

The Effect of Using Poster Media on the Ability to Writing Descriptive Essays For IV Grade Students at SD Negeri 141 Pekanbaru

Nikita Ayu Andani^{a,1,*}

^a Elementary School Teacher Education, Riau University, Pekanbaru, 28293, Indonesia

¹ nikita.ayu1957@student.unri.ac.id *

* Corresponding Author

Received : 01 September 2022

Revised : 30 October 2022

Accepted : 02 December 2022

ABSTRACT: This article discusses the results of students' ability in writing descriptive essays which are still low. The purpose of this study was to determine the effect of using poster media on the ability to write descriptive essays for fourth grade students of SD Negeri 141 Pekanbaru. The research method used is a quasi-experimental method with a non-equivalent randomized pretest posttest design. The sample of this study involved 60 students who were divided into 2 classes, namely the experimental class and the control class. Data collection techniques using observation, tests, and documentation. To find out the students' initial abilities, they did a pretest in each of the two groups, while to find out the students' final abilities, they did a posttest in both groups. From the two tests that have been carried out, it was found that the average increase in the pretest posttest was 21,95 for the experimental class while the control class was 4,70. Normality and homogeneity tests were also carried out by obtaining a significance value > 0.05 , it means that the data is normal and homogeneous. Hypothesis testing was obtained with a significance value of $0.024 < 0.05$, so it can be concluded that there is an influence from the use of poster media on the ability to write descriptive essays for fourth grade students of SD Negeri 141 Pekanbaru.

Keywords: Essay Description;Poster

Citation:

Andani, N.A. (2022). The Effect of Using Poster Media on the Ability to Writing Descriptive Essays for IV Grade Students at SD Negeri 141 Pekanbaru. *EduGen: Educational Generation Journal*, 1 (2), 19-26. DOI: <http://dx.doi.org/10.56787/edugen.v1i2.15>.



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

INTRODUCTION

Indonesian language learning must be mastered by elementary school students. Indonesian language learning aims to make students able and skilled in using good and correct Indonesian orally and in writing. The essence of learning Indonesian is a learning model that is understanding and produces ideas, feelings, knowledge and information in the form of oral and written communication needs (Haerun, 2016). There are four language skills or abilities in learning Indonesian, namely listening skills, speaking skills, reading skills and also writing skills. For this reason, students must understand language skills, one of which is the ability to write. Writing is very important for the life to come because it is needed in various aspects such as in science, technology, and others. Writing should be familiar in students' daily life, because they do writing activities to complete many of their learning tasks. (Maulana et al, 2021)

According to (Martha, 2018) writing is a language skill that pours creative ideas and ideas that are in the results of their thoughts in written form so that people can read and understand the contents of the writing. Writing is an important skill to develop in the context of language learning and global knowledge transfer. These special skills are not only related to the use of language and communicating and negotiating meaning or ideas, but also related to reflecting on the absorption of knowledge sources, and transferring them back into written form (Pantas, 2019). If writing skills are compared to other language skills, writing skills are one of the most difficult skills to do. This is because writing is not just to copy words and sentences, but writing is also necessary to develop and express thoughts in an orderly and organized manner that will form in writing (Cahyani, 2007). So it is not surprising that many people think that writing is a difficult activity because writers must be skilled in utilizing language structure and vocabulary so that their

writing becomes a good expression of ideas and thoughts. William in Irfan Effendi and Ahdi Riyono states that writing skills are the ability to express and organize ideas, opinions, and feelings in written form that require content, organization, grammar, vocabulary, and mechanical aspects. With writing skills, students are able to write an idea that they will pour in one form of writing, namely a descriptive essay (Effendi and Riyono, 2017). Writing is also producing or creating a piece of text (Friatin, 2018)

