

CHAPTER II

LITERATURE REVIEW

A. Operational Definition of Terms

1. English Speaking

Several experts define speaking. As Widdowson explains, speaking is "the physical embodiment of an abstract system."⁹ In other words, speaking is the physical realization of ideas, concepts, and assumptions that exist in the human schema. Speaking transforms abstract ideas into sounds and utterances that form meaning. Furthermore, speaking is the use of language to communicate with others.¹⁰ It involves two or more people and the participants as listeners and speakers need to respond quickly to everything they hear, thus ensuring that each participant has the intended meaning.

According to Bayley, speaking is an interactive process in which speakers attempt to construct meaning through the production, reception, and processing of information.¹¹ Agreeing with Siahaan, speaking is a linguistic ability that is useful.¹² That is, effective communication depends on one's ability to produce sounds that have meaning and can be understood by others.

Some of these theories suggest that communication and speaking skills are related. Speaking is the ability to express ideas, thoughts, and feelings through language in a way that allows one to exchange knowledge and information with other communicators.

⁹ H. G. Widdowson, *Teaching Language as Communication* (OUP Oxford, 1978).

¹⁰ Glenn Fulcher and Rosina Márquez Reiter, "Task Difficulty in Speaking Tests," *Language Testing* 20, no. 3 (July 1, 2003): 321–44, <https://doi.org/10.1191/0265532203lt259oa>.

¹¹ Kathleen M Bailey, "Practical English Language Teaching: Speaking," 2007.

¹² Siahaan, S. 2008. *The English Paragraph*. Yogyakarta: Graha Ilmu

2. Components of Speaking

According to Brown, Five components of language affect speaking ability, namely pronunciation, grammar, vocabulary, fluency, and comprehension.¹³ The five components are presented below:

1) Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sound patterns vary in language.

1) Grammar

It is needed for students to arrange a correct sentence in conversation. Grammar is the sound and the sound patterns, the basic units of meaning, such as words, and the rules to combine them to form new sentences. Therefore, grammar is very important in speaking because if the speakers do not master grammar structure, they cannot speak English well.

2) Vocabulary

One cannot communicate effectively or express their ideas in both oral and written form if they do not have sufficient vocabulary. So, vocabulary means the appropriate diction that is used in communication. The function of grammar is to learn the correct way in a language in oral and written form

3) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency is one activity of producing words orally. It means that fluency is important to the capability of other components of speaking.

4) Comprehension

In speaking, comprehension is the power of understanding an exercised aimed at improving or testing one understanding of a language in written or spoken.

¹³ Brown, H.D. & Abeywickrama, P. (2010). Language assessment: principles and classroom practice (2nd ed.). New York: Pearson Education Inc.

In this study, we focus more on grammar because good grammar in speaking is very important because it helps convey messages clearly and accurately, prevents misunderstandings in communication, and increases credibility in formal situations.

3. Teaching Micro-Skills of Speaking

This research uses micro-skills to measure students' speaking. With micro-skills, it can be seen where the limitations of students' understanding of speaking skills lie. By focusing more on grammatical uses, as it happens in the field, most students can master vocabulary well but cannot compose perfect sentence structures. Luthfi Yahya's research states that Micro skills in speaking refer to the smaller, specific skills required for language production and expression.¹⁴ These skills focus on the basic building blocks of language and enable speakers to construct coherent messages.

One of the most important micro-skills in speaking is the use of grammar. It helps ensure that the message is conveyed clearly, without proper grammar, sentences become unclear or meaningless, prevents misinterpretation, and increases confidence because when someone has mastered and applied grammar, he will be more confident in communicating because he realizes that the message conveyed will be clearly understood by the interlocutor.

English language learning applied at ITTC Gontor for Girls Campus 2, is one of the compulsory curricula that must be learned, although, in the learning process, there are some difficulties because it cannot be learned naturally as a native language. Therefore, the role of a teacher is very important, especially in teaching procedures.

