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ORIGINAL RESEARCH ARTICLE

The Effectiveness of Using Picture Media on Students' Writing Descriptive Text Achievement for Tenth Grade Students



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ABSTRACT

This study aims to examine the effectiveness of using picture media in descriptive text writing for tenth grade students of Taruna Gajahmada Metro High School. Researchers identified common problems in English learning, especially in descriptive text material. The lack of ideas and visual media become obstacles for students in writing descriptive texts, making students less motivated and having difficulty visualizing objects. This study uses quantitative method with quasi-experimental design. The sample consists of X grade students divided into control and experimental classes. Data collection was done by test. Based on the results, the use of picture media proved effective in teaching descriptive text. This is shown through the Independent Samples T-test, where t value = -5.019, while t table at 0.05 significance level with $df = 42$ is about ± 2.018 . Since $t\text{-count} > t\text{-table}$, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted, meaning there is a significant difference between control and experimental classes. The analysis also showed that the average post-test score of experimental class was 84.55, while control class was only 70.45. The Levene test results show $Sig. = 0.773 > 0.05$, meaning equal variance assumption is met. Thus, it can be concluded that picture media has a positive and significant impact in improving students' descriptive text writing ability. This finding supports the use of visual media as an effective learning strategy in teaching English, especially on descriptive text materials.

Keywords: Picture Media, Descriptive Text, Writing Skill

ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas penggunaan media gambar dalam pembelajaran menulis teks deskriptif pada siswa kelas X SMA Taruna Gajahmada Metro. Peneliti mengidentifikasi permasalahan umum dalam pembelajaran bahasa Inggris, khususnya materi teks deskriptif, yaitu keterbatasan ide dan media visual yang menyebabkan siswa kurang termotivasi serta kesulitan memvisualisasikan objek. Penelitian ini menggunakan metode kuantitatif dengan desain kuasi eksperimen. Sampel penelitian terdiri atas siswa kelas X yang dibagi menjadi kelas kontrol dan kelas eksperimen. Data dikumpulkan melalui tes. Hasil penelitian menunjukkan bahwa media gambar efektif digunakan dalam pembelajaran menulis teks deskriptif. Hasil uji independent samples t-test memperoleh nilai t sebesar -5,019, sedangkan t tabel pada taraf signifikansi 0,05 dengan df 42 sebesar sekitar $\pm 2,018$. Karena t hitung lebih besar daripada t tabel, hipotesis nol ditolak dan hipotesis alternatif diterima, sehingga terdapat perbedaan yang signifikan antara kelas kontrol dan kelas eksperimen. Rata-rata nilai post-test kelas eksperimen sebesar 84,55, sedangkan kelas kontrol sebesar 70,45. Uji Levene menghasilkan nilai signifikansi 0,773 > 0,05 sehingga asumsi kesamaan varians terpenuhi. Dengan demikian, media gambar berpengaruh positif dan signifikan terhadap peningkatan kemampuan menulis teks deskriptif siswa serta dapat digunakan sebagai strategi pembelajaran bahasa Inggris yang efektif.

Kata Kunci: Media Gambar, Teks Deskriptif, Keterampilan Menulis

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1. INTRODUCTION

The use of visual media in descriptive text learning is one solution to improve students' writing skills. This study aims to identify the effectiveness of visual media in descriptive text writing for 10th grade students at Taruna Gajahmada Metro High School. The researcher found common problems in English learning, especially in descriptive text material. Many students have difficulty developing ideas due to limited vocabulary, lack of experience, and low motivation. The learning process not supported by relevant media makes it difficult for students to understand concepts and techniques of descriptive text writing. Teachers tend to deliver material conventionally without interesting visual media, making learning less effective. As a result, students find it difficult to compose descriptive texts that are creative, innovative, and structured.

English is one of the most widely used foreign languages in Indonesia and a compulsory subject in the education system, especially at high school level. Aleksander (2015) stated that there are four skills of English: speaking, reading, writing, and listening. Of these, writing is often considered the most challenging. This is supported by Jack C. Richards and Willy A. Renandya, "Writing is the most difficult skill for second language learners to master." The difficulty is not only in generating and organizing ideas but also in translating ideas into readable text.

