

EFFECTIVENESS OF ONLINE FILM POSTERS ON STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT

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Article Info	Abstract
<p>Article History Received: February 2022 Revised: March 2022 Published: April 2022</p> <p>Keywords Teaching Media; Online Film Poster; Writing Skills; Descriptive Text;</p>	<p><i>This research aimed to determine whether the online film posters as a teaching medium significantly affected students' achievement in writing descriptive text. This research was conducted using a quasi experimental research with pre-test and post-test design. The population was 60 students of the tenth grade senior high school of MAS Muhammadiyah 13 Sei Rampah, Medan. There were two parallel classes as the population, namely Class X IPA and X IPS. Each class consisted of 30 students. The sample in this research was taken using the cluster sampling technique to decide the experimental and control groups. X IPA was the experimental group and X IPS was the control group. The experimental group consisted of 30 students was taught using online film posters and the control group consisted of 30 students was taught without using any media. There were five meetings during the research. The first and the fifth meetings were administered as pre-test and post-test while the other three meetings were administered as the treatment sessions. The instrument used to collect the data was a writing test. The students of both groups were assigned to write a descriptive text to be administered as the research data. It was obtained that the mean score of experimental group in pre-test was 74.86 and 79.93 in post-test while the mean score of control group in pre-test was 73.66 and 69.9 in post-test respectively. These statistical data were then analyzed using t-test formula. The result of t-test calculation showed the value of t-observed was 3.20 and the value of t-table was 2.00 in level of significance of 0.05 and df=58. This meant that t-observed was higher than t-table ($3.20 > 2.00$). Based on the finding, then alternative hypothesis (H_a) was accepted and null alternative (H_o) was rejected. Thus, it was concluded that online film posters significantly affected students' achievement in writing descriptive text.</i></p>
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INTRODUCTION

Writing is one of the language skills presented in the teaching-learning process of English (Hadi, Izzah, & Paulia, 2021). Among the four skills in English language, writing is the most difficult skill for students to be mastered. Apsari (2019) wrote that writing is a skill that classified as the most difficult among other abilities because writing is a combination of abilities needed in mastering English. Writing is considered the most difficult skill for learners to master because the difficulty is not only by generating and organizing ideas but also translating these ideas into readable text. From this point of view, it is clear that writing is not easy to teach, learn, and master.

Many studies stated that writing is an important and difficult skill of English to learn, seeing that so many aspects of writing that must be considered to write as stated by Fatikasari (2021). The product of writing is not instant; it needs to be planned thoroughly to reach the final form. The processes from the first stage to the final stage of writing are the result of

thinking, writing, compiling, and revising. As quoted from (Fajarini, Syahputri, Rahmawati, 2021), writing is a process of putting ideas or thoughts into words combined into the form of paragraphs; thus, writing requires special treatment that the students are able to achieve the goal in writing subject.

This research clearly aimed and dealt with the students' achievement in writing descriptive text. There are two aspects that the students need to understand: the writing itself and the descriptive text. Brown (2001) described that writing is a process of putting ideas down on paper to transform thoughts into words, to sharpen main ideas, and to give them structure and coherent organization, explain that the writing is a whole brain activity, which use right brain side (emotion) and left brain side (logic). Although right and brain sides are used in writing, right brain side has a big position. It is a place which appears new ideas and emotion. The key point in this statement is that writing is a process. Writing can be seen as a developmental process that helps students to choose their own topics and genres and write from their own experiences or observations (Brown, 2001). Tuan (2012) also stated that writing is a process which indicates that there are activities or steps that are carried out continuously in the process of writing. The process of writing may involve creating (pre-writing), planning (outlining), writing, and polishing.

On the other hand, descriptive text is one of the genres or text types that should be mastered well by the students. A descriptive is a kind of text which states, portraits, or describes something like person, place and thing (Fajarini, Syahputri, Rahmawati, 2021). In addition, Siahaan and Shinoda (2008) stated that description is the written English text in which the writer describes an object. The object can be concrete or abstract object. It can be a person, an animal, a tree, or a house, or camping. Gerot and Wignell (2012) stated the generic structures of descriptive text consisted of two parts: 1) Identification where the generic structure introduces to the subject of description, and 2) Description which is a part gives detail of the characteristic features of the subject such as qualities, characteristics, describing the phenomenon in parts, or/and characteristic, size, physical appearance, ability, habit, daily life, etc.

