



The Perception of Teacher and Student on Poster Use in Islamic Center Senior High School

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Abstract

This research aimed to know teachers and students perception on poster use in teaching public speaking. This study examined the perceptions of teachers and students regarding the use of posters as a teaching tool at Islamic Center Senior High School. This research respondents was the second grade class of Islamic Center Senior High School. This study instrument used interview for gathering data. This research used qualitative analysis with descriptive qualitative approach, the findings reveal that posters are positively viewed by both teachers and students deep perception, as they enhance effectiveness and retention. This study underscored the significance of how effective responsive visual aids in improving public speaking skills. This research addressed the challenges of teaching and learning English public speaking in an EFL context, focusing on students' fear, discomfort, and pronunciation issues, and proposed using digital posters as a tool to improve their public speaking skills and instill important values.

Keywords: Perception, Posters, Public Speaking, Digital Poster, EFL

A. INTRODUCTION

Speaking for a foreign language are so difficult, this statement becomes the same problem by teachers who want to teach English to EFL learners. Students often feel afraid and uncomfortable when speaking English in front of a crowd. In fact, often from those who memorize, but when public speaking memorization is lost. The students also actually already understand the language to be delivered, but students find it difficult to say when in front of a crowd. When they understand a lot of vocabulary in English, but they still find it difficult to understand the meaning. In the meantime, Speaking is the deliberate use of language to communicate thoughts or information so that others can understand (A. Gani et al., 2015). According to Al-Roud as cited in.(Mumtaza et al., 2022), students' most significant problem in speaking is terrible pronunciation. The students change the sound of the vocabulary when they speak to a more regional language. According to the above problems, some students are still in low public speaking proficiency. The same problem may happen for the students in the English Department. Even though they can speak fluently, they are unnecessarily fluent at public speaking performance. In this problem, the students seem to need some solutions to solve their public speaking performance problem. One way to overcome this problem is to use posters as a teaching media of improving public speaking skills. Therefore, this study tries to investigate or

explore learning using posters in Junior High School which support teachers in learning public speaking. To achieve speaking skill in the language classroom, according to Brown (Lander & Brown, 1995), teaching must focus on all its elements, including organizational, pragmatic, strategic and psychomotor skills. The ideal way to achieve the goal of speaking is to give sufficient media to the teach english language.

The goal of teaching speaking is communication efficiency. Nadia and Yansyah (Nadia & Yansyah, 2018) claimed that teaching speaking is a demanding task because it does not deal with language ability only, but with psychological problems like self-confidence, anxiety, and other problems. Tarigan as cited in Saras Ratna Sari et al. (Tarigan & Listyani, 2021) states that “speaking is the ability to pronounce articulatory sounds to words that express, show, and convey thoughts, ideas and feelings”. As a form, speaking is expressed as a tool to communicate the ideas that are arranged and developed according to the needs of the listener. In line with Faizah's opinion, (Faizah et al., 2020) states that “speaking is an ability to pronounce words (articulation sounds) that are expressed to convey thoughts or ideas. S. Dávila-Montero et. Al (2021) said that “speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors so extensively, widely that it can be considered as the most important human tool for social control”. Bashir, Azeem, and Hussain (Bashir Assistant Professor, M., Azeem, M., & Hussain Dogar, 2011) states that “Speaking is productive skill in the oral mode. It is like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.”. Therefore Tarigan is sited in Everhard and Marlen (Solissa & Wariunsora, 2022) give states “Speaking ability as language skills are the ability to pronounce articulation sounds or words to express, say and convey thoughts, ideas, and feelings”. With speaking skill well we will easy to communicate with other people and get more information effectively and we can understand it well. To help students understand the speaking material, it takes some good media.

For a student, mastering the ability to speak in public is a must. The students also need tools to facilitate their public speaking activities by using appropriate visual aids, such as posters. Xiaulifei Sun (Sun, 2021) assert that colorful images and posters can add to the appeal and atmosphere in language classrooms. It is very good for them to measure their speaking ability. So eliminate feelings of inadequacy and feelings of inferiority as early as possible. Some of the benefits of studying Public Speaking are to support careers, bring many people together, support target achievement, build confidence and confidence, reach people in time quickly, and various other benefits. Niemantsverdriet is sites in Taligan and Listyani (Tarigan & Listyani, 2021) added that a poster is considered successful if it conveys a clear message to the audience and generates valuable comments to the presenter. Therefore, the poster needs to be crystal clear about the objectives, approach, main results and major conclusions of the work. Siti Rahmah (RAHAYU, 2018) also reminded us that pictures in the posters and the colors could attract students' interest. Learning to use posters can be very important for those who need a means of delivering information effectively, especially encouraging colleagues to respect each other and not to tend to lead to unwanted things, for example bullying that harms fellow friends and does not get the peace that should be due.

