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**THE EFFECT OF USING PICTURE MEDIA ON STUDENTS' SKILL IN WRITING  
DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF SMP YPK  
PEMATANGSIANTAR**

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**ABSTRACT**

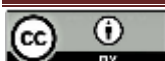
The purpose of this research is to find out the application of using picture media for improving the students' skill in writing descriptive text at the seventh grade of SMP YPK Pematangsiantar. This research used a quantitative approach with a true experimental design. The population of this research was seventh grade students consisting of 42 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  $t_{count} = 5.768 > t_{table} = 1.724$ . 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' skill in writing descriptive texts. The result of this research showed that the using of picture media was effective for improving students' skill in writing descriptive text at the seventh grade students of SMP Pematangsiantar.

***Keyword: Picture Media, Writing Skill, Descriptive Text***

## **I. INTRODUCTION**

### **The Background of Research**

Language plays a fundamental role in human life because the most reliable communication tool in communal life within a society is language (Mailani et al., 2022). Among the various languages used in the world, English has a very important position as an international language. In Indonesia, English has the status as a foreign language that is formally taught in educational institutions. English is generally directed at developing four skills, namely listening, speaking, reading, and writing. However, among these skills, writing is the one that requires higher-level thinking skills. Sari et al (2025) states that many students experience difficulties in writing, such as difficulty planning ideas, organizing ideas, and translating ideas or thoughts into writing, difficulty choosing the right vocabulary, using correct sentences, and organizing paragraphs coherently.



Writing skills are taught through various types of texts, one of which is descriptive text. Descriptive text is a paragraph whose main idea is described in detail and clearly in accordance with the object being described, so that readers can truly enjoy what is being described in the paragraph (Annuriza et al., 2025). But, mastery of descriptive text is not only related to the ability to construct grammatically correct sentences, but also the ability to convey ideas and choose the right descriptive elements so that the resulting writing is informative and easy to understand. Pramilaga et al (2023) stated in his research that students' own problems in learning English in descriptive text material, namely developing ideas, organizing ideas to be written into descriptive sentences.

Based on the observations at the SMP Yayasan Perguruan Keluarga Pematangsiantar particularly in the seventh grade, it was found that many students experienced difficulties, especially in writing descriptive texts. Students tended to write in a limited and less varied manner so that the results of their writing did not reflect the characteristics of good descriptive texts. One factor that influences this problem is the use of learning media that is not varied and does not fully support students' needs in the writing process. As a result, students become less interested, passive, and experience obstacles in expressing their ideas in writing. Therefore, it is necessary to use interesting learning media to attract the attention of students so that they are also interested and motivated to write (Khairullah and Sabila, 2025). Through observing picture media, students can more easily identify details, choose relevant descriptive vocabulary (adjectives, action verbs), and organize their ideas into a complete text (Aritonang et al., 2025). With picture as a source of inspiration, students are expected to produce descriptive writing that is more detailed, structured, and consistent with English language rules.

### **The Problem of Research**

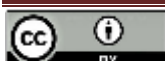
Based on problem, the research question is ““Is There Any Effect Of Using Picture Media On Students' Skill In Writing Descriptive Text?””

### **The Objective of Research**

The objective of research is to find out the effect of using picture media on students' skill in writing descriptive text.

## **II. REVIEW OF LITERATURE**

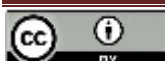
### **The Defenition of Writing**



Writing is a language skill that aims to convey all forms of information from the writer to the reader (Siddiq, 2016:4). Through writing, the writer tries to express what is in their mind so that it can be well understood by others. Like Ayu (2024:8) said that writing is an activity in which a person expresses ideas, thoughts, or opinions in written form, which can take the form of knowledge, opinions, desires, experiences, or even feelings. Just as in learning English, the ability to write effectively is an essential skill for students, as it enables them to understand and communicate ideas through written language (Fitriyah, 2025). But, Writing is not only about the ability to string words together or construct sentences in accordance with good grammar, but also involves a process of deep thinking. When writing, we are required to be able to process ideas, select relevant information, and organize ideas in a coherent and systematic manner. Through this process, ideas can be organized in a related manner so that the meaning and message can be conveyed clearly. The purpose of writing is for readers to know, understand, and comprehend the values in a piece of writing so that readers think, express opinions, or do something related to the content of the writing (Rambe and Widyarti, 2018:38).

