DEVELOPING A POSTER AS MEDIA IN TEACHING READING COMPREHENSION OF DESCRIPTIVE TEXT

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A B S T R A C T S

For students in senior high school, especially in the tenth grade, reading comprehension is usually taught in English language learning. Based on this, research on the development of posters as a learning media in teaching reading is very necessary because the presence of attractive media can attract an interest in reading and create a productive learning process. The purpose of this research is to develop posters as a media in teaching reading comprehension of descriptive text for the tenth graders of SMK NU 2 Soko. This research design is Research and Development (R&D) using the ADDIE model. This model consists of five stages. These stages are analysis, design, development, implementation, and evaluation. The data collected was analyzed qualitatively. The instruments used during the need analysis were questionnaires, interviews, and at the implementation stage using observation sheets and field notes. In addition, questionnaires were distributed to English teacher and students to find out their responses and opinion about the products that are developed at the evaluation stage. The result of this research is a poster as a learning media for tenth graders. The poster is made based on the results of the needs analysis and input from expert validators and English teacher. The poster consists of three themes (tourism, restaurant, hotel). on the first sheet and the second sheet contains vocabulary building and 20 questions. The developed poster received good responses and attention.This proves that the use of poster as learning media has been well received by students and makes a significant positive contribution to the reading learning process of the tenth graders at SMK NU 2 Soko.

INTRODUCTION

Reading is one of the four essential skills that should be taught to students. The importance of teaching reading is to build students' understanding and knowledge. Based on statement from (Walker, 1988), reading is a cognitive activity in which the reader engages actively to gain understanding and reflect on their responses. Moreover, reading is a skill that harmoniously combines and coordinates various abilities, which may appear effortless and

enjoyable to proficient readers (Grabe & Stoller, 2019). Therefore, reading should be inspiring and fun for students, so that the message conveyed by the researcher can be understood and can indirectly bring up to a transformative experience.

Futhermore, reading well means to understand what the researcher tries to present in her writing (Zuhra, 2015) In other words, readers need material and background knowledge when reading. This can mean that the ease or difficulty of reading depends on the factors inherent in the text. Understanding text is one of the challenges for Indonesian students as English is not their first language. This challenge can be caused by many factors such as limited vocabulary which makes it difficult for students to understand the written word. Therefore comprehending the text is the most crucial aspect of reading because it is going through the words without grasping their meaning is a meaningless activity (Wardani et al., 2024).

Many researchers have investigated reading comprehension skills among students. (Chawwang, 2008) investigated English reading problems among Thai EFL learners. The study found that most of the students face difficulties in reading English texts. Inadequate vocabulary knowledge was recognized as one of the main issues (Gunning, 1998). This is one of the factors in students' difficulties with English reading comprehension. Vocabulary knowledge plays an important role in understanding complex reading materials such as textbooks, particularly those containing technical expressions (Carlisle, 2000) Furthermore, good vocabulary skills are necessary to enable learners read competently (Bruce Taylor et al., 2009) But unfortunately, learners mostly avoid reading as they struggle to read. Additionally, Cain & Oakhill (2011) found that reading influences vocabulary improvement since vocabulary skills of learners who do not read regularly are negatively influenced. In this case, increasing vocabulary knowledge is the key to overcoming reading difficulties and improving reading comprehension among students. Regular reading can help enrich vocabulary, which in turn will improve reading comprehension skills.

Another factor that affects students' reading ability is poor working memory (Alloway et al., 2009). Working memory allows readers to store information in short-term memory while performing cognitive tasks. Therefore, it is possible for learners to read and activate prior information about a subject or determine the meaning of a word from its context while recalling what has been read. Intuitively, students with low working memory are likely to have difficulty in performing this process effectively, which may ultimately affect their reading comprehension.

In addition, there is also something that crucially affects students' reading ability, which is reading interest. Reading interest is also very important especially for EFL learners in Indonesia. They should be encouraged to read and have a reading habit because with a reading habit and a positive reading culture, they are expected to build their own interest in reading (Alimin et al., 2023) In this case, increasing interest in reading can use media. The media has a positive impact and can influence students' behavior to be more creative and dynamic (Masruddin, 2014). This shows that the media has great potential as an alternative to improve student learning outcomes by considering the suitability of needs and teaching materials and student conditions, especially in reading comprehension. Media selection is critical to create practical and attractive learning to guarantee that the learning system operates successfully and efficiently (Larasati & Harsono, 2017). In today's era, there are rapid advances in educational technology, which plays an important role in English language learning. With the evolution of the internet, educators now have many options to incorporate technology into teaching and learning. One of them is posters transformation, text, photos, animations, hyperlinks and data attachments are combined into one posters. This can be one of the interesting ideas to increase students' reading interest.

