

Learning Media in Writing Descriptive Texts: Bibliometric Analysis

Zuber ¹, D. Nurfajrin Ningsih², Asep Saepuloh³, Siva Malika Putri Ramadhani⁴, Intan

Nuraeni⁵, Sulistia Nursyamsiyah Adawiyah⁶

^{1,2,3,4,5,6} Universitas Suryakencana, Indonesia

✉ asepsaepulah@unsur.ac.id*

*Corresponding author

ABSTRACT

Although research on learning to write descriptive texts continues to grow, there are still few studies that systematically map the trends and directions of research related to the use of learning media. Therefore, this study aims to analyze scientific developments on the use of media in learning to write descriptive texts using a bibliometric analysis approach. Data were obtained from 200 scientific articles published on Google Scholar during the period 2020–2024, collected using the Publish or Perish application, and analyzed through VOS viewer based on quantity, quality, and structural indicators. The results of the analysis show eight main clusters of research topics, namely descriptive text writing skills, types of media, learning models, digital technology, and visual approaches to writing. The research trend has increased since 2020, with Padlet, Instagram, and serial images being the dominant media studied. However, after 2023, no new prominent trends have been found. Density analysis shows that the topics of "media" and "writing text" are relatively dense, while "methods" and "skills" are still open for further research. Thus, this study provides a comprehensive overview of the dynamics and development of research in the use of learning media for writing descriptive texts, and is an important reference for the development of studies in this field.

Keywords: bibliometric analysis, learning media, writing descriptive text, learning Indonesian, research trends

Citation (APA Style: Zuber, Nurfajrin Ningsih, D., Saepuloh, A., Ramadhani, S. M. P. ., Nuraeni, I. ., & Adawiyah, S. N. . Learning Media in Writing Descriptive Texts: Bibliometric Analysis. Jurnal Pendidikan Impola. <https://doi.org/10.70047/jpi.v2i1.166>

Doi:

<https://doi.org/10.70047/jpi.v2i1.166>

1. INTRODUCTION

The development of digital technology has driven changes in the world of education, especially in the use of more interactive and contextual learning media. In learning Indonesian, descriptive text writing skills are one of the important competencies that students need to master. However, in reality, writing activities are often considered monotonous and boring due to the lack of variety of media used. This has an impact on low student motivation and learning outcomes in writing descriptive texts.

The main problem in this context is the suboptimal use of learning media in supporting descriptive text writing skills. In fact, learning media has great potential to facilitate students in expressing ideas and enriching vocabulary creatively.

Several previous studies have shown that the use of digital media such as Padlet, Instagram, serial images, and interactive videos can improve students' participation and writing quality. However, there has been no study that systematically maps trends, clusters, and research density related to the use of learning media in writing descriptive texts, especially in the context of learning media for writing descriptive texts.

This study aims to analyze the map of scientific developments in research on the use of learning media for writing descriptive texts through a bibliometric approach. With this analysis, researchers identify dominant clusters, trends from year to year, and topic density in the 2020-2022 time frame.

The benefits of this study are to provide a comprehensive overview of the direction and development of research in the field of learning media for writing descriptive texts. The results are

expected to be a basis for consideration for researchers, teachers, and policy makers in designing more innovative and relevant learning media and strategies in the digital era.

2. METHOD

This study uses bibliometric analysis to achieve research objectives. Thus, this study can describe the scientific development of publication data during the period Lei & Liu; Syahid & Qodir in (Prihatiniarti, 2023). In addition, bibliometric studies are able to reveal networks between research constituents that contribute to research theme groups (Donthu et al., 2021). Therefore, this study uses bibliometric analysis to describe research clusters, research developments from year to year, and research density on the use of learning media to write descriptive texts.

