THE INFLUENCE OF USING POSTER PRESENTATION TOWARDS STUDENTS SPEAKING ABILITY
(Quasi Experimental Research at The Eleven Grade of SMAN 1 Pandeglang in The Academic Year of 2018/2019)

A PAPER

Submitted to the English Education Department.
As a partial of the Requirements
for the sarjana Degree

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STATEMENT OF ORIGINALITY

Here with I declare that the research paper I wrote as a partial fulfillment of the requirements for the sarjana degree and submitted to the English Education Department, the Faculty of Education and Letters wholly constitutes my own original scientific writing.

As for the other persons' works whose ideas are quoted in this paper have been referred to appropriately in accordance to the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper either partially pr wholly is, later on, proved or it falls under convincing plagiarism I would be prepared to receive any consequences in the form of any sanction such as losing my related academic degree obtained from the institution as well as other rules prevailing in Indonesia.

Serang, March 26th, 2019

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ACKNOWLEDGMENT

In the name of Allah, the beneficent and the merciful

All praise be to Allah, the beneficent and the merciful who blesses the writer so that the writer could finish this paper, peace and blessing be upon our prophet Muhammad Saw, and his families, relatives as well as his companion.

The writer would like to express her greatest to her beloved family, especially her mother Rahmah and her brothers Dedi and Pendi for their patience and their support to the writer in her life. Furthermore, she would like to express her profound gratitude, more than her can express to As'ari, S. S., M. Si. My first advisor, thanks also to Ila Amalia, M.Pd. my second advisor.

One this opportunity, the writer here with would like to express his profound gratitude, more than the write would like to express gratitude to:

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3. The Head of English Education Department, Dr. H. Abdul Mu'in, S. Ag., M.M.

4. SMAN 1 Pandeglang who has given researcher permission to carry out the research.

5. All lecturer and staff UIN SMH Banten.

6. For my best friend B10 and all member of TBI A 2015 who have given the writer motivation.

By all modesty, the writer hopes this paper would be useful for the writer and the readers. And finally, the writer realizes that this paper is not perfect. Therefore, the writer would like to accept any constructive suggestion to make this paper better.

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ABSTRACT

(KUANTITATIVE)

Pupung Bugi Pertiwi Pamela. 152301769. 2019. The Influence of Using Poster Presentation Towards Students Speaking Ability (Quasi Experimental Research at The Eleven Grade of SMAN 1 Pandeglang in The Academic Year of 2018019)

This research investigates the influence of poster presentation in speaking ability.

This research was to find out whether teacher speaking by using poster presentation to improve students speaking ability, especially in speaking analytical exposition text. This research used two classes pre-test and post-test design quantitative research method. This research involves 73 students as sample among in eleven grade of SMAN 1 Pandeglang in academic year 2018/2019 population. The first class XI MIPA 3 as control class and the second class XI MIPA 5 as experimental class. The research findings of the last result showed that $t_{observatio}$ the writer got from the calculation is higher than than t_{table} both at significance level 5% and 1%. Significance 5% $t_{observation} = 5,63$ and $t_{table} = 1,67$ so significance 1% $t_{observation}$ 5,63 and $t_{table} = 2,39$, In addition the result of the observations showed that the students more motivate in learning English, especially in speaking subject. The result of this research shows that the students speaking analytical exposition text using poster presentation achieve better performance than those who do not use it.

THE ADVISORS' APPROVAL

This is to certify that the undergraduate research paper of
Pupung Bugi Pertiwi Pamela entitled
"The Influence of Using Posters Presentation Towards Students
Speaking Ability (Quasi Experimental Research at The Eleven
Grade of SMAN 1 Pandeglang in The Academic Year of
2018/2019)"
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THE BOARD OF EXAMINERS' APPROVAL

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DEDICATION

This research paper is dedicate to my beloved parents, Mr. Ahmad Yani and Mrs. Rahmah who have never stopped loving, supporting, and sending pray to the researcher so that the researcher could complete this research. This paper also is dedicate to researcher's brother Mr. Dedi Suwandi and Mr. Pepen Effendi who always support and give spirit to the researcher with their love.

The next dedication is delivered to my best friends Maulidia Zadittaqwa, Siti Sabbat Naulia, Enong Helmi, Fitri Indah Sari, Nidaul Hayati, Lely Kholilah, Siti Nadia, Rike Umi Aini, Rahmayanti, Seftia Ayu Nuraini and all members of TBI A 2015 who always support and help the researcher to complete this research.

MOTTO

"Do the best and pray. God will take

care of the rest"

A Brief Biography

The writer, Pupung Bugi Pertiwi Pamela, was born in Serang, Banten, on January 7th, 1998. She is the last child, out of three of Ahmad Yani and Rahmah. She finished elementary education at SDN Alang-Alang Serang, Banten in 2009, whereas her junior high school at MTs Ashabul Maimanah Sampang Susukan Serang, Banten in 2012 and her senior high school at SMAS Al-Munawwaroh Cilegon, Banten in 2015. She continued her education program of English Education Department, Faculty of Education and Teacher Training, The State Islamic University Sultan Maulana Hasanuddin Banten.

During her time of studentship, she was not only involved at intra-curricular organization by having position as member PAD division in DEMA Faculty, and she also active at extra-curricular organization such as PR PMII Tarbiyah UIN SMH Banten.

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CHAPTER I

INTRODUCTION

A. Background of the Study

English, as international languages has been studied by people all over the world. English language is as a global language, emphasizing a special role that is recognized in every country.[1] In Indonesia, people use Indonesian language as the main language and English as a foreign language. English has a role as a language of science, technology and art. People are able to communicate in English will be easier to get more information and knowledge. Richards says that "English is the language of international communication, globalization, commerce and trade, the media and pop culture, different motivation for learning it come into play. English is no longer viewed as the property of the English speaking countries, but it is an international commodity

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[1] David Crystal, *English as Global Language* (Cambridge : University Press, 2003), 3.

1

sometimes referred to as world English or English as an international language".[2]

In Indonesia, English is one of the important subjects in senior high school. This subject requires them to learn at least four hours a week. Carol J Orwig says that "List the basic language skills (listening, speaking, reading or writing) you need to develop to handle situations and activities. In most cases you want to develop all four skills, but in special circumstances you might concentrate only on reading or listening comprehension. If you only need to read articles or books in your new language, then you can concentrate only on the written language form. If you are going to live in a place where your new language is spoken, you will need listening and speaking skills in order to communicate. If the language is written and the population is literate, reading and writing skills will also be important".[3] All skills are very important to be mastered in every school, one of which is speaking.

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[2] Jack C Richards, *30 Year of TEFL/TEST: A Personal Reflections* (SEAMEO : Regional Language Centre, 2007), 2.
[3] Carol J Orwig, *SIL International, Prepare for Language Learning* (1999), 7.

Speaking is an important part of the process of learning English because by speaking students become easier to understand learning. Therefore, as a teacher, it should be able to facilitate students in speaking by using interesting media so that students are enthusiastic in learning English, especially enthusiasm, to speak in English.

Based on prelimi1nary research conducted on September 11, 2018, Researcher interviewed an English teacher at SMAN 1 Pandeglang (Rina Rosdiana, M.Pd) in this school using the 2013 curriculum (K13) in the learning process and applies to all classes. Schools chosen to apply the 2013 Curriculum are schools that are ready. According to Kemendikbud states these readiness, among others schools that have been minimally accredited B, have teachers who have received K13 training in 2014/2015, or schools that have been trained by the directorate. This means that both teachers and students must master English.[4] Mrs. Rina stated that in the process of learning English K13 requires students to be

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[4] Kementrian Pendidikan dan Kebudayaan, *Empat Perbaikan Kurikulum 2013*

more independent in learning and also guide students to master English skills.

Based on the information that was gotten, it was showed that most students of SMAN 1 Pandeglang have little chance to use English in real life situation. She said that there were some problems found when the students practice to speak English, such as they are afraid to make mistake, feel bored because the teacher do not use interesting media in teaching English, do not have rich of vocabularies.

In addition, student motivation in learning speaking is low, it happens because the teacher often uses monotonous way in teaching speaking I know that because I do pre research before and I PPLK in SMAN 1 Pandeglang so I attention the teacher when she is explain the material and there are no various media. In this case, in teaching speaking the teacher used presentation only. Sometimes, the teacher asks the students to present in front of the class and that makes students feel bored.

In the development of the education at the present time, there are many kinds of media that can be used to teach. One of

them is poster presentation. According to Handron and Cantrell "A poster presentation is as an experiential learning activity that stimulate curiosity and interest encourages exploration and integration of concepts and provides students with a novel way of demonstrating understanding.[5] In the teaching speaking skill, poster presentation is useful because students can see and touch it directly.

Finally, based on the backgrounds above, the researcher tries to make a research. And the writer carries out the study under the title *"The Influence of Using Poster Presentation Towards Students Speaking Ability at The Eleven Grade of SMAN 1 Pandeglang in The Academic Year of 2018/2019"*.

B. Identification of the Problem

There are many strategies to improve speaking skills in education, therefore to be more specific. The student's English speaking ability is still low and the media that is used by the teacher is monotonous. The author uses poster presentations in

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[5] Geraldine O'Neill and David Jennings, "The Use of Posters for Assesment : A Guide for Staff". *UCD Teaching and Learning* (Mei, 17, 2012), 1.

strategies to improve students 'speaking skills. Getting a thought about poster presentations to improve students' speaking skills. With a presentation poster students can see pictures of the topics to be discussed and students can see the compilation keywords speaking in front of the class explaining analytical exposition text. A brief poster presentation is one of the media to improve students' speaking skills.

Based on the explanation above, the research will be conducted based on the purpose of the research, entitled THE INFLUENCE OF USING POSTER PRESENTATION TOWARDS STUDENTS SPEAKING ABILITY

C. Statement of the Problem

Some problem that mentioned above, the researcher will formulate in the specific question as follow:

1. How is the student speaking ability at the eleven grade of SMAN 1 Pandeglang?

2. How is poster presentation strategy applied in teaching speaking ability at the eleven grade of SMAN 1 Pandeglang?

3. How is the effectiveness of poster presentation strategy in teaching speaking ability at the eleven grade of SMAN 1 Pandeglang?

D. Objectives of the Study

Based on statement research of problem above, the researcher has several objectives of the research as following:

1. To find out the students speaking ability at the eleven grade of SMAN 1 Pandeglang.

2. To describe the application poster presentation strategy in teaching speaking ability at the eleven grade of SMAN 1 Pandeglang.

3. To know is the effectiveness of poster presentation strategy in teaching speaking ability at the eleven grade of SMAN 1 Pandeglang.

E. Significance of the Study

1. Theoretically

This research hopefully will give some useful information about poster presentation and speaking ability.

This research will also enrich the previous research about the use of poster presentation and speaking ability.

2. Practically

    a. For the researcher, the result of the study answers the question which is the basic of conducting this research and it is expects that it will be useful knowledge for the researcher when she starts her profession as a teacher in the future.

    b. For the teachers, especially those who teach at SMAN 1 Pandeglang, they can use the result as a feedback on teaching language actives or can be one of choices to do in their classroom.

    c. For the students, the study is hope it can improves students' speaking ability.

