

THE EFFECTS OF POSTER IN ENHANCING STUDENTS' ABILITY TO WRITE DESCRIPTIVE TEXT USING DIRECT INSTRUCTION MODEL AT THE SECOND GRADE OF JUNIOR HIGH SCHOOL

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: April 25,2022 Revised: April 25,2022 Accepted: April 28,2022 Published: April 30,2022)</p> <p>Keywords: Writing Poster Descriptive Text Direct Instruction Model</p>	<p>This research was studied the effects of poster on students writing of descriptive text using the Direct Instruction Model at the second grade of SMPN 1 Makassar for the 2020/2021 academic year which focused on the use of subject or idol posters. This helps students to understand the material easier and presents an interesting way of the learning process. A pre-experimental research was used with pre-test and post-test in one class by writing text in paragraphs, which took approximately two months period for collecting the data. The research subjects were the eight-grade of student in the C-Class which consisted of nineteen students who took online classes. In this research, the researcher used purposive sampling technique for selecting a sample. The results of this study indicate an enhancement in students writing descriptive text. This is evidenced by the students mean score in the pre-test (45.84) which was lower than the post-test score (82.26). The t-test value was higher than the t-table value (11,880 > 1,734). This means that there was a significant difference between the use of posters through the Direct Instruction Model in writing descriptive text which focused on the use of subject or idol poster. Therefore, H₀ is rejected and H₁ is accepted. Hence, it can be concluded that the poster could enhance student's ability in writing descriptive text by using direct instruction model at the second grade of junior high school.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
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INTRODUCTION

Language is the method that is used by humans to communicate either spoken or written (Nazilah, 2018). There are also many languages in this universe. English is one of the languages which is known as an international and a unifying language throughout the

universe. Hence, English also can be useful for many purposes such as business, travel, engineer, and particularly for education.

Nowadays the rapid movement of globalization brings impact for education which makes English become an essential language to learn and master. Besides, Indonesia is a developing country. English education is an important thing, not just because English is one of the global language but also for the education improvement in Indonesia. English education has become an attention by all aspects of citizen in Indonesia. Moreover, English has become a subject in the national examination, so learning and mastering English is really important (Nur Santi, 2018).

In learning English, the student is expects to master four skills. The four skills are; speaking, writing (which are included in productive skill), reading, and listening (which are included in receptive skills). Hence, the researcher will focus on writing as a productive English skill. (Jannah, R. 2012)

As one of the skills in learning English, enhancing students' ability through writing needs to be concerned. According to Apsari, AAN (2019), 2019 Writing means pouring what the writer thinks or feels that come across from the writer's mind in a written form. According to Richard and Renandya (2002:303), Writing is the most difficult skill for learners to master. The difficulty is not only by generating and organizing ideas but also translating these ideas into readable text. Writing needs to thinking hard to produce ideas with the right composition that poured in a word, sentence, or paragraph.

Many studies stated that writing is an important and difficult skill of English to learn, seeing that so many aspects of writing that must be considered to write. As one of the most difficult to master between others, apparently writing needs some efforts to gain good results in writing especially writing in a foreign language. Many students in class suffer the hard part of writing it is how about to start; how to start from digging the information, express about the thing and choose the content (Apsari, AAN (2019), 2019). Hence, all aspects of education try to find effective and good ways to enhance students' abilities.

Descriptive text is a type of text which describes someone or something as if the reader can feel, imagine, hear, or touch that is described even though they have not seen it before. According to Langan (2011:189) "The main purpose of a descriptive essay is to make readers see or hear, taste, smell, or feel what you are writing about. In introduce a descriptive text, the teacher usually facilitate the student with some media to stimulant the student so that they will feel enthusiastic and focus while learning a descriptive text.

In the teaching-learning process of writing, the use of media is recommended. It will affect the student interest, and comprehension. There are many benefits of using media in language learning. For example, it will help the teacher to deliver the material; the students are also more interested and enthusiastic in joining the class. It also helps the students to understand easier the material which is being taught, because they can connect the media to real life, etcetera (Indah, 2018)

Regarding it, many kinds of media have been offered in language learning. Poster is one of them. Poster is one of the media which is undertaken by the researcher to modify a good atmosphere of the classroom and to make the writing learning process more interesting. Yale.edu (2019) said that posters are tools that enable visualization in the classroom to foster student learning. Posters provide an opportunity to pair visual learning with textbook reading, lecture, and traditional homework assignments. Here, the researcher using the poster as a media in learning writing descriptive text. It can help the teacher and student to understand and analyze the material easily. Moreover, the students also easy to construct the descriptive text because they can see direct who will be described. Thus, it will help them to construct an idea that they want to write.. Based on the phenomenon above, the researcher conclude that the problem statement of this research is how does the effect of poster enhance students' ability to write descriptive text.

