



The Effectiveness Of Poster Comment Method In Teaching Writing Recount Text

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ABSTRACT

Writing skill is very important in the current era, yet writing is one of the most challenging skills to master. Consequently, the Teacher should be innovative in teaching writing in the English learning process for their students. This research aims to find out the effectiveness of Poster Comment in increasing students' ability to write Recount text. The research method of this study uses a quasi-experimental design. The alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. It indicates that the Poster Comment method applied in the Experimental class effectively increased students' ability to write recount text. The Poster Comment method was more effective in teaching writing recount text in second grade than the conventional method (lecturing).

Keywords: Poster Comment Method, Teaching Writing, Recount Text.

I. Introduction

Writing is an essential skill in life, academic life, and very important in people's lives. It is an active and productive activity and requires an orderly way of expressing ideas, thoughts, knowledge, knowledge, and experience (Maulidah & Aziz, 2020; Nur Aziz & Sabella, 2021) by understanding various types of essays and paragraphs and their development (Alwasilah & Chaedar, 1996; Aziez & Alwasilah, 1996).

Some researchers say that this skill is the process of organizing, generating, and translating ideas into legible text (Crawford et al., 2005; Muhsin, 2021; Teng & Zhang, 2018). Those statements demonstrate that students cannot solve their thoughts into text or are unsure of what to do at the outset of but required in learning activities (Richards & Renandya, 2002).

One method suitable in teaching writing is Using Poster Comment to facilitate active learning. It focuses on oral proficiency where other language skills, such as writing, have been integrated, essential for effective teaching-learning (Gutiérrez et al., 2015). Using poster making provides them with an opportunity for creative tasks that have resulted in a high level of motivation and confidence. It has contributed to more effectiveness in the learning environment.

Based on the results of the researchers' observations, it was shown that the writing competence of students in MTs NU Menara

Sangkapura Gresik was still low. When the learning activities took place, it was known that the English Teacher of the eighth-grade students was still using conventional learning. Students are not actively involved in education, so that understanding seems boring. It causes many students to have difficulty in writing recount text. In addition, in the assessment process, the Teacher gives a good score on the results of neat writing without any other assessment indicators as a consideration, for example, an assessment in terms of the relevance of the writing content, word selection, vocabulary diversity, and the use of proper spelling. So that students in learning the development of writing descriptive essays do not fully master the material.

Additionally, Teachers have not used the media and learning methods optimally, such as Poster Comment Method in learning, because they think writing is easy. The Teacher essentially ended up only delivering content from manuals or textbooks used as a resource in teaching English, mainly writing. As a result, the writing experience of students is quite limited. The strategy was not appealing enough, resulting in writing creativity.

II. Literature

Understanding of Writing skill

The basis of human interaction is communication. And writing is one of the principal forms of communication necessary in everyday life; expressing thoughts on paper is a

skill to convey ideas and communicate information (Maulidah & Aziz, 2020). It is also a communicative act that allows us to share information, observations, opinions, or thoughts with ourselves and others. Usually, writing is addressed to others with a specific goal in mind. It can allow students to express themselves in writing (Ariningsih, 2010).

One of the most challenging skills for a learner to master is writing in a second or foreign language. The challenge arises from producing and arranging information using appropriate vocabulary, sentence, and paragraph organisation and converting such ideas into readable text. Applying this skill in the teaching-learning process means activating student-centered learning, thus promoting student independence by encouraging students to learn from each other and share ideas. It can be inferred that it is a series of activities aimed at gathering information on the one hand or remembering on paper.

The researchers examine the role of micro and macro skills in writing becoming an influential writer; he identifies micro as, 1.) Creating English patterns and graphemes, 2) appropriate for the task, and using the correct word order patterns make a good core of words, 3) Use applicable grammatical patterns, systems, and rules (e.g., agreement, tense), 4) Using various forms of grammar to express a specific meaning. The Macro-Skills are; 1) Using detailed understanding in discourse writing, 2) Using written discourse conventions and

rhetorical forms, 3) Fulfill the communicative functions of written texts in a way that is appropriate for their form and purpose, 4) Communicate relationships such as supporting the idea, the main idea, given information, new information, exemplification, generalization, and by connections between events and conveying links, 5) When Writing, differentiate between implied and literal meanings, 6) Build and employ a range of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing fluently in first drafts, using synonyms and paraphrases, eliciting peer and instructor comments, and using evaluation for revising and editing (Javed et al., 2013).