Writing is a creative process of pouring ideas into written form with a specific purpose. Writing is an activity of describing the contents of the soul, experience, and appreciation using written language. Writing is a language skill used to communicate indirectly. Writing is the activity of

skill to express ideas or feelings into words and is the process of moving senses to get ideas (Prastiyo, 2018). Kay in Westwood (2004) states that as one of the most important factors of English language skills, writing is the most difficult skill experienced by high school students because it has a close relationship with English grammar and vocabulary.

It can be concluded that writing is a way of thinking or conveying messages from writers to readers as part of language skills and a means of communication. Writing transforms spoken messages into written form. It requires active engagement in organizing, formulating, and developing thoughts in a way readers can easily understand. Effective writing depends on mastering grammar, spelling, punctuation, capitalization, and vocabulary.

From various perspectives, writing is not just a collection of sentences that have nothing to do with each other but an expression of ideas or feelings sequentially in the form of a series of sentences connected grammatically and logically. Writing should be seen as a way to express ideas freely from knowledge and resources without copying others, without forgetting language rules, so that writing has complete meaning. This is evidence that writing can encourage students to construct knowledge and understanding in depth.

The components of writing skills are important elements that need to be mastered to produce effective, clear, and interesting writing: Content, Organization, Vocabulary, Grammar, and Writing style. The writing process stages used in this study are prewriting, writing draft (drafting), re-writing (revising and editing), and publishing. One type of text studied in English lessons is descriptive text. Descriptive text is crafted to clearly and neatly describe something so readers can understand it, knowing the purpose of the text content. In a special sense, descriptive is text that says what someone or something looks like. A descriptive text describes a location, an animal, a thing, or something else (Yohana, 2019). The goal is to describe and reveal a particular person, place, or thing. Descriptive writing serves to illustrate an individual or object, encompassing both looks and personality traits.

Most students say English is difficult material especially when learning writing material because monotonous learning makes students feel not concerned in class (Febriani & Sya, 2022; Tambunsaribu & Galingging, 2021). To overcome these problems, teachers need to use media in learning so students become interested. To overcome problems in descriptive text learning, using image media is believed to increase student motivation (Agustin, 2023; Firdaus, 2020). Descriptive text influences sensitivity and the form of the reader's imagination, so image media as an angler of imaginative power is used as a learning medium. Media as a device that can stimulate the minds and will of students can encourage a sense of wanting to learn from students, using the right learning media creatively for good performance in the student learning process (Abercrombie, 1949; Dwijayani, 2019).

In writing descriptive texts, it's essential for students to concentrate on the generic structure to create a well-organized, readable, and comprehensive descriptive text. The structure of descriptive text is divided into two: (1) Identification, which introduces the object to be described, giving an overview or basic information about the object (person, place, thing, or phenomenon); (2) Description, which conveys detailed information about the features or characteristics of the object,

describing certain aspects such as shape, color, size, location, atmosphere, or other things relevant to the object.

The learning strategy used in this study is project-based learning because it is considered suitable and effective to determine the descriptive text writing skills of tenth grade students. In project-based learning, students are actively involved in learning projects that require them to explore, design, and produce a piece of writing. Project-based learning not only develops students' creativity and writing skills but also enhances collaboration and critical thinking skills.

In English language learning, visual aids are considered useful to help teachers and students. Teaching visual aids, especially pictures, can help stimulate English learning. In teaching visual aids in ESL classes, visual aids have a role as learning support tools that can attract students' attention. A picture is a flat visual representation of an object, person, or scene and its main purpose is to attract attention or emphasize a particular point. An image is anything formed visually into two dimensions as an overflow of various thoughts.

According to the Big Indonesian Dictionary, a picture is an imitation of goods (people, animals, plants, and so on) made with paint, ink, scribbles, portraits, and so on. The use of pictures in learning is very suitable for practicing composing skills and oral expression skills (speaking and storytelling). The more careful in looking at the picture, the wider the students' imagination in describing something. According to Sadiman, pictures as learning media can strengthen students' memory of the material taught because information conveyed visually is easier to understand than verbal information alone.

