

The Effectiveness of Using Digital Posters Presentation to Enhance Students' Speaking Skill

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Abstract - This study aimed to investigate the effectiveness of digital poster presentations to enhance students' speaking skills. In this study, there are three researcher questions, namely: (1) How was the speaking skill of the eighth-grade students of Islamic Elementary School (SMP) Islam Ar-Rochmah Cilegon before using a digital poster presentation? (2) How was the Implementation of Using Digital Poster Presentation to Enhance Students' Speaking Skills? (3) How was the effectiveness of Digital Poster Presentation to enhance students' speaking skills on descriptive text? This study used a quasi-experimental study that involved two classes, namely VIII A which acted as a control class, and VIII B which acted as an experimental class consisting of 33 students in each class so the total number of students was 66 students of class VIII as respondents. The final finding of this study revealed that t_0 was greater than the t table at a significant level of 5%, namely t table = 0.886 and t observation = 4.32. In addition, the results of observations show that students were more motivated in learning English, especially in speaking subjects. Based on the above results, it can be concluded that digital poster presentation improved students' speaking ability compared to those who did not use it.

Keywords: Descriptive text; Digital poster presentation; Speaking skill.

Abstrak - Penelitian ini bertujuan untuk mengetahui efektivitas presentasi poster digital untuk meningkatkan keterampilan berbicara siswa. Dalam penelitian ini terdapat tiga pertanyaan peneliti, yaitu: (1) Bagaimana keterampilan berbicara siswa kelas VIII SMP Islam Ar-Rochmah Cilegon sebelum menggunakan presentasi poster digital? (2) Bagaimana Penerapan Penggunaan Presentasi Poster Digital untuk Meningkatkan Keterampilan Berbicara Siswa? (3) Bagaimana efektivitas Presentasi Poster Digital untuk meningkatkan keterampilan berbicara siswa pada teks deskriptif?. Penelitian ini menggunakan penelitian eksperimen semu yang melibatkan dua kelas, yaitu kelas VIII A yang berperan sebagai kelas kontrol, dan kelas VIII B yang berperan sebagai kelas eksperimen yang masing-masing kelas terdiri dari 33 siswa sehingga jumlah siswa kelas tersebut adalah 66 siswa. kelas VIII sebagai responden. Hasil akhir penelitian ini menunjukkan bahwa t_0 lebih besar dari t tabel pada taraf signifikansi 5%, yaitu t tabel = 0,886 dan t observasi = 4,32. Selain itu, hasil observasi menunjukkan bahwa siswa lebih termotivasi dalam belajar bahasa Inggris khususnya pada mata pelajaran berbicara. Berdasarkan hasil di atas, dapat disimpulkan bahwa presentasi poster digital dapat meningkatkan kemampuan berbicara siswa dibandingkan dengan yang tidak menggunakannya.

Kata Kunci: Teks deskriptif, Digital poster presentation, Keterampilan berbicara.

INTRODUCTION

Speaking is an interactive process that involves receiving, producing, and processing information. Its form and meaning depend on the context in which it occurs, the purpose of speaking, and with whom it is spoken (Shaimaa, 2006). Speaking is more than forming grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics, and social interaction. In line with (Habibah, 2019) Speaking is a skill that gives speakers the ability to communicate effectively. This ability allowed speakers to convey their message in a passionate, thoughtful, and compelling way. Speaking skills also help ensure that you are not overlooked by those listening. Speaking skill is the ability to regularly practice what you have learned and practiced. There are still many students who do not know the importance of learning English, especially speaking, some students are taught that speaking is very difficult so they are reluctant to practice speaking inside or outside the classroom. According to (Sahril, 2021) speaking is a skill that must be mastered by everyone because it involves the production, reception, and processing of information. In addition, (Shaimaa, 2006) states that speaking is the second stage of the 'students' ability to express themselves orally, fluently, and appropriately in a specific context to serve transactional and



interactional purposes by using correct pronunciation, grammar, vocabulary, and language. Speaking skills is the most important skill for all learners in learning English to build confidence levels in their abilities, such as public speeches, interviews, group discussions, presentations, and so on. Speaking skill is very important for EFL Learners in communicating. In today's globalized world, communication plays an important role in doing everything. A good communication can affect a person's life because with a good communication and skills, it can make easier for someone to achieve with goals properly and correctly. Speaking is a foreign language that challenging learners. Speaking English required more than knowing grammar, but it can used in a real context. That is because someone's lack of speaking skills makes it difficult to understand a foreign language. In the context of speaking, a person is said to be able to speak English if they fulfill several things that become benchmarks in speaking. (Maulana, 2016) stated that the most problems that they faced in learning speaking skill are lack of vocabulary, lack of pronunciation, lack of confidence to speak and afraid of making errors while speaking. In addition, students felt shy to speak English and to express opinions and ideas because they were afraid of making mistakes in pronouncing to words. So, that students became not confidence.

