

The Effectiveness Of Using The Pinterest Media In Teaching Written Descriptive Text For Seventh Grade Students At SMP N 3 Jepara

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Abstract. *Students have challenges during the learning process, particularly when it comes to descriptive writing. Most students struggle with coming up with ideas, organizing them, and writing paragraphs. Pinterest media is one of the appropriate media for students to enhance their writing. The aim of this research is to assess the impact of utilizing Pinterest visuals on the writing proficiency of seventh-grade students at SMP N 3 Jepara in composing descriptive text. Additionally, it seeks to identify any notable disparities in students' descriptive writing abilities before and after they are instructed using the Pinterest picture media approach. Data is collected via pre-test, post-test, and questionnaires. This study focused on a single group as the main data and it used a pre-experimental quantitative design. This study's sample size is VII H which has 24 students. Students are required to undergo both a pre-test and a post-test for their writing assessments. These test outcomes are subsequently subjected to analysis employing SPSS statistical software version 22. The findings reveal significant disparities, as evidenced by a hypothesis testing value of 0.000, which is less than the significance level of 0.05. This outcome leads to the acceptance of the alternative hypothesis, which asserts that "There is a significant influence of using Pinterest media on student's ability in writing descriptive text at VII H students of SMP N 3 Jepara".*

Keywords: *Descriptive Text, Effectiveness, Pinterest Media, Pre-Experimental*

Abstrak. Peserta didik mempunyai tantangan dalam proses pembelajaran, terutama dalam hal menulis. Sebagian besar mengalami kesulitan dalam mengemukakan ide, mengorganisasi ide, dan membentuk paragraf. Media Pinterest merupakan salah satu media yang tepat bagi siswa untuk meningkatkan kemampuan menulisnya. Tujuan penelitian ini adalah untuk mengetahui keefektifan penggunaan media Pinterest terhadap kemampuan menulis teks deskriptif siswa dan mengetahui perbedaan yang signifikan antara kemampuan siswa dalam menulis teks deskriptif sebelum dan sesudah diajar menggunakan media gambar Pinterest. Data dikumpulkan melalui pre-test, post-test, dan angket. Penelitian ini berfokus pada satu kelompok sebagai data utama dan menggunakan desain kuantitatif pra-eksperimental. Besar sampel penelitian ini adalah VII H yang berjumlah 24 siswa. Siswa harus menyelesaikan tulisannya melalui pre-test dan post-test. Hasil dari masing-masing tes kemudian dianalisis menggunakan statistik SPSS 22. Hasilnya menunjukkan perbedaan yang signifikan dengan nilai uji hipotesis sebesar $0,000 < 0,05$, yang berarti hipotesis alternatif yang menyatakan bahwa "Terdapat pengaruh yang signifikan penggunaan media Pinterest terhadap kemampuan siswa dalam menulis teks deskriptif pada siswa VII H SMP N 3 Jepara" diterima.

Kata Kunci: Efektifitas, Media Pinterest, Teks Deskriptif, Pre-Eksperimen

BACKGROUND OF STUDY

Education involves a sequence of interactions between educators and students within a classroom environment, all directed toward accomplishing particular objectives. Essentially, learning is the mechanism by which students enhance their understanding. The acquisition of English is imperative for the contemporary generation to effectively navigate global communication, engage with literature, media, and prepare for current and future employment opportunities (Marzulina et al., 2021). This can be seen in the world of education in our home country, Indonesia, where English is one of the subjects taught in schools. An essential element of the educational curriculum is the inclusion of English language learning during junior high school. According to the Curriculum 2013 guidelines, students are required to comprehend and

follow a curriculum that encompasses four hours of English subject each week, spanning from junior high to senior high school levels (Poedjiastutie et al., 2018). The English instruction provided in junior high school builds upon the foundation laid during elementary school and it is a continuation where students were introduced to the fundamental aspects of the language (Wattimury et al., 2018).

According to Vanesa & Setiawati (2021), the majority of kids struggle with writing English, particularly junior high school students. Many students claim that writing English is too tough and boring. This statement is consistent with Noprianto (2017), who stated that descriptive text is one of the text types that secondary schools in Indonesia require students to master. Among students, this particular text genre poses the greatest challenge in terms of comprehension. According to Rusmawan (2017), the most difficult text is the descriptive text. Consequently, educators should steer clear of delivering writing instruction in a dull and repetitive fashion. Instead, they should formulate effective strategies for teaching writing that capture students' interest, transforming the process of learning to write descriptive text into an enjoyable and engaging educational experience.

