

The Implementation of Poster Presentation Project in Teaching Speaking of Descriptive Text for Vocational School

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Abstrak

Dewasa ini, mengajar berbicara menggunakan presentasi sebagai kegiatan pembelajaran umumnya menggunakan Ms. PowerPoint. Hal ini membuat siswa sering membaca teks presentasi mereka daripada menjelaskan. Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan proyek presentasi menggunakan poster sebagai media untuk mengajar berbicara untuk siswa jurusan multimedia, meningkatkan kemampuan siswa dalam berbicara. Penelitian ini menggunakan jenis penelitian tindakan kelas (PTK) untuk menyelesaikan masalah di dalam kelas. Pendekatan yang digunakan untuk mendeskripsikan data adalah pendekatan kualitatif. Pendekatan ini bertujuan untuk mendeskripsikan secara mendalam tentang partisipan yang terlibat. Subjek dalam penelitian ini adalah guru bahasa Inggris dan siswa kelas 10 Multimedia di SMKN 1 SURABAYA. Peneliti menggunakan tiga instrumen yaitu catatan observasi, daftar pertanyaan dan wawancara dalam bentuk semi struktur. Untuk mengambil data, peneliti menggunakan observasi, setelah itu memberikan daftar pertanyaan. Kesimpulan dari penelitian ini adalah poster dapat digunakan untuk mengajar ketrampilan berbicara secara efektif di dalam kelas.

Kata Kunci: *posters, berbicara.*

Abstract

Nowadays, teaching speaking with presentation as the activity commonly used Ms. PowerPoint as the media to presentation. It makes the students often to read their notes rather than explain their point. The objectives of this study are to describe the implementation of posters presentation project as media in the multimedia class to teach speaking in vocational school. The qualitative research is uses in this research as the approach and the method to solve problem in the data collection. The subject of this research is the Students in Tenth Multimedia class in the SMKN 1 SURABAYA. There are three instruments which are used by the researcher. They are observation sheets, questionnaire and interviews in the form of semi-structured. To collect the data, the researcher uses the observation, then gives the questionnaire. In conclusion, the posters is effective to be used as media to teach speaking for multimedia students.

Keywords: *posters, speaking.*

INTRODUCTION

Based on the 2013 curriculum in Indonesia, English material for SMA and SMK is quietly same. Normally, English for Vocational high school should be different from Senior high school. Because the Vocational high school is a school providing specific majors for its students, the students have to learn English specifically and use English materials related to their field of study. According to Minister of Education and Culture number 70 of 2013, English is one of the foreign languages as a compulsory subject in vocational high school (VHS). The target needs to develop the material for VHS were necessities of learning four skills on balance with the theme related to their subjects, lacks the four English skills and wants of learning English related to the learning subject (Dewi, 2017).

The different learning process should be adjust with the subject that students learn in the vocational

school. Teaching speaking usually used presentation with Ms. PowerPoint as the activity to give students opportunity to speak actively. Different with those fact this research used Poster Presentation Project as the media to teaching speaking. Poster Presentation Project (PP) is related to Posters are a hybrid form more detailed than a speak but less than paper, more interactive than either. The Poster Presentation Project is the media in teaching speaking that conducting ESP method as the principle. The focus is Poster Presentation Project as the learning strategies conducted an informal conversation using the poster as the media of learning strategies.

Therefore, Based on those concepts the more focus is about, the students Speaking ability can improved and the target of teaching speaking fun and effectively. Using a Poster Presentation Project allows the students to work as a group, which then gives them some practice working as a "team" to develop group management and speaking ability. Other than that the vocational school has the

multimedia subject, this Poster improved their skill in multimedia and speaking. Moreover, Poster Presentation Project to encourage learning needs in teaching speaking. Because that factor is needed to teaching speaking using poster are effective to improve the speaking ability.

Moreover, the implementation of posters as media in the classroom to teach speaking for Junior high school and the students responses toward the posters as media to teach speaking. Based on the number of facts above, in this study, there is no research focus to observe the English materials for Vocational Student by using the Poster Presentation Project that satisfying needs and interest.

