

Enhancing the Seventh Graders' Ability in Writing Descriptive Text Through Picture Media at Smp Negeri 2 Lolofitu Moi

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ABSTRACT

This research aims to improve the descriptive text writing skills of seventh-grade students at SMP Negeri 2 Lolofitu Moi through the use of picture media. The background of this research is the students' low ability in writing descriptive texts in accordance with structure and language rules. The research employed Classroom Action Research (CAR) with two cycles, each consisting of planning, action, observation, and reflection stages. The subjects were 20 seventh-grade students. Data were collected through observation, writing tests, and field notes, and were analyzed both qualitatively and quantitatively. The findings revealed that students' writing skills improved from the first to the second cycle in terms of text structure, vocabulary, and grammar. The average writing score enhanced and exceeded the Minimum Mastery Criterion (KKM). Therefore, the use of picture media proved effective in enhancing the descriptive text writing skills of seventh-grade students at SMP Negeri 2 Lolofitu Moi.

Keywords: *Writing Skills, Descriptive Text, Picture Media, CAR*

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INTRODUCTION

In learning English, there are 4 skills that students must master. One of these skills is writing. Writing means the way a person pours out his/her ideas or ideas through writing that can be read and understood by others. Siddik (2016:3) explains that writing means giving birth or expressing thoughts and/or feelings through a symbol (writing). Siddik also explains that broadly speaking, the writer with his/her writing seeks to provide or convey all forms and kinds of information to the reader. It means that writing is not just an activity of pouring ideas but someone's creativity makes others understand what he wrote.

Prasetyo (2021: 484) says that to enhance writing skills, students must practice continuously without giving up. When encountering a problem, students do not immediately give up but look for solutions to overcome it. Enhancing writing skills does require consistent practice and perseverance. When students face difficulties, it is important for them to keep trying and finding solutions, because effective learning often involves overcoming challenges and finding new ways to improve.

Writing is not just about stringing words together, but also involves structure, grammar, and choosing the right vocabulary so that the message to be conveyed can be well understood by the reader. In the writing process, must pay attention to the cohesiveness and continuity between paragraphs so that the writing becomes clearer and easier to understand. This is in line with the opinion of Prihatin and Salih (2021: 31) who say that writing skills are the ability to express ideas, opinions, and feelings to other parties supported by the accuracy of the language used, vocabulary and grammatical and spelling usage.

One of the types of writing taught in schools, especially at the junior high school level, is descriptive text writing. Descriptive text is text that describes something. In the Indonesian English curriculum at the junior high school level, descriptive text is one of the basic competencies that must be mastered by seventh-grade students. In Kurikulum Merdeka descriptive writing is included in the genre-based approach, where students are expected to be able to describe people, animals, or objects using appropriate structure, grammar, and vocabulary. This competency is not only assessed in daily learning, but also appears in school examinations and national-level assessments. Therefore, mastering descriptive writing is essential as it becomes the foundation for developing other types of texts such as recounts, reports, and narratives. However, despite being a basic competence, many students still face challenges in writing descriptive texts effectively, which highlights the need for more engaging and supportive learning media.

Rohman and Rizqiya (2021) explain that descriptive text is a text that describes how things, people, animals, and places are. This text aims to provide a detailed and clear explanation of the characteristics, properties, and state of the object being discussed. By using rich and varied language, descriptive text not only conveys information, but also creates a clear picture in the reader's mind. Through detailed descriptions, readers can feel, imagine, and understand the object as if seeing it firsthand. Therefore, descriptive text is very important in various contexts, whether in literary works, scientific reports, or in daily communication, because it helps us to better appreciate and understand the world around us.

In the context of language learning, writing descriptive text is one of the competencies that students must master. However, many students have difficulties in expressing their ideas and thoughts in writing, especially in composing interesting and informative descriptive texts. Therefore, an innovative approach is needed to improve students' writing skills, one of which is through the use of picture media.

Puspitawati (2019:23) states that image media is an intermediary or learning aid in the form of images obtained from various sources which aims to make it easier for teachers to convey the lessons conveyed. Image media has great potential in supporting the learning process, especially in the context of writing. Images can stimulate students' imagination and creativity, so that they are easier to develop ideas that will be poured into writing. By using pictures as media, students can more easily understand the concept of description and relate it to the visual experience they have. This is expected to enhance students' motivation in learning to write, as well as help them to be more confident in expressing their thoughts.

Pictures not only serve as a tool, but can also be a source of inspiration for students in writing. When students see pictures, they tend to be more interested in describing what they see, so as to produce more vivid and interesting description texts. Therefore, this study aims to explore how picture media can be used effectively to improve students' description text writing ability.