The problem in writing faced by students mostly is the confusing to start writing. As Hadi, Mutiarani, & Herlina (2021) said that the problem faced by senior high school students mostly is to compose their ideas into papers to become good paragraphs. Students frequently choose unreasonable words, unstructured sentences, and no cohesion and coherence. In addition, Hadi, Mutiarani, & Herlina (2021) also said that students have low vocabulary acquisition. Mostly, the students only acquire a very standard vocabulary; thus, they think that writing in English is difficult since they sometimes cannot figure out what the exact words are to be used to start writing.

The same problems are commonly found in the school of this research location. The students of the tenth grade face the fundamental difficulty that is how to start writing; in this case the writing of descriptive. The students then start to think what they have to write first. In this phase, most of the students get stuck and do not know what to write. This is in line with the problem revealed by Ismayanti & Kholiq (2020) in their research. They found that the tenth grade of senior high school students did not understand what they should write and describe. The students could not describe things, places, and a person in detail because they did not have any ideas when they were asked to describe them. In addition to this problem, the current research also notice that the students are actually given some explanation about the writing genres or text types and the generic structures including the descriptive text during teaching learning process. Some examples also are showed to them and they even are asked to read by the teacher. Then, they are assigned to write descriptive paragraph by choosing the topics given by the teacher. These are the common class activities occur in the writing session of this research location. This description is in line with Mulyana and Siregar's (2017)

elaboration that the lecture technique that teacher applied in teaching writing paragraph was not effective because the process of writing was not clear for the students. The teacher asked the students to write a paragraph or paragraphs based on the title given without supervising the students how to write systematically. These occurred because the teacher did not apply the student centered learning in a way of teaching. It made the students felt bored because the teacher just explained the material from the guiding book and after that asked the students to write a descriptive paragraph. Even though the students are given explanation and example of descriptive paragraph, still the students find it is difficult to start writing because they feel confuse to choose the correct words. This could be caused by the limitation of vocabulary mastery by the students. This thought is in line with Farooq, Hasan, and Wahid's (2012) statement that lack of vocabulary is another cause of difficulty which makes writing colourless, boring and ineffective. Dila (2018) also added that lack of vocabularies made the students confused in developing their ideas. The students have to choose correct words that they need to write in the text. Thus, indeed, to start writing particularly in English is difficult.

However, teacher as the source of knowledge needs to find a solution for any problems and difficulties occur during the teaching learning process, especially in teaching writing with descriptive genres. Apsari (2019) stated that the problems come from the teachers' way of teaching the language in a static way and the thing that teachers bring in a learning process is another factor of teaching English. She also added, when teachers use a thing like realia, model, and graphic materials, it will arise the attention of the students in a class. Sampath (1984) as quoted from Sakat, Zin, Muhamad, Ahmad, Ahmad, & Kasmoo (2012) claimed, people learn through the senses and each sense has different learning percent and the sense of sight is the highest by 83%. Considering this statement, the involvement of visual media as a stimulus to the learning process is the first choice of many educators (Sakat et al, 2012). Thus, using a medium can be a way out to help students to engage in teaching learning process.

Sakat et al (2012) mentioned that the use of media in teaching will be able to overcome the problem of students with different learning styles. Sakat et al (2012) also added that application of media in teaching will be to diversify the skills of intelligence, which is absolutely necessary to acquire a skill. There are many media which teachers can use to support the writing teaching learning process. One is the film posters or movie posters which well known to be used to promote a new movie. Fatikasari (2021) wrote that movie poster is a poster that corresponds to the story of the film, the characters, the theme as well as being appealing to its audience to make them want to go to the cinema to watch the film. Since the current condition involves more internet technology, most companies who produce movies will promote using online sites. They will post the film posters in that site. Mulyana and Siregar (2017) stated that movie posters can be found in the internet, magazine, billboards, in the local movie theater, in the special movie posters' shop, etc. Sakat et al (2012) added that applications of educational technology media in teaching and learning help teachers communicate information of interest to students as well. Thus, using media which can increase the interest of students' engagement in learning particularly writing is an ideal way to create fun learning sessions. From this point of view, it can be considered that using film posters can attract the students' attention to take students' ideas to produce a piece of writing. They will be interested in since the media they use are something depicted as real thing. Typically, film posters include graphic and image elements. By looking at film posters, it is predicted that students can produce many ideas so that they can produce a good paragraph.

