



# **THE EFFECTIVENESS OF USING PICTURES IN IMPROVING DESCRIPTIVE TEXT WRITING AMONG SEVENTH-GRADE STUDENTS OF MTs. NEGERI SAMARINDA IN ACADEMIC YEAR 2025/2026**

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**ABSTRACT.** Writing is one of the most essential skills in English language learning, especially in the context of English as a Foreign Language (EFL). However, many students still face difficulties in developing ideas, organizing paragraphs, and using appropriate vocabulary in writing descriptive texts. This research aimed to investigate the effectiveness of using picture media in improving descriptive text writing among seventh-grade students of MTs. Negeri Samarinda in the academic year 2025/2026. This research employed a quantitative approach with a quasi-experimental design involving two groups: an experimental class and a control class. The participants consisted of 50 students, with 26 students in the experimental class and 24 students in the control class. The instrument used in this research was a writing test in the form of pre-test and post-test. The data were analyzed using descriptive and inferential statistics, including normality test, homogeneity test, and independent sample t-test. The finding revealed that the significance value was 0.001, which is lower than 0.05, indicating a significant difference between the experimental and control classes. The mean score of the experimental class (83.65) was higher than that of the control class (76.25). This result shows that picture media is effective in improving students' descriptive text writing ability. Therefore, the use of pictures is recommended as an alternative teaching strategy to enhance students' writing performance.

Keywords: Picture Media, Writing Skill, Descriptive Text, EFL

**ABSTRAK.** Menulis merupakan salah satu keterampilan yang paling esensial dalam pembelajaran bahasa Inggris, terutama dalam konteks English as a Foreign Language (EFL). Namun, banyak siswa masih menghadapi kesulitan dalam mengembangkan ide, mengorganisasikan paragraf, dan menggunakan kosakata yang tepat dalam menulis teks deskriptif. Penelitian ini bertujuan untuk mengetahui efektivitas penggunaan media gambar dalam meningkatkan kemampuan menulis teks deskriptif pada siswa kelas VII MTs Negeri Samarinda tahun ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental yang melibatkan dua kelompok, yaitu kelas eksperimen dan kelas kontrol. Partisipan penelitian terdiri dari 50 siswa, dengan 26 siswa di kelas eksperimen dan 24 siswa di kelas kontrol. Instrumen yang digunakan dalam penelitian ini adalah tes menulis dalam bentuk pre-test dan post-test. Data dianalisis menggunakan statistik deskriptif dan inferensial, termasuk uji normalitas, uji homogenitas, dan uji independent sample t-test. Hasil penelitian menunjukkan bahwa nilai signifikansi sebesar 0,001, yang lebih kecil dari 0,05, sehingga menunjukkan adanya perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Nilai rata-rata kelas eksperimen (83,65) lebih tinggi dibandingkan dengan kelas kontrol (76,25). Hasil ini menunjukkan bahwa media gambar efektif dalam meningkatkan kemampuan menulis teks deskriptif siswa. Oleh karena itu, penggunaan gambar direkomendasikan sebagai salah satu strategi alternatif dalam pembelajaran untuk meningkatkan kemampuan menulis siswa..

Kata Kunci: Media Gambar, Kemampuan Menulis, Teks Deskriptif, EFL

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## **INTRODUCTION**

English has become a global language that plays a crucial role in communication, education, and access to information. In Indonesia, English is taught as a foreign language, and students are expected to master four essential language skills, listening, speaking, reading, and writing.

Among these skills, writing is often regarded as the most complex and demanding, as it requires both linguistic competence and cognitive processing. Writing involves the ability to generate ideas, organize them coherently, and express them using appropriate grammatical structures and vocabulary (Silalahi et al., 2025). It is not only a linguistic activity but also a cognitive process that requires critical thinking, creativity, and organization. For EFL learners, writing becomes even more challenging because they must simultaneously deal with language limitations and content development.

