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The Use of Pixton to Improve Students' Descriptive Writing Skills and Learning Motivations

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ABSTRACT

This study investigates the effectiveness of Pixton, a comic-based digital learning tool, in enhancing students' motivation and skills in writing descriptive paragraphs. Utilizing a quantitative approach, the research involved two groups: an experimental class using Pixton and a control class employing conventional learning methods. The paired samples t-test was used to analyze pre- and post-intervention data on students' learning motivation. The results revealed a significant increase in motivation in both groups, with the experimental group showing a notably higher improvement ($M = 11.118$, $p = 0.000$) compared to the control group ($M = 4.412$, $p = 0.013$). This indicates that Pixton is more effective in increasing students' motivation. Furthermore, a Pearson Correlation Test was conducted to examine the relationship between students' learning motivation and their writing skills. The correlation coefficient ($r = 0.815$, $p = 0.000$) showed a strong and statistically significant positive correlation, suggesting that higher motivation leads to better writing performance. These findings highlight the importance of integrating interactive media in English learning to foster greater engagement and skill development. Pixton not only boosts students' interest but also improves their ability to write effectively, making it a valuable tool in language education.

Keywords: Pixton, learning motivation, descriptive writing, English language learning, digital media, writing skills, Pearson correlation, paired t-test.

INTRODUCTION

Writing plays a crucial role in the educational curriculum in Indonesia. Beyond merely conveying information, writing serves as a powerful medium for communication between the writer and the reader. In this context, Ramadani and Saun (2013) assert that writing is an act of establishing communication between the writer and the reader. Through writing, individuals can express their ideas, emotions, and thoughts in a written form. Universally, writing is a fundamental aspect of human communication and holds significant value across various domains, including politics, business, society, literature, culture, and especially education.

In the Indonesian education system, English is typically introduced at the secondary level, starting in the seventh grade of Junior High School and continuing through the twelfth grade of Senior High School. It is not formally taught at the elementary level, as it is not included in the national curriculum for that stage. Therefore, students in Junior High School are generally categorized as beginners in English. Nevertheless, writing remains an important component of the English curriculum, as it helps students develop critical, analytical, and creative

thinking skills. Writing activities encourage learners to articulate their ideas and broaden their understanding of the world. Moreover, writing enhances students' ability to engage in reflective and deep learning.

Teaching English writing remains a significant challenge, particularly for junior high school students in Indonesia who begin learning the language at a beginner level. Students often struggle with low confidence and motivation, limited vocabulary, difficulty in organizing ideas, and frequent grammatical errors. As Sari (2023) notes in her study, The Implementation of Differentiated Instruction in Writing Procedure Text, these issues manifest in phrases such as "How to a WhatsApp" instead of "How to use a WhatsApp," indicating problems in verb usage and vocabulary. Similarly, Pomalango (2015) identifies errors such as "Ridho has a nose pointed," which result from directly applying Indonesian syntax to English, where adjectives typically precede nouns. Despite the curriculum reform from the 2013 Curriculum to Kurikulum Merdeka, which expands language competencies from four to six areas (listening, speaking, reading, viewing, writing, and presenting) as outlined in BSKAP Regulation No. 033/H/KR/2022, writing remains a persistent difficulty for many students.

Considering that English is not formally taught at the elementary level, students often lack a strong foundation in basic grammar and vocabulary. Therefore, this study focuses on paragraph-level writing, specifically descriptive paragraphs rather than full-text compositions. Descriptive writing is intended to vividly depict a person, object, or event using sensory details. Simpuruh (2020) emphasizes that descriptive paragraphs should evoke clear imagery by engaging the five senses. Structurally, they must include a topic sentence, supporting details, and a concluding sentence (Kartawijaya, 2023). However, many students continue to make tense errors even in descriptive writing, as observed in a diagnostic assessment at SMP Negeri 15 Gorontalo (State Junior High School) (2024), where students incorrectly used the past tense (e.g., "He was a handsome boy") instead of the present tense ("He is a handsome boy") when describing current facts.

