

THE EFFECTIVENESS OF TEACHING ENGLISH USING PICTURES TO IMPROVE STUDENTS' SKILL IN WRITING DESCRIPTIVE TEXT AT THE SEVEN GRADE OF SMP N 1 KUPANG IN THE ACADEMIC YEAR 2023/2024

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ABSTRACT

This research aims at finding out if teaching English using Pictures effective to improve students skill in writing descriptive text at the seven grade of SMP N 1 Kupang in the academic year 2023/2024. The method used in this reseach was a mixed method between quantitative and qualitative method. The subjects of the study were 22 students of SMP N 1 Kupang. The instrument of this research was writing test. The data were taken from the students test, that is pre-test and post-test. The results showed that using pictures can improve students writing skill based on the increas of students' writing score and the changes in students behavior. It was found out by measuring the mean score of the test result. Improving students' ability in writing descriptive text can be seen from increase in the average value of students writing that is 60,9 on the pre-test, and where 75,3 on post-test is higher than pre-test score. It is shown that students' writing skills have improved. In addition, the students were more enthusiastic in teaching and learning process. The results of the study showed that the use of media picture has a great influence on students' skills to write descriptive text.

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1. Introduction

Teaching and learning are processes that provide students with opportunities for change, facilitated by experienced teachers. Teaching involves providing explanations to aid student understanding, while learning is the acquisition of knowledge and skills. The primary goal of these processes is to enhance language skills: listening, speaking, reading, and writing, supported by elements like vocabulary and grammar. This study focuses on writing, a skill for expressing ideas in written form according to language rules. Writing is seen as a creative process for communication, whether to inform, convince, or entertain, and requires mastery of various language elements to ensure clarity and coherence. Writing process challenges

for many, necessitating hard work and extensive reading to enhance vocabulary and knowledge on topics. This skill is essential in education, where students often struggle to express ideas in writing while adhering to proper rules. Factors influencing these difficulties are internal, such as laziness, lack of interest, and motivation, as well as external, notably a scarcity of reading materials.

Writing skills are influenced by listening, speaking, and reading abilities, which enhance one's capacity to express ideas, opinions, and feelings effectively. According to [Abbas \(2006\)](#), proficient writing relies on language accuracy, vocabulary, grammar, and spelling. Writing fosters initiative, creativity, self-confidence, and information management skills ([Suparno and Yunus, 2007](#)). Teachers should focus on improving students' writing by motivating them, incorporating reading materials, promoting literacy, and using visual aids to inspire descriptive writing. Teaching writing is more complex than it appears, especially if teachers do not use engaging materials. This lack of engagement can lead to student boredom and hinder creativity. Common issues faced by junior high students include difficulties in expressing ideas, spelling, punctuation, and starting their writing. Visual aids, like pictures, play a crucial role in enhancing the learning experience by attracting attention and stimulating creativity. Thus, the writer's research focuses on the effectiveness of using pictures to improve seventh-grade students' skills in writing descriptive text at SMP N 1 Kupang during the 2023/2024 academic year.

This study focuses on two primary research questions regarding the use of pictures as a learning medium. It examines whether pictures can enhance the writing skills of class VII students at SMP N 1 Kupang and assesses the effectiveness of pictures in improving their writing ability. A research hypothesis serves as a temporary answer to research problems, requiring empirical testing. It presents a provisional conjecture assumed to be correct. The two hypotheses outlined are: 1). Null Hypothesis (H₀): The use of pictures as learning media improves students' writing skills effectively. 2). Alternative Hypotheses (H_a): The use of pictures as learning media does not improve students' writing skills effectively. The aims of this study are: 1). To find out if the use of pictures as teaching and learning media to improve the writing skills of students of class VII at SMP N 1 Kupang. 2). To know the effectiveness of using pictures in improving students' writing skills.

This section defines key terms relevant to the research. 1). Effectiveness: Defined as the extent to which planned actions can be achieved, indicating success in reaching goals based on competencies ([Lismina, 2014](#); [Simamora, 2013](#)). 2). Picture: Refers to visual representations used in teaching strategies (Aflah M, 2018). 3). Improve: Describe efforts aimed at enhancing skills or abilities, thereby increasing quality and quantity ([Molino, 2005](#)). 4). According to [Slamet \(2008\)](#) revealed that "description (description) is discourse depicting something based on impressions from observations, the author's experiences and feelings. 5). Writing Skill: The ability to express thoughts and ideas in written form, emphasizing the importance of writing in communicating human thoughts ([Damono, 2018](#)). A study by Ryan found a significant difference in writing performance between students taught procedure text using picture series and those who were not. The experimental group scored 2385, compared to 2055 for the controlled group, indicating that picture series is effective in teaching writing. The use of picture series facilitated writing for students and provided a new context for learning, making the writing process more enjoyable and aiding in revision for both teachers and students.