This descriptive essay is an essay that explains and describes objects and conditions that are seen in the form of writing. This essay is descriptive in nature which aims to describe and describe an object as clearly as possible so that the reader feels as if he is also feeling what is being described (Juita, 2014). An essay is a written work that consists of several paragraphs, namely introduction, body, and conclusion paragraph (Oshima and Hogue, 2007). Descriptive essays describe an event that is seen and described through written form. A descriptive essay uses details to give the reader a clear and vivid picture of a person, place, or object (Kriszner, 2011)

Based on observations in class IV at SD Negeri 141 Pekanbaru, there are not a few students who are still not fluent in writing descriptive essays. This is due to the limited hours of learning in writing descriptive essays and the lack of students in practicing writing descriptive essays. In addition, the factor that causes the difficulty of students in writing descriptive essays is the unavailability of appropriate media so that students are less interested in participating in learning to write descriptive essays because they are monotonous. Writing a good essay requires a solid understanding of information organization, vocabulary, language use, and mechanics. (Ariyanti, 2017). Therefore, to overcome this, the right media is needed to support the results of the ability to write descriptive essays. Learning media is very helpful for educators in delivering learning materials. The use of posters in the learning process can be done in two ways, there are helping teachers to explain lessons to their students, and to offer invitations to students after class sessions. By using media students become easier to pour their imagination into writing descriptive essays. One of the media that can be used to make it easier for students to write descriptive essays is poster media.

Poster is a medium consisting of text and images that can explain information and messages to readers. A poster is a combination of pictures and text into one area that provides information about one or two main ideas (Wahyuningsih & Novita, 2021). Posters can be used to attract students' attention because these posters have various colors and attractive images so that students can easily understand vocabulary (Megawati, 2017). Poster media used by teachers when delivering learning will make it easier to explain the material. The poster itself is included in one of the visual learning media that displays images supported by words or ideas about the listed images. In accordance with the 2013 curriculum which is based on learning text-based activities, the application of poster media in the learning process needs to involve text as a means of delivery. Thus, students will more easily understand the material presented by the teacher, so that learning objectives can be achieved. (Sulistiyono, 2016). The use of learning media basically aims to improve learning outcomes during the students' learning process. The role of poster media is not only a source of information but can be used to help students improve language competence (Bhakti & Haryadi, 2014). Posters are large images and emphasize one or two main ideas that are visualized simply and clearly. Posters are also one of the learning media, of course they have certain criteria that must be followed so that the use of this learning media is more optimal. The optimal use of poster learning media is able to facilitate learning activities and facilitate interaction between teachers and students so that learning activities become more effective. Media poster learning is said to be good if it meets certain criteria which include legibility, visibility, legibility, and good composition (Nur & Wibawa, 2022).

Based on the background of the problem, the researchers tried to find the effect of using poster media on students' ability to write descriptive essays. the researchers are interested in conducting research with the title "The Influence of the Use of Media Posters on the Ability to Write Descriptions Through Media Posters for Fourth Grade Students of SD Negeri 141 Pekanbaru"

METHOD

This study uses a quasi-experimental research with quantitative methods. Quantitative method is a method whose purpose is to measure theories, strategies and learning techniques which then the findings can be generalized (Rukminingsih, 2020). This research is classified as quantitative research because the data obtained are in the form of numbers. While experimental research is research that is used to find an influence in the treatment (treatment). This research can manipulate a treatment or experimental conditions and then observe the effects or changes caused by the treatment or manipulation that was intentionally carried out earlier. (Sanjaya, 2013).

Table 1. Nonrandomized Pretest Posttest Control Group Design

	Initial Test (Pretest)	(Treatment)	Final Test (Posttest)
experimental class	O ₁	X	O ₂
control class	O ₃		O ₄

(Sukardi, 2009)

This research was conducted at SD Negeri 141 Bukit Raya Pekanbaru, which is located in Bukit Raya District, Jalan Tengku Bey. The time of this research was carried out in the even semester of 2021/2022. According to (Sugiyono, 2016) the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. And population is all values, both the results of calculations and measurements, both quantitative and qualitative. From certain characteristics regarding a complete and clear group of objects (Usman, 2006). The population in this study were all fourth grade students at SD Negeri 141 Pekanbaru in the 2021/2022 academic year which consisted of 2 classes, namely IVA and IVB with a total of 60 students.