To address these issues, teachers are encouraged to utilize creative and engaging tools that integrate technology into the classroom. One such tool is Pixton, a web-based application for creating comics and visual narratives. According to Nurhaliza and Khairunnisa (2022), Pixton is user-friendly and helps students in visualizing characters and settings, thereby making it easier to generate ideas and structure their writing. Deligianni-Georgaka and Pouroutidi, as cited in Solano (2021), also argue that technology increases motivation and creativity in writing tasks. Research by Utomo (2022) found that using Pixton in writing anecdotal texts helped students express ideas more effectively and improved their understanding of writing structure. Despite these promising findings, little research has explored the use of Pixton specifically for Grade VIII students at SMP Negeri 15 Gorontalo or in the context of descriptive paragraph writing. Therefore, this study aims to fill that gap by investigating the effectiveness of Pixton in enhancing students' skills and motivation in English descriptive writing.

This research aims to investigate the effectiveness of using Pixton as a digital comic-based learning media in enhancing students' writing skills and learning motivation in writing descriptive paragraphs, compared to conventional teaching methods. The problems identified include students' low confidence and motivation, limited vocabulary, poor grammar mastery, and difficulty in organizing ideas in writing, especially as they are beginner-level learners with no prior exposure to English instruction at the elementary school. Furthermore, they lack engaging and technology-integrated learning experiences. Therefore, this study seeks to determine (1) the differences in students' writing skills and motivation between Pixton-based and conventional learning and (2) the correlation between

students' learning motivation and their writing performance. The findings are expected to provide valuable insights for students, teachers, and future researchers. For students, Pixton can serve as an engaging tool to improve their writing skills and boost motivation. For teachers, it offers an alternative strategy to enrich the teaching of English writing. For researchers, the results provide a foundation for further studies on technology integration in language learning.

MATERIALS & METHODS

Research Method and Design

This study employs a quantitative approach, relying on numerical data collected through tests and questionnaires. According to Tersiana (2022), quantitative research emphasizes statistical procedures and measurable data to test hypotheses and draw generalizations. Similarly, Sugiyono (2014) highlights that quantitative methods involve data in numerical form analyzed through statistical techniques. This research adopts a quasi-experimental design, specifically the Nonequivalent Control Group Design, as explained by Creswell (2016). This design includes pre-test and post-test assessments for both experimental and control groups without random assignment. In this study, only the experimental group receives the treatment, which involves the use of Pixton as a digital tool to improve students' descriptive writing skills.

Research Setting and Sample

The research was conducted at SMP Negeri 15 Gorontalo, chosen due to its status as a *Sekolah Penggerak* implementing the *Merdeka Curriculum*. The author, who also serves as the school principal, aimed to model research-based learning practices. The population includes 34 Grade VIII students chosen because they had prior experience in learning descriptive texts. Using purposive sampling, two classes were selected based on equivalent characteristics: Class VIII A (17 students) as the experimental group and Class VIII B (17 students) as the control group. As noted by Mulyatiningsih (2012), purposive sampling involves selecting participants based on specific criteria, which in this case, equal class sizes and a similar understanding of the material and instructional methods.

Research Variables

This study involves two types of variables: an independent variable (X) and dependent variables (Y).

1) **Independent Variable (X)**
   The independent variable is defined as the factor that influences or causes changes in the dependent variable (Sugiyono, 2014). In this research, the independent variable is the use of Pixton as a teaching tool.
2) **Dependent Variable (Y)**
   The dependent variable refers to the factor that is influenced or affected as a result of changes in the independent variable (Sugiyono, 2014). This study involves two dependent variables: students' descriptive writing skills and students' learning motivation.

