

THE APPLICATION OF USING PICTURE MEDIA FOR IMPROVING THE STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT

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ABSTRACT

The purpose of this research is to find out the application of using picture media for improving the students' achievement in writing descriptive text at the eighth grade of SMP Swasta Kartika 1-4 Pematangsiantar. This research used a quantitative approach with a true experimental method design. The population of this research was eighth grade students consisting of 68 students from 2 classes, and all were used as the sample through saturated sampling technique. The data collection technique was pre-test and post-test. The data were analyzed using SPSS version 27.0. The result of the research showed that the hypothesis testing of post-test control class and post-test experimental class shows that that $t_{\text{count}} = 3,022 > t_{\text{table}} = 1,695$. This means that H_0 is rejected and H_1 is accepted. The post-test score was significantly higher than the pre-test score, indicating that the use of picture media effectively improved students' achievement in writing descriptive texts. This can happen because the researcher provides treatment in the experimental class, namely explaining about descriptive text, generic structure, tenses used, and examples of descriptive text. The researcher also asks students to create descriptive text like the example given. Not only that, the researcher also explains how to use picture in creating descriptive text, then the researcher asks students to create descriptive text according to the image. When students understand, the researcher provides another picture and asks students to create descriptive text based on the image.

Keywords: Picture, Media, Writing, Descriptive Text

I. INTRODUCTION

The Background of Research

Writing is one of the four language skills taught in Junior High schools in Indonesia, especially in the context of English language learning (Sadeli, 2020). Descriptive text is text that says what a person or an object looks like in detail (Furwana, 2019). Mayer (2009) found that the use of visual media such as pictures significantly enhances students' memory retention and engagement in the learning process. Furthermore, Sudjana (2005) emphasizes that picture media not only clarifies complex concepts but also facilitates deeper understanding and interaction during the learning process. By integrating picture media into writing instruction, this study supports modern pedagogical approaches that promote active and creative student participation, particularly in constructing descriptive texts.

The researcher selected to investigate this topic because of the difficulties students confront in writing during instructional practice. Observations showed that many students at SMP Swasta Kartika 1-4 Pematangsiantar struggled to organize ideas, use appropriate vocabulary, and express their thoughts clearly in written English, especially in descriptive writing. A lack of motivation and engagement further hindered their learning outcomes. Given the KKM (Minimum Mastery Criteria) of 70, it became essential to explore alternative teaching strategies. One potential solution is the use of picture media. By utilizing images as visual stimuli, the researcher aims to create a more interactive and engaging learning experience that helps students develop their descriptive writing skills. This method not only addresses current challenges in writing instruction but also aligns with students' diverse learning styles and the demands of 21st-century education, making it a relevant and timely approach to improving student achievement in writing.

The Problem of Research

Based on problem, the research question is "Does the Application of Using Picture Media Effective Improve the Students' Achievement in Writing Descriptive Text?"



The Objective of Research

The objective of the research is: “to find out the application of using picture media for improving the students’ achievement in writing descriptive text”.

II. THE REVIEW OF LITERATURE

The definition of Writing

Writing is one of the essential language skills in English learning. According to Purwaningsih et al. (2018), writing is a complex skill that not only requires students to express their thoughts in words but also to structure their ideas logically. Writing helps students develop their creativity and critical thinking by organizing their ideas into coherent text. Andriatma (2021) states that writing is a form of communication in which messages are delivered through written language.

Durga and Rao (2018) argue that writing allows students to clearly articulate their thoughts and strengthen their communication skills. Although writing is the most difficult skill for language learners, it is an essential academic tool for learning, expressing ideas, and knowledge sharing.

The definition of Descriptive Text

Descriptive text is a genre of writing that aims to describe a person, place, object, or event in detail. Furwana (2019) defines descriptive text as text that states what a person or object looks like in detail. Suminar and Putri (2018) add that the goal of descriptive text is to enable the reader to visualize the described subject vividly.

Descriptive text typically uses the simple present tense, specific nouns, and adjectives that depict physical attributes. According to Syarif (2008), it also activates the five senses—sight, sound, smell, taste, and touch—to build a rich sensory experience for readers.

The definition of Picture Media

Picture media is a type of visual learning aid that helps students understand material more easily. According to Sudjana (2005), pictures can clarify complex content and are more memorable than verbal explanations alone. Mayer (2009) also emphasizes that visual learning media significantly enhance memory retention and student engagement.

Kustandi (2011) describes picture media as a tool that uses visual symbols to communicate ideas and enhance understanding. It allows abstract concepts to be concretely represented, making it easier for students to generate and develop ideas in their writing.

Milati (2021), quoting Sargeant et al., explains that picture media is effective in motivating students and eliminating boredom in the learning process. Thus, picture media is particularly useful in teaching descriptive writing, as it helps students to observe, interpret, and describe visual stimuli in

III. THE METHOD OF RESEARCH

The Research Design

The design of this research is quantitative research that focuses on the application of using picture media to improve students’ achievement in writing descriptive text. This study employed a quantitative approach using a true experimental design, specifically the Pre-test and Post-test Control Group Design. Students were divided into two groups: an experimental group that received treatment using picture media, and a control group that followed conventional instruction.

