

# CHAPTER I

## INTRODUCTION

### ***A. Background***

English is the most important language which is used by people all over the world as international language to communicate to one another either in spoken or written interaction.<sup>1</sup> By the fact, English not only learned by people for business purposes, but also for students in all stages of school. As an international language, English has an important place in subjects and considered a crucial subject that implemented in the curriculum for the students. The goal of teaching English is to develop students' communicative competence and skills.<sup>2</sup>

Learning English could not be separated from learning its four basic skills. Those skills are listening, speaking, writing, and reading. Listening and reading are categorized as receptive skills, while speaking and writing are categorized as productive skills. Compared to the other English language skills, writing contributes as one of the most difficult skills to be learned because it requires broad perception and concern on the intensive thinking process. According to Richard and Renandya claims that writing is a quite difficult skill to be learned because it is not only in generating and organizing ideas but also in translating the idea into readable text.<sup>3</sup>

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<sup>1</sup> L. C Moats, "Speech to Print: Language Essentials for Teachers", ERIC, 2000, p. 1

<sup>2</sup> Marianne Celce Murcia, *Teaching English as Second or Foreign Language*, (New York: Heinle and Heinle, 2001), p. 153

<sup>3</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York, Cambridge University Press, 2002), p. 303

English has 12 text types. Descriptive text is one of the text types in English which describe about person, animal, place, or things as if the reader can see, feel, hear, or touch it in order to describe about certain people or things.<sup>4</sup> Descriptive text has 2 structures, they are identification and description. Identification contains the topic of the descriptive text and description contains the information and explanation of the topic specifically. Descriptive text functionally used to describe something in detail so that the reader can understand even imagine the thing that described even though they have not seen it before.<sup>5</sup> It approved by Novita that writing descriptive text is challenging, mainly when describing the object, it must be clear and impression to the readers.<sup>6</sup> In introducing descriptive text, the teacher usually facilitates students with a visual aid to stimulant the student so that they will feel enthusiastic and focus while teaching descriptive text, because some students understand lessons visually. Furthermore, visuals could make students easy to understand the information even the difficult one.

In learning of descriptive text, one useful method that can be used to stimulant students' ability in writing is by using poster comment. Poster is visual media that contains picture and simple letter message.<sup>7</sup> Meanwhile, comment means

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<sup>4</sup> John Langan, *College Writing Skills ( 8<sup>th</sup> Edition )*. ( New York : McGraw-Hill , 2010), p. 246

<sup>5</sup> Charles W. Harwell and James F. Dorril, *Models and Method: A Guide to Effective Composition*

<sup>6</sup> Cut Santi Novita, "An Analysis of Students' Ability and Difficulties in Writing Descriptive Text", *English Thesis*, (Banda Aceh: Departement of English Education, 2017), p. 2

<sup>7</sup> Oxford, *Learner's Pocket Dictionary*, (Fourth Edition: Oxford University Press, 2008), p. 343

written or spoken statement which gives an opinion or explain.<sup>8</sup> Thus, it can be understood by the researcher that poster comment is an instructional method by using the picture as a media and giving opinions or comments to describe the object. Some reasons the researcher choose poster comment in teaching descriptive text because using media aid such as poster is commonly applied in the learning process. Through the poster, students are expected to focus their attention in the learning process. A poster can be used as a learning media or resource for students because the poster could simplify the message and understandable by seeing the poster. Besides, the poster has a powerful message that can attract students' attention and communicate the message quickly thus can stimulate the students' creativity to write the descriptive text.<sup>9</sup>

After observing the eleventh grade students on February 21<sup>th</sup> 2020, there was several problems can be mentioned in the learning process to write of the descriptive text. The first, students still found themselves confused about how to write the descriptive text and how to start to express their creativity in writing text. Second, the use of media by the teacher was limited, so in the learning process, the students dominantly gain the same method. Third, students still lack vocabulary and motivation, thus make students feel lazy to think and decrease their motivation to write and describe anything.

From the difficulties faced by the students in learning of descriptive text, find the right method in learning is the best way to solve the problems. As Nunan

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<sup>8</sup> Oxford, *Learner's Pocket Dictionary*, (Fourth Edition: Oxford University Press, 2008), p. 83

<sup>9</sup> Sharon E. Heinich, Robert Russel and James D. Smaldino, *Instructional Technology and Media for Learning*, (8 th Edition). ( Ohio: Pearson, 2004), p. 82

statement that learning method will help learners to develop critical thinking and cognitive academic.<sup>10</sup> Thus, the researcher intends to conduct the research and overcome the challenge students faced in writing descriptive text by using poster comment method.

