

## Using Poster Comment Method to Improve English Writing Ability of V-A Class at MIN 4 Jember

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### *Abstract*

*So far, writing learning in schools is still oriented to the number of numbers on the exam. At the same time, the process that takes place during writing activities is not paid attention to. This study aims to improve writing skills using the poster comment method. Using the poster comment method, students can increase creativity in making sentences. This is because this method used images that are appropriate to the age of class V students. The approach used in this research is a Mix-method research approach with the type of classroom action research (CAR). This study focuses on using the poster comment method to improve students' writing skills. This research took place in two cycles with four stages; planning, implementation, observation, and reflection. The results of this study indicate that: the implementation of the poster comment method in learning English lasts for two cycles with the theme of numbers. The grades VA increased by 31.2% in the technical aspect of writing, 46.5% in the grammar aspect, and 13.2% in the creativity aspect.*

Selama ini menulis yang berlangsung di sekolah masih berorientasi pada besarnya angka pada ujian saja. Sedangkan proses yang berlangsung selama kegiatan menulis diperhatikan. Oleh karena itulah penelitian ini bertujuan untuk meningkatkan keterampilan menulis menggunakan metode poster comment. Dengan penggunaan metode komentar poster, peserta didik dapat meningkatkan kreativitas dalam membuat kalimat. Hal ini karena dalam metode ini digunakan gambar yang sesuai dengan usia peserta didik kelas V. Pendekatan yang digunakan dalam penelitian ini adalah Mix-method dengan jenis penelitian tindakan kelas (PTK). Penelitian ini lebih difokuskan pada penggunaan metode poster comment untuk meningkatkan kemampuan menulis peserta didik. Penelitian ini berlangsung selama dua siklus dengan empat tahapan; perencanaan, implementasi, pengamatan dan

refleksi. Hasil penelitian ini menunjukkan bahwa: pelaksanaan metode poster comment dalam pembelajaran bahasa Inggris berlangsung selama 2 siklus dengan tema angka. 3 nilai siswa kelas V A mengalami peningkatan sebesar 31,2% pada aspek penulisan, 46,5% pada aspek tata bahasa dan 13,2% pada aspek kreativitas.

**Keyword:** *Poster Comment; Wrting Ability; Madrasah Ibtidaiyah*

## **Introduction**

Language in our daily life serves as a means of communication. Therefore, for humans to communicate well, they must be skilled in the language. In language, there are three essential components, namely grammar (grammar), vocabulary (vocabulary), and pronunciation (pronunciation).<sup>1</sup> The four basic skills are listening, speaking, reading, and writing. Listening and speaking are often referred to as oral language skills, while reading and writing are written language skills. Among the four skills, there are interrelationships. One activity with other activities influences each other and is an inseparable unit.

Furthermore, language is a means of communication. However, language also contains linguistic concepts that cannot be ignored. Therefore, language learning must be taught to students through specific approaches following its nature and function. In addition to the use of several appropriate procedures, also by paying attention to various aspects that exist in students, the learning environment, and various other supports related to language learning.

Learning English is greatly influenced by many things. Among them is the influence of mastery of the first language. I have often encountered Indonesian English, an English sentence with an Indonesian grammar

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<sup>1</sup> Kasihani K.E. Suyanto, *English for Young Learners* (Jakarta: Bumi Aksara, 2007), 5.

structure.<sup>2</sup> Errors in pronouncing English vocabulary also often occur in learning English.

In learning to write, students are not only expected to be able to develop the ability to make essays but also to be careful when making arguments and can express ideas or ideas by arranging words (in the form of sentences) that are interesting to read. In addition, in learning to write English, accuracy is also needed in preparing wording or grammar. Therefore, it is not surprising that writing skills are often referred to as the most challenging skills. Even by a native speaker.<sup>3</sup> Students can communicate in simple English with teachers at the research school. This is because, at MIN 4 Jember, English lessons are given since students are in class.