Film posters have different types depends on what genres of the films or movies are presented. Adventure films present interesting and new experience stories and always related with action genre. Comedy has a light plot intends to entertain and invite laughter by exaggerating situations, language, actions, relationships and characters. Crime generally contains scenes that show criminals act or even mafia theme. Drama films' storylines reflect

more a real life situations and stories that involve character development and intense interactions. Horror films show scary scenes which fear for the audience. Below are some examples of online film posters taken from internet source which can be given to the students as the media to teach writing descriptive text to describe person. The teacher can search or surf the online film posters to adjust the need of the students or the topics that are discussed.



Source: www.google.com

There were several researches conducted concerning the use poster or movie poster as media in teaching writing. The research conducted by Apsari (2019) did not specify the type of posters used in teaching writing descriptive. Applying quasi experimental research, this research revealed that there was statistical significant difference of pre-test and post-test resulted which led to the conclusion that posters is effective with a moderate level on the students' writing skill of writing descriptive text. Another research was also implemented using posters particularly presenting idols through direct instruction model by Fatikasari (2021). This research was conducted using quantitative research with pre-experimental design. The result of this research showed there was enhancement in students' writing descriptive text. Thus, it was concluded that using idol poster with direct instruction model could enhance students' ability in writing descriptive text. Research conducted by Mulyana and Siregar (2017) focused on applying the movie posters in teaching writing descriptive paragraph. It was conducted under a classroom action research with two cycles. Analyzing the quantitative and qualitative research instruments, it revealed that the students were interested in engaging writing by using movie posters. The conclusion was drawn that by using movie posters improved the students' achievement in writing descriptive. These previous researches have the common item that is they referred to the printed type of poster while this research focused on exploring the online film posters spread widely in online sites.

As media used for teaching learning particularly in writing descriptive text, certainly there are some benefits or advantages of using poster (Apsari, 2019) such as improve taste, mutual understanding and sympathy in the classroom, produce significant changes in students' behavior; demonstrate the relationship between subjects and needs, as well as students' interest with increasing students' learning motivation, bring freshness and variety to students' learning experiences, making learning outcomes more meaningful for various students' abilities, encourage the meaningful use of subjects by involving imagination and active participation that increases learning outcomes, provide the necessary feedback, which can help students discover how much they have learned, complete a rich experience with knowledge of concepts that are meaningful and can be developed, expand student insights and experiences that reflect non-verbalistic learning and make appropriate generalizations, overcome space and time constraints since not all things or event can be brought in to the class and students are not always brought to the event, and also overcome the limitations of the observation.

There are two functions of film or movie poster according to Mulyana and Siregar (2017). First is to attract the viewer to watch the movie and second is as communication to the viewer. Mulyana and Siregar (2017) also emphasized that movie posters can be used as media in teaching writing descriptive paragraph from the functions. A descriptive text requires details and variation. Thus, it is affirmed that film or movie poster is one medium which is suitable to be used to teach descriptive text.

The procedures to teach writing descriptive text using online film poster in this research were modified from the research procedures conducted by Mulyana and Siregar (2017). First, the students were showed three online film posters which had been prepared using power point. Then, they were asked what the purposes of showing the online film posters. The students were given some examples of descriptive writing. Next, they were given explanation about the elements of film posters and discussed as well as analyzed the generic structures (characteristics and language feature) in writing descriptive. Then, the students were guided and encouraged to write descriptive paragraph based on the film posters presented in the power point. The teacher also assisted them by providing rich description and questions that led to detail illustrations and a coherent description using the students' own words. The students were asked to describe the film posters and wrote it in their workbook. Final activity was the teacher asked the students to read and present their descriptive text and requested other students to give comment or ask question and compare to their writing text.

