

**USING POSTER AS MEDIA TO TEACH SPEAKING SKILL
FOR THE SEVENTH GRADE STUDENTS OF SMPN 1 KAWEDANAN**

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Abstract

The Researcher focuses on implementing of Poster as media to teach speaking. This research has some purpose, the purpose of this research are: (1) to describe the implementation of using Poster as media (2) to identify advantages of using Poster as media (3) to describe disadvantages of using Poster as media (4) to identify problem arised of using Poster as media. In this research, the researcher uses qualitative research as research approach in doing this research in order to answer the problem of the teaching speaking by using Poster. Type of this research is descriptive research. The technique of collecting data are observation, interview, and documentation. There are three sources of the data there are participant, social situation and document. There are four results of teaching speaking by using Poster as media. First, the student can be active in speaking English. Second, the students are fun. Third, media can be alternative learning to teach speaking. Fourth, the students get new experience when they do presentation in front of the class. The disadvantages of implementing Poster as media are, 'it takes a lot of the time and students have not known the character on the poster. In this research the solutions that are the students may do anything to get information to make sentence and using famous character. The Researcher conclude that the media is effective in teaching speaking because the students get new learning and the students can be brave to speak English. The suggestion are (1) The students are suggested to practice their speaking and to work with the other students. (2) The teacher must be more creative to find the alternative ways in teaching and learning process. (3) The institution has a great role to stimulate the students of institution in speaking ability. (4) Future Researcher hopes that the future researcher to be more creative in making the research on Poster as Media to teach speaking english.

Keywords: *Speaking English, Poster*

INTRODUCTION

Teaching speaking is a process of giving oral knowledge in order to make learners know how to speak English correctly. According to Sinatra in Cahyono, (2010: 15), "Teaching speaking is a chalenging responsibility as there are many problem related to every day practice". It means that teaching speaking is very important because it is used for communication in daily activities. In addition, according to Nunan (2003:48), "Teaching speaking is sometimes considered a simple processes". It means that teaching speaking is simple process of introducing words in communicative daily life.

In fact, the teaching speaking still has some problems, and there are three problems that appear in the speaking class. The first problem is that the students are afraid to speak in English. The second is that students do not pay attention during speaking class. The third, the students get difficulties whenever the teacher asks students to make a dialogue. The cause is

that the teacher does not give clear direction to the students when they ask to make the dialogue. The clear direction is like giving an example first before the students make the dialogue.

There are some problems in speaking class. In one side there are also solutions to solve the problems. One of the solutions is by using media while teaching speaking. According to Azhar (2014), "Media in learning process is meant as graphic, photographic, or electronic to catch, process, and arrange back information visual and verbal. It means that the media many forms and to build process learning English. Media is solution to help the student to be innovative and easier in speaking English. One of the media to teach speaking English is poster. It is supported by Farber and Penhale in Koshy (2011:4) suggest that the poster sessions "not only provides educational benefits, but also elicits enthusiastic participation and positive response from students". It means that the poster can be innovative media in the class to learn speaking English for students.

Poster is one of media that can be used as a solution in teaching speaking. According to Smaldino (2005:329), poster is made from the visual combination of picture, line, colour, and words. Poster brings short message to the reader. It is made to interest the reader and persuade the reader to do something. It is supported by Reilly in Fitria and kusuma, (2007:2), state "using posters at the beginning of the class will awake the students up and tell them that it is the time to speak English". The poster can be a solution in speaking class because poster is interesting media that will take the attention of students. Besides that, by using poster the students will be active during class. The students will be active to speak English because they try to speak English each other with their own word.

There are some previous research on implementing poster in speaking skill. First, Fitria and kusuma's research UNESA (2013) that has title "*Using Poster as Media to Teach Speaking English to the Eight Grade Students of SMPN 1 Madiun*". Second, "*Effective Poster Teaching Strategy towards Risk in Studying Fraud*" was done by Abdul Aziz's research 2009. Third, "*Poster Presentation: An effective assessment for large communication classes*" was done by Koshy's research (2011) Based on the research above, the poster is effective to teach speaking English. The teacher implements poster as media to teach speaking English. Thus, the researcher conducts a research entitled "Using Poster as Media to Teach Speaking to the Seventh Grade Students of SMPN 1 Kawedanan".

METHOD

The researcher uses qualitative research as the approach and descriptive as type of research. In addition, the source of data consist of social situation, participant, and document. The technique of collecting data are observation, interview, and documentation. Beside that, the research procedures consist of planning, implementation, and reporting. The techniques to analyze the data consist of data condensation, displaying data, and drawing and verifying conclusions.

RESULT

The implementing is done by the researcher in the classroom, the researcher gets research finding of the application of Poster as Media to teach speaking skill for the seventh grade students of SMPN 1 Kawedanan. There are three steps done by teacher when implementing the Poster as Media. The steps are pre-teaching, whilst-teaching and post-teaching.

In the pre-teaching, there are four activities that be done. First of all is greeting. Teacher gives greeting to the students as opening of the meeting. The second activity is praying. The teacher ask the leader of students to lead the pray, and all of students pray together. The third activity is checking attendance. The teacher asks to the students about the students who are absent that day. The fourth is apperception. The teacher asks some relevant question with the topic discussed that day. They are all activities in the pre-teaching.

