

**THE EFFECT OF POSTER MEDIA ON STUDENTS'
ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT
AT THE GRADE VIII OF SMP NEGERI 1
PANYABUNGAN SELATAN**



A Thesis

*Submitted to the State Islamic University of Syekh Ali Hasan Ahmad
Addary Padangsidempuan as a Partial Fulfillment of the Requirement for
Result Seminar of Education (S.Pd) in English Educational Department*

Written By:

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SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN**

2025

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LETTER OF AGREEMENT

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a.n **Laila Fitri Nasution**

Padangsidempuan, ~~25~~ ²⁵ April 2025

To:
**Dear Tarbiyah and Teacher
Training Faculty**
In-
Padangsidempuan

Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to Yuni Sarah Btr, entitled "The Effect of Poster Media on students' Achievement in Writing Descriptive text". We approved that the thesis us been acceptable to complete the requirement to fulfil for the graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan.

Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidempuan
Thank you.

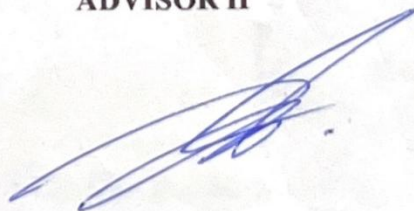
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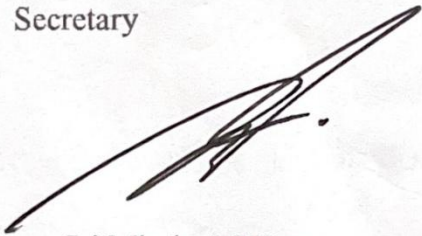
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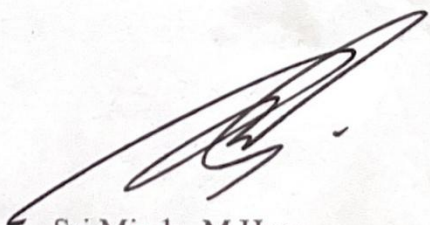
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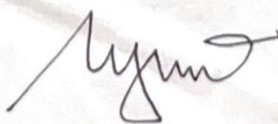

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ABSTRACT

Name : Laila Fitri Nasution
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A Thesis : The effect of using poster on students' achievement in writing descriptive text at VIII grade SMP Negeri 1 Panyabungan Selatan

This study focuses on the problems of students in writing descriptive text. The purposes of this study include: 1) To describe the students' writing descriptive text achievement before using poster media at SMP Negeri 1 Panyabungan Selatan is. 2) To describe the students' writing descriptive text achievement after using poster media at SMP Negeri 1 Panyabungan Selatan is. 3) To examine the significant effect of poster media on students' achievement in writing descriptive text at the VIII grade students of SMP Negeri 1 Panyabungan Selatan. This study is a experimental with a pre-test post-test control group design. The population of the study were all the students of class VIII grade SMP Negeri 1 Panyabungan Selatan, with a sample of 25 students divided into an experimental group. Data were collected through in the form of essay tests of writing descriptive text and analysed using independent sample t-test with the help of SPSS software version 26. The results showed that mean score before implementing poster media, the students' achievement in the experimental class was categorized as "Enough", with a mean score of 63.64. After the implementation of poster media, the mean score in the experimental class increased to 81.36, which also falls under the "Good" category, but reflects a notable improvement in performance. The data were analyzed using SPSS version 26 with an independent sample t-test, and the result showed that $t\text{-count} (6.956) > t\text{-table} (1.682)$, which means H_a is accepted and H_0 is rejected. Thus, it can be concluded that there is a significant effect of using poster media on students' achievement in writing descriptive text at VIII grade SMP Negeri 1 Panyabungan Selatan.

Keywords: *Poster, students' achievement, writing descriptive text*

ABSTRAK

Name : Laila Fitri Nasution
Nim : 21 203 00019
Judul : Pengaruh penggunaan poster terhadap pencapaian siswa
Skripsi dalam menulis teks deskriptif pada kelas VIII SMP
Negeri 1 Panyabungan Selatan

Penelitian ini berfokus pada masalah siswa terhadap prestasi belajar siswa dalam menulis teks deskriptif. Tujuan penelitian ini dalam meliputi: 1) Mendeskripsikan pencapaian menulis teks deskriptif siswa sebelum menggunakan media poster di SMP Negeri 1 Panyabungan Selatan. 2) Mendeskripsikan pencapaian menulis teks deskriptif siswa setelah menggunakan media poster di SMP Negeri 1 Panyabungan Selatan. 3) Menguji pengaruh signifikan media poster terhadap prestasi belajar siswa dalam menulis teks deskriptif pada siswa kelas VIII SMP Negeri 1 Panyabungan Selatan. Penelitian ini merupakan penelitian kuantitatif dengan desain pre-test post-test control group, yaitu kelas eksperimen dan kelas kontrol. Populasi penelitian adalah seluruh siswa kelas VIII SMP Negeri 1 Panyabungan Selatan, dengan sampel sebanyak 25 siswa yang dibagi ke dalam kelompok eksperimen. Data dikumpulkan melalui tes esai menulis teks deskriptif dan dianalisis menggunakan uji-t sampel independen dengan bantuan perangkat lunak SPSS versi 26. Hasil penelitian menunjukkan bahwa nilai rata-rata sebelum penerapan media poster, prestasi siswa di kelas eksperimen dikategorikan “cukup”, dengan nilai rata-rata 63.64. Setelah penerapan media poster, nilai rata-rata di kelas eksperimen meningkat menjadi 81.36, yang juga termasuk dalam kategori “Baik”, namun menunjukkan peningkatan kinerja yang signifikan. Data dianalisis menggunakan SPSS versi 26 dengan uji-t sampel independen, dan hasil menunjukkan bahwa $t\text{-hitung} (6,956) > t\text{-tabel} (1,682)$, yang berarti H_a diterima dan H_0 ditolak. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penggunaan media poster terhadap prestasi belajar siswa dalam menulis teks deskriptif di kelas VIII SMP Negeri 1 Panyabungan Selatan

Kata Kunci: Poster, Pencapaian Siswa, Teks deskriptif

خلاصة

الاسم : ليلي فطري ناصوتيون
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عنوان البحث : تأثير استخدام الملصقات على تحصيل التلاميذ في كتابة النص الوصفي في الصف الثامن بمدسة متوسطة حكومية ١ بانيايونغان الجنوبية

هذا البحث في كتابة النص الوصفي إلى ما يلي: (١) وصف إنجاز الطلاب في كتابة النص الوصفي قبل استخدام وسيلة الملصقات في المدرسة المتوسطة الحكومية ١ بانيايونغان الجنوبية، (٢) وصف إنجاز الطلاب في كتابة النص الوصفي بعد استخدام وسيلة الملصقات في المدرسة المتوسطة الحكومية ١ بانيايونغان الجنوبية، (٣) اختبار التأثير المعنوي لاستخدام وسيلة الملصقات على تحصيل الطلاب في كتابة النص الوصفي لدى طلاب الصف الثامن في المدرسة المتوسطة الحكومية ١ بانيايونغان الجنوبية. يُعدُّ هذا البحث بحثاً كمياً بتصميم الاختبار القبلي والبعدي للمجموعتين، أي مجموعة تجريبية ومجموعة ضابطة. كانت عينة البحث تتكوّن من ٢٢ طالباً من طلاب الصف الثامن في المدرسة المتوسطة الحكومية ١ بانيايونغان الجنوبية جُمِعت البيانات من خلال اختبار إنشائي لكتابة النص الوصفي، وحُلِّلت باستخدام اختبار للعينة المستقلة.

بمساعدة برنامج الإصدار ٢٦. أظهرت نتائج البحث أن متوسط الدرجات قبل تطبيق وسيلة الملصقات كان أداء الطلاب في الصف التجريبي يُصنّف ضمن الفئة "جيد" بمتوسط درجة ٦٣,١٤، وبعد تطبيق وسيلة الملصقات ارتفع متوسط الدرجات في الصف التجريبي إلى ٨١,٣٦، وهو أيضاً ضمن الفئة "جيد"، لكنه يُظهر تحسُّناً ملحوظاً في الأداء. تم تحليل البيانات باستخدام برنامج الإصدار ٢٦ من خلال اختبار للعينة المستقلة، وأظهرت النتائج أن قيمة المحسوبة ٦,٩٥٦ أكبر من الجدولية ١,٦٨٢، مما يعني قبول الفرضية البديلة ورفض الفرضية الصفرية. وبناء على ذلك، يمكن الاستنتاج أن لاستخدام وسيلة الملصقات تأثيراً معنوياً على تحصيل الطلاب في كتابة النص الوصفي في الصف الثامن بالمدرسة المتوسطة الحكومية ١

بانيايونغان الجنوبية

الكلمات المفتاحية: الملصق، تحصيل الطلاب، النص الوصفي

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I realize that there are still many shortcomings in this thesis. Therefore, I would be very grateful for correction to improve this thesis. It is such a pleasure for me to get critiques and suggestion to make this thesis better.

Padangsidempuan, April 2026

Researcher

Laila Fitri Nasution
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Writing is the activity of conveying ideas through writing. Writing is a communication activity in the form of delivered messages or information in writing to other parties using written language as a tool or medium. The writer as the message deliverer, the content of the writing, the channel or media, and the reader.¹ Writing in general is the process of expressing ideas, thoughts, or information through written form. Writing is powerful process for describing, synthesizing, analyzing, interpreting, and communicating experience.² Among the four skills in English, writing is the most important skill the most difficult for students to master.

Apsari wrote that writing is a skill that is classified as the most difficult in among other abilities needed to master language English. Writing is one way to communicate thoughts, opinions, and feelings in written form. From this point of view, it is clear that writing is not an easy thing to teach,

¹ Dalman, *Writing Skills*, (Depok, RajaGrafindo Persada: 2021)
https://books.google.co.id/books?id=3dEAAAQBAJ&newbks=1&newbks_redir=0&dq=menulis+adalah&hl=id&source=gbs_navlinks_s

² Fitri Rayani Siregar, "Improving Students' writing Ability in Report Text Through Clustering Technique at Grade XI SMAN Siabu", *Englihah Education Journal: English Journal for Teaching and Learning*, Vol. 2. No. 2. 1-17, 2014 (Institut Agama Islam Negeri Padangsidimpuan)
https://scholar.google.com/citations?view_op=view_citation&hl=en&user=u6WhVD0AAAAJ&cs_tart=20&pagesize=80&citation_for_view=u6WhVD0AAAAJ:d1gkVwhDpl0C

learn and master.³ So, writing is a skill that is classified as the most difficult in among other abilities and one way to communicate thoughts, opinions, and feelings in written form.

Many studies state that writing is an important English skill and difficult to learn, considering the many aspects of writing that must be considered in writing as such stated by Fatikasari and Amin.⁴ The results of writing are not instant, they need to be planned carefully to get them reaches its final form. The process from the first stage to the final stage of writing is the result of think, write, organize, and revise. As quoted from Harmer, writing is a process of expressing ideas or thoughts into words that are strung together paragraph form, so writing requires special handling so that students are able to achieve their goals writing subjects.⁵ Therefore, it is essential for educators to provide effective strategies and continuous guidance to help students develop their writing skills gradually and meaningfully.

Writing can be seen as a developmental process helped students to choose either own topics and genres and write from experience or their own observations. Tuan also states that writing is something a process that shows that there are activities or steps that are carried out continuously in the writing process. The writing process can involve creation (prewriting), planning

³ Andi Aspian Nur Apsari, "The Effect Of Using Posters On Students' Writing Of Descriptive Text" (Syarif Hidayatullah State Islamic University, 2019), [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/48039/1/Andi Aspian Nur Apsari-Fitk](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/48039/1/Andi%20Aspian%20Nur%20Apsari-Fitk)

⁴ Ainun Fatikasari and Bahrun Amin, "The Effects Of Poster In Enhancing Students' Ability To Write Descriptive Text Using Direct Instruction Model At The Second Grade Of Junior High School," *English Language Teaching Methodology* 2, no. 1 (2022): 1–10.

⁵ Jeremy Harmer, "Jeremy Harmer How to Teach Writing Longman," *Pearson Longman*, 2004. https://www.academia.edu/41442986/Jeremy_Harmer_How_to_Teach_Writing_Longman_2004

(outlining), writing and polishing.⁶ So, it can be concluded that writing is a complex, continuous, and developmental process that involves both emotional and logical thinking, where students express ideas through structured.

Descriptive text is a type of text that describes a particular person, place, or thing in detail to help readers create a clear picture in their minds. Descriptive text is a kind of text in genre that gives description about things.⁷ Description is a form of writing that describes something according to the actual situation so that the reader can imaging (seeing, hearing, touching, smelling and tasting) which is depicted in accordance with the author's image. This research clearly addresses and discusses students' ability in writing descriptive text. There are two aspects that students need to understand: the writing itself and the descriptive text. Lander and Brown explains that writing is the process of putting ideas on paper to turn thoughts into words, to sharpen the main ideas, and to give them a coherent structure and organization, explains that writing is a whole brain activity, which uses the right side of the brain (emotion) and left side of the brain (logic).⁸ So, Descriptive text helps readers form a clear picture of a person, place, or thing by providing a detailed description, starting with identification, followed by a thorough description, and ending with a conclusion.

⁶ Luu Trong Tuan, "Teaching Writing through Reading Integration," *Journal of Language Teaching and Research* 3, no. 3 (2012): 489–99, <https://doi.org/10.4304/jltr.3.3.489-499>.

⁷ Eka Sustris Harida, Walidah Sofyan Siregar, "Students' Reading Comprehension in Descriptive Text", *English Journal for Teaching and Learning*, vol. 09 No. 01 June 2021 pages 77-86. Institut Agama Islam Negeri Padangsidempuan. https://scholar.google.com/citations?view_op=view_citation&hl=id&user=k8tecGYAAAAJ&citation_for_view=k8tecGYAAAAJ:JoZmwDi-zQgC

⁸ James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language*, 1995, <https://doi.org/10.2307/415773>.

Writing descriptive or description used in writing whose aims is to describe physical items or objects of which features are concrete or touchable.⁹ So it helped students to develop both emotional and logical thinking while expressing ideas in a structured way, especially in descriptive text that describe things clearly.

Poster media is a visual communication tool that combines images, text, and graphic elements to convey information, promote ideas, or attract attention. According to Arsyad, visual media such as posters are very effective in increasing students' understanding. He stated that "visual media is able to clarify the message and information conveyed, so that students can understand the material more deeply."¹⁰ In the context of writing descriptive text, posters provide concrete images that help students describe details more clearly and structured. As teaching aids, posters provide an opportunity for students to describe what they observe, thus helping in the learning process, especially language learning; speaking, reading, writing, and listening.¹¹ So, incorporating posters into the teaching of descriptive text can significantly enhance students' engagement and comprehension.

