

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

### A. Research Findings

#### 1. School Profile of MTs. Hasyim Asy'ari Bangsri Jepara

MTs. Hasyim Asy'ari Bangsri Jepara was founded on June 6, 1956. It was founded by several Islamic religious leaders and educators in the Bangsri sub-district of Jepara. The development of the building starting from the establishment of MTs. Hasyim Asy'ari Bangsri Jepara has not been spared from the struggles of the leaders who have founded and developed MTs. Hasyim Asy'ari Bangsri Jepara.

As for the profile of MTs. Hasyim Asy'ari Bangsri Jepara is as follows<sup>1</sup>:

- a. Madrasah Statistics Number : 121233200014
- b. Madrasa Name : MTs. Hasyim Asy'ari Bangsri Jepara
- c. Phone Number : (0291) 772192
- d. Address : Bangsri Street, Bangsri District Jepara City 59453
- e. Village / ward : Bangsri
- f. District : Bangsri
- g. Regency : Jepara
- h. Province of : Central Java
- i. Email : MTshaba1956@yahoo.com
- j. Year of establishment : 1956
- k. Number of Standing Decree : 18/BAP-SM/II/2014
- l. Madrasa Accreditation : A
- m. Foundation Name : Foundation Islamic education Aswaja
- n. Study Time: Morning starting at 07.00 - 12.45 WIB.

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<sup>1</sup> Observation and documentation at MTs. Hasyim Asy'ari Bangsri Jepara, 17 February, 2023.

**Picture 4. 1**  
**School building of MTs. Hasyim Asy'ari Bangsri Jepara**



## **2. Geographical Location of MTs. Hasyim Asy'ari Bangsri Jepara**

Building MTs. Hasyim Asy'ari Bangsri Jepara is divided into two buildings, namely the north and south buildings. The north part of the building is located south of the Bangsri terminal, right at the Bangsri traffic light intersection and the south part of the building is next to the Joglo Bangsri Islamic boarding school. There are many contributing factors regarding the location of MTs. Hasyim Asy'ari Bangsri Jepara because of its easily accessible location. There are also many Islamic boarding schools around it, especially in foundations MTs. Hasyim Asy'ari Bangsri Jepara has a boarding school located within the location MTs. Hasyim Asy'ari Bangsri Jepara.<sup>2</sup>

## **3. Vision, Mission and Goal of MTs. Hasyim Asy'ari Bangsri Jepara**

The establishment of an educational institution is unseparated from the vision, mission and goal. Thereby also MTs. Hasyim Asy'ari Bangsri Jepara, in complementing its existence plans several vision, mission and goal as follows<sup>3</sup>:

- a. Vision of MTs. Hasyim Asy'ari Bangsri Jepara  
"Excellent, Skilled and Akhlakul Karimah"  
Vision indicators:

<sup>2</sup> Observation at MTs. Hasyim Asy'ari Bangsri Jepara, 17 February 2023.

<sup>3</sup> Documentation at MTs. Hasyim Asy'ari Bangsri Jepara, 17 February 2023.

1. Make Islamic teachings and values Ahlussunnah waljama'ah as a view life, life attitudes and life skills in everyday life
  2. Have competitiveness in achievement UAM/UAMBN/UN
  3. Have competitiveness in entering decent further education (MA/equivalent)
  4. Have competitiveness in Olympic achievements science at local, national and international levels international
  5. Have competitiveness in artistic performance and sport.
  6. Have a high concern for environment
  7. Have independence, ability adapt to their environment
  8. Have a comfortable Madrasah environment and conducive to learning.<sup>4</sup>
- b. Mission MTs. Hasyim Asy'ari Bangsri Jepara  
 "To provide quality education to prepare human resources with Ahlussunnah Waljama'ah perspective."  
 The mission of organizing education in MTs. Hasim Asy'ari Bangsri Jepara are as follows:
1. Develop attitude and practice Ahlussunnah Waljama'ah
  2. Grow and increasing interest in reading and write
  3. Implement learning and guidance effectively, so that every students' can develop optimally, according to potential
  4. Increase the achievement of the average value Madrasah Final Examination (UAM), Final Examination National Standard Madrasah (UAMBN) and National Examination (UN)
  5. Develop Arabic language skills and english
  6. Improve infrastructure for increase academic achievement and non-academic
  7. Empower the madrasah environment as learning resources
- c. Goal of MTs. Hasyim Asy'ari Bangsri Jepara
1. Specific Goal: The implementation of the process good education in Madrasah which broadly covers everything program and job descriptions.

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<sup>4</sup>Documentation at MTs. Hasyim Asy'ari Bangsri Jepara, 17 February 2023.

2. General Goal: To increase efficiency and effectiveness of activity implementation operational education in an effort to achieve educational objectives at MTs. Hasyim Asy'ari Bangsri Jepara.