Research Instruments

According to Arikunto (2010), a research instrument is a tool used to collect data. Two instruments were used in this research:

1) **Test Instrument**
   The test was designed to assess students' descriptive writing ability. It was conducted through pre-test and post-test formats. Students were required to write a descriptive paragraph based on guided instructions and their work was evaluated using an analytic scoring rubric.
2) **Questionnaire Instrument**
   The questionnaire was employed to measure students' learning motivation, covering both intrinsic and extrinsic aspects. It was administered in a paper-based format and used a Likert scale with five response options ranging from Strongly Agree (5) to Strongly Disagree (1).

Data Collection Techniques

Based on Sugiyono (2014), data collection is a fundamental part of research as it determines the validity of the findings. The techniques used in this study are as follows:

1) Test Instrument

The test was used to measure the students' ability to write descriptive paragraphs. The instrument is structured as follows:

- Learning Objective: Students can compose a simple descriptive paragraph about a person, incorporating social functions, generic structures, and linguistic features.
- Assessment Technique: Written essay
- Assessment Form: Formative test
- Instruction: "Write a descriptive paragraph about a person of your choice. Create a text outline and develop it into a coherent paragraph. Pay attention to content, organization, vocabulary, grammar, and mechanics."

2) Scoring Rubric

The following table outlines the analytic scoring rubric adopted from Brown (2007):

Table 1. Analytic Scoring Rubric

No	Aspect	Score	Description	Weight
1	Content (C)	4-1	Relevance and clarity of topic and details	30%
2	Organization (O)	4-1	Structure: topic sentence, supporting, and concluding sentences	20%
3	Vocabulary (V)	4-1	Word choice and usage	20%
4	Grammar (G)	4-1	Sentence structure and correct use of simple present tense, adjectives	15%
5	Mechanics (M)	4-1	Spelling, punctuation, and capitalization	15%

3) Score Calculation Formula

To calculate the students' writing scores:

$$\text{Student Score} = \frac{(3C+2O+2V+1.5G+1.5M)}{40}\ x\ 100$$

Table 2. Score Interpretation

Score Range	Category
81 – 100	Excellent
61 – 80	Good
41 – 60	Fair
0 – 40	Poor

(Source: BASKAP, 2022)

4) Questionnaire Instrument

The questionnaire was designed to measure students' motivation in writing descriptive paragraphs. It includes both intrinsic and extrinsic motivation aspects and was administered before and after the intervention.

Table 3. Blueprint of the Questionnaire Instrument

Type of Motivation	Indicator	Sub-Indicator
Intrinsic	Desire and motivation to succeed	Active learning, enjoyment, perseverance
	Need for learning	Goal-setting, curiosity, feedback
	Future aspirations	Persistence, long-term vision
Extrinsic	Engaging learning activities	Avoidance of punishment, praise, achievement
	Conducive learning environment	Comfort, teaching style preference

Each statement in the questionnaire was rated using the Likert scale below:

Table 4. Questionnaire Rubric and Answer Format

Answer Choice	Code	Score
Strongly Agree	SA	5
Agree	A	4
Neutral	N	3
Disagree	DA	2
Strongly Disagree	SDA	1

Example Items:

- *"I actively participate in English learning activities."* (Active Learning)
- *"I feel happy when my teacher praises me."* (Praise/Recognition)
- *"I study hard to become the class champion."* (Achievement Motivation)

Procedure of the Treatment

The treatment in this research was conducted during the English subject sessions for Grade VIII students in the 2023/2024 academic year. Each learning session lasted for 2 × 45 minutes. A total of eight sessions were conducted as part of the data collection procedure. The learning material for the eighth grade at SMP Negeri 15 Gorontalo focused on *descriptive paragraphs*, as outlined in the *Learning Achievement* of the *Merdeka Curriculum*. Descriptive paragraph writing was selected because it helps students practice sentence construction and effectively describe objects or people. Therefore, the research specifically focused on the writing component, particularly descriptive paragraphs about a person.