⁹ Sri Rahmadhani Siregar, Nursahara Dongoran, "Students' Ability in Writing Descriptive Text", *English Journal for Teaching and Learning*, Vol. 8No. 1 June 2020 pages 81-90. Institut Agama Islam Negeri Padangsidimpuan.

https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=qcppdQoAAAAJ&citation_for_view=qcppdQoAAAAJ:Y0pCki6q_DkC

¹⁰ Azhar Arsyad, *Instructional Media*, ed. Rajawali Prees (Depok, 2010), <https://mediapembelajaranadhyansyah.blogspot.com/2016/03/buku-media-pembelajaran-oleh-profdr.html>.

¹¹Sukiman, *Learning Material Development, Sustainability (Switzerland)*, vol. 11, 2012, file:///C:/Users/Lenovo/Downloads/Sukiman - Pengembangan Media Pembelajaran (3) (1).pdf.

By observing the visual elements presented in posters, students are encouraged to use descriptive vocabulary, organize their thoughts, and express their ideas more vividly.¹² This multimodal approach not only supports the development of writing skills but also fosters critical thinking and creativity, making the learning experience more meaningful and enjoyable. Therefore, visual media like posters are not merely supplementary tools, but essential components in effective language instruction.

In the context of SMP Negeri 1 Panyabungan Selatan, students' writing skills remain low, as evidenced by their difficulties in organizing ideas, using appropriate vocabulary, and constructing coherent sentences. Based on preliminary observations, this condition is partly caused by the lack of engaging and interactive media used in writing lessons, which leads to low student motivation and minimal classroom involvement.¹³ To address these problems the use of poster media in teaching descriptive text is introduced with the aim of increasing student motivation, enhancing their understanding of descriptive text structure and content, and ultimately improving the quality of their writing.

The researcher believes that integrating poster into writing instruction will have a significant positive impact on students' ability to write descriptive text. Through this research, it is hoped that teachers at SMP Negeri 1 Panyabungan Selatan can adopt more effective and innovative teaching

¹² Risa Umami, "Enhancing English Vocabulary Acquisition Among Young Learners Through Visual Aids," *Language Literacy: Journal of Linguistics, Literature, and Language Teaching* 8, no. 2 (December 27, 2024): 792–801, <https://doi.org/10.30743/ll.v8i2.10399>.

¹³ Observation in Class VIII-1 and VIII-2 on December 6th, 2024

strategies to improve students' writing skills. This study is considered relevant and meaningful not only because it addresses the use of engaging teaching media, but also because it contributes to the development of teaching practices that align with students' needs and interests. By identifying the impact of using poster media, this research can provide empirical evidence to support the implementation of visual learning tools in English classrooms.

Based on the explanation above, the researcher is interested to do a research entitled "the effect of using poster media on students' achievement in writing descriptive text at VIII grade SMP Negeri 1 Panyabungan Selatan".

B. The Identification of the Problem

Based on the background above, the identifications of the problem in this study are:

1. The students at SMP Negeri 1 Panyabungan Selatan show low in writing descriptive texts, as indicated by their difficulties in organizing ideas, selecting appropriate vocabulary, and constructing coherent sentences.
2. The writing instruction predominantly uses conventional teaching methods and lacks engaging instructional media, which contributes to low the students' motivation and limited participation in the writing process.

C. The Limitation of the Problem

Based on the problems identified above, this study is limited to examine the effect of using poster to the students' achievement in writing descriptive texts. The subjects of this study was Grade VIII students at SMP Negeri 1 Panyabungan Selatan. Based on the limitation of the problems above indicates that there are problems that require systematic study. Therefore, the following section is the definitions of operational variables.

D. The Definitions of Operational Variables

1. Poster Media

Poster media are visual tools that combine images and brief texts to convey information or spark ideas to display pictures related to specific topics discussed in class.

2. Students Achievement in Writing Descriptive Text

Students' writing descriptive text refers to the level of success students attain in producing their ability to express ideas or describe an object, person, or place clearly and coherently.

E. The Formulation of Problem

Based on the background of the problem, the formulations in this research are as follows:

1. How the students' achievement in writing descriptive text before using poster media at SMP Negeri 1 Panyabungan Selatan?

2. How the students' achievement in writing descriptive text after using poster media at SMP Negeri 1 Panyabungan Selatan?
3. Is there any significant effect of the use of poster media on the students' in writing descriptive text at SMP Negeri 1 Panyabungan Selatan?

F. The Objectives of the Research

According to the formulation above, the purposes of the research are as follows:

1. To describe the students' achievement writing descriptive text before using poster media at SMP Negeri 1 Panyabungan Selatan is.
2. To describe the students' achievement writing descriptive text after using poster media at SMP Negeri 1 Panyabungan Selatan is.
3. To examine the significant effect of poster media on the students' achievement in writing descriptive text at the VIII grade students of SMP Negeri 1 Panyabungan Selatan.

G. The Significances of the Research

The significance of this research is:

1. Teacher

The use of this poster media provides insight into how poster can be effectively implemented in the classroom to teach descriptive writing. This study helps teachers vary their teaching methods, making lessons more interactive and visually stimulating. By

including posters, the teachers can better support the students' understanding of content, vocabulary, and structure in writing.

2. Students

In the classroom, poster can increase the students' engagement and participation during writing activities. This media allows the students to visualize the objects or subjects they describe, making it easier for them to organize ideas and express them in writing. This can improve writing skills and provide a more enjoyable learning experience.

3. Other Researchers

This study can be a reference for further research related to media in teaching English writing. This study opens up opportunities for further research on various types of media and their impact on the students' learning outcomes. Other researchers can repeat or expand this study to different contexts, skills, or educational levels.

H. The Outline of the Thesis

The first chapter is introduction, this chapter talks about the research background, identification of the problem, delimitation of the problem, formulation of the problem (research question), aims of the research, significance of the research, and writing system of the research. The second chapter is literature Review, this chapter presents the theoretical such as; definition of descriptive text ,and the structure of

descriptive Text understanding of poster media including. This chapter also explains the preview study of the research and frame of thought.

The third chapter is the method of the research, on this chapter the researcher would like to discuss the method of the research that based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of the research test, technique of data analysis, and statistic hypothesis.

The fourth chapter is the research findings and discussion, this chapter is aimed to answer the research questions in chapter I which consists of research findings and discussion. In research findings, there are the data that show the learning result of experimental group which is taught by using poster media and control group which is taught by using conventional teaching.

The last chapter is conclusion, this chapter is presented to describe the last chapter of the research including conclusion and suggestion. Conclusion is sample statements and gives the answer to the research question directly. The simple statements can be formed as essay or number. The suggestion is interpreted as the submission and recommendation related to the research findings that needed to inform the reader.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

The theoretical description of this research includes a conceptual framework, related studies, and the hypothesis. In quantitative research, literature review has various benefits, such as helping to understand the background of the problem, determining the theory and conceptual framework.

1. Writing Descriptive Text

a. The Definitions of Writing ability

Writing is one of the essential skills in learning English as a foreign language. It is a productive skill that requires students to generate ideas, organize thoughts, and express them clearly in written form. To evaluate students' ability in writing, the concept of writing achievement must be understood clearly.

According to Heaton, Writing achievement refers to the level of success or proficiency that the students attain in their ability to write effectively, which includes organization, grammar, vocabulary, coherence, and mechanics. This means that writing achievement is not merely about forming correct sentences, but also about how well students' can convey ideas logically and effectively in written language.¹ So, writing ability reflects not only linguistic competence but also the

¹ John Brian Heaton, *Writing English Language Tests a Practical Guide for Teachers of English as a Second or Foreign Language* (London: Longman, 1975), https://openlibrary.org/books/OL4948997M/Writing_English_language_tests

students' ability to communicate meaningfully and purposefully through written language.

Writing achievement involves several components. First, content and organization refer to how well ideas are developed and structured in a text. Second, grammar and sentence structure play a crucial role in clarity and accuracy. Third, vocabulary choice affects the richness and appropriateness of the language used. Finally, mechanics, such as punctuation and spelling, contribute to the readability and professionalism of the text.

Good writing achievement reflects the students' overall language proficiency and their ability to communicate effectively through written language. It is often influenced by various factors such as students' background knowledge, interest, learning strategies, and the instructional media used in the classroom. Therefore, enhancing writing ability requires not only grammar instruction but also engaging and supportive teaching methods that motivate students to write.

Text term is writing one of the four language skills besides listening, speaking, and read. This is an activity to compose words, phrases and sentences which is grammatically correct and fits the purpose. Generally, writing can be defined as the act of forming or tracing a character on paper or other material that fits a pen or pencil. Hornby stated writing is the activity of making letters or numbers on a

surface, especially using a pen or pencil.² Writing is not only a medium of communication, but also a tool for expressing ideas, thoughts, and feelings in a structured manner. Writing requires careful organization of content, mastery of grammar and vocabulary, and creativity in conveying messages effectively. In the context of language learning, writing plays an important role in helping students develop their linguistic competence and critical thinking skills. So, students can improve their ability to construct meaningful sentences, improve their understanding of text structure, and communicate more clearly and accurately.

According to Nunan, writing is a way to produce language and Express ideas, feelings and opinions.³ He further stated that writing is the process that what people write is often strongly influenced by constraints genre, then these elements must be present in learning activities.⁴In writing, the writer can write anything related to the topic of discussion, writers can also express their feelings through writing. Four universities, writing is important usually intended for academic purposes where the writing is more scientific in nature. Meanwhile for schools such as middle and high schools usually intended for writing narratives, descriptive retellings, and so on. In the writing process, usually use media to write, apart from that we can also write on a machine, namely

² Hornby, Oxford Advance Learner's.Oxford <https://openlibrary.telkomuniversity.ac.id/pustaka/4400/oxford-advanced-learners-dictionary.html>

³ David Nunan, "Learner-Centered English Language Education", Education; Lague and literature. (2012), <https://doi.org/10.4324/9780203096888>

computer by typing words that will be formed into sentences. So, writing is the process that what people write is often strongly influenced by constraints genre important usually intended for academic purposes where the writing is more scientific in nature.

From the definition above, it can be concluded that writing achievement is the level of proficiency students demonstrate in producing effective written texts. It involves the ability to generate, organize, and express ideas using correct grammar, appropriate vocabulary, coherent structure, and accurate mechanics.

b. The Purposes of Writing

In the process of learning to write, it is important for students' to understand that every piece of writing has a specific purpose or goal. Diestch states that the general aims of writing may be the primary aims of informing, persuading, expressing, and entertaining.⁵ These goals help writers determine the tone, structure, and content of their writing to effectively reach their intended audience. According to Kern, writing is functional communication, writing makes people imagine themselves in their world and designs, so they can express their feelings, ideas, and experiences to convey their objectives.⁶ The purpose of writing cannot be separated from expressing ideas, opinions, feelings, and messages in

⁵ Betty Matix Diestch, (2003), *Reasoning and Writing Well 3rd Edition*
https://archive.org/details/reasoningwriting0000diet_w4a6/mode/1up

⁶ Richard Kern, (2000), *Literacy and Language Teaching*, New York: Oxford University Press,
https://books.google.co.id/books?id=HiOj4TV_3DoC&printsec=frontcover&hl=id&source=gbv_pt_read#v=onepage&q&f=false

written form. So, writing can contain information and have good meaning for the person who reads it and for the person who wrote it.

From the explanation above, the researcher concludes that the purpose of writing is to communicate specific goals such as informing, persuading, expressing, and entertaining. Writing serves as a functional tool that allows individuals to convey their ideas, emotions, and experiences meaningfully to others. By understanding the purpose behind their writing, students' can structure their work more effectively to connect with the intended audience and fulfill the desired communicative intent and below are the writing process.

c. The Writing Process

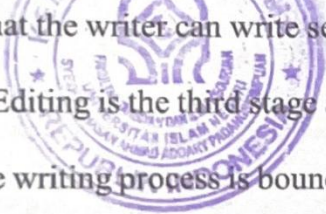
In writing, there are four steps that can do it easily or not confusing in writing text. Harmer states that there are several steps in the writing process:

- 1) Planning
- 2) Design
- 3) Editing (revising)
- 4) Final Version⁷

There are four stages in the writing process, namely: planning, drafting, editing, and final version. Planning is the first step before writing. A person must have a purpose, for example, to entertain people.

⁷ Jeremy Harmer, (2007), *How to Teach Writing* <https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up>

There are four stages in the writing process, namely: planning, drafting, editing, and final version. Planning is the first step before writing. A person must have a purpose, for example, to entertain people. The writer must know what the benefits of the text are and the writer must use the right words so that readers can understand and do not mean to insult other people. The second stage is preparation, At this stage someone begins to write the framework of the essay, for example the title of the essay text/book, then outline the story of each chapter, so it's easier the text is better and has a specific purpose related to what the author wants to convey write.



After that the writer can write sentence by sentence then paragraph by paragraph. Editing is the third stage and is an important stage in writing a product or the writing process is bound to have mistake errors and double meanings, some can revise it with the help of others and themselves, it is actually better if products are revised by others such as editors. The function of this stage is to avoid misunderstandings between writer and reader, repeated words, and double sentences. The meaning has been explained previously, because we know that people now have more think critically, so you have to be careful in writing text.

In conclusion, the writing process involves a series of structured steps to help writers produce clear and effective texts. These stages include planning, where the writer determines the purpose and main ideas; drafting, where initial thoughts are organized into a text; editing, which involves

of the writing. Each stage plays a crucial role in ensuring that the message is communicated accurately and meaningfully to the reader.

d. The Writing Assessment

Writing assessment is an evaluation process to measure the quality and ability of students' writing, including aspects such as content, organization, vocabulary, grammar, and writing mechanisms. This assessment helps teachers to know the extent to which students understand the material and their ability in writing.⁸ The use of poster helps students understand the objects to be described, so that they can more easily organize ideas and write richer and more interesting descriptive texts. A descriptive writing skills assessment can use the following analysis criteria:

- 1) Content: Does the student describe the object clearly and in detail?
- 2) Organization: Is the text structured (opening, description of characteristics, closing)?
- 3) Vocabulary: Does the student use appropriate descriptive vocabulary?
- 4) Use of Language: Is grammar used correctly?
- 5) Mechanism: Are spelling and punctuation used correctly?⁹

⁸ Raimes, A. (2013). *Techniques in Teaching Writing*. Oxford University Press.
<https://enjoymysite.wordpress.com/wp-content/uploads/2013/12/24688339-techniques-in-teaching-writing.pdf>

⁹ H. Douglas Brown, "Principle of Language Learning and Teaching," *Encyclopedia of the Sciences of Learning*, 2007.

