# IMPROVING STUDENTS' SPEAKING SKILL THROUGH ADVERTISING PRODUCT AT THE SECOND GRADE OF MADRASAH ALIYAH NEGERI (MAN) SULI

**IAIN PALOPO**

**A THESIS**

*Submitted to The English Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo in partial fulfillment of requirement for Degree of Sarjana Pendidikan (S.Pd) in English Education*

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**DEPARTMENT OF ENGLISH EDUCATION FACULTY OF TARBIYAH AND TEACHERS TRAINING OF THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO 2016**

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*In the name of Allah, the most gracious and most merciful*

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Palopo, ᵗʰ2016

The Researcher

**Nurul Aulia Safitri AS**

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# ABSTRACT

**Nurul Aulia Safitri, 2016. The Use of Advertisement as Media in Improving Students' Speaking Skill at The Second Grade of Madrasah Aliyah Negeri Suli. Thesis, English Study Program of Tarbiyah and Teacher Training Faculty of The State Islamic Institute (IAIN) Palopo.** Consultans: (I) Dr. Ahmad Syarief Iskandar, M.M (II) Wisran, S.Pd.,M.Pd

**Key words: Improving speaking, Media, Advertisement,**

This research aimed to find out the use of Adveritisement as media in improving students' speaking skill at the second grade of Madrasah Aliyah Negeri (MAN) suli, This thesis focus on one problem statement: (1) How can advertisement as media, improve students' achievement in speaking class? (2) To what extent the use of advertisement as a teaching media in improving students' speaking? The writer argues that using advertisement as media is a good method, This method well known as the active method, creative and fun, Agustrijanto points out "Advertisement is each form of communication that has intended to motivate, to promote a product at a service to someone, the potential buyers". This influenced and wins the public's opinion to think and take measures in accordance with the wish of advertiser. In this study the writer focus more on improvement speaking skills.

This research was done through classroom action research, it was held for two cycles which include four steps for each namely planning, action, observation, and reflection. The activities did in planning are prepared material that would taught in learning process, in action the researcher aplied advertisement as media in learning where students one by one come forward to advertise their own product. whereas in observation researcher wrote down everything that happened in class and got result from learning process that students did and in the reflection the researcher gave solution that happened in learning process and gave contribution to solved the problem that faced in the learning process so that in the next cycle could running well. This research took place in the second grade students of MAN Suli.

This number of population was 20 students. The students in the classroom were found still low in speaking as the result of oral speaking. In the first cycle sthe students made a group and pair work to advertise their product, and in the second cycle they advertise one by one.

The result of the research showed that there were significant improvements on students' speaking skill at the second grade students of MAN Suli after using advertisement as media. In which the score of test in cycle 1 (58, 2), cycle 2 (77, 45). It means that using advertisement as media gives significant improvement to students speaking skill.

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# CHAPTER I

# INTRODUCTION

## A. *Background*

English as a foreign language is not easy to study by the student in early learning. It has four essential skills and one of them is speaking. Speaking skill is very important because speaking skill and human being can not be separate from each other. It is very important for the learners of a language to have a good speaking skill to avoid a possible misunderstanding in communication.

When the students who are the future agents of this nation cannot adapt themselves to the globalization era, they will be left behind by other nations' human resources. This means that our human resources are really required to prepare themselves to face the modern era. One of the important aspects is the language mastery, especially English which now officially becomes the international language. Also, when the students cannot speak English they cannot interact to the foreigners, exchange their opinions, thoughts and ideas which can help the students to enrich their knowledge and enhance their self development. According to Standard of Competence and Basic Competence for SMA/MA 2006, students, especially in senior high schools are directed to be able to communicate in English in a certain literacy level. Those literacy levels are performative, functional, informational and epistemic. In performative level, students are able to read, write, listen, and speak with symbols used. In functional level, students can use the language to fulfill their daily needs like reading 3 newspapers and manuals. Meanwhile in informational level, students are able to access knowledge

by their language abilities. In epistemic level students can express their knowledge to the target language. To achieve those literacy levels, especially epistemic level, speaking class is held in senior high schools. The main goal of speaking classes is to make the students able to communicate in English. Students should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Based on pre observation at The Second Grade of MAN Suli, it was found that they faced some problem which make speaking English difficult.. The first factor is because of affective factors, such as the anxiety of making mistakes which can cause negative effect on the students' speaking performance. The second factor is because of lack of speaking practice which can make the students fail in learning speaking.such as poor grammatical mastery, lack of vocabulary, and sometimes the students are getting bored to speak, and during the learning process they are just silent. Some of them were not active in expressing their thoughts, opinions and ideas through speaking English. When they were asked by teachers to speak in front of the class, they would bargain the command or even directly refused it. Most of them were still too shy and confused about what to speak. They were not confident to speak English.

The teacher has to chose a good way to create an interest activity in the class room which make the students more active to speak and enjoy the learning process. One of ways that can be used by a teacher is Advertisement activity. Through advertisement, the student can explain little or everything about something that they introduce or advertise. And of course this activity makes the

students more active to speak. It means that advertisement as one of way in teaching which can facilitate the English learning process to improve the students' speaking skill. Through advertisement the student will have more times to practice their speaking in learning process. Beside that this technique can increase their vocabularies.

Advertisement is a method of communication about the promotion of a product in an attempt to induce potential customers to purchase the product. Advertisement usually requires payment to a communication channel. The general objective of product advertisement is to increase between the product and competing products to induce purchasing.

From the explanation above, this study will intend to analyze the influence of advertisement in improving students' speaking skill. This study will conduct to groups of the second grade students in a senior high school in Suli. It will expect students' speaking ability can be developed well after using advertisement as media.

Hopefully the students at the second grade of MAN Suli could spend more time to speak English especially in giving idea, asking question, respond and answering in English through advertisement as media.

## B. Problem Statement

1. How can advertisement as media, improve students' achievement in speaking class?

2. To what extent the use of advertisement as a teaching media in improving students' speaking?

## C. Objective of the Research

1. To find out whether the use of advertisement as media can improve students' achievement in speaking class at second grade of MAN Suli.

2. To find out what extent the use of advertisement as a teaching media in improving students' speaking skill.

## D. The Significance of the Research

The advantages that can be acquired from this research are:

1. To the Students

This research can encourage them to learn English especially in improving their speaking skill and self confidence.

2. To the Teachers

It can be input and reference to the English teachers in teaching speaking. They can get an appropriate technique so that they can enhance their students' speaking ability and make the students' speaking achievement can be better than before.

3. To the Researchers

It can give information and contribution about teaching technique to motivate the students to speak English. This study will enrich theories on teaching speaking.

4. The School

The result were useful as information or an input to develop the quality of the English teaching and learning process by various techniques.

**E. Scope of the Research**

The scope of this research is focus in teaching speaking through advertisement as media, and this research is restrict to the effect of advertisement with the topics: Meals, Healthy Drinks, etc. As follow up to improve speaking skill and interest in learning speaking at the second grade of MAN Suli

**F. Operational Definition**

Based on the title is **"The Use of Advertisement as Media in Improving Speaking Skill at the Second Grade of MAN Suli"**, the researcher gives the definition as follows:

1. Speaking skill is the ability to communicate and one of most common verbal key to communication.
2. Teaching is something that is taught : the ideas and beliefs that are taught by a person, religion, etc.
3. Advertisement is a method of communication about the promotion of a product in an attempt to induce potential customers to purchase the product.[1]

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1Agustrijanto. *Copywriting*. Bandung: PT. Rosda Karya. 2002.

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# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. Previous Studies

In writing this thesis, the researcher found researches related to this research as follows:

1. Suminah, (2014) stated that there are any improvement of the students' speaking skill after give treatments through Promoting Product Technique.
2. Nasrullah, (2008) stated that retelling story strategy is one way to improve students' speaking skill. Through this strategy, the students will have more times to practice their speaking in learning process
3. Akriani, (2013) stated that teaching speaking by using quantum teaching method is more effective in improving students speaking ability than without using it, in this case direct method and it has a good influence of the students' motivation in improving speaking ability.

Based on the previous research above, it can be seen that there are some ways to improving students' speaking skill. Those ways can be various based on the media used. Therefore in this research the writer choose printed advertisement as a media in teaching speaking to students in order the students can speak well and fluently.

## B. *Theories of Speaking*
1. Definition

Speaking is one of central elements of communication. In EFL teaching it is an aspect that needs special attention and instruction.[2] Effective interaction derived from the careful analysis of this area together with sufficient language input and speech advertising activities will gradually help learners speak English fluently and appropriately.

Kang Sumin in Richard said that speaking language is especially difficult for foreign language learner because effective oral communication requires the ability to use language appropriately in social interaction. To learn a second language or foreign language is difficult as we learned our native language as a child.

Speaking is used for many different purposes, and each purpose involves different skill, and we may use speaking to describe things to explain about people's behavior, to take polite request, or to entertain people with a joke and another.