Procedures are specific actions or activities that need to be performed in a standardized (same) way to produce the same conditions and results consistently. The opening, during teaching, and after teaching are all part of the teaching process. Procedures are used by Richards and Rodgers

¹⁴ "Luthfi Yahya Chapter II.Pdf," n.d.

in Brown for the methods, procedures, and concrete actions used in language teaching. Factors of Speaking Effectiveness

Educators need to understand the factors that affect their students' speaking performance to help them overcome speaking difficulties. Tuan and Mai explained that students' speaking performance can be influenced by factors derived from performance conditions (time pressure, planning, performance standards, and amount of support), affective factors (such as motivation, confidence, and anxiety), listening ability, Topic Knowledge and feedback during speaking activities.¹⁵

1) Performance Conditions

Students work in groups to complete speaking tasks in a variety of situations. In other statement according to Nation & Newton speaking performance can be affected by performance situations. The four types of performance conditions suggested by Nation & Newton include time pressure, planning, performance standards, and amount of support.¹⁶

2) Affective Factors

One of the factors that influence the failure of a lesson can be influenced by the affective side. In other statement according to Krashen stated in his research over the past decade that most of the factors that affect the effectiveness of learning are motivation, confidence, and anxiety.¹⁷

3) Listening Ability

Doff explained that speaking skills cannot be developed without the development of listening skills.¹⁸ For a conversation to be successful,

¹⁵ Nguyen Hoang Tuan and Tran Ngoc Mai, "FACTORS AFFECTING STUDENTS' SPEAKING PERFORMANCE AT LE" 3, no. 2 (2015).

¹⁶ Jonathan M. Newton and I. S. P. Nation, *Teaching ESL/EFL Listening and Speaking*, 2nd ed. (New York: Routledge, 2020), <https://doi.org/10.4324/9780429203114>.

¹⁷ Stephen D. Krashen, *Principles and Practice in Second Language Acquisition*, 1st ed, Language Teaching Methodology Series (Oxford ; New York: Pergamon, 1982).

¹⁸ Adrian Doff, *Teach English Trainer's Handbook: A Training Course for Teachers* (Cambridge University Press, 1988).

students must understand what is being said. Shumin shares Doff's idea that when someone speaks, the other person will respond by paying attention through the listening process, in fact, every speaker has the role of both speaker and listener. Therefore, a person will not respond if he does not understand what is being said. It can be concluded that speaking is closely related to listening.

4) Feedback during speaking activities

Most students expect their teachers to give feedback on their performance. However, all speaking productions do not have to be handled in the same way, because the learning process has different performances. In other statement As Harmer explains, a teacher's decision to assess a student's performance depends on the stage of the lesson, the activity, the type of mistake made, and the particular student who made the mistake.¹⁹ If students are corrected all the time, it can be demotivating, and become afraid to speak. In line with Baker & Westrup, they suggest that teachers correct students' mistakes in a positive way and with encouragement.²⁰

Based on the above, performance conditions (such as time constraints, preparation, performance standards, and level of support) and affective elements (such as drive, confidence, and anxiety) are factors that affect speaking ability. Listener comprehension, expertise in the subject matter, and comments during speaking practice.

4. Types of Speaking

Speaking is a way of conveying ideas or information to each other. Professional teachers must be able to optimize learning so that students can learn effectively during speaking classes. In learning to speak, basic types of speaking are needed, H. Douglas Brown classifies speaking skills in

¹⁹ Joanna Baker and Heather Westrup, *Essential Speaking Skills* (A&C Black, 2003). Harmer, J. (1991). *The practice of English language teaching* 3rd edition. Harlow: England Pearson Education.

²⁰ Baker, J., & Westrup, H. (2003). *Essential speaking skills*. A&C Black.

second language acquisition into five types: imitative, intensive, responsive, interactive, and extensive speaking. Each category represents a different level of complexity and interaction, contributing to the gradual development of a learner's communicative competence.²¹

1) Imitative Speaking

The most fundamental type is imitative speaking, in which learners merely repeat or mimic words and phrases without necessarily understanding their meaning. The primary objective at this stage is to develop pronunciation accuracy, intonation, and rhythm, often through drilling techniques or repetitive practice. Learners engage in activities such as repeating after an instructor or mimicking audio recordings of native speakers. A common example includes the teacher saying “*Good morning,*” and the learner simply repeating it verbatim. Additionally, exercises focusing on minimal pairs, such as *ship* vs. *sheep* or *bat* vs. *bet*, help learners distinguish phonetic nuances essential for accurate pronunciation.