The researcher found that the students in the ten multimedia class could not speak naturally and sometimes felt confused when they wanted to speak English. Based on the problem that the researcher found, the researcher decides to use posters presentation project as media to teach speaking in vocational school. The teacher agree to teach poster presentation in the three meetings. The objectives of this study are to describe the implementation of posters presentation project as media in the multimedia class to teach speaking, the way poster presentation project improving students speaking ability and the students' needs analysis for the posters presentation project as media to teach speaking in vocational school. Therefore, this research is aimed to describe the use of the Poster Presentation Project which helpful for multimedia students in vocational high school and satisfying needs and interest.

As mentioned earlier, the phenomena where using Poster Presentation Project has many problems to use in this era. But the available to use this strategy/media conducted VS Speaking Ability if the study can answer all of these questions:

1. How is the implementation of the posters presentation in the classroom to teach speaking to the multimedia of students?
2. How is the student's product and performance in Poster Presentation Project in descriptive text material as the result of Project Based Learning?

RESEARCH METHODOLOGY

The researcher decides to use qualitative method in conducting this study. The purpose of this research is to describe natural data that occur in the classroom. The data obtained and analyzed in descriptions. The descriptions show the students learning process of poster presentation project in speaking activity about descriptive text. Then, the way students shows the poster as the result of project based learning. In the Ary et.al (2010) describe that qualitative research focuses on understanding the social phenomena by providing rich verbal descriptions of setting, situations, and participants.

The data is gained from observation that is conducted by the researcher during the teacher is teaching English in the class. The contextualize findings, interpret behavior and intention that focus is on data that are readily. Its aim to make the data collection rich with the extensive explanations and details which will be presented in the contexts.

The setting of this research is an English classroom which the teacher teaches. It consist one English teacher and about 36 students in grade X Multimedia subject. The classroom has one LCD projector but didS't work, a white board and stationary needed in the class like boardspidol, eraser and ruler. The classroom is upstairs and it's in the corner of second floor.

The subjects of the study are students from Multimedia Subject in SMKN 1 SURABAYA that mentioned before. The learning subject is Students. It's because the focus is design poster and it properly effective this research conducted in Multimedia student. The multimedia students are get familiar to designing task Source of data of this study are from the implementations of poster presentation project in the speaking activity in vocational school grade X that observed in three meetings also students project as the implementation project based learning.

This research use the data from the implementation of Poster Presentation Project before, during and post-activity by doing Observation. In this research, the categories descry three instruments assisted the researcher in conducting this research. There are semi structured questionnaire, interviews several students about the Poster Presentation Project in three meetings teacher and students comments in which is taken during the teaching and learning process using an interview guide.

In this research, the researcher uses observation and questionnaire as his instrument. First, observation used in this research to help the researcher gathers the student's prior knowledge of their learning strategies. The questionnaire came as the next instrument since it was used to gather information about students strategies related to the first and second research questions. The observation result also used to support the answer of both research questions.

In this study, the researcher was collected the data in 7, 14 and 21 February 2019 by conducting questionnaire student and teacher, interviews and observation checklist, and audio recordings, video data is examined and interpreted in the next chapter. The researcher do the observation to collect data of how the students implement the poster presentation project in learning process (remembering, understanding, applying, analizing, evaluating and creating). Based on the research questions the focus is the implementation of poster

presentation project done by students, and also the students product in the Poster Presentation Project.

Moreover, to answer the first research question, at the observation during the Poster Presentation Project begins with using field notes and giving semi structured questionnaire. To answer the second research question, the researcher identification from the student's product and performance in the speaking test for pre-activity then observation during Poster Presentation Project begins, Field noted and semi structured questionnaire.

According by Cohen and Manion (2000), observational data are attractive as they afford the researcher the opportunity to gather 'live' data from 'live' situations. The researcher can get a change to look at what is taking place in situ rather than at second hand. Recording Sheets or Checklists is the instrument of observation in this research. Checklists are used to knows the students valuation about the Poster Presentation Project.

Moreover, Field Note also the instrument in this Research. Donald Ary et al states that field notes are the most common instrument in qualitative research to provide a record of what is going on during the research. This source data is about the researcher observation the English teacher in ten multimedia class in SMKN 1 SURABAYA, that have been teach Poster presentation in three meetings. The speaking test is to measure the students in ten multimedia class speaking ability before and after the implementation of poster presentation project as the results of teaching students speaking. Type of test used is direct speaking test, this test according to Clark (1979:36) are procedure in which the examinee is asked to engage in face-to-face communicative exchange with one or more human interlocutors. The test detailed in the table below.