Rivers states that, in speaking we are not conveying to the receiver a meaning clothed in words but by our words we are arousing within the receiver associations and expectations which will enable that person to form an interpretation of the intention of our message.[3]

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[2] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching,* (New York: Cambridge University Press, 2002), p. 210

[3] Wilga M. Rivers, *Teaching Foreign Language Skill,* (London: The University of Chicago Press, 1981), p. 222

2. Elements of Speaking

According to Harmer, aspect of speaking can be divided as follows:[4]

a. Pronunciation

Pronunciation is an act or result of production the sound of speech including articulation vowel formation, accent and inflection. Often with reference to some standard of contents or accept proficiency. The concept of "pronunciation" may be said to include:

1) The Sound of the Language

One their own the sound of language may well meaningless. If you said /t/ (the line show that this is phonetic script) a few times, e.g. tu, it will not mean very much English. Neither will be sounds /k/, /a/, or /s/ but if we put all these are sound together a certain order we and up the word catch and does mean something.

2) Stress

Native speaker of language unconsciously know about the stress and how it works, they know which syllables of words are stressed and they know how to use stress, to change the meaning of phrase, sentences and question.

3) Intonation

Intonation is clearly important item and component user of language recognize what meaning it has and can change the meaning of word they through using it in different ways, when we taught English language, student's need it use rhythms and stress correctly if they are to be understood.

b. Vocabulary

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4 Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 1991), p.5

1) What is Vocabulary

According to Webster's near world print dictionary, vocabularies are list of word etc as dictionary or glossary and all of words used a language or by a person group etc.[5]

According to Longman dictionary of contemporary English vocabularies are all words someone knows, learners or user the words in particularly language a list of words with explanation of their meaning, in a book for learning foreign language.[6]

2) Types of Vocabulary

Harmer distinguishes two types of vocabulary namely active vocabulary and passive vocabulary. According to him active vocabulary is that the students have learned and which they are expected to be able to use.[7] On the other hand, passive vocabulary refers to words which the students will recognize when they met but will probably not be divided in to four kinds as follows:

a) Oral vocabulary consists of words actively used in speech. These are the words that come readily to one's conversation. The more often a person utters words the words the more readily it will come to his tongue.
b) Writing vocabulary is the words that come readily to one's finger vocabulary.
c) Listening vocabulary is the stock of words to which one responds with meaning and understood in speaking of other.
d) Reading vocabulary is the words that one response in writing of others.

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5 Merriam-Webster, *Webster's Ninth New Collegiate Dictionary, (Springfield:* Merriam-Webster Inc, 1983), p.2946

6 Pearson PLC, *Pearson Longman Dictionary*, (Harlow: Pearson Education Limited, 1945), p. 240

7 Jeremy Harmer, *The Practice of English Language Teaching*, (England: Pearson Education Limited, 1991), p.159

c. Grammar

Grammar whose subject matter is the organization of words in to variables communication, often representing many layers of structure, such as phrase sentences, and complete utterance.[8] As the fame work to find sentences productively needed. The fact however shows that the learners' mastery or English structure is skill less as found out by some previous researches.

d. Fluency

Fluency refer to able to speak to write smoothly, easy reading , to an easy flow is word or able communication with base is suggested the flow an accomplished speaker and writer, it is usually a tern of commendation.

According to Hornby stated that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns vary in word- order  and omit elements of structure and also certain aspects of the prosody of discourse.[9]

3. Speaking Difficulties

Study about foreign language is too difficult for beginners or learners. According to brown, the following characteristic of spoken language can make oral performance easy as well as in same case difficult.

a. Clustering

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8Ba'dulu, Abdul Muis and Herman, *Morfosintaksis*, (Jakarta: Rineka Cipta, 2005).

9Hornby, A.S., Oxford Advanced Learner's Dictionary, (Oxford: Oxford University Press, 1995), p. 122.

Fluent speech is prasal, not by word. Learners can organize their output both cognitively and psically through such clustering.

b. Redundancy

The speaker has an opportunity to make meaning clearly through redundancy of language. Learner can capitalize on this feature of spoken language.

c. Reduced Form

Contractions, elisions, reduced vowels, etc. All form specially problem teaching speaking English.

d. Performance Variables

One of advantages of spoken language is that process of thinking as you speak allows you to manifest a certain number of performance hesitation, pause, background and correlation. Learners can actually be taught how to pause and hesitate.

e. Colloquial Language

Make sure your students are reasonably well acquainted with the words , idioms, and phrases of colloquial language and those they get practice in producing these forms.

f. Rate of Delivery

Another silent characteristic of fluency is rate of dilatory.

g. Stress, Rhythm and Intonation

This is the most important characteristic of english pronunciation pattern convey important messages.

h. Interaction

As noted in the previous section, learning to produce waves of language in a vacuum without interlocutor would rob speaking skill of its richest component the creativity of conversational negotiating.

4. Planning Speaking Activities

In planning speaking activities, teacher need to decide whether students need high structure (for example drills and control practice) for practice in learning or getting it or low structure (for example role play, and simulation) for using it. Question to consider in relation to speaking include the following:

a. Is it necessary to review the language to be used in a task?
b. Will the learners work in pairs or small group?
c. How will learners be monitored as they complete task?
d. How will techers provide feedback to student?

When developing activities, lessons or task around speaking, teacher should be aware of three areas of knowledge that speaking encompasses. Each area should receive attention, though not necessarily all at once. It is advisable to inform the students of these areas, so they are aware of the purpose of the activity.

a. Mechanics

This area involves the different pieces that make up speaking including pronunciation, vocabulary, grammar and word order.

b. Functions

This area describe the uses of speaking whether for transaction or interaction, and when precise understanding is or is not required.

c.  Social Cultural Rules and Norms

This area involves the more cultural value inherent in the languages' culture such as turn taking, social norms, roles of participants, etiquette, social register, etc. When creating activities that focus on students' speaking, teachers can create activities relative to different types output and their purpose:

1) Structure output focus on using a correct form, usually something specific that has been worked in class. The purpose is to develop comfort with certain forms/structures.

2) Communicative output focus less on form and more on the completion of a task that includes using specific language. The purpose is for the students to get their meaning across, accuracy not as big of a consideration

5. Principle for Teaching Speaking

Before teaching speaking in the classroom, it is very important to know the principle for teaching speaking. Because it will help us as a guiding to know what teaching speaking looks like. It also can make the instructor easier in managing the students and the learning process in speaking class, and also to make easier to get the goal of teaching speaking itself. The mastery of speaking skill in English is a priority for many second language or foreign language learners.

There are five principles for teaching speaking according to Khatleen, those are:

a.  Be aware of the differences between second language and foreign language learning contexts.

b.  Give students practice with both fluency and accuracy

c.  Provide opportunities for the students to talk by using group work or pair

   work and limiting teacher talk.
d.  Plan speaking task that involve negotiating for meaning.
e.  Design classroom activities that involve guidance and practice in both

   transactional and international speaking.[10]

## C. Educational Media

1.  Definition of educational media

   There are definitions of media proposed by many experts. Nation (2004),

for example, says that educational media are supporting materials that can

motivate students and can effectively explain and illustrate subject content. His

concern is on the use of materials in order to make students motivated to learn

something and to make clear the content of a subject. Additionally, Littlehood

defines educational media as any tools, methods, and techniques used to make the

communication and interaction between the teacher and the students more

effective in the teaching learning process.[11] Here, media can be anything, material

and nonmaterial, physical and non-physical, those are useful to support the

communication and interaction in the teaching learning process. It can be for

explaining, motivating, or making clear the thing being discussed or talked about.

From the above discussion it can be concluded that educational media are any

supporting materials, methods, or techniques for transmitting or delivering

messages and making the subject contents easy to understand.

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[10]Khatleen M. Balley, *Practical English Language Teaching,* David Nunan (ED), (USA: International Editor), p. 54.

[11]Littlehood, A. *English Teaching and Media Education*, (Buckingham: Open University Press. 1998).

2. Types of educational media

Educational media can be classified into many types. Locates and Atkinson state that there are seven types of educational media: print media, graphic media which include overhead transparencies, charts/graphs, models/dioramas, maps, globes, and drawings, photographic media, audio media, television/video, computers, simulation and games.[12] For small-group interaction, media that are based on sensory experience can be classified into 5 types (Nation: 2001). They are simulation activity which includes games, role play, and simulations; visual form which includes photographic, graphic and photographic combination; audio form, audiovisual ormultimedia technique, and media that can be used by other senses which include objects, specimens and models.
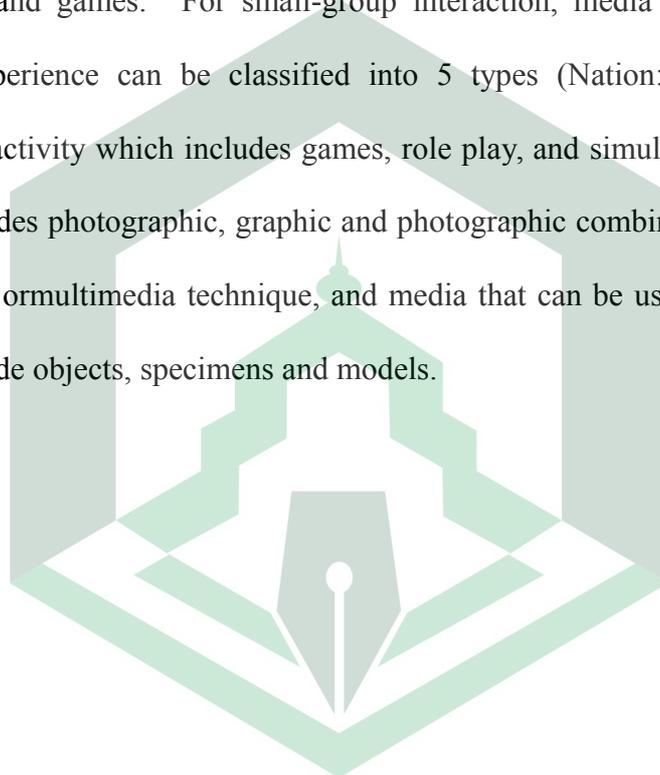
### D. Advertisement

1. Theory of Advertisement

Agustrijanto points out "Advertisement is each form of communication that has intended to motivate, to promote a product at a service to someone, the potential

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12Locatis, C. N & Atkinson, F. D. Media and Technology for Education and Training. (Ohio: Charles E. Merill Publishing Company . I984).

buyers". This influenced and wins the public's opinion to think and take measures in accordance with the wish of advertiser.[13]

From the explanation of the advertisement, generally advertisement is defined as non personal communication of information usually paid for and persuade in nature about products, services, or ideas be identified sponsor trough various media. In advertisement there are many multimedia terms to represent their needs. Through advertisement, students can express what on their mind is.

