

**THE USE OF PINTEREST TO IMPROVE THE STUDENTS' DESCRIPTIVE
WRITING ABILITY AT SMAN 1 BANDAR MATARAM**

Undergraduate Thesis

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**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG**

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ABSTRACT

THE USE OF PINTEREST TO IMPROVE THE STUDENTS' DESCRIPTIVE WRITING ABILITY AT SMAN 1 BANDAR MATARAM

ALIA DEA PUSPITA

This present study aimed to investigate whether there was a significant improvement of the students' writing ability after the student were taught using Pinterest as a source for writing a descriptive text. The population of the research was the first-grade students of SMAN 1 Bandar Mataram with Class X-1 that consisted of 20 students. This study employed a quantitative method with a one-group pretest and posttest Design. The data were collected using the pre-test and the post-test of the writing test in the form of essay tests. They were then analyzed by calculating mean of both the pretest and the posttest to test the hypothesis. The result showed that there was a statistically significant improvement of the students' writing ability with the significant level 0,05. This result confirms the acceptance of the alternative hypothesis (H_1), indicating that students' writing ability significantly improved after the treatment. This suggests that Pinterest facilitates students to improve their writing ability, particularly in producing well-structured and descriptive texts.

Keywords: Pinterest, descriptive text, writing ability

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Faculty of Teacher Training and Education



**ENGLISH EDUCATION STUDY PROGRAM
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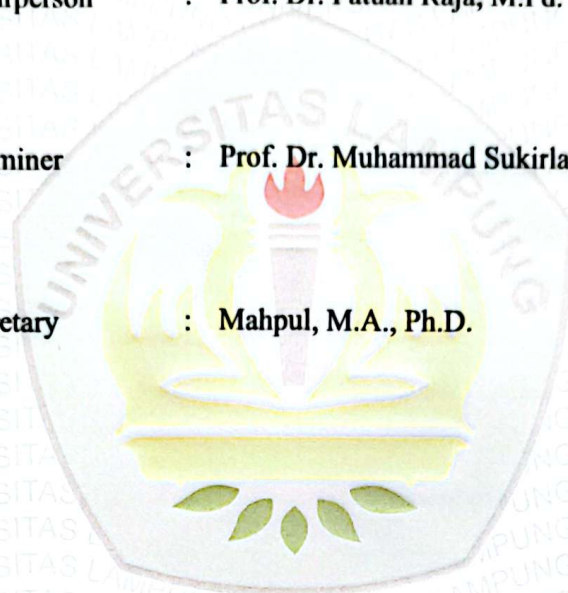
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Menyatakan bahwa skripsi ini adalah karya dari pelaksanaan penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 2 September 2025

Yang membuat pernyataan,



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2113042066

CURRICULUM VITAE

The researcher, Alia Dea Puspita was born in Jati Datar on April 18th, 2003. She is the first daughter of Adi Supriyanto and Yuni. She has three younger siblings: Mulita Pangestu, Febilia Purbaningrum, and Radika Bagus Prasetya. She also has a kind aunt named Rahimah.

The researcher began her formal education at SD Negeri 1 Bandar Mataram in 2009 and graduated in 2015. She continued at SMP Negeri 1 Bandar Mataram. Graduated in 2018, and proceeded to SMA Negeri 1 Bandar Mataram, graduating in 2021. During high school, she participated in several extracurricular activities, including *Pramuka Peduli Lampung Tengah* and the school's marching band (drumband). She graduated in 2021. In the same year, she passed SBMPTN and was accepted as a student of English Education Study Program of University of Lampung.

During her undergraduate years, the researcher experienced a meaningful personal and academic transformation through various stages of involvement and growth. From her first to third semester, she actively participated in organizational activities that shaped her leadership, teamwork, and communication skills. She served as the Head of the Arts and Sports Subdivision in the Student Activity Unit (UKM) PIK RAYA UNILA from 2023-2024. In 2023, she was the Coordinator of Talent and Interests Division in the UKM Pramuka Unila. She also became a member of the Fundraising Division in (HMJPBS) in 2023. Previously, in 2022, she was involved in the Media Division of UKM FPPI. Each experience became a foundation for her character development strengthening her discipline, social awareness, and sense of responsibility.

In her fourth to fifth semester, she expanded her academic journey beyond campus by working as a private English tutor, providing one-on-one instruction to learners of various levels. This experience allowed her to strengthen her teaching skills in a more personal and adaptive setting. It also taught her patience, empathy, and the ability to tailor learning to each student's needs values that are essential for educator.

In her sixth semester, she was awarded a place in the Pertukaran Mahasiswa Merdeka (PMM) Batch 4, a student mobility program that exposed her to diverse cultural, academic, and social settings. This experience broadened her worldview and deepened her understanding of Indonesia's pluralism in education.

In her seventh semester, she was selected as an awardee of the Magang Merdeka Batch 7, one of the flagship programs under the Merdeka Belajar Kampus Merdeka (MBKM) initiative by the Ministry of Education, Culture, Research, and Technology. She completed her internship at SEAMEO CECCEP, an international company and served as a Training and Facilitator Intern in the Capacity Building division. There, she contributed to staff English classes, the development of training modules on early childhood education, and participated in regional consultative meetings with ASEAN partners. This professional experience allowed her to connect theory with practice and develop a deeper sense of educational leadership and public service.

Between June and July 2024, she completed her Field School Experience (PLP) at SMP Negeri 5 Natar, in January–February 2025, she participated in the Community Service Program (KKN) in Mekar Indah Jaya village, Banjar Baru, Tulang Bawang.

Alongside all these experiences, she consistently honed her skills and broadened her exposure through volunteer work and event committees, dedicating herself with passion and creativity. From 2023 to 2024, she contributed actively to the Indonesia Teaching Community (ITC), where she served as a tutor and secretary, roles that strengthened her commitment to education and professional growth. Separately, she was also involved in several event committees, often serving as a chief coordinator,

secretary, or MC in seminars, workshops, trainings, and competitions. These experiences helped her build confidence, responsibility, and organizational skills.

Her academic journey is entitled “*The Use of Pinterest to Improve the Students’ Descriptive Writing Ability at SMA N 1 Bandar Mataram,*” reflecting her interest in digital learning tools and student-centered language instruction.

MOTTO

“Never fear the fall, for only those who dare to climb may stumble. Never fear failure, for only those who take no steps will never fail.”

-Buya Hamka

It is better to light a candle than to curse the darkness.

-Ancient Chinese proverb

"Take high risks and experience change, or take low risks, live just to get by, and then die."

-Alia Dea Puspita

DEDICATION



Alhamdulillahirabbil 'alamin

In the divine name of *Allah Subhanahu Wa Ta'ala*,

I dedicate this thesis as a symbol of my love and affection to:

My self, To the quiet fighter who walked without a map, to the hands that worked in silence, born not into ease, yet choosing to endure, who held herself through storms no one saw, the one who sacrificed time, energy, and sleepless nights, Thank you for holding on when it would've been easier to give up.

You did not always win, but you unstoppable.

My parents, Adi Supriyanto and Yuni, for their presence, support, and prayers.

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To my beloved alma mater, Universitas Lampung.

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This thesis was finished by the researcher with the support and prayers of the people around her. In particular, she would like to express her sincere gratitude and respect to:

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Bandar Lampung, 02 September 2025

The Author

A handwritten signature in black ink, appearing to read 'Alia Dea Puspita' with a stylized flourish at the end.

