Improving Students' Skills in Writing Descriptive Texts by Using Digital Photographs

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ABSTRACT

In English Learning Teaching (ELT), digital photographs are considered a compelling visual medium to help students write English texts. A writing skill is a capacity to convert ideas into complete, comprehensive and understandable sentences that may be used to convey those ideas to the reader effectively. The purpose of this research is to find out whether using digital photographs can improve students' skills in writing descriptive texts or not. The researchers used a descriptive quantitative pre-experimental method by applying digital pictures to teach writing descriptive text. The sample of this research consists of thirty students at SMP Negeri 1 Pangsid, South Sulawesi. The result shows that students' writing skills increased by using digital photographs. The results are indicated by the mean value of the pretest (44,73) and the posttest (82,93). After calculating the t-test, the researchers found that the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. Using digital photographs as a teaching and learning medium can improve students' skills n writing descriptive texts. In other words, this medium eases the students in constructing their ideas through descriptive essays.

Keywords: Descriptive texts, digital photographs, writing skills

1. Introduction

Writing is an essential skill in learning English. It is regarded as a crucial English language skill because it helps students to develop other language skills and improve their

thinking abilities. As a result, writing is an essential tool for assisting people in learning new languages. It is a productive language skill that involves using words, sentences, and extensive writing chunks to communicate (Purnamasari et al., 2021). In line with this view, the researchers conclude that writing is a vital skill in helping language learning.

Writing is exploring thoughts and feelings about an object and writing them into an essay, composition and kinds of written forms. It must be written in good sequences to make readers easily understand them. Writing activities involve generating a thought or feeling and writing down one's thoughts, knowledge, and life experiences. As a result, writing is not a simple skill to learn; instead, English learners should master it (Janna, 2020). One of the previous studies (Maming et al., 2019) reinforced this study which reported that writing skill is recommended to be improved. One of the learning media used in enhancing students' writing skills is visual media, which can assist students in exploring their arguments in written form. In other words, writing is one language skill crucial in English language teaching and learning (Maming et al., 2022).

Writing is a challenging competence, as most people think. These are a few of the writing-related issues that the students encounter. First, students need a foundation for writing English texts because their writing basics still need to be improved. In the current curriculum, the status of English subjects in elementary schools is compulsory. Second, regarding the teachers' way of teaching writing. Many students do not pay attention if the teacher explains the writing materials, many students do not pay attention. Third, the students do not have a sufficient vocabulary, so it is not very easy to start writing in English form. Besides, the research studied by Permatasari, Wijayatiningsih and Mulyadi (2018) reported that one of the problems in writing activity is grammatical errors made by EFL learners.

The skill of writing descriptive text is the ability to make writing related to an object in the form of a description. According to Finoza in Nurudin (2010), descriptive text is a form of writing that aims to expand the readers' knowledge and experience of describing the actual nature of the object. Descriptive text is used to talk about a specific person, place, or thing. It is under the opinion of Gerot and Peter (1995), who stated that social description is to describe an individual, location, or thing (Dasril K., n.d.).

In English language teaching (ELT), digital photographs are considered a compelling visual medium that can help students to write English texts. Smaldino et al. (2004) argued that visual media could give good references about ideas and deliver information. Additionally, Scoter (2004) asserted that photographs could activate classroom situations, build the students' interest, empower their learning motivation, and make learning more enjoyable. In conclusion, English teachers can create exciting learning tasks that can stimulate students to find ideas to write, make writing the plan, and develop their writing skills by using the photograph as a learning medium. This statement supports this research which focused on helping junior high school students to write a descriptive text step by step through the design of writing tasks mediated by digital photographs (Sagala, 2019).

Digital photographs refer to the condition allowing the students to capture a photo using their respective handphones or take pictures in their handphone gallery. Then, they try to describe the objects according to the theme set by the researchers and use their

thoughts. It aims to make students more enthusiastic about their writing skills and generate interesting paragraph ideas. The use of digital photographs also supports one of the previous studies researched by (Maming Khadijah, Badaruddin, and Sianna, 2022) regarding the utilization of the e-learning model in writing classes. Based on this latest previous study that explored the utilization of an e-learning model in teaching writing, the researchers investigated the use of authentic materials that can be used to teach writing skills. One of the original materials is digital photographs. It is genuine material designed to help the students in the writing process. It is not in the printed photo but in the electronic form—using digital photographs in paragraph writing on the students' paper quality. In line with the previous study, the previous researchers did not focus on writing learning materials. However, it just focused on teaching writing through an e-learning platform. Therefore, this research filled a gap in investigating authentic digital materials in teaching writing. Digital photographs had a significant impact on students' paper quality.