In other word writing assessment is used to measure the impact of poster on the quality of students' writing. So the title has aspects that start with writing descriptive text.

e. The Descriptive Text Material

1) Genres of text

The Students' need to learn the types of written texts. They can learn it at English school or course.¹⁰ Understanding these various types of writing will help students' develop their skills in organizing ideas and expressing thoughts effectively according to the purpose and context of each text.

Each genre of text has its structure, language features, and communicative purpose. For instance, narrative texts aim to entertain by telling stories with a clear sequence of events, while descriptive texts focus on describing people, places, or objects in detail. Expository texts are used to explain or inform, and procedural texts provide step-by-step instructions on how to do something.¹¹ By recognizing these distinct characteristics, the students' can adapt their writing style to match the genre's purpose and audience, thus improving both the accuracy and effectiveness of their written communication.

<https://drive.google.com/file/d/0Bwabku2mNdRXVVNNV29mLXBNcJg/view?resourcekey=0-HIO5hTpZgph3Qili9GKNg>

¹⁰ Pardiyono, B. (2021). *Genre-Based Writing* <https://repo.uinmybatusangkar.ac.id/xmlui/handle/123456789/22236?show=full>

¹¹ Ken Hyland, "Genre-Based Instruction and Corpora," *TESOL Quarterly* 58, no. 3 (September 7, 2024): p.34, <https://doi.org/10.1002/tesq.3273>.

In conclusion, understanding the various types of written texts, such as narrative, descriptive, expository, and procedural, enables students to develop their skills in organizing ideas and expressing thoughts effectively. Each genre has its own structure, language features, and communicative purpose, which help students adjust their writing to suit different contexts and audiences. This knowledge ultimately improves the clarity, accuracy, and effectiveness of their written communication.

2) The Definitions of Descriptive Text

Descriptive text is a type of text that describes a particular person, place, or thing in detail to help readers create a clear picture in their minds. According to Wulandari, Description is a form of writing that describes something according to the actual situation so that the reader can imagine (seeing, hearing, touching, smelling and tasting) which is depicted in accordance with the author's image. By genre text, descriptive text begins with information related to identification section as the first step in writing text and followed by the description section. This description section describe/describe in detail about the object described. Then, continue with writing the closing section description.¹² Descriptive text helps readers form a clear picture of a person, place, or thing by providing a detailed description, starting with identification, followed by a thorough description, and ending

¹² Linda Sari Wulandari, Mahir Menulis Teks Deskriptif
<https://press.pnj.ac.id/book/Linda-Sari-Wulandari-Mahir-Menulis-Teks-Deskripsi-Teks-L/24/>

with a conclusion. So, descriptive text describes something according to the actual situation so that the reader can imagine (seeing, hearing, touching, smelling and tasting).

According to Lismi et.al, a descriptive text is a paragraph that describes an object in detail. Its purpose is to help readers visualize, feel, and experience what is being described.¹³ This type of writing brings the reader closer to the object, as if they were directly observing or encountering it.

Descriptive text can include experiences, emotions, situations and characteristics of someone or something, these things include taste, appearance, touch, smell, etc. In conclusion, descriptive text is text that describes or characterizes someone, places, buildings, etc. with specific or non-specific explanations. It could be written in sentences or points. However, descriptive text must be written in depth paragraph (text).

Descriptive texts are taught at the middle and high school levels which contain "distinguish social function, text structure, and several linguistic elements oral and written descriptive text by giving and asking for related information Famous tourist attractions/historical places and buildings, short and simple. According to the context of its use." This shows that descriptive text does not only taught at the junior high school level. This material is intended for high school

¹³ Lismi, Abdussamad, and Ahmad Rabi'ul Muzammil, "Kemampuan Menulis Teks Deskripsi Pada Siswa Kelas VII SMP Negeri 3 Teluk Keramat," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa* 9, no. 3 (2020): 1–10.

students'. Based on the definitions of descriptive text above the following section is the general structure of a descriptive text.

3) The General Structure of Descriptive Text

The general structure of a descriptive text usually consists of an identification section that introduces the object, followed by a description section that provides detailed information about its features. Siahaan and Shinoda in their book stated that generic. The structure of descriptive text is Identification and Description.¹⁴ Identification is the part of the text that introduces the object to be described, while the Description section elaborates on the object's characteristics in detail. There are three structures in descriptive text include:

a) Identification

This is the initial part of the text, where the writer introduces the subject being described. It provides a general overview, letting the reader know what the text will be about. Essentially, it answers the question, "what am I describing?"

b) Description

This section delves into the specifics of the subject. The writer uses sensory details (sight, sound, smell, taste, touch) to create a clear and detailed image. This is where adjectives,

¹⁴ Siahaan, sanggam Kisno Shinoda Generic structure (2008)

adverbs, and specific nouns play a crucial role. This section answers the question “what is it like?”

c) Conclusion

A conclusion provides a final statement about the object being described. It summarizes the main points that have been presented. This helps form an overall impression or evaluation of the object.

In conclusion, the general structure of a descriptive text includes three main parts: identification, description, and conclusion. The identification introduces the subject, the description provides detailed sensory information about its characteristics, and the conclusion summarizes the main points to form a final impression. Understanding this structure helps writers organize their ideas clearly and present vivid, effective descriptions.

4) The Grammatical Features of Descriptive Text

The general structure of descriptive text typically consists of an identification section that introduces the object, followed by a description section that provides detailed information about its features. In understanding descriptive text, it's important to consider its unique grammatical features. Knapp and Watkins wrote that there are several grammatical features of descriptive writing, as follows:¹⁵

¹⁵ Peter Knapp and Megan Watkins, *Genre, Text, Grammar, Technologies for teaching and assessing writing* (2005)

- a) Present tense dominates in the text. However, sometimes it is possible to write in the past tense to describe the condition of an object in the past.
- b) In describing the appearance and quality as well as the parts and function of an object, person or place, relational verbs such as is, are has, and have are used.
- c) In describing behavior and feelings towards things or people, work action words and mental verbs are used such as work, listen (action verbs), and fear, shame (mental verbs).
- d) Verb adjectives are also used when adding additional information, such as the object being described.

Based on this statement, descriptive text usually uses the present tense because the present tense is used to explain facts. Because descriptive text explains facts about places, people, or object, students must use the present tense. However, students can also use other tenses according to the incident. For example, if students are describing a comparison of someone in the present with the past, if his past was very messy and now he looks very good, the can use the past tense. Students also have to write relational verbs To Be, verbs (action), adjectives (mental), etc. to make the text better.

2. Poster Media

a. The Definition of Media

Media is a tool or means that helps convey information and ideas from one party to another. The word media comes from Latin which is the plural of the word "medium:" which means "middle, intermediary, or messenger. According to Heinich, Media is a tool used to convey messages or information from the sender to the recipient, so that it can stimulate thoughts, feelings, attention, and interest in learning.¹⁶ Daryanto said that, media is one of the components of communication, namely as a message carrier from the communicator to the communicant.¹⁷ According to Suparman, media is a tool used to channel messages and information from the sender to the recipient.¹⁸ In educational contexts, media plays a crucial role in supporting effective teaching and meaningful learning experiences. So, media is one of the components of communication, namely as a message carrier from the communicator to the communicant.

Media can be used as teaching materials or learning materials for students, so that students understand better and are more active in

¹⁶ Heinich. *Instructional Media and Technologies for Learning*. (Upper Saddle River, N.J. Merrill: 2008) https://books.google.co.id/books/about/Instructional_Media_and_Technologies_for.html?id=jywiAQAAIAAJ&redir_esc=y

¹⁷ Daryanto. *Learning Media: Its Role is Very Important in Achieving Learning Objectives*. (Yogyakarta, Gava Media: 2010). <https://www.gavamedia.net/produk-222-media-pembelajaran-peranannya-sangat-penting-dalam-mencapai-tujuan-belajar.html>

¹⁸ Atwi Suparman. *Interactive learning models*. (Bandung: Institute of Public Administration (LAN) RI: 1997). https://scholar.google.com/citations?view_op=view_citation&hl=id&user=O9SnF54AAAAJ&citation_for_view=O9SnF54AAAAJ:SP6oXDckpogC

class. Media plays an important role in conveying messages and facilitating the learning process, making it easier for teachers to explain the material and making it easier for students to understand and actively participate in class.

From the definitions above, media can be understood as an intermediary that functions to deliver messages, information, and ideas from the sender to the receiver. It serves not only as a communication tool but also as a means to enhance understanding, stimulate interest, and support the effectiveness of the learning process. Therefore, in the learning process, media will help teachers explain the material and help students understand the lesson and below are the types of media in detail.

b. Kinds of Media

There are various kinds of media that can be used in teaching and learning processes, each with its own characteristics and purposes. According to Rudy Bretz identify types of media based on three elements. Main element, namely: sound, visuals and movement. Based on these tree elements, Bretz classifies media into eight groups, namely: (1) audio media, (2) print media, (3), silent visual media, (4) visual media motion, (5) semi-motion audio media, (6) semi-motion media, (7) audio media silent visuals, as well (8)

moving audio-visual media.¹⁹ This classification helps educators select the most suitable media to support specific learning objectives and learner needs.

According to Heinich et al., instructional media can be classified into five main types.²⁰ These include print media such as books, modules, and worksheets; audio media such as cassettes, radio, and audio recordings; and visual media in the form of still images such as photos, graphics, and posters. So, there are audiovisual media that combine both sound and images, such as films, videos, and television, as well as computer-based media such as interactive multimedia, e-learning, and Computer-Assisted Instruction (CAI).

Meanwhile, Gerlach and Edy categorize media into three types. These include still visual media such as pictures, photos, diagrams, and graphics; motion visual media such as films and animations; and audio media such as audio recordings and radio.²¹ So, these classifications show that instructional media are diverse and can be adapted to the needs and characteristics of the learning material being delivered.

¹⁹ Rudy Bretz, *Visual Literacy and the Teaching-Learning Process* (New York: Educational Technology Publications, 1971), p. 39.

<https://archives.lib.umd.edu/repositories/2/resources/605>

²⁰ Robert Heinich, Michael Molenda, and James D. Russell, *Instructional Media and the New Technologies of Instruction* (New York: Macmillan Publishing Company, 1993).

²¹ Vernon S. Gerlach and Donald P. Edy, *Teaching and Media : A Systematic Approach* (USA: Prentice Hall, 1992).

https://archive.org/details/teachingmediasys0000gerl_s8v2/page/n7/mode/2up

There are several types of media that can be used in learning. In this case the researcher use visual media is media that can only be perceived with the sense of sight. Small media is written and printed to be used as media in research. For this research, the media used by researchers were posters which were included as visual media.

c. The Definition of Poster

Poster is a visual communication tool that combines images, text, and graphic elements to convey information, promote ideas, or attract attention. According to Arsyad, a poster is a visual communication medium that combines images and writing designed to attract attention and convey messages briefly and clearly to a wide audience.²² Meanwhile Carter stated that a poster is a visual aid designed to attract the audience's attention and support oral communication between the creator and the recipient of the message.²³ Meanwhile, Kress and Leeuwen view a poster as a form of multimodal communication that combines text, images, color, and other elements such as speech and gestures.²⁴ Therefore, posters are not only informative but also interactive and persuasive tools that can enhance learning and communication across various contexts.

²² Arsyad, *Instructional Media*. Arsyad.

²³ A. Carter, *Designing Science Presentations: A Visual Guide to Figures, Papers, Slides, Posters, and More* (Amsterdam: Elsevier, 2013), p. 289.

²⁴ Gunther Kress and Theo van Leeuwen, *Multimodal Discourse: The Modes and Media of Contemporary Communication* (London: Arnold, 2001), p. 20.

Based on the definitions above, a poster can be defined as a powerful visual medium that integrates various elements such as images, text, color, and sometimes speech or gestures. It is designed to effectively deliver messages to a broad audience in a clear and engaging way. In addition to conveying information, posters also play a role in attracting attention, stimulating interest, and supporting both educational and communicative purposes.

d. Kinds of Poster Media

Posters can be categorized based on their purpose and content. For instance, there are several types of posters that serve different functions in conveying information and attracting attention. According to Hilmi in this book,²⁵ there are several categories or types of posters, each with its own unique function and design approach that caters to specific communication goals.

1) Educational Posters

Used to help the learning process by presenting information visually, such as diagrams, illustrations, or concept maps. Helps students understand the material more easily and improve memory. Example: Human anatomy posters, world maps, or grammar in English.²⁶ Overall, these posters serve as

²⁵ Muathofa Hilmi, *Introduction to Visual Communication Design Textbook* (2002)

²⁶ Sharon E. Smaldino, Deborah L. Lowther, and Clif Mims, "Instructional Media and Technology for Learning," *International Journal of Distributed and Parallel Systems* 3 (2012): 8.

effective teaching aids that not only convey information clearly but also engage students' curiosity and motivation to learn.

2) Scientific Posters

Used in academic presentation or conferences to convey research results in a concise and informative visual form. Usually contains an abstract, research methods, results, and conclusions. Examples: Research posters at scientific seminars, laboratory experiment posters.²⁷ This format allows for effective communication of complex information, making it easier for the audience to grasp key findings at a glance.

3) Motivational Posters

Contains quotes or inspirational messages that aim to increase the spirit or motivation of the reader. Often used in schools, offices, or public places to increase productivity and optimism. Example: Poster with the quote "Believe in Yourself" or "Never Give Up".²⁸ These types of posters are effective tools for fostering a positive environment and encouraging individuals to stay motivated in pursuing their goals.

4) Commercial Posters

²⁷ R. Z. Finney, *Book Review: The Craft of Scientific Presentations: Critical Steps to Succeed and Critical Errors to Avoid*, *Journal of the Academy of Marketing Science*, vol. 33, 2005, <https://doi.org/10.1177/009207030503300209>.

²⁸ Masfi Sya'fiatul Ummah, "Public Speaking Secret Of The World Top Minds," *Sustainability (Switzerland)* 11, no. 1 (2019): 1–14. <https://shorturl.at/1TV9s>

Poster advertising is a visual promotional media designed to attract attention and convey a message briefly to the target audience. This poster is usually used to promote a particular product, service, event, or campaign with a combination of attractive images, colors, and text. Example of product advertising poster; soft drink advertisement with a picture of a dewy bottle and an attractive slogan such as “Refresh your day with Natural Freshness”.

5) Propaganda Poster

Aims to spread ideology, political messages, or appeals to the public. After used in social or political campaigns. For example Election campaign posters, appeals to save energy.

6) Movie Poster

Used to promote films by displaying images, titles, and other interesting elements. Usually includes the names of the actors, directors, and release dates. Examples: Avengers, Endgame, Titanic movie Poster.

7) Health Poster

Aims to provide information about health and healthy living habits. Often used in hospitals, clinics, and schools. Examples: Posters about the importance of washing hands, the dangers of smoking, vaccinations. These posters are essential in

promoting awareness and encouraging healthy behaviors among the community.