F. The Previous of the Study

1. *The Speaking Ability of The Eleventh Grade Students Mas Tahfidz Yanbu'ul Qur'an Kab. Kudus in the 2015/2016 Academic Year Taught Using a Poster Presentation* by Fahrul Muzakky 2016 Department of English Education

Faculty of Teacher Training and Education Muria Kudus University.

He used an experimental method that used a pre-test and post-test. The results of the study, the average score of the pre test was 66.94 and the average score of the post test was 80.06, then the t-observation was higher than the t-table (being = 4.40963> tt = 2.0423) with degrees freedom 30 (N-1). After finding the value of t-table (tt) and t-observation (to), the author decides that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) attempts.

From the research above, the research found the similarity with the form of this research that are applying poster presentation and all research focused in speaking ability. The difference is participant.

2. *The Effectiveness of Poster Presentation in Teaching Speaking to The Seven Grades of MTs NW Ketangga in The School Year 2013–2014.* By Siti Rahmah Study

Program of English Language and Education STKIP Hamzanwadi Selong.

She used an experimental method that used a pre-test and post-test. Based on the result of study, the mean score of pre-test was 10.46 while the mean score of post-test was 17.47 meaning that the mean scores of post-test was higher than the mean scores of pre-test. After submitting the data to a paired samples t-test, the present researcher found that there was a significant difference in the mean scores between the pre-test and the post-test, t(df=36) = 19.74 at p = 0.001, meaning that the null hypothesis was rejected and alternative hypothesis was accepted.

From the research above, the research found the similarity with the form of this research that are applying poster presentation and all research focused in speaking. The difference with the form of this research is I took senior high school but those research above took junior high school.

3. *Using Poster Presentation to Facilitate Preservice EFL Teacher Learning to the second year undergraduate students of English Language Teaching Department in Buca Education Faculty, at Dokuz Eylul University in 2016-2017 academic year.* By Özlem ÖZTÜRK study English Language Teaching Department in Buca Education Faculty.

The results of the study indicated that using poster presentations facilitated learning and teaching since it gave learners a chance to put theory into practice. Poster presentations helped learners work collaboratively in groups, overcome anxiety and gain more self-confidence while presenting. In addition to this, poster presentations improved creativity, promoted learner autonomy, and inspired learners for their future teaching career.

From the research above, the research found the similarity with the form of this research that are applying poster presentation. The difference with the form of this research is I took senior high school but those research

above took the second year undergraduate students of English Language Teaching Department and the difference also this research using poster presentation to facilitate pre-service EFL teacher learning not for improving students speaking ability.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Review

1. Definition of Speaking

Speaking is one of the abilities of every human being who can be seen directly, but not all people in the world can speak English except those who are indeed their first language in English, Brown says that "Speaking is productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effective".[1]

Especially when people use talking to communicate with everyone they cannot pay attention to grammar, this is the difference between talking and writing because when they write we also have to pay attention to grammar. When talking with small children they also easily understand what we say and we can communicate with people of various ages

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[1] H Douglas Brown, *Language Assessment Principles and Classroom Practice* (New York: Pearson Education, 2004), 140.

by talking, Hughes says that "Speaking is the first mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change".[2]

In other words, teachers tend to talk about the way we use language in terms of four skills, there are reading, writing, speaking and listening, Harmer says that "These are often divided into two types receptive skills and productive skills. Receptive skills are a term used for reading and listening skills where meaning is extracted from the discourse. Productive skills are the term for speaking and writing skills where students actually have to produce language themselves".[3]

From the theories above, we can conclude that speaking skills are one of the important skills, because we should produce some words when we would like to communicate spontaneity.

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[2] Rebecca Hughes, *Spoken English, TESOL and Applied Linguistics* (New York: Palgrave Macmillan, 2006), 144.

[3] Jeremy Harmer, *The Practice of English Language Teaching* (New York: Pearson Education Limited, 2001), 250.

2. Basic Type of Speaking

According to Douglas Brown, there are some basic types of speaking.[4] They are:

1) Imitative. It is simply ability to parrot back a word or phrase or sentence. Pronunciation is the main aspect of this type. For example, learners practice an intonation contour or try to pinpoint a certain vowel sound. Imitation of this kind is carried out not for the purpose of meaningful interaction, but for focusing some particular element of language form.[5]

2) Intensive. It is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. Examples include directed response tasks, reading aloud, sentence and dialogue completion, etc.

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[4] H. Douglas Brown, *Language Assessment Principle and Classroom Practice,* 141-142.
[5] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition,* (San Francisco: Longman, 2000), 271.

3) Responsive. It is included interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and the like.

4) Interactive. It is almost the same as responsive. It is just that interactive is longer and more complex than responsive. It can take the two specific information, or interpersonal exchanges, which have the purpose of maintaining social relationship.

5) Extensive *(monologue)*. This type is usually done by students at intermediate to advanced levels, because this type is related to monologue that can be planned or impromptu.[6] It includes speeches, oral presentation, story-telling, etc.

In this research, researcher will more focus on extensive speaking. Because each students are given a topic to present in front of the class using a media poster presentation.

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[6] H Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition, 274.*

3. Concept of Speaking Ability

Speaking ability is something that allows us to communicate with everyone and we can convey the message we mean to others by speaking, Rebecca Hughes says that "Speaking is the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face to face interaction, in real time, between an interlocutor and a candidate".[7]

From the definition above, it can be concluded that when we talk to other people by telephone and not face to face, sometimes it is difficult for us to judge what is actually talking about the person because sometimes each person has their own language and style of speech and have their own intentions. But when we meet face to face with our interlocutor, we can judge what the true meaning of the conversation is and we know the contents of the conversation.

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[7] Rebecca Hughes, *Teaching and Researching Speaking* (London: Pearson Education, 2011), 92.

In addition, speaking skill is a difficult one to assess with precision, because speaking is a complex skill to acquire. According to Douglas Brown the following five components are generally recognized in analysis of speech process[8] :

1. Pronunciation

Explicit pedagogical focus on anything that smacked of linguistic nuts and bolts was under siege by propents of the various non-directive. Pronunciation includes the pronunciation itself, stress, and intonation. Fachrurrazy (2011) notes that pronunciation can be defined as the way a certain sound or sounds are produced. Stress in the pronunciation of the word (in a sentence) or syllable (in a word) with more force than the surrounding words or syllables. Intonation is the rise and fall of the pitch of the voice in speaking, especially as this affects the meaning of what is said

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[8] H. Douglas. Brown, *Language Assessment Principles and Classroom Practice* (New York: Pearson Education, 2004), 149.

2. Grammar

Rules for forming words and making sentences. According to Harmer (2004) notes that grammar is the description of the way in which word can change their form and can be combined into sentences in that language. Creating a good grammatical sentence is very difficult. The grammar very important role in understanding the speakers' utterance.

3. Vocabulary

All the words in a language with their meanings. In Oxford dictionary, Hornby (1995) states that vocabulary is the total number of words in language. Mastering a huge number of vocabulary will show how fluent is a speaker talk using the language because speaking is an activity which need competence to utter a word clearly and also appropriate words in simple sentences.

4. Fluency

Simply the ability to speak fast. Speed is a factor, but it is by no means the only, or even the most important

one. In spoken language the question faced by the teacher is how they shall prioritize the two clearly important speaker goals of accurate (clear, articulate, grammatically and phonologically correct) language and fluent (following, natural) language? It is now very clear that fluency and accuracy are both important goals to purse in CLT Fachrurrazy (2011). In Oxford dictionary, Hornby (1995) states that fluent is able to speak a language easily and well.

5. Comprehension

The ability to understand something, Thomas states Comprehension is a constructive process in which students create meaning. Further, when we know the components in the English language conversation. It is hoped that we in the future can speak English well and spontaneously so that it will increase the ability to speak our English.

Moreover, we see learning in the classroom. Most students still use monotonous learning methods such as

making dialogue in English. Indirectly they cannot speak alone before they are written first. So this makes them less able to speak English. The use of language or speaking skills is a form of habit. Our ability to speak English can increase if we speak English everyday and practice speaking English frequently and we can even become very skilled when we often use English to practice speaking. From the explanation above, it can be concluded that, the definition of speaking ability is ability with the aim of speaking which is not only linguistic.

Based on theories above, speaking ability defines into five, there are Pronunciation (including the segmental features: vowels and consonants; and the stress and intonation); Grammar, Vocabulary, Fluency (the ease and speed of the flow of speech), Comprehension that should be student's mastery to get speaking ability.

B. Teaching Speaking Using Poster Presentation

1. Definition of Poster Presentation

According to Stoss "The poster presentation is a dynamic communication tool evolving over the past four decades, as a means to accommodate the increasing number of researchers, especially graduate students, seeking a means for scholarly presentations of their research".[9] According to Sri Anitah "poster is an image that combines visual elements such as lines, images and words are ittended to attract attention and communicating the message in brief".[10]

According to Handron and Cantrell "A poster presentation is as an experiential learning activity that stimulate curiosity and interest encourages exploration and integration of concepts and provides students with a novel way of demonstrating understanding".[11]

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[9] Fred stoss, *Poster Presentation*, (New York: University at Bufallo, 2017) , 1.

[10] Sri Anitah, *Media Pembelajaran* (Surakarta: LPP UNS DAN UNS PERS, 2008), 17.

[11] Geraldine O'Neill and David Jennings, "The Use of Posters for Assesment : A Guide for Staff". *UCD Teaching and Learning* (Mei, 17, 2012), 1.

From those definitions above, it can be inferred that poster presentation is a communication tool or instrument that combines visual elements such as lines, images, and words are ittended to attract attention as media in teaching to deliver an information, suggestion, and the message in brief.

Sample of poster presentation:[12]
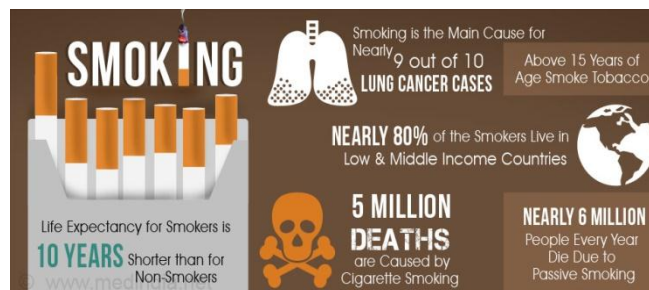
2. Advantages and Disadvantages of Poster Presentation

   1. Advantages of Poster Presentation

There are several advantages of using poster presentation as media in learning, such as:

a. Poster presentation can be used as excellent alternative medium for

b. Developing communication skills.

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[12] https://www.medindia.net/patients/lifestyleandwellness/cigarette-smoking-a-silent-killer.htm

c. Involve students in the assessment process.

d. Encourage students to investigate a topic thoroughly.

e. Provide opportunities for peer-learning.

f. Promote a positive attitude for students.

g. Exploring and confronting misconceptions.

h. Students enjoy and engage in the activity.

i. Opportunity to dialogue about learning.

2. Disadvantages of Poster Presentation

There are several disadvantages of using poster presentation as media in learning, such as:

a. Students can be nervous in doing presentation.

b. Students must prepare themselves confidence before doing presentation.

c. Time and space. To present the material, students need much time and

d. Space to prepare their presentation.

e. Need to have clear criteria for good inter-rater reliability.[13]

C. Hypothesis of the Study

According to David Nunan defined, "hypothesis is formal statement about an expected relationship between two or more variable which can be tested through an experiment.[14] The hypothesis are as follow:

Ha : There is a significant influence of using poster presentation towards students' speaking ability at The Eleven Grade of SMAN 1 Pandeglang in The Academic Year of 2018/2019.