In this case, the researchers used digital photos as media for teaching writing skills. The researchers hope that by using digital photos through descriptive text, students will find it easy to put their ideas on paper. The students write about the characteristics of humans, animals, landscapes, and others. In addition, this media can arouse students' motivation to learn writing skills so that they easily understand.

In line with this present research, several previous pieces of research have a good connection with this study. First, (Styati, 2017) conducted research using a quasi-experimental design. The students in the second semester of the English department at IKIP PGRI Madiun served as the research subjects. The previous researcher gave the students in the control group the task of paragraph writing without using digital photographs. In contrast, those in the experimental group were tasked with using digital pictures. T-test was used to analyze the data. The research results showed significant differences between students who write paragraphs using digital photographs and those who do not write paragraphs without digital pictures. It can be demonstrated that writing quality is significantly affected by digital photos.

Second, (Dzulkifli, 2013) conducted action research. The research objective was to improve the student's skills in writing descriptive texts through digital images in the eighth grade of MTs Ali Maksum Krapyak Yogyakarta in the academic year 2012/2013. It consisted of two primary actions and one additional action: 1) giving a model of descriptive text and asking the students to list the problematic words, 2) using digital images in the class, and 3) giving rewards and brainstorming to motivate the students. The use of digital images in the research improved the students" skills in writing descriptive texts. The improvements covered: 1) the students consider writing as an easy and exciting lesson, indicated by their enthusiasm to write; 2) students generated their ideas easier into paragraphs; 3) and digital images improved the students' skills in writing descriptive texts in terms of grammatical, vocabulary, and sentence structure. The improvement of the students" writing skills can be seen from the result of the gained score. The accumulated score of the means was 6.65, and it could be concluded that there was an improvement in the student's skills in writing descriptive texts after the digital images used in the class.

Third, (Sukma & Gusparia, 2018) conducted research that aimed to find out how mind-mapping pictures can improve students' writing skills in descriptive texts in class VIII SMP Swasta Sentosa and what factors influence the improvement of writing skills. This

research is a Classroom Action Research (CAR). After analyzing the data, the researcher found that mind-mapping pictures improved the students' writing skills in descriptive text. Based on the result of test I is 60.38 then, the development of test II is 71.13, and the impact of trial III is 77.50, it could be seen that there was an improvement in students' writing. Furthermore, the factors that influenced the progress of students' writing involved media and material. Finally, implementing a mind-mapping picture in teaching writing descriptive text could provide a satisfactory result in students' writing skills.

The fourth (Ameliah et al., 2019) studied research that aimed to improve student's writing ability in the form of procedure text by using picture media at the Eleventh Grade of SMA Negeri 2 Takalar. It employed Classroom Action Research. This research consisted of two cycles. One cycle was conducted, and every process consisted of four meetings. It used the writing test as an instrument. Some subjects of the research were thirty-three students in class eleventh conducted with twenty-four women and nine men. The students' writing test results in the first cycle had good scores. The student's achievement in terms of content was 7.77.

On the other hand, the students' organizational achievement in the second cycle was 7.5. The findings indicated that the student's achievement in writing ability in the first cycle reached the standard target achievement of *KKM* 7.5. From these findings, the researchers concluded that picture media could improve students' writing ability through procedure text in the eleventh grade of SMA Negeri 2 Takalar.

The last previous study is (Pertiwi 2019). The outcomes of her research demonstrate three main things: 1) the English descriptive text learning method of chain writing and the media picture worked well, and the students actively participated in the lesson plan. 2) the English descriptive text learning media picture and the chain writing method showed their advantages and disadvantages. 3) in terms of cognitive, affective, and psychomotor aspects, implementing the chain writing method and the media picture in English descriptive text learning produced an excellent result.

Based on some previous findings, the researchers conclude that improving students' writing skills is necessary to apply several strategies so that students are interested in learning, especially in writing classes. This statement shows that digital photos have been successfully implemented and can improve students' writing skills in various schools. Therefore, to enhance students' writing skills, the researchers in this study used digital photographs to teach writing skills. The fact that the previous researcher used the pictures provided by the researcher to describe it means that what distinguishes this study from previous research is that students prepare photographs and then explain them. This research provides the students with preparing pictures by capturing an image via handphone according to the theme given by the researchers.

