

## The Influence of Using Poster towards Students' Speaking Ability of Lampung Language

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### ABSTRACT

In learning process in the class, there are a lot of students who find some difficulties in learning Lampung Language. One of the difficulties in Lampung Language learning activity is speaking. Speaking is one of important skill in Lampung Language. The students' speaking ability in MTS N 2 Bandar Lampung is still low (63,83%) students got under criteria. To solve this problem, the researcher applied Poster to improve students' speaking ability in the eight grade of MTS N 2 Bandar Lampung in the academic year of 2021/2022. The objective of this research was to find out whether Poster is influence towards students' speaking ability of Lampung Language and to measure how far the significant influence of students' speaking ability before and after teaching speaking Lampung Language using Poster. This research applies quasi experimental research. The subject of the research was two classes in the eighth grade of MTS N 2 Bandar Lampung. The subject was chosen by using cluster random sampling from 188 of population in seven classes. The data collected from the score of pre-test and post-test after the treatment. The Instrument of this research was an speaking test. From the data analysis, it was found that the results obtained in the independent sample t-test, that the value of significant generated Sig.(Pvalue) = 0.002 <  $\alpha$  = 0.05. So,  $H_a$  is accepted and  $H_o$  is rejected. Based on the computation, it can be concluded that there was a significant influence of using Poster towards students' speaking ability of Lampung Language.

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### INTRODUCTION

As social being, every human certainly needs to interact with others in order to grant their needs. The interaction in this case is the way human communicate to others. In order to communicate with others, human requires a tool or instrument to convey his/her ideas and intentions to be accepted and understood. The instrument is called a language. According to Ogden, language is one of distinctive characteristics of human being. Without formal instruction, we learn from infanthood the skill that we need to be successful users of language. In acquiring language, we learn words, and how to put the together we learn to link words and sentences to meaning we learn how to use these structures to get what we want, to

say how we feel, and to form social bound others.<sup>1</sup>

Based on the above definition, it can be seen that in order to interact with other, human can use many ways to convey their ideas and intentions such as voice, gesture, and symbols. Thus, a human can interact either oral, written and gestures to express our feeling. People need to interact among others to express pleasure, pain, friendliness, annoyance, etc. Language is very important in our life because language is a tool to be used, not only for the communication among people but also for getting knowledge, technology and culture by using its language.

In our country, Indonesia, there are many languages that can be found there. If we do not have a language, I think that we cannot communicate with others. So, it is important for us to have language communicate skill. One of them is Lampung language. It is the local language language in Indonesia especially in Lampung Province, so in Lampung Province studies about it. In Lampung Province, Lampung language is as one of languages which are taught in every educational institution. Lampung language is a means for the students to develop science, technology, culture and art. The final objective of teaching and learning process is that the students are expected to master the four skills of language: listening, speaking, reading, and writing. Teaching and learning will be successful if they are supported by some factors such as the method that is used in teaching Lampung Language, completeness of teaching facilitation, interesting media, and condition of school environment.

In fact, based on the preliminary research it had been done on October to December 2022 in MTS N 2 Bandar Lampung. In Grade VIII MTS N 2 Bandar Lampung, and by interviewing the Lampung Language teacher, since she thought in that school till now most of students in grade eight have many problems to practice speaking exercise, because they have many factors to face it. Like they don't do exercise, they afraid to speak up in front of the class. There are many students still have difficulty to speak Lampung Language fluently. As a local language, it can be understood that Lampung Language is difficult to be mastered because Lampung Language is not used in everyday conversation. There are many factors why students in the school still have difficulty to speak Lampung Language. Those factors are lack of vocabulary, limitation of practice to speak Lampung language and psychological factor such as being nervous and fear to speak Lampung Language. The first factor is lack of vocabulary, the students mostly difficult in arranging suitable words or vocabulary into a sentence that they want to say, because most students are not ethnic Lampung. Some of them still hesitate to speak in Lampung Language, whether they are correct or wrong. The second factor is limitation of practice to speak English, in English class the students mostly receive information from their teacher and they become passive rather than active. Some of the students still have difficulty to speak Lampung Language because lack of practice whether in the class or outside the class. The next is psychological factors such as being nervous and fear to speak. It is because they are afraid to make mistake, whether they speak correctly or not. The difficulty to speak Lampung Language can be decreased by considering those factors. The teacher can use alternative methods and techniques to help the students overcome their difficulty.