In the context of education in Indonesia, teaching description text writing often still relies on conventional methods that are less interesting for students. Many teachers only provide theoretical explanations without actively involving students in the learning process. This can cause students to feel bored and less motivated to learn to write. By integrating picture media in learning, it is expected that students can more actively participate and feel more involved in the learning process, so that their writing skills can improve.

In addition, the use of image media is also in line with technological developments and easier access to information in the digital era. Students today are more familiar with various forms of visual media, such as photos and illustrations, which can be accessed through the internet. Therefore, utilizing picture media in learning to write is not only relevant, but also in accordance with the needs and characteristics of today's students. This research will examine how the application of picture media in learning to write description text can have a positive impact on students' abilities.

At SMP Negeri 2 Lolofitu Moi, initial observations and interviews with the English teacher revealed that a considerable number of students struggle to develop ideas when asked to write descriptive texts. Most of them tend to produce very short sentences or repeat the

same words, which reduces the quality of their writing. This problem is partly caused by the lack of engaging and concrete learning media that can stimulate their imagination. The use of conventional methods, such as reading examples from the textbook without visual aids, often makes the writing activity less interesting for students.

In response to this issue, the integration of picture media into the teaching and learning process is considered an effective strategy. Pictures provide a clear visual context, making it easier for students to generate ideas and choose appropriate vocabulary. They also serve as stimuli that encourage students to observe details, describe features, and organize their thoughts systematically. Previous research has shown that visual media can significantly improve students' descriptive writing skills by making the learning process more interactive and enjoyable.

Therefore, this study aims to enhance the seventh graders' ability in writing descriptive texts through the use of picture media at SMP Negeri 2 Lolofitu Moi. It is expected that by incorporating pictures into the learning process, students will become more motivated, confident, and capable of producing well-structured and detailed descriptive texts.

METHOD

In this research, researchers used Classroom Action Research (CAR). Arif and Oktaviana (2023:3) define CAR as action research conducted in the classroom during learning time with the aim of improving and enhancing the quality of learning that focuses on the learning process that occurs in the classroom. Utomo et al. (2024) add that CAR is research aimed at improving and enhancing teachers' teaching performance as well as students' learning processes and outcomes.

Based on the above opinions, it can be concluded that Classroom Action Research (CAR) is a type of action research specifically conducted in the classroom environment with the aim of improving and enhancing the quality of learning, both in terms of teachers' teaching performance and students' learning processes and outcomes.

Classroom Action Research was conducted in two cycles, and each cycle consisted of two meetings with four stages: planning, action, observation, and reflection. In the planning stage of Cycle 1, the researcher prepared pictures related to familiar objects such as humans, animals, and public places. During the action stage, the teacher presented the pictures and guided the students to observe details such as color, shape, and characteristics. The students were then asked to write simple descriptive sentences based on the pictures.

In Cycle 2, improvements were made by asking students to analyze the pictures in more depth and compile a vocabulary list before writing descriptive paragraphs. The teacher provides immediate feedback after each writing activity, and students revise their work according to that feedback. Observations in Cycle 1 show that although students are able to identify objects, many are still confused about the difference between identification and description, and some have difficulty choosing the right adjectives. Some students are also passive and hesitant to start writing without instructions.

Based on these findings, the reflection stage indicated a need for clearer guidance on text structure and reinforcement of linguistic features such as the use of adjectives and simple tenses. These aspects were emphasized in Cycle 2, which resulted in significant improvement. Students produced more accurate and varied descriptive sentences, and their revisions contained fewer grammatical errors after feedback.

Reflection on Cycle 2 confirmed that the use of image media effectively helped students generate ideas and organize them into coherent descriptive texts. Compared to Cycle 1, students showed greater confidence and independence in writing. Therefore, picture media is considered an effective media for enhancing students' descriptive writing skills and is recommended for continued use.

Instruments

Researcher used some instrument to support data collection during the learning process. These instruments as follows:

In this research, the researcher use observation sheet in two forms: for the researcher and also for the students. That observed by teacher collaborator that contains the activities of the students and the researcher during teaching and learning process.

Field Note

These notes help researchers to systematically record direct observations, conversations, interviews, and other interactions, capturing contextual details, emotional nuances, and the researcher's initial reflections on the phenomena observed.

Test

Researchers also used tests as research instruments. In these tests, researchers provided an image and asked students to write descriptive texts based on the image. These tests were conducted twice, in cycles 1 and 2

Procedures

CAR is characterized by cycles, in which each cycle must complete four stages, namely the planning stage, the implementation (action) stage, the observation stage, and the reflection stage.

For further clarification, Arif and Oktaviana (2023) explain the steps of classroom action research as follows:

Planning

Planning is the most important phase of research work. Everything that is done must be based on planning. In this phase, researchers explain what, why, when, where, who, and how the activities will be carried out.