Regarding the term digital photograph, it explores that the digital age has surpassed the "very near future" that Hurworth and Sweeney anticipated. Photos are frequently taken with smartphones and shared via email, instant messaging, and social networking sites; people's understanding of what an image is and what it does when people use it to interact with one another is expanding due to these cultural practices (Kallemeyn, 2018).

One of the visual aids that can be used in writing is a digital photograph. It clarifies something. It is also used to make writing classes easier to understand. One type tells a straightforward story. Digital pictures are one medium that English teachers can use to

improve students' writing quantity, especially in writing descriptive text (Sagala, 2019).

In English language teaching (ELT), digital photographs are considered a compelling visual medium that can help students write English texts. For example, they argue that visual media can reference ideas and deliver information. In addition, he asserts that photographs can alleviate classroom discomfort, pique students' interest, empower them, and make learning fun. Through digital photos, English teachers can create exciting learning tasks that stimulate students to find writing ideas, make writing a habit, and develop their writing skills. Therefore, this action research focused on helping senior high school students write a descriptive text step by step through the design of writing tasks mediated by digital photographs. In addition to the strengths of digital pictures, previous studies revealed that digital photos could stimulate students' interest and motivation and improve their writing skills (Sagala, 2019).

2. Methodology

The researchers used a descriptive quantitative pre-experimental method by applying digital photographs to teach writing descriptive text. This research has been conducted in six meetings. The first meeting was a pretest, the following four meetings were for giving treatment, and the last meeting was for the posttest. The population is SMP Negeri 1 Pangsid. At the same time, the sample is composed of 30 students from class VII.1, taken as a sample using a purposive sampling technique.

The researchers used a one-group pretest and posttest design in a pre-experimental method. The researchers selected one class that used digital photographs for instruction. Researchers are presented as follows (Gay, 2006):

Table 1. Research Design

O_1	X	O_2

Where
X   : Treatment
O_1 : Pre-Test
O_2 : Post-Test

There are two variables of research, namely, digital photographs to improve writing skills is the independent variable, and the student's writing skills in writing descriptive text is the dependent variable. In this study, the independent variables showed the results after getting to know digital photo media. Some types of photos used in this research are portrait, landscape, human interest, and macro photography. Each type of photo capture takes approximately five minutes. Then as for the learning methods used in this study, namely the lecture method and the question and answer method, the lecture method here is where the researcher explains the material orally and directly to students. After doing the lecture method, the researcher conducted a question-and-answer process. The question-and-answer way here is that, after explaining the material in the lecture method section, the researchers instruct students to ask questions about the material that the researchers have described. Instead, the researcher asked the students what had been explained.

The dependent variable is students' skills in writing descriptive texts. However, the

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craft of writing descriptive text at SMP Negeri 1 Pangsid class VII.1 still needs to improve. Because the students of class VII.1 have never learned to write explanatory texts. This study will use digital photographs to strengthen students' descriptive text-writing skills.

A research instrument is a device that researchers use to gather data and information that can be used to solve research problems. A test is used as a research instrument. Pretest and posttest are the two types of tests in this test. The pretest was administered before the treatment, and the posttest was administered afterwards. The instrument used to determine students' writing skills in compiling their descriptive texts is a test in the form of a writing test.

A pretest is the first step in collecting data. At the first meeting, the researchers conducted a pretest for students about descriptive texts, such as describing themselves. The purpose of presenting a pretest is to find out the results of students' writing skills before being given treatment. Students write descriptive texts according to what they want to write and have various ideas about what they want.

A posttest is given after students get treatment. It shows a significant difference between students' writing abilities before and after being given treatment. After the students were given treatment, the researcher gave a post-test to the students. This test is similar to the initial test but with a different theme, namely, describing classmates in school.

After being given a pretest, the researchers gave treatments to the students. The procedure was as follows: the researcher explains the descriptive text before learning begins at the first meeting in the treatment phase. This process takes approximately ten minutes to present. Then the researcher allowed students to ask questions about explaining the descriptive text.

The researchers started the class by answering questions related to what the researcher explained about the text's description. In remaining time, the researcher gave examples of descriptive text on the blackboard according to what the researcher explained to the students. Then students listen and pay attention to the standards of explanatory texts they made. Active learning, such as material discussion, continues by assigning each student a task to describe one of the digital photographs on their smartphone at the last minute.

