

The Effect of Picture and Text Prompts on Idea Formulation and Organization of Descriptive Text

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ARTICLE INFO	ABSTRACT
<p>Keywords: descriptive text, idea formulation, idea organization, picture prompt, text prompt</p> <p>DOI: http://dx.doi.org/10.21093/ijeltal.v7i2.1386</p> <p>How to cite: Mukramah, C., Mustafa, F., & Sari, D. F. (2023). The Effect of Picture and Text Prompts on Idea Formulation and Organization of Descriptive Text. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 7(2), 325-341</p>	<p>A prompt can be used as a medium to help students write a descriptive text. There is a lack of research on the type of prompts which can help students formulate and organize their ideas. Therefore, this study aims to determine whether there was a significant difference in the score of idea formulation and organization in a descriptive text between students writing with text prompts and those given a picture prompt. This research was quantitative research with a non-experimental design. The sample consisted of 45 second-grade junior high school students in a public school in Aceh, Indonesia. The data was collected by instructing students to write a descriptive text using a text prompt and another descriptive text using a picture prompt, which was later graded for idea formulation and organization using rubrics. The students' scores between the two tests were compared using inferential statistics for hypothesis testing at the significance level of 0.05. The findings show that the students obtained significantly higher scores when a picture prompt was used than when they used a text prompt. Picture prompts helped students with an imaginative picture to be interpreted into a descriptive text. The findings help teachers identify which prompt is better when this type of text is a concern. Therefore, it is suggested that teachers use a picture prompt to facilitate students in formulating and organizing ideas in a descriptive text.</p>

1. Introduction

Writing is one of the integrated skills in language learning. It requires knowledge of grammar, spelling, punctuation, capitalization, and vocabulary (Sakkir, 2018). In the writing process, students should follow several steps to produce a good piece of writing, i.e., organizing their ideas by checking and reviewing, circumnavigating the text, and making necessary changes

to create a good text (Yilmaz & Erkol, 2015). There are several components of writing, i.e., vocabulary, content, spelling, and punctuation and sub-skills, including micro and macro skills (Irawati, 2012). Those skills need to be implemented in writing any text, including descriptive text, which is a text that describes, be it a person, a place, or other objects (Husna et al., 2013). The descriptive process is done by ordering their ideas clearly, starting with naming them, dealing with their attributes and behaviors, and classifying them so readers can follow the idea of the writer (Noprianto, 2017). Oudbier et al. (2022) suggest that students exercise their self-regulated learning skills to learn how to write a good descriptive text.

To develop self-regulated learning skills, teachers can use a prompt (Oudbier et al., 2022). With a writing prompt, students can illustrate or outline a craft-related theme, such as plot, rhythm, or characters (Karjula, 2021). Writing prompts can be used to produce a facilitative priming effect on students' writing, and it was believed to start the necessary processing for compositional fluency (Hudson et al., 2005). There are several forms of writing prompts, i.e., persuasive prompts, narrative prompts, literary response prompts, and expository prompts (Bohlke, 2003), text-based prompts (Wu, 2013), vocabulary and prose-mode prompts (Way et al., 2002), aural prompts and writing prompt (Farshi & Tavakoli, 2014), but the most frequently used prompts as long as a descriptive text is a concern, are picture and text prompts. A picture prompt is an image or image which must be used as a primary source of material for writing. Based on the results of a previous study, it is effective to enrich ideas, enhance participation, promote students' attention, and help them to focus on the learning process (Apsari, 2017). A prompt can also appear in the form of text, which provides instruction on what the writing should be about. Text as a medium for writing can be understood in context and meaning (Suharmi, 2015).

