



THE USE OF POSTERS TO ENHANCE STUDENTS' WRITING SKILL AT THE TENTH GRADE OF SMK JAYA BUANA KABUPATEN TANGERANG IN ACADEMIC YEAR 2022-2023

¹Eni Khoiriyah, ²Tenia Ramalia, ³Andri Kurniawan

FKIP, Universitas Islam Syekh-Yusuf

Email:

1905020081@students.unis.ac.id, tramalia@unis.ac.id, andri.kurniawan@unis.ac.id

Abstrak

The purpose of this study is to determine whether posters can improve the writing of descriptive texts among tenth grade students of SMK Jaya Buana Tangerang Regency in the 2022-2023 academic year. This study is a quantitative study using 60 students as samples with a sample of X TKJ 1 and X TKJ2 students taken nonrandomly using a non-equivalent control design pseudo-experiment. Student tests were used by researchers to collect data through pre-test and post-test. The results of this study are statistical calculations with One-Sample Kolmogorov-Smirnov, it is known that the asymptotic significance of the pre-test and post-test on the experimental class data is $0.000 < 0.05$. It can be concluded that H_a is accepted and H_o is rejected. This means that there is a significant difference in the use of poster media to enhance students' writing skills in descriptive text. Therefore, it can be concluded that there is a positive effect of using posters on improving the writing skills of class X students of SMK Jaya Buana Kabupaten Tangerang.

Kata Kunci: *Effects, Descriptive text, posters, Writing skills*

1. INTRODUCTION

Writing is one of the most important skills in the learning process. Through writing, one can express thoughts and feelings that are able to communicate with someone more broadly. According to Halawa (2020) writing skills are skills for expressing ideas to others in writing. Pentury et al., (2020) also said that by improving writing competence and skills, there are more opportunities for students to be creative and think more deeply about creative writing in their own creativity, communication, critical

thinking, and knowledge. Because the purpose of someone's writing is basically to express ideas, thoughts, dreams, imaginations, and life experiences in written language so that others can understand them, Writing is an important thing in life because we put ideas and imagination into it to make it interesting and useful. As stated Apsari (2019) writing is a productive skill, which means a skill that is able to combine more than one skill. Writing skills are one of the skills that students must possess. That way, students who

want to be successful must practice consistently and creatively to improve their writing.

English is one of the most important language skills in the world, especially for communicating and becoming a global language. According to Mulyana (2012) the ability to communicate can create discourse skills and understanding in writing and orally. In Indonesia, students at school learn English to communicate in a foreign language with other people, making it a communication tool for proud achievements for schools, families, and even the country. In Indonesia, learning English begins in elementary school (SD) and continues through tertiary institutions. Thus making students' English skills better and increasing them. But the fact is that every student has their own abilities. In learning English, there are students whose English proficiency is low, but it is increasing. In this case, English has four language skills: speaking, listening, reading, and writing. among the four language skills students in Indonesia must achieve, as stated in the education unit curriculum (KTSP), As is generally known, one of the four skills is writing, which is the most important skill for students to master. So in this way Yanti (2022) explained in his article that English is considered one of the subjects that makes it difficult for students to immediately understand a reading text.

But in the current era, there are still many students who think that writing in English is a difficult thing to learn in terms of English skills because there are

so many aspects of writing that must be considered. By hearing the term, writing means not just copying words and sentences but also developing and pouring ideas and thoughts into an orderly structure. Writing skills are the most complex language skills and are very important for the success of the teaching process. Thus, English is considered one of the subjects that are difficult to understand. Make students lazy when writing English. So that it makes students learning English experience difficulties when writing English texts. Not only that, but the lack of practice writing English and the low motivation to write for students when writing English because English is a foreign language are other problems that must be considered.

Based on pre-observations on February 11, 2023 and conducting interviews with class teacher of thent grade, the KKM score is 70. Besides, there are many students who fail to their goals. (KKM). Based at SMK Jaya Buana Kabupaten Tangerang, can be demonstrated by the low student scores; most students still have difficulties in writing text. Data show that only 40 percent of tenth grade students at SMK Jaya Buana district of Tangerang score above average, and 60 percent of students score below average. In other words, students have some difficulty reaching the target score (KKM) to write. Based on the interviews, the author finds the problems faced in learning the writing skills of students at SMK Jaya buana Tangerang. Some of them are: students lack vocabulary,

weaknesses student pronunciation skills, students who are not yet grammatical, students are confused in spelling, students lack in learning English, teachers often explain parts of the text instead of applying it to students writing, teacher has difficulty planning and teaching writing skills, writing skills are not felt at the end of the semester exam, learning writing skills is very time-consuming both in the process and giving feedback.

