

**The Influence of Using “SMARICALITION” Poster on Students’ Motivation
in Writing Analytical Exposition Text at 11th Grade of SMA Negeri 2**

Tanjungpinang

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ABSTRACT

Writing is one of the most important skills that should be mastered by students in affording a good communication. However, many students regard that writing is a difficult skill to be mastered. Writing needs a long process which requires a high motivation of the students to complete it. The purpose of this research was to know whether or not there was a significant influence of using SMARICALITION Poster on students’ motivation in writing analytical exposition text. The researcher taught analytical exposition text to the students by using SMARICALITION Poster. The poster was used to explain the material about analytical exposition text and to stimulate ideas to the students to write a good analytical exposition text. In collecting the data, the researcher used a questionnaire. The questionnaire was used to collect the data of students’ motivation. After making sure that the students had already understood about analytical exposition text, the researcher distributed the questionnaire to the students and instructed the students to fill the questionnaire. The result of students’ motivation analysis conducted by using Mann-Whitney Test showed that the P-Value = 0.6503 which was bigger than the $\alpha = 0.025$ which meant that the alternative hypothesis had to be refused, while the null hypothesis had to be accepted. Therefore, it could be concluded that there was no significant influence of using SMARICALITION Poster on students’ motivation in writing analytical exposition text.

Keywords: Motivation, Writing Analytical Exposition Text, SMARICALITION Poster.

INTRODUCTION

Background of the Study

Writing is one of the most important skills that should be mastered in affording a good communication. This skill helps everyone to have opportunities to communicate his/her point of view in a meaningful and effective way. By having a good ability in writing, everyone can explore and organize his/her ideas cohesively and coherently into a written communication. More than that, writing can also improve someone's ability in thinking analytically and critically. Therefore, everyone should have a good writing skill to have a good written communication.

However, having a good writing skill is not an easy thing to do. Many students regard that writing is very difficult to be mastered. Writing needs a long process. In this process, writer goes through some stages in order to produce something in its final written form. This process may be affected by the content of the writing, the types of writing, and the media it is written in (Harmer, 2004). Writing needs an extra energy and enough knowledge. To make writing easier, students have to have a good skill in organizing their ideas. More than that, they should have a high motivation in doing it. Because of that, a new strategy is needed to help the students in writing.

Furthermore, students must be able to afford themselves to have a good writing skill. It is because of being able to communicate well in written communication is one of the expected abilities of senior high school students (Kemendikbud, 2013). Senior high school students must be able to produce a good writing. This writing can help them to have a good written communication. In short,

they have to be able to master writing based on what they have to achieve in senior high school level.

In senior high school, genre based approach is used in teaching writing. One of the text genres which has to be learnt by the students is analytical exposition text. Analytical exposition text is a form of essay or argumentative text designed to persuade the readers or listener that something is the case (Sudarwati & Grace, 2017). It is a text in which the writer tries to convince the reader of what the writer thinks of a certain issue. Writing an analytical exposition text can help students to have a good analytical thinking in taking a look at an issue. Indeed, analytical exposition text is very important to be written by the students.

Talking about writing an analytical exposition text, there are two factors which can influence the students' skill in writing analytical exposition text. The first is internal factors, and the second is external factors. Internal factors consist of motivation, interest, personality, language element, etc. Then the external factors consist of teachers' ability, facility of school, and learning media. Learning media must be the most important over all.

Learning medium is one of the most supporting aspects to facilitate the students in writing analytical exposition text. Using learning media in teaching-learning process can increase a new talent and desire, increase the motivation and the stimulation of learning activity, and even bring psychological influences on the students (Falahudin, 2014). Learning media can help students to have many ideas by stimulating their thinking and feeling. More than that, by stimulating the students' interest, learning media can also increase their motivation. Of course, both idea and motivation can support the students to produce a good analytical

exposition text. Therefore, learning media are very important in helping students to have a good skill in writing analytical exposition texts.

Since learning media are very important to help students to have a good skill in writing analytical exposition text, the teachers should be able to provide appropriate learning media. By providing the appropriate learning media, the teachers can motivate and help their students to produce a good analytical exposition text. However, based on the researcher's observation, sometimes teachers got confused in choosing the appropriate learning media for teaching writing. They need a new reference which can help them to find new media in teaching writing.