2) Intensive Speaking

As learners progress, they engage in intensive speaking, which involves more controlled speech production with an emphasis on phonological and grammatical accuracy within structured contexts. Unlike imitative speaking, this type necessitates a certain degree of linguistic comprehension and manipulation. Activities within this category include reading aloud with appropriate intonation, sentence completion tasks, and sentence transformation exercises. For instance, if a teacher presents the sentence “I eat an apple,” learners may be asked to convert it into the past tense, yielding “I ate an apple.” These activities reinforce syntactic structures while improving articulation and fluency in a controlled manner.

²¹ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (Longman, 2004).

3) Responsive

The subsequent level, responsive speaking, involves short conversational exchanges where learners provide brief but meaningful responses. Unlike the previous categories, responsive speaking requires learners to engage in contextually appropriate interactions, often in the form of question-and-answer dialogues. Common examples include responding to greetings or simple inquiries, such as:

Teacher: "How are you today?"

Student: "I'm fine, thank you."

Additionally, activities involving yes/no questions and situational responses fall within this category. This stage is crucial for preparing learners for real-world communication by fostering spontaneity and comprehension in brief exchanges.

4) Interactive Speaking

At a more advanced level, interactive speaking involves sustained two-way communication, in which learners must negotiate meaning, seek clarification, and construct responses beyond simple exchanges. Unlike responsive speaking, interactive speaking is characterized by longer, more complex discourse, requiring active engagement in turn-taking and meaning construction. A common example is a classroom discussion or a role-playing scenario, such as ordering food at a restaurant:

A: "Excuse me, I'd like to order a burger, please."

B: "Sure! Would you like fries with that?"

A: "Yes, and I'd like a soda too."

Other activities, such as peer interviews, problem-solving discussions, and collaborative projects, fall under this category. Interactive speaking is crucial for developing conversational competence, as learners must comprehend input, formulate appropriate responses, and adjust their speech in real-time.

5) Extensive Speaking

The most advanced category is extensive speaking, which involves long-form monologues with minimal or no direct interaction from interlocutors. At this stage, learners are expected to produce structured, coherent, and extended speech in the form of presentations, storytelling, or academic discussions. An example of extensive speaking includes a student narrating a personal experience: “Last summer, I went to Bali with my family.

We visited many beautiful places, such as the beach and the temples. It was an amazing trip!” Alternatively, learners may engage in persuasive speech or argumentative discourse, such as: “In my opinion, climate change is a critical issue that must be addressed immediately. One major contributing factor is deforestation, which increases carbon emissions and accelerates global warming.” This level of speaking requires learners to organize their thoughts logically, use appropriate discourse markers, and employ a wide range of vocabulary.

By understanding and implementing these categories, educators can design more effective pedagogical strategies to facilitate learners' communicative competence development systematically and progressively.

5. Assessment of Speaking

Nunan believed that to talk, a person needed to be proficient in grammar and structure, have a large enough vocabulary, and be able to articulate sounds correctly.²² The main keys that must be assessed in speaking, such as:

²² Luoma.Nunan, D. (1999). *Second Language Teaching and Learning*. USA: Heinle.

1) Grammar

Test-takers are assessed on their ability to develop, control, and use language effectively and accurately, as well as their ability to talk without making grammatical mistakes.

2) Vocabulary

The range, accuracy, and way in which test-takers use vocabulary in a conversation express the extent of their proficiency.

3) Comprehension

Be aware of the context of the conversation and be able to respond appropriately to the question.

4) Fluency

Language fluency is a sign of well-delivered speech production during conversation. confidence when giving a speech and the ability to speak on a specific topic without much hesitation when choosing words.

5) Pronunciation

Pronunciation examines how often pronunciation errors occur and how they interfere with communication assessment criteria. The participant's task is to complete the instructions given during the speaking test. Louma explained that speaking test results should, like any other test results, be reliable, fair, and most importantly, useful for their intended use.²³

This research focuses on grammar assessment in speaking skills on the material of tenses is a fundamental aspect of language learning research. Tenses play an important role in ensuring the accuracy of sentence structure as well as fluency in oral communication. This study aims to analyze how the understanding and application of tenses in speaking affects the clarity of the message conveyed and how grammar assessment can contribute to the improvement of learners' speaking skills.

