

The Effectiveness of Using Poster in Teaching Descriptive Text

A Skripsi

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Abstract

Writing is usually considered as the most difficult skill to master for the students who are learning English. It has many complex processes such as prewriting, drafting, editing, and revising. Writing is often influenced by the constraint of genre. One of the genres is descriptive text. In fact, the researcher found some problems in conveying English materials to the students. An effort done to solve the problem by using poster. This study aims at finding out the students' performance before and after the treatment using poster. Also the researcher investigates the effectiveness of using poster in teaching descriptive text. The research used quasi experimental. The participants of this research were 20 at eighth grades of Junior High School in Yogyakarta. The data were collected using tests including pretest and posttest. The result of this research showed that there was a significant difference between students' performance before and after the treatment by using poster. It could be seen from the mean score of the pretest which was in the poor level (5.24) and mean score of posttest was in fair level (6.64). The finding also showed that number of effect size was 0.90 which means that the result was categorized to have a big effect. The result showed that T-value was higher than T-table, in which T-value score was 9.471 while T-table score was 1.729. It meant that the alternative hypothesis was accepted. It meant that posters had a significant effect in improving students' writing skill in descriptive text.

Keywords: posters, descriptive text, writing skill, quasi-experiment, experimental

Background of the Study

One of the media used in teaching and learning process is poster. Poster is a printed picture to advertise and notice something. This statement is in line with Cambridge English Dictionary (2018) that poster is a large printed picture, photograph, or notice that you stick or pin to a wall or board, usually for decorating or advertise something.

In this era, poster becomes a popular method in education as the alternative media used in teaching. O'Neill and Jennings (2012) suggested poster becomes a more popular assessment method in higher education as they allow a different approach to the assessment of communication; they can be done individually or in group.

However, poster as a media less desirable and still ignored in the teaching process. According to Osa and Musser (2004), poster is the instructional material which is still unfamiliar in education. There are some reason why posters being unfamiliar in this era. First is the difficulty to make the appropriate poster to the materials of descriptive text. The second is poster education that fit in to the materials of descriptive text is rare.

Based on the researcher's experience when did the observation in one of Junior High School in Yogyakarta, one of the texts studied by the students is descriptive text. In learning about descriptive text, the students get some problems. The problems are lack of vocabulary, structure grammar and spelling.

Methodology

The researcher uses quantitative research because the researcher wants to know and identify the effectiveness of using poster in teaching descriptive text in one of Junior High School in Yogyakarta. In this quantitative research, the researcher used experiment research methodology to examine the effectiveness of using poster in descriptive text. An experimental design is used when the researcher wants to establish possible cause and effect between independent and dependent variable (Creswell, 2012).

The researcher uses quasi-experimental (a pre-experimental design) with one group pre-test and post-test. According to Cohen (2011), the continual tests between before and after treatment support the students to become their own controls. Therefore, this design was help the researcher to focus on the students' performance before and after intervention.

The participants of the research consisted of eighth grade junior high school students in Pundong, Yogyakarta at the second semester of the school year (2017/2018). The participants of this study have the same background. They use English as a foreign language. The twenty students as the participants were thirteen to fifth teen years old.

Findings and Discussion

Students' performance in pre-test and post-test. Before the treatments, the students showed very poor performance. It can be seen from the students' score of the test under 5.00. Moreover, only 20% students passed tests based on

KKM (Kriteria Ketuntasan Minimal) of school's standard. *KKM* of this school for English subject is 7.00. According to Barkaoui (2007), writing is the hardest skill for second language learners because it needs the mastery of linguistics, cognitive, and sociocultural competencies.

The poor and very poor results of pre-test can be related to some problems faced by the students during the test. When the students did the test, the students were confused. They asked about the test to the researcher and their English teacher. During the test, they also asked the answer of the test with their friends. It because they were lack of vocabulary and they did not have much of vocabulary on their mind. According to Adas and Bakir (2013), English language learners frequently repeat the same word in their writing because they still have limited vocabulary. The students also have a little bit knowledge about the grammar and structure. Similarly, Huy (2015) said that there are some basic mistakes in the writing tasks that students frequently do such as grammar, spelling, and punctuation.

There were significant differences after the treatments by comparing the means of pre-test and post-test. It can be seen from the findings of pre-test in which the students' mean score was only 5.24, and it improved to 6.64 after the treatments using posters. Students' performance level in writing descriptive text had improved. Moreover, the students' statistic of post-test also revealed some improvements. There were 40% students passed *KKM* score. It shows that the students have good performance after being treated by using posters.

However, there were some students who failed to reach the *KKM*. It was because the limited time of test. This finding supported the previous study believing that using poster was effective for the students' writing in descriptive text performance. According to Siregar and Mulyana (2013), from the improvement of the students' score and from students' attention in the teaching and learning process in the class, it means that posters can improve the students' achievement in writing descriptive paragraph by using poster. Similarly, Sumarsih (2012) also found the same result when she used poster in her experimental class. She stated that using poster can improve students' achievement in writing descriptive text from pre-test to post-test.

The effectiveness of using poster in teaching descriptive text. Based on the findings obtained in this research the researcher identified that the use of poster in teaching descriptive text was effective.

After the treatments, the students' ability in writing descriptive text was greater, with the mean = 6.64, while the previous mean was = 5.24.

Using posters had a large effect toward students' performance. The researcher analyzed how big posters affect students' performance using effect size. The research found that effect size (r) = 0.90. It shows that the effect was a large effect. It indicated that the use of poster in teaching descriptive text of eighth in a junior high school in Yogyakarta was effective.

Based on findings, the result showed that t-value was higher than t-table, in which t-value score was 9.471 while t-table score was 1.729. It meant that the alternative hypothesis was accepted. This finding supported the previous study

believing that using poster was effective for the students' writing in descriptive text performance. According to Siregar and Mulyana (2013), from the improvement of the students' score and from students' attention in the teaching and learning process in the class, it means that posters can improve the students' achievement in writing descriptive paragraph by using poster. Similarly, Sumarsih (2012) also found the same result when she used poster in her experimental class. She stated that using poster can improve students' achievement in writing descriptive text from pre-test to post-test.

Conclusion

There are some complex things which the students need to have in order to be able to have good writing ability. The things are vocabulary mastery, grammar, mechanic, idea, and organization. In composing a text, the students have to present their ideas in a good organization. In composing a descriptive text, most of them just write the point of description without explaining the thing being described whereas description is the part of generic structure of descriptive text. There are some changes happens after applying posters in teaching descriptive text for six meetings. The explanation is presented below.

Firstly, writing ability was improved during the teaching and learning activity using posters. It was showed by the difference of the mean score of the result of the pre-test and the post-test. The mean score of pre-test was 5.24. It shows that the students' performance in poor level. For the post-test the mean score was 6.64 which mean the level of students' performance is fair. From the

score, it was found that the gap of score between pre-test and post-test was 1.4 points. It can be concluded that teaching writing using posters gives contribution to improve the students' performance in writing descriptive text.

Secondly, based on the previous calculation, the t -value of the t -test is higher than the value of t -table $9.471 > 1.729$. Thus, it can be inferred that using poster in teaching descriptive text has a significant effect for the students. Besides that, the effect size of this research was a large effect with the effect size (r)=0.90.

To summarize, the results of this research explain the use of poster in teaching writing descriptive text. This research shows that posters can improve the students' writing skill and posters can be used as good media for teaching descriptive text.

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