Data Collection

Documentation techniques are used to collect data using the Publish or Perish application as bibliometric software (<https://harzing.com/resources/publish-or-perish>; Harzing, 2007). Publish or Perish takes bibliographic data and describes publication patterns based on fields, topics, journals, institutions, and authors (Harzing, 2011). To obtain data, this study used a purposive sampling technique based on several criteria, namely (1) published in scientific journals, (2) classified as scientific research articles, (3) relevant to learning Indonesian as a second language, (4) indexed in Google Scholar, and (5) published in the year (content based on articles entered into the harzing application). Google Scholar was chosen because of several advantages, namely providing electronic publications, adding notes to the database for each cited work found so that it can be directly seen in the results list, not limited to keywords, taking one minute, no subscription required (free), and automatically calculating the index and number of citations (Agarwal et al., 2016). Based on these criteria, this study obtained data from 200 articles published on Google Scholar during 2019 - 2024 from Publish or Perish.

Data analysis

Furthermore, data analysis was carried out in several stages, namely (1) identifying research trends based on research titles and abstracts, (2) determining research trends based on research topic co-occurrences, and (3) analyzing networks to identify research topic groups based on network visualization, (6) analyzing research trends in the last five years based on overlay visualization, and (7) analyzing research density on Indonesian in second language learning based on density visualization. This study designed three indicators for data analysis: (1) quantity indicators, which measure the productivity of certain research; (2) quality indicators that measure research performance; and (3) structural indicators that measure the relationship between publications and research fields (Agarwal et al., 2016; Al-Hoorie & Vitta, 2019; Arnott et al., 2019; Cobo et al., 2011; Drysdale et al., 2013; Durieux & Gevenois, 2010). Specifically, bibliometric analysis tools are described based on the following indicators (Cobo et al., 2011; Donthu et al., 2021).

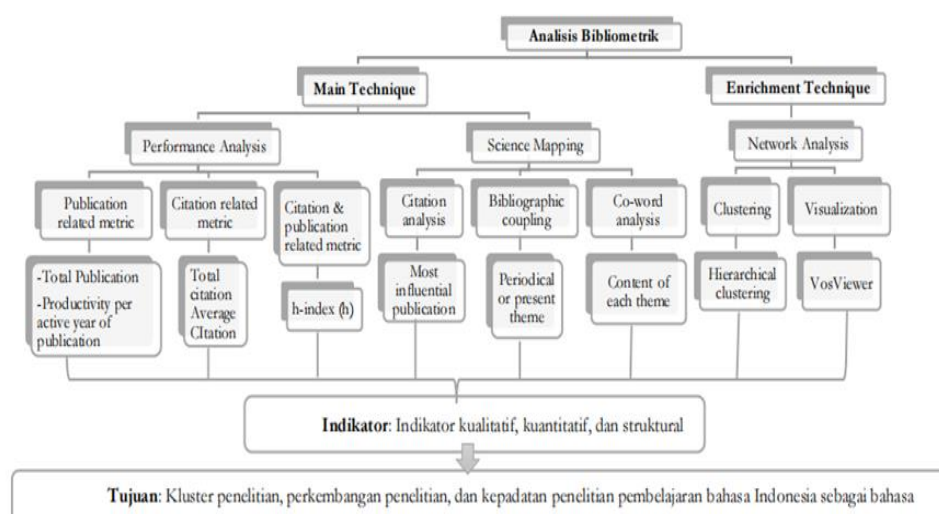


Figure 1 shows that there are two techniques in bibliometric analysis, namely the main technique and the enrichment technique. The main methods consist of performance analysis and science mapping. Performance analysis examines the contribution of research to a particular field (Cobo et al.,