In this context, the use of pictures as learning media offers an interesting and effective solution. Images have a strong visual appeal and are able to stimulate students' imagination. According to Wright, images not only help students understand concepts more quickly but also provide a concrete context in which to develop their ideas. This is supported by Harmer, who states that visual aids such as pictures can increase students' motivation and make the learning process more interactive. Research shows that the use of pictures in descriptive writing has a positive impact on students' writing skills. In the context of descriptive writing, the use of pictures can help students focus on the details of the object to be described, such as color, shape, size, or other relevant characteristics. A study conducted by Yunus also showed that the use of pictures in English learning can enhance students' creativity and help them develop writing skills more systematically.

In this modern era, technology also allows for a more dynamic integration of images in learning. The development of science and technology (IPTEK) in education has made learning media increasingly varied. In the past, conventional learning media such as whiteboards, markers, and chalk. However, in this digital era, there are many innovations in learning media such as flipbooks, ebooks, learning videos, animated videos, and so on so that learning becomes more interesting and interactive. The differences between researchers in these journals are based on the focus area on tenth grade students because they are just starting to deepen their academic writing skills, so the results of this study can provide insight into how visual methods can help the early stages of writing development. This study also integrates image media not only as an aid but as a main element in the writing learning process, in order to encourage creativity, sentence usage, and structural accuracy. The novelty of this study lies in the use of technology that is still popular today such as

AI-Generated Images to create images to be described. This can provide full freedom to create images based on unique descriptions from students, after which they write descriptive texts based on AI-generated images.

2. RESEARCH METHODS

The methodology used in this research is quantitative with a quasi-experimental design. Sugiyono (2014) explained that the experimental research method is a method used to seek the effect of certain treatments on others under controlled conditions. Quasi-experiments are used to determine differences in the ability of treated and untreated classes. This research was conducted at Taruna Gajahmada Metro High School on March 14, 2025.

The population in this study refers to a certain group of objects or subjects that have certain characteristics determined by the researcher for research purposes. The population in this study were tenth grade students of Taruna Gajahmada Metro High School. The participants in this study were students of class X.3 and X.4 SMA Taruna Gajahmada Metro with each class totaling 22 students. This study involved two groups, namely the experimental group and the control group. The experimental group is class X.3 and group X.4. Purposive sampling is a technique used for sampling in this study.

The independent variable in this study is the use of picture media (X), while the dependent variable is students' descriptive text writing achievement (Y). The data collection technique used in this research is a test. The data that has been collected is then analyzed through several stages. The test conducted was a descriptive text writing test.

The tests given to the experimental class and control class were in the form of multiple choice and essay. After conducting a pre-test in the experimental class and control class, the next stage is to provide treatment. For the experimental class, learning is done using image media while for the control class learning is done with conventional methods or not using image media. After being given treatment in the experimental class, then a post-test was given to the experimental class and control class in the form of multiple choice and essay.

This research was conducted to see how effective the use of picture media in writing descriptive texts in tenth grade students of Taruna Gajahmada Metro High School. In this study, data analysis was carried out is validation and reliability tests to measure the extent to which the instrument used is reliable and in accordance with the research objectives. Then the normality test and homogeneity test were carried out to ensure that the data were normally distributed and homogeneous. The hypothesis test carried out was the independent samples t-test statistical test to determine the effectiveness of using images in writing descriptive text. Independent sample t-tests are statistical tests used to compare the average of two independent sample groups, namely comparing the post-test scores obtained before and after treatment in the control class and experimental class.

3. RESULTS AND DISCUSSION

This study is an experimental research that aims to identify the effect of certain treatments on the use of picture media in learning descriptive text in tenth grade Taruna Gajahmada Metro High

School. To determine student learning outcomes in answering questions about descriptive text, students were given multiple choice questions and essays about descriptive text, then students were given a pre-test and post-test.

Based on the recapitulation of the test results of control class students at Taruna Gajahmada High School, the highest pre-test score was 70 and the lowest score was 30, while the average score was 50. The highest post-test score was 80 and the lowest score was 50, with an average score of 66.81, before the use of pictures. Thus, it can be concluded that the non-use of pictures is less effective in learning descriptive text.

While the test data of experimental class students obtained the highest pre-test score of 70 and the lowest score of 30. The highest post-test score was 100 and the lowest score was 80, with an average score of 85.90 after the use of pictures. Thus, it can be concluded that the use of pictures in the experimental class is quite effective in learning descriptive text.