²³ Sari Luoma, *Assessing Speaking* (Cambridge University Press, 2004).

This study employs a testing technique in the form of a speaking assessment, where participants are required to respond to questions posed by the examiner. The test consists of two main components: first, participants describe images using the present tense, assessing their ability to organize thoughts and structure speech fluently without prolonged pauses. Second, participants answer orally delivered questions regarding grammatical errors in tense usage, identifying and selecting the appropriate tense for given sentences. This evaluation measures students' ability to accurately express the temporal aspects of events or activities, thereby enhancing the effectiveness of communication.

6. Grammatical in Speaking

For those learning English as a foreign language (EFL), speaking presents a variety of challenges that can change according to the learner's situation and background. Several studies have noted the following significant challenges such as Grammatical errors, lack of vocabulary, and pronunciation problems. In this study, the researcher focuses on the challenge of grammatical errors, because what happens in the field is that many students cannot arrange structures properly.

Grammatical errors are a significant challenge in spoken English, stemming from various factors such as a lack of grammatical knowledge usually, they make grammatical errors from the small things, such as forgetting certain items to the more complicated one, such as disorder or misformation.²⁴ The complexity of certain grammatical structures, and the influence of the speaker's first language. Speakers may make errors in verb

²⁴ "JOURNAL - The Common English Grammatical Errors in Speaking Made by Students.Pdf," accessed February 10, 2025, <https://eprints.unram.ac.id/11769/1/JOURNAL%20-%20The%20Common%20English%20Grammatical%20Errors%20in%20speaking%20Made%20by%20Students.pdf>.

tense, subject-verb agreement, pronoun usage, article and preposition choice, and word order.²⁵

7. Monday's Talk Program

According to O'Malley and Chamot language learners employ a variety of strategies to enhance their language skills. These strategies can be categorized into three main groups: cognitive, meta-cognitive, effective, and social. Cognitive methods relate to how students understand teaching and learning materials by using their cognitive abilities. Cognitive strategies refer to the way students use their cognitive abilities to understand instructions and learning content. The techniques and strategies students use to learn and master teaching and learning materials are called meta-cognitive strategies. Effective learning tactics consider learners' attitudes and emotions as they approach the learning process.²⁶

Important time to have a new way to improve English language skills, both in formal education and non-formal education.²⁷ Several efforts are made as a form of implementation of learning tactics, currently, there are many learning programs or activities outside the classroom, especially packaged using methods that are more interesting and fun. At ITTC Gontor for Girls Campus 2, the language department organized a weekly program

²⁵ "(PDF) Grammatical Errors Made by Students in Speaking English," accessed February 10, 2025, https://www.researchgate.net/publication/351332257_Grammatical_Errors_Made_by_Students_in_Speaking_English.

²⁶ J. Michael O'Malley and Anna Uhl Chamot, *Learning Strategies in Second Language Acquisition* (Cambridge University Press, 1990).

²⁷ Pristanto Ria Irawan and Allya Saputro, "Upaya Meningkatkan Kemampuan Bahasa Inggris Melalui Outdoor Activity Berbasis Pembelajaran Tematik di LKP BBC Cabang Koja" 05, no. 04 (2023).

known as "Haditsul-l-Isnain" (Monday's Talk). This program featured presentations by teachers who are proficient in the language being studied.²⁸

This program has become one of the routines as a language improvement activity both in Arabic and English. *Masjid Baitul Abbas Thalib* is the place for implementing this program. It was held every Monday before the *Maghrib* prayer. Lorena Manaj explained that successful English language learning requires the effective integration of four skills: reading, listening, speaking, and writing. These skills should be approached in a way that helps meet the standards set by students and gradually improve their communication skills.²⁹ Therefore, Monday's talk program contains material that integrates the four skills with knowledge about common language errors and how to avoid them such as Linguistic Errors in this material the teacher conveys some errors that occur around knowledge of language rules due to a lack of deepening knowledge so that errors occur during the implementation of language rules, such as:

1) First language interference

Maribel Malana assumes that most of the difficulties learners face in learning English are a consequence of the extent to which their native language differs from English.³⁰ As happened in ITTC Gontor for Girls Campus 2, most students still apply the rules and patterns of their mother tongue even though they have learned English.

