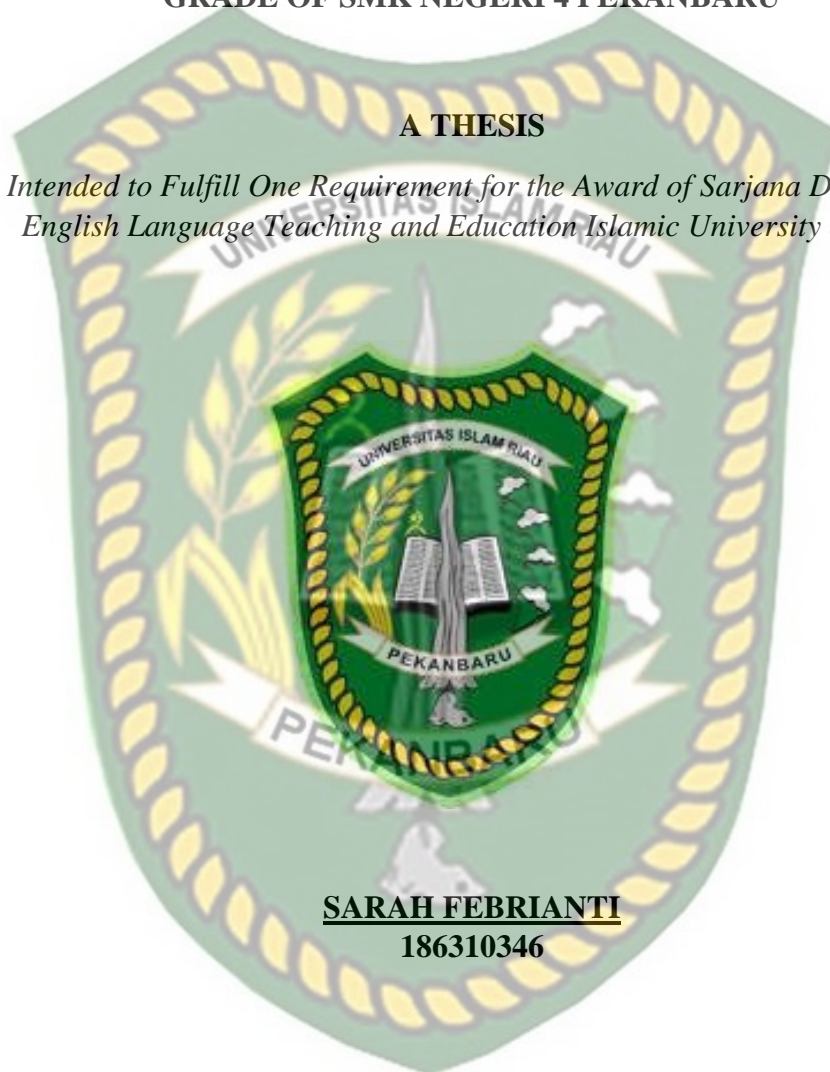


**THE EFFECT OF USING DIGITAL POSTER FLYER MAKER TOWARD  
STUDENTS' WRITING ABILITY OF RECOUNT TEXT AT TENTH  
GRADE OF SMK NEGERI 4 PEKANBARU**

**A THESIS**

*Intended to Fulfill One Requirement for the Award of Sarjana Degree in  
English Language Teaching and Education Islamic University of Riau*



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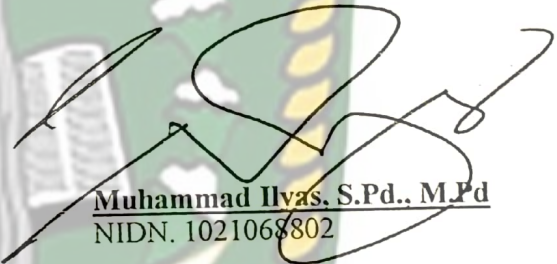
TITLE

THE EFFECT OF USING DIGITAL POSTER FLYER MAKER TOWARD  
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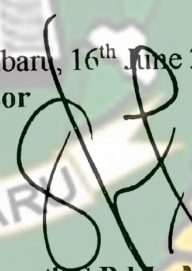
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Judul Tugas Akhir (Bahasa Inggris) : The Effect of Using Digital Poster Flyer Maker Toward Students' Writing Ability of Recount Text at Tenth Grade of SMK Negeri 4 Pekanbaru  
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No	Hari / Tanggal Bimbingan	Materi Bimbingan	Hasil/ Saran Bimbingan	Paraf Dosen Pembimbing
1.	Selasa, 23 November 2021	Research Problem & Title of the Research	Focus on limitation problem	
2.	Kamis, 30 Desember 2021	Revised Chapter I	Background must clear	
3.	Kamis, 06 Januari 2022	Revised Chater II, III and Conceptual Framework	systematic of writing and quotation	
4.	Jum'at, 14 Januari 2022	Revised Chater II, III and Reference	Check reference	
5.	Senin, 17 Januari 2022	Approved for Seminar Proposal	Give motivation	
6.	Kamis, 27 Januari 2022	Join to Seminar Proposal	Revised of proposal	
7.	Rabu, 13 April 2022	Consult Result of the Data	Discuss about data of this research	
8.	Senin, 18 April 2022	Revised Chapter IV	Discuss about Finding & Discussion	
9.	Rabu, 20 April 2022	Revised Chapter V	Discuss about suggestion & conclusion	
10.	Senin, 25 April 2022	Approved for Skripsi Examination	Give motivation	



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## DECLARATION

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**THE EFFECT OF USING DIGITAL POSTER FLYER MAKER TOWARD  
STUDENTS' WRITING ABILITY OF RECOUNT TEXT AT TENTH  
GRADE OF SMK NEGERI 4 PEKANBARU**

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken from various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

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The Researcher



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## ACKNOWLEDGEMENT

Alhamdulillah Rabil ‘Alamin, I would like to thank Allah subhanahu wa ta’ala for the blessing, love, health, and opportunity to complete this thesis under current conditions. Shalawat is also sent to Propet Muhammad Sallallahu ‘Alayhi wasallam who had delivered the truth to human beings in general and Muslims in particular.

In completing this thesis, a lot of people have provided motivation, advice, and support for me. In this valuable chance, I intended to express his gratitude and appreciation to all of them. Therefore, I want thanks to:

1. Dr. Miranti Eka Putri, S.Pd., M.Ed as the Vice Dean of Education and Teacher Training Faculty
2. Muhammad Ilyas, S.Pd., M.Pd as the Head of English Language Education and Sri Wahyuni, S.Pd., M.Pd as the Secretary of English Language Education who gave support and permission to write this thesis.
3. Shalawati, S.Pd.I., MA.TESOL as the supervisor who always encouraged me to complete my obligations in this thesis. Thank you for your advice, criticism, support, time, dedication, guidance, in completing this thesis.
4. Dr. Ruqaiyah, M.Pd and Dr. Marhamah, S.Pd., M.Ed as the examiner who gives advice, supervision, and crucial contribution in the improvement of the result of this thesis.
5. All lecturers in English Language Education of Teacher Training and Education Faculty of UIR gave me so many lessons and experiences during this course.



6. For my beloved family, I faithfully dedicate this thesis to my beloved parents, Ahmad Gustian S.Sos and Aisyah, for always giving support in moral and material, praying, loving me without any condition and under any circumstances. And also my beloved sisters, Ayu Sariani S.Pd and Dhiya Nabila. Thank you for always support me to do this thesis.
7. For my beloved best friends, Nofriyani Zebua, Puan Maharani and Rada Febriani and everyone who cannot be mention one by one. Thank you for the support, suggestion and all help given to me. You are always be a good listener for every problem I faced.
8. I gratefully thank to the principal of SMK Negeri 4 Pekanbaru for allowing me to conduct the research there. Also Indah Junika S.Pd Gr as English Teacher in SMK Negeri 4 Pekanbaru for allowing me to conduct my research in his class. And also for students of X DKV 1 and X DKV 2 thank you for the cooperation, time, and warm welcome, so I can conduct my research well.

This thesis is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive thoughtful suggestions and critics are welcomed.

Pekanbaru, 16<sup>th</sup> June 2022

The researcher



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## ABSTRACT

*Sarah Febrianti, 2022. The Effect of Using Digital Poster Flyer Maker Toward Students' Writing Ability of Recount Text at Tenth Grade of SMK Negeri 4 Pekanbaru*

**Keyword: Digital Poster, Students' Writing Ability**

Digital poster is a media that uses technology to support teaching and learning writing English. It help students be more receptive to improve their writing as interactive feedback. This research aimed to know the effect of digital poster flyer maker toward students' writing ability of recount text.

The design of this research is True-experimental research which use pretest-posttest control group design. The researcher conducted the study at SMK Negeri 4 Pekanbaru. The researcher took 36 students from X DKV 1 as experimental class and X DKV 2 as control class, each class consist of 18 students. In this research, the researcher used purposive sampling technique. The researcher instrument is written test. Repeated measure t-test was used to analyze the data in which the significance was determined by  $p < 0.05$ .

The result of this research showed that the mean posttest of experimental class was 86.94 while posttest control class was 73.17. It indicated that the mean posttest experimental were better than control class. Then, the result of Hypothesis test showed that the value of both class obtained value sig. (2-tailed) was  $0.000 < 0.05$ . It means that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. As the conclusion, there was a significance effect of students who received in class experimental using digital poster flyer maker than the students who did not received classroom using digital poster flyer maker in recognizing a recount text.

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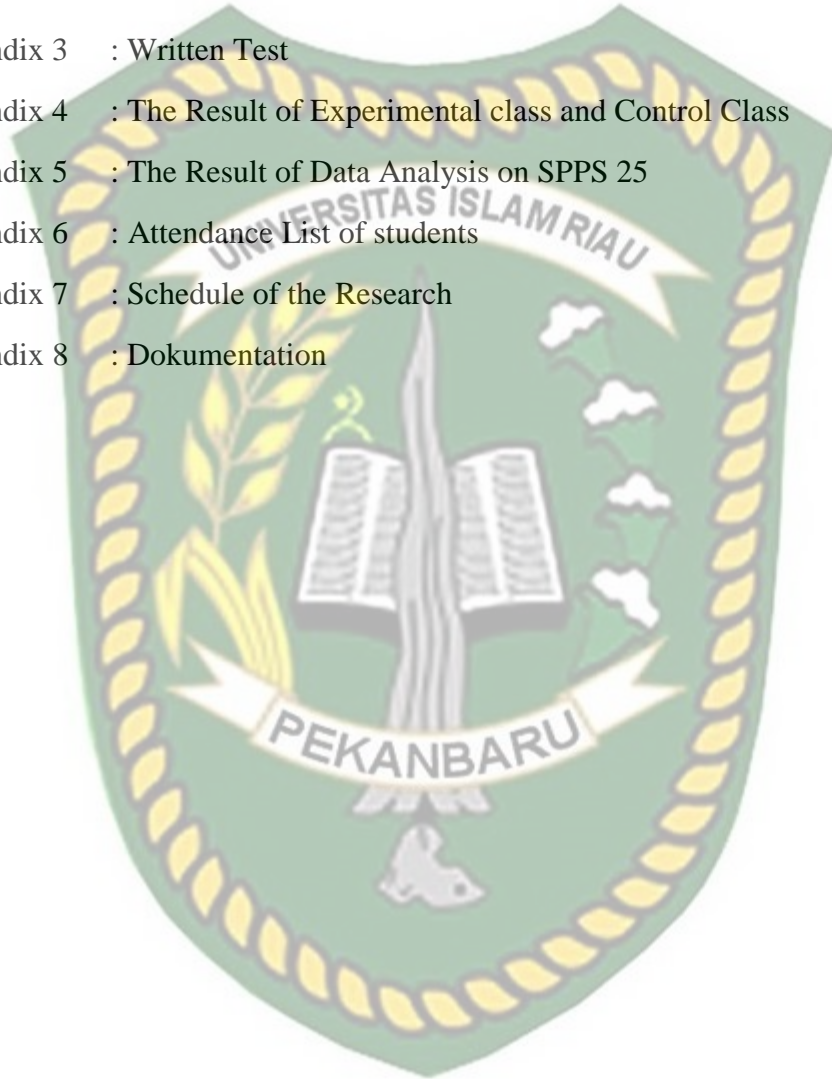
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# CHAPTER I

## INTRODUCTION

### 1. 1 Background of the Problem

Writing is one of the skills that should be mastered by students and writing also a main communication tool because every student is able to deliver their ideas, feelings and thought to others. The students could achieve the ability of writing through process of learning and practicing. Writing is an ability of English which help the students to develop and represent their own thought, and it is important to educate them to express what in their mind through writing efficiently by reinforce students' vocabulary and grammar.

