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Improving Students' Writing Skill in Descriptive Text by Using Image Media

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan media gambar dalam menulis teks deskriptif dalam peningkatan keterampilan menulis bahasa Inggris siswa dan untuk mengetahui aspek menulis yang paling dipengaruhi dengan penggunaan media dalam menulis deksriptif. Lokasi penelitian ini di SMA Negeri 3 Majene. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu Populasinya terdiri dari empat kelas dengan 71 siswa XI SMA Negeri 3 Majene. Sampel penelitian ini adalah dua kelas yang terdiri dari 20 siswa untuk kelompok kontrol dan 20 siswa untuk kelompok eksperimen. Pada kelompok kontrol peneliti menggunakan metode konvensional dan kelompok eksperimen menggunakan metode pembelajaran teks deskriptif dengan menggunakan Media Gambar. Perlakuan dilakukan selama 8 kali pertemuan. Peneliti menggunakan instrumen yaitu tes menulis (pre-test dan post-test). Nilai rata-rata pre-test siswa adalah (50,50) dan nilai rata-rata post-test siswa adalah (70,00). Sedangkan hasil uji Independent Sample t-test menunjukkan Sig. (2-ekor = 0,004) < 0,05. Itu berarti pembelajaran teks deskriptif dengan menggunakan media gambar dapat meningkatkan keterampilan menulis siswa secara signifikan. Adapun aspek yang paling meningkat adalah konten dan organisasi penulisan dimana siswa dapat memberikan penjelasan dengan tepat dan jelas serta memberikan informasi dengan baik. Hasil penelitian ini diharapkan mampu memberikan dasar bagi guru ataupun sekolah dalam menerapkan alternatif media untuk meningkatkan kemampuan menulis siswa dalam Bahasa Inggris.

Kata Kunci: *Teks Deskripsi; Media Gambar; Menulis*

Abstract

This study aims to determine the effect of using image media in writing descriptive texts on improving students' English writing skills and to identify which aspect of writing is most influenced by the use of media in descriptive writing. The research was conducted at SMA Negeri 3 Majene. This study employs a quantitative approach with a

quasi-experimental design. The population consists of four classes totaling 71 eleventh-grade students at SMA Negeri 3 Majene. The sample for this study includes two classes: 20 students in the control group and 20 students in the experimental group. The control group was taught using conventional methods, while the experimental group used descriptive text learning with image media. The treatment was carried out over 8 sessions. The researcher used writing tests (pre-test and post-test) as instruments. The students' average pre-test score was 50.50, and the average post-test score was 70.00. Meanwhile, the Independent Sample t-test results showed Sig. (2-tailed = 0.004) < 0.05. This indicates that learning descriptive texts using image media can significantly improve students' writing skills. The most improved aspects were content and organization, where students were able to provide accurate and clear explanations as well as convey information effectively. The results of this study are expected to provide a foundation for teachers and schools in implementing alternative media to enhance students' writing abilities in English.

Keywords: *Descriptive Text, Image Media, Writing.*

1. INTRODUCTION

English is an international language that needs to be further developed in Indonesia. Students learning English must acquire four key skills: speaking, listening, reading, and writing. Among these, writing is particularly challenging, often causing frustration (Fauziah, 2021; Hamka, 2021). Writing is crucial in language instruction as it enables students to apply their knowledge of language elements in practice. Understanding how words and sentence structures express ideas is essential for effective communication. Writing is commonly perceived as the most difficult skill (Richards & Renandya, 2002; Hamka, 2018), often due to monotonous teaching methods, especially in descriptive writing (Kurniawati, 2018).

To enhance writing skills, particularly in descriptive texts, using image media can be beneficial. Images help students define and describe concepts accurately, making their writing more vivid and engaging. Wright (1997) suggests that pictures motivate students, bring context to the classroom, and facilitate controlled practice. Image media thus holds significant potential as an aid in developing writing skills, making descriptive paragraph construction easier and more motivating for students. Djuanda (2021) noted that image media can enhance the learning process from symbolic to more concrete levels, helping students visualize descriptions effectively.

Observations at SMAN 3 Majene revealed several issues in writing instruction, including low interest, difficulties in idea development, limited vocabulary, reliance on Google, and monotonous teaching methods. Addressing these challenges in the current era of globalization necessitates developing engaging and motivating teaching techniques to enhance students' writing skills.

Previous studies have examined the use of image media in writing instruction, such as Meity (2018), Kurtoun (2015), Arifin (2020), and Mahmud & Lasiyati (2021). While these studies explored the use of pictures to improve writing skills, this research specifically focuses on enhancing students' descriptive text writing

abilities using image media. It aims to determine whether image media can improve English writing skills and identify which aspects of writing are most affected.