Alia Dea Puspita

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I. INTRODUCTION

This chapter presents the general description of this study. It is including background of the study, research questions, objectives of the research, significance of the research, scope and limitation of the research, also the definition terms.

1.1 Background

Writing is the act of recording language through a system of visual symbols, enabling the communication of thoughts and ideas across time and space. It is a complex process that involves generating ideas, organizing them coherently, and expressing them in a structured format. According to Hyland (2002), writing is "a way of sharing personal meanings and emphasizes the power of the individual to construct their own views on a topic." In the context of English as a Foreign Language (EFL), writing is a skill that students should be proficient in addition to speaking, listening, and reading. This is in line with Husin & Nurbayani (2017) who state that writing is a part of the English skills that need to be mastered by English as a Foreign Language (EFL) learners in order to have a capability of communicating in written forms with various specific objectives.

In fact, mastering writing can also give a positive impact on the students' critical thinking skill. Research conducted by Abdullah & Sharadgah (2014) show a good result on the effectiveness of writing in developing students critical thinking. Abdullah states that writing is a process of doing and thinking. The writing topic requires students to think critically in processing the information before they formulate it in their writing.

In this study, the researcher was used descriptive text, which is one type of written text that students must study in Senior High School. Pardiyono (2007:34) state that

description paragraph was a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that was giving description of the object to the reader clearly. Therefore, Descriptive text is a kind of text that describes a person, place, thing or animal clearly and specifically. Moreover, the purpose of descriptive text is to describe something in a specific way. Descriptive text can be challenging for some students. Therefore, 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.

Mastering the art of writing can be particularly challenging for students due to a variety of factors. One primary issue is the complexity of ideas, which requires students not only to generate thoughts but also to organize them coherently. Additionally, students often have limited experience with various types of writing, such as recounts, reports, descriptive texts, or narratives. This lack of exposure can make students feel ill-equipped to tackle writing assignments with confidence, as they may struggle to understand the unique conventions and requirements of each genre (Lee, 2016). Without sufficient practice, students may find it challenging to adapt their writing style to different contexts.

Drawing from the problems, it is important for English teachers should be able to find an innovative solution to address students' difficulties with their writing ability. Given that we are currently at the forefront of a technological revolution, incorporating technology into EFL (English as a Foreign Language) instruction, especially for improving writing abilities, could potentially engage students more effectively in using the target language. In this study, the researcher will use Pinterest to improve student descriptive writing ability. Zheng, Warschauer, and Farkas (2013) stated that technology-based resources, such as digital platforms and online sources, enhance students' writing ability by offering accessible input and promoting creativity, especially during the pre-writing and drafting stages. Similarly, Sadik (2008)

emphasized that the use of visual digital resources in writing tasks enables students to engage more deeply with the writing process through digital storytelling, combining visual prompts with language production. These visual sources serve not merely as teaching tools but as cognitive scaffolds that support learners in organizing their ideas, selecting appropriate vocabulary, and structuring coherent descriptive texts. As supported by Yunus et al. (2012), integrating online platforms into writing instruction encourages student motivation, provides exposure to real-world contexts, and facilitates more engaging learning experiences.

One example of a source is the Pinterest app, which can be used as a source of inspiration and materials. On Pinterest, users can organize and share images and videos, which can serve as useful references in the classroom. The researcher aimed to improve students' descriptive writing abilities using this platform as a source of visual content. As Chisega-Negrilă (2015) points out that, Pinterest as a static and visual digital platform, provides a rich source of visual content that encourages ESL learners to revisit, explore, and utilize images for idea generation. Visual platforms like Pinterest are effective in supporting descriptive writing as they offer contextual visual stimuli, enabling students to build vocabulary and structure through observation.

Numerous previous studies that investigated the usage of Pinterest in a similar way to this one support its utility in writing instruction. Prior studies by Amalia et al (2023) demonstrated the use of Pinterest in writing descriptive text for Junior High School. The result of their study shows that using Pinterest helped students generate ideas for descriptions more easily, with 83.3% of students reporting no difficulties in describing objects after the treatment. The study suggests that incorporating subjects' students are interested in and using visuals can improve their ability to recall and use accurate English sentences in descriptive texts.

A previous study conducted by Sirakan (2022) about The Use of CCA to Develop Students Recount Writing Ability Using Pinterest. The research sample are the 33

students from Chandrakasem Rajabhat University. It indicates that using Pinterest effectively enhances students' recount writing abilities by improving both structural coherence and language proficiency in recount genres. Students were able to convey their recount texts more clearly and with fewer errors compared to their pre-writing attempts.

The third findings from the research by Abdullah et al (2018). The study aimed to assess the effectiveness of Pinterest in enhancing students' writing skills by focusing on the pre-writing stage, crucial for generating ideas and key points. It involved 60 respondents who underwent pre-tests and post-tests, followed by an online survey with 30 participants after the intervention. The findings indicated that using Pinterest significantly helped students in their writing process. It facilitated pre-writing by simplifying the process of idea development through visual content, which students found more engaging and organized compared to traditional methods.

Based on the explanation provided above, the researcher is interested in implementing Pinterest Application as a source to teach descriptive text. The researcher decides to design a problem to be researched with the title: “The Use of Pinterest to Improve the Student Descriptive Writing Ability at SMA N 1 Bandar Mataram”. This research focuses on improving students' ability to write descriptive texts using Pinterest as a source of visual and thematic inspiration, which will be displayed digitally. The researcher hopes that by using Pinterest, students will find it easier to compose sentences when writing, which will motivate them to write creatively and create fun learning techniques for students.

1.2 Research Question

As the background of the study explained above, this research attempts to answer the following question: “Is there any significant improvement of the students’ descriptive writing ability after they were taught by using Pinterest?”

1.3 Objective of the Research

In line with the formulation of research question, the objective of the study is: To find out whether there is significant improvement in students' descriptive writing ability after being taught by Pinterest.

1.4 The Uses of The Research

The findings of the research are expecting to be beneficial and be able to give contribution to the improvement of the effective English teaching and learning process, theoretically and practically.

1. Theoretically

- This present study is expected to be used as a reference for further research, specifically language education researchers. In addition, this present study can provide students with appropriate learning methods to help them improve their writing ability and increase their interest in writing ability.
- Advancement in Educational Technology Theory
It is hoped that the results of this research will make a significant contribution to the theoretical understanding of how educational technology, especially the Pinterest Application can impact language learning.

2. Practically

- Curriculum Design and Resource Allocation:
Educational institutions can use the research findings to make informed decisions about curriculum design and resource allocation. By recognizing the effectiveness of the Pinterest Application, institutions can allocate resources strategically, investing in technologies that have been empirically proven to be more effective in improving writing ability.
- Guidance for Language Educators (Teachers):
Language educators can use the research outcomes to refine their teaching practices. They can adapt their approaches based on the identified effective factors, resulting in more tailored and effective language instruction. This

practical application ensures that educators can provide the most effective learning experiences for their students.

- **Improving Language Learning Outcomes:**

This research is expecting to provides practical benefits by showing that using the Pinterest Application can improve writing ability. These findings can be directly applied to language educators who can confidently implement these applications, resulting in more successful language learning outcomes for their students.