#### 4. Implementation of Intracurricular and Extracurricular

##### a. Intracurricular

In an effort to realize the school's vision, mission and goal, MTs. Hasyim Asy'ari Bangsri Jepara arranges subjects according to the existing school curriculum as follows<sup>5</sup>:

- 1) Ministry of National Education curriculum developed at MTs. Hasyim Asy'ari Bangsri Jepara are as follows:
  - a) Al-Qur'an Hadith
  - b) Aqidah Ahklaq
  - c) Skiing
  - d) Arabic
  - e) Fiqh
  - f) English
  - g) Citizenship Education (PKn)
  - h) Indonesian
  - i) Mathematics
  - j) Natural Sciences (IPA)
  - k) Social Sciences (IPS)
  - l) Cultural Arts and Skills (SBK)
  - m) Physical Education, Sports and Health

##### 2) Local content curriculum

Local content developed at MTs. Hasyim Asy'ari Bangsri Jepara is as following:

- a) Javanese
- b) Qiro'atul Qur'an
- c) Ke-NU-an
- d) Nahwu
- e) Shorof
- f) Qiro'atul kutub

##### b. Extracurricular

Extracurricular is learning that directed to develop the potential of students' and provide life skills. Subjects developed in extracurriculars as follows<sup>6</sup>:

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<sup>5</sup>Interview the researcher with the treasurer staff at MTs. Hasyim Asy'ari Bangsri Jepara, 17 February 2023.

<sup>6</sup> Interview the researcher with the treasurer staff at MTs Hasyim Asy'ari Bangsri Jepara, 17 February 2023.

- 1) Compulsory extracurriculars:
  - a) Scouts
  - b) English
- 2) Optional extracurriculars:
  - a) Tambourine
  - b) PMR
  - c) Osis
  - d) Qiro'ah
  - e) IPNU, IPPNU
  - f) Sports and Arts Scouts
  - g) OPS
  - h) PKS
  - i) KIR

#### 5. Organizational Structure and Data Teacher, Staff of MTs. Hasyim Asy'ari Bangsri Jepara

Organizing is a sharing process duties and authorities so as to create a organizations that can be moved as one unit in order to achieve the goals that have been set. As for structure MTs. Hasyim Asy'ari organization is as following<sup>7</sup>:

**Table 4. 1**  
**Organizational Structure of MTs. Hasyim Asy'ari Bangsri Jepara**

NO	POSITION	NAME
1.	Principal	MUALIMIN, M.Pd.I
2.	Assistant Principal of Academic Affairs and Curriculum	SAIFUR RAHMAN, M.Pd.I
3.	Assistant Principal of students' Affairs	HERLI NAILUFAR, SE, S.Pd
4.	Assistant Principal of Public Relations and Partnerships	KHAYAT, S.Pd.I
5.	Assistant Principal of School Finance and Operations	TARJU, S.Pd.I
6.	Counseling Guidance Coordinator	Hj. UMAROH, S.Pd.I
7.	Counseling Guidance I	TUPOMO, H. M.Ag
8.	Counseling Guidance II	Hj. NUR FARIDAH, S.Ag
9.	Counseling Guidance III	M. NABHAN ULINNUHA, S.Pd

<sup>7</sup>Observation and documentation at MTs. Hasyim Asy'ari Bangsri, Jepara, 17 February 2023.



10	Head of Administration	NUR HASMAJI, S.Pd.I
11	Treasurer	ASMAUL MA'RUF
12	Treasurer Staff	HERI KHOIRUL ANAS, SE
13	Administration Staff	ALI TAHMID, S.Pd.I
14	Administration Staff	FITRIA WULANDARI
15	Head of Library	SAIFUR RAHMAN, S.Pd.I
16	Head of Laboratory	AHMAD HAZIN, H. S.Pd.I
17	Coach of OSIS	HERLI NAILUFAR, SE, S.Pd
18	Coach of IPNU, IPPNU	LUTFIYATUN NIKMAH, S.Ag
19	Coach of Scout	DWI TULANAR YOGI, S.S
20	Coach of Sports and Arts	AHMAD YANI
21	Coach of OPS	SITI ANNISA', S.Si
22	Coach of PMR	NUR HASMAJI, S.Pd.I
23	Coach of PKS	JATI UTOMO
24	Coach of MIPA	RIFATU HILDA, S.E.,S.Pd
25	Coach of KIR	IKFINA MAUFURIYAH, S.S
26	Homeroom Teacher VII. A	UMI NURHAYATI, S.H, S.Pd
27	Homeroom Teacher VII. B	RIFATU HILDA, S.E.,S.Pd
28	Homeroom Teacher VII. C	ANIS LUTFIANA, S.Pd.I
29	Homeroom Teacher VII. D	SLAMET SUPRIYATI, S.Pd
30	Homeroom Teacher VII. E	FARIDA HARIYATI, S.Pd
31	Homeroom Teacher VII. F	DIAN EKA FITRIYANI, S.Si
32	Homeroom Teacher VII. G	MUNAWAR, S.Pd.I
33	Homeroom Teacher VII. H	H. AHMAD HAZIN, S.Pd.I
34	Homeroom Teacher VIII. A	ISMAH LAILI, S.Pd.I
35	Homeroom Teacher VIII. B	Hj. KHOIRUN NISA', S.Pd
36	Homeroom Teacher VIII. C	ENDANG SUSILOWATI, S.Pd
37	Homeroom Teacher VIII. D	MASLIKATUN, S.Pd
38	Homeroom Teacher VIII. E	ZAINAL ARIFIN
39	Homeroom Teacher VIII. F	HAMIDIN, S.Pd
40	Homeroom Teacher VIII. G	AHMAD YANI
41	Homeroom Teacher VIII. H	Mc. MANSUR, S.Ag
42	Homeroom Teacher IX. A	EDI SUGIARTO, S.Pd
43	Homeroom Teacher IX. B	ZAINUNAH, S.Ag
44	Homeroom Teacher IX. C	MAISAROH, S.Ag
45	Homeroom Teacher IX. D	AHMAD HAZIN, S.Pd
46	Homeroom Teacher IX. E	RIZWAN RAZAL, S.Pd
47	Homeroom Teacher IX. F	KHAYAT, S.Pd.I
48	Homeroom Teacher IX. G	HALIMI, A.Ma
49	Homeroom Teacher IX. H	MOH. SHOLEH, S.Pd