Based on these considerations, this study is titled "Improving Students' Writing Skill with Descriptive Text Using Image Media." It seeks to investigate the impact of image media on students' English writing skills and identify the most improved aspects in writing descriptive texts

2. RESEARCH METHOD

This research was quantitative research with a quasi-experimental, because it collected information that could be analyzed numerically, the results of which were usually presented using statistics, tables, and graphs. In quasi-experimental methods, the researchers looked at two groups as the sample; they were experimental and control group. The experimental group was asked to write descriptive text with image media to receive treatment from the researcher. At the same time, the control group received treatment from the researcher without using image media. Pre-test and post-test were given to the experimental class and the control class to determine the effect of descriptive text using image media on improving students' writing skills specifically to assess their improvement in several aspects such as content, organization, grammar, vocabulary and mechanics.

This research was conducted at SMA Negeri 3 Majene, Banggae District, Majene Regency, West Sulawesi. The research started in june- july 2022, this research was conducted in eight meetings at the school.

The population that was chosen by the researchers is class XI students. The researchers chose this class because there is descriptive text material.

Participants or samples of this research was taken using cluster sampling, cluster sampling is a technique that researcher choose in two or more stages to make it easier to identify the population. The sampling technique is used to determine the sample when the object to be studied or the data source is very board. The four sample groups of the population were taken by cluster sampling, XI MIPA 2 (21 students) as an experimental group, and XI MIPA 1 (21 students) as a control group. Cluster sampling is the most appropriate technique for this research due to its cost-effectiveness and time efficiency compared to other sampling methods. Additionally, it is straightforward to implement and offers high reliability.

The researchers used pre-test, test, and post-test as an instrument to obtain the data. To obtain the data, the researcher used close tests. The test was the basis for measuring and assessing student learning outcomes and provided individualized guidance as motivation to inspire and motivate students to be more active and eager to learn. The purpose of the pre-test was to determine the level of students' writing skills with descriptive text before using image media, and the purpose of the post-testis to determine the improvement of students' writing skills with descriptive text after using image media.

In analyzing students' English in the writing test, the researcher used classification such as classifying student scores, classifying the mean score, standard deviation, frequency table, and the value of the t-test to identify the difference between pretest and post-test by using inferential analysis in SPSS 24.0 program for windows evaluation version with criteria of testing hypothesis.

To test the hypothesis, the researcher would obtain a probability value at the level of significance or probability level α = 0.05 or an independent sample t- test.

H_0 = Probability value > probability$_{level}$

H_1 = Probability value < probability$_{level}$

If the probability value is higher than α = 0.05, H0 (Null Hypothesis) is accepted. and H1 (alternative hypothesis) is rejected. It means that the use of descriptive text with image media is not effective in improving students' writing skills at SMA NEGERI 3 MAJENE.

If the probability value is lower than α = 0.05, H0 (Null Hypothesis) is rejected and H1 (alternative hypothesis) is accepted. It means that the use of descriptive text with image media is effective in improving students' writing skills at SMA NEGERI 3 MAJENE.

3. RESULT AND DISCUSSION

3.1 RESULT

The normality test was conducted on the data obtained from the pre-test and post-test, both the control and experimental groups. Data is said to be normality distributed if the Asymp. Sig. (2-tailed) > 0.05) it can be concluded that the data is normality distribution. But, if Asymp. Sig.(2-tailed) < 0.05) it can be concluded the data is not normal distribution. The normality test results were known that Asymp value, Asymp. Sig. (2-tailed) > 0.05, so it can be concluded that the distribution of the data of pre-test and the data of the post-test both control and experiment group are normal.

Table 1. Data of Normality Test

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre_Experiment	.150	20	.200*	.950	20	.374
	Post_Experiment	.150	20	.200*	.937	20	.212
	Pre_Control	.186	20	.068	.957	20	.485
	Post_Control	.164	20	.166	.928	20	.142

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The test of homogeneity was done after the normality test. Data is said to be homogeneous is significance value is Sig > 0.05 (significance level). The test of Homogeneity of Variances was employed to test the homogeneity. The table test of homogeneity by using SPSS showed that:

Table 2. Data of Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	1.096	3	76	.356
	Based on Median	.946	3	76	.423
	Based on Median and with adjusted df	.946	3	70.269	.423
	Based on trimmed mean	1.030	3	76	.384

The test is one of the statistics used to determine whether a hypothesis is true or false. This test establishes the null hypothesis and the alternative hypothesis as a tentative statement. The null hypothesis states that there is no significant increase in listening learning achievement between the control and experiment groups. In addition, the alternative hypothesis revealed that there was increase, but not significant in writing mastery learning achievement between the control and the experimental groups.

The results of the independent sample t-test which was analyzed using SPSS both pre-test and post-test showed that Sig. (2-tailed = 0.004) < 0.05, so the T-test value is smaller than the Sig value of 0.05, it can be concluded that the Alternative Hypothesis (H1) is accepted while the Null Hypothesis (H0) is rejected. Based on the calculations, it can be concluded that there is a significant effect of the use of descriptive text by using image media to improve the writing skill of the students of SMAN3 Majene.

