The Use of Poster Media to Enhance Student Learning Outcomes in Descriptive Text Writing

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ABSTRACT

This research reported observations regarding students' learning activities. The results of the study revealed that most students did not enjoy the learning process and yet become passive learners. This can be driven by several aspects, particularly the employment of conventional methods by teachers during the class, and the media exploited was not engaging. Thus, this study proposed a resolution to construct learning activities more engaged. This study suggested that the application of poster media can be an alternative to enhance students' learning outcomes in Writing Descriptive Text topic, particularly at the junior high school (SMPN 1). The data sources in this study were seventh-grade students of SMPN 1 Darul Aman (The academic year 2021/2022). Data compiled from students' comprised data on the results of written tests carried out at the end of each cycle; non-tests, including observation sheets, and interviews. The data were analysed using qualitative descriptive analysis.

INTRODUCTION

The level of English literacy for junior high school students is the functional level. Students are expected to be able to communicate orally and in writing to solve problems or fulfill daily needs such as writing short messages, greeting cards/invitations, announcements, and others (Prabavathi & Nagasubramani, 2018; Irwansyah & Azis, 2018). Although the literacy level that students are expected to master is only a very simple level, it is not straightforward for class VII students of SMP Negeri 1 Darul Aman in semester 1 of the 2021/2022 academic year to practice it. The reality occurring in the field is that there are still innumerable students who are not interested in learning English, especially writing skills (Nasir, 2019). They believe that writing is challenging to learn (Cho et al., 2021). They discover it difficult to accomplish tasks related to writing and over time they feel bored following the lesson so that the results of learning writing skills are far from what is expected.

Teaching and learning activities are not going well. When the teacher gave an explanation of the material about writing a descriptive text, the students looked less enthusiastic and did not take the teacher's explanation seriously. Students are not serious because they lack motivation in participating in learning at that time. The reason is that the learning process is less interesting. Teachers still use conventional methods. Teaching and learning activities are still teacher-centered. Teachers still tend to use the lecture method so that students feel bored. This has an influence on student learning outcomes. Almost all students have not reached the Minimum Completeness Criteria (KKM) of 70 in the descriptive text of writing skills. Of the 37 students, only 9 students (24%) achieved the Minimum Completeness Criteria set at 70. While the remaining

28 students (76%) had not yet reached the Minimum Completeness Criteria (KKM). By looking at the condition of such learning outcomes, the authors realize that the learning process that has occurred in the classroom has failed. Researchers seek to self-reflect and attempt to change such learning conditions to find a solution to this problem. The effort made by the author is to apply poster media. According to Coskun & Eker (2018), posters are depictions that are shown as notifications, warnings, or appetite stimulants that usually contain pictures. The poster is an image that combines visual elements such as lines, pictures, and words that intend to attract attention and communicate a brief message (Ahmad, 2019). The use of poster media is an inquiry-oriented strategy by using images that contain familiar objects and familiar activities to acquire words (Rosanti & Seman, 2019; Sa'adah & Atikah, 2019). This model uses words and pictures that can stimulate students' ability to think inductively from specific thoughts (seeing pictures and words) to general thoughts (making available words into an essay).

In this media poster students are given a picture, from the picture students are asked to find as much vocabulary as possible (Sa'adah & Atikah, 2019). Then they were asked to find adjectives that describe the nouns they had found in the picture. Henceforth, these words are converted into phrases, from phrases into sentences, then from sentences arranged into paragraphs and finally made into a complete text. The use of this model is expected to create a comfortable and fun learning atmosphere . So that students can be more motivated to follow the learning process. Thus, the mastery of the material and students' skills in writing.

METHODS

The type of research chosen in this study is action research, so this research uses the action research model of Kemmis and Mc Taggart (Tran, 2009), which is in the form of a spiral from one cycle to the next. Each cycle includes planning (plans), action (action), observation (observations), and reflection (reflection). The steps in the next cycle are revised planning, action, observation, and reflection. The data sources in this study were seventh grade students of SMPN 1 Darul Aman in the 2021/2022 academic year as research subjects. Data collected from students includes data on the results of written tests carried out at the end of each cycle, non-tests include observation sheets, and interviews using interview guidelines. The data analysis carried out is a qualitative descriptive analysis (Vaismoradi, 2013).

