

Application of Image Media in Learning to Write Descriptive Texts for Class VII SMPN

Henisutra Labone¹, Juniati², Ulfah³, Ida Nuraeni⁴, Andi Bismawati⁵

^{1,2,3,4,5} Tadulako University, Indonesia

ARTICLE INFO

Keywords:

Description Text; Image Media; Student Response; Writing Skills

Article history:

Received 2026-05-14

Revised 2026-06-10

Accepted 2026-07-12

ABSTRACT

Indonesian language learning at the junior high school (SMP) level has an important role in developing students' language skills which include listening, speaking, reading, and writing skills. This study aims to describe the application of image media in learning to write descriptive texts and the ability of grade VII students of SMPN Satap Lik Layana Indah to write descriptive texts after using image media. This study uses a qualitative descriptive method. The research subjects consisted of 10 grade VII students. Data collection techniques are carried out through observation, interviews, documentation, questionnaires, and the results of student written products. Data were analyzed using the Miles and Huberman model which included data reduction, data presentation, and conclusion drawn. The results of the study show that the application of image media is carried out through the activity of observing images, identifying objects contained in images, compiling main ideas, and then developing these ideas into the form of descriptive text. The use of image media helps students understand the object to be described so that it is easier to pour ideas into writing. Students' responses to the use of image media also showed positive results. Students look more active, enthusiastic, and motivated during the learning process. Students' ability to write descriptive texts has improved after the application of image media. Before the application of image media, the highest score of students was 80, and the lowest score was 9. After the application of image media, the highest score increased to 100, and the lowest score became 45. The results of students' writing also showed an improvement in aspects of content, organization, use of vocabulary, and the accuracy of the use of language rules. Of the 10 students who were the subjects of the study, 7 students obtained a score of ≥ 75 (complete) and 3 students were still under the KKM.

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Corresponding Author:

Henisutra Labone

Tadulako University, Indonesia; henisutralabone07@gmail.com

1. INTRODUCTION

Indonesian language learning at the junior high school (SMP) level has an important role in developing students' language skills which include listening, speaking, reading, and writing skills. These four skills are interrelated and are the basis for students' ability to understand and convey information effectively. In the implementation of the Independent Curriculum, Indonesian language learning is directed at strengthening literacy competencies that enable students to think critically, creatively, and communicatively through various language activities (Ministry of Education and Culture, 2022; Sari & Wahyuni, 2023). One of the skills that needs special attention is writing skills because these skills do not develop automatically, but rather require continuous practice and systematic guidance (Dalman, 2022; Pratiwi et al., 2024).

One of the writing materials taught to grade VII junior high school students is to write a descriptive text. Descriptive text is a type of text that aims to describe an object, place, atmosphere, or person in detail so that readers can imagine the object being described as if they saw or experienced it directly (Harsiati et al., 2021; Nugraha & Lestari, 2022). The ability to write descriptive texts requires not only adequate vocabulary mastery, but also the ability to observe objects, organize ideas, and use linguistic rules appropriately (Yuliana et al., 2023; Rahman & Anwar, 2024). Therefore, learning to write descriptive texts needs to be designed in an interesting and contextual manner so that students are able to pour their ideas and observations into a coherent and communicative form of writing.

However, various research results show that the writing skills of junior high school students are still relatively low. Students often have difficulty finding ideas, developing paragraphs, choosing the right vocabulary, and composing effective sentences (Kurniawati & Safitri, 2021; Setiawan et al., 2022). In addition, low observation skills and lack of learning experience involving real objects are also factors that affect the quality of students' writing (Amalia & Susanto, 2023; Putra et al., 2024). This condition shows that learning to write requires media support that is able to help students understand objects more concretely so that the process of developing ideas can take place more easily.

One of the media that can be used in learning to write descriptive texts is image media. Image media is a visual media that is able to present information concretely so that it can help students connect their experiences, knowledge, and imagination in writing activities (Utami, 2021; Fitriyani & Kurniawan, 2022). The use of visual media in learning has been proven to increase student attention, motivation, and involvement during the learning process (Mayer, 2021; Wahyudi et al., 2023). Through drawings, students can observe objects in more detail, find various aspects that can be described, and obtain stimuli to develop writing ideas (Sukmawati et al., 2022; Ningsih & Hasanah, 2024).

