

**PHOTOGRAPHS AS A MEDIUM FOR STUDENTS TO WRITE  
DESCRIPTIVE TEXT**

**THESIS**

Submitted by

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by:

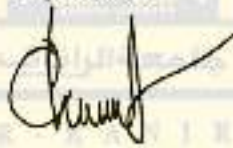
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## DECLARATION OF ORIGINALITY

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### **PHOTOGRAPHS AS A MEDIUM FOR STUDENTS' TO WRITE DESCRIPTIVE TEXT**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 3 Januari 2025

ya yang membuat pernyataan



Ahmad Mufti

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*(In the name of Allah the most Gracious the most Merciful)*

*Alhamdulillah* *alamin*, First of all, all thanks to Allah, the most gracious and merciful, who has given me the blessing, health, and chance to accomplish this study. Peace and salutation be upon the Prophet Muhammad, the greatest role model of all time.

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Last but not least, I recognize that my thesis is far from perfect and that many mistakes will be made, but I do hope that this thesis of mine can give any benefits for anyone who reads this, especially future researcher in this field.

Banda Aceh, January 03, 2025

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## ABSTRACT

Name : Ahmad Mufti  
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Thesis Working Title : PHOTOGRAPHS AS A MEDIUM FOR STUDENTS' TO  
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This study investigates the effectiveness of photographs as a medium for enhancing students' descriptive writing skills. Conducted with students from MAN 5 Aceh Besar, the research examines students' perspectives on using photographs and how these visual aids impact their writing processes. The findings reveal that photographs serve as a valuable tool in descriptive writing, providing concrete visual references that simplify the writing process and reduce the cognitive demands of imagination. Students reported that photographs enhance creativity, aid in idea generation, and improve vocabulary by encouraging the use of vivid and contextually appropriate language. Additionally, photographs made writing more engaging and enjoyable by serving as visual prompts that inspire detailed and vivid descriptions. Despite minor challenges, such as interpreting complex or unclear images, the structured approach of observing, brainstorming, and drafting with photographs significantly improved students' writing quality, organization, and creativity. The study concludes that incorporating photographs into writing lessons fosters better descriptive writing skills and enriches the learning experience, making it an effective strategy for language instruction.

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**Figure 1:** A systematic thematic analysis process: A novel six-step process for conceptual model development in qualitative research

**Figure 2:** Thematic approach used in the study



# CHAPTER I

## INTRODUCTION

### A. Research Background

Writing is a fundamental skill in language learning, and descriptive text is a critical component of this skill as it enables students to convey detailed imagery and vivid descriptions (Tompkins, 2014). However, students often struggle with generating ideas and selecting appropriate words to create effective descriptive texts, which can hinder their ability to produce coherent and engaging writing (Harmer, 2004). One potential solution to this challenge is the use of photographs as a medium to stimulate students' creativity and assist them in visualizing the subjects they need to describe (Wright, 2010).

Photographs serve as a powerful visual aid that can enhance students' descriptive writing by providing concrete and relatable imagery, which can inspire more detailed and accurate descriptions (Burns, 2012). The use of visual stimuli such as photographs allows students to focus on specific aspects of the image, thereby promoting the use of sensory details and vivid language in their writing (Brown, 2007). Furthermore, incorporating photographs into writing tasks can increase students' motivation and engagement, as the visual element adds an interactive and enjoyable dimension to the learning process (Gardner, 2006).

In the Indonesian educational context, studies have highlighted the challenges students face in descriptive writing and the potential of photographs to address these issues. Research by Yulianti (2018) at SMA Negeri 2 Semarang demonstrated that

students exposed to photograph-based learning activities produced more vivid and organized descriptive texts compared to those who relied on traditional methods. Similarly, a study by Andayani (2020) at SMP Negeri 5 Surabaya found that photographs not only stimulated students' creativity but also improved their ability to use descriptive language effectively. These findings align with Wright's (2010) assertion that photographs act as an essential bridge between observation and expression in writing.

Despite its significance, teaching descriptive writing often poses challenges. Many students struggle to produce detailed and engaging descriptions due to limited vocabulary, lack of observation skills, and difficulty in organizing their thoughts (Hyland, 2003). Traditional methods of instruction, such as relying solely on textbooks and grammar exercises, may not adequately address these challenges (Richards & Rodgers, 2001). This issue is particularly relevant in Indonesia, where Prasetyo (2019) found that students often become disengaged during traditional writing exercises, leading to low-quality descriptive texts.