Table 3. Data of Hypothesis Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower		Upper
Hasil _Bel ajar	Equal variances assumed	1.765	.192	3.0 36	38	.004	7.00 0	2.30 6	2.33 3		11.667
	Equal variances not assumed			3.0 36	37. 07 0	.004	7.00 0	2.30 6	2.32 9		11.671

3.2 Discussion

From the results of the post-test study, the control and experimental groups obtained data, namely the average value of the experimental group 70.00, mode 70, median 70.00, and standard deviation 6.689. While the average value of the control group is 63.00, the mode is 70. The median is 65.00 and the standard deviation is 7,847. And based on hypothesis testing, the significant value between the post-test control and experimental groups was 0.004, smaller than the significance level of 0.05. This shows that H1 is accepted and H0 is rejected. It means that writing scores with descriptive text by using image media can enrich students' writing skills compared to students who do not use descriptive text by using image media.

The guide that is often used in this research is the first, express writing which is used to express the author's ideas, thoughts, or feelings to his readers. the

second is describing writing which is used to describe something. the third is informing. This is one of the most common purposes of writing. Writing is always used to inform someone about some news or information. the fourth is also used to evaluate people, things, products, or policies. and the last one is problem solving is a type of argumentative writing. the goal is to persuade the reader to adopt some solution to a particular problem.

This study is in line with the research of (Nasir, Asib, & Pudjoboroto, 2014) After teaching through descriptive text using pictures there is a good improvement. In this study, researchers used pictures to improve students' writing skills. an image is categorized as one of the tools in language teaching. Visual aids are a situation where the learner can see what is named by the word to be learned (Allen, 1983). Picture can contribute to interest and motivation, a sense of a context of the language, and a specific reference points or stimulus (Wright, 1989: 2). It means pictures can attract, motivate and stimulate the students in learning a language. Based on the roles of the pictures in the language teaching, the researcher determined that using pictures, students can be motivated in learning language, become more active and participate in learning process. Pictures help the students in giving responses such as comments, questions, or description of an object in the pictures.

In this case, descriptive text by using image media can improve their writing skills score on the post-test. The frequency distribution shows that in the post-test control group, there were 11 (55%) in the Good category, 7 students (35%) in the Fair category, and 2 students (10%) in the Poor category. While the frequency distribution in the post-test experiment group there were 3 students (15%) in the Very Good category, 15 students (75%) in the Good category, and 2 students (10%) in the Fair category. It means that most of the students experienced improved writing skills after being treated with descriptive text by using Image Media. And then the aspect of their writing that most developed after being taught through the descriptive text method using image media is that students can describe something clearly in writing so that readers can feel what the author is telling. then students can also inform some news or information about something they describe. this can be seen from the test results given by the researcher.

This finding shows that the writing skills of students who use the descriptive text by using image Media is higher than that of students who do not use the descriptive text by using Image Media.

Several factors contribute to the success of using image media for descriptive text instruction at SMA Negeri 3 Majene:

a. Students' increased focus on the teaching-learning process is facilitated by the use of image media.

b. Image media stimulates students, enabling them to explore their ideas more effectively.

c. Students find learning English more enjoyable when using image media.

In research (Asni, 2018) found that the lack of teaching methods and the lack of a writing process made students unable to improve their writing achievement. In line with research (Adang, 2020) that it takes more time, effort, and additional techniques to improve students' writing skills. So, two very important elements are

teaching methods and learning media. The existence of learning media is a tool that helps the efficiency and effectiveness of the teaching and learning process.

In conclusion, the use of descriptive text by using Image Media as a medium in the teaching and learning process of writing skills can significantly increase students' scores, aspects of writing that most develop in students are Content and Organization aspects where it showed that students can explore their ideas through image stimulation, can choose the words that suit the context, students' vocabulary mastery improved well through pictures with different titles. It also give more opportunities to students to practice write and make good descriptive text. Student scores show improvement can be shown in the average value of the results of the pre- test, and post-test. So, the hypothesis proposed in this study is "There is a significant increase in student's writing skills with descriptive text by using Image Media and also there is a developing writing aspect" in class XI MIPA 2 SMA Negeri 3 Majene." Additionally, the findings from this result can be a recommendation for educators in English teaching practices to use image media to improve students writing abilities, as in this study, writing skill of students had been proven to be improved after treatment and assessment with image media for writing descriptive text.

4. CONCLUSION

Based on the data results and findings, it can be concluded that there is a significant improvement in students' writing skills achievement using descriptive text by using Image Media. Then the aspect of student writing that improved the most was Content and organization which indicated through students' ability to describe something clearly in writing and could also inform some news or information through their descriptions based on their test results. The post-test of the experiment group students was higher than that of the control group, and independent sample tests were calculated for the control and experimental groups. as indicated by the value of the independent sample test, namely Sig (2-tailed) < 0.05. In other words, H0 is rejected, meaning that there is a significant effect between the independent variables, hence the use of image media in writing descriptive text can improve students writing skill in SMA Negeri 3 Majene.

With this researcher, the researchers offer alternative media for the teacher to use such as image media in teaching because it was proven to be able stimulate students writing skill in descriptive text where students can write their ideas and information in the good and correct form. The institution of Education can give more interesting techniques in learning process in order the improve writing skills of students. This research can contribute in language teaching research specifically English writing teaching methodology by using image media for description text.

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