Based on the issues above, the researcher became interested in researching the influence of using SMARICALITION Poster on students' motivation in writing analytical exposition text at 11th grade of SMA Negeri 2 Tanjungpinang. By knowing the influence of using SMARICALITION Poster on students' motivation, it can be considered whether the SMARICALITION Poster can be used as one of learning media in teaching writing. Therefore, the result of this research becomes very important.

Limitation of the Problem

This research was limited on the influence of using SMARICALITION (Smart Analytical Exposition) poster on students' intrinsic motivation in writing analytical exposition texts at eleventh grade. The variable which was analyzed in this research was students' intrinsic motivation in writing analytical exposition text.

Statement of the Problem

The problem of this research was stated in this following question: Is there significant influence of using SMARICALITION poster on students' motivation in writing analytical exposition texts?

Purpose of the Study

Based on the statements of the problem above, the purpose of this research could be to know whether there was a significant influence of using SMARICALITION poster on students' motivation in writing analytical exposition texts.

REVIEW OF THE RELATED LITERATURE

Motivation

Motivation is internal and external drives which push students to do something to achieve their goals. Highly motivated students do better than ones without any motivations at all (Harmer, 1998). Motivation can be a great energy which can lead the students to do something to afford their success in achieving the goals. It means that having high motivation can make students become easier to achieve what they want.

Types of Motivation

Motivation is classified into two types. They are extrinsic and intrinsic motivation.

1. Extrinsic Motivation

Extrinsic motivation comes from the outside of students. It derives from the influence of some kinds of external incentive, as a distinct from the wish to

learn for its own goal or interest in tasks (Ur, 1991). This kind of motivation is totally influenced by the students' external factors. For instance, good score, the need to pass a test, financial appreciation, etc.

2. Intrinsic Motivation

Intrinsic motivation comes from the inside of the students. It is the urge to engage in the learning activity for its own desire (Ur, 1991). For instance, students may study hard for a test because they enjoy the content of the course. Hence, this kind of motivation is completely influenced by internal factors of the students.

Both extrinsic and intrinsic motivations are very important for the students to achieve their goals. However, in this research, the researcher focused on the intrinsic motivation of the students. Therefore, the researcher just analyzed the students' intrinsic motivation.

Characteristics of Motivated Learners

In analyzing the students' motivation of writing analytical exposition text, there are some characteristics of motivated learners that have to be considered. Those characteristics are:

1. Positive task orientation, the learners have desire to undertake the tasks and challenges and also confidence in their success.
2. Ego-involvement, the learners feel the important of the learning for themselves.
3. Need for achievement, the learners have a need to achieve and overcome difficulties and succeed.
4. High aspiration, the learners are ambitious in getting the best learning for their own self.

5. Goal orientation, the learners know better with what they have to achieve in learning process.
 6. Perseverance, the learners have the high level in doing their efforts.
 7. Tolerance of ambiguity, the ambiguity is not the big problem for the learners.
- (Ur, 1991). In short, when the students have high motivation, they will be able to get a high target of what they are learning.

Writing

Writing is one of the productive skill that is done to afford a written communication. It is a process to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate a message (Spratt, Pulverness, & Williams, 2005). According to this statement, writing is a productive skill which is done to communicate one's ideas by using letters, words, phrases, and clauses to form a series of related sentences. In other words, writing needs continued steps.

Analytical Exposition Text

Analytical exposition text is known as persuasive text. It is a kind of writing in which the writer tries to convince his opinion about a certain issue to the readers (Sudarwati & Grace, 2017). Analytical exposition text can help students to express their points of view about a case or a problem. In short, having a good skill in writing the analytical exposition text is very important for the students in order that they can express their points of view in a good and effective way.

The Characteristic of Analytical Exposition Text

In recognizing a good analytical exposition text, there are some characteristics that have to be considered. Those characteristics are:

1. Generic Structure

Generic structure describes the parts of the text. Sudarwati and Grace (2017) state that the generic structures of an analytical exposition text are:

a. Thesis (introduction)

This part indicates the topic, and ends with reasoning or proof of the statement.

b. Arguments (body)

In this part, the writer lists reasons, facts, or statistics, or provides examples.

c. Reiteration (conclusion)

In this part, the writer restates the thesis statement or draws a conclusion based on the argument.