Moreover, the integration of photographs into the teaching of descriptive text aligns with the principles of multimodal learning, which emphasizes the importance of using various sensory modalities to improve learning outcomes (Mayer, 2009). This approach not only supports students in developing their descriptive writing skills but also caters to diverse learning styles, thereby making the learning experience more inclusive and effective (Fleming, 2001). A study by Sari (2021) at SMK Negeri 4 Bandung supports this view, showing that students taught with

multimodal strategies, including photographs, demonstrated higher engagement and better descriptive writing skills than those taught through traditional methods.

To enhance students' descriptive writing abilities, there is a growing interest in integrating multimedia resources into language teaching (Lee & Goh, 2015). Visuals, such as photographs, have been suggested as effective tools for stimulating language production and promoting deeper understanding of textual features (Willis, 2003). In Indonesia, Rahmawati (2017) conducted a study at SMA Negeri 8 Jakarta and found that sequential photographs significantly improved students' ability to organize their ideas logically, leading to more coherent and structured descriptive texts.

In light of these considerations, the present study aims to investigate the effectiveness of using photographs as a medium for teaching descriptive text writing to students. By exploring this method, the study seeks to provide insights into how visual aids can be utilized to enhance students' descriptive writing abilities and contribute to more dynamic and creative language learning experiences (Wright, 2010; Burns, 2012; Gardner, 2006). This study aims to bridge this gap by examining how the students' perspectives towards the use of photograph in writing descriptive texts and how does the use of photographs help students to write descriptive texts that written on the research question as the basic of the thesis writing.

## **B. Research Questions**

There are two Research Question that will be answered in this study, the following Research Question are:

1. How the students' perspectives towards the use of photograph in writing descriptive texts?
2. How does the use of photographs help students to write descriptive texts?

### **C. Research Aims**

Based on problem explained above, the researcher provided aim:

1. To find out the students' perspectives towards the use of photograph in writing descriptive texts.
2. To find out the use of photographs help students to write descriptive texts.

### **D. Significance of the Study**

This study aims to contribute significantly to the field of language education by investigating the potential of photographs as a pedagogical tool for enhancing students' descriptive writing skills. By examining how visual stimuli influence written expression, this research seeks to bridge a gap in the existing literature on the relationship between visual literacy and language development.

The findings of this study have the potential to inform the development of more effective and engaging teaching methodologies. By demonstrating the benefits of incorporating photographs into language instruction, this research can provide educators with practical strategies for improving students' descriptive writing abilities. Additionally, the study's outcomes may contribute to a broader understanding of the role of visual literacy in language learning.

Ultimately, this research seeks to enhance students' language proficiency and creative expression by exploring the potential of photographs as a valuable tool in the English language classroom.

### **E. Terminologies**

There are two key terminologies that will be defined operationally in this section, photograph and descriptive text. These definitions will clarify the concepts central to this research and establish a basis for understanding their importance within the study, as follows:

#### **1. Photograph**

Photography, as defined by Sontag (1977), is more than just capturing an image; it is a way of interpreting the world and constructing meaning. The invention of the daguerreotype in the 1830s marked a significant turning point in the history of photography, allowing for the creation of permanent images (Newhall, 1982). While JPEG is a widely used image format due to its smaller file size, RAW formats offer greater flexibility in post-processing and preserve more image data (Adobe, n.d.). The rule of thirds, a fundamental principle in composition, suggests that an image should be divided into nine equal parts by two horizontal and two vertical lines, with the points of interest placed along these lines or at their intersections (Burnham, 2009). Photography has been used for a variety of purposes throughout history, from documenting historical events (Newhall, 1982) to expressing artistic vision (Sontag, 1977).

## 2. Descriptive Text

Descriptive text is a type of writing that aims to depict a person, place, thing, or event with vivid details, enabling the reader to visualize the subject (McCarthy & O'Dell, 2010). It often utilizes imagery, which engages the reader's senses to create mental pictures of the text (Abrams, 1999). Sensory details, such as sight, sound, touch, taste, and smell, are used to create a more immersive experience for the reader (Tompkins, 2014). Additionally, figurative language, including metaphors, similes, and personification, is employed to convey meanings beyond the literal interpretation (Kennedy & Gioia, 2016). The dominant impression, which is the overall mood or atmosphere created by the description, is achieved through the careful selection of details (Langan, 2014). Subjective description reflects the writer's personal opinions, emotions, and judgments, often colored by their perspective (Kirsznner & Mandell, 2014). In contrast, objective description focuses on presenting factual and unbiased information, free from personal opinion (Oshima & Hogue, 2006). Finally, vivid language, which is colorful, precise, and lively, is essential in descriptive writing to create strong images and leave a lasting impression on the reader (Hairston & Keene, 2003).