THE EFFECT OF IMAGES GENERATED BY BING IMAGE CREATOR IN TEACHING DESCRIPTIVE TEXT WRITING

(A Pre-Experimental Research on the Seventh Grade Students of SMPN 4 Sungai Raya in Academic Year 2025/2026)

A THESIS

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I have written the thesis entitled “The Effect of Images Generated by Bing Image Creator in Teaching Descriptive Text Writing” (A Pre-Experimental Research on the Seventh Grade Students of SMPN 4 Sungai Raya in Academic Year 2025/2026), which is my own. I am completely responsible for the content of this thesis. Ethical students quote or cite other writers’ opinions or findings that are incorporated in this thesis. If this thesis is found to be plagiarized, I will accept my punishment.

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ABSTRACT

This study investigates the effect of images generated by Bing Image Creator in teaching seventh-grade students to write descriptive texts. A pre-experimental design employing a one-group pre-test and post-test model was applied. The participants were the students from class 7E of SMP Negeri 4 Sungai Raya in the academic year 2025/2026, which consisted of 26 students. The data were collected through descriptive text writing tests conducted before and after the treatment. The findings revealed a meaningful improvement in students' writing performance, as indicated by higher mean scores in the post-test compared to the pre-test. Statistical analysis using a t-test showed a value of 10.096, which exceeded the critical t-table value of 1.708. This result led to the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). In addition, the effect size of 1.9 indicates a strong effect of the treatment. During the learning process, students demonstrated greater engagement and more positive attitudes toward writing activities supported by images generated through Bing Image Creator. Overall, the results suggest that Bing Image Creator is an effective instructional tool for enhancing students' descriptive writing skills by providing visual support that stimulates ideas and encourages active participation.

Keywords: Descriptive Text, Bing Image Creator, Pre-experimental

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Pontianak, January 12th, 2026

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CHAPTER I

INTRODUCTION

1.1 Research Background

The development of English language proficiency is closely related to four fundamental skills: listening, speaking, reading, and writing. Among these skills, writing holds particular importance, as it serves as a vital medium for expressing ideas and facilitating effective communication in a second or foreign language. As stated by Harmer (2004, p. 4), “writing is a process of discovering and organizing ideas into the written media”. Also, a study by Khasawneh (2021) emphasizes that writing functions as a medium for expressing thoughts and emotions, highlighting its significance in students' educational development. This suggests that writing involves the process of transforming ideas into written form, allowing them to be communicated to others and facilitating learning through written works.

In addition, writing is a very important skill for secondary school students, especially for students who are just learning to write using English in academic writing (Toba et al., 2019). Then, the benefits of writing for students can also increase confidence in writing, sharpen thinking skill and improve language skills (Oppenheimer et al., 2017). As the students of SMP Negeri 4 Sungai Raya sometimes struggle with writing lessons, the need for creative tools to attract interest in writing is crucial for improving this skill.

Masrul and Yuliani (2023) reveal that the use of appropriate tools and strategies in writing can positively motivate students' writing skills. Therefore, this would be applied to students' ability to write descriptive text.

Descriptive text, which involves details that are closely linked to the experience of the writer or student, plays an important role in strengthening the overall ability to write. Lamott (1994) contends that good writing is about revealing a truth and the description is the most powerful tool to reveal that truth. Descriptive texts are intended to provide a clear identification of a person, place, or object, requiring students to closely observe and analyze their subjects. The process of writing descriptive text involves collecting ideas and refining them to enhance clarity and coherence, ensuring that the final text is well-structured and easily comprehensible for readers (Khusniyah, 2019).

Therefore, composing a descriptive text involves producing a written piece that is based on detailed observations and vivid portrayals of people, objects, or places, with the purpose of engaging and stimulating the reader's imagination. This process is closely connected to students' critical thinking abilities, which play an important role in developing well-structured and engaging descriptive texts. Writing descriptive texts actively engages the reader's imagination, establishing a connection between this practice and the enhancement of critical thinking skills. The skills in writing descriptive text enable students to analyze, evaluate, and construct well-reasoned arguments about their chosen subjects (Ilchuk, 2021).

In this digital era, technology has deeply influenced many aspects of daily life, including how students learn. The use of AI-powered tools has brought new opportunities to support English language learning in Indonesia. A systematic review by Crompton et al. (2024) shows that AI technology can help improve students' reading comprehension and build their confidence in learning English. Similarly, Vigna-Taglianti (2024) explains that AI-generated images can enhance textbooks and teaching materials by making the content easier for students to understand. Based on these insights, the researcher aims to conduct this study which is based on the use of image-generating technology in teaching descriptive text writing.

