

## USING THE PICTURE COMMENT METHOD IN SENIOR HIGH SCHOOL STUDENTS: DESCRIPTIVE TEXT WRITING SKILLS

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### ABSTRACT

The issue of English learning at public senior high school 2 Palembang, where students' limited ability to write descriptive texts negatively impacted their overall learning outcomes, sparked this research. Therefore, this research aimed to improve students' ability to write descriptive texts using the picture comment method in senior high school. This research is a classroom action study that employs a qualitative approach. A total of 29 students from class X. IPS2 at public senior high school 2 Palembang participated in this research. The instruments used to collect data were observation sheets, documentation, and tests. The study analyzed the obtained data using both qualitative and quantitative methods. The research findings from each implemented learning cycle demonstrated a significant increase in students' ability to write descriptive texts in English learning using the picture comment method. In cycle I, the learning outcomes of writing descriptive text obtained by students only reached 62% completion with an average score of 68, while in cycle II, it showed a fairly high increase with an average score of 80 and completion of 86%. Therefore, we can conclude that the picture comment method enhances students' descriptive text writing skills in class X. IPS2 of public senior high school 2 Palembang.

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## 1. INTRODUCTION

Education constitutes a succession of ongoing and systematic endeavors across various contexts and conditions, functioning as a goal-oriented activity that complements itself (Li et al., 2022; Purpura, 2024). The Regulation of the Minister of Education and Culture No. 65 of 2013 stipulates that the learning process is entirely focused on the holistic development of attitudes, knowledge, and skills, thereby producing students who exemplify a comprehensive mastery of these domains (Amon & Bustami, 2021; Yanti et al., 2022). The Appendix to the Regulation of the Minister of Education and Culture Number 81A of 2014 elucidates that learning activities constitute an educational process that enables students to cultivate and enhance their

potential and abilities in attitudes, knowledge, and skills essential for social and civic life. by acquiring knowledge at all educational tiers.

English is one of the courses studied at the high school level. English is a discipline designed to cultivate the abilities of graduates to communicate effectively in both oral and written forms, achieving a specific degree of literacy in discourse (Kohnke et al., 2021; Zhussupova & Shadiev, 2023; Zhai & Wibowo, 2023). English proficiency encompasses hearing, speaking, reading, and writing skills. These four skills are interdependent and continuous with one another. Effective verbal communication and coherent expression of ideas necessitate proficiency in reading and listening, whereas critical reading skills require complementary writing abilities. In the study of English, reading and listening are classified as receptive skills, whereas speaking and writing are categorized as productive skills (Magyar et al., 2022).

Writing proficiency in English is a productive skill that necessitates extensive practice and develops incrementally (Lee & Lee, 2024; Zhao, 2024). Writing is an endeavor undertaken by a writer to communicate a concept indirectly to others or readers via the use of symbols or pictures for comprehension. Moreover, writing is the process of conveying messages from the author to the reader through the use of written language as a medium (Nystrand, 2023). The writing skill, as a fundamental language competency, is crucial and requires particular focus. Writing enables individuals to acknowledge their inherent strengths and potentials, cultivate diverse ideas, and correlate them with factual information (Magnifico, 2010). Moreover, through proficient writing skills, individuals can acquire and assimilate knowledge while properly organizing their ideas.

Writing activities in English instruction serve to develop linguistic components or to convey students' personal expressions (Koroliovna et al., 2021; Marzuki et al., 2023). Writing activities enable students to articulate their views in coherent, complete phrases, facilitating effective communication with the reader. The acquisition of writing abilities parallels that of spoken language skills, necessitating comprehension of the integration of linguistic elements, specifically knowledge of vocabulary, grammar, spelling, and structure (genre) to generate a document (McBride et al., 2022; Wei & Zhao, 2024).

Descriptive text is one of the genres examined in English language studies at the X grade high school level (Litman et al., 2017; Masruddin & Nasriandi, 2022). Descriptive writing elucidates or delineates individuals, locations, or objects about their form, attributes, quantity, and similar aspects. Descriptive literature conveys information by engaging the five senses, enabling the reader or listener to vicariously experience the action or situation depicted in the text (Chen et al., 2021). The text's structure includes identification, serving as an introduction that provides a basic description, followed by a delineation of the specific traits inherent to the object, place, or individual being depicted. Consequently, composing descriptive language necessitates intellectual innovation in the exploration of concepts (Smith, 2020; Karaer et al., 2024).

