



## Developing Creative Poster-Based Learning Media for Descriptive Writing: A Research and Development Study

Edward Johannes Tumanggor<sup>1\*</sup>, Angel May Donna Br Sembiring<sup>2</sup>, Zahwa Nabila  
Andriza Nst<sup>3</sup>, Angraini Thesisia Saragih<sup>4</sup>, Khairul  
Azmi Siagian<sup>5</sup>

<sup>1-5</sup> Pendidikan Bahasa Inggris, Universitas Negeri Medan, Indonesia

\*Penulis Korespondensi: [edwardjohannes13@gmail.com](mailto:edwardjohannes13@gmail.com)

**Abstract:** Many senior high school students face significant difficulties in generating ideas, organizing thoughts, and selecting appropriate vocabulary when writing descriptive texts. Traditional teaching methods often limit creativity, making the integration of visual media crucial. Therefore, this study aims to develop creative poster-based learning module for teaching descriptive writing. A Research and Development (R&D) design was employed, adapting the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. However, due to time constraints, this research is strictly limited to the Analysis (Needs Analysis) and the initial Development (Prototype Development) stages. The participants for the needs analysis consisted of 22 senior high school students in Indonesia, selected through purposive sampling. Data were collected using an online needs analysis questionnaire. The findings indicate a strong student preference for visual support, which informed the design and creation of a poster-based learning module prototype intended to help students visualize concepts. The implications suggest that while the prototype aligns with student needs, further research is required to validate and test the product.

**Keywords:** Creative Learning; Descriptive Writing; Poster-Based Learning Module; Students' Needs; Visual Media.

**Abstrak:** Banyak siswa sekolah menengah atas menghadapi kesulitan yang signifikan dalam mengembangkan ide, menyusun kalimat, dan memilih kosakata yang tepat saat menulis teks deskriptif. Metode pengajaran tradisional sering kali membatasi kreativitas, sehingga integrasi media visual menjadi sangat penting. Penelitian ini bertujuan untuk mengembangkan media pembelajaran kreatif berbasis poster dalam pembelajaran menulis deskriptif. Penelitian ini menggunakan desain Research and Development (R&D) dengan model ADDIE (Analysis, Design, Development, Implementation, Evaluation), namun dibatasi hanya pada tahap Analysis (Needs Analysis) dan tahap awal Development (Prototype Development) karena keterbatasan waktu. Partisipan penelitian terdiri dari 22 siswa sekolah menengah atas di Indonesia yang dipilih melalui teknik purposive sampling. Data dikumpulkan menggunakan kuesioner analisis kebutuhan secara daring. Hasil penelitian menunjukkan adanya preferensi dan kebutuhan yang kuat dari siswa terhadap penggunaan media visual dalam pembelajaran menulis. Temuan ini menjadi dasar dalam perancangan dan pengembangan prototipe media berbasis poster yang bertujuan membantu siswa memvisualisasikan ide dan menyusun teks deskriptif secara lebih terstruktur. Implikasi penelitian ini menunjukkan bahwa meskipun prototipe telah sesuai dengan kebutuhan siswa, penelitian lanjutan masih diperlukan untuk melakukan validasi ahli dan uji implementasi di kelas.

**Kata kunci:** Kebutuhan Siswa; Media Visual; Menulis Deskriptif; Pembelajaran Berbasis Poster; Pembelajaran Kreatif.

### 1. THE BACKGROUND OF THE STUDY

Writing is a fundamental skill in learning English, as it enables students to communicate clearly in both academic and everyday contexts. Among different writing genres, descriptive writing requires students to describe people, places, objects, or events in detail by organizing ideas and using appropriate vocabulary. This type of writing plays an important role in helping students develop their ability to express ideas in written form. However, many students still face difficulties in descriptive writing. They often struggle to generate ideas, choose suitable words, construct sentences, and organize their descriptions in a clear and logical way.

These difficulties are often related to the way writing is taught in the classroom. Teaching practices that focus mainly on grammar exercises and repetitive writing tasks tend to limit students' opportunities to explore ideas and express creativity. As a result, students may feel less motivated and less confident in writing. Writing activities that do not involve meaningful or engaging tasks can make students see writing as difficult and uninteresting, which affects their participation and learning outcomes.

To address these challenges, the use of creative and visual learning tools has become increasingly important in writing instruction. Visual media can help students understand and organize ideas by providing concrete representations of what they want to describe. One form of visual learning that can be applied is poster-based learning. Through poster activities, students combine images and written text, which helps them visualize ideas and express them more clearly. This process supports both creativity and language development, especially in descriptive writing tasks.