Action

The second stage of CAR is implementation. Implementation involves carrying out what has been planned beforehand, namely taking action in the classroom.

Observation

Observation activities in CAR can be equated with data collection activities in formal research. In other words, observation is a tool used to describe how actions influence the achievement of objectives.

Reflection

The fourth or final stage in CAR is reflection. Reflection is the activity of reviewing what has been done.

Data analysis

Analysis the Quantitative Data

The quantitative data take from the test by using the formula of mean by Syah (2009).

Calculating the mean using the following formula:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total Test Items}} \times 100$$

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

Where:

X: Average

ΣX: Number of scores (grades) of existing students

N: Total sample

The researcher tried to get the class percentage which pass the minimal mastery level criterion (KKM) considering English subject gains score 70 which was adapted from the school agreement SMK Negeri 2 Lolofitu Moi. It used the formula:

Look for percentage value of student ability

$$P = \frac{f}{N} \times 100\%$$

Where:

P = percentage of students who passed

f = number of students who received a score ≥ KKM

$N = \text{total number of students } 100 \%$

$100\% = \text{to convert to a percentage}$

Furthermore, to determine the students' achievement into classification as below:

Table 1. The Classification Score for Test

No.	Scores	Category
1.	80-100	Very good
2.	70-79	Good
3.	60-69	Enough
4.	50-59	Satisfactory
5.	0-45	Bad

(Syah, 2009)

Analysis the Qualitative Data

In this research, researcher used qualitative and quantitative analysis. According to Amrullah et al., (2019) qualitative data analysis can be linear or circular. Based on the explanation above, data analysis will be carried out during the learning process. The guidelines used in qualitative data analysis are based on Amrullah et al., (2019), the steps of which are as follows: 1) studying all data that has been collected, 2) reducing data which involves categorizing and classifying activities, 3) concluding and verifying.

FINDINGS AND DISCUSSION

Findings

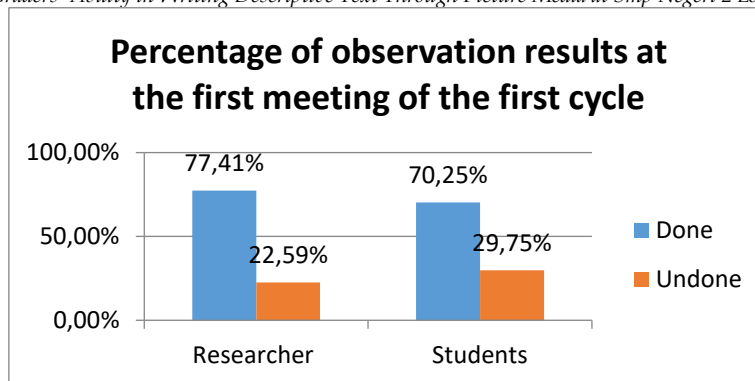
This research was conducted at SMP Negeri 2 Lolofitu Moi, located in Lolofitu Moi District, West Nias Regency. The research focused on 20 seventh-grade students in the second semester at SMP Negeri 2 Lolofitu Moi. This class was selected based on the following main considerations: initial observations indicated that many students had difficulty writing descriptive texts, particularly in terms of text structure, vocabulary selection, and appropriate use of tenses. Additionally, the English teacher recommended this class because the students' motivation to learn writing was still relatively low. Prior to the study, the researcher obtained official approval from the school principal.

This research used classroom action research, consisting of 2 cycles. Each cycle consisted of 2 meetings with a time allocation of 2×40 minutes. The results of cycle 1 tests showed that the average score obtained by students was 60.45. These assessment results indicate low scores, showing that students still have difficulty in writing descriptive texts. This poor performance seems to be caused by limited vocabulary and poor understanding of grammar, so that they are unable to write descriptive texts using pictures as a medium.

Further improvement was achieved in Cycle II, where the average score rose to 82.25. At this stage, most students were able to write descriptive texts more accurately and with fewer grammatical errors. This shows that images significantly improve students' descriptive writing performance.

Cycle I, Meeting 1

The first meeting in this first cycle was held on May 8, 2025. The researcher began by developing a lesson plan based on Descriptive Text material using a cat image as the primary medium, as well as preparing other teaching materials such as PowerPoint presentations and observation sheets. After coordinating with the accompanying teacher as an observer, the lesson was conducted according to the schedule. The activity began with an explanation of the objectives, presentation of the Descriptive Text material, and a short text example read together. Students were then divided into groups to create descriptive texts based on the images, and the results were read aloud in front of the class. Based on the observations, it was noted that the researcher's activity achievement reached 77.41% and student activity reached 70.25%. For further details, please refer to the graph below:



This percentage shows that most of the steps planned by the researchers were carried out successfully, although there were still some activities that did not go according to plan. This failure was due to time constraints. These time constraints were caused by a lack of cooperation between researchers and students during the learning process.