2. Language Features

The language features of an analytical exposition text are as follows:

a. Using relational process (verbs that relate to the subject and the rest of the sentences).

b. Using external conjunctions (enhancing by linking to real world events).

c. Using internal conjunction (elaborating steps in an argument) such as firstly, secondly, next, and finally.

d. Using causal conjunction (the cause of an event) such as because.

e. Using contrastive conjunction, such as but and nevertheless.

f. Using simple present tense.

(Sarwoko, 2017). In short, when a text is written by following these two characteristics, it means that the text is a good analytical exposition text.

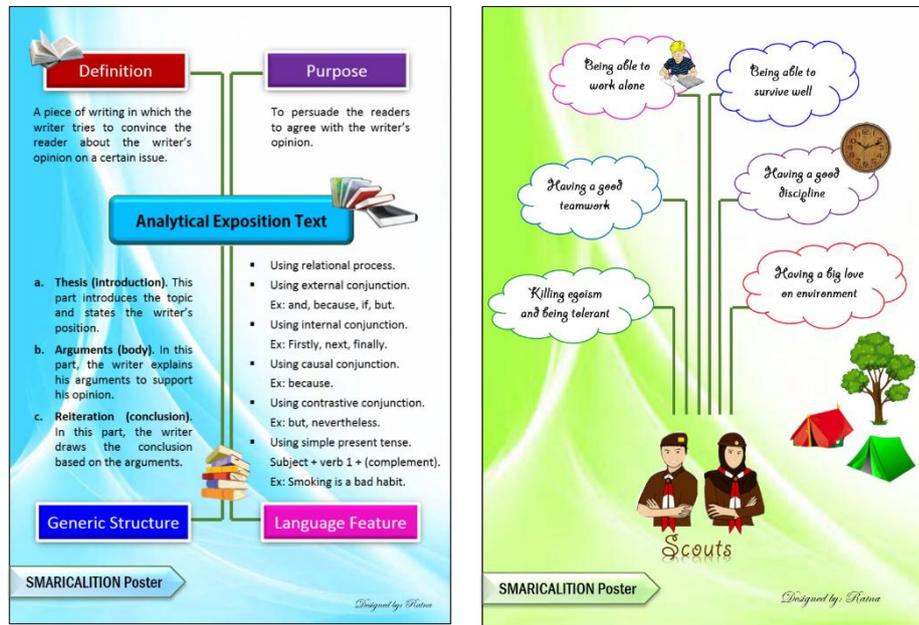
Poster

Furthermore, poster has a special power in conveying the information. Poster is easy to be understood by the people who see it, because it highlights the power of messages, visuals, and colors (Megawati, 2017). It can catch the attention of the students easily, and it can also stimulate them to think about something that can make some ideas come to their mind. Because of that, poster can help the students to collect their ideas for writing analytical exposition text.

SMARICALITION Poster

SMARICALITION (Smart Analytical Exposition) Poster is a colorful and structured poster which contains general information of an issue. This poster is used as a learning medium to explain about an analytical exposition text to students. It is also used to stimulate the students to collect and organize their ideas in writing the text. The SMARICALITION Poster which was used as the independent variable of this research was an informative poster. Informative posters inform and educate people about something. They may be used for a social awareness campaign or to help saving an endangered species (Naillon, 2017). SMARICALITION Posters contained the information to inform and educate students about something. In short, SMARICALITION Poster could give extra knowledge to the students.

Here were the SMARICALITION Poster which were used as the learning medium in this reseach:



RESEARCH METHOD

Research Design

This research was conducted as a quasi-experimental research because the researcher used a method which was not able to control all of the research situations when the researcher was experimenting the variables. In this research, the researcher used “posttest-only design.” In this type of quasi experiment, the experimental group gets the treatment and posttest, whereas the control group only gets posttest without any treatments (Creswell, 2012). Therefore, the researcher did not use pretest in investigating the influence of using SMARICALITION Poster on students’ motivation in writing analytical exposition text at 11th grade.

Population, Sample, and Sampling

Population

The population of this research was the students at 11th grade of SMA Negeri 2 Tanjungpinang. Based on the data taken from the Administration System of SMA Negeri 2 Tanjungpinang, there were seven classes of science major and five classes of social major. Then there was one class of language major for 11th grade. There were 30 – 40 students in each class.