Writing is essential skill in learning the English language. Writing is an essential skill in the English language that students must learn because it can improve their thinking skills and help them to develop other language skills. In addition, writing is an important skill in the acquisition of the English language because through effective writing English vocabulary and grammar can help teachers and learners in teaching and learning English writing skill. Writing is one essential skill every learner must master to be able to improve communication skills oral and non-verbal because without communication the real essence of life would be lost. Henceforth, writing always involved some form of technology from impression in wood or stone, to pen on paper, to finger on a keyboard or touchscreen. Therefore, writing has been deeply integrated into school to improve communication skill of students, especially writing ability to become a good

writing. It enable students to better express themselves and convey a message to the reader.

According to Aininna (2014) writing is a language skill that is frequently difficult for students to learn so that students struggle with writing because of a variety of reasons. Firstly, many aspects of writing are important for writers to consider, including proper grammar, linking words, sentence structure, vocabulary usage, and many more in accordance with their needs. Secondly, student laziness can be caused by the students' lack of motivation or their unconsciousness of the importance of writing. In addition, writing has several component that should be notice for writers. Therefore, writing activity is not ease, even most of people consider that it is difficult because very complex. There are five components of writing consist of content, organization, vocabulary, language and mechanics. These writing components are regard very important items in producing writing English. Hence, a writer should master writing component in writing activities.

The reasons were proved in SMK Negeri 4 Pekanbaru during researcher implement Program Merdeka Belajar - Kampus Merdeka (MBKM) for six months which became the object of research. The researcher found some data from observation in this school. The data have been gathered from writing assignments of tenth grades students in one term last year 2021 about descriptive text. Researcher find out the problem students in English writing. First, Students are not confident to express their ideas to others. Actually, students know the ideas that they want to write, but they afraid and ashamed of making mistake such as spelling, grammar, and punctuation rules. The second problem is lack to practices writing. It



means that some students lack to practices writing and review the materials they have learnt at school. The third problem is lack of motivation and consciousness of writing in English because some students unconsciousness that importance of writing for life.

In this case, to build students motivation in writing, researcher try to do leaning through digital poster, using an application call the Flyer Maker application. According to Hadi, Izzah, & Paulia, (2021) using learning media such as digital posters can have a positive influence on the learning process. Furthermore, it can to create interest, creativity, and motivation of students in learning writing skill so that students can benefit the maximum both from process and learning outcomes. Technology can be used in teaching writing to the students

The use of technology is one of the popular alternative learning media because of its attractive and varied appearance so as to increase students learning interest. The education process, technology is needed in education to communication using media such as smartphone, tablet, computer, internet, e-mail, etc. Flyer Maker a visual technology medium with a drag-and-drop format and provides access photos, graphics, and fonts. Besides, students can create real printable poster or flyer design based on creativity students and share social media such Instagram, Facebook, WhatsApp.

Based on the description above, the researcher wants to know the effectiveness of using flyer maker application media on students' writing skill in created ideas that are pour into poster that can be used as digital information.

Therefore, the researcher is interested in conducting a research entitle: **The Effect of Using Digital Poster Flyer Maker Toward Students' Writing Ability of Recount Text at Tenth grade of SMK Negeri 4 Pekanbaru.**

### **1. 2 Setting of the Problem**

Writing is a skill which express idea, feel and though which is arranged in words, sentences and paragraph. In addition, writing is basically the process of express ideas and though of the writer using knowledge of structure and vocabulary to combine the writer's ideas as a means of communication.

There are so many problems faced by students in learning English, particularly in writing skill. First, students did not confident to express their ideas to others because they lack of vocabularies so that made students afraid and ashamed mistakes. Second, student lack to practice in daily life. It makes students do not have sufficient vocabulary to write. Third, students have low motivation and consciousness in learning English especially in writing. The students did not unconsciousness that importance of writing and did not believe that their efforts will improve their performance.

Therefore, to overcome the problems, the researcher wants to implement Digital Poster Flyer Maker to know how the effect in student's writing ability. The researcher has a big expectation that this media will increase students' motivation and comprehension in learning.

### 1.3 Limitation of the Problem

Based on the identification of the problem above, there are many problems that can found during teaching and learning process. The researcher would limit the research focus on to solve the students problem is express their idea by using Digital Poster Flyer Maker toward students' writing ability of recount text at tenth grade of SMK Negeri 4 Pekanbaru.

### 1.4 Formulation of the Problem

Based on the limitation of the problem, the problem is formulated as follow "is there any effect of Using Digital Poster Flyer Maker toward students' writing ability at tenth grade of SMK Negeri 4 Pekanbaru?"

### 1.5 The Objectives of the Research

This research conducting to find out whether there is a significant effect of Using Digital Poster Flyer Maker toward students' writing ability at tenth grade of SMK Negeri 4 Pekanbaru.

### 1.6 Significance of the Research

#### 1. Students

Motivating students to increase their interest in learning English, particularly to writing digital

#### 2. Teachers

Giving positive and useful contribution in English teaching and learning process. It also enriches English teachers' knowledge about writing digital in teaching English.



### 3. Other Researchers

It is expected the result of this study can be a reference for other researchers who want to conduct the research as the same problem and application.

#### 1.7 Definition of Key Terms

- a. **Digital Poster:** Digital poster is the way of the future and must be integrated into modern curriculum, Cook's (2013). It means to ease to present information, ease communication with audience and provided flexibility for students to be creativity.
- b. **Writing:** Writing is language skill is crucially needed because students can express feeling, knowledge, and ideas through written form, Purnamasari, Nuruddin, & Kurniawati, (2021). It means that people can communicate and express feeling with reader in written form to make the readers understand that you conveyed in the text.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 The concept of Writing

Writing is a medium of communication language with written symbols. It is very productive skill because students can develop creative ideas and thoughts in writing forms. There are 4 skills in the syllabus of teaching English such as Listening, Speaking, Reading, and Writing. Although all the four language skill have own significance, but writing skill is the most difficult among them because writing is process produces a collection of different thoughts and idea in student's minds. Thus, to produces creative ideas to writing, students can reading to express ideas, thoughts and knowledge that want into writing to achieve goals. Moreover, with writing frequently can also open our insight about various things to know that we don't know before.

The definition of writing are variously stated some experts. According to Purnamasari, Nuruddin, & Kurniawati (2021) writing is one activity that transfers ideas and knowledge in the human brain into written form. It means that students can express their ideas effectively, convey their thoughts into good sentences, and put them in a writing form. Rahma (2017) stated that writing to inform the readers about authors' ideas. Writing can be uses by the writer to communicate with the reader. Writing can be uses as means of communication between writers with readers to express authors' ideas.

According to Nasser (2019) stated that accuracy and correctness must be present in writing skill such as grammar, vocabulary, word order, spelling, capitalization, etc. It makes ease for readers to understand what writers inform. Thus, correct spelling helps people to know what message that you express into written form.

From all statements, it can conclude that writing is an activity to express ideas from human brain into the written form word, sentences and paragraph to communicate between writers with readers. Furthermore, in writing skill must present accuracy and correctness such grammar, vocabulary, spelling, capitalization because it help readers to understand what writers said.

#### **2.1.1.1 Indicator of Writing**

According to H. Douglas Brown (2003) there are five components:

- a. Content  
Content of writing should clear so that readers understand what the message and get information from the text.
- b. Organization  
Organization is ways of writers to select, organize, relevant information in the writing. Thus, writer should know about what topic that their want to tell the reader.
- c. Vocabulary  
The key of writing ability is mastering vocabulary. If people mastering vocabulary, it can makes ease to understand the text that we will write.



d. Language use

Language use usually called grammar, it plays important roles in writing. This is ability to write correct and appropriate sentences. It concerns with tenses, preposition, conjunction, articles, adjective and adverb clause.

e. Mechanic

Mechanics refers to rules of written language such as capitalization, punctuation and spelling appropriately. This is very important because help readers to understand what means writer definitely.

#### 2.1.1.2 Purpose of Writing

According to Hossain (2015) mentions the purpose of writing is a way for a writer to engage with a reader, investigate a topic, and convey their thoughts and feelings without having to encounter them face to face. In addition, according to Ahlsén & Lundh (2007) there are three purposes of writing. First, writing for entertain reader feelings through the emotion or plot. Second, writing to give information, ideas or feeling. And then, writing for persuade readers to define whether they are agree about what author's stated.

From above explanation, the researcher conclude that the purpose of writing is as medium communicate for reader to entertain readers feeling, give information, and then for persuade reader without ace to face communication with others.

### 2.1.1.3 The process of writing

To make a good product of writing, the writer should have a good process of writing. According to Hermer (2004) stated that there are four process in writing:

a. Planning

Planning is the first step before writing, writer should have the purpose to know what they are going to write. For example: to entertain people, the writer should know what the purpose from the text and must use appropriate word so that reader understand and didn't mean to insult anyone.

b. Drafting

Drafting is step to start writing the outline, writer should focus about the idea that have been making in planning as a guide. After that, it can write sentence by sentence they paragraph by paragraph.

c. Editing

Editing is essential step of writing, in writing process must have some mistakes. Thus, to avoid misunderstanding between writer and reader, editor can help to revise in writing a text.

d. Final Version

Final version is last step after revision, writer could publish their writing to the readers.

#### 2.1.1.4 Type of Writing

According to H. Douglas Brown (2003), There are four categories of written performance:

a. Imitative

Imitative include ability to spell correctly in the English spelling system. Thus, to produce written language student must have basic skill such writing letters, word, punctuation, and very brief sentences

b. Intensive

Intensive is defined as the ability to produce suitable vocabulary in context, collocation, idioms, and accurate grammatical elements.

c. Responsive

Responsive is ability to connect sentence into a paragraph sequentially. In writing responsive, student to respond to pedagogical directives, lists of criteria, outline, or other guidelines.

d. Extensive

Extensive writing is more focus to achieving a purpose, organizing and developing ideas logically, use illustrate ideas, demonstrating syntactic and lexical variety.

