

CHAPTER I

INTRODUCTION

A. Background of The Study

Speaking is an interactive process that involves receiving, producing and processing information. Its form and meaning depend on the context in which it occurs, the purpose of speaking and with whom it is spoken.¹ Speaking is one of the English skills that must be mastered by English Foreign learners (EFLs) and taught since in the primary school level in Indonesia setting. There are still many students who do not know the importance of learning English, especially speaking, some students are taught that speaking is very difficult so they are reluctant to practice speaking inside or outside the classroom.

Before writing this study, the researcher carried out a preliminary study. Preliminary was conducted on January 14th, 2022, the researcher had an opportunity to interview the teacher at SMP Islam Ar-Rochmah Cilegon (Evi Lutfiah, S.Pd.I). this school uses the 2013 curriculum (K13) and has been accredited A. This means that both teachers and students must master English. Mrs. Evi stated that the process of learning English K13 requires students to achieve competence, especially in speaking, reading, listening, and writing skills.

¹Shaimaa Abd EL Fattah Torky, "The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students", *Online Submission*, (2006), 30.

From the information data obtained, it shows that students of SMP Islam Ar-Rochmah Cilegon have several obstacles in learning English. In speaking skills, students have problems due to the lack of opportunities to use English in real-life situations and the very limited number of learning hours. Students' lack of confidence, lack of vocabulary, and lack of motivation also make students afraid to speak English. In this case, the instructional media used by the teacher looked very monotonous, the teacher only used presentations and flashcards so that students felt bored and does not stimulate them to engage actively in speaking English because the media used did not attract students' attention to learn to speak English.

To motivate students in learning to speak English, the researcher believes that students need to use interesting media in learning to speak. Many media can be used in learning to speak, one of which is by using digital posters. Posters are media images that attract someone's attention. While digital posters are posters in form of online. According to Smaldino, posters are made from a visual combination of images, lines, colors, and words. Posters carry a short message to the reader. Created to attract the interest of the reader and persuade the reader to do something. This is supported by Reilly in Fitria and Kusuma, stating “using posters at the beginning of class will wake students up and tell them that it is time to speak English”. Based on previous research, the use of digital poster presentation as a medium for learning speaking skills is very effective because with digital poster presentation students can actively speak

by responding spontaneously, commenting, and speaking by explaining what they see on the poster in their own words.

Based on the previous statement, the researcher tried to do research. And the author conducted a study entitled "The Effectiveness Of Using Digital Poster Presentation To Enhance Students' Speaking Skill (An Experimental Study At Eighth Grade of SMP Islam Ar-Rochmah Cilegon)"

B. Identification of the Problem

Based on the background of the study, the researcher can be identified the problem of speaking as follows :

1. Lack of students' confidence in speaking English.
2. Lack of vocabulary.
3. The application of speaking English in real life is still low.
4. Students' motivation in learning to speak is low.
5. The application of the method used is not optimal.

C. Limitation of the Study

The research has many limitations in conducting this study, so the focus of this study any concern to examine the effectiveness of using digital poster presentation as a method to enhance students' speaking skill.

D. Research Questions

1. How was the students' speaking skill at the eighth-grade of SMP Islam Ar-Rochmah Cilegon before using a digital poster presentation?

2. How is the Implementation of Using Digital Poster Presentation to Enhance Students' Speaking Skill?
3. How is the effectiveness of Digital Poster Presentation to enhance students' speaking skills on descriptive text?

E. The Aims of the Study

In connection with the research questions above, the researcher intends to conduct this research as follows:

1. To observe how the speaking skills of the eighth-grade students of SMP Islam Ar-Rochmah Cilegon before treatment.
2. To find out how to apply digital poster presentations to improve students' speaking skills
3. To test how effective the digital poster presentation is to improve students' Speaking skills in descriptive texts

F. Significance of Study

This research contributes theoretical and practical. In theoretically, this research is expected to contribute to increasing science and knowledge related to speaking skills at the secondary level by using the media that has been given. This can be seen clearly when learning is done in the classroom. Meanwhile, practically, this research contributes to these parties:

1. For a Teachers

The results of this study are expected to be an innovation for teachers in the use of learning media to improve creative speaking skills and make it easier

for teachers.

2. For a Students

The results of this study are expected to improve students' speaking skills in the middle class by using digital poster presentation media.

3. For Other Researchers

The results of this study are expected to be a reference for other researchers in the same subject, namely improving students' speaking skills.

G. Hypothesis

In this study, there are two hypotheses, namely the null hypothesis (H₀) and the alternative hypothesis (H_a). The hypothesis can be presented as follows :

H_a : There is the effectiveness of the use of digital poster presentation media to enhance students' speaking skills in the eighth grade of SMP Islam Ar-Rochmah Cilegon

H₀ : There is no effect of the use of digital poster presentation media to enhance students' speaking skills in the eighth grade of SMP Islam Ar-Rochmah Cilegon

H. Previous Study

Before writing this study, the researcher also found somee related previous study to enhance the quality of this study, some of the previous study can be described as follows :

1. *The Effect of Using Poster Presentations on Students' Speaking Ability (Quasi Experimental Research for Class XI Students of SMAN 1*

Pandeglang Academic Year 2018/2019) by Pupung Bugi Pertiwi Pamela, English Education Department Sultan Maulana Hasanuddin Banten. This study used a quasi-experimental method using pre-test and post-test. This research uses Analytical Exposition Text. The results showed that by using poster presentation students were more motivated in learning to speak and could achieve better performance than those who did not use it.

2. *Using Practice Poster to improve students speaking skill* by Farisha Andi Baso and Reskiwati Amelia. Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. This research uses classroom action research (CAR) and is divided into two cycles. The purpose of this study was to determine whether the use of practice posters can improve speaking skills.

3. *The effectiveness of using digital poster presentations to improve students' speaking skills* by Yuyun Rahayu Basri. Department of English Education, Faculty of Tarbiyah and Teacher Training at the Palopo State Islamic Institute. This study uses pre-experimental research methods. The types of instruments used are tests and questionnaires. From the results of data analysis, it can be proven that the use of posters has a significant effect and students are very interested in learning to speak English using poster media.

The novelty of the study from the previous study, the study try to explore the effectiveness of using digital poster presentation in order to enhance students'

speaking skill on descriptive text material

I. Organization of Writing

The researcher arranged five chapters and every chapter has some points to explain the chapter

Chapter I is the Introduction. This chapter has some content: these are Background of the study, identification of the problem, limitation of the study, research question, aim of the study, significance of the study, and the organization of writing.

Chapter II is Theoretical Frameworks. This chapter consists of theories from some experts we have conducted the research to this research.

Chapter III is Research Methodology. This chapter consists of the research methodology, research design, time and setting, population and sample, technique data of collection, and data technique of data analysis.

Chapter IV is Finding and Discussion. It contains a description of data analyses, findings, and discussion.

Chapter V is the Conclusion and suggestion. It consists conclusion for suggestion.