8) Community Service Posters

Posters are used to convey information or invitations related to social issues to the public. They aim to raise awareness and encourage community participation. Examples include posters about environmental protection or blood donation campaigns.

In conclusion, Posters can be categorized into several types based on their purpose and content, each type serves:

- 9) A specific function in communication
- 10) Ranging from educational, promotional.
- 11) To social messaging.
- 12) Utilize visual elements to effectively deliver their intended messages.
- 13) To various audiences.

e. The Advantages and Disadvantages of Using Poster Media

Posters are widely recognized as useful and visually engaging learning tools. According to Berry and Houston, they offer several advantages in the educational process.²⁹ These include increasing public awareness, involving students in assessment, encouraging collaboration, supporting peer learning, and fostering positive learner attitudes.

²⁹ John Berry and Ken Houston,, Students using posters as a Means of communication And Assessment(1995)

In addition, Osa and Musser state that colorful and engaging posters can enhance the learning environment. They can also serve as a source of inspiration for students in the classroom.³⁰ Their portability and simplicity make posters practical tools for explaining concepts clearly and effectively. In conclusion, posters offer various advantages as effective and visually engaging learning tools. So, poster media support student participation, collaboration, and creativity while enhancing the overall classroom environment.

Poster media also present some notable disadvantages when applied in classroom settings. For students who are unfamiliar with poster-based learning, especially those in remote areas, initial guidance is often required. Moreover, poster activities can be time-consuming and require sufficient space for display and discussion.

Some students may experience anxiety during poster presentations, particularly if their speaking skills are underdeveloped. Assessment can also become problematic without clear and consistent evaluation criteria, especially when involving peer reviews.³¹ Therefore, while posters are an effective and innovative learning tool, teachers must address these

³⁰ Justina O. Osa and Linda R. Musser, "The Role of Posters in Teacher Education Programs," *Education Libraries* 27, no. 1 (2017): 16, <https://doi.org/10.26443/el.v27i1.196>.

³¹ Nicholas Rowe, "Poster Presentations: Objectives, Functions, and Issues," in *Academic & Scientific Poster Presentation* (Cham: Springer International Publishing, 2017), 9–20, https://doi.org/10.1007/978-3-319-61280-5_2.

challenges to ensure they are used optimally and inclusively in the classroom.

However, despite their benefits, posters also present challenges such as the need for initial guidance, time constraints, space limitations, and potential student anxiety during presentations. To maximize the effectiveness of poster, teachers must address these limitations and ensure clear guidance and assessment criteria.

f. The Example of Poster

An example of a poster that can be used in teaching descriptive text is shown below.

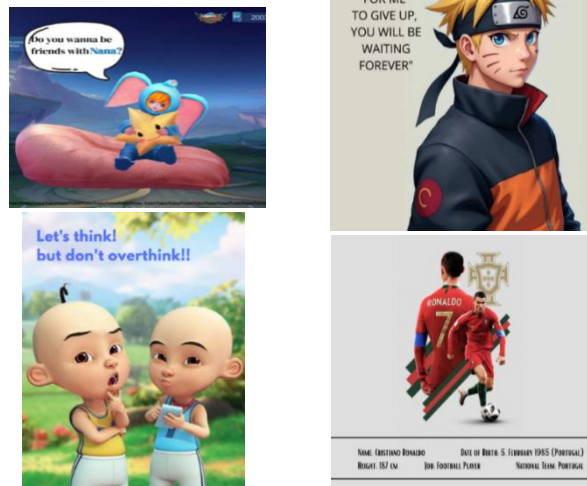


Figure II.1 The Example of Poster

g. Teaching Descriptive Text by Using Poster Media

1) The Application of Poster Media by Jules Cheret

In this research, researchers used posters as a media to achieve their goal students' ability in writing descriptive text. According to Jules Cheret, Poster that's is relevant to the use poster media for teaching descriptive text (writing). Jules Cheret stated that posters media are an effective visual communication medium because they combine images, colors, and text in a simple but attractive way, so that the message can be understood quickly and clearly. So there are several instructions for implementing poster by Jules Cheret. The instructions are as follows:³²

- a) Poster as the main visual aid. Teachers use posters to attract students' attention at the beginning of the lesson, because visuals are understood more quickly than long texts.
- b) Prioritize images over text. The material is presented through strong and attractive illustrations, while the text is made short, clear, and easy to read.
- c) Use of bright and contrasting colors Bright colors help increase students' focus, interest in learning, and memory.
- d) Communicative and expressive design Posters are not stiff; they can display characters, movements, or expressions so that the learning message feels alive.
- e) Simple yet artistic typography. The writing must be legible from a distance, blend with the image, and not be excessive.

³² Karen. L. Carter, "Always New: The Posters of Jules Cheret". October 16, 2022, nineteenth-Century Art Worldwide

- f) Fast and direct message Posters are used to convey the core of the lesson (concepts, formulas, moral values) briefly and clearly.

2) The Application of Descriptive Text by H. Douglas Brown

Descriptive text is a type of text that describes a particular person, place, or thing in detail to help readers create a clear picture in their minds. Description is a form of writing that describes something according to the actual situation so that the reader can imagine (seeing, hearing, touching, smelling and tasting) which is depicted in accordance with the author's image.³³ So there are several instructions for implementing descriptive text. The instructions are as follows:

1. Introduce Descriptive Text: Explain the concept of descriptive text and its purpose.
2. Meaningful Learning: Brown states that language is best learned when it is meaningful and relevant to students' lives.
3. Intrinsic Motivation: Douglas Brown emphasizes the importance of students' internal motivation in learning.
4. Communicative Competence: Language teaching should focus not only on grammar but also on meaning and communication. The students' practice describing objects orally before writing. Pair or group activities are used, where one student describes an object and others guess it.

³³ H. Douglas Brown, "Principle of Language Learning and Teaching," *Encyclopedia of the Sciences of Learning*, 2007.

5. Interactive Learning: Brown highlights interaction as a key factor in language learning. The students' work in pairs or groups to analyze the structure and language features of descriptive texts.
6. Scaffolding (From simple to complex): Teacher should provide guidance gradually and reduce support as the students' become more independent. The teacher provides a model of descriptive text. The students identify the generic structure (identification and description).
7. Focus on Form: Brown suggests that grammar should be taught when it is needed in communication. While students' are writing, the teacher gives feedback on language features such as, adjectives, simple present tense.

Based on Douglas Brown's theory, the teaching of descriptive text should be communicative, interactive, and meaningful. By applying learner-centered activities and appropriate scaffolding, students' can develop their ability to understand and produce descriptive text effectively.

3) The Application of Poster Media in Teaching Descriptive Text

In this research, researchers used posters as a media to achieve their goals. Students write descriptive text. There are several instructions for implementing it. So there are several instructions for implementing descriptive text. The instructions are as follows:

Table II.1

The Application of Poster Media in Teaching Descriptive Text

Steps	Teacher's Activity	Procedures	Student's Activity
Pre – Teaching	1. The teacher comes into the class and open the class. Then teachers asks to pray on their beliefs.		1. Students listen to the teacher 2. Students start to pray
	2. The teacher check the students attendant list and gives motivation to students.		1. Students listen to the teacher 2. Students state the attendance by saying present.
	3. The teacher explains the material that they will learn.		1. Students listen carefully to the teacher 2. Students add some notes from the teacher
While – Teaching	1. The teacher explains the purpose of the lesson and today's task (e.g., identifying descriptive text structure and language features).	1. Introduce the task explain the purpose, objectives, and context of the task to the students'.	1. Students listen carefully to the teacher 2. Students pay attention to the teacher
	1. Teacher supplies key vocabulary, grammar patterns, and expressions found in the story. The Goose Girl.	2. Provide Input supply vocabulary, expressions, or grammatical structures needed to perform the task	1. Students pay attention to the teacher 2. Students write down important vocabulary and phrases

Steps	Teacher's Activity	Procedures	Student's Activity
	1. The teacher facilitates a brainstorming session: "Have you ever hear the motivational?"	effectively 3. Activate background knowledge facilitate discussions or brainstorming activities to relate the task to students' prior knowledge.	1. Student pay attention to the teacher 2. Students respon to the teacher's explanation 3. Students share ideas or stories they already know Students Observe carefully.
	1. The teacher models a simple analysis of structure descriptive text using a poster media for example.	4. Activate background knowledge facilitate discussions	1. Students listen carefully to the teacher 2. Students follow the instruction from the teacher
	1. Monitor and assist: walk around the classroom to provide support, check for correct use of vocabulary and detail.	5. Demonstrate the task (optional) show examples of how the task can be completed.	1. Students follow the example to prepare for their own task.
Post – Teaching	1. The teacher asks the students about their understanding about the material	Feedback	1. Students answer the teacher's question and tell their problem

Steps	Teacher's Activity	Procedures	Student's Activity
	<ol style="list-style-type: none"> 2. The teacher concludes or summarize the lesson by herself or together with the students and assign students' to write their own descriptive text. 3. The teacher closes the teaching learning activity 		<ol style="list-style-type: none"> 2. Students listen to the teacher 3. Students share their thoughts and express difficulties 4. Students give the greeting to the teacher

B. The Review Related Findings

Relevant previous findings are used to support the arguments in this research. Apart from that, these findings are also used as a reference and comparison for this research with other studies. There are several findings related to this research.

The first study was conducted by Karima, who investigated the effect of using poster media toward writing descriptive text of at tenth grade students of MAS Darul Falah Langga Payung Labuhan Batu Selatan, indicating a moderate significant effect of using poster media toward writing descriptive text.³⁴

³⁴ Nur Karima, "The effect of using poster media toward writing descriptive text of at tenth grade students of MAS Darul Falah Langga Payung Labuhan Batu Selatan". (UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan, 2022), <https://url-shortener.me/5HYI>

The second study was carried out by Shinta, Fauziah and Tahir, who examined the effect of using pictorial poster on the students' ability in writing descriptive texts.³⁵ Indicating that using pictorial posters was significantly more effective in improving students' achievement writing descriptive text.

The third study was conducted by Jannah, who investigated effectiveness of online film posters on students' achievement in writing descriptive text.³⁶ The results showed that the alternative hypothesis (H_a) was accepted and null hypothesis rejected (H_0) was rejected. Thus, it was concluded that online posters significantly affected to the students' achievement in writing descriptive text.

The fourth study was conducted by Setyorini who investigated the effectiveness of using poster in teaching descriptive text. The result showed that T-value was higher than T-table, in which T-value score was 9.471 while T-table score was 1.729.³⁷ It means that the alternative hypothesis was accepted. It means that posters had a significant effect in improving students' writing skill in descriptive text.

³⁵ Shinta Shinta, Fauziah. R., Tahir, M., "the effect of using pictorial poster on the students' ability in writing descriptive text in VIII class of SMP Negeri 4 Badar in academic year 2021/2022. *Jurnal ilmu pendidikan dan pengajaran* 2(2), 284-292, 2023.

³⁶ Wiki tedi Rahmawati, "Effectiveness of online film posters on students' achievement in writing descriptive text". *JOLLT Journal of Languages and Language Teaching* 10 (2),285-294,2022. <https://url-shortener.me/5J5S>

³⁷ Dwi Setyorini, *The Effectiveness of Using poster in Teaching Descriptive Text*. Universitas Muhammadiyah Yogyakarta, (2018) English Language Education Department Language Education Faculty. <http://repository.umy.ac.id/bitstream/handle/123456789/19907/Naskah%20Publikasi.pdf?sequence=12&isAllowed=y>

C. The Conceptual Framework

Based on initial observations at SMP Negeri 1 Panyabungan Selatan and discussions with English teachers, it was found that students faced several problems in writing descriptive texts. These problems included limited vocabulary, lack of creativity, poor understanding of text structure, and low interest in writing, which caused their descriptive texts to be monotonous and unstructured. This indicates a need for more engaging and effective learning strategies to improve students' writing skills.

From further classroom observations, it was also found that students responded more positively and enthusiastically when learning activities involved visual media rather than traditional methods. This led the researcher to propose the use of posters as a teaching aid in writing descriptive texts. Posters provide visual stimuli that can help students generate and organize ideas more effectively. This study aims to determine whether the use of posters can improve students' writing skills compared to conventional learning methods. Thus, the results of this study are expected to contribute to the development of English teaching methods at the school.

To measure the effectiveness of using posters in improving students' writing skills, the researchers conducted a quasi-experimental study with two groups. In the experimental class, the researcher used poster while teaching. While in the control class, use the teacher's

technique. So that in the post-test it is known whether poster has an effect or not on students. Based on the conceptual framework above, the following section is the hypothesis.

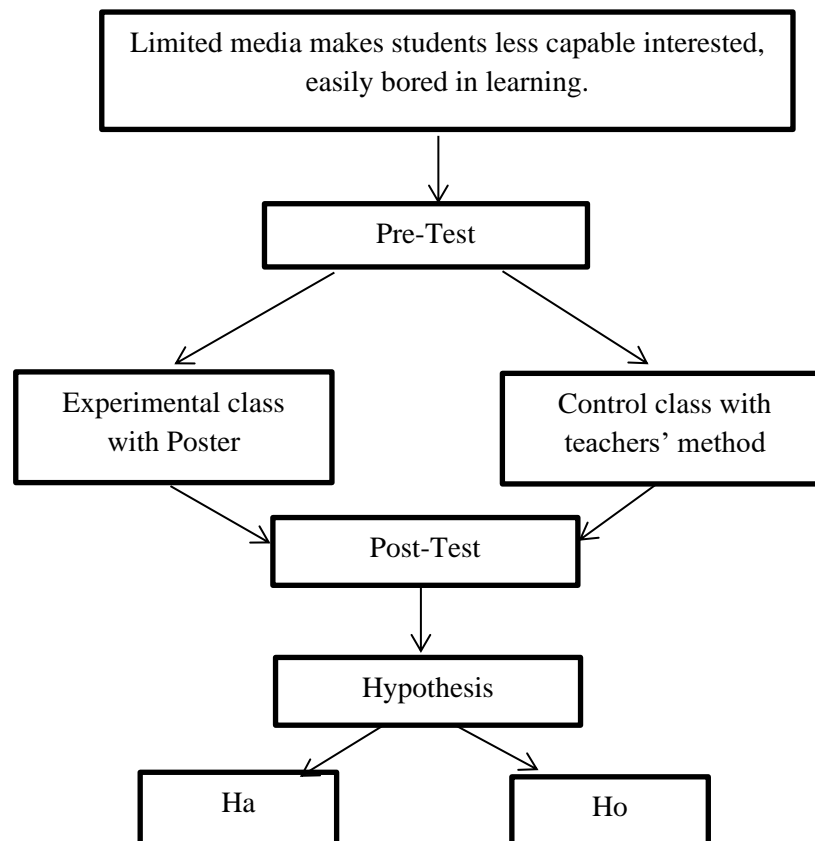


Figure II. 2 The Diagram of the Conceptual Framework of the Research

D. The Hypothesis

This study formulates the hypothesis of the research stated:

1. H_a (Alternative Hypothesis): There is a significant effect of poster media use on students' achievement in writing descriptive text.
2. H_o (Null Hypothesis): There is no significant effect of poster media use on students' achievement in writing descriptive text.