#### 2.1.1.5 Recount Text

Recount Text is a text that retells story, an experience, or an event that happen in the past. It is purpose to inform or to entertain audience. This is line with what was assumed by Wisdhawan & Kumalarini (2014) that recount text is a text that



retells event or experience that happen in the past. Recount text Recount text has several types; First, Personal Recount that serves to tell about author's personal experience. The second is factual report that serves to present report or event that actually happened, such as science experiment report or police report. The last, an imaginative recount that serves to present an imaginative story.

According to Farhy & Sahnia (2020) states that there are three steps in conducting recount text, the first is orientation that tells who, what, where and when. The second is events, tells what happened and describe in chronological order. And the last is conclusion that tells about closing statement what happened in the end and writer's opinion. Besides that, the students should involve the language features in writing recount text such as a grammatical function, vocabulary, and mechanics. According to Riana br. Sianipar & Sianturi et al (2020) stated that language features of a recount text include that the language is written in the simple past tense. Then, adverb of time such as yesterday, last week, last year, an hour ago, and a year ago and last month. And the last, adverb of sequence such as first, then, after that, at last and finally.

#### **2.1.1.6 The process of writing Recount Text**

According to Farhy & Sahnia (2020) there are 3 steps for organized Recount Text are:

- 1) Orientation, the first paragraph that given background information about who, what, where and when
- 2) Events, the second paragapgh tells what happened and describe in chronological order. In events there are consist event 1, event 2, and event 3

- 3) Re-orientation, last paragraph tells of closing statement to end a story and writer's opinion.

#### **2.1.1.7 Component syllabus purpose of Teaching English in SMK Negeri 4 Pekanbaru**

The government curriculum for Senior High School and Vocational school is the same. However, teachers in SMK implement a learning system related to suitable majors. Meanwhile, when teaching high school teachers tend to teach the same material as high school but the content is different. As an example of a procedural text, in high school we can teach anything, but in vocational high school teachers are more specific to their respective majors as their former preparation for work as well. For example, when English teacher teaches procedure text to the KKBT class (*Kria Kreatif Batik & Tekstil*) the teacher asks students to make a video with topic 'how to make batik use canting'

#### **2.1.2 Digital Poster Flyer Maker**

According to Smaldino, Lowther, & Russell (2012), "*Media is a means of communication.*" It means that media as a link between source and receiver of information. In the learning process requiring learning media because can be uses to convey message from sender and receiver information. In the learning process requiring learning media because students can stimulate thoughts, feelings, attention, and interests so that will encourage the learning process.

According to Akrim (2018) learning media is a tool that helps teachers to deliver learning material to students so that process teaching learning more

effective. Addition, learning media includes books, tape recorders, cassettes, video cameras, video recorders, films, slides, pictures, drawings, graphics, television, and computers that are physically used to express teaching essential data, Novaliendry, Huda, & Sanita (2021). One of media that can use to teaching writing is Digital Poster Flyer Maker.

According to Alizadeh, Mehran, Koguchi (2017), “The digital poster is also known as online poster”. It connect to a wireless internet network such as computer and smartphone application. Henceforth, Online poster can be uses combines text, photos, music, videos, hyperlinks, and data attachments into a single digital poster, Dzekoe (2013). Digital poster is a media that uses technology and can uses as one of media digital of ways to support teaching and learning writing English to uses technology. According to Purcell, Buchanan, & Friedrich (2013) Digital tools can help students be more receptive to improving their writing as interactive feedback. Digital poster flyer maker application to using smartphone, it is application that uses to ease design various types of creative material online. In flyer maker application many various template and interesting that can we use based on what we want easily.

#### **2.1.2.1 Advantages of Digital Poster Flyer Maker**

According to Hadi, Izzah, & Paulia, (2021) the use of digital posters can help students learn more effectively. There are two the advantages of using Digital Poster Flyer Maker, are:



- a. To design learning media to be more attractive

According to Coşkun & Eker (2018) said that poster is attractive learning media, because they are colorful so that to make students interesting and not boring when they learn. In Flyer Maker application, poster can equipped with colors and images, it makes more interesting for students.

- b. The process of teaching and learning becomes more engaging.

During learning process many students are not interest in the material being taught, it can cause by the media that uses is lack interesting. As a teacher, to success in teaching process, must use interesting media or media related to technology so that students more enthusiastic in learning. According to Prichard & Ferreira (2014) learning process by using poster can create class environment become more interesting.

#### **2.1.2.2 Characteristic of Digital Poster Flyer Maker**

There are some of Characteristics of Digital Poster Flyer Maker, they are:

- a. Complete and ease feature
- b. Provide various template and fonts can be customize it to make it unique.
- c. The design can be saved and shared on social media

### 2.1.2.3 Component of Digital Poster Flyer Maker

There are some component of Digital Poster Flyer Maker:

#### a. Template

In Flyer Maker application provides many interesting templates, we can choose and customize a template in accordance with the theme of the material we will make to make it unique.

#### b. Elements

Elements in Flyer Maker it same as symbol, we can put many unique symbol in the poster that we make. There are several parts in elements such as, add image, graphics, shapes, text arts and so on.

#### c. Text

The text in Flyer Maker it easy to enter information to be created. In this text provides many forms of font, and we can easily change the form of font. Moreover, we can also change the rotation, size, color, and style accordance with the theme.

### 2.1.2.4 Features on Digital poster Flyer Maker

#### a. Log in

Before using Flyer Maker app, we need to create an account first. We can click the “sign up” button. We can also register with a Google account, Facebook, or email address. After do that, Flyer Maker is ready to use.

b. Create a design

In this feature we can design the poster with the component that are already available. We can ease add text, images, symbols and choose background that students like and customize it to make it unique.

c. Save

When finished designing, we can save poster that we have created and it will automatically be saved immediately.

d. Share

We can share poster that we have designed on social media such Instagram, Facebook, and we can also share with friends by WhatsApp.

## 2.2 Relevance Study

There is previous study that is relevant to this research. The relevant study was done by:

1. Juliana Sari Saputri (2020), with title “The Effect of Digital Poster Canva Toward Students’ Writing Ability of Announcement at The Tenth Grade Students of SMA YLPI Pekanbaru?”. The research took place at Tenth Grade Students of SMA YLPI Pekanbaru in the Academic 2020/2021. The participant of the research were 48 students that consist of two classes. The research used pre-test and post-test as the instrument in order to know the difference achievement between experiment class and control class. Researcher found in using digital poster Canva as a media improved students’ writing ability of Announcement at the tenth grade students of SMA YLPI Pekanbaru in



Academic year 2020/2021. The similarities between the writer's research and this research are the writer uses digital poster as media to learning instrument. The difference are the writer research in Senior high school, and writer research in vocational high school and researcher use digital poster flyer maker not canva application.

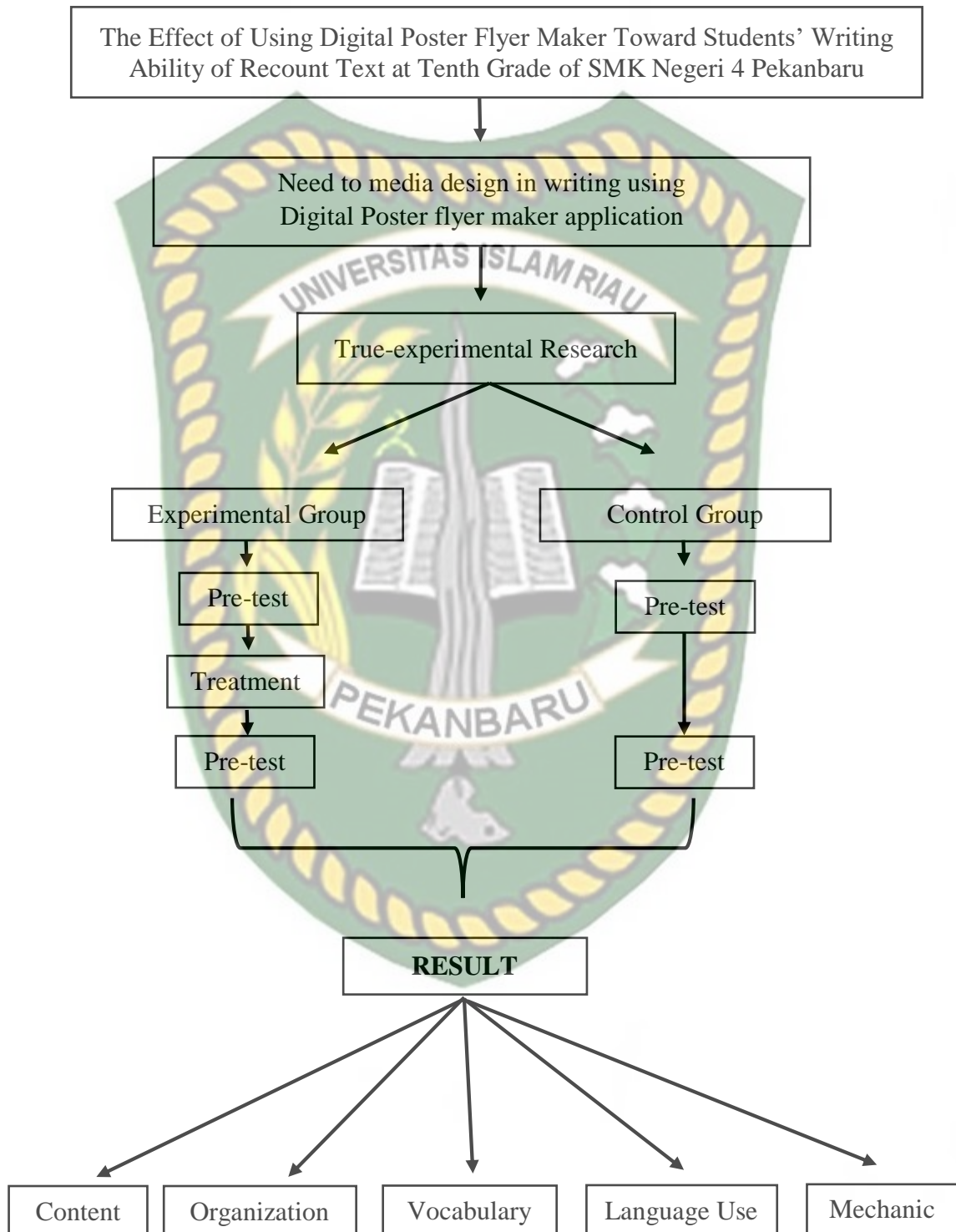
2. Zumarni Septania Limbong (2020), with title "The Effect of Using Poster on the Students' Achievement in Writing Descriptive Text at SMKS Ti Muhammadiyah 11 Sibuluan. The research took place at grade first of SMKS TI Muhammadiyah 11 Sibuluan, Tapanuli Tengah in academic year of 2019/2020. The participant of the research were 30 students of X TKJ 2 and 28 students of TKJ 3. The research aimed to find out the effect of using poster on students' achievement in writing descriptive text. The methodology of this research is quantitative by using experimental and control group. The data collected using tests including pre-test and post-test. The result of this research showed that there was a significant difference between student's performance before and after the treatment by using poster. It could be seen from the mean score from experimental group which was in the poor level 57.89 (pre-test) and mean score from experimental group was in fair level 86.51 (post-test). For the control group was 56.53 (pre-test) and 69.07 (post-test). The data of test showed normal and homogeneous. The similarities between the writer's research and this research are the writer uses poster as media and the measured ability is writing. The differences are the writer research use quasi experimental research. Whereas, that uses is true-experimental.