RESEARCH METHOD

Research method is certain design, steps, or procedures which are necessary to be well prepared before conducting a research. Design is the general plan for carrying out the study with active independent variables. Design is important because it determines the study's internal validity which is the ability to reach valid conclusions about the effect of the treatment on the dependent variable. Steps or procedures are the ways to conduct the research in a structured and particular sequence. These ways are needed in order to carry out a good research. Selecting appropriate research design and administering the correct steps or procedures should be done before conducting the actual research as the first phase in research method. Research methods also reflect some strategies, processes, or techniques applied by the researcher to collect the data or any evidence found during research implementation to be analyzed later. The analysis is needed to obtain the answer of the research questions or find new information, or create better understanding of a certain topic. Thus, research method should be well decided and prepared before implementing the research.

Research Design

This research was conducted by applying quasi experimental research design with two groups: experimental and control. The experimental group received treatment by teaching them using film posters as the media which were prepared in a power point slide while the control group was treated without giving any type of media. Both of the experimental group and control group were administered pre-test and post-test. The design of the research is presented in below table.

Table 1
Quasi – Experimental Research Design
With Pre-test and Post-test

No	Name of Group	Pre test	Treatment	Post test
1.	Experimental	✓	Online Film Posters	✓
2.	Control	✓	Lecturing Method	✓

Population and Sample

The population of this research was the tenth grade students of MAS Muhammadiyah 13 Sei Rampah, Medan. The population consisted of two classes; they were X IPA and X IPS. Each class consisted of 30 students. The total number of population was 60 students. Since this was a quasi experimental research, X IPA consisted of 30 students was chosen as the experimental group and X IPS consisted of 30 students was chosen as the control group. Below table presents the distribution of the sample.

Table 2
Number of Population and Sample

No	Name of Class	Group	Population	Sample
1.	X IPA	Experimental	30	30
2.	X IPS	Control	30	30
Total			60	60

Instruments

A writing test using online film posters to write descriptive text was used as the instrument for collecting the data. The students of both groups were requested to write descriptive text based on the film posters given. There were 5 components as the indicator to score the students' writing tests, namely content, organization, vocabulary, language use, and mechanics. The students' writing in pre-test and post-test of both groups were scored by two raters. The writing tests were given to the students to find out the difference score between pre-test and post-test before and after given treatment. The result of the writing score shall prove the students' achievement in writing descriptive text using online film posters.

Data Analysis

This research applied t-test formula to analyze the data obtained from the administering of pre-test and post-test of both group. Before conducting the t-test, the measurement of validity using construct validity and using Pearson Product Moment with inter rater to measure reliability was also conducted. Right after obtaining the preliminary data, the normality and the homogeneity test were conducted. The analysis of t-test was aimed to find out the significance difference of students' achievement in writing descriptive text with and without using online film poster as the media. The result of t-test was used to prove the statistical hypotheses that were constructed previously whether the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected or the vice versa; the alternative hypothesis (H_a) is rejected and the null hypothesis (H_o) is accepted.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

There were 60 students taken as the sample. The students were divided into two groups: experimental and control. Pre-test and post-test were administered for each group. To assess the test, the scoring rubric of writing test was applied. The data needed to test the hypothesis were taken from the test scores of each group. The summary of data obtained were tabulated as follows.

Table 3
Summary Score Pre-test and Post-test Experimental Group

	Pre-test	Post-test
Number of students	30	
Total	2246	2398
Mean	74.86	79.93

Table 4
Summary Score Pre-test and Post-test Control Group

	Pre-test	Post-test
Number of students		30
Total	2210	2097
Mean	73.66	69.9

Table 3 and 4 above showed the writing score in experimental and control group. There were 30 students in each group as the sample and it was obtained that the mean score of experimental group in post-test (79.93) was higher than the mean score of post-test in control group (69.9). These results were then calculated using the t-test to obtain a certain value in order to prove the hypotheses. Under the $df=58$ and level of significance = 0.05 the calculation of t-test resulted that the value of t-observed was higher than t-table ($3.20 > 2.00$). This proved that using film poster as the media in teaching writing descriptive text could give significant effect on students' achievement. It meant that alternative hypothesis (H_a) was accepted.