2) Pronunciation

Pronunciation is identical to how to pronounce words or how a person produces certain sounds. What often happens in the field is that

²⁸ Humas, "Haditsu-l-Isnain, Bersama Bahasa Menggenggam Dunia," *Pondok Modern Darussalam Gontor* (blog), May 1, 2021, <https://gontor.ac.id/pelatihan-hymne-oh-pondokku-bagi-kelas-1-dan-1-intensif/>.

²⁹ Lorena Manaj Sadiku, "The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour," *European Journal of Language and Literature* 1, no. 1 (April 30, 2015): 29, <https://doi.org/10.26417/ejls.v1i1.p29-31>.

³⁰ Maribel Malana, "First Language Interference in Learning English Language," June 21, 2019, <https://doi.org/10.13140/RG.2.2.15278.77126>.

teachers only teach how to read words without teaching correct pronunciation. According to Harmer, teaching pronunciation helps students not only distinguish between different sounds and sound characteristics but also greatly improves their speaking ability by helping them focus on specific sounds and pay attention to the use of pressure when making sounds.³¹

3) Grammar

Brown argues that errors are visible deviations from a native speaker's grammar, which means that language learners make errors because they have limited knowledge of the rules of English.³² In ITTC Gontor for Girls Campus 2, grammar learning has been taught from the 3rd grade of *Kulliyatu-l-Mu'allimat Al-Islamiyyah*, but because of the lack of implementation in daily conversation, students are more likely to use English without using good grammatical arrangements.

4) Vocabulary

As Richards explains, the nature of vocabulary learning is very complex which "involves more than just memorizing the meaning of a word."³³ Vocabulary learning is the foundation of most language skills. Gaining proficiency in vocabulary makes learning English as a foreign language easier. As often happens at Is ITTC Gontor for Girls Campus 2, students learn new vocabulary delivered every day in the Morning Conversation program without practicing it in conversation, writing, or reading which will make the vocabulary easily forgotten.

³¹ Jeremy Harmer, *The Practice of English Language Teaching (with DVD)* (Pearson, 2015), <https://thuvienso.hoasen.edu.vn/handle/123456789/6819>.

³² Brown, H.D. 1994. *Principle of Language Learning and Teaching*. London: PrenticeHall, Inc.

³³ Jack C. Richards, ed., *Error Analysis: Perspectives on Second Language Acquisition*, 14. impr, Applied Linguistics and Language Study (London: Longman, 1997).

8. Poster Media

Poster media is an alternative tool used by teachers in delivering material in teaching speaking. The use of posters in teaching and learning activities is one of the new innovations in the field of language teaching and learning. In the language classroom, poster media provides a space for innovation and creativity that encourages active learning.

Stone argues that the use of posters in tasks increases motivation and confidence which can add to the fun of learning speaking in the language classroom.³⁴ Hubenthal and O'Brien also found that by putting attractive pictures in front of the class, it can make it easier for teachers to bring visual interest into the classroom which can create effectiveness in language learning.³⁵

Reilley explains that "posters have many advantages in EFL classroom, such as fostering oral practice and increasing students' and teachers' self-confidence." ³⁶ The use of poster media to achieve speaking learning objectives will be successful if there is good cooperation between teachers and students. The more creative the teacher, the easier it is to achieve the goal. During the implementation of the use of poster media, the teacher monitors student activities and guides the class. In this case, the researcher hopes that the use of posters in learning grammar through the Monday's talk program effective in teaching micro-skills to students because the use of posters makes it easier for teachers to deliver the material.

³⁴ Stone, N. J. (1998a) *Task Type, Poster, and Workspace Color on Mood, Satisfaction and Performance. Journal of Environmental Psychology*, 18, pp. 175-185.