1.5 Scope and Limitation of The Research

Based on the identification of the problem above, this research focused on students' ability in writing descriptive texts about places or rooms. It examined how students described something by observing pictures on Pinterest, which served as a guide for them in writing the descriptive text. This research used a quantitative approach to analyze the data. It focused on the implementation of Pinterest as a source to teach descriptive text at the senior high school level. The researcher also focused on aspects of writing such as content, grammar, vocabulary, mechanics, and organization. In the end, the findings of this research were expected to be practical and informative for evaluating the use of the Pinterest app in improving students' writing ability.

1.6 Definition of Term

There is a term that is used by the researcher to give the basic understanding related to the concept:

1. **Writing ability**

Writing ability refer to the process of expressing ideas, thoughts, and information through the use of written language. It involves the creation of text for various purposes, such as conveying information, telling stories, expressing emotions, and persuading or entertaining an audience. Writing requires not only

the ability to formulate and organize thoughts but also the skill to structure them coherently and effectively, using correct grammar, vocabulary, and syntax.

2. Descriptive Text

A descriptive text is a type of writing that aims to provide a detailed description of a person, place, object, event, or idea. This type of text focuses on engaging the reader's senses and imagination through detailed observations and descriptions.

3. Pinterest

Pinterest is a visual discovery and bookmarking platform that allows users to find, save, and share ideas and inspiration for various projects and interests. Users can create and organize collections of images, known as "pins," on virtual boards, which can be categorized by topics such as fashion, home decor, travel, recipes, and more. The platform functions as a search engine for visual content, enabling users to explore and curate ideas from a vast array of sources, including other users, brands, and websites. Pinterest is commonly used for personal inspiration, creative projects, and planning activities, as well as for marketing and business purposes by leveraging its visually engaging format.

In this chapter, the researcher has presented several points including background, research questions, objectives of the research, uses of the research, scope of the research, and definition of terms.

II. LITERATURE RIVIEW

This chapter discusses about literature review that used in this study. It consists of definition of writing, aspect of writing, teaching of writing, descriptive text, source in teaching of writing, Pinterest as the source, Pinterest in teaching writing, procedure of using Pinterest in teaching descriptive text, the advantage and disadvantage of using Pinterest, theoretical assumption, and hypotheses.

2.1 Definition of Writing

According to White (1986:10), writing is the process of understanding writing to express an idea, information, knowledge, or experience, and to share and learn knowledge or some information. Almost the same as White, Nunan (2003: 88) describes writing as the mental work of inventing ideas, thinking about ways to express them, and organizing them into statements and paragraphs that will be revealed to the reader. It means that in writing the writer communicates the ideas by considering known or unknown readers who get their ideas and meanings in the form of the correct written text. Another definition is provided by Brown (2001:337) where writing is the transaction of words whereby the writers will be free from what they presently think, feel and perceive.

From the definitions of writing skill above, it can be concluded that writing is a complex skill that lets people express their thoughts and feelings. It involves generating ideas, organizing them, and refining them through drafting, revising, and editing. Writing allows individuals to share personal meanings and construct their own views on various topics, serving as a critical means of communication that reflects professionalism and encourages critical thinking.

2.2 Aspect of Writing

Writing has some elements which is important to be understood by students when they learn writing skill. Students will have a good writing when they implement the elements of writing when they are asked to write. Brown (2004) state that there are five aspects of the writing process that must be considered for the writer to be successful in his or her writing, as follows:

1) Content

Content refers to substance of writing. It can be recognized by noticing the topic sentence. This includes the relevance, accuracy, and completeness of the information provided. A topic sentence should express the main idea and reflect the entire paragraph.

2) Organization

This aspect addresses the structure of the writing. In writing, the writers have to compose and organize their ideas from beginning to end in chronically order according to the structure of the text. Organization covers the logical arrangement of ideas, coherence, and the efficacy of the introduction, body, and conclusion.

3) Vocabulary

Vocabulary refers to the selection of word which is suitable with the content. Using appropriate and varied vocabulary can make writing lively and more interesting. The writer should choose words that fit the context and audience, and use synonyms and word variations to avoid excessive repetition. Rich vocabulary also helps convey nuances and details more precisely.

4) Language Use

Language use refers to the grammar, syntax, and sentence structure used in the writing. This is a critical aspect that impacts how clear and accurate a piece of writing conveys its meaning. Proper use of language will prevent ambiguity and confusion so that it helps the reader to understand the writer's intended meaning without misunderstanding.

5) Mechanics

Mechanics in writing deal with the conventions and rules that regulate written language. This aspect covers punctuation, spelling, and capitalization which must

be used appropriately. Mechanics help writers create writing that is understandable to read and professional, so that the reader will be more responsive in understanding the meaning that the writers are trying to convey through their writing.

In conclusion, mastering these aspects will enable students to produce well-structured, clear, and engaging texts that effectively communicate their ideas and meet academic and professional standards. Understanding and applying these components can significantly enhance students' writing proficiency and overall communication skills.

2.3 Teaching of Writing

Teaching writing is a combination of several activities to teach students how to express the ideas or the imagination in writing forms. In those activities, usually teacher applies some relevant materials to the students. It is very important for the teacher to provide the materials which are relevant to the student's interest and needed because those materials can motivate students in learning writing. As we know that the principal purpose of teaching writing is to make students can express their ideas, thoughts or feeling on the papers meaningfully. So, in teaching writing, teachers should focus and apply some improvisations if needed to make teaching learning writing process interesting for students in order to achieve the basic purpose of teaching writing above.

Raimes (1983) states that teaching writing is a unique way to reinforce learning. Referring to that statement, teaching writing can be a good step in teaching, teaching speaking skill for instance. It is because in teaching writing, students are hoped to be able to express their ideas or thoughts on the papers. It is like in speaking is in oral language. It means that teaching writing is very important in order to build students language skill. Therefore, teacher should know the problems which is faced by the students during teaching learning process in order to know the appropriate ways to overcome the writing problems in writing class.

According to Harmer (2004), in producing a writing matter, there is a process can be affected by the content (subject matter) of the writing, the types of writing, and the medium it is written in. There are four elements of the writing process.

a. Planning

Before starting to write or type, students should try and decide what it is they are going to write. For some writers this may involve making detailed notes. For others a few jotted words may be enough. Still others may not actually write down any preliminary notes at all since they may do all their planning in their heads. At this stage, writers must think about three main issues, those are the purpose, audience (reader), and content structure.

b. Drafting

Draft is the first version of a piece of writing. Brown and Hood (1989), states “The drafting stage is where you really begin writing. The most important thing here is to get words onto paper. Comprehension in speaking is the aim of many language learners. After you have finished in planning, you can continue to the next step (drafting). In the first draft on your paragraph, the students have to use the ideas from planning as a guide as you write

c. Editing (revising)

Once students have produced a draft, they typically review it to identify areas for improvement. Perfecting a paragraph on the first try is rare, so revising the draft, a process known as editing, is crucial. This stage involves correcting errors in grammar, spelling, punctuation, diction, sentence structure, and ensuring the accuracy of supportive textual material. Students can edit their own work or that of their peers. Feedback from other readers, such as peers, helps writers reflect on and revise their work appropriately. Other readers' reactions and suggestions significantly aid in making effective revisions.

d. Finishing (Final Version)

At this stage, writers might proofread their writing to make sure there are no longer any proper grammar, punctuation, spelling, or formatting mistakes. This may look considerably different from both the original plan and the first

draft, because things have changed in the editing process. The final step of the writing process is publishing.