In analyzing, the researcher decided to analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. The researcher organize what he has seen, heard, and read and try to make sense of it in order to create explanations, develop theories, or pose new questions Ary, et.al (2010:481). Then the data engaged with the data through reading and reflecting this is the qualitative data analysis.

Moreover, the data are collected, the data is described, classified, and interpreted. The researcher presents the results in the next chapter. From the three stages, Creswell (2007) had differentiated them again into four parts. The first one is data managing or reading. The second is describing. Followed by describing are classifying and interpreting. Finally, the last one is representing or visualizing. Based on the theories above, the researcher were used them for analyzing the data qualitatively.

In this case the researcher record all of the part of the implementation poster presentation project in the field

note, video recording and also the observation sheets. After self-familiarizing and organizing the source data in the observation the researcher begin to coding and reducing the observation data to put in the observation data implementation poster presentation project to answer the first question. This is includes the identification of categories assigning the data into some categories by breaking down a huge amount of data into several categories.

After the questionnaire gives into the students and teacher, the data analysis for the questionnaire is coding and reducing with identification of the questionnaire answer, its aim to assigning and break down the questionnaire sheets into the needs analysis categories. The positive answer that shows the poster presentation project is effective to improving speaking ability and satisfy the needs analysis. The questionnaire results will put in the needs analysis results for answer the second also the third research question with the interpreting and representing process.

After the interview gives into the students and teacher, the data analysis for the interview is coding and reducing with identification of the interview sheets and recording, its aim to assigning and break down the interview sheets and recording into the needs analysis categories. The positive arguments that shows the poster presentation project is effective to improving speaking ability and satisfy the needs analysis. The interview results will put in the needs analysis results for answer the second also the third research question with the interpreting and representing process.

While representation is about how the data are presented (Ary, et al, 2010). It brings the researcher to firstly provide the description of the data and at the same time followed by some elaboration referred to related theories and findings developed. The data is then presented in descriptive manner. Representation involves how the data are presented, Creswell (2012).

In other hand, the direct speaking test that gives in the pre activity and post activity in the poster presentation project the data analysis is interpreting and representing the process of the test and also the results of the test that showed what is differences between the students speaking ability in the pre activity and post activity. The results is showed in the form of speaking rubric of some students in the pre-test and the group's performance in the poster presentation project also the discussion. The speaking rubric also measure the description of the students' performance being judged and justified, also included the process of scoring the poster presentation.

RESULT

1. The Implementation of Poster Presentation Project in Teaching Speaking a Descriptive Text to the Vocational Students

This part explaining data based on the researcher who observed a teacher controlled the class took some actions. After the researcher discussion about the purpose of the research and designing the implementation of poster presentation project, teacher applied the implementation of Project Based Learning three framework, the first is Pre-task, Task cycle, and the language focus. The observation was taken into the tenth-grade multimedia subject in SMKN 1 SURABAYA, and the observation that the researcher took was conducted in three meetings for a month because the English subjects to this school only once in a week, this makes the students not effective to learn English. Therefore, the limited time must be conducted effectively to deliver the material about Poster Presentation Project from the pre speaking test until the Poster Presentation Project displayed.

Furthermore, the English teacher and the students as the subject and the English teacher in this school was an evaluator in the classroom in three meetings. This is in contrast with the researcher explained to the curriculum representative in this school because my research is intended to observe the teacher who teaches the poster in the vocational school to teaching speaking.

The implementation Project Based Learning framework that is Pre-task contains introduction to topic and task. It was started in the first meeting with introduced the research activity in three meetings, explained the research object about the Poster Presentation Project through the students and giving speaking test. The second meeting is Task cycle that contains of task planning report. In the second meetings, the students perform the poster in groups while the teacher monitors and gives evaluation. Also, the preparation to the student's presentation, during the presentation several groups and the initial evaluation to the next meeting.