³⁵ Hubenthal, M., and O'Brien, T. (2009). *Revisiting your classrooms' walls: The Pedagogical Power of Posters*. Retrieved from http://www.iris.edu/hq/files/programs/education_and_outreach/poster_pilot/Poster_Guide.

³⁶ Reilly, P. (2007). *Using Practice Posters to Address EFL Challenge*. English Teaching Forum, III, 24-29.

9. The Use of Poster in Teaching Speaking

One of the teaching techniques carried out by teachers is by using teaching media, media is an important aspect, especially in language learning, besides that, media can also help teachers so that their teaching is not monotonous and makes it easier for students in the learning process. There are several types of visual aids used in language learning, namely blackboards, pockets, charts, cartoons, posters, mocks-up, and pictures. According to Sadiman, "Media is everything that in its use is used in the distribution of messages from the sender to the receiver so that it can stimulate thoughts, interests, and motivation so that the learning process can occur".³⁷

Posters can be chosen by agreement between the teacher and students in the classroom. The poster must be attractive to the students so that they will have an interest in participating and being part of the activity. Teachers should be able to choose the most appropriate and effective posters for teaching. Teachers will provide a variety of interesting posters, in the teaching process teachers should encourage students' creativity and facilitate them so that they can channel and pour their ideas in the form of posters. The use of posters can also increase students' imagination which imagines the actual object.

The teacher must consider which posters are suitable for use. The purpose of using posters is to provide opportunities for students to apply language in a real context, in other words, to communicate their ideas in the situations in which they speak. Fason states that the teaching and learning process with image media will be successful if the image is related to the

³⁷ Sadiman, Arief. (2002). *Media Pendidikan: Pengertian, Pengembangan dan Pemanfaatannya*. Jakarta: PT. Raja Grafindo Indonesia.

material being taught. Then, the pictures should be colorful and varied so that their imagination can increase.³⁸

Omzen states that posters are part of the learning process, with classroom posters facilitating long-term memory connection.³⁹ Reilley also states that the use of posters can encourage student participation and controlled practice in structured English or given concepts.⁴⁰ Sudjana also states that posters are visual displays in the form of simple pictures and words that are used to attract students' attention in learning.⁴¹

This study will use posters and mind mapping to investigate students' micro-skills in speaking, by using both techniques, it is possible to use mind mapping to visually organize and recall complex ideas and posters, and in particular to strengthen the micro-skills necessary for effective communication in English proficiency assessment. especially in grammar learning posters can be an effective tool to improve grammatical skills in speaking because of the way.

10. Importance of Visual Media in Teaching Speaking

Visual media plays an important role in making learning more effective and engaging, hence the following importance of visual media in teaching speaking:

1) Stimulate Creativity

Students are inspired to think creatively by the unique learning experience that visual media offers. Their ability to come up with fresh ideas for speaking expression is aided by this stimulus, which makes learning more engaging and productive.

³⁸ Fason, P. (1991). *Teaching Vocabulary in All Classrooms*. Columbus, Ohio: Merrill Prentice Hall.

³⁹ Ozmen, Eugenia. (1990). *Up, Up With Posters*. English Teaching Forum, XXXVIII, 44.

⁴⁰ Reilly, P. (2007). *Using Practice Posters to Address EFL Challenge*. English Teaching Forum, III, 24-29.

⁴¹ Sudjana. (1989). *Dasar-Dasar Proses Belajar Mengajar*. Bandung: Sinar Baru

2) Enhances Engagement

Adding visual aids to courses, such as images, videos, and realia, can pique students' interest and encourage active participation. More engaged pupils are more inclined to practice speaking, which improves results.⁴²

3) Facilitates Understanding

Visual media facilitates understanding and clarifies difficult ideas. Students can better understand the content by using images to provide context, which is essential for good spoken communication.⁴³

4) Improvement in Speaking Skills

Research has indicated that pupils' speaking abilities are much enhanced when they use audio-visual materials. For instance, studies done in classrooms showed that when audio-visual aids were included into courses, students' speaking abilities significantly improved, with noteworthy improvements in vocabulary usage, grammar, and pronunciation.⁴⁴

Teachers may create a more engaging and effective learning environment that not only improves comprehension but also encourages student engagement and retention by incorporating visual media into grammar lessons.