Therefore, this study intends to elucidate the enhancement of descriptive writing skills in English through the Picture Comment Method for public senior high school students.

## 2. METHOD

This research is classroom action research using qualitative and quantitative approaches. The researcher used the Picture Comment method to improve the learning process and enhance students' ability to write descriptive text in public senior high school. Planning, implementing, and assessing processes using both qualitative and quantitative approaches is the primary focus of the research. Observation not only utilizes verbal communication through documentation but also quantifies students' abilities. The study's sample consisted of 29 students from grade X. IPS2 at Public Senior High School 2 Palembang. The author's consideration of taking the research subject is based on observations of the low ability, interest, and motivation of students in participating in writing lessons in English language learning. Students in grade X. IPS2 at public senior high school 2 Palembang demonstrate a lower ability in writing various genres of English learning text, particularly in descriptive writing, compared to their peers, indicating the need for corrective action in their learning process.

We collected the research data using a variety of methods, including field notes, observations, and tests. The test serves to reinforce the observations made in the classroom. We do this to gather precise information about the skills of grade X students. The IPS2 public senior high school in Palembang excels in writing descriptive texts as part of their English language learning process.

Data analysis was carried out on reduced data—both planning, implementation, and evaluation data. We conducted the data analysis in distinct ways. We aim to find and focus on specific information that both supports and hinders learning. This enables us to precisely address and improve various deficiencies in the relevant aspects. Quantitative data obtained from writing descriptive text activities were analyzed descriptively using a writing assessment rubric adapted from an analytical rubric scale for writing test assessments. Four different assessment criteria comprise the scoring rubric. The criteria are (1) content, (2) organization, (3) grammar, mechanics, & spelling, and (4) vocabulary. Aderusliana (2009:6) suggests using the following formula to determine the percentage of individual achievement and the overall percentage.

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

Description:  
P = Percentage  
F = Score obtained  
N = Maximum value

Based on the assessment rubric, we analyzed the students' scores using descriptive statistical theory, applying the level of ability and achievement to the minimum completeness criteria, as shown in Table 1.

**Table 1.** Students' Ability Level in Writing Descriptive Text

Total Score	Ability Criteria	KKM Achievement
90—100	<i>Excellent</i>	Exceeded
79—89	<i>Good</i>	Exceeded

Total Score	Ability Criteria	KKM Achievement
78	<i>Sufficient</i>	Achieved
60—77	<i>Insufficient</i>	Not Yet Achieved
40—59	<i>Poor</i>	Not Yet Achieved

The following factors determine the success of an action:

1. There is an increase in students' skills in writing descriptive text. Each action meets the success criteria of 75%. The expected grade completion value is based on the material completeness standards.
2. Positive interactions between students and teachers have increased as they learn to write descriptive text using the Picture Comment Method. Teachers and students are increasingly engaging in activities aimed at improving their ability to write descriptive text using the Picture Comment Method.

McTaggart et al. (2017) developed a cycle model for this study, which consists of four primary components: planning, action, observation, and reflection. We conducted this research in two cycles. Each cycle concludes with a final action test. We made observations on the activities of students and teachers during the learning process at each meeting.

### 3. RESULTS AND DISCUSSION

#### Results

#### 1. Cycle I Research Results

##### *a. Action Planning Cycle I*

Based on the identified learning problems, the first cycle action plan for learning to write descriptive text in English was arranged using the Picture Comment Method. This learning is realized in the form of a Learning Implementation Plan. This design was compiled collaboratively between researchers and colleagues because the observations were made by these colleagues.

Cycle I planning is arranged for one meeting (2x45 minutes). The subject matter of the learning carried out in the first cycle is descriptive text related to tourist attractions and famous historical buildings. The material is taken from the 2013 high school curriculum in English class X, semester 1. The first cycle of Basic Competence learning involves KD 3.4, which requires students to distinguish social functions, text structures, and linguistic elements of several oral and written descriptive texts. This is achieved by providing and requesting relevant information about tourist attractions and famous historical buildings, which should be brief and simple while also taking into account social functions, text structure, and linguistic elements accurately and contextually. The indicators for achieving learning competence in Cycle I are: 1) Identifying the structure of the text and linguistic elements of several oral and written descriptive texts by providing and requesting information related to tourist attractions and famous historical buildings, both short and simple, within the context of their use. 2) Identifying the text

structure and linguistic elements of several oral and written descriptive texts by providing and soliciting short and simple information about tourist attractions and famous historical buildings. 3) Differentiating the text structure and linguistic elements of various oral and written descriptive texts by providing and soliciting information about tourist attractions, buildings, and famous historical landmarks in a concise and straightforward manner while considering the context in which they are used. 4) Producing descriptive texts about tourist attractions and renowned historical buildings. 5) Demonstrating descriptive texts related to famous tourist attractions and historical buildings.