The third meeting is language focus that contains of analysis practice. In the language focus stage the students examine and discuss specific features of the task has provoked. It was the last group presentation, last evaluation, and data collection with giving questionnaire and interviewed some superior and lowest students' to occurred the research purposes about the students' needs analysis.

According to the field note and video documentation, the teacher divided the activity into pre-activity, whilst activity and post activity. The activity also divided based on thirteen-curriculum that contains the opening part, whilst activity contains observing, questioning, collecting data, associating, communicating parts and the post-activity contains a closing part.

In the first meeting of field note on Thursday 7th February 2019. The teacher was started to opened the class and introduced the researcher that want to observed also teach them. After the teacher greetings, checked

attendees and pray before starting the lesson, then the teacher introduced and told to students that the researcher teaches them about the Poster Presentation Project to improving speaking ability in three meetings, in the end of meetings gives questionnaire and interview. The class started on the first period at 07.00 until 9.00 am. There are thirty seven students in X Multimedia (b) class in SMKN 1 SURABAYA, and that time are no absent students.

After the introduction the researcher focused to explains the objective of this research. Then the researcher began to explain the descriptive text that used in the Poster Presentation Project. then the activity began with brainstorming. The researcher asked the students about how familiar with descriptive text and what are the examples of descriptive text that they had learned, but the students responded not actively. Then the researcher explained more details about the objective of the research about teaching speaking using Poster Presentation Project to improving student's speaking ability, there are three meetings to do this activity.

The students didn't know about Poster Presentation Project before. the M.S Powerpoint is familiar tools to presentation, and lot of people only read the slides in Powerpoint rather than explaining, here the poster make the students become effective presentation using one page poster that included every information that presented to audience, this is makes the speaker more active then read the slides if the speaker use Powerpoint.

The explanation included giving example with displayed the poster to the students. This comparison is important to assess the poster is acceptable and effective or not, the student argue that PowerPoint is easy to use but the researcher explains that the poster can stimulate their skills in multimedia to help them learning English more fun and easily. The poster use the descriptive text about person and the topic is Mrs. Tri Risma Harini, she is city major of Surabaya. See Bu Risma Poster to see the poster example from the researcher.



Gambar 1. Bu Risma Poster.

After the teacher explained how to use Poster Presentation Project and also descriptive text. The

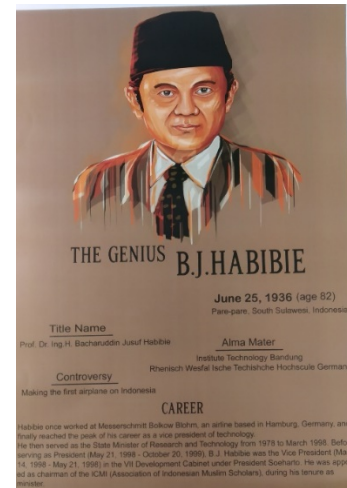
researcher mentioned several students to introduced theirself in front of the class, this means the teacher giving speaking test about the basic speaking skill before making a Poster Presentation Project. Six students have been chosen randomly to introduced their self in front of the class. Here in the speaking test the researcher take some notes that proving four students form six performance make a lot of basic mistakes, they were introduced their self with wrong mentioned the date of birth, date of birth start with month then the day and the last is the year, the example is 25th January 1997. How to say the year is also incorrect, he says “two and thousand and two”. past tense that used and also not specific information identity.

The other things are several students still nervous and making basic errors about introduced their self likes mentioned the date of birth, past tense that used and also not specific information identity. Several students speaking ability are quite low. Then, the researcher divided the students to making five groups and each group has five until six members to making Poster Presentation Projects. At the time when the group’s discussion the researcher guided the students and observe them know the material was delivered successfully or not.

The descriptive text about a person was chosen to be included in the poster, according to thirteen-curriculum and three points one basic competence. Every group has decided the person who will describe in the next meetings. At the end of first meeting the teacher answer several questions about the format of Poster Presentation Project, many students are didn’t even know about Poster Presentation Project, the questions involved then the researcher explained deeper in the ending class section.

