


Students' Perspectives on The Use of Picture Strategy in Learning Descriptive Text at SMA Santo Petrus Medan

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ABSTRACT

Penelitian ini mengkaji perspektif siswa terhadap penggunaan strategi gambar dalam pembelajaran teks deskriptif di SMA Santo Petrus Medan, Medan. Penelitian ini menggunakan desain kualitatif deskriptif, dengan melibatkan 34 siswa kelas XI-B sebagai partisipan. Data dikumpulkan melalui wawancara semi-terstruktur dan kuesioner untuk mengeksplorasi persepsi, pengalaman, dan sikap siswa terhadap penggunaan gambar sebagai media pembelajaran. Tujuan penelitian ini adalah untuk mengidentifikasi manfaat strategi gambar dalam meningkatkan pemahaman dan kreativitas siswa dalam menulis teks deskriptif dan untuk menentukan bagaimana siswa memandang efektivitasnya dalam proses pembelajaran mereka. Ranah kognitif menunjukkan persentase tertinggi (62,50%), yang menunjukkan bahwa gambar efektif mendukung pemahaman, imajinasi, dan pengayaan kosakata siswa. Ranah afektif (20,83%) mencerminkan peningkatan motivasi, kepercayaan diri, dan minat belajar siswa. Siswa menyatakan bahwa gambar membuat pembelajaran "lebih menyenangkan, tidak membosankan," dan membantu mereka mengekspresikan ide dengan lebih antusias. Ranah psikomotor (16,67%) menunjukkan peningkatan kinerja menulis siswa, terutama dalam mengorganisasikan ide dan menjaga koherensi dalam teks deskriptif mereka. Kesimpulannya, strategi gambar terbukti menjadi alat pedagogis yang efektif dan memotivasi yang meningkatkan pemahaman kognitif siswa, keterlibatan emosional, dan keterampilan menulis teknis dalam pembelajaran teks deskriptif.

This research investigates students' perspectives on the use of picture strategy in learning descriptive texts at SMA Santo Petrus Medan, Medan. The study employed a descriptive qualitative design, involving 34 students from class XI-B as the participants. Data were collected through semi-structured interviews and questionnaires to explore students' perceptions, experiences, and attitudes toward the use of pictures as learning media. The purpose of this study was to identify the benefits of picture strategy in enhancing students' understanding and creativity in writing descriptive texts and to determine how students perceive its effectiveness in their learning process. The cognitive domain showed the highest percentage (62.50%), indicating that pictures effectively supported students' comprehension, imagination, and vocabulary enrichment. The affective domain (20.83%) reflected an increase in students' motivation, confidence, and interest in learning. Students stated that pictures made learning "more fun, less boring," and helped them to express ideas with greater enthusiasm. The psychomotor domain (16.67%) demonstrated improvement in students' writing performance, particularly in organizing ideas and maintaining coherence in their descriptive texts. In conclusion, the picture strategy proved to be an effective and motivating

pedagogical tool that enhanced students' cognitive understanding, emotional engagement, and technical writing skills in descriptive text learning



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INTRODUCTION

The world of education has changed a lot since technology has moved so quickly, especially in the digital world. Students can use writing programs to improve their skills and more readily access a variety of instructional resources thanks to technology. One of the most important types of texts used in writing instruction are descriptive ones since they inspire students' imagination and creativity by training them to vividly depict events or objects. Writing abilities are still a fundamental component of the school system in the middle of this technological revolution. Writing is a tool for fostering critical thinking and creativity as well as a way of communication of knowledge. Descriptive literature is one kind of material that is quite pertinent in this sense since it gives pupils the chance to vividly depict objects, events, or locations, therefore inspiring their imagination and creativity.

