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Cooperative Learning Method Integrated Cartoon Picture Pinterest Media on Student's Descriptive Writing Ability at SMP Negeri 1 Siantar

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ABSTRACT

English plays a vital role as a global language and an essential skill for academic and professional success. Among the four language skills, writing is the most challenging for Indonesian EFL learners, particularly in descriptive text production, due to limited vocabulary, grammatical difficulties, and lack of exposure to authentic English use. Traditional teaching methods often fail to provide adequate engagement and creativity, resulting in students' low writing performance. To address these issues, this study investigated the effect of applying the Cooperative Learning method of the learning together model integrated with cartoon picture media from Pinterest on students' descriptive writing ability at SMP Negeri 1 Siantar.

The research employed a quantitative approach with a quasi-experimental design. The population consisted of 237 eighth-grade students, from which class VIII-4 was selected as the experimental group and class VIII-5 as the control group. Data were collected through pre-tests and post-tests, and analyzed using mean, standard deviation, normality, homogeneity, and independent sample t-test.

The results revealed a significant improvement in the experimental class, with the mean post-test score increasing from 39 to 80, compared to the control class which only rose from 46 to 59.2. The t-test result (7.722) exceeded the t-table value (1.677) at the 0.05 significance level, confirming that the treatment had a positive effect.

It can be concluded that the integration of Cooperative Learning with cartoon picture media from Pinterest is effective in enhancing students' descriptive writing ability. This method not only improved writing scores but also fostered greater motivation and active participation in the classroom.

Keywords: Cooperative Learning, Learning Together Model, Cartoon Pictures, Pinterest, Descriptive Writing, EFL

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INTRODUCTION

English has long been recognized as the world's lingua franca, functioning as a primary means of communication across cultures, nations, and disciplines. Its role is not limited to interpersonal interaction, but also extends to global education, science, technology, business, and digital communication. According to R. Silalahi, Silalahi, Dumaris, & Herman (2021), "English is a global language required by people from different countries for effective communication." In the 21st century, English proficiency is often regarded as an essential skill for academic success and career advancement (Boonk et al., 2021:14). As a result, the teaching and learning of English as a foreign language (EFL) have become central to educational systems in non-English-speaking countries, including Indonesia. The Indonesian Ministry of Education emphasizes English not only as a subject to be learned but also as a tool to support students' competitiveness in an increasingly globalized world (Kemendikbud, 2020). This highlights the urgency of equipping students with solid English proficiency from the early stages of formal education.

Among the four fundamental language skills listening, speaking, reading, and writing writing holds a particularly crucial place in academic contexts. While listening and speaking facilitate oral communication, and reading provides comprehension input, writing is the productive skill that allows learners to construct, express, and organize their thoughts in a coherent and permanent form (Hyland, 2022:37). Writing also functions as a medium through which learners can demonstrate critical thinking, creativity, and mastery of language structures. Importantly, writing integrates other language skills:students need vocabulary from reading, grammatical accuracy from listening and speaking input, and logical reasoning to present ideas effectively (Byrnes & Manchón, 2021:55). In today's digital era, writing has become even more indispensable, as communication through emails, reports, academic essays, and online platforms requires clarity, coherence, and correctness. For EFL learners in Indonesia, however, writing in English poses unique challenges due to differences in linguistic structures, cultural conventions, and limited exposure to authentic English texts (Alfian & Rukmini, 2023:62). These realities make writing both the most demanding and the most essential skill to be mastered.

Despite its recognized importance, writing remains one of the most problematic skills for EFL learners in Indonesia. Several studies have consistently shown that Indonesian students often struggle with generating ideas, organizing their thoughts, and applying appropriate grammar and vocabulary when composing English texts (Siahaan & Fitri, 2021:104). Research at the junior high school level reveals that students frequently produce incomplete sentences, lack coherence in paragraph development, and rely heavily on literal translation from Bahasa Indonesia (Nugraha, 2022:88). Such difficulties not only hinder their ability to express themselves effectively but also reduce their confidence in learning English as a whole. This phenomenon indicates that writing is not merely a linguistic challenge but also a cognitive and psychological burden for learners.