The problem of the students at the eighth grade of SMP Islam Ar-Rochmah Cilegon, that found by the researchers at the first observation. There are some phenomenon of speaking itself especially in the student's areas. Most of the students have problems in learning English speaking. Most of them are unable to speak English well because of many factors included. After the researcher made an observation to the students of at students' problem of speaking English at SMP Islam Ar-Rochmah Cilegon, the researcher found that most of the students were unable to use English in the English class. To motivate students in learning to speak English, the researcher believes that students need to use interesting media in learning to speak. Many media can be used in learning to speak, one of which is by using digital posters. Posters are media images that attract someone's attention. According Dzekoe as cited in (Rahimi et al) digital posters are multi-functional online posters that can include text, photos, musics, videos, hyperlinks, and data attachments.

Based on previous research, the use of digital poster presentation as a medium for learning speaking skills is very effective because, with digital poster presentation, students can actively speak by responding spontaneously, commenting, and speaking by explaining what they see on the poster in their own words. According to (Wuryantari Winasih et al., 2019) Digital posters are media that can be used instead of traditional paper posters to present information. The digital poster can be simply defined as a digitally created and shared poster. The digital poster also has advantages and disadvantages. The advantage of digital poster presentations is that learning is more fun because digital posters containing text and images are very interesting, easy to use for students, and not boring. Digital poster presentations also tell students to share knowledge by conveying a problem encountered to others in a multimedia format in an innovative and creative way.

Descriptive text is a text that describes a particular animal, person, or thing to the reader in a particular way. Specific information that can be described in a descriptive text is the smell, feel, sound, appearance, and sensations of an object. Also, the descriptive text isn't just about a specific object, but about a favorite object that the author loves, such as a person's personality, character, and emotions. (Agung et al., 2020)

RESEARCH METHODOLOGY

The method used in this research was experimental research. The type of experimental research used in this research was quasi-experimental research. Researchers used experimental research because this study wanted to measure the effectiveness of using digital poster presentations to enhance students' speaking skills at SMP Islam Ar-Rochmah Cilegon. The object of the data was the student verbally. Researchers used observation, pre-test and post-test, and treatment. Observations were made before the pre-test and post-test. Pre-test and post-test were used to determine the control class and measure improvement through the collected scores. By using pre-test and post-test, researchers more easily assessed students from the control class and experimental class, before and after being given treatment.

Research Design

The research design of the study can be illustrated as follows:

$$\begin{array}{ccc} O_1 & X & O_2 \\ \hline O_3 & & O_4 \end{array}$$

Where:

O₁ : The experimental group before giving treatment

- O₃ : Control group without treatment
X : Treatments
O₂ : Experimental group after receiving treatment
O₄ : Control group without receiving treatment

Population and sample

In this research, the population is the eight grade students of SMP Islam Ar-Rochmah Cilegon in the academic year 2021/2022. The population consisted of 5 classes, namely; VIII A, VIII B, VIII C, VIII D, and VIII E. One class consists of 30 students. $30 \times 5 = 150$ students. So the total population used is 150 students.

The sample is part of the population. In this study, the samples taken were 2 classes out of 5 classes in the 8th grade of SMP Islam Ar-Rochmah Cilegon, namely class VIII B as the experimental class and class VIII A as the control class. The sampling technique used is non-probability sampling. The type of sampling used is purposive sampling. While the type of sampling using purposive sampling is a sampling technique with certain considerations. The reason the researcher used the probability sampling technique with purposive-sampling type is that the researcher wanted to determine the experimental class that does require special treatment.

The technique of Data Collection

1. Pre-test

The pre-test was carried out before being the treatment by using a digital poster presentation in teaching speaking to determine students' speaking ability. The researcher gave tests to the control class and the experimental class. The type of tests is used an oral test. The researcher instructed the student to describe something in the descriptive text according to their respective abilities. The function tests were conducted to measure students' speaking ability on the criteria of grammar, vocabulary, fluency, pronunciation, and comprehension.