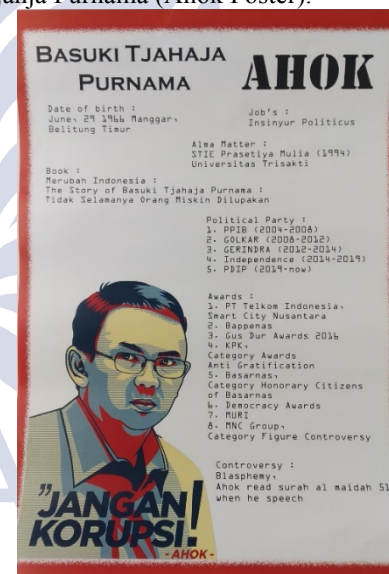
The second meeting of field note on Thursday 14th February 2019. The teacher opened the class because the teacher gives all the time to the researcher, the teacher still in the class to monitory the researcher. The assessment, notes, comments, and suggestions from the teacher are included into observation sheet that the researcher designed before, every meeting the teacher was filled the observation sheets because data from the teacher is very important during this research.

The class started with the material review in the last meeting and also group preparation to presentation their posters, during preparation the researcher check every group about their work and their response are positive because active to ask about the trick to presentation and also the problem to speak. There are no problems or question about making a poster because there are multimedia students. After preparation around thirty minutes, the first group is presented their poster conducted descriptive text about the third president of Indonesia Mr. Habibie (Habibie Poster).



Gambar 2. BJ Habibie Poster.

Based on fields note, the first groups were dominated by two persons as the speaker but the important thing is one of the speakers is the student who has been chosen in the speaking test and he has many improvements when he speaks used the poster. The second groups performed in this meeting with showed the poster about the ex-minister of Jakarta province Mr. Basuki Tjahja Purnama (Ahok Poster).



Gambar 3. Ahok Poster.

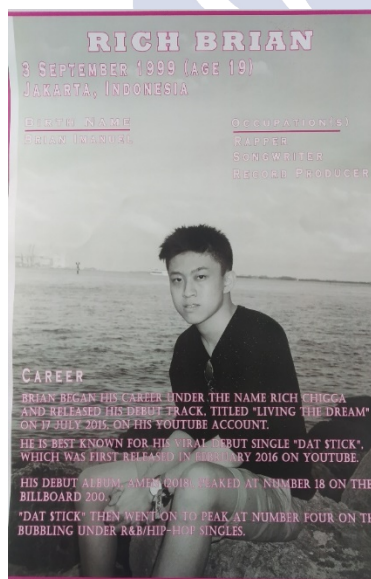
This group was more active than the first groups because each member of the groups is speak and answering the question in the discussing section. The details information about their topic are more clearly and deeply, it makes the presentation more interesting and the discussion section the second group gets many question and comment about their Poster Presentation Project.

The third meetings of field note on Thursday 21th February 2019. The meetings started with prepared the last groups to show their Poster Presentation Project. The third group used Indonesian comedian Entis sutrisna (Sule Poster).



Gambar 4. Sule Poster.

This group gives more detail information better than the groups in the second meetings. The group member was very active in speak but still have dominated person to speak more than the others the poster clear and colorful. The fourth groups used Indonesian rapper Rich Brian (Brian Poster).



Gambar 4. Brian Poster.

Unfortunately, these groups not active to speak and most of the group members do not know well about their topic, and also there is one student dominated the presentation. There are many members keep silent and not explaining their poster in front of the class. The last groups are the best performed because the presentation very attractive and all of the group member are speak actively, their topic is Indonesian Singer and Activist Iwan Fals (Figure. 6).



Gambar 5. Iwan Fals Poster.

The audiences in the class are interest and familiar with the topic. After the five group presentation, the researcher gives the questionnaire and called several students to make interview guide about Poster Presentation Project, to get more details about the questionnaire and interview point in the next subchapter.

1. The Results of Students Product and Performance during Poster Presentation Project

This part the researcher try to answer the second research question about How is the student's product and performance in Poster Presentation Project in descriptive text material as the result of Project Based Learning. The direct speaking test gives in the pre activity and post activity. Other than the data analysis uses the qualitative research to identify the goal of Poster Presentation Project to improving students speaking ability. The speaking test results is showed in the speaking rubric below.