3. Andi Aspian Nur Apsari (2019), with title “The Effect of Using Posters on Students’ Writing of Descriptive Text”. The research took place at the Eighth-grade students of Mts.S Al-Ikhlas Lambuya in the Academic Year 2019/2020). The sample of the research was 68 students which were divided into two classes, class VIII-B as experimental and class VIII-A as control class. The result of the research showed that there was improvement of the students’ writing skill. The research was analyzed by using t-test, and it showed the p-value of the pre-test is 0.321 and p-value of post-test is 0.005, the effect size is 0.7. From the result showed that there was significance effect with a moderate level on students’ writing skill of descriptive text. The differences are the writer research uses descriptive text material. Whereas, that uses is recount text.

### 2.3 Conceptual Framework

This study focus on experiment to prove whether there is significant effect of using Digital Poster Flyer Maker toward students’ writing ability at SMK Negeri 4 Pekanbaru. Students will fun to learn in classroom by using digital poster if apply in teaching and learning writing. In Digital Poster Flyer Maker various features, components and unique templates that can use to design or create a digital poster. The conceptual framework of the study is summarize in a visual illustration below.

**Figure 2.1 Conceptual Framework**



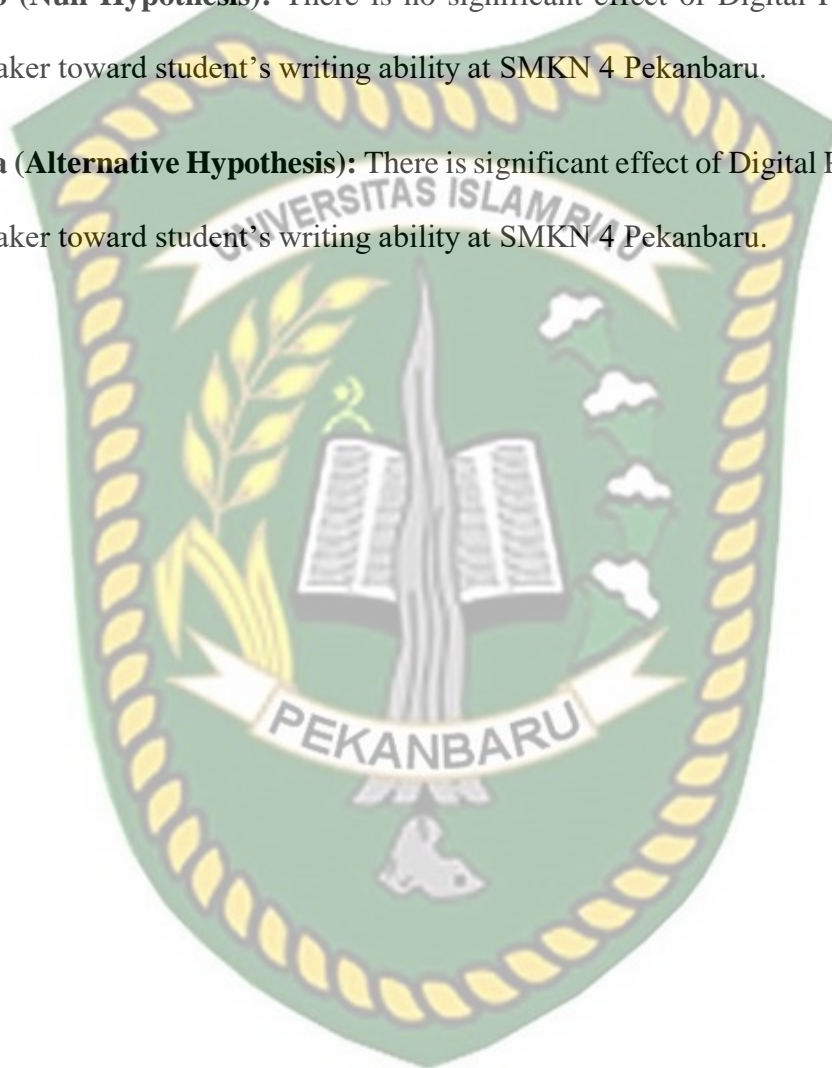


## 2.4 Hypothesis

Hypothesis of this study are:

**Ho (Null Hypothesis):** There is no significant effect of Digital Poster Flyer Maker toward student's writing ability at SMKN 4 Pekanbaru.

**Ha (Alternative Hypothesis):** There is significant effect of Digital Poster Flyer Maker toward student's writing ability at SMKN 4 Pekanbaru.



## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Research Design

This research uses Quantitative Research which uses True-Experimental design, to collect the data which uses pretest-posttest control group design. According to John W. Creswell (2014) stated that Pretest-Posttest Control-Group Design is a true-experimental design in which participants are randomly assigned to one of two groups that consist of experimental or control group. Both groups receive a pretest and a posttest, but only the experimental group receives treatment. In this researcher, this method is very appropriate because this method appear to be a good tools measurement to know the effectiveness of using Digital Poster Flyer Maker toward students' writing ability. There are two variables in this study: independent variable (variable X) and dependent variable (variable Y). The independent variable of this study is Digital Poster Flyer Maker, while dependent variable of this study is the student's writing ability.

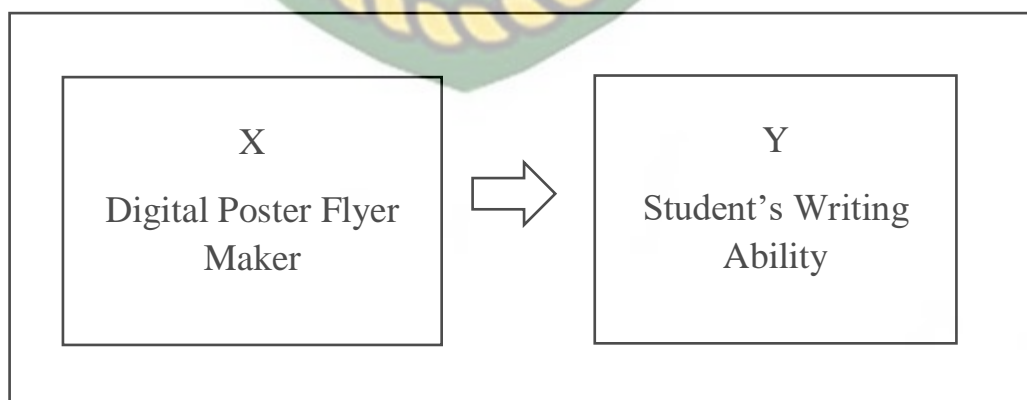


Figure 3.2 Research Design

Where:

X : Independent Variable

Y : Dependent Variable

In conducting this research, the writer involves experimental groups and Pre-test and Post-test design at experimental class. Treatment gives to the experimental class about four meetings.

**Figure 3.3 True-experimental Design**

Group	Pre-test	Treatment	Post-test
Experimental	O <sub>1</sub>	X	O <sub>2</sub>
Control	O <sub>1</sub>	-	O <sub>2</sub>

E : Experimental Group

C : Control Group

X : Treatment on the Experimental Group

O<sub>1</sub> : Pre-test

O<sub>2</sub> : Post-test

### 3.2 Location and Time of the Research

This research conducted at SMK Negeri 4 Pekanbaru in 2022, it is located on Purwodadi Street, Pekanbaru. This research conducted on the tenth grade of second semester in the academic year of 2021/2022. And then, The time of this research start from April 2022.



**Table 3.1 Schedule of the Research**

Meeting	Date	Instrument	Topics
1st	06 <sup>th</sup> April 2022	Pre-test	My experience
2 <sup>nd</sup>	08 <sup>th</sup> April 2022	Treatment	Holiday at home
3 <sup>rd</sup>	13 <sup>th</sup> April 2022		A Trip to the Zoo
4 <sup>th</sup>	15 <sup>th</sup> April 2022		Visited Grandmother's house
5 <sup>th</sup>	20 <sup>th</sup> April 2022		Vacation Trip
6 <sup>th</sup>	22 <sup>th</sup> April 2022		Post-test

### 3.3 Population and Sample of the Research

#### 3.3.1 Population

According to Sugiyono (2015) Population is reasoning that consist of object or subject that will research, then drawn to the conclusion that have certain qualities and characteristics determined by researchers. The population of this research is the first grade students of SMKN 4 Pekanbaru in academic year 2021/2022. Each class contains 36 students and there are six classes with major DKV (*Desain Komunikasi Visual*), KKBT (*Kria Kreatif Batik & Tekstil*), and TB (*Tata Busana*). It means that the population of the research is 216 students.

**Table 3.3 Population of the Research**

Classes	Total Students
X DKV 1	36
X DKV 2	36

X KKBT 1	36
X KKBT 2	36
X TB 1	36
X TB 2	36
<b>Total</b>	<b>216</b>

### 3.3.2 Sample

According to Sugiyono (2015) Sample is a part of population number that has certain characteristics to be research. To determine the sample, the researcher uses random sampling technique. According to Sugiyono (2015) Random sampling technique is the way select sample that number of population selected randomly. In this study, there were two groups selected randomly. The researcher chooses X DKV 1 as experimental group and X DKV 2 as control group, each class consists of 18 students and total sample are 36 students.

**Table 3. 2 Sample of the Research**

<b>Group</b>	<b>Classes</b>	<b>Total Students</b>
Experimental	X DKV 1	18
Control	X DKV 2	18
<b>Total</b>		<b>36</b>

### 3.4 Instrument of the Research

In this research, researcher use instrument for collecting the data. According to Sugiyono (2015) Instrument is a measuring tool to get data that use to observe natural and social phenomena. The instrument used to collect the data is the test. The test given is essay test, which the student should write recount text based on

topic in a simple paragraph consisting of 3 paragraph. Below are the explanation of the instruments as follow:

### 3.4.1 Written Test

The researcher uses written test as the instrument in this research. The researcher ask the students to write about the topic that was given by researcher. In this research, the students ask to write about recount text.

