**USING ADVERTISEMENT TO IMPROVE THE**

**SPEAKING ABILITY OF THE SECOND YEAR STUDENTS OF SMAN 5 MAKASSAR**

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**Abstract**

Speaking is one of the most difficult skills for students of Senior High School. The difficulties faced by students lead to two factors; external factor and internal factor. The external factor, such as: the teacher, the classroom environment, the activities and materials, the relevance and feedback. The internal factor, such as: The goal setting, expectancy, and self confidence. Therefore, the problem statements of this research are (i) Is the use advertisement effective to improve the speaking ability of the second year students of SMAN 5 Makassar? (ii) Is advertisement effective to rise the interest on speaking ability of the second year students of SMAN 5 Makassar? The objectives of this research are (i) to find out whether the use advertisement is effective to improve the speaking ability of the second year students of SMAN 5 Makassar, (ii) to find out whether advertisement is effective to rise the interest of speaking ability of the second year students of SMAN 5 Makassar. This research employed pre-experimental design with one group of pretest and posttest design. The population of this research was the second year students of SMAN 5 Makassar in academic 2015/2016. This research used cluster random sampling. The sample of this research consisted of 36 students in class XI IPA 4. Research instruments used to collect the data in this research namely speaking test (pretest and posttest) and questionnaire. The data were analyzed by using scoring the students’ test, and percentage of students’ interest. The result of this research shows that (i) the use advertisement is effective to improve the speaking ability of the second year students of SMAN 5 Makassar. It can be seen that “t” with significance level 5% and degree of freedom 35 is 2.030, while the T-score is 89.13. This research indicated that Alternative Hypothesis (H₁) is accepted and Null Hypothesis (H₀) is rejected, because the students test (t₀) is higher than t-table (tt). (ii) Advertisement is effective to rise the interest on speaking ability of the second year students of SMAN 5 Makassar. It can be seen that the students’ percentage response from questionnaire shows that 38.9% very high interest and 52.8% high interest, and 8.3% moderate and the mean score is 81.05.

**Key words**: *Speaking Skill, Advertisement*

1. **Introduction**

English is language which is used as the global language, as international language of business and politics, and as international language in education. Nowadays, the ability in English is really needed either passively or actively. Passive English ability means an ability which someone can receive messages from someone’s utterances or writing in English. Meanwhile, active English ability means an ability which someone to use and practice English actively. In teaching English has identified four skills as of paramount importance. The four skills are listening, speaking, reading, and writing (Brown 2000: 232). Listening and reading are input skills while speaking and writing are output skills. These four English skills must be mastered for the students in schools and universities gradually.

Speaking is a crucial part of second language learning and teaching. The main goal of speaking class is to make the students to communicate in English. Students should try to avoid confusion in the message due to faulty pronunciation, grammar, vocabulary, and to observe the social and cultural rules which is apply in each communication situation. As Nunan emphasized (1995) that most people, mastering the art of speaking is single most important aspect of learning as second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

There are two factors that might be matters for students to be orally involved in communicative class; *linguistic factor* (external factor) and *non linguistic factor* (internal factor). As the researcher recognizes that linguistic factor is lack of speaking skills as less vocabulary, pronunciation, grammar, and social context of culture situation. Non linguistic factor is lack of speaking confidence, shy, nervous, afraid of mistake, etc. It is as stated to Mary (1999:20) in her article that speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

There are some problems for teachers in teaching speaking. First is lack ability of the teachers in design the materials. The limited of teaching techniques and media (used traditional methods in teach speaking like teacher gave the material and explained it, gave examples and exercises) made students bore and lazy then they gave minimal act in producing oral passage of English. Sometimes, a teacher cannot create an atmosphere where students have to speak. Although, some students could practice spoke English, some other students did not participate in the tasks because students could understood the instruction of teacher. Thus, students mostly sat at the backside in the class. Therefore, a teacher must be able to create an effective learning. Teachers must be able to create an atmosphere and activity where students are expected to speak. The atmosphere can be in the form of contextual activities like role plays, dialogues, monologues, and playing games. A teacher must be creative in design the activity.

