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## IMPROVING STUDENTS' DESCRIPTIVE WRITING SKILLS THROUGH PICTURES

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### ABSTRACT

This study used Classroom Action Research which aimed to find out using pictures to improve students' descriptive writing the second-grade students of the Escola de Hospitalidade e Turismo Becora Dili in the school year 2021. Based on the title above, the writer conducted the research to answer the following questions: (1) Can Picture improve students' Descriptive Writing skills? and (2) Are there any significant differences between before and after the implementation of teaching descriptive writing through pictures? Based on the result of conducting research, shows that pictures can improve students' descriptive writing because the mean score on the pre-test was 4.5 and the mean score on the post-test got increased by 8.05. it is meant that there were some significant differences between the means scores of the pre-test and post-test indicated before and after the implementation using the pictures is a useful strategy to teach to improve the students' descriptive writing skills in the class. Besides that, the differences between means scores of the pre-test and post-test were analyzed with the formula of the t-test was 3.5. Based on the level of significance is 0, 05 with the 17 degrees of freedom could meet the score of the t-table is 2. 291. As we have seen that the t-test score was 3.5 is greater than the score of t-table 2.291. Therefore, it is decided to interpret that pictures can improve students' descriptive writing and there were some significant differences between before and after the implementation of teaching descriptive writing by using pictures to the second-grade students of Escola de Hospitalidade e Turismo Becora Dili in the school year 2021. This is the reason why, the picture can be considered a useful strategy to teach Descriptive Writing Skills. And the picture made the students more interested, relax easy to identify what is described in the writing. Lastly, Students and English teachers are recommended to produce the module on English descriptive writing through the content

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of pictures as a strategy and completed the lesson plan for teaching English material. The picture is a thing that can be seen and touched to facilitate our imagination and thinking sharply to describe the thing in writing easily.

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## INTRODUCTION

Language is a tool for communication among people to express ideas, feeling, and thinking among one another. In other words, language becomes a way to make conversations and transfer messages from the speaker to listeners. So, language is used as a means to communicate, people speak the language to convey a message, to show their feeling, or to ask questions (Finocchiaro, 1973:6). Thus, language plays an important role in human life.

There are many languages spoken by people all over the world. One of them is English, which is spoken by people in many countries in the world. For that reason, people need to master English orally and in writing to communicate and socialize in the world community.

English is the first foreign language taught at every school in Timor-Leste. The Timorese government choose English as a foreign language to be taught in schools (Ramelan,1992:p.3). English is one of the foreign languages that have been used in many countries and is considered an international language to facilitate every diplomat in terms of bilateral, regional, and multilateral cooperation among countries around the world. Being aware that English is important, the government and the people of Timor-Leste consider English as the second foreign language that plays an important role in the new country as the working language.

English is an international language to be learned its skills by EFL students especially, writing skill is mostly very difficult to be understood by foreign language learners. This is why, the writer needs to improve the student's writing skills through a strategy that is easier to be understood Picture. Writing skill is considered productive skill that must be known by foreign and second language learners.

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As the direct and indirect observation of the teaching and learning process of English as a foreign language, the difficulties which are been encountered by foreign students is writing and speaking skills. There are four skills of English language learning namely listening and reading are receptive skills and speaking and writing are productive skills.

In Timor-Leste, the English language is the foreign language that is now being taught and learned in every school from nine years of elementary up to tertiary level. Writing skills are the knowledge and abilities related to expressing ideas through the written message. Writing also is the best way to practice your knowledge, related to writing in a particular style or about a particular piece of content. Writers often have to write about subjects that they are not familiar with, so finding quality sources quickly is an important skill.

In addition, the writer needs to study writing skills specifically descriptive text through pictures as the strategy of teaching and learning English as a foreign language to improve students' descriptive writing text. Manse, (1995:488) agrees with the paragraph above that writing is an activity to mark letters or graphic symbols on a surface with an instrument such as a pen or pencil to produce a text.