Then, in the whilst-teaching, there are three steps. The first step is exploration. In the exploration, the teacher begins to discuss about the material. The material is narrative text. The teacher explains about the definition, generic structure and examples of descriptive text. Besides that, the teacher also checks the understanding of students. the second step is that teacher explains about the Poster as media, and also the ways to performance the poster. Then, the teacher asks the students to make the group, and one group consists of two students. The teacher asks the students to make group in partner. After all of group finish, the teacher asks the each of groups to show their Poster as in front of classroom. After all of groups show their poster, the teacher gives evaluation about their performance. The third step is confirmation. In the confirmation, the teacher asks about the student' difficulty. Besides that, teacher also reviews the material again to check the understanding of students. They are all about the steps in the whilst-teaching.

Then, in the post-teaching the teacher does activities after discussing the material. The activities are that the teacher asks to the pray together, and the leader of students lead the

praying. Besides that, teacher also greets them as closing of the meeting. The advantages of teaching Speaking using Poster as Media for seventh grade students in SMPN1 kawedanan are as follow: Poster as media makes the students feel fun during teaching and learning process. Using Poster as media makes the students more active in the speaking class. The students are interested in the application of the Poster as media. Poster as media makes students feel easy to understand the material. The disadvantages of teaching Speaking using Poster as Media for seventh grade students in SMPN 1 kawedanan are as follows: It takes a lot of time in the class. The students are confused to make sentence to describe the character on the object of the Poster. The object on the poster shows famous character. The students may do anything to get information to make sentence. The students can use dictionary to make sentences. The teacher uses audio visual to give example.

DISCUSSION

In this part, the researcher concludes the discussion about the result of implementation of Poster as media to teach speaking English for seventh grade students of SMP N 1 Kawedanan. Firstly, there are some steps in implementation of Poster. first, the teacher greets the students before starting the lesson. Then, the teacher asks one of the students to lead prayer together in front of the class. After that, the teacher check the students' attendance list. The last activity in pre-activity is the teacher explains the purpose of the material in the meeting that is about the text. It is supported with theory from Hughes and Moate (2007: 2) In- pre activity there are some steps: 1) entering the classroom, 2) Every day greeting, 3) meeting a new class, 4) taking the register, 5) dealing with lateness. Second is whilst activities, in this activity the researcher do some activities. The teacher gives material The teacher gives the material about descriptive text. First, the teacher explains about the definition, the purpose, the generic structures and language features of descriptive text. The teacher gives the example of descriptive text. The teacher asks the students to analyze the generic structures based on the example of descriptive text. The teacher asks student to analyze beased on Poster. The teacher explains about how to use Poster.

First explanation is about character the object on the poster. The student makes sentence based on the Poster. The student does presentation in front of class. The student find the mistakes and the teacher asks students to improve for next presentation. The teacher gives evaluation. The series of activities in whilst-activities are relevant with the checklist of observation, lesson plan (*RPP*), and theory supported by Fitria and kusuma's research UNESA (2013) In applying poster as media in teaching speaking there are some procedures

that should be paid attention. The procedure of using poster as media to teach speaking can be described as follows: The posters which were shown by the teacher would be used by the students to present their ideas related to the posters. 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 It has 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.

The last activity is post- activities. In this activity the teacher and students reviewed and made resume of the material. After that, the teacher asked students' difficulties during reading class by using Poster then the students give response by saying that all students have no difficulties. Finally, the teacher closed the meeting and says good bye to the students. It is suitable with the checklist of observation and lesson plan (RPP). Secondly, the researcher concludes the result of advantages and disadvantages of Poster in teaching speaking that suitable with the observation, interview, documentation, thirdly, the researcher concludes the result of conclusion for disadvantages of the teaching speaking by using Poster as media that suitable with the observation, interview, and documentation.

CONCLUSION

The researcher explains about the implementation, advantages and disadvantages of the application of Poster media to teach speaking skill for the seventh grade students of SMPN 1 Kawedanan in schooling year of 2016/2017. This research has three steps included pre-activity, whilst-activity, and post- activity. The implementation is suitable with checklist observation, lesson plam (RPP), and theory of Fitria and Kusuma research.

From the result of analysis, the researcher concludes that the application of the Poster media based on RPP or lesson plan that adapted of theory of Fitria and kusuma. There are some procedures applied in the class as it is explained in the chapter II. The procedures are that teacher gives brainstorming to the students about descriptive text, the teacher introduces the topic to the students, the teacher gives the material to the students to be discussed together, the teacher also gives the example of descriptive text, the teacher explains about the Poster because this is the first time for the students to use the Poster, so the teacher gives the example of it, the teacher asks the students to describ, the students must work in couple, the

students must speak up anything based on Poster. They have to describe in descriptive text use poster and after all the groups show the description of poster, the teacher gives the evaluation about the performance of students.

Based on result of the discussion, there are advantages be shown by researcher of the application of Poster as media to teach speaking skill for the seventh grade students of SMPN 1 Kawedanan in schooling year of 2016/2017. There are four advantages of the application of Poster as media. The advantages are that Poster as media makes the students feel fun during teaching and learning process, using Poster as media makes the students more active in the speaking class, the students are interested to apply the Poster as media, poster as media makes students feel easy to understand the material. Poster gives good impact to students.

Besides the advantages, there are disadvantages based on discussion. There are four disadvantages of the application of Poster media to teach speaking skill for the seventh grade students of SMPN 1 Kawedanan in schooling year of 2016/2017. The disadvantages are that the students are confused to know more about the character, and it takes a lot of time in the class. It happened because it is the first time the teacher and students use Poster as media in the class, so they less prepare to apply the media.

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