To achieve the indicators of competency achievement in cycle I, the learning plan is divided into three stages, namely: 1) initial activities, 2) core activities, and 3) final activities. The three stages of this activity are related to each other using the Picture Comment Method: (1) Prepare pictures according to the learning objectives. (2) Paste and display pictures on the blackboard. (3) Form groups of five students each. (4) Provide instructions and opportunities for each group to pay attention to, comment on, and analyze pictures. (5) Document the outcomes of discussions about concepts, ideas, and comments derived from image analysis. (6) Provide opportunities for each group to write descriptive text based on image analysis and read the results of the written work. (7) Based on the comments and results of the writing assessment, the teacher and students stabilize the material according to the objectives to be achieved, and (8) Closing the lesson.

During the planning stage, the researcher also created a field recording format for observers. By referring to this field recording format, it can be seen whether the learning activities that have been designed are implemented or not as a whole. Additionally, the researchers created observation sheets modeled after learning characteristics. Characteristic signs for learning to write descriptive text using the Picture Comment method consist of characteristic signs from the teacher aspect and characteristic signs from the student aspect. These signs contain the characteristics of all activities that will be carried out by teachers and students, descriptors or assessment points, assessment qualifications, and how to determine scores. With these signs, researchers can reflect on the extent to which the learning activities that the researchers have designed can be implemented and how the quality of their implementation is achieved.

### ***b. Action Implementation Cycle I***

In accordance with the planning that had been prepared previously, the implementation of learning to write descriptive text in English using the Picture Comment Method in the first cycle was carried out in one meeting. The meeting was held for two hours of lessons. The implementation of learning is carried out following the learning steps using the Picture Comment Method. For more details, the implementation of the action can be described as follows:

***Initial Activities***

- a) Preparing class conditions classically by opening with greetings and praying, positioning students so that they are neat and ready to learn, and checking student attendance
- b) Performing apperception raises students' motivation and schemata. At this stage, the teacher asks about the previous lesson and relates it to the one to be implemented. The teacher motivates and generates student schemata through questions and answers about text genres in English learning, providing illustrations based on everyday life.
- c) The teacher delivers the learning objectives that must be achieved in accordance with the indicators in the lesson plans. The teacher also explains learning methods and student tasks.

***Main Activities***

- a) Paste the picture on the board. The teacher displays color pictures with information on tourist attractions and historical buildings. The teacher provides explanations and information about the pictures on display according to the context of the material being studied.
- b) Divide the class into 6 groups. Each group consists of 4-5 students and is given a different name. After students are divided into groups, then students are assigned to sit in their respective groups. Next, the teacher distributes reading texts that are related to the material in each group.
- c) Give instructions and provide opportunities for each group to pay attention to, comment on, and analyze pictures to grow ideas and writing ideas. The teacher asks for comments and ideas to be discussed and recorded to build an outline for writing. The teacher explains the steps of writing descriptive text, the structure of the text (generic structure), and the linguistic characteristics that support the text.
- d) Ask groups of students to write descriptive texts. The teacher guides students in building a descriptive text structure in the form of parts of identification and description containing the characteristics of the object being described.
- e) Ask each group to read the descriptive text that they have written while paying attention to the writing aspect with the assessment criteria of (1) content, (2) organization, (3) grammar, mechanics, & spelling, and (4) vocabulary with a lot draw system. The teacher gives responses and comments to the text read by the representatives of the group.
- f) Consolidating material on understanding the organizational structure of the text in the form of identification and description sections, tenses used, use of articles, pronouns, adverbs, conjunctions, prepositions, nouns, verbs, and others. The teacher provides a comprehensive correction to the writing results and an assessment of the descriptive text written by the students.

***Final Activities***

- a) Teachers and students draw conclusions. This activity involves the teacher asking students questions to help them understand the lessons.

