IMPROVING READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING POSTER AT SMA NEGERI KOTA BAHAGIA ACEH SELATAN

A Thesis

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Requirements for the degree of

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By

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IMPROVING READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING POSTER AT SMA NEGERI KOTA BAHAGIA ACEH SELATAN

Di ajukan sebagai salah satu syarat untuk memperoleh gelar
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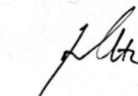Sekretaris sidang/ Pembimbing II

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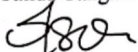NIDN. 0012106813

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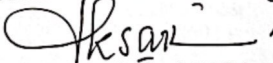Rosdiana, M.Pd
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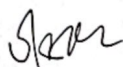Bina Bangsa Getsempena

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LEMBARAN PERSETUJUAN

**IMPROVING READING COMPREHENSION OF DESCRIPTIVE TEXT
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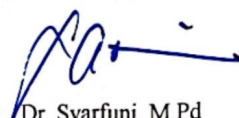
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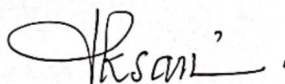
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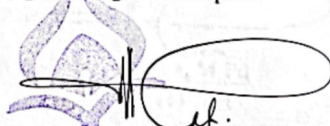
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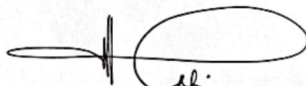
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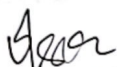**Dr. Rita Novita, M.Pd**
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PERNYATAN KEASLIAN

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Menyatakan bahwa hasil penelitian atau skripsi ini benar-benar karya saya sendiri, bukan jiplakan dari karya tulis orang lain, baik sebagian maupun seluruhnya. Pendapat atau temuan orang lain yang terdapat dalam skripsi ini dikutip atau dirujuk berdasarkan kode etik ilmiah. Apabila skripsi ini terbukti plagiasi atau jiplakan, saya siap menerima sanksi akademis dari prodi atau Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Bina Bangsa Getsempena.

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The author is aware of all the limitations and shortcomings of the contents and writings of this thesis. Therefore, constructive criticism and suggestions from all parties are still welcome.

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Arina Yusra

ABSTRAK

Arina Yusra,2023, Meningkatkan Pemahaman Membaca Teks Deskriptif Dengan Menggunakan Poster Di SMAN Kota Bahagia Aceh Selatan. Skripsi Program Studi Pendidikan Bahasa Inggris, Universitas Bina Bangsa Getsempena. Pembimbing I, Regina Rahmi, M.Pd, Pembimbing II, Dr. Syarfuni,M.Pd.

Memperoleh kemampuan membaca dengan benar atau memahami keseluruhan bagian adalah hal yang sulit bagi siswa terutama bagi siswa yang menggunakan bahasa Inggris sebagai bahasa asing. Poster merupakan salah satu media yang dianggap dapat digunakan untuk membantu siswa dalam meningkatkan keterampilan pemahaman bacaannya. Tujuan penelitian ini adalah untuk mengetahui apakah penggunaan poster dapat meningkatkan keterampilan pemahaman membaca siswa atau tidak. Berlokasi di SMAN Kota Bahagia Aceh Selatan, sampel dipilih sebanyak 20 siswa di sekolah tersebut. Peneliti menggunakan penelitian kuantitatif yang dikhususkan pada penelitian pra-eksperimen sebagai metode penelitiannya. Instrumen yang digunakan dalam penelitian ini yaitu eksperimen pembelajaran dan tes. Setelah dilakukan penelitian diperoleh hasil nilai Asymp.Sig sebesar 0,00 yang mana lebih rendah dari nilai nilai signifikan predeterminer ($\alpha = 0.05$). Hal ini menunjukkan bahwa penggunaan poster di teks deskriptf bermanfaat untuk meningkatkan keterampilan pemahaman membaca siswa. Oleh karena itu, penggunaan poster dapat meningkatkan keterampilan pemahaman membaca siswa di SMAN Kota Bahagia.

Kata Kunci : Pemahaman Membaca, Poster, Peningkatan, Siswa

ABSTRACT

Arina Yusra, 2023, Improving Reading Comprehension Of Descriptive Text By Using Poster At SMAN Kota Bahagia South Aceh. English Education Department, Bina Bangsa Getsempena University. Supervisor I, Regina Rahmi,M.Pd, Supervisor II, Dr.Syarfuni.M.Pd.

Acquiring the ability to read properly or to understand the whole passage is difficult for students especially for students who use English as a foreign language. Poster is one of media which is considered can be used to assist the students in improving their reading comprehension skill. The purpose of this research is to find out whether the use of poster may improve the students' reading comprehension skill or not. Located in SMAN Kota Bahagia in South Aceh, the samples were chosen to be 20 students in the school. The researcher used quantitative research specialized in pre-experiment research as the research method. The instruments used in this research namely teaching experiment and tests. After conducting the research, the result was obtained that Asymp.Sig value was 0,00 which was lower than predetermined significant value ($\alpha = 0.05$). It indicated that the implementation of posters in descriptive text improved students' reading comprehension skill. Therefore, the use of poster could improve students' reading comprehension skill in SMAN Kota Bahagia.

Keywords: Reading Comprehension, Poster, Improvement, Students

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CHAPTER I

INTRODUCTION

This chapter contains the background of the study, the problem of study, the objective of the study, the significance of study, the scope of study, hypothesis, and the definition of term.

1.1 The Background of Research

English as an international language makes it as an important language to be learned in School. English has some components that should be mastered by all learners especially those who are learning English in Senior High School. According to current curriculum used in Indonesia, or Merdeka Curriculum, stated in article 8, 2022 Head of Standard, Curriculum and Assessment of Education for Senior High School students that the focus area of learning English is students are capable to listen, speak, read, watch, write, and present in integrated ways for different type of texts. Based on the current standard of Indonesia curriculum, it is found that reading comprehension is one the most important components that must be mastered by the senior high school students in order to meet the goal of Indonesia Government.

Reading comprehension is important for senior high school students because in the last year of study, they all have to be able to understand some texts in English as a way to find out lot of information from different texts. Mostly, the students or readers are asked to find out the main idea, supporting details, actors

in the text and specific information that can be inferred from the passage. As mentioned by Smith and Dale (2017), reading comprehension has some functions such as evaluating the information from the text so that an interaction between the reader and the writer/author can happen. According to Nonutu, et al., (2021), a language has a function as a tool of communication used by human to express their opinion, feelings, desires, and action".

