

## **IMPROVING DESCRIPTIVE TEXT WRITING USING THE PICTURES: A PRE-Experimental Research at the First Grade of SMAN 5 Banda Aceh**

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### ***Abstrak***

Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan gambar sebagai media untuk meningkatkan kemampuan menulis teks deskriptif siswa kelas X SMAN 5 Banda Aceh. Penelitian ini menggunakan desain pra-eksperimental dengan satu kelompok pre-test dan post-test untuk mengukur peningkatan kemampuan menulis siswa. Sebanyak 30 siswa kelas satu berpartisipasi dalam penelitian ini. Data dikumpulkan melalui pre-test, post-test, dan lembar observasi untuk mengevaluasi kinerja siswa dalam menulis teks deskriptif. Intervensi yang dilakukan melibatkan penggunaan gambar-gambar yang dipilih dengan cermat untuk merangsang kreativitas siswa dan membantu mereka dalam menyusun ide-ide mereka secara lebih efektif. Selama sesi pembelajaran, siswa dipandu untuk menganalisis gambar dan mengembangkan kalimat deskriptif, dengan fokus pada kosakata, struktur kalimat, dan koherensi. Hasilnya menunjukkan peningkatan yang signifikan dalam kemampuan menulis siswa, yang dibuktikan dengan peningkatan skor post-test mereka dibandingkan dengan skor pre-test. Para siswa menunjukkan peningkatan kemampuan dalam mengorganisir ide, menggunakan kosakata yang tepat, dan mempertahankan koherensi dalam teks deskriptif mereka. Selain itu, penggunaan gambar sebagai alat pengajaran terbukti efektif dalam menciptakan lingkungan belajar yang menarik dan interaktif, yang memotivasi siswa untuk berpartisipasi aktif dalam proses pembelajaran.

***Kata Kunci:*** *Teks Deskriptif, Tulisan, Gambar*

### ***Abstract***

*This study aims to investigate the effectiveness of using pictures as a medium to improve students' descriptive text writing skills at the first grade of SMAN 5 Banda Aceh. The research employed a pre-experimental design with one group pre-test and post-test to measure the improvement in students' writing abilities. A total of 30 first-grade students participated in the study. Data were collected through pre-tests, post-tests, and observation sheets to evaluate the students' performance in writing descriptive texts.*

*The intervention involved the use of carefully selected pictures to stimulate students' creativity and assist them in structuring their ideas more effectively. During the learning sessions, students were guided to analyze the pictures and develop descriptive sentences, focusing on vocabulary, sentence structure, and coherence. The results revealed a*

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*significant improvement in students' writing abilities, as evidenced by the increase in their post-test scores compared to the pre-test scores. Students demonstrated enhanced skills in organizing ideas, using appropriate vocabulary, and maintaining coherence in their descriptive texts. Furthermore, the use of pictures as a teaching tool proved to be effective in creating an engaging and interactive learning environment, which motivated students to participate actively in the learning process.*

**Keywords:** *Descriptive Text, Writing, Pictures*

## **INTRODUCTION**

English is one of the International Language that is used by many people in the world. The practice is in every aspect of human life, such as education, society, technology, politics, economics, and culture. Learning English has become necessity for everyone who wants to engage in international interaction. It supports the go.vernment to declare English as the major foreign language in Indonesia that must be learnt by all the students. In English subject, students will learn the four skills of language, those are speaking, reading, listening, and writing. Actually, Writing is one of important skills to be mastered by the students.

The material of writing based on curriculum there are some types of writing which have to be taught in senior high school, they are, narrative, recount, procedure and descriptive. Researcher chooses descriptive text because based on the researchers investigated the results of students' writing in writing descriptive texts very far from perfect. When the research were asked to write an English text, they were unable to develop their ideas and to arrange their sentences into a good descriptive paragraph. It proved that the students had a low mastery of writing skill. There are some factors, first lack knowledge of method or technique in writing. Second students are having problems idea, they have no idea to write descriptive text. In addition to that they are also lack of vocabulary.

Writing is one of the most remarkable cultural achievements of humankind. It enables communication across physical distance and time. Writing is inherently a progressive process, meaning that before putting pen to paper or typing, a person has already thought about what they want to convey and how to articulate it. Mastering the skill of writing is essential in learning English, as it encourages students to develop and organize their thoughts and information in a way that is easily understood by others. In addition, writing serves as a powerful medium for sharing ideas with a wider community and acts as a valuable resource for those who want to improve their practical English skills in real-life situations.

The writing process, further, incorporates some stages structurally. The stages on writing process are planning, drafting, revising, and final drafting.

Descriptive texts are texts that aim to explain, describe, narrate, or even describe something in detail and in depth. Description deals with sensory experiences, such as how something looks, sounds, or feels. Usually, descriptions emphasize visual

experiences, but they can also include other types of perception. Thus, it can be concluded that descriptive text is text that describes what a person or thing looks like. Descriptive writing is a type of writing that aims to describe something. Descriptive writing means describing a thing, place, or person so that the reader feels as if they are experiencing or seeing what is written.

The purpose of descriptive text is to provide an in-depth and detailed description of a particular object, place, person, or phenomenon so that the reader can imagine, feel, or understand the subject being described.

Descriptive text has two generic structures:

1. Description

This section introduces the subject of the description. It provides basic information to help the reader understand what or who is being described. The identification serves as a general opening statement or overview of the subject.

2. Description

The detailed description of the subject that was identified in the identification part.

These problems are important to be solved. There are many methods, strategies and media that can help to solve this problem. and researchers chose to use pictures to improve students' writing, especially writing descriptive text.