According to Torto (2016) explain that Descriptive writing uses vivid details to recreate a person, place, scene, object, experience or emotion in words. A good descriptive writing includes many vivid sensory details that creates an image and appeals to all of the reader's five senses. Descriptive text allows pupils to precisely and creatively explain anything in writing, therefore enhancing their abilities in both these areas. In actuality, though, many students still find it difficult to properly and precisely create descriptive writings. Lack of knowledge of how to accurately define something as well as restrictions in creating innovative ideas often impede students. According to Ramadan et al. (2021), the students struggle to arrange their descriptive text utilizing the general framework of descriptive text. According to studies, sixty percent of students have limited vocabularies. Furthermore challenging for pupils is selecting the exact phrases to use in describing material. Consequently, it is crucial to realize how images help to maximize students' understanding of descriptive texts in writing education so improving their writing ability and creativity.

Descriptive texts are fairly crucial in writing instruction for enhancing students' writing skills and encouraging their imagination. Based on observations and personal experiences last year while interning three at SMA Santo Petrus Medan, the writer found that many students struggle similarly in the process of learning to write, especially in connection to descriptive texts. These are supported by the results of observations done with teachers and many students at SMA Santo Petrus Medan and interviews. These activities let the writer realize how many students find it difficult to come up with unique ideas for descriptive text writing. Seeing or imagining objects or scenarios the teacher requests either vocally or in writing presents their toughest obstacle. In applying the learning strategy with images in this research, the writer depending on presumptions or personal ideas also based the approach on various relevant and similar earlier studies. This method is predicated on earlier studies demonstrating, especially in descriptive books, the use of picture media, such images, can inspire students' imagination and originality in writing.

This helps one to appreciate the idea of "perspective taking" especially. According to Cuneen (2019) notes, a key talent in relationships is being able to "put oneself in another person's shoes." This ability enables people to cross variations in viewpoint resulting from different backgrounds of age, experience, or environment. Moreover, Cunen advises people to "deprive themselves of outside perspectives that might help them continue to learn their craft" should they grow too defensive of another's point of view. Thus, in social contacts, this talent is absolutely essential for harmony and greater understanding. Moreover, the concept of tolerance is really important. Tolerance education seeks to "promote a culture of peace and acceptance of others for the sake of well-being and the management of diversity", Sakallı et al. (2021). This is rather much in line with the thesis of the book that society cannot function without understanding of the need of tolerance and mutual respect for variations of thought. Tolerance education directly helps the development of an open attitude and a readiness to listen

to the opinions of others, which are important to manage the variety of points of view that are unavoidable in social life.

One of the learning strategies that makes use of visuals as a media to assist in presenting teaching materials to students is picture strategy. This approach emphasizes on the use of visualizing to raise students' comprehension, recall, and material interest. Images can be instruments to assist grasp concepts, triggers for critical thinking, or media of communication for ideas. This approach is quite successful in the framework of education when learning processes including observation, analysis, and interpretation call for it. The picture approach, in principle, is derived from cognitive learning theory and dual coding theory by Allan Paivio, which holds that information is handled in two independent systems, the verbal system and the picture system. Dual coding in information delivery from these two channels strengthens recall process. Paivio first proposed in his theory that verbal and nonverbal influences in memory might be explained; but researchers soon began using it in other spheres of cognition (Kanellopoulou et al., 2019). Thus, the use of visuals in education can help to deepen the grasp of complex ideas that are challenging to express with words only. This is consistent with the idea that pupils will find it simpler to recall picture material than textual knowledge by itself.

Moreover, closely connected to constructivist theory, which stresses the importance of active and relevant learning possibilities, is the image approach. Under this approach, students are urged to see, explain, link images with their present knowledge, therefore transcending their passive reception of knowledge. This approach lets pupils create their own knowledge depending on the picture surrounds, so it makes learning more relevant. According to Tomljenović and Vorkapič (2020) confirm this by saying that under the contemporary transformational approach "students develop their knowledge of the world based on their own experiences and reflections on these experiences". Inside the framework of picture arts education, interpretive approaches in expanding knowledge especially highlight themselves. This proves that the image technique enables students actively build meaning by means of interaction with visualizations, particularly in contexts involving picture analysis and interpretation, therefore deepening and personalizing learning.