It is essential for students to have a good reading ability so that lot of information can be gained from the text and the knowledge of them can be improved. Especially for senior high school student because reading ability for them as they will continue their journey after finishing their final year. In their capacity as senior student, a good ability of reading is needed in order to burst the other components of English and knowledge. According to Ismail et al., (2017), they state that reading can improve students' general language skills in English: helping students think in English, enlarging student's English vocabulary, improving their writing skills, and this can be a great way to get new ideas, facts and experiences. Therefore, teaching reading comprehension for senior high school students in order to escalate their English skill and their knowledge.

However, teaching and improving reading ability for senior students are not easy. Nurhayati (2014) states building interest in reading among students can be a challenge for teachers especially English is foreign language in Indonesia and it is not a second language. Then, these reading difficulties can come from internal and external factors. Internal factors come from within the students themselves, such as interest and motivation. External factors come from outside, such as the

role of educators and the learning environment. Teacher quality is an important factor in determining student's success. Some of school variables that are very influential in student learning are the quality of teacher and the media usage in the classroom.

Based on the researcher's observation at SMA Negeri Kota Bahagia from September 5th, 2022, the researcher observed the students' capability to understand the text in English at the learning process. Furthermore, the researcher also interviewed the English teacher who teaches the students in the class. Thus, the researcher found the fact that there were some problems in reading learning. First, the students are not interested in reading a text. They find that reading an English text is boring and stressing, this condition made the students have low motivation to read and understand the text.. Second, the students are low motivation in reading class because the text is too long and full of the words or sentences, no color or anything interesting. Then, the students read the text but they are cannot understand the meaning and the information consisted in the text. This issue appears because the students are lack of vocabulary. Third, the teacher only focuses on testing student's ability to translate the text and answer the questions based on the text. Since the text they are learning is descriptive text, it is important to provide appropriate tool or media to develop students' interest or motivation to read and understand the descriptive text so that they can be more capable in understanding the passage given by the teachers.

The media that is used by the teachers should be relevant with the students' need and the goal of teaching especially for the descriptive text. The use

of media can ease the teacher in assisting their teaching process. Especially, when the media is made creatively or interesting, it can enhance students' interest to look longer to the poster and have any curiosity in understanding the correlation between the poster and the passage (Hanum, 2017). Hanum also says that poster can give comprehend about the meaningful of descriptive text which is helpful for the students. Poster means that a placard designed to be posted in some public place for purposes of commercial announcement, propaganda and decoration. Advertising makes wide use of posters, as do charitable, political organizations, and education. Poster can use in reading class for teaching and learning. Posters are one of the print media that are used to convey messages in order to attract the interest of readers because posters are specially designed by the maker. Posters can be in the form of a sheet of paper or large size. According to Sudjana (2017), posters are strong media with colors embedding meaningful ideas about certain thing.

Notoadmodjo (2014) states that poster media can be more effective as an extension medium because it helps stimulate students' senses of vision, the visual aspects of poster images make it easier to receive information or educational material. From the two opinions above, it can be concluded that poster media is a powerful medium with color and can be an effective medium for conveying educational material because it helps stimulate students' senses of vision. The message conveyed in the poster long enough to instill a meaningful idea in his memory.

There are several advantages of posters According to Sumartono (2018) the advantages of posters are that they can simplify and speed up understanding of the messages presented, can be equipped with colors so that they attract more students' attention, are simple in shape without requiring special equipment and are easy to place, require little additional information, It's easy to make and cheap. other than that according to Sudjana and Rivai (2017), in general, posters have some uses, namely as motivating students, posters in learning as a booster or motivating student learning, as a warning, containing warnings about an implementation of legal, school, or social, health and even religious rules and creative experiences, through activity posters to be more creative to make ideas, stories, essays from a poster that is displayed.

Many researchers have been conducted related the use poster to improve reading comprehension of descriptive text. First research conducted by Wahyu (2016) the use of poster as a media to improve students' reading comprehension in descriptive text. Based on the comparison calculation among cycle I and cycle II, the implementation of poster is successful to improve students reading comprehension in descriptive text. There was better improvement students mean score from pre-test, post-test I and pre-test, post-test II. The mean score cycle I pre-test was 54,24 and post-test was 75,15 and the cycle II pre-test was 60,90 and post-test was 86,06. It means there's significant score after applying poster media in teaching reading descriptive text.

The second research conducted by Hanum (2017) the effectiveness of using poster in teaching reading comprehension of descriptive text at the tenth

grade students in MAN Purworejo. Found that the use of posters was effective in learning to read descriptive comprehension in class X MAN Purworejo. This is evidenced by the average score of students from the pre-test (55.54), post-test 1 (64.86) to post-test II (72.57). Then in the results of the percentage of students who passed the KKM from the pretest, only 4 students, which means 10.81%, for the percentage of post-test 1, it was 32.43%, meaning that there was an increase to 12 students who passed. KKM. In addition, the percentage of post-test II was 81.08%, with a percentage of 30 students reaching the KKM. In this study, researchers took 37 students of class X as a sample.

Next, the third research conducted by Hidayah (2018) improving reading comprehension of descriptive text by using poster. The implementation of poster is successful to improve students reading comprehension in descriptive text. The effectiveness of posters with descriptive text in improving students' reading comprehension can also be seen from the difference in the average scores of students' learning outcomes in the pre-test and post-test. The average student score for each indicator of reading comprehension including supporting details shows that the pre-test average score for supporting details is $(X1) = 18.7$ and the post-test average score is $(X2) = 32.2$

The research above is relevant to this research because there are several variables studied that have in common, namely using posters to improve reading comprehension of descriptive texts. While the difference lies in the research location, the characteristics of the research subjects and the research instruments. Based on previous studies that have been done, it shows that the use of posters has

a good impact on student learning outcomes in learning to read. The researcher intends to conduct research using posters on students of SMA Negeri Kota Bahagia. The researcher wanted to know whether with poster could improve students' reading comprehension or not. Next, the researcher wants to apply a quantitative method to measure students' ability to read after using posters. Therefore, the researcher intends to conduct research with the title **"IMPROVING READING COMPREHENSION OF DESCRIPTIVE TEXT BY USING POSTER AT SMA NEGERI KOTA BAHAGIA"**

1.2 The Problem of Research

The problems that would be discussed in this study were:
Does the use of Poster Improve student's reading comprehension at SMA Negeri Kota Bahagia?

1.3 The Objective of Research

The research objectives can be stated as follows:
To find out whether the use of poster improved student's reading comprehension at SMA Negeri Kota Bahagia.

1.4 The Significance of Research

The findings or a result of this study was expected to provide useful information for: Students, English teacher and other researchers.

a. For the students

The findings or result of this study were expected to provide useful information for students, the students could improve knowledge about effectiveness of using pictorial poster in descriptive text.

b. For the English teachers

These findings improved teachers English teaching knowledge and teachers teaching quality about the effectiveness of using pictorial poster in teaching descriptive text at the ten grades of SMA Negeri Kota Bahagia

c. For the other Researchers

These findings of the study can deliver useful information for other researchers to do next research in the future.