Second is lack of ability for the teachers in motivating the students. Motivation is very important. It was difficult to apply the learning activities for the students without motivation. Students were feel confused how is to speak and remembered things or some words. A teacher is a motivator and facilitator which is an important role in directing the students’ activities to achieve the learning goals. Teachers needed visual aid to help the students to understand the materials, to stimulate and guide them in speaking. It is as stated to Nunan (1991:51) that the teachers have to be patient in stimulating the students to practice the speaking skill and will be facilitated when the students are actively engaged in attempting to communicate.

Many kinds of visual media as means of communication in teaching learning process in the class. Based on Miarso’s opinion, it can be concluded that visual media are instruments that really can help students improving their speaking abilities. Visual media can be found everywhere in our daily lives easily like in advertisement, photographs, newspapers, magazines, pamphlets, flashcards, and so on. It is as stated to Richard (1996:2) that communication is means not only speech or pictures, but any way one person can pass information, ideas or feelings to another. Thus communication used all of the senses: smell, touch, taste, sound, and sight. Of the five, only two are really useful in advertisements is sound and sight.

In teaching learning process, particularly in teaching speaking, advertisement can be used as teaching media, techniques and materials. Besides, advertisement is means to rise the stimulus and motivation of students and teaching learning process is more effective, efficient, and creative thus it gave feedback or response among the students and the teacher.

By looking at the background above, the issues are compelled by the writer to examine the problem by taking the title "Using Advertisement to Improve the Speaking Ability of the Second Year Students of SMAN 5 MAKASSAR”

1. **Research Questions**

Based on the background above, the research questions can be formulated are as follows:

1. Is the use advertisement effective to improve the speaking ability of the Second Year students of SMAN 5 Makassar?
2. Is advertisement effective to rise the interest on speaking ability of the Second Year Students of SMAN 5 Makassar?
3. **Literature Review**

*1. Speaking*

There are lots of experts who give definition of the term “speaking”. In this section, the writer points out several definitions of this term by some experts. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form are meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Speaking is the productive skill in the moral mode. It like the other skills is more complicate than it seems at first and involves more than just pronouncing words. Clark & Clark (1977) stated that speaking is fundamentally an instruments act. Speakers talk in order to have some effect on their listeners. They assert things to change their state of knowledge. They ask them questions to get them to provide information.

Speaking is means of oral communication in giving ideas or information to others. It is the most essential way in which the speaker can express himself through the language. According by Matt stated that Speaking in tongues is the New Testament phenomena where are person speaks in language that is unknown to him. This language is either the language of angels or other early language (1 Cor.13:1). Speaking is also a multi-sensory activity because it involves paralinguistic features such as eye-contact, facial expressions, body language, tempo, pauses, voice quality changes, and pitch variation (Thornbury, 2005, p.9) which affect conversational flow. It seems that culture is integral in how speaking is constructed which has implications for how English speaking is taught and learned.

1. Types of speaking skill

According to Nunan (1991b:20-21), types of oral language:

1. Monologue
2. Planned
3. Unplanned
4. Dialogue
5. Interpersonal (unfamiliar and familiar)
6. Transactional (unfamiliar and familiar)
7. Types of classroom speaking performances

According to Brown (2000:271) states that there are six types of classroom speaking performance. These six categories apply to the kinds of oral production that students are expected to carry out in the classroom.

1. Imitative
2. Intensive
3. Responsive
4. Transactional language (dialogue)
5. Interpersonal (dialogue)
6. Extensive (monologue)
7. Elements of speaking

According to Haris (1984) states that there are some elements involved in English speaking particularly. Here are as follows:

1. Pronunciation
2. Fluency
3. Vocabulary
4. Grammar
5. Comprehension
6. Accuracy

Heaton in Bahar (2016) mentioned some elements of speaking. They are:

1. Accuracy. This has got 3 components:
	1. Pronunciation
	2. Vocabulary
	3. Grammar
2. Fluency
3. Comprehensibility
4. Pairwork and groupwork

Richard et al in Saswedi (2004:3) on communication between teacher-students interaction find that one form of the teacher-students interaction is through pair work. His argument related in a book “Games for Language Learning” which is explained pair work. Pair work is easy and past to organize and control. It provided opportunities for intensive listening and speaking practice.

Richard et al (1985) stated that group work is a learning activity which involves a small group of learners working together. Doff (1988) points out that group work in learning is not a teaching “methods” but a way of organizing the class. It can be used for many different kinds of activities and are naturally more suitable for some activities than for others. Group work is gave students far more chance to speak English, and group work encouraged students to share ideas and knowledge.