An advertisement might focus on the sell or distribution of particular object (e.g. electronic tools with their organization's logo on it). The point of advertisement is to makes many people as possible stand up and take notice.

2. The Advantages of Advertisement
   a. The students learn to express their ideas.
   b. The students learn how to make a good presentation.
   c. They learn how to manage their time while speaking.
   d. They learn how to asking question and responding or answering in English.
   e. The students can speak truly without feeling anxiously to continue use skill on their own, become more proficient and creative.

3. Developing Advertisement

   Developing advertisement is a necessary piece of "selling" the organization, the issue, and the message to the people or to a specific target audience. It will help raise your profile, and will assure that people understand what you are about and why. Part of following up on a advertising is making sure people do not forget it. In order to develop advertisement, it is important to:
   a. Think creatively.
   b. Be clear about why you are running this promotion.
   c. Present all information clearly and concisely.

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13Agustrijanto, *Copywriting,* (Bandung: PT. Rosda Karya: 2002), p. 7.

d.  Choose the message carefully.
e.  Differentiate your product from its competitors.
f.  Think about the timing of the promotion.
g.  Follow up on the advertising, to understand what went right or wrong, and to

guide or improve the next effort.

One great way to increase your advertising campaign's chances of success is to create a catchy, memorable tagline or jingle for it and use it in every advertisement. Taglines and jingles act like mnemonic devices, making it easier for customers to remember a given product when they need it.
Another modern example is Mcdonald's recent *"I'm lovin' it"* campaign.

This jingle is just a few seconds long, but it's instantly recognizable to anyone who is hear it before, which thanks to an enormous marketing effort, is almost everyone in the United States - truly massive brand recognition.

4.  Advertisement as media in Teaching Process

The ability to speak, expressing idea/opinion of each individual is different. One may be fluent, more fluent, or less fluent/stammer. In teaching speaking we are not only concern in developing the students` knowledge of structure, grammar and pronunciation but we need to teach them how to use the language. In developing the students` communicative proficiency, conversation practice is probably not reliable route to true communications where student interest only in learning to write and read the new language, direct conversation practice has little relevance. But it is rare for people who study another language not to have a desire to speak it. In the classroom situation especially in EFL classroom now days have trouble in solving boredom problem. In the school, especially for teaching speaking where the students' eagerness need this problem arouse. What students need is something new, fresh and enjoyable as teaching aids. Even some methods offer and have been tried by the teacher, but it is still an

unsolve problem. When we stress to something new, fresh and enjoyable, advertisement as media could be better choice. What is special from advertisement relate the students` mood in learning. Teaching in this study refers to an activity that teacher use in transferring their knowledge and their skill to the students.

Advertisement refers to strategy that is implement by teacher in making their presentation better and their teaching and learning activities more interest. In this study, the writer uses advertisement as media. Display advertisement as media in the classroom especially for teaching speaking, will help the students to be more active and practically solve the problem of boredom. Since it is still new and fresh and also enjoyable, the students will pay more attention. The writer hope, in speaking class the students are expect to contribute ideas, information, opinion and feeling to others. Whatever they are talking about, as long as they are speaking. Generally speaking,

 the more they practice to talk the more facilitates the students to make a good speaking.

The phases in applying  advertisement as media in teaching process:

a. Students are divide in a few little groups.
b. For each group take a part as planner of a corporate production. In launching a product, obviously has to have brand (brand name) one that has special meaning, adjust by its market target.
c. The writer determines the product that the students will make. The students should make the advertising as interest as possible, so the audience can be interest to their product.

d.  In the advertising, they must explain the characteristics and the advantages of

the product.

e.  The advertising make as creative as possible. Audience as firm owner that

shall be made sure for has the honor to make that product.

*E. Conceptual Framework*

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                                    ┌─────────────────────────────┐
                                    │  Classroom Action Research  │
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                                                   │
┌──────────────────────────┐       ┌──────────────▼──────────────┐
│  •                        │◄──────│       Advertisement         │
│  • Learn to express their │       └──────────────┬──────────────┘
│    ideas                  │                      │
│  • Improve student's self │       ┌──────────────▼──────────────┐
│    confidienc             │       │ Speaking ability through    │
│                           │       │ advertisement               │
└──────────────────────────┘       └──┬──────────┬────────────┬───┘
                                       │          │            │
                              ┌────────▼──┐  ┌────▼────┐  ┌────▼──────┐
                              │  Fluency  │  │ Accuracy│  │ Comprehen │
                              └───────────┘  └─────────┘  └───────────┘

                         ┌─────────────────────────────────────┐
                         │ Improving  Student's speaking        │
                         │ Ability through  Advertisement       │
                         └─────────────────────────────────────┘
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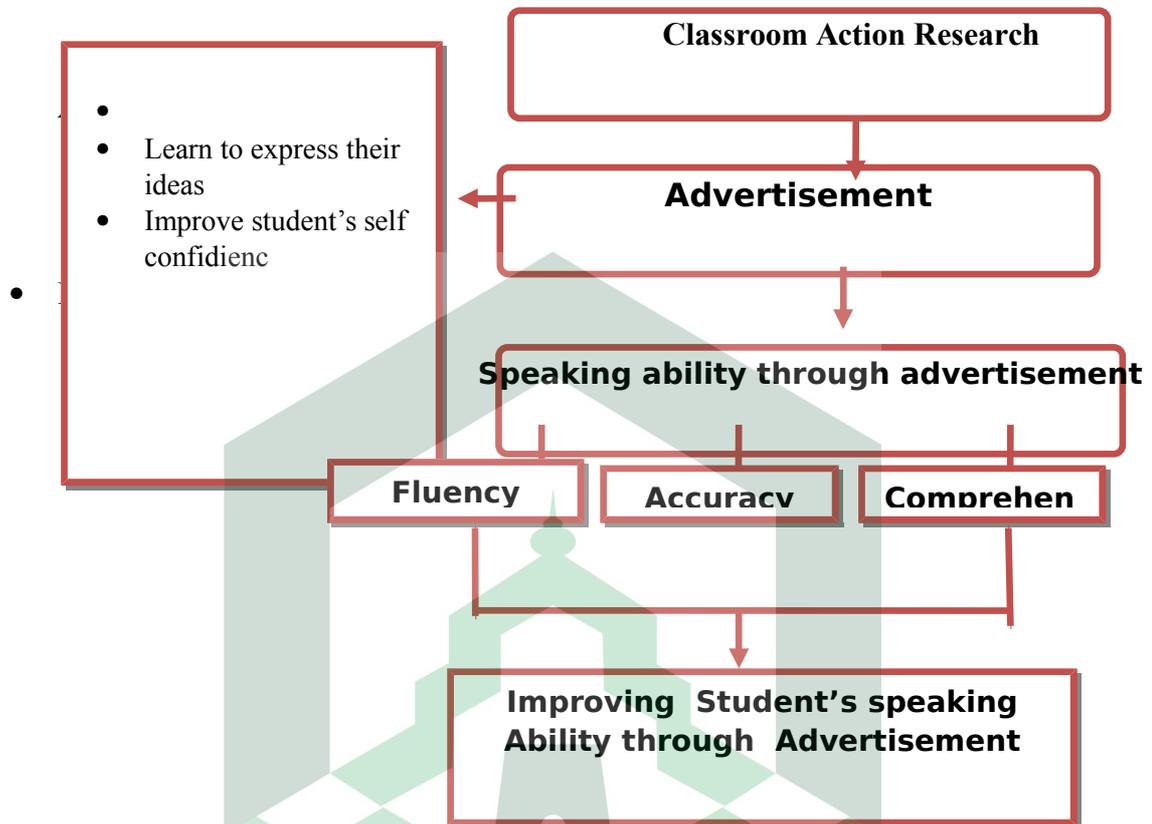
# CHAPTER III