The sub-constructs of writing are also known as the macro and micro-skills of writing. They focus on writing rubrics that interact and impact one another based on ESL learners' goals and priorities and standardized classroom-based evaluation.

Poster Comment Method

One instructional approach that uses posters or graphics in teaching to make students easier to describe something is Poster Comment. This form of active learning is more easily implemented in teaching-learning to help students enhance their language skills in a fun and effective way (Maftuukhah, 2014).

The researcher chose the Poster comment method because it allows students to imagine the object more easily. Teaching through posters has several advantages: making the

message more fascinating for the students, huge needless space, inexpensive, and no electricity. This strategy makes it easier for students to communicate their ideas and improves their writing skills.

Poster comment had been an appropriate way for teaching writing. This strategy aided students in describing the topic in the essay because a poster allows students to visualize the object more easily. They collaborated with their friends on collaborative group work and provided feedback by adding or asking questions about the topic.

Teaching writing using Poster Comment Method

When teaching writing, the primary concern is to assign topics or materials relevant to students' lives to pique their interest and motivate them to communicate their ideas. In the same way, it is critical in the teaching-learning process. Here, the researcher chose some active learning methods to increase potential and motivate students in their writing skills.

A poster is a visual medium containing an image and a short written message in teaching writing. This strategy aims to excite and improve the kids' creativity. Students are encouraged to express their ideas about the poster vocally or in writing using this strategy.

It suggests that the Poster Comment method is more effective. An English teacher should be innovative when creating instructional materials and make the learning experience as entertaining as possible. The

stages for implementing this method are as follows: Select a photograph or poster which relates to the topic, Make groups of students, Instruct the children to look at the photo or poster, Instruct the students to discuss the poster or picture with their groups, then ask them to make ideas or offer solutions, In front of their classmates, each group presents a presentation about their discussion, Instruct the other group to provide feedback on key points from the representation in front of the class (Putra, 2018).

III. Research Method

Research Design

The researcher adopted a quasi-experimental design classified into a time series and a non-equivalent control group. Here is a design pattern non-equivalent control group:

Table I Design of Experiment

Group	Pre-test	Treatment	Post-test
Experiment	T ₁	X	T ₃
Control	T ₂	-	T ₄

(Adapted from Sugiyono, 2014)

Research Site

The research was at MTs NU Menara Sangkapura Gresik Jl. Masjid Al mubarak No. 2 Menara Gunungteguh Sangkapura Bawean Gresik 61181. In the second semester in the academic year 2020/2021. Exactly, the researcher chooses 2nd grade students to be researched.

Sample

The researcher used the Purposive

Sampling Technique, and two classes were chosen as samples. In this scenario, the researcher chose a class Eighth A, which has 20 students, as the controlled class, and class Eighth B which has 20 students as the experimental class, resulting in 40 students. The researcher chose the experimental and control classes after the English Teacher recommended them in MTs NU Menara Sangkapura.

Data Collection Method

There were many steps to collecting data for research. Researchers in collecting data were using tests. Tests are used to measure students' abilities and to achieve goals. The following data submission will be specified:

1. Pretest: Before conducting the study, the researcher provided a written test to students in the control and experimental groups to assess their ability to write recount text. The students would write the recount text according to the topic.
2. Treatment began when the pretest had been completed. The two groups were treated differently by researchers. The poster comment technique would be used to treat the experimental class. Meanwhile, the control group received merely the conventional procedure rather than a strategy treatment.

Posttest: Following the research, the researcher administered a posttest to the students, which included the same Test and topic as the research, but with different issues. After then, the pretest and posttest scores can be compared. The two scores would then be

used as numerical data to assess the effectiveness of the poster comment method in teaching re- count text composition.