According to (Sari et al., 2019), a poster is a presentation of a clear, striking, and attractive visual combination with the intention of grabbing attention. This means that

teachers use visually appealing and attention-grabbing pictures as a media to present content that is easy for students to understand and holds their interest. As posters highlight the importance of the message, visual components, and colors, they have the ability to be quickly and easily understood by viewers. This aligns with the perspective of (Sudjana, 2005), who views posters as a strong media with color, message, and intent to capture the attention of passersby while also embedding meaningful ideas in their memory for a significant duration. Posters can have visually appealing images with eye-catching colors that draw viewers in by communicating a message intended by the posters' creator in keeping with the posters's intended use.

Difficulty in reading comprehension is often a focus in education. Many students face difficulties in developing an interest in reading, which can affect their reading and comprehension skills. Factors in this problem can be varied. They include lack of access to interesting reading materials, lack of variety of learning media by teachers, as well as the lack of vocabulary owned by students. Based on preliminary research conducted at SMK NU 2 Soko, researcher found some of these problems, lack of interest in reading and learning variations. To overcome these problems, teachers must use learning media in order to attract student interest and improve reading comprehension skills. The researcher used posters as learning media.

Prior research on developing posters has been conducted by some previous researchers. (Ekayanti, 2022) The development of posters-based learning media succeeded in fostering the interest in reading of grade V Min 06 Jember students with posters-based illustrated puzzles to foster interest in reading because it has interesting visuals and is easy to understand and arouses students' curiosity in learning. In another research, English educational posters developed by (Anindya et al., 2023) The researchers previously revealed that students in the class had difficulty in writing, but students showed progress with the use of posters media. This shows that posters-based learning media is proven to be effective in improving students' description text writing skills and has a positive impact on basic literacy skills.

The researcher mentioned above generally highlights the advantages of using learning posters in primary schools, including ease of implementation, interactivity, engaging media, and enhancing the teaching experience. However, the current research will focus on how posters are developed in teaching reading descriptive text for the tenth graders. This will be new to the research as previous posters have been shown for elementary schools. The posters developed in this research are posters in the form of LKPD covering 3 themes (tourism, restaurant, and hotel) about reading descriptive text enriched with vocabulary development, animation, interesting visuals, and flexible media to carry. The developed posters are expected to foster interest in reading and facilitate student understanding in the learning process of reading English of descriptive text.

RESEARCH METHOD

This research uses the development method. In this case, the researcher will develop posters as learning media. In the early stages, the researcher collected a need analysis in the form of questionnaires and interviews with English teacher and tenth graders of SMK NU 2 Soko. The results of the need analysis were then used as guidelines in developing posters. The posters were then developed based on the criticisms and suggestions of expert validators and English teacher. Furthermore, the product will be tested on students and questionnaires will be distributed to find out their opinions about the quality of the posters developed.

Research Design

This research will focus on the development of a poster as media in teaching reading comprehension of descriptive text for the tenth graders at SMK NU 2 Soko. Since the focus is

on product development, the appropriate research design is Research and Development (R&D). The purpose of this research is to develop and produce a product for English teacher and students. The product development process in this research will follow the steps recommended by the ADDIE model. Due to technical issues and to simplify the development process, the ADDIE steps from (Molenda, 2003) are streamlined. The ADDIE model consists of five main stages: analysis, design, development, implementation, and evaluation. According to the ADDIE model by Molenda, it can be seen in the figure 1.
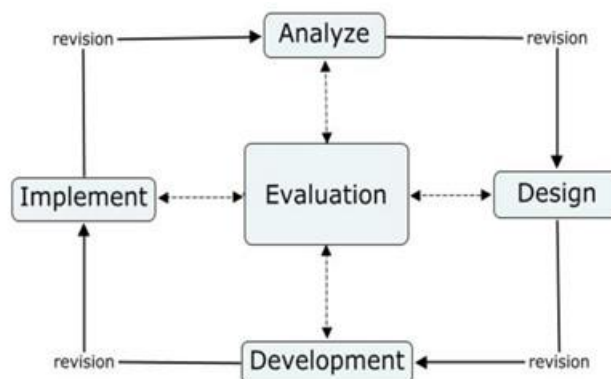

Figure 1. Stages in Media Development Adapted from ADDIE (Molenda, 2003)

Subject

The subjects of this research were English teacher and tenth graders of SMK NU 2 Soko. One of the schools in Glagah, Lamongan. According to (Arikunto, 2010), if the subject is less than 100 people, all of them should be taken, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more. Since SMK NU 2 Soko does not have more than 100 students, the primary subjects in this research are the tenth graders at SMK NU 2 Soko. There are 28 male students and 6 female students in the tenth grade.