However, many students encounter difficulties in visualizing the objects they intend to describe, which may impede their ability to produce detailed and vivid descriptions. Jayanti (2019) reveals in her study that students frequently face challenges in identifying and visualizing objects, which poses a significant obstacle in the descriptive writing process. Consequently, incorporating supportive resources into writing instruction is essential. Visual aids, such as images, can play a crucial role in assisting students with subject selection and enhancing their descriptive writing skills. Tomlinson (2011) contends that pictures offer meaningful contexts that support students in developing their descriptive text writing. They encourage students to use their background knowledge, inspire creativity, and guide them in expressing their ideas clearly. Supporting that, the study by Telaumbanua et al., (2022) highlight that the use of visual media, such as

pictures, plays a crucial role in assisting students with the development of descriptive texts. Empirical studies have shown that the use of picture media significantly enhances students' descriptive writing skills (Simbolon, 2021). This indicates that innovative tools, such as Bing Image Creator—an image generating AI that generates customized images based on user inputs can serve as valuable support in improving descriptive writing. Unlike other images generating AI, Bing Image Creator enables students to create visuals that closely correspond to their written descriptions, thereby promoting a more personalized and immersive writing experience.

Furthermore, the choice of teaching techniques should align with the instructional media utilized. In this regard, the researcher identified Guided Writing as an effective approach to support teachers in integrating visual-based tools into the teaching of descriptive text writing. Guided Writing refers to an approach in which the teacher provides structured support to assist students in developing their writing skills. Ramadayanti et al. (2024) assert that guided writing had a positive impact on students' writing skills, enabling them to express their ideas more clearly and engage in tasks more effectively. And provide students with model text, an outline and guided questions. Therefore, the integration of Bing Image Creator with this instructional approach is well-suited for teaching descriptive text writing. The researcher expected that the use of appropriate teaching techniques can develop the role of the tool used so that it affects students' ability to write descriptive texts.

Several previous studies have applied visual media in teaching descriptive text writing to help students visualize the objects to be described. A study by Kusumadewi and Puspitorini (2025) showed that the use of image media in descriptive writing had a positive impact on grade 10 students, who showed improvement in the quality and creativity of their descriptions of objects. The findings reveal the difference between the experimental and control classes, where the experimental class used picture media and the control class used conventional methods in descriptive text writing. The results of the study showed that the average score for the experimental class was 86.03, and for the control class, it was 75.25.

Wong et al. (2025) reported that students responded positively to picture-cued writing tasks supported by AI-generated images, particularly in terms of enjoyment and perceived usefulness. Quantitative results showed that 55.9% of students achieved higher CEFR-J scores in the posttest compared to the pretest, indicating overall improvement in writing proficiency. Additionally, Hendrawan (2024) noted that the use of AI-generated images from SeaArt AI significantly enhances secondary students' descriptive writing skills based on the pre-test and post-test scores. Using different treatment methods, the experimental group used images generated by SeaArt AI as visual support for writing descriptive texts, while the control group used traditional text-based writing exercises. Based on the research design, it is expected that about 70–80% of students in the experimental group

showed improvement in their descriptive writing, particularly in vocabulary use, imagery, and overall coherence.

This finding suggests that image-generating AI, such as Bing Image Creator, has the potential to serve as an effective tool for supporting writing activities in educational settings. Compared to other platforms such as SeaArt AI, Bing Image Creator produces images that are clearer and more closely related to the given prompts. The images tend to be realistic and easy to understand, which helps students describe objects, settings, and details more accurately. In contrast, images from tools like SeaArt AI often emphasize artistic style, which may confuse students or distract them from the writing task. As a result, images generated by Bing Image Creator provide more suitable visual support for learners, allowing them to focus on developing ideas and expressing them clearly in descriptive texts.

Applying picture media as a strategy for teaching descriptive text writing benefits students and has been shown to enhance their writing abilities. By conducting a pre-experimental method, the researcher aims to determine the effectiveness of Bing Image Creator as a tool in descriptive text writing. This research began with a pre-test to gather data before the treatment is initiated, followed by treatment using images generated by Bing Image Creator in descriptive writing tasks, and concluding with a post-test to evaluate the treatment's outcomes.