Text prompt helps students write their ideas clearly by giving steps to follow to compose a complete response (Reed & Jasti, 2020). Meanwhile, a picture prompt helps students improve their visual literacy, comprehend various abstractions, and organize ideas in writing a text (Jung & Bae, 2013), and as a result, they improve their writing quality (Kurniawan & Malik, 2020). A study has established that writing prompts, especially picture and text prompts, could help students elaborate their sentences in their writing (Bourdin & Fayol, 2022). In addition, a study such as that conducted on the effect of using framed prompt, the prompt where the situation is given, and text-based prompt consisting of reading materials and task instruction, shows that the students exposed to text-based prompt had better performance and could use better writing strategies than those taught with framed prompt counterparts (Cho, 2019). Another study has postulated that using prose-model prompts on L2 learners' writing performance and writing task shows that learners got better grades on descriptive text than on other text genres (Way et al., 2002). Another previous study has also explored the effect of aural and written prompts on EFL learners' writing production, and the result shows that a written prompt was better than aural prompts in terms of students' complexity, accuracy, and fluency writings (Farshi & Tavakoli, 2014). These previous studies have shown that writing prompts, including pictures and text prompts, benefit students. Teachers are required to select the types of writing prompts when teaching students to formulate and organize their ideas in writing, but this decision is rarely justified among language teachers. Therefore, information on the effectiveness of text and picture prompts is significant for teachers to make the selection. However, there is a lack of research on which type of writing prompt, picture or text prompt, has a better effect on the quality of student writing in terms

of idea formulation and organization. Therefore, the present research experimented with these two types of writing prompts to determine whether there was a significant difference in the improvement of idea formulation and organization between the writing prompts.

2. Literature Review

2.1 Writing Prompts

Using a writing prompt is a way to develop student writing by describing a picture or situation, and it can give students direction on what should be done by them (Budiharso, 2017). This prompt is designed to help students demonstrate their ideas rather than decipher them. Writing prompts provide instruction to the students on what is expected in their piece of writing (Weigle, 2002). It could be used as a suggestion to help students write by providing a topic, specific framework, and directions for writing a text (Way et al., 2002; Yang et al., 2015). It allows students to extend writing techniques and new perspectives in writing style (Lieu, 2015). Writing prompts such as stimulation or support help students find ideas more easily in writing a text (Barratt et al., 2000).

Writing prompts can consist of several sentences raising a topic or asking a question that students must address in their essays. It consists of several sentences asking students to write about an object (Craig, 2017). A prompt can assist students in displaying or demonstrating their writing abilities. It often encourages students to provide arguments or suggestions and give explanations or descriptions in a text. In addition, it describes and provides essential information for students to understand the topic (Ge & Land, 2004). It can be presented as a description of situations to attract students' interest in a topic and ask them to write it creatively (Huh & Lee, 2018). A study has shown that it affects students' performance in writing activities, such as in the cognitive domain, by understanding the concept of writing, and thus they can improve their writing skills (Sağirli, 2010). A study also shows that the types of prompts affect the writing strategies that students use in working with a continuation writing task (Shi et al., 2020).

2.1.1 Text Prompts

A text prompt is a collection of phrases, clauses, and sentences written into paragraphs (Wigglesworth & Storch, 2009). A text prompt often instructs students in writing and gives them the topic to elaborate into a piece of writing (Read, 2005). This prompt helps students write effectively by allowing them to save time (Visser et al., 2018). Text prompts are used to develop students' creativity and imagination by incorporating them into language teaching to improve their writing abilities (Lennon, 2020). It can be used as effective teaching media, and it supports students in developing their critical thinking and increasing their inference, analysis, and evaluation skills in writing (Quitadamo & Kurtz, 2007). In addition, text prompts can also be used as media to assess students writing through a text written by students with a given topic (Logan, 2017).

2.1.2 Picture Prompts

A picture prompt is a visual image drawn, painted, or illustrated, providing textual information for students (Sakkir, 2020). Picture prompt is a media that can be used to generate writing content and help students determine the meaning of unfamiliar words in accompanying text prompt to attract their attention and bring their focus to the learning materials (Weigle, 2002). This prompt helps students generate their ideas and represent an

object in a story, such as the characters, clues about events, the setting, and the structure of a story (Greenhoot & Semb, 2008). This prompt gives students the stimulus to explain the information from the picture through their imagination and description in their writing (Shi, 2020; Vedora & Barry, 2016). Therefore, this type of prompt is an essential teaching aid that gives students advantages during their learning process (Yuskar, 2022). Because a picture prompt usually contains a description of objects, it can be used as a writing prompt to help students write a descriptive text.

