Improving students' descriptive writing learning through poster utilization

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ABSTRACT

This research is a descriptive quantitative study. The research has several objectives: (1) to uncover the learning outcomes of descriptive text writing for 7th-grade students at SMPIT Al Ishlah through the utilization of poster media, and (2) to demonstrate the effectiveness of utilizing poster media in teaching descriptive text writing to 7th-grade students at SMPIT Al Ishlah. The research design employed is a one-group pretest-posttest design, which is a quasi-experimental design. The population of this research includes all 92 students from 7th grade at SMPIT Al Ishlah, Kabupaten Maros. A sample of 32 students from the population was selected using purposive sampling, specifically students from class VII-C. Data for the research was collected using a test technique for both pretest and posttest activities, as well as documentation techniques. The instruments used for these techniques consisted of three components: a student essay test sheet used for the pretest and posttest, an observation sheet, and a documentation sheet. The collected data was then analyzed inferentially through tests for normality and homogeneity for the pretest data, and t-test for the posttest data. All inferential data calculations were conducted using the Statistical Package for the Social Sciences (SPSS) program. The results of the descriptive analysis showed that the average posttest score was higher than the average pretest score. This finding was further supported by the inferential analysis, which indicated that (1) based on tests for normality and homogeneity, the data were normally distributed and homogeneous, and (2) based on the hypothesis test, the significance value of 0.0001 was smaller than the alpha value (0.05), leading to the rejection of the null hypothesis (H0) and acceptance of the alternative hypothesis (H1). This indicates that the utilization of poster media is effectively employed in teaching descriptive text writing to 7th-grade students at SMPIT Al Ishlah.

Keywords: Utilization; posters; writing; descriptive text

1. INTRODUCTION

Descriptive text is one of the fundamental text types that serves as a basis before evolving into various types of texts commonly encountered today, such as explanatory text, exemplification text, anecdotal text, review text, news text, and more. Writing descriptive text is a fundamental skill that a writer must possess in order to develop their writing into different text genres. Through the activity of writing descriptive text, a writer can convey ideas, arguments, and opinions to the audience by interpreting an object as a reality that exists from their perspective.

The learning of descriptive text begins at the elementary school level and continues to advance in complexity up to the high school level, including the learning of writing descriptive texts. Both the 2013 curriculum and the Merdeka curriculum still incorporate the teaching of descriptive text writing across all levels of education. This demonstrates the importance of achieving proficiency in writing descriptive texts for students. One of the benefits is that it supports students in producing various types of texts.

Although the learning of descriptive text writing has been introduced since the elementary school level, and even in almost every grade level, there is still a phenomenon of unsatisfactory teaching and learning outcomes in descriptive text writing at the junior high school level. This is evident from the preliminary observation results at SMPIT Al Ishlah, Maros Regency. Based on a brief test assessing students' ability to write descriptive texts, the average score of the students was 66.32, which is below the Minimum Mastery Criteria (MMC) for the Indonesian language subject, which is 75. This indicates the low learning outcomes of SMPIT Al Ishlah students in descriptive text writing. Based on observations and brief interviews with various sources, it was found that the cause of this issue lies in the instructional media used by teachers when teaching students to write descriptive texts. Teachers often rely on conventional teaching materials that only provide examples of descriptive texts. This is primarily due to teachers using an expository teaching technique that focuses more on presenting concepts, principles, or descriptive theories. This approach is acknowledged by students, resulting in a boring learning experience that indirectly dampens students' motivation to learn. As a result, the learning objectives are not achieved (Azis, 2020).

In order to reduce, or even eliminate, these effects, teachers need to consider efforts to capture students' interest. According to Juniati (2018), capturing students' interest in writing can be achieved through various means, one of which is utilizing instructional media. One media worth trying, as deemed effective by researchers in such learning, is the use of posters. This media is believed to provide a fresh atmosphere. The content presented on posters is not limited to text but also includes visually appealing images that capture students' attention. The engaging visuals presented on posters create a new ambiance in learning, akin to a refreshing break for students, thus enhancing their learning experience.