The use of posters in writing instruction has been explored in several studies. Classroom activities that involve poster creation have shown that students are able to produce more detailed and organized descriptive texts when they are supported by visual elements (Fatikasari, Amin, & Firman, 2022). The integration of digital tools such as Canva in poster-making activities has also been associated with increased student motivation and engagement, as students become more interested in expressing their ideas creatively (Wiastra et al., 2025). In addition, combining poster activities with approaches such as discovery learning has encouraged students to participate more actively and collaborate with others, which supports the development of their writing skills (Setiawan, 2023).

At the same time, the results of a needs analysis questionnaire given to senior high school students show that most students prefer writing activities that involve visual elements such as poster creation. Students also report that visual support helps them generate ideas and makes the writing process easier. This indicates that students respond positively to learning activities that combine creativity with writing.

Even though the use of poster-based learning has shown positive results, most studies still focus on writing performance rather than students' experiences. The way students perceive poster activities, what they find helpful, and what they prefer in the learning process are not always discussed in detail. In fact, understanding students' needs and preferences is important because it can help teachers design learning activities that are more engaging, meaningful, and suitable for students.

Based on these considerations, this study aims to develop creative poster-based learning media for teaching descriptive writing based on students' identified needs and preferences. The developed of this media is intended to support students in generating ideas, organizing their texts, and expressing descriptions more effectively through poster-based learning activities.

## **2. THEORETICAL REVIEW**

Writing is an important skill in learning English because it allows students to express ideas in a clear and organized way. It is not only about using correct grammar, but also about how students develop and arrange their ideas. Hyland (2003) explains that writing involves a process that includes planning, drafting, revising, and editing. Through this process, students gradually improve their writing and learn how to communicate their ideas more effectively. In descriptive writing, students are expected to describe people, places, or objects in detail, which requires both appropriate vocabulary and clear organization.

In classroom practice, many students experience difficulties in starting and developing their writing. Some students struggle to generate ideas, while others find it difficult to organize their thoughts into meaningful sentences and paragraphs. This shows that writing instruction needs to provide support that helps students develop ideas more easily. One way to support this process is through the use of visual media. According to Paivio (1991), information is processed through both verbal and visual channels, and combining these two can improve understanding. When students are supported by visual input, they can connect ideas more easily and express them more clearly in writing.

Visual materials also help create a more engaging learning environment. Harmer (2007) explains that visual media such as pictures can stimulate students' interest and encourage them to think more creatively. This is important in descriptive writing, where students need to focus on details and present clear descriptions. When students are given visual support, they tend to be more active and more willing to participate in writing activities.

In classroom settings, the use of visual media has shown consistent positive results. Students who are supported by images or visual materials are often able to generate ideas more easily and organize their writing more clearly. For example, Wirnita, Afriani, and Nirwansyah (2024) found that the use of picture media combined with problem-based learning helped students improve their descriptive writing skills. Students became more able to develop ideas and structure their writing after being supported by visual input.

The use of poster-based activities also contributes to writing development. Fitriani et al. (2024) reported that students who learned descriptive writing through poster media showed

improvement in both their writing ability and classroom participation. The poster activities helped students focus on key ideas and present them in a more organized way. In a similar context, Rohmawati et al. (2024) found that picture media helped students observe details more carefully and produce more coherent descriptive paragraphs. Students also showed higher motivation during the learning process.

More recent findings also support the importance of visual media in writing. Nur'aeni and Ristiani (2026) found that students who learned with visual support performed better in descriptive writing compared to those who learned through conventional methods. Visual elements helped students organize their ideas and express them more effectively in written form.

Writing, in this context, can be understood as a process that requires support in developing and organizing ideas, not only mastering language forms. Visual media, including posters, provide that support by helping students see, connect, and express ideas more clearly. Learning activities that involve creativity and interaction also make the process more engaging, which is important for sustaining students' interest in writing. These considerations form the basis for examining how creative poster-based learning can support students' needs and preferences in descriptive writing.

### **3. RESEARCH METHODOLOGY**

This section elaborates on the research design, population and sample, data collection techniques and instruments, data analysis tools, and the conceptual research model used to investigate students' needs and preferences in writing instruction.

#### **Research Design and Model**

This study employed a Research and Development (R&D) design to create educational materials. The development model utilized is the ADDIE model, which theoretically consists of Analysis, Design, Development, Implementation, and Evaluation. However, as a defined limitation of this study, the research scope is strictly confined to the first two phases: the Analysis stage and the initial Prototype Development stage. Expert validation, classroom implementation, and evaluation were not conducted.

