

**VISUAL THINKING STRATEGIES IN TEACHING
DESCRIPTIVE WRITING: A CASE STUDY OF EIGHTH-GRADE
LEVEL AT SMPN 99 JAKARTA**



**Puti Reisyia Salsabila
1202622065**

***A Thesis submitted in Partial Fulfillment of the
Requirements for the Degree of Sarjana Pendidikan***

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS NEGERI JAKARTA**

2026

LEMBAR PENGESAHAN

Skripsi ini diajukan oleh:

Nama : Puti Reisya Salsabila
No. Registrasi : 1202622065
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Judul Skripsi : Visual Thinking Strategies in Teaching Descriptive Writing: A Case Study of Eighth-Grade Level at SMPN 99 Jakarta

Telah berhasil dipertahankan di hadapan Dewan Penguji dan diterima sebagai bagian persyaratan yang diperlukan untuk memperoleh gelar Sarjana Pendidikan di Fakultas Bahasa dan Seni Universitas Negeri Jakarta.

DEWAN PENGUJI

Ketua Penguji/Pembimbing I



Rika Andayani, S.Pd, M.Pd.
NIP. 198801212020122012

Pembimbing II



Yosafat B. Valentino, S.Pd., M.Hum.
NIP. 199102132024061001

Penguji Ahli Materi



Tara M. Palupi, M.Hum.
NIP. 198706222019032010

Penguji Ahli Metodologi



Farida Nova Kurniawati, M.Pd.
NIP. 199311132024062002

Jakarta, 4 Agustus 2026

Dekan Fakultas Bahasa dan Seni



Dr. Samsi Setiadi, M.Pd.
NIP. 197710082005011002

LEMBAR PERNYATAAN ORISINALITAS

Saya yang bertanda tangan di bawah ini,

Nama : Puti Reisy Salsabila

No. Registrasi Mahasiswa : 1202622065

Program Studi : Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi yang berjudul, "VISUAL THINKING STRATEGIES IN TEACHING DESCRIPTIVE WRITING: A CASE STUDY OF EIGHTH-GRADE LEVEL AT SMPN 99 JAKARTA"

Sepenuhnya merupakan karya saya sendiri. Tidak ada bagian di dalamnya yang merupakan plagiat dari karya orang lain dan saya tidak melakukan penjiplakan atau pengutipan dengan cara yang tidak sesuai dengan etika keilmuan yang berlaku dalam masyarakat akademik. Apabila terdapat pelanggaran terhadap etika keilmuan dalam karya saya dan pernyataan ini tidak sesuai dengan hal yang sebenarnya, saya siap mempertanggungjawabkan dan menanggung resikonya.

Jakarta, 05 Agustus 2026



Puti Reisy Salsabila



KEMENTERIAN PENDIDIKAN TINGGI, SAINS DAN TEKNOLOGI
UNIVERSITAS NEGERI JAKARTA
PERPUSTAKAAN DAN KEARSIPAN

Jalan Rawamangun Muka Jakarta 13220
Telepon/Faksimili: 021-4894221
Laman: lib.unj.ac.id

**LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika Universitas Negeri Jakarta, yang bertanda tangan di bawah ini saya:

Nama : Puti Reisyasalsabila

NIM : 1202622065

Fakultas/Prodi : Fakultas Bahasa dan Seni/Pendidikan Bahasa Inggris

Alamat email : putireisyasalsabila@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan dan Kearsipan Universitas Negeri Jakarta, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah:

☒ Skripsi ☐ Tesis ☐ Disertasi ☐ Lain-lain (...)

yang berjudul:

VISUAL THINKING STRATEGIES IN TEACHING DESCRIPTIVE WRITING: A CASE STUDY OF EIGHTH-GRADE LEVEL AT SMPN 99 JAKARTA

Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan dan Kearsipan Universitas Negeri Jakarta berhak menyimpan, mengalihmediakan, mengelolanya dalam bentuk pangkalan data (*database*), mendistribusikannya, dan menampilkan/mempublikasikannya di internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan Universitas Negeri Jakarta, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini saya buat dengan sebenarnya.

Jakarta, 5 Agustus 2026

Puti Reisyasalsabila

ACKNOWLEDGEMENT

All praise and gratitude are due to Allah Subhanahu Wa Ta'ala for His infinite mercy, blessings, and guidance, which have enabled the writer to complete this undergraduate thesis entitled "Visual Thinking Strategies in Teaching Descriptive Writing: A Case Study of Eighth-Grade Level at SMPN 99 Jakarta" as one of the requirements for obtaining the Bachelor's Degree in English Language Education, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Peace and blessings be upon Prophet Muhammad Shallallahu 'Alaihi Wasallam, his family, his companions, and all those who faithfully follow his teachings until the end of time.