H0 : There is no significant influence of using poster presentation towards students' speaking ability at The Eleven Grade of SMAN 1 Pandeglang in The Academic Year of 2018/2019.

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[13] http://www.ucd.ie/teaching/t4media/UCDTLA0039.pdf Geraldine O'Neill and David Jennings, "The Use of Posters for Assesment : A Guide for Staff".

[14] David Nunan, *"Research Methods in Language Learning"*, (New York: Language University Press, 1992),320 .

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

In this research, the Quasi Experimental Pretest - Posttest Group Design had been used. Quasi-experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.[1] Quasi experimental designs do not have random assignment. We do not have the opportunity for random assignment of students to a teacher or class. The common term for this type of group of participants is intact. For that, the researcher selected two classes, one is the control class and the other is the experimental class.

In this research, the students are given pre-test to know their basic skill in speaking. The result of the pre-test will be used to indicate students' speaking to measure their previous ability

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[1] John W.Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research,* (Boston: Pearson, Fourth Edition, 2012), 309.

before treatment. At the end of the program, students will be given post-test in order to know their achievement after the treatment through poster presentation.

1. **Place and Time**

     The place of this research is at SMA Negeri 1 Pandeglang, Banten. This research will be conducted on the eleven grade students of SMA Negeri 1 Pandeglang in academic year 2018/2019

2. **Variable of the Research**

     A variable is a concept a noun that stands for variation within a class of objects, such as chair, gender, eye color, achievement, motivation, or running speed.[2] From the states above can be concluded that variable as classifying data into units. It means that variable can be classified according to how they are measured and according to their function in the research. There were two variables of this research, they were as follows:

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[2] Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* 7th ed., (New York: McGraw-Hill,2009), 39.

- The independent variable of this research is poster presentation (X)

- The dependent variable of this research is students' speaking ability (Y)

B. Population, Sample and Sampling Technique

a. Population and Sample

Fraenkel and Wallen state that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population.[3] The population of this research is all the eleven grade of SMAN 1 Pandeglang 2018 academic year. The total numbers of all the students is 392 students divided into eleven classes.

Fraenkel and Wallen stated a sample in a research study is the group on which in-formation is obtained.[4] It means that sample is part of individual members which is

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[3] Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* 7th ed., 90.

[4] Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* 7th ed., 91.

choosen to represent of the whole population. So, in this research, it was took two of eleven classes as the sample classes. The two classes were the first XI MIPA 3 as control class and the second XI MIPA 5 as experimental class.

Table 1

The Sample of The Study

No	Class	Sum of Students
1	XI MIPA 3	37
2	XI MIPA 5	36
TOTAL		73

b. Sampling Technique

Cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selected (that is, the sampling unit is a group rather than an individual).[5] Here are steps in determining sample by using cluster random sampling technique:

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[5] Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education* 7th ed., 95.

a. First, the paper of six classes was prepared, XI S 1, XI S 2, XI S 3, XI S 4, XI A 1, XI A 2, XI A 3, XI A 4, XI A 5, XI A 6, XI A 7.

b. Next, those pieces of paper were rolled and put them into a box.

c. Then the box was shaken until the first rolled -paper comes out of it and then this rolled -paper would be determined as the experimental class.

d. The last, the box was shaken again until rolled-paper comes out of it and then this rolled-paper would be determined as the control class.

C. Data Collection Technique

1. Test

Test is first a method. It is an instrument a set of techniques, procedures, or item that requires performance on the part of the test-taker.[6]

a. Pre-test

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[6] H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, (New York, Longman,2003), 172-173.

Pre-test was done to know the students speaking ability before being treatment. The test that used was the direct test which measured five criteria of speaking based on Brown; they are pronunciation, grammar, vocabulary, comprehension and fluency.[7]

Table 2

Procedure of Pre-Test

The teacher notifies that she will hold a pre-test
The teacher provides topics for each student
The teacher conveys the minimum number of words for the test
The teacher delivered the test-taking technique
The teacher conveys the time to test
The teacher allows students to work on the pre-test analytical exposition text

b. Post-test

After the treatment the students is given post-test by the teacher. The test was the direct test which measured five criteria of speaking based on Brown; they are pronunciation, grammar, vocabulary, comprehension and fluency.

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[7] H. Douglas Brown, *Language Assesment Principles and Classroom Practice*, 172-173.

Table 3

Procedure of Post-Test

The teacher informs him that a post-test will be held
The teacher provides topics for each student
The teacher conveys the minimum number of words for the test
The teacher delivered the test-taking technique
The teacher conveys the time to test
The teacher invites students to present post-test analytical exposition text in front of the class

2. Observation

   2.1 Teacher

   The teacher explains the material briefly so that most students who do not like English don't understand. Teachers also use monotonous methods such as paper presentations without the latest methods to improve students' English speaking skills.

   2.2 Students

   During the process of learning English some students seemed enthusiastic and excited before the learning began, but there were also students who were not

excited because they did not like English because it was very difficult to speak English.

D. Research Procedure

In this research, it have been implemented three steps, they were as follows:

1. Planning

   After making the planning, the planning applied based on research procedure. There were some steps that had been planned. The procedure of making planning of the research can be seen as follow:

   1.1 Determining the subject

   In this case, eleven grade have been choosen as the subject of the research. There was one class as control class and the other class as experimental class.

   1.2 Administering Pre-test

   Pre-test has been given and aimed at capturing the students' speaking skill. The pre-test took during 90 minutes both experimental and control class.

   1.3 Giving Treatments

The treatments have been given within two meeting for experimental class and control class too. In the experimental class it have been used poster presentation as the media in teaching speaking, while in the control class it used conventional way (picture) have been used.

1.4   Administering the Post-test

Post-test have been done to find out whether there was an increase in the students' speaking achievement or not.

1.5   Analyzing the data

In analyzing the data, due to know the different between students' speaking achievement before and after give the treatments. The data were distributed into the scoring table based on the pre-test and post-test systematically.

2. Application

After making the planning, it was tried to apply the research procedure that has been already planned. There are some steps in doing this research:

a. In the first meeting, the pre-test is given to students by teacher.

b. After giving the pre-test, the students are given the treatment. There were three meetings in control class and three meetings in experimental class. It have been delivered the meeting in experimental class by using poster presentation. While in control class this research have been given the treatment by using picture. The treatments have been given in three meeting, because to know the differences between the control class and the experimental class significantly.

c. The last meeting the post-test is given to students by teacher.

3. Reporting

In this research, reporting have been done for the last procedure. There were two steps in reporting. The steps were as follow:

a. Analyzing the data that is already received from pre-test and post-test.

b. Making report on the findings.

E. Scoring Scale for Evaluating Students' Speaking Skill

According to Brown there are five categories of Oral Proficiency Scoring[8].

1. Grammar

Level	Description
1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
5	Equivalent to that of an educated native speaker.

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[8] H. Douglas Brown. *Teaching by Principles, an Interactive Approach to Language Pedagogy* 2nd Ed (New York: Addison Wesley Longman,2001) , 406-407.

2. Vocabulary

Level	Description
1	Speaking vocabulary inadequate to express anything but the most elementary needs
2	Has speaking vocabulary sufficient to express him self simply with some circumlocutions.
3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
5	Speech on all level is sufficiently accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.

3. Fluency

Level	Description
1	No specific fluency description. Refer to other four language areas for implied level of fluency.
2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographical information.
3	Can discuss particular interests of competence with

	reasonable ease. Rarely has to grope for words.
4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation with a high degree of fluency.
5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.

4. Pronunciation

Level	Description
1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language
2	Accent is intelligible though often quite faulty.
3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign. Conversations on practical, social, and professional topics.
4	Errors in pronunciation are quite rare.
5	Equivalent to and fully accepted by educated native speakers.

5. Comprehension

Level	Description
1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase
2	Can get the gist of most conversations of non-

	technical subjects (i.e., topics that requite no specialized knowledge).
3	Comprehension is quite complete at a normal rate of speech.
4	Can understand any conversation within the range of his experience.
5	Equivalent to that of an educated native speaker.

Standards of Scoring	Range of Score
Excellent	80 – 100
Very good	73 – 79
Good	65 – 72
Average	60 – 64
Poor	55 – 59
Very poor	< 55

However, there are five components usually used to analyze speech performance, they are relevant respond, grammar, pronunciation, vocabulary and fluency. The scoring also can include accuracy, articulation, the eye contact, expression, intonation and gesture of the speaker. The speaking scoring rubric was used to collect the data.

F. Data Analysis

The technique used in this data analysis is the quantitative method and will be described in statistical form. To analysis data the writer uses *t*-Test. The *t*-Test is the most frequently used measure in second language research when comparing mean scores for two groups. It supposed to know whether experimental versus control class when taking the same test has the same score or not. The writer uses the following formula[9] :

1. To search Mean Variable X with formula :

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

2. To search Mean Variable *Y* with formula :

$$M_Y = \frac{\sum Y}{N}$$

3. Determine the total square of error in experimental class, with formula:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

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[9] Anas Sudjiono, *Pengantar Statistik Pendidikan,* (Jakarta: PT Raja Grafindo Persada, 2003), 317.

4. Determine the total square of error in control class, with formula:

$$\Sigma Y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

5. To calculate t_{-test} with formula :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{N_x + N_y}{N_x \cdot N_y}\right)}}$$

M_X = Mean score of the experiment class

M_Y = Mean score of the control class

$\sum X^2$ = Sum of square deviation score in experiment class

$\sum Y^2$ = Sum of square deviation score in control class

N_X = Number of students of experiment class

N_Y = Number of students of control class

2   = Constant number

6. Determine the t_{table} with formula:

$$df = N_X + N_Y - 2$$

CHAPTER IV

THE RESULT AND DISCUSSION

A. Data Description

In this chapter, the writer would like to present the description of the data obtained. As writer stated at the previous chapter that the population of the student of SMAN 1 Pandeglang and the subject of this research is the eleven grade students. In this research, the writer divided them into two classes, 36 students as experimental class, it is from class XI MIPA 5, and 37 students as control class, it is from XI MIPA 3. To know the effectiveness of weekly report in improving students' speaking ability, the writer gave the test to students as the sample both at the experimental class and at control class. The test used in this research divided into two types, there are pre-test and post-test, the pre-test is the test that is given before treatment, and the post-test is given after treatment.

In this research, the writer gave the students pre-test and post-test. Both of the test, the writer have the scoring system to assess the test. The writer gave the score <55 (very poor), 55-59 (poor), 60-64 (average), 65-72 (good), 73-79 (very good), 80-100 (excellent).