The indicators for the success of performance in this class action are as follows:
1) If the classical learning outcomes in learning English descriptive text material in class VII semester 2 of SMP Negeri 1 Darul Aman, East Aceh reach the KKM standard of 70.
2) The use of Media Poster is considered successful if 85% of students achieve complete learning according to the assessment prerequisites used.
3) There is an increase in student learning activities in each cycle.

RESULTS AND DISCUSSION

1.   Poster Media
a. Definition of Poster Media
Before discussing the meaning of poster media as a whole, we will first discuss illustrated poster media one by one. Media comes from Latin which means "between". This meaning can be interpreted as a communication tool used to carry information from the source of the message to the recipient (Wahyuningsih & Fitriani, 2021). Media can be used as an intermediary to convey material that has been planned by the presenter to students so that the learning objectives can be achieved. Several experts make

limitations on media, including those proposed by the American Association for Education and Communication Technology (AECT). According to AECT: Media are all forms used for the process of distributing information. When associated with learning activities, the media can be interpreted as a communication tool used in the learning process to bring information from teachers to students.

Media are all physical forms that can convey messages and stimulate students to learn (Trisiana, 2021). From the above understanding it can be concluded that Media Poster (DASTER) is an appropriate learning model used by teachers to transfer knowledge to students (Saregar et al., 2019), especially in writing activities by developing vocabulary by looking at pictures and then developing the words into sentences and then developing them again into paragraphs.

b. *Steps (syntax) Media Poster*

The use of poster media, is a good way to quickly inform students' progress, capture students' imaginations, and as a means to exchange ideas between them. This media poster is also a way that allows students to express their perceptions and feelings about the topic being discussed in a fun way (Sari et al., 2019). The procedure is as follows:

1) Analyze the material to be taught.
2) Look for difficult words, unfamiliar objects or complex processes. All of this would require a great deal of energy and effort if only explained verbally. You need a picture.
3) Look for pictures from the internet. Print with a large enough size. Add text.
4) Decorate with attractive and contrasting colors. Make sure the size of the pictures and writing is big enough and clear for all children to see.
5) Print on thick paper. Hang it on the blackboard.
6) While working you can point to the picture on the poster.
7) You can do variations. For example, pointing at an existing picture and asking students to name or explain it.
8) You can also ask students to cash in on your explanation (everyone is the teacher technique).
9) Some games can also be done with the help of posters. For example, throwing a paper ball. The method:
   a. Making balls from waste paper.
   b. Hang up posters.
   c. Asking two children to stand in front of the poster at a distance.
   d. Mentioning a word or term in the poster.
   e. Students throw a paper ball towards the picture in question.

2. Learning outcomes

Learning outcomes are abilities that students have after they receive their learning experiences. After a learning process ends, students get a learning outcome. Learning outcomes have an important role in the learning process. The main goal to be achieved in learning activities is learning outcomes. Learning outcomes are used to determine the extent to which students can understand and understand the material. According to Sulistyo et al., (2020) learning outcomes are patterns of actions, values, knowledge, attitudes, appreciation, abilities, and skills. According to Rahmawati et al., (2019) learning outcomes are changes in overall behavior, not just one aspect of human potential. According to (Rahmawati et al., 2019; Sulistyo et al., 2020; Sudargini & Purwanto, 2020) learning outcomes are the attainment of a form of behavior change that tends to persist from the cognitive, affective, and psychomotor domains of the learning process carried out within a certain time. Meanwhile, according to (Sudargini & Purwanto, 2020), learning outcomes are

when someone has learned there will be a change in behavior in that person, for example from not knowing to knowing, and from not understanding to understanding.

3.   Writing skills

Language skills have four components, namely listening, speaking, reading, and writing. Writing activity is a form of manifestation of language competence that is most recently mastered by language learners after listening, speaking, and reading competencies. Writing is a process of expressing ideas, thoughts, and feelings that are poured through writing. Writing competence is more difficult than the other three language and intercultural competencies (Yuzar, 2020). The ability to write is a complex ability, which requires several knowledge and skills. Iskandarwassid and Dadang (2008: 248-249) state that like speaking skills, writing skills rely on language skills that are active and productive (Rahman & Saputra, 2021; Nasir, 2019). These two language skills are an attempt to express the thoughts and feelings that exist in a language user through language. The difference lies in the way used to express it. Submission of messages in writing is carried out in writing.

