

## **THE EFFECT OF USING MOVIE POSTER ON STUDENTS' WRITING ACHIEVEMENT IN DESCRIPTIVE PARAGRAPH AT GRADE EIGHT OF SMP AL-WASHLIYAH 1 MEDAN**

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### **Abstract**

*This research pointed to decide whether there was a significant effect the use of movie posters on students' writing achievement in Descriptive Paragraph. This research was conducted using qualitative methods, precisely experimental research. It was carried out within the eighth grade of SMP Al-Washliyah 1 Medan under academic year 2019/2020. The sample used was two classes, namely class VIII-1 comprising of 26 students as the experimental class and VIII-2 consisting of 20 students as the control class. The data collection instrument with written test consisted of pre-test and post-test. The test in this study used SPSS 20. The result was significant with the experimental class mean score 9.17 for the pre-test and 15.50 for the post test. The result of Lavene-Independent Sample statistical calculations from the t-test Sig. (2-tailed) indicates that the group significant value is 0.000, and the significance level is 0.05. This means that the significant value is smaller than the level of significance {0.000, <0.05}. So that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. It can be concluded that there was an effect between the writing achievement of students who were taught using movie poster media and students who were not. In addition, the learning process using movie poster media could make students more enthusiastic and active in class.*

**Keywords:** Movie Poster, Effect, Writing, Achievement.

### **Introduction**

This research took the problem about students' writing achievement in SMP Al-Washliyah 1 Medan. The researcher observed that most junior high school students cannot write descriptive paragraphs well. The writer found that students' writing ability was very

low. That's because of several factors such as lack of vocabularies, difficulty in composing sentences with grammar, and limited knowledge about writing techniques. In the similar research journals revealed, the writing skills of students in EFL classes should be able to demonstrate their awareness of their communicative goals, readers, and their writing context.

Discussing improving students' abilities, instructional media or guided writing in learning to write such as pictures has a role to motivate students in improving their writing skills. By using instructional media or guided writing, this research is expected that the teaching and learning process in writing will not make students bored and can provide important stimuli to students in learning the material because it can make students use one of their five senses, especially the sense of sight.

### **Literature Review**

Writing is an activity to get ideas out of your head through a pen or interpreting a picture to be a meaning. So, people who have writing skills always succeed in expressing themselves. Writing skills are a form of "hard copy" of the level of someone's intelligence or the level of ability to express oneself. Therefore, the writing process is taught in schools or colleges. Many students need a long time to master writing skills because the writing process always involves thinking skills and creative skills.

Another definition of writing skill is additionally characterized by Jacobs & L and Corridor, they stated writing is frequently considered as it were as a portion of the instructing and learning of linguistic use and language structure, which thus thinks little of the nature and significance of composing and impacts its development. And the researcher saw many students who have not been able to convey ideas or information from their minds.

The media used in this research is a poster. According to Özlem, posters are a medium for sharing information and are also very important for several things such as conferences, seminars, exhibitions, and others. The use of posters is as a medium for presenting material from information, therefore information must be well organized, easy to understand, and presented in a way that attracts readers. There are various kinds of posters. In this research, movie posters will be used as a medium in teaching writing descriptive paragraph. This research focuses on the use of movie posters in writing descriptive paragraphs, for example Frozen, Spiderman, etc.

## Methods

This study was conducted by utilizing the quantitative research method with quasi-experimental design and pre-test – post-test control design. In this study, the sample of the research was divided into two groups, namely the experimental group and the control group. Both experimental class and control class were given a pre-test before teaching and learning vocabulary. Then, the experimental class received treatment from the researcher by using *Movie Poster* as the media. Meanwhile, the control class received treatment without using *conventional method*. Afterwards, a post-test was given for both the experiment class and control class to know the effect of movie poster application on students' writing achievement in the descriptive paragraphs. The technique of data analysis used some test such: normality test, homogeneity test, t-test, and hypothesis test. And in this study, the test used SPSS version 20 of the windows computer program.

This research used as a technique in the four stages technique. The main activities that were chosen are the Communicative Language Teaching method called the Four-Stages Technique: Building Knowledge of Field (BKOF), Model of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). In the BKOF stage, the research stimulated students' experience about the related topic. The next stage was MOT stage where the research gave a brief explanation about kinds of the descriptive paragraphs: human, places, or things. Then, in the JCOT stage, the researcher asked the students to do some exercises based on the topic. Last but not least, in the ICOT stage, the researchers asked the students to work individually to write a descriptive paragraph. The movie poster was applied in the JCOT stages. The implementation of the picture is based on the exercise given.

## Results

### *Analysis Statistical Data*

**Table 1.** Statistical Data Pre-Test and Post-Test Score in Experimental and Controlled Classes

		Statistics			
		Pretest_Exp	Posttest_Exp	Pretest_Con	Posttest_Con
N	Valid	26	26	20	20
	Missing	0	0	6	6
Mean		9.15	15.50	8.30	11.00
Median		9.00	15.00	7.00	10.00
Mode		6 <sup>a</sup>	13	6	10
Std. Deviation		2.412	4.198	2.494	2.340
Range		8	16	9	9

Minimum	6	7	6	7
Maximum	14	23	15	16
Sum	238	403	166	220

a. Multiple modes exist. The smallest value is shown

Based on the computation of the post-test result, the mean score of the experimental class on their writing ability was 15.50 while that of the control class was 11.00. It can be interpreted that the mean score of the experimental class taught using a movie poster was higher than that if the control group taught using a conventional technique.

