



# Improving Students' Writing Skill by Using Pictures in Vocational High Schools

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## ARTICLE INFO

### Article history:

Received August 20, 2023

Revised August 23, 2023

Accepted November 10, 2023

Available online November 25, 2023

### Kata Kunci:

Kemampuan Menulis, Metode Campuran, Foto, Siswa

### Keywords:

Writing Skill, Mix Method, Picture Student



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## ABSTRAK

Penelitian ini menyoroti kesulitan siswa dalam mengembangkan dan mengorganisir ide dalam tulisan deskriptif, serta kurangnya perhatian guru terhadap pemahaman siswa terhadap materi yang diajarkan. Penelitian ini bertujuan untuk menganalisis peningkatan keterampilan menulis siswa kelas X melalui integrasi gambar sebagai alat bantu visual. Dengan menggunakan pendekatan metode campuran, data kualitatif dikumpulkan melalui observasi kelas, wawancara, dan jurnal, sedangkan data kuantitatif diperoleh melalui penilaian sebelum dan sesudah. Subjek yang terlibat dalam penelitian ini adalah siswa kelas X yang diintegrasikan dengan gambar sebagai alat bantu visual dalam meningkatkan keterampilan menulis mereka. Hasil penelitian menunjukkan bahwa penggunaan gambar secara positif memengaruhi keterlibatan, motivasi, dan kreativitas siswa dalam menulis, menghasilkan peningkatan yang signifikan dalam kualitas tulisan mereka. Efektivitas strategi pembelajaran yang inovatif dan nilai alat bantu visual sebagai penunjang pembelajaran menulis siswa menjadi sorotan utama. Artikel ini menekankan pentingnya pendekatan metode campuran untuk pemahaman komprehensif tentang intervensi pedagogi dalam pendidikan. Penelitian ini memberikan pemahaman yang mendalam tentang peran gambar sebagai stimulus dalam meningkatkan keterampilan menulis siswa, sambil menekankan perlunya pendekatan pedagogis yang inovatif dalam konteks pendidikan. Selain itu, implikasi hasil penelitian ini menggarisbawahi urgensi penggunaan alat bantu visual dalam pengajaran, yang dapat memberikan kontribusi yang signifikan terhadap peningkatan kualitas pembelajaran di kelas.

## ABSTRACT

This research highlights students' struggles in developing and organizing ideas in descriptive writing, along with the lack of attention from teachers regarding students' comprehension of the taught material. The study aims to analyze the improvement of writing skills among tenth-grade students through the integration of images as visual aids. Employing a mixed-methods approach, qualitative data was gathered through classroom observations, interviews, and journals, while quantitative data was obtained through pre- and post-assessments. The subjects involved in this research are the tenth-grade students integrated with images as visual aids to enhance their writing skills. The findings indicate that the positive use of images impacts students' engagement, motivation, and creativity in writing, leading to a significant improvement in the quality of their compositions. The effectiveness of innovative teaching strategies and the value of visual aids in supporting students' writing learning processes are the main focal points. This article underscores the importance of a mixed-methods approach for a comprehensive understanding of pedagogical interventions in education. The research provides deep insights into the role of images as stimuli in enhancing students' writing skills while emphasizing the need for innovative pedagogical approaches in educational contexts. Furthermore, the implications of these research findings emphasize the urgency of using visual aids in teaching, contributing significantly to enhancing the quality of classroom learning.

## 1. INTRODUCTION

The most crucial skill that every person should learn is language, and in Indonesia specifically, Indonesian is studied alongside other languages as well. Students from kindergarten through university, representing all educational levels. All people should be able to speak a language well in order to communicate. When learning English as a second language, emphasis is placed on the students' ability to write in English as well as understand how to pronounce the language. English is one of the English language skills that students need to learn. In English, not only paying attention to how our abilities are when able to speak in English, but writing skills are also important abilities to be noticed and understood by students (Kuncoro, 2017; Santosa, 2017). Writing is an action or process of producing and recording words in a form that can be read and understood. Writing is not an easy task. Students still find it challenging to write texts in English, particularly in the tenth grade at the vocational high school level. Writing is the skill that allows us to create words that later become sentences, which then become paragraphs (Gugin, 2014; Suseno & Nurharjanti, 2015). English has many different text types, including narrative, procedure, recount, descriptive, and others. Here, the researcher focuses on the different kinds of English descriptive texts. Writing is one of the crucial abilities that language learners need to have (Litzler, 2014; Moghaddam & Malekzadeh, 2011). The students' ability to think can be developed through writing exercises. Writing serves a variety of purposes, including communicating with readers, expressing ideas without face-to-face interaction, researching a topic, keeping a journal of experiences, and learning the rules of written English discourse.

Both native speakers and non-native speakers find writing to be a challenging skill because writers need to be proficient in a number of areas, including organization, content, purpose, vocabulary, audience, and mechanics like spelling, punctuation, and capitalization (Barbecho, 2019; Graham et al., 2012). Various writing texts are introduced to students in the first year of vocational high school's revised Curriculum from 2013. Among them is descriptive writing. A descriptive text is one that describes a location, an animal, a thing, or something else (Yohana, 2019). The students ought to be able to organize their descriptive writing well. The descriptive text is divided into three sections: the first is identification, in which the writer identifies existing phenomena to be further described; the second description, in which the writer provides information about phenomena that were previously written about in the identification section; and the third structure, in which the writer provides a more detailed description of the phenomena that were previously written about. With this section serving as the last in terms of the conclusions drawn from the identification and description sections, the last part is the conclusion. Students are more familiar with descriptive text, which is text that fully, clearly, and concisely describes something related to a topic or object. This is what inspires students to describe things or objects around them and to express their ideas and opinions. Students must work together to incorporate all of the aforementioned elements to produce an effective descriptive text.

Researchers found a phenomenon where students have difficulty in finding ideas to be poured into a writing in the form of descriptive text, difficulties or obstacles found from the aspect teacher are still with a centered learning teaching model, explaining the material still monotonously the absence of media use when explaining the material, especially the material descriptive text only just give explanation and just writing the explanation on the board. In addition, teachers also still do not give attention to students in class whether students really understand the material described or not, but it is undeniable that this can be influenced by a fairly large number of students from one class so that the teacher's attention to pay attention to students is reduced carried out by researchers and found problems when learning and teaching as previously written. Students' own problems in learning English in descriptive text material, namely developing ideas, organizing ideas to be written into descriptive sentences other problems experienced by students related to the obstacles of writing English texts or writing to be used as descriptive texts, namely difficulties in grammar and incorrect sentence.

