

USING POSTERS AS MEDIA TO TEACH SPEAKING TO THE EIGHTH GRADE STUDENTS OF SMPN 1 MADIUN

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Abstrak

Setahun yang lalu, peneliti melakukan praktek mengajar di SMPN 1 Madiun. Selama masa pengajaran itu, peneliti menemukan bahwa para siswa tidak mampu berbicara secara natural and terkadang mereka merasa bingung ketika mereka ingin menyampaikan pendapat pada teman sekelas. Berdasarkan masalah yang ditemukan, peneliti memutuskan untuk menggunakan poster sebagai media karena berdasarkan pernyataan Reilly (2007) penggunaan poster di awal kelas dapat memotivasi siswa untuk berbicara Bahasa Inggris. Tujuan dari penelitian ini adalah untuk mendeskripsikan penerapan poster sebagai media di dalam kelas untuk mengajar ketrampilan berbicara dan untuk mendeskripsikan respon siswa terhadap penggunaan poster sebagai media untuk mengajar ketrampilan 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. Subyek dalam penelitian ini adalah siswa kelas 8B di SMPN 1 Madiun. Peneliti menggunakan dua instrumen yaitu catatan lapangan dan wawancara dalam bentuk semi struktur. Untuk mengambil data, peneliti menggunakan siklus yang terdiri dari perencanaan, tindakan, observasi dan refleksi.

Peneliti sebagai guru yang akan melakukan observasi di beberapa pertemuan. Poster yang ditunjukkan akan digunakan oleh siswa untuk menjelaskan ide mereka yang berhubungan dengan poster. Pada mulanya, siswa membuat beberapa kesalahan dalam membuat kalimat. Tetapi, di akhir presentasi, guru menunjukkan kesalahan yang dibuat oleh siswa selama presentasi. Pada presentasi yang kedua, sebagian besar siswa menyadari untuk membuat kalimat dengan baik. Siswa juga berpendapat bahwa penggunaan poster dapat membuat suasana lebih menyenangkan daripada berbicara dengan tidak menggunakan media. Kesimpulan dari penelitian ini adalah poster dapat digunakan untuk mengajar ketrampilan berbicara secara efektif di dalam kelas.

Kata Kunci: *posters, berbicara.*

Abstract

A year ago, the researcher had an activity in SMPN 1 Madiun called PPL 2. During that activity, the researcher found that the students could not speak naturally and sometimes felt confused when they wanted to deliver the speech to their friends. Based on the problem that the researcher found, the researcher decides to use posters as media because based on the statement of Reilly (2007) using poster at the beginning of the class will awake the students up and tell them that it is the time to speak. The objectives of this study are to describe the implementation of posters as media in the classroom to teach speaking and the students' responses toward the posters as media to teach speaking.

This research uses an action research to solve the problem of this class. The approach used by the researcher is qualitative approach. It has a purpose to describe in detail about the participants. The subject of this research is the eighth grade students of SMPN 1 Madiun who are in B class. There are two instruments which are used by the researcher. They are field notes and interviews in the form of semi-structured. To collect the data, the researcher uses the cycle. In this case, the steps of the cycle are planning, acting, observing and reflecting.

The researcher as a teacher conducted the observation in some meetings. The posters which were shown by the teacher would be used by the students to present their ideas related to the posters. At first, the students made some mistakes in constructing sentences. But, at the end of the presentation session, the teacher showed the mistakes made by the students during presentation. For the next presentation, most of the students were aware of constructing sentence because the teacher

had shown them the mistakes. The students' responses also became a main point of the observation. The students agreed that using posters can be more exciting media rather than long talking only. For future presentation, the students wanted to use posters to facilitate them when in presentation. In conclusion, the posters can be used as media to teach speaking effectively in the classroom.

Keywords: *posters, speaking.*

INTRODUCTION

Started from July to September 2012, the researcher had an experience in teaching practice called PPL 2 in SMPN 1 Madiun. The duration of teaching practice there was about two months. There are six English teachers who teach English in SMPN 1 Madiun. One of them became a guidance teacher for the researcher. On the first day, the researcher met the guidance teacher to discuss on the activities that should be done by the researcher during PPL 2. The guidance teacher showed the schedule and made a convention between the researcher and the guidance teacher.

Before the researcher taught the eighth grader students, the guidance teacher first would teach and inform them if there would be PPL or teaching practice in SMPN 1 Madiun. During the teaching and learning process which was taught by the guidance teacher, the researcher observed all the activities which were done in the classroom. During the teaching practice, the researcher taught the students in the classroom by using some books given by the guardian teacher. The researcher used those books only to support the activity. But, mainly the researcher found out the material from various sources. Many books were not suitable for teaching and learning process because the contents were not in line with *Standart Isi*. So, the researcher only chose the appropriate and good materials.

