

## USING PRACTICE POSTERS TO IMPROVE STUDENTS' SPEAKING SKILL

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### ABSTRACT

*This research was aimed to explain the improvement of the students' speaking fluency and the students' speaking accuracy through the of discussion technique in teaching speaking. The research was implemented in SMP Pondok Pesantren Darul Aman Gombara Makassar at the eighth grade students through a classroom action research (CAR). The researcher took 33 students as the subject of the research. The researcher taught speaking English using practice posters. To find the results, the researcher got the information from the students' answers on oral test in the form of D-test, test of cycle I and test of cycle II. The result of the research using Practice Posters showed that the researcher used the CAR (Classroom Action Research) principle to collect the data. The research conducted through two cycles with each cycle consisted of four meetings. By implementing Practice Posters as a media in teaching speaking, the students had chanced to be active and cooperative in learning speaking so that the students' speaking accuracy and the students' speaking fluency achievement were improved significantly. It could be seen from the result of the students' activities during the action, and the students' speaking achievement in speaking. The mean score of the students' speaking D - Test was 3.67. It was categorized as fair classification (low ability). While the mean score of the students' speaking test in cycle I was 5.02. It is higher than the mean score of the students' speaking test. But the result was not significant from the result which was expected according to the background namely 6.5, so the research was continued to the cycle II and the mean score of the students' speaking achievement of cycle II was 7.16. It was categorized as good. It also indicated that there were a significant score from the result expected in the background namely 6.5. The result above was acquired from the students' speaking ability in terms of speaking accuracy and speaking fluency.*

**Keywords:** *Fluency, speaking, accuracy, action research, posters*

To most people, speaking is the most difficult part when learning a foreign language. Although everyone knows that the best way to speak a language fluently is to practice speaking, as much as possible but not many people can do this. Language centers often create courses focusing on speaking skills, but besides the help of these courses, we should create some efforts to improve our skills. In terms of difficulty of speaking a second language, the students will not learn to speak fluently merely by hearing speech, although this is important in familiarizing then with the acceptable form of the code. The teacher gives the students sample opportunities to practice the speaking skill (River, 1986: 160). As we know in Indonesia, English as foreign language becomes one of compulsory subject in junior high school and senior high school up to the university. By



knowing English, the learner can read English book easily. It will also help them to increase their knowledge for most of the books right now written in English. Many students have learned English but they still cannot use it in oral communication or they still cannot speak in that language well even though they know grammar. Therefore, the students should be given much opportunity to practice speaking. In this case, they should be much involved in the classroom activity. Furthermore, if their activities are involved in the classroom, it will be motivated in learning and automatically the students speaking skill will improved but most of the students still fail to use English as a tool of communication.

People who know a language are referred “speakers” of the language, as it speaking included all other kinds. After the students learn a language for example English, they are expected to be able speak the language. However, the fact shows that the students in every level of school always find that speaking is very difficult for them although they have struggle with it in their life. Actually speaking is not an easy thing. It is not enough for the students to listen only to the speech. The students’ opportunity to practice their speaking skill must be created.

In learning English as a foreign language, especially speaking skill the problem is mostly faced by the students in speaking English the lack of the students in creating a sentence while speaking and some of them do not have the ability to increase their imagination to easy the constructing a good sentences in speaking. Because of the problem mentioned above, the researcher conducted a research to improving the students’ ability in speaking. In this case, the researcher focuses on using practice posters as tools.

In Using Practice Posters, students are allowed to provide students with practice making sentences, asking questions, giving affirmative and negative answers. From the definition above, the researcher concluded that in teaching speaking for English students, using practice posters brought to the class as a tool to improve the students’ ability to speak English and grown their self-confidence.

This research showed other material in teaching a foreign language as an alternative to give variation to the students in teaching and learning process. This is a main reason toward the existence of this research conducted under the title



“Using Practice Posters to Improve Students’ Speaking Skill at The Eighth Grade of SMP Pondok Pesantren Darul Aman Gombara Makassar.

### **PROBLEM STATEMENT**

Based on the previous description, the researcher formulated a research question is “Does Practice Poster improve the students’ speaking skill at The Eighth Grade of SMP Pondok Pesantren Darul Aman Gombara Makassar”.

### **OBJECTIVE OF THE STUDY**

Based on the research problems above, the objective of the research were “The improvement of the students’ speaking skill by using Practice Posters at the Eighth Grade of SMP Pondok Pesantren Darul Aman Gomabara Makassar”

### **SIGNIFICANCE OF THE STUDY**

This research was expected to be useful information for many people in learning process, such as:

1. For the students, added visual interest to the topic and helped to keep the other students focused on the message of their presentation.
2. For the teacher, posters helped make learning fun because they allowed some creativity and if done in class, they ate up sometimes.
3. For the students, this research was expected to increase the students’ achievement in learning English and made them interest to speak English.
4. For the researcher, this research was expected information or contribution to other researcher who wanted to conduct more complex research especially in classroom action research.