1. **Experimental Class**

The writer described the result of a pre-test at the experimental class by the table as follow:

Table 4.1
The students score of pre-test at the experimental class

No	Respondents	Criteria					Total	Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	ASN	3	2	2	3	3	13	52
2	ATR	2	2	4	3	3	14	56
3	ADU	2	3	2	2	2	11	44
4	AFM	2	3	3	2	3	13	52

5	AA	2	3	3	4	3	15	60
6	DN	3	2	3	3	3	14	56
7	DW	2	2	2	2	2	10	40
8	EA	3	3	3	2	3	14	56
9	FHS	2	2	2	3	2	11	44
10	FM	3	3	3	4	3	16	64
11	FES	2	2	2	2	2	10	40
12	FMA	3	2	3	2	2	12	48
13	FBA	2	2	3	2	2	11	44
14	GZS	3	4	3	3	3	16	64
15	IS	4	4	5	5	4	22	88
16	IAF	3	3	4	3	5	18	72
17	IJ	2	3	3	2	2	12	48
18	KSPG	3	1	2	2	2	10	40
19	LRA	3	2	2	3	3	13	52
20	LNH	3	2	2	3	2	12	48
21	MGLP	3	2	2	2	2	11	44
22	MRR	1	2	3	2	3	11	44

23	MRA	2	3	3	3	3	14	56
24	NSA	1	2	2	1	1	7	28
25	NNA	3	3	3	2	3	14	56
26	PKA	3	2	3	3	3	14	56
27	QKM	2	2	2	2	2	10	40
28	RP	1	1	2	1	2	7	28
29	RO	1	2	3	2	2	10	40
30	RS	2	3	2	2	3	12	48
31	RDS	1	2	3	2	2	10	40
32	SN	2	2	3	2	2	11	44
33	SAS	2	2	3	2	2	11	44
34	SNQ	2	2	3	2	2	11	44
35	TNT	3	2	3	2	2	12	48
36	VDA	1	2	3	2	3	11	44
N= 36		**Total Score**						1773
		Average						49,25

The *Table 4.1* above showed that the result of the students' pre-test scores on the criteria in speaking analytical exposition text at the experimental class. The data showed that the maximum score was 88 and the minimum score was 28. One student

The *Table 4.1* above showed that the result of the students' pre-test scores on the criteria in speaking analytical exposition text at the experimental class. The data showed that the maximum score was 88 and the minimum score was 28. One student who got the maximum and two students who got the minimum score. The average score of the pre-test was 49,25.

While the result of a post-test score at the experimental class got better. It can be describe as follow:

Table 4.2

The students score of post-test at the experimental class

No	Respondents	Criteria					Total	Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	ASN	4	3	4	4	4	19	76
2	ATR	4	3	3	4	3	17	68
3	ADU	3	3	3	3	3	15	60
4	AFM	3	3	4	4	3	17	68
5	AA	5	5	5	4	5	24	96
6	DN	3	3	4	4	4	18	72
7	DW	3	2	3	3	3	14	56
8	EA	3	2	3	3	4	15	60
9	FHS	3	3	3	4	3	16	64
10	FM	4	4	4	5	5	22	88
11	FES	4	2	3	3	3	15	60
12	FMA	3	2	4	3	3	15	60

13	FBA	3	2	3	3	3	14	56
14	GZS	4	3	5	4	4	20	80
15	IS	5	4	4	5	5	23	92
16	IAF	4	3	3	4	5	19	76
17	IJ	3	2	3	3	4	14	56
18	KSPG	3	2	3	4	4	16	64
19	LRA	4	2	3	3	4	16	64
20	LNH	3	2	4	5	5	19	76
21	MGLP	3	3	3	3	3	15	60
22	MRR	3	3	3	3	4	16	64
23	MRA	3	2	3	3	4	15	60
24	NSA	2	2	2	2	2	10	40
25	NNA	3	3	3	3	4	16	64
26	PKA	3	2	2	4	4	15	60
27	QKM	2	2	3	4	4	15	60
28	RP	2	2	2	2	2	10	40
29	RO	3	2	3	3	3	14	56
30	RS	3	2	4	4	5	18	72

31	RDS	2	2	3	4	4	15	60
32	SN	3	2	3	3	3	14	56
33	SAS	2	2	3	3	3	13	52
34	SNQ	3	3	3	3	4	16	64
35	TNT	3	3	4	3	5	18	72
36	T VDA	3	3	4	3	3	16	64
h		**Total Score**						2336
e N= 36		**Average**						64,89

Table 4.2 above showed that the results of the students'
post-test scores on the criteria of speaking analytical
exposition text at the experimental class. The data showed
that the maximum score was 96, and the minimum score
was 40.

Based on the explanation above, it is showed the
result of post-test at the experimental class got the
significant improvement after giving treatment, it is seen
from the average of the post-test was better than the
average of the pre-test, that 49,25<64,89.

2. Control Class

The writer describes the result of a pre-test at the control class by the table below:

Table 4.3
The students score of pre-test at the control class

No	Respondents	Criteria					Total	Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	ARR	2	2	3	3	3	13	52
2	AAS	3	2	2	2	2	11	44
3	AD	5	4	5	4	4	22	88
4	ASB	3	2	3	3	2	13	52
5	DR	4	4	4	3	3	18	72
6	DAW	2	2	2	2	2	10	40
7	EOS	2	2	3	2	2	11	44
8	FN	4	3	3	3	3	16	64
9	FDN	2	2	2	2	2	10	40

10	GDP	2	2	3	3	3	13	52
11	HQA	4	3	3	2	3	15	60
12	ICS	3	2	3	3	2	13	52
13	KAW	3	3	3	4	5	18	72
14	LH	3	3	3	2	2	13	52
15	MKG	3	3	3	3	4	16	64
16	MFR	3	3	4	3	3	16	64
17	MIR	2	1	2	2	1	8	32
18	NF	2	2	2	2	2	10	40
19	NIR	3	3	4	4	4	18	72
20	NA	3	3	3	2	3	14	56
21	NPR	3	3	3	2	3	14	56
22	RE	3	2	3	4	2	14	56
23	RF	3	3	3	3	3	15	60
24	RHAP	2	2	2	2	2	10	40
25	RM	3	3	3	3	4	16	64
26	RW	3	2	2	1	2	10	40
27	RS	2	2	3	4	4	15	60

28	RR	2	2	2	1	3	10	40
29	SN	2	3	2	3	3	13	52
30	SN	1	3	2	2	2	10	40
31	SS	2	2	2	3	3	12	48
32	S	2	3	2	2	2	11	44
33	WFR	1	2	2	3	2	10	40
34	WN	1	1	2	3	2	9	36
35	WAF	2	3	3	3	2	13	52
36	ZNNS	2	2	3	3	3	13	52
N= 36		**Total Score**						1828
		Average						50,7

The *Table 4.3* showed that the results of the students' pre-test scores on the criteria in speaking analytical exposition text at the control class. That the data showed the maximum score was 88, and the minimum score was 32. One student who got the maximum and one student who got the minimum score. The average of score of the pre-test was 50,7.

While the result of a post-test at the control class got better score. It can be described as follow:

Table 4.4
The students score of post-test at the control class

No	Respondents	Criteria					Total	Score
		Pronunciation	Grammar	Vocabulary	Fluency	Comprehension		
1	ARR	3	3	3	3	3	15	60
2	AAS	3	3	4	3	3	16	64
3	AD	3	3	4	4	4	22	88
4	ASB	2	2	3	4	4	16	64
5	DR	3	3	4	4	4	18	72
6	DAW	2	2	3	3	3	13	52
7	EOS	3	2	2	3	3	13	52
8	FN	4	3	3	4	3	17	68
9	FDN	3	2	3	3	2	13	52
10	GDP	3	2	3	2	3	13	52

11	HQA	2	2	2	4	4	16	64
12	ICS	3	3	3	3	3	15	60
13	KAW	4	3	4	4	4	19	76
14	LH	3	3	3	3	3	15	60
15	MKG	3	3	2	2	3	18	72
16	MFR	4	3	3	3	3	16	64
17	MIR	2	2	2	2	3	11	44
18	NF	2	2	2	2	3	11	44
19	NIR	4	3	3	4	4	18	72
20	NA	4	3	3	4	3	17	68
21	NPR	3	3	4	3	4	17	68
22	RE	3	3	3	3	4	16	64
23	RF	3	3	3	4	3	16	64
24	RHAP	2	2	3	2	2	11	44
25	RM	3	3	3	4	4	17	68
26	RW	3	2	2	2	2	11	44
27	RS	3	3	3	3	3	15	60
28	RR	2	2	2	2	3	11	44

29	SN	2	2	3	4	4	15	60
30	SN	3	2	2	2	2	11	44
31	SS	2	2	3	3	3	13	52
32	S	3	3	3	3	3	15	60
33	WFR	3	3	3	3	3	15	60
34	WN	2	2	2	2	3	11	44
35	WAF	3	3	3	3	3	15	60
36	ZNNS	3	3	3	4	5	18	72
N= 36		**Total Score**						2156
		Average						59,8

The *Table 4.4* showed that the results of the students' post-test scores on the criteria in speaking analytical exposition text at the control class. That the data showed the maximum score was 88 and the minimum score was 44. One student who got the maximum score and seven student who got the minimum score. The average score of the post-test was 59,8.

Based on the explanation above, it showed that the result of post-test at the control class got the significant improvement after giving treatment without using poster presentation. It is seen from the average of the post-test got better than the pre-test, that 50,7<59,8.

3. Instrument Observation Teaching Speaking

Table 4.5
Orientation in the introduction of teaching speaking
analytical exposition text using poster presentation
(Student's Observation)

No	Statements	Criteria, Score, Frequencies, and Percent					Mean of Score and Percent	Interpretation
		Worse 1	Bad 2	Quite 3	Good 4	Very Good 5		
1	Open the Opening with opening greetings and learning to start learning.	0	4	7	15	10	3,86	High
		00.00	11,1	19,4	41,6	27,7	77,2	Good
2	Check the Attendance of students as a disciplines.	1	4	8	10	13	3,86	High

			2,7	11,1	22,2	27,7	36,1	76,6	Good
3	Prepare physical and psychological learners in initiating learning activities.	2	5	8	12	10	3,72	High
		5,5	13,8	22,2	33,3	27,7	44,4	Medium
							3,81	High
							67,86	Good

In the first point of open the opening with opening greetings and learning to start learning at score 2 there are 4 frequency and get percent 11,1. At score 3 there are 7 frequency and get percent 19,4. At score 4 there are 15 frequency and get percent 41,6. At score 5 there are 10 frequency and get percent 27,7. The mean for all of the score 3,86 and the percentage 77,2.

In the second point of Check the Attendance of students as a disciplines at score 1 there is 1 frequency and get percent 2,7. At score 2 there are 4 frequency and get percent 11,1. At score 3 there are 8 frequency and get

percent 22,2. At score 4 there are 10 frequency and get percent 27,7. At score 5 there are 13 frequency and get percent 36,1. The mean for all of the score 3,86 and the percentage 76,6.

In the third point of Prepare physical and psychological learners in initiating learning activities. at score 1 there are 2 frequency and get percent 5,5. At score 2 there are 5 frequency and get percent 13,8. At score 3 there are 8 frequency and get percent 22,2. At score 4 there are 12 frequency and get percent 33,3. At score 5 there are 10 frequency and get percent 27,7. The mean for all of the score 3,72 and the percentage 44,4.

From the explanation above, All of the mean score of Orientation in the introduction of teaching speaking analytical exposition text using poster presentation is 3,81 in the high category and the percentage is 67,86 in the good category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good)

Table 4.6
Orientation in the introduction of teaching speaking
analytical exposition text using poster presentation
(Teacher Observation)

No	Statements	Score and Percent	Interpretation
1	Open the Opening with opening greetings and learning to start learning.	5 100	High High
2	Check the Attendance of students as a disciplines.	4 80	Good High
3	Prepare physical and psychological learners in initiating learning activities.	4 80	Good High
		4,33 86,67	High High

The first point of open the opening with opening greetings and learning to start learning get the score 5 in the high category and get the percentage 100 in the high category. In the second point of Check the Attendance of students as a disciplines get the score 4 in the good category and get the percentage 80 in high category In the last point of Prepare physical and psychological learners

in initiating learning activities get the score 4 in the good category and 80 in high category.