The problems become even more evident in writing descriptive texts, which are a core component of the junior high school English curriculum in Indonesia. According to the *Kurikulum 2013* (Kemendikbud, 2017), students at the eighth-grade level are expected to master descriptive writing as part of their competency standards. However, classroom observations and empirical findings suggest that many students still find it difficult to describe people, places, or objects in detail, as they often lack sufficient vocabulary and struggle with sentence structure (Putri & Hasanah, 2021:73). Furthermore, teachers tend to rely on conventional teaching methods such as lecturing and textbook exercises, which do not provide sufficient opportunities for active engagement and creative practice (Wahyuni, 2020:55). As a result, students' descriptive writing performance remains below the expected standard, reflecting a mismatch between curricular goals and actual classroom outcomes.

To overcome these persistent challenges, innovative teaching approaches are required to make writing instruction more engaging and effective. One promising strategy is the application the cooperative learning method of learning together model, which emphasizes student collaboration and mutual support in the learning process. The cooperative learning method of learning together model encourages learners to share ideas, negotiate meaning, and provide feedback to one another, thereby reducing anxiety and increasing confidence in language use (Johnson & Johnson, 2020:45). In writing activities, working in groups allows students to brainstorm together, organize ideas collectively, and refine their drafts with peer input, which ultimately enhances both the quality and quantity of their written output. Several studies have confirmed that cooperative learning not only improves academic performance but also fosters motivation and positive attitudes toward learning English (Rahmawati, 2021:92).

The appropriate to use media is crucial in supporting writing instruction. Visual media, particularly cartoon pictures, have been widely recognized as effective tools for stimulating students' imagination and helping them generate descriptive details (Astuti, 2022:67). With the rapid growth of digital platforms, teachers can easily access rich visual resources from online repositories such as Pinterest, which provides a vast collection of cartoon-based images suitable for classroom use. These images can be integrated into cooperative learning activities to guide students in describing characters, settings, or objects more vividly and accurately. Recent research highlights that

integrating digital visual media not only enhances creativity but also increases students' engagement and participation in writing tasks (Hidayat & Pratiwi, 2023:101). Therefore, combining cooperative learning with cartoon picture media from Pinterest holds strong potential to address students' difficulties in descriptive writing.

The Cooperative learning method of learning together model and the use of visual media have been investigated separately in language teaching, research that specifically integrates both approaches in the context of descriptive writing remains limited. Previous studies mainly focused on cooperative learning methods without considering the role of digital visual resources, while others examined the use of images in writing activities but did not systematically apply cooperative learning principles (Putri, 2020:55; Siregar, 2021:38). Moreover, most of these studies were conducted in different educational settings such as senior high schools or higher education, which may not fully reflect the learning needs of junior high school students. This indicates a clear gap in the literature, particularly regarding the integration of cooperative learning method with cartoon picture media from digital platforms like Pinterest to improve descriptive writing ability at the lower secondary level.

The present study is designed to examine the effect of applying cooperative learning method with learning together model integrated with cartoon pictures from Pinterest on students' descriptive writing ability at SMP Negeri 1 Siantar. Unlike previous research, this study does not only apply the cooperative learning as a method but also incorporates engaging visual media to stimulate ideas and support collaboration. The findings are expected to provide empirical evidence of the effectiveness of this integrated approach, offering insights for English teachers in adopting innovative strategies that enhance students' writing performance. Furthermore, the study seeks to contribute to the broader discourse on how multimodal resources combined with interactive learning methods can address persistent challenges in English as a foreign language (EFL) writing instruction. Based on the identified problems and the research gap, this study is conducted to examine the effect of cooperative learning integrated with cartoon pictures from Pinterest on students' descriptive writing ability at SMP Negeri 1 Siantar. Therefore, the researcher carries out a study entitled **"Cooperative Learning Method Integrated Cartoon Picture Pinterest Media on Student's Descriptive Writing Ability at SMP Negeri 1 Siantar."**

MATERIALS AND METHODS

The population of this study consists of all eighth grade students at SMP Negeri 1 Siantar in the 2025/2026 academic year. There are a total of 237 students divided into 9 classes. In this study, two classes will be chosen as samples: VIII-4 as the experimental class and VIII-5 as the control class.