From these definitions above, it can be concluded that writing is an activity to convey messages (ideas, feelings, and information) in writing to other parties. As a form of verbal communication, writing involves elements of the writer as the messenger, or the content of the writing, the channel or medium of writing, and the reader as the recipient of the message.

4.   Descriptive Text

According to Sumaniar & Putri (2018) descriptive text is writing that is written to describe or describe an object so that the reader seems to witness and experience it himself. Furthermore, Ryan (2015) states that descriptive text is a type of writing that describes or describes in words an object, place, atmosphere or situation so that readers can see, hear, and feel for themselves. The skill of compiling descriptive text in writing is the skill to make writing related to an object in the form of a description. Further, descriptive text is a form of writing that aims to expand the knowledge and experience of readers by describing the actual nature of the object (Ryan, 2015). Descriptive text is used to describe a particular place, person, or object, the description of social function to describe a particular person, place, or thing. According to the Ministry of Education and Culture (2013: 121) descriptive text is a type of text that describes the state (nature, shape, size, color, etc.) of something (human or object) individually and uniquely. This text emphasizes the relationship between the whole and its parts. Based on the description above, it can be concluded that descriptive text is a type of writing that describes a certain object uniquely and to expand the knowledge and experience of the reader so that the reader seems to see, hear, feel or experience the object directly.

Learning Procedure Using Poster as Media

At the beginning of the action, the teacher explains the learning procedures that will be carried out in class. Then the teacher does apperception as a prerequisite knowledge by asking light questions to students to provoke students' creative thinking. These questions are in the form of light questions such as asking the shapes and colors of objects. The apperception aims to stimulate students' knowledge regarding the descriptive text material to be studied. Next, the teacher explains the learning procedure using poster media. Then the teacher displays pictures of certain objects on the blackboard. Students are asked to pay close attention to the picture every detail of the picture. The teacher asks some questions to provoke students. For example, pictures of any objects contained in the picture. What are the shape and colors? Students are given some time to think.

Then students are asked to name any words related to the picture on display and the teacher labels it by drawing a line on the picture. Next, students are asked to write down as many adjectives that describe the

noun as possible. The next step is for the teacher together with the students composes the words that have been written by the students into noun phrases. Then the teacher reads the words and asks students to follow the pronunciation. Then the teacher invites students to arrange these phrases into simple sentences. Before compiling sentences into paragraphs, the teacher reviews the generic structure that has been studied at the previous meeting. Furthermore, the sentences that have been made together are arranged into paragraphs and then arrange into a simple descriptive text about certain objects.

Furthermore, students are divided into several groups, each group consists of 5 students. Each group was assigned to fill out worksheets about classifying words and forming phrases and then sentences. In groups, students discuss completing the task. When working on the LKS, the teacher supervises the course of teaching and learning activities while guiding and helping students who have difficulties. After conducting group discussions, students present the results of their discussions in turn. In this activity, the teacher gives rewards to the best group.

At the end of the learning activities, the teacher reflects on the teaching and learning activities that have been carried out. Then the teacher together with the students conclude the material that has been studied. Next, the teacher gives a quiz to evaluate students' understanding, then the teacher gives assignments to do at home. The activity ended with the delivery of material to be discussed at the next meeting. At the second meeting, the implementation of the learning process was carried out by the teacher using poster media, it was hoped that the learning atmosphere would be more fun, and students were motivated to be more active. In the core activity, the teacher guides students in forming groups. Each group is given a picture of a certain object that is different for each group. Then they were asked to describe the picture in the same way as in the example. Next, each group presents their work by pasting their writings on the classroom wall. Each group cross-checked and corrected the results of their friends' work. The teacher gives a reward to the group that wins the game. At the end of the main activity, the teacher gave an individual final test in the form of a written test to students.

Observations were carried out in all face-to-face activities, in this case, the observation was carried out by one observer, namely the subject teacher (peer) at SMP Negeri 1 Darul Aman. This observation was conducted to determine in detail the activities, behavior, presentations, and collaboration of students in the process of teaching and learning activities. From the results of the observation of the actions in the first cycle, it was found that not many students could describe certain objects correctly. There are still many students who do unwanted activities during learning such as chatting, looking at each other's pictures, and writing in Indonesian.