IV. Result and Discussion

Descriptive Statistics

After computing the results of the students' scores, the standard deviation score and the mean of both groups are provided in the table below.

Table 2 Descriptive Statistics

Class		Statistic	Std. Error	
Result	Pre-test Experiment	Mean	62.55	
		Median	61.50	
		Variance	125.734	
		Std. Deviation	11.213	
		Minimum	40	
		Maximum	83	
		Range	43	
	Post-test Experiment	Mean	80.45	2.842
		Median	85.00	
		Variance	161.524	
		Std. Deviation	12.709	
		Minimum	53	
		Maximum	97	
		Range	44	
Pre-test Control	Mean	59.95	2.329	
	Median	60.00		
	Variance	108.471		
	Std. Deviation	10.415		
	Minimum	40		
	Maximum	83		
	Range	43		

Post-test Control	Mean	63.30	2.550
	Median	63.00	
	Variance	130.011	
	Std. Deviation	11.402	
	Minimum	40	
	Maximum	87	
	Range	47	

The table above shows that students who are taught to write recount text using poster comments outperform those taught without poster comments. The mean table clearly shows 80.45 for the experimental group and 63.30 for the control group.

The table is an outcome that demonstrates which method is better, poster comment method or no poster comment method, in terms of student writing recount text achievement. As a result, the researcher needed to use ANCOVA to test the hypothesis.

Analysis of Prerequisites Testing

Normality Test

Meanwhile, the following table shows the output of the normality test.

Table 3 Normality Test

Classes	Kolmogorov-Smirnov		
	Statistic	Df	Sig.
Pre-test Experimental group Post-test	.134	20	.200*
	.197	20	.141*
Pre-test Controlled group Post-test	.148	20	.200*
	.110	20	.200*

From Table 4.2, the statistical output of the *Kolmogorov Smirnov* formula reveals that the

significant value of students' on the writing recount on the pretest of Experimental group is .200, and their posttest shows that the significant value is .141. It means both data are higher than 0.05, which means that the distributions of data from the experimental group are normal.

Meanwhile, the significance value of the Control group is .2,00 in the pretest and .200 in the posttest. As both of the significant values are higher than the value of 0.05 or 5%, the data from the control group are normally distributed. Since the main statistical test prerequisite is fulfilled, the next statistical analysis used ANCOVA.

Homogeneity

Test of homogeneity aims to determine whether the sample taken from the population have the same variance or do not show any significant differences from each other. It can be shown in the table below:

Table 4
Levene's Test of Equality of Error Variances

F	df1	df2	Sig.
.692	1	38	.411

The table above it shows that the significance is .411, which is greater than 0.05 (Sig. (2-tailed) > 0.05). It means that the variants are significantly similar (homogeneous).

Hypothesis Testing

ANCOVA can calculate the significant score differences between the experimental and control groups. The result of the ANCOVA can be seen in the table as follows

Table 5 Tests of Between-Subjects Effects

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	956.818 ^a	2	478.409	4.971	.012
Intercept	1099.728	1	1099.728	11.428	.002
Post_test	889.218	11	889.218	9.240	.004
Class Error	3560.682	37	119.172	1.238	.027
Total	154580.000	40			
Corrected Total	4517.500	39	96.235		

a. R Squared = ,212 (Adjusted R Squared = ,169)

In final consideration, it can be seen through the significance value of the class, and the value is 0.027, which is lower than 0.05. The Alternative Hypothesis is accepted, and The Null Hypotheses are rejected. It means that the student's posttest result is undoubtedly influenced by the use of poster comment served by the researcher. In conclusion, it can be said that poster comment is effective in teaching writing recount text for eight-grader students

V. Discussion

A poster is any printed paper intended to be hung on a wall or vertical surface. Posters typically have textual and graphic elements, yet a poster might be entirely graphical or textual. Posters are intended to be both eye-catching and educational. Posters can serve a variety of functions.

They are a common tool used by advertising (especially for events, performers, and films), protestors, propagandists, and other groups attempting to transmit a message. For teaching recount text, poster comment is an efficient method. This method helped students describe the object in writing recount prose since it used a poster to help them visualize the

thing. After creating their Recount text, one of the students presented it to the other students, who provided feedback in additions or queries.