Hence, the objectives of the research is to describe the effect of poster in enhancing students' ability to write descriptive text. This result of this research also expects to be meaningful information for students in learning and enhance their writing skills. It is also hopes to give the contribution of English teachers for an understanding by using posters to write descriptive text.

The researcher will focus on the use of subject/idol posters as a media in writing descriptive text. It helps to understand the material easier and bring an interesting way in the learning process. Besides, the students can construct descriptive text more easily because they see directly who they will describe. Therefore, to measure the characteristic of a good descriptive text, the researcher used the characteristic by Apsari A. A. N (in Zahara, S, 2014: 29)

RESEARCH METHOD

The design used was quantitative research with Pre-Experimental design. In this research, pre-test and post-test were used in the VIII-C Class of SMPN 1 Makassar in the

academic year 2020/2021 consist of 19 students who are available for online class. The experimental class was received treatment by using idol posters to enhance students writing skills. Purposive sampling technique was used in this research.

Related to the research problems, an instrument for collecting data that the researcher use are some characteristic according to Apsari A. A. N (in Zahara, S, 2014: 29). It aimed to measure the students' writing descriptive text skills. Pre-test has given before the treatment, Post-test has given to know the students' enhancement using Direct Instruction Model in the learning process.

The technique of data collection

The researcher used writing test. Some aspects according to Apsari A. A. N (in Zahara, S, 2014: 29) to measure students' writing ability which will be scored based on criteria which classify as follows:

Table 1. Rubric for assessing the students' writing descriptive text

Criteria of a good descriptive text	Score	Indicator
Use figure of speech (see,hear,smell, and touch)	5	Use figures of speech with clear sentences and complete sentences containing four basic senses
	4	Use figures of speech with clear figures of speech and contain basic sense sentences
	3	Use figures of speech that are less clear and contain little basic sense sentences
	2	Misuses and very limited of figure of speech
	1	Does not use figure of speech
Using vivid picture to make the description clear and realistic	5	Use a very clear picture of the object, sharpness, and colour
	4	Use a clear picture of the object, sharpness, and colour
	3	Use a picture that has little object clarity, sharpness, and colour
	2	Use a picture with less object clarity, sharpness, and colour
	1	Do not use a clear image of the object, sharpness, and colour
Using a variety of words (vocabulary)	5	Use variety of words of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feelings structurally and completely
	4	Use variety of words of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feelings
	3	Slightly use variety of words of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feelings.
	2	Lack of use variety of words of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feelings.

	1	Didn't use variety of words of adjectives, nouns, adverbs, and phrases to suggest colors, movements, expressions and feelings.
Using any detail	5	Describe the object's habit, characteristics, relationship, or complete information about the object
	4	Describe the object's habit, characteristics, relationship, or information about the object
	3	Not very good at describing the object's habit, characteristics, relationship, or information about the object
	2	Less describe the object's habit, characteristics, relationship, or information about the object
	1	Does not describe the object's habit, characteristics, relationship, or information about the object
Using simple present tense	5	Using simple present tense, attribute verbs, specific noun, action verbs completely and according to the structure
	4	Using simple present tense, attribute verbs, specific noun, action verbs
	3	Not too structured in using simple present tense, attribute verbs, specific noun, action verbs completely and according to the structure
	2	Less structured in the use of simple present tense, attribute verbs, specific noun, action verbs completely and according to the structure
	1	Unstructured in using simple present tense, attribute verbs, specific noun, action verbs completely and according to the structure
Using adjectives to describe the feature of the subject.	5	Use very complete and precise adjectives
	4	Use complete and precise adjectives
	3	Not overly using complete and precise adjectives
	2	Less use of complete and precise adjectives
	1	Do not use complete and precise adjectives

Apsari A. A. N (in Zahara, S, 2014: 29).