One of the types of writing taught at the junior high school level is descriptive text. Descriptive text requires students to describe a person, place, or object in detail, allowing readers to visualize the subject clearly. However, many students experience difficulties in writing descriptive texts due to limited vocabulary, lack of ideas, and poor organization (Sania & Hikmat, 2023). Students often produce short and less meaningful texts because they struggle to elaborate their ideas and provide detailed descriptions. These challenges are also observed among seventh-grade students of MTs. Negeri Samarinda. Based on preliminary observations, students tend to have low motivation in writing activities and find it difficult to express their ideas in written form. This condition is often influenced by the teaching methods used in the classroom, which are mostly conventional and teacher-centered. Such methods do not provide sufficient opportunities for students to actively engage in the learning process.

The lack of appropriate instructional media further contributes to students' difficulties in writing. Without visual or contextual support, students find it hard to imagine and describe objects, which leads to poor writing performance. Therefore, the integration of effective learning media is essential to enhance students' writing ability. One of the most effective media in teaching writing is picture media. Pictures provide a visual representation that can stimulate students' imagination and help them generate ideas more easily (Fauziyah et.al. 2022). By observing pictures, students can identify details such as color, shape, size, and characteristics, which are essential elements in descriptive writing. In addition, pictures can make learning more interesting and engaging, thereby increasing students' motivation. Based on the problems described above, this study aims to investigate the effectiveness of using picture media in improving students' descriptive text writing ability among seventh-grade students of MTs Negeri Samarinda. Specifically, this research seeks to determine whether there is a significant difference in writing performance between students who are taught using picture media and those who are taught using conventional teaching methods.

## **METHOD**

### ***Research Design***

The current study employed a quantitative method within a quasi-experimental research design to investigate the effectiveness of using picture media in improving students' descriptive text writing in an EFL context (Sania & Hikmat, 2023). This design was selected to examine the causal relationship between the use of visual media and students' writing performance under controlled classroom conditions. Specifically, the research applied a non-equivalent control group design, involving an experimental group and a control group. Both groups were given a pre-test and a post-test, but only the experimental group received treatment through picture media, while the control group was taught using conventional teaching methods. This approach allowed the researcher to compare the improvement between the two groups and determine the effect of the treatment. To answer the research objective, the following hypotheses were formulated,  $H_0$  (Null Hypothesis) There is no significant difference in students' descriptive text writing ability between those who are taught using picture media and those who are taught using conventional methods. In contrast,  $H_1$  (Alternative Hypothesis) There is a significant difference in students' descriptive text writing ability between those who are taught using picture media and those who are taught using conventional methods.

Quantitatively, the study aimed to measure the differences in students' writing achievement by analyzing the pre-test and post-test scores using statistical procedures, including normality test, homogeneity test, and independent sample t-test. These analyses were intended to identify whether there was a significant difference in writing performance between students who were taught using picture media and those who were not.

### ***Population and Sample***

The present study was conducted at MTs Negeri Samarinda, focusing on seventh-grade students in the academic year 2025/2026. The population of this research consisted of all seventh-grade students enrolled at the school. These students were selected because they were at the initial stage of learning descriptive text writing, where difficulties in idea generation and organization are commonly found. The sample of this study consisted of two classes, namely one experimental class and one control class. The experimental class included 26 students, while the control class consisted of 24 students. The selection of the sample was carried out using a random sampling technique, in which the researcher deliberately chose classes that had similar characteristics in terms of academic level and learning conditions. Purposive sampling

is commonly used in educational research when the researcher intends to select participants based on specific criteria relevant to the study.

The experimental class was treated using picture media in teaching descriptive text writing, while the control class was taught using conventional teaching methods. Both groups had similar learning objectives and were taught within the same time frame to ensure comparability of results (Wijaya, 2021). Participation in this study was conducted within the formal classroom setting as part of regular instructional activities. All students were involved as participants, and the data collected were used solely for research purposes while maintaining confidentiality and anonymity.