2. RESEARCH METHOD

This research was conducted using a quasi experimental method. The research design used is the non randomize control group Pretest and Posttest Design. The experimental class and the control class are the two classes involved in this design. Before receiving treatment to the two classes, they were given a pretest first, namely to find out the students' initial abilities (Mujahidin, 2014). Furthermore, While the control class used traditional teaching methods, the experimental class received treatment via posters. After receiving treatment, both classes took a post-test to ascertain the pupils' ultimate levels of ability. The writer took 2 classes as a sample. The writer took from the population of tenth graders at SMK Jaya Buana based on the suggestion of the English teacher. The sample of this research is 60 students; there are the students of X TKJ 2 (30 students) as the experimental class and X TKJ 1 (30 students) as the control class. Which means the writer took 60 students as the research sample.

3. RESULT AND DISCUSSION

A. Result

a. The Descriptive Data of Experimental Class

Based on the writer tests given to students in class X TKJ 2 Tangerang Regency, the writer analyzed the data on students' writing skills scores with the statistical results of SPSS 22 Pre-test and post-test in the experimental class.

From the results of writing descriptive text that has been given to the experimental class and control class. The writer obtained the results of SPSS 22 statistics from the pre-test results found that the minimum score obtained by students was 35 and the maximum score of students was 72 with a mean of 52,43 and a standard deviation of 10,779 while in the post-test score obtained the minimum score of students was 65, the maximum score of students was 89 with a mean of 77,07 and a standard deviation of 6,570. This can be seen in the descriptive statistics table as follows:

Table 4.1
Descriptive Statistics Experimental Class

Test	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Experiment	30	37	35	72	52,43	10,779
Post-Experiment	30	24	65	89	77,07	6,570
Valid N (listwise)	30					

To get data on the results of the study, the writer gave a pre-test and post test to the experimental class students. The pre-test was conducted before the writer gave treatment to students, the purpose of which was to find out how much knowledge and writing ability students had. The following are the

results of the pre-test in the experimental class.

b. The Descriptive Data of Control Class

Based on the written test given to students of class X TJK 1 Tangerang Regency, the writer analyzed the data of students' writing skills scores with the statistical results of SPSS 22 Pre-test and post-test of students in the control class there was a difference of 490.

From the results of writing descriptive text that has been given to the experimental class and control class. The writer gets the results of SPSS 22 statistics from the pre-test score results found that the minimum score of students is 50, the maximum score is 73 with a mean of 59,67 and a standard deviation of 6,099 while in the post-test it is found that the minimum score of students is 56 the maximum score of students is 82 with a mean of 70,80 and a standard deviation score of 7.527. This can be seen in the descriptive statistics table as follows:

Table 4.4
Descriptive Statistic Control Class

	N	Range	Minimum	Maximum	Mean	Std. Deviation
PreCont	30	23	50	73	59,67	6,099
PostCont	30	26	56	82	70,80	7,527

To get data on the results of the study, the writer also gave a pre-test and post test to the control class students. The pre-test is conducted before the writer gives treatment to students, the purpose of which is to find out how much knowledge and writing ability

students have. The following are the results of the pre-test in the control class.

c. Different Values of Experimental and Control Class

There are many teaching media when a teacher teaches his students. The media may or may not depend on the teacher and the media. Based on this reason, teachers should have good media to teach their students. Here the writer uses poster media. It also aims to find out whether using poster media is better than the usual conventional teaching.