50	Logistics	MUNAWAR, S.Pd.I
51	Logistics	KHAYAT, S.Pd.I
52	Logistics	LUTFIYATUN NIKMAH, S.Ag
53	ICT technician	MUSHONNEF
54	Security	JATI UTOMO

**Table 4.2**  
**Data Teacher and Staff of MTs. Hasyim Asy'ari Bangsri Jepara**

No	Name	Last education	Graduation Year	Subject taught / type of assignment
1.	H. Munadi	SPG	01/07/1997	Javanese Language
2.	Zamzami	SLTA/MUALIMIN	01/07/1997	Nahwu Shorof
3.	H. Ristanto, S.Pd.	S1/BK	01/07/1976	IPS
4.	H.Sumarto	SLTA	01/07/1978	Fiqh
5.	Hj. Muyassaroh,	SLTA	01/07/1978	Arabic
6.	Muhammadun, A.Md	D3	01/07/1986	Arabic
7.	Sukarno, S.Pd	S1/BK	01/07/1986	Indonesian
8.	Edi Sugiarto, S.Pd	S1/ Mathematics	01/07/1988	Mathematics
9.	Zaenal Arifin	SLTA	01/07/1989	Nahwu Shorof
10.	Munawar, S.Pd.I,	S1/PAI	01/07/1989	Sports
11.	Umaroh, Dra	S1/PAI	01/07/1992	Aqidah Akhlaq
12.	Moh. Sholeh, S.Pd.I	S1/PAI	01/07/1990	IPA
13.	Simiasih, Dda	S1/SKI	01/07/1992	SKI

14.	Tupomo, S.Ag, M.Ag	S2 / PAI	01/07/1996	Fiqh
15.	Hamidin, S.Ag, M.Pd	S1/PAI/B.Indonesian	01/07/1997	Indonesian
16.	Rizwan Razal, S.Pd	S1/IPS	01/07/1995	IPS
17.	Halimi, A.Ma	D2/PAI	01/07/1995	Nahwu Shorof
18.	Zainunah, S.Ag	S1/PAI	01/07/1994	Aqidah Akhlaq
19.	Maslikatun, S.Pd	S1/PPKn	01/07/1994	PKn
20.	Khayat, S.Pd.I	S.1/PAI	01/07/1996	Aqidah Akhlaq
21.	Hj. Khoirun Nisa', Dra	S1/PAI	01/07/1996	Fiqh
22.	Nanik Sripartini, S.Pd	S1/Bhiology	01/07/1995	IPA
23.	Maisaroh, S.Ag	S1/PAI	01/07/1997	SKI
24.	Mualimin, S.Pd.	S1/PAI	01/07/1997	Al-Qur'an Hadith
25.	Tarju, S.Pd.I	S1/PAI	01/07/1997	Fiqh
26.	Lutfiyatun Ni'mah, S.Ag	S1/Ada	01/0/1998	Al-Qur'an Hadith
27.	Ah, Hafidh, S.Ag	S1/PAI	01/07/1999	Al-Qur'an Hadith
28.	Nur Farida, S.Ag	S1/Syari'ah	01/07/1999	Fiqh
29.	Asdwi Tulanar Yogi, S.S	S1/Humanities	01/07/1999	IPS
30.	Elfianur Imam	S1/Per.Agama	01/07/2000	Mathematics



