

CHAPTER I INTRODUCTION

1.1. Background Of Study

Learning process is a dynamic activity that teachers need to constantly observe the changes that occur in student in the class. It is a two-way communication, the teaching is conducted by the teacher as the educator, while the study carried out by the learners. In the learning process, the interaction between teacher and students will be more effective when student participate actively in the learning process. Student will be able to undestand the lesson from their experience and it will enhance the outcomes. Teacher today is the facilitator so everything in the learning process is many by the action of students.

If we create the classrooms where students are engaged in meaningful tasks and where students are motivated to learn, then teachers need to be able to employ a variety of techniques to promote active in-depth learning. There are many more ways to learn than by “telling”. Learning isn’t about pouring information into students’ heads; learning requires thought. As Confucius noted, “Learning without thought is perilous.” By the same standard, “Teaching without thought is a waste of time!” Twenty-five hundred years ago Confucius understood that learning is an active process. He reminds us of that concept by scripting the following saying: What I hear, I forget; What I see, I remember; What I do, I understand (Goodland, 1987)

The conventional way of teaching is still dominated by “telling” students as one way approach. Students are not considered as partner to achieve the learning process ultimate goal, which is changing in behaviour. Previous researchers indicated that visual media can be used to complement conventional approaches when teaching and learning and improve student performances. Salomon and Cowen *in* Jagger (2012) proved that students learn new abstracts and novel concepts in both verbal and visual form and visual media make concepts more accessible to students and enhance lateral recall of information. Pinker *in* Jagger

(2012) reinstated that visual media can support students to retain and apply new concepts to real life situations.

Poster is considered as one of media and has become one of the most important types of scientific communication at societal meetings and scientific conferences. The power of the poster is that the communicants can directly discuss their data and interpretations one-on-one or in a small group atmosphere. The feedback generated during these discussions generally proves to be more useful than the feedback in question and answer sessions following the more traditional oral presentation/lecture. The data and data analyses are visually available in a well developed local flow in a poster presentation.

Posters have since been used as educational strategy in several studies. According to Denzine (1999), poster session allows participation by the audience by communicating with one another. The poster can be used to develop vital research literacy skills and this in turn serves the future professional education. In addition, the extent to which a poster is used as a teaching resource can create an impact to students in a class. Poster presentations will also encourage an interactive discussion. He proposed that students can perform activity to make posters in their learning activity. He claimed that poster is the faster way of delivering information and it can be a right way of predicting student capability of imagination, and also providing time and space for student to exchange ideas among them in a friendly environment. Poster can be a media where activity to describe an object, to establish graph and table, to record data, and to draw a diagram can be considered as the skills where student can perform their actual capability of learning.

In SMA 3 & SMA 4 Medan students were observed to have difficulties in the topic of environment. The KKM of SMA 3 & SMA 4 Medan is 70 with about 70% student is pass and 15% student didn't pass. In the other side, student were not actively engaged in the leaning process. Students were observed also have difficulties to communicating the result of the topic delivered to the teacher. And also, the topic of environment is a time-consuming activity for both teacher and students. Students did not show the ability to discuss the result among them and

tended to reproduce information, consider a concern for grades and task requirements, and is characterized by minimal mental effort (Cross & Steadman; Prosser & Trigwell *in* Myka & Rubenheimer, 2005).

There are practical activities of environment pollution (KD 3.10) where students are required to analyse the data of environment changing and its effect to life. The problem solving of the environment problem by designing the recycling process of waste products and the promoting sustainable environment in KD 4.10, are considered to be time-consuming process. Teachers might find it difficult to conduct activity where practical and analytical tasks are both effort and time demanding in the first place. Poster is considered to tack the problem of time limitation for both teacher and students.

There is an urgency of using poster to improve student's academic performance. This research was intended to explore the creativity by making poster on student's academic achievement in the topic of environment SMA 3 & SMA 4 Medan Year 2015/2016.

1.2. Problem Identification

Based on the background, the problem can be identified as follows:

- a. Student were not actively engaged in the learning process,
- b. Students were observed to have difficulties to communicating the result of the topic delivered by the teacher,
- c. The topic of environment is a time-consuming activity for both teacher and students.

1.3. The Scope of Study

The study is limited to the incorporating poster in the students' performance and the differences to the student's achievement. The cognitive aspect of the academic performance is explored using pre-test and post-test. Posters are provided by student and the topic taught is environment. The research is taken place in SMA Negeri 3 & SMA 4 Medan .

1.4. Research Question

Based on the background previously mentioned the author formulate research questions: Is the student's learning achievement in poster making inclusion group higher than student's learning achievement in poster non-making inclusion group?

1.5. Research Objective

Based on the formulation of problem the objective of research is to explore the student's learning achievement by poster making inclusion and poster non-making inclusion group in SMA 3 & SMA 4 Medan.

1.6. Significances of Research

The expected benefits of the research are:

1. For researcher, the finding is an information about problem and solution in the teaching and learning process.
2. For teachers, as an alternative way of dealing with any time-consuming topic in the field.
3. For school, as an information about improving the quality of teaching and learning activity.