*2. Advertisement*

Richard’s (1996:910) article explained that one definition of advertisement is: “advertisement is the non personal communication of information usually persuasive in nature about products, services or ideas by identify sponsors through the various media”. While Guinn, Allen, and Semenik (2003:13) in a little book of *Advertising and Inetegrated Brand Promotion* stated that “communication is a fundamental aspect of human existence, and advertising is communication”. Suhandang (2005:24) stated that in communicaton, advertising is process or communication activity which is involved by the sponsors. Thus, Lasswell in Mulyana’s article (2001:03) stated that advertising is process communication which is included five major elements (communication, message, media, communicant, and effect).

* 1. Types of advertisement

Hoffman and Novak (1996:25) stated that advertisements divided into two types, are free advertisements and pay advertisements. Free advertisements is advertisement which is not needed costs in its installation and we can get free advertisements in any places. Pay advertisements is advertisement which is needed the cost in its installation. Pay advertisement included commercial advertisements and non commercial advertisements. Where, commercial advertisements is advertisement which is offering goods and services. While, non commercial advertisements is also called as social advertisements or advertisement of society service which is aimed to get attainment of condition that have better life (according to advertiser). Commercial advertisements and non commercial advertisements are includes print media (print advertising) and electronic media (electronic advertising). Print media involves newspapers, magazines, etc.

* 1. Advantages of advertisement
1. In general

Monlee and Carla (2007:353) stated that there are two advantages of advertisements:

1. Advantages to consumers; informs the consumer about qualities and price of goods and this makes purchasing easy for the consumers.
2. Advantages to society; increases employment opportunities in the society and indirectly.

Shaw (2004:23) stated that benefits of advertisements, are:

1. Benefits of advertisements for the business
2. Benefits of advertisements to the consumers
3. Benefits of advertisements for the society
4. In teaching learning process particularly speaking skill

Kusumawati (2010:82) stated that there are some advantages of using advertisements as media in teaching and learning English, they are:

1. Can stimulate and motivate students to become more observant and express themselves.
2. Is inexpensive, many even be free, and fairly easy to locate.
3. Can be used by individuals or in groups.
4. Can be displayed for as long as necessary so pupils can work at their own rate.
5. Is up to date and can bring reality into the classroom.
6. Can be used to introduce, supplement, or summarize at unit.
7. Enriches reading and can help clarify misunderstanding.

Syaifullah (2008:29) stated that advantages of advertisements in teaching and learning English, are:

1. Advertisement can be used in many ways at all level of instruction and in all disciplines.
2. Advertisements is help the students to retell experience or understand something since they can represent places, objects, people, etc.
3. Advertisements contribute the interest and motivation, a sense of context of the language, and a specific reference point or stimulus. It can be useful on emphasizing the teaching of writing and speaking, listening and reading integratedly.
4. The most benefit of advertisements can make is to contribute to the student’s understanding of a more general context which may be made up of advertisements, the teacher’s actions, the student’s actions, sound effects and words.
5. Students can hone their analytical skills by analyzing advertisements as media using the theories and concepts they are studying.
6. Students can experience worlds beyond their own, especially the advertisements as media is sharply different from their local environment.
7. **Research Methods**

The design applied in this research is pre-experimental with one group pretest-posttest design. The subjects of this research were the second year students of SMAN 5 Makassar in academic year 2015/2016 which selected class XI IPA 4 and consisted of 36 students. The place of research is chosen because the school still uses the curriculum of 2006 (KTSP) in the second year students which appropriate with curriculum in this research. The technique of gathering the sample was cluster random sampling technique.

The instrument used to collect data consists of speaking test and questionnaire. The test consists of pretest and posttest. The form of speaking test was oral production test, namely student’s performance individually, group, and a pair in front of class in form of presentation. The pretest was given for the students by asking the students to tell their good experiences in their own words and answer some questions. The posttest was taken when the students performed in front of the class by groups and pairs in treatment. The scoring of the test provided a measure of quality of performance on the basis of six criteria: pronunciation, vocabulary, fluency, accuracy, comprehensibility, and grammar. The questionnaire items qualified by using Likert Scale with 2 opposite responses, namely: positive responses scored 5-4-3-2-1 and negative responses scored 1-2-3-4-5. The indicators of interest which used to make questionnaire are: strongly agree, agree, undecided, disagree, and strongly disagree.