2.2 Descriptive Texts

A descriptive text describes persons, things, and places with relevant details related to smells, appearances, sounds, shapes, and tastes (Kaharuddin et al., 2022). It explains the characteristic of a person, object, and location, and it requires that a writer describes it in a specific way (Fitri et al., 2017; Harlena et al., 2019; Husna et al., 2013). This text describes a person's attitude, age, activity, family, or body shape. For place, the description can include size and location, and a writer can also describe the contents, height, and shape of a non-person object (Mukarto et al., 2007). Further, this text is organized into three parts, i.e., identification, aspect, and conclusion to summarize the description (Hyland, 2018). In addition, it is characterized by the use of adjectives and verbs (Harmenita & Tiarina, 2013).

2.2 Writing Prompts for Descriptive Texts

A writing prompt is related to a descriptive text because a prompt can be used as visual materials or media to help students in writing, i.e., to provide a non-verbal cue for written composition (Ahmadi & Mansoordehghan, 2014). A text prompt can make students focus on the writing (Hanson & Williams, 2008). Furthermore, a text prompt seems to be one of the most effective scaffolds to be learned; moreover, in writing descriptive text, a text prompt contains key information which can be easily incorporated into a piece of writing (Visser et al., 2018). Meanwhile, picture prompt has been found to influence task completion in writing a descriptive text (Li, 2018). Furthermore, the selection of text prompt and picture prompt should be based on the social function of a descriptive text, which is the aim of the text to describe person, place, and things. Besides, a text prompt helps students formulate and organize their ideas when writing a descriptive text, and thus they can use it because it is commonly used in description and classification (Padua, 2011).

3. Research Methodology

3.1 Research Design

The method used in this research is a quantitative research method. The research design of this study is non-experimental, which is a method that does not involve any treatment of the research sample. Furthermore, the non-experimental research approach involves observing a variety of variable characteristics, including the independent variable, to determine a correlation between the variables using statistical analyses (Check & Schutt, 2011). This research method was selected because the objective was only to find the difference between the two media when they are used as prompts in a test, without any classroom intervention.

3.2 Participants

The sample for this research was selected using a cluster random sampling technique, resulting in the selection of two second-grade classes at a junior high school in Banda Aceh,

Indonesia. This particular school was selected after considering relevancy and data accessibility. The students in this school had learned descriptive texts, and the school is located in a rural area, so the students had the same level of proficiency. In addition, teachers at the school had full support for research because they were not concerned about meeting the curriculum targets. For this research, two classes were required because inferential statistical analyses needed a sample size of at least 30 students, while the class sizes in this school were small. The first class consisted of 22 students, and the second had 23 students. There were nine male and 18 female students in the first class and six males and 12 females in the second class. The students in this study ranged between 14 and 15 years old.

3.3 Instruments

The instrument used to collect data in this research was a writing test, instructing students to write a descriptive text by providing them with a picture and text prompt. The descriptive text was selected in this study because previous studies suggest that this text genre is relevant for both text and picture prompts (Read, 2005; Shi, 2020; Vedora & Barry, 2016). For the text prompt, the students were instructed to describe the president of Indonesia, Joko Widodo. Meanwhile, for the picture prompt, the researcher asked the students to describe a picture of a famous singer from America, Joe Jones. The student's writings were graded for idea formulation, i.e., the amount of description, and text organization, i.e., whether the idea was structured systematically. The following rubrics were used for the grading.