The writer realizes that the completion of this thesis would not have been possible without the support, guidance, encouragement, and prayers of many individuals. Therefore, with sincere appreciation and heartfelt gratitude, the writer would like to express her deepest thanks to:

1. Rika Andayani, M.Pd, as the first thesis supervisor, for the invaluable guidance, continuous encouragement, patience, constructive feedback, and unwavering support throughout the completion of this thesis.
2. Yosafat Barona Valentino, S.Pd., M.Hum., as the second thesis supervisor, for the valuable advice, insightful suggestions, encouragement, and thoughtful guidance that significantly contributed to the completion of this research.

3. Lasito M. App.Ling. and Dwi Meisyitah A. S.Pd., M.Li, as the proposal seminar examiners, for the constructive comments, valuable suggestions, and insightful feedback that greatly contributed to improving the quality of this thesis.
4. Tara M Palupi, M. Hum and Farida Nova Kurniawati, M.Pd., as examiners for the thoughtful comments, valuable recommendations, and constructive feedback during the final thesis defense. Their insights have greatly contributed to the refinement and completion of this thesis.
5. Dr. Nina Wanda Cassandra, M.Pd, as the Head of the English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, for the support provided throughout the writer's academic journey.
6. The Dean of the Faculty of Languages and Arts and the Rector of Universitas Negeri Jakarta, for providing the opportunity and facilities to pursue undergraduate studies.
7. All lecturers of the English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta, for their dedication, knowledge, guidance, and inspiration throughout the writer's years of study.
8. The principal, the English teacher, and all Grade VIII students of the participating junior high school for their cooperation, willingness, and enthusiastic participation during the research process.
9. My beloved parents and grandparents for their endless love, sincere prayers, unwavering support, patience, and sacrifices throughout every stage of my educational journey. Their encouragement has always been my greatest source of strength and motivation.

10. My family members, who have continuously supported and prayed for the writer during the completion of this thesis.

11. My friends, my powerpuff girls (Zaenabelle, Nawang, Salmaa, Nasywa, and Natania), my fellow advisees (Nabila, Mutiara, and Calista) and everyone who has directly or indirectly contributed to the completion of this thesis. Their encouragement, kindness, and support have made this academic journey more meaningful and memorable.

Finally, the writer would like to express sincere gratitude to everyone whose names cannot be mentioned individually but who has contributed in various ways to the completion of this thesis. May Allah Subhanahu Wa Ta'ala reward all their kindness with abundant blessings.

The writer realizes that this thesis is not without limitations. Therefore, constructive criticism and suggestions are sincerely welcomed for future improvement. It is hoped that this study will make a meaningful contribution to the field of English language teaching and inspire further research on Visual Thinking Strategies in classroom practice.

Jakarta, July 13rd, 2026

Puti Reisya Salsabila

TABLE OF CONTENTS

LEMBAR PENGESAHAN.....	iii
LEMBAR PERNYATAAN ORISINALITAS	iv
LEMBAR PERNYATAN PERSETUJUAN PUBLIKASI	v
ACKNOWLEDGEMENT	iii
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF APPENDICES.....	x
ABSTRACT	xi
ABSTRAK.....	xii
CHAPTER 1 INTRODUCTION	1
1.1 Background of the study.....	1
1.2 Research Questions.....	6
1.3 Purpose of the Study.....	7
1.4 Scope of the Study	7
1.5 Significance of the Study.....	7
CHAPTER 2 LITERATURE REVIEW	9
2.1 Writing.....	9
2.2 Descriptive Text.....	11
2.3 Visual Thinking Strategies	16
2.4 Previous Study	34
2.5 Theoretical Framework.....	37
CHAPTER 3 METHODOLOGY	45
3.1 Research Design	45
3.2 Data and Data Source	45
3.3 Research Participants.....	47
3.4 Place and Time of The Study.....	48
3.5 Research Instrument	49
3.6 Data Analysis Techniques	55

CHAPTER 4 FINDINGS AND DISCUSSION.....	60
4.1 Findings	60
4.1.1 The Implementation of VTS in Teaching Descriptive Writing	60
4.1.2 Students' Responses toward the Use of VTS	73
4.1.3 Characteristics of Students' Descriptive Writing Products after VTS Implementation	81
4.1.4 Challenges in Implementing VTS.....	90
4.1.5 Perceived Benefits of VTS in Descriptive Writing.....	100
4.2 Discussion.....	111
4.2.1 The Implementation of VTS in Teaching Descriptive Writing	111
4.2.2 Students' Responses toward the Use of VTS	117
4.2.3 Characteristics of Students' Descriptive Writing Products after VTS Implementation	123
4.2.4 Challenges in Implementing VTS	130
4.2.5 Perceived Benefits of VTS in Descriptive Writing	136
4.3 Limitation	143
CHAPTER 5 CONCLUSION AND RECOMMENDATIONS.....	146
5.1 Conclusion	146
5.2 Recommendations.....	148
5.2.1 For English Teacher.....	148
5.2.2 For School Administrators.....	149
5.2.3 For Future Researchers	149
REFERENCES	151
APPENDICES	156
ABOUT AUTHOR	183