CHAPTER III

RESEARCH METHODOLOGY

A. The Time and the Location of the Research

This research has been conducted at SMP Negeri 1 Panyabungan Selatan in Kayulaut, Kayulaut District, north Sumatra. This research has been conducted from September 2024 until November 2025.

B. The Research Design

In this research, the researcher used quantitative research. This research used quantitative true experimental method with a pre-test and post-test control group design. True-experimental research is a quantitative research technique used to determine the effect of the independent variable on the dependent variable under controlled conditions.¹ So, experimental research aims to look for the effect of each variable.

Table III. 1

The Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	Poster	✓
Control	✓	x	✓

The table shows that both groups took a pre-test and post-test, but only the experimental group received treatment using posters. The control

¹ Sudaryono, Educational Research Methods, (2016), Prenada Media, p. 117
https://books.google.co.id/books/about/Metode_Penelitian_Pendidikan.html?id=uTbMDwAAQB_AJ&redir_esc=y

group had no treatment. This setup aims to compare the effectiveness of poster use in improving students' writing performance.

C. The Sample and Population

1. Sample

The sample of this research is two classes of eighth grade students at SMP Negeri 1 Panyabungan Selatan, that is VIII-1 and VIII-2. To determine the experimental class and control class, this was done in a random manner. The sample can be seen in the follow:

- 1) Define the population
- 2) Determine the sample size
- 3) Prepare a sampling frame
- 4) Assign numbers to each the others the cheep of the class
- 5) Select the sample randomly by lottery method
- 6) Collected data from the selected samples
- 7) Ensure randomness

After collecting data from the selected sample and maintaining randomness throughout the process, the result obtained are more reliable, unbiased, representative of the entire population. This method ultimately strengthens the validity and accuracy of the research findings.

Table III. 3**Sample of the Research**

No	Class	Total Students
1	VIII-1 (Experimental Class)	25
2	VIII-2 (Control Class)	25
	Total	

Table 3 presents the research sample, consisting of two classes: VIII-1 as the experimental class with 25 students, and VIII-2 as the control class with 25 students, making a total of 50 students involved in the study.

2. Population

To identify the target population, it is necessary to establish criteria: determine which cases to include and which to exclude. The population in this region includes all of the students' in grade VIII SMP N 1 Panyabungan Selatan. The population consists of two classes with 43 students'. Based on the following table:

Table III. 2**The Population of the Research**

No	Class	Total Students
1	VIII-1	25
2	VIII-2	25
	Total	50

D. The Instrument for Data Collection

The instrument that used in this research is a written test about describing people. Asking to write a descriptive text about posters has

been given to experimental and control group students' as the test. The evaluation of their writing was based on two key components: the scoring level and specific writing indicators.

Table III. 4
Indicators for Analyzing Descriptive Text Writing²

Aspect	Score	Performance Descriptive
Content (C) 30% a. Topic b. Detail	4	The topic is complete and clear, and the details are related to the topic
	3	The topic is complete and clear but the details are almost related to the topic
	2	The topic is complete and clear but the details are not related to the topic
	1	The topic is not clear and the details are not related to the topic
Organization (O) 20% a. Identification b. Description	4	Identification is complete and description are arranged with proper connectives
	3	Identification is almost complete and description are arranged with almost proper connectives
	2	Identification is not complete and description are arranged with few misuse of connectives
	1	Identification is not complete and description are arranged with misuse connectives
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but no effect on meaning
	2	Numerous grammatical or agreement inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15%	4	Effective choice of words and word forms
	3	Adequate vocabulary with occasional inappropriate word choice
	2	Limited range of confusing words and word forms

² Brown, "Principle of Language Learning and Teaching."
<https://drive.google.com/file/d/0Bwabku2mNdRXVVNNV29mLXBNcjg/view?resourcekey=0-HIO5hTpZgph3Qili9GKNg>

	1	Very poor knowledge of words, word forms, and not understandable
Mechanism (M) 15% a. Spelling b. Punctuation c. Capitalization	4	It uses correct spelling, punctuation, and capitalization
	3	It has occasional errors of spelling, punctuation, and capitalization
	2	It has frequent errors of spelling, punctuation, and capitalization
	1	It is dominated by errors of spelling, punctuation, and capitalization

The scoring level and writing indicators can be seen in the tables below.

Table III. 5
Level of Score³

No	Interval	Predicate	Description
1	90–100	Very Good	The students' shows outstanding writing performance. The descriptive text is well-organized, highly creative, with accurate vocabulary, excellent grammar, and clear details.
2	70–89	Good	The students' writing is adequate. The text conveys meaning with acceptable structure and vocabulary, though there may be noticeable errors in grammar or organization.
3	60–69	Enough	The students' has some difficulties in writing. The text may lack organization, contain limited vocabulary, and show frequent grammatical errors, affecting clarity.
4	0–59	Low	The students' shows low achievement in writing. The text is disorganized, lacks creativity and vocabulary, and contains major errors that make understanding difficult.

³ J. B. Heaton, "Writing English Language Test", Longman Handbooks for Language Teachers. British Library Cataloguing in Publication Data, <https://octovany.wordpress.com/wp-content/uploads/2013/12/ok-writing-english-language-tests-j-b-heaton.pdf>

E. The Validity and Reliability of Instrument

1. Validity

Validity refers to the extent to which an instrument accurately measures what it is intended to measure.⁴ In this study, the focus is on content validity to ensure the instruments are appropriate and relevant. To achieve this, the researcher consulted one expert in English language teaching to review the descriptive writing test and the poster materials.

Based on the expert's feedback, necessary revisions were made to improve the quality and relevance of the instruments. This process aimed to ensure that the instruments accurately measured what they were intended to assess. Based on the teacher's evaluation, the test items were found to be clear, consistent, and appropriate for the students' level. The teacher reported no major issues in the structure or content of the test.

Researcher validated the test to the teacher. In this research, the function of conducting the test is to measure their achievement in descriptive text. The validation of the descriptive text test checked and signed by English teacher of SMP Negeri 1 Panyabungan Selatan.

2. Reliability

The reliability test refers to the consistency of test results over time. In this study, the researcher used the test-retest reliability method by administering the same descriptive writing test to the same group of

⁴ Ahmed Vian, et. Al, Validity and Reliability in Built Environment Research. A Selection of Case Research.

students on two different occasions. The researcher then calculated the correlation coefficient between the first and second test results. A high correlation coefficient indicates that the test is reliable and produces stable results.

It is important to note that the time interval between the two tests should be appropriate, not too close to avoid students remembering previous answers, and not too far apart to avoid changes in their writing ability. Based on this procedure, the descriptive writing test used in this research was considered reliable.

F. The Procedure of the Research

1. Pre-Test

In data collection techniques, researchers use pre-test to assess students' initial ability in writing descriptive text before being given treatment. Some of the steps taken for this pre-test are:

- a. Students are given the task of writing descriptive text about describing people.
- b. Students write descriptive text about describing people for 40 minutes.
- c. The writings are collected and assessment rubric (content, organization, vocabulary, grammar, and creativity).
- d. The scores are recorded as baseline data for comparison.

2. Treatment

Treatment is where the researcher used the poster media in teaching writing descriptive text, it used two times in the experimental class. Researchers have several steps that must be taken, namely:

- a. For the beginning, the researcher open the class with greeting. Ask students to pray. Then starts the class with short explanation.
- b. The teacher explains the characteristics of descriptive text (structure, language features, and examples). Students analyze examples of descriptive text.
- c. The teacher introduces posters related to the topic of the descriptive text, about animals in the first meeting and about a person in the second meeting. Students observe the posters and discuss their features, focusing on descriptive details.
- d. Students choose a poster and write a descriptive text based on it.
- e. Students create the final version of their descriptive text using the poster as a reference.

3. Post-test

The researcher used a post-test in the experimental class to measure the improvement of students' descriptive writing skills after the treatment. The researcher did some steps in the post-test, those are:

- a. Students were given a new writing task, which required them to write a descriptive text describing a person

- b. Students wrote a descriptive text without direct guidance, within the same time limit.
- c. The writing were collected and scored using the same scoring rubric as the pre-test.
- d. The scores were compared to the pre-test results to determine improvement.

G. The Technique of Data Analysis

Pre-test and Post-test scores were analyzed statistically, using a t-test to determine whether the use of posters significantly improved students' writing achievement. The data calculated by help of (SPSS) version 26.

1. Normality Test

The data that would be analysis in this normality test Pos-Test value data in the experimental class and control class, the aims of Normality test was to determine whether the data of each class is normally distribute or not. In this research, the researcher use Chi Kuadrat, where H_0 =normal distribution and H_i = not normal distribution.

- 1) f x^2 table $<x^2$ count, therefore H_0 is accepted and H_i is rejected. So, the data is normal distribution
- 2) If x^2 count $\leq x^2$ table therefore H_i is accepted and H_0 is rejected. So the data is not normal distribution

The result of normality test is seen in the follow table:

Tabel III.5**Normality of Experimental and Control Class in Pre-Test**

Result	Tests of Normality			
		Shapiro-Wilk		
		Statistic	df	Sig.
Experimental pretest	.939	22	0.185	
Control pretest	.927	22	0.108	

Based on the analysis of normality of the pre-test data with Shapiro Wilk test it was obtained that the pre- test in experimental class was 0.185 and the pre-test in control class was 0.108 In other word, $0.185 > 0.05$.

Tabel III.6**The Normality of Experimental and Control Class in Post-Test**

Result	Tests of Normality			
		Shapiro-Wilk		
		Statistic	df	Sig.
Experimental posttest	.914	22	0.157	
Control posttest	.927	22	0.108	

Based on the table it could be seen that the sig. score of experimental class is 0. 157 it can be concluded that the data is normally distributed because $0.157 > 0.05$. Meanwhile in control class the sig. Score 0.108. Therefore, the data also normally distributed because $0.108 > 0.05$. Thus, both post-test data are normally distributed.

2. Homogeneity

Homogeneity test is used to see if two or more classes of sample data that have been taken come from populations that have the same variance. Hypothesis is rejected if $F \leq F_{1-\alpha} (n_1-1, (n_2-1))$, while if $F_{count} > F_{table}$ hypothesis was accepted. The hypothesis is homogen it determined with significant level 5% (0.05) and dk numerator was (n_1-1) , while dk deminator is (n_2-1) .

Table III.7
Homogeneity of Experimental and Control Class in pre-test

Levene Statistic	Df1	Df2	Sig.
2.034	1	43	0.161

Based on the result analysis of homogeneity of variance analysis of the initial value data (pre-test) calculation obtained a sinificance value (sig) was 0.161. Based on criteria for testing data homogeneity obtained a value significance (sig) based on mean > 0.05 or $0.161 > 0.05$ it means the pre-test value of the sample has a homogeneous variance.

Table III.8
Homogeneity of Experimental and Control Class in post-test

Levene Statistic	Df1	Df2	Sig.
1.933	1	43	0.172

The table above shows that sig. score of post-test between experimental and control class is 0.172 thus, it can be concluded that there is no significance difference between experimental and

control class. Because $0.172 > 0.05$. It means that the variance are homogeneous.

3. Hypothesis Test

a. Mean (Average)

The mean score is statistical measure that represents the average value of a set of numerical data points. This provides a central point that reflects the typical or average response within a group, giving researcher insight into the overall performance related to the measured variable. Identify the mean scores by the interpretation of mean score, as follows:

Table III.6
The Interpretation of Mean Score⁵

NO	Interval	Predicate
1	90-100	Very Good
2	70-89	Good
3	60-69	Enough
4	0-59	Low

o know the mean of students' descriptive text ability, then seen from the mean score value.

b. Hypothesis Test

The hypothesis testing in this study aimed to determine whether there was a significant effect of using poster media on students' ability in writing descriptive text at VIII grade SMP Negeri 1 Panyabungan Selatan. In this research, two hypothesis were proposed: The alternative hypothesis (H_a) and the null hypothesis

⁵Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo Persada, 2018), p.117.

(H₀). The alternative hypothesis (H_a) stated that there is a significant effect of using poster media on students' ability in writing descriptive text and those who were not.

The null hypothesis (H₀) stated that there is no significant effect of using poster media on students' ability in writing descriptive text. In contrast, the alternative hypothesis (H_a) stated that there is a significant effect of using poster media on students' ability in writing descriptive text those who were not.

If $t_{\text{count}} > t_{\text{table}}$, the hypothesis is accepted, which means there is influence of the poster on students' achievement in writing descriptive text. If $t_{\text{count}} \leq t_{\text{table}}$, the hypothesis is rejected, which means there is no influence of the poster on students' achievement in writing descriptive text.

If the t_{test} was higher than t_{table} It can be concluded that H_a was accepted and H₀ was rejected. It means there was significant effect of effect of using poster media on students' ability in writing descriptive text.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the result of the research. It talks about the effect of using poster media on students' achievement in writing descriptive text at VIII grade SMP Negeri 1 Panyabungan Selatan. The researcher calculated the data using pre-test and post-test. Sample of the research were VIII-1 and VIII-2 class. VII-1 as an experimental class and VIII-2 as a control class. Then, the test divided into two aspect, they were pre-test and post-test.

A. The Description of Data

1. The Data Description before Using Poster

a. The Score of Pre-Test in Experimental Class

The researcher took class VIII-1 as experimental class. Based on the students' performance in pre-test, the researcher has calculated the students' score by using SPSS v.26 to get the final result such as mean, score, median, modus, range, interval, variants, and standard deviation. The score of the students' can be seen in the table below:

Table IV. 1**The score of pre-test in Experimental class**

No	Description	Statistics
1	Total Score	1.400
2	Median	64.00
3	Mode	60
4	Mean	63.64
5	Variant	125.766
6	Range	36
7	Minimum score	44
8	Maximum score	80
9	Std. Deviation	11.215
10	Interval	8

The total value in the table above shows the points obtained by students is 1.400 from the total value in the pre-test experiment. The researcher also obtained the highest value (maximum), the highest value in the pre-test experiment was 80. While the lowest value, the smallest value in a series of data. For the lowest value is 44. Furthermore, the mean can be said to represent the data set. The mean in this data is 63.64. It is means the students' writing descriptive text achievement in category fair.

Then, the median is the middle value after all the data is sorted, the researcher obtained a median of 64.00 after being calculated using SPSS v. 26. Furthermore, the mode (mode) is the value that appears most often in statistical data, the mode in this pre-test is 60. Range is the difference between the minimum value and the maximum value in the data, in data this is 36.