The treatment is used advertisement for eight meetings. The implementation of research will took place on 27th July until 20th September 2016. There will be eight meetings.

The data of the students’ speaking skill collected in line with the instruments (pretest and posttest) and analyzed using:

1. **Category of students’ speaking ability**
2. Scoring the student’s correct answers of pretest and posttest
3. Classifying scores of the students based on the criteria.
4. Tabulating the scores of students’ speaking test results in using analyzed rating scale.
5. Calculating the best result of speaking:
	* + 1. Mean Score
			2. The formulation of T-score
		1. **Category of Students’ Interest**

The result of the questionnaire is descriptively and statistically described. It was presented and processed by calculation percentage formula.

1. **Results and Discussion**
2. *Students’ Speaking Skill*
3. Frequency and percentage of the students speaking score in pretest and posttest.

The result of the pre test, after combined the four components of speaking; pronunciation, grammar, vocabulary, fluency, comprehension and accuracy, the researcher concluded that the result of speaking ability can be seen in the following table:

Table 4.1 The Frequency Distribution of Students’ Speaking Pretest of the Second Year of SMAN 5 Makassar in Academic Year 2015/2016

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO | SCORE | FREQUENCY | PERCENTAGE(%) | CATEGORY |
| 1. | 96-100 | 0 | 0 | Excellent |
| 2. | 86-95 | 0 | 0 | Very good |
| 3. | 76-85 | 2 | 5 | Good |
| 4. | 66-75 | 21 | 58 | Fairly good |
| 5. | 56-65 | 8 | 22 | Fair |
| 6. | 36-55 | 5 | 14 | Poor |
| 5. | 00-35 | 0 | 0 | Very poor |
| TOTAL | 36 | 100 |  |

Table 4.1 presents the percentage and the frequency of the students’ pretest scores shows that none (0%) of students got excellent and very good score, there were 2 (5%) students got good scores, 21 (58%) students got fairly good scores, 8 (22%) students got fair scores, 5 (14%) students got poor scores, and there was none (0%) students got score with classified very poor. From the result, it can be concluded that most of the students got fairly good scores in pretest (see appendix 5 table 4.1.1 page 109 and table 4.2.1 page 111 “result of students’ pre-post test scores”).

Table 4.2 The Frequency Distribution of Students’ Speaking Posttest of the Second Year of SMAN 5 Makassar in Academic Year 2015/2016

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| NO | SCORE | FREQUENCY | PERCENTAGE(%) | CATEGORY |
| 1. | 96-100 | 1 | 2 | Excellent |
| 2. | 86-95 | 2 | 5 | Very good |
| 3. | 76-85 | 23 | 64 | Good |
| 4. | 66-75 | 10 | 28 | Fairly good |
| 5. | 56-65 | 0 | 0 | Fair |
| 6. | 36-55 | 0 | 0 | Poor |
| 7. | 00-35 | 0 | 0 | Very poor |
| TOTAL | 36 | 100 |  |

Table 4.2 reveals the percentage and the frequency of the students’ posttest scores shows that one (2%) of student got excellent score; there were 2 (5%) of students got very good scores, 23 (64%) of students got good scores, 10 (28%) of students got scores with classified fairly good, and none (0%) students got score with classified fair, poor and very poor. From the result, it can be concluded in experimental, one of the students got excellent and most of the student got good scores in posttest (see appendix 5 table 4.1.2 page 110 and table 4.2.1 page 111 “result of students’ pre-post test scores”). Based on the description of the speaking in pretest and posttest result as show in table 4.1 and 4.2 the rate percentage in the posttest was higher than the rate percentage in the pretest.

1. The mean score and standard deviation of pretest and posttest

After calculating the result of the students’ pretest and posttest, the mean score and standard deviation were presented in the following table:

 Table 4.3 the mean score and t-test of students’ pretest and posttest

|  |  |  |  |
| --- | --- | --- | --- |
| No | Group | Mean Score | Standard Deviation |
| Pretest | Posttest | Pretest | Posttest |
| 1. | Experimental | 13.5 | 23.75 | 1.859 | 2.047 |

Table 4.3 shows that the mean score of pretest is 13.5 with standard deviation is 1.859 while the mean score in posttest improve to 23.75 with standard deviation is 2.047.