To analyze the data collected from the pre-test and post-test, both manual calculation and Microsoft Excel were employed. The combination of these two approaches ensured accuracy, reliability, and transparency in the statistical analysis. The manual calculation was conducted to strengthen the researcher's understanding of the statistical procedures, while Microsoft Excel was utilized to facilitate efficient tabulation and minimize computational errors.

The techniques of data analysis applied in this study were as follows:

1. Calculating Avarage Value (Mean)

To determine the average score of students in both the experimental and control groups, the mean is calculated using the following formula:

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

Note:

X = Mean score
$\sum X$ = Sum of all scores
N = Number of students

2. Calculating Standard Deviation (SD)

To measure the spread or variability of the students' scores around of the data, the standard deviation is calculated as follows:

$$s_a^2 = \frac{\sum x_a^2 - \frac{(\sum x_a)^2}{N_a}}{N_a}$$

Note:

s_a^2 = varians kelompok A

$\sum x_a^2$ = jumlah kuadrat skor kelompok A

$(\sum x_a)^2$ = kuadrat dari jumlah skor kelompok A

N_a = jumlah anggota kelompok A

3. Normality Test

The normality test aims to determine whether the data distribution follows a normal curve. The normality test was performed using by Shapiro-Wilk test or the Kolmogorov-Smirnov test.

4. Homogenety Test

The homogeneity test was conducted to ensure that the variance between the experimental and control groups was equal. This test was performed using Levene's Test.

5. Hypothesis Testing

Hypothesis testing was conducted to determine whether there was a significant difference in the descriptive writing ability between the experimental and control groups after the treatment. This test was carried out using an Independent Sample t-Test. The formula was:

$$t_{test} = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

William Sealy Gosset (1908)

Note:

M_a = the mean score of the experimental group

M_b = the mean score of the control group

d_a^2 = the variance of the experimental group

d_b^2 = the variance of the control group

N_a = the number of students in the experimental group

N_b = the number of students in the control group

If the significance value ($p \leq 0.05$), it indicates that there is a significant difference, meaning the treatment had an effect. If the significance value ($p > 0.05$), it indicates that there is no significant difference between the two groups.

Validity and Reliability

Using the instrument to collect data, it is important to ensure that it meets the criteria of validity and reliability. These two aspects guarantee that the instrument accurately and consistently measures what it is intended to assess.

RESULTS

Experimental Class

To provide a clear overview of students' progress after the implementation of the Cooperative Learning method integrated with cartoon pictures from Pinterest, the pre-test and post-test scores of the experimental class VIII-4 are presented in the table below. This table allows for a direct comparison of students' writing performance before and after the treatment.

Table 4.3
Students scores

No.	Initial Name	Pre-test	Post-test
1.	AR	25	80
2.	AA	25	80
3.	NS	55	80
4.	FAI	25	80
5.	ZI	55	80
6.	FAU	25	75
7.	CRS	25	75
8.	BMS	70	90
9.	KK	25	80
10.	JAA	25	80
11.	HS	55	75
12.	CFS	25	75
13.	WKN	40	90
14.	AAM	60	75
15.	TS	40	85
16.	NFU	35	80
17.	KOSS	25	85
18.	RS	60	80
19.	MT	35	80
20.	GP	25	75
21.	MD	25	80
22.	YST	60	80
23.	BMT	35	80
24.	SRS	35	80
25.	ESLS	65	80
∑		**975**	**2000**
Highest Score		**70**	**90**
Lowest Score		**25**	**75**

Mean score of Pre-test

$$Ma = \frac{\sum xa}{Na} = \frac{975}{25} = 39$$

Mean score of Post-test

$$Mb = \frac{\sum xb}{Na} = \frac{2000}{25} = 80$$

The highest score in the pre-test of the experimental class was 70 and the lowest score was 25. Meanwhile in the post-test of experimental class, the highest score was 90 and the lowest score was 75. The total of the pre-test was 975 point and the mean of the pre-test was 39. After the class was given the media, the experimental class got 2000 point and the mean score of the post-test was 80.

Control Class

The pre-test and post-test scores are presented in the table below to provide a clear overview of the students' progress in the control class. This allows a direct comparison of students' descriptive writing performance before and after the conventional learning process.