### **SCOPE OF THE STUDY**

This research was limited only to find out the increasing of students’ accuracy (their speaking was very good of using grammar, unlimited of vocabulary and more sentences) and their self confidence by Using Practice Posters at The Eighth Grade of SMP Pondok Pesantren Darul Aman Gombara Makassar.



## **CONCEPT OF PRACTICE POSTERS**

Posters are mounted pictures or photographs accompanied by textual cues or captions. The purpose of the posters is to encourage student participation and provide controlled practice in a given English structure or concept. Posters can be displayed in variety of ways, to ensure they have maximum effect. Displaying posters in your classroom are able have variety of benefits. They can make a room more colorful and inviting, helping children to settle in and feel at home. Posters can also help children to learn, displaying concepts in age catching ways, and viewing the posters on a regular basis will have the child to learn and remember the concept.

According to Cameron (2001:2), an article called ‘Tips for poster design’ indicates that poster should be simple and not have too much detail. Also the colors are important, because colorful posters interest children. Reilly (2007:3), says that posters are essential in teaching EFL.

Thanasoulas (2000) and Dornyei (2001) have discussed a secure environment as fundamental to L2 learner motivation. Posters are non-threatening because teachers and students trust the cues. Learners know they can count on them to make grammatically correct sentences. Posters also enhance the confidence of teachers with limited background in English by giving them a structured way to promote students’ speaking. Controlled practice, such as teachers use with posters, serves as scaffolding Yu (2004:10) to enable learners (and teachers) to move with confidence from their current level of development to a higher one.

### **a. Running the Practice posters**

There are four stages in Using Practice Posters by Elle Blake:

- 1) Display on topics posters near the front of the classroom on a “topic board”. This could be an area of wall which you cover with backing paper and attach relevant posters using white tack. Display relevant newspaper cutting here as well. White tack is easy to remove will not damage the wall so you can change the posters when the topic changes.



- 2) Purchase interesting and evergreen posters. For example younger children will benefit from posters with colors, numbers, and letters. These will be useful all year round. So, place them in an area of the classroom that they can be on permanent display. To protect the posters, laminate them, and use blunt pins to attach them to the wall. This will make them difficult to remove and to ensure they are easily cleanable.
- 3) Create a focus board. This should display seasonal posters or displays. Such as wild life spotting posters, or focus on a hero, present or past. The posters displayed here should be inspiring, whether this is inspiration to look out for certain wild life, to learn more about a yearly festival or in awe of an inspiring person.
- 4) Displays students' work on a poster board, if possible as this makes them easy to put up to attach the art work to backing paper.

#### **b. The Benefits of Using Posters**

There are some benefits of using practice posters

##### 1) Posters Foster Oral Practice

Using Posters at the beginning of class serves as a wake up call for students, telling them that it's time to breed confidence students notice they become more effective.

##### 2) Posters Encourage Authentic Communication

Posters can serve as springboard to more authentic and creative language use. For example, by taking advantage of students' interest in well-known personalities. Posters can be used to spur the students to identify, say, ten famous people from around the world. After some brainstorming, student pairs could create new exchange based on the people they identified.

##### 3) Posters Increase Self Confidence

Posters make the students' confidence grows and risk taking to occur. Adolescents, in particular, need to believe they have a good chance of speaking correctly because it is all too common for peers to ridicule their errors. Posters also enhance the confidence of teachers with limited background in English by giving them a structured way to promote students' speaking.



4) Posters Help Minimize Incorrect Language

Errors and Incorrect language are limited with posters use because most posters focus on a single concept, and English structure to be practiced is shown on the board and orally demonstrated prior to practicing.

5) Posters Practice Improve Pronunciation

Posters that list words that are difficult to pronounce allow the students to learn them directly and efficiently. The word to practice can be generated by experienced teacher who know which words tend to be distorted.

**c. The Drawback to Using Posters**

Possible impediments to using posters are the cost of materials and the time involved in creating them. But once posters are constructed, teachers and institutions are likely to consider them well worth the effort, particularly when they discover. A general limitation to using posters is that they tend to facilitate only controlled practice, and language is naturally a creative, opened activity. Working with posters contributes to that end because learners can practice in a control of manner essential elements, such as pronunciation, modal, tenses, and vocabulary. However, this is not sufficient to active the ultimate goal of teaching learning.