### ***Normality Test***

The normality test was done to find out whether the data of the scores show the normal distribution. One Sample-Kormogorov Smirnov was employed to gain the normality test value. The distribution is considered normal of the probability value (p value) is greater than 0.05.

<b>C</b>	<b>p Values</b>	<b><math>\alpha</math></b>	<b>Statement</b>
Writing Test (Pre-test Experimental)	0.642	0.05	Test distribution is normal
Writing Test (Post-test Experimental)	0.225	0.05	Test distribution is normal
Writing Test (Pre-test Control)	0.168	0.05	Test distribution is normal
Writing Test (Post-test Control)	0.119	0.05	Test distribution is normal

**Table 2.** The Normality Test of the Students' Achievement Test in the Pre-Test and Post-Test for both Experimental and Control Class.

All of the scores of p value were greater than the significant level of 0.05. In conclusion, it could be stated that the data distribution of students' achievement ability was normal.

### ***Homogeneity Test***

Homogeneity test was aimed at finding out whether the sample variance 9is homogenous or not. The Lavane-Test of ONE WAY computation program of SPSS for windows 20.0 was employed to test the homogeneity of the writing ability data for pre-test and post-test. The data can be considered homogenous if the significant value is greater than significance level 0.05. The results are presented in Table 3.

**Table 3.** Result of Homogeneity Test in Pre-Test and Post-Test

#### **Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
Pre_Test	.103	1	44	.750
Post_Test	9.098	1	44	.004

Table 4.12 shows that the value of  $p$  (*sig.*) of the pre-test (0.750) was greater than 0.05. It means that the sample of variance was homogenous. And then, it should use non-parametric analysis from Mann-Whiney.

Table 4. Mann-Whitney

**Test Statistics<sup>a</sup>**

	Pre_Test	Post_Test
Mann-Whitney U	203.000	99.000
Wilcoxon W	413.000	309.000
Z	-1.284	-3.587
Asymp. Sig. (2-tailed)	.199	.000

a. Grouping Variable: Respondent

From non-parametric analysis that uses Mann-Whitney, it was asymp. Sif. (2-tailed) was (0.000). It means that the sample of variance was homogenous.

### ***Hypothesis Testing***

The hypothesis testing between experimental and control classes can be seen from Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_a$ ). Null Hypothesis means there is no significant difference between the result of the experimental group and control group while Alternative Hypothesis ( $H_a$ ) mean that there is a significant difference between the result of pre-test of experimental and control groups.

<b>Variables</b>	<b>t</b>	<b>df</b>	<b>Sig. (2-tailed)</b>	<b>Interpretation</b>
Writing achievement using movie poster	3.535	19	.000	Hypothesis accepted

**Table 5.** The Result of Hypothesis Testing

Based on Table 5 it can be identified that the Sign. (2-tailed) reveals the significance point 0.00. There was a significant effect of writing achievement in the post-test. The value of

Sig. (2-tailed) was lower than the significant level ( $0.00 < 0.05$ ), then  $H_a$  was accepted and  $H_o$  was rejected. In other words, “There is a significant difference between students’ writing achievement taught using movie poster and those taught not using movie poster”.

## Discussion

Regarding the research which was done in SMP Al Washliyah 1 Medan, it was considered that there is significant difference between students’ writing achievement taught using media movie poster and those taught not using media. The absolute gained scores of the mean and the standard deviation of both classes emphasize the significant difference in the students’ writing achievement.

In other words, movie poster as media is helpful and it can be seen from the improvement gained by the experimental class. The frequency distribution shows that in the experimental class of post-test, there was 1 student (3.8%) in *very poor* category, 2 students (7.7%) in *poor* category, 9 students (34.6%) in *fair* category, 4 students (15.4%) in *good* category, 8 students (30.8%) in *very good* category and 2 students (7.7%) in *excellent* category. It means that all the students were categorized in good category. On the other side, based on the scores of the control class, there was 1 student (5.0%) in *very poor* category, 12 students (60.0%) in *poor* category, 5 students (25.5%) in *fair* category, 2 students (10.0%) in *good category* and 0 student (0.0%) in excellent category. Overall, from the comparison between both classes, it can be concluded that the findings showed that the students’ writing scores taught using movie poster as media was higher than those who were not.

In addition, from the gained test score, the absolute gain score of the mean of the experimental class was 6.33. It is higher than that of score of mean of the control class 2.7. In conclusion, based on the absolute gain score of mean from both classes, teaching writing using games was more effective than that without using games.

Lastly, based on the statistic calculation of Lavene-Independent Sample of t-test using SPSS 20 for the computer program, the result of Sig. (2-tailed) shows that the significant value of the group was 0.000. It was less than the significance level of 0.05 so that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. Statistically, there is a significant difference when the significant level of Independent Sample of t-test is higher than the significance level of 0.05.

## Conclusion

Based on the result of the study it can be concluded that there is a significant difference between the learning outcomes of students in class VIII SMP Al-Washliyah 1 Medan who are taught using film poster media and students who are not taught using film poster media. This can be seen in Table 5. This shows that the significance value is 0.000 and lower than 0.005.

In conclusion, the use of movie poster as media in the teaching-learning process of writing can make a significant improvement in the students' scores. Therefore, it could be stated that the use of media in teaching writing can be used to solve the students' writing problems and increase the students' writing achievement. Finally, the hypothesis proposed in this research which says "There is a significant difference between students' writing achievement taught with using media movie poster and those who taught without using media movie poster" is accepted.

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