The instrument in this study was in the form of a written test which was assigned to write a descriptive essay based on the poster observed at the posttest while the pretest was assigned to write a descriptive essay without observing the poster. At the time of the pretest the researcher had not done any treatment or had not implemented using poster media in learning the ability to write descriptive essays. Meanwhile, at the time of the posttest the researcher had done the treatment or the researcher had done the learning through poster media on the students' ability to write descriptive essays. This data collection technique is very necessary in research that aims to obtain data. The data collection techniques in this study were tests, observations, and documentation. While the data analysis technique used normality test, homogeneity test and hypothesis testing using t-test.

RESULT AND DISCUSSION

Before the two groups were given different treatment, the two groups were given a pretest (initial test) in the form of a performance test and students were asked to write a descriptive essay according to a predetermined theme. After that, the researcher assessed the results of each student's descriptive essay. The study began by conducting a pretest (initial test) in both groups which was carried out on Monday, March 21, 2022. The students of the control group and the experimental group conducted a pretest by answering the test sheet given by the teacher. The time for the test was carried out for 30 minutes. Before students fill out the test sheet the teacher first explains the steps of the process and students are welcome to ask if there is something that is not understood from the test sheet given. The researcher accompanied the students during the pretest, treatment and posttest.

Based on the research that has been determined, the scores obtained from the results of the pretest and posttest assessments in both groups. The data from the pretest and posttest assessment results from these two groups can be analyzed so that researchers get conclusions from the research conducted. The following presents the results of descriptive statistical analysis to describe research data consisting of the amount of data, maximum value, minimum value, average value, standard deviation, and variance of the pretest and posttest values of the control class and experimental class. By using SPSS 22, the results of the pretest and posttest data analysis were obtained in the control group and the experimental group. The results of descriptive analysis in this study are as follows:

Table 2. Results of Descriptive Statistical Analysis

	N	Min	Max	Mean	Std. Deviation	Variance
<i>Pretest Ex</i>	30	35	65	48,20	7,203	51,890
<i>Posttest EX</i>	30	58	75	70,15	9,264	85,826
<i>Pretest Cont</i>	30	43	74	48,70	12,663	160,355
<i>Posttest Cont</i>	30	30	75	54,40	12,664	160,386
Valid N (listwise)						

Below is a diagram of the average pretest and posttest scores of students' ability to write descriptive essays in the experimental class and control class with the help of the Excel program:

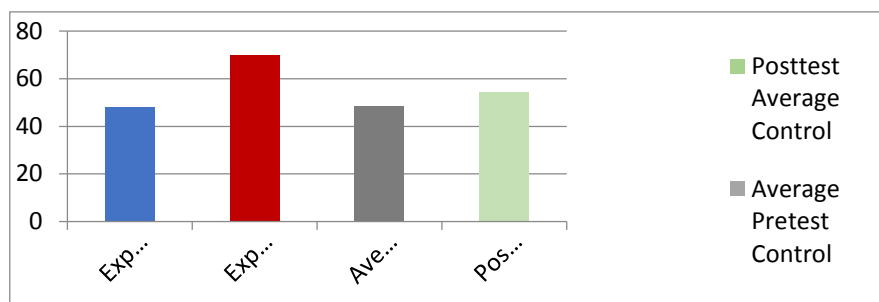


Figure 1. The average pretest and posttest scores of students' ability to write descriptive essays

Based on Figure 1 above, there is an average difference between the two research classes. In the experimental class the average pretest obtained was 48.20 and the average posttest obtained was 70.15. There was an average increase of 21.95. While in the control class the average pretest obtained was 49.70 and the posttest average obtained was 54.40. The average control class increased by 4.7. It can be seen that both classes experienced an increase in average, but it can be seen that the posttest average of the experimental class was higher than that of the control class and the increase in the average of the experimental class was greater than the increase in the average increase of the control class. This shows that the use of poster media can improve students' ability to write descriptive essays.