**SPEAKING PROFICIENCY**

Speaking is one of the most difficult aspects of language because the ability to speak involves specific skill such as the use of pronunciation, structure of sentence, grammar and vocabulary. Widdowson, (1985:17) states that factors influencing the students' speaking skill are vocabulary, frequency of practice, functional grammar, appropriate topics, motivation, self-confidence, and situation.

In fact, it cannot be denied that speaking skill is very important to be mastered. Because when we speak a subject, it makes us active learners rather that passive receive of information and it also helps to absorb and to process information from a topic. We are involved deeply to the subject in order to get a good sense.



Speaking proficiency is known as oral skill that play essential role in human interaction and communication when people communicate their ideas and feeling to others. Widdowson in Saenab (2007:7), describes that to deal so far with the concept of oral skills, there are definitions given by Linguistic as the following:

1. Oral skill is what people say, how to say it, and where that speakers and listeners are, to express what they are feeling at the moment and the listening and understanding in other to give response.
2. When the teacher tells a story to the students in learning and teaching process in the classroom. It is the reality of oral skill. In this case, they focused on what the teacher says, what they have in their mind and the students as listener keep listening to it.
3. Oral skill is the language expressed from mouth. He continuous that when the students or language users are involved in conversation activity.

Fulcher (2003:23), states that speaking is the verbal use of language to communicate with others. Furthermore Teasol in Tahir (2007:13), asserts that oral skill is the language expressed from mouth. He continuous when the students or language users in conversation activities. While Byrne (1976:8), states that oral communication is two ways process between the speaker and the listener and in values the productive skill as speaking and receptive skill as listening, so both speaker and listener are active during the oral communication takes place. This means that a speaker may express his/her mind to the listener and the listeners later gives response related to the topic they talk about.

Harmer (1991:46-47), points out that when the people engaged in talking to each other, we can fairly sure that are doing so far a reason probably makes the following generalization

1. He wants to speak general way to suggest that a speaker makes a definite decision address someone. Speaking may be forced on him in some way but we can still say that he wants or intends to speak, otherwise he will keep silent.
2. He has some communicative purposes that speaker say things because they want something to happen as a result of what they say.



3. He selects his language store: the speaker has an infinitive capacity to increase new sentence if he is native speaker.

In relation with the statements above speaking is a way of conveying message from one person to others. It is the most essential way in which the speaker can express himself through language.

### **A. Elements of Speaking**

In speaking, there are some specific elements that have strong correlation with this skill.

#### *1. Accuracy*

Based on Webster Dictionary (1996:15), accuracy is the quality of being accurate, while in oxford dictionary (1991:20) accuracy is degree of being correct. Marcel (1996:15), states that accuracy is a manner of people in using appropriate word and pattern of sentences. In this case, accuracy divided into three, they are pronunciation, vocabulary and grammar.

According to Harmer (1991:15), aspect of speaking can be divided as follows:

#### *a. Pronunciation*

Pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection.

Often with reference to some standard of contents or accept proficiency. The concept of “pronunciation” may be said to include:

##### *1) The sound of the language*

One their own the sound of language may well meaningless. If you said /t/ (the line show that this is phonetic script) a few times, e.g., it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

##### *2) Stress*

Native speaker of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and question.

##### *3) Intonation*





Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English language, student's need it use rhythms and stress correctly if they are to be understood.

b. Vocabulary

1) What is vocabulary?

According to Webster's near world print dictionary Webster (1983:2946), vocabularies are list of word etc. as dictionary or glossary and all of words used a language or by a person group etc.

According to Longman of contemporary English Longman dictionary (1995:240), vocabularies are all words that someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language.

2) Types of vocabulary

Harmer (1991:159), distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him, active vocabulary is that the students have learned and which they are expected to be able to use. On the other hand, passive vocabulary refers to words, which the students will recognize when they met but will probably not be divided in to four kinds as follows:

- a) Oral vocabulary consists of words actively used in speech. These are the words that come readily to one's conversation. The more often a person utters words the words the more readily it will come to his tongue.
- b) Writing vocabulary is the words that come readily to one's finger vocabulary.
- c) Listening vocabulary is the stock of words to which one responds with meaning and understood in speaking of others.
- d) Reading vocabulary is the words that one response in writing of others.

c. Grammar

Grammar subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences, and completes utterance Ba'dulu (2001:15). As the fame work to find



sentences productively needed. The fact however shows that the learners' mastery or English structure is skill less as found out by some previous researches.

## 2. Fluency

Fluency refer to able to speak to write smoothly, easy reading, to an easy flow is word or able communication with base is suggested the flow an accomplished speaker and writer, it is usually a tern of commendation. According to Hornby (1995:122), stated that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order and omit elements of structure and also certain aspects of the prosody of discourse.