⁴² Feri Kurniawan, "THE USE OF AUDIO VISUAL MEDIA IN TEACHING SPEAKING," *English Education Journal* 7, no. 2 (April 9, 2016): 180–93.

⁴³ Herlina Herlina, "Improving Students' Speaking Skill Through Audio Visual Media at 4 Th Grade of Labschool Elementary School East Jakarta," in *2nd International Conference on Education and Language 2014* (2nd International Conference on Education and Language 2014, Bandar Lampung University, 2014), <https://www.neliti.com/publications/170988/>.

⁴⁴ Nur Zaitun, "TEACHING SPEAKING BY USING AUDIO VISUAL MEDIA (AN EXPERIMENTAL STUDY TO THE FIRST YEAR STUDENTS AT SMAN 12 BANDA ACEH)" (Universitas Bina Bangsa Getsempena, 2017), <https://repository.bbg.ac.id/handle/repository.bbg.ac.id/handle/1303>.

11. Strategies for Implementing Visual Media

In applying visual media, several strategies are needed to improve the quality of learning, including, incorporate various types of media, to accommodate various learning styles and keep students engaged, educators should incorporate a variety of visual aids into their lessons, such as infographics, interactive presentations and movies. use real-life context, by using role-playing or movies that incorporate real-world settings, educators can give students practice speaking in situations they could encounter outside of the classroom. This pertinence improves their capacity for efficient communication.

Interactive learning activities, collaboratively using visual media in class can help students become more confident and proficient speakers. Peer reviews, group talks, and presentations can all be helpful. Assessment and feedback, assess students speaking abilities on a regular basis using visual media exercises. Giving them constructive criticism can assist in identifying their areas of weakness and motivate more practice.

In conclusion, the proficient application of visual aids in the instruction of oral communication abilities not only amplifies the involvement and comprehension of learners but also culminates in significant improvements in their English communication proficiency. Through the integration of various visual aids and techniques, instructors may establish a more dynamic and productive learning environment.

12. Innovative ways to use visual aids in learning methods

Innovative ways to use visual aids in lectures include: Graphic recording artists, and real-time visual summaries from professional speech artists to help elevate difficult concepts and storytelling to be more memorable and engaging. Interactive digital displays, for technology-focused lessons and interactive sessions, touch screens or interactive whiteboards can be used, allowing students to interact with the material directly. Videos and animations, short films or animations can be used to

illustrate ideas, show procedures, and narrate stories in a way that is more active and interesting.

Posters and Flip Charts, during classes and group discussions, large visual displays can be utilized to emphasize important ideas and encourage participation. Handouts, to ensure that students may examine the subject outside of the lecture, printed materials can provide detailed information and act as an additional reference. Consistent design, a professional and unified appearance can be maintained by ensuring that the visuals have a consistent design style, color scheme, and font choice, which will enhance the overall presentation.

B. Previous Studies

Various experts have identified various methods of learning and speaking skills. Several books, theses, journals, and articles on speaking research have been published. For more information, take a look at the following findings:

The first research from Sukomardojo, in his research, aims to determine the impact of Computer Assisted Language Learning (CALL) media, with lecturing methods and discussions on the English-speaking skills of cadets. The results showed that the combination of these methods significantly improved the speaking ability of the cadets.⁴⁵

The second researcher from Meghan Dillon, this study introduces a role-playing activity centered around poster presentations to develop both oral and written communication skills. The activity encourages collaboration

⁴⁵ “(PDF) The Analysis of CALL, Discussion and Lecture Method Toward Students’ Speaking Skills,” accessed July 16, 2024, https://www.researchgate.net/publication/364185903_The_Analysis_of_CALL_Discussion_and_Lecture_Method_Toward_Students%27_Speaking_Skills.

among students and serves as an assessment tool for their communication abilities.⁴⁶

The third research from Y. Setiarini and A. Setyawan, this study examined the effectiveness of poster media in increasing grade IV students' literacy interest. Although the main focus is on literacy, increasing interest in reading can have positive implications for students' speaking skills.⁴⁷

The fourth research by Florentinus, this article discusses the practice of using poster media as a means of developing interactive English presentation skills. This approach allows students to be more confident in public speaking.⁴⁸

Based on some of these studies above, it was found that media has effect on speaking learning. However, these studies have not examined micro-skills, which in some other studies have shown a significant role. Therefore, this research seeks to fill this gap by examining poster media on speaking micro-skills that focus on grammar use.