Writing is one of the four language skills which is very important to learn. writing is not easy, among the skills, writing is the most difficult skill to learn because it needs hard thinking in producing words, sentences, and paragraphs at the same time. As (Jack C. Richard and Willy A. Renandya.) said that "Writing is the most difficult skill for second language learners to master.

On the other hand, Writing is the most difficult language skill and it is also considered the most complicated language skill to be learned, compared to the other skills. In the writing process, we always involve thinking skills and creative skills, not only that but also it is supported by tight rules. Writing is thinking on paper in order to produce useful and meaningful ideas and it is a productive skill to be acquired in English language learning for the EFL students.

Therefore, here the writer needs to conduct the study deeply about Descriptive writing skills by using Pictures through this topic of scientific research which is entitled; " **IMPROVING STUDENTS' DESCRIPTIVE WRITING TEXT THROUGH PICTURES** (*Classroom Action Research to the Second Grade Students of Escola Vocational de Hospitalidade e Turismo Becora Dili in the School Year 2021*)". The

statement of the Problems: (1) Can Pictures improve Descriptive Writing skills? and (2) Are there any significant differences between before and after the implementation of teaching English Descriptive writing skills through Pictures?

## METHOD

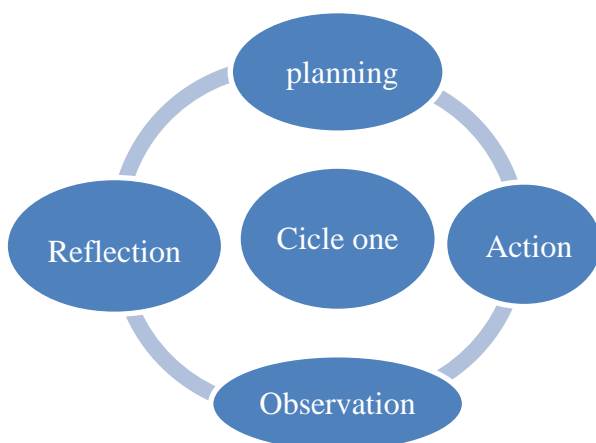
In this chapter, the writer presents the research design, subject of the study, instrument of research, technique of data collection, and technique of data analysis.

This study was Descriptive Writing Text which was conducted for second-grade of students of The Escola de Hospitalidade e Turismo Becora Dili during the school year 2021. The method used in this study was Classroom Action research.

This study was implemented using pictures to teach English descriptive writing to the 17 students of the Escola Vocacional de Hospitalidade Turismo Becora Dili in the school year 2021.

To improve the student's Descriptive writing skills to second-grade students of Escola Vocacional de Hospitalidade e Turismo Becora Dili in School year 2021 The writer used the topic of writing to be described: "(physically Appearances of Ramos Horta)".

The data was collected through the cycle of following classroom action research procedures. The procedures of Classroom Action Research took several steps based on (Richardson 2007: p. 133). Has developed simple cyclical nature of the typical action research process and its cycle has four steps: planning, action, observation, and reflection.



There are several steps that the writer will use for data gathering and analyzing the data as follows:

- a. Planning: The activities of the planning are the following:

- 1) Preparing the pre-test and post-test, material teaching, and designing the lesson plan.
- 2) Preparing the list of students' names.
- 3) Preparing teaching aid (Color, pens, color, board makers, pictures).
- 4) Preparing sheets for classroom research and process observation.
- 5) Preparing a test (to know how far students' knowledge of English Vocabulary).

b. Action

- 1) The teacher administers the pre-test.
- 2) The teacher teaches English Vocabulary by using word cards. The teacher explains short explanations and guides the students to learn based on the lesson plan.
- 3) The teacher gives opportunities to the students to ask about some difficulties or problems.
- 4) The teacher asks the students orally to be answered as they check the students understanding.
- 5) The teacher administers the post-test in the last meeting.

c. Observation

Observation is one of the instruments used to collect data. In this step action research can be systematically used to observe and note all of the phenomena investigated like the students feeling, thinking, and perception of something they did in the process of teaching and learning English writing. The researcher observes all the activities in the teaching and learning process and also created a conducive atmosphere in the classroom and makes collaborative efforts to explore teaching possibilities. It is proposed to create the students, motivation in learning.