Actually, the students have been given many opportunities to speak Lampung Language such as presentation, discussion, question and answer. However, many of

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<sup>1</sup> Richard Ogden. *An Introduction to English Phonetics* (Edinburg: Edinburg University Press.Ltd,2009). p.1

them likely like to keep silent rather than speak to deliver their ideas. Therefore, learning to speak Lampung Language must be designed as efficient as possible in order to make the students explore their ability in speaking Lampung Language. The teacher should provide opportunities to the students to speak Lampung Language confidently. Beside that, the students' speaking score can be seen in the following table:

**Table 1**  
**Score of Students' Speaking Lampung Language at the Second Semester of the Eighth Grade of MTS N 2 Bandar Lampung in the Academic Year of 2021/2022**

No	Student's Score	The number of student						Total	Percentage
		VIII A	VIII B	VIII C	VIII D	VIII E	VIII F		
1	> 70	11	25	9	10	8	4	68	36,17 %
2	< 70	19	10	26	19	20	26	120	63,83 %
Total		30	35	35	29	28	30	188	100 %

*Source : teacher's Documentation of the eighth grade students of MTS N 2 Bandar Lampung in academic year of 2021/2022*

Based on the table above, it can be explained that about 120 or 63,83 % students still get score speaking under 70. It was explained from interview by teacher if the students get score 70 in speaking, it filled the criteria of minimum mastery (KKM). It means the students should have score 70 or more . And then from the set of problems and the students' data score above the researcher interested for using poster as media for helping students' speaking ability. In the teaching speaking skill, poster is useful because students can see and touch it directly, and by using attractive poster it can make the students interest to the material. They do not need to imagine so they will be easy to express their ideas.

Finally, the researcher uses Podter as media in this research, so that it should be more effective to encourage students. To learn Lampung Language and also more interesting. The objective of this reserach is find out whether there is any positive and significant of using Poster on the students' speaking ability of Lampung Language among the eighth grade of MTS N 2 Bandar Lampung.

### **Literature Review**

Speaking is an effective way used in real interaction communication. According to Brown, speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information the form and meaning of speaking is dependent on the context in which the conversation occurs, including participant themselves and purpose for speaking.<sup>2</sup> Furthermore, speaking is one of four abilities in

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<sup>2</sup> H. D. Brown, *Teaching by Principles An Interactive Approach To Language Pedagogy* (San Francisco: Wesley Longman, 2003), p. 267

speaking skills which have an important role in daily life, even as a main ability in communication among human beings.

In other hands, all of the age always use speaking as the bridge to built communication, include children. In contrast, children will easy to built communicative with another person by using speaking. Speaking is the mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change.<sup>3</sup>

In other words, teachers tend to talk about the way we use language in terms of four skills, there are reading, writing, speaking and listening. These are often divided into two types receptive skills and productive skills. Receptive skills is a term used for reading and listening skills where meaning is extracted from the discourse. Productive skills is the term for speaking and writing skills where students actually have to produce language themselves.<sup>4</sup>

From the theories above, we can conclude that speaking skills is one of the important skills. Because we should to produce some words when we would like to communicate as spontan as we can without think first.