## RESEARCH METHODOLOGY

This research followed the principal working of *Classroom Action Research* (CAR) that contains of four sorts; they were planning, implementation of action, Observation, and Reflection. This research was held around two cycles. Those were first and second cycle and each cycle was the series of activities which had closed relation. Where, the realization of the second cycle was continued and repairing from the first cycle.

This research was classroom action research (CAR) consist of planning, action, observation, reflection in each cycle. This research was around two cycles. There were first and second cycles and each cycle was the series of activity, which had closed relation. The relation of the second cycle was continued and re-correcting from the first cycle.

The subject of research was the students in SMP Pondok Pesantren Darul Aman Gombara Makassar, it was located in Sudiang and the school was the place of the researcher to the research the classroom action research.

### 1. Research Variables

There were two variables in this research namely independent variable and dependent variable. The independent variable of this research is Using Practice Posters as a tool in learning speaking. The dependent variable of this research was



the improvement of students' speaking skill and focused on speaking accuracy and the students' fluency (self confidence).

## 2. Indicators

The indicator of research was the students' speaking accuracy (grammar and vocabulary) and speaking fluency (self confidence) had improved.

## **TECHNIQUE OF DATA ANALYSIS**

In assessing the students' progression during learning speaking material by Using Practice Posters, the researcher used speaking assessment of speaking accuracy. The assessment was divided in two categories. They were the assessment of students' accuracy and fluency in speaking. Each assessment had different criteria. These assessment considered to be very important in speaking skill due was quite complex with other skills. In this case, the researcher only focused on speaking accuracy and involved the students' self-confidence.

## **RESEARCH PROCEDURE**

On general in classroom action research divided two cycles and each cycle consisted of planning, action, observation, and reflection.

### *Cycle I*

#### *a. The Planning*

The activities were done in this stage as follows:

- 1) Teacher prepared lesson plan for material that have thought.
- 2) Teacher prepared material teaching.
- 3) Teacher prepared test for the students.

#### *b. Action*

This action was held in four meetings. The steps as follows:

- 1) The teacher displayed about the posters material.
- 2) Students divided into a pair and teacher invited them to join made conversation about the topic that they had learnt
- 3) The teacher listened students' accuracy that covers by grammar

#### *c. Observation*

In this phase, the teacher observed the situation of teaching learning and the students' activity in teaching learning process using observation sheet and



speaking test at the end of first cycle. The teacher evaluated the students' achievement in speaking English by using Practice Posters.

*d. Reflection*

Analyze all of the data, which had collected from observation, to assess the teaching program's achievement after giving an action at the first cycle. The gotten result could be a basic to formulate the next repairing lesson plan. If the first cycle is less successful, the observer continued to the second cycle.

**Cycle II**

Cycle II was done after cycle I. the researcher saw the students' result of their speaking proficiency and absolutely in different ways to get improvement of the students' proficiency in speaking.

*a. The Planning*

The activities were done in this stage as follows:

- 1) Analyzed the result of the first cycle to more improve the students' self-confidence and accuracy in speaking.
- 2) Reviewed the students' problem of cycle one before continuing to the material of cycle two.
- 3) Studying and understanding the material that was presented.
- 4) Made the lesson for the implementation of actions.

*b. Action*

The teacher used the Using Practice Posters.

There were 4 steps:

- 1) The students paced attention their mistakes in the first cycle that the teacher had explained.
- 2) The teacher gave a material about grammar that relative about the topic which they had learnt every meeting.
- 3) Devided student in pairs and teacher gave topic that relate with material that they had learnt.
- 4) The students always practiced in every meeting and asked questions.

*c. Observation*

In this phase, the teacher observed the situation of teaching learning and the students' activity in teaching learning process using observation sheet and



speaking test at the end of second cycle. The teacher evaluated the students' achievement in speaking English and measures the effect of using practice posters.

#### *d. Reflection*

Reflection was done to see the whole second cycle action process. The research analyzed second action as consideration matter whether cycle had reached success criteria bases on test result and observation. In the second cycle, the researcher made the conclusion about implementation of using practice posters in improving students' accuracy and self-confidence in speaking at the second years of SMP Pondok Pesantren Darul Aman Gombara Makassar.

### **RESEARCH INSTRUMENT**

There were two instruments were used:

1. Observation

Observation aimed to find out the students' data about their presence and activeness in learning process.

2. Oral Test

Oral Test aimed to get information about students' speaking improvement after teaching and learning process by using practice posters.

### **PROCEDURE OF COLLECTING DATA**

In collecting the data, the researcher used two instruments they were: Observation and Oral test.

1. Observation

The researcher observed the students' activity in following teaching and learning process in the class to find out the students' data about their presence and activeness in teaching learning process.