Most students in class said English is difficult material especially when learning writing material, because the monotonous learning makes students feel not concern in class especially when studying English class (Febriani & Sya, 2022; Gunawan Tambunsaribu & Yusniaty Galingsing, 2021). To overcome the problems above, the teacher needs to use media in learning so that students become interested in learning. To overcome problems in descriptive learning text, using image media in learning is believed to increase student motivation in descriptive text learning (Agustin, 2023; Firdaus, 2020). Descriptive is more of an influence on sensitivity and the form of the reader's imaginative so that the image media as an angler of imaginative power is used as a learning medium, by the media as a device that can stimulate the minds and will of students so that it can encourage a sense of wanting to learn from students, using the right learning media and creatively, of course, on good performance in the student learning process (Abercrombie, 1949; Dwijayani, 2019). In this study, the researcher has studied several relevant studies one of them, entitled "Usage of Picture to Teach Writing Descriptive Text of the

Tenth Grade Students at PMDS Putri Palopo" in Academic Year of 2018/2019 (Sufianti, 2019). Although there are already researchers who study the use of image media in descriptive text learning, this of course must continue to be improved and researched again as implemented using other methods besides the methods that have been used in previous studies such as the use of group systems to train students' ability to collaborate not only to train students' creatives but also how they communicate. This study conducted at SMKS PGRI 2 Denpasar and the subjects are the X accounting 2 students. There consideration in selecting SMKS PGRI 2 Denpasar as the place of the study. First researchers on the occasion of PLP 1 conducted PLP 1 in related schools, namely SMKS PGRI 2 Denpasar so that when PLP 1 took place researchers had begun to find several things that could be further researched in the learning and teaching process at the school. Second, no one has conducted research on the same topic and level in related schools. The researcher is interested in improving writing competency of the tenth-grade students by using picture media, researcher using CAR (Classroom Action Research) in this study. CAR (Classroom Action Research) is an action from a person aimed at improving conditions or improving conditions in the place where learning practices are carried out, as well as providing an in-depth understanding of actions taken based on the 4 stages that are part of this CAR, namely planning, action, observation, reflection (Purnomo, 2011; Suryana, 2013).

The main objective of this research is to enhance the writing skills of tenth-grade students in descriptive texts using visual media. The researcher aims that through the utilization of visual media, students will become more engaged and motivated in learning descriptive texts. Additionally, this study also aims to investigate the issues faced by students, such as difficulties in generating ideas, organizing thoughts into descriptive sentences, and challenges in English, including grammar and sentence structure. The researcher hopes that by employing the CAR (Classroom Action Research) method, this study can provide a deep understanding of the effectiveness of using visual media in enhancing students' writing abilities, while also offering insights for teachers to address existing learning problems. Consequently, it is anticipated that this research will provide valuable solutions or recommendations for the teaching and learning of descriptive texts in the school.

## 2. METHODS

This study is designed in the form of classroom action research. Classroom action research is related to teacher exploration related to solving things or problems contained in learning to find and apply solutions with 'actions' that aim to, improve the professionalism of teachers in teaching in the classroom (Afandi, 2014; Wahyuni et al., 2021). Where, in its implementation includes several activities, namely planning, action, observation, reflection. In classroom action research, of course, all components are involved, namely students, teachers, and researchers themselves. The purpose of this study is to solve or overcome learning problems that exist in the classroom, especially at the SMKS PGRI 2 Denpasar school at the x accounting 2 class. Classroom action research as an alternative to learning that prefers a more subjective approach to problem-solving in classroom learning. The data were obtained through some techniques, such as observation, interview, pre-test and post-test. Those data were analyzed qualitatively and quantitatively to answer the two research questions.

The researcher applying the principle of a classroom action research design, classroom action research consists four phases that is, planning, acting, observing, reflecting (Purnomo, 2011; Suryana, 2013). The first is planning. In this section, researchers carry out planning such as examples, preparing lesson plans, after previously making preliminary observations by finding problems in learning, followed by making lesson plans that are adjusted to the curriculum and syllabus, in the lesson plan there are strategies, teaching methods in making lesson plans researchers collaborate with teachers. The next is acting, things that have been prepared and planned when planning are applied at the acting stage, such as applying lesson plans that have been made before to the learning process and learning in the classroom. Next step is observing, researchers record all learning and learning activities, in this process researchers, can find the desired results such as customized assessments on researchers that can be carried out objectively according to the results of observations in the classroom. The last is reflecting, in this phase, the evaluation process is carried out as an example of the implementation of the use of a lesson plan that has been planned and used in the teaching and learning process whether it is effective or must be revised in several parts to be further refined in order to become a better lesson plan in the learning process and subsequent learning. The researcher conducted classroom action research, two cycles consisting of six phases. The first stage is identifying the problem. At this stage, researchers identify problems with interviews, interviews are conducted with teachers and students, results such as; 1) English is considered by students as complex or difficult to learn; 2) Teachers still teach monotonously so that students are less interested in learning English; 3) Students have difficulty

determining ideas in writing descriptive texts, 4) Limited understanding of grammar and vocabulary makes students feel hesitant in making sentences to avoid the risk of making wrong sentences. For the solution, researcher interested in implementing media picture to improve their writing skill in making descriptive text for grade X accounting 2 class of SMKS PGRI 2 Denpasar. The second stage is planning the action. In this phase, the researcher created a plan related to the problem found. Can be seen as follows: 1) Deciding the material of the learning; 2) Arranging the lesson plan; 3) Preparing the media picture, camera, notes, collaborator to take documentation during the teaching and learning process. The third stage is implementing the action. The researcher applied the planning above in the classroom as a practitioner. This application is carried out in one cycle, the following were the brief steps of the implementation: 1) The researcher tells students about the aim of the learning in the classroom; 2) The researcher provides explanations related to descriptive material text briefly and displays on an lcd screen in the form of a powerpoint; 3) The researcher then displays the picture and gives clues to the students to guess in advance what image is displayed, as well as telling the students to do a brief descriptive of the displayed picture; 4) The researcher displays an image display which will be observed by students first after that students will describe the images that have been observed based on the examples previously explained; 5) The researcher appointed several students to present the results of their descriptions based on the pictures they had observed; 6) The researcher gives a review the results of their work.