### **B. *Research Questions***

Based on the background above, the researcher formulates the research questions as follows:

1. What are the students' problems in writing descriptive text before implementing poster comment method?
2. How are the students' responses related to the use of poster comment method in writing descriptive text?

### **C. *Operational Definitions***

The title of this research is The Effect of Using Poster Comment Method Toward Writing Descriptive Text. Comprehending the title above, the definition of each word is explained as follow:

1. Effect is feelings or opinions resulting by using of a learning method
2. Use is the quality that makes a thing useful or suitable for a given purpose, advantage, usefulness, worth, utility<sup>11</sup>

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<sup>10</sup> David Nunan, *Practical English Language Teaching*, (New York: MC-Graw Hill ,2003), p. 271

<sup>11</sup> Collins English Dictionary, Online Dictionary. Retrieved on February 29<sup>th</sup> 2020, at 20: 15 in [http:// www.collinsdictionary.com/us/dictionary/english](http://www.collinsdictionary.com/us/dictionary/english)

3. Poster is visual media that contains picture and simple letter message.<sup>12</sup> Meanwhile, comment means written or spoken statement which gives an opinion on or explains somebody or something.<sup>13</sup> From the explanation above, can be understood that poster comment is an instructional method by using picture as a media and giving opinion or comment to describe about the object.
4. Writing is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.<sup>14</sup>
5. Descriptive text is one of the text types in English which describe about person, animal, place, or things as if the reader can see, feel, hear, or touch it in order to describe about certain people or things.<sup>15</sup>

#### ***D. Objectives of the Research***

Based on the research questions that has been formulated before, the objective of this research can be stated as follows:

1. To find out the students' problems in teaching writing descriptive text before implementing poster comment method.

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<sup>12</sup> Oxford, *Learner's Pocket Dictionary*, (Fourth Edition: Oxford University Press, 2008), p. 343

<sup>13</sup> Oxford, *Learner's Pocket Dictionary*, (Fourth Edition: Oxford University Press, 2008), p. 83

<sup>14</sup> Alice Oshima, *Introduction to Academic Writing*, (USA: Person Education Inc, 2007), p. 15

<sup>15</sup> John Langan, *College Writing Skills ( 8<sup>th</sup> Edition )*. ( New York : McGraw-Hill, 2010), p. 246

2. To find out the effect of using poster comment method related to the students' responses in writing descriptive text.

### **E. Significances of the Research**

The researcher hopes that this research will be useful not only theoretically but also practically, go to:

1. For the students

Hopefully, poster comment can be useful as an exciting method in learning in order to train students to write. Eventually, it may improve their ability in writing descriptive text.

2. For the teachers

Poster comment can be used as a media of teaching writing descriptive text and hopefully will give teachers inspiration to increase their teaching method.

3. For the next researcher

This research will give information to the next researcher in teaching English. It is expected to give basic information and motivation in doing further researcher and may become a reference with similar studies.

4. For the researcher

The researcher hopes that this research will be useful not only theoretically but also practically, can study and gets more information to identify the problem in writing descriptive text. Besides, the researcher will get new experience and knowledge for her life.

## ***F. Previous of Related Research Findings***

The part present various terms and theorist and related research studies that are relative and helpful to this research. Review of literature provides the theoretical background, which can support the chapter or analysis. There are some researches that related to this study, they were:

The first study was done by Alvarez. The objective of his study was to find out whether or not there was a significant difference in descriptive paragraph writing enhancement the students who were taught through shared writing and those who were not. This study was conducted by using an experimental method. The sample of this study was 35 students taken by using convenience sampling technique, 18 students belonged to experimental group, and 17 students belonged to control group. The data were collected through pre-test and post-test. In order to maintain validity, content validity was applied. Then two raters were used to maintain reliability of the result. The experimental group was taught for twelve meetings by using shared writing. The result showed the students in the experimental getting the mean 14.67 with standard deviation 2.058 and control group getting the mean 12.00 with standard deviation 1.414 got a significant improvement in the post-test. There was a better significant improvement in descriptive paragraph writing in the experimental group who are taught by using shared writing if compared to the students in the control group.<sup>16</sup> Likewise, this study has similarity with the present study was about using writing descriptive text as learning material in treatment. Meanwhile, some