Image media also has the advantage of helping students understand abstract concepts to be more concrete. In learning to write, pictures can be a source of inspiration that encourages students to develop vocabulary, structure sentences, and organize paragraphs more systematically (Utami, 2020; Fadilah et al., 2023). Recent research shows that the use of image media is able to improve the quality of students' writing because students get a clearer picture of the object to be described (Arifin & Maulana, 2023; Dewi et al., 2024). Thus, image media can be an effective alternative in helping students overcome various difficulties that arise in learning to write descriptive texts.

This condition is relevant to the learning situation at SMPN Satap Lik Layana Indah. Based on the results of initial observations and information from peers, it is known that some students still show low learning participation, are less active in learning activities, and have difficulties when asked to write descriptive texts. This phenomenon is in line with the findings of several studies that state that low motivation to learn and the lack of use of interesting learning media can affect students' writing skills (Puspitasari et al., 2022; Hidayat & Mulyani, 2024). Therefore, a learning strategy is needed that is able to facilitate students in developing ideas and increase their involvement during the learning process.

In this context, the theory of Zone of Proximal Development (ZPD) put forward by Vygotsky can be a relevant theoretical foundation. This theory explains that the development of students' abilities can be improved through the help or scaffolding of teachers and peers who are more competent (Wardani et al., 2023; Santoso & Prasetyo, 2024). The use of image media in learning to write can function as a form of visual scaffolding that helps students understand the objects observed, develop ideas, and arrange writing gradually until they achieve more independent writing skills (Hasanah et al., 2023; Prabowo & Suryani, 2024).

Based on this description, this study focuses on describing the learning process of writing descriptive texts using image media in grade VII students of SMPN Satap Lik Layana Indah. In contrast to classroom action research that is oriented towards improving learning outcomes, this study uses a qualitative descriptive approach to describe in depth the learning process, student involvement, and responses that arise during the use of image media in learning to write descriptive texts. Thus, this

research is expected to provide an empirical picture of the use of image media as a means of supporting writing learning that is more active, meaningful, and in accordance with the needs of students.

2. METHODS

This type of research is qualitative descriptive research. Qualitative descriptive research aims to describe in depth a phenomenon based on data obtained in the field. In this context, the research is focused on the application of image media in learning to write descriptive texts in grade VII students. Through this study, the researcher tried to describe how the steps of applying picture media were carried out by teachers, how students responded during the learning process, and how the results of the descriptive text produced by students after participating in learning using picture media. Thus, this study does not test hypotheses, but rather provides a systematic, factual, and accurate picture of the application of image media in learning to write descriptive texts.

The data collection technique in this study is carried out in several ways, namely: observations; interview; Documentation; and Assignments/Tests. The assignment is carried out to obtain data on students' ability to write descriptive texts, students are given the task of writing descriptive texts based on the images that have been provided, then the writing results are analyzed and described according to the assessment criteria that have been set.

3. FINDINGS AND DISCUSSION

Based on the results of the interview, it was known that the teacher who taught was a new teacher at the school. Previously, the school did not have a special teacher for Indonesian subjects, so the previous learning process had not run optimally. The teacher said that the experience of teaching descriptive texts in grade VII was still quite difficult. These difficulties can be seen from the low understanding of students of the material presented. Students tend not to understand the teacher's explanations, do not respond well during learning, and often look confused when given assignments. In addition, students also have difficulties in expressing ideas in the form of writing, so that the results of the writing made are not as expected. In the learning process, teachers have used learning media in the form of videos as an effort to help students understand. However, the use of these media has not given optimal results, because students still show difficulties in responding to learning. This shows that it is necessary to use learning media that is more in line with the characteristics of students in order to help them understand the material and float ideas more easily.