The fourth stage is observing the action. In this section, researchers carry out observational actions during the learning and learning process. Doing documentation and paying close attention during learning takes place in class so that researchers can find out the extent of the process and learning outcomes in class. The fifth stage is reflecting. The researcher evaluated implementation of using media pictures in learning descriptive text, researchers see related to the advantages and disadvantages of implementing the use of media in learning. The last stage is revising the Plan. In this section researcher can revised the plan for next cycle. This classroom action research was conducted at SMKS PGRI 2 Denpasar in x accounting 2 class. It is located at Gn. Bromo Street, Monang-Maning, Denpasar. This study carried out in the odd even semester of the academic year 2022/2023. Learning is carried out normally because the offline learning system has been implemented and implemented at this school. This study was implemented using media picture in improving student idea in writing descriptive text. For the detail, this research was started in March, April, May, June. There were consideration in selecting SMKS PGRI 2 Denpasar as the place of the study. First, no one has done the same research in this school, especially at the grade level chosen by researcher. Second, the use of media as planned by researchers at this school is very rare, especially for teaching the writing aspect. Thus, the researcher was interested in implementing media picture as media in improving the tenth-grade students' writing competency.

Regarding the previous identification of the problem, the X accounting 2 class of SMKS PGRI 2 Denpasar was selected as the subject of this study. This class was consisted of 30 students. accounting class at grade x level totals 3 classes, there are 2 teachers who hold English class for grade x level at the school. For the class x level itself, the English teacher who teaches provides information for the accounting class itself at class x level students are the type of students who are easy to manage, but tend to be passive during learning hours resulting in a lack of interaction or activity during the teaching and learning process. Students think that learning English is a difficult lesson, so students tend not to be very active in class, for several reasons such as fear of making mistakes, such as not being precise when pronouncing English vocabulary. Also, teachers who still teach in a monotonous manner, namely self-centered learning so that the students themselves lack activity in class.

In this research, the data were obtained from the x accounting 2 class and one of the English teachers at SMKS PGRI 2 Denpasar. Then, observation, and pre-test and post-test were conducted to collect the data. Research activities require the use of instruments, which are essential to ensuring the validity of the research design. When trying to gather accurate and trustworthy information, instruments that measure research variables are crucial. In actuality, the effectiveness of the data collection tools has a significant impact on the validity of research findings. The idea behind the instrument and the procedure required to use it should therefore be understood by researchers. In this study, the instruments applied to collect the data were the observation sheet, pre-test and post-test. The first is Observation Sheet. Observation is used by researchers to collect data related to student behavior during the teaching and learning process, evaluate the success of students and responses from students regarding the use of images as a learning medium in improving students' ideas for writing descriptive text texts. The next is Interview, giving respondents a list of questions or written statements to respond to as part of an interview is a common data collection technique. Interview can be an effective method for gathering data, The next section isi tests, in this test section, it will be divided into two parts, namely, pre-tests carried out before treatment or implementation related to the use of image media in descriptive

text material, and continued with post-tests carried out after treatment or implementation actions. The next section is RPP, RPP is part of the research instrument in learning activities which is used as a reference by researchers in the learning process. As an instrument, lesson plans will provide answers in a documentary manner regarding writing text through image media. Data collection is carried out using qualitative and quantitative methods. Where, in the quality, is the observation sheet and interview. While in the quantitative section, the test carried out is divided into two, pre-test and post-test which are included in the quantitative section, students' scores or writing scores in the pre-test and post-test.

After that, there is observation. In the observation section, the researcher conducts an analysis related to problems in learning that is owned in the classroom, which of course in knowing this, the researcher discusses with the teacher as a resource person. Not only analyzing existing problems, in the observation section, analysis is also carried out by recording the process of implementing learning and learning that occurs in the classroom. The next is interview, interviews were conducted by providing questions related to responses from students and teachers regarding the implementation of the use of image media in text descriptive learning to improve students' ideas in writing descriptive texts. The interview is planned to be divided into several parts with customized questions, namely planning, cycle 1 and cycle 2. The last is tests, by conducting a test, it can measure the ability and make comparisons an increase related to the application of the use of image media in descriptive text learning, with the test divided into two where in the first test is called the pre-test in this section students are asked to make descriptive sentences based on images that have been displayed on PowerPoint. Furthermore, the post-test students are asked to make descriptive sentences based on images that have been displayed on PowerPoint.

Data collection process first doing preliminary research, choosing the research subject through observation then identifying the research problem, preparing the research instruments observation sheet, pre-test and also post-test, do observe the implementation of use media picture in improving idea students in writing descriptive text, do analyze data have been collected through qualitative and also quantitative analysis method. In this study, the data collection was analyzed qualitatively and quantitatively. The qualitative research method, is a method of inquiry based on philosophy that is utilized to investigate scientific conditions (experiments), where researchers serve as instruments, data collection strategies are used, and qualitative analysis emphasizes meaning (Bado, 2021; Xu & Storr, 2012). The study of phenomena that present as research subjects but are devoid of elements of prejudice or subjectivity is the focus of the phenomenological method, a type of qualitative research that is expanding and developing researchers in the field of sociology. Exploring, comprehending, and interpreting phenomena, events, and their relevance to common people in specific contexts are the main goals of empirical research. Quantitative research method's specifications are systematic, planned, and clearly structured. Researchers in this case use mixed research methods with types Convergent Parallel Mixed Methods Design. The convergent mixed methods approach is probably the most familiar of the basic and advanced mixed methods strategies. Researchers new to mixed methods typically first think of this approach because they feel that mixed methods only consists of combining the quantitative and qualitative data. In this approach, a researcher collects both quantitative and qualitative data, analyzes them separately, and then compares the results to see if the findings confirm or disconfirm each other. The key assumption of this approach is that both qualitative and quantitative data provide different types of information often detailed views of participants qualitatively and scores on instruments quantitatively and together they yield results that should be the same.

### 3. RESULT AND DISCUSSION

#### Results

##### Improving Students' Motivation in Writing

From the questionnaire result, the item of students' like in writing had low mean score. The students of Grade X Accounting 2 (19 students or 52.78%) responded strongly agreed that they like English. On the other hand, 14 students of all agreed that they like writing in English and the same number of students disagreed that they like writing in English. In addition, statement no 4 was low responded based on the mean score. It meant that they have no idea when they were going to write something. The data show that the students like the English subject. Unfortunately, they dislike writing in English and most of them do not have idea when they are going to write something. They considered that writing in English is difficult. Concerning the problem in students' motivation, the researcher planned to make the teaching and learning atmosphere interesting such as by accompanying pictures in writing activities so that the students would be motivated in generating ideas. Based on the interview in need analysis, the students sometimes did not understand what the teacher said. The researcher

planned to use classroom in the teaching and learning process. It can help students to improve their vocabulary since they are more familiar with English in the classroom. The researcher used classroom English in greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students, explaining the materials, and ending the lesson. Though classroom English was applied maximally, the researcher planned to encourage the students with the synonymous terms and to give the meaning in Bahasa Indonesia when it is necessary.