### ***Data Collection***

The data in this study were collected using a writing test as the primary instrument to measure students' descriptive text writing ability. The test was administered in the form of a pre-test and a post-test for both the experimental and control groups. The pre-test was conducted before the treatment to identify students' initial writing ability, while the post-test was administered after the treatment to measure students' improvement. The writing test required students to produce a descriptive text based on a given topic or visual stimulus. In the experimental group, picture media were used as prompts to support students in generating ideas and organizing their writing. Meanwhile, the control group completed the writing tasks using conventional instruction without picture media. The students' writing was assessed based on several components, including content, organization, vocabulary, language use, and mechanics (Nasution & Nasution, 2024).

To ensure the quality of the data, the instrument was validated through content validity by expert judgment, and the reliability of the scoring was examined using inter-rater reliability. Two raters evaluated the students' writing to maintain objectivity and consistency in scoring. In addition to the writing test, the data collection process was carried out during regular classroom activities. Both groups received the same duration of instruction, and the treatment was conducted over several meetings. All collected data were then analyzed to determine the effectiveness of picture media in improving students' descriptive text writing ability.

### ***Data Analysis***

The data analysis in this study was conducted quantitatively to examine the effectiveness of picture media in improving students' descriptive text writing ability. The primary data were

obtained from students' pre-test and post-test scores, which were collected from both the experimental and control groups. All test results were compiled and organized systematically before being analyzed using statistical procedures (Gosselin, 2024). The first stage of analysis involved descriptive statistics to calculate the mean, minimum score, and maximum score of students' writing performance in both groups. This step was intended to provide an overview of students' initial ability and their improvement after the treatment.

The second stage involved inferential statistical analysis. Prior to hypothesis testing, the data were tested for normality and homogeneity to ensure that the assumptions for parametric testing were met. The normality test was conducted to determine whether the data distribution was normal, while the homogeneity test was used to examine whether the variances of the two groups were equal.

After meeting these assumptions, an independent sample t-test was conducted to determine whether there was a significant difference between the experimental group and the control group. The level of significance used in this study was 0.05. If the significance value (Sig.) was lower than 0.05, it indicated that the use of picture media had a significant effect on students' descriptive text writing ability. All data were analyzed objectively to ensure the accuracy of the findings. The results of the analysis were then interpreted to determine the effectiveness of picture media in improving students' writing performance.

## RESULTS

The quantitative data in this study were derived from students' writing test scores, including pre-test and post-test results obtained from both the experimental and control groups. The data were used to examine the effectiveness of picture media in improving students' descriptive text writing ability.

**Tabel 1.** Descriptive Statistics

<b>N</b>	<b>Range</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Pre-Test Control	24	25	60	85	72.29 7.369
Post-Test Control	24	25	65	90	76.25 7.409
Pre-Test Experiment	26	30	60	90	73.65 7.945
Post-Test Experiment	26	30	70	100	83.65 7.945
Valid N (listwise)	24				

The descriptive statistics indicate that the experimental class obtained a mean score of 72.29 in the pre-test and increased to 76.25 in the post-test. The minimum score improved from 60 in the pre-test to 65 in the post-test, while the maximum score increased from 85 to 90. The standard deviation slightly increased from 7.369 to 7.409, indicating a relatively similar spread of scores after the treatment.

In the control class, the mean score of the pre-test was 73.65, and it increased to 83.65 in the post-test. The minimum score rose from 60 to 70, and the maximum score improved from 90 to 100. The standard deviation remained the same at 7.945, showing consistent score distribution. These results indicate that both classes experienced improvement after the learning process. However, the increase in the control class was higher than in the experimental class.

Based on the group statistics, the mean score of the post-test in the control class was 76.25, with a standard deviation of 7.409. Meanwhile, the experimental class obtained a higher mean score of 83.65, with a standard deviation of 7.945. This initial comparison indicates that students who were taught using picture media achieved better results than those who were taught using conventional methods.

This further confirms that the difference between the two groups is statistically significant. Based on the results of the independent sample t-test, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_1$ ) is accepted. This means that the use of picture media has a significant effect on improving students' descriptive writing. Therefore, it can be concluded that using pictures is effective in improving descriptive writing skills of seventh-grade students at MTs. Negeri Samarinda.