2011) based on several indicators, namely the number of publications, the number of citations per year, (Donthu et al., 2021). Science mapping is carried out by looking for intellectual interaction relationships and structural relationships between research topics (Donthu et al., 2021). The indicators used in this study are citation analysis, bibliographic coupling, and co-word analysis (Donthu et al., 2021). In the enrichment technique, clustering is used to create clusters of research themes. This analysis was processed with bibliometric software, VOSviewer, to study the data (Donthu et al., 2021; Syahid & Qodir, 2021), for example, bibliographic mapping networks such as co-citation (<http://www.VOSviewer.com/>; (Eck & Waltman, 2020). Based on this, research clusters were analyzed based on the results of network visualization with VOSviewer. Clusters are determined based on color indicators that show the relationship of research topics to bibliographic data analyzed with VOSviewer. The results of the research cluster analysis are presented in the form of images with various keywords and connecting lines that show the relationship between keywords in the research. Furthermore, the development of research trends from year to year is analyzed based on overlay visualization with VOSviewer. The results of the analysis are presented in images with various keywords and connecting lines that show the relationship between keywords in the research. The development of research is indicated by a green to yellow color indicator. The more yellow the color, the newer the topic. Meanwhile, topic density is analyzed based on research productivity. In other words, a research topic is said to be dense if more and more studies discuss it. The analysis was carried out with VOSviewer and presented in the form of images with various keywords. Research density is indicated by a color indicator, namely the more intense and wider the keyword color, the denser the research topic.

3. RESULT AND DISCUSSION

Research Cluster on the Use of Learning Media for Writing Descriptive Texts

This study found the following research clusters on the use of learning media for writing descriptive texts.

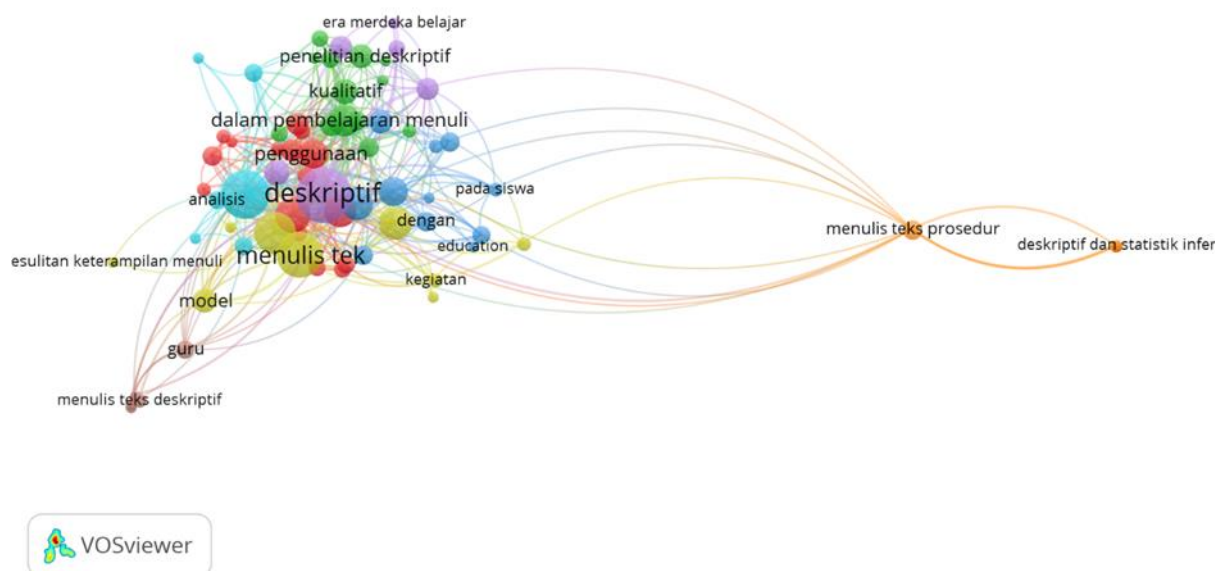


Figure 2 illustrates the main clusters in the network visualization that illustrates the relationship between one cluster and another and its sub-clusters. Each cluster is marked with different colors. Based on that, there are 9 clusters on the use of learning media to write descriptive texts. Representative words are found in all clusters that describe the tendencies of the topics studied. Based on that, the findings of the research topic clusters on learning Indonesian as a second language are presented in Table 1

Table 1
Research cluster on the use of learning media for writing descriptive texts