- b) The teacher asks students to work on practice questions that are done individually. Evaluation questions are intended to test students' understanding of the previously studied material.
- c) Providing follow-up learning. The teacher closes the lesson and asks the students to repeat it at home and study the next material.

### *c. Action Observation Cycle I*

Observations are carried out simultaneously with the implementation of actions carried out by the observer (colleagues). To conduct these observations, the researcher provided observation sheets to the observers, which included signs for learning characteristics from the teacher's perspective, signs for learning characteristics from the student perspective, and formats for field recording. With these characteristic signs, observers can assess whether the actions of both teachers and students align with the planned learning steps of the Picture Comment Method. Additionally, the goal is to assess the extent of success and achievement in the implementation of learning in cycle I. The results of these observations can be described as follows. The evaluation of the lesson plan is carried out through the assessment sheet. The complete assessment of the lesson plan is presented as Table 1.

**Table 1.** Aspects of Lesson Plan Assessment Cycle I

No.	Assessment Characteristics	Score	Maximum Score	Information
1.	Clarity of formulation of learning objectives	4	4	SB
2	Selection of teaching materials	3	4	B
3	Organization of teaching materials	3	4	C
4	Selection of learning sources/media	3	4	B
5	Clarity of teaching materials	3	4	B
6	Learning steps	3	4	B
7	Completeness of instruments	3	4	B
	Total	22	28	
	Percentage	78%		B

Table 1 displays the assessment data from the first cycle of the lesson plan, revealing a percentage score of 78% in the good category.

The results of observations of the teacher's activities show that of the 12 characteristics of the focus of the activity, 1 characteristic was given excellent qualifications, 9 characteristics were given excellent qualifications, and 2 characteristics were awarded sufficient qualifications. The total score obtained in the implementation of learning in the first cycle is 35, and the maximum score is 48. Therefore, the average score represents 72%, which is deemed sufficient.

The results of observations on student activities show that of the 12 characteristics of the focus of the activity, 1 characteristic was given excellent qualifications, 8 characteristics were given excellent qualifications, and 3 characteristics were assigned sufficient qualifications. The total score obtained in the implementation of learning in

the first cycle is 34, and the maximum score is 48. Therefore, the average score stands at 70%, placing it in the sufficient category.

To assess the success of students in learning, researchers conducted cognitive, affective, and psychomotor assessments. To assess student success in learning, a test is held at the end of the lesson, which is included in the cognitive assessment. According to the data analysis, the learning completeness in Cycle I of the cognitive assessment has only reached 55%. The first-cycle affective assessment results averaged 71, indicating a completeness of 59%. That is, the attitude shown by students is in the poor category. In Cycle I of the psychomotor assessment, 29 students achieved an average score of 70, indicating a 59% completeness rate. Furthermore, if we look at the learning outcomes obtained from the three aspects of the assessment—cognitive, affective, and psychomotor—it can be concluded that student learning outcomes are based on the following data:

Additionally, the data from the student's ability assessment above shows that the student's ability (cognitive, affective, and psychomotor) in learning to write descriptive text using the Picture Comment Method in the first cycle has only reached 62% completeness with an average value of 68.

## **2. Cycle II Research Results**

The action research conducted in the second cycle was guided by the reflection results of the first cycle. According to the results obtained in the first cycle, plans and actions were drawn up in the second cycle. For further details, the researchers provide the following description:

### ***a. Cycle II Action Planning***

As with the first cycle, before the action begins in the second cycle, learning plans are also prepared in the form of lesson plans, starting with determining core competencies and basic competencies, indicators, learning objectives, materials, learning processes, methods, media, and resources. and assessment. The researcher prepared the lesson plans using the same material from the previous cycle, incorporating some improvement actions based on reflections from that cycle.

Cycle II planning is arranged for one meeting (3x45 minutes). The subject matter of learning carried out in cycle II is descriptive text related to tourist attractions and famous historical buildings. The material is taken from the 2013 high school curriculum in English, grade X, semester 1. In the second cycle of learning, one of the basic skills is KD 3.4, which is to tell the difference between different spoken and written descriptive texts by giving and receiving related information. KD 3.4 involves identifying social functions, text structures, and linguistic elements of various oral and written descriptive texts related to tourist attractions and famous historical buildings, while KD 4.4 involves compiling these short and simple texts, keeping in mind the context of their use.