English language learning has also begun to apply the English language of instruction little by little in the lower grades (grade 1 to grade 3). As for the upper class, English began to be used ideally. However, the students sometimes still have difficulty speaking English. The following is an excerpt from an interview with a teacher in the field of English studies at MIN on 4 Jember: "Ideally, when teaching English, the teacher uses 100% English, but sometimes the children get confused. Finally, they say, "what are you talking about, sir?". So to make them understand what I meant, I used gestures or gave examples. Suppose I use the drill method more often to teach. But it is still rare for children to make sentences."<sup>4</sup>

Based on the results of an interview with Bapak Heri, a teacher of English studies for grade 4 MIN 4 Jember, it was found that during the teaching and learning process in class, the teacher familiarizes the students

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<sup>2</sup>I Ketut Adnyana Putra, *Penggunaan Media Gambar Diam Berseri dalam Pembelajaran Keterampilan Menulis Narasi di Kelas IV SD*, (Tesis-PPs-UM, 2001) 12.

<sup>3</sup>Wahyu Rohmawati, *Pengaruh Penggunaan Media Gambar Diam Seri dalam Pembelajaran Keterampilan Menulis terhadap Kemampuan Menulis Karangan Narasi Siswa Kelas II SMA Laboratorium UM di Malang Tahun Pelajaran 2004/2005*, (Skripsi-Universitas Negeri Malang, 2005), 15.

<sup>4</sup>Interview with The english Teacher of MIN 4 Jember

with communicating in English. However, sometimes students also do not understand the teacher's instructions, so the teacher uses gestures/body language to make students understand. In addition, students are still shy to speak in English.<sup>5</sup> In writing skills, there are still several things that need attention because the written form and pronunciation of English are very different. Although there are already some students who can write well and correctly.

The method that is often used by the teacher is the drill and repetition method. By using this method, students will more easily memorize the material given by the teacher. However, the use of this method is not always good for students. This method makes students learn, but for the level of understanding, they will have difficulty. Like when students are asked to make sentences. They need not only accuracy in grammar but also creativity to make exciting sentences.<sup>6</sup> Therefore, the researchers tried to use the poster comment method to improve students' writing skills.

Learning to write is one of the language skills that must be understood by students. By having the ability to write, students have been able to integrate some of the skills they have acquired. This is because writing skills are closely related to complex skills, namely mastery of adequate vocabulary, skills in compiling and processing words, harmony or coherence of sentences, and accuracy of language composition.<sup>7</sup> It is the complexity of these skills that has so far been a barrier to students' writing abilities, especially in learning English. So far, teachers are still focusing on speaking skills and vocabulary mastery. There is a lot of jargon that states that it is essential to learn English that can speak, other skills are not

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<sup>5</sup> Rina Sari, *Pembelajaran Bahasa Inggris: Pendekatan Qur'ani*, (Malang: UIN-Malang Press, 2007). 65.

<sup>6</sup> Kasihani K. E. Suyanto, dkk, *Learning by Doing: untuk Kelas IV sekolah Dasar* (Bandung: Grafindo Media pratama, 2008), 24

<sup>7</sup> Jack C. Richard, *Teaching Listening and Speaking from Theory to Practice*, (New York: Cambridge University Press, 2008), 21.

necessary. These kinds of vocabulary have stuck with our teachers to this day. So students' writing skills still tend to be neglected.

In harmer, it is stated that the ranking of literacy activities (ability: reading, writing, and reasoning) of Indonesian students based on research from the International for the Evaluation of Education Achievement is still ranked 30 out of 31 countries sampled In the following years, the results have not been showing encouraging results.<sup>8</sup> Although Indonesian students are not inferior in their achievements to students from other countries in several international competitions.

According to Tom Randolph, US English Language Fellow in the TOEFL Next Generation discussion, teaching English in Indonesia so far has been more about memorizing than understanding.<sup>9</sup> This is felt to be less supportive in preparing someone to be able to use English in conversation with others and for academic matters.

Similar studies on students' writing skills have been carried out. Among them is a research conducted by Surtinah, T. H. entitled "Impact of English Language Learning Techniques Through Games on Speaking and Writing Skills and Learning Motivation of Class IV B Students of SD Santa Maria Fatima Academic Year 2005-2006". This research was conducted in four cycles. In cycles I and II, learning materials about Numbers were delivered through Bean Toss and Higher or Lower games. In cycles III and IV, Color material was presented through Color Bingo and Clothes Dominoes games.<sup>10</sup> The results showed that game techniques in learning

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<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching* (London and New York: Longman, 1991),5.