Table 1. Rubric for the formulation of ideas

No	Formulating ideas	Shape	Color	Total
1	Eye			
2	Lip			
3	Face			
4	Hair			
5	Skin			
6	Height			
7	Weight			
8	Nose			
9	Eyebrow			

The rubric above was designed as a reference to assess the students' writing in terms of idea formulation because a rubric for this purpose is not yet available. The writing rubrics previously developed also include assessments for text organization, such as the rubric used by Maru et al. (2020), but the grade description is so general that it cannot be used to grade the texts written by students with lower elementary English proficiency. In designing this rubric, the purpose was to grade the amount of information that students have in their descriptive text. The researchers assessed whether the components of the description that the students wrote were complete and met the criteria outlined in the rubric. The description for each component that was graded includes shape and color. For example, when students wrote the shape and color of their eyes, the description was considered complete, and thus they were assigned a score of 2. In addition, the rubric for idea organization was developed by the researchers for the same reason. The purpose of text organization is to make sure that the information provided in a descriptive text is systematic and described in each corresponding group. The information about foot ware, for example, should not be mixed with information about hairstyle. Therefore, the rubric in Table 2 was developed based on that purpose.

Table 2. Rubric for the Organization of Idea

No	Identification	Score	Description	Score
1	The identification is related to the description, and it is clear.	4	The description of body features and apparel (behavior) is systematic, and each part is organized well.	4
2	The identification is related to the description, but it is not clear.	3	The description of either body features or apparel (behavior) is systematic, and each part is organized well.	3
3	The identification is not related to the description.	2	The description of neither body features nor apparel (behavior) is systematic, but each part is organized well. OR The description of both body features and apparel (behavior) is systematic, but each part is not well-organized.	2
4	There is no identification.	1	The description of neither body features nor apparel (behavior) is systematic, and each part is not well-organized.	1

The table above was used to evaluate the organization of ideas, with the highest score being 4 and the lowest score being 1. If students completed all the elements in the rubric, the score obtained would be perfect. However, if one of the points from the table above was not in order, for example, they wrote all elements of apparel, but one of them was mixed with other elements, the score was lowered. Moreover, if more than two or three elements from the rubric above, such as two elements of body features, were mixed with apparel, the score obtained was even lower. Finally, students got the lowest score if the elements mentioned in the rubric above were mixed into all other elements.

For the idea formulation and organization, the student's writing was graded only by one rater. The issue of inter-rater reliability should not be a concern in the research for several reasons. First, for idea formulation, the grade was given on how many components were included in the writing, and thus the grade is still based on numeric data. Second, the idea organization was graded using a rubric to determine where the relevant information is located in the text and whether the information in the identification paragraph is related to that in the description paragraph. Therefore, it is less likely that the grade would deviate if the second rater had been used.

3.4 Data Collection and Analysis Procedures

This research was conducted in two meetings. In the first meeting, the teacher, one of the authors of this paper, explained the purpose of the research. Afterward, the teacher asked students to write descriptive text using a text prompt. Moreover, in the second meeting, the teacher gave a test to students to write descriptive text using a picture prompt. Students were required to write at least 60 words, and the teacher allowed 40 minutes for the students to finish their test.

The data collected from the descriptive texts written by the students were analyzed quantitatively to determine if there was any significant difference in the ability to formulate and organize ideas in writing a descriptive text using different types of prompts. In deciding which statistical test was to be used in testing the hypothesis, be it paired sample t-test or Wilcoxon signed rank test, the researchers calculated the data normality using the Shapiro

Wilk test because the sample size was smaller than 50. In interpreting the results of the hypothesis test, the null hypothesis was to be rejected at the significance level of 0.05.

4. Findings

4.1. Descriptive Statistics

Descriptive statistics is part of initial data analysis, which provides the foundation for comparing variables with inferential statistical tests. It is used to describe the basic features of data in research. The descriptive statistic of the students' scores when writing using a text prompt is presented in Table 3.