## **A. Teaching Speaking of Lampung Language Using Poster**

### **1. Definition of Poster**

Generally, posters consist of illustrative pictures/photographs; artwork and printed work used as communicative advertisements presented in concise forms for public display. They are not just pictorial, but visual presentation of simple, brief and well-articulated summary of written works to stimulate an audience.<sup>5</sup> The poster is an educational tool and information source for presentation in live or stand alone format. The poster has been used in post secondary education to promote student interaction and learning.<sup>6</sup>

According to Stoss "The poster is a dynamic communication tool evolving over the past four decades, as a means to accommodate the increasing number of researchers, especially graduate students, seeking a means for scholarly presentations of their research".<sup>7</sup> According to Sudjana and Rivai " Poster is an instrument function of the tight visual combination that consists of color and massage as mean of to complete person attention in a time being for meaningful idea of theirs. It is also called as a glue, drawing or picture that is stickled after getting whole benefit or attention as media to deliver an information, suggestion, massage and guiding, perspective etc.<sup>8</sup> According to Sri Anitah " poster is an image that combines visual elements such as lines, images and words are ittended to attract attention and communicating the message in brief.<sup>9</sup>

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<sup>3</sup> R. Hughes, *Spoken English, TESOL and Applied Linguistics* (Palgrave Macmillan: University of Nottingham, 2006), p. 144

<sup>4</sup> Jeremy Harmer. *The Practice of English Language Teaching*. (US: Longman, 2007), p. 265

<sup>5</sup> Remi dkk. *The Power of Student's Involvement: Using Posters as Teaching Tools in Managing Large Classes*. English for Specific Purposes World, ISSN 1682-3257. 2013. p. 2

<sup>6</sup> Lydia dkk. *Use of Digital vs Printed Posters for Teaching and Learning in Pharmacy Education*. American Journal of Pharmaceutical Education. 2021. p. 398.

<sup>7</sup> Fred stoss, *Media in language Teaching*. (Boston: 2004) p.14

<sup>8</sup> Nana Sudjana dan Ahmad Rivai.2010. *Media Pengajaran*. (Bandung: sinar baru algensido) p.35

<sup>9</sup> Sri Anitah.2008. *Media Pembelajaran*. Surakarta: LPP UNS DAN UNS PERS. p.17

From those definitions above, it can be inferred that poster is a communication tool or instrument that combines visual elements such as lines, images, and words are intended to attract attention as media in teaching to deliver an information, suggestion, and the message in brief. Sample of Poster :



There are several advantages and disadvantages of posters, namely:

a. advantages of posters

Posters also have advantages, namely the price is affordable for a teacher or teaching staff. In poster media visualize messages, information or concepts to be conveyed to students. Posters present illustrations through images that almost match the reality of an object or situation.

b. disadvantages of posters

The disadvantages of posters are that this media is fixed, requires language and illustration skills in making posters, can lead to misinterpretation, from short words/words of symbols, requires a complex preparation and distribution process and requires a relatively long time and the types of materials used are usually easy torn, meaning high mechanical interference, so that the information received is incomplete.<sup>10</sup>

## 2. Definition of Lampung Language

Lampung language is a language found in the province of Lampung, The language becomes the identity of the region and becomes the pride of the region. As a regional language, Lampung language is also used in daily life as a means of communication and interaction between members of the community, especially. On the community the Lampung language becomes the mother tongue and the language of instruction in early grades at the elementary education level.<sup>11</sup> Lampung language is a language that has degrees high culture because it has own characters. It is strengthened by the opinion of Abdul Wahab which states that culture is already has its own writing system signifies that culture has a high degree of cause in that culture all patterns of thoughts, beliefs, and behavior of the owner recorded for study and then passed on to the next generation without space and time limits.<sup>12</sup> Lampung language is one of 746 regional languages in Indonesia. True speakers of Lampung are not only in

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<sup>10</sup> Mayena, S. *Pengembangan Media Poster Berbasis Pendidikan Karakter Untuk Materi Global Warming*. *Jurnal Materi Dan Pembelajaran Fisika (JMPF)*, 3(1).2013.

<sup>11</sup> Ariyani dkk. *Lampung Language Online Learning during the Covid-19 Outbreak: How are the Teacher's TPACK Skills?*. *International journal of interaction*. Vol.16, No.1 312. 2023.