Cluster	Color	Research Cluster Characteristics	Keywords
1	Red	The use of learning to write texts	Descriptive, qualitative, writing skills, learning to write, students.
2	Green	Improving ability in learning to write texts	Data analysis, writing ability, media, descriptive research.
3	Blue	Learning to write in Indonesian language	Indonesian language, descriptive writing, learning to write.
4	Yellow	Writing descriptive texts	Application of model, learning, skills.
5	Purple	Descriptive texts	Descriptive, media, learning to write.
6	Light Blue	Use of media	Use of media, skills.
7	Orange	Descriptive and statistical	Descriptive, statistics, research.
8	Brown	Writing learning activities	Teacher, writing descriptive texts, model, project.

Based on Table 1, there are eight clusters of research topics on the use of learning media for writing descriptive texts. Each cluster has characteristics based on the items in it. All clusters focus on learning to write descriptive texts and media. In learning to write descriptive texts, the main research items are skills, analysis, and writing skills. In media, the topics discussed are types of media, media influences, utilization, and media use, research trends also show interest in research that examines the role of using learning media for writing descriptive texts.

Research trends in learning to write Indonesian descriptive texts increasingly highlight the importance of utilizing innovative and contextual learning media. The development of information and communication technology (ICT) encourages the emergence of various media that can support students' writing skills, such as serial images, learning videos, digital writing applications, and interactive learning platforms. These media are used to stimulate students' imagination and enrich their vocabulary in composing descriptive texts that are in accordance with the structure and language rules. In addition, visual and digital approaches in learning media have also been shown to increase students' active participation and interest in writing activities.

Research Development on the Use of Learning Media to Write Descriptive Texts

Over the years, research on the use of learning media to write descriptive texts has continued to grow. However, each year shows a varied trend of research topics, as presented in Figure 3.