At the second meeting at the treatment stage, the researchers repeated yesterday's lesson to restore students' memories. Then the researcher checked the assignment given yesterday. Before the researchers gave the task, they explained the descriptive characteristics of the text and the meaning of digital photos. After that, students were asked to describe the photos they would capture using their handphones or images already in the student's handphone gallery with a flower theme. The researcher gave a re-explanation of the depiction of the flower theme.

At the third meeting, the researchers sent an article link to the students about a descriptive text. Recall the memories regarding the text's description and digital photographs repeatedly before the material begins to ensure that students comprehend them. The researchers then asked the students to describe the family-themed photos they would take with their respective smartphones or that were already in their phones' galleries.

The researchers were still working on ways to remind students of memories of the previous meeting at the fourth and final treatment meeting. The researchers then assigned a task to the students, describing pictures of scenery that they would take with their

cellphones or that were already in their cellphone gallery. The researchers still used the same concept at the previous meeting. Researchers used digital photographs to check and train students' writing skills. Each session or material has an allocation of ninety minutes (2 x 45 minutes).

The data was collected after respondents received treatment. The data are taken from pretest and posttest students through quantitative analysis and then analyzed using an analytical scoring rubric that involved content, vocabulary, grammar, spelling and punctuation.

3.   Result and Discussion

The result of the descriptive quantitative analysis obtained that students' writing skills increased using digital photographs. This result is indicated by the mean value of the pretest (44,73) and the posttest (82,93). After calculating the t-test, the researchers found that the Null Hypothesis (H0) was rejected, and the Alternative Hypothesis (H1) was accepted. Using digital photographs as a medium can improve students' writing skills in writing descriptive texts in class VII.1 of SMP Negeri 1 Pangsid.
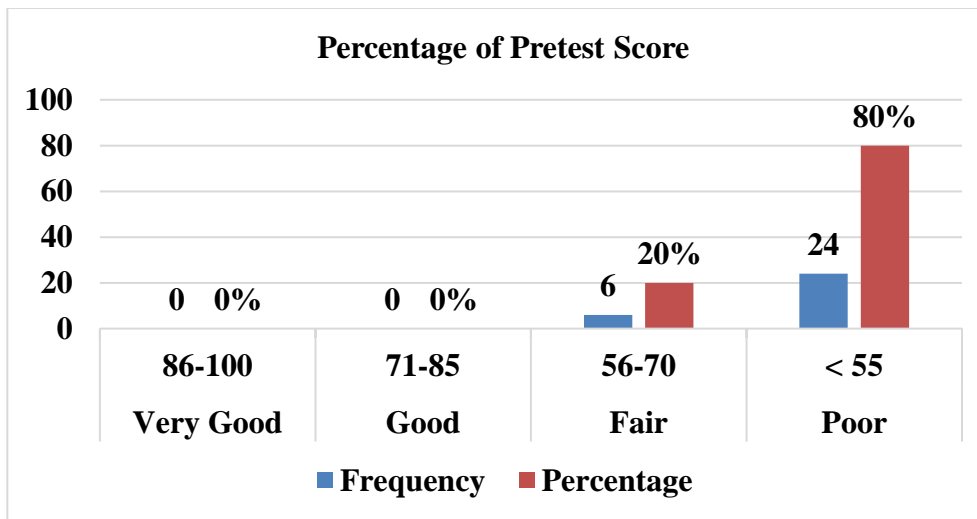
3.1. The Result of Students' Pretest Score

Chart 1. The Percentage of Students' Pretest Scores in Writing Descriptive Text

The outcomes of thirty students who were taught writing skills using digital photographs are shown in chart 1. The researcher gets various grades from students, indicating that no students receive very high grades. Only six students, or 20%, are included in the fair clarification. Furthermore, twenty-four students (80%) are included in the poor clarification. In this class, some students are classified as fair and poor because some students do not understand the content of written texts. Most of the answers students have are automatically wrong. Students' writing achievement on the pretest still needs to improve. It can be concluded that the class is still classified as fair and poor.