The utilization of poster media in teaching descriptive text writing can enhance students' thinking skills and imagination in explaining an object through written form. This is due to the indirect activities that occur when students observe, pay attention to, and analyze the images on the poster, which stimulates and sharpens their use of appropriate vocabulary to describe the important information depicted. Furthermore, students are indirectly prompted to reason about the causes or causal relationships depicted on the poster, enabling them to make statements or even convey messages based on the facts presented in the poster (Azis, 2018a).

Learning to write descriptive texts has been widely studied. Juniati (2018) in his research "Effectiveness of Multimodal Media in Writing Descriptive Texts for Grade VII Students of SMP Negeri 5 Alla, Enrekang Regency" shows that the use of media in learning descriptive texts is effective. This study also shows and supports the direction of the researcher's research that learning to write a descriptive text at a clear level VII did encounter low learning outcomes if the learning becomes less interesting and the appropriate solution is the use of learning environments. In addition, Rahmatiah's 2021 study "Effectiveness of Using Media Posters for Grade V Students on Narrative Essay Writing in SDN 430 Pandoso Luwu Regency" shows that the use of media posters in students' learning to write is quite effective. due to the increase in the average academic results of the student. In fact, the latest Anidya et al. A 2023 study titled "Poster Media Improves Elementary Students' Descriptive Writing Skills" (2023) shows that teachers used poster media very effectively and achieved 100% success in implementing Cycle II.

However, there is indeed a need to conduct a study on the use of posters for students, especially students in Grade VII of SMPIT Al Ishlah, Maros regency, in learning to write descriptive texts. This is due to the different study population in each region, as well as differences in the curricula implemented. Both of these are certainly factors that affect the possibility of different outcomes.

2. METHODS

This research adopts a quasi-experimental design, specifically the one-group pretest-posttest design. In its implementation, the sample is not divided into control and experimental groups. The procedural steps include administering a pretest, followed by the treatment, and concluding with a posttest. The sample for this study consists of 32 students from class VII-C of SMPIT Al Ishlah, Maros Regency, consisting of 20 female students and 12 male students. This sample is drawn from the total population of 92 students in class VII at SMPIT Al Ishlah, Maros Regency. The sample selection for this research is conducted using purposive sampling technique, based on specific considerations. Data collected from the sample is gathered using testing and documentation techniques. The testing technique is conducted during the pretest and posttest activities, employing the researcher's instrument in the form of a student composition test. Regarding this, the assessment rubric utilized in the student composition test is presented in the following Table 1.

Table 1. Assessment Rubric for Descriptive Writing Skills

No	Aspect		Indicator	Score
1.	Title and Content Relevance	1.	Ideas are presented in accordance with the theme, logical, and well-organized.	4
		2.	Ideas are presented in accordance with the theme, logical but not well-organized.	3
		3.	Ideas are presented in accordance with the theme, not logical, and not well-organized.	2
		4.	Ideas are not presented in accordance with the theme, not logical, and not well-organized.	1
2.	Usage and Spelling	1.	All parts of the composition are written according to the General Guidelines for Indonesian Spelling (PUEBI).	4
		2.	Half of the composition is written according to the General Guidelines for Indonesian Spelling (PUEBI).	3
		3.	One-third of the composition is written according to the General Guidelines for Indonesian Spelling (PUEBI).	2
		4.	None of the parts of the composition are written according to the General Guidelines for Indonesian Spelling (PUEBI).	1
3.	Coherence between Paragraphs (in terms of ideas)	1.	All parts of the composition are written according to the General Guidelines for Indonesian Spelling (PUEBI).	4
		2.	Half of the composition is written according to the General Guidelines for Indonesian Spelling (PUEBI).	3
		3.	One-third of the composition is written according to the General Guidelines for Indonesian Spelling (PUEBI).	2
		4.	None of the parts of the composition are written according to the General Guidelines for Indonesian Spelling (PUEBI).	1
4.	Overall Content	1.	Writing style is in accordance with PUEBI.	4
		2.	Appropriate word choice.	3
		3.	Proper sentence structure.	2
		4.	Communicative, logical, and coherent language.	1
5.	Neatness	1.	The writing is easily readable.	4
		2.	The writing is consistent.	3
		3.	Clean and attractive appearance without scribbles or stains.	2
		4.	Appropriate illustrations.	1
			Total	