1.5 The Scope of Research

The scope of this study focuses on descriptive text. This research focus on the use of pictorial poster to provide useful information for students, the students could improve knowledge about effectiveness of using pictorial poster in descriptive text.

1.6 The Hypothesis of Research

There are some hypothesis that are tested by the researcher in this research called null hypothesis (H_0) and alternative hypothesis (H_a). The tested hypotheses are showed below:

Ho: Using Pictorial poster does not improve the students' reading comprehension of descriptive text

Ha: Using Pictorial poster improves the students' reading comprehension of descriptive text.

1.7 The Definition of Term

To avoid the misconceptions toward the reader in interpreting this research, the researcher provide the definition of some important key points which become the focuses of the research.

1. Reading Comprehension

    According to Mogea (2019) state that reading comprehension requires the reader not only read in order to get the idea but also to interpret and to evaluate of what he has read. It means that the students can be able to read the text, understand the meaning and capable to interpret main idea, supporting details and specific information of the text.

2. Descriptive Text

    Descriptive text is a text that gives information about particular person place, or thing. According to Adam (2017), descriptive text is a kind of text that can occur as "stand alone" text. It is often part of a longer text, such as the description of a character or setting in an explanation. As one of compulsory text that should be learned by senior students, descriptive text is given in more complex grammar and vocabulary.

3. Poster

    According to Sanjaya (2014) Posters are media that are used to convey certain information, suggestions or ideas, so that they can stimulate the desire of the viewer to carry out the contents of a particular message. The stimulation can be formed into color, line, dot, sketch etc.

CHAPTER II

LITERATURE REVIEW

This chapter would explains some theories about definition of reading comprehension, teaching reading, definition of descriptive text, generic structure of descriptive text, definition of pictorial poster, the advantages of poster, and the steps of poster.

2.1 Reading Comprehension

2.1.1   Definition of Reading Comprehension

In the process of reading comprehension, a reader is required to understand the meaning of the text they read especially to find out the main idea, supporting details and specific information. According to Klingner (2017) that reading comprehension is the process of constructing meaning by coordinating a number of complex processes of reading words, knowledge and the world, and fluency. This refers to the ability to interpret words, understand meaning, and the relationship between ideas conveyed in a text. Then, it is summarized reading comprehension instruction from teachers to follow a three-step procedure; mention, practice, and assess.

Firstly, the teacher mentions some techniques in reading comprehension starting from the scanning and skimming to gain the main idea of the paragraph fast and accurately. After being able to read some texts using skimming or scanning technique, the teachers ask the students to practice these techniques to be mastered. After the students are capable to read and think about the meaning at the

same time, the students are tested to investigate their ability after some practices (Klingner (2017). Therefore, the teacher mentions the skills that students want to use, then gives them the opportunity to practice these skills through workbooks and worksheets and finally assesses whether they are successful in using these skills or not.

According to Maulizan (2014) that reading is not only spell words by words of a written material, but it is also understanding to what we read, we have to get the meaning, information and construct new experience of this activity. Furthermore, Thinker (2013) states that reading comprehension is not only reading aloud but also constructing and understanding the meanings of words, sentences, and paragraphs and the relationships between ideas. For example, if a student only reads aloud, but cannot understand the content of the reading, it means that he has failed to understand the reading. The understanding which students must possess refers to the ideas how the students interpret the meaning of each ideas that can be brought from the text. the ideas sometimes are not come from the text directly or implicitly however the ideas come after the readers comprehend extract its meaning by referring to other knowledge so that an explicit information can be obtained from the text. According Tangiduk et al., (2021) state that Reading comprehension is the process of addressing words, sentences and texts that are connected to one another. It always happens in all type of the text where the words possess different meanings from what they have been told or remembered before. So, it is essential to understand the words based on its context of the text. It is also becomes an obstacle for the students in reading or

understanding the words on the text which lead them to wrongly understand the ideas of the text. At this time, teachers play important role to assist the students to understand the text step by step.

From the definition above, it can be conclude that reading comprehension is the ability to understand the stated or unstated writer's ides in a text. The essence of reading comprehension understands all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand ideas, and the relationships between ideas conveyed in a text.

2.1.2 Teaching Reading Comprehension

Teaching reading comprehension is a process of gaining or searching the knowledge by the understanding the whole meaning in a text including implicit or explicit information. The learners must be able to understand the meaning and the goal of the written text. They have to be able to find out the total information from the text in or to find the main idea of the text, the supporting statements and the inferred information from the text which are considered as essential aspects by the government. Reading comprehension is given top priority in an English class, and students who are hoped to develop their intellectual etc., opinions, imagination and creativity. The complex activity in reading comprehension activity brings students to the new higher level of reading. As mentioned before that they sometimes should think casually while reading the text. Their imagination and analysis are both needed in order to bring the complex or the whole idea of the text that they are reading to. As the other good readers do, even its slow, the most

important thing in reading is that they all capable to know what the text tells them about.

Reading comprehension is not only an ability to pronounce or read printed words with correct pronunciation and intonation, but also the ability to interpret or comprehend the textbook content. Of this purpose must many English teachers be able to use some suitable approaches with subject material which they teach. Teaching reading must be concerned to attention higher and relatable to the student's environment. Dalman (2013) states teachers should teach students about media, strategies, methods, and good reading techniques so that students are able to understand reading content well as well. Teachers need to choose the right learning media so that the material presented is attractive and easily understood by students.

Thus, in teaching students reading comprehension ability especially for EFL students in Indoensia more specific in Aceh, an appropriate media is needed. The using media such as posters is essential to boost students' imagination and analysis about what the relation between the poster and the text, how far the text can elaborate each element in poster. This stimulus in teaching is crucial in order to start their attention and interest in learning activity. The stimulus which is given by the poster or any other media can help the students to be more focused on the text or nay material provided in learning activity. Thus, poster is considered as a good media to boost students' interest and attention to learn.

2.2 Descriptive Text

2.2.1 Definition of Descriptive Text

Description is used to describe a particular thing or object, place, or person. Based on Husna, et al., (2013) a descriptive text is a text which a writer tries to picture what he is describing. Descriptive text is the text that describes something in order the readers or listener are able to get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds. According to Pardiyono (2016) descriptive text is a text to give information to the reader about visual description of an object; about what something looks like. It is concluded that descriptive text is a text which purposes to tell the readers about a thing or person by picturing the characteristics of the object.