Based on *Standart Isi*, the researcher taught four skills in English orderly. They are writing, reading, listening and speaking. Those skills should be mastered by the students well. But the fact, the students sometimes feel in the boredom because they were only taught by using books which they bought and there was no other way to learn English. The researcher concerned more on the speaking skill. Then, the result was the students did not naturally speak. They were confused when they were asked to explain their idea or experiences. It seemed that they had a difficulty to call the words from their mind and speak them out. Sometimes, they also could not expand the points that have been planned. This circumstance made the students who were not interested in English will feel shy. They would think that English is boring and meaningless.

As explained above, the students still had difficulty in speaking or explaining the ideas on their mind. Then, the researcher has an idea to conduct an action research in order to make their speaking skill better. The students needed to be treated in another way. Textbook and usual material will make them unwilling to learn. Because of the importance of speaking in English, so the students should be taught the way to speak naturally. Cameron (2001) in Harmer (2007) states that speaking is one way to express something so that the other people can get the idea that about what the speaker said. In a real life, English especially speaking has been taught from the first time the students learn English and the students also has known the way of native speaks. In the process of speaking, the students think that they have to be careful with the structure and organization of the sentence. How well they can organize their sentence and how easy their meaning can be understood. Yule (1983) states that most concern is the student should be able to express her or himself in the target language or English.

Suwarsih (2002) states that a lot of efforts have been made to improve the quality of EFL teaching in Indonesia. The way the teacher teaches the students and the students' needs should be thought by the teacher. In this research, the researcher suggests that using poster is presumed to make the student not reluctant to speak and express their though. Even though, they can produce word by word but at least, they try to produce it and express their opinion towards the poster. Reilly (2007) agrees that by using posters at the beginning of the class will awake the students up and tell them that it is the time to speak English.

Reilly (2007) also states that poster has many advantages in EFL classroom, such as posters foster oral practice, enhance traditional methodology by empowering students, increase self-confidence of the students and the teacher, and encourage authentic communication.

The implementation of using posters in order to achieve the goal of teaching speaking will be successful if there is a good cooperation of the teacher and students. The more creative the teacher implements, the easier the goal to achieve. During the implementation of using posters, the teacher monitors the students' activities and manages the classroom. The theme of the poster can be

chosen by both of the teacher and the students. It depends on the agreement in the classroom. So, the theme should be interesting for the students, they will have a willingness to participate and involve themselves to be a part of the activity. After the theme has been chosen, the teacher will provide some posters for the students. In teaching and learning process, the teacher tries to help the students to broaden their creativity and facilitate them to be able to express their ideas in promoting posters.

Since posters have many benefits in attracting the students' attention in EFL classroom, the researcher wants to conduct this research in order to know that posters can be a media in promoting speaking for the eighth grade students.

Based on the background of the study above, the research questions are formulated, as follows:

1. How is the implementation of the posters in the classroom to teach speaking to the eighth grade students?
2. How are the students' responses toward posters as media to teach speaking to the eighth grade students?

This study aims to describe the implementation of posters in the classroom to teach speaking to the eighth grade students and to describe the students' responses toward the posters as media

Nunan (2003), speaking is the productive skill. It consists of producing systematic verbal utterances to communicate meaning. So, the students should be able to produce verbal communication which can be understood.

Teaching speaking can be done by doing the simple process in order to make the students easy to follow the lesson.

These are five principal of teaching speaking based on Bailey (2003):

1. Be aware of the differences between second language and foreign language context
 - A foreign language context
When the students learn a target language, they will have a very few opportunities to practice it because this language is seldom used by the students outside the classroom.
 - A second language context
The students who learn a target language in the country which the language is the same as the students learn. This gives the students more opportunities to practice the language because it is often be used in that country.
2. Give the students practice with both fluency and accuracy
The teacher gives the opportunities for the students to practice their speaking especially in the terms of accuracy and fluency. Then, the students will enhance their speaking.
3. Provide opportunities for students to talk by using group work or pair work and limiting teacher talk

Giving a chance for the students to have a talk in the classroom in order to practice their English is important. By doing this way, the student will enhance their speaking in the classroom to discuss or share about the lesson. Bailey (2003) states that teachers talk approximately 50-80 % in the classroom.

4. Plan speaking task that involve negotiation for meaning

Here, negotiating for meaning means that have communicating in the target language because interaction with others is trying to understand the meaning. To check whether the students understand or not, it can be done by clarification, repetition or explaining during conversation.

5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

In the classroom, the teacher involves the students to have a talk in a purpose of getting something done. This is called transactional speech. Interactional speech means communicating with others for social purposes.

The teaching of speaking is under the umbrella of CLT (Communicative Language Teaching). Larsen (2000) states that the goal of using Communicative language Teaching is to enable the students to convey in the target language.