In the posttest, the mean score between the experimental and controlled classes is analyzed to determine whether the strategy adopted was effective. The mean table clearly shows 80.45 for the experimental group and 63.30 for the control group. Moreover, the result of ANCOVA shows the significance value at .027, which is lower than 0.05. It means that the results of the experimental group and controlled group are significantly different, in which the experimental group shows better results. It indicated that the experimental class increased more than The controlled class. It is concluded that there was a significant difference between using pictures and using pictures. Tengku Nova Mulyana also supports it with his research title is, "Improving Students" Achievement in Writing Descriptive Paragraph by Using Movie Posters", based on the data analysis, the mean of students" score in Test I was 56,38; for the Test, II was 68,05, and for the Test, III was 85. The qualitative data showed that the students were interested in using Movie Posters. The conclusion is that using Movie Posters improves the students" achievement in writing descriptive (Mulyana, 2012).

Sofiana Zahara also supports it" s finding, who found that using pictures has a significant difference to the learning of plural nouns, as seen from the result of statistic calculation in

both experiment class and control class.2 Using visual media in teaching Descriptive text also significantly affects Ika Afridah 's finding in her research title. "The Effectiveness of Teaching Descriptive Text Using Picture Media on Students' Ability." she found that the students." Achievement is improved when taught through Realia (Afridah & Ginting, 2012).

The application of the poster comment method media can change the enthusiasm of students to increase, and students are more enthusiastic in composing because it looks attractive. Besides that, this media also demands an active role from students both in group work and individually. It is evidenced by the 37 acquisition of student learning outcomes that have increased starting from the pretest and posttest as described in the study results. The success of using posters as a medium in learning could also be seen from students' enthusiasm in answering tests well. Other researchers said that posters in the descriptive text could help students understand the material taught easier because they can connect the media to real-life (Indah et al., 2018; Setiawan et al., 2017).

Three students scored less than the standard score based on the study results. Some students who did not complete were influenced by (1) low interest and lack of self-motivation in learning. It shows evidence in students during learning who do not want to help their groups and often disturb their friends, (2) students do

not interact much in learning; if there are things that students do not understand, they stay silent. Based on the overall explanation above, it can also be concluded that applying Poster Comments Method can improve writing skills.

The average percentage of each aspect of writing recount text has reached the specified minimum standard, so poster comment to improve recount writing skills is effective. Teaching using posters has various advantages, including making messages more exciting for students; it does not require a huge room; it is inexpensive and does not require energy to be used. This method makes it easier for students to convey their ideas.

In conclusion, based on the findings of this study, students' scores improved after treatment in the experimental class using Poster Comment, which means that there is a significant effect between using the Poster Comment learning model and the conventional method. Thus, the use of this learning model has a positive and significant impact on student writing recount text is effective for 2nd Grade Students of MTs NU MENARA Sangkapura Gresik.

VI. Conclusion

In this research which was conducted at MTs NU MENARA Sangkapura Gresik. The researcher concluded that the Poster Comment method should be used in writing recount text based on the findings. The average score of students in the

Experimental class in the posttest was 1607, while the total score of students in the Control class was 1267. Furthermore, the Experimental class's mean posttest score was 80.45, whereas the Control class was 63.30. The statistics indicated that students in the Experimental class scored higher than those in the Control class. It means that the Poster Comment method was more effective in teaching writing recount text in second grade than the conventional method (lecturing).

Moreover, the result of ANCOVA shows the significance value at .027, which is lower than 0.05. It means that the results of the experimental group and controlled group are significantly different, in which the experimental group shows better results. It implies that the alternative hypothesis (H1) was accepted, and the null hypothesis (H0) was rejected. It indicates that The Poster Comment method was effective in enhancing students' ability to write recount text in the Experimental class. This method is more effective in teaching writing recount text in second grade than the conventional method (lecturing). Teaching using the poster comment method has various advantages: making messages more exciting for students; it does not require a huge room; it

is inexpensive and does not require electricity to be used, and this method makes it easier for students to convey their ideas..

VII. References

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