The indicators of achieving learning competence in cycle II are as follows: 1) Identifying the text structure and linguistic elements of several oral and written descriptive texts by providing and requesting short and simple information about tourist attractions and famous historical buildings, in accordance with their context of use. 2) Identifying the text structure and linguistic elements of several oral and written



descriptive texts by providing and requesting short and simple information about tourist attractions and famous historical buildings. 3) Distinguishing the structure and linguistic elements of several oral and written descriptive texts by giving and asking for information related to tourist attractions and historical buildings that are famous, short, and simple, according to the context of their use. 4) Produce descriptive texts that focus on tourist attractions and famous historical buildings. 5) Present descriptive texts about famous tourist attractions and historical buildings.

To achieve the indicators of learning cycle II, the lesson plan is divided into three stages, namely: 1) initial activities, 2) core activities, and 3) final activities. These three stages of activity do not stand alone but are related between one activity and another. This lesson plan is divided into several stages according to the steps of the Picture Comment Method, as in the previous cycle, with several improvements, including using infocus and preparing more captivating pictures and videos.

During this planning stage, the researcher once again created a field recording format specifically for observers. By referring to this field recording format, it can be seen whether the learning activities that have been designed are implemented or not as a whole. Additionally, the researcher created an observation sheet in the form of learning characteristic signs, which included indicators from both the teacher's and the student's perspective. These signs describe all teacher and student activities, assessment points, qualifications, and scoring mechanisms. These signs allow researchers to assess learning activity feasibility and quality.

### ***b. Action Implementation Cycle II***

The implementation of learning to write descriptive text in English follows the learning steps using the Picture Comment Method, as outlined in the action planning cycle II. We can describe the implementation in more detail below.

#### ***Initial Activities***

- a) Prepare class conditions by opening with greetings and praying, positioning students to be neat and ready to learn, and checking student attendance.
- b) Perform apperception to generate motivation and student schemata. At this stage, the teacher inquires about the challenges and errors students encountered in the previous lesson and then connects these to the upcoming lessons.
- c) The teacher delivers the learning objectives that need to be achieved. At this stage, the teacher communicates the lesson's objectives based on the indicators in the lesson plan. The teacher also explains learning steps and student tasks.

#### ***Main Activities***

- a) Displaying images via in-focos. The teacher displays pictures related to tourist attractions and historical buildings. In accordance with the context of the material under study, the teacher provides explanations and information about the displayed images.
- b) The teacher once again divides the students into six diverse groups. The group division is based on the results of the previous cycle's assessment. We assign students to their respective groups.

- c) Give instructions and provide opportunities for each group to pay attention to, comment on, and analyze pictures to grow ideas and writing ideas. The teacher solicits feedback on comments and ideas, facilitating a discussion and recording of ideas to construct a writing outline. The teacher gives an example on the blackboard of the development of a writing framework based on the flow of text (text flow), sentence structure (grammar), and the logic (logic) of writing descriptive text.
- d) Ask groups of students to write descriptive texts. The teacher guides students in constructing a descriptive text structure that includes an identification section, a general description of a topic, and a description that comprises the characteristics of the object being described. The teacher reiterates the steps involved in writing, utilizing the generic structure in conjunction with the planning and composition organizer sheets.
- e) Ask each group to read the descriptive text that they have written while paying attention to the writing aspect with the assessment criteria of (1) content, (2) organization, (3) grammar, mechanics, & spelling, and (4) vocabulary with a lot draw system. The teacher provides comments and responses to the text that the group representatives have read.
- f) Consolidating the material involves reiterating the steps involved in writing descriptive text, incorporating generic structure text, and utilizing planning and composition organizer sheets. The teacher offers a thorough review of the students' writing results and evaluates the descriptive text they have produced.

#### ***Final Activities***

- a) Together with students, draw conclusions. The teacher guides students with questions to enable them to draw conclusions about the knowledge they have acquired from their learning.
- b) Assign students to complete individual practice questions. The purpose of evaluation questions is to assess students' comprehension of the material they have previously studied.
- c) Providing follow-up learning. The teacher concludes the lesson by providing an overall assessment and praising the students' active participation in the class.

#### ***c. Action Observation Cycle II***

The observation activities in cycle II are almost the same as in cycle I. For further clarification, we can describe the results of observations in cycle II as follows.