Instruments

The instruments used in this research were questionnaires, interviews, observation sheets, and field notes. The questionnaire is data collection which is done by giving questions or statements to respondents to answer them (Sugiyono, 2015).In this case, questionnaires and interviews were used during the need analysis and at the implementation stage using observation sheets and field notes. In addition, a questionnaire was also distributed to find out students' opinions on the products developed at the evaluation stage.

Data Analysis

The data collected was analyzed qualitatively. To ensure validity, triangulation was used in some of the data collection. Data were collected through questionnaire, interview, and observation sheets. Questionnaires were distributed to English teacher and students, to find out information about learning in the classroom, obstacles in the classroom, difficulties in learning to read English. The interview results were analyzed using qualitative data analysis (Miles et al., 2019). Interviews were conducted with English teacher, using research questions, Interviews were recorded, transcribed, and analyzed to gain an understanding of students' needs.

Furthermore, data collection in the form of questionnaires, observation sheets and field notes is carried out at the implementation stage, questionnaires are distributed to English teacher and students to determine the effectiveness of the product as a learning media, after the observation sheets and questionnaires are analyzed qualitatively, they will become a guidelines for revision towards the final product.

RESEARCH FINDINGS AND DISCUSSION
Research Findings
After analyzing the data obtained from development, implementation, and evaluation the following findings were presented.

Need Analysis
The first step to collect data in research and development is to conduct a needs analysis. The results of the teacher questionnaire mentioned that students lack of reading skills because they think reading is difficult and boring, not only that the English teacher also revealed that students often have difficulty in reading English because they lack of vocabulary. This is also one of the factors in the lack of interest of tenth grade students in learning English.

The second, questionnaire in the need analysis was a questionnaire for students to find out their opinions on whether poster media can improve their reading skills. After distributing the questionnaire to 34 students, it was revealed that 72% of students chose posters as an interesting learning media. In addition, regarding vocabulary building, almost 84% of students agreed. This result shows that the majority of students think that posters can be used as a media that can improve their reading skills. Meanwhile, the topic chosen by students was local wisdom with 55% liking it and 88% of students suggesting different images and colors are each theme. Students highlighted that color differences are needed to make it look more colorful and different from one another. Finally, when asked about the need for lamination in posters, a majority of 81% of students agreed. This result is a consideration in designing posters.

In addition, there is an interview with an English teacher. The results of this interview mention that the teacher usually reads reading material with multiple choice and essay questions when reading comprehension, sometimes the teacher also provides media in the form of audio and video learning, according to her it is less effective in supporting students' reading skills. Based on the interview, the English teacher strongly agrees with the media development of posters because according to her posters will attract students' interest in learning English, she suggests that the posters to be made have an attractive design but are still easy to understand so that students have no difficulty and can be happy in learning English.

Designing the Media
After the researcher analyzed the results of English teacher and students' needs, the next step was to develop the media. The topic raised in the posters is local wisdom. First, the researcher designed the design on plain paper and then looked for color gradations, images, and fonts that were suitable and attractive to be included in the posters, then the researcher designed using Canva and Pixellab. The posters were designed in such a way that they included important aspects such as the location, advantages, floor plan, facilities, and price of the local tourism being promoted. On the posters, the first sheet contains detailed information about the theme that covers the aspects mentioned above. The second sheet contains vocabulary development related to the theme, as well as questions whose answers can be seen on the first sheet of the posters. Once the posters design is complete, the next step is to print the product on A4 paper and laminate the posters.

Expert and Teacher's Validation
The feedback provided by the validators was used in the development stage to ensure that the posters were feasible and met the standards of students' learning needs. The results IT expert can be seen in table 1.