2. Oral Test

The researcher gave speaking test to the students in order to know their improvement. The types of speaking test, which used in this researcher observed form. The researcher divided the students into pairs and asked to speak about material that they had learnt as good as grammatically.



In scoring the result of students' test evaluated based on two aspects speaking below:

- a. The assessment of speaking accuracy divided into grammar, and vocabulary.

**Table 1 : Vocabulary**

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of using vocabulary
Very good	8.6 – 9.5	They speak effectively and very good of using vocabulary
Good	7.6 – 8.5	They speak effectively and good of using vocabulary
Fairly good	6.6 – 7.5	They speak sometimes hasty but fairly good of using vocabulary
Fair	5.6 – 6.5	They speak sometimes hasty, fair of using vocabulary
Poor	3.6 – 5.5	They speak hasty, and more sentences are not appropriate using vocabulary
Very poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate using vocabulary and little or no communication.

(Layman,1972: 218)

**Table 2 : Grammar**

Classification	Score	Criteria
Excellent	9.6 – 10	They speak effectively and excellent of grammar
Very good	8.6 – 9.5	They speak effectively and very good of grammar
Good	7.6 – 8.5	They speak effectively and good of grammar
Fairly good	6.6 – 7.5	They speak sometimes hasty but fairly good grammar
Fair	5.6 – 6.5	They speak sometimes hasty, fair of grammar
Poor	3.6 – 5.5	They speak hasty, and more sentences are not appropriate in grammar
Very poor	0.0 – 3.5	They speak very hasty, and more sentences are not appropriate in grammar and little or no communication



(Layman,1972: 218)

b. The assessment of speaking involve self confidence

**Table 3: Self Confidence**

Classification	Score	Criteria
Excellent	9.6 – 10	Easy to the listener to understand the speaker's intention and general meaning. Very few interruption or clarification required.
Very Good	8.6 – 9.5	The speaker's intention and general meaning are fair clear. A few interruption by the listener for the sake of clarification are necessary
Good	7.6 – 8.5	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 the message or seek clarification
Average	6.6 – 7.5	The listener can understand a lot of what is said, but he must constantly seek clarification. He cannot understand and then with considerable effort by someone who is used to listening to the speaker.
Poor	5.6 – 6.5	Only small bits (usually short sentence and phrase) can be understood and then with considerable effort by someone who is used to listening to the speaker hardly anything of what is said can be understood
Very poor	3.6 – 5.5	Even the listener make a great effort interrupts, the speaker is unable to clarify anything he seems to have said.

(Layman,1972: 218)

The data on the students' speaking proficiency in terms of accuracy and self confidence were analyzed in the following procedures:

1. To find out the mean score of the students' test, the researcher used the formula :

$$X = \frac{\sum X}{N}$$

Where :

X = Mean Score

$\sum X$  = Total Score

N = The number of students



(Gay 1981: 298)

2. To classify the students' score, there were seven classifications which were used as follows:

- a. 9.6 – 10 as excellent
- b. 8.6 – 9.5 as very good
- c. 7.6 – 7.5 as good
- d. 6.6 – 7.5 as fairly good
- e. 5.6 – 6.5 as fair
- f. 4.6 – 5.5 as poor
- g. 0 – 3.5 as very poor

(Direktorat Pendidikan, 1999)

3. To calculate the percentage of the students' score, the formula which was used as follows:

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

Notation :

- P : Rate Percentage
- F : Frequency of the correct answer
- N : The total number of students

(Sudjana, 1999)

1. The data of the students' activeness were collected based on the following table:

No	The students' active Participation	Point	Indicator
1.	Very Active	4	Students respond the material very active
2.	Active	3	Students respond the material actively
3.	Fairly Active	2	Students respond the material once or twice
4.	Not Active	1	Students just sit down during the activity without doing something

To calculate the percentage of the students' activeness in learning process the formula which was used as follows:

$$P = \frac{Fq}{4 \times N} \times 100$$





Notation :

P : Rate Percentage  
 Fq : Frequency of the item  
 N : Total sample

(Sudjana, 1999)

## FINDINGS AND DISCUSSION

The finding of this classroom action research deals with the answer of the problem statement which is aimed to improve the students' speaking skill covers accuracy and fluency. The findings consisted of the improvement of the students' accuracy and fluency in speaking skill and the students' activeness in teaching and learning process. The findings of the research detected that the use of discussion technique can improve the students' speaking skill in class eight at SMP Pondok Pesantren Darul Aman Gombara Makassar.