LIST OF TABLES

Table 4. 1 Summary of Students' Descriptive Writing Product Analysis	82
--	----



LIST OF FIGURES

Figure 2. 1 Diagram Theoretical Framework.....	44
Figure 4.1.1. 1 Visual Media used in Teacher's Presentation (Observation 1)	61
Figure 4.1.1. 2 Visual Media used in Teacher's Presentation (Observation 2)	64
Figure 4.1.1. 3 Classroom Moments during VTS Discussion (Observation 2)	68
Figure 4.1.2. 1 Student's Participation during VTS Discussion (Observaton 1).....	77



LIST OF APPENDICES

Appendix 1: Questions for English Teacher	156
Appendix 2: Questions for Students	157
Appendix 3: Classroom Observation Checklist	158
Appendix 4: Writing Assessment Rubric (Adapted from Brown, 2001).....	160
Appendix 5: Teacher's Questionnaires Responses	161
Appendix 6: Students' Questionnaires Responses	165
Appendix 7: Result of Classroom Observation Checklist.....	177
Appendix 8: Result of Classroom Observation Checklist.....	179



ABSTRACT

Puti Reisy Salsabila. 2026. Visual Thinking Strategies in Teaching Descriptive Writing: A Case Study of Eighth-Grade Level at SMPN 99 Jakarta. A Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Previous studies have widely recognized descriptive writing as a challenging aspect of English language learning for junior high school students. To address this issue, Visual Thinking Strategies (VTS) has been proposed as a student-centered instructional approach that promotes observation, discussion, and evidence-based thinking before writing. Therefore, this study aimed to explore the implementation of Visual Thinking Strategies (VTS) in teaching descriptive writing to eighth-grade students at SMP Negeri 99 Jakarta. This study employed a qualitative case study design. Data were collected through classroom observations, open-ended questionnaires administered via Google Forms, and documentation of students' descriptive writing products. The data were analyzed using the qualitative data analysis model proposed by Miles, Huberman, and Saldaña. The findings revealed that VTS was implemented through visual observation, guided discussion, evidence-based responses, and descriptive writing activities. Students demonstrated positive responses, including increased engagement, confidence, and participation throughout the learning process. The study also identified several challenges, including time management, limited vocabulary, unequal participation, and classroom management. In addition, students' descriptive writing products reflected more detailed descriptions, better-organized ideas, appropriate vocabulary, and coherent characteristics of descriptive texts following the implementation of VTS. Overall, the findings suggest that VTS functioned as a student-centered instructional approach in which observation and collaborative discussion supported students' descriptive writing and were reflected in their writing products.

Keywords: *Visual Thinking Strategies, descriptive writing, qualitative case study, writing instruction.*

ABSTRAK

Puti Reisy Salsabila. 2026. Visual Thinking Strategies in Teaching Descriptive Writing: A Case Study of Eighth-Grade Level at SMPN 99 Jakarta. A Skripsi, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Penelitian-penelitian terdahulu telah mengakui bahwa menulis teks deskriptif merupakan salah satu aspek yang menantang dalam pembelajaran bahasa Inggris di tingkat sekolah menengah pertama. Untuk mengatasi tantangan tersebut, Visual Thinking Strategies (VTS) telah diperkenalkan sebagai pendekatan pembelajaran yang berpusat pada siswa yang mendorong kegiatan observasi, diskusi, dan penalaran berbasis bukti sebelum menulis. Oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi implementasi Visual Thinking Strategies (VTS) dalam pembelajaran menulis teks deskriptif pada siswa kelas VIII di SMP Negeri 99 Jakarta. Penelitian ini menggunakan desain studi kasus kualitatif. Data dikumpulkan melalui observasi kelas, kuesioner terbuka yang diberikan melalui Google Forms, serta dokumentasi berupa hasil tulisan teks deskriptif siswa. Data dianalisis menggunakan model analisis data kualitatif yang dikemukakan oleh Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa VTS diimplementasikan melalui kegiatan observasi visual, diskusi terpandu, pemberian respons berbasis bukti, dan aktivitas menulis teks deskriptif. Siswa menunjukkan respons positif berupa meningkatnya keterlibatan, kepercayaan diri, dan partisipasi selama proses pembelajaran. Penelitian ini juga mengidentifikasi beberapa tantangan, yaitu manajemen waktu, keterbatasan kosakata, partisipasi siswa yang tidak merata, dan pengelolaan kelas. Selain itu, hasil tulisan teks deskriptif siswa setelah implementasi VTS menunjukkan deskripsi yang lebih rinci, organisasi ide yang baik, penggunaan kosakata yang sesuai, serta karakteristik teks deskriptif yang koheren. Secara keseluruhan, temuan penelitian menunjukkan bahwa VTS berfungsi sebagai pendekatan pembelajaran yang berpusat pada siswa, di mana kegiatan observasi dan diskusi kolaboratif mendukung kemampuan siswa dalam menulis teks deskriptif dan tercermin dalam produk tulisan yang mereka hasilkan.

Kata kunci: *Visual Thinking Strategies, teks deskriptif, studi kasus kualitatif, pembelajaran menulis.*