


The Effect of Using Poster Media (الملاصقة الوسيطة) on Students' Speaking Skill

 <https://doi.org/10.31004/jele.v7i1.221>

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ABSTRACT

The purpose of this study is to determine the effect of using poster media on students' speaking skills at the H. Muhammad Djana Lubis Islamic Boarding School Modern Islamic School Foundation, Cubadak. This research using poster media is expected to provide benefits to teachers and students in carrying out teaching and learning activities, especially in improving Arabic speaking skills. The method used in this research is an experimental method using two class groups. One class as the experimental class and one class for the control. the researcher delivered the learning material using poster media in the experimental class, while in the control class where the learning material was delivered by the lecture method. Based on the results of the analysis in the previous discussion, it was stated that the students' scores in the experimental class were superior to the control class. The average score obtained by students in the experimental class using poster media is 85.5 and the average score in the control class without the latest media assistance is 80.5. Using poster as media has significant effect on the students' Arabic speaking skill.

Keywords: Poster media, speaking skills

Article History:

Received 18th February 2022

Accepted 2nd June 2022

Published 5th June 2022



INTRODUCTION

Language as a tool of communication has a leading position today in the success of the individual, as someone who has obtained a diploma from any educational institution (Journal of teaching Arabic as a foreign language, 2019). Especially in Indonesia, must have supporting skills such as language. Arabic is a Semitic language in the Afro-Asiatic language family and is related to Hebrew and Neo Aramaic languages that have been used in the Arabian peninsula for centuries. Arabic has more speakers than any other language in the Semitic family of languages.

The Arabic language is one of the languages spread in the world, and it is distinguished by other languages such as the English language, the Hindi language, the Spanish language, and others. Among these features are derivation, syntax, matching between masculine and feminine, and others (Journal kajian keagamaan dan kemasyarakatan, 2017). Arabic has more speakers than

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Authors' Contribution: a-Study design; b-Data collection; c-Statistical analysis; d-Manuscript preparation; e-Funds collection.

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any other language in the Semitic family of languages. Now this Arabic language is widely used in this earth. It is spoken by more than 280 million people as a first language, most of whom live in the Middle East and North Africa. (Andriani, 2021) Arabic is also the language of worship in Islam because it is the language used by the Qur'an, namely "Indeed, we have made the Qur'an in Arabic, so that you can understand it".

Speaking skill is a productive skill that requires the learner to be able to use sounds accurately and enables grammatical formulas and a word order system that helps us express what we want to say in speaking situations. To develop speaking skill, strategic importance, modalities, means, and method. Speaking skill is a competency that can be achieved through learning and practice, therefore speaking learning must be implemented by creating learning situations that allow students to develop speaking skills, thus an educator must provide opportunities for students to practice speaking. By mastering speaking skills, it is hoped that someone can express ideas so that the other person can clearly catch what is meant by the speaker and does not cause misunderstandings. In improving students' speaking skills, media plays a very important role, and one of the media that can be used to improve students' speaking skills is poster media.

(Arif S, 2012) The word media comes from Latin and is the plural form of the word medium which literally means intermediary or introduction. Based on the explanation above, researchers can conclude that media are tools used to convey messages or information in the teaching and learning process so that they can stimulate students' attention and interest in learning. In learning Arabic, the media plays an important role to support effective learning, therefore an educator is required to be more creative in teaching speaking skills. There are so many learning media that can improve speaking skills, one of which is poster media. Posters are media used to convey certain information, suggestions or ideas, so that they can stimulate the desire of the viewer to carry out the contents of the message. Posters are media used to convey certain information, suggestions or ideas, so that they can stimulate the desire of the viewer to carry out the contents of the message (Sanjaya, 2014). Posters are media used to convey certain information, suggestions or ideas, so that they can stimulate the desire of the viewer to carry out the contents of the message. A good poster should be easy to remember, easy to read, and easy to paste anywhere (Sanjaya, 2015). A poster is a visual combination of a strong design, with color, and a message with the intent of capturing attention. The characteristics of a good poster, namely (Aminah, 2021). Simple, present one idea and to achieve one main goal, colored, the writing is clear, the motives and writings vary.

Based on the explanation above, the researcher can conclude that posters are a form of image media that can be in the form of writing or images. By using poster media, it is hoped that it can improve the speaking skills of students. At the Pesantren Modern Islamic School, Cubadak. the H. Muhammad Djana Lubis Foundation, Pondok Pesantren Modern Islamic School, which is located in Nagari Cubadak, Dua Koto Subdistrict, Pasaman Regency, especially the Department of Religion in class X, learn Arabic using the 2013 Curriculum. Based on the results of direct observations in the field (Observation and teaching for 2 months) The researcher found problems in learning Arabic, namely when teaching the media, including the students had difficulty having a dialogue using Arabic.

METHOD

The method used in this research is an experimental method using two class groups. One class as the experimental class and one class for the control. the researcher delivered the learning material using poster media in the experimental class, while in the control class where the learning material was delivered by the lecture method. Data collection techniques are carried out using test techniques, where the test is a set of questions that must be answered, must be responded to, or tasks that must be carried out by the person being tested. The test is used to measure students abilities (Jihad, 2012). In this test, the pre-test and

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post-test were carried out. The sampling technique used by the researcher in this study was total sampling. Because the population in this study is small. There are two variables in this research. Those are independent variable and dependent variable. Research instruments are "tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in the sense of being more accurate, complete and systematic so that they are easier to process" (Arikunto, 2003). The instrument used in this study is a speaking ability test, where the speaking skill test is in the form of a discourse or story, then students are asked to retell the story.