The lesson plan assessment data from the second cycle above reveals that the percentage of scores achieved was 92.8%, falling into the "very good" category. The observations of the teacher's activities reveal that, out of the 12 characteristics of the activity's focus, 9 are highly qualified, and 3 are also well qualified. The second cycle of learning yielded a total score of 35, with a maximum score of 48. Therefore, the average score percentage is 72%, placing it in the very good category. Next, the observations of student activities reveal that of the 12 characteristics of the activity's focus, 8 are well qualified, 3 are also well qualified, and 1 is moderately qualified. The

second cycle yielded a total score of 43, with a maximum score of 48. Therefore, the percentage score is 90%, placing it in the very good category.

The cognitive assessment data, which describes the assessment results, reached 86% learning completeness. The affective assessment data achieved an average score of 80, indicating a learning completeness of 86%. This indicates that the students' attitude falls into the "good" category. The psychomotor assessment data from 29 study participants yielded an average score of 78, with a 79% completeness rate. Furthermore, if we look at the learning outcomes obtained from the 3 aspects of the assessment, both cognitive, affective, and psychomotor, it can be concluded that the students' learning outcomes of descriptive text writing skills are based on the following data. Additionally, in the data on student learning outcomes above, it can be seen that students' abilities (cognitive, affective, and psychomotor) in learning to write descriptive text using the Picture Comment Method in cycle II have reached 86% completeness with an average score of 80 students.

Researchers and colleagues collaboratively carry out reflection activities after learning ends. The collaboration's results demonstrate that the implementation of learning to write descriptive text in English using the Picture Comment method has successfully met the expected completeness criteria. Overall, students are able to write descriptive text by paying attention to aspects of grammar, spelling, and paragraph development as well as appropriate content.

The analysis of students' descriptive text writing revealed fewer errors compared to the previous cycle. These errors are grammar errors, spelling errors, diction errors, and paragraph development errors. Students in cycle II still frequently make diction errors, specifically four types of errors: tenses, gerunds, pronouns, and the use of plural forms. Paragraph development errors in cycle II consisted of five errors, namely spelling errors, use of capital letters, use of diction, errors in the use of apostrophes ('s), and sentence patterns. The addition of planning and composition organizers in the second cycle reduced students' writing errors, enhancing their ability to construct essay structures and generate narrative ideas.

The second cycle's final score, with an average value of 80 and a learning completion percentage of 86%, demonstrated a significant increase. Thus, learning using the Picture Comment Method has succeeded in improving students' ability to write descriptive text in English learning. The research met the predetermined criteria and did not proceed to the next cycle. We must correct various shortcomings to achieve perfection in the future.

## **Discussion**

### ***Learning Implementation Plan for Writing Descriptive Text Using Picture Comment Method of Cycle I***

Before carrying out the learning process to write descriptive text in learning English in grade X.IPS2 at public senior high school 2 Palembang, the researchers first designed a lesson plan. [Coenders & Verhoef \(2019\)](#); [Fujii \(2019\)](#) asserts that the teacher must prepare a lesson plan prior to teaching. The lesson plan contains an outline of what the teacher and students will do during the learning process, either for one meeting or

several meetings. Therefore, the teacher must create lesson plans prior to instruction to guarantee a methodical approach to the upcoming activities. The designed lesson plans systematically arrange the activities that the teacher and students will carry out, ensuring effective and efficient learning (Hatch & Clark, 2021).

This action research bases its planning on the implementation of the 2013 Curriculum for English Subjects. Mulyasa (2021) provides a general description of the steps involved in lesson plan preparation, which include identifying core competencies, basic competencies, and indicators; selecting appropriate materials; designing the learning process; and designing evaluations. It also selects and designs the right props or media. All of these activities are based on the steps of learning to write descriptive text using the Picture Comment Method. The data from the assessment aspect of the first cycle of lesson plans shows that the percentage score in the good category is 78%.

### ***Implementation of Learning to Write Descriptive Text Using the Picture Comment Method of Cycle I***

The English curriculum in grade X incorporates the practice of writing descriptive texts. The Picture Comment Method is being used by IPS2 public senior high school 2 Palembang in cycle I. The combination of steps in a single meeting, which included the following stages: 1) Preparing pictures, 2) Showing pictures, 3) Forming groups, 4) Commenting and analyzing pictures, 5) Writing based on image analysis, 6) Presenting the written results, 7) Consolidating the material according to the achieved objectives, and 8) Closing.