# METHOD OF RESEARCH

## A. *Research Design*

In this research, the researcher applied classroom action research (CAR). Classroom action research is the efforts to improve the teaching learning process by a series of practical actions and to reflect towards the results of actions. In classroom action research (CAR), the teachers find out the solution to solve the problems in classroom and to make the improvement of teaching learning process. According to Kemmis and Mc Taggart, action research consists of cycles, there are four basic steps in the action research; they are planning, action, observation, and reflection.[14]

Bailey, Curtis and Nunan described the process of action research\h as a series of steps.[15]

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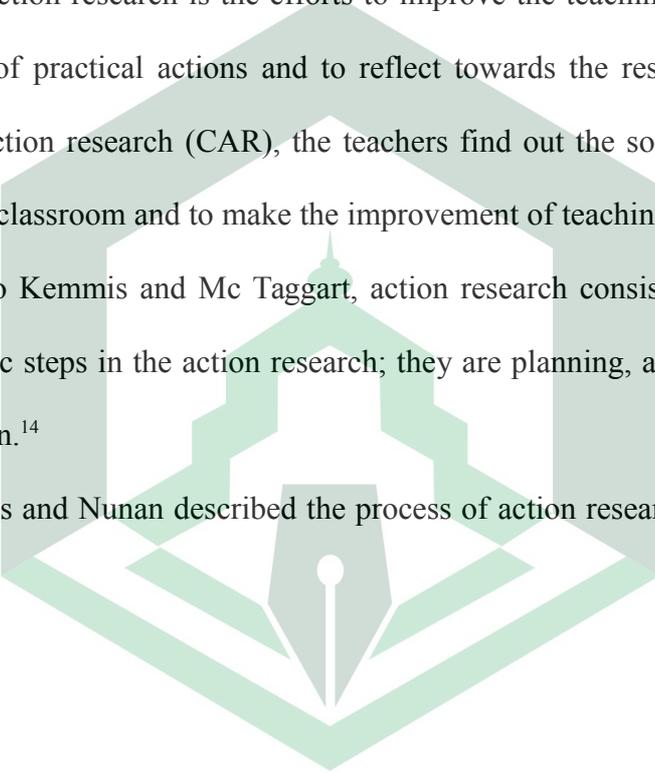
[14]Kemmis, S. & McTaggart, R., *The Action Research Reader*, (Victoria: Deakin University, 1990).

[15]David Nunan, *Research Methods in Language Learning*, (New York: McGraw Hill, 2003).
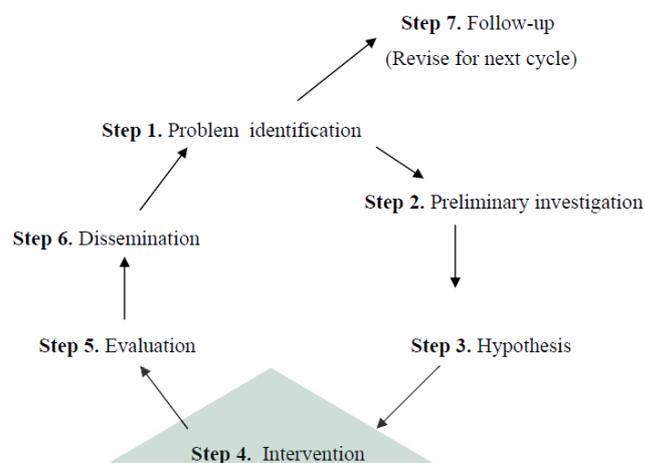
Seven steps of action research will plan for this research:

1. ***Problem Identification.*** I identify problems that had occurred in the
   classrooms from previous experience.
2. ***Preliminary Investigation.*** I further investigated students' feelings towards
   their problems and consulted other departments about problems.
3. ***Hypothesis.*** I formed the hypothesis that most students lacked confidence in
   language learning, especially speaking, because they had developed negative
   attitudes toward language learning in previous classes, such as being nervous,
   being afraid of making mistakes and losing face, being afraid of taking a risk
   etc.
4. ***Intervention.*** After observing the class and forming the hypothesis, we
   planned the lessons and identified strategies which may solve problems
   defined by the hypothesis.
5. ***Evaluation.*** In this step, my observer colleagues and I worked through the
   stages of: act, observe, reflect and revise to evaluate the outcomes in terms of
   activities, materials, classroom atmosphere and teacher's role.
6. ***Dissemination.*** Reporting the results was the focus of this step.
7. ***Follow-up.*** Changing to improve for the next cycle was discussed in this step.

Farrell provides six ways of sharing private reflections with others: getting a group of teachers together to talk about teaching, collecting data from actual classroom teaching situations and sharing this data with the group for discussion, self observation with audio and /or video cameras; observation by critical friends, journal writing for reflection and comments by group members. In this project, the first four ways were applied and used for sharing data reflection. Moreover, I think it is a good idea for me to further develop to the others in the future.

**B.** *Location of The research*

This research was conducted at MAN Suli on jl. Pendidikan, kelurahan Suli. There were 20 students at the second grade students of XI IPA 2 of MAN Suli.

**C.** *Participant of the Research*

The participant of this research is:

1. Teacher
   The position of the teacher in this research as observer
2. Researcher
   The researcher in this research as subject of the research, where the researcher had applied advertisement as media in teaching speaking in the class.
3. Students
   The position of students in this research as subject of the research, and the researcher expect after researching the students can improve their speaking.
4. Partner and Collaborator

   The position of collaborator in this research as observer, the collaborator helped the researcher to observed the students. So the researcher could be

able to knew the students' condition in learning process and gave suggestion for the problem in each cycle.[16]

## D. Research Procedure

This research conducted in four stages. They were: planning, action, observation, and reflection as follow:
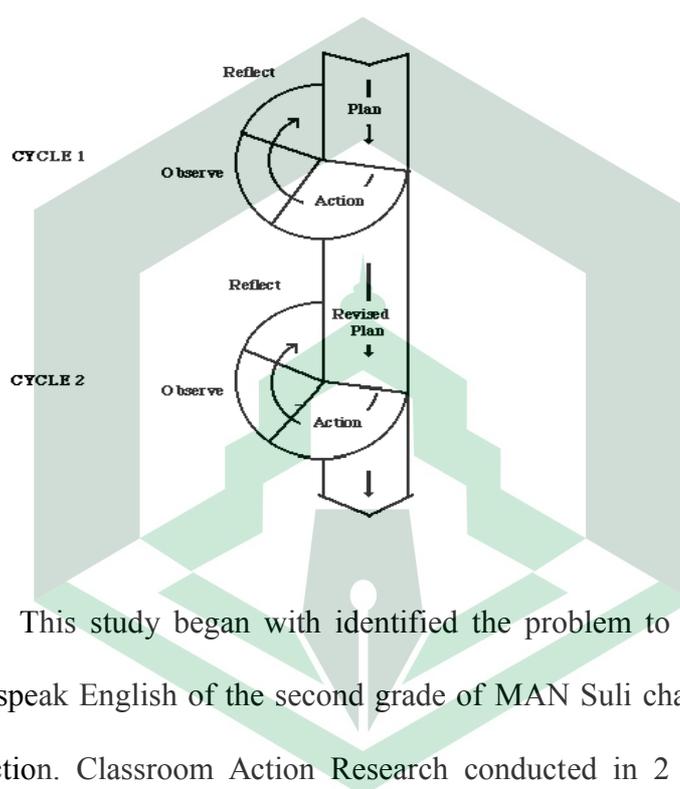


This study began with identified the problem to valley of student's ability to speak English of the second grade of MAN Suli characterize by cycles and reflection. Classroom Action Research conducted in 2 cycles, each cycle consisting of four meetings. Meeting 1-2 in each cycle used as a learning process, and meeting 3-4 in each cycle used as a test cycle. Cycle I was also carried out as well as Cycle II. The explanation of each stage were elaborated below:

_____

[16]Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru,* (Jakarta: Rajagrafindo Persada, 2008), p. 279.

1. cycle I

a. Planning

In this section, the researcher prepares the material that will give to the students.

1) Made lesson plan

2) Made checklist observation to observe the students' activity.

3) Created students' worksheet.

4) Made research instrument.

5) In this section, the researcher used KKM standard in target achievement 75%.

b. Action

In this section the researcher conducted three cycles, where each cycle consisted of four meetings. Each meeting the researcher gave the speaking material by using advertisement as media in action. The action had described as followed:

1) The  researcher explained definition of advertisement.
2) The researcher  explained how to advertising a product
3) The researcher gave some topics about advertising
4) The researcher gave some vocabulary related to the topic
5) The researcher asked the students to make a group, one group consist of

4 students.

6) The students practiced how to advertising a product. The others group gave comment or question about the product.

c. Observation

In this phase, the teacher observed the students' activity in learning-process by using checklist observation to know the active students (active or not active). After applying First give evaluation to the students to know the students' speaking achievement in cycle I.

d. Reflection

The data value from evaluation gather for data analysis, so the researcher can reflect data value evaluation in the cycle I to the cycle II

E. *Research Instrument*

The research instruments used in order to completed the data needed include observation list, scoring list, video recorder, sound recorder, teaching-learning process documents. In order to support the data of teaching and learning process.