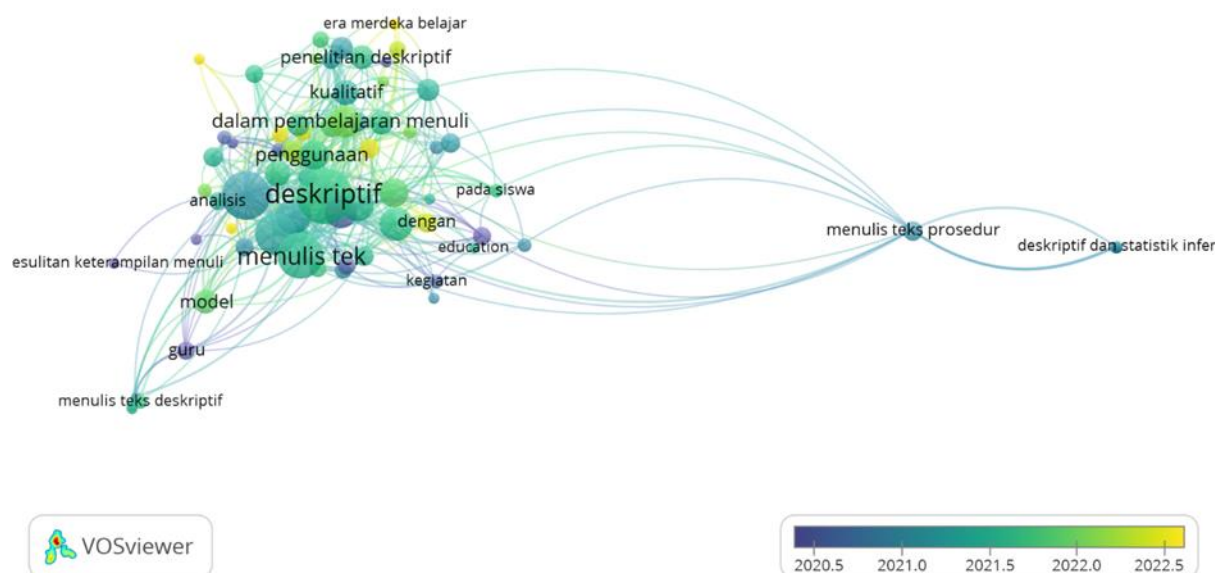


Figure 3 Overlay Visualization

The color on the bottom right shows the research trend based on the year of publication. Research trends on the use of learning media to write descriptive texts from 2020 – 2022 such as the keyword education, writing skills that were widely studied in 2020, the keyword descriptive, analysis, media, were widely studied in 2021, the keyword writing ability, development, were widely studied in 2022. After 2023, there has been no truly new research trend on the use of learning media to write descriptive texts. This can be seen based on the table below.

Table 2
Records of Author's Contribution

Year	Author(s)	Number of Citations
2020	Ariyana Ariyana, Intan Sari Ramdhani, Sumiyani Sumiyani	78
	Tathmaninul Qulub, Shifa Fauziyah Renhoat	62
	Dimas Yusuf Afrizal	54
2021	Ratnarti Pahrn	39
	Nastiti Ratih Arum, Setyowati Eny, Ardhytama Vit	12
	Windu Wulan, Wienike Dinar Pratiwi, Een Nurhasanah	6
2022	Baiq Faras Selvia, Asrin, Ilham Syahrul Jiwandono	14
	Cepi Budiyanto, Empit Hotimah	6
	Anri Viona	5

The table above records the author's contribution from 2020 to 2022. Each year there are several authors who are recorded as active, such as Ariyana, Intan Sari Ramdhani, Sumiyani, Tathmainnol Qulub, Shifa Fauziyah Renhoat, Dimas Yusuf Afrizal. (2020), Ratnarti Pahrn, Windu Wulan, Wienike Dinar Pratiwi, Een Nurhasanah (2021), to Baiq Faras Selvia, Asrin, Ilham Syahrul Jiwandono, Cepi Budiyanto, Empit Hotimah, Anri Viona (2022). This shows the continuity of contributions from various authors for three consecutive years on the topic of studying the use of learning media for writing descriptive texts.

Each year is represented by a different author, which may indicate regeneration or a change in the role of the main author in the field being studied. This strengthens the mapping results that research trends on the use of learning media for writing descriptive texts have been widely studied since 2020 - 2022, while in 2023, there have been no truly new research trends on the use of learning media for writing descriptive texts.

Density of Research Topics on the Use of Learning Media for Writing Descriptive Texts

The findings of research density show topics that have been widely discussed and have not been sufficiently conducted by researchers, as presented in Figure 4.