The Location of Research

The location of this research is in SMP Swasta Kartika I-4 Pematangsiantar, where researchers taking data of eight grade, which is located at Kartini Street No.4d, Timbang Galung, Kec. Siantar Bar., Kota Pematangsiantar, Sumatera Utara 21143, in the year of 2025.

Source of the Data

Data

The data for this research were student scores obtained through assessments, specifically the pre-test and post-test for eight-grade students at SMP Swasta Kartika I-4 Pematangsiantar.

Source data

The source is the research from which the research data was gathered. So, the data source is the eight-grade students of SMP Swasta Kartika I-4 Pematangsiantar.



The Technique of Collecting Data

A data collection technique is one of the methods used in research to collect complete data from respondents, or tools to aid the researcher in data collection. The data collection techniques used by researcher are observation, interview and documentation.

The Technique of Analyzing Data

To determine the application of using picture media to improve students' achievement in writing descriptive text, the researchers administered treatments and exams. The treatment repeat three times, whereas the test complete in a single stage, with the Pre-test and Post-test conducted following the treatment.

In this study, the data collection strategy employed only one experimental class and one control class. As a result, data gathering takes place solely in the Experiment class. Researchers perform study on a class that is considered uniform and statistically homogeneous. The researcher then describes the descriptive text to the class and offer materials.

IV. ANALYSIS OF DATA

Data Analysis

The result of data analysis above shows the findings of a research conducted to evaluate the effectiveness of the application picture media for improving students' achievement in writing descriptive text. There were two discussion in this research, they were experimental and control class. In this research VIII-A become as experimental class. This class consist of 32 students, there are 16 boys and 17 girls. And VIII-B become as control class that consist of 34 students, there are 17 boys and 17 girls. The researcher conducted the analysis test that consist of frequency, statistics, normality, homogeneity, and hypothesis testing.

Based on the hypothesis testing of posttest score in experimental and control class, it was found that $t_{\text{count}} = 3,022 > t_{\text{table}} = 1,695$ in the level significance (α) of 0,005, and the degree of freedom (df) = 31. So, the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It means that there are significantly differences on students' writing skill who are taught by the implementation of picture media and without picture media in writing descriptive text at eight grade students of SMP Swasta Kartika 1-4 Pematangsiantar.

V. CONCLUSION AND SUGGESTION

Conclusion

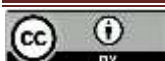
This research was purposed to find out the effectiveness of the application of using picture media to improve student achievement in writing descriptive text for the eight grade students of SMP Swasta Kartika 1-4 Pematangsiantar.

The result of data analysis shows the findings of a research conducted to evaluate the effectiveness of the application picture media for improving students' achievement in writing descriptive text. There were two discussion in this research, they were experimental and control class. In this research VIII-A become as experimental class. This class consist of 32 students, there are 16 boys and 17 girls. And VIII-B become as control class that consist of 34 students, there are 17 boys and 17 girls. The researcher conducted the analysis test that consist of frequency, statistics, normality, homogeneity, and hypothesis testing.

Based on the result of data analysis, research finding and the discussion, the researcher conclude that the application of picture media was effective to improve students' writing descriptive text. It can be seen from pretest score in experimental class got mean 60,00 and 73,25 in the posttest. While from pretest in control class got mean 56,84 and 63,53 in the posttest. Meanwhile, based on the result hypothesis testing of posttest score in experimental and control class, it was found that $t_{\text{count}} = 3,022$ with the degree of freedom (df) 31 in the level significance $\alpha = 0,005$, $t_{\text{table}} = 1,695$. It means that t-count was higher than t-table. So the null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. It could be concluded that there was significant differences on improvement students' writing skill by using picture media for the eight grade of SMP Kartika 1-4 Pematangsiantar.

Suggestion

After conducted the research, the researcher have some suggestions for the teacher, the students, the next researcher, the readers and for school:



1. Suggestions for Teachers:

Teachers are encouraged to integrate picture media into their teaching strategies, especially when teaching descriptive text. Using visual aids not only makes the learning process more engaging but also helps students generate ideas more easily. It is important for teachers to select appropriate and interesting pictures to stimulate students' creativity and support their vocabulary development.

2. Suggestions for Students:

Students should make the most of picture media as a tool to improve their writing skills, particularly in describing objects, people, or places. They are advised to observe pictures carefully, expand their vocabulary, and practice composing descriptive texts based on the visuals provided. Active participation in class and willingness to revise their work are also essential for continuous improvement.

3. Suggestions for Researchers:

Future researchers can use this study as a reference to conduct further research on the use of visual media in teaching writing or other language skills. They are encouraged to explore different types of media, larger sample sizes, or different student levels to enrich the findings and address limitations found in this study.

4. Suggestions for Readers:

It is hoped that this research can broaden readers' understanding of how picture media can support students in learning descriptive writing. Readers, especially those involved in education, may use the insights from this study as a reference or inspiration for improving teaching methods.

5. Suggestions for Schools:

Schools are advised to support the use of innovative media such as pictures in the teaching and learning process by providing necessary resources and training for teachers. Enhancing classroom facilities and encouraging creative teaching approaches can significantly contribute to improving students' writing achievement.

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