In summary, teaching writing involves a series of activities designed to help students express their ideas in written form. Teachers should provide materials relevant to students' interests to motivate them in learning writing. Those stages of writing process will ensure that writers can effectively communicate their thoughts and ideas by considering purpose, audience, and message from the beginning, developing a cohesive draft, and perfecting their work through editing and proofreading. This process of writing can be a guideline to help writers create a written product that is clear, coherent, and error-free.

2.4 Descriptive Text

A descriptive text is a type of writing designed to convey meaning to the reader by using sensory details and creating vivid imagery. Additionally, descriptive text as a paragraph may be defined as a group of sentences that are closely related in thought and which serve one common purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like. Furthermore, Pardiyono (2007:34) states that a description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that was giving description of the object to the reader clearly.

From the definition above, it can be concluded that a description paragraph is a paragraph that describes a particular person, place or event in great detail. Descriptive writing vividly portrays a person, place, or things in such a way that the reader can visualize the topic and enter into the writer's experience. It is a way to enrich others' forms of writing or as a dominant strategy for developing a picture of what something looks like.

Furthermore, Jolly (1984:470) asserts there are five types of descriptive writing paragraph. They are:

a) Describing Process

Describing a process not only explains how something was done, but also explains why it was done and what was needed to complete the process.

b) Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that was happened in Aceh. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

c) Describing a personality

In describing a person, the first thing that we do was recognizing his/her individual characteristics. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

d) Describing a place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

e) Describing an object

To describe an object accurately was done by providing the physical characteristics of the object such as the color, form, and shape.

There are three part of descriptive text. They are: 1. Social function, which was to describe a particular person, places, or things. 2. Generic Structure, which was divided in to two. They are: a) identification: identifies the phenomenon to be described, and b) description: describe parts, qualities, characteristics. 3. Significant lexico-grammatical feature, that was focus on specific participant, use simple present tense.

Other source, Pardiyono (2007:34) maintains that three parts of descriptive, they are (1) communicative purpose, that was to describe an object (human and non-human). (2) rhetorical structure, there are two parts of rhetorical structure a) identification, that was statement that consist of one topic to describe; b) description, that was consist of the detail description about object that identify in identification, and (3) grammatical patterns, it was needed to understand that in descriptive paragraph, declarative sentence

was used and using present forms. From the two explanations above, we can conclude that the part of descriptive paragraph was divided in to three parts, they are:

A. Social Function

Describe the characteristics and conditions of the object either person, thing, place, or animal) by using adjective and attribute.

B. Generic structure

According to Harmenita and Tiarina (2013: 4), the generic structures of descriptive text are as follows:

- Identification

Identification explains about the topic or identifying what or who want to be described.

- Description

Description explains about details of the topic: describing parts, qualities and characteristic, condition and part of an object in detail. Description occurs about the explanation or delineation about something.

C. Language feature

Kemendikbud (2013) states the language features of descriptive text are:

- Using simple present tense.

This point will be the important language feature in descriptive text. Students should master the using of simple present tense to have good writing, especially in descriptive text writing. Murphy (1994: 4) says that we use the present simple to talk about things in general. We are not thinking only about now. We use it to say that something happens all the time or repeatedly, or that something is true in general.

- Using nouns that have correlation with people, place, and famous historical building.

- Using adjectives that have correlation with people, place, and famous historical building.

- Using spelling and handwriting clearly and orderly.

- Using utterances, stressing and intonation when students are asked to present their work.

2.5 Source in Teaching of writing

In the teaching of writing, especially in English as a Foreign Language (EFL) contexts, the selection of appropriate learning sources is essential to provide students with relevant and stimulating input. A content source refers to any material written, visual, or auditory that serves as a reference or stimulus to support learning tasks. According to Richards and Schmidt (2002), content sources in language teaching include texts, images, videos, and other materials used to expose learners to language input and support the development of language skills, including writing.

In writing instruction, especially descriptive text, sources can play a crucial role. These source help students observe concrete details, such as color, shape, size, and texture, which are key elements in producing descriptive sentences. Wette, (2009) supports the use of sources textual, visual, and digital support students' ability to build content knowledge, plan organization, and express meaning accurately. Pinterest, in this context, serves as a visual source not merely a digital tool, but a platform that provides an abundant collection of categorized and high-quality images that teachers and students can use to support writing tasks. Through Pinterest, students can search for thematic pictures related to specific topics (e.g., places, food, people, animals), which can be used during the planning and drafting stages of writing. These sources help learners generate ideas, organize descriptions, and use more specific vocabulary, as they rely on real, contextualized imagery. Here are several types of source that can be effectively used in teaching writing, along with their benefits and applications:

1. Visual Source

Visual source refers to material that convey meaning primarily through imagery, such as photographs, infographics, illustrations, or thematic image collections offer powerful stimuli to support descriptive and narrative writing. Visuals allow students to

observe details such as color, shape, mood, and setting, which are essential in producing vivid and detailed written texts. Harmer (2004) emphasizes that pictures can spark imagination and lead students to construct meaningful language output. Visual sources are especially helpful in the planning and drafting stages, where they help learners generate ideas and organize descriptions based on what they see.

2. Textual Source

Textual sources refer to written materials that serve as models or content references for student writing. This can include short stories, articles, biographies, dialogues, or student writing samples. Nation (2009) argues that exposure to written texts can increase students' awareness of grammar, genre, and writing conventions. For instance, reading a sample descriptive paragraph can help students understand how to organize spatial descriptions or use vivid language before writing their own. By analyzing textual sources, learners can understand genre conventions, develop cohesion, and expand their vocabulary. These sources also foster reading-to-writing ability and allow students to engage critically with texts.

3. Audio Source

Refer to spoken input such as podcasts, interviews, songs, or storytelling recordings. These materials expose students to authentic pronunciation, tone, and expression, and help them transfer what they hear into written responses. Caine and Caine (1991) suggest that auditory input can activate different parts of the brain and encourage deeper processing, especially when paired with creative tasks. For example, students might listen to a podcast describing a historical place and then write a short report or reflective paragraph based on it. A teacher might, for instance, play an audio clip describing a natural scene and ask students to write a descriptive paragraph based on what they heard. This type of source is especially helpful for improving vocabulary in context and enhancing students' ability to express tone or mood in writing.

4. Video and multimedia Source

It refers to dynamic input that combines visual and auditory elements, such as short films, YouTube clips, TED Talks, and documentaries. Mayer (2009) in his Cognitive

Theory of Multimedia Learning emphasized that learning is enhanced when verbal and visual information are presented together. These sources can engage students emotionally and cognitively, helping them develop opinions or make interpretations that they later express in writing. For example, students may watch a short video about a cultural festival and then write a reflective or comparative essay. The multisensory nature of multimedia content makes it an effective tool for stimulating deeper thinking and richer writing.

5. Digital and online sources

It refers to internet-based platforms and tools that provide access to a wide variety of content. Pinterest is a clear example of a digital visual content source, offering curated image collections on virtually any topic. Students can use Pinterest to search for images related to themes like “dream home” or “favorite vacation spots” and use these visuals as references for writing descriptive texts. In addition, blogs, online magazines, and educational websites (e.g., British Council Learn English, Grammarly Blog) also provide useful materials and models for students to analyze and emulate. According to Dewi (2024), Pinterest helped students in the pre-writing and drafting stages by stimulating ideas and organizing their thoughts, while also supporting revisions in the later stages. This aligns with Paivio’s (1971) Dual Coding Theory, which supports the idea that combining verbal and visual input enhances cognitive processing in writing tasks.