### 1. The Improvement of the Students' Speaking Accuracy

The use of discussion technique in improving the students' speaking accuracy is dealing with vocabulary (VOC) and grammar (GRA). The improvement of the students' speaking accuracy dealing with vocabulary and grammar can be seen clearly in the following table:

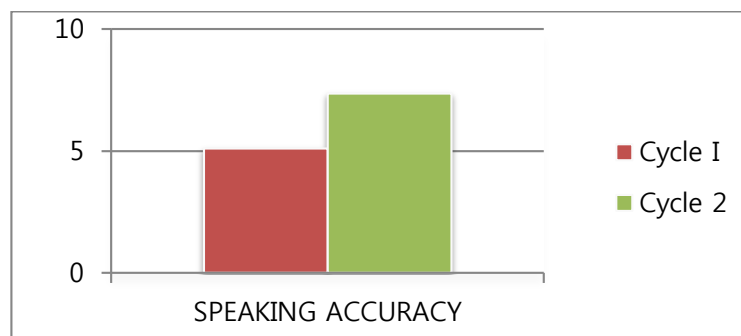
**Table 1: The improvement of the students' speaking accuracy**

No	Indicators	The Student' Score	
		Cycle I	Cycle II
1.	Vocabulary	5.35	7.42
2.	Grammar	4.86	7.30
3.	$\bar{X}$	5.10	7.36

The table above indicates that the indicators of the students' speaking accuracy in terms of vocabulary and grammar improved significantly. The students' speaking accuracy improvement is quite significant from cycle I (5.10) to cycle II (7.36). In fact, Using Practice Posters made the students' speaking accuracy increased. There is a changing category of students from fair category becomes fairly good category.



The table above proves that Using Practice Posters in teaching and learning process can improve the students' speaking accuracy after taking action in cycle I and cycle II. To see clearly the improvement of the students' speaking accuracy covers vocabulary and grammar, the following chart is presented:



**Chart 1: The Improvement of the Students' Speaking Accuracy**

The chart above shows that the improvement of the students' vocabulary, grammar and speaking accuracy after taking an action through Using Practice Posters is higher than before. It also shows the improvement of the students' score in cycle II is higher than cycle I.

The process that could be explained from cycle 1 to cycle 2 as follows:

- a. At the beginning of the implementation of the first cycle has not been suitable with planning yet this matter was caused by:
  1. The Students are afraid to make mistake in speaking because less vocabulary.
  2. Some students were not able to express their opinion in using practice posters.
  3. Some students still did not know the step of using practice posters.
  4. The teacher's part role limited to students creativity in expressing their mind.

Therefore, most of them were difficult to express their mind and still felt nervous to guess what the teacher described or explained. As result, the mean score of the students' accuracy in cycle I was still low. As we can see in table 1 that the mean score is only 5.10 and it is only classified as fair. Its result is still under the completeness grade standard in SMP Pondok Pesantren Darul Aman Gombara Makassar.

- b. At the end of the second cycle could be concluded:
  1. Students already have not afraid to say the words.



2. Students accustomed with Using Practice posters as a Media and interested with that media.
3. Students could express their mind freely because they were given chance to act as 'knower'.
4. Students were enjoyed and relax with this method in learning process.

The explanation above explains that, when the researcher conducted action in cycle II, the students' mean score became improved from 5.10 to 7.36. It has classified as fairly good and has achieved the standard score in SMP. In this cycle, the researcher intensively gave understanding or explanation and chance about Using Practice Posters. The researcher helped the student's in improving their speaking accuracy covers vocabulary and grammar.

## 2. The Improvement of the Students' Speaking Fluency

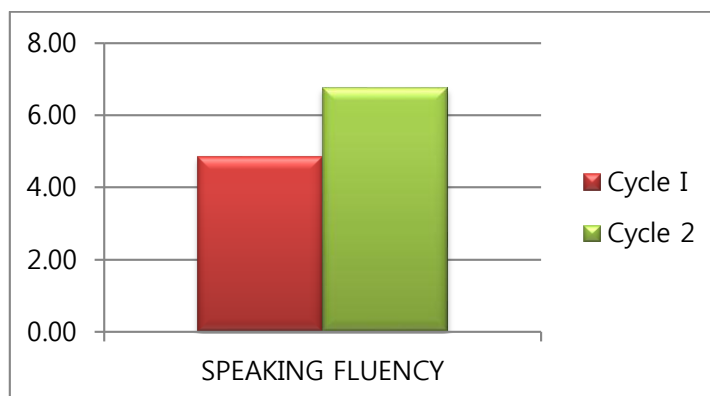
The use of discussion technique can improve the students' speaking fluency (Self-confidence). The improvement of the students' speaking fluency can be seen clearly in the following table:

Table 2. The improvement of the students' speaking fluency (self confidence)

No	Indicators	The Student' Score	
		Cycle I	Cycle II
1.	Fluency (self confidence)	4.86	6.76