## **DISCUSSION**

This section discusses the findings of the research concerning the effectiveness of using pictures in improving descriptive writing ability of seventh-grade students at MTs Negeri Samarinda. The discussion is based on the results of descriptive statistics, normality test, homogeneity test, and hypothesis testing. The findings revealed that students who were taught using picture media showed better improvement in descriptive writing compared to those who were taught using conventional teaching methods. The mean score of the experimental class

in the post-test was 83.65, while the control class obtained a mean score of 76.25. This indicates that the use of pictures contributed positively to students' writing performance.

The result of the independent sample t-test showed that the significance value was 0.001, which is lower than 0.05. This means that there was a statistically significant difference between the post-test scores of the experimental and control groups. Therefore, the alternative hypothesis stating that pictures are effective in improving descriptive writing ability was accepted. The difference of 7.404 points between the two groups suggests that picture media had a meaningful impact on students' learning outcomes. The improvement in the experimental class can be explained by the role of pictures in stimulating students' ideas. Many students often face difficulties in starting their writing because they lack ideas or struggle to imagine the object they need to describe (Nasution & Nasution, 2024). The use of pictures provided concrete visual representations that helped students generate ideas more easily. Pictures also supported students in organizing their descriptions systematically, beginning with identification and followed by detailed descriptions. Furthermore, the visual support reduced students' anxiety in writing activities. When students were given picture prompts, they appeared more engaged and confident in expressing their ideas. The pictures helped them focus on specific details such as physical characteristics, colors, shapes, and other descriptive elements.

As a result, students were able to produce more detailed and organized descriptive texts. In contrast, students in the control class relied solely on verbal explanations and textbook instructions. Without visual stimulation, some students experienced difficulty in developing their ideas, which resulted in less detailed descriptions. Although the control class also showed some improvement, the increase was not as significant as in the experimental class. The results of this study are consistent with the theoretical framework stating that visual media can enhance students' motivation and comprehension in learning activities. Pictures function as visual stimuli that activate students' background knowledge and support idea development. In writing instruction, visual prompts are particularly useful for descriptive texts because they provide clear objects to be described. Moreover, the findings of this research are in line with previous studies that reported positive effects of picture media on students' writing ability. Those studies also found that visual aids help students improve vocabulary usage, organization of ideas, and overall writing quality (Silalahi et al., 2025). Therefore, this study strengthens the existing evidence that picture media can be an effective instructional tool in teaching descriptive writing.

Based on the overall findings, it can be interpreted that the significant difference between the experimental and control groups was not merely coincidental. The structured use of pictures during the treatment sessions played a crucial role in improving students' descriptive writing ability. The statistical evidence combined with classroom observation supports the conclusion that picture media provide meaningful learning experiences for students (Sania & Hikmat, 2023). In summary, the discussion confirms that using pictures in teaching descriptive writing is not only statistically effective but also pedagogically beneficial. The use of picture media helps students generate ideas, organize their writing more clearly, enrich vocabulary, and produce more coherent descriptive texts.

## **CONCLUSION**

The main findings of this study indicate that the integration of picture media in teaching descriptive text writing provides a meaningful, although not radical, improvement in students' writing ability. The quantitative results demonstrate that students who were taught using picture media achieved better performance compared to those who were taught using conventional methods. This suggests that visual media function as an effective pedagogical aid in supporting students' learning. Picture media contributed positively to students' ability to generate ideas, organize their writing, and develop more detailed descriptive texts. The visual support helped students better understand the topic and facilitated their engagement in the writing process. In addition, the use of picture media encouraged students to be more active and motivated in learning, which further supported their writing development. In conclusion, the use of picture media in English language teaching can be considered an effective strategy to improve students' descriptive text writing ability. It serves as a pedagogical scaffold that facilitates idea generation, organization, and engagement in writing activities. Therefore, integrating visual media into classroom instruction is recommended to support more effective and student-centered learning outcomes.

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