<sup>9</sup> Yefi p Tembuluana, Muh Al Hafidz. "Using the Cops Strategy in Teaching Writing a Narrative Text To Junior High School", *Journal Of English Language Teaching*, Vol 2, No 1. 424

<sup>10</sup> Surtinah, *Dampak Teknik Pembelajaran Bahasa Inggris Melalui Permainan terhadap Keterampilan Berbicara dan Menulis serta Motivasi Belajar Siswa Kelas IV B SD Santa Maria Fatima Tahun Ajaran 2005 – 2006*, (<http://lib.atmajaya.ac.id/default.aspx?tabID=61&src=k&id=133266>,

English can improve students' speaking and writing skills, as well as improve students' motivation in learning English.

Among them, Riska Mareitha who researched "The Effect of Using Sequenced Pictures on the Quality of Students Writing" found that students' writing skills with the help of series of pictures increased. This is also supported by research conducted by Sriana, which states that "visual materials are valuable for stimulating creative thinking, language development and cognitive development".<sup>11</sup> Sarah Phillips in the book *Young Learners* states that: "for young children, pictures are very important."<sup>12</sup> The use of pictures in learning in the world of children will be fun for children.

### **Research Method**

The approach used in this research is a mixed method. The use of the mixed method in this study begins with qualitative data collection and then continues with quantitative data collection. This study will describe the results of research that has been carried out and process data from the results of mathematical problem solving abilities obtained by students in the form of numbers to determine the increase that occurs in each cycle carried out. The research method used in this research is Classroom Action Research (CAR) or classroom action research. According to David Nunan CAR is a reflective analysis conducted by researchers that is useful for increasing various competencies and improving the learning environment situation through the actions they take.<sup>13</sup> The research design was carried out in two cycles consisting of one action per cycle, where the action consisted of four stages, namely 1) planning 2) action, 3) observation and 4) reflection.

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<sup>11</sup> Riska Mareitha, "*The Effect of Using Sequenced Pictures on the Quality of Students Writing*", (Skripsi, Faculty of Letter English Department UM, 2004), 5.

<sup>12</sup> Sarah Phillips, *Young Learners*, 57

<sup>13</sup> David Nunan, *Language Teaching Methodology*, (New York: Prentice Hall, 1991).  
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This research used data analysis to find out changes in the results of actions, the types of data that are The quantitative data obtained from the evaluation results were analyzed using formula:

$$P = \frac{Post\ rate - Base\ rate}{Base\ rate} \times 100\%$$

Information:

P = Improvement Percentage

*Post rate* = Point After The Action

*Base rate* = Point Before The Action<sup>14</sup>

This research was conducted on October 9, 2021 until it was finished in class IV-A MIN 4 Jember. The subjects of this study were fourth grade students of MIN 4 Jember with a total of 32 students. The type of data used is qualitative data obtained from the description of the observation sheet and quantitative data obtained from test results. Data collection techniques used are observation and tests. The research data analysis technique was in the form of analysis of observation sheets of teacher teaching activities and student learning activities as well as data analysis of English writing ability tests.

### **Result and Discussion of Findings**

Classroom Action Research using the poster comment method was conducted for two cycles with four meetings. The first cycle lasted for two meetings and the second cycle also lasted for two meetings. In the first cycle of the first meeting, the researcher conducted a pretest. While the posttest was carried out at the second meeting of the second cycle. This research was conducted at MIN 4 Jember which is located on Garahan Jember. The class used as the data source is class V A .

### **Students' English Writing Ability Before Using the Poster Comment Method**

During the teaching and learning activities, the researcher followed the teacher by getting used to using English when explaining the material

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<sup>14</sup>Rochiati Wiriaatmadja, *Metode Penelitian Kelas* (Bandung: PT Remaja Rosdakarya, 2008), 66

and giving instructions to students. In addition, students are also accustomed to using English to ask permission and ask questions. To overcome students who do not understand, the teacher uses demonstrations or gestures.

Learning English at MIN 4 Jember is adjusted to the theme being studied. For example, at the initial meeting of class IV, students study the introduction theme. This material is not only found in chapter 1 of the manual. Or in other words, the guidebook is studied according to the students' themes.

The theme learned by students during the use of the poster comment method was numbers. Before learning about numbers, students have studied the introduction theme. The sub-themes studied in the numbers theme are: a) Ordinal and cardinal numbers, b) Additions, c) Subtraction, d) Multiplication, and e) Division. Learning resources (textbooks) used in this class are Learning by Doing 4 and a dictionary.