Result of Student Activity Observation Analysis

The results of the analysis of student activity observation data were seen from the results of the average percentage of the effect of using poster media on the ability to write descriptive essays. In the detail control class the average score at the first meeting had a score of 43 and an average of 66.1 (Good), the second meeting had a score of 48 and an average of 73.8 (Good), and the third meeting had a score of 52 and an average average 80 (Very Good). Then it is known that every meeting in learning to write descriptive essays in the control class without using poster media is quite increased. Meanwhile, in the experimental class, the average score at the first meeting had a score of 56 and an average of 74.6 (Good), the second meeting had a score of 59 and an average of 78.6 (Very Good), and the third meeting had a score of 61 and an average of 81.3 (Very Good). Then it is known that each meeting experienced a very significant increase compared to the control class by using poster media in learning to write descriptive essays.

Normality test

The data on the normality test were obtained based on the pretest and posttest scores for the ability to write descriptive essays of students in the experimental group and the control group for class IV SD Negeri 141 Pekanbaru. The normality test was conducted to determine whether the sample under study was normally distributed or not. The results of the normality test that have been carried out are as follows.

Table 3 Normality Test Results

	Class	Shapiro-Wilk		
		Statistic	df	Sig
Results Ability to Write Essay Description	Pretest EX	0,923	30	0,32
	Posttest EX	0,969	30	0,15
	Pretest Cont	0,974	30	0,645
	Posttest Cont	0,898	30	0,07

Based on Table 3 above, it can be seen that the results of the normality test of the pretest and posttest data in the experimental class and control class each obtained a significance result > 0.05 , so that the data can be concluded to be normally distributed.

Homogeneity Test

The purpose of the homogeneity test is to find out whether a data variant from two or more groups is homogeneous (same) or heterogeneous (not the same). In this study, the homogeneity test was carried out on the data from the pretest and posttest results from the experimental class and the control class. The results of this homogeneity test using the IBM SPSS Statistic 22 program are as follows:

Table 4. Results of Homogeneity Test

Data	Levene Statistic	df1	df2	Sig.
Pretest	0,565	1	58	0,344
Posttest	0,35	1	58	0,284

Based on the table above, the significance value of the pretest data is 0.442 and the significance value of the posttest data is 0.264 and this data is > 0.05 . Therefore, it can be concluded that the variants of the pretest and posttest data from the control class and the experimental class are homogeneous.

Hypothesis Test

Based on the results of the normality test and the homogeneity test of the results of the pretest and posttest in the experimental class and control class, it was found that the data were normally distributed and homogeneous. After testing for normality and homogeneity, the next step is to test the hypothesis by using the t test or independent sample t test on the pretest and posttest scores for the experimental class and control class using IBM SPSS Statistic 22.

Table 5. Independent Sample T Test Results on Pretest Values

	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		
Pretest results	Equal variances assumed	0,356	0,465	-2,013	58	0,35	-5,000	1,789	-10,608	-201
	Equal variances not assumed			-2,013	47,886	0,38	-5,000	1,789	-10,608	-205

In table 5 it can be seen that the significance value (2-tailed) is 0.35 greater than 0.05 so H_a is rejected and H_0 is accepted. In other words, both pretest scores mean the ability to write descriptive essays (there is no significant difference). So, at the beginning of this study, the ability to write descriptive essays between the experimental class and the control class was the same. Meanwhile, to measure the final ability of students in writing descriptive essays after receiving treatment in the experimental class and control class, the posttest scores (final test) of the two classes were used. The results of the independent t test on the posttest scores of students' ability to write descriptive essays are presented in the following table:

Table 6. Results of Independent Sample T Test on Posttest Values

	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	
Posttest results	Equal variances assumed	1.385	.245	2.108	58	.024	5.656	2.579	.316	11.094
	Equal variances not assumed			2.108	47.603	.024	5.656	2.579	.313	11.094

Based on the results of the independent sample t test in table 6, the use of poster media on the ability to write descriptive essays of students obtained a significance value (2-tailed) of 0.024. Then obtained a significance value of $0.024 < 0.05$, then H_0 is rejected and H_a is accepted so that it can be concluded that there is an effect of using poster media on students' ability to write descriptive essays.