The table above indicates that the improvement of the students' speaking fluency (self confidence) in cycle II is greater than cycle I. The students' mean score improved from 4.86 (fair) become 6.76 (fairly good). The table above proves that using practice posters in teaching and learning process can improve the students' speaking fluency (self confidence) after taking action in cycle I and cycle II. To see clearly the improvement of the students' speaking fluency, the following chart is presented:





**Chart 2: The Improvement of the Students' Speaking Fluency (self confidence)**

The process that could be explained from cycle 1 to cycle 2 as follows:

*a. At the beginning of the implementation of the first cycle has not been suitable with planning yet this matter was caused by:*

1. The Students had little self-confidence, and low motivation to speak extensively.
2. The Students were afraid in making mistakes.
3. The students have not been enough encouraged to speak.

Therefore, most of them were difficult to speak fluently and still felt nervous to guess what their friends described or explained. As result, the mean score of the students' accuracy (self-confidence) in cycle I was still low. As we can see in table 2 that the mean score is only 4.86 and it is only classified as fair. Its result is still under the completeness grade standard in SMP.

*b. At the end of the second cycle could be concluded:*

1. Students already had self-confidence and high motivation to speak intensively.
2. Students accustomed to understand what the other students explain.
3. Students have been encouraged to speak.

The explanation above explains that, when the researcher conducted action in cycle II, the students' mean score improved from 4.86 to 6.76. It has classified as fairly good and has achieved the standard score in SMP. In this cycle, the researcher intensively encouraged the students to speak. The researcher helped the student's in improving their speaking fluency in Self-confidence.



### 3. The Improvement of the Students' Speaking Ability

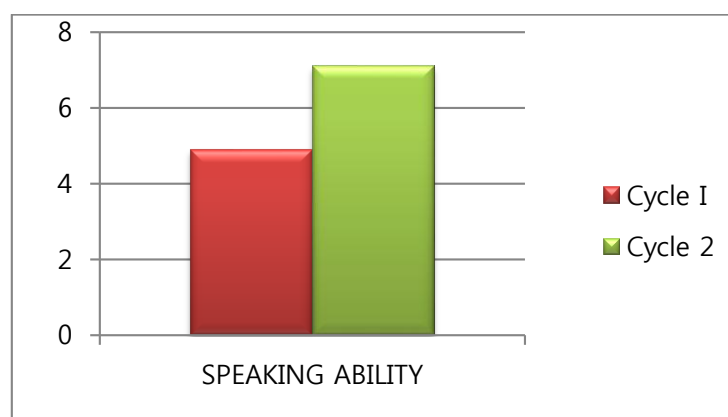
Using Practice Posters in improving the students' speaking ability deals with Accuracy and Fluency. The improvement of the students' speaking ability that deals with accuracy and fluency can be seen clearly in the following table:

**Table 3: The improvement of the students' speaking ability**

No	Indicators	The Student' Score	
		Cycle I	Cycle II
1.	Accuracy	5.10	7.36
2.	Fluency	4.86	6.76
3.	$\bar{X}$	4.89	7.10

The table above indicates that there is the improvement of the students' speaking ability from cycle I to cycle II, the Students' speaking ability in cycle I is categorized as fair (4.89) then the students' speaking ability increased in cycle II which categorized as fairly good (7.10). Therefore, the improvement of students' speaking ability achievement from cycle I until cycle II is increasing significantly.

The table above proves that Using Practice Posters in teaching and learning process can improve the students' speaking ability after taking action in cycle I and cycle II has been achieved the standard score. To see clearly the improvement of the students' speaking ability, the following chart is presented:



**Chart 3: The Improvement of the Students' Speaking Ability**

The chart above shows that the improvement percentage of the students' speaking ability after taking an action through discussion technique is higher than before. It is proved by the improvement of the students' speaking ability in cycle I to cycle II (4.89– 7.10).



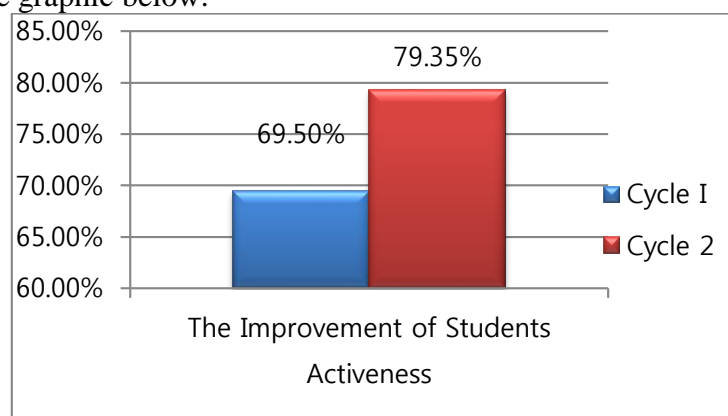
#### 4. The Result of the Students' Activeness in Teaching and Learning Process