Nu	Activity	Level				
		Excellent (5)	Very Good (4)	Good (3)	Average (2)	Low (1)
1	<b>Pre-teaching</b>					
	a. Opening/greetings					
	Q: good morning A: morning sir	✓				
2	<b>Asking condition</b> Q: How are you today? A: I am fine	✓				
3	<b>Attendance</b> Q: list your name A: Present, sir.	✓				
4	Self- Introduction		✓			

Nu	Activity	Level			
5	Question and answer <b>While teaching</b>		✓		
6	Explanation	✓			
7	Teaching Descriptive Writing through Pictures	✓			
8	Define the Descriptive writing	✓			
9	Mention the types of writing	✓			
10	Give some examples of descriptive writing	✓			
11	Introduce the Pictures		✓		
12	Define the pictures		✓		
13	Describe the pictures		✓		
14	Questions and answer	✓			
15	Exercises	✓			
16	Providing Descriptive writing through pictures	✓			
17	Demonstrated and showed the pictures	✓			
18	Quiz: writing using pictures		✓		
19	<b>Evaluation:</b> Checking the student's understanding			✓	
20	<b>Reinforcement:</b> One of the cleverest students among the other students is asked to write simple descriptive writing.	✓			
	<b>Total</b>	<b>13</b>	<b>6</b>	<b>1</b>	
	<b>Multiply</b>	<b>5</b>	<b>4</b>	<b>2</b>	
	<b>Equal</b>	<b>65</b>	<b>24</b>	<b>2</b>	
	<b>Score</b>	<b>91</b>			
	<b>Classification</b>	<b>VERY GOOD</b>			

**Table 3.4.1 Presents The Classroom Observation Sheet**

d. Reflection

From the result of the research, the use of pictures to improve students of descriptive writing skills, the process of teaching and learning writing using pictures could make the classroom atmosphere go smoothly and the most of students are enthusiastic to write descriptively.

A descriptive technique is used to know the extent to which using pictures to teach English writing descriptive and this data analysis was collected from two types of tests;

a. Non – test

In this research, the writer observed the activities of teaching and learning process that occurs in class as in table 3.4.1 classroom observation sheet above.

b. Test

The result of the pre-test and post-test were calculated and presented in the form

of tabulation and calculated the significant differences before and after the implementation of teaching descriptive writing through pictures which applied with the t-test analysis as the following formula:

c. Mean

The mean is average from the division between the sums of students' scoring with the total number of respondents. The research applied the following formula:

$$\bar{X} = (\sum X) / N$$

$\bar{X}$  = mean

X = score

N = number of scores

$\sum$  = sum or add

d. T-test dependent means

The formula of T-test dependent means is.

$$T\text{-Test} = \frac{\sum D}{\sqrt{\frac{n(\sum D^2) - (\sum D)^2}{n-1}}}$$

## RESULT AND DISCUSSIONS

In this chapter, the writer would like to present the result of conducting research through pre-test and post-test that were administrated to the Second Grade of the students Escola De Hospitalidade é Turismo Becora, Dili in the School Year 2021.

### Result

Table 4.1.1 presents the mean score of the pre-test (*before the implementation of teaching descriptive writing by using Pictures*).