From the explanation above, All of the mean score of Orientation in the introduction of teaching speaking analytical exposition text using poster presentation is 4,33 in the high category and the percentage is 86,67 in the high category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good)

Table 4.7
Apperception in the introduction of teaching
speaking analytical exposition text using poster
presentation
(Student's Observation)

No	Statements	Criteria, Score, Frequencies, and Percent					Mean of Score and Percent	Interpretation
		Worse 1	Bad 2	Quite 3	Good 4	Very Good 5		
1	Linking material / themes / learning activities that will be carried out with the experience of students with	2	4	8	15	6	3,44	Medium
		5,5	11,1	22,2	41,6	16,6	68,8	Good

	previous material / themes / activities						
2	Recall the prerequisite material by asking.	0	5	10	16	5	3,58	Medium
		00,0	13,8	27,7	44,4	13,5	71,6	Good
3	Asking questions that are related to the lesson that will be done.	0	2	10	13	11	3,08	Medium
		00,0	5,5	27,7	36,1	42,3	61,6	Good
							3,36	Medium Good
							67,33	

In the first point of Linking material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities at score 1 there are 2 frequency and get percent 5,5. At score 2 there are 4 frequency and get percent 11,1. At score 3 there are 8 frequency and get percent 22,2. At score 4 there are 15 frequency and get percent 41,6. At score 5 there are 6 frequency and get percent 16,6. The mean for all of the score 3,44 and the percentage 68,8.

In the second point of Recall the prerequisite material by asking. At score 2 there are 5 frequency and get percent 13,8. At score 3 there are 10 frequency and get percent 27,7. At score 4 there are 16 frequency and get percent 44,4. At score 5 there are 13 frequency and get percent 36,1. The mean for all of the score 3,58 and the percentage 71,6.

In the third point of asking questions that are related to the lesson that will be done. At score 2 there are 2 frequency and get percent 5,5. At score 3 there are 10 frequency and get percent 27,7. At score 4 there are 13 frequency and get percent 36,1. At score 5 there are 11 frequency and get percent 42,3. The mean for all of the score 3,08 and the percentage 61,6.

From the explanation above, All of the mean score of apperception in the introduction of teaching speaking analytical exposition text using poster presentation is 3,36 in the medium category and the percentage is 67,33 in the good category. The Conclusion Learning proses in

teaching speaking analytical exposition text using poster

presentation is runs well (good)

Table 4.8
Apperception in the introduction of teaching
speaking analytical exposition text using poster
presentation
(Teacher Observation)

No	Statements	Score and Percent	Interpretation
1	Linking material / themes / learning activities that will be carried out with the experience of students with previous material / themes / activities	4 80	Good High
2	Recall the prerequisite material by asking.	3 60	Medium Medium
3	Asking questions that are related to the lesson that will be done.	4 80	Good High
		3,66 73,33	Good High

The first point of linking material / themes /

learning activities that will be carried out with the

experience of students with previous material / themes /

activities get the score 4 in the good category and get the percentage 80 in the high category. In the second point of recall the prerequisite material by asking. get the score 3 in the medium category and get the percentage 60 in medium category In the last point of Asking questions that are related to the lesson that will be done. get the score 4 in the good category and 80 in high category.

From the explanation above, All of the mean score of Orientation in the introduction of teaching speaking analytical exposition text using poster presentation is 3,66 in the high category and the percentage is 73,33 in the high category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good)

Table 4.9
Motivation in the introduction of teaching speaking
analytical exposition text using poster presentation
(Student's Observation)

No	Statements	Criteria, Score, Frequencies, and Percent					Mean of Score and Percent	Interpretation
		Worse 1	Bad 2	Quite 3	Good 4	Very Good 5		
1	Provide an overview of the benefits of learning the lessons to be learned in everyday life.	1	3	5	17	10	3,88	High
		2,7	8,3	13,8	47,2	27,7	77,6	Good
2	If the theme / project material is done well and really is well mastered, students are expected to be able to explain the material: analytical exposition text	1	3	7	15	10	3,83	High
		2,7	8,3	19,4	41,6	27,7	76,6	Good
	Deliver the learning objectives at the meeting that takes place.	0	2	6	15	13	4,08	High
3		00,0	5,5	16,6	41,6	31,11	81,6	High
		1	4	8	14	19	5,11	High
4	Asking question.	2,7	11,1	22,2	38,8	52,7	102,2	High
							4,25	High
							84,5	High

In the first point of provide an overview of the benefits of learning the lessons to be learned in everyday life at score 1 there is 1 frequency and get percent 2,7. At score 2 there are 3 frequency and get percent 8,3. At score 3 there are 5 frequency and get percent 13,8. At score 4 there are 17 frequency and get percent 47,2. At score 5 there are 10 frequency and get percent 27,7. The mean for all of the score 4,08 and the percentage 81,6.

In the second point of If the theme / project material is done well and really is well mastered, students are expected to be able to explain the material: analytical exposition text at the score 1 there is 1 frequency and get percent 2,7. At score 2 there are 3 frequency and get percent 8,3. At score 3 there are 7 frequency and get percent 19,4. At score 4 there are 15 frequency and get percent 41,6. At score 5 there are 10 frequency and get percent 36,1. The mean for all of the score 3,83 and the percentage 76,6.

In the third point of Deliver the learning objectives at the meeting that takes place. At score 2 there are 2 frequency and get percent 5,5. At score 3 there are 6 frequency and get percent 16,6. At score 4 there are 15 frequency and get percent 41,6. At score 5 there are 13 frequency and get percent 31,11. The mean for all of the score 3,08 and the percentage 61,6.

In the last point of asking question. At the score 1 there is 1 frequency and get percent 2,7. At score 2 there are 4 frequency and get percent 11,1. At score 3 there are 8 frequency and get percent 22,2. At score 4 there are 14 frequency and get percent 38,8. At score 5 there are 19 frequency and get percent 52,7. The mean for all of the score 5,11 and the percentage 102,2.

From the explanation above, All of the mean score of apperception in the introduction of teaching speaking analytical exposition text using poster presentation is 4,25 in the high category and the percentage is 84,5 in the high category. The Conclusion Learning proses in teaching

speaking analytical exposition text using poster presentation is runs well (good)

Table 4.10
Motivation in the introduction of teaching speaking analytical exposition text using poster presentation
(Teacher Observation)

No	Statements	Score and Percent	Interpretation
1	Provide an overview of the benefits of learning the lessons to be learned in everyday life.	3 60	Medium Medium
2	If the theme / project material is done well and really is well mastered, students are expected to be able to explain the material: analytical exposition text	4 80	Good High
3	Deliver the learning objectives at the meeting that takes place.	4 80	Good High
4	Provide an overview of the benefits of learning the lessons to be learned in everyday life.	4 80	Good High
		3,75 75,0	High Good

The first point of provide an overview of the benefits of learning the lessons to be learned in everyday life get the score 3 in the medium category and get the

percentage 60 in the high category. In the second point of If the theme / project material is done well and really is well mastered, students are expected to be able to explain the material: analytical exposition text get the score 4 in the good category and get the percentage 80 in high category In the third point of Deliver the learning objectives at the meeting that takes place get the score 4 in the good category and 80 in high category. And the last point of provide an overview of the benefits of learning the lessons to be learned in everyday life get the score 4 in the good category and get the percentage 80 in high category.

From the explanation above, All of the mean score of motivation in the introduction of teaching speaking analytical exposition text using poster presentation is 3,75 in the high category and the percentage is 75,0 in the good category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good)

Table 4.11
Guide reference in the introduction of teaching
speaking analytical exposition text using poster
presentation
(Student's Observation)

No	Statements	Criteria, Score, Frequencies, and Percent					Mean of Score and Percent	Interpretation
		Worse 1	Bad 2	Quite 3	Good 4	Very Good 5		
1	Provide learning material that will be discussed at the meeting at that time.	0	4	15	10	6	3,41	Medium
		00,0	11,1	41,6	27,7	16,6	68,2	Good
2	Notify about core competencies, basic competencies, indicators, and KKM at the ongoing meeting.	1	5	8	11	11	4,02	High
		2,7	13,8	22,2	30,5	30,5	80,4	High
3	Distribution of study groups.	2	3	14	11	8	3,41	Medium
		5,5	8,3	38,8	36,6	22,2	68,2	Good
4	Explain the mechanism for implementing learning experiences according to the learning steps.	4	2	10	13	8	3,61	High
		11,1	5,5	27,7	36,1	22,2	72,2	Good
							36,12	High
							72,25	Good

In the first point of Provide learning material that will be discussed at the meeting at that time at score at score 2 there are 4 frequency and get percent 11,1. At score 3 there are 15 frequency and get percent 41,6. At score 4 there are 10 frequency and get percent 27,7. At score 5 there are 10 frequency and get percent 27,7. The mean for all of the score 3,41 and the percentage 68,2.

In the second point of notify about core competencies, basic competencies, indicators, and KKM at the ongoing meeting. at the score 1 there is 1 frequency and get percent 2,7. At score 2 there are 5 frequency and get percent 13,8. At score 3 there are 8 frequency and get percent 22,2. At score 4 there are 11 frequency and get percent 30,5. At score 5 there are 11 frequency and get percent 30,5. The mean for all of the score 4,02 and the percentage 80,4.

In the third point of distribution of study groups. At score 1 there 2 frequency 5,5. At score 2 there are 3 frequency and get percent 8,3. At score 3 there are 14

frequency and get percent 38,8. At score 4 there are 11 frequency and get percent 36,6. At score 5 there are 13 frequency and get percent 31,11. The mean for all of the score 3,41 and the percentage 68,2.

In the last point of Explain the mechanism for implementing learning experiences according to the learning steps. At the score 1 there is 4 frequency and get percent 11,1. At score 2 there are 2 frequency and get percent 5,5. At score 3 there are 10 frequency and get percent 27,7. At score 4 there are 13 frequency and get percent 36,1. At score 5 there are 8 frequency and get percent 22,2. The mean for all of the score 3,61 and the percentage 72,2.

From the explanation above, All of the mean score of apperception in the introduction of teaching speaking analytical exposition text using poster presentation is 36,12 in the high category and the percentage is 72,25 in the good category. The Conclusion Learning proses in

teaching speaking analytical exposition text using poster

presentation is runs well (good)

Table 4.12
Guide reference in the introduction of teaching
speaking analytical exposition text using poster
presentation
(Teacher Observation)

No	Statements	Score and Percent	Interpretation
1	Provide learning material that will be discussed at the meeting at that time.	5 100	High High
2	Notify about core competencies, basic competencies, indicators, and KKM at the ongoing meeting.	5 100	High High
3	Distribution of study groups.	4 80	Good High
4	Provide learning material that will be discussed at the meeting at that time.	4 80	Good High
		4,5 90,0	High High

The first point of Provide learning material that will be discussed at the meeting at that time get the score 5 in the high category and get the percentage 100 in the high category. In the second point of notify about core competencies, basic competencies, indicators, and KKM

at the ongoing meeting get the score 5 in the high category
and get the percentage 100 in high category In the third
point of distribution of study groups get the score 4 in the
good category and 80 in high category. And the last point
of Provide learning material that will be discussed at the
meeting at that time get the score 4 in the good category
and get the percentage 80 in high category.