In summary, using a variety of source in teaching writing can significantly enrich students' learning experiences and outcomes. visual, textual, audio, multimedia, and digital enriches the writing process by providing contextual input, modeling, and inspiration. By utilizing these diverse sources, teachers can enhance students' creativity, organization, and overall writing proficiency.

2.6 Pinterest as a Source in Teaching Writing

Pinterest is utilized as a valuable source in teaching writing descriptive text. As a visual content platform, Pinterest serves both as a digital and visual source that aligns with the

learning characteristics of today's digital-native students. It provides students with opportunities to explore and interact with images, which aids in idea generation and vocabulary enrichment. The source also supports the creation of EFL students, expressing themselves to communicate with others. On Pinterest, users curate content into themed "pinboards," making it easy for students to search and collect visual references related to assigned writing topics. In educational settings, students may be asked to explore Pinterest to find visuals that connect with specific subjects or themes. This process not only helps them generate ideas for their writing but also encourages critical thinking as they analyze and interpret visual materials before expressing them in written form. Teachers can utilize Pinterest's to inspire creativity and critical thinking in writing tasks. By prompting students to select and analyze visuals related to their writing assignments, educators encourage deeper engagement with course material and foster connections between theoretical knowledge and practical application.

Theoretically, According to Gallagher (2013), Pinterest functions as a multimodal composition tool where students engage in tasks like board creation, peer interpretation, and reflective writing. These activities sharpen their ability to create meaningful and well-structured texts. Abdullah et al. (2018) noted that during the planning stage, Pinterest was an effective pre-writing strategy. Students could explore a variety of visuals to help generate and organize their thoughts. This aligns with current research findings in which Pinterest boards supported vocabulary growth and content planning.

In the drafting stage, Dewi (2024) observed that Pinterest helped students arrange their ideas more coherently. By translating visual cues into text, students produced more logically structured and vivid descriptions. During the revising stage, Dewi (2024) emphasized how students were able to reflect on their drafts more effectively when using visual references. Improvements were observed in sentence structure, punctuation, and grammar, as Pinterest reinforced editing awareness. In the finishing stage, Pinterest played a minor but still supportive role, enabling students to re-check ideas and align their final texts with previously gathered visual inspiration. This contributed to better cohesion and text completion.

Research suggests that incorporating Pinterest into writing instruction can enhance students' creativity, ease the writing process, and increase motivation by providing a visually stimulating and familiar platform for expression. Amalia et al. (2023) stated that using Pinterest in teaching descriptive writing helped students generate ideas more easily, with most students experiencing no difficulties in describing objects after the intervention. In line with that, Sirakan (2022) highlighted that integrating Pinterest with the Curriculum Cycle Approach (CCA) enhances students' ability to structure and express their recount texts more coherently. This approach not only improves the quality of students' writing but also enhances their digital literacy skills as they learn to navigate and utilize technology for language learning purposes. Additionally, Noor et al. (2018) emphasized the role of Pinterest in the pre-writing stage, where visual content helped students develop ideas more efficiently. Their findings suggest that Pinterest can make the writing process more engaging and structured compared to traditional methods. Lastly, Siringo-ringo et al. (2025) provided quantitative data showing significant improvement in descriptive writing performance, attributing it to better idea development, enriched vocabulary, and enhanced creativity made possible through Pinterest's image-based learning environment.

In summary, Pinterest serves as a dynamic digital resource platform that enhances writing instruction by offering a wealth of authentic, visually compelling content that supports learning objectives and engages students in meaningful language learning activities.

2.7 Procedure for Teaching Writing Skill Using the Pinterest

Procedure In teaching writing descriptive text using pictures form Pinterest. In this study, the researcher will use the procedure proposed by Harmer (2004), including planning, drafting, editing, finishing. The researcher will adapt those four stages to create steps of teaching writing descriptive text that are appropriate to the classroom conditions and student needs. The steps of procedure in teaching writing are as follows:

1. Planning

- a) Students explore Pinterest to discover how it can be used as a source of inspiration for writing.
- b) Ask students to create Pinterest accounts if they don't already have them.
- c) Guide them to search for relevant boards and pins related to the writing topic (describing a place).
- d) Students participate in a brainstorming session, students identify key vocabulary, adjectives, and phrases related to their images.
- e) Students analyze how the collected pins can support their writing and generate ideas for their descriptions.
- f) Help students outline their ideas based on the images and content they collected on Pinterest.

2. Drafting

- a) Students write the first draft of their own descriptive text then encourage students to organize their ideas into a logical structure (introduction, body, conclusion).
- b) Use the images or visual references from their Pinterest boards to support the development of their outline.
- c) Emphasize the importance of coherence and logical flow in their writing.
- d) Encourage them to use descriptive language and vivid imagery inspired by their Pinterest boards.

3. Editing (Revising) The teacher monitors the students' progress and provides scaffolding to students who have difficulty compiling descriptive text.

- a) The teacher organizes peer feedback session where students exchange drafts and provide constructive feedback on each other's writing.
- b) Provide them with a checklist focusing on content, organization, vocabulary, language use, and mechanics. Students use the checklist to assess their own and their peers' work.
- c) The teacher reviews students' drafts, marks any errors, and provides written or verbal feedback. This can take place during class or in one-on-one sessions, depending on the time available.

- d) Revision (At Home or In-Class): After receiving feedback, students revise their descriptive texts. If time allows, they can work on revisions in class; otherwise, they complete them at home.

4. Finishing

The teacher asks students to collect the results of their work (final version), namely descriptive text that they have created. Students upload their final descriptive text to a shared Pinterest group board created by the teacher.

2.8 Advantages and Disadvantages of Using Pinterest

In this subchapter, the researcher will discuss the benefit and drawbacks of using Pinterest as a source.

2.8.1 *The Advantages of Pinterest*

1. Could enhance engagement and motivation

Pinterest's visual and interactive features can significantly boost student engagement and motivation. The platform allows for the integration of multimedia resources that make learning more appealing and relatable (Clark & Mayer, 2016).

2. Could encourage Creativity and Inspiration:

The platform encourages creativity by providing access to a wide array of ideas and resources. This can inspire students to explore and express their own creativity in their work (Gardner, 1983).

3. Opportunity for collaboration and sharing:

Pinterest supports collaborative learning by allowing students to share boards and ideas. This promotes teamwork and the exchange of knowledge among students (Johnson & Johnson, 1999).

4. Pinterest could make students more creative in writing class

5. Students feel easier to find the idea when using Pinterest.

2.8.2 *The disadvantages of using Pinterest*

1. Difficulties in Planning and Execution:

Integrating Pinterest into teaching requires careful planning and execution, which can be time-consuming and challenging for teachers who are not familiar with the platform (Selwyn, 2011).

2. Student's Lack of Experience and Negative Reactions to Change:

Students may lack experience with more active learning roles and may resist changes to traditional teaching methods. This can hinder the effective use of Pinterest in the classroom (Livingstone, 2008).

From the explanation above, it is recommended for teachers to cover the disadvantaged of Pinterest by making the best use of its advantages. Scaffolding from the teacher will greatly assist students in writing descriptive text using Pinterest as a source so that students can be more active in class.