Next, the standard deviation is a value used to determine the distribution of data in a sample and see how close the data is to the average value. Finally, the distance between classes is the meaning of the interval, which is 7 in this data. The calculation of the frequency distribution of the students' scores is as follows:

Table IV. 2:

The Frequency Distribution of Experimental Class in Pre-Test

No	Interval	Mid Point	Frequency	Percentages
1	44-51	47.5	4	18%
2	52-59	55.5	5	23%
3	60-67	63.5	7	32%
4	68-75	71.5	5	23%
5	76-83	79.5	4	18%
<i>i=8</i>			25	100%

The frequency distribution of the students' achievement in writing descriptive text nearly half of the students (32%) have scores concentrated in the 58-64, indicating that most students' have a moderate level of writing descriptive text, centered around this score. A smaller percentage of students is within the slightly higher interval of 51-57 and 79-85, showing that some students' have stronger in understanding descriptive text in depth and understanding more. This distribution shows the majority of students' performing at a moderate level, while fewer students exhibit either very low or very high.

In order to get description of the data clearly and completely, the data researcher presents them in histogram on the following figure:

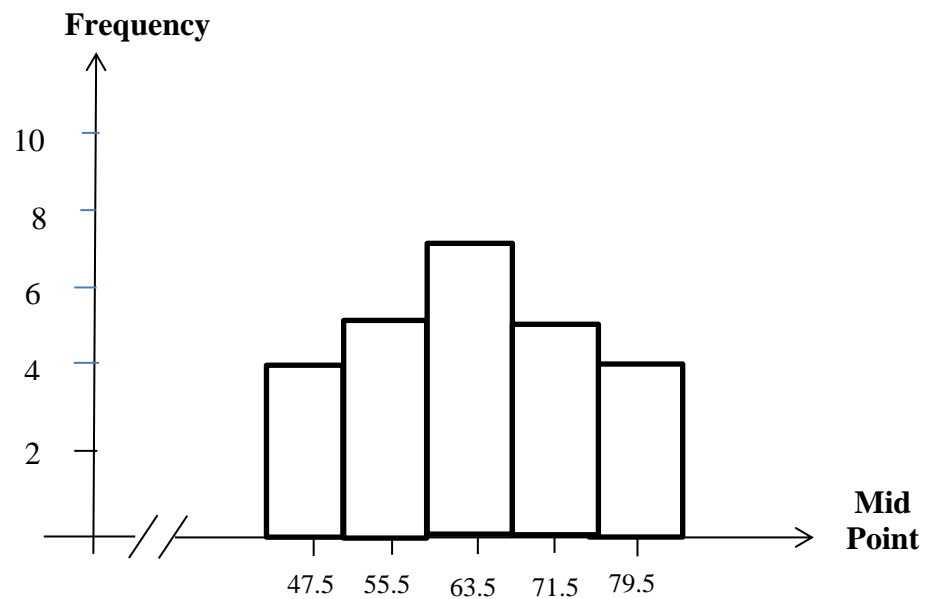


Figure IV. 1: Pre-Test Histogram of Experimental Class

The histogram above showed that the highest peak is at the interval 65-71. The lowest peak was at the interval 51-57 and 79-85. It means that the students' who got the score between 51-57 and 79-85 has the fewest number. From the histogram, the students' who got score 44-50 is 3 students'. The students' score 51-57 is 1 student, who got score 58-64 is 7 students'. The students' who got score 65-71 is 4 students', who got score 72-78 is 5 students', and the students' who got score 79-85 is 1 student.

b. The Score of pre-test in Control Class

In pre-test of control class, the researcher took class VIII-2 as control class. Based on the students' performance in pre-test, the

researcher has calculated the students' score by using SPSS v.26 to get
the

final result such as mean, score, median, modus, range, interval, variants, and standard deviation. The score of the students' can be seen in the table below:

Table IV. 3
The score of pre-test in Control class

No	Description	Statistics
1	Total Score	1.498
2	Median	68.00
3	Mode	70
4	Mean	65.13
5	Variant	101.02
6	Range	36
7	Minimum Score	44
8	Maximum Score	80
9	Interval	9
10	Std. Deviation	10.051

The total value in the table above shows the points obtained by students' is 1.498 from the total value in the pre-test control class. The researcher also obtained the highest value (maximum), the highest value in the pre-test control class was 80. While the lowest value, the smallest value in a series of data. For the lowest value is 44. Furthermore, the mean can be said to represent the data set. The mean in this data is 65.13, sp the students achievement is fair category.

Then, the median is the middle value after all the data is sorted, the researcher obtained a median of 68.00 after being calculated using SPSS v. 26. Furthermore, the mode (mode) is the value that appears most often in statistical data, the mode in this pre-test is 70. Range is the difference

between the minimum value and the maximum value in the data, in data this is 36. Next, the standard deviation is a value used to determine the distribution of data in a sample and see how close the data is to the average value. Finally, the distance between classes is the meaning of the interval, which is 7 in this data.

The range of 36 between the minimum score of 44 and the maximum score of 80 shows a considerable difference in students' abilities, with some students demonstrating significantly stronger than others. The calculation of the frequency distribution of the students' scores is as follows:

Table IV. 4

The Frequency Distribution of Control Class in Pre-Test

No	Interval	Mid Point	Frequency	Percentages
1	44-52	48	3	13%
2	53-61	57	6	26%
3	62-69	66	7	30%
4	70-78	64	6	26%
5	79-87	83	3	13%
<i>i = 9</i>			25	100%

The frequency distribution of the students' achievement in writing descriptive text nearly half of the students' (30%) have scores concentrated in the 62-69 indicating that most students' have a moderate level of writing

descriptive text, centered around this score. A smaller percentage of students' is within the slightly higher interval of 44-52 and 79-87. This distribution shows the majority of students' performing at a moderate level, while fewer students' exhibit either very low or very high.

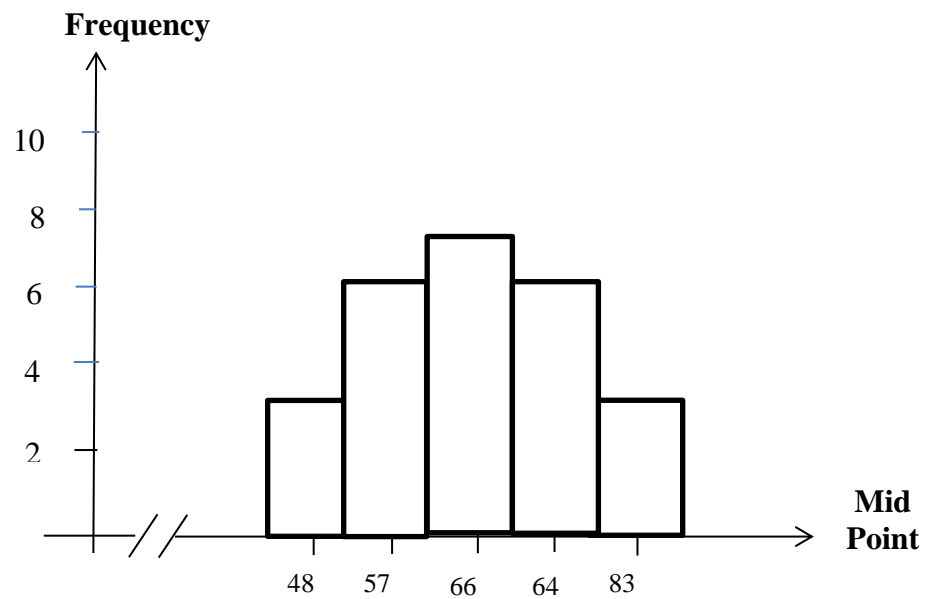


Figure IV. 2: Pre-Test Histogram of Control Class

The histogram above showed that the highest peak was at the interval 65-70. The lowest peak was at the interval 78-84 on the histogram. From the histogram, the students' who got score 44-50 is 3 students, the students' score 51-57 is 2 students', who got score 58-64 is 5 students'. The students' who got score 65-70 is 7 students, who got score 71-77 is 6 students, and the students' who got score 78-84 is 1 student.

Based on the value mean score of the pre-test in experimental class is 65.13 (see table IV.3), the value can be categorized to enough. So, it can be said that the ability of students' in descriptive text before using poster media in control group is in enough category.

2. The Data Description after Using Poster

a. The Score of Post-Test in Experimental Class

The calculation of the result that had been gotten by the students' answering in question (test) after the researcher did the treatment by using Poster. The researcher took class VIII-1 as experimental class. Based on the students' performance in post-test, the researcher has calculated the students' score by using SPSS v.26 to get the final result such as mean, score, median, modus, range, interval, variants, and standard deviation. The total score of experiment class in post-test was 1000. The score of the students' can be seen in the table below:

Table IV. 5:

The score of Post-Test in Experimental class

No	Description	Statistics
1	Total Score	1.790
2	Median	80.00
3	Mode	76
4	Mean	81.36
5	Variance	25.195
6	Range	15
7	Minimum Score	75
8	Maximum Score	90
9	Interval	4
10	Std. Deviation	5.019

The total value in the table above shows the points obtained by students is 1.790 from the total value in the post-test experiment. The researcher

also obtained the highest value (maximum), the highest value in the post-test experiment was 90. While the lowest value, the smallest value.

Table IV. 6

The Frequency Distribution of Experimental Class in Post-Test

No	Interval	Mid Point	Frequency	Percentages
1	75-78	76.5	2	9%
2	79-82	80.5	6	26%
3	83-86	84.5	9	30%
4	87-89	88.5	6	26%
5	90-93	91.5	2	9%
<i>i=4</i>			25	100%

The frequency distribution of the students' achievement in writing descriptive text by using poster media nearly the students' (26%) have scores concentrated in the 78-80 and 84-86, indicating that most students have a moderate level of writing descriptive text, centered around this score. A smaller percentage of students' is within the slightly higher interval of 81-83, showing that some students' have stronger in understanding writing descriptive text in depth and understanding more. This distribution shows the majority of students' performing at a moderate level, while fewer students' exhibit either very low or very high.

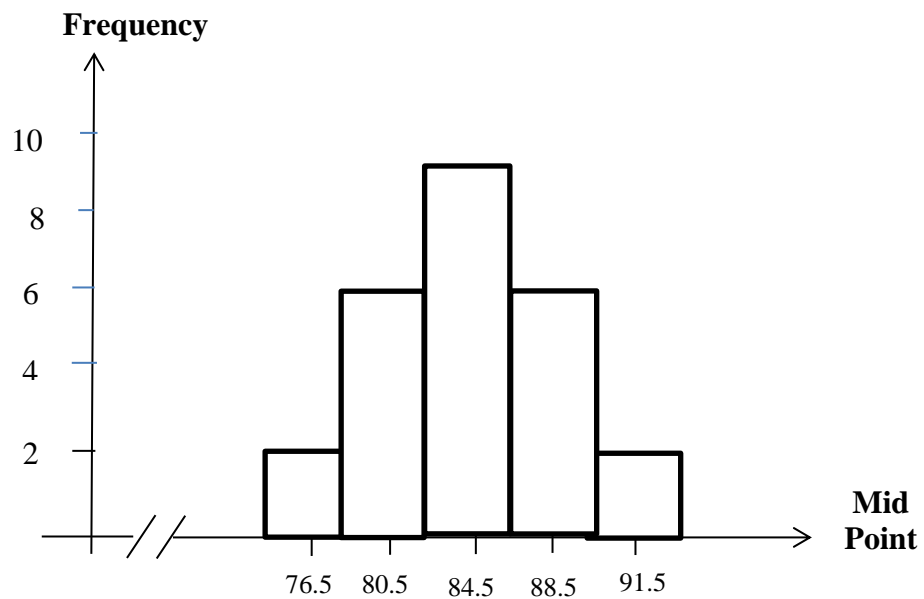


Figure IV. 3: Pre-Test Histogram of Experimental Class

The histogram above showed that the highest peak was at the interval 83-86. The lowest peak was at the interval 75-78 and 90-93. It means that the students' who got the score between 75-78 and 90-93 has the same height on the histogram. From the histogram, the students' who got score 75-78 is 2 students'. The students' score 79-82 is 6 students, who got 83-86 is 9 students', the students' who got score 87-89 is 6 students, who got score 90-93 is 2.

b. The Score of Post-Test in Control Class

The calculation of the result that had been gotten by the students' answering in question (test) after the researcher did the treatment using the teacher technique. It can be seen in the following table

Table IV. 7**The score of Post-Test in Control class**

No	Description	Statistics
1	Total score	1.601
2	Median	68.00
3	Mode	68
4	Mean	69.61
5	Variance	48.249
6	Range	22
7	Minimum Score	58
8	Maximum Score	80
9	Interval	5
10	Std. Deviation	6.946

The total value in the table above shows the points obtained by students is 1.601 from the total value in the post-test control class. The researcher also obtained the highest value (maximum), the highest value in the post-test control class was 80. While the lowest value, the smallest value in a series of data. For the lowest value is 58. Furthermore, the mean can be said to represent the data set. The mean in this data is 69.61. It is means the students' writing descriptive text achievement is enough category.

Then, the median is the middle value after all the data is sorted, the researcher obtained a median of 68.00 after being calculated using SPSS v. 26. Furthermore, the mode (mode) is the value that appears most often in statistical data, the mode in this pre-test is 68. Range is the difference between the minimum value and the maximum value in the data, in data this is 22.

Next, the standard deviation is a value used to determine the distribution of data in a sample and see how close the data is to the average value. Finally, the distance between classes is the meaning of the interval, which is 5 in this data. The calculation of the frequency distribution of the students' scores is as follows:

The range of 22 between the minimum score of 58 and the maximum score of 80 shows a considerable difference in students' abilities, with some students demonstrating significantly stronger than others. The calculation of the frequency distribution of the students' scores is as follows:

Table IV. 8

Frequency Distribution of Control Class in Post-Test

No	Interval	Mid Point	Frequency	Percentages
1	58-62	60	3	17%
2	63-67	65	5	22%
3	68-72	70	9	26%
4	73-77	75	5	13%
5	78-82	80	3	22%
<i>i=5</i>			23	100%

The frequency distribution of students' achievement in writing descriptive text by using teacher technique. A smaller percentage of students' is within the slightly higher interval of 73-77. This distribution shows the majority of students performing at a moderate level, while fewer students' exhibit either very low or very high.