Table 1
IT Expert Validation Results

Validator	Feedback
IT Expert	Increase the variety of colors in the background to make it look lively

The feasibility test on the visual posters was carried out by the IT expert, based on the aspects in the validation form, the IT expert rated it as good regarding the attractive design, the images that were clearly visible and in accordance with the activities developed. In addition, the IT expert gave recommendations to increase the variety of colors in the background to make it look lively. By adding richer color variations, the background can attract the user's attention and give a more dynamic and attractive impression. Next, the results Lecturer expert can be seen in table 2**.**

Table 2
English Expert Lecturer Validation Results

Validator	Feedback
Lecturer	Ask a few opening questions at the beginning as a warm-up

Moreover, the feasibility test was carried out by an English expert lecturer, to validate the content in the posters. based on the validation form, the English expert lecturer agreed that the content of the material on the posters was easily understood by students, the language used was easy to understand and in accordance with the ability level of students. In addition, the English expert lecturer provided input to provide some opening questions at the beginning as a warm-up, with this opening question helping to create a more relaxed atmosphere before entering the core questions.

Table 3
English Teacher Validation Results

Validator	Feedback
English Teacher	Some text is too small to read

In accordance with the validation form, the next validator was an English teacher who validated the content of the content of poster to match the ability of tenth grader. The English teacher agreed that the content of the material on the posters was in accordance with the needs of students and the media developed could increase students' interest in reading and provided suggestions to enlarge the text because it was too small to read in order to help improve student accessibility and comfort, and ensure that the information conveyed could be easily understood by students.

After receiving feedback from the validators, the researcher immediately revised the posters based on their suggestions. The researcher made the final version of the posters before testing it with students. After the revision process was completed, the posters were the final result of this product development. The posters are ready to be implemented in the classroom as a media for learning to read descriptive text. The results of the posters are illustrated in table 4.

Table 4
The Developed Posters to Teach The Reading Comprehension of Descriptive Text

Posters Design	Question
\n\n**Tourism Theme**	1. What is the tourism resort on the posters? 2. What are the operating hours of WBL? 3. Where is WBL located? 4. How many types of packages are available to enter WBL? 5. What is the price of the entry package during weekdays? 6. What is the price of the Maharani package during the weekend? 7. How much total facilities will be obtained when entering using the WBL package ticket? 8. How much does it cost to ride a banana boat? 9. If you want to swim in the pool, which package should you take? 10. How many total facilities will you get when you enter using the WBL entrance? 11. In WBL there is a museum, how much is the ticket price to enter the museum? 12. When you want to enjoy the Wali Songo pavilion, which package should you take? 13. Among the many attractions, which one do you think is the most interesting? 14. If given the opportunity to enter WBL, which tour package would you buy? 15. On which tour package can you enjoy the 3D Art Trick? 16. When you and your friends want to try the jet coaster ride, which tour package will you take? 17. How much money do you think you will bring if you want to visit WBL? 18. Do you like traveling and riding rides? 19. In WBL tours, what rides or playgrounds do you like? 20. In WBL tours, what rides or playgrounds do you not like?
\n\n**Restaurant Theme**	1. What is the food restaurant on the posters? 2. Have you ever eaten at gacoan? 3. What time does gacoan open? 4. What time does it close? 5. Where is the gacoan located? 6. What food have you ordered when eating at gacoan? 7. In the posters is there a discount for eating at gacoan and what are the conditions? 8. What is the price for gacoan noodles and milo aice? 9. How much for suit noodles and nestea ice? 10. How many levels of noodles are there in gacoan? 11. What level do you usually order when eating at gacoan? 12. If you're a shrimp lover, what kind of dimsum would you buy? 13. How much do you pay for rambutan clouds? 14. How much does gobak sodor ice cost? 15. Is there any fruit in the ice gobak sodor? 16. If you don't like spicy, what kind of noodles would you order? 17. If you like spicy and savory, what noodles would be good to order? 18. If you like a mix of sweet and savory, what noodles would be good to order? 19. What are your favorite foods and drinks at gacoan? 20. What is your least favorite food and drink at gacoan?

Hotel Theme

1. What is the name of the hotel on the posters?
2. Have you ever visited it?
3. Where is the Elresas hotel located?
4. How much does it cost to stay there?
5. What are the facilities provided when we stay there?
6. Other than lodging, do they provide any other services?
7. How much is the price for the event package?
8. What facilities are provided for the event package?
9. How much is the graduation package?
10. What facilities are provided for the graduation package?
11. What is the price for fullboard?
12. What facilities are provided for the fullboard package?
13. Is there a swimming pool at Elresas hotel?
14. When I need a meeting room, what package should I take?
15. Which package provides 3x meals?
16. In the event package, are meals provided and how many times?
17. What is the current discount at Elresas hotel?
18. When I want to make a reservation, is there a contact person?
19. What do you think is the most interesting service in Elresas hotel?
20. What do you think is the least interesting service in the Elresas hotel?