Table 4.7
Descriptive Statistic of Difference Scores Experimental and Control Class

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Experiment	30	24	65	89	77,07	6,570
Contol	30	26	56	82	70,80	7,527
Valid N (listwise)	30					

Based on the table above, the writers get data on the difference in scores of experimental and control classes. This is shown from the mean score of the experimental class of 77,07 and the mean score of the control class of 70,80. The minimum score difference of the experimental class is 64 and the control class is 56. The maximum score difference of the experimental class is 89 and the control class is 82

d. Test of Normality

To find out whether the data is normal or not the writer must calculate the normality test. The data processed in the calculation of the normality test using Shapiro-Wilk in the amount of

SPSS version 22. The complete test results can be seen in the table below:

Table 4.7
Descriptive Statistic of Difference Scores Experimental and Control Class

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Experiment	30	24	65	89	77,07	6,570
Contol	30	26	56	82	70,80	7,527
Valid N (listwise)	30					

Referring to the explanation explained in the previous chapter, it is known that if the sig value > 0.05 then the data is normally distributed. In the table there are experimental and control classes. For data collection in this study the writer conducted pre-test and post test in both classes. So that the results of the normality calculation in the table above explain that for the experimental class the sig value in the pre-test is $0.143 > 0.05$ so that it is normally distributed. Likewise, the post-test sig value is $0.225 > 0.05$ so the data is normally distributed.

Then for normality in the control class based on the table above, it is explained that the sig value in the pre-test is $0.040 > 0.05$ so that the data is normally distributed. Likewise, the sig value in the post-test is $0.075 > 0.05$ so that it is normally distributed. So, in this calculation it can be concluded that the data is normally distributed.

e. Test of Homogenety

a. Ekperimen kelas

Table 4.9
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
4,342	1	58	,042

Source: Statistical Result SPSS 22

Based on the table above, it is known that $\text{sig} = 0.042 > 0.05$, this shows that the variant data of the writing score in the experimental class is homogeneous. This is because the data is normal and homogeneous.

b. Control Class

Table 4.10
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2,646	1	58	,109

Source: Statistical Result SPSS 22

Based on the table above, it is known that $\text{sig} = 0.109 > 0.05$, this shows that the variant data of the writing score in the experimental class is homogeneous. This is because the data is normal and homogeneous.

B. Discussion

Based on the research conducted by SMK Jaya Buana Kabupaten Tangerang using posters, the research found the results of students' writing ability. These results were obtained after the researcher gave a pre-test, treatment, and post-test, so that there was a comparison between. This study aims to determine whether there is an effect of using posters to improve students' writing skills at SMK Jaya Buana Kabupaten Tangerang.

This study used a quasi-experimental design. In this case the

researcher took two classes to be used as research samples in the pre-test and post-test, so that there was a comparison between the two classes. The treatment was applied to the experimental class and the control class. In the experimental class, the treatment was carried out in learning activities with poster or picture media. While in the control class the treatment was carried out using conventional media. Testing the validity and reliability of the test instrument was carried out on two writing lecturers and one English teacher to determine the feasibility of the test instrument. The tests given to students were in the form of written tests, namely essays. The results of students' answers, the teacher assessed based on the writing assessment rubric consisting of content, organization, vocabulary, grammar, and mechanics. The results of student scores, researchers processed the data using SPSS 22. In the experimental class, the average pretest score was (52,43) and the average post-test score was (77,07) by using posters as media to improve students' writing skills. The control class average pretest score was (59,67) and the average post-test score was (70,80) by using conventional media. The range of mean scores of experimental and control classes is slightly different. Based on hypothesis testing, it is known that the significance value of 0.000 is smaller

than 0.05. This shows that H_a is accepted and H_o is rejected. Thus, the use of posters is effective in learning Descriptive text in class X TKJ SMK Jaya Buana Kabupaten Tangerang. Overall, it can be concluded that poster media is one of the effective learning media for student writing learning that can be applied in classroom learning activities to improve student writing skills.

4. CONCLUSION

Based on the formulation of the problem, research objectives, hypothesis testing and analysis results, it can be concluded that there is a significant effect of learning using poster media. It is proven that students' scores in the post-test are higher than the pre-test. So, it means that posters can improve students' writing skills.

It can be concluded that using posters in class X TKJ SMK Jaya Buana kab.Tangerang can be effective in learning because students can easily understand through poster . The results of statistical calculations from this study can also be concluded that H_a is accepted and H_o is rejected, meaning that there is a significant difference between conventional methods and learning methods using posters at SMK Jaya Buana Kab. Tangerang.

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