From the explanation above, All of the mean score
of motivation in the introduction of teaching speaking
analytical exposition text using poster presentation is 4,5
in the high category and the percentage is 90,0 in the high
category. The Conclusion Learning proses in teaching
speaking analytical exposition text using poster
presentation is runs well (good)

Table 4.13
Student's orientation on the problem in the
introduction of teaching speaking analytical
exposition text using poster presentation
(Student's Observation)

No	Statements	Criteria, Score, Frequencies, and Percent					Mean of Score and Percent	Interpretation
		Worse 1	Bad 2	Quite 3	Good 4	Very Good 5		
1	The teacher shows a poster about global warming and gives students problems like "what do you know about global warming?"	0	1	7	20	8	3,97	High
		00,0	2,7	19,4	55,5	22,2	79,4	Good
2	Students pay attention and observe the pictures given and answer the teacher's questions.	0	0	5	25	6	4,02	High
		0,00	0,00	13,8	69,4	16,6	80,4	High
							39,5	High
							79,9	Good

In the first point of The teacher shows a poster
about global warming and gives students problems like
"what do you know about global warming?" at score 2
there is 1 frequency and get percent 2,7. At score 3 there

are 7 frequency and get percent 19,4. At score 4 there are 20 frequency and get percent 55,5. At score 5 there are 8 frequency and get percent 22,2. The mean for all of the score 3,97 and the percentage 79,4.

In the second point of Students pay attention and observe the pictures given and answer the teacher's questions at score 3 there are 5 frequency and get percent 13,8. At score 4 there are 25 frequency and get percent 69,4. At score 5 there are 6 frequency and get percent 16,6. The mean for all of the score 4,02 and the percentage 80,4.

From the explanation above, All of the mean score of apperception in the introduction of teaching speaking analytical exposition text using poster presentation is 39,55 in the high category and the percentage is 79,9 in the good category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good)

Table 4.14

Student's orientation on the problem in the introduction of teaching speaking analytical exposition text using poster presentation
(Teacher Observation)

No	Statements	Score and Percent	Interpretation
1	The teacher shows a poster about global warming and gives students problems like "what do you know about global warming?"	4 80	Good High
2	Students pay attention and observe the pictures given and answer the teacher's questions.	5 100	High High
		4,5 9,0	High High

The first point of The teacher shows a poster about global warming and gives students problems like "what do you know about global warming?" get the score 4 in the good category and get the percentage 80 in the high category. In the second point of Students pay attention and observe the pictures given and answer the teacher's questions get the score 5 in the high category and get the percentage 100 in high category.

From the explanation above, All of the mean score of motivation in the introduction of teaching speaking

analytical exposition text using poster presentation is 4,5 in the high category and the percentage is 9,0 in the high category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good).

Table 4.15
Organize Students in the introduction of teaching speaking analytical exposition text using poster presentation
(Student's Observation)

No	Statements	Criteria, Score, Frequencies, and Percent					Mean of Score and Percent	Interpretation
		Worse 1	Bad 2	Quite 3	Good 4	Very Good 5		
1	The teacher gave a poster about global warming to each student and it was hoped that students would see the poster and find out the causes and consequences of global warming based on the poster.	0 00,0	0 00,0	6 16,6	20 55,5	10 27,7	4,11 82,2	High High

2	Students read the poster and discuss the causes and consequences of global warming.	0	0	7	21	8	4,02	High
		00,0	00,0	19,4	58,3	22,2	80,4	High
							4,06	High
							16,2	Good

In the first point of The teacher gave a poster about global warming to each student and it was hoped that students would see the poster and find out the causes and consequences of global warming based on the poster. At score 3 there are 6 frequency and get percent 16,6. At score 4 there are 20 frequency and get percent 55,5. At score 5 there are 10 frequency and get percent 27,7. The mean for all of the score 4,11 and the percentage 82,2.

In the second point of Students read the poster and discuss the causes and consequences of global warming. At score 3 there are 7 frequency and get percent 19,4. At score 4 there are 21 frequency and get percent 58,3. At

score 5 there are 8 frequency and get percent 22,2. The mean for all of the score 4,02 and the percentage 80,4.

From the explanation above, All of the mean score of apperception in the introduction of teaching speaking analytical exposition text using poster presentation is 4,06 in the high category and the percentage is 16,2 in the good category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good)

Table 4.16
Organize Students on the problem in the
introduction of teaching speaking analytical
exposition text using poster presentation
(Teacher Observation)

No	Statements	Score and Percent	Interpretation
1	The teacher gave a poster about global warming to each student and it was hoped that students would see the poster and find out the causes and consequences of global warming based on the poster.	4	Good
		80	High
2	Students read the poster and discuss the causes and consequences of global warming.	4	Good
		80	High
		8,0	High
		80,0	High

The first point of the teacher gave a poster about global warming to each student and it was hoped that students would see the poster and find out the causes and consequences of global warming based on the poster get the score 4 in the good category and 80 in high category. The second students read the poster and discuss the causes and consequences of global warming get the score 4 in the good category and 80 in high category.

From the explanation above, all of the mean score of motivation in the introduction of teaching speaking analytical exposition text using poster presentation is 8,0 in the high category and the percentage is 80,0 in the high category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good)

Table 4.17

Guiding individual and group investigation in the
introduction of teaching speaking analytical
exposition text using poster presentation
(Student's Observation)

No	Statements	Criteria, Score, Frequencies, and Percent					Mean of Score and Percent	Interpretation
		Worse 1	Bad 2	Quite 3	Good 4	Very Good 5		
1	The teacher directs students to observe posters about global warming and then look for solutions that can be done to prevent the widespread effects of global warming.	0	2	8	15	16	4,33	High
		0,00	5,5	22,2	41,6	44,4	86,6	High
2	Students identify solutions to prevent widespread global warming	0	0	6	16	14	4,22	High
		0,00	0,00	16,6	44,4	38,8	84,4	High
							4,27	High
							85,5	High

The first point of the teacher directs students to
observe posters about global warming and then look for
solutions that can be done to prevent the widespread

effects of global warming. At score 2 there are 2 frequency and get percent 5,5. At score 3 there are 8 frequency and get percent 22,2. At score 4 there are 15 frequency and get percent 41,6. At score 5 there are 16 frequency and get percent 44,4. The mean for all of the score 4,33 and the percentage 86,6.

The second students identify solutions to prevent widespread global warming. At score 3 there are 6 frequency and get percent 16,6. At score 4 there are 16 frequency and get percent 44,4. At score 5 there are 14 frequency and get percent 38,8. The mean for all of the score 4,22 and the percentage 84,4.

From the explanation above, all of the mean score of motivation in the introduction of teaching speaking analytical exposition text using poster presentation is 4,27 in the high category and the percentage is 85,5 in the high category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good).

Table 4.18
Guiding individual and group investigation in the
introduction of teaching speaking analytical
exposition text using poster presentation
(Teacher Observation)

No	Statements	Score and Percent	Interpretation
1	The teacher directs students to observe posters about global warming and then look for solutions that can be done to prevent the widespread effects of global warming.	5 100	High High
2	Students identify solutions to prevent widespread global warming	4 80	Good High
		4,5 9,0	High High

The firs the teacher directs students to observe posters about global warming and then look for solutions that can be done to prevent the widespread effects of global warming get the score 5 in the high category and 100 in high category. The second Students identify solutions to prevent widespread global warming get the score 4 in the good category and 80 in high category.

From the explanation above, All of the mean score of motivation in the introduction of teaching speaking

analytical exposition text using poster presentation is 4,5 in the high category and the percentage is 9,0 in the high category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good).

Table 4.19
Develop and present the results of student
understanding in the introduction of teaching
speaking analytical exposition text using poster
presentation
(Student's Observation)

No	Statements	Criteria, Score, Frequencies, and Percent					Mean of Score and Percent	Interpretation
		Worse 1	Bad 2	Quite 3	Good 4	Very Good 5		
1	The teacher asks students to present global warming topics based on the poster.	1	4	10	13	8	3,63	Good
		2,7	11,1	27,7	36,1	22,2	72,6	High
2	Students presenting global warming topics using posters.	0	2	2	25	7	4,02	High
		0,00	5,5	5,5	69,4	19,4	80,4	High
							38,11	High
							76,5	Good

The first point of the teacher asks students to present global warming topics based on the poster. At score 1 there is 1 frequency and get percent 2,7. At score 2 there are 4 frequency and get percent 11,1. At score 3 there are 10 frequency and get percent 27,7. At score 4 there are 13 frequency and get percent 36,1. At score 5 there are 8 frequency and get percent 22,2. The mean for all of the score 3,63 and the percentage 72,6.

The second point of students presenting global warming topics using posters. At score 2 there are 2 frequency and get percent 5,5. At score 3 there are 2 frequency and get percent 5,5. At score 4 there are 25 frequency and get percent 69,4. At score 5 there are 7 frequency and get percent 19,4. The mean for all of the score 4,02 and the percentage 77,2.

From the explanation above, All of the mean score of apperception in the introduction of teaching speaking analytical exposition text using poster presentation is 38,11 in the high category and the percentage is 76,5 in

the good category. The Conclusion Learning proses in

teaching speaking analytical exposition text using poster

presentation is runs well (good)

Table 4.20
Develop and present the results of student
understanding in the introduction of teaching speaking
analytical exposition text using poster presentation
(Teacher Observation)

No	Statements	Score and Percent	Interpretation
1	The teacher asks students to present global warming topics based on the poster.	4 80	Good High
2	Students presenting global warming topics using posters.	4 80	Good High
		4,0 80,0	High High

The first the teacher asks students to present global

warming topics based on the poster get the score 4 in the

good category and 80 in high category. The second

students presenting global warming topics using posters

get the score 4 in the good category and 80 in high

category.

From the explanation above, All of the mean score of motivation in the introduction of teaching speaking analytical exposition text using poster presentation is 4,0 in the high category and the percentage is 80,0 in the high category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good).

Table 4.21
Analyze and evaluate problem solving processes in the introduction of teaching speaking analytical exposition text using poster presentation
(Student's Observation)

No	Statements	Criteria, Score, Frequencies, and Percent					Mean of Score and Percent	Interpretation
		Worse 1	Bad 2	Quite 3	Good 4	Very Good 5		
1	The teacher facilitates class discussions to analyze the results of problem solving and equate perceptions about the problem and handling of global	1	3	10	13	10	3,86	High
		2,7	8,3	27,7	36,1	27,7	77,2	Good

	warming.							
2	Students equate perceptions about the problem and handling global warming.	0	2	15	13	6	3,63	High
		0,00	5,5	41,6	36,1	16,6	72,6	Good
							3,74	High
							37,45	Medium

The first the teacher facilitates class discussions to analyze the results of problem solving and equate perceptions about the problem and handling of global warming. At score 1 there is 1 frequency and get percent 2,7. At score 2 there are 3 frequency and get percent 8,3. At score 3 there are 10 frequency and get percent 27,7. At score 4 there are 13 frequency and get percent 36,1. At score 5 there are 10 frequency and get percent 27,7. The mean for all of the score 3,86 and the percentage 77,2.