Source: Azis, Abdul (2020)

Documentation techniques are implemented in two ways, namely observation and documentation functions. The instruments used in this technique are observation discs and document sheets. The collected data were analyzed using descriptive and inferential analysis. Inferential analysis was performed with three tests, which were normality test, homogeneity test and hypothesis testing. Testing for normality and homogeneity was performed on data collected through pretesting. Hypothesis testing is performed with

the data collected during the follow-up test. Information gathered through observation and documentation activities is used to support descriptive analysis of numerical data. The conclusions are tested using the SPSS program (Statistical Package of Social Science).

3. RESULTS AND DISCUSSION

Results

The results of the study presented below are quantitative results that show students' use of posters in writing descriptive texts. The obtained data were analyzed according to the series of data analysis techniques described previously. The presentation of this study begins with the presentation of data on student learning outcomes before treatment and student learning outcomes after treatment.

The learning results of the students before the treatment, before the use of posters in learning to write a descriptive text, are shown in Table 2 below.

Table 2. Summary of Student Learning Outcomes Before Treatment

No.	Statistic	Statistical Value
1.	Sample Size	32
2.	Mean	74,53
3.	Median	77,50
4.	Modus	79
5.	Minimum Value	53
6.	Maximum Value	84

In summary, based on Table 2, the average score of a sample of 32 students is 74.53, which is below the MMC score of 75. However, the average score is 77.50 and the mode is 79 which is above MMC. The lowest score of 32 students was 53 and the highest was 84. The lowest score was below the MMC score and the highest was above the valid MMC score.

Student learning outcomes before treatment are assessed using inferential statistical tests. Inferential statistical testing is performed with the test of normality and homogeneity. Both tests are pretests of reasoning analysis. The results of the normality test together with the data obtained from the results of the pre-test are shown in Table 3 below.

Table 3. Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Post	.154	32	.051	.945	32	.104

Based on Table 3, two types of normality tests are used, viz. Kolmogorov-Smirnov and Shapiro Wilk tests. The Kolmogorov-Smirnov normality test has a significance value (p) of 0.051. This value is greater than the value of α, namely 0.051 > 0.05 or $p > \alpha$, so H_0 is accepted and H1 is rejected, indicating that the data are normally distributed. The Shapiro-Wilk normality test has a significance value (p) of 0.104. This value is greater than the value of α, namely 0.104 > 0.05 or $p > \alpha$, so H_0 is accepted and H_1 is rejected, indicating that the data are normally distributed.

The results of the homogeneity test, based on the information obtained from the pre-test results, are shown in Table 4 below.

Table 4. Homogeneity Test

Levene Statistic	df1	df2	Sig.
.550	1	62	.461

Based on Table 4, the test of homogeneity is performed with the test of homogeneity of variances. In the homogeneity test, the significance value (p) is 0.461. This value is greater than the value of α, namely 0.461 > 0.05 or $p > \alpha$, so H_0 is accepted and H_1 is rejected, indicating that the data are homogeneous.

In addition, Table 5 below shows the learning results of the students after the treatment, after the use of posters in learning to write a descriptive text.