2.9 Theoretical Assumption

Based on the theories and expert opinions previously discussed, the researcher proposes that integrating Pinterest into the teaching of descriptive text writing was significantly enhance student outcomes. Pinterest, as a visually-rich and interactive platform, provides an array of images that can stimulate students' creativity and imagination, crucial elements in crafting detailed and vivid descriptive texts. By utilizing Pinterest, students can select and analyze images, which aids in generating ideas and organizing their thoughts more coherently. When students actively search for and choose images that inspire their writing, they are more invested in the learning process. This active participation can lead to a deeper understanding of descriptive writing techniques and improved writing ability. Additionally, using Pinterest can address various learning styles. Visual learners, in particular, benefit from the platform's rich imagery, while kinesthetic learners can benefit from the hands-on activity of searching and selecting images.

From the explanation above, the researcher assumed that learning by using the Pinterest will lead to a significant improvement in students' writing ability. It is one of the suitable applications which help students to have a good writing ability.

2.10 Hypothesis

Based on the theoretical assumption and the theories that have been discuss, the researcher proposed the hypothesis as below:

H0: There is no significant improvement in students' descriptive writing ability after being taught by using Pinterest.

H1: There is a significant improvement in students' descriptive writing ability after being taught by using Pinterest.

Thus, this chapter already discussed the literature review of the research includes the explanation about the definition of writing, aspect of writing, teaching of writing, descriptive text, source in teaching, Pinterest as a source, Pinterest in teaching writing, procedure of using Pinterest in teaching writing descriptive text, the advantages and disadvantages of Pinterest, theoretical assumption, and hypotheses.

In the next chapter, the researcher attempts to describe more about the methods that will be used in this research.

III. METHODS

This chapter is discusses research design, variables, data source, research instrument, validity and reliability, data collecting technique, procedure of research, data analysis, data treatment and hypothesis testing.

3.1 Design

In this study, the researcher employed a quantitative method. The research was conducted at a senior high school and adopted a one-group pretest and post-test design as proposed by Setiyadi (2018) The researcher used one class as the experimental group, which received the treatment using Pinterest as the learning source in teaching writing descriptive text. The research design is presented below.

T1 X T2

T1: Pre-Test

X: Treatment

T2: Post-Test

3.2 Variables

In this study, the variables of interest are X and Y, where X represent the independent variable, “Pinterest” and Y stands for the dependent variable, “writing skills”. The use of The Pinterest Application (X) is considered the independent variable because it is factor being manipulated or introduced to the students as part of the treatment. The dependent variable, writing skills (Y), is the aspect under observation, and its changes

are expected to be influenced by the introduction of Pinterest as a source. This analysis provided valuable insights into the implementation of this teaching approach in improving language skills among students.

3.3 Research Subjects

According to Creswell (2012), the sample was a sub-group of the target population that the researcher planned to study in order to generalize the findings to the target population. The sample of this research was the tenth-grade students of Senior High School 1 Bandar Mataram. The sample was one of the X classes designated as the experimental class, which received a pre-test, treatments, and a post-test. The sample was taken using a simple random sampling technique. This technique ensured that every individual in the population had an equal chance of being selected and used as a research sample (Setiyadi, 2018).

3.4 The Instrument of the Research

Instrument referred to the measuring tool used by the researcher to measure variable items during the data collection process. The instrument of this research was a writing test on descriptive text, used as both the pre-test and post-test. The pre-test and post-test consisted of a task requiring students to write a descriptive text, aiming to determine their proficiency before and after receiving the treatment using Pinterest as a source. The researcher provided several descriptive text topics, such as describing a place, a thing, or an object and gave students instructions to write a descriptive text on their chosen topic. This test was assessed using a scoring rubric. The researcher administered the writing test to evaluate the students' ability to compose descriptive texts before and after the treatment. Students were given approximately sixty minutes to complete their writing. The test was considered to be of good quality if it met the criteria of validity, reliability, level of difficulty, and discrimination power. The elements that were tested are presented as follows:

3.4.1 Validity

According to Creswell (2012), validity is evidence of suitability about a concept or construct as measured by a test. Validity is an important key to measuring an effective research instrument. So, Validity is the extent to which inferences made from the results of the assessment are appropriate, meaningful. And useful in terms of assessment purposes. There are four main types of validity, namely construct validity, content validity. Face validity and criterion validity. To ensure the validity of the instruments in this study, both content validity and construct validity are addressed.

1) Content Validity

To support good validity, the researcher ensures the validity of the content through the materials that fit the Indonesian curriculum. As Hatch and Farhady (1982, p. 251) state, content validity must be extended to the representative sample test size of the subject content. Content validity focuses on the adequacy of the sample and consists only in the appearance of the test. Therefore, it can be concluded that the researcher will conduct test based on material in the syllabus and curriculum for Senior High School.

2) Construct Validity

According to Setiyadi (2013, p. 25), construct validity is required for the test instrument that has some indicators to measure an aspect or construct. The procedure was to experimentally determine which factors are related to test performance. In order to analyze it, the researcher makes reference to the elements that writing theories would use to measure the aspect of writing according to Brown's (2004) which are content, organization, vocabulary, grammar, and mechanics.

3.4.2 Reliability

Reliability is the extent to which a test produces consistent results when administering under similar conditions. Setiyadi (2018:13-14), says that reliability is a consistency of measurements or how far that measurements can be measured the similar subjects in a different time but showed the same result.

For the writing tests, reliability is assessed through various means. In order to ensure the reliability of scores and to avoid the subjectivity of the research, the researcher use inter-rater reliability. Inter-rater reliability is used when score on the test is independently estimated by two raters. This adds an extra layer of confidence in the reliability of the proficiency assessments. To measure inter-rater reliability, the researcher applies Spearman's rank-order correlation, which calculates the consistency between the raters' scores. The formula used is:

$$P = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

With the following explanation:

P = coefficient of rank order

d = difference of rank correlation

N = number of students

1-6 = constant number

(Hatch and Farhady, 1982)

After calculating the students' descriptive writing results, the data were analyzed by the researcher using the formula provided above (see appendices 6 and 7). The reliability results can be seen in the following tables:

Table 1 The Result of Reliability

Reliability	Pre-Test	Post Test
	0.694	0.798

Based on the reliability standards mentioned above, the writing test demonstrates very high reliability (with a range between 0.80000 and 1.00000). This indicates that there was no subjectivity in scoring students' writing between the researcher and the English teacher.

3.5 Data Collecting Technique

Singh (2006) stated that data collection is the accumulation of specific evidence that enables researchers to properly analyze the results of all activities in accordance with their research designs and procedures. The research data were collected from students' scores on writing descriptive texts, which were evaluated in terms of content, mechanics, vocabulary, grammar, and organization. To gather this data, the researcher used both a pre-test and a post-test. The researcher employed both a pre-test and a post-test to gather the data:

1. Administering the Pre-Test Assessment

The researcher administered a pre-test to determine the students' initial writing abilities before any instruction or treatment is provided. This pre-test required students to create a descriptive text on paper. The researcher asked the students to compose descriptive texts about how to describe Classroom. The duration of the pre-test was 60 minutes.

2. Treatment

Following the pre-test, the researcher implemented a treatment by teaching students how to write descriptive texts, specifically describing a place using Pinterest as a source. The treatment was designed to enhance students' ability in writing descriptive texts. The treatments were conducted three times during the study.

