamat : Kelurahan Kambo Kec. Mungkajang Kota Palopo

SURAT KETERANGAN

Nomor : 400.3.5.3/003/SMPN.13/VIII/2024

Yang bertanda tangan di bawah ini :

Nama : JUNI ASIS, S.Fil.I
NIP : 19741231 200701 1 051
Pangkat / Golongan : Pembina / IV.a
Jabatan : Plt. Kepala Sekolah
Unit Kerja : SMP Negeri 13 Palopo

Menerangkan bahwa :

Nama : RICHKAR
NIM : 17 0202 0036
Program Studi : Pendidikan Bahasa Inggris

Bahwa yang bersangkutan benar telah melaksanakan penelitian di SMP Negeri 13 Palopo dengan judul "The Effectiveness of Advertising Product to Improve Students' Speaking Skill at the Eight Grade of SMP Negeri 13 Palopo" pada bulan Agustus – November 2024.

Demikian surat keterangan ini dibuat dengan sebenar-benarnya agar dapat dipergunakan sebagaimana mestinya.

Palopo, 12 Agustus 2024
Plt. Kepala Sekolah

JUNI ASIS, S.Fil.I
NIP. 19741231 200701 1 051

Transcript Pre Test

Tell about your unforgettable experience!

Siswa 1

Nama : YAHYA DAPPI

Score :

An experience that I can't forget was that on my birthday I received a surprise from my family and friends.

Siswa 2

Nama : AFIFA KASMAN

Score :

Once fell and was laughed at by many people...

Siswa 3

Nama : NUR HAFIZAH

Score :

While on holiday with my brother and I were very happy and happy

Siswa 4

Nama : AIDIL RAMADHAN

Score :

Nothing, thank you.....

Siswa 5

Nama : AISAH

Score :

Play with friends

Siswa 6

Nama : AKBAR

Score :

My unforgettable experience was attending a football match

Siswa 7

Nama : AL IKSAN

Score :

Vocation with uncle and aunt

Siswa 8

Nama : ARGA

Score :

Caught by teacher while skipping school

Siswa 9

Nama : BILAL AKHIR

Score :

Scolded by parents for being naughty

Siswa 10

Nama : INDRI SAPUTRI

Score :

Camping during a scout competition

Siswa 11

Nama : SALWA REGINA PUTRI

Score :

Second place in interclass competition

Siswa 12

Nama : ERWIN

Score :

My favorite experience is going out to play with friends

Siswa 13

Nama : SHIREN

Score :

Got a handphone as a gift from mother

Siswa 14

Nama : THORIQ AL BACO

Score :

Beaten by my brother when he was caught smoking

Siswa 15

Nama : RIVAL

Score :

Rejected by women

Transcript Post Test

Choose one product and tell about your experience in using this product and promote it to the others with your own words!

- Lifebuoy soap
- Perfume
- Handbody

Siswa 1,

Nama : YAHYA DAPPI

Score :

Assalamualaikum wr.wb

My name is Yahya Dappi, I will promote lifebuoy soap, this soap is also called anti-bacterial bath soap because this bath soap can protect the body from germs.

Siswa 2,

Nama : AFIFA KASMAN

Score :

Assalamualaikum wr.wb

My name is Afifa Kasman, I will promote perfume, this perfume has a fragrance that many people like because it lasts five hours after use and I like the smell. Come on, what are you waiting for? Use perfume now.

Siswa 3,

Nama : NUR HAFIZAH

Score :

Assalamualaikum wr.wb

My name is Nur Hafizah, I will promote Vaseline handbody, this handbody is very fragrant and can protect the skin from sunlight, this handbody our skin. Come on, immediately use Vaseline handbody.

Siswa 4,

Nama : AIDIL RAMADHAN

Score :

Assalamualaikum wr.wb

My name is Aidil Ramadhan, I will promote perfume, so this perfume is very good to use because it smells very good. Thank you

Siswa 5,

Nama : AISAH

Score :

Assalamualaikum wr.wb

Good moning. My name is Aisah, I will promote handbody, this handbody is a vaseline handbody which can protect the skin from sunlight and has a very fragrant fragrance on our skin

Siswa 6,

Nama : AKBAR

Score :

Assalamualaikum wr.wb

I will promote Lifebuoy soap, this soap has anti-bacterial properties which can treat germs on our skin and can maintain a healthy body

Siswa 7,

Nama : AL IKSAN

Score :

Assalamualaikum wr.wb

I will promote handbody, this handbody has a very fragrant fragrance and can whiten our bodies, let's use vaseline handbody