Table 4 illustrates the product results after being revised based on expert validators. The posters developed consist of 3 themes, namely tourism place, restaurant, and hotel, each of which has vocabulary building and 20 questions. After going through the design and development process, the posters are now ready to be implemented in the classroom and evaluated by students.

Implementation and Evaluation

In the implementation and evaluation stage, the developed posters were tested on the tenth grade of SMK NU 2 Soko on March 2, 2024. The instruments used were questionnaire, interview, observation sheets and field notes. Questionnaires were used to determine students' responses and reactions to the developed poster products. The results showed a positive response and indicated that the posters were effective in increasing students' interest in reading comprehension. There are two aspects in the questionnaire. The first aspect is the student's opinion about the posters media in the learning process. The second aspect is students' opinions about the content and materials used in the posters. The results of each aspect are described in table 5.

Table 5
Students' Opinions Regarding the Posters Media in the Learning Process

Indicators	Students' Opinion		
	Poor	**Fair**	**Good**
Able to facilitate reading learning	9%	32%	59%
Generate interest and motivation to learn	0%	37%	63%
Posters as media are better and more effective than other media	9%	30%	61%
Posters encourage active students in learning activities	3%	28%	69%
Posters can present information in a visual form that is interesting and easy to understand	6%	24%	70%

Table 5 presents students' opinions on the first aspect, namely students' opinions regarding the posters media in the learning process. This aspect consists of five indicators

that focus on the application of posters media in the classroom. In the first indicator, 59% of students agreed that posters can facilitate reading lessons. This shows that posters are suitable to be used in learning reading comprehension. The second indicator showed that 63% of students agreed that posters can generate interest and motivation to learn. This means that posters have a positive impact on the development of students' interest in learning reading comprehension. The third indicator shows that 61% of students consider posters as a suitable and effective media compared to other media. This preference shows that students see learning media as a tool that helps and has an impact on their learning process. The fourth indicator illustrates that 69% of students agree that posters encourage students to be active in learning activities. This suggests that posters can be a source of information that triggers discussion and deepens students' understanding of the material being studied. The last indicator shows that the majority of students 70% agreed that posters can present information in a visual form that is interesting and easy to understand. This preference indicates that for students who are more responsive to visual learning, posters can be an effective tool to help them understand concepts using images. To summarize, student opinion data shows an overall positive view of the use of posters media in learning reading comprehension.

The second aspect is about students' opinions about the content and materials used in the posters. This aspect includes five indicators. The results of students' opinions on the second aspect are presented in table 6.

Table 6
Students' Opinions About the Content and Materials Used in The Posters

Indicators	Students' Opinion		
	Poor	Fair	Good
Attractive design	8%	16%	76%
Easy to understand language	6%	12%	82%
Material that is in accordance with student abilities	3%	19%	78%
Clear and easy-to-read writing	3%	16%	81%
Flexible and portable posters	5%	28%	67%

Based on table 6, it can be concluded that students expressed positive opinions about the posters media that had been tested. In the first indicator, the majority of 76% considered the design of the posters to be attractive. This shows that the visuals on the posters can attract students' attention and make them interested in paying attention to the contents of the posters. In the second indicator, 82% of students agreed that the language used in the posters was easy to understand. This shows that the use of simple and clear language will make it easier for students to understand the contents of the posters. In the third indicator, the majority of 78% of students considered the material in the posters to be in accordance with students' abilities. This shows that materials that are appropriate to the students' ability level make students understand and benefit from the information conveyed in the posters and help maintain their involvement in learning. Furthermore, in the fourth indicator, a majority of 81% of students agreed that the writing on the posters was clear and easy to read. This preference means that the writing style affects students' speed and effectiveness in accessing the information conveyed in the posters and reduces misunderstandings. Finally, the fifth indicator, 67%, agreed that posters are flexible and easy to carry. This shows that the flexibility of the posters allows students to access information easily and facilitates independent learning. In summary, the students' opinion data shows a positive perception of the content and materials in the posters as learning media and can help teachers in teaching reading comprehension.

A further instrument is the observation checklist, which aims to ensure that the posters developed are in accordance with the learning objectives and effective in helping students in reading comprehension. As a result, the researcher noted that students seriously followed and

were enthusiastic about reading learning, the teacher operated the posters media easily, the teacher provided vocabulary contained before starting learning, students were enthusiastic and dared to ask questions when there were those who did not understand the questions. It can be concluded that posters are proven to be effective and easy to use as learning media and students can increase enthusiasm in learning reading comprehension in class.