	Wijaya, S.Ag			
31.	Anis Lutfiana,S.Pd.I	S1/PAI	01/07/2002	Arabic
32.	Ahmad Hazin, S.Pd I	S1/PAI	01/07/2002	Fiqh
33.	Mc. Mansur, S.Ag	S1/PAI	01/07/2002	Arabic
34.	Moh. Junaidi, S,Ag	S1/PAI	01/07/2002	Al-Qur'an Hadith
35.	Rifatu Hilda, S.E, S.Pd	S1/Economics	01/07/2004	Mathematics
36.	Saifur Rohman, S.Pd.I	S1/PAI	01/07/2002	SKI
37.	Herli Nailufar, S.E, S.Pd	S1/Economics	01/07/2004	Mathematics
38.	Ismah Laili, S.Pd.I.	SI/PAI	01/07/2004	English Language
39.	H. Saiful Umam, Lc	S1/Da'wah	01/07/2004	TIK
40.	Endang Susilowati, S.Pd	S1/Indonesian	01/07/2000	Indonesian
41.	Ahmad Yani	SLTA	01/07/1992	SLTA
42.	Ikfina Maufuriyah, S.S	S1/English Literature	01/07/2006	English Language
43.	Umi Nur Hayati, S.Pd	S1/PPKn	20/10/2007	Indonesian
44.	Qosim, S.Pd	S1/PPKn	01/07/1986	PKn

45.	Slamet Supriyanti, S.Pd	S1/PPKn	01/07/1999	PKn
46.	Nur Hasmaji, S.Pd.I	S1/PAI	01/07/1998	Physical Education
47.	Minal Uyun, S.Pd.I	S1/PAI	01/07/2012	Art and Culture
48.	Farida Haryanti, S.Pd	S1/English Literature	01/07/2012	English Language
49.	M. Nabhan Ulin Nuha, S.Pd	S1/BK	07/01/2012	BK
50.	Heri Khoirul Anas, SE	S1/Management	01/07/2003	Head of Administration
51.	Ali Tahmid	SLTA	01/07/2005	Administration Staff
52.	Jati Utomo	SLTA	01/07/2009	Security
53.	Asmaul Ma'ruf	SLTA	01/12/2003	Treasurer
54.	Fitria Wulandari	SLTA	08/10/2011	Administration Staff

After the researcher carried out research at MTs. Hasyim Asy'ari Bangsri Jepara regarding the use of the PBL method to improve students' abilities in writing descriptive texts, in the end researcher get maximum results with this research. The researcher has conducted research using a descriptive qualitative research methodology and has found existing data in the field, namely in MTs. Hasyim Asy'ari Bangsri Jepara from 27 February 2023 until 05 March 2023. The researcher collected data in the field by using the method of observation, interviews, and documentation. The researcher can analyze the results of research with descriptive qualitative technique.

The researcher described and interpreted the data that has been collected so as to obtain a general and comprehensive picture of the matter actually in the description of this study, the researcher described the results

**a. The Obstacles to Improve Writing Descriptive Texts for the Eighth Grade students' of MTs. Hasyim Asy'ari Bangsri Jepara**

The learning process of students' at MTs. Hasyim Asy'ari Bangsri Jepara has not run well, there are still some general problems in the teaching and learning process. In a learning class, of course, there are several factors that can trigger obstacles in the teaching and learning process, especially in writing descriptive texts, including:

1) Students' need much time to write

Time is indeed a very important role that must be considered, time is also a factor that can affect learning because time constraints are very influential in the learning process. Like Mrs. F.H, S.Pd said that time is an important factor in the teaching and learning process because when learning takes place students' certainly need a long time to wrote a descriptive texts which of course has to describe something that is in the text and prepare solutions to existing problems. in the descriptive texts so the time is very important.<sup>8</sup>

2) Students' have not mastered English vocabulary

There were a lots of eighth grade B students' don't knew or memorize the vocabulary in books or descriptive texts material. Triggers of students' not mastering vocabulary because students' are lazy and not used to pronouncing vocabulary. The solution in solving students' triggers to be reluctant to recite vocabulary was Mrs. F.H, S.Pd said that students' would be accompanied if they find it difficult to wrote and students' could also asked the teacher if anyone found it difficult to understood to wrote descriptive texts. The teacher has given time to students' to continue practicing and learning.

3) Students' are lazy to bring an English dictionary

This habit was indeed very often encountered when learning English. The reason students' has reluctant to bring a dictionary was that students' feel heavy carrying their bags if there is an additional

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<sup>8</sup> Mrs. F.H, S.Pd, the interviewed from the researcher, February 25, 2023. interview 1, transcript.