2.2.2 Generic Structure of Descriptive Text

According to Wardani, et al., (2014), the generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.

a. Identification

Identification (introduction) is a general opening statement in the first paragraph or the first sentence that introduces the subject of the description to the audience. Besides, it can give the audience brief details about the when, where, who, or what of the subject described. Even though, the whole description of the characters sometimes is elaborated or firstly mentioned in the second paragraph.

b. Description

Description is a series of paragraphs about the subject where each paragraph usually begins with a topic sentence. The topic sentence previews the details that will be contained in the remainder of the paragraph. Moreover, each paragraph should describe one feature of the subject and all paragraphs build the description of the subject. The description can be physical appearance of the subject, the qualities of the subject like degree of beauty, excellence or value, and other characteristics of the subject which is like the unique of the special aspects that the subject has.

2.2.3 Language Features

According to Husna (2013) Descriptive text usually has own specific features as follows: first, make use of adjectives and adverbs. Second, Use comparison to help picture it-something is like something. Third, Employ students five sense- how it feels, smells, looks, sounds and tastes. Descriptive text often used Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. The significant grammatical features focus on specific participants, use of Simple Present Tense, use of Simple Past Tense if Extinct, verbs of being and having 'Relational Processes', use of descriptive adjectives, use of detailed Noun Phrase to give information about the subject, use of action verbs 'Material Processes', use of adverbials to give additional information about behavior, use of figurative language.

2.2.4 Kinds of Descriptive Text

Joolys in Siburian (2013) states that descriptive paragraph consists of five components; description of a thing, description of a person, and description of a place, description of process and description of event. The detail of each is stated below:

a. Description of a Thing (object)

The important thing in describing a thing is pay attention about its size, shape, and color of the object. The reader can easily describe the thing as vivid as a real if the reader can present component stated above in his/her reading. This type of activity requires the students to have good imagination to draw almost exact figure in their mind.

b. Description of a Person

Description of people through biography and autobiographies is more complex because the whole characteristic about the person cannot found in entire book. But actually, there are some word and phrases that can paint of the person as detail. Those involve:

1) Height: quite tall, rather short, average height

2) Build: quite slim, thin average build, well build, rather heavy and

3) Face: small eyes, large eyes, round eyes, narrow eyes, browns eyes, blue eyes, black eyes

4) Lips: think lips, thin lips, red lips, and sensual lips

5) Mouth: small, round, thin, and large

6) Nose: flat nose, pointed nose, small button nose, and pug nose

7) Skin: dark complexion, fair complexion, black, white, and a scar

8) Age: 16 years old, 17 years old

9) Hair: thick hair, curly hair, wavy hair, straight hair

10) Race: oriental, American, black, European

Those details are required to illustrate the exact frame of the person. It is actually the easiest part of imagination, however when it comes to characters' behavior description, the more difficult task is given. It happens because the students should illustrate something abstract such as feeling, behavior, emotion and other atmosphere in the text.

    c. Description of Place

The easier way to describe of place is through picture but if it impossible, words can represent the picture in detail and attractively. People should consider about size and shape if the place room or home. Imagining the atmosphere or the situation will be difficult if the students do not have any strong imagination and illustration to combine two thoughts about the atmosphere and the emotion of the characters at the same moment. It requires more ability to imagine the exact condition of the story.

    d. Description of Process

The important thing in describing of process is to know and understand how something occurred and done. Indeed, the writer has to know about the sequence of the event that she/he writes.

e. Description of Event

Memorizing all interesting and unforgettable moment are the points that you should consider about in describing of event. Amount of people, situation related the event, embarrassing moment etc., are the example of things that you should to write in describing of event.

2.3 Poster

2.3.1 Definition of Poster

Sudjana and Rivai, (2017) state that poster is a visual combination of a powerful design, with colors, and messages with the intent to capture the attention of passers-by but long enough to impart meaningful ideas in his memory. According to Hafid as cited in Aprilianti (2022) poster media is the right media to improve reading comprehension by using more creative and interesting poster media that will make students more passionate about reading, the use of poster media basically helps encourage children and can increase their interest in learning.

Jenning (2012) states poster presentation is an experiential learning activity that stimulates curiosity and interest encourages exploration and integration of concepts and provides students with a novel way of demonstrating understanding. Furthermore, Pamela, et.al, in Aduradola (2013) says that the use

of poster is as an alternative assessment to written examinations in science-based curriculum and to create opportunity to test student skills in other areas.

The researcher can conclude that the poster can be defined as a visual combination with colors to give meaningful ideas and give interesting to everyone. Poster is one of alternative assessment to written examination and give comprehend to reader.

2.3.2 The Advantages and Disadvantages of Poster

There are some advantages that can be impacted by the use of the poster. According to Sumartono and Astuti (2018), the advantages of Posters are as mentioned as follows:

a. Can simplify and speed up the understanding of the message presented.

b. Can be equipped with colors so that it is more attractive to students.

c. The shape is simple without the need for special equipment and easy to place, requiring little additional information.

d. It is easy to manufacture and the price is cheap.

It can be seen that the advantages of poster give a lot credits for the students to enhance their interest and ability in comprehending the concept or the information consisted of the descriptive text. Besides the advantages of poster in general aspect, some researchers have already suggested that the use of poster or any visual media can improve students' reading comprehension skill. Bander, Tuerah and Olii (2023), the use visual media such as pictures can improve students' reading comprehension skill. It was obtained by the researcher by

calculating the mean score of post-test was higher than the mean score in pre-test. They also found that students' enthusiasm is increased during the learning process that used visuals media such as picture. Another aspect that is increased during using the pictures is student could visualize the vocabulary by relating to the picture on the text. In this case, the researcher assumes that the pictures are similar to posters because they have similar characteristics such as 2D media, unmoving objects, colorful and etc.

In addition, Ahmad (2019) also reveals that students' reading comprehension skill is increasing after the researcher implemented digital poster in the classroom by using control and experimental group. It is gained the score from the experimental group is higher than the total score in control group. Students' engagement during learning process is increasing. They read and re-read the text and tried to relate it to the poster. Ahmad also found that students preferred the usage of poster because of its colorful picture. Then, Dzekoe (2013) says that learning activity that used poster helped the students to uncover the specific information and important words/phrase from the text which is assisted by the poster. Even in the study of El-Sakran and Prescott (2015), students appreciated the poster experience and asked for using it more in the future. In conclusion, the use of poster can help the students to improve their understanding to the text they are reading and capable to interpret the information consisted of it.