F. *Technique of Collecting Data*

The collected data techniques in this classroom action were:

1. Data Source, source of data in this study were list as this:

    a. Test           : To find out the students' score

    b. Observation    :To find out the students' participation during learning process

c. Camera and Tape : To take the students' sounds and pictures during the learning process.

d. Discussion : Among the researcher as teacher with collaborators, as a way to make reflection in each cycle of CAR.[17]

2. Method of data collecting

a. Learning outcomes obtained by the giving the test in the form of oral presentation to students each end of the cycle.

b. the data about the learning situation at the time the action is taken by using the observation sheet.

3. Observation checklist

Observation cheklist was intended to see the participation of students when learning takes place is done every meeting. It was intended to measure whether they were active or not in following lesson speaking skill through listening conversational activities.

a) Very active : the students is responsive and participated fully in all activities in the learning and teaching process.

b) Active : the students response the material and interacting with other, wither to the teacher or his/her friends.

c) Less active : the students pay attention and gave response once in a while.

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17Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru,* Jakarta: Rajawali pera, 2011), p.126.

d)  Not active : the students does not gave response to the material, he/she looks confused, bored, and sometimes leaves the class, sleepy, fiddling mobile, write or something beyond of.

## G.  *Technique of Data Analysis*

According to J.B Heaton formula, there are three points in speaking assesment namely accuracy, fluency, and comprehensibility.[18]

1. Scoring students' speaking test

a. Accuracy

Table. 3.1
Accuracy

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 6 | Pronunciation is very slightly influence by the mother tongue. Two or three minor grammatical and lexical error. |
| Very good | 5 | Pronunciation is slighty influence by the mother tongue. A view minor grammatical and lexical errors but most uterance are correct. |
| Good | 4 | Pronunciation is moderately influence by the mother tongue but no no serious phonological errors. A few grammatical and lexical errors but only cause confusion. |
| Average | 3 | Pronunciation is seriously influenc by mother tongue only a few serious l errors |

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[18]J.B Heaton, *writing English Language Test, (*New York: Longman Group UK Company, 1988), p.100.

| Classification | Score | Criteria |
|---|---|---|
| Poor | | Pronunciation is seriosly influence by mother tongue with errors causing a break down in communication. Many "basic" grammatical and lexical errors. |
| Very poor | 1 | Seriously pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having master any of the language skill and areas practic in the course. |

The first row (above Poor) shows: phonological errors, some of which cause confusion.

b. Fluency

Table. 3.2
Fluency

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 6 | Speak without too great an effort with a fairly wide range of expression. Searches for words occasionally but only one or two unnaturale pauses. |
| Very good | 5 | Has to make an effort at times to search nevertheless, smooth delivery on the whole and only a few unnatural pauses. |
| Good | 4 | Although she has to make and search for words, there are no many unnatural pauses. Fairly smooth delivery mostly. Occasionally fragmentary but success in conveying the general meaning. Fair range of expression. |

| | | |
|---|---|---|
| Average | 3 | Has to make an effort for much of time. Often has to search for the desired meaning. Frequently fragmentary and halting delivery. Almost give p making the effort at times. Limited range of expression. |
| Poor | 2 | Long pauses while she searches for the desired meaning. Frequently fragmentary and halting delivery. |
| Very Poor | 1 | Full long and unnatural pauses. Very halting and fragmentary delivery. At times gives up making the effort. Very limited range of expression. |

c.    Comprehensibility

Table. 3.3
Comprehensibility

| classification | Score | Criteria |
|---|---|---|
| Excellent | 6 | Easy for the listener to understand the speaker`s intention and general meaning. Very few interruptions or clarification required. |
| Very Good | 5 | The speaker`s intention and general meaning are fairly clear. A few interruptions by the listener for the sake of clarification are necessary. |
| Good | 4 | Most of what the speaker says in easy to follow. His intention is always clear but |

| | | |
|---|---|---|
| | | several interruptions are necessary to help him to convey the message to seek clarification. |
| Average | 3 | The listener can understand a lot of what is said, but he must constantly seek clarification. Cannot understand many of the speaker`s more complex or longer sentence. |
| Poor | 2 | Only small bits (usually short sentence and phrases) can be understood and then with considerable effort by someone who is used to listening to the speaker. |
| Very poor | 1 | Hardly anything of what is said can be understood. Even when the listeners makes a great effort interrupts, the speakers is unable to clarity anything he seems to have said. |

(Adopted From Heaton : 1988)

Beside the technical of scoring through six scales above, the researcher also make rating classification to measure the students' speaking ability according to daryanto.[19] The following is rate scale classification:

Table. 3.4

Rating scale

| Classification | Scale | Rating |
|---|---|---|
| Excellent | 86-100 | 6 |
| Very Good | 71-85 | 5 |
| Good | 56-70 | 4 |
| Fairly Good | 41-55 | 3 |
| Poor | 26-40 | 2 |
| Very Poor | <25 | 1 |

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19Daryanto, *Evaluasi Pendidikan,* (Jakarta: Rineka Cipta, 2007),p.211.

**2. analysis of Students' activity**

a. standard used in determining the value of an absolute standard, then the formula used is:

$$Value = \frac{score\ raw}{score\ ideal\ maximum} X\ 100$$

b. calculating the mean score of students' speaking test by using the following formula according to Gay L.R & Airasian Peter.

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

Where:

X     = Mean Score

∑x       = Total raw score

N         = Total Sampel.[20]

Students' activities during the learning process was analyzed by considering the students' parcipation and classified into passive and active classification.

Where:

1.      Very Active : the students is responsive and participated fully in all activities in the learning and teaching process.

[20]Gay L. R & Airasian Peter, Education Research, (New Jersey: Mill Prentice Hall, 1992), p.47.

2.     Active : the students response the material and interacting with other, wether to the teacher or his/her friends.

3.     Less Active : the students pay attention and gives responses once in a while.

4.   Not Active : the students does not give response to the material, she/he looks confused, bored, and sometimes lives the class, sleepy, fiddling mobile, write or something beyond of.[21]

## H.  *Indicators of Success*

The Succesfull in this action research if apply Advertisement as media in learning speaking effectively in the class. The students can be active and creative to study English. The students can understand with their speaking by using advertisement. According to the criteria of completeness of material that is established by elevent year students of MAN Suli. There are also changes in attitudes of the students during the learning process is characterized by increase attendance, attention, and the activity of students in learning process that can be seen in the observation sheet.

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21Anas Sudijono,*Pengantar Statistik Pendidikan,*Bandung:PT Radjawali Persada, 2009. p.13.

# CHAPTER IV

# FINDINGS AND DISCUSSION

This chapter presents the research findings and discussion. The findings are presented by using observation sheet and test.

## A. *Findings*

1. The explanation of cycle I

a. Planning

In planning section, the researcher prepared all tools that needed to carry out the action research class., such as topic of advertisement, the products, observation sheet and camera. In this section, the preparation which was prepared by the researcher before acting in cycle I was:

1. The researcher designed a lesson plan which described the teacher's steps and the students' steps in solving students' problem of speaking skill.
2. The researcher prepared all facilities needed in doing learning teaching process through Advertisement, such as topic, products, camera, students' test and observation sheet.
3. The researcher determined the success indicators before began this research.

b. Action

The action started on August 10 2016, at 10:45 am for the first meeting of cycle I. The researcher opened the class by greeting all the students and then the researcher introduced herself and her collaborator. After that the researcher asked the students' condition and the aim to came to the class.

Next, the researcher gave explanation about advertisement and the advantage of using advertisement in improved their speaking. The researcher

practiced in front of the class how to be an advertiser and how to advertise. After that the researcher asked the students were they understand and can practice how to advertise, and most of student gave answer "yes". Then the researcher asked the students to made some groups. One group consisted of four students. After all of students were sitting with their group, the researcher 1) gave the products to the students and gave direction, the topic in cycle I were meals and healthy drinks. 2) the researcher gave some meals and healthy drinks to the students and they had to stand forward to advertise their product. The products were Energen, Yakult, Okky Jelly drink, Gerry Chocolatos, and Gerry salut. The researcher gave 15 minutes for discussed with their own group. 3) the researcher asked the first group to came forward and advertise their product and the other group became customer. The first person gave greeting to the all of customers, and introduced their enterprise and what they would advertise. Next the second person explained about the ingredients of the product, the third person explained about the advantage of the product and the last person talk about the price and invited the customers to buy their product. The others group did the same thing with the first group.

By the end of class, the researcher closed the class by a conclusion as apreciation to all of students that they had done well in learning processed. Asked the students' difficulties during the learning process, and the last the researcher suggested to the students to study hard and became more active in the class. Because in the next meeting they would practice one by one in front of class with different products.

**Picture 4.1**
**The activity in cycle I**

c. Observation

      Based on observation activities made by the researcher and collaborators in the first cycle, the researcher and observer observed the learning activity about class condition and students activity in learning process through Advertisement found that:

1. The students were enthusiastic in used advertisement as a media in speaking class.

2. The students faced some problems, such as lack of vocabulary and low of self confidence.

3. Some of students still read a script when advertised the product. They were still difficult to speak without script. The students still read the paper.