The technique of data analysis

The researcher used statistical analysis. The data analysis of this research used SPSS type 22 to know if there any significant result from pre-test to post-test. Then, the t-test formula used to find out the effect of using posters on students' writing descriptive text

To find out the score of the students' result of the test, the researcher used formula

$$\frac{\text{correct answer score}}{\text{maximum score}} \times 100 = \text{final score}$$

(Depdiknas, 2006)

After scoring the result of the test by using rubric for assessing the students' writing descriptive text which was mentioned in table 3.2, the data classified as follows :

Table 2. Rubric for Scoring the result of the text

No	Score	Classification
1	96-100	Excellent
2	86-95	Very Good
3	76-85	Good
4	66-75	Fairly Good
5	56-65	Fair
6	36-55	Poor
7	0-35	Very Poor

(Depdikbud, 2010: 27)

RESULT AND DISCUSSION

Result

Students' score in Writing Ability by Using Poster

Based on the pre-test data, it is clear that the mean of the total pre-test score is 45.84, a minimum of 20, a maximum of 70 and a standard deviation of 12.93257.

Students' Score in Writing Ability by Using Poster in post-test

Based on the data of post-test above, as clearly presented the mean of the total post-test score 82.26 the minimum was 73, maximum was 96 and standard deviation 6.4793993257.

Students' Enhancement Writing In Writing Ability -

Based on the table 4.5 shows that the mean score of pre-tests was 45,84 and post-test was 82,26. The improvement of pre-test and post-test was 79,45%. Based on the result, it concluded that the effect of Poster using Direct Instruction Model was able to give better contribution in teaching and learning writing descriptive text.

The result of t-test for writing ability focus on using idol poster in writing descriptive text as follows:

Table 3. The T-test Value of Students' Writing Ability

Variable	T-test	T-table	comprehension	classification
Poster in Writing ability	11.880	1.734	t-test > t-table	Significantly different

Table 4.2 shows that the t-test value of writing skills is focused on writing descriptive text with a t-test value of $11.880 > 1.734$. This shows that the results of the t-test value for the variables and indicators are higher than the t-table value. Hence, there is a significant difference between the pre-test and post-test results in writing descriptive text.

Discussion

Analysis of the mean score on the post-test ensures the approach used is effective. The improvement of pre-test and post-test was 79,45%. Based on the result, it concluded that the effect of Poster using Direct Instruction Model was able to give better contribution in teaching and learning writing descriptive text. This shows a higher enhancement. Teaching through idol posters has several advantages, namely; delivery of messages becomes more attractive to students; it doesn't wasteful in using the quota network for students during pandemic; it is easy and does not require electricity to implement this media; This also helps students to express their ideas more easily as proved in their result of the text. In conclusion, it shows that the students' scores were higher after being treated in the class by using Poster specially Idol Poster in students' writing ability.

Using a direct instruction model can also help smooth the process of this research, researchers deliberately compile a learning design as efficient as possible according to existing conditions with reference to learning objectives and the purpose of using the Direct Instruction Model itself. According to Amy Fredrickson, (2018) all children can improve academically and in terms of self-image by using the Direct Instruction Model in the process of learning. Hence, it can be proven that learning using this model is very relevant for students.

Then to measure the characteristic of a good descriptive text, the researcher used the characteristic by Apsari AAN (in Zahara, S, 2014: 29) greatly helps the researcher to get scores from student test results. There are six characteristics of a good description text described by Apsari AAN (in Zahara, S, 2014: 29) and have been described in chapter two which can be an indicator for researchers to assess students' ability to write descriptive text. Including the use of figurative words, the use of pictures must be clear, use the right variety of words, use various information about the object to be described therefore the descriptive text is clearer, use a clear simple present tense, and use appropriate adjective sentences. This makes it easier for researchers to assess student test results which can make this research successful and sustainable with each other.

Based on the finding result in pre-test and post-test, the t-test value is significant ($p = 0.05$ with literal degrees of freedom ($df = 18$). The t-table values shown are 1.734 and the t-table 11.880.

After calculating the t test analysis, the value is then compared with the t table value. The result, the researcher found that the t-test value was higher than the t-table. This means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted because there is a significant difference in the average score from the tests given by researchers using the Poster Trough Direct Instruction Model in the classroom.

From the discussion above, the researcher can concluded the Effect of Poster in in Enhance Students' Writing Ability Through Direct Instruction Model successes in VIII. 3 of students of SMPN 1 Makassar.

CONCLUSION

Based on discussion proposed in previous chapter, it can be concluded that the effect of poster in enhance students' writing ability at the second grade of SMPN 1 MAKASSAR through Direct Instruction Model. It is proven by the students' mean score improvement from pre-test to post-test. The students' mean score of pre-test is 45.84. While the post-test is higher than mean score of pre-test the post-test is 82.26. Moreover, based on the data analysis, t-test value is higher than the t-test table ($11.880 > 1.734$). It means that there is a significant difference. Therefore, H_0 is rejected and H_1 is accepted.

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