According to Susilana (2017, cited in Efendi, 2018), using media such as poster can assist the both students and teacher to clarify the message that is not mentioned verbal, overcome the limitation of space, time, energy, and power of

the sense, to create a passion to learn, more direct interaction between students and learning resources, to allow students to learn independently according to their talents and visual, auditory, and kinesthetic ability, to give same stimulation, equalizing the experiences and give the same perception. It is in line with the current curriculum where the students hound work more than teacher do in order to build strong independent characteristics of the students.

It is then some advantages of the poster may be also the time to prepare the poster especially if the teachers want to make the poster by their own ability to give more authentic value of the poster which is related to the current texts the students are learning. The teachers also can adjust the color, space, characters etc. In addition, the poster is also already provided by some websites in line which are appropriate and easily accessed by everyone. Even the teachers can just have electronic barcode to be scanned by the students if the school has a regulation to allow the students to bring phones or laptops. To conclude, the posters are appropriate media that can be used to assist the students to improve their reading comprehension skill.

However, Sumartono and Astuti (2018) also reveal some disadvantages of Poster usage such as follows:

a. Requires special skills in its manufacture, such as editing the poster.

b. Reading skills are needed to understand the contents of the poster.

c. The presentation of the message is only a visual element.

Another disadvantage from the poster is the information which is contained in the poster is the limited space of information, or it is not as complex as in the

text (Hodgson, 2010). Nevertheless, these disadvantages can be overcome by the teachers by assisting the students to find the relation between the context and the poster or giving some clues to ease the students to find its relation. Since the teachers have a lot of information to be revealed in this practice of teaching, they can learn all the information contained in the both poster and the text. So, to make it much easier for the teachers to teach, they should bring their notes so that a better preparation can be done to avoid unwanted obstacles. For some schools which still hire old teachers, it becomes a problem because using current technological media must be new for them and they do not have capability in running a computer so that media usage in the classroom is challenged. To overcome this problem, the school must provide any treament or traning to help them improve their skill or their capacity in tehcnology usage in the classroom.

2.3.3   The Steps of Poster

According to Hidayah (2018) Poster is visual media that contains picture and simple letter message. The purpose of this method is to stimulate and increase the students' creativity. In this method, the students are motivated to express their idea orally or by write on the paper about the poster. The steps to apply these methods are:

a. Provide a poster that has relation with the text.

b. Display the poster on the white board or printed on the text.

c. Hand in the students the text.

d. The researcher explained all about poster which is suitable with the text given.

e. Ask the students to observe the poster.

f. Ask the students to determine main idea and supporting detail of the text.

The steps that are mentioned above are the standard of using posters in the classroom. However, the researcher or teacher can modify the steps based on their needs and capability. It is also important to adjust with the students' needs so that proper steps of learning can be made.

BAB III

RESEARCH METHODOLOGY

This chapter deals with research methodological procedures. This includes research design, population and samples, instruments, data collection and data analysis.

3.1 Research Design .

This research employed quantitative research design. It has treatments, outcome measures, and experimental units but does not use random placements. In field research, usually it uses a pseudo experimental design (quasi experiment). Quantitative research methods, According to Sugiyono (2014), quantitative research can be interpreted as a research method based on philosophy of positivism, is used to examine the population or sample certain, sampling techniques are generally done randomly, data collection using research instruments, dataN analysis is quantitative / statistical in order to test the hypothesis that has been set, while quantitative data is data in the form of numbers, or qualitative data in the arrogance.

In this research, because the researcher wanted only to find out the effect of certain treatment without comparing group, in this case was poster, the researcher used pre-experimental design with One Group Pre-test and Post-Test. It consisted of single class. The design of with One Group Pre-test and Post-Test was as following the table:

Table 3.1 formula of pre-experiment method

Pre-test	Treatment	Post-test
O_1	X	O_2

Sugiyono, (2013)

3.2 Location of the Research

The researcher conducts the research in SMA Negeri Kota Bahagia. It is one of the schools in Aceh Selatan. The location of it is at Jl.Panglima Gadeng, Bukit Gadeng, Kec. Kota Bahagia, Kab. Aceh Selatan, 23773.

3.3 Population and Sample

a. Population

According to Sugiyono (2014) population is the generalization areas that consists of object or subject that have quality and the certain characteristic that is carried out by researcher to learn and then to draw conclusion. The population of this research was the X of SMA Negeri 1 Kota Bahagia in academic year 2022/2023 which consisted of 60 students.

b. Sample

Sugiyono (2014) states that sample is a part of the population which is investigated. To represent the total population, the researcher used a sample as a way to ease the researcher to collect the data. In this research the researcher used purposive sampling technique. Purposive sampling is a sampling technique with particular consideration. The researcher takes one class as a sample in class X.A

the tenth grade students of SMA Negeri Kota Bahagia in academic years 2022/2023, this class consisted of 20 students.

3.4 Research Instrument

The research instruments are devices which were used by the researcher to collect the required data. According to Arikunto (2011), an instrument is a tool used in collecting data in order to make the work easier and the better result. In other words, the result is complete and systemic, so it is easy to be processed. In collecting data, there are several instruments used such as test, observation, and questionnaire. In this research, the researcher used test as the instrument.

1. Test

According to Arikunto (2011), test is a series of questions or exercises, other tools are used to measure the skills, knowledge, intelligence, ability, or talent possessed by individuals or groups. Test is one of component to collect data in this research. There are two kinds of tests in this research; pre-test and post-test. Pre-test is a test that is given by writer in the first meeting. This activity is given to identify the student's ability in reading before treatment was done. Meanwhile, post- test is a test that is given by researcher to the students. This activity is given after the treatment was done. The test aims to know the student's improvement of reading after the treatment was done.

3.5 Research Timeline

In conducting the research, the researcher passed several procedures which was started from the proposal seminar until the research experiment activity. The timeline could be seen in the table below:

Table 3.2 Research Timeline

No.	Agenda	Date
1.	Field observations	September 5th,2022
2.	Proposing the research title	September 30th,2022
3.	Presenting research proposal	February 28th,2023
4.	Proposal seminar	May 8th ,2023
5.	Supervising after research proposal seminar	June 6th,2023
6.	Proposing research permission from university and school	June 22nd,2023
7.	Conducting the research in SMAN 1 Kota Bahagia	July 17th,2023
8.	Analyzing the result	August 1st, 2023
9.	Supervising the final result by supervisors	November 23rd,2023

3.6 Data Collecting Procedures

There are two procedures of data collecting used in this pre-experimental research, namely teaching experimental and tests (Pre-test and Post-test). Each procedure will be discussed as follows:

3.6.1 Teaching Experiment

Teaching experiment was required for applying poster in improving the students' reading skill. In this study, the researcher as mentioned before that the type of pre-experimental research only requires an experimental class so that the researcher chose X class in SMAN Kota Bahagia, South Aceh as the class to be given a treatment of this research. According to Steffe and Thompson (2000), teaching experiment is conducted by researcher to experience students' behavior and systematical learning and process. The teaching experiment allowed the researcher to find out much information about the students' activity/behavior in the classroom during learning activity so that the researcher could understand the students' characteristics. Thus, the data were obtained in several meetings of teaching reading skill by using posters. The meeting was assumed to be five meetings with 2 x 45 minutes allocation of time to do the treatment.