3. Administering the Post-Test Assessment

After administering the three treatments, the researcher conducted a post-test. In the post-test, students were asked to create a descriptive text about how to describe Computer Lab, once more using the Pinterest as a source, as practiced during the treatment sessions. The purpose of the post-test was to measure any improvements in students' writing ability as a result of the treatment. The post-test was conducted within a duration of 60 minutes.

3.6 Research Procedures

The research procedure was as follows:

1. Determining Problems

The research was initiated due to several issues observed in the writing learning process. These problems included a lack of teacher creativity in developing writing teaching strategies and students often experienced difficulty in generating ideas and demonstrating creativity. Teaching writing in EFL classes required a creative and adaptive approach to address the various challenges faced by both teachers and students.

2. Selecting and Determining the Population and Sample

The population for this research consisted of tenth-grade students at SMAN 1 Bandar Mataram. The sample included twenty students from class X, who possess varying levels of writing ability.

3. Choosing the Materials

The material used is in accordance with the syllabus and curriculum used in high schools. The researcher selected descriptive texts as the material. The participants will be asked to create their own descriptive text based on a topic they choose.

4. Administering the pre-test

The researcher provided a pre-test to find out the students' initial abilities before being taught or given the treatment. The pre-test will be in the form of creating a descriptive text in paper. Before that, the researcher explained about what topic that will be tested. The researcher was collected students' work after pre-test in order to help in scoring the data.

5. Conducting Treatments

After the pre-test, the researcher gave treatment by teaching students how to write descriptive texts using Pinterest as a source. The treatment aimed to improve the students' writing ability in descriptive texts. The treatments were conducted three times over the course of one month. In each session, Pinterest was used strategically in four stages of the writing process planning, drafting, revising, and publishing to support students' descriptive writing development.

In each session, Pinterest was used strategically in four stages of the writing process planning, drafting, revising, and publishing to support students' descriptive writing development.

First Treatment, in the planning stage, students were introduced to Pinterest and guided in exploring images related to the topic "Library." Pinterest was used to stimulate ideas and gather descriptive vocabulary. Students created boards, saved images, and noted important features of the library. In the drafting stage, students outlined and began writing their first drafts. For revising, students exchanged their drafts with peers and gave feedback on five aspects of writing. Students then revised their drafts and published their final version by uploading it to a shared Pinterest board and presenting it along with the image they selected.

Second Treatment, in this session, Pinterest was again used in the planning stage as students worked in groups to choose a room at home (e.g., bedroom, study room). They searched for representative images and listed key features. In the drafting stage, they collaboratively wrote paragraphs. After that, groups exchanged work for peer review (revising stage), incorporating feedback and improving content. Finally, during the publishing stage, students presented their text and uploaded the final version with the selected Pinterest image.

Third Treatment, this session aimed to challenge students with more personal and abstract topics such as favorite places (e.g., beach, café, museum). Pinterest

supported the planning stage by providing visual references to help students list sensory and physical details. In drafting, students individually developed paragraphs based on their chosen image. During revising, students reviewed peer drafts and used structured rubrics to offer feedback. In the publishing stage, students shared their descriptive text aloud and posted the final draft with their image to the shared Pinterest board.

Through these treatments, Pinterest was integrated at every stage of the writing process planning (generating ideas and vocabulary), drafting (structuring sentences), revising (refining content and mechanics), and publishing (sharing and presenting work) which helped enhance students' engagement, creativity, and writing ability.

6. Administering the Posttest

The post-test was administered after all treatments. In the post-test, students were asked to create a descriptive text using the Pinterest application, as practiced during the treatment sessions. The post-test aimed to measure the improvement in students' writing ability after using Pinterest. It was conducted once after the three treatment sessions.

7. Scoring

In scoring the students' writing tests, the researcher used a scoring rubric consisting of five components: content, organization, grammar, vocabulary, and mechanics.

8. Analyzing the result

The data from the pre-test and post-test were analyzed using SPSS version 22. It will determine the pre-test and post-test means, as well as the significance of improvement.

3.7 Data Analysis

The data gained from the pre-test and post-test were analyzed through the following steps:

1. Scoring the pre-test and post-test

In this study, data analysis was conducted using the scoring rubric developed by Brown's (2004) known as the ESL Composition Profile. This rubric was chosen because it provides a comprehensive assessment of key aspects of writing ability. The rubric consists of five main components: content, organization, vocabulary, language use, and mechanics, with a total maximum score of 100. Each component is assigned a different weight to reflect its significance in evaluating writing quality. Through this approach, the study can objectively and systematically measure students' writing abilities and identify areas that need improvement. The analysis results will be presented based on the scores obtained in each category, providing a clear picture of students' writing development before and after the treatment in this study.

Table 2 The Scoring criteria

Aspect	Criteria	Score
Content	Excellent: Descriptions are very detailed and clear; provide a comprehensive description of the animation room's layout, equipment, ambiance, and decor, creatively capturing the environment.	20
	Good: Clear and detailed descriptions; describe the animation room's key features such as the equipment, layout, and decor in an organized manner.	15
	Average: The description is quite clear; touches on some of the key elements of the	10

	animation room but lacks depth or creativity in describing its features.	
	Poor: Description is unclear or lacks focus; only describes the room in general terms without providing specific details about its layout or equipment.	5
	Very Poor: The description is very unclear and fails to adequately describe the animation room; lacks mention of key features.	0
Organization	Excellent: The text structure is very organized; good use of paragraphs and logical flow of description.	20
	Good: Good text structure; the use of paragraph structure is mostly well organized and the flow of the explanation is clear.	15
	Average: The text structure is quite organized; some paragraphs are not well connected and the flow of the description is a bit unclear.	10
	Poor: The text structure is less organized; paragraphs are not well connected and the flow of the description is unclear.	5
	Very Poor: There is no clear text structure; the paragraphs are not connected and the flow of the description is very unclear.	0

Vocabulary	Excellent: The use of vocabulary is very rich and varied; words are chosen appropriately to enrich the description.	20
	Good: Use of good and varied vocabulary; the words are chosen precisely enough to support the description.	15
	Average: Use of adequate vocabulary; there are fewer word variations and some words are less precise.	10
	Poor: Less use of vocabulary; There is very little word variety and many words are incorrect.	5
	Very Poor: Use of vocabulary is very limited and many words are incorrect.	0
Language Use	Excellent: Grammar is very good; few or no errors interfere with understanding.	20
	Good: Good grammar; some minor errors but do not interfere with overall understanding.	15
	Average: Grammar is sufficient; some errors that somewhat interfere with understanding.	10
	Poor: Grammar is lacking; many errors that interfere with understanding.	5
	Very Poor: Very poor grammar; the errors are numerous and really interfere with understanding.	0

Mechanic	Excellent: Very few or no spelling mistakes, very few or no punctuation mistakes, correct capitalization.	20
	Good: Few spelling mistakes, few punctuation mistakes, mostly correct capitalization.	15
	Average: Some spelling mistakes, some punctuation mistakes, some capitalization mistakes.	10
	Very Poor: Many spelling mistakes, many punctuation mistakes, often mistakes with capital letters.	5
	Poor: Lots of spelling mistakes, lots of punctuation mistakes, many mistakes with capital letters.	0

Score = Total Score

2. Comparing the average score (mean) of the pre-test and post-test. The statistical formula for counting the average score was as follows:

$$X = \frac{\sum x}{N}$$

With the following explanation:

X = mean relates to total score

$\sum$: Total score of students

N = the number of students

3. Drawing conclusions from the tabulated results of the pre-test and post-test by statistically analyzing the data using computer software, specifically a paired t-test in the Statistical Package for Social Science (SPSS) version 22.0.