1. Test Significance

To find out the degree of freedom (df), the researcher used the following formula:

df = N-1

df = 36-1

df = 35

For the level of Significance (p) = 0.05 and df = 35, then the value of the t-table = 2.030 (see Appendix 6 “distribution of t- table) and t-test is 89.13. From the T distribution, it is found that t-table for t 0.05 = 2.030 thus, t count > t table = 89.13 > 2.030. T-score is greater than T-table. It means that there is a significant difference between the pretest and posttest of the students in Speaking skill before and after using advertisement. In other words, the alternative hypothesis (H₁) is accepted and the null hypothesis (H₀) is rejected. Thus, the alternative hypothesis (H₁) says that the advertisement in teaching and learning speaking is accepted and effective.

Related to the question of the study, thus, the main objective of the research had been known that the use advertisement is effective to improve the speaking skill of the second year students of SMAN 5 Makassar. In order to gain the objectives of the study, the researcher conducted an experiment in a pre-test and post-test design. The research procedures done during teaching and learning process were divided into three steps. First step was preliminary study in which the researcher conducted the preliminary study to know the students’ speaking ability by administrating pretest. The second step was giving treatment to the students. The treatment here was teaching speaking by using advertisement. The last step was giving posttest. In the posttest, the students were given a test to know their speaking ability after they were treat by using advertisement as media.

Based on the results of the statistical computation using T- test, the results show that there is significant difference between pre-test and post-test score. It proved by the mean score of the students’ pretest is 13.5 and the mean score of the students which is taught by using advertisement was 23.75. It means that the mean score of posttest is higher than pretest of the students. The result of T- test is 89.13. If the T- test is compared to T- table with the degree of freedom 35 as stated in hypothesis testing, the T- test 89.13 is higher than the T-table 2.030. Therefore, based on the hypothesis testing, the H₁ is accepted and the H₀ is rejected, the theory is verified.

1. *Students’ Interest*

The percentage of students’ interest in learning speaking using advertisement, it can be seen in the following table:

Table 4.5 Percentage of Students’ Interest in Advertisement

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Interval | Categories | Frequency | Percentage (%) |
| 1.2.3.4.5. | 85-10064-8452-6836-5120-35 | Very highHighModerateLowVery low | 1419300 | 38.952.88.300 |
| Total | 36 | 100 |

The result indicated that 14 (38.9%) students were “very interested”, 19 (52.8%) students were “interested”, 3 (8.3%) students were “moderate”, none (0%) was “uninterested” and none (0%) was “very uninterested”. It means that all of the students were interested in learning English by using advertisement. This conclusion is supported by the mean score of students’ interest using advertisement show by the data above, which is 81.05 classified into very interested.

The data obtained from the questionnaire score of the students were analyzed, interpreted, and processed by calculation percentage formula. The results were used to answer the research questions/problem statement; that advertisement is effective to rise the interest on speaking ability of the Second Year Students of SMAN 5 Makassar.

There were several factors influencing the result of experimental. Firstly, in this media can help the students to see connection between prior knowledge and new information, which helps them to transfer what they learn from the material and apply it to new situations. Second, the student’s interest in Speaking skill is increased. It gives the positive interest to the students/can be known from the questionnaire which is distributed to the students related to the experimental research. Third, the students to be more creative construct the information in their mind, their prior knowledge to comprehend the material. Then another factor, that the students easy to communicate and present the information which they get from the material using advertisement in learning in dialogues.

1. **Conclusion**

Based on the research findings and discussion in the previous chapter, the study has come out with the following conclusions:

1. Students’ Speaking Skill

Based on the results of the statistical computation, it showed that there is significant difference between pre-test and post-test score. It proved by the mean score of the students’ posttest is (23.75) and T-test is 89.13 for experimental. In hypothesis testing, T-test is higher than t-table (2.030) with the degree of freedom is 35. This means that using advertisement is effective to improve the speaking ability of the second year students of SMAN 5 Makassar

1. Students’ interest

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Based on the result of percentage of the students, it showed that there is 14 (38.9%) students is very high and 19 (52.8%) students is high of the interest. Thus, the mean score of students is 81.05 classified into very interested. This means that most of the students were interested in learning speaking by using advertisement.

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