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<sup>16</sup> Martinez Alvarez, "Enhancing Descriptive Paragraph Writing of Secondary Students Through Shared Writing", (Undergraduate of Blekinge Institute of Technology, Faculty of Computing, Departement of Technologies, 2004)

differences were the present study used mix research method approach (qualitative and quantitative) and only focused in one group to implement the method and without using test instrument. Then, the present study only want to see the effect of using the method, not focus to increase students' ability to write descriptive text.

The second study was done by Hien. The Principal objective of the current study was to investigate the benefits of mind mapping method when considering mind mapping as a pre-writing tool for the purpose of improving organizing ideas and vocabulary in writing descriptive essay. Due to validity of data analysis, these 20 selected candidates were required to writing test to examine the productiveness of mind mapping. However, prior taking the test, all candidates had been instructed the way to conduct a good descriptive writing with mind mapping method. Besides, a questionnaire and portfolio were employed to support the primary research. At the end of the study, by looking the results of the test, the researcher concluded that applying mind mapping method could improve achievements of students producing a descriptive essay. Furthermore, the results from questionnaire and portfolio are once confirmed the effectiveness of mind mapping method in teaching writing.<sup>17</sup> Likewise, the present study has some similarities were only focused on teaching descriptive text by using the method and also used the questionnaire as instrument of the research. Whereas, from some differences were the method that used was different in teaching descriptive text. Meanwhile, the present study only focused to see the effect of implementing the method, not focus to enhance students' ability to write descriptive a text.

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<sup>17</sup> Le Nguyen Ngoc Hien " How to Enhance Students' Descriptive Writing Through Mind Mapping Technique", (Undergraduate by Ho Chi Minh City Open University of Vietnam, 2014)



The third study has been conducted by Calzi. The purpose of this research was to identify types of thematic progression in students' descriptive texts and the level of coherence in students' descriptive text. The researcher used descriptive quantitative method. The data were all clauses from paragraphs on text. The results of the research showed that there were two of three models of thematic progression found, namely zig-zag theme and re-iteration. In addition, the finding also found that there are three levels coherence in every students' descriptive text such as a good, fair, and less level coherence.<sup>18</sup> The present study has similarity with this study was using descriptive text as learning material of the research. Besides the difference, the researcher used mix research method (qualitative and quantitative), while this research used descriptive quantitative method.

The fourth study was done by Putra. His study was conducted in Class XI at SMAN 8 Bulukumba by using quasy- experimental design with two group pre- test and post- test. Both of the result of the data (pre-test and post- test) indicated that there was a significant difference between students' post test in experimental class and control class. The mean score of post test (4.82) in experimental class it was classified better than the mean score of post test (3.8) in controlled class. Thus the researcher suggested that poster can recommended to be use in teaching English especially in teaching descriptive text.<sup>19</sup> On one hands, this study has some similarities with the present study were about using poster as media in learning

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<sup>18</sup> Nicole Calzi, "Thematic Progression in Students' Descriptive Texts", (Educaion and Human Development Master's Theses, 2013)

<sup>19</sup> Aswin Arisandi Putra, "The Use of Poster in Increasing Students' Ability to Write Descriptive Text", (Undergraduate of Alauddin State Islamic University Makassar, 2013)