In addition, the researcher also noted some important things during the evaluation in the field notes. The researcher noted the behavior of the students, as well as the problems faced by teacher and students during the evaluation. The data obtained from the field notes noted that the evaluation took a long time up to 50 minutes, when it should have been 30 minutes because students needed a lot of time in answering the questions. The evaluation process was done well.

Final Product

The final product was presented after being validated by experts and English teacher, revised based on their suggestions and comments, and tested on students. As a result, the posters developed consisted of 3 themes, namely tourism, restaurant, and hotel. On the posters with the theme of tourism, the first sheet contains details of the theme raised, with a blue and yellow background containing information from Lamongan marine tourism along with information about opening and closing hours, tourist facilities, and entrance ticket prices. The second sheet contains vocabulary building and 20 questions. The restaurant-themed posters are based on the theme of Mie gacoan with a blue background containing menu information, opening hours, applicable discounts and restaurant addresses. The second sheet includes vocabulary building and 20 questions. Finally, the hotel-themed posters is based on the elresas hotel with a brown and cream background containing information on hotel facilities, packages provided, prices and facilities of each package, and applicable discounts. The second sheet contained vocabulary building and 20 questions. Each poster is printed using A4 size and laminated so that it is not easily damaged. These posters are developed as learning media for reading comprehension in tenth graders.

Discussion

Overall, the results of this study illustrate the important role of learning media, particularly posters in increasing students' interest in learning and students' engagement and activeness in the teaching and learning process. This finding is in line with previous findings highlighting the use of posters as an effective tool in increasing students' interest and participation in the learning process.

At the implementation stage highlighting students' preferences for posters with attractive designs, at the beginning of the session they were very enthusiastic about poster media because it looked colorful and seemed fun and it had an impact on increasing enthusiasm and contribution to the learning process. These results are related to previous research by Ekayanti, H., & Husni (2022), the development of poster-based learning media has succeeded in fostering the reading interest of class V students Min 06 Jember with posters based on pictorial puzzles can foster reading interest because they have interesting visuals and are easy to understand and arouse students' curiosity in learning. Therefore, the posters presented are designed to contain images and a combination of colors and fonts that look unique and interesting to provoke student attention in learning.

From the results of the needs analysis and evaluation stages, the majority of students expressed difficulties in learning English, especially reading, but at the time of implementation and evaluation the majority of students were enthusiastic in learning English, this shows progress with the use of poster media. It can be concluded that students generally responded positively to the use of posters as learning media. They consider posters as an effective media that helps and motivates them in learning English. In addition, they

appreciate the content and content of posters which are considered unique and interesting. This proves that posters are acceptable and provide a positive impact in learning to read the descriptive text in grade ten. This result is also similar to the previous study by Anindya, K., Malawi, I., & Jatmikawati, M. (2022) The previous researcher revealed that students in the class had difficulty in writing, but students showed progress with the use of poster media. This shows that poster-based learning media is proven to be effective in improving students' descriptive text writing skills and has a positive impact on basic literacy.

CONCLUSION

This research outlines the process of developing posters to teach tenth grade descriptive text reading using the Research and Development (R&D) method. The product development process follows the simplified ADDIE model proposed by Molenda (2003), consisting of five stages: Analysis, Design, Development, Implementation, and Evaluation. Ideally, the initial stage of research and development involves conducting a needs analysis to understand the fundamental needs of both teacher and students in the learning process. From the results of the needs analysis, it was concluded that the development of posters with engaging designs and colour is necessary as a reading instructional tool for tenth grade at SMK NU 2 Soko.

After going through a detailed design and development stage, the posters that have been developed are shown to students in printed and laminated A4 size consisting of 3 themes (tourism, restaurant, and hotel) with vocabulary building and 20 questions per theme. It is expected that the developed product can provide the benefit to teacher in teaching English, especially in reading comprehension of descriptive text to students. This product is considered relevant to students' needs, interests, and English skills.

After implementing the posters in the classroom, students responded positively. They expressed appreciation for the added value as they felt motivated and effective in the reading comprehension learning process. In addition, they also praised the quality of the informative content and the attractive design. The findings confirm that the use of posters as a learning tool has been well received by the students and made a significant positive contribution to their writing learning experience.

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