Siswa 8,
Nama : ARGA

Score :

Assalamualaikum wr.wb

My name is Arga I will promote Lifebuoy soap, this soap can cleanse the body of germs that are on our bodies. What are you waiting for? Come on, use Lifebuoy soap immediately

Siswa 9,
Nama : BILAL AKHIR

Score :

Assalamualaikum wr.wb

Good morning I will promote perfume. Using perfume can also increase self-confidence because it gives a fresh impression and covers body odor. Thank you

Siswa 10
Nama : ERWIN

Score :

Assalamualaikum wr.wb

I will promote handbody, handbody can provide moisture for the skin and can help the skin stay healthy. For maximum results, use handbody before activities or after showering in the morning and before bed.

Siswa 11,
Nama : INDRI SAPUTRI

Score :

Assalamualaikum wr.wb

My name is Indri Saputri I will promote Lifebuoy soap, Lifebuoy soap can gently cleanse the skin, maintain healthy skin, and eliminate germs that cause skin infections.

Siswa 12,
Nama : RIVAL

Score :

Assalamualaikum wr.wb

My name is Rival I will promote hand body or body lotion, the benefit of body lotion is to prevent dry skin because hand and body lotion contains moisturizing ingredients which aim to maintain skin moisture, making it feel softer and smoother.

Siswa 13,
Nama : SALWA REGINA PUTRI

Score :

Assalamualaikum wr.wb

My name is Salwa Regina Putri I will promote perfume, one of the uses of perfume is to help strengthen memories and create feelings of happiness when wearing it because it has a very fragrant fragrance.

Siswa 14,
Nama : SHIREN

Score :

Assalamualaikum wr.wb

My name is Shiren I will promote perfume, how to use perfume is very easy, just a few sprays on several parts of the body, for example on the wrists, neck and behind the ears.

Siswa 15,
Nama : THORIQ AL BACO

Score :

Assalamualaikum wr.wb

My name is Thoriq I will promote hand body lotion, using body lotion can help provide protection to the skin from all things that trigger damage to our skin, the main function is to help repair rough skin surfaces, prone to irritation, dry and scaly. What are you waiting for, let's use handbody lation right now.

Lesson Plan

Course : Speaking Skill
Class : VIII
Meeting : I
Time Allotment : 90 minutes

Learning Objectives:

By the end of the lesson

1. The students will be able to know about speaking skill
2. The students will be able to know about advertising product
3. The students will be able to improve their speaking skill after applying advertising product

Teaching and Learning Process

No.	Material/Subject	Activities	Procedure	Time
1.	Introduction	The researcher greets and asks students about their condition and their readiness to follow the teaching and learning process.	Assalamualaikum. Well students, my name is Richkar...you can call me Richkar...	5 min
2.	Explanation about Advertising Product to improve students' speaking skill	The researcher asks the students to bring the product for advertising in the classroom	Give explanation about speaking skill and advertising product to the students	20 min
3.	Speaking Skill Test	The researcher gives the explanation about advertising product and what are the vocabularies there	Asked to the students to mention the vocabulary on the advertising product	55 min
4.	Closing	The researcher ask the students about the difficulties faced by them	Give some suggestions to the students about the course and close the meeting	10 min

Lesson Plan

Course : Speaking Skill
Class : VIII
Meeting : II
Time Allotment : 90 minutes

Learning Objectives:

By the end of the lesson

1. The students will be able to know about speaking skill
2. The students will be able to know about advertising product
3. The students will be able to improve their speaking skill after applying advertising product

TEACHING LEARNING ACTIVITIES

No.	Materi/Subject	Activities	Procedure	Time
1.	Introduction	The researcher greets and asks students about their condition and their readiness to follow the teaching and learning process.	Say Assalamu alaikum wr.wb to the students and ask the condition of the students then check name of the students one by one in attendance list	5 min
2.	Explanation about Advertising Product to improve students' speaking skill	The researcher demonstrates how to advertise the product in English and then explain the generic structure of advertisement	Giving explanation about advertising product to remind students about the importance of this method	20 min
3.	Speaking Skill Test	The researcher gives the list of the vocabularies and expression in advertising the product	The students look for the meaning of the vocabularies so that they can practice with them	55 min
4.	Closing	The researcher ask the students about the difficulties faced by them	Give some suggestions to the students about the course and close the meeting	10 min

Lesson Plan

Course : Speaking Skill
Class : VIII
Meeting : III
Time Allotment : 90 minutes

Learning Objectives:

By the end of the lesson

1. The students will be able to know about speaking skill
2. The students will be able to know about advertising product
3. The students will be able to improve their speaking skill after applying advertising product

TEACHING LEARNING ACTIVITIES

No.	Materi/Subject	Activities	Procedure	Time
1.	Introduction	The researcher greets and asks students about their condition and their readiness to follow the teaching and learning process.	Say Assalamu alaikum wr.wb to the students and ask the condition of the students then check name of the students one by one in attendance list	5 min
2.	Explanation about Advertising Product to Improve Students' Speaking Skill	The researcher and the students design and discuss in their group how to advertise their product	Give more explanation about advertising product	20 min
3.	Speaking Skill Test	The researcher gives full attention on the students' advertise product	The students practice by using advertising product	55 min
4.	Closing	The researcher ask the students about the difficulties faced by them	Give some suggestions to the students about the course and close the meeting	10 min

Lesson Plan

Course : Speaking Skill
Class : VIII
Meeting : IV
Time Allotment : 90 minutes

Learning Objectives:

By the end of the lesson

1. The students will be able to know about speaking skill
2. The students will be able to know about advertising product
3. The students will be able to improve their speaking skill after applying advertising product

TEACHING LEARNING ACTIVITIES

No.	Materi/Subject	Activities	Procedure	Time
1.	Introduction	The researcher greets and asks students about their condition and their readiness to follow the teaching and learning process.	Say Assalamu alaikum wr.wb to the students and ask the condition of the students then check name of the students one by one in attendance list	5 min
2.	Explanation about Advertising Product to Improve Students' Speaking Skill	The researcher explains complete explanation again about advertising product	Give more explanation about advertising product so that they can improve their speaking skill	20 min
3.	Speaking Skill Test	The researcher gives the questions so that there is feedback from students with the researcher	Give some question into the students to find out the feedback from them	55 min
4.	Closing	The researcher ask the students about the difficulties faced by them	Give some suggestions to the students about the course and close the meeting	10 min

Lesson Plan

Course : Speaking Skill
Class : VIII
Meeting : V
Time Allotment : 90 minutes

Learning Objectives:

By the end of the lesson

1. The students will be able to know about speaking skill
2. The students will be able to know about advertising product
3. The students will be able to improve their speaking skill after applying advertising product

TEACHING LEARNING ACTIVITIES

No.	Materi/Subject	Activities	Procedure	Time
1.	Introduction	The researcher greets and asks students about their condition and their readiness to follow the teaching and learning process.	Say Assalamu alaikum wr.wb to the students and ask the condition of the students then check name of the students one by one in attendance list	5 min
2.	Explanation about Advertising Product to improve students' speaking skill	The researcher gives complete explanation again about the Advertising Product	Give the complete explanation about advertising product to improve students' speaking skill	20 min
3.	Speaking Skill Test	The researcher gives the time for the students to advertise their product	Every student explained about how to advertise their product	55 min
4.	Closing	The researcher ask the students about the difficulties faced by them	Give some suggestions to the students about the course and close the meeting	10 min

Lesson Plan

Course : Speaking Skill
Class : VIII
Meeting : VI
Time Allotment : 90 minutes

Learning Objectives:

By the end of the lesson

1. The students will be able to know about speaking skill
2. The students will be able to know about advertising product
3. The students will be able to improve their speaking skill after applying advertising product

TEACHING LEARNING ACTIVITIES

No.	Materi/Subject	Activities	Procedure	Time
1.	Introduction	The researcher greets and asks students about their condition and their readiness to follow the teaching and learning process.	Say Assalamu alaikum wr.wb to the students and ask the condition of the students then check name of the students one by one in attendance list	5 min
2.	Explanation about Advertising Product to improve students' speaking skill	The researcher explains and gives the time into the students to advertise their product	Give the time into the students to advertise the product	20 min
3.	Speaking Skill Test	The researcher corrects the students' performance in advertising product	Give the suggestion and correction based on the students' performance	55 min
4.	Closing	The researcher ask the students about the difficulties faced by them	Give some suggestions to the students about the course and close the meeting	10 min

CURRICULUM VITAE



The researcher, Richkar was born on December 4th 1998 in Palopo with the email richkar0036_mhs17@iainpalopo.ac.id. He began his education at Elementary School of 442 Kambo. After that he continued his education at Junior High School Number 13 Palopo. After finishing that, he continued his education at Madrasah Aliyah Negeri Palopo. Now the researcher is student of IAIN Palopo in English Language Education Study Program.