1. First Meeting

For the first meeting, the researcher introduced herself to the students and informed them about the purpose of this experiment. After telling them about the purpose of this study, the researcher prepared the media and tools to do the pre-test. After finishing the pre-test, the sheets of pre-test paper were collected. On the poster paper, the researcher did not put any poster on it so the text was all about texts. Later, the researcher opened the materials about the function of reading skills.

2. Second Meeting

At the second meeting, the researcher came with the topic Descriptive text and the posters of the objects that would be described in the classroom. During the teaching process, the students were asked to describe the object on the poster by integrating with the text. This was the time the treatment of using poster was given to the students. The activity was done in groups where the students are divided into some groups with four members and each group received a descriptive text with poster on it. Besides that, the researcher stocked the posters on the white board in the class. After some discussions, the groups presented their result of describing the text. Later at the end of the study, the students were asked to make conclusion of the materials which were given today. The researcher found that some students had some difficulties in understanding the meaning of some words in the text. It was an evaluation that the researcher would cover in the next meeting.

3. Third Meeting

At the third meeting the researcher started teaching reading comprehension by distributing descriptive texts like the activities in the second meeting. The first step, the researcher started teaching and discussing descriptive text. Researchers grouped students into several groups and each group consisted of four students. Then the researcher distributed descriptive text accompanied by posters to each group and discussed it. After that, the researcher explained the learning process by asking several questions related to the text that had been shared. At the same time, the researcher came to each group to ask whether they understood the whole

meaning and information which were contained in text whenever they did not understand the meaning; the researcher assisted them by translating it.

4. Fourth Meeting

At the fourth meeting, the researcher distributed the text and started teaching it by using group discussions like the second and third meeting activities. In this meeting, the students were assisted still to find out some difficult words and the researcher also assisted the students to connect the information in the text and the information from the posters. After assisting the students, the researcher asked them to answer some questions related to the Descriptive text they were studying to. Each group had different text and posters. Next, one student in each group presented the results of their group. After that, the researcher corrected their answers together.

5. Fifth meeting

In the last meeting, before giving the post-test, the researcher prepared the class to be ready. Then, the post-test was given and took 30 minutes to finish. After that the researcher collected the post-test paper. After the test finished, the researcher continued the class by asking the students to do fun activity by asking them describe their friends and drew their face on the paper. After that the class was finished by conducting conclusion of the learning we had on that day.

3.6.2 Tests

Additionally, this research used pre-test and post-test as instruments to collect the data. Sugiyono (2014) says that test is an instrument to gain the data

from the participants by using a sequence of task or test. Firstly, pre-test was given before the treatment. It was done to investigate the students' ability in reading comprehension. The test consisted of some questions related to reading comprehension skill. The result of pre-test was used as comparison value for the post-test.

Secondly, post-test was held after all treatments were implemented in the experimental class. A post-test is a measure on some characteristics that assessed the participants in the experiments after a treatment (Creswell, 2012). The post-test would have different pattern of questions from pre-test. However, it has the same purpose to find out the students' reading ability. The result of the post-test was then compared and calculated with the result of the pre-test to see the difference and the related score to test the hypothesis of this research.

3.7 Data Analysis

In analyzing, the data collected through pre-test and post-test the researcher used the procedure as follow:

1. Arranging students' scores between pre-test and post-test in a table

2. Analyzing the pre-test and post-test score by arranging the score from the lowest to the highest score.

3. After arranging the value from the lowest to the highest, the researcher categorized into five levels.

Table 3.3 Classification of students' score

No.	Classification	Score
1	Very Good	91 – 100

2	Good	76 – 90
3	Fair	61 – 75
4	Poor	51 – 60
5	Very Poor	<50

(Depdikbud in Dahniati 2018)

4. After obtaining all test results, assign a value between 10 – 100. The obtained scores were then analyzed.

5. After evaluating the work of each student, the average grade was calculated.

6. Using SPSS (Statistically Product and Service Solution), the value of the students was determined.

7. Using SPSS to determine the average test score of the students.

8. Using SPSS to determine the percentage of the students' reading ability whether it is improved or not.

9. To find out the significant different between the pre-test and post-test by N-Gain score. The test used SPSS.

$$N\text{-GAIN} = \frac{Posttest - Pretest}{Score\ Ideal - Pretest}$$

10. Interpreting N-Gain score based on the significant influence of the treatment toward the students' reading comprehension skill by using this table:

Table 3.4 The significant influence of N-Gain score

N-Gain Score (g)	Category
g>0,7	High
0,3≤ g ≥0,7	Average

g < 0,3	Low

Hake (1999)

11. Interpreting values to see the effectiveness of using posters to improve students' reading comprehension skill by using the table.

Table 3.5 N-Gain score interpretation

Percentage	Interpretation
< 40	Low
40 - 55	Less
56 – 75	Sufficient
> 76	Effective

Hake (1999)

12. After interpreting N-Gain score, the researcher then calculated Asymp.Sig (2-tailed) value by using Wilcoxon context to test the hypothesis of this research. Where:

a. If the Asymp.Sig value < predetermined significant value ($\alpha = 0,05$), the alternative hypothesis is accepted and the null hypothesis (H_0) is rejected.

b. If the Asymp.Sig value > predetermined significant value ($\alpha = 0,05$), the alternative hypothesis is rejected and the null hypothesis (H_0) is accepted.

13. After finding the result of the hypothesis, the researcher discusses the result of the research.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses about the findings of the research related to the implementation of the poster to improve students' reading comprehension that was conducted in SMAN Kota Bahagia, South Aceh. The explanation comprises the analysis of a test result and hypothesis testing as well as discussion.

4.1 The Analysis of the Findings

After conducting the research by implementing pre-test and post-test in the classroom, the data were analyzed statistically to identify the mean scores and to identify whether there was a difference between students' points after implementing poster in the class. The first step of calculating the data is tabulating the result of both the pre-test and post-test as in the following table.