The second students equate perceptions about the problem and handling global warming. At score 2 there are 2 frequency and get percent 5,5. At score 3 there are

15 frequency and get percent 41,6. At score 4 there are 13 frequency and get percent 36,1. At score 5 there are 6 frequency and get percent 16,6. The mean for all of the score 3,63 and the percentage 72,6.

From the explanation above, All of the mean score of apperception in the introduction of teaching speaking analytical exposition text using poster presentation is 3,74 in the high category and the percentage is 37,45 in the medium category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good)

Table 4.22
Analyze and evaluate problem solving processes in the introduction of teaching speaking analytical exposition text using poster presentation
(Teacher Observation)

No	Statements	Score and Percent	Interpretation
1	The teacher facilitates class discussions to analyze the results of problem solving and equate perceptions about the problem and handling of global	4 80	Good High

	warming.		
2	Students equate perceptions about the problem and handling global warming.	5	High
		100	High
		4,5	High
		90,0	High

The first teacher facilitates class discussions to analyze the results of problem solving and equate perceptions about the problem and handling of global warming get the score 4 in the good category and 80 in high category. The second Students equate perceptions about the problem and handling global warming get the score 5 in the high category and 100 in high category.

From the explanation above, All of the mean score of motivation in the introduction of teaching speaking analytical exposition text using poster presentation is 4,5 in the high category and the percentage is 90,0 in the high category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good).

Table 4.23
Closing activities in the introduction of teaching
speaking analytical exposition text using poster
presentation
(Student's Observation)

No	Statements	Criteria, Score, Frequencies, and Percent					Mean of Score and Percent	Interpretation
		Worse 1	Bad 2	Quite 3	Good 4	Very Good 5		
1	Students conclude the material discussed.	1	4	4	6	12	4,88	High
		2,7	11,1	11,1	72,2	30,5	97,6	High
2	Students record the assignments given by the teacher	0	2	10	21	13	4,66	High
		0,00	5,5	27,7	58,3	36,1	93,2	High
3	Students pray together	0	0	0	30	6	4,16	High
		0,00	0,00	0,00	83,3	16,6	83,2	High
4	Students give closing remarks	0	0	0	32	4	4,11	High
		0,00	0,00	0,00	58,3	88,4	82,2	High
5	The teacher conducts question and answer with students to make a summary of the material discussed.	2	3	10	15	11	3,83	High
		5,5	8,3	27,7	41,6	30,5	76,6	High
6	The teacher gives assignments to	0	2	15	13	6	3,63	High

No	Item	1	2	3	4	5	Mean/%	Category
	students	0,00	5,5	41,6	36,1	16,6	72,6	Good
7	The teacher delivers the subject matter that will be given at the next meeting	0	0	3	20	13	4,27	High
		0,00	0,00	8,3	55,5	36,1	85,4	High
8	Teachers together with students do prayer	0	0	2	24	10	4,22	High
		0,00	0,00	5,5	66,6	27,7	84,4	HIgh
9		0	0	3	26	7	4,11	High
	The teacher closes the lesson saying hello	0,00	0,00	8,3	72,2	19,4	82,2	High
							4,20	High
							84,15	High

In the first point of students conclude the material discussed at score 1 there is 1 frequency and get percent 2,7. At score 2 there is 4 frequency and get percent 11,1. At score 3 there are 4 frequency and get percent 11,1. At score 4 there are 26 frequency and get percent 72,2. At score 5 there are 11 frequency and get percent 30,5. The mean for all of the score 4,88 and the percentage 97,6.

In the second point of students record the assignments given by the teacher at score 2 there are 2 frequency and get percent 5,5. At score 3 there are 10 frequency and get percent 27,7. At score 4 there are 21 frequency and get percent 58,3. At score 5 there are 13 frequency and get percent 36,1. The mean for all of the score 4,66 and the percentage 93,2.

In the third point of Students pray together. At score 4 there are 30 frequency and get percent 83,3. At score 5 there are 6 frequency and get percent 16,6. The mean for all of the score 4,16 and the percentage 83,2.

In the fourth point of Students give closing remarks. At score 4 there are 32 frequency and get percent 88,8. At score 5 there are 4 frequency and get percent 11,1. The mean for all of the score 4,11 and the percentage 82,2.

In the five point of the teacher conducts question and answer with students to make a summary of the material discussed. At score 1 there are 2 frequency and

get percent 5,5. At score 2 there are 3 frequency and get percent 8,3. At score 3 there are 10 frequency and get percent 27,7. At score 4 there are 15 frequency and get percent 41,6. At score 5 there are 11 frequency and get percent 30,5. The mean for all of the score 3,83 and the percentage 76,6.

In the sixth the teacher gives assignments to students. At score 2 there are 2 frequency and get percent 5,5. At score 3 there are 15 frequency and get percent 41,6. At score 4 there are 13 frequency and get percent 36,1. At score 5 there are 6 frequency and get percent 16,6. The mean for all of the score 3,63 and the percentage 72,6.

In the seventh the teacher delivers the subject matter that will be given at the next meeting. At score 3 there are 3 frequency and get percent 8,3. At score 4 there are 20 frequency and get percent 55,5. At score 5 there are 13 frequency and get percent 36,1. The mean for all of the score 4,27 and the percentage 85,4.

In the eight Teachers together with students do prayer. At score 3 there are 2 frequency and get percent 5,5. At score 4 there are 24 frequency and get percent 66,6. At score 5 there are 10 frequency and get percent 27,7. The mean for all of the score 4,22 and the percentage 84,4.

In the ninth the teacher facilitates class discussions to analyze the results of problem solving and equate perceptions about the problem and handling of global warming. At score 1 there is 1 frequency and get percent 2,7. At score 2 there are 3 frequency and get percent 8,3. At score 3 there are 10 frequency and get percent 27,7. At score 4 there are 13 frequency and get percent 36,1. At score 5 there are 10 frequency and get percent 27,7. The mean for all of the score 3,86 and the percentage 77,2.

In the tenth the teacher closes the lesson saying hello. At score 3 there are 3 frequency and get percent 8,3. At score 4 there are 26 frequency and get percent 72,2. At

score 5 there are 7 frequency and get percent 19,4. The mean for all of the score 4,11 and the percentage 82,2.

From the explanation above, All of the mean score of apperception in the introduction of teaching speaking analytical exposition text using poster presentation is 4,20 in the high category and the percentage is 84,15 in the high category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good)

Table 4.24
Closing activities in the introduction of teaching speaking analytical exposition text using poster presentation
(Teacher Observation)

No	Statements	Score and Percent	Interpretation
1	Students conclude the material discussed.	4 80	Good High
2	Students record the assignments given by the teacher	4 80	Good High
3	Students pray together	5 100	High High
4	Students give closing remarks	4 80	Good High
5	The teacher conducts question and answer	4	

	with students to make a summary of the material discussed.	80	Good High
6	The teacher gives assignments to students	4 80	Good High
7	The teacher delivers the subject matter that will be given at the next meeting	4 80	Good High
8	Teachers together with students do prayer	4 80	Good High
9	The teacher closes the lesson saying hello	4 80	Good High
		4,11 82,22	High High

The first point of students conclude the material discussed get the score 4 in the good category and get the percentage 80 in the high category. In the second point of students record the assignments given by the teacher get the score 4 in the good category and get the percentage 80 in high category In the third point of Students pray together get the score 5 in the high category and 100 in high category. The fourth students give closing remarks get the score 4 in the good category and 80 in high category. The five the teacher conducts question and answer with students to make a summary of the material

discussed get the score 4 in the good category and 80 in high category. The sixth the teacher gives assignments to students get the score 4 in the good category and 80 in high category. The seventh the teacher delivers the subject matter that will be given at the next meeting get the score 4 in the good category and 80 in high category. The eighth teachers together with students do prayer get the score 4 in the good category and 80 in high category. The ninth the teacher closes the lesson saying hello get the score 4 in the good category and 80 in high category.

From the explanation above, All of the mean score of motivation in the introduction of teaching speaking analytical exposition text using poster presentation is 4,11 in the high category and the percentage is 82,22 in the high category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good).

B. Data Analysis

1. Experimental Class

The writer analysis the data by comparing students'

score in pre-test and post-test in experimental class. It is

explained by the table as follow:

Table 4.25
The different score between pre-test and post-test at experiment
class

No	Respondents	TEST		Deviation	Squared
		Pre-Test (X1)	Post-Test (X2)	(X=X2-X1)	Deviation (X^2)
1	ASN	52	76	24	576
2	ATR	56	68	12	144
3	ADU	44	60	16	256
4	AFM	52	68	16	256
5	AA	60	96	36	1296
6	DN	56	72	16	256
7	DW	40	56	16	256

8	EA	56	60	4	16
9	FHS	44	64	20	400
10	FM	64	88	24	576
11	FES	40	60	20	400
12	FMA	48	60	12	144
13	FBA	44	56	12	144
14	GZS	64	80	16	256
15	IS	88	92	4	16
16	IAF	72	76	4	16
17	IJ	48	56	8	64
18	KSPG	40	64	24	576
19	LRA	52	64	12	144
20	LNH	48	76	28	784
21	MGLP	44	60	16	256
22	MRR	44	64	20	400
23	MRA	56	60	4	16
24	NSA	28	40	12	144
25	NNA	56	64	8	64

26	PKA	56	60	4	16
27	QKM	40	60	20	400
28	RP	28	40	12	144
29	RO	40	56	16	256
30	RS	48	72	24	576
31	RDS	40	60	20	400
32	SN	44	56	12	144
33	SAS	44	52	8	64
34	SNQ	44	64	20	400
35	TNT	48	72	24	576
36	VDA	44	64	20	400
Total		$\Sigma X1=$ 1773	$\Sigma X2=$ 2328	$\Sigma X=$ 564	$\Sigma X^2=$ 10832

Table 4.25 above showed that the score difference between pre-test and post-test at the experimental class. The difference score was the results from the post-test scores subtract with pre-test score. There was significant difference score between pre-test and post-test at the experimental class,

the biggest difference score was 36 and the lowest difference score was 4.

2.   Control Class

The writer analyzed the data by comparing student' score in pre-test and post-test at the control class, explaining by the table below:

Table 4.26
The different score between pre-test and post-test at control class

No	Respondents	TEST		Deviation $(Y=Y2-Y1)$ Squared Deviation (Y^2)	
		Pre-Test (Y1)	Post-Test (Y2)		
1	ARR	52	60	8	64
2	AAS	44	64	20	400
3	AD	88	88	0	0
4	ASB	52	64	12	144
5	DR	72	72	0	0

6	DAW	40	52	12	144
7	EOS	44	52	8	64
8	FN	64	68	4	16
9	FDN	40	52	12	144
10	GDP	52	52	0	0
11	HQA	60	64	4	16
12	ICS	52	60	8	64
13	KAW	72	76	4	16
14	LH	52	60	8	64
15	MKG	64	72	8	64
16	MFR	64	64	0	0
17	MIR	32	44	12	144
18	NF	40	44	4	16
19	NIR	72	72	0	0
20	NA	56	68	12	144
21	NPR	56	68	12	144
22	RE	56	64	8	64
23	RF	60	64	4	16

24	RHAP	40	44	4	16
25	RM	64	68	0	0
26	RW	40	44	4	16
27	RS	60	60	0	0
28	RR	40	44	4	16
29	SN	52	60	8	64
30	SN	40	44	4	16
31	SS	48	52	4	16
32	S	44	60	16	256
33	WFR	40	60	20	400
34	WN	36	44	8	64
35	WAF	52	60	8	64
36	ZNNS	52	72	20	400
Total		$\Sigma Y1=$ 1828	$\Sigma Y2=$ 2156	$\Sigma Y=$ 260	$\Sigma Y^2=$ 3040

Table 4.26 above showed that the score difference between pre-test and post-test at the control class. The difference score was the results from the post-test score

subtract pre-test score. There was significant difference scores between pre-test and post-test at the control class, the biggest difference score was 20, and the lowest different was 0.