### 3.4.2 Research Material

The researcher provided sample with pre-test and post-test. The mataerials are taken from Vocational High School Books. The researcher uses learning media Flyer Maker application to teach writing in treatment in experimental class. While, in control class the researcher did not apply media digital but when student do task post-test using flyer maker application. The materials in experimental class as follow:

**Table 3.3 Blue Print of Research Material Treatment**

No	Meeting	Topics
1	Meeting 1	Holiday at home
2	Meeting 2	A Trip to the Zoo
3	Meeting 3	Visited Grandmother's home
4	Meeting 4	Vacation Trip



### 3.4.3 Procedure in using Flyer Maker application

The researcher teach students how to use flyer maker application. Trought flyer maker application, the researcher can see written test to know the lack of content, organization, grammar, vocabulary and mechanics. There are procedure to make a poster using the Flyer Maker application:

1. Download Flyer Maker app in Playstore or Appstore



Figure 3.4 Procedure of Digital Poster Flyer Maker in Writing (1)

2. Open the flyer maker app



Figure 3. 5 Procedure of Digital Poster Flyer Maker in Writing (2)

3. Select category to get a theme flyer template that will be used to create the poster

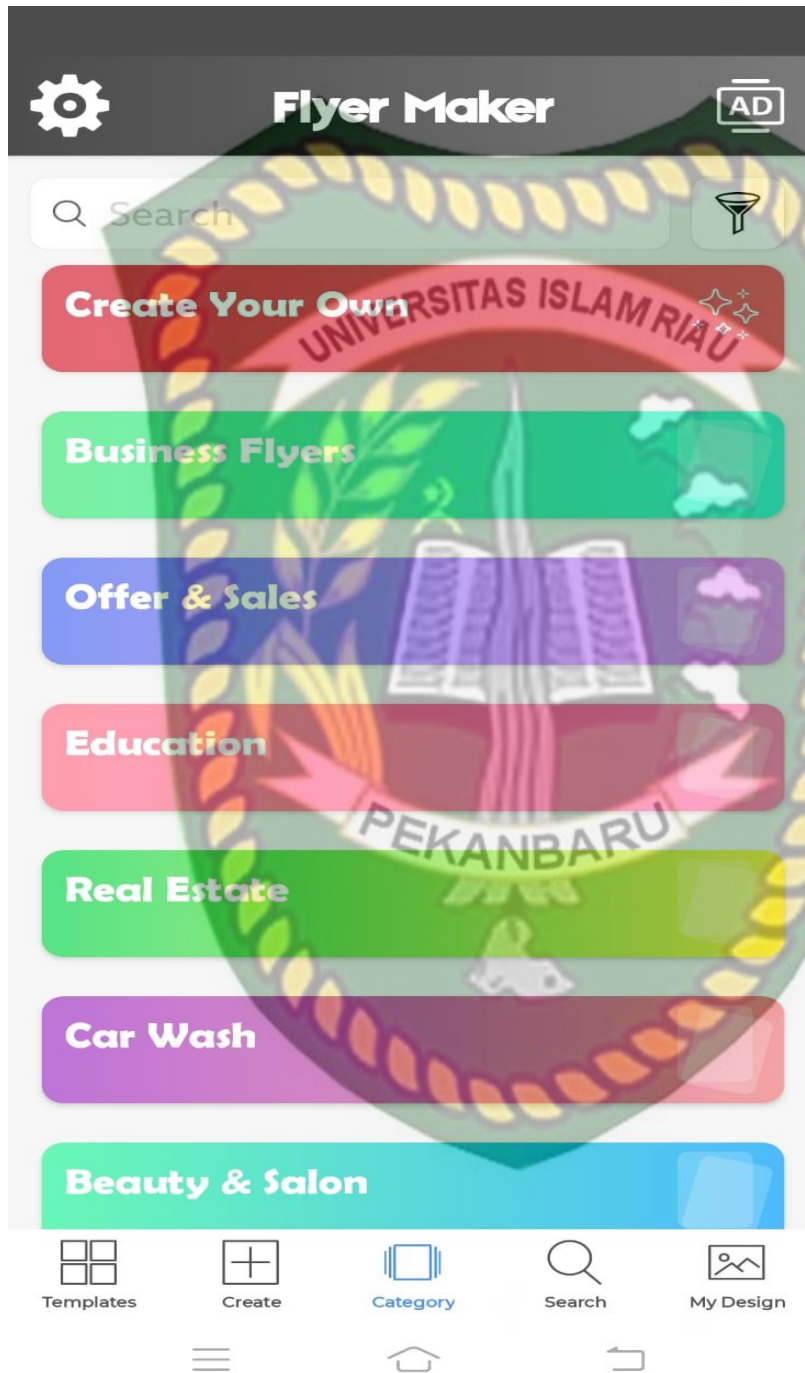


Figure 3.6 Procedure of Digital Poster Flyer Maker in Writing (3)



4. And then, you can be Customize your flyer design



Figure 3.7 Procedure of Digital Poster Flyer Maker in Writing (4)

5. Click edit to start design a poster

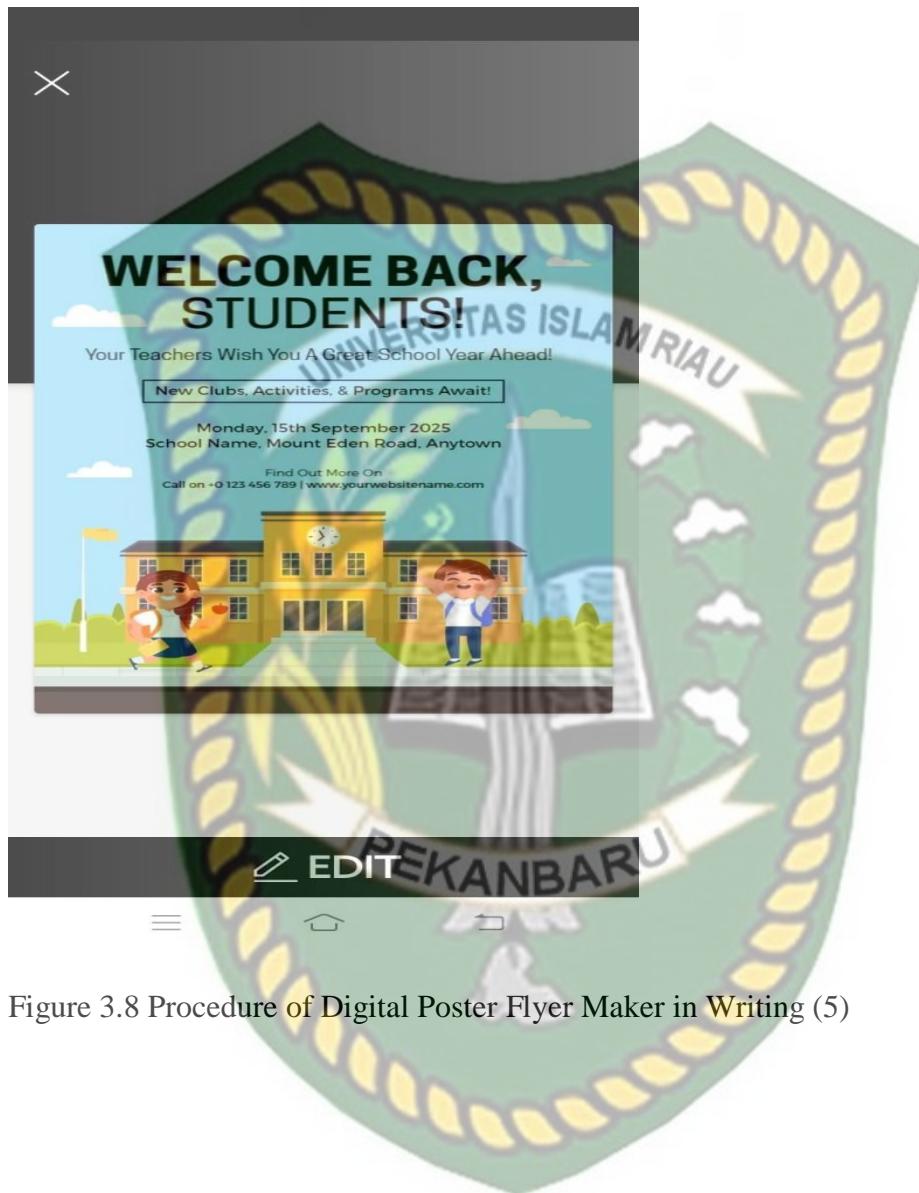


Figure 3.8 Procedure of Digital Poster Flyer Maker in Writing (5)

6. If want delete the write that is already on the poster, click on the text then click the delete sign in the upper center corner



Figure 3.9 Procedure of Digital Poster Flyer Maker in Writing (6)



7. Click add text to enter text, and can also insert picture, graphics, shapes or change background



Figure 3.10 Procedure of Digital Poster Flyer Maker in Writing (7)

8. If you done, you can click “save” sign in the upper right corner



Figure 3.11 Procedure of Digital Poster Flyer Maker in Writing (8)

9. You can choose format “JPEG” or “PNG”, quality, and dimension. If you already choose, click save

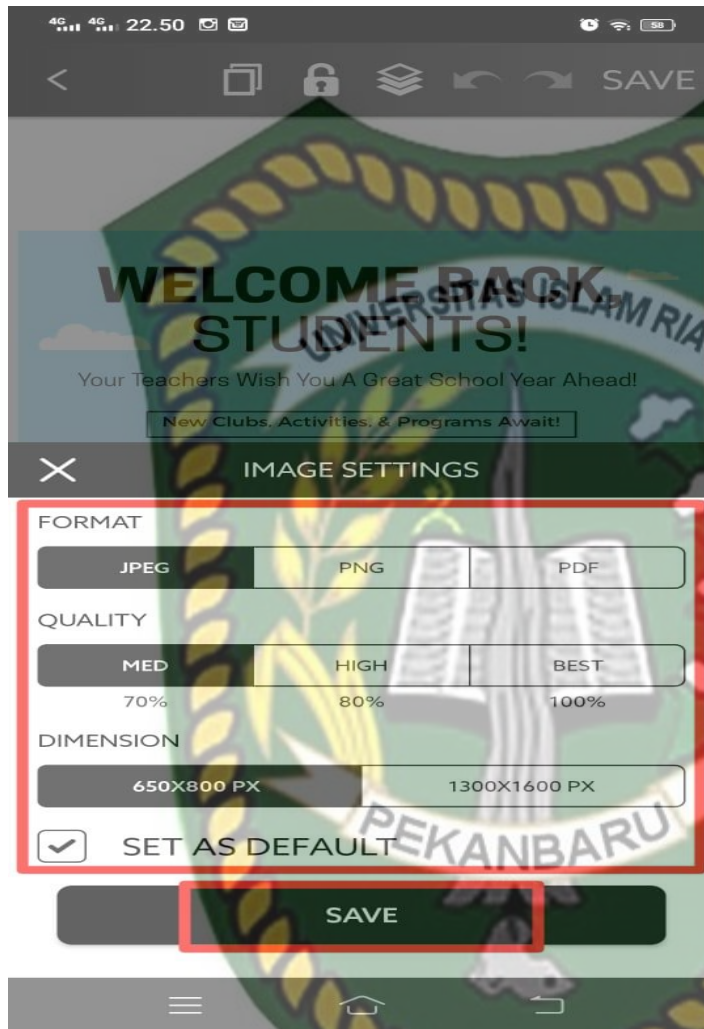


Figure 3.12 Procedure of Digital Poster Flyer Maker in Writing (9)



10. After share, can also share social media such Instagram, Facebook, Whatsapp and print out.

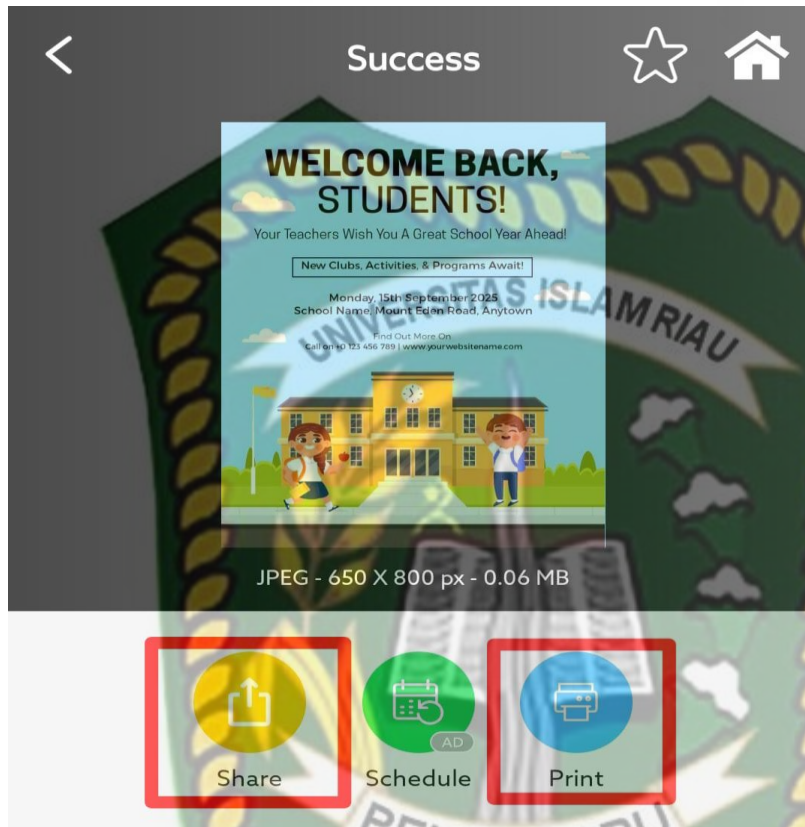


Figure 3. 1 Procedure of Digital Poster Flyer Maker in Writing (10)

#### 3.4.4 The procedure of the Research

The explanation procedures in experimental design are:

- 1) Chooosed the population of the research that is the tenth year of SMK Negeri 4 Pekanbaru in the academic year 2021/2022
- 2) Taking two classes as the control class and experimental class. In this research, they are X DKV 1 as experiment class and X DKV 2 as control class

- 3) Conducted the experiment. The experimental class is given treatment by using a digital poster flyer maker in writing text about recount text. And also, in control class the researcher did not apply media digital.
- 4) Compared both differences between pretest and posttest results of both experiment and control class by apply t-test formula.
- 5) Making a conclusion of the result.