In this research, pictures were used as teaching media to improve students' writing skill. They were applied in the teaching and learning processes in writing activities, such as in gaining idea and in improving students' vocabulary related to writing task. Since the text being learnt was descriptive text, the students should have rich vocabulary to describe certain topic. Based on the interview in the need analysis, the students felt more interested in completing the tasks which accompanied with pictures. The using of pictures was also aimed to make the students interested in the topic. The various pictures were used to get student's attention. The actions were carried out four times, on Friday, 28<sup>th</sup> April 2023, Friday, 5<sup>th</sup> May 2023, Saturday, 6<sup>th</sup> May 2023, and Friday, 12<sup>th</sup> May 2023. Though the study was aimed to improve students' writing skill through picture media, the actions were implemented integrity since writing skills involved the ability of listening, speaking and reading as the inputs. The genre of the text is descriptive text. They were presented in front of the classroom and in students' worksheet as well. The researcher took action as the teacher in the classroom while the collaborator took notes and observed the teaching and learning process.

The questionnaire result showed that the students did not like writing. Through interesting teaching and learning process, the researcher made the students interested in writing. By conducting the interesting teaching and learning process, it was expected that the students' motivation in writing was improved. The researcher also used pictures in pre-writing activities, for example in vocabulary building and expanding the topic. In vocabulary building, there searcher used pictures. The pictures were selected based on the topic being discussed. In expanding the topic, the researcher used the pictures to generate students' idea. They were required to write a text based on the pictures. Generally, during Cycle I, students' motivation in writing increased. This could be seen in a picture and described from the field note, it is said to be valid, especially process validity. It was observed during the teaching and learning process. The researcher used classroom English in every meeting. It was aimed to make the students more familiar with the English words and how to pronounce them. The researcher used classroom English in greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students, explaining the materials, and ending the lesson. When the students did not get what the researcher said, to avoid misinterpretation she tried to encourage the students with the synonymous terms and to give the meaning in Bahasa Indonesia as necessary as possible. Based on the data in the observation results and interview transcripts, it could be concluded that the used of classroom English in the teaching and learning process was successful. The students felt confidence answering questions in English though sometimes they made some mistakes. The using of classroom English in the teaching and learning process was described in the field note below. These conclusions were said to be reliable and valid, especially democratic validity and process validity. They were concluded from the multiple voices and were observed during the teaching and learning process. Improving Students' Writing through Pictures. Based on the result of questionnaire in need analysis, most of the students in Grade X Accounting 2 did not have idea about what is going to be written. In addition, in interviewing the students, the researcher found that one of them regarded that writing in English is difficult. Based on the data in the interview transcript, it could be concluded that the students also had difficulty in linking ideas among sentences in a paragraph. This conclusion was said to be reliable and valid, especially democratic validity since it was concluded from the multiple voices.

Pictures were used as teaching media to help the teaching and learning process. As stated in the syllabus, writing activities during the action was writing descriptive text. In this action, the students were asked to make a descriptive paragraph. The paragraph was about the description a picture given. The tasks in writing were accompanied with pictures. In addition, the pictures were also used in pre-writing activities such as in building vocabulary and in brainstorming. In Cycle I, the students wrote a descriptive paragraph but it was still guided by some guiding questions. It was aimed to generate students' idea about what to write. Field note describes the activity in the classroom with the guiding questions. In the pre-test, students made short descriptions of tourism place in their foreign area. In the pre- test, it was found that students' writing scores were still low, students' motivation was still low in writing and students still tended to feel confused when writing in descriptive form. Furthermore, after improvising based on the results obtained in the student pre-test, the researcher as a teacher in teaching and learning activities provides explanations related to descriptive text material, as well as adding explanations regarding words that are often used in describing places. After the explanation is deemed

sufficient, in the task included in post-test 1, students are asked to create a short descriptive text based on the image that has been displayed in made by the researcher. In the *Powepoint*, a picture of Kuta Beach is shown. is displayed, previously it has also been displayed and a brief explanation is given regarding how appropriate descriptive text is. The result of the pretest showed that the students could not develop their writing well (see the sample of the students' pretest in Appendix 6). Their vocabulary mastery was also fairly poor. They had difficulties in spelling certain words. However, the students were asked to make an outline of what to write. Then, they made a sentence from each idea. The last, they linked the sentences by adding some supporting details and connective devices. In the process of its implementation, there was also a pair work for the students. The students worked with their partner in observing the picture and sharing the information about the picture. That could help them much in gaining idea.

Based on data in the observation result, it could be concluded that the problem occurred in their punctuations and capitalization in this cycle. Though the students were better at gaining idea and developing topic, they still had problems in punctuation and capitalization. In the second exercise, there were still many mistakes. Most of the students had mistaken in putting a full stop in the end of the sentence and comma in a sentence which needs it. In addition, the mistakes existed in the capitalization of the beginning letter of places name. Besides, the wrong capitalizations occurred in the beginning letter of the name of place. These conclusions were said to be reliable and valid, especially process validity. They were concluded based on the observation during the teaching and learning process. To support the qualitative data, the researcher conducted a posttest after the implementation of the actions in Cycle I.

From the implementation of the actions in Cycle I, there were some actions that were successful and unsuccessful. The descriptions of the successful and unsuccessful actions were as follows. The use of pictures to improve students' writing motivation was successful because it could contribute to their interest and motivation. The students said that the materials were more interesting when they were accompanied with pictures. The pictures were used in attracting the students' attention. Classroom English were used in all parts of the teaching and learning process, those involve greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students, explaining the materials, and ending the lesson. However, some students did not know the meaning so the researcher should repeat the instruction. If they still had not got the instruction, the researcher translated it into Bahasa Indonesia as it was necessary. The use of pictures to improve students' writing skills was successful because by accompanying picture in the writing process, their writing organization was better than before. The pictures were used in the teaching and learning activities. The students were required to make a paragraph describing the picture. They were able to develop the topic about the picture. They also made an outline before writing a draft. Their writing product was more organized. However, their mastery in writing mechanics was still low. That could be seen from their products; they still had some mistakes in punctuations and capitalizations.