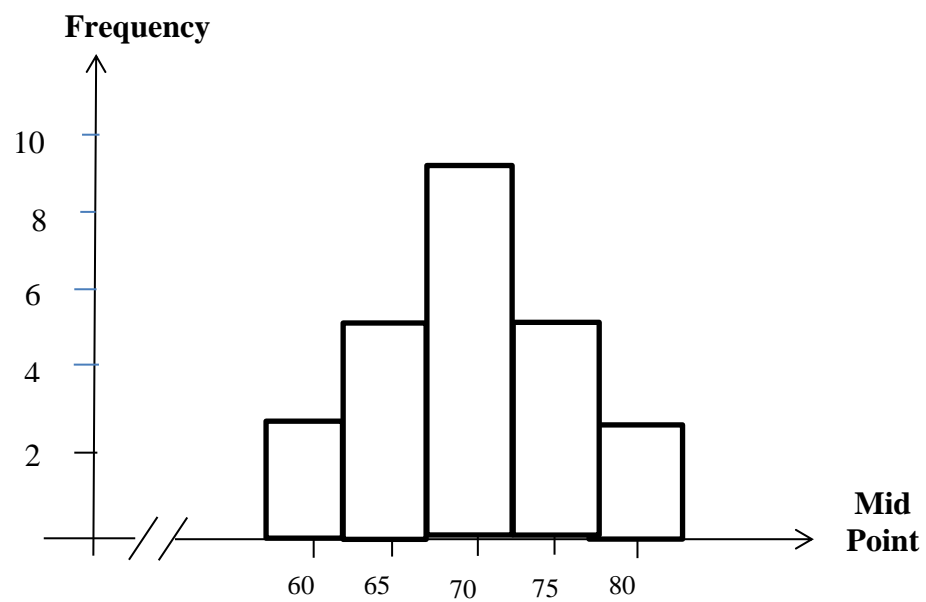


Figure IV. 4: Post-Test Histogram of Control Class

The histogram above showed that the highest peak was at the interval 68-72. The lowest peak was at the interval 58-62 and 78-82. The highest peak was at the front of the histogram. From the histogram, the students' who got score 58-62 is 3 students', the students' score 63-67 is 5 students', who got score 68-72 is 9 students', the students' who got score 73-77 is 5 students', who got score 78-82 is 3 students. Based on the value of the mean score of the pre -test in experiment class is 69.61 (see table IV.7), the value can be categorized to enough. So, it can be said

that the ability of students' in descriptive text before using poster media in control group is in enough category.

3. Description of score in Experimental Class and Control Class

a. The Comparison of Score Pre-Test and Post-Test in Control Class

After getting the score of Pre-Test and Post-Test in control class, the researcher made the comparison of score in form of table. The comparison of score Pre-Test and Post-Test in control class can be seen in the table below:

Table IV. 9

The Comparison of Score Pre-Test and Post-Test in Control

Description	Pre-Test	Post-Test
Total Score	1498	1601
The Highest Score	80	80
The Lowest Score	44	58
Mean	65.13	69.61
Range Score	4.48	

Based on the table IV.9, the researcher found the different between Pre-Test and Post-Test in control class, the most of students got the lowest score in Pre-Test, the score was 44, and in Post-Test was 58. The highest score in Pre-Test was 80 and in Post-Test was 80. It can be concluded the score of students' achievement in writing descriptive text was higher in the Post-Test than the Pre-test but just a little.

b. The Comparison of Score Pre-Test and Post in Experimental Class

After getting the score of Pre-Test and Post-Test in Experimental class, the researcher made the comparison of score in form of table. The comparison of score Pre-Test and Post-Test in Experimental class can be seen in the table below:

Table IV. 10

The Comparison of Score Pre-Test and Post-Test in Experimental

Description	Pre-Test	Post-Test
Total Score	1389	1790
The Highest Score	80	90
The Lowest Score	42	75
Mean	63.14	81.36
Range score	18.22	

Based on the table IV.9 and IV.10 the researcher found the different between Pre-Test and Post-Test in Experimental class and control class from the mean score, it can be seen that the range score of control class dan experimental class. The experiment class has higher range score (18) then control class (4.48) it mean that poster media is good for teaching students' ability writing descriptive text ability. It can be concluded the score of students' achievement writing descriptive text was higher in the Post-Test than the Pre-test.

In this case, gain of mean score in pre-test and post-test in experimental class and control class can be seen in the table below:

Table IV.11
Gain of Score in Experimental Class and
Control Class

Class	Pre – test	Post – test	Gain Score
Experimental class	63.14	81.36	11.75
Control class	65.13	69.61	

From the table IV. 11 can see the increase in the experimental and control classes increased after the pre-test and post-test learning, but the value of the increased in the value of experiment looks higher than control class, so it is stated that poster media does succeeded in improved students' achievement in writing descriptive text.

c. The Range Score of Pre-Test and Post-Test

After calculating the result of this research, the research found the range score of pre-test and post-test in control class and experimental class. The data can be seen in form of table below:

Table IV. 12
The Range of Score

Class	Range Score
Control Class	4.48
Experimental Class	18.22

From the range of the values, it can be seen that the experimental value range between the mean score on the pre-test and post-test was 18.22. While the control class value range for pre-test and post-test was 4.48. It is clear that the range of mean values in the experimental is higher than the range of values in the control class. It is clear that the

effect of the poster media does exist on students' achievement in writing descriptive text.

B. The Hypothesis Test

After calculating the data of post-test, researcher has found that the post-test result of experimental and control class is normal and homogenous. The data would be analyzed to prove the hypothesis. It used formula of t-test. Hypothesis of the research was, there is a significant effect of using poster on students' achievement in writing descriptive text at VIII grade SMP Negeri 1 Panyabungan Selatan.

Table IV. 13

T-test of Both Averages in Post-Test

		F	Sig	t
Students learning outcomes	Equal variance assumed	1.933	.172	6.956
	Equal variances not Assumed			6.956

Then determine the results of the numbers in the t_{table} on the table, so it can be concluded that t_{count} higher than t_{table} or $6.956 > 1.681$. Based on the data above, to see the whether a research is successful or not, it can look at the t_{count} and t_{table} , if $t_{count} > t_{table}$ then H_a is accepted and H_o is rejected and if $t_{count} < t_{table}$, then H_a is rejected and H_o is accepted. For significance (2-tailed) can be seen in the table below

Table IV. 14
The Result of T-test

t count	t table
6.956	1.681

Based on the table IV.10, it can be seen that t-count is 6.956 and t-table is 1.681. It means that $t\text{-count} > t\text{-table}$ ($6.956 > 1.681$). So, then H_a is accepted and H_o is rejected. So, there is significant effect of using poster media on students' achievement in writing descriptive text at VIII grade SMP Negeri 1 Panyabungan Selatan.

C. The Discussion

This section presented the discussion of the research finding of teaching descriptive text by using poster media which related to the theories. This study the researcher chose a data collection technique by administering tests (pre-test and post-test) to students. The writing descriptive text test consisted of 2 questions, 1 for the pre-test and 1 for the post-test. The essay test were a paragraph. This test was used to measure students' reading. The result of the research proved theory from Arsyad, visual media such as posters are very effective in increasing students' understanding poster a competitive yet collaborative learning environment, which motivates students' to actively participate and recall writing descriptive text better. It can be concluded that using visual media such as posters is effective in

improving students' descriptive writing skills.¹ Before the treatment, both experimental and control groups showed relatively similar writing ability.

There were several result from previous reseacrh , the mean score of the experimental class in the pre-test was 63.64, while the control class obtained 65.13.Both means fall into the “Enough/Fair” category, indicating that students initially had moderate difficulty in organizing ideas, choosing appropriate vocabulary, and applying grammar in descriptive writing. The standard deviation in the experimental class was 11.215, higher than that of the control class (10.051). This indicates that students' abilities in the experimental class were more varied at the beginning, meaning some students were quite weak while others were already stronger writers. The normality and homogeneity tests also showed that both groups had normal distribution and homogeneous variance (Sig. > 0.05). This confirms that the two classes were statistically comparable before treatment, so any post-test difference can be attributed to the instructional treatment (poster media).

The results of calculation using independent sampet t-test, it was found that $t_{count} > t_{table}$ or $6.956 > 1.682$ Based on the test criteria, H_0 is rejected and H_a (alternative hypothesis) is accepted because $t_{count} > t_{table}$. Thus, there was significant effect of using poster on students' achievement in writing descriptive text at VIII grade SMP Negeri 1 Panyabungan Selatan.

¹Azhar Arsyad, *Instructional Media*, ed. Rajawali Prees (Depok, 2010), <https://mediapembelajaranadhyansyah.blogspot.com/2016/03/buku-media-pembelajaran-oleh-profdr.html>

This result is relevant to the findings of Apsari, the results showed that the use of posters improved students' writing skills, with a post-test value of 0.005 and an effect size of 0.7, indicating a moderate significant influence on students' descriptive text writing.¹ The second study was carried out by Devi, the results showed that the average score of the experimental group was 19.4, while the control group scored 13.6. The t-observation value (3.433) was greater than the t-table value (1.994) at a 0.05 significance level, indicating that using movie posters was significantly more effective in improving students' writing achievement compared to teaching without posters.²

This result is also relevant to the findings of Nur who investigated the effect of using poster media toward writing descriptive text. The result of t-test was found $t_{count} > t_{table}$ ($3.47 > 1.994$) which is H_a was accepted and H_o was rejected.³ It means, there is a significant effect of using poster media toward writing descriptive text at the tenth grade students of MAS Darul Falah Langga Payung Labuhan Batu Selatan. Based on these three studies, it can be concluded that using visual media such as posters is effective in improving students' descriptive writing skills. Therefore, this research adopts a similar approach but focuses on advertising posters as visual media that can

¹ Andi Aspian Nur Apsari, *The Effect of Using Posters on Students' Writing of Descriptive Text*, 2019. <https://repository.uinjkt.ac.id/dspace/bitstream/123456789/48039/1/ANDI%20ASPIAN%20NUR%20APSARI-FITK>

² Sri Devi Meilani Yupita, "The Effect of Using Movie Poster on The Students' Writing Achievements in Descriptive Text." (State University Of Medan, 2015), <https://digilib.unimed.ac.id/id/eprint/22273/>

³ Nur Karima, *The Effect of Using Poster Media Toward Writing Descriptive Text at Tenth Grade Students of MAS Darul Falah Langga Payung Labuhan Batu Selatan*. UIN Syekh Ali Hasan Ahmad Addary Padangsidempuan (2022). <https://etd.uinsyahada.ac.id/9014/>

not only grab attention in a short time but also deliver messages through design elements

such as color, typography, and images, which influence audience perception and understanding. Based on the review related findings above, the following section is the conceptual framework.

When conducting the research, the researcher found several obstacles that were not too prominent such as, some students were still confused with the vocabulary when they see the poster media and want to make descriptive text, for example, like a poster showing a picture of Ronaldo wearing a red shirt, some students didn't know the english for the shirt. The researcher also found that several other students' did not know the meaning of the vocabulary that had been studied and then when applying the poster media.

After seeing the scores of students in the experimental class after using the poster media in learning can help students improve their writing descriptive text. Poster media a competitive yet collaborative learning environment, which motivates students to actively participate and recall their ability in writing descriptive text better. So, poster media is a method that is sufficiently recommended for teachers to increase students' ability in writing descriptive text. The statistical superiority of the experimental class can be explained pedagogically. Poster media combine visual, textual, and contextual cues, which help students generate ideas and understand descriptive details more easily. According to Arsyad, visual media increase attention, motivation, and

memory, enabling students to recall vocabulary and descriptive elements more effectively.

From discussion of the findings above, it is concluded poster media support on empower, they have the similarities of their abilities, namely the poster has a significant influence on students' achievement in writing descriptive text. Therefore, the research conducted by researchers or other researchers referred to in the related findings has been influenced by the poster media. It can be concluded that poster media significantly improve students' achievement in writing descriptive text. The visual and contextual nature of posters makes them especially effective for helping students generate ideas, use appropriate vocabulary, and organize their writing more coherently.

D. The Threats of the Research

There were some aspect that could threat for this research as follow:

1. The students' didn't understand more about the structure writing descriptive text properly and correctly.
2. Some of them were not write descriptive text but narrative text.
3. The students' were noisy and annoyed with each other, they were not focused when answering the test.

CHAPTER V

CONCLUSION

A. The Conclusion

Based on the result of the research, the conclusion of this research are:

1. The students' achievement in writing descriptive text at VIII grade SMP Negeri 1 Panyabungan Selatan before using poster media was enough. It can be seen from the students' mean score of pre-test in experimental class was 63.64, which means in enough category.
2. The students' achievement in writing descriptive text at VIII grade SMP Negeri 1 Panyabungan Selatan after using poster had higher score. It can be seen from the students' mean score of post-test was 81.36 which means it is included in the good category. So, the students' achievement in writing descriptive text after using poster media is in good category.
3. The result of the research showed that t-test where t_{count} was higher than t_{table} ($6.956 > 1.682$). It means that H_a was accepted and H_o was rejected, the increase was (17.72). It can be concluded that there was significant effect of using poster on students' ability in writing descriptive text at VIII grade SMP Negeri 1 Panyabungan Selatan.

B. The Suggestion

After finishing this research, the researcher got much information in English teaching and learning process. Therefore, the researcher has suggestion:

- 1) From the researcher result it is as the information for the headmaster to motivate the English teacher to teach as well as possible by maximizing the using English poster in teaching, because this media can improve the students' ability in writing descriptive text.
- 2) The English teacher, the researcher suggests to use the appropriate technique to teach or explain English subject to students. So the students did not be bored in learning English, interested, can enjoy and increase their skill in learning English.
- 3) Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others influence of these technique deeply.

C. The Implication

It is expected that the teachers highly recommended to utilize poster on the teaching of writing descriptive text in order to improve students' achievement. Students are motivated and enjoyed in learning process when they are taught using poster. Therefore, it implies that the use of poster can improve students' motivation in following the learning process in classroom.

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APPENDIXES
CURRICULUM VITAE



I. PERSONAL IDENTITY

1. Name : Laila Fitri Nasution
2. Reg. Num : 21 203 00019
3. Gender : Female
4. Place and Date of Birth : Sipolu-polu, 06 December 2002
5. Child : The second child
6. Nationality : Indonesia
7. Status : Single
8. Religion : Muslim
9. Address : Sipolu-polu
10. Phone Number : +62 822 6706 2682
11. E-mail : lailafitrinasion311@gmail.com

II. PARENTS IDENTITY

1. Father
 - a. Name : Muhammad Solahuddin
 - b. Job : Wiraswasta
 - c. Address : Sipolu-Polu, kec. Panyabungan Selatan
 - d. Phone Number : +62 821-1772-6751
2. Mother
 - a. Name : Hasanah
 - b. Job : Housewife
 - c. Address : Sipolu-Polu, kec. Panyabungan Selatan
 - d. Phone Number : +62 812-6750-5052

III. EDUCATION

1. Elementary School : SD N 088 Panyabungan (2015)
2. Junior High School : Madrasah Mardiyah Islamiyah Panyabungan (2018)
3. Senior High School : MAN 1 Mandailing Natal (2021)
4. College PadangSidimpuan : UIN SYAHADA Padangsidimpuan (2021)

Appendix 1: Lesson Plan of Experimental Class

MODUL AJAR KURIKULUM MERDEKA

Sekolah : SMP N 1 panyabungan Selatan

Kelas/Semester : 2/1

Mata Pelajaran : Bahasa Inggris

Materi Pembelajaran: Descriptive Text

Alokasi Waktu : 1X Pertemuan (1 x 45 Menit)

A. Tujuan Pembelajaran

1. Memahami teks descriptive beserta struktur dan ciri kebahasaannya.
2. Menyusun teks descriptive sederhana secara lisan dan tulisan dengan kosa kata dan tata bahasa yang benar.