<sup>12</sup> Wahab, Abdul. *"Masa Depan Bahasa, Sastra, dan Aksara Daerah" Pemberdayaan Bahasa Indonesia, Memperkukuh Budaya Bangsa dalam Era Globalisasi: Risalah Kongres Bahasa Indonesia VIII*. Jakarta: Badan Pengembangan dan Pembinaan Bahasa. . 2011.

Lampung but also in the provinces of South Sumatra and Banten.<sup>13</sup>Lampung language is an interaction tool for the Lampung ethnic community, but in reality in the field Lampung language is rarely used, especially in urban areas by generation Z. Lampung language is one of the local content lessons at the elementary school level. As contained in the Republic of Indonesia Constitution concerning the National Education System in article 37 paragraph 1 which contains the primary and secondary education curriculum, it is obligatory to contain local content.<sup>14</sup>.

Lampung language is not get to know the level like that available in Java or Sundanese language. However, as is the case another language, Lampung language has a variety, such as the official variety and unofficial variety.<sup>15</sup> Lampung language is a group the language spoken by Ulun Lampung in Lampung Province. The Lampung language family is divided in two sub-dialects, namely dialects Belalau or Api dialect and dialect Abung or Nyo.

Hadikusuma (1989:109) explained that although language Lampung consists of two dialects, namely one dialect A (Speech) and the other dialect O (Abung). However, between the two dialects it is not many different meanings, but different in pronunciation. According to him, both dialects can used together as a language everyday by Lampung people like in customary deliberations by perwatin custom.<sup>16</sup> Until recently, in conversation everyday language Lampung still used in everyday conversation in family. However already many families live in the city no longer use the language Lampung but using Indonesian.<sup>17</sup>

Based on Permendagri Number 40 of 2007 is then in 2008 a Regulation was issued Lampung Province Region Number 2 Year 2008 Concerning Maintenance Lampung culture. this Governor Regulation really support the program preservation of the Lampung language which has been predicted by many experts threatened with extinction.<sup>18</sup> one of the government's efforts to preserve the Lampung language is the holding of Lampung language learning in schools.

Lampung Language Learning as a compulsory subject that is included in the local content. So every school with Governor Regulation Number 39 of 2014 is obliged to learn Lampung language and art without exception. The implementation of the Governor Regulation No. 39 of 2014, on the one hand,

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<sup>13</sup> Katubi. *Lampungic Languages: Looking for New Evidence of Language Shift in Lampung and the Question of Its Reversal*. Studies in Philipphine Languages and Cultures Vol. 16, 1-10. 2007.

<sup>14</sup> Undang-Undang Republik Indonesia. *Sistem Pendidikan Nasional*. 2003.

<sup>15</sup> Agustina dkk. *Tindak Tutur Memerintah dalam Bahasa Lampung Orang Tua kepada Anak dan Implikasinya*. Jurnal Kata (Bahasa, Sastra, dan Pembelajarannya). 2017

<sup>16</sup> Hadikusuma, Hilman. *Masyarakat dan Adat Budaya Lampung*. Bandung: Mandara Maju. 1989.

<sup>17</sup> Inawati. *Tantangan dan Strategi Praktis Pemertahanan Bahasa Lampung*. Jurnal Pesona, Volume 3 No. 2. 2017.

<sup>18</sup> Rahayu. *Pelaksanaan Mulok Bahasa Lampung Dalam Upaya Pelestarian Bahasa Lampung Di Kabupaten Lampung Selatan*. Kelasa, Vol. 15, No. 1. 2020. p. 48

seems to be able to bring quite a positive impact. Through this policy, students who are not from ethnic Lampung will be able to recognize and understand both the language and culture of Lampung is their new language and culture. Pergub Policy No. 39 of 2014 is expected to be a bridge in creating an acculturation process and cross-cultural renewal between various ethnic groups living in the Lampung region.<sup>19</sup>