Sample

The sample of this research was XI Science 3 which consisted of 39 students and XI Science 4 which consisted of 38 students. So, the total number was 77 students for the sample. However, to make the number of student in each class was balanced, the researcher pulled out one of the students' names from XI Science 3 randomly. In short, there were only 38 students investigated in each class. XI Science 3 was the experimental group, whereas XI Science 4 was the control group. The sample of this research could be tabled as follows:

Table 1. The Number of Sample.

Group	Media	Samples	
		Class	Students
Experimental	SMARICALITION Poster	11 Science 3	38 students
Control	-	11 Science 4	38 students
Total			76 students

Sampling

The sampling technique which was used in this quasi experimental research was multistage cluster sampling. Multistage cluster sampling is a kind of probability sampling in which the researcher chooses the sample in two or more stages because the researcher cannot identify the population easily (Creswell, 2012). In choosing the sample of this research, the researcher made three stages. Firstly, the researcher chose one of the students' majors. In choosing the major of the students, the researcher got science major which consisted of two superior classes and five regular classes. In the second stage, the researcher chose between the superior class and the regular class, and the researcher got the superior class which consisted of two classes. Finally, the researcher chose one experimental class and one control class from those two superior classes.

Research Instrument

In this research, the researcher used questionnaire as the instrument. The test was distributed to both experimental and control group. This test was just given as the posttest. The students were instructed to fill the questionnaire distributed by the researcher.

Technique of Data Analysis

In order to find the influence of using SMARICALITION Poster on students' motivation in writing analytical exposition text, the researcher checked the homogeneity and the normality of the data. Then when the variances were homogenous and the data were normally distributed, Two Sample T Test was applied. However, when the data did not fulfil one of the requirements of the

normality and the homogeneity, Mann-Whitney Test had to be applied. All of the measurements were conducted by using Minitab 17.

RESEARCH FINDING AND DISCUSSION

Research Finding

Data Description

In describing the data of students' motivation in experimental class and control class, the researcher conducted some measurements of the data by using Minitab 17. The result of the measurements could be summarized in this following table.

Table 2. Summary of Students' Motivation Data

	Motivation	
	Experimental Class	Control Class
Total Score	2633	2585
Minimum Score	51.00	54.00
Maximum Score	83.00	79.00
Mean	69.29	68.03
Standard Deviation	7.24	6.54
Variance	52.37	42.78

Based on Table 2 above, it could be seen that the difference between the result of students' motivation in experimental class and the result of students' motivation in control class was not so significant. It could be seen from the mean which showed that the average score in experimental class was 69.29, and the average score in control class was 68.03. It was just little bit different, and it was not showing a significant difference.

Data Analysis

In analyzing the data, the researcher conducted normality and homogeneity test for students' motivation. The normality and homogeneity could be seen as follows:

1. Normality Test

Based on the measurement which was conducted by using minitab 17, the result of the normality test students' motivation could be summarized in this following table:

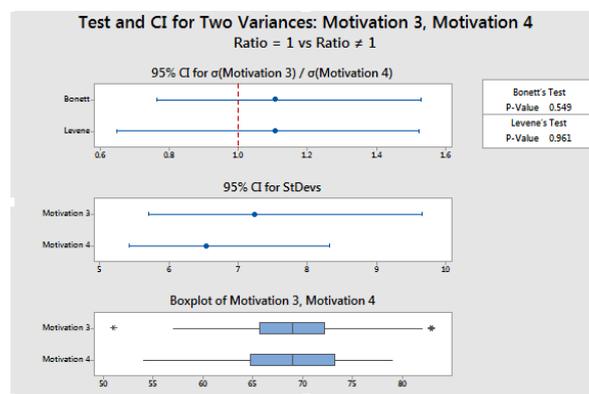
Table 3. Summary of Normality Test for Students' Motivation

Class	P-Value	α	Conclusion
Experimental	0.042	0.05	Not Normal
Control	0.150	0.05	Normal

Based on Table 3 above, it could be concluded that the students' writing scores in experimental and control class were in normal distribution.

2. Homogeneity Test

To know whether the variance of the students' motivation was homogenous or not, the researcher conducted a homogeneity test by using Minitab 17. The result of the test could be seen as follow:



From the result above, it could be seen that in Bonett's test, the P-Value = 0.549, and in Levene's test, the P-Value = 0.961. Both of the P-Values showed that they were bigger than the $\alpha = 0.05$ which meant that the H_0 was accepted, while the H_a was rejected. It meant that the variance of the students' motivation score was homogenous.