Reflection

The results of the reflection show that in the first meeting of cycle I, although most of the activities had been carried out, there were still some weaknesses that were important notes for improvement in the next cycle. The success achieved indicates that the researchers had a structured learning plan, but there is still room for improvement, particularly in ensuring that all steps are carried out as planned. This reflection serves as a basis for the researchers to identify weaknesses and design more effective strategies for future meetings.

Field Note

Based on the observations made during this meeting, the researchers summarized all activities in field notes, which can be seen in the table below.

Table 2. (Field Note Meeting 1/Cycle 1)

Strength		Weakness	
Researcher	Students	Researcher	Students
The researcher successfully introduced the topic of descriptive text clearly. He also used effective visual aids to help students understand the material and facilitate their writing of texts. The researcher's division of students into groups also encouraged interaction and cooperation among students. In addition, the researcher gave appreciation to students who presented their work.	Students showed active participation when answering questions and identifying the characteristics of objects in the pictures. They were also able to work together in groups to compose descriptive texts.	There were several activities that were not carried out, such as providing in-depth feedback and clarification on common questions or mistakes made by students, as well as informing them of the topics/images that would be used in the next meeting. This could affect students' understanding and preparation for the next meeting.	Some students may still have difficulty determining the structure of descriptive texts orally and composing correct texts. Even though examples are provided, they still need further guidance to avoid mistakes in writing. This can be seen from the corrections made by researchers to the texts composed by students.

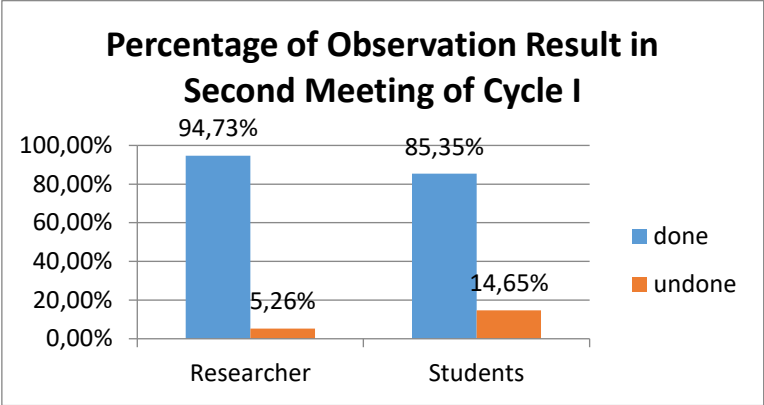
By identifying these strengths and weaknesses, researchers can design better approaches for future meetings, so that learning becomes more optimal and enjoyable for students.

Cycle 1, Meeting 2

The second meeting of cycle 1 was held on May 15, 2025. During the planning stage, researchers revised the lesson plan to emphasize students' understanding of the difference between identification and description in descriptive texts, while also preparing new text examples and visual media to support the exercises. Coordination with assistant teachers as observers was also strengthened. During the action stage, the second meeting of cycle I proceeded as scheduled. The researcher began by greeting the students, reviewing previous material, and explaining the day's objectives. Additional explanations about distinguishing between identification and description were provided, followed by new examples. Students then practiced writing descriptive texts individually based on images and shared their work

orally, receiving feedback and corrections from the researcher. Observation results showed encouraging improvements: the researcher's activities reached 94.73% of the planned actions, and student participation increased to 85.35%.

The observation results can be seen in the graph below:



The graph shows that both the implementation of the researcher's activities and student activities increased in the second meeting of cycle I. This reflects an improvement in the learning strategies applied by the researcher based on reflections from the first meeting, so that the teaching and learning process became more effective and ran in accordance with the expected objectives.

Reflection

The results of the reflection show that learning in the second meeting of cycle I went better than the first meeting. Students began to be able to distinguish between identification and description paragraphs in descriptive texts, although some were still unsure. In addition, students' understanding of the linguistic characteristics of descriptive texts also began to improve thanks to additional explanations and individual exercises. The use of visual media once again proved helpful in assisting students in developing ideas. However, some students still struggled with selecting vocabulary and constructing simple sentences correctly. Based on these findings, the researcher plans to implement follow-up measures for the next cycle, including providing more intensive guidance on vocabulary usage and increasing writing exercises to help students become more accustomed to the process.