Descriptive texts mostly feature a variety of unique language elements, such the use of particular and varied adjectives to characterize the traits of an object, as well as the use of sentences that define the condition, shape, colour, size, or other traits of the object being described. Usually, this book is divided into two sections: identification which introduces the topic and description which more precisely outlines the traits of the subject. This organization helps readers to progressively and methodically grasp the contents of the book. According to Herman (2025) conducted research on seventh grade students using the Point-Illustration-Explanation (PIE) approach and found that this model guides students to explain one major idea with concrete images and in-depth explanations, so helping them to produce more structured and focused descriptive texts. Descriptive texts help to improve logical and systematic thinking abilities in addition to written language abilities in the framework of English instruction. Writing descriptive essays helps pupils to rationally and systematically arrange their ideas. Students are taught to keep continuity between concepts, logically connect one sentence to another, and produce coherent paragraphs. According to Julianty's (2022) research shows that using open-space learning techniques can give students actual stimulus, therefore enhancing their observation skills and facilitating their composition of more real and contextual descriptive texts.

Apart from the contextual approach, the application of other instructional strategies has also shown to facilitate good learning of descriptive texts. Students are urged to map out the major ideas and supporting elements before writing, therefore applying the clustering technique—wherein they can Before being put down in a whole form, this method helps pupils methodically arrange concepts. According to The Jolls (2022) did a research whereby the clustering method was able to raise students' enthusiasm in learning and writing skills in descriptive texts since the brainstorming process got more targeted and the visualization of ideas became clearer. The picture media image, illustrations, and photos has clearly shown to be substantially aided by descriptive text learning. according to research by Marsevani and Yeo (2023) Certain stimuli seen in picture media could inspire thoughts and enable pupils create more detailed and vivid descriptions. Students taught visually might create descriptive texts with better sentence structure, more appropriate language, and more interesting content than those taught without picture media. In addition to improving the writing's content, this demonstrates how picture media simplifies the text creation process.

In addition to the technical and media approaches, participatory learning strategies also make a major contribution to improving the ability to write descriptive texts. This strategy actively involves students in the learning process, either through discussions, group work, or collaborative projects. According to research by Sugianto and Hasby (2021), it was found that watching video reports in English and discussing them collaboratively had a positive impact on students' writing skills. This activity broadens their horizons, improves analytical skills, and enriches the vocabulary used in descriptive texts. This proves that participatory learning can significantly strengthen learning outcomes.



2.1. The School Library

In writing descriptive text, the use of appropriate linguistic elements is very important to describe objects clearly and vividly. One of the main characteristics of descriptive text is the use of simple present tense, because this text generally describes facts, conditions, or characteristics that are fixed. According to explained by Adla (2024), many students have difficulty in applying the present tense verb form correctly, thus disrupting the clarity of the sentences they make. In addition, descriptive text is also rich in the use of adjectives. Words such as beautiful, large, friendly, and so on help provide a more detailed picture of the object, place, or person being described. According to Fitriani (2023) emphasizes that choosing the right adjective will greatly support readers in visualizing the object in question. Then, the use of linking verbs such as is, are, has, and seems is also very common in descriptive texts. According to research by Ramadan et al. (2019), these verbs play an important role in connecting the subject with the description given, so that the sentence structure becomes clearer and more organized. Descriptive texts also use specific nouns to clarify the objects discussed. For example, instead of mentioning "animals," the writer can use "Persian cats" or "Komodo dragons," so that the description becomes sharper and less ambiguous (Wanti, 2024). In some cases, especially in texts written by advanced writers, the use of figurative language such as similes and metaphors is also found, which adds to the appeal and imaginative power of the text.

RESEARCH METHODOLOGY

This research employs a descriptive qualitative methodology meant to probe and fully characterize students' views on the application of picture approaches in the learning of descriptive texts. For this study, the inquirer seeks to examine an issue related to oppression of individuals. To study this, stories are collected of individual oppression using a narrative approach. Individuals are interviewed at some length to determine how they have personally experienced oppression (Cresswell & Cresswell, 2018). By methods of qualitative data such as interviews, this method assists the researcher to faithfully and organically record students' ideas, feelings, and emotions. This is a descriptive research intended to investigate and define students' opinions on the application of image approach in the learning of descriptive text. This kind of research seeks to provide students' experiences and viewpoints total awareness even without regulating any element. Usually, it gathers and examines qualitative data that of student answers from semi-structured questionnaires and surveys. By means of this, the researcher intends to provide a real and rich picture of how students view the usage of images in enhancing their knowledge and capacity to generate descriptive prose.