C. Theoretical Framework

Speaking skills are the most important component of language proficiency besides listening, writing, and reading, and speaking is the most important skill for effective communication. Without speaking, language is reduced to mere script, and communication cannot take place. The selection of appropriate learning methods according to student characteristics by

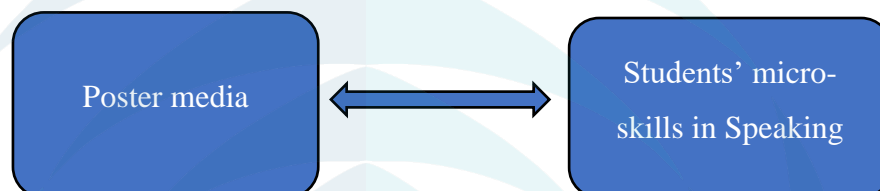
⁴⁶ Meghan Dillon et al., "Let's Talk Posters: A Novel Role-Playing Activity to Prepare Undergraduate Researchers for Poster Presentations," *Journal of Microbiology & Biology Education* 25, no. 1 (March 29, 2024): e00178-23, <https://doi.org/10.1128/jmbe.00178-23>.

⁴⁷ "Pengembangan Media Pembelajaran Poster Pada Pelajaran Ilmu Pengetahuan Alam Dan Sosial Kelas 4 SDN 39 Pontianak Kota | Nusantara Journal of Multidisciplinary Science," accessed January 5, 2025, https://jurnal.intekom.id/index.php/njms/article/view/859?utm_source=chatgpt.com.

⁴⁸ Florentinus Heru Ismadi et al., "P5 POSTER PRESENTATION: PENINGKATAN KETERAMPILAN PRESENTASI BAHASA INGGRIS UNTUK DAYA SANG SISWA SMP DAN SMA DI BELITANG OKU TIMUR," *Jurnal Abdimas Musi Charitas* 8, no. 2 (December 31, 2024): 83–94, <https://doi.org/10.32524/jamc.v8i2.1328>.

teachers can create pleasant learning conditions, which in turn will affect positive student learning outcomes.

The researcher focused on the effect of visual media on students' micro-skills in speaking in the Monday's Talk program. The conceptual framework of this research is as follows:



D. Hypothesis

This study involved two classes, 6B and 6C, at ITTC Gontor for Girls Campus 2, with 22 students in each class. The student population exhibited diverse academic backgrounds, encompassing both high-achieving and moderate-achieving learners. The classrooms were equipped with interactive whiteboards and various learning media. Instruction in these classes followed the direct method. The classroom environment fostered a conducive learning atmosphere with adequate ventilation and sufficient lighting. Student engagement was high, with active participation in lessons and frequent collaborative work on assignments and projects. Based on these observations, the following research hypothesis was formulated:

H₀: There is no significant difference between the use of poster media and mind mapping on the use of grammar in students' speaking skill.

H₁: There is a significant difference between the use of poster media and mind mapping on the use of grammar in students' speaking skill.

In this study, it is expected that the alternative hypothesis is accepted, so it can be concluded that there is a significant difference

between the use of media posters and mind-mapping in the use of grammar on students' speaking skills.

L. Writing Systematics

1. Chapter I

This chapter presents the introduction which consists of Background of the study, problem statement, the objective of the research, research significance, and research scope.

2. Chapter II

This chapter presents the operational definition terms, previous studies, theoretical framework, and hypothesis.

3. Chapter III

This chapter conveys the research design, population and sample, research variables, research instruments, data collection methods, instrument validity and reliability, and data analysis technique.

4. Chapter IV

This chapter presents the presentation of primary and secondary data, the results of descriptive data analysis, the results of the assumption test requirements, the result of hypothesis testing and Discussion.

5. Chapter V

This chapter presents conclusions and suggestions.