2. Treatment

The treatment was given to the experimental class. The experimental class employed the digital poster media, while the control group does not. The treatment was carried out into four meetings.

The steps of the treatment can be described as follows:

a) Preparation

This stage is carried out at the beginning before the learning activity. This stage included the preparation of materials and student's worksheets that will be used in learning.

b) Pre- activities

This activity is carried out at the beginning of the learning activity. At these stages, the researcher provided a stimulus for the descriptive text materials.

c) While activities

- The researcher presented several digital poster media and instructed students to pay attention to the digital poster that will be presented.
- The researcher and students discussed how to described the descriptive text and what kind of language features that used in descriptive text.
- The researcher asked students to presented their results by describing something in the digital poster.

d) Post- activities

The researcher and students drew conclusions.

3. Post-test

After doing the treatment, the researcher gave a post-test to the experimental class and the control class. This test was conducted to see the effectiveness of the treatment using a digital poster presentation. During the study, the control class was not given any treatment and the experimental class was given treatment by using a digital poster presentation. Learning activity is carried out for 90 minutes in each meeting. The meetings were held for 4 times.

RESULTS AND DISCUSSION

a. Findings

In this study, the researcher started by conducting a pre-test in both classes, namely the control class and the experimental class. The pre-test was conducted to determine students' initial speaking ability by conducting a performance test. Students were instructed to describe a person using a photo. After that, the researcher gave a score according to the speaking assessment rubric with 5 criteria, namely Accent, Grammar, Vocabulary, Fluency, and Comprehension (Hughes, 2020). The results of the recapitalization of the pretest scores from the experimental and control groups will be presented in tables 1 and 2 as follows:

Table 1 Result Score of Pre-Test at the Experimental Class

High score	72
Low score	50
Average	57,03

Table 2 Result Score of Pre-Test at the Control Class

High score	77
Low score	60
Average	66

From the results of the student worksheet scores, the researcher concluded that most of the student's initial abilities have not met the KKM, which is 70. From the results above, the researcher concluded the most of student's abilities have no reach the KKM, which is 70. From the table above, in the experimental class, the lowest score is 50 and the highest score is 72 with an average score of 57, 03. In the control class, the lowest score was 60 and the highest score was 77 with an average score of 66.

Table 3. Pre-Test

No	X1	X2	x1	x2	X_1^2	X_2^2
1	76	71	1,57	0,81	2,48	0,66
2	73	81	-1,42	10,81	2,02	117,03
3	83	66	8,57	-4,18	73,54	17,48
4	71	64	-3,42	-6,18	11,72	38,21
5	71	66	-3,42	-4,18	11,72	17,48
6	75	68	0,57	-2,18	0,33	4,76
7	79	71	4,57	0,81	20,93	0,66
8	71	70	-3,42	-0,18	11,72	0,03
9	76	70	1,57	-0,18	2,48	0,03
10	71	66	-3,42	-4,18	11,72	17,48
11	71	71	-3,42	0,81	11,72	0,66
12	71	74	-3,42	3,81	11,72	14,57
13	75	69	0,57	-1,18	0,33	1,39
14	73	70	-1,42	-0,18	2,02	0,03
15	72	66	-2,42	-4,18	5,87	17,48
16	73	71	-1,42	0,81	2,02	0,66
17	73	71	-1,42	0,81	2,02	0,66
18	83	72	8,57	1,81	73,54	3,30
19	77	76	2,57	5,81	6,63	33,85

20	75	66	0,57	-4,18	0,33	17,48
21	71	69	-3,42	-1,18	11,72	1,39
22	73	66	-1,42	-4,18	2,02	17,48
23	72	81	-2,42	10,81	5,87	117,03
24	71	67	-3,42	-3,18	11,72	10,12
25	73	67	-1,42	-3,18	2,02	10,12
26	71	70	-3,42	-0,18	11,72	0,03
27	73	73	-1,42	2,81	2,02	7,94
28	72	70	-2,42	-0,18	5,87	0,03
29	83	72	8,57	1,81	73,54	3,30
30	87	72	12,57	1,81	158,14	3,30
31	73	67	-1,42	-3,18	2,02	10,12
32	73	71	-1,42	0,81	2,02	0,66
33	75	72	0,57	1,81	0,33	3,30
	2456	2316	0	0	554,06	488,90

After the pre-test was carried out in both classes, namely the experimental class and the control class. The researcher gave treatment to the experimental class using a digital poster presentation while in the control class, the learning was done using conventional learning. Next, the researcher conducted a post-test to see the students' speaking ability after being given treatment. Post-test results will be presented in the following table:

Table 4. Post-Test

Experimental class		Control class	
High score	87	High score	81
Low score	71	Low score	64
Average	74,42	Average	70,18
Standard deviation	4,09	Standard deviation	3,84

After calculating the post-test scores, the researcher processed the data by calculating the average scores of the two classes.