English dictionary in it and students' gave that they forgot to bring a dictionary if there were an English lesson in class.<sup>9</sup>

4) Students' disturb their friends during class

This students' behavior is already fairly common for students'. When students' were writing descriptive texts, there were some of their friends, most of them their classmates, who tried to distracting the students' from writing because it can lead to difficulties in writing descriptive texts, which must focus and pay attention to the images in the texts. When the learning process took place, students' often make noise, play her self, and talk to themselves, which creates obstacles in the process of writing descriptive texts which result in a slowing down process in writing what is explained by the teacher and in the text of the book material. The noise of students' during learning has made the class not conducive and at times like that the teacher's abilities were tested. According to the researcher's analysis, the teacher is very alert if there is noise in the class, the teacher can deal with students' wisely and help students' in the process of writing descriptive texts to remain conducive during the learning process.<sup>10</sup>

**b. The Use of PBL Method to Improve Abilities in Writing Descriptive Texts for the Eighth Grade students' of MTs. Hasyim Asy'ari Bangsri Jepara**

This section contains information obtained thereseacher through observations, interviews and documentation regarding the use of the PBL in writing descriptive texts for the eighth grade students' MTs. Hasyim Asy'ari Bangsri Jepara.

The process of implementing or using the teacher's PBL learning method in teaching students' at MTs. Hasyim Asy'ari Bangsri Jepara is in accordance with the PBL method in general. According to the initial observation of the researcher conducted at MTs. Hasyim Asy'ari Bangsri

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<sup>9</sup> Mrs. F.H, S.Pd, the interviewed from the researcher, February 25, 2023, interview 1, transcript.

<sup>10</sup>Observation in eighth grade B MTs. Hasyim Asy'ari Bangsri Jepara, February 18, 2023.

Jepara revealed that during the learning process the teacher gave material, explained then gave a problem that would be solved by students' as a students' task. The method of PBL used by the teacher to students' was very good but the teacher tended to only explain and ask questions or gave a problem without additional learning media. The learning resources used were in the form of textbooks and English dictionaries, but most students' did not bring an English dictionary where some students' still experienced difficulties and had not fully mastered vocabulary or meaning in reading material regarding the process of writing descriptive texts.<sup>11</sup>

Based on the results of observation in the class eighth MTs. Hasyim Asy'ari Bangsri Jepara English material for eighth grade B taught on Saturday and Sunday. Allocation of time on English material is 2 hours of lessons x 90 minutes, which is as follows<sup>12</sup>:

1) Opening Activities (08.20-08.25 WIB)

Before the start of the learning activities, the teacher usually started by greeting and then followed by the students'. Then the teacher asked students' how they are doing and take attendance, then the teacher and students' read a prayer before learning take place. This initial activity is a learning activity before entering the main activity begins.

2) Core Activities (08.25-09.40 WIB)

This activity is the core of the essence of learning that is conveyed by the teacher to students' on that one day. The core activity is the right time when the teacher applies the PBL learning method in teaching and learning activities in class. Before the teacher gave an assignment regarding a problem that must be solved by students', the teacher first explain the material in the study guide.

The contents of this core activity that the teacher instructed students' to prepare notebook for notes or writing, LKS book or English module, an

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<sup>11</sup> Observation in eighth grade B at MTs. Hasyim Asy'ari Bangsri Jepara, 18 February 2023.

<sup>12</sup> Observation in eighth grade B at MTs. Hasyim Asy'ari Bangsri Jepara, 18 February 2023.

English dictionary and a ballpoint pen to take notes or write down the material and assignment given by the teacher. Furthermore, the teacher started teaching and explaining the descriptive texts material in front of the class slowly and tried to make the students' understand the material, the steps of teaching the use of PBL method in writing descriptive texts as follows: first the teacher explained the material by asking students' to listen by opening the LKS or English module so that the teacher can explain the material easily and students' can write the meaning of language vocabulary English in the LKS or module. Second, when students' understand the material presented by the teacher, then the teacher instructed students' to write descriptive texts as an individual or group task according to the difficulties of the assignment given by the teacher regarding various kind of problems that existed in the descriptive texts material, then students' wrote them in notebooks. If students' find it difficult to change Indonesian to English, the teacher can help students'.

In this activity the teacher invited students' to think more critically, creatively and innovatively because if students' get used to write especially descriptive texts that contained images or described something so students' become trained in memorizing English vocabulary that is often used in everyday life as a provision in a broad knowledge of the English language.

### 3) Closing Activities (09.40-09.45 WIB)

By using the PBL method it can attracted students' attention, add insight to students' and provide motivation to students'. At the end of this activity, the teacher invited students' together to conclude today's discussion regarding the result of writing descriptive texts in English subjects. At the end In this learning, the teacher must be able to provide motivation good for students' so that students' are more active in learning. In every learning method there must be the advantages and disadvantages that cause it difficulties for students'. One example of the advantages was that students' learn to think creatively and innovatively, and one example of the disadvantages is the condition of students' in the



eighth grade B are still reluctant to pay attention to the teacher when explaining lessons because the time needed to use the PBL method in learning to write descriptive texts took a long time, usually students' in the eighth grade B still like to play by herself, to make noisy or to chat with her friends. Therefore, the teacher always tell the students' to behave well, so that the learning process could run as expected.