Discussion

This research was conducted in the control class and the experimental class. The researcher found that in the research process in the control class, the students' ability to write descriptive essays did not improve, this was evidenced by the increase in their average pretest posttest scores which can be seen in Figure 1. This can also be seen from their understanding in choosing vocabulary, spelling, description. object, describes the organization of the content of the essay and the use of grammar. Meanwhile, the experimental class experienced differences in the improvement of students' abilities in writing descriptive essays. This is due to the use of media in learning to write descriptive essays, so that the experimental group students mastered the description of objects and developed the story into a complete essay.

This is also evidenced by the results of data analysis based on the results of the pretest and posttest scores of each group. After getting the results of the pretest and posttest score data, the researchers processed the data using the normality test, homogeneity test and independent t test. Based on the data processing, it can be concluded that the use of poster media has an influence on the ability to write descriptive essays of students with the acquisition of a significance result of $0.024 < 0.05$ so that H_0 is rejected and H_a is accepted. The results of the pretest scores showed that the average ability of students in writing descriptive essays in the experimental class was 21.95 and 4.70 in the control class. This shows that the use of poster media has a higher average ability of students to write descriptive essays.

Based on the results of observations in the experimental class regarding the results of observing student activities in learning, at the beginning to the end of the meeting it showed an increase in activity, at the initial meetings there were still obstacles in the management of the learning, but over time there was an increase in student activity,

Based on the posttest results in the experimental class and control class, it can be seen that the use of poster media in learning to write descriptive essays is higher than not using poster media. This is because poster media has more concrete information and an attractive appearance, making it easier for students to create essays and write appropriate words on the objects depicted. Poster media is a media that consists of various kinds of images, colors, messages, and intentions to capture students' attention so that students are also more active and do not feel bored with the poster media during the learning process of writing descriptive essays. It is different with students who do not use poster media in writing descriptive essays, it is more difficult to create sentences and develop stories because the objects seen are not displayed. In addition, students also tend to be bored and less active in the learning process.

As for other research related to the use of poster media conducted by Rita Rahmaniati (2015) entitled "Use of Poster Media to Improve Science Learning Outcomes of Class VB Students at SDN 6 Langkai Palangka Raya". This research shows that there are results of improving the learning process by using poster media. With the poster media, it can make it easier for teachers to explain learning material, thus students will more easily understand the material presented by the teacher, so that learning objectives can be achieved.

Several previous studies related to the use of poster media and the ability to write descriptive essays show that the research results are relatively the same. By using poster media, it will be easier for students to understand their imagination and be creative in writing descriptive essays. The selection of the right media will also affect the learning outcomes. In addition to creating higher creativity, students will also not feel bored in the process of learning to write descriptive essays because poster media shows the power of visual messages and various forms of images and colors so that readers also get attention and feel the message in the description essay.

CONCLUSION

Based on the results of data analysis and hypothesis testing and discussion, it can be concluded that based on the results of the analysis of the hypothesis test that has been carried out by the researcher, the significance value (2-tailed) based on the pretest and posttest values of the experimental class and control class is 0.038. Then obtained a significance value <0.05 , so H_0 is rejected and H_a is accepted. The results of this study have also explained that the use of poster media affects students' ability to write descriptive essays. This is also supported by the increase in the mean (mean) on the posttest between the experimental group and the control group. The experimental group that received treatment using poster media in the learning process of writing descriptive essays had an average value of 70.14, while the control class that did not use poster media in the learning process of writing descriptive essays had an average value of 54.40, Thus this proves that there is a significant effect of using poster media on the ability to write descriptive essays for fourth grade students at SD Negeri 141 Pekanbaru.