The experiment conducted at April 2022 and time of this experiment following the schedule of SMK Negeri 4 Pekanbaru:

**Table 3.4 Blue Print of Pre-test and Post-test**

No	Indicators	Kinds of Text	Topics	
			Pre-test	Post-test
1.	Content	Recount Text	My Experience	My first experience at school
2.	Organization			
3.	Vocabulary			
4.	Language use			
5.	Mechanics			

### 1. Pre-test

The writer gave a pre-test in the first meeting. Pre-test conducted to determine students writing ability on Recount Text. The writer gave pre-test to both experimental and control groups. It's used to know the basic knowledge of students' writing ability before giving treatment to experimental group. The writer gave the

topic “**My experience**” for the students. Then, the writer asked students to write a recount text based on the topic.

**Table 3.5 Blue Print of Pre-test**

Meeting	Date	Instrument	Topics
1 <sup>st</sup>	06 <sup>th</sup> April 2022	Pre-test	My Experience

## 2. Treatment

The treatment conducted only to the experimental group. The write did treatment using flyer maker application to write paragraph. This treatment was taken in order to know is there any significant effect on students’ ability in writing recount paragraph after using flyer maker application. Treatment is four meetings.

**Table 3.6 The instrument of using flyer maker application**

Meeting	Date	Instrument	Topics
1 <sup>th</sup>	08 <sup>th</sup> April 2022	Treatment	Holiday at home
2 <sup>th</sup>	13 <sup>th</sup> April 2022		A Trip to the Zoo
3 <sup>th</sup>	15 <sup>th</sup> April 2022		Visited Grandmorher’s house
4 <sup>th</sup>	20 <sup>th</sup> April 2022		Vacation Trip



### 3. First Meeting

In the First meeting, teacher introduced about recount text in order to makes students understand what they learn. The teacher explained about Definition, purpose and type of recount text. The teacher gave one example for students the title “**Holiday at home**”.

#### a) Second Meeting

In third meeting, the teacher explanation concert social function, generic structure, language features and example. The teacher gave one example for students the title “**A Trip to the Zoo**”.

#### b) Third Meeting

In third meeting, the teacher explanation concert social function, generic structure, language features and example. The teacher gave one example for students the title “**Visited Grandmorher’s house**”.

#### c) Four Meeting

In five meeting, teacher ask student to write a recount text with topic “**Vacation Trip**” using flyer maker application. Then, they presented the result of their task in class while the teacher also checked their paragaph to found their mistakes in writing the paragraph. After finishing presentation, teacher gave positive feedback about students’ pasticipation in the learning process and also asked to the students whether they still had question about the lesson or not finally, teacher concluded the material.

### 3. Post Test

After treatment completed, teacher gave post-test to student to make recount paragraph that consist of three paragraph and using generic structure based on material in the test enetitle “**My first experience at school**”. It is aimed to know there is an increase on students’ recount on writing. It was done to figure out whether there was any significant of resul of this class.

**Table 3.7 Blue Print of Post-test**

Meeting	Date	Instrument	Topics
6 <sup>st</sup>	22 <sup>th</sup> April 2022	Post-test	My first experience at school

### 3.5 Data Collection Technique

#### 3.5.1 Experimental Class

##### 1. Pre-Test

The researcher gave pre-test to X DKV 1 as experimental class. Students were given pre-test before they got treatment. The researcher gives written test (See appendix 3). The aimed to know the previous students activity in writing ability. In pre-test, the students were asked to write based on the topic. The researcher gave same topic for pre-test. This topic was same with control group in pre-test. Before treatment the students in experimental group was given pretest.

##### 2. Treatment

In this section, researcher gave the treatment using flyer maker application to write a recount text. This treatment was taken in order to know there is significant

effect on students' in writing ability after using write in flyer maker application. Treatment was done for four meetings. The treatment was given to experimental class only.

### 3. Post-Test

After treatment, researcher given to students of written test again with way written on flyer maker application. Thus, the purpose of giving post-test is to find the effect on students' writing ability after write a recount text using flyer maker application. Post-test was given to experimental and control class. This topic is similar with control class in post test.

#### 3.5.2 Control Class

##### 1. Pre test

The researcher gave pre-test to X DKV 2 as control class. The researcher gave written test (see appendix 2). Pre-test was given to know previous students' in writing ability. In pre-test, students write a recount text. The researcher gave same topic for the pre-test. It would be similar to experimental group in pre-test.

##### 2. No Treatment

The researcher given not treatment in control class. Students were taught by their English Teacher. Students has ordinary ways in writing. In other word, control class did not use flyer maker in writing. But, their write on sheet of paper.

##### 3. Post Test

The post-test done after has been done pre-test. It aimed to know is there significant effect in writing recount text. The researcher gave same topic for the

post-test. It is similar to the experimental group in the pre-test. This topic was same with experimental class in post-test.

After students collect the data, the researcher uses the criteria to measure data based on H. Douglas Brown (2003) to find out students writing ability as the sample of this research. The scale rating scores are drawn as follow:

**Table 3.8 Scoring Rubric of Writing Skill**

Categories	Score	Criteria
Content	30-27 Excellent to very good	Knowledge, substantive, etc
	26-22 Good to average	Sure knowledge of subject, adequate range, relevant with the topic.
	21-17 Fair to poor	Limited knowledge of subject, little substance, inadequate development of topic
	16-12 Very poor	Does not show knowledge of subject, non substantive, not pertinent or not enough to evaluate
Organization	20-18 Excellent to very good	Fluent expression, ideas clearly stated, etc
	17-14 Good to average	Somewhat choppy, loosely organized, but main ideas stand out.
	13-10 Fair to poor	Non-fluent, ideas confused or disconnect.
	9-7 Very poor	does not communicate, no organization, etc
Vocabulary	20-18 Excellent to very good	Sophisticated range, effective word/idiom choice and usage,
	17-14 Good to average	Adequate range, effective word/idiom choice, word/idiom, choice, usage but meaning not obscured
	13-10 Fair to poor	Limited range, frequent errors of word/idiom for, choice, usage, meaning confused or obscured.



	9-7 Very poor	Essentially translation, littler knowledge of English vocabulary, idioms, word form or not enough o evaluate
Language use	25-22 Excellent to very good	effective complex constructions few errors of agreement, tense, number, word order/function, articles, pronouns, preposition
	21-18 Good to average	effective but simple constructions, minor problems in complex construction, several errors of agreement, tense, number word/function, articles, pronouns, preposition, meaning seldom obscured
	17-11 Fair to poor	major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/functions, article, pronouns, preposition and or fragment, run-ons, deletions, meaning confused.
	10-5 Very poor	virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate
Mechanic	5 Excellent to very good	demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing
	4 Good to average	occasional errors of 26 spelling, punctuation, capitalization, paragraphing but meaning not obscured
	3 Fair to poor	frequent error of spelling, punctuation, capitalization, paragraphing, poor hand writing, meaning confused or obscured
	2 Very poor	no mastery of convention, dominated by errors of spelling, punctuation, handwriting illegible or not enough to evaluate.

From the explanation above the researcher conclude that the total is 100 which described in following table:

**Table 3.9 Total of Scoring Writing Skill**

No	Component	Score
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanic	5
Total		100

**Table 3.10 The measurement of students' achievement**

Criteria of Mastery	Level of Mastery
91-100	Excellent
81-90	Very Good
71-80	Good
61-70	Fair
51-60	Poor
Less than 50	Very Poor

The formula is

Where:

$$N = \frac{SM}{SI} \times Smax$$

N = the mark of comprehension

SM = the score

SI = Target score (sesuai max indicator)

Smax = 100

The example of using this formula to change score become mark is:

$$N = \frac{23}{30} \times 100$$

$$N = 0.76 \times 100$$

$$N = 76$$

### 3.6 Data Analysis Technique

After the researcher collect the data, the researcher gave the score to the students. The score students' evaluate by rater. The researcher choose two English teacher to be raters. There are two raters, the first rater is Indah Junika S.Pd Gr and second rater is Dewi Komalasari S.Pd Gr. The rater evaluate the students' writing data by using writing scoric rubric. The writing critetia are: Content, organization, vocabulary, language use, and mechanic. Furthemore, after the researcher get the students' score by the rater, the researcher analyze the data by using SPSS version 25 to know there is significant the effect of using digital poster flyer maker toward students' writing ability or not. The uses of SPSS version 25 has function to determine descriptive and inferential analysis of data. Before analyzing the data by using normality, t-test and homogeneity must be measure first.

#### 3.6.1 Normality Test

Normality test conducted to determine whether research data collected normal distributed or not. Normal data was an absolute requirement before researcher for a parametric statistics (paired t-test and independent sample t-test). In parametric statistics in there are two types of normality test that used namely Kolmogrov-smirnov & Shapiro-wilk test by using SPPS version 25. Then, if normality score was more than 0.05, it concluded that distribution data was normal distrubution. On the other hand, it normality score showed less than 0.05, it conclude that distribution data was nor normal. The steps to normality test are:

- a) Open SPSS file of the input research data
- b) Click save the document
- c) Click analyze → Descriptive Statistics → Explore
- d) In the explore dialogue box, fill in the dependent list with the variable to be tested for normality test (pre-test score, post test score) by either drag-and-dropping or using the button.
- e) Then, fill in the factor list with sample group or class (control, experimental) to see if it is normally distributed in each group or class by either drag-and-dropping or using the button.
- f) Click plots, then checklist → normality plot with test → continue and click OK

### 3.6.2 Paired Sample t-test

Paired sample t-test used to know whether there are differences average of two paired sample. To establish whether the null hypothesis or alternative hypothesis was accepted or rejected, the researcher utilized t-test. The null hypothesis ( $H_0$ ) is rejected if the result displays a value sig (2-tailed) greater than significance level of  $\text{Sig}=0.05$  (5%). On the other hand, Alternative hypothesis ( $H_a$ ) was accepted if the value of sig (2-tailed) was less than  $\text{Sig}=0.05$  (5%). The steps to normality test are:

- a) Open SPSS
- b) Then, open file descriptive analysis



- c) Click Analyze → Compare Means → Paired Samples T Test on the top menu.
- d) Then, fill in the grouping variables with the sample groups (control, experimental) by either drag-and-dropping or using the button.