In the pre activity the student gets several question from the teacher, it's about introducing their self, counting number one until one hundred in English, and knowledge about Surabaya and the descriptive text. In the three meetings there are eight students were gets the test, but in this table shows only three students as the comparison in the post activity. Table 3. Speaking Rubric for several students in the pre activity.

In the post activity there is a discussion section after every groups have finished their presentation, the student in different groups and also the teacher gives several questions about the poster, the person who is used as the topic in the poster, the students explanation etc. there is a table which shows the effect of the preparation of presentation and poster as the media to make the students

active to speak. Table 4. Speaking Rubric for several students in the post activity.

The results of interview

In the Ary et al 2010 about data analysis in qualitative research process consist of four guides to interpreting data used interviews, first is typical questions that ask participants to describe how something typically about the Poster Presentation Project. The researcher used the question "Describe a typical class activity that you get in Poster Presentation Project about three meetings" to the students.

The Second is Specific questions that ask about specific events or activities, the researcher used the question about what happened in the Poster Presentation Project in the three meetings. The third is questions that ask student for an actual tour while providing details about another students and activities during the learning process, the researcher used the question "Can you show me about the problem of Poster Presentation Project". Fourth is doing task-related questions that aid in the description "can you explain deeper about your group problem to deliver Poster Presentation Project". Moreover, four students consist of two male and two female that have been chosen randomly.

The Speaking and language acquisition determined the developing fluency because the fluency is one of target language in this research. The fluency factors is about speaking tasks is explain the descriptive text in presentation that have been explained in the sub chapter before. Information gap tasks is about the student knowledge and poster comprehension. Problem solving tasks is the groups preparing Poster Presentation Project. Social monologue happened in the discussion before and after presentation. Supporting learners is based on the student question and comments about the presentation and the researcher feedback after Poster Presentation Project.

The interview results is the first evidence to answer the research question. There are three students agreed that the Poster Presentation Project is good for increasing speaking ability, they also said that Poster Presentation Project is the new technique to presentation and it's nice innovative. They felt enjoy used poster in the presentation compared to use Ms. PowerPoint because poster can stimulate them to be creative, innovative and practicing multimedia subject into learning English.

The first student is Septa Aditya Pamungkas with attendance number twenty six, he joined the English club in the school answering all interview guide question sheet with good English and he is the student who really interests with Poster Presentation Project "karena poster itu sesuai dengan kemampuan kita yaitu multimedia selain mengasah kemampuan bahasa inggris kita juga bisa mengasah kemampuan kita untuk design".

The second student is Sefy Ayunda Nur Hidayah with attendance number twenty five, she is a leader of the class and she is not really interesting with English but when she got Poster Presentation Project she said the Poster Presentation Project is good media to teach English into the student who doesn't like English in this argue "yeah the problem is not all of my friends know English.

She also argue that "so I think its quiet interesting, because its practice our speaking skill but also giving opportunity to learning about design, not all of the students here learn about design and this assignment can make us to learning design, it's interesting too like what I've told you before that it's good to practice speak in the poster presentation

The third student is Resna Arjuna Anggara Putra with attendance number nineteen, he has low English speaking skill but he said that the Poster Presentation Project can encourage him to produce speak more effective and active, he said the Poster Presentation Project can combine his skills about design to support understanding English easily. So using poster is another level of good idea because usually we use PowerPoint with the writer in the slide, we only show the point and topic in the poster so you can explain it yourself speaking to people.

In contrast, there is one student didn't agree that poster is a good media to be used in the presentation. She is Shella Hayu Febrianti with attendance number twenty seven. She is confused to use the poster because its new media for this student, but the student said the poster is interesting if the researcher can make improvement for Poster Presentation Project to be more communicative and creative. She argued "saya kira lebih efektif poster presentation sir karena kita dituntut untuk speaking bukan menghafal text atau membaca text dan catatan seperti ketika kita menggunakan Ms.Powepoint serta lebih bisa menuangkan kreatifitas di poster ini".

Even though this student has a good achievement in English competition at Surabaya, the English skills are different from the other students in the class but the feedback from Poster Presentation Project prof that it needs more improvement. This statement also covering the third research question and the conclusion given in the next chapter.