3.2. The Result of Students' Posttest Score
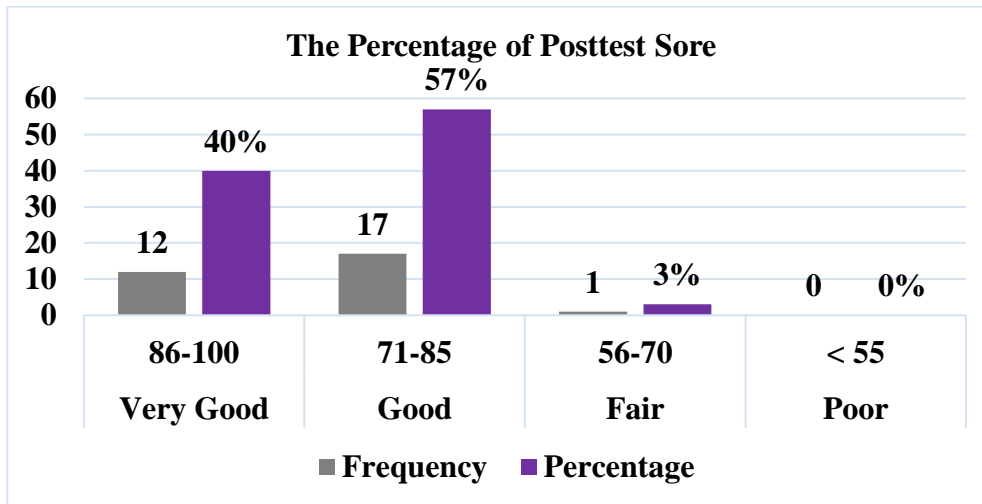
https://ejurnal.unsa.ac.id/

Chart 2. The Percentage of Students' Posttest Scores in Writing Descriptive Text

After teaching writing using digital photographs, the results of thirty students are shown in chart 2. The researchers got the correct result from the students, but the percentage of students increased. Previously, there were no students who got distinctive classifications. However, in the post-test, there were twelve students (40%) who got an excellent variety, seventeen students (57%) got a reasonable classification, and one student (3%) got a proper category. The results indicate that the percentages and students' writing scores on the post-test are higher than on the pretest. It means students' writing skills improve after being taught through digital photographs.

3.3. The Result of Mean Score and Standard Deviation in Pretest

No.	Group	Mean	Standard Deviation
1	Pre-experimental	44,73	12,70

Table 2. The Mean and Standard Deviation of Students' Scores in Pretest

Table 2 shows that the average pretest score in students' writing on the pre-experimental is still low. It shows that the average value of the pre-experimental class is (44.73). The average pretest score obtained by students before treatment in the pre-experimental class was in the medium category. The standard deviation of the pretest on the pre-experimental is (12,70), which is included in the high sort. It shows that students' writing skills are still varied.

3.4. The Result of Mean Score and Standard Deviation in Posttest

No.	Group	Mean	Standard Deviation
1	Pre-experimental	82,93	5,71

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Table 3. The Mean Score and Standard Deviation of Students' Score in Posttest

The standard deviation results of students' writing skills shown in the two tables above are (12.70) before and (5.71) after treatment. The lower the standard deviation value, the better the effect of the media used. Students' writing skills improve after writing descriptive texts using digital photographs.

3.5. The Hypothesis Testing
The researchers tested the one-tail hypothesis with df = n-1 and values of 0 and 0,05. This study's statistical hypothesis is as follows:

$$H_0 : \mu_1 \geq \mu_2$$
$$H : \mu_1 < \mu 2$$

Types of Test	Level Significant	T-test Value	T-table Value
Pretest and posttest	0,05	6,64	1,69

Table 4. Result of Statistical Analysis of Students' Writing Achievement

The result of the pretest and posttest of the researchers discovered that the t-test value (6,64) was higher than the t-table value (1,69), indicating that the Alternative Hypothesis (H1) was accepted and the Null Hypothesis (H0) was rejected. As a result, the researchers concluded that students' descriptive writing significantly improved. After receiving the posttest administration, the researchers said digital photographs improved students' descriptive text writing skills. Finally, the researchers conclude that digital pictures can improve students' descriptive text writing.

Writing skills are the ability to put thoughts into words in complete, clear, and coherent sentences to successfully communicate these ideas to the reader (Janna, 2020). In the first stage of this research, the researchers started by giving a pretest to the students'. The purpose of the pretest was to determine the results of students' writing skills before treatment. Students were given a written version of the pretest at the first meeting. The students were asked to describe themselves for the study. The pretest was given in class with a sheet of paper to write down their answers. In this case, the researchers apply a teaching medium called digital photographs to improve their skills in writing descriptive texts for grade VII students of SMP Negeri 1 Pangsid. The researchers collected data by giving tests to determine students' writing skills level of student satisfaction using digital photographs in writing descriptive texts.

