THE IMPLEMENTATION OF DIGITAL PICTURES USING DREAMINA IN TEACHING DESCRIPTIVE WRITING AT NINTH GRADERS OF SMPIT PERMATA SURABAYA

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Abstract: *This study was carried out to describe the implementation of digital pictures in teaching descriptive writing at ninth graders of SMPIT Permata Surabaya. A qualitative descriptive research design was employed in this study. This study involved an English teacher and 25 students from ninth graders of SMPIT Permata Surabaya. The data was obtained from observation and documentation. The findings showed that the implementation of digital pictures using Dreamina was well implemented. Classroom observations shown that most planned teaching activities were carried out consistently during the learning process. The use of Dreamina generated pictures supported students in understanding descriptive text and producing written descriptions.*

Keywords: *Digital Pictures, Teaching Writing, Descriptive Text*

INTRODUCTION

Many students find it difficult to start writing, especially when they are asked to describe something in detail. They often do not know what to write or how to express their ideas in English. Digital pictures can help with this problem. Pictures give students something real to look at, which makes it easier to think of ideas and describe them. Instead of imagining something completely from scratch, students can focus on describing what they see. This makes writing more enjoyable and less stressful.

Several studies support the use of digital images in writing lessons. For example, (Rong & Noor, 2019) found that using digital pictures and storytelling helped students write more creatively and confidently. Another study by (Ferdiansyah, 2018) in an Indonesian Islamic school showed that students improved their writing when they used photos to help them tell stories. These studies show that pictures are not just decorations, it is helpful tools that can make writing easier and better. When students are more confident and motivated, their writing skills also improve. In addition,

pictures help students who are visual learners, those who understand things better when they can see them. For these students, it is easier to describe a colorful forest, or a busy market, if they can see it first.

While using pictures is already helpful, making custom pictures with Dreamina takes this idea one step further. Dreamina is a free and easy to use online tool where teacher can type a few words, and the tool creates a picture based on their text. This means that instead of using the same old pictures from textbooks or the internet, teacher be able to shows new images, which are more interesting and creative. Using Dreamina in class also allows the teacher to quickly generate different pictures for different students or groups, depending on their level and needs.

Research also supports the use of AI tools in writing education. A study by (Ng & Chan, 2022) showed that when students used AI tools to create digital stories, they became more motivated and creative. Another study by (Zhao et al., 2023) found that using AI pictures in writing tasks helped students improve their writing and feel more confident. In short, Dreamina AI helps make the classroom more active, creative, and fun, while also helping students build stronger writing skills.

Descriptive writing is one of the most important skills students learn in high school English classes. It teaches students how to express ideas clearly, describe people, places, and things, and use creative language. In Indonesia's curriculum, descriptive writing is taught in grade 9. However, many students struggle with writing. They often write short and simple sentences and find it hard to use adjectives, adverbs, or other part of speech in their writing.

Using pictures in descriptive writing can solve this problem. When students are given an interesting image, they can describe what they see using their senses, what something looks like, feels like, smells like, and so on. This helps them learn how to use richer vocabulary and more complete sentences. It also makes the writing task more interesting and less boring. According to (Hamad et al., 2023), using digital content such as pictures helped students in Zanzibar write better descriptive texts. also proved that pictures helped improve students' writing skills in vocational high schools in Indonesia.

At SMPIT Permata Surabaya, an Al-Qur'an based high school in Surabaya, technology is starting to play a bigger role in the classroom. However, there are still some challenges, especially when teaching descriptive writing to 9th-grade students. One difficulty is that the teaching methods are not always interesting or suited to different ways students learn. A potential tool that could be explored is Dreamina AI, which can create digital pictures. These images might support students in improving their descriptive writing skills.

Even though tools like Dreamina AI could be helpful, previous studies and preliminary classroom observations show a gap between curriculum expectations and students' actual writing abilities. Based on informal observation and initial discussion with the English teacher at SMPIT Permata Surabaya, many students experienced difficulties in developing detailed descriptions and often felt frustrated during writing activities. Teachers also reported challenges in using digital tools in ways that effectively support students' creativity and engagement.

Previous research has shown that digital tools and AI can help students improve their writing, but there are still some areas that have not been explored deeply. For example, (Pratiwi & Trisusana, 2024) showed that using digital pictures helped students write better descriptive texts. But that study did not use AI generated pictures, so the specific benefits of tools like Dreamina AI are still unknown. Finally, (Chen et al., 2020) reviews of AI in education showed that while AI is growing fast, not much research has been done on how it can help with specific writing tasks like making descriptions. These gaps show a real need for research about how Dreamina AI can be used in teaching descriptive writing. This study will look closely at how using this tool can help 9th grade students at SMPIT Permata Surabaya write better and feel more confident and creative.