The researcher examined the use of PBL learning method in English subject in eighth grade B to improve writing descriptive texts. The researcher conducted research used observation and interview in depth method openly which researcher specify to obtain information. This included the principal representatives, English subject teacher and eighth grade B students'.

The results of interview with eighth grade B English teacher at Mts. Hasyim Asy'ari Bangsri Jepara Mrs. F.H, S.Pd revealed that:

"Usually my method in the learning process takes place when using the PBL method for students' in writing descriptive texts, that is, I always give an example text to students' in the form of a reading, then in that reading there is an problem, for example in a descriptive texts containing a description of a character or other description. I usually give a form of a question in which there is a texts that is in gaps or texts that is not quite right, sometimes I also give the wrong character's name, in essence I will give a form of a question whose purpose to solve the problem so that students' can determine the location of the error from the texts questions".<sup>13</sup>

In the eighth grade B at MTs. Hasyim Asy'ari Bangsri Jepara, the results of the grades obtained was still a few that was not good. For this reason, students' learning motivation needs to be

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<sup>13</sup> Mrs. F.H, S.Pd, the interviewed from the researcher, February 25, 2023, interview 1, transcript.

raised so that they are more motivated to learn more effectively. Looking at the results of the scores obtained by students', the teacher increased the level of mastery in applying learning method to improve students' learning, especially in the development of writing descriptive texts. The choice of used the PBL method for teacher for students' development is one method that is effective for future students'. In addition to this, the PBL method was chosen based on the convenience of students' in learning to write descriptive texts. The teacher was trying as much as possible for students' to improve writing descriptive texts used the PBL method chosen by the English subject teacher so that it is in accordance with the learning objectives to be achieved.

This is in accordance with the results of interview conducted by researcher with Mrs. F.H, S.Pd explained that:

"I chose to use the PBL method for the reason that students' understand the problem that need to be fixed. Then my way of improving students" writing in descriptive texts with the PBL method is that I only apply it when I teach, I don't tell students' what method I use in my teaching, the type of method that I use generally gives a problem to students' and then students' can solve the problem, but before students' solve the problem students' will guess what happened to me in the problem of texts or material whose contents are not connected".<sup>14</sup>

The teacher must also master and be good at managing learning systems that can improve the quality of students' learning. Developing the quality of students' in learning English is not only in the classroom, students' can also develop their

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<sup>14</sup> Mrs. F.H, S.Pd, the interviewed from the researcher, February 25, 2023, interview 1, transcript.

achievements in competitions or other competitions. For this reason, teacher must assist in developing and improving the quality of students' from year to year.

This is in accordance with the results of interview conducted by researcher with Mr. M, M.Pd.I as the head of MTs. Hasyim Asy'ari said that:

"The process of learning English for students' at our school is always increasing every year, students' achievement in winning English competitions, there are English courses and development in addition to a competent curriculum aimed at our steps in the process of learning English so that there are always developments."<sup>15</sup>

From the interview data obtained by researcher, it can be seen that a teacher needed to be able to manage the system and the quality of good learning. A good teacher should master the material well, be able to process and manage the class well, use a program that makes learner interested in the lessons being taught, by choosing the right and appropriate method. Following are some of the results of interviews conducted by researcher with B.D an eighth grade B students' explaining that:

"I can understand the technique or method of the teacher in explaining the material in front of the class well and the understanding of the text contained in the learning material can also be understood. I also like to write descriptive texts because I think these texts can add to my insight and can train me in writing skills by good and right. During the learning process the teacher always explains

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<sup>15</sup> Mr. M, M.Pd.I, the interviewed from the researcher, March 05, 2023, interview 2, transcript.

the material and gives other examples to students'."<sup>16</sup>

Then the researcher got the results of an interview with R.P an students' eighth grade B explaining that:

"The method that the teacher teaches in writing descriptive texts is quite good because it can provide examples for students' and sometimes it's still difficult for me to understand the teacher's explanation, usually the teacher tells the experience in the material and also does a problem, I also find it helpful in the field of writing so that it will be better in the future my way of writing well is through descriptive texts."<sup>17</sup>

The researcher also obtained the results of an interview with B.N.Z an students' eighth grade B explaining that:

"The teacher's method of explaining material, in my opinion is quite clear and there are a few things that are not understood, then when I don't understand I will ask the teacher. Then in my opinion descriptive texts is one of the texts that really helps me in providing an insight to be diligent in writing because I still can't write properly and well".<sup>18</sup>

There are existing learning method such as discussion method, question and answer, simulation, lecture, demonstration and many others. Learning method are tools in any form that are used to convey information or material in learning so that students' can find out the purpose

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<sup>16</sup> B.D, the interviewed from the researcher, February 26, 2023, interview 3, transcript.

<sup>17</sup> R.P, the interviewed from the researcher, February 26, 2023, interview 4, transcript.