Table 3. Summary of Student's Score When Using a Text Prompt

Writing Aspects	Min	Q1	Median	Q3	Max	Mean	SD
Idea formulation	0	6	15	23	50	15.56	11.24
Text organization in identification	50	63	75	100	100	77.78	19.38
Text organization in description	25	25	50	50	100	41.11	18.58
Total text organization	38	50	63	75	88	59.44	13.89
Total score	19	30	39	45	69	37.50	10.55

The scores provided in Table 3 were obtained using rubrics in Table 1 and Table 2. Table 3 reveals that the minimum score for formulating ideas was 0.00, which means that there was no correct answer. The minimum score for identification was 50, which was the highest minimum score of all aspects. The first quartile and median of the description have the same value, i.e., 25. In addition, the identification and description have the same maximum score, 100. From all aspects, identification has the highest score. Furthermore, the summary of the data for the picture prompt is presented in Table 4.

Table 4. Summary of Student's Score When Using a Picture Prompt

Writing Aspects	Min	Q1	Median	Q3	Max	Mean	SD
Idea formulation	20	28	32	36	52	32.62	6.82
Text organization in identification	50	75	75	75	100	77.22	10.42
Text organization in description	25	75	75	75	100	76.11	15.95
Total text organization	50	75	75	88	100	76.67	9.46
Total score	43	50	54	60	70	54.64	6.48

Table 4, which is based on the rubrics in Table 1 and Table 2, shows that students obtained the lowest score in the formulation of ideas, i.e., 20. The first quartile of identification, description, and total organization had the same mean, 75. For the third quartile, the highest score was 88 for total organization. Furthermore, the mean of description and total organization almost had the same score, i.e., 76.11 and 76.67, respectively. The standard deviation of the score for description was the lowest.

Table 3 and Table 4 show the differences between the scores obtained when using text and picture prompts. Based on the mean scores in both tables, the students obtained higher scores when given a picture prompt than when they used a text prompt in writing a

descriptive text. The mean score improved, i.e., 15.55 to 32.62 for idea formulation and 77.78 to 77.22 for identification, which only slightly differed. In addition, the mean score for the description improved from 41.11 to 76.11, and the total organization from 59.44 to 76.67. Finally, the total score increased by 17 percent, from 37.5 to 54.644. The comparison of the total score is shown in Figure 1.