#### **Application of The Poster Comment Method In Learning English in Class V-A MIN 4 Jember In Each Cycle**

At the first meeting which was held on Wednesday, October 9, 2021, the researchers conducted a pretest. This meeting lasts for 2 x 35 minutes or 2 hours of lessons. The material studied by students is cardinal and ordinal numbers. The method used in this first meeting is the method of drill and repetition and demonstration. During teaching and learning activities, the first few minutes students are able to concentrate. However, the next few minutes the students began to look less concentrated. So the teacher did an ice breaker to restore the concentration of students.

When students are asked to make one simple sentence in the simple present tense, the researcher must give one example first formerly. After the researcher gave one example, the students started to make one sentence. Sentences made by students are almost uniform. Based on the results of the pretest that has been carried out, the value of students still does not meet the KKM that has been set. In terms of writing techniques, 5 students or around



15.6% of class V A students scored 70 and one student (3.1%) managed to score 80. The rest, 81.3% of students still did not meet the KKM.

In terms of grammar, 21 students (65.6%) scored 70 and the other 2 students (6.3%) scored 80. 28.1% of students still did not meet the KKM. In terms of grammar, more students get scores above the KKM. In terms of creativity, 9 students (28.1%) got a score of 70. A total of 2 students (6.3%) got a score of 75 and 2 students (6.3%) got a score of 80. A total of 59.3% of students, students still do not meet the KKM score.

Among the three aspects assessed in this writing, the highest score achieved by students is seen in terms of grammar (grammar). This is because students have received examples and understand the form of simple present tense sentences. While the lowest value is in the technical aspect of writing. The thing that still makes this aspect have the lowest score is that students still often make mistakes in writing a few words in English. In addition, there are also punctuation marks in the sentence, as example: punctuation at the end of a sentence, namely a period (.). and also a pause (,).

Then at the second meeting of the first cycle, researchers began to apply the use of the poster comment method to improve students' writing skills. This method was chosen because according to the opinion of experts, pictures can be used in learning English to communicate the ideas of students both in writing and orally. In addition, the use of pictures/posters can provide an initial picture to turn ideas and images into words.

This second meeting lasted for 2 x 35 minutes. During the first hour, students do formative tests. The material tested is the material they have studied before, namely the introduction. The material that students learn after they do the daily test is about addition and subtraction. When the teacher puts the poster on the blackboard, the first reaction of the students is to say: "Mister, the picture is good...". From this reaction, it was seen that students liked learning with pictures. Then, the teacher asks students to

name English vocabulary based on the poster that has been pasted on the blackboard. Students enthusiastically mention vocabulary and share with their friends about unknown vocabulary.

In addition, researchers also use demonstrations to make students understand more about the material about addition and subtraction. by asking students to come to the front of the class and become volunteers to practice teacher instructions. The other students recite the number of objects brought by their friends and mention the names of the objects brought by their friends.

Based on the results of the evaluation that has been carried out, it can be seen that in terms of writing techniques there are 22 students (68.8%) who get a score of 70 and 10 students (31.3%) who get a score of 80. This value has increased when compared to the score obtained by students at the first meeting. If as a percentage, the increase is 14% of the pretest score. Aspects of grammar (grammar) also showed improvement. The number of students who got a score of 70 was 18 (56.3%), students who got a score of 80 increased to 11 people (34.4%) and there were two students (6.3%) who got a perfect score. If percentage, the increase in the value of these students is 10.6% of the pretest score.

The aspect of creativity in making sentences also shows an increase in value. Students who scored 70 were 18 students (56.3%), the number of students who scored 75 increased to 11 students (34.4) and students who scored 80 were 3 people (9.4%). The percentage increase in the score obtained by students from the second meeting of the second cycle was 8.7% from the initial value of the pretest.

During the implementation of the first cycle, both at the first and second meetings, the researchers did not experience significant obstacles. This is because the researcher as a teacher in the field of English studies provides a lot of direction and assistance to researchers. So that in practice, there are not so many obstacles.

After the first cycle was passed, the researcher started the second cycle with two meetings. The first meeting of the second cycle was held on November 6, 2021. At this meeting, the material learned by students was about multiplication and division. Researchers also continue to use the same method as in the previous meeting, namely the poster comment method assisted by demonstration.