The result observation of the students' activeness in teaching and learning process toward the use of discussion technique in improving the students' speaking ability at the eighth grade of SMP Pondok Pesantren Darul Aman Gombara Makassar which was conducted in 2 cycles during 8 meetings is taken by the observer through observation sheet. It can be seen clearly through the following table:

**Table 4: The observation result of the students' activeness in learning process.**

Cycle	Meetings				Average Score
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	
I	65.15%	69.69%	71.21%	71.96%	<b>69.5%</b>
II	76.51%	78.03%	81.06%	81.81%	<b>79.35%</b>

The result of the students' observation about their activeness can also be shown in the graphic below:



**Chart 4: The Improvement of the Students' Activeness**

The chart above shows that the students' activeness in cycle I was lower than the students' activeness in cycle II. It is because in cycle I, Using Practice Posters as a media was unfamiliar with them. They were still did not know that method's steps and purposes. The researcher also limited the students chance to speak intensively. Therefore, the students were not interested in learning because they didn't enjoy the material. As result they were less active to participate in learning and teaching process. But in cycle II the researcher tried to give clearer instruction to students about Using Practice Posters. As result, the students



became accustomed with it. They got many chances to speak intensively, because they can see the beautiful pictures so during this cycle they became more active than previous cycle. Through the chart above, the researcher concludes that Using Practice Posters can improve the students' activeness in learning speaking.

## **DISCUSSION**

The research finding indicated that the students' speaking skill through Using Practice Posters showed the improvement. The researcher has changed the activity more interesting in cycle 2 so that students could show the improvement in the first cycle the researcher gave less explanation about Using Practice Posters to students' but in cycle 2 students' really enjoy with using practice posters as a media because the researcher gave explanation intensively and giving more chance for students.

At the first, students were lazy to participate in Using Practice Posters but the researcher usually encourages them and made Practice Posters was more interesting by choosing fun material. As a result students became enjoy and fun in learning process and the students felt interest because the material full of pictures.

There were some processes consisted of eight meetings that researcher could explain as follows:

1. At the first meeting in cycle 1, researcher checked students name, introduced, and told the rules in using practice posters. Teacher gave different topics base on the teaching material (Describing people) in every students. Teacher asked the students to repeated their material by applying Practice Posters. Teacher asked the students to presentate their topics and explained the posters. Teacher gave conclusion to all the topics.
2. At the second meeting in cycle 1, researcher checked their name. Teacher gave a topics base on the teaching material (Describing people). The students repeated their material by applying using practice posters. The students talked their topic in front of the class. Teacher gave conclusion.
3. At the third meeting in cycle 1, researcher checked their name. Teacher gave a topics base on the teaching material (Describing fruits). The students repeated their material by applying using practice posters. The students talked their topic in front of the class. Teacher gave conclusion.



4. At the fourth meeting in cycle 1, researcher checked their name. Teacher gave a topics base on the teaching material (Describing Daily activity). And the teacher gave and explained Present Tense. The students repeated their material by applying using practice posters. The students talked their topic in front of the class. Teacher gave conclusion.
5. At the fifth meeting in cycle 2, Teacher gave different topics base on the teaching material to the students but still using posters (part of body). Teacher asked the students to take their cairmate be their couple. Teacher asked every groups to presentation their topics. Teacher gave conclusion to all the topics.
6. At the sixth meeting in cycle 2, researcher checked their name. Teacher gave a topic base on the teaching material to every group. Teacher asked every groups to make conversation talk about direction. The students presented their topics in front of their friend. Teacher gave a conclusion to all of the topics.
7. At the seventh meeting in cycle 2. Teacher gave assignments to discribe (scenery) to the students base on the poster that the teacher showed. Teacher gave a conclusion about the posters.
8. At the eight meeting in cycle 2, researcher checked their name. Next, teacher show some posters about action. Teacher asked the students to find their couple and discussion. Then, the students showed their discussions' result. The last, teacher gave conclusion to the movie.

After exceeded several processes in cycle I and cycle II which consisted of eight meetings, the result of the data analysis through the speaking test showed that the students' speaking ability in terms of accuracy and fluency improved significantly. It was indicated by the mean score of result of the students' D-Test was 3.67 it is classified as poor achievement. It was also lower than the mean score of the students' speaking test in cycle I that is 5.02 that was classified as fairly good and cycle II is 7.16. It is classified as fairly good. Those scores were got from speaking accuracy and speaking fluency. The students' enthusiasm also increased along with their improvement.

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