According to Masani (2021), writing is a language skill for communicating ideas, thoughts and feelings to others. Creating descriptive text is one representative option. The issue that the researchers discovered at SMP Negeri 3 Jepara was that the method used by teachers to teach English is by reading, which is the teaching point. This method is deemed ineffective because it causes students to become bored and uninterested in learning. It also minimized students' cooperation in learning activities. They may feel disconnected with the learning activity as they don't participate fully in the reading activity. As a result, the learning activity is not effective.

In this study, the researcher used visual media as a tool to stimulate students' interest in learning to write. Orgunranti and Ihongbe in Nur (2019), defined visual media aids as "Any picture, model, object, or device that provides a tangible visual experience to the learner for the purpose of introducing, building up, and enriching ideas". According to Jannah et al., (2022), Visual media encompass tangible and observable forms of educational materials that both teachers and students can interact with, relevant to the subject of study. These materials serve as practical and educational resources, engaging the five senses. Visual media relies primarily on visual perception, serving a significant role in the educational journey. The integration of visual media into the teaching-learning process has shown enhancements across all facets of writing, encompassing content, structure, language proficiency, vocabulary, and mechanics (Harisma & Berutu, 2020).

According to Harisma and Berutu (2020), employing visual media in the teaching-learning process holds the capacity to enhance all facets of writing, encompassing content, organization, language proficiency, vocabulary, and mechanics. One example of visual media is Pinterest app media. On the social media platform Pinterest, users may arrange and share pictures and videos. The researcher wished to increase the writing skills of students in descriptive writing with this media. According to Chisega-Negrilă, (2015), due to Pinterest's more static and visual design, ESL learners seem to be more likely to revisit and browse the site. She also noted that Pinterest's significance to ESL teaching and learning has to be better documented.

Aside from those previous studies, according to pre-test questionnaire of students' perspective towards learning English especially descriptive text in VII H of SMP N 3 Jepara, it showed that most students feel no interest in writing and they face difficulties in making descriptive text. Based on those previous reasons this research topic is chosen as an approach of a better documentation and measurement of Pinterest's significance to ESL teaching and learning especially for improving students' writing skill. The researcher believes that this method can encourage students to write in English, particularly descriptive texts. This is why the researcher wants to do an experimental research to see if there is a change in the use of visual media, specifically the Pinterest media used by the researchers. The author conducted a research with the title "The Effectiveness of Using The Pinterest Media in Teaching Written Descriptive Text For Seventh Grade Students at SMP N 3 Jepara".

LITERATURE REVIEW

This study is not the first to examine descriptive writing using visual media as a formative assessment of English language teaching. Many previous studies have been conducted on the use of visual media. Here are some of the previous related studies that the researcher found:

The first relevant study was conducted by Jannah et al., (2022). In this study, titled "The Use of Poster Media to Improve Students' Learning Outcomes in Writing Descriptive Text," successful learning outcomes were motivated by many factors, especially the use of picture media to stimulate students' engagement in the writing activity. However, this traditional method that teachers employ in the classroom may be cumbersome for both teachers and students because they have to prepare physical poster pictures as media. It would be more efficient if the media were used in digital form and pre-prepared. Therefore, this study suggests a decision to introduce a more participatory and efficient learning medium.

The second study was conducted by Karo et al., (2019). In this study titled "Developing Video as the Teaching Media for Writing Descriptive Text for Grade VIII Students at SMP Brigjend. Katamso 1 Medan," the research falls under the category of research and development (R&D) research, which utilized Borg and Gall's (2003) theory. The process involved six stages: needs analysis, design, development, expert approval, revision, and the final product. The study included 40 students from Class VIII at SMP Brigjend. Katamso 1 Medan, located at Jl. Sunggal No. 370, Medan. Data and data sources included lesson plans, teacher interviews, and student survey results. After obtaining the latest data, the media should be customized to meet the students' needs. The professional approval rating is 90%, indicating a very good recommendation. In conclusion, video is considered one of the creative media options to enhance students' ability to write descriptive text.

The third study was conducted by Dewi (2022), who attempted to "Implement Personal Photographs as a Medium for Writing Descriptive Text in SMP Neigeiri 3 Sungguminasa." The aim of the research was to determine whether personal photography improved students' writing skills and to assess students' views on the implementation of personal photography when writing descriptive text. In the study, the participants were eighth-grade students. The findings indicated that virtually all students agreed that using a personal image to write descriptive text is helpful. This suggests that, similar to the previous study, personal images aid students in writing. However, to distinguish this study from the previous one, the researcher utilized an online media-based personal picture from Pinterest, which had never been used before in teaching writing.