The implementation of learning in cycle I was not perfect and did not work well, because there were still steps from the Picture Comment Method that did not go well. The first cycle's learning implementation failed to meet the expected criteria and was not considered successful. This is due to the students' unfamiliarity with the Picture Comment Method; many still struggle to understand how to construct a writing framework and create a descriptive text essay using image analysis, necessitating specific guidance from the teacher. At the first meeting, the teacher introduced the new group divisions and asked students to sit with their respective groups, causing disruption and consuming allotted time. In addition, students have not been able to exchange opinions and seem reluctant to express theirs because they are ashamed and afraid of being wrong, so learning does not run effectively.

### ***Learning Outcomes of Writing Descriptive Text Using Picture Comment Method of Cycle I***

The observation sheet notes and the researcher's discussions with colleagues, the low involvement and learning outcomes of students in the first cycle can be attributed to the researcher's lack of guidance and motivation. Another factor contributing to the unsuccessful implementation of the Picture Comment Method is the students' lack of commitment to learning, which makes it challenging for them to adjust to this learning model. During the first cycle, the students demonstrated their ability to write descriptive text, but they frequently made mistakes in grammar, spelling, diction, and paragraph

development. The grammatical aspect revealed errors due to incomplete recording of characters, time, and place. The spelling aspect revealed errors due to the absence of supporting sentences that would have made the paragraph complete and coherent. The diction aspect revealed five errors: (1) in tenses, (2) in pronominals, (3) in prepositions, (4) in nouns, and (5) in writing plural forms. Meanwhile, the paragraph development aspect revealed five errors: (1) incorrect use of capital letters, (2) spelling errors, (3) diction errors, (4) incorrect writing of apostrophes ('s), and (5) errors in sentence patterns. The first cycle did not identify the error of using the gerund, but it did identify the new error of using apostrophes ('s) and the plural form.

The analysis of student learning outcomes in grade X.IPS2 at public senior high school 2 Palembang, encompassing cognitive, affective, and psychomotor aspects, revealed that students' final score in the first cycle was only 62% complete, with an average value of 68. We plan to conduct Cycle II based on the results of Cycle I observations. Researchers must enhance learning by offering more intensive guidance to students facing difficulties, enhancing the use of media, managing time effectively, and recognizing the unique characteristics and potentials of each student.

#### ***Learning Implementation Plan for Writing Descriptive Text Using Picture Comment Method of Cycle II***

The first cycle's shortcomings led to the development of an action plan in the second cycle, which involved the researcher directing students before the start of the learning process. The teacher encourages students to better prepare themselves for receiving lessons. Before commencing the learning process, the researcher also designed the lesson plans, following the model used in the first cycle. Essentially, the planning for the second cycle was an improvement over the previous cycle. The curriculum for cycle II involves a deeper exploration of the material from cycle I. The assessment of the lesson plan in cycle II reveals a 92.8% score in the very good category.

#### ***Implementation of Learning to Write Descriptive Text Using the Picture Comment Method of Cycle II***

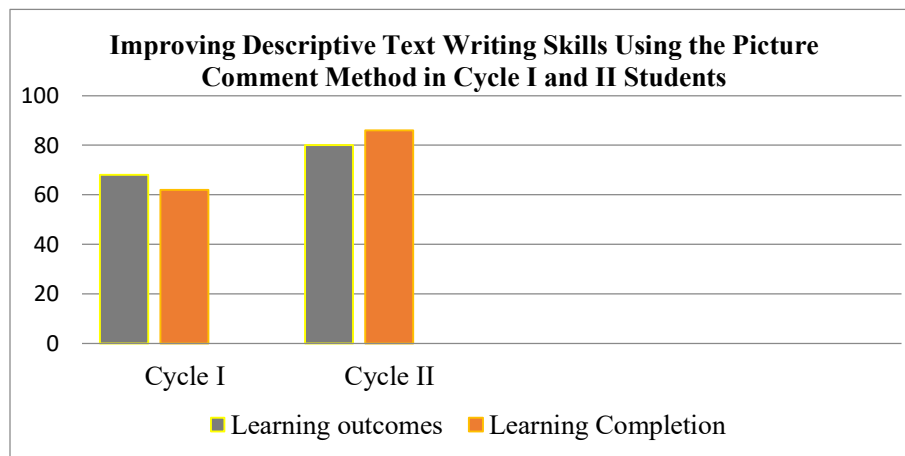
The process of learning to write descriptive text using the Picture Comment method in cycle II of grade X.IPS2 at public senior high school 2 Palembang has progressed well, meeting the expected goals. The activities followed the same steps as in the previous cycle, but with some improvements based on reflection and discussion with colleagues. The core learning activities still prioritize the use of the Picture Comment Method. In cycle II, student activity has increased because almost all students want to be actively involved in learning.