Looking at the problems above, researchers was conducted research on how students' perceptions of the use of posters in public speaking learning using posters with digital poster types, so that it can be seen how students who are victims of bullying classmates feel deeply. Through the use of digital posters themed bullying in teaching public speaking, researchers hope students can know and respond to the impact it causes appropriately. After learning about bullying, students are expected to avoid such behavior, and can take the right attitude if bullying occurs. In addition, in digital posters,

students will be instilled with values about friendship, mutual respect, and mutual assistance. By instilling these values, students can understand the knowledge about bullying in poster, reduce the selfish and intrusive traits that are at the root of bullying. Recognizing and avoiding bullying behavior, can create a healthier and more educated educational environment, and children will grow up to be a generation that behaves, speaks, and is better educated. The reason researchers chose the investigation because it can produce knowledge that is transformational and can be used in social and, teaching and learning processes in schools.

Public speaking is a crucial skill for students, particularly in the context of learning English as a foreign language, where anxiety and fear often hinder effective communication. Previous studies have shown that while students may have a good grasp of vocabulary and grammar, they struggle with pronunciation and confidence when speaking in public. This study aimed to understand deeply the students' and teacher perception to investigate the use of digital posters as a tool to enhance public speaking skills among students, with a specific focus on addressing issues like bullying through the thematic content of the posters. By exploring teachers' and students' perceptions of this approach, the study seeks to determine the effectiveness of digital posters in improving public speaking performance, thereby filling a gap in the existing literature on innovative teaching methods for enhancing language proficiency and student engagement. The objective is to contribute to educational practices by providing insights into how visual aids can support language learning in a culturally relevant and impactful way.

B. THEORETICAL OVERVIEW

1. Perception

Perception is a cognitive process that involves interpreting sensory stimuli to form an understanding of the surrounding environment. It is influenced by an individual's experiences, beliefs, and expectations, which shape the way information is processed and interpreted. According to Altman, Valenzi, and Hodgetts, perception is "the result of meaningfully interpreting the stimuli by which persons choose and group the stimuli." This suggests that individuals selectively focus on certain stimuli, and their interpretations are highly subjective, depending on personal mental models and cognitive biases. McShane and Glinow further elaborate that perception involves not just the intake of information but also an assessment of the environment, highlighting how perceptions of reality may vary among individuals based on these internal factors

2. Visual Learning Theories

The integration of digital posters in public speaking lessons draws heavily from visual learning theories, which emphasize the role of visual aids in enhancing understanding and retention. Visual stimuli such as posters support learners in grasping complex concepts by providing a more engaging and interactive experience. According to Niemantsverdriet and others, effective posters convey clear objectives and generate meaningful discussions, which aligns with the goals of enhancing public speaking skills through better audience engagement .

3. Public Speaking Skill Development

Speaking is recognized as a critical skill, especially in the context of second-language learning. Definitions of speaking emphasize it as a process of communication involving both verbal and non-verbal elements, requiring the speaker to convey meaning clearly. Speaking also involves active interaction between the speaker and the audience. Effective public speaking, especially in English as a Foreign Language (EFL), requires a combination of fluency, accuracy, and the ability to engage listeners. Digital posters, by providing a structured and visually engaging medium, facilitate this by offering clear messaging that students can use to guide their presentations.

C. RESEARCH METHODS

The research method used in this study is descriptive qualitative. This research aimed to determine students' perceptions of learning public speaking using digital posters and how these posters serve as learning tools to facilitate the ability to speak English. Data were collected through observations and interviews conducted by researchers with students at a school in Mojokerto. The analysis of the data followed the Miles and Huberman model, including stages like data reduction, data display, and conclusion drawing.