When the teaching and learning process are going on, the teacher uses a student-centered because it does not require that the teacher abdicates an authority in the classroom. The teacher only takes a control and facilitates the students in the classroom.

Teaching aids are used in the classroom to support the teaching and learning process. Sudjana (1989) states that teaching aids have the important role to support the effective teaching and learning process. Before selecting aids, the teacher should consider about the aims of the lesson and then choose the most appropriate aid. Actually, there are three kinds of media. The first one is visual media is considered to the thing which is visible for the students. The second one is audio media is considered to the thing which can be heard by the students and the third one is audio-visual media is the combination of audio and visual media. This study will focus on the visual media.

The visual media here means a picture. Before selecting the picture, the teacher should consider about the qualities of the picture itself. Harmer (2007) says that there are there qualities of picture which the teacher should consider. The first is the picture should be appropriate for the students and the purpose of the lesson and the level of the picture should be suitable with the age of the students in order to avoid the boredom in the classroom. The second one is the picture should be visible. So those, the students can easily see it. The third one is the picture should be durable, so the teacher can use it more than once.

This study will focus on visual aid especially posters which are considered to be a large paper which contains pictures and some words. Özmen (1990) states that poster is a part of the learning process. The learning from classroom posters can easily be linked to retentive long-term memory. The learning occurs when the brain is in the learning mode. It takes “coffee break” from concentration. This coffee break occurs when the words and images of the foreign language and culture are slowly and certainly taken in. Reilly states (2007) that the use of posters to encourage the students’ participation and provide controlled practice in a given English structure or concept. When the students’ attention have been engaged by the teacher, it will be easy for the teacher to manage and control the class. Another statement comes from Sudjana (1989), she states that a poster is a visual view which is used as an announcement, a sign or raises an interest of the people which consists of pictures. A good poster uses simple pictures and words. It is used to attract the attention of the people.

Posters have a lot of good impacts for teaching and learning process. Based on Furmanovsky (1997), there are a lot of good impacts of the use of poster. The benefits of the poster are:

1. It is fun to make and interesting to look at
2. It provides a comfortable environment for the students to practice in the class presentation.
3. It gives the limitation of size and space, to identify the points that they must take.
4. It helps the students to learn how to use, maps, photos, cartoons, graphs etc. and to illustrate their topic.
5. It involves the creation of a physical product, made by the students’ efforts both intellectual and artistic.

RESEARCH METHODOLOGY

The research design of this study is qualitative action research. Based on Mc Niff (2002), action research is used to enhance students’ ability through change, by encouraging the teachers to be aware of their own practice, to be critical of that practice and to prepare to change it. Based on Wallace (1998), action research is a means to empower procedure. The teacher is given an official authority to do something in the teaching and learning process.

The aim of action research is to solve the problem which is faced by the teacher in the classroom. Wallace (1998) also states that the fundamental purpose of the action research is to facilitate the reflective cycle and provide an effective method to improve a professional action.

The approach used in this study is qualitative approach. The key point is that different approaches and procedures need to be selected based on the goals and also the function of the research. Burns (1999) states “The aim of qualitative approach is to offer descriptions, interpretation, and clarifications of naturalistic social context.” All the data will be described as detail as possible. The main function of the aim of qualitative approach is to make the data collection rich with the

extensive explanations and details which will be presented in the contexts.

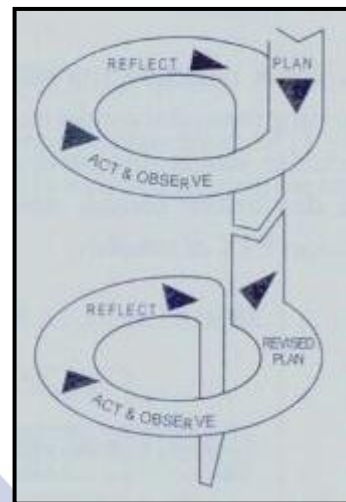


Figure 1

This is the picture of the cycle which is shown by Kemmis & McTaggart (1990) in Wijaya Kusumah and Devi Dwitagama (2010). Kemmis & McTaggart state that the acting and observing cannot be separated because it has a unity. While acting, the researcher has to observe at the same time. The steps of the cycle are planning, acting and observing, and reflecting.

The subject of this study is eighth grade students of SMPN 1 Madiun. This study will conduct at 8B. There are 32 students in the classroom. There are 15 girls and 17 boys.

This study will use two instruments. They will be described as follows.

1. Field notes

Donald Ary et al states that field notes are the most common instrument in action research to provide a record of what is going on during the research. He also states that it can include the description of the places (locations and physical layouts), people (individuals, types and positions), objects (building, furniture, equipment and material), acts (single actions that the people take), activities (sets of related acts), event (sets of related activities), purpose (what people are trying to accomplish), time (times, duration and frequency) and the feelings (emotional orientations and responses).