From the analysis of the data in the table above, the following data can be obtained: $\sum X_1 = 2456$, $\sum X_2 = 2316$, $\sum X_1^2 = 554,06$, and $\sum X_2^2 = 488,90$. Next, the researchers compared the post-test results from the experimental class and the control class using the t-test formula as follows:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left(\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$t_0 = \frac{74,42 - 70,18}{\sqrt{\left(\frac{554,06 + 488,90}{33 + 33 - 2}\right) \left(\frac{33 + 33}{33 \cdot 33}\right)}}$$

$$t_0 = \frac{4,24}{\sqrt{\left(\frac{1042,96}{64}\right) \left(\frac{66}{1089}\right)}}$$

$$t_0 = \frac{4,24}{\sqrt{(16,29)(0.06)}}$$

$$t_0 = \frac{4,24}{\sqrt{0,97}}$$

$$t_0 = \frac{4,24}{0,98}$$

$$t_0 = 4,32$$

From the results of the t-test, the researchers compared t_t with t_0 with a significance level of 5%, namely 0.886. So it shows that the results obtained are $t_0 > t_t$ or $4.32 > 0.886$. Therefore, the researcher concluded that there was significant effectiveness of the use of digital poster presentations in improving the speaking skills of eighth-grade students of SMPN Islam Ar-Rochmah Cilegon in descriptive texts.

b. Discussions

The findings of this study are supported by the theory of (Wuryantari Winasih et al., 2019) which stated that there is a significant difference in students' speaking ability who taught the digital posters by using conventional teaching strategies. In other words, the use of digital posters can affect students' speaking ability. In addition, they also stated that the application of digital posters was a real help to facilitate vocabulary so as to produce oral communicative forms. Through the application of digital posters, it can also involve students in conducive learning that allows them to discuss so as to encourage students to develop speaking skills and increase their confidence. In line with (Basri, 2017) in his research asserts that posters are a good means to improve English speaking skills. By using posters students can be motivated to speak in front of the class during the learning process. The use of posters can also increase vocabulary and confidence in practicing students' speaking skills. In addition, With the evolution of the internet, educators now (Yuliantari, Windy Eka., Sumani, 2017) also stated that the use of posters is a solution in speaking class because it can attract students' attention and make students more active in speaking English during class. The use of poster media can also make students feel easy to understand the material given by the teacher. Furthermore, the t-test results show that H_a , or the alternative hypothesis is accepted while H_0 , or the null hypothesis is rejected. In other words, it can be concluded that there is significant effectiveness in the use of digital poster presentations in improving the speaking skills of eighth-grade students of SMP Islam Ar-Rochmah Cilegon in descriptive text.

CONCLUSION

Based on the research findings, it can be concluded that the speaking skill of students in the eighth grade of SMP Islam Ar-Rochmah Cilegon has not reached a minimum score of 70 based on KKM, and after being given treatment the students' scores increased. In addition, the third finding showed an increase in students' speaking ability after being given treatment using digital poster presentation media, as follows: 1) Students are motivated to speak English. 2) Students are more confident in speaking in front of the class. 3) Students are more communicative. 4) Students' accent is better than before. 5) The vocabulary that students have is more than before. Based on the research at the eighth grade of SMP Islam Ar-Rochmah, the researcher concluded that the result of the statistics shows that t_0 is 4.32 while t_t at the 5% significance level is 0.886. In short, statistical tests show that $t_0 > t_t$ or $4.32 > 0.886$. The results of the t-test showed that H_a or the alternative hypothesis is accepted while H_0 or the null hypothesis is rejected. In other words, it can be concluded that there is significant effectiveness in the use of digital poster presentations in improving the speaking skills of eighth-grade students of SMP Islam Ar-Rochmah Cilegon in descriptive text.

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