SMA Santo Petrus Medan is chosen as the setting of the research. This school is located in Jl. Luku I No. 1 20146 Kota Medan Sumatera Utara is the school. The writer picked this school because research about picture strategy has not been done yet in this school. Over two weeks, under the academic

year 2025/2026, the data collecting will take place. To get thorough and pertinent data for the research, the researcher sent questionnaires and interviewed a small number of chosen students. In any research or data analysis, a clear understanding of population and sample is fundamental. These two concepts are the basis for determining the scope of data to be collected and how the results of the analysis can be generalized. Let us examine further the definition and its relevance, especially in the context of student data at SMA Santo Petrus Medan. The researcher decides in this research to gather the data by means of interviews. To learn more and deeper, the writer interviews students in a semi-structured manner. The interviews provide the participants an opportunity to express their own opinions and experiences on learning descriptive text via pictures strategy. The interviews gave the participants a chance to share their own ideas and personal experiences regarding learning descriptive text with images. To guarantee rich and pertinent information, the open-ended interview questions followed up depending on the answers of the pupils. This tool is meant to complement one another so that one may get thorough and wide understanding of students' points of view.

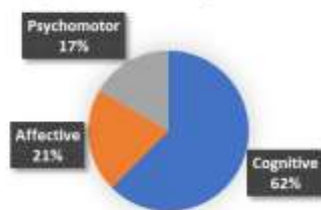
RESULT AND DISCUSSION

Santo Petrus High School has a positive academic culture and a diverse student body in terms of socioeconomic and cultural backgrounds. This diversity requires adaptive teaching strategies that cater to different learning styles. One strategy applied in this study is the use of visual media to help students write descriptive texts. Based on initial discussions with teachers, many students experience difficulties in developing ideas for writing when not aided by visual stimuli. Therefore, visual media are used to spark the imagination and help students express their ideas more concretely in writing. Researchers conducted preliminary observations to understand the classroom situation, interactions between teachers and students, and the readiness of available learning facilities. Adequate school infrastructure, such as comfortable classrooms, interactive whiteboards, and stable internet connections, enabled the learning process to take place effectively. During the implementation of the learning strategy, materials in the form of text and images were displayed digitally so that students could clearly understand the context provided. The learning process was also recorded as part of the documentation and analysis material.

The participants in this study were 30 Grade XI students at Santo Petrus High School in Medan with diverse academic abilities. Some students demonstrated good writing skills, while others still needed guidance, especially in terms of structure and vocabulary. Based on the results of the initial questionnaire and observations, it was found that students' motivation to learn increased when learning involved visual media. Some students found it easier to understand the context of the material and develop ideas after seeing pictures, while others felt more confident in writing and speaking. Prior to the interviews, image-based learning strategies were implemented during two meetings. In the first meeting, students were asked to write descriptive texts based on images relevant to their daily lives, such as tourist attractions, pets, and the school environment. The second meeting focused on speaking skills, where students presented their writing results orally. In addition, students filled out a questionnaire evaluating their perceptions of the use of image media in learning. Teachers acted as facilitators who guided students without limiting their creativity.

The application of this strategy showed that most students were more enthusiastic and active in the learning process. They felt helped in developing writing ideas and were more confident when presenting their work. These initial findings form the basis for the interview stage, which aims to explore students' perceptions, experiences, and suggestions regarding image-based learning strategies in greater depth. With supportive school conditions and a diverse student profile, this study is expected to make a relevant contribution to the development of descriptive text learning methods in upper secondary schools. After conducting comprehensive interviews with each student, this study found that the use of images had a very positive and comprehensive impact on descriptive text learning. Images not only functioned as visual aids, but also developed into pedagogical instruments capable of stimulating students' understanding, motivation, and writing skills. Through the process of qualitative coding of interview data, the benefits of using images were classified into three main domains, namely cognitive, affective, and psychomotor. These three domains provide a comprehensive picture of the extent to which image strategies help students in learning descriptive texts, both in terms of conceptual understanding, emotional attitudes, and practical skills.