DISCUSSION

1. The Implementation of Poster Presentation Project

Dealing with the process of how Poster Presentation Project was implemented as a learning model in this research all stages met the theory of Project Based Learning by Sujadi & Sunardi (2016). Below the description of phenomena that happened in each stage of Poster Presentation Project implementation are explained in details.

The stages of Project is beginning of the learning process, they stated that the teacher should give the students some chances to be involved in the process of deciding the project. It means that there should be a discussion between the teacher and the students as the first the stage of implementing Poster Presentation Project. In the first meeting, the teacher and the students had already discussed and agreed that the students were going to create the descriptive text into poster.

The project would be in form of poster and it would be presented in front of the class and it was clear that making poster became the student's project. This can be an indication that the first stage in implementing Project Based Learning within the class was done through a discussion.

The next stage of Project Based Learning is dealing the process of planning. By this stage, everything related to the project has to be well-planned (Sujadi & Sunardi, 2016). In the middle of the teaching and learning process, the teacher had already provided the chance for the students to take a part. It was done by the moment when the teacher encouraged the students to choose the topic based on their own choices. In addition, the teacher gave the chance for the students to look at the references in the internet. The teacher did not force the students to choose the figure based on her references, because she knew that it would limit their creativity.

The guidance in writing the script and the explanation related to the important aspects that should be concerned in making the Poster Presentation, all of that, the teacher had given to them. The teacher also did not forget to check their progress related to everything they needed to finish the project. Thus, at this stage, the teacher was successfully did her role as the facilitator. Next, presenting the product of the project is known as the fifth stage in implementing Project Based Learning (Sujadi & Sunardi, 2016). The present their work based on their group number. These stages were done in a proper way since all the group had represent their project on time.

In accordance with the last stage, the sixth stage in implementing Project Based Learning related with the evaluation. It is related to the process of finishing the project and the outcome of the project itself. In this stage, the teacher did exactly as what the moment of sharing the feelings and thoughts related to the whole thing of the project. This then triggered the students to share what they had in mind. Thus, by all indications, the teacher motivated the students to share their thought related to the project they had already done successfully.

2. The Students Product and Performance during Poster Presentation Project

The results of the speaking test in the pre activity and the data in observation are the source to explain detailed about this Poster Presentation Project improving

students speaking ability. There were some elements according to Harmer (1998) which is considered to score as follows; grammar, vocabulary, comprehension, fluency and. Based on the students score in the speaking rubric there was improvement in the pretest. There are 8 students who passed in the pretest. Then the researcher did monitoring their speaking ability in learning process with presentation using poster. There were improvement achievements during the presentation. Most of students have improvement in presentation, only four students who were not passing.

Moreover, the speaking class more active because the students should participate within this activity. In the beginning of the meetings several the students were still low in speaking ability but after implementing of Poster Presentation Project their speaking ability were improved. The observation shows that during the presentation the students is active to speak, even though the several students that already got pretest still read the notes to presentation and not active in the discussion section.

In addition, the questionnaire and interviews also shows students valuation that Poster Presentation Project can make the student speak actively and they enjoy to learning speaking with more practical activity. The researcher confident that it's answering the second research question.

CONCLUSION AND SUGGESTIONS

According to the result and discussion in chapter four, researcher concludes that most of student tend to use delayed production to support their critical thinking in speaking. By using delayed production it help the student to process information better before they produce their speaking. Student also feel comfortable when they encounter speaking task using this strategy. Another important point that can be concluded are the least used strategy and the number of strategy used by student. Inferencing become the least strategy used by student since it is believed become the most difficult strategy among five strategies.

Furthermore, in using each strategies student have their own reasons. Most of the student believe that learning all the data, collect important details, and process all the data can help them easy to think critically. Meanwhile, inferencing as the least strategy used by few student in class. Inferencing considered hard to use since it needs a lot training and drills in order to apply it with minimum risk.

According to the data described above, the researcher delivered several suggestions for future researchers. The researcher hopes that the suggestions could give benefits for those concerned with kind of this research in the future.

The researcher hopes that future researchers can take any advantages of this research as a resource for their future study. The researcher should find out the effectiveness from each strategies. Thus, when each strategies compared the data will be more complex. The future researcher can also add any instruments such as test to gain more complete data.

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