### ***Summary of Reflection of the Action Implementation in Cycle I***

The implementation of using pictures to improve students' writing skill were accompanied with other actions such as using classroom English to make the students familiar with English words and using pictures to improve students' motivation in writing. The Implementation of Cycle II. The strategic actions in the implementation of Cycle II were not much different of the strategic actions in the implementation of Cycle I. There are several stages in Cycle II. The first is planning of Cycle II Based on the findings of Cycle I, the researcher and the collaborator discussed to plan some strategic action to solve the problem which still existed during the implementation of the actions. In solving the problem, the researcher and collaborator still used similar strategic actions in Cycle I to be implemented in Cycle II. Those strategic actions included improving students' writing motivation by using pictures, using classroom English, and improving the students' writing skills through pictures. However, the researcher and the collaborator planned some addition strategic actions which were expected to lead in a good writing, such as using brainstorming strategic using games in the beginning learning to make students interested in the learning and more concentrated. students writing motivation and using tasks in improving students' punctuation and capitalization mastery. These were the description of the actions implemented in Cycle II.

The second stage is improving students' motivation in writing. In improving students' motivation in Cycle I, there were some students who did not show their improved motivation. Thus, in this action, pictures were still used to improve students' writing motivation. However, this implementation was different from the implementation in Cycle I. In Cycle II, pictures were not only used in writing tasks. The researcher and the collaborator concluded to use brainstorming. The games were aimed to improve their concentration and also their interested for learning English language. This

implementation was expected to make the different activity in gaining the ideas. This action was considered from the interview transcript. This conclusion was said to be reliable and valid, especially democratic validity. Third is using classroom English and minimizing the use of Bahasa Indonesia in the teaching and learning process. The implementation of classroom English in Cycle I was successful to make the students more familiar with English words. The researcher decided to use it in Cycle II. However, the researcher just optimized the use of classroom English since in Cycle I there were some instructions translated into Bahasa Indonesia. The use of classroom English in this cycle was still similar as that in Cycle I. It was used in some interactions including in greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students, explaining the materials, and ending the lesson. The next is improving students' writing skill through pictures. In this cycle, pictures were still used as teaching media to improve the students' writing skill since its success in Cycle I. From the results of interviews and observations, the students felt easier to have writing task accompanied with pictures. The implementation in Cycle II was the same as that in Cycle I. The pictures were used in some activities; they were during writing activities. Considering from the implementation in Cycle I, the researcher uses the clearer pictures they can search from their smartphone. It was aimed to make the student understand the objects in the pictures.

Next is using tasks in improving students' punctuation and capitalization mastery. In Cycle II, the researcher added an action to improve the students' writing skill. This action was considered from the result of students' writing in Cycle I. The idea of students' writing in Cycle I was good and well organized. However, they still had low mastery in writing mechanics like punctuation and capitalization. Moreover, the aspect of punctuation and spelling was assessed in writing test. Thus, the researcher used some tasks to improve the students' punctuation and capitalization mastery. The tasks were about a paragraph without any punctuation and capitalization. Some of words in the paragraph were also spelled incorrectly. The students were required to correct the sentences in paragraph by giving the suitable punctuations and capitalizations and correcting the incorrect spelled words. The planning of this action was also considered based on the interview transcript which was validated by democratic validity. The same as Cycle I, the researcher took the action as the teacher in the classroom while the collaborator took notes and observed the teaching and learning process. The descriptions of the implementations were as follow. Different with the implementation in Cycle I, in Cycle II researcher add some brainstorming activities. In Cycle I, pictures were used as teaching media to attract the students in English teaching and learning activities, especially in writing activities. Same like Cycle I, picture in Cycle II used to teaching media and learning activities. But, in Cycle II add some brainstorming activities that is using games. In the game activities, the researcher provided some pictures. The first game was about bingo game. It was implemented on Friday, May 26<sup>th</sup> 2023. The game was aimed to generate students' vocabulary about the picture. First, the researcher explained the students about the rule of the game.

The students were required to mention at least 5 specific things in the picture related to the material that is descriptive text material based on explain that they have before at Cycle I and also in the beginning learning before games. They wrote them in a list. After they did this, the researcher mentioned any things in the pictures. The students crossed any things in their list which had been mentioned by the researcher. If the list of the objects were crossed, the student who made the list said 'bingo!' It meant that he or she had mentioned all things that mentioned by the researcher and the group won the game. They make the list in the group at least 4-5 students in a group. The researcher with the students began the game first with the common topic beyond the picture. It was aimed to make the students understand about the game. The topic was about tourism place. The implementation of this action could be seen in the observation result.

Based on data in the observation result, the students were enthusiastic in listing the tourism place. They worked individually though sometimes they asked their friends about the name of things that they did not know. After the researcher mentioned any things in tourism place picture, four group students said 'bingo!' together. They cheered and laughed. Some students were disappointed since they only had one or two things left. Some students stated their disappointment. It meant that the students were very competitive to be a winner. These conclusions were said to be reliable and valid, especially process validity. After the students tried the topic about tourism place, the researcher asked them to try another topic. The topic was about something in their classroom. Like the previous topic, the students were still enthusiastic. After they finished listing the things, the researcher mentioned anything about the classroom. At that time, some students said 'bingo!' together. Some of them were the same winners in the first topic. They were cheered up and laughed. The second game was 'twenty-Q game' or 'twenty questions game'. However, the researcher modified the game into 'twenty statements game'. The game was aimed to encourage the students to describe an object in the picture. The implementation of this



action could be seen in the observation result. The first category was not an object from the picture. The category was a famous place in the world. The students were able to make statements about the place though sometimes they opened their dictionary or asked their friends. They also discussed about the answer of the game. Finally, they could answer correctly what is in the researcher's mind. They looked happy. After answering the first category, they wanted the next category. For the second game, the students were the winner and they were happy. After that, the researcher asked one of the students to be a volunteer in front of the class to be the person who her mind was guessed by her friends. There were three students were interested and enthusiastic to take over the game. The students' feeling about the game could be seen in the interview transcript. Based on data in the interview transcript and interview transcript, by using games, the students were also motivated in English teaching and learning. They did not feel nervousness or shy. Moreover, one of the students felt more confidence and she did not afraid if she made mistakes. These conclusions were said to be reliable and valid, especially democratic validity.