Table 4.7

Students Scores

No.	Initial Name	Pre-test	Post-test
1.	ACM	40	45
2.	HA	30	35
3.	JMQ	65	70
4.	ELS	30	35
5.	JGC	30	60
6.	CL	55	80
7.	ARS	30	35
8.	DVM	30	35
9.	AXS	65	80
10.	RFS	25	30
11.	PS	35	55
12.	YDS	35	40
13.	KACS	80	95
14.	SPP	35	40
15.	NFR	60	75
16.	FAYP	30	50
17.	IS	70	85
18.	FMN	25	30
19.	FHP	85	90
20.	NAR	25	60
21.	SAS	60	70
22.	MQL	30	55
23.	DAS	70	85
24.	NK	80	90
25.	INH	30	55
∑		**1150**	**1480**
Highest Score		**85**	**95**
Lowest Score		**25**	**30**

Mean Score of Pre-test

$$Ma = \frac{\sum xa}{Nb} = \frac{1150}{25} = 46$$

Mean Score of Post-test

$$Mb = \frac{\sum xb}{Nb} = \frac{1480}{25} = 59{,}2$$

The highest score in the pre-test of the control class was 85 and the lowest score was 25. Meanwhile in the post-test of control class, the highest score was 95 and the lowest score was 30. The total of the pre-test was 1150 point and the mean of the pre-test was 46. After the class was given the media, the experimental class got 1480 point and the mean score of the post-test was 59,2.

Hypothesis Testing

The researcher had summed up the data t-test formula above and got the result that the t-test value was $7{,}722$ with the degree of freedom (df) = (n1 + n2 – 2) was 48. The result showed that the t-test > t-table at the significance level of 0.05 ($7{,}722 >$ 1.677). Therefore, Ha was accepted and H0 was rejected. Thus, it indicated that the use of the Cooperative Learning method integrated with cartoon

pictures from Pinterest was effective for improving the students' ability in writing descriptive text at the eighth grade of SMP Negeri 1 Siantar in the academic year 2025/2026.

Findings

The researcher found from the findings of the data analysis that using the Cooperative Learning method of learning together model integrated with cartoon pictures from Pinterest had a significant effect on students' ability in writing descriptive text at the eighth grade of SMP Negeri 1 Siantar in the academic year 2025/2026. Some of the findings were as follows:

1) Students' scores using the Cooperative Learning method of learning together model integrated with cartoon pictures from Pinterest is higher than students' scores taught using the conventional teaching method in writing descriptive text.
2) The mean of the experimental class in the pre-test is 39, and the mean of the control class in the pre-test is 46.
3) The mean of the experimental class in the post-test is 80, and the mean of the control class in the post-test is 59,2.
4) The total score of the post-test in the experimental class is 2000, while the total score of the post-test in the control class is 1480.
5) The standard deviation of the experimental class is 5650, while the standard deviation of the control class is 2044. Thus, it prove that students in the experimental class have higher scores compare to the students in the control class.
6) The t-table for a two-tailed test at a level of significance of 0.05 is 1.677, and the degrees of freedom (df) is 48. At the 0.05 level of significance, the testing hypothesis is accepted because the t-test is higher than the t-table ($7{,}722 > 1.677$).
7) As a result, the alternative hypothesis (Ha) is accepted, while the null hypothesis (H0) is rejected.

The researcher concluded that using the Cooperative Learning method integrated with cartoon pictures from Pinterest had a significant effect on students' ability in writing descriptive text at the eighth grade of SMP Negeri 1 Siantar.

DISCUSSION

The findings of this research revealed that the use of the Cooperative Learning method of learning together model integrated with cartoon pictures from Pinterest had a significant effect on students' ability in writing descriptive texts at the eighth grade of SMP Negeri 1 Siantar. The experimental class, which was taught using the integrated method, obtained a mean post-test score of 80, while the control class, which was taught using the conventional method, obtained a lower mean score of 59.2. This clear difference demonstrates that the use of cooperative learning combined with cartoon picture media could enhance students' descriptive writing ability more effectively compared to the traditional way of teaching.