Field Note

Table 3. (Field Note Meeting 2/Cycle 1)

Strength		Weakness	
Researcher	Students	Researcher	Students
The researcher succeeded in making the learning process more structured and smoother than in previous meetings. Additional explanations regarding the differences between identification and description, as well as new text examples, proved effective in helping students understand the material better. The use of visual media also succeeded in attracting students' attention and made it easier for them to express their ideas in writing. This success was reflected in the observation results, which showed that the	Students showed significant improvement in activity and confidence. They participated more actively in activities, both when writing descriptive texts individually and when reading their writing in front of the class. This shows that the learning strategies applied by the researcher were successful in fostering students' courage and participation. The level of student activity was also reflected in the observation results, which reached 85.3%.	Researchers did not pay enough attention to all students, so the facts show that there are still students who are confused in determining identification and description paragraphs, indicating the need for more intensive guidance and more diverse teaching strategies from researchers.	Some students still have difficulty determining which sentences belong in the identification and description paragraphs. In addition, they also have difficulty choosing the right vocabulary and constructing sentences that conform to the linguistic rules of descriptive texts. These weaknesses form the basis for researchers to plan improvements in the next cycle.

researcher achieved a success rate of 94.7%.

After the first and second meetings in cycle 1 were conducted, the researcher administered a test with images and asked the students to write descriptive texts based on those images. The researcher then evaluated the students' ability to write descriptive texts, and the evaluation results are shown in the following table:

Table 4. (Student scores for cycle 1)

NO	Students Name	Score
1	Angga Okto F. Waruwu	61
2	Arga Rafael Gulo	61
3	Airen Mei K. Waruwu	71
4	Alvin Swarzeneger Gulo	54
5	Cerlin Purnalin Waruwu	50
6	Evan Glory Waruwu	68
7	Fitri Kristiani Halawa	57
8	Getruda N. Gulo	61
9	Ghisella A.S. Gulo	54
10	Grace Fransiska Gulo	61
11	Hellen Aurelia Gulo	71
12	Heben Nezer Waruwu	71
13	Icha Chuanty Waruwu	54
14	Juliana K.Y.F. Waruwu	50
15	Klara Semel R. Halawa	61
16	Kristian F. H. Waruwu	64
17	Michael Revald Halawa	54
18	Olga Olivia Gulo	61
19	Primus Julfradin Waruwu	54
20	Priyono A.S. Gulo	71
Average		60,45

The table above shows that the results of cycle 1 tests indicate that the average score obtained by students is 60.45.

These assessment results indicate low scores, suggesting that students are still struggling with writing descriptive texts. This poor performance appears to be caused by students' limited vocabulary and understanding of grammar, resulting in their inability to write descriptive texts using images as a medium.

The student scores above can be classified according to the categories in the following table.

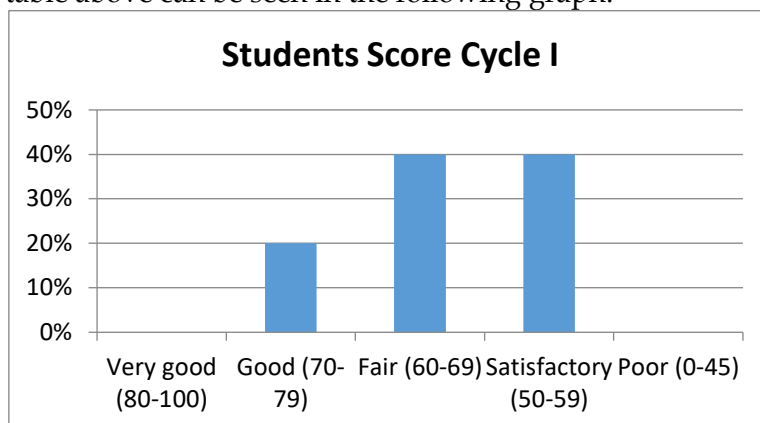
Table 5. (Clasification Students Score Cycle I)

No	Category	Frequency	Presentation
1.	Very good (80-100)	-	-
2.	Good (70-79)	4 Students	20%
3.	Fair (60-69)	8 Students	40%
4.	Satisfactory (50-59)	8 Students	40%
5.	Poor (0-45)	-	-
Total		20 Students	100%

Based on the table above, when student scores are classified by category, it can be seen that 4 students (20%) obtained the "Good" category with a score range of 70–79. Seven students (40%) were in the "Fair" category with scores of 60–69, while 8 students (40%) were in the 'Satisfactory' category with scores of 50–59. No students received the "Very Good" (80–100) or "Poor" (0–45) categories.

These results indicate that most students are still in the moderate to fair category, and only a small number of students are able to achieve scores in line with the minimum passing grade. These relatively low scores indicate that students still face challenges in selecting appropriate vocabulary, understanding the structure of descriptive texts, and using simple grammar, such as the simple present tense. These findings form the basis for researchers to design corrective actions for the next cycle, such as providing more in-depth explanations, more targeted individual writing exercises, and increasing the number of text examples so that

students become more accustomed to writing descriptive texts through visual media. The categories in the table above can be seen in the following graph.