Based on the results of the research that the researchers have done, the researchers put forward some suggestions or recommendations as follows:

- a. Educators can enrich their knowledge about learning to write descriptive essays and can use the right one, namely poster media so that students can be more enthusiastic and not bored in participating in learning to write descriptive essays.
- b. Students are expected to practice writing often, especially in writing descriptive essays, so that students become confident in expressing ideas or ideas in the written work produced.
- c. For other researchers, it is necessary to conduct further research and as a comparison material in conducting research related to writing skills, especially descriptive essay writing skills.

REFERENCE

- Ariyanti, R. F. A. (2017). E FL Students' Difficulties and Needs in Essay Writing. *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 2(3), 111–121.
- Bhakti, W. P., & Haryadi, H. (2014). The Effectiveness of Using Poster Media and Mind Mapping in Speech Skills for Vocational Students. *LingTera*, 1(2), 237.
- Cahyani, I. dan H. (2007). *Kemampuan Berbahasa di Sekolah Dasar*. In UPI Press.
- Friatin, L. Y. (2018). Students' Perception on Teaching Writing Through Facebook Group in EFL Class. *Vision Journal for Language and Foreign Language Learning*, 7(1), 46.
- Haerun. (2016). Pembelajaran Bahasa Indonesia dalam Konteks Multibudaya. *Jurnal Al-Ta'dib*, 9(02), 76.
- Irfan Effendi and Ahdi Riyono. (2017). The Effects of TV Newcast Use in Teaching Writing for the Vocational School". *Vision Journal for Language and Foreign Language Learning*, 6(2), 152.
- Juita, Harris, dan Y. (2014). Peningkatan Keterampilan Menulis Karangan Deskripsi Melalui Metode Discovery dengan Menggunakan Media Gambar Mahasiswa Prodi Pendidik dan Bahasa dan Sastra Indonesia TA 2011/2012 Universitas Ekasakti Padang. *Jurnal Bahasa, Sastra Dan Pembelajaran*, 2(03), 17.
- Kriszner L. G., & M. S. . (2011). *Focus on Writing Paragraphs and Essay Second Edition*". In United States of America.

Title

Author's name

-
- Martha, N. (2018). Meningkatkan Kemampuan Menulis Siswa melalui Teknik Guiding Questions. *Journal of Education Research*., 2(02), 166.
- Maulana¹, I., Ningsih², R. W., & dan Mita Lianah³. (2021). The Coordinating Conjunctions In Descriptive Essay At Fourth Semester Students Of Stkip Ypm Academic Year 2019/2020. *English Education Program Journal*, 4(4).
- Megawati. (2017). Pengaruh Media Poster Terhadap Hasil Belajar Kosakata Bahasa Inggris. *Getsempena English Education Journal (GEEJ)*., 4(02), 111.
- Nur, M. M., & Wibawa, S. dan A. (2022). The Effectiveness of Learning Videos as a Source of Digital Literacy on Poster Learning in Elementary Schools. *Indonesian Journal of Multidisciplinary Research*, 2(1), 53.
- Oshima, A. and Hogue, A. (2007). *Introduction to Academic Writing*. In Longman.
- Pantas, M. (2019). Challenges in Descriptive Essay Writing: A Case of Indonesian EFL Learners. *International Journal of Innovation, Creativity and Change*, 8(12), 89.
- Sukardi. (2009). Metodologi Penelitian Pendidikan Kompetensi dan Pratiknya. In Bumi Aksara.
- Sulistiyono, Y. (2016). Developing Text - Based Poster Media for University Students. *Jurnal VARIDIKA*, 27(2), 208–215.
- Wahyuningsih, S., & Novita, F. dan F. (2021). Incorporating English Vocabulary Through The Use Of Poster Media For Elementary School Students. *Jurnal Linguistics Terapan Dan Pendidikan Bahasa Inggris*, 8(2).