The treatment procedures were conducted in two groups:

- Experimental Class: taught using Pixton as a creative learning medium.
- Control Class: taught using conventional methods (e.g., whiteboard and paper-based materials).

The learning activities were designed based on Bloom's Taxonomy of the Cognitive Domain. The treatment procedures are summarized in the following table:

Table 5. Procedure of Treatment

Bloom's Cognitive Level	Meeting	Experimental Class *(With Pixton)*	Control Class *(Without Pixton)*
—	1	Pre-test and pre-intervention questionnaire	Pre-test and pre-intervention questionnaire
Cognitive Level 1	2	Identify descriptive paragraphs using Pixton	Identify descriptive paragraphs using conventional methods
Cognitive Level 2	3	Determine adjectives in descriptive paragraphs using Pixton	Determine adjectives using conventional methods
Cognitive Level 3	4	Complete descriptive paragraphs using Pixton	Complete paragraphs using conventional methods
Cognitive Level 4	5	Analyze descriptive paragraphs using Pixton	Analyze paragraphs using conventional methods
Cognitive Level 5	6	Compare descriptive paragraphs using Pixton	Compare paragraphs using conventional methods
Cognitive Level 6	7	Create a descriptive paragraph using Pixton	Create a paragraph using conventional methods
—	8	Post-test, reflection, feedback, and post-intervention questionnaire	Post-test, reflection, feedback, and post-intervention questionnaire

Detailed Explanation of Treatment Steps

- First Meeting: Students in both experimental and control classes received a *pre-test* in written form. They were provided with a descriptive paragraph about a person and asked to compose a simple descriptive paragraph about a person of their choice. Afterward, they filled out the *pre-intervention questionnaire*.
- Second to Seventh Meetings: Students engaged in a variety of cognitive activities from identifying to creating descriptive paragraphs aligned with Bloom's taxonomy.

  - In the experimental class, activities were supported by Pixton, a visual digital comic-based tool to encourage creativity.
  - In the control class, instruction was delivered through traditional methods, such as whiteboards and printed materials.
- Final Meeting (Eighth): Students took a *post-test* to evaluate their writing skills.
  - In the experimental class, students created descriptive paragraphs using Pixton.
  - In the control class, students completed their tasks using paper-based writing.

After completing the test, students participated in a reflection session, provided feedback, and completed the *post-intervention questionnaire* to assess their learning motivation.

The written tests served as the primary data instrument, while the questionnaire responses were used as the secondary instrument. Both sets of data were analyzed quantitatively.

Technique of Analyzing the Data

This research employed quantitative analysis to evaluate the results of both the writing tests and learning motivation questionnaires. Data analysis was conducted using SPSS Statistics software, following several key steps:

1) Descriptive Analysis

This step involves calculating:

a) **Mean (Average)**

$$\bar{X} = \frac{\sum x_i}{n}$$

Where:

$\bar{X}$ = average value (mean)
x_i = data value
n = number of data points

b) **Standard Deviation (S)**

$$S = \sqrt{\frac{\sum (x_i - \bar{x})^2}{n-1}}$$

Used to measure the variability of the sample.

c) **Variance (S^2)**

$$S^2 = \frac{\sum (x_i - \bar{x})^2}{n-1}$$

Used for further statistical tests such as homogeneity and t-tests.

2) Normality Test

To determine if the data are normally distributed, the Shapiro-Wilk test is used with a significance level of α = 0.05. The hypotheses are:

- H_0: The data are normally distributed
- H_1: The data are not normally distributed

The test formula is:

$$W = \frac{\left(\sum_{i=1}^{n} a_i x_{(i)}\right)^2}{\sum_{i=1}^{n} (x_i - \bar{x})^2}$$

Where:

W = Shapiro-Wilk Statistic
$x_{(i)}$ = ordered data
$\bar{x}$ = mean
a_i = coefficients based on sample size (from tables or software)

Interpretation:

If the p-value > 0.05, data are normally distributed.

If the p-value < 0.05, data are not normally distributed.