In conclusion, although previous studies have examined the use of images to enhance students' descriptive writing skills, most of this research relied on pre-existing images sourced from the internet as instructional media. In contrast, the present study investigated the effectiveness of AI-generated images in supporting students' descriptive text writing. This study addresses a significant gap in the existing literature, as no prior research has specifically explored the use of Bing Image Creator as a tool for generating images to support descriptive text writing instruction. By integrating AI-generated visual media into writing activities, this study contributes to the ongoing discourse on innovative pedagogical approaches in language learning.

1.2 Research Question

1.2.1 Does the image generated from Bing Image Creator affect teaching descriptive text writing to the seventh-grade students at SMP Negeri 4 Sungai Raya?

1.2.2 How significant is the effect of the image generated from Bing Image Creator in teaching descriptive text writing to the seventh-grade students at SMP Negeri 4 Sungai Raya?

1.3 Research Purpose

1.3.1 To find out whether using the image generated from Bing Image Creator affects teaching descriptive text writing to the seventh-grade students at SMP Negeri 4 Sungai Raya.

1.3.2 To find out the significance level of the image generated from Bing Image Creator in teaching descriptive text writing to the seventh-grade students at SMP Negeri 4 Sungai Raya.

1.4 Research Significance

The findings of this study are expected to enhance the understanding of teachers, students, and other researchers regarding the significance of image-generating tools in the process of writing descriptive texts. First, teachers may implement this image-generating tool when teaching descriptive text by using the generated images to motivate students and provide inspiration. Second, students are expected to apply the tools and strategies taught in this class to enhance their ability to write descriptive text. And for the last, researchers may be inspired by this study's findings to explore related topics further.

1.5 Hypothesis

Null hypothesis (Ho): The image generated by Bing Image Creator does not affect teaching descriptive text writing

Alternative hypothesis (Ha): The image generated by Bing Image Creator affects teaching descriptive text writing

1.6 Research Scopes

1.6.1 Research Limitation

This research has been conducted on the seventh-grade students at SMP Negeri 4 Sungai Raya in the academic year 2025/2026. The researcher limited the study to see the effect of images from Bing Image Creator in teaching descriptive text writing. It also focused on the writing components, such as content, grammar, vocabulary, and mechanics. This study also could not fully control external factors related to individual student characteristics, such as unmotivated students and students with special learning conditions. Addressing that, this research is classified as a pre-experimental study; consequently, the findings cannot be generalized beyond the specific context in which the study was conducted.

1.6.2 Variables

A variable in this research refers to a condition, factor, or characteristic that can be measured or observed. According to Creswell and Creswell (2018) a variable in research is basically any feature or quality that can differ from one person, group, or situation to another. It means that variable is something we can observe or measure, and it's used to help researchers understand what's happening in the world around them.

a. Independent Variable

Independent variable refers to the variable that might have an effect to the possible outcomes or the dependent variable. In a research study, it’s the variable that the researcher selects, introduces, or observes as the

possible cause of an effect (Creswell & Creswell, 2018). For example, in this study, the researcher uses Bing Image Creator as a tool to generate images in teaching descriptive text writing to the seventh-grade students at SMP Negeri 4 Sungai Raya. Then, "Bing Image Creator" is the independent variable, because it is expected to have an impact to students on how it could motivate and inspire the students based on the images produced.

b. Dependent Variable

Dependent carriable in this study refers to the outcome or result depends on the independent variable. According to Creswell and Creswell (2018) dependent variable is what the researcher measures at the end of the study to see whether a change has occurred. In the example of Bing Image Creator, the score of students' descriptive text writing is the outcome that researcher expected. The score would be varied because it reflects the effect of how the teacher using Bing Image Creator in teaching descriptive text writing.

1.7 Terminology

1.7.1 Descriptive Text

In this research, descriptive text refers to a writing style that enables students to clearly capture the conditions, activities, and objects in their school environment. It is typically structured with an introduction, a detailed description, and a conclusion, encouraging the use of sensory language to create engaging and informative representations.

1.7.2 Picture Media

Picture media refers to visual elements such as images, photographs, drawings, and diagrams used to convey information, ideas, or messages. In education, picture media is often used to enhance learning by providing visual representations of concepts, making complex ideas easier to understand.

1.7.3 Bing Image Creator

Bing Image Creator is a tool that allows users to create custom images using a variety of templates, shapes, and text. It would help students to improve their descriptive writing using visual support.