Table 5. Summary of Student Learning Outcomes after Treatment

No.	Statistic	Statistical Value
1.	Sample Siza	32
2.	Mean	82,16
3.	Median	83,00
4.	Modus	85
5.	Minimum Value	68
6.	Maximum Value	95

In summary, based on Table 5, the sample mean of 32 students is 82.16, which is above the MMC score, which is 75. In fact, the median value is 83.00, and the mode is 85, which is also above the MMC. The lowest score of 32 students was 68 and the highest was

95. The lowest score was still below the MMC score and the highest was clearly above the valid MMC score.

Obtaining student learning outcomes after treatment is done using inferential statistical testing. Inferential statistical testing was performed using a t-test after knowing in advance that the data were normally distributed and homogeneous. The results of the t-test together with the information of the post-test results are shown in Table 6 below.

Table 6. T-test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | | | | | | | | | 95% Confidence Interval of the Difference | |
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
data	Equal variances assumed	.550	.461	-4.183	62	.000	-7.625	1.823	-11.269	-3.981
	Equal variances not assumed			-4.183	61.544	.000	-7.625	1.823	-11.269	-3.981

Based on Table 6, the 2-tailed (p) significance value in the t-test is 0.0001. This value is smaller than the value of α, which is 0.0001 andlt; 0.05 or p<; α, so H_0 is rejected and H_1 is accepted, indicating that the data show a significant difference before treatment and after treatment. Based on this, it was concluded that the use of posters to write descriptive text for Grade VII students of SMPIT Al Ishlah, Maros Regency was effective.

Discussion

Learning outcomes write a descriptive text before treatment

The results of pretreatment of 32 students to learn to write a descriptive text showed that the highest score of the students was 84 and the lowest was 53. These results were obtained based on the five aspects of the evaluation, namely applicability scoring. title and body, spelling and writing, consistency of ideas between paragraphs, overall content and accuracy. The average score of the students was 74.53 which was below the MMC which was 75.

While learning to write descriptive text before the treatment, Grade VII students of SMPIT Al Ishlah, Marose Regency were unable to develop texts and could not understand descriptive text. In line with what Dalman (2016) explained about learning to write as a process of free expression of ideas or ideas in the form of essays, there are several factors that make students write poorly. When writing texts describing students' low learning outcomes, the circumstances dictate that students still do not know how to express their

thoughts according to the given topics, and the choice and use of vocabulary is still inappropriate. Students are not able to express ideas according to the topic "Bantimurung". There are also still misspellings like the phrase "dibantimurung" which should be "di Bantimurung"; the conjunction "di" is written separately and the name of the area begins with a capital letter. Also, the word "propinsi" should be "provinsi". In fact, there are also errors in vocabulary and handling that are still not correct, such as the phrase "bentuk kupu2x" which should be "bentuk kupu-kupu" because Advanced Spelling V (EYD 5) uses such abbreviations. is not justified.omes write a descriptive text before treatment

Learning outcomes of descriptive text writing after treatment

The results of 32 students learning to write descriptive texts after treatment showed that the highest score of the students was 95 and the lowest was 68. These results revealed that the score obtained before the treatment increased. At the maximum value, the increase was 13.1 n at the minimum value, an increase of 28.3%. This increase certainly also affected the average student score from 74.53 to 82.16, a 10.23 percent increase.

This observation is certainly consistent with the opinion of Kerafin Dalman (2016: 95) that good writing also reveals the characteristics of a good essay. Learning to write a descriptive text after treatment at SMPIT Al Ishlah, Maro Regency, the writing of grade 7 students already contains details so that the described object can be seen or imagined, create an impression and imagination in the reader and attract. the reader's interest in his explanation.

Utilizing posters when learning to write descriptive text

The utilization of posters in learning to write a descriptive text certainly has a positive effect, and there are significant differences in the learning outcomes of students. This can of course be seen in the change in value before and after treatment as described above. In addition, the results of an inferential data analysis using a series of tests that began before the start of the treatment after the continuation of the treatment also showed this significant difference.