B. Indikator Pembelajaran

1. Peserta didik dapat mengetahui pengertian, struktur, dan ciri kebahasaan descriptive text.
2. Peserta didik dapat menyusun descriptive text.

C. Media Pembelajaran

1. Buku paket
2. Poster Media

D. Materi Pembelajaran

1. Pengertian Descriptive Text
Descriptive Text adalah teks yang mendeskripsikan orang, hewan, atau tempat secara rinci.
2. Struktur Teks (Generic Structure)
 - a. Identification (pengenalan subjek)
 - b. Description (penjelasan detail: ciri fisik, sifat, dll.)
3. Ciri Kebahasaan (Language Features)
 - a. Menggunakan simple present tense
 - b. Banyak menggunakan kata sifat (adjectives)
 - c. Menggunakan kata kerja linking verb: is, are, has, have
 - d. Menggunakan noun phrase

4. Contoh Teks: Motivational Poster “Upin Ipin”

There are two little boys standing together in a beautiful garden. Both of them are bald and wearing colorful clothes. Upin is wearing a yellow sleeveless shirt and white pants. He looks like he is thinking deeply, with one hand touching his chin. Ipin is wearing a blue shirt and white pants. He is smiling and holding a piece of paper or a card in his hand.

Above them, there is a sentence that says, “Let’s think! but don’t overthink!!” The background shows green grass, trees, and flowers, which make the scene look cheerful and bright. The picture gives a positive message that thinking is good, but we should not think too much and stress ourselves

E. Kegiatan Pembelajaran

Aktivitas guru	Prosedur	Aktivitas murid	Alokasi Waktu
Pendahuluan 1. Guru mengucapkan salam 2. Guru mengajak murid untuk berdoa menurut agama dan kepercayaan mereka masing- masing 3. Guru memeriksa daftar hadir mereka		Pendahuluan 1. Murid menjawab salam 2. Murid berdoa menurut agama dan kepercayaan mereka masing-masing 3. Murid mendengarkan nama mereka	5 menit

<p>Kegiatan inti</p> <ol style="list-style-type: none"> 1. Guru melakukan brainstorming dengan mengajak siswa berdiskusi mengenai pengalaman mereka mendeskripsikan seseorang, tempat, atau benda, serta menyebutkan ciri-ciri dan kata sifat yang biasa digunakan dalam teks deskriptif. 2. Guru mengajak siswa berdiskusi tentang orang yang diidolakan siswa 3. Guru menampilkan poster di depan kelas 4. Guru bertanya, “Apa pendapat kalian tentang poster ini? Kata sifat apa yang cocok untuk menggambarannya?” untuk menggali pendapat, pengetahuan awal, dan mengantar materi Descriptive Text. 5. Guru menjelaskan materi tentang descriptive text, termasuk struktur teks, serta memperkenalkan kosakata yang sering digunakan. 6. Guru membagi siswa ke dalam kelompok kecil yang terdiri dari 3-4 orang per kelompok untuk memudahkan diskusi dan 	<p>Brainstorming</p> <p>Tanya jawab</p> <p>Poster</p>	<p>Kegiatan inti</p> <ol style="list-style-type: none"> 1. Siswa melakukan brainstorming dengan guru 2. Siswa menyebutkan siapa idola mereka, menjelaskan alasannya, serta menyampaikan beberapa ciri-ciri atau fakta menarik tentang idola tersebut secara lisan 3. Siswa memperhatikan poster yang ditampilkan dengan saksama. 4. Siswa menjawab pertanyaan guru berdasarkan isi poster 5. Siswa mendengarkan penjelasan guru tentang struktur descriptive text dan kosakata yang digunakan, lalu mencatat informasi penting seperti contoh noun dan adjective. 6. Siswa membentuk kelompok kecil yang terdiri dari 3–4 orang sesuai arahan guru 7. Siswa mengamati poster yang diberikan oleh guru 8. Siswa menyusun satu paragraf teks deskriptif 	<p>30 menit</p>
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<p>kolaborasi, sehingga setiap anggota dapat saling bertukar ide, mengamati poster secara lebih mendalam, serta menyusun deskripsi secara bersama-sama sebelum menuliskannya dalam bentuk paragraf</p> <ol style="list-style-type: none"> 7. Guru memerintahkan setiap kelompok untuk mengamati poster yang dibagikan. 8. Guru meminta siswa menulis satu paragraf descriptive text berdasarkan hasil pengamatan mereka terhadap poster, kemudian menunjuk salah satu anggota untuk membacakannya di depan kelas. 9. Guru memberikan klarifikasi dan koreksi terhadap struktur kalimat, penggunaan kosakata, atau ejaan yang kurang tepat dari hasil kerja siswa. 	<p>Presentasi</p>	<p>secara berkelompok berdasarkan isi poster, kemudian salah satu anggota kelompok membacakan hasilnya di depan kelas secara bergantian.</p> <ol style="list-style-type: none"> 9. Siswa memperhatikan koreksi dan klarifikasi dari guru, serta mencatat kesalahan umum yang perlu diperbaiki untuk meningkatkan pemahaman dan kemampuan menulis mereka. 	
<p>Kegiatan penutup</p> <ol style="list-style-type: none"> 1. Guru memberikan kesimpulan mengenai teks descriptive. 2. Memberikan tugas rumah membuat teks descriptive tentang anggota keluarga dalam 1 paragraf 3. Guru menutup kelas dengan salam dan motivasi. 		<p>Kegiatan penutup</p> <ol style="list-style-type: none"> 1. Siswa mendengarkan kesimpulan yang diberikan oleh guru 2. Siswa menerima tugas yang diberikan oleh guru 3. Siswa menjawab salam. 	<p>10 menit</p>

b. Penilaian Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/projek dengan rubrik penilaian.

Panyabungan Selatan, 8 Juli 2025

Mengetahui
Guru Mata Pelajaran

Peneliti

Linda Sari, S.Pd

Laila Fitri Nasution

NIP: 197908142007012016

NIM: 21 203 00019

Appendix 2: Lesson Plan of Control Class

MODUL AJAR KURIKULUM MERDEKA

Sekolah : SMP N 1 Panyabungan Selatan
Kelas/Semester : 2/1
Mata Pelajaran : Bahasa Inggris
Materi Pembelajaran : Descriptive Text
Alokasi Waktu : 1 x Pertemuan (1 x 45 Menit)

A. Tujuan Pembelajaran

1. Memahami teks descriptive beserta struktur dan ciri kebahasaannya.
2. Menyusun teks descriptive sederhana secara lisan dan tulisan dengan kosa kata dan tata bahasa yang benar.

B. Indikator Pembelajaran

1. Peserta didik dapat mengetahui pengertian, struktur, dan ciri kebahasaan descriptive text.
2. Peserta didik dapat menyusun descriptive text.

C. Media Pembelajaran

1. Buku paket

D. Materi Pembelajaran

1. Pengertian Descriptive Text
Descriptive Text adalah teks yang mendeskripsikan orang, hewan, atau tempat secara rinci.
2. Struktur Teks (Generic Structure)
 - a. Identification (pengenalan subjek)
 - b. Description (penjelasan detail: ciri fisik, sifat, dll.)
3. Ciri Kebahasaan (Language Features)
 - a. Menggunakan simple present tense
 - b. Banyak menggunakan kata sifat (adjectives)
 - c. Menggunakan kata kerja linking verb: is, are, has, have
 - d. Menggunakan noun phrase
4. Contoh Teks: Motivational Poster Upin Ipin

There are two little boys standing together in a beautiful garden. Both of them are bald and wearing colorful clothes. Upin is wearing a yellow sleeveless shirt and white pants. He looks like he is thinking deeply, with one hand touching his chin. Ipin is wearing a blue shirt and white pants. He is smiling and holding a piece of paper or a card in his hand.

Above them, there is a sentence that says, "Let's think! but don't overthink!!" The background shows green grass, trees, and flowers, which make the scene look cheerful and bright. The picture gives a positive message that thinking is good, but we should not think too much and stress ourselves

E. Kegiatan Pembelajaran

Aktivitas guru	Prosedur	Aktivitas murid	Alokasi Waktu
<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Guru mengucapkan salam 2. Guru mengajak murid untuk berdoa menurut agama dan kepercayaan mereka masing-masing 3. Guru memeriksa daftar hadir mereka 		<p>Pendahuluan</p> <ol style="list-style-type: none"> 1. Murid menjawab salam 2. Murid berdoa menurut agama dan kepercayaan mereka masing-masing 3. Murid mendengarkan nama mereka 	5 menit
<p>Kegiatan inti</p> <ol style="list-style-type: none"> 1. Guru menyuruh siswa membaca teks descriptive. 2. Guru menjelaskan kata yang tidak dipahami. 3. Guru menjelaskan struktur dan ciri bahasa. 4. Guru menyuruh siswa untuk menganalisis teks descriptive. 5. Guru menyuruh siswa untuk membuat kelompok dan menyusun teks descriptive. 	<p>Metode guru (Read and discussion)</p>	<p>Kegiatan inti</p> <ol style="list-style-type: none"> 1. Siswa membaca contoh teks descriptive. 2. Siswa bertanya tentang kata yang tidak dipahami. 3. Siswa mendengarkan penjelasan guru. 4. Siswa menganalisis teks descriptive. 5. Dalam kelompok, siswa membuat teks deskriptif tentang hewan kesayangan lalu mempresentasikannya. 	30 menit
<p>Kegiatan penutup</p> <ol style="list-style-type: none"> 1. Guru memberikan kesimpulan mengenai teks descriptive. 2. Memberikan tugas rumah membuat teks descriptive tentang anggota keluarga dalam 1 paragraf 3. Guru menutup kelas dengan salam dan motivasi. 		<p>Kegiatan penutup</p> <ol style="list-style-type: none"> 1. Siswa mendengarkan kesimpulan yang diberikan oleh guru 2. Siswa menerima tugas yang diberikan oleh guru 3. Siswa menjawab salam. 	10 menit

b. Penilaian Pembelajaran

Penilaian terhadap materi ini dapat dilakukan sesuai dengan kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan dan presentasi untuk kerja atau hasil karya/projek dengan rubrik penilaian.

Panyabungan Selatan, 8 Juli 2025

Mengetahui
Guru Mata Pelajaran

Peneliti

Linda Sari, S.Pd

NIP: 197908142007012016

Laila Fitri Nasution

NIM: 21 203 00019

Appendix 3: Instrument of Pre-Test

Descriptive Text Writing Test

Name:

Class:

Instruction

Think of a person you know well or a fictional character. It could be a friend, family member, teacher, or even a famous person. Write a descriptive text about that person using the structure of identification and description.

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Score

Appendix 4: Instrument of Post-Test

Descriptive Text Writing Test

Name:

Class:

Instruction

Look at the poster on the board carefully. Based on the poster, write a descriptive text about the person shown using the structure of identification and description.

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Score

Appendix 5: Result of Descriptive Statistics Using SPSS v. 26

		Statistics	
		Experimental _class_pretes t	Control_Clas s_Pretest
N	Valid	22	23
	Missing	0	0
Mean		63.14	65.13
Median		64.00	68.00
Mode		60 ^a	70 ^a
Std. Deviation		11.861	10.051
Variance		140.695	101.028
Range		38	36
Minimum		42	44
Maximum		80	80
Sum		1389	1498

		Statistics	
		EXPERIME NTAL	CONTRO L
N	Valid	22	23
	Missing	1	0
Mean		81.36	69.61
Median		80.00	68.00
Mode		76 ^a	68 ^a
Std. Deviation		5.019	6.946
Variance		25.195	48.249
Range		15	22
Minimum		75	58
Maximum		90	80
Sum		1790	1601

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experimentalpretest	.106	22	.200*	.939	22	.185
controlpretest	.145	22	.200*	.927	22	.108

Independent Samples Test

Experimentalpostet s	.158	22	.164	.914	22	.057
Controlposttest	.145	22	.200*	.927	22	.108

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
VAR0000 1	Based on Mean	2.034	1	43	.161
	Based on Median	1.923	1	43	.173
	Based on Median and with adjusted df	1.923	1	42.659	.173
	Based on trimmed mean	2.047	1	43	.160

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	1.933	1	43	.172
	Based on Median	1.628	1	43	.209
	Based on Median and with adjusted df	1.628	1	39.287	.209
	Based on trimmed mean	1.970	1	43	.168

		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	
									Lower	Upper
VAR00001	Equal variances assumed	1.933	.172	6.956	43	.000	12.168	1.749	8.640	15.696
	Equal variances not assumed			6.908	38.379	.000	12.168	1.761	8.603	15.733

Appendix 6: The Score of Pre-test and Post-test in Experimental Class

No	VIII-2	Experimental Class	
	Initial	Pre-Test	Post-Test
1	AR	80	95
2	AA	78	90
3	AS	77	88
4	AK	77	88
5	AN	75	88
6	AZ	74	86
7	AY	70	85
8	BH	68	84
9	BY	68	84
10	DA	68	82
11	DH	64	80
12	DM	64	80
13	HH	62	80
14	IN	60	78
15	IA	60	78
16	MR	60	78
17	MA	58	77
18	MF	55	77
19	NS	48	77

20	NS	48	76
21	PM	46	76
22	PS	46	75
23	NS	44	75
24	MH	44	75
25	UF	44	75

Appendix 7: The Score of Pre-test and Post-test in Control Class

No	VIII-1	Control Class	
	Initial	Pre-Test	Post-Test
1	AP	80	80
2	AK	80	80
3	AS	80	78
4	DS	78	78
5	DR	78	77
6	ES	76	76
7	EK	75	76
8	FS	75	76
9	FR	70	75
10	HT	70	75
11	HZ	70	70
12	KS	68	70
13	LH	68	68
14	MR	68	68

15	MY	67	66
16	PA	65	65
17	RS	65	64
18	SP	64	64
19	SH	64	64
20	SS	64	60
21	UK	62	60
22	WS	62	60
23	WR	62	60
24	KL	58	60
25	ES	58	58
26	ZH	58	58

Appendix 8: T-table

Pr df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696

63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Appendix 9: Documentation

Pre-Test : 1 day





Treatment : 2 days



Post-Test: 1 day