4. Normality of the Data: The mean formula was applied to determine if there was an improvement in students' announcement writing. Additionally, the purpose of this research was to assess whether the data followed a normal distribution.

The criteria for normal distribution are as follows:

H0: The data distribution is normal.

H1: The data distribution is not normal.

To find out whether the data were distributed normally or not, test of normality was used as follows:

Table 3 Normality of the Test

Kode	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai Pretest	.266	20	.097 [*]	.824	20	.070
Posttest	.194	20	.289 [*]	.891	20	.077

From Table 3.2, it can be observed that the normality test values for the pretest (0.070) and posttest (0.077) are both greater than 0.05. This indicates that the data for both the pretest and the posttest follow a normal distribution. Therefore, based on the results of the normality test, it can be concluded that H0, which states that the data is normally distributed, is accepted. This shows that the data obtained from both the pretest and posttest are not significantly skewed and meet the assumption of normality required for further statistical analyses

3.8 Data Treatment

Concerning Setiyadi (2006) using paired sample T-Test to examine the hypothesis has three basic assumption that can be illustrated as follows:

1. The data are an interval.

2. The data are taken from random sample in population (non-absolute).
3. The data is distributed normally.

The test was used to find out whether the data were normally distributed or not by using normality test SPSS. Shapiro Wilk Normality was used by the researcher to analyze the normality of the data because this research has a small sample.

3.9 Hypothesis Testing

Hypothesis testing was used to examine whether the hypothesis formulated in this study was accepted or rejected. The hypothesis was statistically tested by using SPSS. The researcher employed the Repeated Measures T-Test to determine whether the proposed hypothesis was accepted or rejected at the 0.05 level of significance, which was formulated as follows:

$$H_0 = \text{Sig.} > 0.05$$

$$H_1 = \text{Sig.} < 0.05$$

H1: The average pretest score is higher or equal to the average posttest score, after the implementation of Pinterest to improve students descriptive writing ability (If $\text{Sig.} > 0.05$, then H_0 is accepted).

H_0 : The average posttest score is higher than the average pretest score after the implementations of Pinterest to improve students descriptive writing ability (If $\text{Sig.} < 0.05$, then H_1 is accepted).

Those were the explanations for this chapter's sections on research design, variables, data source, research instrument, validity and reliability, data collecting technique, procedure of research, data analysis, data treatment and hypothesis testing.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers and further researchers.

5.1 Conclusion

The findings of this study lead us to conclude that the implementation of Pinterest in teaching descriptive writing has a significant and positive impact on students' overall writing performance. The results from the pre-test and post-test scores demonstrated substantial improvements in all five aspects of writing: content, organization, vocabulary, grammar, and mechanics. Among these, students showed the most noticeable gains in content development, as Pinterest's visual resources helped them generate ideas and elaborate their descriptions in greater detail. Improvements in organization and mechanics were also evident during the drafting and revising stages, as students used Pinterest images to logically structure their writing and correct surface-level errors such as punctuation, capitalization, and spelling.

These findings suggest that Pinterest provides a visually engaging and cognitively supportive learning environment that facilitates idea generation, encourages descriptive expression, and promotes coherent paragraph development. Its curated and thematic image collections offered students concrete visual input that reduced the burden of imagination and helped them translate visual observation into written expression. Moreover, Pinterest allowed students to explore, compare, and reflect on different image representations of the same topic, which enriched their vocabulary and enhanced their sentence construction.

Overall, the study indicates that Pinterest is not only effective in improving individual aspects of writing but also supports the entire writing process from planning to finishing. By stimulating creativity and enhancing visual literacy, Pinterest helps students become more confident and competent in composing descriptive texts. Therefore, it is recommended that Pinterest be considered as a valuable content source in the teaching of EFL writing, especially when the goal is to improve descriptive writing ability through meaningful, student-centered learning activities.

5.2 Suggestions

Based on the study, several suggestions can be put forward from this research below:

1) Suggestions for English Teachers

- a) Since during the implementation of Pinterest as a content source some students initially struggled to develop ideas for descriptive writing, teachers are suggested to guide students through a visual brainstorming activity before writing. For example, teachers can provide warm-up tasks like listing descriptive words based on selected Pinterest images to enhance students' vocabulary and idea generation.
- b) To help students better understand the structure of descriptive texts, teachers are recommended to give clear models and explanations about the generic structure (identification and description) using examples taken from Pinterest. This allows students to recognize and apply the correct structure more effectively in their own writing.
- c) As students showed improvement when using Pinterest for the planning and revising stages, it is suggested that teachers emphasize the writing process approach, particularly through drafting and peer feedback activities. Teachers can facilitate peer-review sessions where students analyze each other's work using checklists based on writing aspects (content, organization, vocabulary, grammar, and mechanics).

- d) To support students' grammar and sentence structure during drafting, teachers are recommended to provide short grammar-focused mini-lessons tailored to the descriptive topic (e.g., adjective use, sentence variation, or correct use of "there is/are"). These lessons can be linked to image-based vocabulary exploration on Pinterest to ensure contextual understanding.
- e) Pinterest promotes creativity and digital literacy, but to ensure effective use, teachers are advised to guide students in navigating the platform. Demonstrating how to search for images, organize boards, and select relevant visual content can help students become more confident and independent in the learning process.
- f) To increase classroom engagement and effectiveness, teachers can integrate Pinterest into a variety of learning activities, such as group discussions, picture-based vocabulary tasks, or descriptive paragraph writing contests. Teachers may also assign students to create thematic Pinterest boards (e.g., "my dream house," "traditional market," or "favorite tourist place") as visual support for writing assignments.

2) For Future Researchers

Based on the correct study there are:

- a) Future researchers are encouraged to expand the scope of this study by investigating the effectiveness of Pinterest in supporting other writing genres, such as narrative, recount, or report texts. This can help determine whether the visual strengths of Pinterest extend beyond descriptive writing and influence students' ability to structure and develop different types of texts.
- b) It is also suggested that future studies adopt a mixed-methods approach, combining quantitative tests with qualitative instruments such as student interviews, observation checklists, or learning journals. This would allow for deeper exploration of how Pinterest affects students' engagement, motivation, creativity, and perceived challenges during writing activities.
- c) Comparative studies could be conducted to explore how Pinterest performs relative to other digital platforms that support visual content learning, such as

Canva, Instagram, or Padlet. This would provide valuable insights into which platform offers the greatest benefits for writing performance and learner autonomy.

- d) Lastly, Pinterest can also be used to investigate students for enhancing other English language skills beyond writing, such as speaking, reading, and vocabulary mastery. For speaking, Pinterest can serve as a source of image-based prompts to support descriptive and narrative oral tasks, helping students improve fluency and confidence. In reading, the platform offers authentic texts like infographics and short passages that can enhance comprehension and engagement. For vocabulary, Pinterest's rich visual context allows learners to associate words with images, supporting better retention and recall. Exploring these areas could provide deeper insights into how Pinterest fosters a more interactive, visual, and student-centered approach to language learning across different skill sets.

In this chapter, the researcher has provided the conclusion of the study along with suggestions for Educators and future researchers

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