However, in this cycle, there has been an increase in student learning outcomes but has not met the predetermined success criteria, namely 85% of all students who reach the KKM. At this stage, only 23 students (62%) managed to reach the KKM. The highest score on the final test of the first cycle was 85 and the lowest score was 40 with an average grade of 67.4. The implementation of the actions in cycle II was carried out the same as the steps are taken in cycle I. However, in cycle II, students seemed more active and enthusiastic in participating in learning, because they had understood the learning steps that must be followed better. So that the learning process in the classroom becomes more active.

In the process of searching for words in the picture, it can be seen that students do not find it difficult as happened in cycle I. In cycle II students are very fast in determining what words can be seen in the picture. Then when they have to find adjectives related to the nouns they have found, they turn them into phrases, make sentences, make paragraphs and finally arrange them into a descriptive text. At this stage, it seems that they do not find it difficult because they have understood the steps of writing descriptive text using poster media. From the results of the observation of the actions in the second cycle, it was found that

most of the students were able to describe certain people correctly. Student activity looks better where they are busier doing the tasks given by the teacher, then try to seriously carry out the tasks given by the teacher. In the second cycle, the students looked more active and could better understand the implementation of the tasks given by the teacher, compared to the activities in the first cycle

The learning outcomes after the application of poster media showed a very significant change. Students look very active and enthusiastic in learning activities. They are very motivated to follow the course of the learning process. They can understand the steps in writing descriptive text, starting from finding as much vocabulary as possible in the picture, then looking for adjectives that explain the nouns in the picture, then making phrases from these words, then making them into sentences, and making paragraphs to finally arrange them into descriptive text. They felt that writing a descriptive text was not difficult. They can start with simple things. With the increase in student motivation, the value of the test results will increase. Test results in the second cycle the average value of the class reached 77.7 with a total score of 2875 and there were even students who got a score of 100 according to the predetermined assessment criteria.

The following is complete data on the comparison of the improvement in learning outcomes of grade VII students in even semesters of SMP Negeri 1 Darul Aman for the academic year 2021/2022 starting from the initial conditions, cycle I, and cycle II.

Table 4.1 Recapitulation of Learning Completeness Initial Conditions,
Cycle I, and Cycle II

No	Final test scores	Cycle			Percentage		
		Initial condition	I	II	Initial condition	I	II
1.	Completed student	9	23	33	24%	62%	89%
2.	Unfinished students	28	14	4	76%	38%	11%
3	Total	37	37	37	100 %	100 %	100 %

Graphic 4.1 Recapitulation of Learning Completeness Initial Conditions
Cycle I, and Cycle II
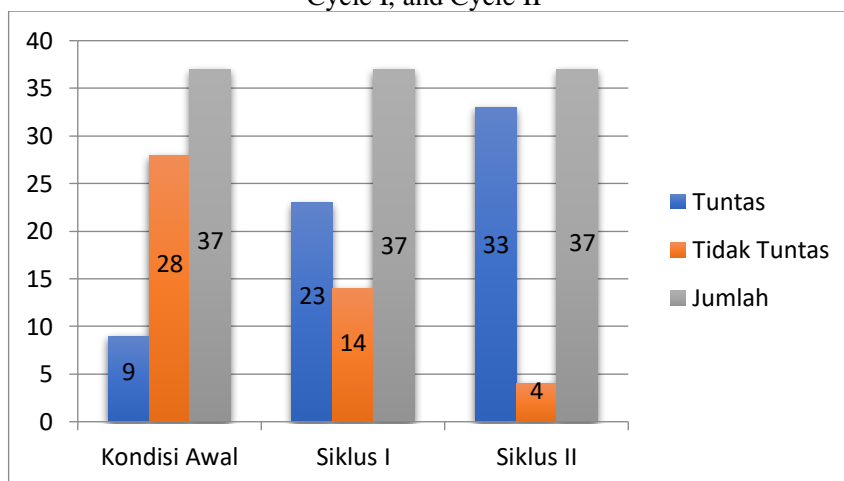
Table 4.2 Recapitulation of Obtaining Initial Conditions, Cycle I, and Cycle II

No	Description	Scores		
		Initial condition	Circle I	Circle II
1	The highest scores	75	85	100