2. Interview

The interview will be in the form of semi-structured. Based on Wallace (1998), interview is more potential as it is most unstructured the interview is very professional in conversation and rather complementary to normal professional behaviour. Interview can be quite open-ended and cover a wide amount of interaction. Sometimes, it can be called as a spoken questionnaire. The most valuable advantage of the interview is flexible. Wallace also says that this instrument is more qualitative and specialized. Burns (1999) says that an interview is popular and widely used in collecting qualitative data.

RESULT AND DISCUSSION

Result of Implementation

To do the observation, the researcher who became a teacher controlled the class took some actions. The teacher did the steps orderly. The steps were planning, acting and observing, and reflecting. The theme used in the first cycle was "personal information". The students were asked to explain about themselves. The points they had to cover were their complete name and the meaning of the name, family, characteristics, personalities, hobbies, achievements, dreams. During the poster presentation, the teacher noted all that happened in the class. At the end of the presentation, the teacher showed the mistakes made by the students. There was a student said *"My dream is to be a success woman"*. This sentence should be *"My dreams is to be a successful woman"*. That proved that the students did not know the use of adjective as modifier. Another mistake made by the student was *"My hobbies is watching television, reading novels and listening to the music"*. The correct sentence was *"My hobbies are watching television, reading novels and listening to the music"*.

From the result of the first cycle, there were still some mistakes made by the students. They were still confused to organize the sentence. It can be concluded that the next cycle should be done in order to minimize or to make the future result better.

On the second cycle, the theme was changed into "Country". There were some points which the students should cover while delivering speech by using posters. The points were the name of the country, the capital city, the most interesting place of the country. When they wanted to go there (planning) and their efforts to go there.

While delivering speech by using posters, the teacher took notes about the situation and the mistakes made by the students. There was a student said that *"There are many beautiful places in Paris"*. It proved that the students could use the appropriate "to be" in the sentence. The word "place" were plural so the correct verb or to be was "were". Another example was the students had used the adjective in the right way. For instance, *"I want to be a successful woman"*. It can be seen that the students knew the use of the word 'successful' as modifier to explain the word 'woman'.

Result of Interview

Most of the students had a good responses toward posters as media to teach speaking. They said that by using poster they could call back the words which lost from their mind. Some also said that posters could make the atmosphere of the presentation would be out of pressure because the listener could both listen and see the posters. So they could deliver the speech orderly. Another response came from the female students who said that posters could increase the self confident or reduce the fear of the presenter. At the end of the interview session, the students were asked to use the posters as media in the next

future or not. Most of them said that they wanted to use it again because by using posters they did not need to memorize all the words that they had to deliver.

Discussion

The implementation of poster to teach speaking was explained from field notes. The responses of the students were recorded from the interview got from five students. Based on the result of the first cycle, there were still some unexpected result such as, the students could not construct the sentence and pronounced the words well. Another mistakes made by the students was they could not determine the classification of the word. At the end of the first cycle, the teacher showed the mistakes and corrected them. The students were also asked to look up the dictionary before they delivered the speech by using posters.

In the second cycle, the students presented the poster better than in the first cycle. They knew the use of the verb and the classification of the word. So the students could minimize the mistakes while delivering speech by using posters.

According to the result of the last cycle, the researcher did not plan the next cycle because she thought that the students had presented the poster better.

The students gave positive opinions about poster. They were very enthusiastic seeing and presenting the ideas of points inside the poster. They like using poster while presenting the ideas or points inside the poster. This was proved that the posters give many good impacts for them. It can be said that the use of poster to teach speaking was not useless. The poster would be meaningful for the students.

CONCLUSION AND SUGGESTION

Conclusion

The implementation of the poster was conducted in the eighth grade students. The teacher used two cycles to solve the problem in the class. In the first cycle, the teacher used a poster themed "Personal Information". The students were asked to tell to their friends about themselves. But at the end of the session, the teacher found that many students made mistakes. Therefore, the teacher decided to plan the next cycle. In the second cycle, the teacher used the different theme. It was "Country". The students had to tell about the country they wanted to visit. Finally, the mistakes made by the students were reduced. The students had realized about their mistakes and corrected their speech.

Suggestion

The researcher knows that this research is not perfect enough in presentation. There are some things that should be revised by the next researchers to make this research better in the future. A poster which has many advantages for the teachers and the students should be explored to get a lot of benefits of the poster. The next researcher also needs to develop posters in any different kind of ways to get the students' interests in speaking. It is important to make the students engaged in the class.

Because if they easily get bored. The teaching and learning process will not be done well.

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