Digital photographs are also a media that English teachers can use to make more students' writing, mainly descriptive texts. Digital photographs referred to in this study are where students take pictures using their respective students' smartphones according to the theme provided by the researchers. Then students describe it according to their thought and imagination. It aims to make students more enthusiastic and make it easy to generate exciting ideas in paragraphs.

Digital photographs can improve students' descriptive text writing skills because of the high imagination of students when they see an image and then describe it. In terms of writing, we use a lot of creativity and fantasy, especially for writing that is descriptive or describes something. Imagination will help us develop the main idea already in our heads. For example, we have the main idea of telling a situation like a family. So, of course, we will imagine the picture of the family. Students who prepared their photos were more motivated to write descriptive texts because they had experienced it firsthand and found it easier to describe than researchers who designed the pictures.

A digital photograph is one of the authentic materials which can be used in the classroom. It is genuine material designed to help the students in the writing process. It is not in the printed photograph but in electronic form. In this study, digital photos were used to help the students in writing a paragraph. It investigated using digital pictures in paragraph writing on the students' writing quality (Styati, 2017). The relationship between reading and writing is bolstered when photographs are used in writing instruction because they provide a natural setting for these aspects. Many students are as accustomed to visual image viewing and texting or typing as they are to breathing. Teachers can make use of this familiarity when combining writing and photography. Stories encourage literacy development, and photographs promote the telling of stories. Students are more willing to engage with essay tasks if we use images as starting points and an ongoing focus. Children can combine pictures and writing to tell real or imagined stories, containing personal meaning and looking at the world through their unique lenses (Sagala, 2019).

This study aligns with several previous research findings using digital photographs. (Nurfainul, 2019) which stated that teaching writing using photos increases students' ability to write descriptive texts. Based on its relationship with digital pictures, it can also improve students' descriptive text-writing skills. In her research, she also uses a pre-experimental design that applies to photographs for learning to write explanatory texts by students. This similarity can be observed from the subject matter of the majority of studies that employ digital pictures in their research. The previous survey differed from this one in that the photos were shown on the whiteboard, and then the students paid close attention to the images. Students are given 45 minutes to describe the photos the researchers provided. Meanwhile, with this research, students prepare their pictures by taking pictures according to the theme given by the researchers. Students are given 30 minutes to describe the photos provided by the students themselves. Other differences from previous research are found in the population and sample.

Second, (Dzulkifli, 2013) This study aims to use digital images to help students write a better descriptive text. The digital images used in this study actually in this student's skill in writing explanatory texts. Based on the relationship, digital photographs are similar to digital images. It is just that the type of research is classroom action research, where the data is qualitative and supported by quantitative. Qualitative data were collected by observing the teaching and learning process and interviewing English teachers and students, whereas pretests and posttests were used to collect quantitative data. Meanwhile, this type of research uses pre-experimental, which applies to digital photographs for learning to write descriptive texts. His research shows that students' writing skills in writing explanatory texts are improved by using digital images.

Finally, (Sagala, 2019) in his research showed that it increased students' writing

achievement when using digital photographs. Students get ideas and motivation to write descriptive texts in their own words by using digital photos. However, this is different from how to prepare the picture. In his research, the researchers prepare the image. Meanwhile, with this research, students designed the photos by taking pictures according to the themes that have been provided.

In addition, a previous study conducted (Maming Khadijah, Sianna, Sari, 2022) regarding writing a descriptive essay or descriptive text relates to the current research. The students' writing competence, mainly writing descriptive articles, could be enhanced using appropriate environmental and digital media. One recommended media is digital tools like digital comics for learning writing skills (Fernando & Dyah, 2021). (Ohler, 2005) Moreover, (Graham, 2022) suggested utilizing electronic learning tools to support the students in becoming active English learners in class.

Based on previous studies, which have differences and similarities with this present study, it can be concluded that anything that uses photos can improve students' writing skills. The researchers prepared the image for the previous researcher. Meanwhile, in this study, students who designed the pictures were part of the novelty of the previous research. So, it can make students more enthusiastic about learning when they prepare these pictures themselves. It takes time to provide the image, but the researchers give a time limit for taking the photo. Then, they described the results they photographed according to the theme provided by the researchers. This current research supports (Meletiadou, 2022) using educational digital storytelling to enhance students' writing skills. She stated that digital storytelling is a powerful technology-enhanced learning approach that enables learners to develop 21st-century skills.