3.   **Observation**

Table 4.27
All of the Teaching Learning Student's Activity in the First Meeting

No	Element	Ideal Score	Average of Score Result	Percentage	Categories
I	Introduction				
1	Orientation	5	3,81	67,86	Good
2	Apperception	5	3,36	67,33	Good
3	Motivation	5	4,25	84,5	High
4	Guide Reference	5	3,12	72,25	Good
II	Main				
5	Students orientation on the problem	5	39,5	79,9	Good
6	Organize Students	5	4,06	16,2	Medium
7	Guiding individual and group investigation	5	4,27	85,5	High

8	Develop and present the results of student understanding.	5	38,11	76,5	Good
9	Analyze and evaluate problem solving processes	5	3,74	37,45	Medium
III	Last Part				
10	Closing	5	4,20	84,15	High
	Mean		10,84	67,16	Good

Table 4.27 showed activity teaching learning analytical exposition text using poster presentation the first part is introduction: orientation score average 3,81 and get percentage 67,86 in the good category. Apperception score average 3,36 and get percentage 67,33 in the good category. Motivation score average 4,25 and get percentage 84,5 in the high category. Guide reference score average 3,12 and get percentage 72,25 in the good category.

Table 4.27 showed activity teaching learning analytical exposition text using poster presentation the second part is students orientation on the problem score average 39,5 and get

percentage 79,9 in the good category. The second organize Students score average 4,06 and get percentage 16,2 in the medium category. The third guiding individual and group investigation score average 4,27 and get percentage 85,5 in the high category. The fourth develop and present the results of student understanding score average 38,11 and get percentage 76,5 in the good category. The fifth analyze and evaluate problem solving processes score average 3,74 and get percentage 37,45 in the medium category.

Table 4.27 showed activity teaching learning analytical exposition text using poster presentation the third part is closing score average 4,20 and get percentage 84,15 in the high category.

From the explanation above, All of the average score of teaching learning analytical exposition text using poster presentation is 10,84 in the high category and the percentage is 64,16 in the good category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good).

Table 4.28

All of the Teaching Learning Teacher Activity in the First Meeting

No	Element	Ideal Score	Average of Score Result	Percentage	Categories
I	Introduction				
1	Orientation	5	4,33	86,67	High
2	Apperception	5	3,66	73,33	Good
3	Motivation	5	3,75	75,0	Good
4	Guide Reference	5	4,5	90,0	High
II	Main				
5	Students orientation on the problem	5	4,5	9,0	High
6	Organize Students	5	8,0	80,0	High
7	Guiding individual and group investigation	5	4,5	9,0	High
8	Develop and present the results of student understanding.	5	4,0	80,0	High
9	Analyze and evaluate problem solving processes	5	4,5	90,0	High

III	Last Part				
10	Closing	5	4,11	82,22	High
	Mean		4,58	66,62	Good

Table 4.28 showed activity teaching learning analytical exposition text using poster presentation the first part is introduction: orientation score average 4,33 and get percentage 86,67 in the high category. Apperception score average 3,66 and get percentage 73,33 in the good category. Motivation score average 3,75 and get percentage 75,0 in the good category. Guide reference score average 4,5 and get percentage 90,0 in the high category.

Table 4.28 showed activity teaching learning analytical exposition text using poster presentation the second part is students orientation on the problem score average 4,5 and get percentage 9,0 in the high category. The second organize students score average 8,0 and get percentage 80,0 in the high category. The third guiding individual and group investigation score average 4,5 and get percentage 9,0 in the high category. The fourth develop and present the results of student

understanding score average 4,0 and get percentage 80,0 in the high category. The fifth analyze and evaluate problem solving processes score average 4,5 and get percentage 90,0 in the high category.

Table 4.27 showed activity teaching learning analytical exposition text using poster presentation the third part is closing score average 4,11 and get percentage 82,22 in the high category.

From the explanation above, All of the average score of teaching learning analytical exposition text using poster presentation is 4,58 in the high category and the percentage is 66,62 in the good category. The Conclusion Learning proses in teaching speaking analytical exposition text using poster presentation is runs well (good).

C. Statistical Hypothesis Testing

To test the hypothesis the data obtained from both pre-test and post-test are analyzed and calculated by using formula. From the above data is gotten, the writer t-test calculated using steps as follow:

1. Determine mean of score experimental class (MX), with formula:

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

$$= \frac{564}{36}$$

$$= 15{,}67$$

  The result above showed about the average score (mean) of the experimental class. The writer got the data from $\sum x_1$, $\sum x_2$, and $\sum x$. Afterwards the researcher calculated the data based on the formula above.

2. Determine mean of score control class (MY), with formula:

$$M_Y = \frac{\sum Y}{N}$$

$$= \frac{260}{36}$$

$$= 7{,}22$$

  The result above showed about the average score (mean) of the experimental class. The writer got the data from $\sum Y_1$, $\sum Y_2$, and $\sum Y$. Afterwards the researcher calculated the data based on the formula above.

3. Determine the total square of error in experimental class, with formula:

$$\Sigma x^2 = \Sigma x^2 - \frac{(\Sigma x)^2}{N}$$

$$= 10832 - \frac{(564)^2}{36}$$

$$= 10832 - \frac{318096}{36}$$

$$= 10832 - 8836$$

$$= 1.996$$

The result above showed about the score quadrates at the experimental class. The writer got the data from Σx_1, Σx_2, Σx and Σx^2. Afterwards she calculated the data based on the formula above.

4. Determine the total square of error in control class, with formula:

$$\Sigma Y^2 = \Sigma Y^2 - \frac{(\Sigma Y)^2}{N}$$

$$= 3040 - \frac{(260)^2}{36}$$

$$= 3040 - \frac{67600}{36}$$

$$= 3040 - 1877$$

$$= 1163$$

The result above showed about the score quadrates at the control class. The writer got the data from ΣY_1, ΣY_2, ΣY and ΣY^2. Afterwards she calculated the data based on the formula above.

5. Calculate the T-test

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{N_x + N_y}{N_x . N_y}\right)}}$$

$$= \frac{15{,}67 - 7{,}22}{\sqrt{\left(\frac{1.996 + 1163}{36 + 36 - 2}\right)\left(\frac{36 + 36}{36.36}\right)}}$$

$$= \frac{8{,}45}{\sqrt{\left(\frac{3159}{70}\right)\left(\frac{72}{1296}\right)}}$$

$$= \frac{8{,}45}{\sqrt{(45{,}12)\,(0{,}05)}}$$

$$= \frac{8{,}45}{\sqrt{2{,}256}}$$

$$= \frac{8,45}{1,50}$$

$$= \mathbf{5{,}63}$$

6. Determine the t_{table} with significance 5%

$$\text{Df} = N_X + N_Y - 2$$
$$= 36 + 36 - 2$$
$$= 70$$
$$= 1{,}67$$

Based on the calculation above is known that t_{table} with significant 5% = 1,67 $t_{observation}$= 5,63 > t_{table}=1,67. it is conclude that rejected H_o:t_o< t_t: it means there is no significant influence of using poster presentation towards students speaking abillity. And accepted H_a:t_o> t_t: it means there is significant influence of using poster presentation towards students speaking ability.

From the result of the calculation is obtained the value of the test t_o 5,63. The writer uses degree of significance of the t_{table} of 5%. it can be seen that on the df= 70 and on the degree of significance of 5% the value of the degree

significance is 1,67, comparing the t_o with value of degree significance, the result t_{count}= 5,63 > t_{table} = 1,67. Since t_o from score obtained from the result of calculating, the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected.

D. Interpretation of Data

The analysis is aimed to know the influence of using poster presentation towards students speaking ability we have already known that the mean score of experimental class is 49,25 in pre-test and 64,89 in post-test. But the mean score of control class is 50,7 in pre-test and 59,8 in post-test. Based on the calculation above the experimental class gets better that control class.

The analysis Observation sheet before we get the mean score of teaching learning analytical exposition text using poster presentation in student's category is 10,84 in the high category and the percentage is 64,16 in the good category, and the mean score of teaching learning analytical exposition text using poster

presentation in teacher category is 4,58 in the high category and the percentage is 66,62 in the good category.

Before deciding the result of hypothesis, the writer purposes the interpretation toward procedure as follow:

a. If tobservation> ttable : it means there is significant influence between students' speaking ability using poster presentation.

b. If tobservation<ttable: it means there is no influence between students' speaking ability using poster presentation.

According to the data, the value of $t_{observation}$ is bigger than t_{table} . $t_{observation} = 5{,}63 > t_{table} = 1{,}67$ (5%) or $t_{observation}$ $5{,}63 > t_{table} = 2{,}39$ (1%), so H_o is rejected and H_a is accepted. It means that poster presentation had significant effect in students' speaking ability.

From the explanation above, the writers give conclusion that is means there is significant influence using poster presentation towards students speaking ability in analytical exposition text. It can be seen that the student got better score by poster presentation.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the writer finding that was presented in the previous chapter the writer would like to give some conclusions as follow:

1. From the result of the pre-test and post-test between experimental class and control class at eleven grade of SMAN 1 Pandeglang, the writer can conclude that before giving treatment, the score of students' speaking analytical exposition text were low and it increased after giving the treatment. The score of experimental class is better than score of control class. It can be shown from the result of data analysis that mean of control class is 59,8 and the mean of experiment class is 64,89 after giving treatment. It means that the mean of experiment class is good category.

2. Based on the analysis, it was known that according to the data, the value of $t_{observation}$ is bigger than t_{table} . $t_{observation} = 5,63$

$> t_{table} = 1,67$ (5%) or $t_{observation}$ 5,63 $> t_{table} = 2,39$ (1%), so H_o is rejected and H_a is accepted. It means that poster presentation had significant effect in students' speaking ability.

3. Based on the analysis of observation sheet student's and teacher according to the data, the mean score of teaching learning analytical exposition text using poster presentation of student's category is 10,84 in the high category and the percentage is 64,16 in the good category, and the mean score of teaching learning analytical exposition text using poster presentation of teacher category is 4,58 in the high category and the percentage is 66,62 in the good category.

B. Suggestion

After making conclusion the writer tries to give some suggestion which are hoped can be valuable input in teaching speaking analytical exposition text, bellow are suggestions:

1. The students of SMAN 1 Pandeglang can improve they are speaking ability with confidence and they are able to express their more fluency in speaking.

2. The teacher should be creative in English teaching learning proses in the classroom to make students more interested in learning English and mastery the material well.

3. Poster presentation can be applied in English teaching learning process as one of the innovations, in teaching learning process. Particularly to improve students speaking ability. When they are explain the topic they are more enjoy when use poster presentation.

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