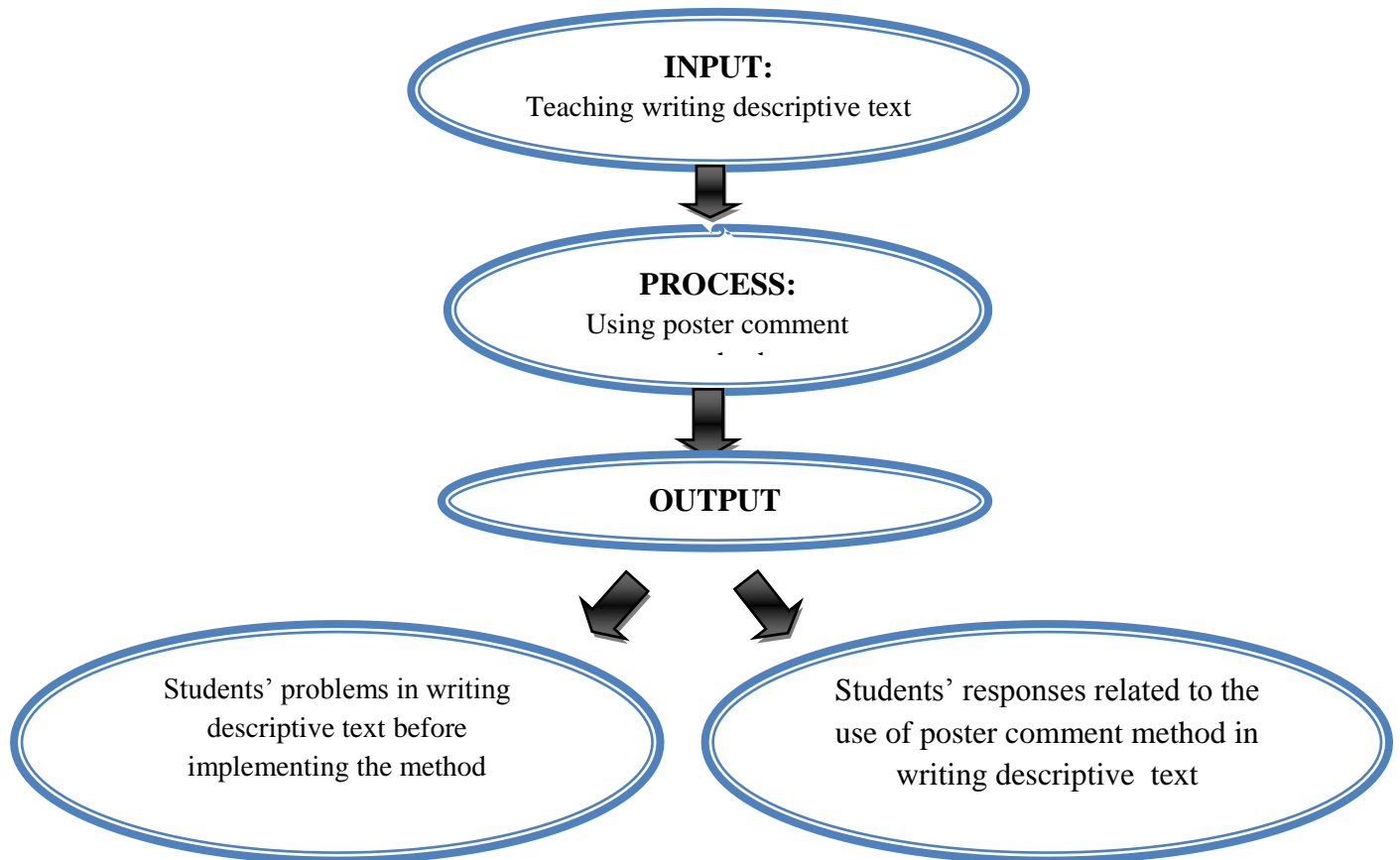
descriptive text and also conducted in senior high school level. On the other hands, some differences were about the present study used mix research method approach (qualitative and quantitative) and only focused in one group to implement the method and without using test instrument.

The fifth study was done by Sibarani. This research was aimed to improve students ability in writing descriptive text by using classroom action research. Which carried out through four steps, they were planning, action, observation, and reflection. The technique of analyzing the data of this research is same with the present study research is by applying qualitative and quantitative approach. The qualitative data in this study were taken by observation sheet, interview, diary notes, and documentations. Meanwhile, in quantitative data were taken by written test.<sup>20</sup> Otherwise, the present study only used interview for qualitative and questionnaire for quantitative approach. The results of data analysis were successful as the aim of this research. In this study was showed that there was improving student ability at writing descriptive text from each cycles. Meanwhile, the present study only took 5 meetings to find out the effect of the method and did not focus to increase students' ability.