Classroom English was still used during Cycle II. It was used in every meeting in the interactions during the teaching and learning process. The interactions were greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students, explaining the materials, and ending the lesson. As found in Cycle I, the implementation of classroom English was not quite successful since there were still translations in Bahasa Indonesia for some interactions such as giving instructions and explaining the materials. However, using of classroom English was helpful to make the students familiar with English words. It was also to make them familiar with the pronunciation of certain words. In cycle II, the difficult words in English were not directly translated by the researcher into Bahasa Indonesia. Those words were elaborated in English. In the first meeting of this cycle (Friday, May 26<sup>th</sup> 2023), the use of classroom English was implemented by generating the students to speak in English guided by the researcher. The implementation of this action in the first meeting in Cycle II was described in the observation result.

From the data in the observation result, it could be seen that the researcher minimized the use of Bahasa Indonesia and generated the students to speak in English. The students were able to answer the researcher's questions without using Bahasa Indonesia. In addition, the researcher added the gestures so that students were able to answer the questions. It was helpful in encouraging the students to speak in English. These conclusions were said to be reliable and valid, especially democratic validity. In the second meeting of Cycle II (Friday, June 2<sup>nd</sup> 2023), classroom English was also implemented in greeting the students. The researcher minimized the use of Bahasa Indonesia by using the synonymous expressions in English. The implementation of this action in the second meeting of Cycle II could be seen in the observation result.

From the observation result, it could be seen that the researcher used the similar expression to greet the students. First, the students did not know the meaning, but the researcher encouraged them by asking them to the same question so that the students could know the response. These conclusions were said to be reliable and valid, especially democratic validity. Using Tasks in Improving Students' Punctuation and Capitalization Mastery Task about punctuation and capitalization was an extra activity to improve students' punctuation and capitalization mastery. It was considered since there were still some students who forgot to put the writing mechanics in their writing. This implementation was conducted first by explaining to the students the use of certain punctuation and capitalization. Then, the researcher distributed tasks about a paragraph which there was no punctuation and capital letter in it. In addition, some of the words were miss spelled. The students were required to correct the paragraph by putting the punctuations and capitalizations in the right place. The students worked individually but if they had difficulties, they might ask the researcher. The implementation of this action could be seen in picture. Based on data in the interview transcript, the implementation of this action was successful since some students said that they were more aware of punctuation and capitalization in a sentence or even paragraph. This conclusion was said to be reliable and valid, especially democratic validity. As done in the end of Cycle I, the researcher also conducted a posttest after the implementation of the action in Cycle II. From the implementation of the actions in Cycle II, there were some actions that were successful and unsuccessful. The descriptions of the successful and unsuccessful actions were as follows. The use of picture games as brainstorming in improving students' motivation in writing was successful. The games made the students happy and more confident. The students also solved the problem cooperatively with their friends. The games were used effectively in pre-writing activity so that the students could develop what they did in the games. Classroom English was used in all parts of the teaching and learning process, involving greeting the students, beginning the lesson, giving instruction, giving feedback, asking questions to students, explaining the materials, and ending the lesson. The implementation of this action was successful with the few use of Bahasa Indonesia. The researcher elaborated the difficult

words and combined the use of classroom English with her gesture to make the students understand in the instructions and explanations. It was effective in making the students familiar with English words and expressions in English. The use of pictures to improve students' writing skill was successful. The pictures were used in the teaching and learning activities. Though it was aimed to improve students' writing skill, the teaching and learning process was conducted integrated. The use of pictures in pre-writing activities was successful. It was used in the vocabulary building process. The use of extra tasks in improving students' punctuation and capitalization mastery was successful though there were still few students did not master the punctuation and capitalization well. After implementing the action, they did not show their improved mastery on punctuation and capitalization. Some of them still made mistakes in writing mechanic. Regarding the findings of Cycle II that all actions were successful in improving students' writing skill and the objective of this research was achieved, the researcher and the collaborator agreed to end this research in this cycle.

### **Pretest and Posttest of the Students' Writing Skill.**

The findings stated that the implementation of picture media in improving students' writing skill was successful during two cycles. The findings could be inferred from the observation of the teaching and learning process, interviews with the students and the teacher of English. Moreover, it was also supported by a pretest and two posttests. The pretest was conducted before implementing the actions while the posttest was conducted after implementing the actions. In the writing tests, the students were asked to make a simple paragraph, describing a specific topic. The assessors of their writing were the researcher and the English teacher. The aspects to be assessed were their content, vocabulary, spelling, and punctuation.

**Table 1.** The students' writing scores

<b>Groups</b>	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>
PreTest	31	40.5806	5.29008
PostTest	31	65.9355	6.15324
PostTest2	31	70.9677	7.08747

From Table 1 be seen that the score of posttests of Cycle I was higher than the score of pretests. It could be concluded that the students' writing skill scores improved from both raters; the researcher and the English teacher. Meanwhile, the standard deviation for both raters in the posttest of Cycle I was higher than the standard deviation for both raters in the pretest. It meant that the students' writing score was more heterogeneous. From the researcher's assessment, it could be seen that the score of posttests of Cycle II was higher than the score of posttests of Cycle I. It could be concluded that the students' writing skill score was improved from both raters; the researcher. Besides, the standard deviation for both raters in the posttest of Cycle II was higher than the standard deviation for both raters in the posttest of Cycle I. It meant that the students' writing score was more homogeneous which meant that there were more students got high scores. In addition, to confirm the significance improvement of mean scores in the writing tests before and after the action, the researcher used the *t*-test. Burns (2022) states that *t*-test can be used in action research to give the significant value and to make the result more reliable. By using SPSS version 26 the researcher got  $t = -10.805$  ( $p < 0.05$ ) for pair 1 (pretest - posttest 1) and  $t = -16.439$  ( $p < 0.05$ ) for pair 2 (posttest 1 - posttest 2). The values showed that there was a significance improvement in the students' writing skill after the implementation of the action.

### **Teacher And Student's Response**

For this phase, the researcher conducted several interviews with students and also the English teacher of the investigated class. There were several answers regarding their perception on using picture media in improving their idea in writing competency. The teacher's response indicates that the utilization of visual aids in teaching writing to students has a positive impact on their motivation and competence in English writing. This observation is made by the teacher who closely monitors the implementation of this instructional approach in the classroom. Even though the teacher always gave suggestion every cycle but she guaranteed that the effect of the action was good for the students, can be seen from the posttest result or the response of the students directly in the classroom. There were also several responses from the students, S, S1, S2, and S3 who show similar opinion through the implementation. Looking from the response, it can be concluded that the students who were being

involved directly as the respondents of the implementation show a good response with the actions that has been done by the researcher in the classroom. They were all agreed with the fact that using the picture as the media of their learning process was supporting their motivation and effectiveness in writing descriptive paragraph.