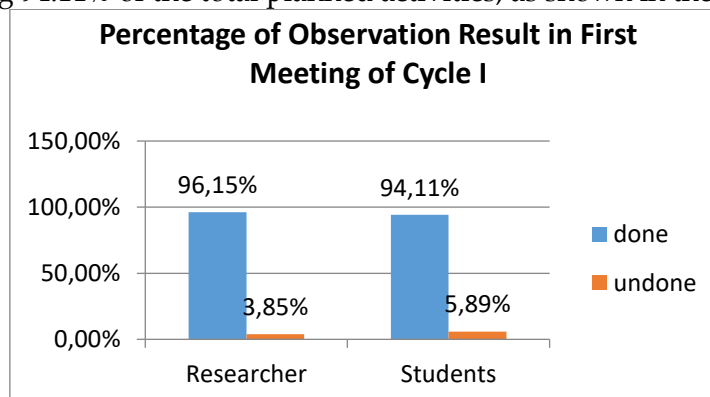


The graph above shows the distribution of student scores on the Cycle I test after participating in descriptive text writing lessons using Picture media. It can be seen that most students are still in the "Satisfactory" and "Fair" categories, while only a small number of students are able to reach the "Good" category.

These results indicate that, in general, students' ability to write descriptive texts is still relatively low. Many students struggled to meet the Minimum Passing Criteria (KKM) of 70. This difficulty is likely due to limited vocabulary, insufficient understanding of identification and description structures, and inadequate grammar proficiency, particularly in the use of the simple present tense. These findings are important considerations for researchers in planning improvements for the next cycle so that students' writing skills can improve.

Cycle II, Meeting 1

The first meeting of Cycle 1 was held on May 22, 2025. At this stage, researchers have developed an Implementation Plan designed to address the weaknesses identified in Cycle I. The results of observations conducted by observers showed a significant improvement. Researcher activities reached 96.15% of the total planned activities. Student activities also increased, reaching 94.11% of the total planned activities, as shown in the graph below.



The results of the second cycle of the first meeting showed a significant improvement compared to the previous cycle, with the implementation of research activities reaching 96.15% and student activities reaching 94.11%. This improvement occurred because the researchers focused more on providing detailed explanations about the differences between identification and description, as well as emphasizing linguistic characteristics and the use of the simple present tense. Students also appeared more enthusiastic, confident, and active in discussions and in writing descriptive texts using visual media, thereby creating a more interactive learning environment aligned with the research objectives.

Reflection

The results of the reflection show an increase in student participation and understanding of the material compared to cycle I. Most students are now able to distinguish between identification and description paragraphs, as well as use appropriate adjectives. However, there are still some students who struggle to choose the right vocabulary or

construct complete descriptive sentences. Therefore, the researcher plans to implement corrective actions for the next session, including providing more text examples, individual exercises, and placing greater emphasis on the use of the simple present tense to further develop students' skills.

Field Note

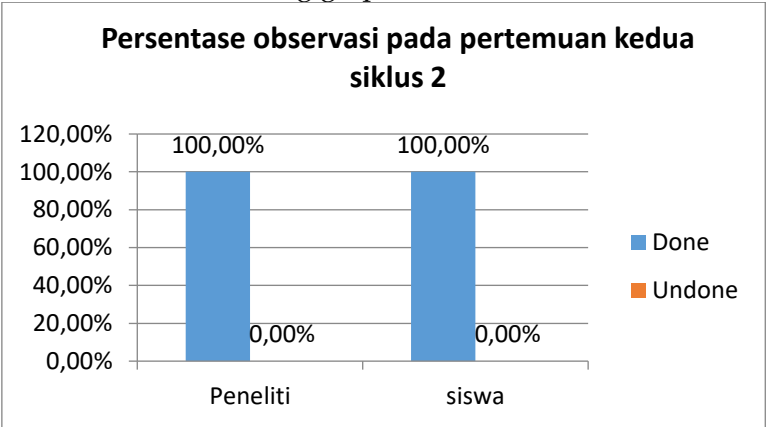
Table 6. (Field Note Cycle II/Meeting 1)

Strength		Weakness	
Researcher	Students	Researcher	Students
The researchers successfully improved the structure and smoothness of learning. This improvement was evident from the observation results, which reached 96.15% of the total planned activities. The researchers also succeeded in making students better understand the material by focusing on detailed explanations of the differences between identification and description paragraphs, as well as emphasizing linguistic characteristics and the use of the simple present tense. The use of Picture media in the form of classroom images was also effective in attracting students' attention.	Students showed significant improvement in participation and understanding. They appeared more enthusiastic, confident, and active in discussions and descriptive writing. Most students were able to distinguish between identification and description paragraphs and use appropriate adjectives. This was reflected in the students' activity level, which reached 94.11%.	Although the researchers succeeded in improving the structure and smoothness of learning, there were still learning activities that were not carried out by the researchers. This shows that the strategies that have been implemented, although effective, still need further improvement to overcome students' difficulties in choosing vocabulary and constructing sentences appropriately.	Some students still have difficulty choosing the right vocabulary or constructing complete descriptive sentences. Although most are able to distinguish paragraphs, there are still some students who experience this difficulty. This will be the focus of the researchers for improvement in the next session.