#### **Development Procedure**

##### **a. Analysis (Needs Analysis)**

This stage involved distributing a questionnaire to 22 senior high school students to identify their current challenges in descriptive writing and assess their preferences for visual media.

## b. Design and Prototype Development

Based on the data gathered from the needs analysis, a prototype of the creative poster-based learning media was designed and developed. This included drafting the layout, selecting appropriate color schemes, and integrating visual elements tailored to support descriptive text generation.

### Data Collection Techniques and Instruments

In accordance with the limited scope of this study, the primary technique for data collection was the administration of a structured Needs Analysis Questionnaire. The instrument comprised close-ended and open-ended questions to assess current writing challenges and learning preferences. While a complete R&D process would utilize expert validation sheets, those instruments fall outside the scope of this current prototype development phase.

## 4. DATA ANALYSIS, FINDINGS, AND DISCUSSIONS

### Data Collection Process

This study was conducted from March 8 to March 17, 2026. The data were collected through an online questionnaire distributed via Google Form. The respondents consisted of 22 senior high school students from different grade levels (X–XII).

The instrument included 17 questions, consisting of 15 close-ended questions and 2 open-ended questions. The close-ended questions used a Likert scale and a frequency scale to measure students' needs, preferences, and learning habits, while the open-ended questions were used to explore students' opinions in more depth.

### Findings

#### 1. Needs Analysis Stage

##### *Students' Needs in Poster-Based Learning (Likert Scale)*

**Table 1** Students' Needs.

No	SS	S	R	TS	STS
1	3	18	0	1	0
2	10	12	0	0	0
3	8	14	0	0	0
4	7	15	0	0	0
5	6	14	0	2	0

Source: Processed data (2026)

The data show that most students have a strong need for support in descriptive writing. The majority of responses fall into Agree and Strongly Agree categories, indicating that students require guidance in generating ideas, organizing texts, and using appropriate language.

**Students' Preferences in Learning Activities (Likert Scale)**

**Table 2** Students' Preferences.

No	SS	S	R	TS	STS
6	12	9	0	1	0
7	5	13	0	4	0
8	10	12	0	0	0
9	10	12	0	0	0
10	7	10	0	5	0

Source: Processed data (2026)

The findings indicate that students prefer visual-based learning activities. Most students responded positively toward the use of posters and visual media, showing that they find such methods more engaging and helpful.

**Students' Learning Habits (Frequency Scale)**

**Table 3** Students' Learning Habits.

No	SL	SR	KK	JR	TP
11	2	8	10	2	0
12	1	7	11	3	0
13	2	6	11	3	0
14	1	6	12	3	0
15	1	5	11	3	2

Source: Processed data (2026)

The results show that most students only practice writing occasionally. This indicates that students' writing habits are still not well developed and need improvement.

**Summary of Needs Analysis**

Overall, the findings indicate that students need support in generating ideas, show a preference for visual-based learning, experience difficulties in vocabulary and grammar, and demonstrate inconsistent writing habits.

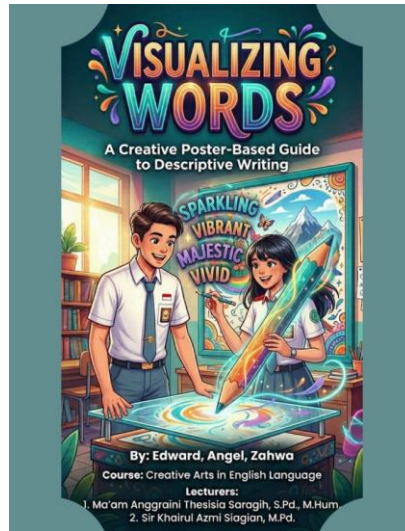
In addition, the results from the open-ended questions reveal that students often have ideas but find it difficult to express them in English. Students also stated that visual media such as posters help them understand topics and generate ideas more easily, although they still need guidance in language use.

**2. Design and Development Stage**

Based on the results of the needs analysis, a creative poster-based learning module was designed and developed as a prototype to support students in descriptive writing. The module is designed to help students generate ideas and organize their writing more effectively. The poster is used as a core component within the module. It includes:

- A main topic or object to be described
- Supporting images
- Guiding questions
- Key vocabulary
- A simple structure of descriptive text


The module is designed systematically to guide students from idea generation to writing organization.