### **The Defenition of Picture Media**

According to Hasan et al (2021:29) learning media is anything that is used as an intermediary or connector from the information provider, namely the teacher, to the information recipient or student, which aims to stimulate students to be motivated and able to follow the learning process in a complete and meaningful manner. There are many media that educators can use in the learning process and the researcher focuses on picture media. Picture media is part of visual media. Visual media is media that only relies on the sense of sight, for example, photos, pictures, posters, cartoons, graphics, etc. Picture media is part of visual media, which requires the sense of sight as a tool for conveying messages (Hartati et al., 2023:119). Kustandi and Sutjipto (2011:41) states that visual media is a tool used to convey information through pictures that engage the sense of sight. The use of picture media in learning enables students to generate ideas so that they get a more clear understanding of the learning material. Picture media consists of various types that can adapted to learning needs. Like Batubara et al (2023:70) explain the types of picture media such as : Realistic and Non-realistic Pictures, Organizational Diagram (Chart), Relational Diagram (Graph), Transformational Images, Interpretive Pictures, and the last is Analogical Pictures. Each type of picture media has different characteristics and functions in delivering learning materials. The use of picture media is considered relevant because it can help students understand the objects being described and develop ideas in a more structured manner. Through picture



media, the material being taught can be presented in a realistic form, helping students understand the message more effectively.

### **The Defenition of Descriptive Text**

Descriptive writing is used to convey an understanding of objects, places, scenes, or people described by the writer to the reader. Yana et al (2024) states that descriptive text is a piece of writing that describes or illustrates something so that readers can feel or feel as if they are experiencing it directly. In line with this opinion, Febriani and Sulanjari (2022) explains that descriptive texts are texts that convey main ideas by detailing specific objects, locations, or events. So, descriptive text is one that explains something in detail in accordance with the structure of the language. The explanation must be in specific and detailed language so that readers can visualize the story in their minds, making it seem real. Khoiriyah (2021: 11) states in her book that the structure of descriptive texts consists of two parts, such as identification and description. With a clear structure, a text can convey information coherently and help readers form a complete picture of the object being described.

## **III. THE METHOD OF RESERCH**

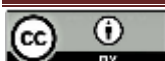
### **The Research Design**

The research approach use in this research is quantitative research that focuses on the effect of using picture media on students' skill in writing descriptive text. Creswell (2009:4) said that quantitative research is a means for testing objective theories by examining the relationship among variables. This research employed an experimental method using a true experimental design. According to Sugiyono (2022:72) experimental research methods can be defined as research methods used to find the effect of certain treatments on others under controlled conditions. So, in this research, the researcher used Pretest-Posttest Control Group Design. In the Pretest- Posttest control group design, there are two groups selected at random, then given a pretest to determine the initial condition of whether there is a difference between the experimental group and the control group. An experimental group will received treatment using picture media, and a control group that followed conventional learning.

### **The Location of Research**

This research will be conducted at the SMP Swasta Yayasan Perguruan Keluarga Pematangsiantar located at Jl. Seram Atas no. 15 Kelurahan Bantan Kec. Siantar Barat Kota Pematangsiantar in the 2025/2026 academic year.

### **The Data and Source Data of Research**



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## Data

In this research, the researcher used the primary data as a data that was obtained from the results of pre-tests and post-tests given to the research sample.

### Source Data

The population of this research was all seventh grade students at the SMP Swasta Yayasan Perguruan Keluarga Pematangsiantar. The total population was 42 students from two classes, namely class VII-1 and class VII-2. The sample in this study consisted of 42 students, which was the entire population. The sampling technique used in this research is saturated sampling because the population size is less than one hundred people. Arikunto (2010:134) states that if there are fewer than 100 subjects, all of them must be included; if there are more than 100 subjects, 10- 15% or 20-25% or more can be included. So, the sources data in this research is primary data obtained directly from the seventh grade students at the SMP YPK Pematangsiantar. Especially from the students in VII-1 as the experimental class and VII-2 as the control class.