Example: variable 1 (Pretest experiment and pretest control) and variable 2 (Posttest experiment and posttest control)

- e) Then, check option → Confidence Interval Percentage with 95% Click Continue and
- f) OK to see the independent-samples t-test result.

### 3.6.3 Homogeneity Test

Homogeneity test aim to test whether data from two or more group had homogeneous or heterogeneous. In other words, homogeneity test used to find out whether variant of post-test experimental group and post-test control group data were homogeneous or not. The steps to normality test are:

- a) Open SPSS file of the input research data
- b) Save data the document
- c) Click analyze → descriptive analysis → explore
- d) In the explore dialogue box, fill dependent list with “students writing ability” and factor list “Class” by either drag-and-dropping or using the button.
- e) Click plot → click power estimation
- f) Click Continue and OK to see the normality test result.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents about research finding about data analysis which have been taken from pre-test and post-test. The detail information about the finding can be seen in the following information.

#### 4.1 Data Presentation

This research was conducted to know the effect of using flyer maker in students' writing recount text of the first year at SMK Negeri 4 Pekanbaru. The research was classified into True-experimental research. There was two class as sample. So, the data of this research were the result of pre-test and post-test

##### 4.1.1 Data Presentation of pre-test Experimental Class

In the first meeting, the researcher gave pre-test to know students' writing ability especially in writing recount text. The researcher presents the students' score on pre-test in the table below:

**Table 4.11 Score of pre-test Experimental Class**

No	Students ID	C		O		V		L		M		Score	
		I	II	I	II	I	II	I	II	I	II	I	II
1	Students 1	25	21	17	17	17	17	18	18	4	4	81.06	78.4
2	Students 2	20	21	14	18	13	17	17	18	2	5	61.92	79.4
3	Students 3	21	20	15	15	14	15	20	16	4	5	75	68.12
4	Students 4	23	21	17	18	17	18	18	17	4	4	79.72	79.6
5	Students 5	17	20	13	16	13	17	10	17	3	4	60.32	75.92
6	Students 6	22	20	17	14	14	14	17	16	3	4	71.26	75.92
7	Students 7	20	18	17	16	13	17	17	16	3	3	68.92	69.8
8	Students 8	22	20	18	17	15	16	17	16	3	3	73.26	71.12

9	Students 9	22	21	14	17	14	17	15	18	4	4	70.66	78.4
10	Students 10	23	20	18	17	17	17	19	17	4	3	81.52	72.92
11	Students 11	22	20	13	15	17	17	17	18	3	3	70.26	71.72
12	Students 12	21	20	14	15	10	17	11	18	3	4	58.8	75.72
13	Students 13	25	21	17	17	17	17	18	18	4	4	81.06	78.4
14	Students 14	25	18	17	17	17	16	18	17	4	4	81.06	74.6
15	Students 15	22	22	17	17	17	17	17	16	3	3	74.06	73.46
16	Students 16	21	20	13	15	17	16	10	18	3	4	64	74.72
17	Students 17	22	20	17	18	17	17	18	18	4	4	79.06	78.72
18	Students 18	16	18	13	16	13	15	17	15	3	3	62.26	67

Based on table 4.13 above showed that the result of pre-test of writing recount text in the class X DKV 1 from two rater. The researcher has included a detailed asesment, wich consist of: Content (C), Organization (O), Vocabulary (V), Mechanic (M), Grammar (G). The purpose of that is to provide convenience to researcher in assessing the results of the students' pre-test which refers to the scoring rubric.

#### 4.1.2 The Result of pre-test Experimental class

The results score based on the formulation. Then, the score from the first and second rater is Summed and divided into two, to get the mean as the final result.

The result of pre-test could be seen in the following table below:

**Table 4.12 Result of pre-test Experimental class**

Students ID	Experimental Class			
	Rater I	Rater II	Score	Category
Student 1	81.06	78.4	80	Good

Student 2	61.92	79.4	71	Good
Student 3	75	68.12	72	Good
Student 4	79.72	79.6	80	Good
Student 5	60.32	75.92	68	Fair
Student 6	71.26	75.92	74	Good
Student 7	68.92	69.8	69	Fair
Student 8	73.26	71.12	72	Good
Student 9	70.66	78.4	75	Good
Student 10	81.52	72.92	77	Good
Student 11	70.26	71.72	71	Good
Student 12	58.8	75.72	67	Fair
Student 13	81.06	78.4	80	Good
Student 14	81.06	74.6	78	Good
Student 15	74.06	73.46	74	Good
Student 16	64	74.72	69	Fair
Student 17	79.06	78.72	79	Good
Student 18	62.26	67	65	Fair
<b>Minimum score</b>	<b>65</b>			
<b>Maximum score</b>	<b>80</b>			

In the table above, it could be seen the result of the pre-test in X DKV 1 as experimental class at SMK Negeri 4 Pekanbaru. The lowest score was 65 and the highest in the pre- test was 80.



### 4.1.3 Data Presentation of post-test Experimental Class

The researcher gave post-test to know the result of students' writing ability by using flyer maker. The researcher presents the students' score on post-test in the table below:

**Table 4. 13 Score of post-test Experimental Class**

No	Students ID	C		O		V		L		M		Score	
		I	II	I	II	I	II	I	II	I	II	I	II
1	Students 1	22	21	20	17	17	17	20	18	4	4	84.52	83.66
2	Students 2	27	21	19	18	18	17	22	18	5	4	90.4	92.6
3	Students 3	23	20	16	15	17	15	20	16	5	3	80.4	84.32
4	Students 4	22	21	18	18	18	18	18	17	4	4	94.66	92.66
5	Students 5	26	20	19	16	18	17	22	17	4	4	89.66	87.92
6	Students 6	23	20	16	14	16	14	18	16	4	3	83.4	77.72
7	Students 7	28	18	20	16	17	17	21	16	5	3	91	92.46
8	Students 8	26	20	18	17	18	16	20	16	3	3	82.72	81.32
9	Students 9	25	21	20	17	18	17	22	18	5	4	78.6	92.26
10	Students 10	23	20	20	17	17	17	18	17	4	3	82.32	82.72
11	Students 11	23	20	17	15	18	17	20	18	4	3	84.52	82.32
12	Students 12	27	20	18	15	18	17	20	18	4	4	92.8	90
13	Students 13	28	21	20	17	20	17	18	18	5	4	91.6	93.06
14	Students 14	27	18	20	17	18	16	20	17	5	4	90	92
15	Students 15	25	22	18	17	20	17	17	16	4	3	77.72	84.26
16	Students 16	25	20	18	15	20	16	18	18	4	4	93.06	85.06
17	Students 17	28	20	20	18	18	17	22	18	4	4	93	90.26
18	Students 18	23	18	19	16	18	15	20	15	4	3	81.2	84.32

Based on table 4.14 showed that the result of post-test of writing recount text in the class X DKV 1 from two rater. The researcher has included a detailed assessment, which consist of: Content (C), Organization (O), Vocabulary (V), Mechanic (M),

Grammar (G). The purpose of that is to provide convenience to researcher in assessing the results of the students' pre-test which refers to the scoring rubric.

#### 4.1.4 The Result of post-test Experimental Class

The results score based on the formulation. Then, the score from the first and second rater is Summed and divided into two, to get the mean as the final result.

The result of post-test could be seen in the following table below:

**Table 4.14 Result of post-test Experimental Class**

Students ID	Experimental Class			Category
	Rater I	Rater II	Score	
Student 1	84.52	83.66	84	Very good
Student 2	90.4	92.6	92	Excellent
Student 3	80.4	84.32	82	Very good
Student 4	94.66	92.66	94	Excellent
Student 5	89.66	87.92	88	Very good
Student 6	83.4	77.72	81	Very good
Student 7	91	92.46	92	Excellent
Student 8	82.72	81.32	82	Very good
Student 9	78.6	92.26	85	Very good
Student 10	82.32	82.72	83	Very good
Student 11	84.52	82.32	83	Very good
Student 12	92.8	90	91	Excellent
Student 13	91.6	93.06	92	Excellent

Student 14	90	92	91	Excellent
Student 15	77.72	84.26	81	Very good
Student 16	93.06	85.06	89	Very good
Student 17	93	90.26	92	Excellent
Student 18	81.2	84.32	83	Very good
<b>Minimum score</b>	<b>81</b>			
<b>Maximum score</b>	<b>94</b>			

In the table above, it could be seen the lowest and the highest scores of X DKV 1. The lowest score in post test is 81 and the highest one is 94. Overall, by using flyer maker application the students was increased their skill in writing text.

#### 4.1.5 Data Presentation of pre-test Control Class

In the first meeting, the researcher gave pre-test to know students' writing ability especially in writing recount text. The researcher presents the students' score on pre-test in the table below:

**Table 4.15 Score of pre-test Control Class**

No	Students ID	C		O		V		L		M		Score	
		I	II	I	II	I	II	I	II	I	II	I	II
1	Students 1	21	22	13	15	4	14	17	16	3	3	66.6	68.46
2	Students 2	22	16	17	13	17	14	18	17	4	3	79.05	63.26
3	Students 3	20	21	17	14	14	14	17	16	4	3	73.92	66.8
4	Students 4	17	24	13	15	12	16	11	20	3	3	57.12	75
5	Students 5	17	20	14	14	11	14	15	16	3	3	60.32	66.12
6	Students 6	21	20	15	14	14	14	17	17	3	3	68.6	66.92
7	Students 7	20	21	14	16	14	15	15	17	3	4	65.32	74.6
8	Students 8	20	20	13	15	14	16	17	16	3	3	65.92	69.12

9	Students 9	14	18	9	13	10	14	10	17	2	3	44.32	64.6
10	Students 10	17	20	10	15	12	16	12	17	2	3	50.92	69.92
11	Students 11	21	20	18	14	14	14	18	16	3	3	72.4	66.12
12	Students 12	21	25	13	16	13	17	11	18	3	3	60.8	76.06
13	Students 13	22	21	17	14	14	15	17	18	3	3	71.26	69.4
14	Students 14	18	20	17	14	14	14	15	16	3	3	67	66.12
15	Students 15	21	18	13	13	13	16	15	17	3	3	64	66.6
16	Students 16	22	23	15	15	14	17	11	20	3	3	64.46	75.32
17	Students 17	21	17	14	14	15	14	17	17	3	3	68.6	64.92
18	Students 18	17	20	13	14	14	14	14	16	2	3	57.52	66.12

Based on table 4.16 showed that the result of pre-test of writing recount text in the class X DKV 2 from two rater. The researcher has included a detailed asesment, wich consist of: Content (C), Organization (O), Vocabulary (V), Mechanic (M), Grammar (G). The purpose of that is to provide convenience to researcher in assessing the results of the students' pre-test which refers to the scoring rubric

#### 4.1.6 The Result of pre-test control class

The results score based on the formulation. Then, the score from the first and second rater is Summed and divided into two, to get the mean as the final result. The result of pre-test could be seen in the following table below:

**Table 4.16 Result of pre-test control class**

Students ID	Control Class			
	Rater I	Rater II	Pre-test	Category
Student 1	66.6	68.46	68	Fair
Student 2	79.05	63.26	71	Fair
Student 3	73.92	66.8	70	Fair



Student 4	57.12	75	66	Fair
Student 5	60.32	66.12	63	Fair
Student 6	68.6	66.92	68	Fair
Student 7	65.32	74.6	70	Fair
Student 8	65.92	69.12	68	Fair
Student 9	44.32	64.6	54	Poor
Student 10	50.92	69.92	60	Poor
Student 11	72.4	66.12	69	Fair
Student 12	60.8	76.06	68	Fair
Student 13	71.26	69.4	70	Fair
Student 14	67	66.12	67	Fair
Student 15	64	66.6	65	Fair
Student 16	64.46	75.32	70	Fair
Student 17	68.6	64.92	67	Fair
Student 18	57.52	66.12	62	Fair
<b>Minimum Score</b>	<b>54</b>			
<b>Maximum Score</b>	<b>71</b>			

In the table above, it could be seen the result of the pre-test in X DKV 2 as control class at SMK Negeri 4 Pekanbaru. The lowest score was 54 and the highest in the pre- test was 71.