**Figure 1.** Cover of Poster-Based Learning Module.

1.3 Activity: "What Do You See?"

Now, it is your turn to practice your observation skills! Look at the image below carefully for one full minute. Do not write anything yet. Just look.



Your Task: Create a simple visual mind map based on the picture above. Find at least **8 details** and write them in the boxes below!

1. [ \_\_\_\_\_ ]

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Visualizing Words: A Creative Poster-Based Guide to Descriptive Writing

2. [ \_\_\_\_\_ ]

3. [ \_\_\_\_\_ ]

4. [ \_\_\_\_\_ ]

5. [ \_\_\_\_\_ ]

6. [ \_\_\_\_\_ ]

7. [ \_\_\_\_\_ ]

8. [ \_\_\_\_\_ ]

**Figure 2.** Poster-Based Activity Page in the Module.

The developed product is a poster-based learning module consisting of several components, including a cover page, instructional materials, and poster-based activities. The posters are integrated into the module to help students generate ideas and organize their descriptive writing more effectively.

### **3. Validation Results**

The validation stage has not been conducted due to time limitations. Therefore, this study is limited to the needs analysis and prototype development stages. Further validation by experts is recommended for future research.

### **Discussion**

The findings of the needs analysis reveal that students face significant difficulties in descriptive writing, particularly in generating ideas, organizing content, and using appropriate vocabulary and grammar. This indicates that writing is not only a linguistic activity but also a cognitive process that requires structured support.

Based on these needs, a poster-based learning module was developed as a potential solution. The design of the module was carefully aligned with students' needs and preferences identified in the analysis stage. The use of visual elements is intended to help students generate and organize ideas more effectively, while guiding questions support them in structuring their thoughts into clear descriptive texts.

In addition, the inclusion of key vocabulary helps students overcome difficulties in word selection, and the simple text structure assists them in organizing their writing systematically. These features were specifically designed to address the main problems identified in the needs analysis.

This design is supported by the theory of dual coding, which emphasizes that combining visual and verbal information can enhance understanding and memory. When students are provided with both images and text, they are more likely to process information effectively. Previous studies have also shown that visual media can increase students' motivation and engagement, making the learning process more interactive and meaningful.

Although the validation stage has not been conducted, the developed prototype shows strong potential as a learning module because it is based on students' actual needs and supported by relevant theories and previous research. Therefore, the product is considered conceptually appropriate for use in descriptive writing instruction.

However, this study has several limitations. The product has not been implemented in a real classroom setting, and its effectiveness has not been empirically tested. In addition, the

absence of expert validation means that the feasibility of the product still requires further confirmation.

The implications of this study suggest that the poster-based learning module can be used as a supplementary tool to support descriptive writing. However, teachers should combine this module with explicit instruction in vocabulary, grammar, and writing structure to achieve optimal learning outcomes. Future research is recommended to conduct expert validation and classroom implementation to evaluate the effectiveness of the developed product.

## **Implications**

### ***Theoretical Implications***

This study shows that learning writing involves both visual and linguistic processes. The use of poster-based learning module helps students connect ideas and express them more clearly. This supports the idea that combining visual and verbal elements can improve learning outcomes.

### ***Practical Implications***

Teachers are encouraged to use poster-based learning module as part of writing instruction. Visual media can make learning more interesting and help students develop ideas more easily.

However, teachers also need to provide clear guidance in vocabulary, grammar, and text structure. In addition, writing activities should be done regularly so that students can improve their skills step by step.

## **5. CONCLUSION AND SUGGESTION**

The conclusion must now reflect the results of your R&D process (validity/practicality) rather than just the student survey results. The suggestion must point future researchers toward the steps you skipped (Implementation and Evaluation).

### **Conclusion**

This Research and Development study concludes with the successful creation of a prototype for a creative poster-based learning module in descriptive writing. The initial needs analysis revealed that students exhibit a strong need for visual support, such as posters, to help them visualize concepts and organize their ideas effectively before writing. Consequently, a learning module prototype was designed and developed specifically to address these identified needs. Because the scope of this research is strictly limited to the Analysis and Prototype

Development stages, the formal validity and pedagogical feasibility of the developed module have yet to be determined.

### **Suggestion**

Since this research was limited to prototype development, it is highly recommended that future researchers continue this R&D process by conducting formal expert validation. Subsequent studies should utilize validation sheets for material and media experts to assess the product's feasibility. Following a successful validation, the poster-based learning module should be implemented in a real classroom setting with a larger sample size to evaluate its practical effectiveness in improving students' descriptive writing skills and to gather direct feedback from both teachers and students.

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