3) Homogeneity Test

This test checks whether the variances between groups are equal using Levene's Test in SPSS.

- Criterion: Data are considered homogeneous if the significance value is greater than 0.05.

The test statistic is:

$$W = \frac{(N-k)}{(k-1)} \times \frac{\sum_{i=1}^{k} n_i (Z_i - Z \ldots)^2}{\sum_{i=1}^{k} \sum_{j=1}^{n_i} (Z_{ij} - Z_i)^2}$$

Where:

N = total number of observations
K = number of groups
Z_i = group mean
$Z_{ij.}$ = observation within the group

4) Hypothesis Testing

Based on the results of the normality and homogeneity tests, appropriate inferential statistical tests (e.g., *paired t-test*, *independent t-test*, or *non-parametric alternatives*) were applied to examine the following:

- Differences in students' writing skills before and after treatment
- Differences in learning motivation between experimental and control classes

These tests determine the significance of the Pixton-based learning method in improving students' writing performance and motivation.

RESULT AND DISCUSSION

Descriptive Analysis

The study involved 34 eighth-grade students from SMP Negeri 15 Gorontalo, equally divided into an experimental group (VIII-1) and a control group (VIII-2). The experimental group received instruction using Pixton, while the control group was taught through conventional methods. The results showed that the experimental group experienced a significant increase in both writing skills and learning motivation. The writing scores of the experimental group improved from a mean of 41.82 (pre-test) to 84.06 (post-test), while the control group improved from 43.18 to 49.29. Similarly, motivation scores in the experimental group increased from 71.24 to 82.35, compared to 71.41 to 75.82 in the control group (see Figure 1 and Table 6). These results suggest that Pixton positively impacted students' performance and engagement in writing descriptive paragraphs.

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Pre Test of Writing Skill 8.1	17	30	54	41.82	7.393	54.654
Post Test of Writing Skill 8.1	17	76	96	84.06	5.505	30.309
Pre Test of Writing Skill 8.2	17	30	64	43.18	9.774	95.529
Post Test of Writing Skill 8.2	17	30	66	49.41	10.350	107.132
Pre Intervention of Motivation 8.1	17	65	75	71.24	2.513	6.316
Post Intervention of Motivation 8.1	17	79	87	82.35	2.422	5.868
Pre Intervention of Motivation 8.2	17	65	75	71.41	2.425	5.882
Post Intervention of Motivation 8.1	17	71	81	75.82	2.531	6.404
Valid N (listwise)	17					

```
DESCRIPTIVES VARIABLES=Pre_T_8.1 Post_T_8.1 Pre_T_8.2 Post_T_8.2 Pre_Int_8.1 Post_Int_8.1
    Pre_Int_8.2 Post_Int.8.2
  /STATISTICS=MEAN STDDEV VARIANCE MIN MAX.
```

Figure 1. SPSS' Descriptive Statistics

Table 6. Research Variables

Subjects and Groups	Variables	Mean		Standard Deviation		Min		Max		Median	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
VIII-1 (Experiment)	Writing Skills	41.82	84.06	7.39	5.50	30	76	54	96	38	83
VIII-2 (Control)	Writing Skills	43.18	49.29	9.77	10.25	30	30	64	66	43	51
VIII-1 (Experiment)	Learning Motivation	71.24	82.35	2.51	2.42	65	79	75	87	71	82
VIII-2 (Control)	Learning Motivation	71.41	75.82	2.42	2.53	65	71	75	81	71	76

Source: Analyzed Data, 2024

Normality and Homogeneity Analysis

The normality analysis or test was applied to determine whether the data collected were normally distributed or not. In this research, the normality test was carried out using the SPSS Program with the Shapiro-Wilk Method. The selection of the Shapiro-Wilk Test in this study was based on a relatively small sample size. The criteria used are that data is considered normally distributed if the significance value is greater than 0.05. The following figure and table are the results of the normality test:

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test of Writing Skill 8.1	.227	17	.020	.908	17	.094
Post Test of Writing Skill 8.1	.181	17	.141	.929	17	.207
Pre Test of Writing Skill 8.2	.172	17	.191	.909	17	.095
Post Test of Writing Skill 8.2	.170	17	.200*	.942	17	.339
Pre Intervention of Motivation 8.1	.169	17	.200*	.947	17	.413
Post Intervention of Motivation 8.1	.218	17	.031	.899	17	.065
Pre Intervention of Motivation 8.2	.155	17	.200*	.925	17	.179
Post Intervention of Motivation 8.2	.119	17	.200*	.983	17	.980

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 2. SPSS' Normality Test

Table 7. Normality Test

Subjects	Groups	Variables		Statistic W	P-Value	Information
Class VIII-1	Experiment	Writing Skills	Pre-Test	0.908	0.094	Normal
			Post-Test	0.929	0.207	Normal
Class VIII-2	Control	Writing Skills	Pre-Test	0.908	0.095	Normal
			Post-Test	0.947	0.417	Normal
Class VIII-1	Experiment	Learning Motivation	Pre-Intervention	0.947	0.413	Normal
			Post-Intervention	0.899	0.065	Normal
Class VIII-2	Control	Learning Motivation	Pre-Intervention	0.925	0.178	Normal
			Post-Intervention	0.983	0.98	Normal

Source: Analyzed Data, 2024

Based on the presented data above, the pre-test and post-test for all variables, both students' skills and learning motivations in writing descriptive paragraphs of the experimental group and control group, have a p-value greater than 0.05. Thus, data of all variables are considered to meet the normality assumption.

Homogeneity Analysis

The importance of performing a homogeneity analysis or test is to ensure that the variances between groups are equal. Unequal variances may compromise the validity of comparative statistical analysis. In this research, the homogeneity test was carried out using the Levene's Test through the SPSS software. According to the test criteria, the data is considered homogeneous if the significance value is greater than 0.05. The following table shows the results of the homogeneity test:

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Writing Skill Score of Pre-Test	Based on Mean	.500	1	32	.484
	Based on Median	.550	1	32	.464
	Based on Median and with adjusted df	.550	1	31.904	.464
	Based on trimmed mean	.485	1	32	.491

ANOVA

Writing Skill Score of Pre-Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	15.559	1	15.559	.207	.652
Within Groups	2402.941	32	75.092		
Total	2418.500	33			

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Learning Motivation Score of Pre Intervention Questionnaire	Based on Mean	.008	1	32	.928
	Based on Median	.011	1	32	.915
	Based on Median and with adjusted df	.011	1	31.992	.915
	Based on trimmed mean	.008	1	32	.929

ANOVA

Learning Motivation Score of Pre Intervention Questionnaire

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.265	1	.265	.043	.836
Within Groups	195.176	32	6.099		
Total	195.441	33			

Figure 3. SPSS' Homogeneity Test

Table 8. Homogeneity Test

Variables	**Levene's Test**	**P-Value**	**Information**
Pre-test of the experiment and control groups in writing skills	0.500	0.484	Homogeneous
Pre-intervention questionnaire of the experiment and control groups in learning motivations	0.008	0.928	Homogeneous

Source: Analyzed Data, 2024

Based on the presented data above, the p-value for the pre-test of students' writing skills is 0.484, which is greater than 0.05. It indicates that the variances between groups are not significantly different, or it can be concluded that the variances are homogeneous. Moreover, in pre-intervention questionnaire of students' motivations, the p-value is 0.928, which is greater than 0.05. This further indicates that the variances between groups are not significantly different or it can be concluded that the variances are homogeneous. Since both the variance of writing skills and learning motivations in pre-test data are homogeneous, the analysis data can be continued by using t-test.