Distribution of Cognitive, Affective, and Psychomotor Coding of Students



After reviewing the tables and diagrams of the grouping results, and the positive responses from the grouped interviews, the distribution of findings shows that visual strategies have a positive impact across three dimensions of learning, albeit with different focuses. Of the total coded responses, the benefits of image strategies were most dominant in the cognitive domain, contributing the highest percentage at 62.50%. This superior percentage underlines that the main function of images is as an intellectual tool that helps students to strengthen their understanding of abstract text content, trigger their imagination as a source of writing ideas, and practically help enrich their vocabulary through visual context. In second place, the Affective domain contributed 20.83%. This figure demonstrates the important role of images as psychological triggers. Images successfully increased student motivation by making the learning process more enjoyable and, most importantly, building their confidence to start writing. With visuals as a clear starting point, students' anxiety about writing tasks was reduced.

Finally, the psychomotor domain contributed 16.67% of the total responses. Although this percentage is the smallest, this contribution is very significant because it proves that images not only help in the pre-writing stage but also affect the technical quality of the writing. Images help students to focus, organise their ideas, and ensure that their descriptions are more coherent and logical. Students' views on the use of images in descriptive text learning were generally positive, although there were some important notes regarding the quality of implementation. The majority of student responses emphasised affective aspects (motivation and confidence) and cognitive aspects (understanding and vocabulary). This analysis and discussion aims to integrate the findings obtained from the implementation of the image strategy at Santo Petrus High School in Medan. Qualitative and quantitative data collectively answer research questions regarding the effectiveness and students' perceptions of this strategy in descriptive text learning.

The findings of this study provide comprehensive answers to both research questions, clearly showing the extent to which, the image strategy helps students in learning descriptive texts and detailing students' perspectives on the use of the image strategy. The quantitative analysis, based on student interview responses, clearly shows that visual strategies have a substantial and diverse positive impact, categorised into the Cognitive (62.50%), Affective (20.83%), and Psychomotor (16.67%) domains. This data directly answers the first research question by measuring the effectiveness of the strategy and highlighting its primary utility as a cognitive tool and idea generator. The most significant contribution of this strategy lies in the Cognitive Domain (62.50%), where images proved to be superior as tools for understanding and developing ideas. Students reported that images were 'very helpful for understanding' and allowed them to 'imagine better,' which facilitated the creation of detailed and interesting descriptions. This is in line with theories such as Dual Coding Theory, which suggests that coding information visually and verbally will improve understanding and memory. In addition, the 100% consensus among students that images enrich vocabulary ('images help me to learn English words') underlines their role in context-based language learning, making abstract words more concrete and accessible.

The impact on the affective domain (20.83%) is crucial in overcoming psychological barriers to writing. This strategy successfully increased motivation (85%) and self-confidence (90%) because students felt less anxious, assuming that they 'already had ideas from the pictures.' This clear starting point reduces writing anxiety and makes the learning process 'more exciting and less boring.' These affective benefits are crucial, as a lack of confidence and motivation are often major obstacles to developing writing skills, regardless of cognitive ability. Although it contributed the smallest percentage, the Psychomotor Domain (16.67%) was significant because it demonstrated that images influenced the technical quality of writing. Students feel that images help them 'focus and write easily,' leading to more coherent and logical descriptions. This shows that visual strategies not only function as

pre-writing aids but also structurally support the final text, ensuring that the ideas generated can be translated into well-structured paragraphs.

Regarding the second research question, How do students perceive the use of image strategies in descriptive text learning? the findings were very positive, with a high level of acceptance of the main benefits: Facilitating Understanding and Imagination (95%) and Increasing Confidence and Writing Skills (90%). Students viewed this strategy as an effective 'idea generator' and translator of abstract concepts, which collectively created a more dynamic and engaging learning environment, as evidenced by the high increase in Interest and Motivation (85%). However, students also provided critical feedback (about 15%) that was important for effective implementation. The warning that "confusing" or "overly simplistic" images can interfere with learning highlights that the success of this strategy is highly dependent on the quality and relevance of the visual media. Students' suggestions that teachers use authentic photos and clear images indicate the need for careful image selection so that the visual stimuli are rich enough in detail to trigger the depth of description required and do not limit creativity.