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<sup>20</sup> Agus Surya Sibarani, "Improving the Students' Achievement at Writing Descriptive Text by Using Guided Writing at The Tenth Grade of MAS PAB 2 Helvetia Medan ", (Undergraduate of Tarbiyah Faculty Science and Teacher Training , State Islamic University of North Sumatera Medan, 2014)

### ***G. Conceptual Frameworks***



The conceptual framework of this research consist of namely are: input, process, and output. The input of this research was teaching of the descriptive text. Then the process was the students writing descriptive text by implementing poster comment method. Meanwhile, the first output was the students' problems in writing descriptive text before implementing poster comment method. Then after implementing poster comment method, the researcher also found the second output of the research was the students' responses related to the use of poster comment method in writing descriptive text.

## **H. Hypothesis**

Hypothesis is temporary speculation that be concluded from theoretical basis or literature review which is a temporary answer towards the problem that be faced, which has not been proved to be correct.<sup>21</sup> In this research, the null hypothesis ( $H_0$ ) and the alternative hypothesis ( $H_1$ ).

1. Null hypothesis ( $H_0$ ) : There is no effect of using poster comment method to the students in writing descriptive text.
2. Alternative hypothesis ( $H_1$ ) : There is an effect of using poster comment method to the students in writing descriptive text.

## **I. Methodology**

### **a) Research Method and Design**

This research applied mix research method approach with exploratory sequential design. Exploratory sequential design is the mixed methods the researcher begins with qualitative data and then collects quantitative information. The purpose of an exploratory sequential mixed methods design is involves the procedure of first gathering qualitative data to explore a phenomenon, and then collecting quantitative data to explain relationships found in the qualitative data.<sup>22</sup> In this research, the researcher began with qualitative research by using interview to know about the students' problems in writing descriptive text before implementing poster comment method. Meanwhile, the researcher continued the research with quantitative research

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<sup>21</sup> Larry B. Christensen, *Experimental Methodology*, (Chicago: A Pearson Education Company, 2001) , p. 144

<sup>22</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative*, (Fourth Edition, 2018), p, 543

by using questionnaire based on the likert scale at the end of the research to find out the result after implementing the method.

### **b) Location, Population, and Sample**

The location of the research was held in one of the senior high school in Bone regency. The Population of this research was the eleventh grade. There were three classes into two department programs (XI IPA 1, XI IPS 1, and XI IPS 2). In this case, the researcher applied purposive sampling. In purposive sampling, the sample was chosen because of particular purpose with certain consideration<sup>23</sup>. The sample were chosen because the sample have information needed in the research. The researcher chose XI IPA 1 with as many as 4 students as sample to conduct the interview and also selected 25 students to be given the questionnaire.

### **c) Instrument of the Research**

There were two instruments of data collecting applied in this research, there were as follows:

#### **1. Interview**

The researcher used close and open-ended interview with as many as 4 students to answer the first research questions about what are the students' problems in writing descriptive text before implementing poster comment method. The researcher prepared list questions to make easier and a short time when giving the questions to the students and also used recorder to record the conversation with the students. The aim of interview was to get accurate information from the resource person by asking certain questions.

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<sup>23</sup> Jack R Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw Hill, Seventh Edition, 2009), p. 99

## 2. Questionnaire

Questionnaire was used to obtain the data and to answer the second research questions about the students' responses related to the use of poster comment method in writing descriptive text. The questionnaire gave after the students have finished doing the implementation of the method. The questionnaire consist of 20 items of statements. 10 items for independent variable statements and 10 items for dependent variable statements. The questionnaire used by the researcher was based on the likert scale. The option for statement namely were strongly agree, agree, neutral, disagree, and strongly disagree.

### **d) Research variables**

This Research had two kinds of variables, the variables in this research were:

1. Independent Variable: Independent variable in this research was using posters.
2. Dependent Variable: Dependent variable in this research was writing descriptive text.

### **e) Procedure of Collecting Data**

The procedure of collecting data of this research was performed as follows:

#### 1. Interview

In the quantitative research, the researcher collected the data by using interview. Interview was given with as many as 4 students to know about students' problems in writing of descriptive text before implementing poster comment method. The form of analysis questions were open and close-ended

interview. Then, the researcher used recorder to record the conversation and prepare list questions to make easier and a short time when giving the questions to the students.

## 2. Implementation the Method

The activity of poster comment means the researcher helps the students to write descriptive text and made them easier to describe after giving comment based on the poster. The researcher took four meetings to implement the method. It took 90 minutes for each meeting and will give the different topic for students to be discussed.