2	The lowest scores	30	40	50
3	Total Value	1980	2495	2875
4	Average value	53,5	67,4	77,7

Graphic 4.2 Recapitulation of Obtaining Initial Conditions,
Cycle I, and Cycle II
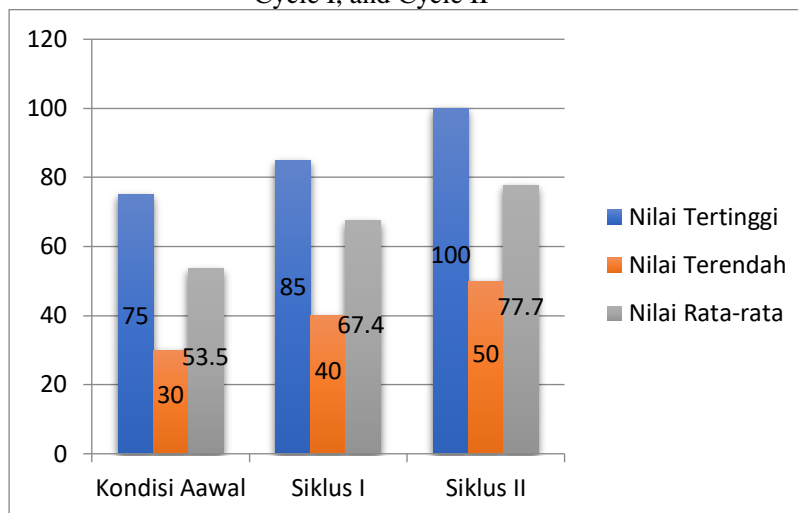
Graphic 4.3 Graph of Recapitulation of Percentage of Complete
Learning in Initial Conditions, Cycle I and Cycle II
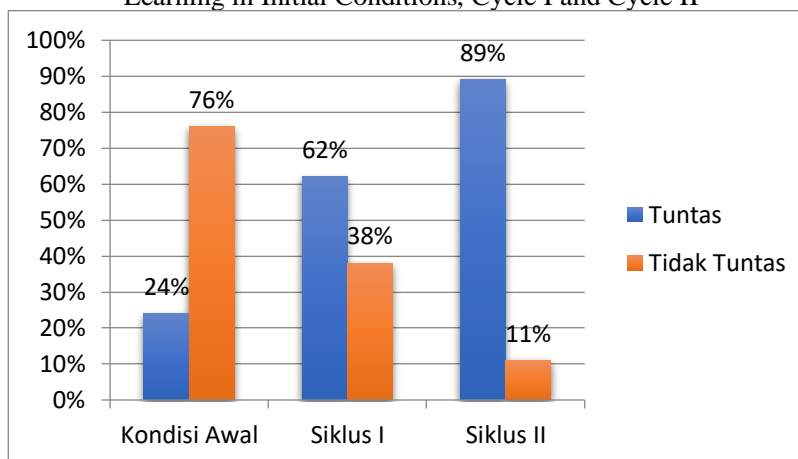
Based on the data above, it can be seen that the mastery level of student learning has reached 89% which in this case has exceeded the target of the mastery indicator set, namely 85% of students have reached the KKM. Students' motivation and activeness also increased after the implementation of this Media Poster. From the results of the reflection that the researchers did with the observers, it was decided that the implementation of the Media Poster was considered successful and the author was satisfied with the achievements that had been obtained.

CONCLUSIONS

Based on the results of the research that has been done, several conclusions can be drawn, namely:
1. Through the application of Media Poster can improve overall learning outcomes in English subjects. This can be seen from the increase in each cycle.
2. From the results of data analysis carried out after the application of Media Poster, it shows an increase in student learning outcomes.

3. The level of student learning completeness has also increased. In the initial learning conditions, the number of students who completed learning reached the target KKM score as many as 9 students (24%), while in the first cycle students who finished studying and achieved the target KKM score were 23 students (62%), and in the second cycle students who finished studying and reached the target KKM score of 33 students (89%). This 89% student mastery has exceeded the research success indicator that has been set at 85%.

Based on the conclusions and findings above, the writer tries to give some recommendations as follows:

1. To English teachers, when teaching descriptive text material to class VII students in the first semester, it is better to use Media posters. This is intended so that the delivery of material can be more varied so that the learning process in the classroom becomes more active and students become more motivated to participate in the learning process. By increasing student motivation in participating in the learning process, it can be ascertained that the mastery of student material can be further increased so that the learning outcomes obtained can also increase.
2. Teachers of subjects other than English are expected to try to apply this model as a comparison of the level of success with the use of other models or methods.
3. Considering that the author is only an ordinary human being who is not free from mistakes and also this research is still very far from being perfect, it is necessary to conduct further research, especially regarding the application of this Media Poster.

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