Table 4.1 Pre-test and Post-test Score

No.	Initial	Pre- test	Post-Test
1	AL	72	80
2	AR	68	76
3	AS	52	64
4	AU	44	64
5	FA	40	44
6	FF	64	84
7	FY	56	68
8	HA	32	40
9	JL	40	56
10	KA	48	60
11	KM	56	72
12	KM	36	48
13	MU	60	64
14	NS	60	72
15	PR	52	64

16	RA	44	56
17	SL	52	60
18	SW	68	84
19	TA	60	72
20	WI	48	56

From the table above, it could be seen that the distribution of both pre-test and post-test. In pre-test distribution score, it was gained that the lowest score was 32 and the highest score was 72. Whereas, the highest score for the post-test was 84 and the lowest point were 40. It could be observed there was huge difference between pre-test score and post-test score.

4.1.1 Analysis of Pre-Test Result

In order to calculate the mean of the pre-test score, it is required to arrange the score from the lowest to the highest score as follows:

Table 4.2 Range of Pre-test score

R	32	36	40	40
44	44	48	48	52
52	52	56	56	60
60	60	64	68	68
72				

Form the table above, it could be seen that the lowest score in pre-test among 20 participants was 32 and the highest score was 72. Then, the researcher determined the range of the pre-test score:

Table 4.3 Frequency and rate percentage in Pre-test

Score	Classification	Frequency	Percentage

		Pre-test	Pre-test
91 – 100	Very Good	0	0%
76 – 90	Good	0	0%
61 – 75	Fair	4	20%
51 – 60	Poor	8	40%
<50	Very Poor	8	40%
Total		**20**	**100%**

Table 4.3 shows the frequency of the students' score in pre-test toward reading comprehension test by descriptive text. It could be seen that mostly the students gained both equal poor classification and very poor classification where of them had 40% foe each. In addition, only 4 students (20%) who gained fair classification after the pre-test. In conclusion, students in SMAN Kota Bahagia had poor ability of reading comprehension.

4.1.2 Analysis of Post-Test Result

In order to calculate the mean of the post-test score, it is required to arrange the score from the lowest to the highest score as follows:

Table 4.4 Range of Post-test score

R	40	44	48	56
56	56	60	60	64
64	64	64	68	72
72	72	76	80	84
84				

From the table above, it could be noticed that the rate of students' score in post-test was varied. It was gained that the lowest score was 40 and the highest score in post-test was 84. Then, the researcher determined the students' score in post-tes:

Table 4.5 Frequency and rate percentage in Post-test

Score	Classification	Frequency	Percentage
		Pre-test	Pre-test
91 – 100	Very Good	0	0%
76 – 90	Good	4	20%
61 – 75	Fair	8	40%
51 – 60	Poor	5	25%
<50	Very Poor	3	15%
Total		**20**	**100%**

Table 4.5 shows the frequency of the students' score in post-test about reading comprehension test by descriptive text. It could be seen that mostly students gained in fair category (40%). The second majority students were in poor classification (25%). Surprisingly, 4 students were in good category (20%) and there were 3 students (15%) who stayed at very poor category. In conclusion, the implementation of posters successfully improved students' ability in reading comprehension.

Furthermore, in very poor category after the implementation of posters, the students decreased from 40% to 15%. Then, in poor category after the use of

posters, the percentage decreased from 40% to 25%. In fair category itself, there was an increase number of students after the implementation of the posters from 20% increased to 40%. Finally, in good category, after the implementation of the posters students with 0% increased to 20%. Therefore, the use of posters could improve students' reading comprehension skill in SMAN 1 Kota Bahagia.

4.1.3 N-Gain Score

Normalized gain or N-Gain score is a method to determine whether the treatment of posters in the SMAN 1 Kota Bahagia is effective to improve students' ability and to determine the quality of the effectiveness of the treatment to the students. The calculation was done by using SPSS application:

Table 4.6 N-Gain Pre-test and Post-test

Student	Pre-test	Post-test	Posttest – Pretest	Ideal Score - Pretest	N-Gain Score	N-Gain Percentage
AL	32	40	8	68	0,12	11,76
AR	36	44	8	64	0,13	12,5
AS	40	48	8	60	0,13	13,33
AU	40	56	16	60	0,27	26,67
FA	44	56	12	56	0,21	21,43
FF	44	56	12	56	0,21	21,43
FY	48	60	12	52	0,23	23,08
HA	48	60	12	52	0,23	23,08
JL	52	64	12	48	0,25	25
KA	52	64	12	48	0,25	25
KM	52	64	12	48	0,25	25
KM	56	64	8	44	0,18	18,18
MU	56	68	12	44	0,27	27,27
NS	60	72	12	40	0,3	30
PR	60	72	12	40	0,3	30
RA	60	72	12	40	0,3	30
SL	64	76	12	36	0,33	33,33

SW	68	80	12	32	0,38	37,5
TA	68	84	16	32	0,5	50
WI	72	84	12	28	0,43	42,86
Total	**1052**	**1284**	**232**	**948**	**5,27**	**527,42**

After calculating the N-Gain score, the researcher then calculate the score into descriptive statistics table to ease the researcher interpreting the result:

Table 4.7 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
NGain_Score	20	,12	,50	,2637	,09630
NGain_Percentage	20	11,76	50,00	26,3710	9,62958
Valid N (listwise)	20				

From the table above, it could be seen that the mean of N-Gain score was 0,26. As mentioned in table 3.4, N-gain score under 0,3 (g<0,3) is categorized as low influence.

Furthermore, from the descriptive statistics, it could be seen that the mean score of N-Gain percentage was 26%. As mentioned in table 3.5, when N-gain percentage is obtained below 40% (<40%) it is categorized as low effective category.

4.2 Hypothesis Testing

In examining the hypothesis, the researcher used the context of the Wilcoxon Test (Wilcoxon Signed-Rank Test). This type of test is used to compare two groups of data depending on the relationship between the samples.

The null hypothesis (H_0) in the Wilcoxon means that there is no significant difference between the two data groups. The alternative hypothesis (Ha) means that there is a significant difference between the two data groups. Then, if the asymp.sig value (p value) from Wilcoxon test is less than a predetermined significant level (for example, $\alpha = 0.05$), then the alternative hypothesis (Ha) is accepted and null hypothesis (H_0) rejected. And if the Asymp.sig value from Wilcoxon test is more than a predetermined significant level (for example, $\alpha = 0.05$), then the alternative hypothesis (Ha) is rejected and null hypothesis (H_0) accepted.