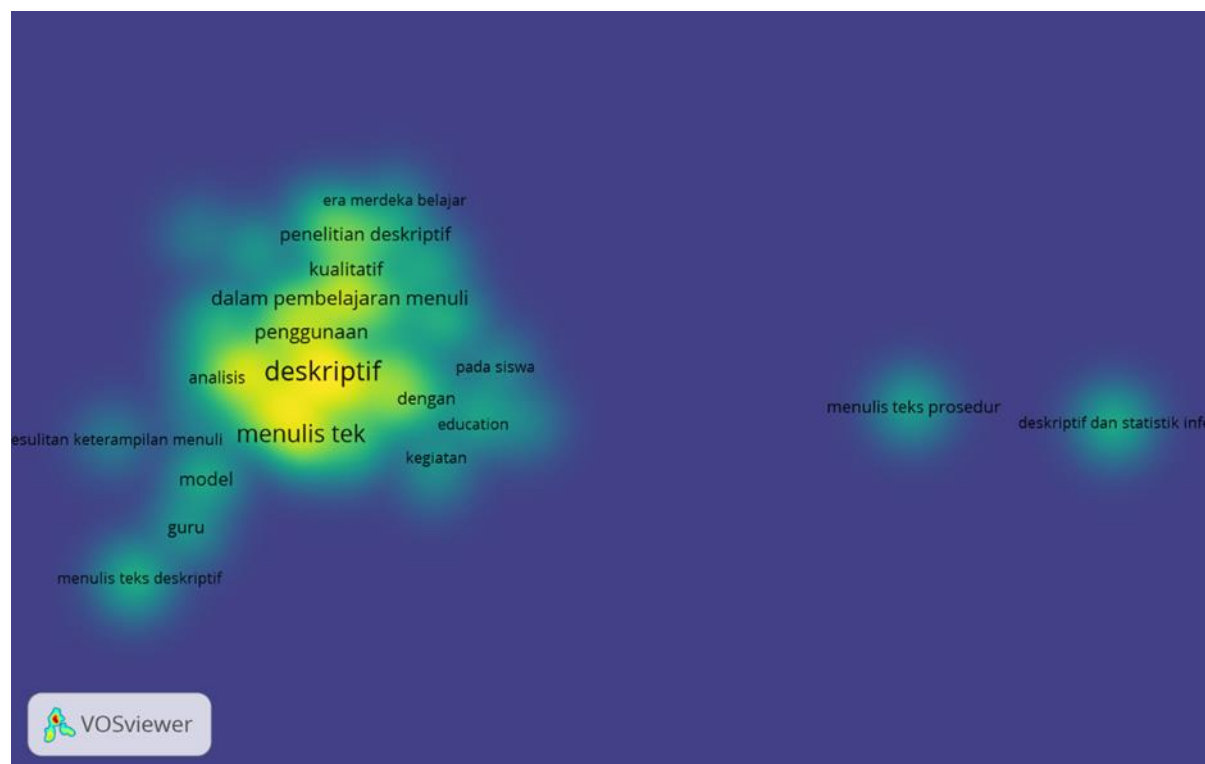


Figure 4 Density Visualization

Based on the image above, the green color code indicates keywords that have not been widely discussed, such as keywords medium, skills, methods, education. The yellow color code means that it is starting to be widely discussed, such as keywords descriptive text, writing text, use, learning. The closer the relationship between the keywords, the closer the relationship or relevance.

This finding shows that the topic of using learning media to write descriptive texts has been raised in research and has also been studied. The following are the most cited articles about the use of learning media to write descriptive texts from 2020-2022.

Table 3
The most cited articles on the use of learning media to write descriptive texts

No	Title	Author(s)
1	<i>Independent Learning through the Use of Audio-Visual Media in Teaching Descriptive Text Writing</i>	Ariyana Ariyana, Intan Sari Ramdhani, Sumiyani Sumiyani (2020) — AVAILABLE
2	<i>Use of Padlet Media to Improve Descriptive Text Writing Skills</i>	Tathmaninul Qulub, Shifa Fauziyah Renhoat (2020) — AVAILABLE
3	<i>Social Media as a Learning Resource in Descriptive Text Writing</i>	Dimas Yusuf Afrizal (2020) — AVAILABLE
4	<i>Use of Canva Media to Improve Essay Writing Skills of Fifth Grade Students at SDN 28 in South Kota Gorontalo</i>	Ratnarti Pahrn (2021) — AVAILABLE
5	<i>Teaching Descriptive Text Writing Using Picture Series Media in Fifth Grade of SDN Mentoro</i>	Nastiti Ratih Arum, Setyowati Eny, Ardhytama Vit (2021) — AVAILABLE
6	<i>Analysis of the Use of Learning Media in Teaching Descriptive Text Writing to Fifth Grade Students of SDN 11 Kabupaten</i>	Windu Wulan, Wienike Dinar Pratiwi, Een Nurhasanah (2021) — AVAILABLE
7	<i>Project-Based Learning Method: Show Not Tell and Media in Teaching Descriptive Text Writing to Fifth Grade Students of SD Inlet Village</i>	Baiq Faras Selvia, Asrin, Ilham Syahrul Jiwandono (2022) — AVAILABLE
8	<i>Use of Pictorial Media in Improving Descriptive Text Writing Skills</i>	Cepi Budiyanto, Empit Hotimah (2022) — AVAILABLE
9	<i>Use of TikTok Media in Improving Descriptive Text Writing Skills (A Study at an Islamic Senior High School in Jakarta for Academic Year 2022/2023)</i>	Anri Viona (2022) — AVAILABLE

Table 3 presents data on the nine most cited articles related to research on the use of learning media to write descriptive texts. The articles come from various authors and different years of publication, focusing on writing skills and various media used in writing descriptive texts.