<sup>18</sup> B.N.Z, the interviewed from the researcher, February 26, 2023, interview 5, transcript.

of the material. A material or information from the teacher conveyed to students' so that students' can stimulate the thought, feeling, concern, and interest and attention of students' so that the students' learning process became more effective and efficient so that learning objectives can be achieved by perfect. The PBL learning method is a method that can help students' in their learning about writing descriptive texts well.

This is in accordance with the results of interview by researcher with Mr. M, M.Pd.I explained that:

"In the learning process not only in English subjects, teacher apply a lot of types of methods and strategies in the learning process, and that includes steps for how students' don't feel bored, feel bored, for that the teacher must know a lot of strategies in the learning process. learning. Incidentally there are many new teachers here who have a lot of provisions in the process of teaching English. So far we have seen the effect of using the PBL method as a method in improving writing descriptive texts, the teacher does not only apply teaching in the form of stories, incidentally the teacher gives creativity to students' who are very positive and innovative".<sup>19</sup>

The PBL learning method can help students' be more active. Specifically in terms of thinking, students' can write better and deeper descriptive texts and are able to practice their writing in other texts.

The teacher must understand that each students' has a different level of understanding and abilities. There are students' who have high and low abilities. Teacher must understand and know how to deal with and overcome them. To face and

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<sup>19</sup> Mr. M, M.Pd.I, the interviewed from the researcher, March 05, 2023, interview 2, transcript.

overcome this, teacher can see the ability of students' in understanding the material presented, solving problems, answering questions from the teacher and answer, the practice questions in the textbook. Each students' certainly has a different character according to the expertise or talent of the students'. It is the students''s talent that was the value of the quality of students' in carrying out learning in class. This was explained during an interview with Mr. M, M.Pd.I as follows:

"Of course, the character of each of our students' is different, as a result, the interests of students'' talents are also different in every subject in our school. There are students' who are interested in learning English, Arabic, etc. In every talent in the character of our students', we will build fields in each field".<sup>20</sup>

The goal to be achieved in use the PBL learning method is to be able to produce method as well as learning for students' through PBL method that are appropriate for learning in writing descriptive texts, the material that will be conveyed in the use of the PBL learning method refers to the Curriculum 2013 with core competencies understanding the provisions or ways of writing descriptive texts properly and correctly in accordance with proper writing. The provisions or ways of writing in writing descriptive texts that are taken are understanding how the correct English grammar is so that when students' write it properly through the PBL method used in the form of students' guessing from a problem or an event contained in the learning material . The PBL method can also make it easier for students' to train to continuously learn in writing through descriptive texts learning materials.

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<sup>20</sup> Mr. M, M.Pd.I, the interviewed from the researcher, March 05, 2023, interview 2, transcript.



**Picture 4. 2**  
**The Condition Students' of the Learning in Class Eighth**  
**Grade B MTs. Hasyim Asy'ari Bangsri Jepara**



## **B. Discussion**

In this section, a description of the discussion is presented in accordance with the results of the research. Therefore, in the discussion of this section, the researcher integrate the results of the research with the theory described in the previous sub-chapter. As confirmed in the qualitative analysis technique descriptive of the data obtained either through observation, interview, and documentation. All data has been identified to fit the expected goals.

From the results of this study, the role of learning to write descriptive texts was very important requires the figure of a teacher or educator who was able to provide knowledge with earnestly and teach professionally without any discrimination, in the process learning takes place the teacher always prioritizes good morals as a reflection for students' and always tries to make students' have a better life.

To get good results and improve students' in writing descriptive texts in an innovative way, the teacher must have a provision of learning method or technique that can be taught to students'. The teacher of students' grade eighth B MTs. Hasyim Asy'ari Bangsri Jepara uses a method that has the goal of making students' think more critically and creatively. For this reason, the use of the PBL method is one way that can improve students'' writing descriptive texts, especially for MTs or SMP level students' who need to learn to write better and more innovatively, so that in the future students' can write

English especially descriptive texts according to the rules of language and good writing is also true.

### **1. The Obstacles to Improve Writing Descriptive Texts for the Eighth Grade students' of MTs. Hasyim Asy'ari Bangsri Jepara**

In the learning process in eighth grade B MTs. Hasyim Asy'ari Bangsri Jepara has not been said to be good enough and there were still several obstacles that can result in students' not being optimal in writing descriptive texts.

Descriptive thesis writing skills for eighth grade B MTs. Hasyim Asy'ari Bangsri Jepara still needs to be improved. students' still find it difficult to write, for example in using English spelling students' are still confused about how to apply it and write it down in notebooks, then in terms of pronunciation and memory of English vocabulary students' also have not fully mastered English vocabulary, students' have not been able to adjust the contents of their essays. appropriate problem solving. This was due to the lack of proficiency level and students' writing habits, it is often found that students' often forget to bring an English dictionary when there were an English lesson. The difficulties experienced by students' cause the result of learning values to be not good enough, there are still some students' who are still having difficulties. However so far, the teacher emphasizes students' in continuing to practice writing so that the level of students' writing skills is better and the use of PBL learning method was in accordance with the need of students' in the process of learning to write descriptive texts.