The Lampung language subject is one of the local subjects only taught in the Lampung area. However, it should not be taken for granted. The Lampung language class has a characteristic that requires a lot of practice regarding regional elements. Regional elements of the Lampung language are related to the expressions and words in which every regional location in Lampung Province is different.<sup>20</sup> Learning Objectives of Lampung Language Learning Lampung language and literature based on Lampung Governor Regulation Number 39 of 2014 is mandatory local content at the elementary and secondary education unit level. Lampung language learning is given to students with the aim that students are able to express themselves freely in language using Lampung language, gain language experience, understand language in terms of form, meaning and function and are able to use it appropriately and creatively for various contexts, improve intellectual abilities, emotional maturity, have the ability and discipline in Lampung language, increase knowledge and language skills Lampung, developing personality, being able to enjoy, appreciate and be proud of the culture and intellectuals of the people of Lampung.<sup>21</sup>

From the explanation above, we can conclude that learning Lampung language is very necessary to preserve the language that is characteristic of the people of Lampung. One of them starts with language skills, namely the ability to speak. Therefore, learning Lampung language, especially speaking skills, really needs to be developed with various methods, strategies and learning media that can support the increase in students' speaking skills in Lampung, one of which is by using posters.

## **METHOD**

The researcher has been conducting quantitative research. Then, in this research, the Quasi Experimental Pretest - Posttest Group Design had been used. The sample of this research it was took two of six classes as the sample classes. Cluster random sampling technique had been used to determine the experimental class and the control class. The two classes were the first as control class and the second one as experimental class. The population of this research is all the twelfth grade of MTS N 2 Bandar Lampung in 2022 academic year.

Data collecting technique had been used to find out the research. In this research, quasi experimental pretest-posttest group design had been used to analyze the

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<sup>19</sup> Hartono dkk. *Peranan Mulok Bahasa Lampung dalam Upaya Pelestarian Bahasa dan Budaya Lampung*. vol 4. No 3. 2016

<sup>20</sup> Ariyani dkk. *Lampung Language Online Learning during the Covid-19 Outbreak: How are the Teacher's TPACK Skills?*. International journal of interaction. Vol.16, No.1 312. 2023.p.312.

<sup>21</sup> Nurfeni, dkk, "Pengembangan Modul Pembelajaran Bahasa Lampung Berbasis Teks Kelas VII Semester Ganjil," *Jurnal Tiyuh* (2017): p. 3.

data. To analyze the data, this research used parametric statistics and independent sample T-test.

The research design could be presented as follows:

$$\begin{matrix} G_1 & = & T_1 & X & T_2 \\ G_2 & = & T_1 & O & T_2 \end{matrix}$$

Where :

G<sub>1</sub> = Experimental class

G<sub>2</sub> = Control class

T<sub>1</sub> = Pre-test

T<sub>2</sub> = Post-test

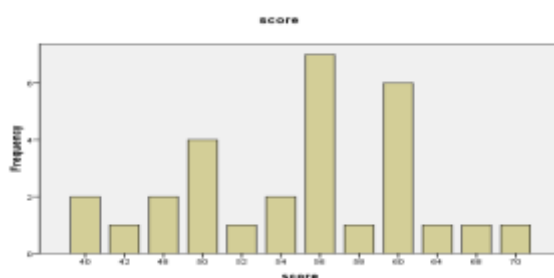
## RESULT AND DISCUSSION

### Description Of Research Data

#### a. Result of Pre Test

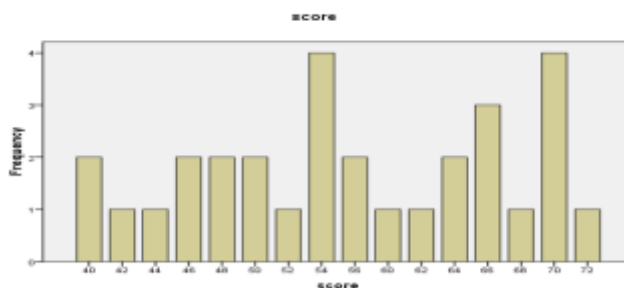
The pre-test was administrated in order to know students' speaking skill before the treatments given. It can be seen from the pre-test score of students' speaking ability of Lampung Language in the control class and experimental class.