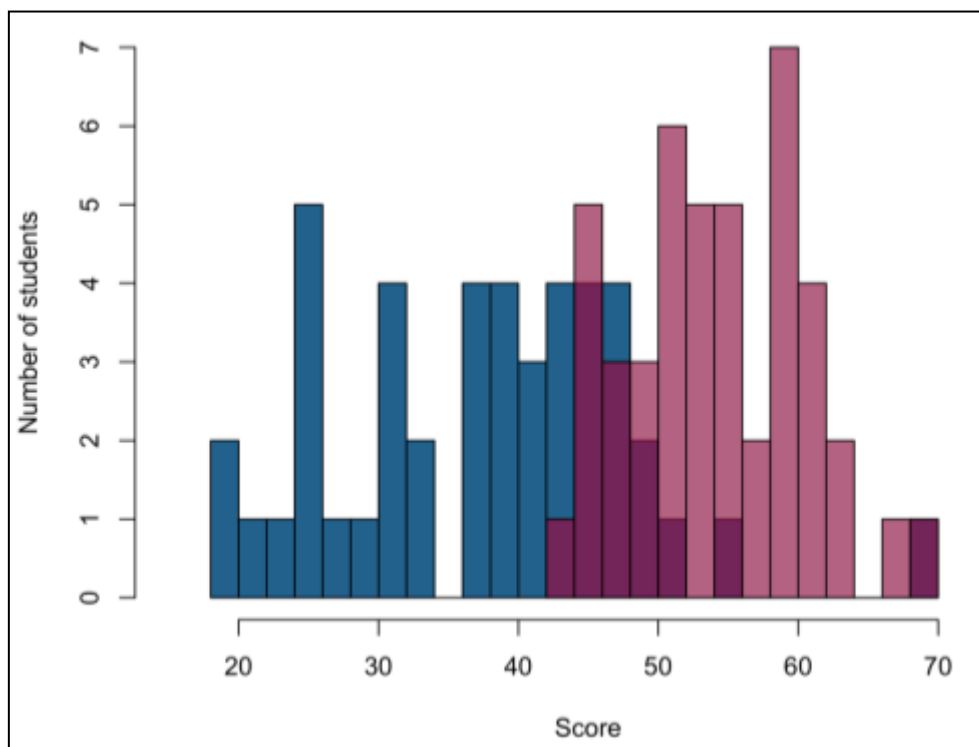


Figure 1. Comparison between Text Prompt and Picture Prompt

Figure 1 visualizes the comparison between the scores that students obtained when they were given a text prompt and those when they received a picture prompt. Furthermore, the histogram above shows that several students had identical scores in text prompts as those given picture prompts. In addition, for the text prompt, it shows that the score obtained by the majority of the students was 26, which 5 students shared. Meanwhile, when using a picture prompt, the score was 60, obtained by 7 students. In short, this difference suggests that students' scores were higher when they wrote using a picture prompt than when a text prompt was used in formulating and organizing ideas in a descriptive text.

4.1.1 Inferential Statistics for Hypothesis Testing

Hypothesis testing is a form of inferential statistic that allows researchers to make conclusions about an entire population based on a representative sample (Lock et al., 2017). In this research, there are two steps in analyzing the data. First, the researcher performed a data normality distribution test. This test was calculated using the Shapiro-Wilk test to determine whether the data followed a normal distribution. Second, the researcher conducted hypothesis testing using a paired sample t-test for normal data pairs and Wilcoxon- Signed Rank Test for non-normal data pairs. The results of the data normality calculation are presented in the table below.

Table 5. Normality Distribution with Shapiro-Wilk Test

Types	Score	Statistical (W)	P-Value	Interpretation
Text	Idea formulation	0.930852	0.010	Not Normal
	Text organization in identification	0.802593	0.000	Not Normal
	Text organization in description	0.765236	0.000	Not Normal
	Total text organization	0.911584	0.002	Not Normal
	Total score	0.961793	0.142960	Normal
Picture	Idea formulation	0.933111	0.012099	Not Normal
	Text organization in identification	0.568016	-0.000000	Not Normal
	Text organization in description	0.760070	0.000000	Not Normal
	Total text organization	0.823661	0.000008	Not Normal
	Total score	0.970471	0.301172	Normal

Table 5 reveals that the total scores obtained when using text prompt and picture prompt were normally distributed, with p -value > 0.05 . However, the scores of idea formulation, organization of identification and description, and idea organization as a whole were not normally distributed, with p -value < 0.05 . Therefore, only one pair (total scores) were analyzed using paired sample t-test, while the other pairs were analyzed using Wilcoxon signed rank test. The results of hypothesis testing are presented in the following tables.

Table 6. The Results of Hypothesis Testing for Nonparametric Variables

Variable Pairs	Mean of Differences	Z-value	P-value
Idea formulation	-28.47	-5.7284	0.00001
Text organization in identification	5.21	-0.1714	0.86502
Text organization in description	-39.1	-5.3099	0.00001
Total text organization	-18.59	-5.2199	0.00001

Table 6 shows that the result of idea formulation was statistically different between the text prompt and picture prompt with p -value < 0.000 . The difference in identification between the different types of writing prompts was not significant, with p -value (0.86502) $> \alpha$ (0.05). Meanwhile, the scores for the description were significantly different, with p -value (0.0000) $< \alpha$ (0.05). Finally, the total organization between the text prompt and picture prompt was also significantly different, with a p -value (0.00001) $< \alpha$ (0.05).

Table 7. The Result of Paired Sample T-Test

Variable Pairs	Mean of difference	t	df	p-value
Total Score	17.38	11.22	44	0.00001

Table 7 reveals that the p -value was lower than alpha ($\alpha=0.05$), which means that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_0) is rejected, suggesting there was a significant difference in total score obtained by students when writing a descriptive text with a text prompt compared to when they used a picture prompt.