The fourth study was conducted by Lamusu (2022), who attempted "To Improve Student Competence When Writing Descriptive Text Using Realia Media." The primary objective of this study was to enhance students' proficiency in crafting descriptive essays through the incorporation of real-world objects and materials (realia) in the teaching process. The study employed action research conducted within the classroom (Classroom Action Research or CAR). The research instrument employed in this study consisted of a Test and Observation Sheet. The research findings indicated that the utilization of realia proved beneficial in assisting students in improving their descriptive writing skills. Analysis of the research, conducted over two cycles (Cycle I and Cycle II), revealed notable progress. Following instruction in the application of realia, students demonstrated a significant enhancement in their ability to compose descriptive texts. The use of realia as a means to foster students' descriptive writing proficiency was found to be highly effective. This was supported

by a substantial percentage of students' outcomes in the preliminary test (14 percent), Cycle I (43 percent), and Cycle II (50 percent), amounting to an overall support rate of 81 percent.

This research is distinct from the preceding research. Previous studies used visual media to improve students' writing skills. However, those studies have not utilized visual media in the form of Pinterest media to improve writing skills in EFL learning. Most previous studies used paper-based visual media that can be cumbersome and inefficient to use in the classroom. For more practical use of visual media, therefore, in this research, the writer wants to analyze the students' ability in writing Descriptive Text by using Pinterest Media.

RESEARCH METHOD

According to Harahap (2020), research is a collection of processes that are studied methodically, scientifically, and logically in order to obtain answers to specific questions. This research design is pre-experimental. The researcher used pre-experimental design due to establishing possible cause and effect between independent and dependent variables. According to Bin-Hady et al., (2020), a pre-experimental research design is one in which a single group of participants is observed after a treatment that is assumed to cause change.

In this research, a quantitative methodology is utilized. A quantitative approach involves the researcher predominantly relying on empirical assertions to build knowledge, which encompasses cause-and-effect reasoning, reducing inquiries to specific variables and hypotheses, employing measurement and observation, and evaluating theories. This approach also employs investigative techniques like experiments and surveys to gather data through pre-defined instruments that yield statistical information (Creswell, 2014). There are two types of quantitative research: experimental and non-experimental. Because this study involved an experiment, experimental research was used. This study used a pre-experimental design (one-group pre-test and post-test), with one-group pre-test (O1), exposed to treatment (X), and post-test (O2). It seeks to determine whether there is significant development before and after the use of Pinterest media, as well as whether using Pinterest media can improve students' writing skills.

This study's population consisted of students from the 7th grade in the academic year 2022/2023 at SMP N 3 Jepara. The researcher investigated the possibility of writing descriptive texts for 7th-grade junior high school students who studied with visual media. The researcher employed a non-probability sampling type, purposive sampling technique in this study. Purposive sampling, sometimes referred to as judgment sampling, involves the deliberate selection of sample elements from the population based on their perceived typicality or

representativeness (Sugiyono, 2017). Throughout the sampling process, the researcher finally opted for a VII H class of 24 students.

Questionnaires and tests are the primary research tools for this study. A pre-experimental study entailed giving a pre-test to the independent variable, delivering the experimental treatment to the subjects, and giving a post-test (Bin-Hady et al., 2020). The treatment's outcome is measured by comparing the pre-test and post-test scores. The technique used by the author to analyze this data was by using SPSS Statistics 22. This was used to find significant differences in students' ability to write descriptive text when using Pinterest media.

FINDING AND DISCUSSION

This section discusses the effectiveness of a learning medium called Pinterest. The students' writing, especially the subset of text known as descriptive text created by students, has already been studied. The efficacy can be determined by comparing the task scores before and after the post-test treatment. Prior to receiving the results, 24 students completed a pre-test with a time limit of 30 minutes. The theme chosen on the pre-test sheet is entirely up to the students' creativity. Following the administration of the pre-test, the post-test follows, with the next 30 minutes allocated to 24 students on a separate day. Students must compose descriptive language on the post-test form using Pinterest board suggestions.

FINDINGS

The purpose of this study, as mentioned in the problem statement, is to identify the distinctions in students' descriptive writing skills before and after using Pinterest materials. Second, the researcher wants to know how effective Pinterest media is, so we can gauge how much the students' ability to write descriptive language can be developed. Third, it is to find out the students' opinions or responses about using Pinterest media in the writing class.