**Figure 1**  
**The Result of Pre-Test in Control Class**



Based on the figure 1 it could be seen that there were 2 students who got 40 score, 1 student who got 42 score, 2 students who got 48 score, 4 students who got 50 score, 1 student who got 52 score, 2 students who got 54 score, 7 students who got 56 score, 1 student who got 58 score. 6 students who got 60 score, 1 student who got 64, 1 student who got 68 and 1 student who got 70. It can be seen that highest of pre-test of control class was 70 and the lowest score was 40, the mean of pre-test in control class is 54.82, standard deviation = 7.241, N = 29, median = 56.00, mode = 56, variance = 52.43, minimum score = 40, maximum= 70. It showed students' speaking ability before they got treatments.

**Figure 2**  
**The Result of Pre-Test in Experimental Class**



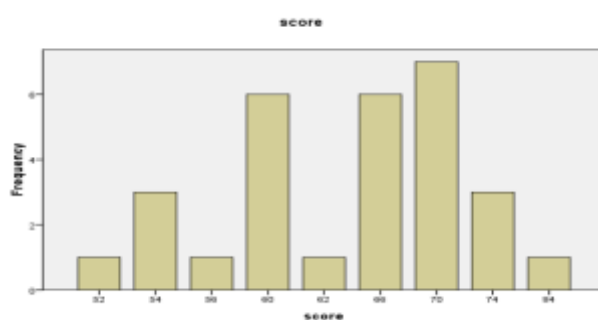


Based on the figure 1 it could be seen that there were 2 students who got 40 score, 1 student who got 42 score, 1 student who got 42, 1 student who got 44, 2 students who got 46, 2 students who got 48 score, 2 students who got 50 score, 1 student who got 52 score, 4 students who got 54 score, 2 students who got 56 score, 1 student who got 60 score. 1 student who got 62 score, 2 students who got 64, 3 students who got 66, 1 student who get 68, 4 students who got 70 and 1 student who get 72. It can be seen that highest of pre-test of experimental class was 72 and the lowest score was 40, the mean of pre-test in experimental class is 56.73, standard deviation = 10.055, N = 30, median = 55, mode = 54, variance = 101.09, minimum score = 40, maximum= 72. It showed students' speaking ability before they got treatments.

**b. Result of Post Test**

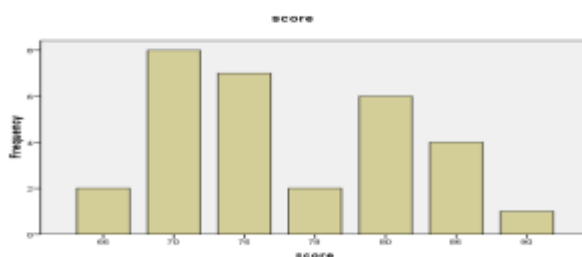
The post-test was administrated in order to know students' speaking skill before the treatments given. It can be seen from the post-test score of students' speaking ability of Lampung language in the control class and experimental class.

**Figure 3**  
**The Result of Post Test in Control Class**



Based on the figure 3 it could be seen that there were 1 student who got 52 score, 3 students who got 54 score, 1 student who got 56 score, 6 students who got 60 score, 1 student who got 62 score, 6 students who got 66 score, 7 students who got 70 score, 3 students who got 74 score and 1 student who got 84 score. It can be seen that highest of pre-test of control class was 84 and the lowest score was 52, the mean of post-test in control class is 64.97, standard deviation = 7.457, N = 30, median = 66, mode = 70, variance = 55.606, minimum score = 52, maximum= 84. It showed students' speaking ability after they got treatments.