5. Discussion

This research aimed to determine whether there was a significant difference in the ability to formulate and organize ideas in a descriptive text with picture prompts and text prompts among junior high students. The research results show that almost all assessed aspects of descriptive texts were significantly higher when students used a picture prompt than when they used a text prompt. Only the student's skill in organizing the identification part of the text was similar across the writing prompts. These results have provided statistical evidence for the claims that the student's writing ability is, to some extent, affected by the type of prompts they are given. This claim was made in several previous publications, which is in agreement with the results of the present study. For example, Sakkir (2020) found that a prompt has an effect on writing because, among others, a picture prompt can help with writing organization.

For the total score, when idea formulation and organization were combined, there was a significant difference in the score obtained by students when writing a descriptive text with a text prompt compared to when they used a picture prompt. This result is expected because, as shown in the writing test results, a picture prompt can make students develop new ideas and organize them when writing a descriptive text, as they could get ideas from a picture they see. The result from hypothesis testing showed that using picture prompts was more effective in developing students' ability to write a descriptive text than using text prompts because, by looking at a picture, students will be able to catch the ideas of what needs to be written (Vanessa & Setiawan, 2021). A previous study has also found that a text prompt helps students formulate and organize their ideas when writing a descriptive text, and thus they can use a text prompt because this prompt is commonly used in description and classification (Padua, 2011). The different effects of prompt type have also been observed by Sundeen et al. (2017). It turns out that text prompts and picture prompts can be used side by side, that is, students can recreate a visual description in the form of a picture when they are given a text prompt before they write a descriptive text (see Sundeen et al., 2017).

The results of detailed analyses show the difference between these two prompts regarding students' ability to formulate ideas and organize them in the identification and description parts of their descriptive text. First, in formulating or constructing ideas for a descriptive text, the results of the analyses show that the student's scores in writing descriptive text using a text prompt and a picture prompt were significantly different, where the mean score was higher when using a picture prompt than when using a text prompt. This result suggests that a picture prompt is an excellent prompt that encourages students to start writing. By providing a picture prompt, the students are engaged, actively develop their vocabulary and begin to write (Susiana, 2018). Similarly, with picture prompts provided, the students can obtain ideas for writing, especially descriptive text, and it also helps them improve their vocabulary (Ariningsih, 2010). As a result, they could describe their imaginative interpretation of the picture in a written text (Akim, 2017). Other research has also experimented with a visual mind-mapping tool and found that students believed this prompt helped help expand and organize ideas in their writing (Salasiah, 2018).

Furthermore, in terms of organizing ideas in the identification paragraph, the students' mean score for the text prompt was not significantly different from the mean score when students were given a picture prompt. This result suggests that the type of prompt does not influence

students' ability to organize ideas in the identification paragraph of a descriptive text. This unexpected result can be explained by the fact that both the text prompt and picture prompt give ideas for students to write in the identification paragraph of a descriptive text. Moreover, text prompts and picture prompts can be used as stationery for students when they develop the capacity to overcome cognitive challenges that require writing as a means of expression or action to provide information or message that they see or read to write a descriptive text (Carrillo & Moreno, 2011; Widyaningrum & Octavia, 2019), and both prompts function as media that can trigger or encourage students to think creatively and put their imaginations into writing (Ahlsen & Lundh, 2007). In addition, the identification paragraph has the same purpose, i.e., to introduce the description, which is to provide an overview of the picture or text to be detailed in the descriptive text (Aprillian et al., 2021).

Finally, based on the analysis of the mean score for the organization of the description paragraph, the result shows that the student's score was higher when the students were given a picture prompt than when they were given a text prompt. This result shows that a picture prompt could encourage students to use their imagination to write a descriptive text based on the picture, as Lennon (2020) suggested. Therefore, writing descriptions through visual media has been the right choice to solve the problem of writing a description based on the fact that students have the potential to grow with possibilities accompanied by experience, enabling them to build their knowledge, and it is expected to improve the quality of the teaching and learning process, which in turn can affect the quality of students' learning outcomes (Shodiq & Marhamah, 2021). In addition, picture prompt assists students in conveying their thoughts in a more readable manner. Picture prompt also increases students' writing motivation, and thus it can be used as an alternative media to text prompt to help students improve their ability to organize their description in a descriptive text (Wattimury et al., 2018). Pictures assist students in responding with remarks, inquiries, or descriptions of an object in the pictures (Nasir et al., 2014).