Inferential Analysis

The paired samples t-test revealed a significant improvement in writing skills in both groups; however, the experimental group showed a considerably higher increase. The mean difference in writing scores for the experimental group was 42.24 ($p = 0.000$), while the control group showed a mean difference of only 6.24 ($p = 0.013$). Based on these results, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This confirms that using Pixton in the classroom significantly enhances students' writing skills in descriptive paragraphs, demonstrating a more effective impact than conventional methods.

The Difference in Students' Learning Motivation

This study employed a paired samples t-test using SPSS to examine the effectiveness of Pixton in enhancing students' motivation to write descriptive paragraphs. The independent variable was the learning strategy, Pixton-based learning in the experimental class and conventional learning in the control class while the dependent variable was students' learning motivation, measured before and after the intervention. The results showed a significant increase in motivation in both groups, with a greater improvement in the experimental class ($M = 11.118$, $p = 0.000$) compared to the control class ($M = 4.412$, $p = 0.013$). Since both p-values are less than 0.05, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This indicates a statistically significant difference in students' motivation, with Pixton proving to be more effective than conventional methods in boosting students' interest in learning to write descriptive paragraphs.

The Correlation between Learning Motivation and Writing Skills

A Pearson correlation test was conducted to determine the relationship between students' motivation and their writing skills. The analysis revealed a strong positive correlation ($r = 0.815$, $p = 0.000$), suggesting that students with higher motivation also demonstrated better writing performance. Since the p-value is less than 0.01, the result is statistically significant, supporting the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1). This finding affirms that increased motivation through Pixton-based learning is strongly associated with improved writing skills in descriptive paragraph writing. Therefore, Pixton not only serves as an engaging tool to enhance motivation but also as an effective medium to improve students' writing abilities.

Pixton is Significant and Effective in Improving Students' Skills in Writing Descriptive Paragraphs

The results of this research showed that the experimental group using Pixton experienced a significant and effective improvement in writing, especially in composing descriptive paragraphs, compared to the control group. This is in line with learning theory, which states that the use of technology and visual media in learning can facilitate deeper understanding and improve learning outcomes. Interactive media such as Pixton can support students develop writing skills by visualizing ideas, paragraph structure, and provide a more fun and creative experience in learning. As Utomo (2022) argues, Pixton improves students' writing skills for several reasons: it helps students express their ideas more easily, aids in understanding the structure of story writing, and motivates students to write more creatively and innovatively.

Therefore, this research gives valuable findings and insights, demonstrating that the use of Pixton can significantly enhance students' skills in writing descriptive paragraphs. By recognizing and incorporating these insights into instructional practices, the teachers can facilitate and create a contextual learning environment and strategy that foster writing development. These findings highlight the importance of implementing the learning that is integrated

into digital media, such as Pixton, to encourage active engagement and optimize learning outcomes in English. Further, this research can explore the long-term effects of the integration of digital media, such as Pixton, on students' writing skills, as well as examine factors that can influence writing performance, such as language proficiency and prior writing experience.

Pixton is Significant and Effective in Increasing Students' Learning Motivations in Writing Descriptive Paragraphs

The significant increase in learning motivation of students in the experimental group indicates that the use of Pixton as the interactive media can play an important role in increasing students' interest and enthusiasm for the material. Based on motivation theory, learning that actively involves students through visual and interactive tools can increase student attention and involvement, which ultimately increases learning motivation. In line with this theory, Chomah and Irawati (2024) state that the use of Pixton.com as media can assist students in writing storyboards. It especially increases students' motivation and stimulates their interest. In the context of this research, Pixton provides a fun learning experience so that students feel more motivated to participate in writing activities. Also, it facilitates and encourages an interactive and student-centered learning environment, which contributed to increased attention, engagement, and enthusiasm for learning.

The research highlights the positive impact of Pixton, an interactive learning tool, on students' learning motivation in writing descriptive paragraphs. The experimental group experienced significant and effective improvement compared to the control group by underscoring the benefits and importance of using engaging, visual, and interactive tools in learning environments. Thus, it can be concluded that this research reveals the success of Pixton as an effective media in increasing students' learning motivation, thereby improving learning outcomes, particularly in tasks that require creativity and active participation, such as writing descriptive paragraphs.