Figure 1. Picture Media Used in Learning

The image is used as an object of observation for students in the activity of writing descriptive texts. Through these images, students can identify shapes, colors, atmospheres, and various characteristics of objects which are then developed into a descriptive text. Based on the results of these observations and interviews, it can be concluded that the learning of descriptive texts in grade VII still faces various obstacles, both in terms of student understanding, involvement in learning, and the ability

to express ideas in writing. Therefore, the use of learning media is needed that is more effective and in accordance with the characteristics of students, one of which is through the application of image media as an alternative to help students understand the material and develop ideas in writing descriptive texts.

The implementation of learning to write descriptive texts in this study uses the student-centered learning model (SCL) which is student-centered. This model was chosen because it provides opportunities for students to actively observe, discuss, and develop ideas independently through the image media provided. The learning syntax used includes: (1) providing stimuli in the form of pictures to students, (2) observing images to find information contained in objects, (3) discussions and questions and answers about the content of images, (4) preparing frameworks or main ideas based on observations, (5) writing descriptive texts independently based on observed images, and (6) submission of writing results and providing feedback by teachers. At the observation stage, students are given the opportunity to pay close attention to the images. Furthermore, students identify the characteristics of the objects contained in the images and develop the results of these observations into the form of descriptive text. The teacher plays the role of a facilitator who guides students during the learning process.

Students' Ability to Write Descriptive Texts

The students' ability to write descriptive texts in this study is seen from the results of students' writings before and after the application of image media. The analysis was carried out to find out the extent of changes in students' ability to develop ideas, compose sentences, and describe objects in more detail.

Before the Application of Picture Media

Before the application of image media, students' ability to write descriptive texts was still relatively low. This can be seen from the results of students' writings which tend to be short, less directed, and have not been able to describe the object clearly and in detail. Most students have difficulty in starting writing and developing ideas. Students seem hesitant in determining what to write, so the writing produced tends to be limited and not developed. The sentences used are still simple and have not been arranged in a coherent manner. In addition, the relationship between sentences is also not cohesive, so the resulting text is difficult to understand as a whole. In addition, there are still various errors in the use of linguistic rules, such as the use of capital letters and punctuation that are not correct. The choice of words used is also still limited, so the description written is not able to describe the object clearly. This shows that students do not fully understand how to structure descriptive texts well.

After the application of image media

After the application of image media, students' ability to write descriptive texts shows an improvement. This can be seen from the results of students' writing that is longer, more directed, and begins to be able to describe objects more clearly and in detail. Students seem to have an easier time developing ideas based on the images observed. Image media helps students in obtaining a more concrete picture of the object to be described, so that students no longer have difficulty in starting writing. In addition, students are also beginning to be able to compose sentences more systematically and develop descriptions more systematically. The use of vocabulary in students' writing is also starting to show development. Students no longer just use simple words, but start trying to use variations of words to clarify the description they are making. Although there are still some errors in the use of punctuation and sentence structure, the overall quality of students' writing has shown improvement. In addition, students also look more confident in writing and faster in completing the assigned assignments.

Comparison

To provide a clearer picture of the differences in students' ability to write descriptive texts before and after the application of image media, the researcher presented a comparison in the form of a table. This comparison is based on several aspects of the assessment, such as the length of the writing, the development of ideas, the structure of the text, the use of linguistic principles, and the clarity of the description produced by the students

Table 1. Results of Comparison of Student Writing

NO	Aspects Assessed	Before the Application of Picture Media	After the application of image media
1	Length of Writing	Student writing tends to be short, consists of only a few simple sentences, and has not been able to develop the content more broadly.	Students' writing becomes longer, consists of several interrelated sentences, and is able to develop the content more widely.
2	Idea Development	Students have difficulty in developing ideas, so the content of the writing is limited and does not explain the object in detail	Students begin to be able to develop ideas better, as well as add more detailed information in describing objects
3	Text Structure	The writing has not been arranged in a sequential manner, the sentences are not interconnected, and have not formed a complete textual unit.	The writing begins to be arranged in order, between sentences are interrelated, and form a more complete text.
4	Language Use	There are still many errors in the use of punctuation, capital letters, and vocabulary used are still limited.	The use of punctuation and capital letters began to improve, and students began to use variations of vocabulary in writing.
5	Description Clarity	The resulting description is still general and has not been able to describe the object clearly and in detail	The resulting description is clearer, more detailed, and able to provide a more concrete picture of the object described.