By identifying existing weaknesses and strengths, researchers can develop more effective strategies to improve the learning process in the second meeting.

Cycle II, Meeting 2

The second meeting of cycle 2 was held on May 29, 2025. Based on the observations made during the second meeting of cycle II, very positive results were found. The planned research activities were carried out in full with a 100% implementation rate, as were the student activities, which also reached 100%. These results indicate that the learning process proceeded according to plan without any significant obstacles. The results of these observations can be seen in the following graph.



This achievement shows that the improvements made to the learning strategy by the researcher after reflection in the previous meeting were successful in increasing the effectiveness of learning. Students appeared to be more active and confident in following each stage of learning, from observing pictures, discussing the characteristics of objects, writing descriptive texts individually, to reading their writing in front of the class. Additionally, students are now able to distinguish between identification and description paragraphs, and

use vocabulary and the simple present tense more appropriately in accordance with the linguistic characteristics of descriptive texts. These findings indicate that the use of visual media has proven to be highly effective in helping students express their ideas and enhance their ability to write descriptive texts.

Field Note

Table 7. (Field Note Cycle II/Meeting 2)

Strength		Weakness	
Researcher	Students	Researcher	Students
In the second meeting of cycle II, the researcher achieved a 100% implementation rate for the activities. This indicates that the researcher has successfully developed a highly effective learning strategy, addressing all the weaknesses from the previous cycle. The researcher also succeeded in creating an interactive learning environment, making students more active and confident.	Student activities also achieved a 100% implementation rate. This shows that students were very enthusiastic and fully engaged in every stage of learning. Students are now able to distinguish between identification and description paragraphs, as well as use vocabulary and the simple present tense more accurately.	-	-

After conducting Cycle II learning, which consisted of two meetings, the researcher administered a test to the students in the form of creating descriptive texts based on images shared by the researcher. The researcher then evaluated the students' work, and the evaluation results can be seen in the following table.

Table 8. (Students Score Cycle II)

NO	Students Name	Score
1	Angga Okto F. Waruwu	75
2	Arga Rafael Gulo	79
3	Airen Mei K. Waruwu	86
4	Alvin Swarzeneger Gulo	75
5	Cerlin Purnalin Waruwu	75
6	Evan Glory Waruwu	93
7	Fitri Kristiani Halawa	75
8	Getruda N. Gulo	86
9	Ghisella A.S. Gulo	82
10	Grace Fransiska Gulo	86
11	Hellen Aurelia Gulo	93
12	Heben Nezer Waruwu	86
13	Icha Chuanty Waruwu	75
14	Juliana K.Y.F. Waruwu	75
15	Klara Semel R. Halawa	79
16	Kristian F. H. Waruwu	86
17	Michael Revald Halawa	86
18	Olga Olivia Gulo	82
19	Primus Julfradin Waruwu	75
20	Priyono A.S. Gulo	96
Average		82,25

Based on the data from the student test results in cycle II, the average score was 82.25. This score shows a significant improvement compared to cycle I, which previously only reached an average of 60.45. These results reflect that most students have successfully achieved and exceeded the Minimum Passing Criteria (KKM) set at 70.

When viewed in detail, almost all students obtained scores of ≥ 75 , and some students even achieved higher scores, such as 93 and 96. This achievement shows that students are increasingly able to write descriptive texts better, both in terms of text structure (identification and description) and in the use of vocabulary, adjectives, and the simple present tense. This improvement is also attributed to the enhanced learning strategies implemented by the