2. Research Method

The research employs a mixed-method approach, utilizing both quantitative and qualitative methods. The quantitative aspect involved collecting data and analyzing students' scores from pre-tests and post-tests, while the qualitative aspect focused on describing students' abilities in writing descriptive text. A one-group design was used, involving only one class as the study subjects, who underwent a pre-test before instruction using pictures, followed by a post-test. This research was conducted in SMP N 1 Kupang which is located on Jl. Prof. Dr. W.Z Yohanes No. 30, Oetete, Kec. Oebobo, Kota Kupang, Nusa Tenggara Timur. The time required for the research was one week, from 5 – 11 July 2024.

The research focuses on seventh-grade students at SMP N 1 Kupang for the academic year 2023/2024, comparing a total population of 150 students across classes A-E. The study's sample includes 22 students, determined by applying a 15% sampling rate as recommended by Arikunto (2017), since the population exceeds 100. Purposive sampling was chosen to effectively manage time, energy, and financial constraints in the research process. The research utilized pre-tests and post-test to assess students' writing skills. The pre-test measure students' ability to write descriptive essays before treatment, which involved using pictures as a teaching aid for seventh graders at SMP N 1 Kupang. Following the treatment, a post-test was administered to evaluate improvements in their writing skills by having them compose descriptive texts based on the provided pictures.

The study employs a data collection technique involving tests, specially writing tests, consisting of a pre-test and post-test to measure students' skills. Descriptive analysis was used to analyze the results, relying on qualitative data from field notes and quantitative data from pre-tests and post-tests were compared to assess improvements in students' writing skills. A formula was provided for calculating the mean score, while the class percentage that met the minimum mastery criteria (*KKM*) of 75 was calculated using a specific formula. Overall, progress in students' writing abilities was evaluated through both qualitative observations and quantitative test results.

3. Research Findings and Discussion

The pre-test results for seventh-grade students at SMP N 1 Kupang reveal a total score of 1.340, with individual scores ranging from a high of 78 to a low of 40. The table lists scores for 22 students, highlighting performance variations, with the highest scores belonging to students S4, S10, S18, and S20. Table 1 presents the post-test scores of seventh grade students from SMP N 1 Kupang. The highest score was 85, while the lowest was 62, with a total score of 1.656. The data indicates that students' scores improved after using pictures as a teaching method for writing descriptive text, demonstrating a significant positive effect on their writing achievement.

The researcher analyzed the pre-test results of seventh-grade students at SMP N 1 Kupang, focusing on their achievement in writing descriptive texts. The mean score for the pre-test was calculated to be 60.9, with only 5 out of 22 students (22.8%) passing with scores above the Minimum Mastery Criteria. In total, 17 students (77.2%) failed, indicating that many students struggled with writing using visual aids. This analysis reveals significant challenges in their writing skills. The post-test results for seventh-grade students at SMP N 1 Kupang indicate improvement in writing descriptive text skills. The mean score from the post-test was 75.3, calculated from a total score of 1.656 among 22 students. In terms of

performance, 59% of students (13 out of 22) scored above 75, qualifying as passing, while 41% (9 out of 22) scored below 75, failing to meet the minimum standard. This demonstrates progress in students' writing comprehension and suggests that the teaching method using media picture has effectively enhanced their writing skills.

Table

Table 1
Score of Pre-Test and Post-Test

NO	STUDENTS'	PRE-TEST	POST-TEST
1	S1	72	82
2	S2	50	78
3	S3	44	70
4	S4	78	82
5	S5	68	80
6	S6	60	75
7	S7	45	68
8	S8	70	65
9	S9	52	75
10	S10	75	80
11	S11	44	70
12	S12	52	75
13	S13	76	82
14	S14	40	72
15	S15	68	85
16	S16	55	70
17	S17	62	78
18	S18	75	80
19	S19	58	72
20	S20	78	85
21	S21	60	70
22	S22	58	62
	TOTAL	1.340	1.656

Table 2

The presentage of Score of Pre-Test

	Criteria	Score Ranges	Total of Students	Presentage
P1	Passed	75-100	5	22,8%
P2	Failed	44-74	17	77,2%
The Total			22	100

Notes:

P : The percentage of students who get the point (≥ 75)

F : The number of students who get the point up (< 75)

n : Total number of students

Table 3
The presentage of Score of Post-Test

	Criteria	Score Ranges	Total of Students	Presentage
P1	Passed	75-100	13	59%
P2	Failed	38-74	9	41%
The Total			22	100%

Discussion

The research examines the use of picture series to enhance students' writing skills in descriptive text. Results show a significant improvement in students' abilities, with pre-test and post-test mean scores rising from 60 to 75. The study aligns with findings from [Lidyawati](#), indicating that students had a positive attitude towards using media pictures, which encouraged active participation and stimulated their imagination. The application of pictures increased motivation and facilitated the development of ideas for writing. Overall, the use of pictures proved effective in fostering students' writing skills, as they responded positively and enjoyed the learning process, leading to better content, organization, and vocabulary in their descriptive texts.

4. Conclusion

The research concluded that using pictures in teaching English at SMP N 1 Kupang significantly improved students' writing skills. The pre-test average score was 60.9, which increased to 75.3 in the post test, indicating enhanced abilities in writing descriptive texts. The use of pictures also resulted in increased student engagement and enthusiasm in writing activities.

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