The improvement of students' achievement in the experimental class was also reflected in the total score and standard deviation. The total score of the post-test in the experimental class reached 2000, which was considerably higher than the total score of 1480 in the control class. Although the standard deviation of the experimental class (5650) was larger than that of the control class (2044), this indicates that students in the experimental class showed diverse but overall higher achievements, suggesting that the method allowed students with different proficiency levels to still benefit from the learning activities. Furthermore, the result of the t-test analysis (7.722) which was higher than the t-table value (1.677) at the 0.05 level of significance confirmed that the difference between both groups was statistically significant. This means that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected.

These results can be explained by linking them to the theories applied in this study. According to Johnson and Johnson (2020:45), Cooperative Learning of learning together emphasizes interaction, collaboration, and mutual support, which can help students share their ideas, reduce their anxiety in writing, and construct knowledge together. The activities in Cooperative Learning of learning

together model encourage students to engage in brainstorming, peer feedback, and group discussions. This situation was observed in the experimental class, where students could organize their ideas more effectively and refine their sentences through peer input. This aligns with Rahmawati (2021:92), who found that Cooperative Learning of learning together improves students' motivation and academic achievement because it creates an enjoyable and interactive learning environment.

The role of cartoon picture media also contributed significantly to the improvement of students' writing ability. Astuti (2022:67) emphasized that visual media can stimulate imagination and provide concrete ideas for students to describe. In this study, cartoon pictures from Pinterest served as prompts that helped students to describe characters, settings, and objects more vividly. The visual stimuli reduced students' difficulties in generating ideas and provided them with inspiration to use appropriate vocabulary and expressions. This finding is in line with Hidayat & Pratiwi (2023:101), who argue that integrating digital visual media not only improves creativity but also increases engagement and participation in writing tasks.

These findings are consistent with the problems previously identified in Indonesian students' writing ability. Nugraha (2022:88) highlighted that many students often rely on literal translation, produce incomplete sentences, and lack coherence in their texts. Similarly, Putri & Hasanah (2021:73) reported that students face difficulties in providing detailed descriptions due to limited vocabulary. By integrating Cooperative Learning method of learning together model with cartoon picture media, the students in the experimental class could overcome these difficulties. The group discussions helped them to avoid literal translation and to construct sentences in English more naturally, while the visual prompts gave them enough support to expand their vocabulary and provide richer details in their descriptive writing.

These results also support the idea that conventional teaching methods, such as lecturing and textbook exercises, are less effective in developing students' writing ability. As stated by Wahyuni (2020:55), such traditional methods often limit students' opportunities to actively participate in the learning process. The findings of this study strengthen that statement, as the control class that was taught conventionally obtained lower results compared to the experimental class. This shows that innovative teaching strategies that combine interaction and multimedia resources are more suitable to meet the learning needs of junior high school students.

The discussion of the findings proves that the integration of Cooperative Learning method of learning together model and cartoon picture media from Pinterest provided a positive and significant effect on students' descriptive writing ability. The combination of interactive group learning and visual stimuli enabled students to write more effectively, both in terms of content and language use. The experimental class not only achieved higher scores but also showed improved creativity, vocabulary use, and sentence organization. These findings contribute to the existing literature by providing empirical evidence that cooperative learning method of learning together model supported with digital visual media is an effective strategy to overcome persistent challenges in EFL writing instruction at the junior high school level.

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CONCLUSIONS

The findings of this research indicate that the use of Cooperative Learning method of of learning together model integrated with cartoon pictures from Pinterest is effective for improving students' ability in writing descriptive texts. This is evidenced by the students' scores in the experimental class being higher than those in the control class, and the statistical analysis showing that Ha was accepted while Ho was rejected. Based on the results of this study and supported by several previous studies, it can be concluded that the use of cooperative learning combined with cartoon picture media is very effective for enhancing students' descriptive writing ability at the eighth grade of SMP Negeri 1 Siantar.

Using media can also help both teachers and students. For teachers, cartoon pictures from Pinterest serve as useful visual aids that make it easier to explain the material and stimulate students' imagination. For students, the media helps them generate ideas, enrich vocabulary, and organize their thoughts more effectively in descriptive writing. The integration of Cooperative Learning method of learning together model with cartoon picture media proved to be more efficient and engaging compared to conventional teaching methods, as it not only improved writing scores but also increased students' motivation and participation in the learning process

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