Article written by Ariyana Ariyana, Intan Sari Ramdhani, Sumiyani Sumiyani. (2020) with the title *Independent Learning through the Use of Audio Visual Media in Learning to Write Descriptive Texts* The results of the study show that audio visual media can help educators and students in learning activities to write descriptive texts, and can increase educational value, invite students to think critically, and provide meaningful experiences. The article ranks first with a total of 78 citations, indicating a very high level of influence in this study. Furthermore, articles by Tathmainnol Qulub, Shifa Fauziyah Renhoat (2020) and Dimas Yusuf Afrizal (2020) also obtained a fairly high level of citations, with a total of 62 and 54 citations respectively. The topics raised by these two articles are related to the use of interactive digital media in Indonesian language learning, especially to improve students' descriptive text writing skills. This shows that the integration of technology and innovative learning strategies is a central theme in efforts to create effective and relevant learning in the digital era. Furthermore, an article by Ratnarti Pahrn (2020) entitled the use of Image Media to Improve Descriptive Writing Skills in Grade IV Students of SDN 28 South City, Gorontalo City The results of the study show that the use of image media can improve students' descriptive writing skills. Through an interesting visual approach, image media helps students understand and develop ideas more concretely, thereby improving the quality of their writing.

Five other articles, namely the works of Nastiti Ratih Arum, Setyowati Eny, Ardhyantama, Vit (2021), Windu Wulan, Wienike Dinar Pratiwi, Een Nurhasanah (2021), Baiq Faras Selvia, Asrin, Ilham Syahrul Jiwandono (2022), Cepi Budiyanto, Empit Hotimah (2022), and Anri Viona (2022), although having a lower total citation, still show a significant contribution to the use of learning media for writing descriptive texts. Each discusses serial image media, Microsoft Sway media, image media, flashcard media, and TikTok media.

In general, this table shows that articles on the use of learning media to write descriptive texts tend to receive wider attention from academics. This also indicates that research in the field of the use of learning media to write descriptive texts has a strategic position and is actively developing in the scientific realm, especially in facing the challenges of globalization and teaching needs.

4. CONCLUSION

Based on the description, it can be concluded that the trend and direction of research on the use of learning media in writing descriptive texts has experienced significant development since 2020. Through a bibliometric approach to 200 articles, eight main clusters were found that reflect the focus of research on writing skills, types of media, and the use of digital technology. The research trend peaked until 2022, but has not shown new innovations after 2023. This finding emphasizes the importance of bibliometric mapping to understand research developments and identify opportunities for further research in the development of learning media for writing descriptive texts.

5. ACKNOWLEDGEMENT

With the help of God finally the researcher can finish this article in the right time. The researcher would like to say thank you to God and others who have helped the researcher in writing this article. Therefore, special gratitude and appreciation to Dr. H. Munawar Rois, M.Pd as the Dean of Education and Teacher Training Faculty of Suryakencana university and all lecturers and staffs of FKIP Suryakencana university that cannot be mentioned one by one.

Finally the researcher realized that this article is far from perfect. Sugestions and critics are needed for the improvement of this article. The researcher hopes that this article can be useful and helpful for those who conduct the similar research and others in general.