Pictures are one form of widely-used media. Pictures are often used in teaching any subjects, not only in teaching English. Pictures can be used to attract the students' attention and make them interested in the subject given. There are some reasons of using pictures in improving learners' writing skill. Using pictures can assist the learners through practicing writing. In the writing process, learners can describe something based on the scenes. The scenes can give much information that can be explored into writing

## **RESEARCH METHODOLOGY**

The type of research used is through Classroom Action Research (CAR), this study identified the effectiveness of using pictures in improving students' descriptive text writing skills. In this type of research is done with an initial test, formulating problems that may be faced and creating an exercise program. This study aims to improve students' ability in writing descriptive text through Picture Strategy Using a pre-experimental approach, which involved pre-test, treatment, and post-test, this study successfully showed positive changes in students' writing ability after the implementation of the picture strategy.

The research subjects for the classroom action research entitled "Improving Descriptive Text Writing Using the Pictures" were grade X students at SMAN 5 Banda

Aceh. The time of the research was conducted on September 16 to November 08, 2024 in the odd semester of the 2024/2025 academic year.

The research design used in this Classroom Action Research (CAR) which included planning, action implementation, observation, and reflection.

1. In the planning stage, the researcher designed a learning strategy using picture media to write descriptive text.
2. Furthermore, at the implementation stage, the strategy was implemented by the teacher.
3. The researcher observed the learning process and collected data on students' activities, responses to picture media, and their descriptive text writing skills.
4. Finally, at the reflection stage, the researcher analyzed the observation results to assess the success of the actions that had been taken and plan the next cycle if needed.

## RESULT AND DISCUSSION

### Discussion of findings from the cycle

In Classroom Action Research (PTK), a cycle is a series of steps or stages carried out repeatedly to improve or enhance a learning process. Each cycle usually consists of four main stages: 1. Planning: Designing the action to be taken based on the problem that has been identified. 2. Implementation (Acting): Carrying out the action in accordance with the plan that has been made. 3. Observing: Observing and recording the results of the actions taken, including their impact on the learning process. 4. Reflecting: Evaluating the results of observations to determine the success of the action and designing improvements for the next cycle.

Based on the results of the research that has been conducted, it can be concluded that learning using image media is quite effective in improving the ability to write descriptive texts in class X. This is evidenced by the increase in students' average score from the pre-test of 58.57 to 81.42 in the post-test. In addition, the average N-Gain Score calculation result is 56.09%, which is included in the moderately effective category.

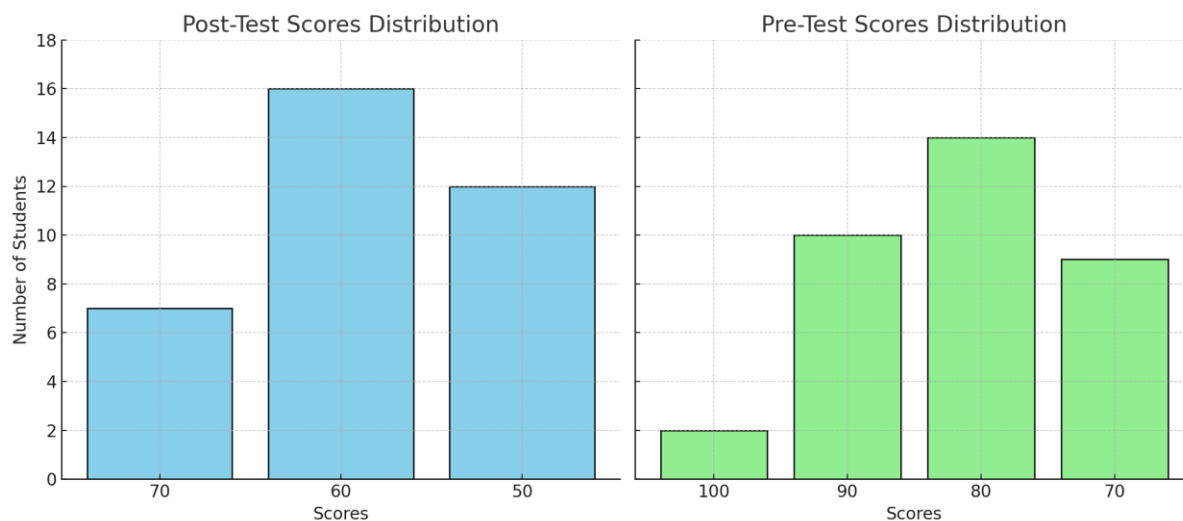
#### Post-test:

- |             |                   |
|-------------|-------------------|
| 1. Score 70 | : 7 People (20%)  |
| 2. Score 60 | : 16 People (45%) |
| 3. Score 50 | : 12 People (34%) |

#### Pre-Test:

- |              |                      |
|--------------|----------------------|
| 1. Score 100 | : 2 People (5,71%)   |
| 2. Score 90  | : 10 People (28,57%) |
| 3. Score 80  | : 14 People (40%)    |
| 4. Score 70  | : 9 People (25,71%)  |

Student Score Distribution for Pre-Test and Post-Test



## CONCLUSION

A class action research (PTK) entitled “Improving Descriptive Text Writing Using Pictures” shows that the use of pictures as learning media is effective in improving the descriptive text writing ability of class X students at SMAN 5 Banda Aceh. The use of pictures motivates students to participate more actively in the learning process, helps them understand the concept of description more easily, and encourages their creativity in writing. The results showed a significant improvement in the quality of students' writing, both in terms of structure, vocabulary use, and clarity of ideas conveyed.

The researcher gives suggestions for teachers to continue using pictures as learning media, especially in descriptive text writing materials. Teachers can also try other visual media variations, such as videos or infographics, to provide a more interesting learning experience.

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