- a) At the second meeting, the researcher gave introduction what they did in the research and began to implement poster comment method. Unforgettable, the researcher explained about the descriptive text, such us the generic structure, kinds, and the tenses that usually used to write of descriptive text. Then the steps in implementing the method included:
  - The researcher prepared the class to start the discussion and divided the students into several group
  - The researcher divided the same posters to each group.
  - Before each group gave some comment about the poster, the researcher gave an example to give the comment based on the poster and want them to make a descriptive text based on each illustration who had been analyzed
  - The one member of each group mentioned the results of their comment based on the poster and made a descriptive text based

on each illustration who had been analyzed and gave presentation to other group.

- The other group gave comment about the presentation.
- The researcher also gave suggestion and comment about the presentation

b) At the third up to the fourth meetings , the researcher and students will do the same activity as the second meeting. But the researcher give the different topic of poster to analyzed.

### 3. Questionnaire

Questionnaire was given to obtain the data after the students have finished doing the implementation of the method at the end of the research to find out the effect of using poster comment method related to the students' responses in writing descriptive text. The form of questionnaire was based on the likert scale. The questionnaire consisted of 20 items of statements. 10 items for independent variable statements and 10 items for dependent variable statements. In likert scale of questionnaire, there were five options of the answer (strongly agree, agree, neutral, disagree, and strongly disagree). Each option had its own score. The students answered every statements based on their opinion.

#### **f) Data Analysis**

In analyzing data of this research, the researcher used mix research method approach. The researcher used interview to analyze the qualitative data, meanwhile the researcher used questionnaire to analyze the quantitative data.



## 1. Interview

In analyzing the qualitative data, this research used several main components, namely were:<sup>24</sup>

### a) Data Reduction

The first step of data analysis was data reduction. It was the process of reducing the data occurring repeatedly. Reducing the data means summarizing, choosing the main thing, focusing on the important things, finding the topic and the form. In this stage, the researcher got the data based on the open and close-ended interview with as many as 4 students about the students' problems in writing descriptive text before implementing the method.

### b) Data Display

The next step in analyzing the data after data reduction was data display. It was process of displaying data in the form of table or essay, thus it got more understandable. By looking at displays helped us to understand what was happening and to do something further analysis or caution on that understanding. In this research, the researcher used table in displaying the data, because it was most common data display used in qualitative research.

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<sup>24</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Third Edition , Arizona State University), p. 31-33

### c) Drawing Conclusion

In the last step of data analysis was drawing conclusion. The reason for reducing and displaying data were to assist in drawing conclusion. While drawing conclusion logically followed reduction and display of data. Here, the researcher began to see what the data. The researcher examined all and to make connection among stories. Finally, the researcher got the result and conclusion of the research.

## 2. Questionnaire

In analyzing the data of quantitative, the researcher used questionnaire based on the likert scale. The questionnaire was given after the students had finished doing the implementation of the method. In the questionnaire of likert scale, there were several options namely strongly agree, agree, neutral, disagree and strongly disagree. The questionnaire consisted of 20 items of statements.

To calculate the score of all the students' questionnaire, the researcher used Statistical Product and Service Solutions (SPSS) with simple linear regression analysis. Simple linear regression is a regression method that can be used as a statistical inference tool to determine the effect of an independent variable on the dependent variable.<sup>25</sup>

The data from questionnaire analyzed by using likert scale as follows:

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<sup>25</sup> James D. Brown, *Likert Items and Scale of Measurement*, (SHIKEN: JALT Testing and Evaluation SIG News Letter, 2011), p. 9

**Table 1.1**  
Likert Scale Rating<sup>26</sup>

<b>Option</b>	<b>Score of statement</b>
Strongly agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

To calculate the percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Notation:

P = The percentage

F = Frequency

N = The total number of student

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<sup>26</sup> James D. Brown, *Likert Items and Scale of Measurement*, (SHIKEN: JALT Testing and Evaluation SIG News Letter, 2011), p. 10–14

The interpretation score category of the students based on the interval was seen as follows:

**Table 1.2**  
Score Classification of Likert Scale<sup>27</sup>

<b>No.</b>	<b>Interval score</b>	<b>Category</b>
1.	88-100	Very high
2.	71-87	High
3.	54-70	Moderate
4.	37-53	Low
5.	20-36	Very low

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<sup>27</sup>John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative*, (Fourth Edition, 2018), p, 175