## Discussion

This study described the efforts of using picture media to improve the writing skill of the students of Grade X Accounting 2 of SMKS PGRI 2 Denpasar. Firstly, this study was conducted from April 2023 until June 2023. There were two cycles in nine sessions. In both cycles, the researcher implemented the use of picture media in the teaching and learning process with some accompanying activities such as using picture to improve students' writing motivation, using classroom English in the teaching and learning process, and using punctuation and capitalization tasks in improving students' punctuation and capitalization mastery. In Cycle I, there were some successful and unsuccessful actions. Therefore, the researcher planned Cycle II to overcome the unsuccessful actions. In Cycle II, the researcher conducted additional and revised the actions. By implementing those actions in Cycle II, the students' writing skill could improve. The improvement could be seen from the students' opinion and the collaborator's opinion about the actions. Besides, the researcher conducted the pretest and posttest after the implementation in each cycle. The result of students' pretest and posttest in Cycle I and Cycle II showed that there was an improvement of mean score on students' writing tests. The mean score of students' writing in pretest was 40.58. Meanwhile the mean score of students' writing in Cycle I was 65.94 and in Cycle II was 70.97.

In Cycle I, the researcher implemented some actions such as improving students' motivation in writing, using classroom English in the teaching and learning process, and improving students' writing skill through pictures. There were some successful and unsuccessful actions in Cycle I. The successful actions were the implementation of improving students' motivation in writing, using classroom English, and improving students' writing through pictures. In line with the opinion stated that with those activities, the students were more motivated in writing activities and familiar with English words (Achmad, 2018). In addition, their writing skill improved. However, there was one unsuccessful action in the first and second meeting; that is the use of classroom English was not maximum. There were some instructions and explanations translated to Bahasa Indonesia. Besides, though there was an improvement of the students' writing ideas and paragraph content, there were still some mistakes of punctuation and capitalization in their paragraph. Therefore, the implementation of classroom English in the teaching and learning process was improved in Cycle II by minimizing the use of Bahasa Indonesia and elaborating the difficult words in English. In addition, there was a punctuation and capitalization task to improve the students' punctuation and capitalization mastery.

After implementing the actions, the researcher and the collaborator discussed the actions. They reflected on the actions and found out whether the action was successful or unsuccessful. The discussion was done based on the observations in the teaching and learning process, and opinions from the students and the teacher. All opinions were collected. The followings were the result of the discussion in reflecting on the actions that had been implemented in Cycle I. Based on data from the interview transcript, the implementation of using pictures to improve students' motivation in writing was successful because pictures could contribute to students' interest and motivation. Most of the students were more interested in writing activities since the existence of pictures. This conclusion was said to be reliable and valid, especially democratic validity and outcome validity. In addition, based on data in the observation result, it could be concluded that by using pictures, the students could develop their ideas better. Each student could give the idea one by one. They looked enthusiastic. The ideas were poured in the form of words related to the topic. These conclusions were said to be reliable and valid, especially process validity and outcome validity. From the conclusions above, it could be concluded that the students were more motivated in learning when accompanied with pictures. The finding was in line with statement that pictures contribute to students' motivation and make them want to pay attention and want to take part. In addition, the concept of using pictures as a stimulus for language experience activities in the classroom was developed specifically for teaching the students to read and write.

However, based on data from the interview transcript there were still few students who did not show their improved motivation. This conclusion was said to be reliable and valid, especially democratic validity. The finding was concluded from the multiple voices. Thus, it was necessary to make them more motivated in writing English. On the other hand, the implementation of classroom English was successful because the use of it could make the students familiar with English words. It was expected that their familiarity with English words can improve students' vocabulary and writing. The teacher said that the action should be continued in the next cycle to make the students more familiar with English words. The

researcher used classroom English in the teaching and learning process such as in greeting, giving instruction, giving explanation, and leave taking. If the students did not get what she meant, she repeated the words or sentences, especially in giving explanation since that could lead to students' misinterpretation. However, if the students still did not understand, the researcher translated the English words into Bahasa Indonesia. Based on data from observation result, it could be concluded that there was a two-way communication between the researcher and the students in the teaching and learning process. It meant that the implementation of using classroom English was successful. This conclusion was said to be reliable and valid, especially process validity. However, based on data in the interview transcript and observation result, it could be concluded that the use of classroom English in Cycle I was not maximal. Some students did not know the meaning of some English words. One of the students said that the researcher spoke in English too fast. So, in student's opinion, the researcher should speak slowly. Hence, the researcher should change the instructions in English to Bahasa Indonesia as it is necessary. These conclusions were said to be reliable and valid, especially process validity. The researcher still repeated some instructions since the students did not know the meaning. Even, she translated the instructions into Bahasa Indonesia. Thus, in Cycle II it should be improved to make the students' familiar with the English vocabulary.

The activities during the actions in Cycle I were accompanied with pictures. The students were asked to make a descriptive paragraph based on a picture. The pictures were about a room. Generally, based on data in the observation result, it could be concluded that this action in Cycle I was successful. The students' vocabulary mastery improved since they had some exercises in improving their vocabulary mastery through pictures. The students could develop their topic and idea in a paragraph. They also could add some supporting details in the paragraph. This conclusion was said to be reliable and valid, especially process validity. In addition, success in implementing pictures in the classroom activity was shown in the teacher's opinion in the interview transcript. This conclusion was said to be reliable and valid, especially democratic validity and outcome validity. Generally, based on data in the interview transcript, it could be concluded that pictures help students in their writing. That is why the use of pictures to improve students' writing skill was quite successful because by accompanying picture in the writing process, their writing organization was better than before. These conclusions were said to be reliable and valid, especially democratic validity. Therefore, the success in using of pictures in improving students' writing skills is in line with the opinion, that words which accompanied with pictures induce students to classify their words, building concepts that enable them to unlock unfamiliar words (Febiani Musyadad et al., 2020). That could be a reason why pictures are useful in building students' vocabulary before writing. The score was compared to the score of students' pretests. From the researcher scoring, there was an improvement from 60.31 to 70.7. Meanwhile from the English teacher scoring, there was an improvement from 58.33 to 70. However, there were some considerations that the picture in the last meeting was unclear. It based on data in the interview script the opinion was stated by the teacher. In addition, one of the students had the same idea, she said, "The picture was unclear for the small objects." Therefore, the researcher should provide the clearer pictures so that there was no difficulty both in the writing process and in the technical matter.