Test of Hypothesis

In testing the hypothesis, the researcher used $\alpha = 0.025$ as the level of significant. The researcher also conducted null hypothesis (H_0) and alternative hypothesis (H_a) to make the testing easier. The hypothesis can be stated as follows:

H_a = there is a significant influence of using SMARICALITION Poster on students' motivation in writing analytical exposition text.

H_0 = there is no significant influence of using SMARICALITION Poster on students' motivation in writing analytical exposition text.

In testing the hypothesis for students' motivation, the researcher used Mann-Whitney Test. The result of the hypothesis testing which was conducted by using Minitab 17 can be seen as follow:

Mann-Whitney Test and CI: Motivation 3, Motivation 4

	N	Median
Motivation 3	38	69.000
Motivation 4	38	69.000

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Point estimate for  $\eta_1 - \eta_2$  is 1.000
95.1 Percent CI for  $\eta_1 - \eta_2$  is (-2.002,4.001)
W = 1507.0
Test of  $\eta_1 = \eta_2$  vs  $\eta_1 \neq \eta_2$  is significant at 0.6513
The test is significant at 0.6503 (adjusted for ties)
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From the result above, it could be seen that the test was significant at 0.6503 which meant that the P-Value = 0.6503. This value was bigger than the $\alpha = 0.025$. Because

of that, the null hypothesis was accepted, while the alternative hypothesis was rejected. It meant that there was no significant influence of using SMARICALITION Poster on students' motivation in writing analytical exposition text.

Discussion

Poster is a combination of a drawing and a short article in one image field which highlights the power of messages, visuals, and colors which make it becomes easy to be understood. It has esthetic values which can influence and motivate the behavior of someone who sees it. Therefore, poster can be used by the teacher to help their students to have a high motivation.

SMARICALITION Poster was easy to be understood by the students at 11th grade of SMA Negeri 2 Tanjungpinang who saw it, because it highlights the power of message, visuals, and colors. It might be used by teachers to help their students to have a high motivation to produce a good analytical exposition text. Motivated students have some characteristics which consist of positive task orientation, ego-involvement, need for achievement, high aspiration, goal orientation, perseverance, and tolerance of ambiguity (Ur, 1991). Using SMARICALITION Poster might give a significant influence on the students' motivation in these characteristics.

However, the result of this research went against the theory. The result of the hypothesis testing for the students' motivation showed that the P-Value = 0.6503 which was bigger than the $\alpha = 0.025$ which meant that the alternative hypothesis was rejected, while the null hypothesis was accepted. It shows that there was no significant influence of using SMARICALITION Poster on students' motivation in writing analytical exposition text.

Furthermore, this result also went against with the result of Remi R. Aduradola and Bolanle I. Akeredolu's research in 2013. The result of this research showed that poster could enhance oral communication skills' development of the students in the area of listening, speaking, reading, and writing (Aduradola & Akeredolu, 2013). It also went against with the result of Samia Zerine and Sunjida Afrin Khan's research that had already shown that poster could provide room for innovation and creativity that promote active language learning (Zerine & Khan, 2013). In short, the result of the analysis of the influence of using SMARICALITION Poster on students' motivation in this research clearly went against with the result of these two related researches.

Based on the discussion above, the students' motivation in experimental class that used SMARICALITION Poster in writing the analytical exposition text was not significantly different from the students' motivation in control class that did not use the SMARICALITION Poster. It proved that there was no significant influence of using SMARICALITION Poster on students' motivation. Therefore, it could be concluded that using SMARICALITION Poster did not give a significant influence on the students' motivation at 11th grade of SMA Negeri 2 Tanjungpinang in writing analytical exposition text.

CONCLUSION

Based on the data analysis described above, the conclusion can be drawn that the using of SMARICALITION Poster cannot give a significant influence on students' motivation at 11th grade of SMA Negeri 2 Tanjungpinang in writing analytical exposition text. These could be proven by the result of the Mann-Whitney Test which were conducted and analyzed by the researcher. The result of the

analysis of students' motivation showed that the P-Value = 0.6503 which was bigger than the $\alpha = 0.025$ which meant that the null hypothesis which stated that there is no significant influence of using SMARICALITION Poster on students' motivation in writing analytical exposition text had to be accepted. Therefore, it can be concluded that the using of SMARICALITION Poster cannot give a significant influence on students' motivation.

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