Nu	INITIAL	VOCAB	GRAMMAR	MECHANISM	MEANING	Scores
1	AS	4	5	5	5	5
2	ASA	4	4	4	5	4
3	DDS	4	5	4	4	4
4	FS	5	5	5	5	5
5	NJF	5	4	4	5	4
6	RBMS	5	5	4	4	4
7	NDJ	5	5	5	5	5
8	OMNSDC	5	5	5	5	5
9	MNAN	5	5	5	4	5
10	LMAL	4	4	4	4	4
11	MIDR	5	5	5	5	5
12	TNH	4	4	5	4	5

13	EKADS	5	5	4	4	4
14	LFB	4	4	5	5	4
15	SBS	5	5	5	5	5
16	JMDR	4	4	4	4	4
17	NDJV	5	5	5	5	5
						<b>Σ= 77</b>

Calculate the mean score of the pre-test.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{77}{17}$$

$$= 4.5$$

Table 4.1.2 Present the mean score of the post-test (*after the implementation of teaching descriptive writing using Pictures*) to the Second Grade Students of Escola de Hospitalidade e Turismo Becore Dili in the school year 2021.

No	INITIAL	VOCAL	GRAMMAR	MECHANISM	MEANING	Scores
1	AS	8	7	8	8	8
2	TMDC	7	7	7	7	7
3	JAPS	8	8	8	8	8
4	FS	8	9	10	9	9
5	ASA	9	9	9	9	9
6	RBMS	6	6	8	7	7
7	DDS	7	6	6	7	7
8	OMNSDC	9	9	9	8	9
9	MNAN	7	7	8	7	7
10	LMAL	9	9	10	9	9
11	MIDR	7	7	8	7	7
12	TNH	9	9	9	9	9
13	NDJ	9	9	10	9	9
14	YRMX	7	8	9	8	8
15	SBS	8	9	9	9	9
16	JMDR	7	6	6	9	7
17	NDJV	8	8	8	7	8
	Σ					<b>137</b>

Calculating the mean of the post-test.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{137}{17}$$

$$= 8.05$$

Table 4.1.3 presents the differences in the mean score of pre-test and post-test by the Second Grade Students of Escola de Hospitalidade é Turismo Becora Dili in the school 2021.



No	INITIAL	The mean score of the pre-test	The mean score of post-test	D	D <sup>2</sup>
1	AS	5	8	3	9
2	ASA	4	7	3	9
3	DDS	4	8	4	16
4	FS	5	9	4	16
5	NJF	4	9	5	25
6	RBMS	4	7	3	9
7	NDJ	5	7	2	4
8	OMNSDC	5	9	4	16
9	MNAN	5	7	2	4
10	LMAL	4	9	5	25
11	MIDR	5	7	2	4
12	TNH	5	9	4	16
13	EKADS	4	9	5	25
14	LFB	4	8	4	16
15	SBS	5	9	4	16
16	JMDR	4	7	3	9
17	NDJV	5	8	3	9
	Σ	X1= 77	X2= 137	ΣD = 60	ΣD <sup>2</sup> =228

The formula for the t-test of dependent means:

$$T\text{-test} = \frac{\Sigma D}{\frac{\sqrt{N(\Sigma D^2) - (\Sigma D)^2}}{N-1}}$$

$$T\text{-test} = \frac{60}{\frac{\sqrt{17(228) - (60)^2}}{17-1}}$$

$$T\text{-test} = \frac{60}{17.25}$$

$$T\text{-test} = 3.5$$

Criteria;

- Level of significance  $\alpha = 0.05$
- Degree of freedom =  $N-1=17-1=16$ .
- If the score of the *t-test* is greater than the *t-table* means there are some significant differences between before and after the implementation of teaching descriptive writing through Pictures.
- If the score of the *t-test* is lesser than the *t-table* means there are no significant differences before and after the implementation of teaching descriptive writing through pictures.

Interpretation:

Based on the level of significance ( $\alpha = 0.05$ ) with the degree of freedom is 16 could meet the score of *t-table* 2.291. Therefore, the core of the t-test was  $3.5 \geq t - 2.291$ .

Consequently, it is decided to interpret, the score of the t-test was  $3.5 \geq t - \text{table } 2.291$  which means that there are some significances between before and after implementation using pictures to teach English descriptive writing to Second Grade Students of Escola De Hospitalidade e Turismo Becora-Dili in the school year 2021. After comparing the result of the pre-test and post-test can be seen that the score of students got increased because of using Pictures as a strategy for teaching descriptive writing. In other words, pictures could be considered a useful strategy to teach English descriptive writing.