Discussion

This research was mainly aimed to prove the effectiveness of online film posters on students' achievement in writing descriptive text. It was conducted by applying quasi experimental research with pre-test and post-test design. The population and sample were the tenth grade students of MAS Muhammadiyah 13 Sei Rampah Medan with total number of 60 students. The sample was selected using cluster sampling and there were two groups: experimental group (X IPA) taught by using online film posters and control group (X IPS) taught without using any media to write descriptive text. The use of online film poster can help students elaborate the topics according to posters. It in line with Prayati (2020) and Ismiati and Pebriantika (2020) who state students can arrange their writing if teachers provide topics in the forms of pictures and posters. It also encourages students to utilize their metacognition to compile sentences (Haerazi & Kazemian, 2021; Kazemian et al. 2021).

In this present study from the research findings described previously, the mean score of the experimental group in pre-test was 74.86 and the mean score of control group in pre-test was 73.66 while the mean score of post-test in experimental group was 79.93 and 69.9 in control group respectively. Obtaining those statistical data, the t-test formula was applied and 3.20 was the value obtained for the t-observed. Under the $df=58$ and the level of significance 0.05 it was obtained 2.00 for the t-table's value. Comparing both value, it can be said that t-observed was higher than t-table ($3.20 > 2.00$). After completing the statistical calculation, the result was used to test the hypotheses previously assumed. If the value of t-observed is higher than t-table, the alternative hypothesis (H_a) is accepted and if the value of t-table is higher than t-observed, the null hypothesis (H_o) is accepted. Seeing the value of t-observed was higher than that t-table ($3.20 > 2.00$), it meant the alternative hypothesis (H_a) was accepted. This led to a conclusion that using online film posters affected significantly on students' achievement in writing descriptive text.

The finding in this research was in line with the research conducted by Mulyana and Siregar (2017), Apsari (2019) and Fatikasari (2021). The first researcher in the list aimed to improve students' achievement in writing descriptive paragraph by using movie posters under a classroom action research. The data showed the mean of students' score was 56.38 in Test I, 68.05 in Test II, and 85 in Test IIIs. The qualitative data also confirmed the students were interested in learning using movie posters. It was conclude that using movie posters improved the students' achievement in writing descriptive. The second research conducted by the second researcher in the list also used posters as media to find out its effectiveness on students' writing of descriptive text. This research also was analyzed by using t-test with a

significance of $\alpha = 0.05$ and also calculated the effect size. The p-value of the pre-test was $0.321 \geq \text{sig } \alpha = 0.05$ and the p-value of post-test was $0.005 = \text{sig } \alpha = 0.05$ and the effect size was 0.7. At the end, this research concluded that using posters was effective with a moderate level on the students' writing skill of descriptive text. The last researcher in the list also used posters through the direct instruction model in writing descriptive text. It resulted in the same conclusion. The results indicated an enhancement in students' writing descriptive text by providing data that the students' mean score in pre-test (45.84) was lower than post-test score (82.26) and t-test value was higher than t-table value ($11.880 > 1.734$). This comparison affirmed that H_0 (null hypothesis) was rejected and H_1 (alternative hypothesis) was accepted. Based on the findings of this research and others previous researches, it proved that film posters, or simply posters, gave valuable contribution on the students' achievement in writing especially in descriptive text. It can be seen during the teaching learning process in the class. The students were actively engaged to speak up their ideas to illustrate what they saw and write those ideas into a creative descriptive writing. The students were guided to write from the first steps to the final writing (Hasby & Sugianto, 2022). The students focused on describing what they saw in the film posters and engaged to understand the generic structure of descriptive text as well as the benefit of using film posters in writing subject. The students were asked to describe in detail in their writing; thus, they also gained more vocabularies. The result of the analysis using t-test also showed the students' mean score taught by applying film posters was higher than the mean score of students taught without film posters. As conclusion, applying film posters gave a positive effect to the students' achievement particularly in writing descriptive text.

CONCLUSION

As the conclusion, this research found out that online film posters had significant effect on the students' achievement in writing descriptive text. Based on the result of the analysis, the mean score of students taught by using online film posters was higher than the mean score of students taught without online film posters. The t-observed (3.20) was higher than t-table (2.00) at the level of significant 0.05. Thus, this research can be concluded that the use of online film poster as the media to teach writing can give significant effect on students' achievement particularly in descriptive writing.

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