At the treatment stage, the researchers apply digital photographs, instructing students to take pictures under the theme that the researchers have prepared. Students feel interested and enthusiastic about learning to use technology-based media such as digital photographs. The explanation (Pribadi, 2017) is that technology-based learning media that usually contain knowledge and information excite classroom learning activities and increase students' learning motivation. Moreover, it supports a study conducted by (Yang, 2022) that digital teaching can construct the students' creative writing skills.

After treating the students, the researchers gave a second test, specifically the posttest. This posttest is similar to the pretest in content and procedure, but the difference is the theme students use in making descriptive texts. In the posttest, the theme given to students is a classmate. The second difference is that the pretest does not use digital photographs, while the posttest uses digital pictures. This posttest aims to see students' results after being given treatment. This study discovered that students' descriptive text writing skills improved when digital photographs were used. The value of the pretest and posttest administration shows an increase from the pretest to the posttest. The pretest results showed that the student's scores were classified as fair and poor. Therefore, the researchers gave treatment for four lessons using digital photographs to support writing descriptive texts. After being given treatment, the researchers gave a post-test to the students. The results of the posttest students are included in the very good, good, and appropriate classifications. It can be proven by the results or presentation scores of the students' pretest and posttest.

There is a difference between the student's pretest and posttest scores, with the

pretest remaining low and the posttest being high. The students did not know the descriptive text during the pretest. After being given treatment in the form of digital photographs for four meetings, students can do posttests in the form of writing descriptive texts and get higher scores than before. Explanatory texts could be developed using digital photographs, and narrative texts can be written using digital photos (Harintama et al., 2015).

It is why during the post-test, students' writing skills improved. Because students get a presentation classification based on their level of achievement, after seeing the results of the t-test, the t-test score of 6.64 was higher than the t-table value of 1.69. The results show that the Alternative Hypothesis (H1) is accepted, and the Null Hypothesis (H0) is rejected. So the hypothesis received after the strengthening treatment of writing descriptive texts increases. It means that digital photos can improve students' writing skills. Therefore, digital visual media like digital photographs assist students in writing activities (Britsch, 2010) and (Drexler et al., 2007).

4. Conclusion

The researchers used a quantitative descriptive pre-experimental method to collect data in this study. This study was conducted to obtain evidence that using digital photos can improve the skills of writing explanatory texts for class VII.1 student of SMP Negeri 1 Pangsid. Digital images are one of the authentic materials that can be used in the classroom. It is original material designed to assist students in the writing process.

Based on the research results, learning by using digital photos can improve students' descriptive text-writing skills. Digital photographs improve students' descriptive text writing skills for better learning achievement in SMP Negeri 1 Pangsid class VII.1. This improvement is very satisfying. The pretest and posttest provisions became the data sources for this analysis. The results of the pretest and posttest conducted by the researchers found that the t-test value was higher than the t-table value, indicating that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. In this case, the researchers concluded that digital photos could improve students' descriptive text writing skills.

Based on that conclusion, the researchers recommend it to English teachers. Teachers must be innovative in creating and providing materials for the teaching and learning process. In addition, teachers must also apply various media in learning so that students do not feel bored while learning. Teachers can significantly use digital photographs to improve students' writing skills in teaching English. Then, students are expected to build positive activities where students can practice and provide ideas and opinions that can improve their writing skills. Students have to spend much time practising their writing skills.

This study can be used as an additional reference for subsequent researchers, mainly those who do the same problem and are interested in conducting research. Digital photographs can be applied to improve students' writing skills in descriptive text because the score students from poor changed to good and very good enough. Besides, the researchers know there are still some weaknesses in applying it. Researchers hope for future researchers to improve their weaknesses so that the average score of students becomes very good than before. Then the research time, which was only six meetings, can be added to more than six meetings to make the research more efficient.

Furthermore, the following researchers are also expected to examine more sources and references related to learning materials so that their research results can be better and more complete. It is also likely to be better prepared in the sampling process, data collection, and everything so that research can be carried out correctly. For further researchers, for the preparation of the picture, students must prepare themselves via cell phone by taking pictures according to the theme given by the researcher.

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