Normality Test Results

Data normality testing is carried out using the Kolmogorov-Smirnov technique. The basis for decision making in the Kolmogorov-Smirnov normality test is: If the sig value $< .05$, then the data is not normally distributed, and if the sig value $> .05$, then the data is normally distributed. The results of the Kolmogorov-Smirnov pre-test and post-test can be seen in Table 1:

Table 1. Normality Test

Class	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test Experiment	1.149	22	.200*	.894	22	.136
Post-test Experiment	.22	22	.200*	.150	22	.150
Pre-test Control	3.150	22	.200*	.913	22	.148
Post-test Control	4.148	22	.200*	.950	22	-

*This is a lower bound of the true significance. a. Lilliefors Significance Correction

Based on the results of the normality test in the table explained in the Kolmogorov-Smirnov column, namely the pre-test experimental class, post-test experiment, pre-test control class, and post-test control class with a SIG level > 0.05 at a significance level of 5% with the test criteria that the data is normally distributed. Conversely, it is said that the data is not normally distributed if the significance obtained is < 0.05 .

Homogeneity Test Results

Data is said to be homogeneous if the significance value is more than 0.05, while it is said to be inhomogeneous if the significance value is less than 0.05. The results of the homogeneity test in the study of the pre-test and post-test results in the control class and the experimental class can be seen in Table 2:

Table 2. Homogeneity Test

Test of Homogeneity of Variance	Levene Statistic	df1	df2	Sig.
HASIL WRITING DESCRIPTIVE TEXT				
Based on Mean	.084	1	42	.773
Based on Median	.081	1	42	.777
Based on Median with adjusted df	.081	1	41.697	.777
Based on trimmed mean	.093	1	42	.761

Based on the table in Table 2, Levene's test results obtained a significance value of 0.773 (based on the mean). Because the significance value is greater than 0.05, it can be concluded that there is no significant difference in variance between groups. Thus, the data meets the assumption of homogeneity of variance, so that parametric statistical analysis can be continued.

Hypothesis Test Results

Based on the data from writing descriptive texts to determine the effectiveness of descriptive writing texts in English subjects for class X, a hypothesis test was carried out using the SPSS 25 for Windows program, with the independent sample t-test technique used to determine whether or not there is a difference in the average between two unrelated sample groups. Testing Criteria: If $t\text{-count} \geq t\text{-table}$, then H_a is accepted, and if $t\text{-count} \leq t\text{-table}$, then H_0 is rejected. Based on the probability value $\text{sig} \geq 0.05$, then H_a is accepted. The results of the hypothesis test in this study can be seen in Table 3:

Table 3. Independent Samples Test

Table 3. Independent Samples Test									
Levene's Test for Equality of Variances			t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
NILAI Equal variances assumed	.084	.773	-5.019	42	.000	-14.091	2.807	-19.756	-8.426
Equal variances not assumed									

The analysis is continued with the assumption of equal variance. The results of the tests that have been carried out indicate that the difference in the ability to write descriptive texts between students before and after the use of image media is in class X of SMA Taruna Gajahmada Metro. Based on the results of the research that has been carried out, the use of this image can motivate students to

follow an interesting, effective, and efficient learning process. Image media can make a good contribution to the descriptive learning process without making students lose interest in learning.

4. CONCLUSION

Based on the results of the study involving tenth grade students of SMA Taruna Gajahmada Metro, it can be concluded that the use of images is effective for learning to write descriptive texts at SMA Taruna Gajahmada Metro. There is a difference in students' ability to write descriptive texts between before and after using images, as evidenced by the results of the hypothesis test where $t\text{-count} > t\text{-table}$ then H_0 is rejected and H_a is accepted. There is a significant influence of the use of images in learning to write descriptive texts at SMA Taruna Gajahmada Metro. This data is supported by a comparison of the average test results before and after the use of images showing that the average post-test score of students in the experimental class was 84.55, while the control class was only 70.45. In addition, the results of the Levene test showed a Sig. value = 0.773 > 0.05, which means that the assumption of equality of variance is met, and the analysis is continued with the assumption of equal variance. Thus, it can be concluded that the use of image media has a positive and significant impact on improving students' ability to write descriptive texts.

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