The researcher graded the students' essays using Brown (2007) descriptive text scoring rubric to determine the differences in academic achievement between the groups of students before and after they used Pinterest media in their writing. It sought to determine whether or not the students were following the proper outlines. The results of students' learning outcomes stated that students improved their grades after using Pinterest media to write descriptive texts.

Table 1. The Description of Pre-Test and Post-Test of the Students

Score Interval	Category	Pre-Test		Post-Test	
		Students	Percentage	Students	Percentage

			(%)		(%)
81-100	Excellent	0	0,0%	1	4,2%
61-80	Good	4	16,7%	12	50,0%
41-60	Fair	7	29,2%	10	41,7%
0-40	Poor	13	54,2%	1	4,2%
Total		24	100,0%	24	100,0%

Table 1 showed that the scores increased. There was one student who received the "Excellent" category. It suggested that there was an improvement with 12 (50.0%), the category "Good" dominated the scores. The category of "Fair" was next, with a total of 10 (41.7%). Lastly, there was only one student in the "Poor" category in the post-test. To emphasize the improvement of students' learning outcomes, here is the statistical description of students' pre-test and post-test scores.

Table 2. The Descriptive Statistics of Pre-Test and Post-Test

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
PreTest	24	0	65	705	29.38	28.640
PostTest	24	25	90	1510	62.92	12.504
Valid N (listwise)	24					

The outcome of Table 2 is obtained using the SPSS 22 software. The "N" in Table 4.2 represents the total number of students who took the pre-tests and post-tests for producing descriptive texts. It also indicates that the minimum score for the pre-test part was 0, meaning some students had zero ability to form descriptive text before the treatment was given. The next number was the minimum score from the post-test. Furthermore, the maximum scores for the pre-test and post-test were 65 and 90, respectively. The mean denoted the average of all tests. It was 29.38 in the pre-test. On the contrary, it is 62.92 in the post-test, implying that average results in that class were improved.

Table 3. The Normality Test of Pre-Test and Post-Test Scores

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.306	24	.000	.760	24	.000
PostTest	.158	24	.126	.921	24	.062

The researcher next used a normality test to check the data. Because the sample size is smaller than thirty, the Shapiro-Wilk test is appropriate. The normality test indicates that the pre-test data are not normally distributed. The reason the data are not normally distributed may be explained in greater depth. The extreme dissimilarity in scores is one of the causes. Eleven students received zero scores for their English descriptive essays in the pre-test phase, which made the data non-normally

distributed. Due to the abnormal data, the Wilcoxon test is used to test the hypotheses.

Table 4. The Result of Wilcoxon Test Ranks

Ranks			
	N	Mean Rank	Sum of Ranks
PostTest - Negative Ranks	0 ^a	.00	.00
PreTest Positive Ranks	22 ^b	11.50	253.00
Ties	2 ^c		
Total	24		

a. PostTest < PreTest

b. PostTest > PreTest

c. PostTest = PreTest

The Wilcoxon test results of this study showed that the pre-test and post-test descriptive text writing outcomes had a negative rank of zero, which indicates that no student's scores decreased between the pre-test and the post-test. Following that, it showed 22 positive data (N) in the positive rankings, meaning that 22 students had improved their ability to write descriptive texts, with a median rank of 11.50. In cases of ties, a score of 2 denotes that there were two students who received the same score on the pre-test and post-test.

Table 5. The Result of Wilcoxon Test Statistics

Test Statistics ^a	
	PostTest - PreTest
Z	-4.118 ^b
Asymp. Sig. (2-tailed)	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The significance level in the results of the Wilcoxon test showed that 0.000 is less than 0.05, the null (H0) hypothesis is rejected. In other words, the alternative hypothesis (H1) is accepted. According to the alternative hypothesis, "Using Pinterest media has a different substantial effect on students' capacity in producing descriptive text at VII H students of SMP N 3 Jepara." Describing anything in a text in a writing class automatically results in success with the assistance of Pinterest media, or in other words, the post-test treatment brought out positive outcomes.