Based on Table 1, it can be seen that there are differences in students' ability to write descriptive texts before and after the application of image media. Before implementation, students' writing tended to be short, ideas were limited, and had not been arranged in order. After the application of image media, students' writing becomes longer, ideas are clearer, and the text structure is more systematic. Thus, the application of image media has a positive influence on students' ability to write descriptive texts.

Table 2. Results of Assessment of Students' Description Text Writing Ability Before and After Application

NO	Student Name	Value Before Media Deployment	Value After Media Implementation	Remarks
1	Mahira Aulia	40	82	Increase

2	Mathematics	45	81	Increase
3	Aprillyaningsih	44	80	Increase
4	Laugh Sabila	20	45	Increase
5	Nürnä Prürü	45	85	Increase
6	Fatir	12	48	Increase
7	Abizar	9	45	Increase
8	Muhammad Iqbal	35	75	Increase
9	Aqila	80	100	Increase
10	Nurasyafa	75	85	Increase

Based on Table 2, the results of the assessment show that out of 10 students who were the subjects of the study, there were 7 students who obtained a score of ≥ 75 so that they were included in the complete category, while 3 students obtained a score of < 75 so that they were included in the incomplete category. The minimum completeness standard (KKM) used in this study is 75. Students who achieve completeness are generally able to develop ideas more clearly, compose sentences in sequence, and use more varied vocabulary in writing descriptive texts. Meanwhile, students who have not completed it still have difficulties in developing ideas, using sentence structure, and using linguistic rules such as punctuation and capital letters. Thus, it can be concluded that most students have achieved learning completeness after the application of image media in learning to write descriptive texts.

4. CONCLUSIONS

Based on the entire series of research that has been carried out starting from problem formulation, theoretical study, research implementation, to results and discussion, it can be concluded that the application of image media in the learning of descriptive texts in grade VII has a positive impact on the learning process and outcomes. The application of image media in descriptive text learning is able to help students understand material that was previously considered difficult. Image media provides a concrete visual stimulus so that students can more easily observe objects and pour ideas into written form. Thus, the learning process becomes more effective and not monotonous. Students' responses to descriptive text learning after the application of image media showed significant changes. Students become more active, more enthusiastic, and more involved in learning activities. This can be seen from the increase in student participation in answering questions, asking questions, and doing the assignments given. In addition, students' ability to write descriptive texts has also improved. Before the application of image media, students experienced difficulties in developing ideas and compiling writings sequentially. However, after the application of image media, students are able to produce longer, more structured, and clearer writing in describing the objects described.

Thus, it can be concluded that the use of image media in learning descriptive texts not only improves students' understanding, but also affects students' responses and abilities in writing. Therefore, image media can be used as one of the effective alternatives in learning Indonesian, especially in descriptive text materials. The results of this study also show that the use of appropriate learning media can create a more conducive and interactive learning atmosphere. Image media not only serves as a visual aid, but also as a means that is able to encourage active student involvement in the learning process. With this involvement, students not only become recipients of information, but also play an active role in building their own understanding. In addition, the application of image media in descriptive text learning provides a more meaningful learning experience for students. Students can relate the material learned to the objects observed directly, making the learning process more contextual. This has an impact on increasing students' ability to process information and pour it into writing in a more systematic and directed manner.

Based on the results of the research, it can be concluded that the use of image media in learning to write descriptive texts in grade VII of SMPN Satap Lik Layana Indah has a positive impact on the learning process and outcomes of students. Picture media helps students understand the object to be described so that it is easier to develop ideas, compose sentences, and write text more concisely. In addition, the use of image media is able to increase student activity, enthusiasm, and motivation during learning. The results of the assessment showed an increase in the ability to write descriptive texts after the application of image media, which can be seen from the improvement of writing quality in terms of content, development of ideas, text structure, vocabulary use, and accuracy of linguistic rules. Of the 10 students who were the subjects of the study, as many as 7 students managed to achieve the minimum completeness score (KKM), while the other 3 students still need further assistance. Thus, image media can be used as an effective alternative learning media to help improve students' descriptive text writing skills.

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