Table 4.8 Result rank of Wilcoxon test

		N	Mean Rank	Sum of Ranks
Posttest - Pretest	Negative Ranks	0^a	,00	,00
	Positive Ranks	20^b	10,50	210,00
	Ties	0^c		
	Total	20		

The interpretation of the rank table, namely:

Negative rank : To see the drop from Pre-Test to Post-Test

Positive rank : To see the upgrade from Pre-Test to Post-Test

Ties   : Values that have similar values between the Pre and Post-Test

Total : Total of sample

Mean rank   : Average value

Sum of rank   : The amount of the rank

Based on the data from the test results that have been carried out, it can be concluded from the data rank table that for the negative rank of the 20 samples there is no decrease in both the mean rank and the sum of rank. Then, the positive rank of the 20 samples achieved a good increase from the mean rank of 10.50 and the sum of rank of 210.00. Ties, there is no such thing as an exact match between pre-test and post-test. In conclusion, there is an increase between pre-test score and post-test score.

Table 4.9 Result of Test Statistics

Z	-4,089[b]
Asymp. Sig. (2-tailed)	,000

Based on the hypothesis test, it could be analyzed that:

If the Asymp.Sig value < 0,05, the alternative hypothesis is accepted.

If the Asymp.Sig value > 0,05, the alternative hypothesis is rejected.

Alternative hypothesis (Ha) means that there is significant difference in the students' reading comprehension skill after the implementation of posters.

Null hypothesis (H_0) means that there is no significant difference in students' reading comprehension skill after the implementation of posters.

From the result of Asymp.Sig, it was obtained that the score was 0,000. It means that Asymp.Sig value is less than predetermined significant level ($\alpha = 0.05$).

Asymp. Sig value (0,000) < predetermined significant level (($\alpha = 0.05$)

From the result above, it can be concluded that alternative hypothesis (Ha) is accepted and null hypothesis (H_0) is rejected. To sum up, there is a significant

difference among the students' reading comprehension skill after the implementation of posters.

4.3 Discussion

This research attempts to find whether the implementation of poster can improve students' reading comprehension skill. After collecting and processing all data which were obtained from the tests including pre-test and post-test, it is important to discuss the research findings in order to answer the research question.

Based on the data obtained, the researcher would answer the research question: "Does the use of poster improve students' reading comprehension at SMAN Kota Bahagia?" According to the data, it was obtained that the percentage of students for very poor category was 40% before the implementation of posters and it was then decreased into 15%. In poor category the percentage decreased from 40% to 25%. In fair category, there was an increase of the percentage from 20% to 40%. Lastly, in good category, after the implementation of the posters students with 0% increased to 20%. Thus, it could be seen that the implementation of posters successfully improve the students' ability in reading comprehension in SMAN 1 Kota Bahagia. It is in line with Hanum (2017) who conveyed that the use of posters assisted the students to understand the reading materials well.

This research finds also the mean of N-Gain score. The mean score of N-Gain functions to determine the significant influence of the treatment given in the experimental class. As the research testing the variable of posters to influence students' reading comprehension skill, it was obtained that the N-Gain value was

0,26. Thus, it was categorized that posters had low influence towards the students' reading comprehension skill. Even though the influence of posters had low capacity in improving students'' reading comprehension skill, the impacts of using this media could improve the number of students who had a better understanding in reading some descriptive texts. As obtained in Wilcoxon test, the positive rank of the 20 samples achieved an increase from the mean rank of 10.50 and the sum of rank of 210.00. It indicated that there was an influence of using posters to improve students' reading comprehension skill.

Finally, the research found that Asymp.Sig value of this research was 0,00. This result was then compared to predetermined significant level (α = 0.05). It was gained that Asymp.Sig value was lower than α (0.05). It indicated that the use or the implementation of poster success to improved students' reading comprehension skill. This result is in line with; Wahyu (2017); Hidayah (2018) who reveals that the use of poster in the classroom assists the students to comprehend the meaning of the sequence of descriptive text. It can be observed by the score of post-test is higher than the score in the pre-test. In addition, the students were capable in answering the questions related to Social Function and Language features which were the goal of learning Descriptive text. As this research conducted to improve students' reading ability, the number of students who could answer correctly the questions in post-test about the social function and language features of descriptive text showed that their reading comprehension was improved.

During the learning process, the students could be more attractive toward the poster because it was colorful. As mentioned by Ahmad (2019); Bander, Tuerah and Olii (2023), that the use of visual media such as posters can improve the students' reading comprehension because the students are more interested to see something new such as colorful picture or posters which were used by researcher during the learning process. Then, it is similar to the results of research which is done by them that the poster assisted the students to find out the meaning of certain words in the text.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses some conclusions drawn from the research finding as well as suggestions made for better teaching and learning process.

5.1 Conclusion

After finishing all the calculation and interpretation of the data, the researcher then conducted conclusion that could be arranged from this research.

Using poster as an assisted media in teaching descriptive text to first grade of SMAN Kota Bahagia, South Aceh is helpful. There were several effects of using the poster, not only did the poster help the students to improve their reading comprehension skill in descriptive text, but also did attract their attention to mind the poster because of its color. The poster also assisted the students to understand the descriptive text well and fast. The improvement of the students' reading ability could be seen from the Asymp.Sig value of this research was 0,00. This result was then compared to predetermined significant level ($\alpha = 0.05$). It was gained that Asymp.Sig value was lower than α (0.05). It indicated that there was an improvement of students' reading comprehension skill after the implementation of posters in descriptive texts. Then, from the research, it is obtained the Wilcoxon test result where the positive rank of the 20 samples achieved an increase from the mean rank of 10.50 and the sum of rank of 210.00. It suggested that there was an influence of using posters to improve students' reading comprehension skill.

5.2 Suggestion

  After drawing the conclusions, the researcher arranged several suggestions that would be beneficial for students, teachers and further researchers.

1. For students, the researcher expects that they can be more active and ask questions whenever they find it difficult to interpret the poster and relate it to the descriptive text.

2. For teachers, the researcher expects the teacher to use posters to make the learning activity of English more enjoyable and understandable. It is also hoped that English teacher should use variety of posters in teaching English text because they are proved to be useful to improve their attention to the text and motivate them to understand the relation between the posters and the texts. The teachers also need to make sure that the posters must consist of colorful pictures to enhance students' interests.

3. For the further researchers, the researcher hopes that there should be more aspects that can be investigated regarding reading comprehension skill listening skill and the use of posters. Since this research used only one class to be experimental class, the further researcher might use more than one class to rich more participants or sample so the length of the space can be widen for this field of the research. The further researchers are hoped to provide more contextual posters or anything theme related to condition closed to the students' life.

4. For the school, some schools in Aceh still have senior teachers who are some lacking in using technology. So that implementing posters in the

classroom must be a challenge for them to handle. Thus, it is essential for the school to provide any training or help for them to improve their skill in using computer and editing some pictures to be stitched on the paper of students' handouts. Time is not a reason to stop learning so that all elements in the school must work together to provide suitable condition in school to support their students in their attitude and their capacity as gen-z (generation related to technology usage)

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