      Based on the result score of the test in cycle I test observation for clean look at the tables below:

**Table.4.1**

**The result of students' scoring of speaking in cycle I**

| Respondens | Three components of Speaking assessment | Total | Score of |
|---|---|---|---|

| | accuracy | Fluency | comprehensibility | | test |
|---|---|---|---|---|---|
| R1 | 3 | 3 | 4 | 10 | 55 |
| R2 | 2 | 3 | 3 | 8 | 44 |
| R3 | 3 | 4 | 3 | 10 | 55 |
| R4 | 3 | 3 | 3 | 9 | 50 |
| R5 | 3 | 3 | 2 | 8 | 44 |
| R6 | 3 | 4 | 4 | 13 | 72 |
| R7 | 4 | 5 | 4 | 13 | 72 |
| R8 | 4 | 4 | 4 | 12 | 66 |
| R9 | 5 | 5 | 5 | 15 | 83 |
| R10 | 4 | 5 | 5 | 14 | 78 |
| R11 | 2 | 2 | 2 | 6 | 33 |
| R12 | 3 | 3 | 3 | 9 | 50 |
| R13 | 2 | 2 | 2 | 8 | 44 |
| R14 | 3 | 4 | 4 | 11 | 70 |
| R15 | 3 | 3 | 3 | 9 | 50 |
| R16 | 2 | 2 | 2 | 6 | 33 |
| R17 | 3 | 2 | 3 | 8 | 44 |
| R18 | 4 | 4 | 4 | 12 | 66 |
| R19 | 5 | 5 | 5 | 15 | 83 |
| R20 | 4 | 4 | 5 | 13 | 72 |
| Accuracy + fluency + comprehensibility | | | | 209 | 1.164 |
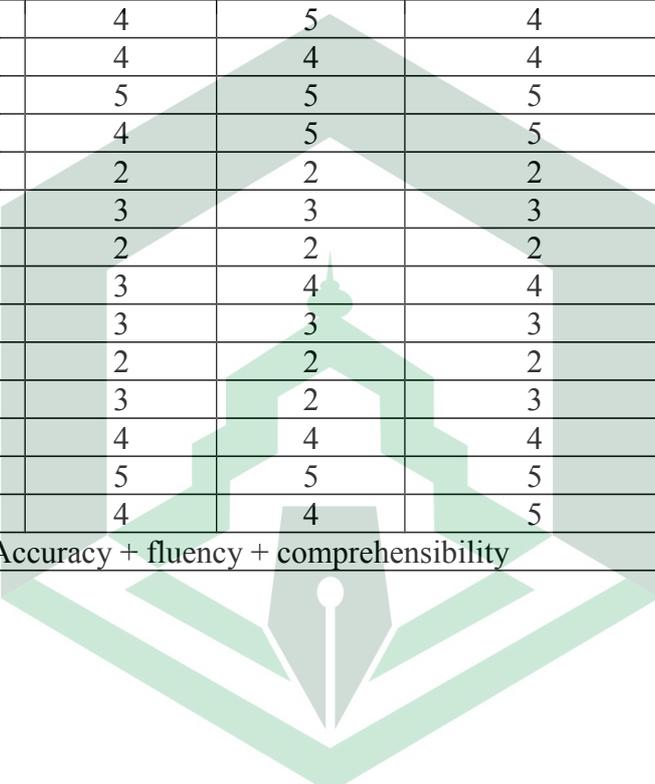
The table. 4.4 explain that the highest score was 83 and the lowes score was 33. There were 2 students got score 83, 1 student got score 78, 3 students got score 72, 1 student got score 70, 2 students got score 66, 2 students got score 55, 3 students got score 50, 4 students got score 44, 2 students got score 33. Calculating the mean score of the students' speaking skill test of cycle 1.

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

$$¿\frac{1.164}{20}$$

$$= 58,2$$

**Table. 4.2**
**The students' accuracy score of cycle I**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | - | - |
| Very good | 5 | 2 | 10% |
| Good | 4 | 5 | 25% |
| Average | 3 | 9 | 45% |
| Poor | 2 | 4 | 20% |
| Very poor | 1 | - | - |

Table 4.1 shows that the students' score in the area of accuracy of test cycle I were varietis. In which none of students got excellent, 2 students got Very good (10%), 5 students got good (25%), 9 students got average (45%), 4 students got poor (20%), and no students very poor classification.

**Table. 4.3**
**The students' fluency score of cycle I**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | - | - |
| Very good | 5 | 4 | 20% |
| Good | 4 | 6 | 30% |
| Average | 3 | 6 | 30% |
| Poor | 2 | 4 | 20% |
| Very poor | 1 | - | - |

The table.4.2 shows that the students' score in the area of fluency of test cycle 1 were varieties. In which none of students got excellent, 4 students got very good (20%), 6 students got good (30%), 6 students got average (30%), 4 students got poor (20%), and none of students got very poor classification.

**Table.4.4**
**The students' comprehensibility score of cycle I**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | - | - |
| Very good | 5 | 4 | 20% |
| Good | 4 | 6 | 30% |
| Average | 3 | 4 | 20% |
| Poor | 2 | 6 | 30% |
| Very poor | 1 | - | - |

The table. 4.3 shows that the students' score in the area of comprehensibility of test cycle I same with area of fluency. In which none of students got excellent, 4 students got very good (20%), 6 students got good (30%), 4 students got average (20%), 6 students got poor (30%), and none of students got very poor classification.

The result observation on the students activities during the teaching and learning process can be seen in the table below:

**Table. 4.5**

**The observation result of students' active participation of cycle I**

| Respondens | Very active | Active | Less active | Not active |
|:---:|:---:|:---:|:---:|:---:|
| R1 | | � | | |
| R2 | | | ▓ | |
| R3 | | ▓ | | |
| R4 | | | | ▓ |
| R5 | | | | ▓ |
| R6 | | | ▓ | |
| R7 | | ▓ | | |
| R8 | | ▓ | | |
| R9 | ▓ | | | |
| R10 | | ▓ | | |
| R11 | | | ▓ | |
| R12 | | | ▓ | |
| R13 | | | | ▓ |
| R14 | | ▓ | | |
| R15 | | | ▓ | |
| R16 | | | | ▓ |
| R17 | | | ▓ | |
| R18 | | ▓ | | |
| R19 | ▓ | | | |
| R20 | | ▓ | | |
| Total | 2 | 8 | 6 | 4 |
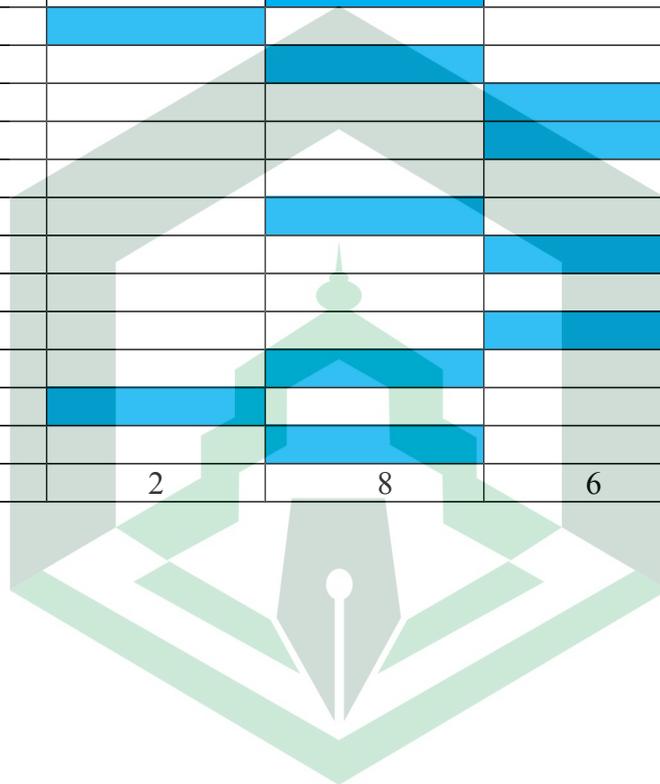
IAIN PALOPO

**Table . 4. 6**
**The percentage of students' active participation of cycle I**

| Classification | Frequency | Percentage |
|---|---|---|
| Very Active | 2 | 10% |
| Active | 8 | 40% |
| Less Active | 6 | 30% |
| Not Active | 4 | 20% |

d. Reflection

From a series of activities which were drawbacks, the researcher concluded several things related to the improvement of teaching, so that the mistake would not be repeated for the next cycle.

The following activities should be carried out were:

1. Teacher should devise lesson plan well, as precisely according to the amount of material that will be taught.
2. Classroom management is maximized over again, so the students do not fuss when the learning takes place.
3. The students should improve their vocabulary, so they can speak well and do not look the paper again.