FINDINGS AND DISCUSSION

During the learning process, the researcher found that many students did not pay attention to learning, this was due to monotonous learning which resulted in students being bored, some even fell asleep during the learning process. The researcher also saw that the students' scores were still low and there were still many who got scores below the KKM. Based on the above basis, researchers are interested in conducting a trial of poster media in learning.

Furthermore, the researchers conducted post-test teaching in the experimental class and conducted tests in the control class, to prove whether or not there was an effect of poster media on students' speaking skills. The number of tenth grade students was 35 students, 20 in the experimental class, 15 students in the control class. To measure the frequency results of each student, the researcher measured it using SPSS type 20. And here are the students' scores and their frequency

Ekspemen Class

Table 1. The value of students' skills before treatment

Name	Kkm	Pre test
Nisba Satria	78	75
Rio Rifaldo	78	85
Angga Emirsyam	78	78
Larani	80	90
Indah Wulandari	78	82
M. Wahyudi	78	76
Nofrizal	78	85
M. Galuh	78	68
Wahyu Saputra	78	82
Sofia Sari	78	86
Dwi Rofika	78	93
Ronaldi	78	71
Marina Lisa	78	84
Tri Sepna Sari	78	69
Ade Saputra	78	75
Andre Nasution	78	85
Abdullah Dininra	78	82
Dininra	78	86
Sukma Wati	78	86
Diki Cahya	78	72
Total		1.610 80,5

The number of students in this class is 20 students, students who achieve the KKM target in this class are 13 people, there are 7 students who are still below the KKM

standard, the highest score is 93 one person, the lowest score is one person with an average score of 68.

Table 2. The value of students' speaking skills using poster media

Nama	Kkm	Nilai Pos Test
Nisba Satria	78	86
Rio Rifaldo	78	89
Angga Emirsyam	78	85
Larani	80	84
Indah Wulandari	78	86
M. Wahyudi	78	89
Nofrizal	78	84
M. Galuh	78	75
Wahyu Saputra	78	75
Sofia Sari	78	82
Dwi Rofika	78	75
Ronaldi	78	89
Marina Lisa	78	90
Tri Sepna Sari	78	71
Ade Saputra	78	86
Andre Nasution	78	82
Abdullah Dininra	78	91
Dininra	78	94
Sukma Wati	78	93
Diki Cahya	78	95
Jumlah		1.701 85,05

The number of students in the experimental class is 20 students, and students who achieve the KKM target are 16 people and there are 4 students below the KKM standard. The highest student score is 95 one person. the student who got the lowest score was one person with an average score of 72.

Control Class

Table 3. The value of students' speaking skills in the control class

Name	Kkm	Pre test
Nurhidayah	78	66
Fitria Khairani	78	74
Deho Dian	78	81
Romi Pratama	78	82
Arif Wibawa	78	78
M. Febri	78	75
Ali Masani	78	78
Zulbatri	78	73
Sopian Suri	78	82
Dian Harpin	78	74
Iwan Syarif	78	76
Hayatun Nismah	78	74
Siti Rahma	78	81
Taufik Ilham	78	81
Ahmad Aldi	78	85
Total		1.160 77.4

Student learning outcomes in the control class with the average score: 85 one person, 82 two people, 81 three people, 78 two people, 76 one person, 75 one person, 74 3 people, 73 one person, 66 one person. students in this class who managed to achieve the KKM score of 8 students, and there were 7 students who did not reach the KKM target. The KKM score in the modern Islamic boarding school is 78.

Table 4. The value of speaking skills of control class students

Nama	Kkm	Post Test
Nurhidayah	78	85
Fitria Khairani	78	78
Deho Dian	78	77
Romi Pratama	78	75
Arif Wibawa	78	83
M. Febri	78	82
Ali Masani	78	83
Zulbatri	78	84
Sopian Suri	78	84
Dian Harpin	78	74
Iwan Syarif	78	80
Hayatun Nismah	78	77
Siti Rahma	78	83
Taufik Ilham	78	76
Ahmad Aldi	78	84
Total		1.205 80

Student learning outcomes in the control class with the average score: 85 one person, 84 value three people, 83 value three people, 82 score is one person, 80 value is one

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person, 78 is one person, 77 is two people, the value of 76 is one person, the value of 75 is one person, and the value of 74 is one person. Of the 15 students in this class there are 10 students who achieve the KKM score and there are 5 students who do not reach the KKM.

CONCLUSIONS

The students' scores in the experimental class were superior to the control class. The average score obtained by students in the experimental class using poster media is 85.5 and the average score in the control class without the latest media assistance is 80.5. There is a difference in the average number of the two classes where the control class gets 1205 and in the experimental class it reaches 1701 and the number of disputes is 496. To find out the magnitude of the effect of poster media on students' speaking skills, the researchers needed computer assistance using the SPSS type 20 application. Therefore, there is a significant effect on the students' speaking skill through poster as media.

ACKNOWLEDGEMENT

The author thanks to Journal of English Language and Education for publishing this article.

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