#### 4.1.7 Data Presentation of post-test control class

In the second meeting, the researcher gave pre-test to know students' writing ability especially in writing recount text. The researcher presents the students' score on post-test in the table below:

**Table 4.17 Score of post-test control class**

No	Students ID	C		O		V		L		M		Score	
		I	II	I	II	I	II	I	II	I	II	I	II
1	Students 1	23	22	15	15	17	14	18	18	4	3	77.72	70.06
2	Students 2	25	21	17	14	18	15	20	18	4	3	83.66	69.4
3	Students 3	22	21	17	14	17	15	18	17	4	3	79.06	68.6
4	Students 4	18	26	15	17	14	18	15	21	3	4	65	85.12
5	Students 5	20	22	15	15	13	14	17	16	3	3	66.92	68.46
6	Students 6	23	20	17	15	17	15	18	17	3	3	75.72	68.92
7	Students 7	22	22	15	17	17	17	17	17	3	3	72.26	74.26
8	Students 8	21	22	13	18	14	16	17	17	3	3	66.6	74.26
9	Students 9	17	21	13	17	14	14	12	17	3	3	59.92	70.6
10	Students 10	20	21	17	16	14	16	17	18	3	3	69.92	72.4
11	Students 11	22	22	19	14	17	16	20	18	4	3	82.66	71.06
12	Students 12	23	26	14	18	14	17	15	21	4	4	71.32	85.12
13	Students 13	26	22	18	16	7	17	20	20	4	4	81.92	78.32
14	Students 14	21	21	17	14	15	14	17	18	3	3	71.6	68.4
15	Students 15	23	21	14	15	14	16	17	17	4	3	72.92	70.6
16	Students 16	25	25	17	16	17	17	17	22	3	4	76.26	83.26
17	Students 17	22	20	17	16	17	16	18	18	3	3	75.06	71.72
18	Students 18	19	22	14	15	16	14	15	16	3	3	66.66	68.46

Based on table 4.18 showed that the result of post-test of writing recount text in the class X DKV 1 from two rater. The researcher has included a detailed assessment, which consist of: Content (C), Organization (O), Vocabulary (V), Mechanic (M),

Grammar (G). The purpose of that is to provide convenience to researcher in assessing the results of the students' pre-test which refers to the scoring rubric

#### 4.1.8 The Result of post-test Control Class

The researcher has given post-test in control group. It was done to know students writing ability of recount text without given treatment. The result of pre-test could be seen in the following table below:

**Table 4.18 Result of post-test Control Class**

Students ID	Control Class			
	Rater I	Rater II	Post-test	Category
Student 1	77.72	70.06	74	Good
Student 2	83.66	69.4	77	Good
Student 3	79.06	68.6	74	Good
Student 4	65	85.12	75	Good
Student 5	66.92	68.46	68	Fair
Student 6	75.72	68.92	72	Good
Student 7	72.26	74.26	73	Good
Student 8	66.6	74.26	70	Fair
Student 9	59.92	70.6	65	Fair
Student 10	69.92	72.4	71	Good
Student 11	82.66	71.06	77	Good
Student 12	71.32	85.12	78	Good
Student 13	81.92	78.32	80	Good

Student 14	71.6	68.4	70	Fair
Student 15	72.92	70.6	72	Good
Student 16	76.26	83.26	80	Good
Student 17	75.06	71.72	73	Good
Student 18	66.66	68.46	68	Fair
<b>Minimum Score</b>	<b>65</b>			
<b>Maximum Score</b>	<b>80</b>			

In the table above, it could be seen the result of the pre-test in X DKV 2 as control class at SMK Negeri 4 Pekanbaru. The lowest score was 65 and the highest in the post-test was 80.

## 4.2 Data Interpretation

### 4.2.1 The Result of Descriptive Analysis

Descriptive Analysis was useful for describe research data, including amount of data, minimum value, maximum value, mean, and standard deviation. The result could be seen in following information:

**Table 4.19 Descriptive Analysis**

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	18	65	80	73.39	4.816
Post-Test Experiment	18	81	94	86.94	4.659
Pre-Test Control	18	54	71	66.44	4.328
Post-Test Control	18	65	80	73.17	4.190
Valid N (listwise)	18				



From the table 4.20 above, it shows that minimum score on the pre-test of experimental class was 65 and control class was 54. Maximum score on pre-test of experimental class was 80 it was higher than control class for maximum score that got 71. Moreover, the minimum score on post-test of experimental class was 81 and control class was 65. Maximum score on post-test of experimental class was 94 and control class was 80. It concluded that experimental class had knowledge was higher than control.

#### 4.2.2 The Result of Normality Test

To calculate normality test, the researcher used normality test that used namely Kolmogorov-smirnov & Shapiro-wilk test by using SPSS version 25. The result could be seen in following information:

**Table 4.20 Tests of Normality**

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students' Writing Ability	Pre-Test Experiment	.113	18	.200*	.941	18	.299
	Post-Test Experiment	.197	18	.063	.865	18	.015
	Pre-Test Control	.218	18	.024	.835	18	.005
	Post-Test Control	.098	18	.200*	.975	18	.884

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the information provided in table 4.21 above, the normality test of pre-test and post- test on experimental class and control class had normal distribution because the value of sig. for pretest and posttest is higher than 0.05. Because the research data is normally distributed, the researcher can use parametric statistic (paired t-test and independent sample t-test) to analyze research data.

### 4.3 Hypothesis Testing

The paired sample-test calculated by using t-test to test the effectiveness of using digital poster flyer maker of recount text in experimental group and students' writing ability of recount text in control group without digital poster flyer maker. The data from pre-test and post-test of experimental group. Then, data from pre-test and post-test of control group. The result could be seen in following information:

**Table 4.21 Paired Sample t-test**

Pair		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
1	Pre-Test Experiment - Post-Test Experiment	-13.556	6.109	1.440	-16.594	-10.518	-9.414	17	.000
2	Pre-Test Control - Post-Test Control	-6.722	2.927	.690	-8.178	-5.267	-9.745	17	.000

Referring to the table 4.22 above, Output pair 1 obtained value sig. (2-tailed) was  $0.000 < 0.05$ . It indicates that there was significant between pre-test and post-test experimental class. Meanwhile, output pair 2 obtained value sig. (2-tailed) was  $0.000 < 0.05$ . It indicates that there was significant between pre-test and post-test control class.

The result of paired sample t-test showed that value sig. (2-tailed) both data was 0.000. This value was lower than level of standard 0.05. From both the data, it means that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. Therefore, it can concluded that there was a significant effect of using

digital poster flyer maker toward students' writing ability of recount text of tenth grade of SMK Negeri 4 Pekanbaru.

#### 4.3.1 The Result of Homogeneity Test

The researcher did homogeneity test to know the similarity of the sample in both classes. To calculate normality test that used Levene Statistic. The result could be seen in following information:

**Table 4.22 Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Students' Writing Skill	Based on Mean	2.069	1	34	.159
	Based on Median	2.058	1	34	.161
	Based on Median and with adjusted df	2.058	1	28.897	.162
	Based on trimmed mean	2.046	1	34	.162

Referring to the table 4.23 above, the value sig. based on mean was 0.849 with level significant 0.05. Based on mean was higher than level significant 0.05. It conclude that post-test data on experimental and control class were homogeneous variance because mean  $0.159 > 0.05$ . It concluded that variance of post-test data of experimental class and post-test data of control class are the same of homogeny. Thus, one of the conditions (not absolute) of independent sample t-test has been fulfilled.



### 4.3.2 Discussion

Based on the description of the research results that have been discussed previously, it shows that the mean score of the experimental class which was given treatment was higher than the control class which was without treatment. Shows that the minimum score on the pre-test of the experimental class was 65 and the control class was 54. Maximum score on pre-test of the experimental class was 80 it was higher than the control class for maximum score that got 71. Moreover, the minimum score on post-test of the experimental class was 81 and the control class was 65. Maximum score on post-test of the experimental class was 94 and the control class was 80. It concluded that the experimental class had knowledge that was higher than the control.

There are differences of category after given treatment which was still very good category that caused by several factors; first, lack of time or time allocation in the implementation of teaching and learning process, so they must use hours of other subjects. Second, there are students still less active in the implementation of teaching and learning process, this can be seen from lack of students' participation giving questions if they do not understand.

Based on paired sample t-test shows that there is a significant difference in students' writing skills before and after being given treatment using a flyer maker application. This is supported by research conducted by Juliana Sari Saputri (2020) the results of research which concludes that students' writing skills can be improved through digital posters. In her study, she explained that using Canva as a media can improve students' writing ability of announcements at tenth grade students of SMA YLPI Pekanbaru in academic year 2020/2021. The similarities between the writer's



research and this research are the writer used digital poster as media to learning instrument. Then, the difference are the writer research at senior high school. While, writer research at vocational high school and researcher used flyer maker application not canva application. Then, in her study used pre-experimental which used one group Pretest-Posstest while this research used true-experimental which used pretest-posttest control design, this method very appropriate because this method appear to be a good tool measurement to know the effectiveness of using digital poster flyer maker towards students' writing ability of recount text at tenth grade of SMK Negeri 4 Pekanbaru

In addition, based on the calculation that the result of paired sample t-test showed that value sig. (2-tailed) both data was 0.000. This value was lower than level of standard 0.05. From both the data, it means that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. As the conclusion, there was a significance effect of students who received in class experimental using digital poster flyer maker than the students who did not received classroom using digital poster flyer maker in recognizing a recount text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the results of data analysis and discussion described in previous chapter, the results of this study could concluded as follows:

1. Digital poster flyer maker has a significant influence towards students' writing of recount text at tenth grade of SMK Negeri 4 Pekanbaru and has a positive value, which means that students' writing skills were got better
2. There is a significant difference in students' writing ability between experimental class with control class

#### 5.2 Suggestion

Based on the results of data analysis and discussion described in previous chapter, the suggestion of this study could concluded as follows:

1. For the Teacher

The writer suggest to use various media in teaching and learning English especially in writing skill to make students most interest and enjoy in teaching and learning process and automatically can improve their ability.

And then, teacher should oversee because students can editing translate.

2. For Students

Students can improve their own writing of recount text. And then, students should pay attention and follow teachers' instruction in learning process. So that students can understand the material and to increase their knowledge.

3. For the next researcher

If the next researcher wants to do the same research and variables, others researchers can uses other materials such as narrative text, descriptive text and etc.



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