**Figure 4**  
**The Result of Post Test in Experimental Class**



Based on the figure 4 it could be seen that there were 2 students who got 66 score, 8 students who got 70 score, 7 students who got 76 score, 2 students who got 78 score, 6 students who got 80 score, 4 students who got 86 score and 1 student who got 90 score. It can be seen that highest of experiment class was 90 and the lowest score was 66, the mean of post-test in experimental class is 76.47, standard deviation = 6.383, N = 30, median = 76.00, mode = 70, variance = 40.740, minimum score = 66, maximum= 90. It showed students' speaking ability after they got treatments.

**1. Result of hypothetical test**

The researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis formulas are:

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

$H_0$  is accepted if  $Sig.(Pvalue) > \alpha = 0.05$

$H_a$  is accepted if  $Sig. (Pvalue) < \alpha = 0.05$

$H_a$  : There is significant influence of using Poster Presentation towards students' speaking ability

$H_0$  : There is no significant influence of using Poster Presentation towards students' speaking ability

While the criteria of the test

$H_0$  is refused, if the score of  $t_{observed} < t_{critical}$ , in other case

$H_a$  is accepted, if the score of  $t_{observed} > t_{critical}$  , with  $\alpha = 0.05$  (5%)

**Table 2**  
**Independent Samples Test**

Levene's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper

Score	Equal variances assumed	.898	.347	3.209	57	.002	9.595	2.991	3.607	15.584
	Equal variances not assumed			3.216	56.392	.002	9.595	2.984	3.602	15.571

Based on the results obtained in the independent sample t-test in Table 14, that the value of significant generated  $Sig.(P_{value}) = 0.002 < \alpha = 0.05$ . So,  $H_a$  is accepted and  $H_o$  is rejected. Based on the computation, it can be concluded that there was a significant influence of using Poster towards students' speaking ability of Lampung Language of the eighth grade of MTS N 2 Bandar Lampung in the academic year 2021/2022. Based on the finding of the research, it was found that the students who were taught by using Poster have improved their speaking ability of Lampung language, it might be due to in Poster the students were highly involved in speaking process, since they had to explore their speaking ability in daily life. Poster is effective to be implemented in teaching learning speaking. It has been revealed by previous research conducted by Oktian entitled The Effect Of Poster Towards Students' Creativity and Concept Comprehension About Pollution Concept . Therefore students' speaking ability is one of productive skills to share their idea and information. Producing words or sounds but also having a meaning. Think using English with good mastery of grammar, vocabulary, pronunciation, fluency and comprehension. Therefore, Poster Presentation proves effective to improve students' speaking ability. It can be seen from the pre-test and post-test, the mean of pre-test was 56.73 and post-test was 76.47. It means that the most improvement was in the experimental class. Based on the result of this study, in other words, this experiment also proves the argument states by Geraldine o'neill and David Jennings Poster Presentation can increase students' confidence, improve students' speaking skill and create more motivated independent. The rotating turns to speak help students increase their confidence and integrate their listening and speaking skills, and are practical to be implemented in the classroom. According to Sri Anitah "poster is an image that combines visual elements such as lines, images and words are intended to attract attention and communicating the message in brief". Therefore, with brief explanation Poster can be implemented in the class successfully. Based on the calculation and the above analysis, it can be inferred that students in experimental group have higher speaking ability after given treatment through speaking Poster than students in control group. In short, it can be said that Poster is better to help the students improving their speaking ability of Lampung Language in the eighth grade students of MTS N 2 Bandar Lampung.

## CONCLUSION

After implementing Quantitative research among the eighth grade of MTS N 2 Bandar Lampung and according to the result of pre-test and post-test, it could be summarized that there is a significant influence of using Poster towards students' speaking ability of Lampung Language. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( $H_o$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, it means that the researcher's assumption is

true, that is, Poster can give a significant influence towards students' speaking ability of Lampung language. It was supported by the scores achieved by the students in which they got higher scores after gave the treatment. Poster as a media for teaching speaking of Lampung language. The significant can be seen from Sig ( 2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.002. it is lower than  $\alpha = 0.05$  and its mean  $H_0$  its rejected and  $H_a$  is accepted. It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

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