After the evaluation, it was seen that the students' scores had increased. Aspects of writing technique there are 9 students (28.1%) who get a score of 70, 14 students (43.8%) who get a score of 80 and 9 students who get a score of 90 (28.1%). The percentage of the increase experienced by these students was 24.8% greater than the pretest score. Grammar increased by 35.5% from the pretest score. This is indicated by 8 students (25%) who scored 70. Students who scored 80 were one person (3.1%) and 23 students (71.9%) got perfect scores.

The creativity of students in the second cycle has increased by 13% from the pretest score. Namely, a score of 70 was achieved by 2 students (6.3%), a score of 75 was achieved by 24 students (75%) and a score of 80 was achieved by 6 students (18.8%).

Based on the achievement of students' scores, at the second meeting of the second cycle, the researcher carried out a post-test. The posttest was carried out because the students' scores in writing skills had increased. The number of students who get scores below the KKM does not exist anymore. Even at the second meeting of the first cycle, there were students who got perfect scores, although there were still only a few students, the Average of Cycle I and Cycle II as you can see on the Table 1

Tabel 1 Percentage Improvement of Writing Ability Students

<b>Meeting</b>	<b>Percentage Writing Ability</b>	<b>Criteria</b>
Cycle I	64.4 %	Enough
Cycle 2	71.7 %	Good

### **Ability to Write in English for Class V-A MIN 4 Jember After Applying the Poster Comment Method in Learning English**

At the first meeting of the second cycle, the increase in value was increasingly visible. Many students get perfect scores. In addition, students are also increasingly showing creativity in making sentences in the form of simple present tense. The value obtained by students during the posttest from the aspect of writing technique: 3 students (10.3%) scored 70, 11 students (38%) got a score of 80 and 15 students (51.7%) got a score of 90. The percentage score on the posttest when compared to the pretest score was 31.2%.

The grammatical aspect also increased, as many as 1 student (3.4%) got a score of 80 and the rest or 28 students (96.6%) got a perfect score. The increase in this value when compared to the pretest score was 46.5%. The creativity aspect of students has increased by 13.2% when compared to the pretest. A total of 1 student (3.4%) got a score of 70, 23 students (79.3%) got a score of 75 and the remaining 5 students (17.2%) got a score of 80.

The posttest at this meeting was not followed by all students. Only 29 students participated. This is because 3 students did not enter because of illness. Based on the description of the data, it has been proven that the poster comment method can be used as an alternative method to improve students' writing skills. This method is one part of an active learning strategy or active learning. This method is often also referred to as the method commenting on pictures, which is a strategy educators use by The intention is to invite students to come up with what ideas are contained in a picture<sup>15</sup> This can be seen from the enthusiasm of students when participating in teaching and learning activities, when commenting on posters and also when mentioning English vocabulary based on pictures. Mora mentions that:

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<sup>15</sup>Ajeng Noerjannah, Yusuf Suryana, Sumardi Sumardi, "Penerapan Metode Poster Comment untuk meningkatkan Kreatifitas siswa pada Pembelajaran IPS di kelas IV", *Journal Pedadidaktika*, Vol 3 no 2, 2016. 34

"Pictures can be used to give students of English as a foreign language an opportunity to practice the language in real contexts or in situations in which they can use it to communicate their ideas orally or in written forms" <sup>16</sup>The increase in the scores that have been achieved by students can also be used as a benchmark for the success of this method.

### **Conclusion**

The implementation of the poster comment method in learning English to improve the writing skills of class V A Jember students was carried out in two cycles with 2 meetings in each cycle. At the first meeting, a pretest was conducted. The theme studied during the research is numbers. At the first meeting, students studied cardinal and ordinal numbers, the second meeting studied addition and subtraction, and the third meeting studied multiplication and division. At the fourth meeting, post-test and practice questions were held.

The process of evaluating teaching and learning activities using the poster comment method to improve students' writing skills is carried out at the end of each lesson. The test carried out is in the form of a written test, in which students make one simple sentence in the form of the simple present tense. The assessment is divided into 3 aspects, namely: writing techniques, grammar (grammar) and creativity. Based on the posttest scores that have been carried out, the writing aspect increased by 31.2%, 46.5% in grammar, and 13.2% in the creativity aspect. Thus, it can be concluded that the poster comment method can be used to improve the writing skills of the fifth grade students of Jember, which can also be seen from the conditions in the classroom and evaluation.

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