CHAPTER I

INTRODUCTION

1.1 Background of Research

Speaking for a foreign language are so difficult, this statement becomes the same problem by teachers who want to teach English to EFL learners. Students often feel afraid and uncomfortable when speaking English in front of a crowd. In fact, often from those who memorize, but when public speaking memorization is lost. The students also actually already understand the language to be delivered, but students find it difficult to say when in front of a crowd. When they understand a lot of vocabulary in English, but they still find it difficult to understand the meaning. In the meantime, Speaking is the deliberate use of language to communicate thoughts or information so that others can understand [1]. According to Al-Roud as cited in Anis et al. [2], students' most significant problem in speaking is terrible pronunciation. The students change the sound of the vocabulary when they speak to a more regional language. According to the above problems, some students are still in low public speaking proficiency. The same problem may happen for the students in the English Department. Even though they can speak fluently, they are unnecessarily fluent at public speaking performance. In this problem, the students seem to need some solutions to solve their public speaking performance problem. One way to overcome this problem is to use posters as a teaching media of improving public speaking skills. Therefore, this study tries to investigate or explore learning using posters in Junior High School which support teachers in learning public speaking. To achieve speaking skill in the language classroom, according to Brown [3], teaching must focus on all its elements, including organizational, pragmatic, strategic and psychomotor skills. The ideal way to achieve the goal of speaking is to give sufficient media to the teach english language.

The goal of teaching speaking is communication efficiency. Nadia and Yansyah [4] claimed that teaching speaking is a demanding task because it does not deal with language ability only, but with psychological problems like self- confidence, anxiety, and other problems. Tarigan as cited in Saras Ratna Sari et al. [5] states that "speaking is the ability

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to pronounce articulatory sounds to words that express, show, and convey thoughts, ideas and feelings". As a form, speaking is expressed as a tool to communicate the ideas that are arranged and developed according to the needs of the listener. In line with Faizah's opinion, [6] states that "speaking is an ability to pronounce words (articulation sounds) that are expressed to convey thoughts or ideas. Suharyanti [7] said that "speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors so extensively, widely that it can be considered as the most important human tool for social control". Bashir, Azeem, and Hussain [8] states that "Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.". Therefore Tarigan is sited in Everhard and Marlen [9] give states "Speaking ability as language skills are the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas, and feelings". With speaking skill well we will easy to communicate with other people and get more information effectively and we can understand it well. To help students understand the speaking material, it takes some good media.

For a student, mastering the ability to speak in public is a must. The students also need tools to facilitate their public speaking activities by using appropriate visual aids, such as posters. Xiaulifey Sun [10] assert that colorful images and posters can add to the appeal and atmosphere in language classrooms. It is very good for them to measure their speaking ability. So eliminate feelings of inadequacy and feelings of inferiority as early as possible. Some of the benefits of studying Public Speaking are to support careers, bring many people together, support target achievement, build confidence and confidence, reach people in time quickly, and various other benefits. Niemantsverdriet is sites in Taligan and Listyani [11] added that a poster is considered successful if it conveys a clear message to the audience and generates valuable comments to the presenter. Therefore, the poster needs to be crystal clear about the objectives, approach, main results and major conclusions of the work. Siti Rahmah [12] also reminded us that pictures in the posters and the colors could attract students' interest. Learning to use posters can be very important for those who need a means of

delivering information effectively, especially encouraging colleagues to respect each other and not to tend to lead to unwanted things, for example bullying that harms fellow friends and does not get the peace that should be due.

Looking at the problems above, researchers will conduct research on how students perceptions of the use of posters in public speaking learning using posters with digital poster types, so that it can be seen how students who are victims of bullying classmates feel deeply. Through the use of digital posters themed bullying in teaching public speaking, researchers hope students can know and respond to the impact it causes appropriately. After learning about bullying, students are expected to avoid such behavior, and can take the right attitude if bullying occurs. In addition, in digital posters, students will be instilled with values about friendship, mutual respect, and mutual assistance. By instilling these values, students can understand the knowledge about bullying in poster, reduce the selfish and intrusive traits that are at the root of bullying. Recognizing and avoiding bullying behavior, can create a healthier and more educated educational environment, and children will grow up to be a generation that behaves, speaks, and is better educated. The reason researchers chose the investigation because it can produce knowledge that is transformational and can be used in social and, teaching and learning processes in schools.

1.2 Formulation of the Study

1. What were teachers and students perception on poster use in teaching public speaking?

1.3 The Objectives of the Study

1. To know teachers and students perception on poster use in teaching public speaking.

1.4 Significances of the Study

Theoretical
1. Contribution to Educational Theory:
Visual Learning Theories:

The study provides insights into how visual aids like posters can enhance learning and retention, aligning with theories of visual learning and multimedia instruction. It helps in understanding how visual stimuli affect engagement and comprehension in public speaking education.

Pedagogical Approaches:

It adds to the body of knowledge on effective pedagogical strategies in teaching public speaking, particularly within the context of Islamic education. It explores how different teaching tools align with or challenge existing pedagogical frameworks.

2. Cultural and Contextual Insights:

Cultural Adaptation:

By focusing on an Islamic Center Senior High School, the study offers insights into how cultural and religious contexts influence teaching practices and perceptions of educational tools, contributing to theories of culturally responsive teaching.

Contextual Relevance:

It enriches the understanding of how specific educational settings and student demographics impact the effectiveness of visual aids, thus broadening the scope of research on context-sensitive teaching strategies.

3. Theoretical Framework Development:

Frameworks for Public Speaking Instruction:

The study can help in developing or refining theoretical frameworks for public speaking instruction, particularly in integrating visual aids effectively within diverse educational contexts.

Practical

1. Improved Teaching Practices:

Effective Use of Posters:

Understanding teachers' and students' perceptions can lead to better design and implementation of posters, making them more effective in enhancing public speaking skills. This can help teachers create more engaging and interactive lessons.

Teacher Training:

Insights from the study can inform professional development programs by

highlighting best practices and potential areas for improvement in using visual aids.

2. Enhanced Student Learning:

Student Engagement:

By identifying how students perceive and benefit from posters, educators can tailor materials to better meet students' needs, potentially increasing their motivation and engagement in public speaking activities.

Skill Development:

Effective use of posters can support the development of key public speaking skills such as organization, clarity, and visual presentation, which are crucial for students' overall communication abilities.

3. Resource Allocation:

Optimizing Resources:

The study can guide schools in allocating resources more effectively by demonstrating the value of investing in quality posters and other visual aids. It can also help in designing more targeted and impactful educational materials.

4. Feedback and Improvement:

Feedback Mechanisms:

Understanding perceptions allows for the creation of feedback mechanisms where students and teachers can voice their opinions on the utility of visual aids. This feedback can lead to iterative improvements in teaching strategies and materials.

5. Policy Implications:

Educational Policy:

Findings from the study could inform educational policies regarding the integration of visual aids in teaching practices, particularly in schools with specific cultural or religious contexts. It can also contribute to policy discussions on enhancing teaching methodologies in public speaking education.

In summary, the study of teacher and student perceptions of poster use in public speaking instruction at an Islamic Center Senior High School offers valuable contributions to both educational theory and practice, ultimately leading to more effective and contextually relevant teaching and learning experiences.

1.5 Limitation of the Study

This research is limited to teacher's and student's perceptions regarding the use of posters in public speaking learning which was carried out in the eleventh grade at the senior high school level at one of the schools in Mojokerto.