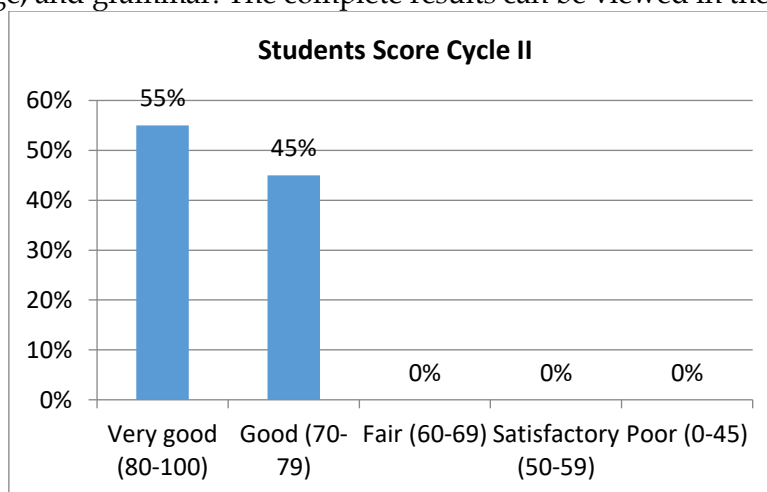
researcher in Cycle II, such as providing more text examples, individual exercises, and the use of visual media to help students express their ideas concretely.

The students' scores above can be classified according to the categories in the following table.

Table 9. (Clasification of Students Score Cycle II)

No	Category	Frequency	Presentation
1.	Very good (80-100)	11 Students	55%
2.	Good (70-79)	9 Students	45%
3.	Fair (60-69)	-	-
4.	Satisfactory (50-59)	-	-
5.	Poor (0-45)	-	-
Total		20 Students	100%

Based on the table above, it can be seen that most students are in the "Very Good" category with a total of 11 students (55%), while the other 9 students (45%) are in the 'Good' category. No students obtained scores in the "Fair," "Satisfactory," or "Poor" categories. This data indicates that the results of Cycle II showed a significant improvement compared to the previous cycle, with most students successfully exceeding the Minimum Competency Criteria (MCC) and demonstrating the ability to write descriptive texts with more accurate structure, vocabulary usage, and grammar. The complete results can be viewed in the following graph.



When viewed in detail, almost all students obtained scores of ≥ 75 , and some students even achieved higher scores, such as 93 and 96. This achievement shows that students are increasingly able to write descriptive texts better, both in terms of text structure (identification and description) and in the use of vocabulary, adjectives, and present simple tense. This proves that the use of visual media is indeed effective in enhancing students' ability to write Descriptive Texts at SMP Negeri 2 Lolofitu Moi.

Discussion

General Response to the Research Problem

Based on the results of research conducted through two learning cycles, it can be concluded that the use of picture media has a positive effect on improving students' descriptive writing skills at SMP Negeri 2 Lolofitu Moi. From the outset, the main problem identified was the low ability of students to compose descriptive texts, particularly in distinguishing between identification and description paragraphs, selecting appropriate vocabulary, and using the simple present tense correctly. Through the application of visual media, students were found to be more active, enthusiastic, and motivated in writing. Picture help students visualize the objects they are describing, making it easier for them to translate their ideas into more complete and structured writing. The improvement in test results from Cycle I to Cycle II also indicates that the use of picture media not only captures students' interest but is also effective in helping them understand the linguistic elements and structure of descriptive texts more deeply.

Interpretation of Research Findings

The results of this study indicate that the use of picture media as a learning strategy has a positive impact on improving students' ability to write descriptive texts at SMP Negeri

2 Lolofitu Moi. In cycle I, the average student score was only 60.45, and most students were still in the "Satisfactory" and "Adequate" categories. This indicates that students were still facing difficulties, particularly in distinguishing between identification and descriptive paragraphs, selecting appropriate vocabulary, and using grammatical structures such as simple tenses.

After corrective actions were implemented in Cycle II, such as providing more detailed explanations, adding text examples, individual exercises, and using more varied visual media, there was a significant improvement. The average student score increased to 82.25, with 55% of students in the "Very Good" category and 45% in the "Good" category. These results indicate that picture media not only help students understand the material more concretely but also enhance their motivation and engagement in the learning process. Therefore, it can be concluded that picture media are effective in helping students write descriptive texts, both in terms of structure, vocabulary, and mastery of linguistic elements in line with learning objectives.

CONCLUSIONS

Based on the results of this classroom action research, the use of picture media successfully improved the ability of seventh-grade students at SMP Negeri 2 Lolofitu Moi to write descriptive texts. The average score increased from 60.45 in Cycle I and then increased significantly to 82.25 in Cycle II. This means that there was a total increase of 32.25 points since the beginning of the study. The findings show that visual media helped students generate ideas more easily, organize their sentences better, and write descriptive texts with more confidence. Therefore, it can be concluded that visual media is an effective learning tool and is recommended for use in teaching writing, especially descriptive texts. The improvement in students' writing ability was also supported by the observation results. Student activity increased from 70.25% in Cycle I Meeting 1 to 100% in Cycle II Meeting 2, showing that picture media was effective in motivating students, stimulating their ideas, and helping them organize descriptive texts more coherently. The use of picture media not only improved students' vocabulary and grammar but also enhanced their confidence in expressing ideas in written form.

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