In Cycle II, the researcher implemented some actions with some improvement in Cycle I. The actions were still focused on the implementation of pictures. However, in this cycle, the researcher used pictures in games. Besides, the researcher also improved the use of classroom English by minimizing the use of Bahasa Indonesia and elaborating the difficult English words. In addition, the researcher gave the students a punctuation and capitalization task to improve the students' punctuation and capitalization mastery. By implementing the improved actions, the students' writing skill and their motivation in writing improved. In addition, they were more familiar with classroom English. Thus, these result walk in line with grand theory emphasize about the use of pictures in engaging students' motivation in writing (Scanlan & Wright, 1990).

The researcher and discussed the implementation with the collaborator to have a reflection about the actions. The reflection of each action was described as follow. Based on data in the interview transcript and the observation result, it could be concluded that the implementation of picture games was effective to improve students' motivation in writing. The researcher and the collaborator agreed that the students were more motivated in English subject because the implementation of games helped the students' in gaining the idea cooperatively. The students' worked together to be the winner in the games. These conclusions were said to be reliable and valid, especially democratic validity, process validity, and outcome validity. Moreover, one of the students stated that the game was interesting and could help her in developing ideas. It could be concluded that the game could lead the students' motivation in pre- writing activity. The students also felt easier in gaining the ideas. The finding was in line with the statement of Hsiu- Chih (2009) that reading pictures stimulated their imagination and

expanded their perspectives of the world. In addition, it was also in accordance with the statement, that pictures are used to draw the pupils' attention, and asking questions related to the topic of the story to activate the pupils' background knowledge (Hasmawati et al., 2022). Based on data in the interview transcript, the implementation of classroom English was successful because the use of it could make the students familiar with English words. Classroom English was implemented every day in the teaching and learning process such as in greeting, giving instruction, giving explanation, and leave taking. In explaining materials or giving instruction, if the students did not get what the researcher's meant, she elaborated the explanation or the instruction in English. It was combined with the researcher's gestures. It was helpful for the students to reach the explanation. The teacher agreed that the implementation of classroom English was effective to make the students familiar with English words. These conclusions were said to be reliable and valid, especially democratic validity and outcome validity. One of the students stated that she understood the instructions or explanations in English delivered by the researcher. Though she could not catch every word delivered by the researcher, she could understand what the researcher meant. This could be inferred from the interview transcript, from the extract mentioned above, it could be concluded that the use of classroom English made the students familiar with English words and encouraged them to speak English. This finding was, that a positive classroom environment offers opportunities for students to use English and encourages them in their learning. The classroom environment itself plays an important role in students' language learning (Moate, 2011).

The activities during the actions in Cycle II were accompanied with pictures. Based on data in the interview transcript, it could be concluded that this action was successful to improve students' writing skill because pictures could be stimulus to encourage the students to write and to build ideas. The students could develop their outline to be a paragraph. There was also improvement in vocabulary. There were four aspects of students' writing evaluated by the researcher and the teacher. Those are content, vocabulary, spelling, and punctuation. The researcher and the teacher agreed that there were some improvements in each aspect. Generally, those four aspects in students' writing were improving from the first writing test, the second, and the third one. Some students stated that the existence of the pictures was helpful in improving their writing. These conclusions were said reliable and valid, especially democratic validity and outcome validity. This finding was in line with the statement, that pictures can contribute to the improvement of vocabulary mastery (Soleimani & Akbari, 2013). It is expected that mastering the vocabulary can lead the improvement of the students' writing skill. In addition, from the data of students writing test, there was an improvement of the result of the students' posttest in Cycle II. The result presented in Table 4.7 could be compared from the result of the students' posttest in Cycle I. From the researcher scoring, there was an improvement from 70.7 to 76.6. Meanwhile from the English teacher scoring, there was an improvement from 70 to 75.3. The students were asked to correct the punctuation and capitalization in a paragraph. However, some of the students were still had few mistakes of punctuation and capitalization in their writing. The researcher and the teacher still found some capital letters in the middle of the words or sentences where should not exist. Second, about the teacher and students' response in this study, both sides though that the researcher has been successfully implemented effective teaching media by using pictures in writing comprehension. In line with the opinion, the teacher perspective regarding to the implementation also good, even there were a lot of things that needed to be improve also from the researcher side. On the other hand, the students were also responded the same (Hanim et al., 2019). Walk in line with the opinion, that stated, they were agreed that pictures really helpful in support them to think critically regarding the idea in creating descriptive text (Elida, 2012; Zakaria et al., 2021). The researcher could give the motivation for the students also to always give their best and support them by asking their opinion every after the classroom process. On the other hand, the researcher who did the implementation in this study were successfully become the supporter of the students learning process, as what the teacher important job (Wiguna & Tristaningrat, 2022). The findings of this study significantly contribute to understanding the use of visual media and English in enhancing students' writing skills. The research affirms that using pictures as stimuli can increase student motivation, aid in idea development, and expand their vocabulary. The use of English within the learning context has also proven effective in enhancing students' comprehension of the language. However, limitations in this study, such as the restricted sample size and external factors, restrict the generalization of the findings. Future recommendations include the necessity for further research with larger sample sizes and controlling external factors that could influence outcomes. Considering these aspects, the development of more detailed guidelines and further studies is expected to enrich understanding and the effectiveness of utilizing visuals and English in student writing instruction.

#### 4. CONCLUSION

Based on the findings and discussion phases, there were two conclusions that could be mentioned in this part. The implementation of pictures as a learning media in engaging students' idea in writing competencies at grade X Accounting 2 SMKS PGRI 2 Denpasar were successfully conducted in two cycles with mean score of the posttest in Cycle I was 65,93 and in Cycle II was 70,97 which derived meaning that pictures indeed helped the students in engaging their motivation and idea in writing English. Both Teacher and Students gave a positive response towards the implementation of pictures as a learning media in engaging students' idea in writing competencies at grade X Accounting 2 SMKS PGRI 2 Denpasar, both parties agreed that pictures could help the students to create more imagination and gaining idea in writing English.

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