Table 6. The Result of N Gain Score

No	Students	Score		N Gain
		Pre-Test	Post-Test	

1	S01	65	70	.14
2	S02	0	60	.60
3	S03	65	90	.71
4	S04	65	70	.14
5	S05	60	75	.38
6	S06	0	25	.25
7	S07	0	75	.75
8	S08	0	60	.60
9	S09	0	60	.60
10	S10	0	75	.75
11	S11	0	65	.65
12	S12	35	45	.15
13	S13	0	65	.65
14	S14	0	60	.60
15	S15	0	65	.65
16	S16	45	50	.09
17	S17	0	70	.70
18	S18	35	55	.31
19	S19	50	65	.30
20	S20	55	70	.33
21	S21	55	60	.11
22	S22	65	70	.14
23	S23	55	55	.00
24	S24	55	55	.00

The N gain scores reflected the effectiveness of using Pinterest media in students' descriptive writing. In Table 6, there were 4 students with the N gain of ≥ 0.70 , and thus got the category of high, indicating that the efficacy of using Pinterest media in descriptive writing was successful for 4 students in that class. Then, in the medium criteria, there were 11 students. These students got the N gain scores below 0.70 but higher than 0.30, which was classified as medium. It signified that the use of Pinterest media in creating descriptive text was deemed effective enough. Finally, 9 students were in the poor group. Their N gain tests were < 0.30 , and it implied that the treatment was ineffective for the 9 kids. According to these findings, the use of Pinterest media in the VII H class of SMP N 3 Jepara was quite effective. However, many students were still unaware of the efficacy of using Pinterest media. The scores greatly improved, but the treatment's implementation still needed to be enhanced.

DISCUSSION

To gauge students' feedback regarding the impact of Pinterest media on descriptive writing, surveys were administered to capture their perceptions of the treatment provided. Visual media applications can assist students in generating ideas for descriptions based on their visual observations. In the post-test survey, 83.3% of students reported no difficulties in describing objects. This suggests that Pinterest media can facilitate the generation of ideas for students. Given the opportunity to explore their ideas through Pinterest media, students in VII H class at SMP N 3 Jepara opted for a wide range of topics to describe. They were able to depict their favorite animals, foods, well-known personalities, and even locations. Consequently, students can enhance their creativity and gradually expand their vocabulary in their writing. Elucidating subjects students are fond of and employing visuals can aid in their recollection of accurate English sentences when composing descriptive texts.

Through the two variables, pre-test post-test and questionnaire, this study reveals that not only Pinterest media statistically proved to help students improve their ability in writing descriptive text, but it also brought out students' positive attitude towards learning English. However, despite the positive results, this research has certain drawbacks that demonstrate how future research might be improved. The limitations of this research are as follows:

1. In this study, a limited sample size of fewer than 30 students was utilized. To enhance the statistical robustness of the findings, it would be beneficial to replicate and refine this study multiple times. A more substantial number of responses would provide a more comprehensive reflection of the target population.
2. The data collection process, particularly through questionnaires, may not consistently capture the genuine perspectives of the participants. This discrepancy can be attributed to variations in understanding or the level of honesty exhibited by each student.
3. The primary focus of this research is descriptive text. To further explore the significance of Pinterest media in educational contexts, it is necessary to investigate additional aspects of teaching and learning processes.

CONCLUSION AND SUGGESTION

As indicated by the results and the discussions, several factors contributed to the challenges students faced in learning how to compose descriptive text in the classroom. The teaching approach used by the teacher before implementing the treatment had a noticeable impact and led to difficulties in writing, particularly during the pre-test phase. Students encountered various hurdles, including struggles with idea generation, tense usage, overall structure, and a lack of clarity on how to create coherent and cohesive paragraphs. To actively

involve students, Pinterest media was employed to enhance their writing skills during the post-test session.

Pinterest media provided students with several opportunities to explore their ideas and recognize their capacity to write down descriptive texts from the topic they chose on their own. The findings of statistical computations demonstrate that there was a significant discrepancy in students' descriptive writing abilities. In both the pre-test and post-test, one group dramatically improved their respective results. When hypothesis testing using SPSS 22 yields a value of $0.000 < 0.05$, it suggested that the alternative hypothesis was accepted, stating that, "There is a significant influence of using Pinterest media on students' ability in writing descriptive text for VII H students of SMP N 3 Jepara." It could be inferred that Pinterest media worked better or that the treatment in the post-test is superior to no treatment. The effectiveness of using Pinterest in students' descriptive writing was highlighted by the N Gain score. According to the findings, the use of Pinterest media in the VII H class of SMP N 3 Jepara was quite effective.

According to the Wilcoxon test of questionnaires, the majority of students stated positive responses toward studying using Pinterest media by the N count of 17 students. The 10 questions demonstrated that the data was valid and reliable. A value of 0.03 was obtained through hypothesis testing, indicating that H1 was accepted. Thus, H0, which indicated that there is no association between the pre-test-post-test and the questionnaire and students, was rejected. The presence of a questionnaire was determined to be just as important as the students' ability to generate descriptive text. As previously stated, this study may be far from ideal, so the researcher expects contributions based on positive feedback from everyone who assists in completing this study.

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