In cycle II, the time allocation is in accordance with the predetermined time allocation, and students are already familiar with the Picture Comment Method. In cycle II, the teacher directs students to actively participate in comments during discussions and analyze pictures. Additionally, the teacher observes students taking greater responsibility in completing their assignments. During presentations, students start to gain confidence in reading descriptive texts that their groups have written. During the

second learning cycle, students can showcase sections of descriptive texts, whether they have a generic or schematic structure, in their own compositions. Students are able to improve their understanding of the generic structure of the descriptive text itself. The diction aspect reveals a rise in the number of sentences students generate in each paragraph. This is due to their attentiveness to the shift in verbs and adverbs over time, a sign that the sentence has improved. Therefore, we can conclude that in the second cycle, the Picture Comment method has effectively and efficiently involved student participation.

### ***Learning Outcomes of Writing Descriptive Text Using Picture Comment Method of Cycle II***

In the second cycle, students at grade X.IPS2 public senior high school 2 in Palembang successfully enhanced their writing skills by learning to compose descriptive text using the Picture Comment Method. The increase in student scores compared to the first cycle demonstrates this. Based on the final score of the second cycle, the students' grades (cognitive, affective, and psychomotor) have significantly improved, reaching 86% completeness with an average score of 80. Overall, students are able to write descriptive text better, covering aspects of grammar, spelling, and paragraph development as well as appropriate content. The improvement in learning outcomes of descriptive text writing skills in grade X.IPS2 public senior high school 2 Palembang in learning English using the Picture Comment Method can be illustrated in the following Figure 1.



**Figure 1.** The results of learning English using the Picture Comment Method

Students in grade X.IPS2 at the public senior high school 2 Palembang, who are learning to write descriptive texts in English, find joy in analyzing images as a source of ideas and imagination for their writing. Students feel more comfortable asking questions and engaging in group discussions; if they encounter difficulties, they feel more at ease and less shy when they seek help from their friends instead of turning to their teacher. Students have felt the impact of learning to write descriptive text using the Picture Comment method; they feel united in tackling problems, sharing opinions, and supporting each other. Students are feeling more motivated to solve problems together

in groups, and they are also trying their best to participate and contribute to the group. Students find it easier to improve their skills and logical thinking in writing when they implement the Picture Comment method, as it gives them the freedom to express their creativity and imagination independently.

#### 4. CONCLUSION

Based on the data from the research and discussion, it can be concluded that before carrying out learning to write descriptive text in grade X. IPS2 at public senior high school 2 Palembang, the teacher made a learning implementation plan based on the implementation of the 2013 Curriculum in the English subject of class X semester I. The teacher adapted this lesson to follow the steps of the Picture Comment Method. The implementation of learnThe Picture Comment method teaches students in grade X.IPS2 at public senior high school 2 Palembang to write descriptive text through several main stages of activity: 1) preparing pictures, 2) displaying pictures, 3) forming groups, 4) commenting and analyzing images, 5) writing text based on image analysis, 6) presenting writing results, 7) consolidating the material according to learning objectives, and 8) closing. Additionally, the students' ability to write descriptive text in English in grade X. IPS2 at the public senior high school 2 Palembang, using the Picture Comment method, demonstrated a significant increase. In the first cycle, the students' learning outcomes for writing descriptive text reached 62% completeness with an average score of 68, while in the second cycle, it showed a high increase with an average score of 80 and 86% learning accuracy.

We recommend organizing the learning planning with the Picture Comment method in a systematic manner to prevent activity overlap and ensure effective learning. When applying the Picture Comment Method, it is crucial for the teacher to fully comprehend the steps involved, enabling them to manage their time efficiently. undergo the assessment process objectively. We should conduct the assessment not only during the writing skill learning process but also when evaluating the results of the exercises or tasks students have completed. A well-conducted assessment can offer a comprehensive view of each student's abilities.

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