The sample must first be tested for normality before starting treatment. The normality test is performed according to the hypothesis (1) if $p > \alpha$, H0 is accepted and H1 is rejected, and (2) if $p < \alpha$, H_0 is rejected and H_1 is accepted, where H_0 is normally distributed and H_1 is non-normally distributed data, where α is 0.05. Based on the test results, both Kolmogorov-Smirnov normality and Shapiro-Wilk normality showed a significance value higher than α value ($p > \alpha$; 0.051 > 0.05 or 0.104 > 0.05). This indicates that the sample data is normally distributed. The second step, in addition to a normal distribution, as a prerequisite for testing significant differences before and after treatment, is to test the homogeneity of the sample. The results of the homogeneity test are also made according to the hypothesis (1) if $p > \alpha$, H_0 is accepted and H1 is rejected, and (2) if $p < \alpha$, H_0 is rejected and H_1 is accepted, where H_0 is homogeneous data and H_1

is inhomogeneous data, where α is 0.05. Based on the test, the significance value is greater than α (p > α; 0.461 > 0.05). This indicates that the sample data is homogeneous. Then, the data is tested using a t-test. t-testing is performed according to the hypothesis (1) if p > α, H_0 is accepted and H_1 is rejected, and (2) if p < a, H_0 is rejected and H_1 is accepted, where H_0 is the data showing no significant difference before treatment and after treatment, and H_1 is the data showing a significant difference before treatment and after treatment; where α is equal to The test results show that the two-sided significance value is less than α (p andlt; α or 0.0001 andlt; 0.05), so H_0 is rejected and H_1 is accepted. These results show that there is a significant difference between before and after treatment. Based on this, it was concluded that the use of posters to write descriptive text for Grade VII students of SMPIT Al Ishlah, Maros Regency was effective.

Several factors underlie the students' writing performance in descriptive texts, including their high enthusiasm in participating in the learning process using posters as a learning media. This increased their motivation as they discovered new aspects during the learning process. Additionally, posters as a learning media play a crucial role in stimulating students' imagination and fostering storytelling ideas, thus facilitating their ability to write descriptive texts. The improvement in learning outcomes can be observed from the increase in scores between the pretest and posttest. This description of learning outcomes aligns with one of the effectiveness indicators according to Sinambela (2006:78), which is the attainment of learning competencies demonstrated by students' test results, in this case, showing improvement.

CONCLUSION

In this study, several findings were discovered. First, the learning outcomes of the 7th-grade students at SMPIT Al Ishlah in Maros Regency during the pretest were below the Minimum Competency Criteria (KKM), indicated by an average score of 74.53, with the lowest score of 53 and the highest score of 84. During the posttest, the learning outcomes were above the KKM, indicated by an average score of 82.16, with the lowest score of 68 and the highest score of 95. Second, the descriptive analysis showed a change in scores before and after the treatment, which involved using poster media in teaching descriptive writing to the 7th-grade students at SMPIT Al Ishlah in Maros Regency. The change resulted in a 10.23% increase in student scores. Third, the inferential analysis indicated that the data followed a normal distribution and exhibited homogeneity. Fourth, the inferential analysis also demonstrated the effectiveness of using poster media in teaching descriptive writing to the 7th-grade students at SMPIT Al Ishlah in Maros Regency, as evidenced by an improvement in learning outcomes. This was indicated by a significance value of 0.0001, which was smaller than the alpha value (0.05), leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1).

RECOMMENDATION

In relation to the findings, Indonesian Language teachers are expected to provide students with more knowledge in the learning process that focuses on writing texts. To

make Indonesian Language learning more effective, especially in implementing text-based learning, it is hoped that the learning process can be packaged in a more creative and innovative way, including in terms of content, models, methods, and learning media, in order to enhance students' interest, motivation, and creativity in learning. Above all, poster media can be a good alternative for teachers to enhance the effectiveness of learning descriptive writing to students.

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