2. the explanation of cycle II

a. Planning

The researcher hoped in the cycle II the students would be more active in the speaking class than before. The plan in the cycle II was closely same with cycle I. But in the cycle II, the researcher and her collaborator had some different plan as it had been done in cycle I, such as: 1) the researcher should devise lesson plan well, as calculated precisely according to the amount of material that will be taught. 2) classroom management is maximized over again, so that the students do not fuss when the learning takes place. 3) the researcher should repeated the material about advertisement and how to be a good advertiser. 4) the researcher gave different products with the first cycle. 5) the researcher prepared some

vocabularies related to the topic of advertisement. 6) the researcher asked the students to try to advertised without a paper because the teacher want to know to what extent their development in speaking.

b. Action

Firstly the researcher open the class and greeting all of students, and asked their condition about 5 minutes. After that the researcher started to give the students material about advertisement. The researcher repeated how to advertising a products. Then The researcher took some product and showed to all of students. In this cycle, the students should be an advertiser by their own selves. As did not same as cycle I, in cycle I the researcher devided them into some group but in the cycle II they had to came forward and advertise one by one, so they had to mastered about the product that wold be advertised. The products that used in cycle II were tooth paste Pepsodent, Sunsilk Shampoo, Head and Shoulder shampoo, Downy parfume, and Shinzui Body soap. The researcher gave them some words that they could used in advertised, such as:

1. Let me tell you about.....
2. I"m going to tell you about our new product
3. This is our new product
4. It is made of.....
5. It can be used for.....
6. This cost......
7. You can find this at.....

Then the researcher gave the products to all students and gave them 20 minutes to search vocabulary related to the product. After that the students came forward one by one to advertised their product. The resercher and her collaborator perceived their activity and wrote down their score.
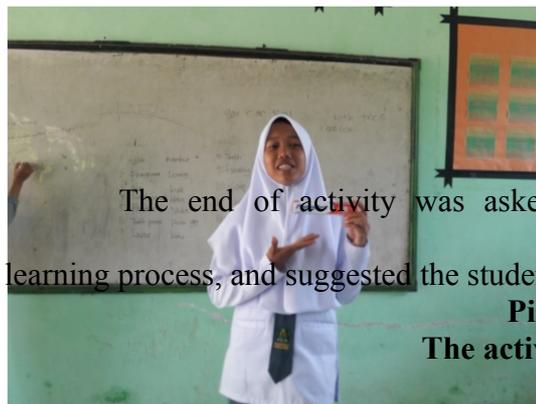
The end of activity was asked the students' difficulties during the learning process, and suggested the students to study hard at home.

**Picture. 4.2**
**The activities in cycle II**

c. Observation

Based on observation activities made by the researcher and collaborators in the first cycle, the researcher and observer observed the learning activity about class condition and students activity in learning process through Advertisement. Observation the students in the cycle II many students very enthusiastic to be an advertiser. Learners were more willing of focused on learning the English language was speaking at this meeting. When evaluation of many of students was capable of great presentation in front of class. They did not read a paper anymore, they tried to memorized the sentences that they had written before.

Based on the result score of the test in cycle II test the observation for clean look at the tables below:

**Table. 4 .7**
**The result of students' scoring of speaking in cycle II**

| Respondents | Three components of Speaking assessment | | | Total | Score of test |
|---|---|---|---|---|---|
| | accuracy | Fluency | comprehensibility | | |

| | | | | | |
|---|---|---|---|---|---|
| R1 | 4 | 4 | 5 | 13 | 72 |
| R2 | 4 | 4 | 5 | 13 | 72 |
| R3 | 3 | 4 | 4 | 11 | 61 |
| R4 | 5 | 5 | 4 | 14 | 78 |
| R5 | 4 | 4 | 4 | 12 | 67 |
| R6 | 4 | 4 | 5 | 13 | 72 |
| R7 | 5 | 5 | 5 | 15 | 83 |
| R8 | 5 | 6 | 6 | 17 | 94 |
| R9 | 5 | 5 | 6 | 16 | 89 |
| R10 | 4 | 5 | 5 | 14 | 78 |
| R11 | 4 | 5 | 5 | 14 | 78 |
| R12 | 4 | 5 | 5 | 14 | 78 |
| R13 | 4 | 3 | 5 | 12 | 67 |
| R14 | 4 | 5 | 5 | 14 | 78 |
| R15 | 4 | 4 | 4 | 12 | 67 |
| R16 | 4 | 3 | 4 | 11 | 61 |
| R17 | 5 | 5 | 5 | 15 | 83 |
| R18 | 5 | 6 | 6 | 17 | 94 |
| R19 | 6 | 5 | 6 | 17 | 94 |
| R20 | 5 | 5 | 5 | 15 | 83 |
| Accuracy + fluency + comprehensibility | | | | 279 | 1549 |

The table above explained that the highest score was 94 and the lowest score was 61. There were 3 students got score 94, 1 student got score 89, 3 students got score 83, 5 students got score 78, 3 students got score 72, 3 students got 67, and 2 of students got score 61

Calculating the mean score of the students' speaking skill test of cycle 1

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

$$¿\frac{1.549}{20}$$

$$= 77,45$$
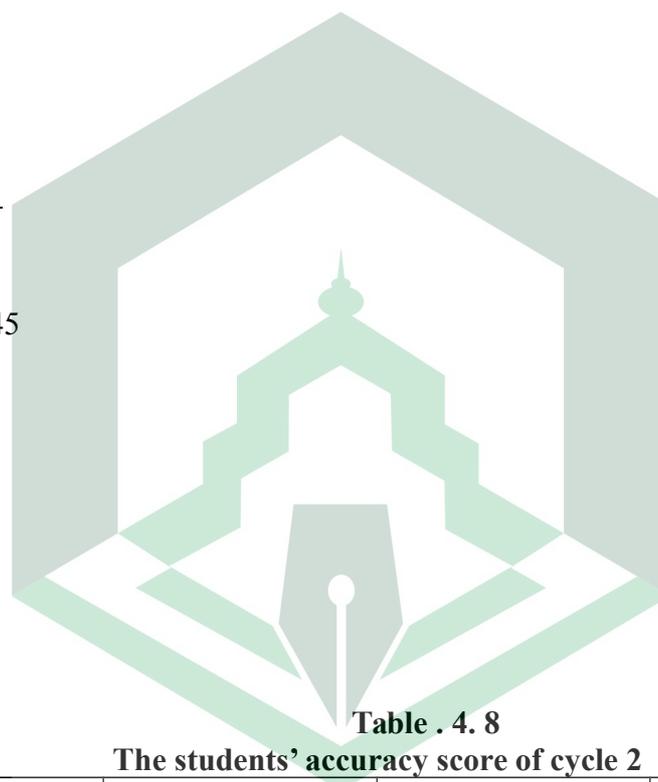
**Table . 4. 8**
**The students' accuracy score of cycle 2**

| Classification | Score | Frequency | Percentage |
|----------------|-------|-----------|------------|
| Excellent | 6 | 1 | 5% |
| Very good | 5 | 7 | 35% |
| Good | 4 | 11 | 55% |
| Average | 3 | 1 | 5% |
| Poor | 2 | - | - |
| Very poor | 1 | - | - |

Table. 4. 6 shows that the students' score in the area of accuracy of test cycle 2 were varietis. In which 1 of students got excellent, 7 students got Very good, 11 students good, 1 students average, none of students got poor and very poor classification.

**Table. 4. 9**
**The students' fluency score of cycle II**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | 2 | 10% |
| Very good | 5 | 10 | 50% |
| Good | 4 | 6 | 30% |
| Average | 3 | 2 | 10% |
| Poor | 2 | - | - |
| Very poor | 1 | - | - |

The table. 4.7 shows that the students' score in the area of fluency of test cycle II were varieties. In which 2 of students got excellent, 10 students got very good, 6 students got good, 2 students got average, and none of students got poor and very poor classification.

**Table. 4.10**
**The students' comprehensibility score of cycle II**

| Classification | Score | Frequency | Percentage |
|---|---|---|---|
| Excellent | 6 | 4 | 20% |
| Very good | 5 | 11 | 55% |
| Good | 4 | 5 | 25% |
| Average | 3 | - | - |
| Poor | 2 | - | - |
| Very poor | 1 | - | - |

The table. 4.8 shows that the students' score in the area of comprehensibility of test cycle were varieties. In which 4 of students got excellent, 11 students got very good, 5 students got good, none of students got average, poor, and very poor classification.

The result observation on the students activities during the teaching and learning process can be seen in the table below.

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**Table. 4.11**

**The observation result of students' active participation of cycle II**

| Students | Very active | Active | Less active | Not active |
|---|---|---|---|---|
| R1 | | X | | |
| R2 | | X | | |
| R3 | | X | | |
| R4 | | | X | |
| R5 | | X | | |
| R6 | | X | | |
| R7 | X | | | |
| R8 | X | | | |
| R9 | X | | | |
| R10 | | X | | |
| R11 | | | X | |
| R12 | | | X | |
| R13 | | X | | |
| R14 | | X | | |
| R15 | | X | | |
| R16 | | | X | |
| R17 | | X | | |
| R18 | X | | | |
| R19 | X | | | |
| R20 | X | | | |
| Total | 6 | 10 | 4 | |

**Table. 4. 12**

**The percentage of students' active participation of cycle I**

| Classification | Frequency | Percentage |
|---|---|---|
| Very Active | 6 | 30% |
| Active | 10 | 50% |
| Less Active | 4 | 20% |
| Not Active | - | - |

**B. Discussion**

Looking at data finding, the researcher presented the discussion of data gave to the students. The students of MAN Suli were low in the cycle 1 than cycle 2. In this case, the writer devided discussion into two parts. Part (1) discussion about data analysis, which intended to find out the effective way in teaching

speaking skill  by using advertisement as media to improve students' speaking skill. It could be identified through the result of cycle 1 and cycle 2. (2) Discussion about the students' participation toward the application of advertisement as media  in teaching speaking skill that could be analyzed from the result of the observation sheet.