### The Technique of Collecting Data

The data collection techniques are methods used by researchers to collect the data needed for research. In this research, the researcher used data collection techniques such as writing tests and pictures as research instruments. The researcher then give a pre-test to find out the students' skills before the treatment and a post-test to find out the students' skills after the treatment.

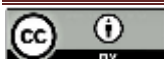
### The Technique of Analyzing Data

After the data was obtained through the treatment and the implementation of pre-tests and post-tests, the next step taken by the researcher was data analysis. In assessing the pre-test and post-test, the researcher adopted the writing skills assessment categories developed by Jacobs which states that there are five important items that need to be assessed, such as content, organization, vocabulary, language use, and mechanics.

## IV. ANALYSIS OF DATA

### Data Analysis

The results of the data analysis show the findings of the research aimed at finding out the effects of using picture media for improving students' skills in writing descriptive texts. This research involved two groups, namely the experimental class and the control class. In



this study, class VII-1 was determined as the experimental class with 21 students, consisting of 11 male students and 10 female students, while class VII-2 was determined as the control class with 21 students, consisting of 10 male students and 11 female students. Therefore, the total number of students analyzed in this research was 42 students. The researcher conducted several steps in data analysis, namely frequency, statistics, normality, homogeneity, and hypothesis testing.

Based on the result of data analysis, the hypothesis testing of posttest score in experimental and control class was found that  $t_{count} = 5.768 > t_{table} = 1.724$ . So, the null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. It means that there is an effect of using picture media on students' skill in writing descriptive text at the seventh grade students of SMP YPK Pematangsiantar.

## V. CONCLUSION AND SUGGESTION

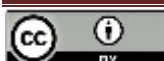
### Conclusion

This research was conducted to find out the effect of using picture media to improve students' skills in writing descriptive texts in seventh grade students of SMP YPK Pematangsiantar. Based on the results of data analysis, research findings and discussion, the researcher concluded that the application of picture media was effective in improving students' skills in writing descriptive texts. This can be seen from the increase in scores in the experimental class before and after the treatment was given. The pre-test scores in the experimental class got mean 47.43, while the post-test scores increased to 78.62. Meanwhile, the control class got mean 46.95 and the post-test scores became 71.71. Based on the homogeneity testing of the pre-test and post-test in the experimental class show that  $F_{count} = 31.423 > F_{table} = 4.08$ . Thus, it can be said that the use of picture media in teaching descriptive texts in the experimental class is valid and homogeneous. Based on hypothesis testing in the post-test control class and post-test experimental class, it shows that  $t_{count} = 5.768 > t_{table} = 1.724$ . Thus, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. This means that there is an effect of using picture media on students' skills in writing descriptive texts.

### Suggestion

Based on the results of the research, the researchers have some suggestions for teacher, students, school, readers, and researchers that are hoped to provide benefits related to the learning process.

#### 1. Suggestion for Teachers



Teachers are encouraged to use picture media in the process of teaching descriptive writing. The use of picture media can help students more easily understand the objects being described so that they can express their ideas and thoughts more clearly in writing

2. Suggestion for Students

Students are encouraged to be more active and motivated in the learning process, especially in descriptive writing activities. Through using picture media, students can more easily observe and understand the objects to be media, students can more easily observe and understand the objects to be described, so that they can develop ideas in their writing

3. Suggestion for School

Schools are encouraged to support the use of innovative and effective learning media in the teaching and learning process. One form of support is to provide adequate learning facilities that can help teachers implement various methods and learning media that are attractive to students.

4. Suggestion for Readers

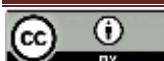
This study is expected to provide additional knowledge and understanding for readers about the use of learning media in the English language learning process, especially to write descriptive texts.

5. Suggestion for Researchers

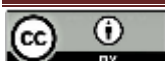
Future researchers are expected to develop this research by using different learning media or combining picture media with other learning methods or strategies to achieve more optimal results.

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