6. REFERENCES

- Afrizal, D. Y. (2020). Media Sosial Instagram Sebagai Sarana Pembelajaran Menulis Teks Deskripsi. *Prosiding Samasta*.
- Anri Viona. (2022). PENGGUNAAN MEDIA TIK TOK PADA KETERAMPILAN MENULIS TEKS DESKRIPSI SISWA KELAS VII MTS [UIN SYARIF HIDAYATULLAH JAKARTA]. <https://repository.uinjkt.ac.id/dspace/handle/123456789/66851>
- Ariyana, A., Ramdhani, I. S., & Sumiyani, S. (2020). Merdeka Belajar melalui Penggunaan Media Audio Visual pada Pembelajaran Menulis Teks Deskripsi. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing*, 3(2), 356-370. <https://doi.org/https://doi.org/10.31540/silamparibisa.v3i2.1112>
- Baiq Faras Selvia1*, A. I. S. J. (2022). Pengaruh Metode Show Not Tell Dan Media Gambar Terhadap Keterampilan Menulis Teks Deskripsi Siswa Kelas V Gugus 5 Desa Setiling. *Journal of Classroom Action Research*, 4, 32–38. <https://doi.org/10.29303/jcar.v4i1.1822>
- Budiyanto, C., Hotimah, E., Al-Ihsan, S., Bandung, B., Persis, S., & Garut, R. (2022). PENGGUNAAN MEDIA FLASHCARD DALAM MENINGKATKAN KETERAMPILAN MENULIS DESKRIPSI. *BAKE AKSARA*, 3, 47–57. <https://journal.institutpendidikan.ac.id/index.php/baleaksara/article/view/1924>
- Nastiti, R. A. ., Setyowati, E., & Ardhyantama, V. (2021). Keterampilan Menulis Deskripsi menggunakan Media Gambar Berseri pada Siswa Kelas IV SDN Mentoro. *Jurnal Penelitian Pendidikan*, 13(2), 74–80. <https://doi.org/10.21137/jpp.2021.13.2.2>
- Prihatini, A. (2023). Perkembangan penelitian pembelajaran bahasa Indonesia sebagai bahasa kedua: Analisis bibliometrik. *KEMBARA: Jurnal Keimuan Bahasa, Sastra, Dan Pengajarannya*, 9(1), 56–75. <https://doi.org/10.22219/kembara.v9i1.23216>
- Qulub, T., & Renhoat, S. F. (2020). Penggunaan media padlet untuk meningkatkan keterampilan menulis teks deskripsi. *Prosiding Samasta*.
- Selatan, K., Gorontalo, K., & Pahrin, R. (2021). Penggunaan Media Gambar Untuk Meningkatkan Kemampuan Menulis Karangan Deskriptif Pada Siswa Kelas IV SDN 28. *Jurnal Pengabdian Masyarakat: DIKMAS*, 1(1), 11. <http://ejurnal.pps.ung.ac.id/index.php/dikmas>
- Super Admin. (2024, July 22). Literasi Digital: Membaca dan Menulis di Era Digital. *Ditsmp.Kemendikdasmen.Go.Id*. <https://ditsmp.kemendikdasmen.go.id/ragam-informasi/article/literasi-digital-membaca-dan-menulis-di-era-digital>
- Wijaya Pramodha Wardhana, A., Sugihartati, R., Adriani Salim, T., Rafdi Ramadhan, A., & Ilmu Pengetahuan Budaya, F. (2023). Analisis Bibliometrik terhadap Perkembangan Topik Penelitian Standardisasi Kualitas Perpustakaan di Indonesia pada Database Scopus Tahun 2018-2023 Menggunakan VOSviewer dan CitNetExplorer. *Pustakawan*, 30(3), 20–32. <https://doi.org/10.37014/medpus.v30i3.4973>

Windu Wulan¹, W. D. P. E. N. (2021). Analisis Penggunaan Media Pembelajaran Microsoft Sway dalam Pembelajaran Menulis Teks Deskripsi Pada Siswa Kelas VII Sekolah Menengah Pertama Negeri 2 Kutawaluya. Jurnal Ilmiah Wahana Pendidikan, 7, 279–286.
<https://doi.org/10.5281/zenodo.5603205>