When the scores of the organization of the identification and description paragraphs were combined, the analyses indicated that the mean score for the picture prompt was significantly higher than for the text prompt. This result shows that a picture prompt is highly applicable as a strategy to use for students in writing descriptive text. Another study also found that a picture prompt helps students organize their ideas (Sakkir, 2020). Besides, it shows that a picture prompt is a suitable medium for students to share their thoughts and explain the situation they experience, to improve their scores and develop their organizational skills (Kartika et al., 2017).

The results of this research have provided some pedagogical implications. First, this research has explained how the text and picture prompts can help students write a descriptive text and identify which prompt is more effective. Therefore, this research helps teachers select the type of writing prompt to help students write a descriptive text. Second, the teacher can choose a picture prompt to explain the material that is difficult to explain in words. For example, suppose teachers want to ask students to practice explaining a person's appearance. In that case, they can use the picture prompt to show the shape or image of the person, such as the shape of the eyes, face, mouth, eyebrows, or color of eyes, lips, hair, and other features. As for the text prompt, teachers can use it when they want students to explain someone's behavior because the behavior cannot be seen in a picture. Third, the results of this study can be used as an inspiration for teachers to use text and picture prompts for

teaching and testing writing, particularly descriptive texts. The results of this research have provided us with pedagogically additional knowledge on how to teach students descriptive texts in the classroom.

In addition, this research also provides some implications in the field of writing assessment. Teachers can use prompts as media in testing students to write a descriptive text. By using an appropriate prompt in testing students' writing abilities, students can obtain a more representative score in formulating ideas and organizing identification and description paragraphs. The scores which can accurately represent students' abilities help teachers determine how well students can express themselves in writing. In addition to testing, picture prompts can also be used in teaching descriptive text writing. Students can be asked to practice writing a descriptive text as a part of a learning activity using a picture prompt because it encourages them to write a description that is easily understood and informative (Kurotun, 2015). Similarly, it can overcome their reluctance to write and motivate them to produce creative compositions (Kellner, 2009). When teaching descriptive texts, visual picture prompts can make the students pay attention and respond to the teacher's questions (Anggraeni, 2022). In addition, picture prompts keep students from becoming bored and make it simple for teachers to explain lessons using pictures since they help students visualize the content being taught (Vanessa & Setiawan, 2021). Moreover, using picture prompts makes students interested in the teaching and learning process, making them active and motivated to follow the lesson (Yulizar, 2018).

6. Conclusion

The objective of this study was to compare the idea formulation and organization in descriptive texts written by junior high school students who were given a text prompt and those given a picture prompt. The results show that the students' mean score when using a picture prompt was higher than when using a text prompt. More detailed analyses show that when the idea formulation was concerned, the mean score obtained when using a picture prompt was higher than when a text prompt was used. In addition, when students used a text prompt, their main score for idea organization was lower than the main score when a picture prompt was used. Therefore, it can be concluded that students who used a picture prompt in writing a descriptive text got a better score than those using a text prompt.

Despite its strength, this research has some limitations. The first limitation is that the sample size was small, i.e., only two classes with about 20 students in each class. A larger sample size is more likely to reflect the population and results in a smaller standard error, which suggests more accurate results. Another limitation is that some students wrote a short descriptive text in the tests. Some just completed the identification or description paragraph, and some wrote only one paragraph. This happened because some of them had difficulty in formulating and organizing ideas when they were writing a descriptive text during the test.

Based on the research results, the author suggests that English teachers use this media when giving an exam to test students' ability to write a descriptive text, especially when focusing on idea formulation and organization. In addition, further research should investigate the issues related to using writing prompts with different focuses. For example, they can focus on using a writing prompt to help students write other text genres, such as narrative texts, procedure texts, and report texts. Therefore, teachers will be well-informed about the text genres which can be assisted with the corresponding type of writing prompts.

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