Correlation between Students' Learning Motivations and Writing Skills

The research findings demonstrate a significant and strong positive correlation between students' learning motivations and their writing skills. It indicates that when students' motivations increase, their writing skills also improve. This supports the theory that motivation is a key factor in learning success. Filgonal et al. (2020) state that motivation plays a crucial role in stimulating and energizing learners, helping them to think, focus, and learn effectively. Higher levels of motivation encourage students to engage more actively in practice, persevere in developing their skills ultimately achieve better learning outcomes. These findings emphasize the need to consider motivational aspects in implementing innovative learning methods.

The findings from the correlation analysis highlight a significant, strong, and positive relationship between students' learning motivation and their writing skills, especially using Pixton as a learning tool. Pixton aligns with this principle by offering an engaging platform that stimulates creativity, provides autonomy in writing, and fosters a sense of accomplishment. The tool's visually appealing and interactive features make learning descriptive writing more engaging, motivating students to participate in tasks actively.

Motivation plays a critical role in writing skill development. Motivated students tend to demonstrate higher levels of engagement, persistence, and creativity, which enable them to navigate challenges in grammar, structure, and vocabulary more effectively. This often results in more coherent and detailed writing. The strong correlation coefficient ($r = 0.815$) indicates that as students' motivations increase, their writing skills also improve significantly. Furthermore, the interrelated relationship between skills and motivation suggests that

as students master writing, their confidence grows, leading to enhanced motivation. This creates a positive feedback loop where motivation and skills reinforce each other, driving continuous improvement.

Pixton serves as a powerful mediating factor in this dynamic. By integrating visual storytelling with interactive features, the platform transforms writing into an enjoyable activity. It allows students to visualize their ideas, making abstract concepts more relatable and engaging. Additionally, its gamified elements align with modern learners' preferences, further fostering intrinsic motivation. This dual impact of Pixton on motivation and skill development underscores its effectiveness as an educational tool.

For teachers, these findings suggest the importance of integrating innovative tools such as Pixton into teaching practices. Strategies that simultaneously address skill development and motivational challenges can yield better learning outcomes. Teachers should focus on providing personalized, interactive, and creative experiences to maximize student engagement. However, it is also essential to address potential challenges, such as ensuring access to technology and providing adequate training for teachers to use these tools effectively.

In conclusion, this research found a strong correlation between learning motivations and writing skills, underscores the transformative potential of Pixton in education. By improving students' skills to write descriptive paragraphs and fostering their enthusiasm for learning, Pixton demonstrates how innovative tools can create a dynamic and effective learning environment. These insights reinforce the need for modern teaching strategies that prioritize both skill and motivation development for ensuring holistic student growth.

CONCLUSION

This research aimed to examine the effectiveness of Pixton in enhancing students' skills and motivation in writing descriptive paragraphs, compared to conventional learning methods. The findings revealed that students in the experimental group, who used Pixton, demonstrated significantly better writing performance and higher motivation than those in the control group. Pixton's visual and interactive features helped students organize their ideas, use appropriate vocabulary, and express themselves creatively. Moreover, a strong positive correlation was identified between students' motivation and their writing skills, emphasizing the importance of engaging learning tools that encourage active participation in writing tasks.

To enhance the applicability of future research, several improvements are recommended. First, involving larger and more diverse samples would strengthen the generalizability of the findings. Second, longer study duration is needed to assess the long-term impact of using Pixton. Third, future studies should incorporate more varied instruments such as interviews or classroom observations to gain deeper insights. Additionally, considering students' background factors and employing more rigorous research designs, such as randomized trials, would improve result reliability. Lastly, adapting similar digital interventions across different cultural and educational settings could further validate and optimize their effectiveness.

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