The researcher choses this topic because the researcher interested in how artifical intelligence can support learning process. As an educator, the researcher has seen how difficult writing can be for students. The researcher also believe that AI can offer new and exciting ways to help students learn. Since schools are using more digital tools, it is important to study how they really work in the classroom. By focusing on Dreamina AI, the researcher hopes this research can show useful ways teachers can improve writing lessons using modern technology. In short, using Dreamina AI to generate pictures could be a great way to help 9th graders at SMPIT Permata Surabaya improve their descriptive writing. This research wants to fill the gaps in earlier studies

and show how this kind of technology can make writing more fun, creative, and effective.

LITERATURE REVIEW

Digital pictures have been widely used as media to support students' writing skills, particularly in descriptive writing. Pictures help learners generate ideas, organize thoughts, and develop detailed descriptions. According to(Schnotz et al., 2017), learning becomes more effective when verbal information is supported by visual representation, as students process information through both visual and verbal. In writing classes, pictures be able to help students in expressing ideas more clearly.

Recently, artificial intelligence (AI) tools have been introduced into educational settings, including pictures generating platforms. Dreamina is an AI based tool developed by CapCut that generates digital pictures from text prompts. This tool allows teachers to create customized pictures that suit learning objectives and students' needs. (Ng & Chan, 2022)and (Zhao et al., 2023)highlighted that AI generated visual content increased students' motivation and supported writing performance by stimulating imagination and reducing cognitive load.

Several studies have confirmed the effectiveness of digital pictures in teaching descriptive writing. (Hamad et al., 2023) and (Pramilaga et al., 2023) showed that students who learned descriptive writing through digital images produced more detailed and coherent texts. However, previous studies mostly focused on conventional digital images or photographs, while research on AI generated pictures, particularly Dreamina, remains limited. Therefore, this study seeks to fill the research gap by exploring the implementation of Dreamina generated digital pictures in teaching descriptive writing to ninth graders.

Within the Genre Based Approach (GBA), digital pictures can be integrated at different stages of learning. In the Building Knowledge of the Field (BKOF), pictures help activate students' background knowledge. During the Modeling of the Text (MOT), pictures support students in understanding text structure and language features. In the Joint Construction of the Text (JCOT) and Independent Construction of the Text

(ICOT), digital pictures such as those produced by Dreamina can be used as visual prompts to guide students in collaboratively and independently producing descriptive texts.

METHODOLOGY

This study employed a descriptive qualitative research design to investigate the implementation of digital pictures generated by Dreamina in teaching descriptive writing. Qualitative research was chosen to obtain an in depth understanding of the teaching process and classroom activities. The study focused on describing how Dreamina was implemented during the teaching and learning process.

The research was conducted at SMPIT Permata Surabaya in October 2025. The participants consisted of one English teacher and ninth grade students. The sample was selected using purposive sampling, as the selected class was taught descriptive writing using Dreamina generated pictures.

Data were collected through observation and documentation. Classroom observations were conducted using an observation checklist to examine the implementation of Dreamina in teaching descriptive writing. Documentation included lesson plans and photographs. Students were asked to make descriptive texts based on Dreamina generated pictures.

The data were analyzed qualitatively by describing the teaching and learning process based on classroom observations and documentation. The observation checklist was used as a guiding framework to identify whether planned learning activities were implemented. To ensure data credibility, triangulation of techniques was applied by comparing observation results and documentation data(Sugiyono, 2023). The implementation of using digital pictures in teaching descriptive writing will be analyzed based on observation by the observation checklist.

FINDING AND DISCUSSION

This study investigated the implementation of Dreamina generated digital pictures in teaching descriptive writing using the Genre Based Approach (GBA) to ninth graders of SMPIT Permata Surabaya. The learning aimed to help students understand the social function, generic structure, and language features of descriptive text, as well

as to support students in generating ideas and producing descriptive texts through visual prompts.The teaching process was conducted in three meetings, following the GBA stages: Building Knowledge of the Field (BKOF), Modeling of the Text (MOT), Joint Construction of the Text (JCOT), and Independent Construction of the Text (ICOT).

Teacher	Student	Applied	
		Yes	No
Step 1 BKOF (Building Knowledge of the Text)			
1. The teacher opened the lesson by asking essential questions related to the students' experiences.	Students answered the teacher's questions and shared their ideas	√	
2. The teacher connected the questions to the topic and provided background information about descriptive text.	Students listened and paid attention to the explanation	√	
3. The teacher explained the purpose and social function of descriptive text	Students noted important points in their book.	√	
4. The teacher introduced examples of simple descriptive sentences.	Students read the examples and asked questions if needed.	√	
5. The teacher guided students to think about objects or topics they can describe in daily life.	Students mentioned objects or topics they want to describe		√