The improvement on the students' speaking skill by the application advertisement as media in the case, the researcher discussed the result of the data analysis accordance with the scope of this research . the discussion is intended to know the students' improvement in speaking English by using advertisement as media.

1.   The first cycle

Based on the analysis from  students ' test in cycle 1, the mean score in the first cycle is 58,2, while the minimum mastery criterion (KKM/kriteria ketuntasan minimum) was 65. It means under low minimum  mastery criterion. Based based on observation activities made by researcher and collaborator in the first cycle, they found some weaknesses in teaching speaking by using advertisement as media. In speaking, most of students had difficulties in three components of speaking test, namely accuracy, fluency and comprehensibility. Many students were still confused and got difficulty in using vocabulary and pronuncing words, and there wer missgrammatical.

The students's response in learning English speaking by using advertisement as media relating to the data analysis based on the observation sheet, the researcher presented that the students' participation in learning English speaking by using advertisement as media in cycle I  were low. The condition of students was undiscipline when the students in the learning process. There were

several students came and go out for several times during the learning process, they did not really focused in learning process, they were low of self confidence, when the researcher asked them to stand forward and advertised their product, they just laughed and did not look to the audience, they focused read their paper. Related to the observation checklist to know the students' active participation in speaking English by using advertisement as media in the cycle I, it was found that there were 2 (10%) students were very active in the speaking class by using advertisement as media, the active students were 8 (40%), the less active students were 6 (30%), and there were 2 (20%) students not active during the learning process. The students' score of the test in cycle II should more increased. So the researcher needed to do reflection to get the best way in teaching speaking skill by using advertisement as media.

2. The second cycle

The mean score of students in the second cycle is 77,45. It means students speaking skill in the second cycle improved than cycle I. It indicated that after giving reflection based on observation made by researcher and collaborator the students were easy to understand the lesson. The students had better achievement and the researcher had known that the application of advertisement in teaching speaking skill could improve students speaking skill at the second grade students of MAN Suli.

The teacher as observer also had contributed in improvement of student's spaking in the cycle II. In the reflection of cycle I the teacher gave some input to the researcher in improve students' speaking, such as: 1) the researcher should changed her strategy in teaching learning process so the students more focus during the  learning process. 2) the researcher had to gave some vocabulary

related to the topic. 3) the observer must repeated how to advertise so the students can more understand.

Related to the observation checklist to know the students' active participation in speaking English by using advertisement as media in the cycle II, it was found that there were 6 (30%) students were very active in the speaking class by using advertisement as media, the active students were 10 (50%), the less active students were 6 (20%), and there were no students not active during the learning process.

The students' response in learning English especially in speaking skill by using advertisement related to the data analysis based on the observation sheet, the researcher presented that the students participation in learning speaking had improvement and the students had good response. It can be seen by icrease of their spirit in learning English speaking and the students ' self confidence in speaking English. Observation the students in the cycle II many students very enthusiastic to be an advertiser. Learners were more willing of focused on learning the English language was speaking at this meeting. When evaluation of many of students was capable of great presentation in front of class. They did not read a paper anymore, they tried to memorized the sentences that they had written before.

Based on the result of data analysis, the researcher conclude that the second grade of MAN Suli in learning English especiallyin speaking had good response and interested in learning speaking after the application of advevertisement as media. Therefore the teacher can apply advertisement as media in teaching speaking skill.

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To see clearly the improvement of the students' speaking, the following chart is presented.

**Mean Score**
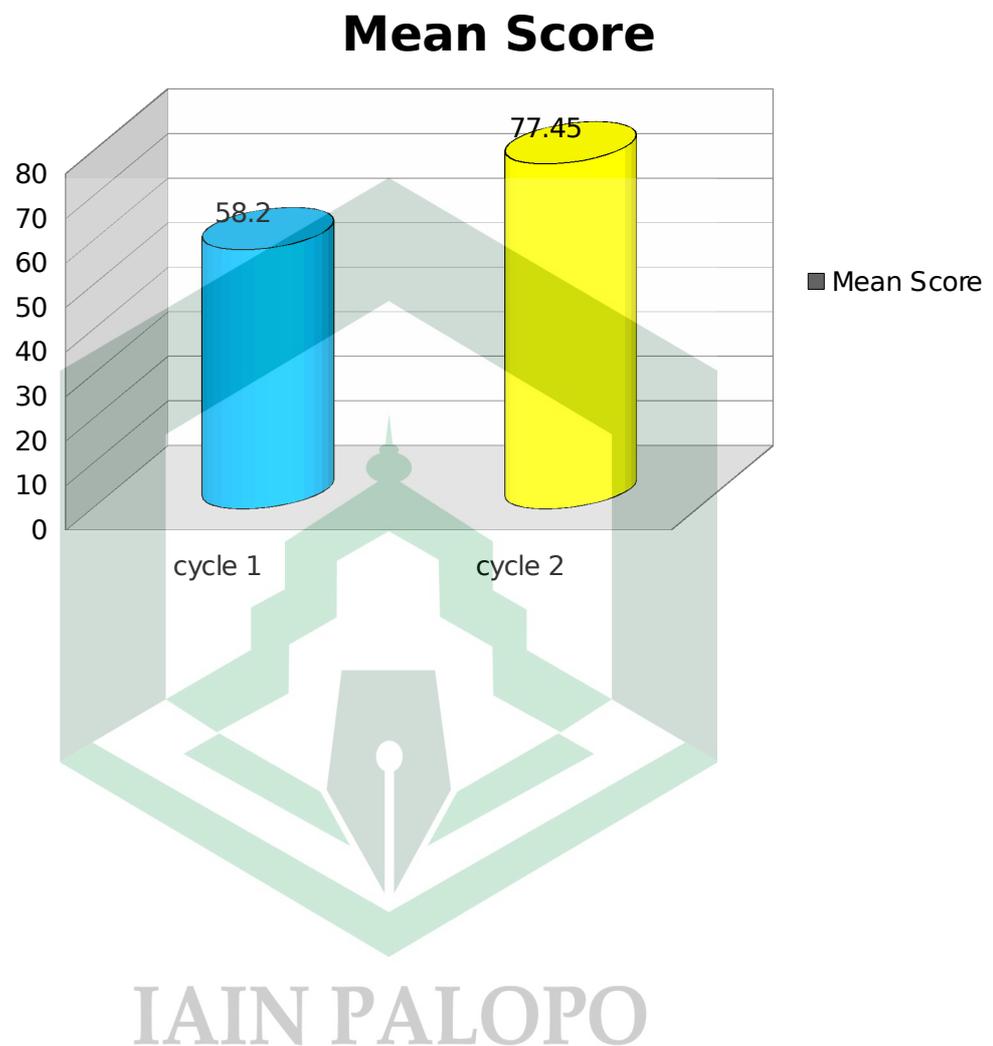
# CHAPTER 5

# CONCLUSION AND SUGGESTION

Based on the findings, data analysis and the discussion in the previous chapter, the researcher then came to the research conclution and suggestion. Both items were presented as follows:

### A. Conclusion

Based on the result of discussion had explained before, there were some conclusions that can be drawn as the answer of the research questions.

The result of the research indicates the effective way in teaching speaking skill by using advertisement as media in the second grade of MAN Suli in the first cycle and the second cycle. In the first cycle, the result of the test showed that the level of students' speaking skill was not improved. There were still some significant weakness in the first cycle that can be seen in the mean score of the test is 58,2. Then in the second cycle, the result of the test showed that the level of students' speaking skill had improved. It can be seen in the mean score of the test is 77,45. It is above the maximum requirement of mastery learning.

The result of the research indicates students' response in teaching speaking skill by using advertisement at the second grade students of MAN Suli. The students' response got improvement in the second cycle than the first cycle. They were more serious in teaching and learning process, although there were some students not really participated.

### B. Suggestions

The researcher hopes the result of the research to be useful for all readers especially for teachers as a guide in teaching speaking and students in developing their speaking skill.

a. For the teacher

1. It is important for the teacher not only to focus on teaching reading, writing and listening but also speaking. Teaching speaking is important especially in foreign language classroom since it is one of the important indicators of the success of teaching foreign language. It provides the students situations which they would face in their daily lives. The teaching and learning of speaking should be delivered in an interesting concept.

2. The teacher should give opportunity to all students to practice their speaking.

3. The teacher uses good method to stimulate students' interest in speaking.

4. The teacher should involve the students actively in the classroom activity.

5. The teacher should give the students motivationin improving their speaking skill.

6. The teacher should be more creative in creating comfortable class in teaching speaking.

b. For the students

1. The students should have strategy to improve their speaking skill.

2. The students should be diligent to practice their speaking skill in English.

c. For the researcher

The researchers in the future are suggested that they develop these research findings to investigate the speaking issues in any level of students, especially senior high school level. Moreover, the use of classroom action research as research design can be first research implication to secure the issues or problem in improving students' ability in speaking.