In short, this study confirms that the image strategy is a highly effective pedagogical tool that has a positive and balanced impact on descriptive text learning. This strategy simultaneously addresses cognitive challenges (idea generation, vocabulary), affective barriers (self-confidence, motivation), and psychomotor skills (writing structure). Its dual success in measuring the extent of its assistance and articulating the students' highly positive perspectives has fully answered both research questions. In addition, findings from research at Santo Petrus High School show strong consistency with previous studies on the effectiveness of visual media in teaching writing skills. Specifically, the results of this study reinforce the findings of Yugafiati and Laila (2023), which emphasize that the use of serial images in writing education can increase student motivation and confidence. The current study, with a positive response rate of 20.83% in the Affective domain (which includes motivation and confidence), empirically supports this claim. The presence of visuals as "idea generators" at the beginning of writing tasks successfully reduced anxiety and made the learning process "more exciting and less boring," in line with the role of serial images in increasing active participation and creating a more enjoyable learning atmosphere.

Consistency is also evident when comparing these results with Hakim's (2022) findings at SMP Muhammadiyah 27. Hakim's research shows a significant improvement in the writing skills of students who use serial images, mainly due to the ability of this medium to help students generate ideas, organize their work, and increase their vocabulary. The current study not only confirms these benefits but also measures their dominance, with the Cognitive domain (including idea development and vocabulary enrichment) contributing the highest percentage at 62.50%. This figure proves that the function of images as an intellectual tool to trigger imagination and expand vocabulary is the most felt and recognized benefit by students, in line with the results of the score improvement achieved in Hakim's study. In addition to cognitive and affective aspects, current findings expand the view of psychomotor impacts (16.67%). Although the percentage is the smallest, the finding that images help students to "focus and write easily" because they can organize the flow of ideas directly supports Hakim's (2022) claim that image media help organize students' work. This indicates that visual effects extend beyond the pre-writing stage (idea development) and structurally influence the technical quality of writing, resulting in more coherent and logical descriptions. Thus, all the main benefits identified by previous research—motivation, confidence, idea development, and writing organization—are confirmed in this study.

CONCLUSION

This study successfully presents strong and detailed findings regarding the effectiveness of image strategies in improving descriptive text learning among 11th grade students at Santo Petrus High School, Medan. The essence of this conclusion is the affirmation that images function as a profound pedagogical instrument, whose impact is significantly and measurably distributed across all aspects of student learning: cognitive, affective, and psychomotor. Specifically, the conclusion shows that the main function of image strategies is as a highly effective intellectual tool. The cognitive domain dominated positive responses with a percentage of 62.50%, underlining the role of images in facilitating the understanding of abstract content and fundamentally triggering the imagination process. The ability of images to provide visual context has proven crucial in helping students to "imagine better" and produce

rich and detailed descriptive ideas, thereby overcoming the main obstacle students face in starting the writing process. The vocabulary aspect was also a very convincing finding, with 100% of students acknowledging that images played a significant role in enriching their vocabulary. Through direct visual connections between objects and English words, this strategy effectively supports context-based learning. This confirms that images act as visual translators that make linguistic concepts more concrete and memorable. In the Affective dimension, which contributed 20.83% of the total responses, the image strategy has successfully overcome psychological barriers to writing. A significant increase of 90% in confidence and 85% in motivation shows that images function as a safe “starting point.” This reduces students' anxiety when facing writing tasks and changes the classroom atmosphere to be “more exciting and less boring,” thereby encouraging higher engagement and active participation. Although it accounts for the smallest percentage (16.67%), the contribution to the psychomotor domain provides important evidence that visual strategies do not only focus on the pre-writing stage. Images have been proven to help students organize their train of thought and maintain focus, which practically improves the coherence and logic in the structure of their descriptive writing. This indicates that images provide comprehensive support, from ideation to the technical formulation of the final text.

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