6. The teacher concluded the lesson and reviewed what students learned.	Students gave responses about what they learned today.	√	
Step 2 MOT (Modeling of the Text) and JCOT (Join Construction of the Text)			
1. The teacher started the lesson by recalling previous material.	Students answered brief review question	√	
2. The teacher showed examples of descriptive text	Students analyzed the text and mentioned the generic structure and language features.	√	
3. The teacher displayed digital pictures generated using Dreamina AI.	Students observed the pictures	√	
4. The teacher asked students to make a short descriptive text in pairs.	Students wrote short descriptive texts in pair.		√
5. The teacher guided students.	Students wrote short descriptive texts in pair.	√	
6. The teacher asked some pairs to present their work.	Students presented their texts in front of the class		√
7. The teacher reviewed and concluded the learning	Students listened and reflected on their work and learning	√	
Step 3 IOT (İndependent Construction of the Text)			
1. The teacher reviewed the previous material.	Students answered the teacher's review questions	√	

2. The teacher asked students to choose one Dreamina picture and write individually.	Students selected one picture and wrote descriptive text individually.	√	
3. The teacher invited students to present their work.	Students presented their descriptive texts in front of the class.		√
4. The teacher and classmates gave feedback and comments.	Students listened to the feedback and accepted suggestion.		√
5. The teacher evaluated students' writing based on the learning objectives.	Students learned what parts of their writing were good and what needed improvement.	√	
6. The teacher concluded the lesson.	Students noted important points before ending the class.	√	

Based on the observation checklist, most planned teaching activities across the three meetings were implemented during the teaching process. The teacher applied the stages of the Genre Based Approach consistently, and Dreamina generated pictures were used as learning media in each stage. Although several planned activities were not fully implemented, the overall teaching process showed that Dreamina was integrated effectively in teaching descriptive writing.

Picture 1 BKOF (Building Knowledge of the Text)

In the first meeting (BKOF), the teacher focused on building students' background knowledge about descriptive text. The teacher introduced the social function, generic structure, and language features of descriptive text through brainstorming and guided discussion. Students actively responded to questions and showed engagement during the learning process. This stage helped students develop foundational understanding before producing written texts. This finding is in line with (Emilia, 2022),who states that the BKOF stage plays an important role in activating students' prior knowledge and preparing them with relevant context and language features before they are asked to produce a text.

Picture 2 MoT (Modelling of the Text)

The second meeting covered the MOT and JCOT stages. During the MOT stage, the teacher presented examples of descriptive texts and discussed their structure and language features with the students.

Picture 3 JCoT (Join Instructions of the Text)

This activity helped students recognize how descriptive texts are organized and how language features are used in context. This finding is in line with (Hyland, 2018), who explains that the modeling stage is essential in genre-based teaching because it allows students to analyze model texts and understand how meaning is constructed through language.

Picture 4 ICoT (Independent Construction of the Text)

The third meeting focused on the ICOT stage, where students independently wrote descriptive texts based on Dreamina-generated pictures. In this stage, Dreamina was fully implemented, and students selected images to support their writing. Students were able to produce descriptive texts individually, and the teacher provided feedback on their work. This finding supports (Derewianka & Jones, 2016) who say that independent construction allows students to apply their understanding of genre features autonomously after receiving sufficient scaffolding from previous stages.

The use of Dreamina generated pictures during the ICOT stage helped students generate ideas more easily and increased their confidence in writing descriptive texts. Visual prompts supported students in organizing ideas and developing descriptions, which aligns with the principles of genre based learning that emphasize gradual release of responsibility from teacher to students.

The findings show that the implementation of Dreamina generated digital pictures within the Genre-Based Approach was well implemented. The teacher was able to apply the BKOF, MOT, JCOT, and ICOT stages, and students were actively involved in observing pictures and writing descriptive texts. Some limitations occurred in the JCOT stage, where collaborative writing activities were not fully conducted. However, these limitations did not significantly reduce the overall effectiveness of Dreamina integration in the writing lessons.

CONCLUSION

This study concludes that the implementation of Dreamina generated digital pictures in teaching descriptive writing to ninth graders of SMPIT Permata Surabaya using the Genre Based Approach was well implemented. Showing that most planned teaching activities were carried out effectively across the BKOF, MOT, JCOT, and ICOT stages.

Classroom observations showed that Dreamina helped students generate ideas, understand descriptive text features, and produce written texts, particularly during the Independent Construction of the Text stage. Although some activities in the Joint Construction of the Text stage were not fully implemented, the overall learning process reflected appropriate integration of Dreamina as instructional media. This study suggests that Dreamina generated digital pictures have strong potential to support descriptive writing instruction within a genre based framework.

Overall, this study suggests that Dreamina generated digital pictures have strong potential as instructional media for teaching descriptive writing within a genre based framework. With improved consistency in implementing collaborative writing stages, the integration of AI generated pictures can further enhance students' engagement and writing development. Future studies are encouraged to explore the effectiveness of Dreamina in improving students' writing quality using quantitative methods, such as pre-test and post-test designs, writing scores, or rubric-based assessments, and to apply the tool in different educational contexts.

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