The research also involved discussions with lecturers, collaboration with teachers in public speaking classes, and interviews with students after the lessons. Triangulation methods, including source triangulation and method triangulation, were used to ensure the reliability of the data. This approach allowed for a comprehensive analysis of the perceptions of both teachers and students regarding the use of posters in teaching public speaking, providing a thorough understanding of the effectiveness of posters as a learning medium.

D. RESEARCH RESULTS AND DISCUSSION

1. Research Result

This research discussed the perceptions of teachers and students regarding the use of posters as an effective teaching tool in public speaking classes at Islamic Center Senior High School. Posters were viewed as an effective learning medium due to their attractive visuals, which helped clarify complex concepts and succinctly summarized important information. This visual aid not only enhanced understanding but also supported the development of public speaking skills by providing students with opportunities to practice structuring and conveying ideas in an organized manner. Digital posters, in particular, offered more flexibility and interactivity compared to traditional methods, allowing students to incorporate multimedia elements such as videos and audio to enrich their presentations.

Furthermore, the use of digital posters fostered greater collaboration and knowledge-sharing among students, enhancing their communication and teamwork skills. Students reported feeling more motivated and confident in overcoming public speaking anxiety through the creation and presentation of posters. The interactive nature of digital posters made learning more engaging and helped students to better prepare themselves before speaking in front of an audience. This approach not only improved their English-speaking skills but also built their overall confidence in facing the challenges of public speaking, making posters a valuable tool in language learning and classroom dynamics.

2. Discussion

The discussion of this research highlights the significant impact of posters as an effective pedagogical tool in public speaking classes. The analysis of student interviews revealed several key themes. Firstly, the effectiveness of posters as learning media was widely recognized by students, who noted that the visual appeal of posters aids in simplifying complex concepts and improving comprehension. This supports existing educational theories on the role of visual aids in enhancing learning outcomes. Secondly, the enhancement of public speaking skills was evident as students reported that the process of creating and presenting posters provided them with valuable opportunities to practice and improve their articulation and confidence in speaking. Thirdly, the research emphasized the collaborative and interactive nature of poster-based activities, which fostered peer learning and teamwork among students, enriching their overall educational experience. The visual appeal and engagement offered by posters also played a crucial

role in maintaining student interest and motivation, contributing to a dynamic classroom environment. Lastly, the use of posters was associated with confidence building in public speaking, as students felt more prepared and less anxious when presenting structured information, thereby enhancing their communication skills.

E. CONCLUSION

1. Conclusion

The results showed that teachers and students have a positive perception of the use of posters in teaching public speaking. Teachers argue that posters can help them to convey the material more interestingly and easily understood by students. Students argue that posters can help them to learn more effectively and increase their confidence when speaking in public.

This study provided some recommendations to improve the use of posters in teaching public speaking. Teachers need to develop posters that are interesting and in accordance with the material taught. Students need to actively use posters in their learning and presentation process. This study has several limitations, namely a small sample and a short duration of the study. Further research needs to be done with a larger sample and a longer duration of the study to obtain more generalizable results.

a. Research Contributions

This research contributes to the knowledge of the use of posters in teaching public speaking in high school. The results of this study can help teachers and students to use posters more effectively in the teaching and learning process.

b. Research Implications

This research has several implications for educational practice. First, the study shows that posters can be an effective tool for improving public speaking teaching in high schools. Second, this study provides recommendations for teachers and students on how to use posters effectively in the teaching and learning process. Third, this research can encourage further research on the use of technology in teaching public speaking.

2. Suggestion

The suggestions provided to English teachers and future researchers regarding the use of digital posters in teaching public speaking are quite varied. For teachers, it is recommended to conduct classroom action research (CAR) to evaluate the effectiveness of digital posters in the teaching and learning process. Additionally, teachers are encouraged to collaborate with researchers in developing digital poster materials that align with the curriculum and meet the students' needs. For students, it is important to actively participate in research by providing feedback on the use of digital posters, both in terms of engaging content and their effectiveness in improving speaking skills.

For future researchers, several aspects can be further explored, including the development of effective digital poster materials for various levels of public speaking skills, the integration of technologies such as augmented reality (AR) and virtual reality (VR) to enhance poster interactivity, and comprehensive evaluations of the impact of using digital posters on student motivation and their improvement in speaking skills. Researchers are also advised to develop more comprehensive evaluation instruments to measure the improvement in speaking skills, confidence, and presentation abilities.

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