It is recommended that all the English language teachers, especially the local English teachers in Escola Vocational De Hospitalidade Turismo could use Picture as a useful strategy to teach writing skills to the students to teach the student writing skill. It is considered in the process of teaching and learning the English language in class as foreign language acquisition. Based on the score that was marked in the table of classroom observation sheet was **91** which classified as **VERY GOOD LEVEL**. The teaching and learning process of descriptive writing by the picture was running well and interactive smoothly between students and teacher.

## Discussion

Based on the data presentation from the tables above, the writer would like to discuss each of the tables as follows;

Table 4.1.1 presents the mean score of the pre-test (*before the implementation using Picture to teach descriptive writing*).

The mean score of the pre-test was 4.5 indicating that the usual method being used to teach English descriptive writing through pictures could not meet the students' needs. This is the way, the researcher implemented teaching descriptive writing through pictures as a new strategy.

Table 4.1.2 presents the mean score of the post-test (*after the implementation of teaching descriptive writing through pictures*).

The mean score of post-test was 8.05 indicated that after using pictures to teach descriptive writing got improved. It means that after the researcher implemented teaching descriptive writing through pictures got improved. Therefore, there were no more cycles to continue teaching descriptive writing through. The mean score of post-test

was 8.05 is higher than the mean score of Pre-test was 3.5.

Table 4.1.3 presents the differences in mean scores between the pre-test and post-test were calculated for the t-test.

Based on the level of significant difference was 0.5 with the degree of freedom (DF) was 17:  $N-1 = 17-1 = 16$  that could found the *t-table* was **2.093**.

Therefore, the result of the *t-test* was  $3.5 \geq t\text{-table}$  was **2.093** and it could be shown that the score of the t-test was greater than the t-table. It was decided to interpret the pictures as a useful strategy that could be used to improve teaching English descriptive writing.

Based on the score that was marked in the table of classroom observation sheet was **91** which classified as **VERY GOOD LEVEL**. The teaching and learning process of descriptive writing by the picture was running well and interactive smoothly between students and teacher.

## CONCLUSIONS

In this chapter, the writer would like to make some conclusions and suggestions as useful ideas for English teachers and students especially, Using Pictures to teach students English descriptive writing skills.

### Conclusion

Before and after the implementation of teaching descriptive Writing through the picture to second-grade students of Escola de Hospitalidade e Turismo Becora Dili in the school year 2021 the writer concludes that :

The result of the implementation of teaching descriptive writing by using Pictures, the mean score of the pre-test **4.5** was different after the implementation of teaching descriptive writing through pictures with the mean score of the post-test being **8.05**.

Then, the mean score of the pre-test and post-test were calculated with the formula of the t-test was 3.5. Based on the level of significance is  $\alpha = 0.05$  with the 17 degrees of freedom could found t-table is 2.291. As we have seen that the t-test was  $3.5 \geq t\text{-table}$  is 2.291 at the level of significance  $\alpha = 0.05$  through the degree of freedom (df =17). Therefore, it was decided to interpret that pictures can be used to teach to improve descriptive writing and there are some significant differences between before and after the implementation teaching and learning process of descriptive writing through pictures.

Based on the score of the classroom observation sheet was **91** which was classified as a **VERY GOOD LEVEL**. The teaching and learning process of descriptive writing through pictures was running well and interactive smoothly between students and teachers.

### **Suggestion**

Based on the result of the study, the writer would like to suggest some helpful ideas to the following persons .

- a) Students and English teachers are recommended to produce the module on English descriptive writing through the content of pictures as a strategy and completed the lesson plan for teaching English material.
- b) The students should be given a chance to have descriptive writing exercises so that the students can apply those rules correctly and be motivated and interested in the teaching and learning process.
- c) The picture is a thing that can be seen and touched to facilitate our imagination and thinking sharply to describe the thing in writing easily.

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