According to Susetyo the definition of writing is a language skill conveyed by the mind in the form of information with written media. Obstacles in difficulty to write there were a person's inability to write express thoughts, ideas and thoughts into a piece of writing. Constraints students' in writing difficulties caused by students' factors.<sup>21</sup>

In dealing with a students's problem in class when writing, efforts are needed to deal with this obstacle. efforts that can be made in overcoming these obstacles can be realized through the teacher and students'. The solution that can overcome these obstacles was that students' must be accustomed to writing and taught to memorize English vocabulary so that it can make it

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<sup>21</sup> Susetyo, Menulis Akademik. (Bengkulu: FKIP Universitas Bengkulu, 2010),1.

easier for students' to write with the correct spelling and use of English words. As said in the interview by Mrs. F.H, S.Pd, help students' and give students' time to continue practicing so that their level of writing skills can increase. The students'" habituation makes students" writing skills in descriptive texts develop and improve.<sup>22</sup>

Therefore, the teacher must choose a model innovative learning. One of the learning models suitable for writing descriptive texts is a model PBL learning stated, the application of the PBL learning method for material for writing descriptive texts make students' tend to be more active from activities studied before. students' try to find answers or do problem solving group or individual.

## **2. The Use of PBL Method to Improve Abilities in Writing Descriptive Texts for the Eighth Grade students' of MTs. Hasyim Asy'ari Bangsri Jepara**

Problem Based Learning or commonly referred to as PBL is a set of method in the teaching process by using a problem as a focus to develop and improve skills in problem solving, materials, and self-regulation.

PBL is based on problematic situations that can confuse students' so that students' are interested in investigating these problems and can arouse students" curiosity.<sup>23</sup> The PBL learning method was one of the learning method that creates critical thinking. Thus, students' will be trained and learn in order to improve their skills.

In the implementation of PBL in class, which was associated with writing descriptive texts, it has a positive impact on students" abilities. In the research conducted by the researcher, it was shown that the application of the PBL method in writing descriptive texts for eighth grade B students' MTs. Hasyim Asy'ari Bangsri Jepara in learning there were an increase in students' learning outcomes in the classroom.

According to Wina Sanjaya said the weaknesses of Problem Based Learning (PBL) are as follows:

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<sup>22</sup>Mrs. F.H, S.Pd, the interviewed from the researcher, February 25, 2023, interview 1, transcript.

<sup>23</sup> Yunin Nurin, "Penerapan Model Problem-Based Learning untuk Meningkatkan Keterampilan Berpikir Kritis dan Hasil Belajar Siswa," *Jurnal Pendidikan Vokasi*, no 1. (2014):130-131, <https://journal.uny.ac.id/index.php/jpv/article/viewFile/2540/2098>.

- a. If students' do not have confidence that the problem being studied was difficult to be solved, students' feel reluctant to try.
- b. students' needed to be supported by a book that can be used as an understanding in the activity learning.
- c. Problem Based Learning (PBL) model learning takes a long time.<sup>24</sup>

As explained in the previous interview results, some students' experienced ease in the process of understanding given by the teacher regarding the explanation of the material in class. It is just that there were some students' who felt they had not maximized the understanding explained by the teacher because there were several other factors such as not understanding the meaning of the sentence and others. Students' can increase and develop the potential value of students' according to the ability of the students's field, of course each students' has different skills, but the teacher always help in improving students' development through the method used in the teaching system, especially the PBL method as a reference in improving students' writing texts descriptive on English lessons. The teacher gives a problem to students'in a descriptive texts with the aim that students' search for it and then write well according to what students' know, the teacher instructs students' to analyze and evaluate the problem solving process.

When implementing PBL method in the classroom, sometimes the learning process does not meet expectations. Groups of students' who have a high level of knowledge or intelligence should be able to help their friends who do not understood the material, also often does not go well. There were some students' who have a high level of intelligence sometimes have a sense of selfishness who were reluctant to help other students' who feel they don't understand, and sometimes students' who have a low level of intelligence also don't care about themselves so there were no effort to follow the next material that was left behind. The process of discussion and question and answer occurred only between students' with high ability and medium ability.<sup>25</sup>

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<sup>24</sup> Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. (Jakarta: Kencana, 2007), 219.

<sup>25</sup> Retnaning Tyas, "Kesulitan Penerapan Problem Based Learning dalam Pembelajaran Matematika," *Jurnal Tecnoscienza*, no.1(2017):48-49, <https://ejournal.kahuripan.ac.id/index.php/TECNOSCIENZA/article/download/26/20>.

Although students' have to think critically and innovatively, students' can solve a problem by finding and writing it according to students' understanding. If students' find it difficult, the teacher help interpret vocabulary and help other students' with difficulties. The teacher's role in the learning process was as a facilitator in the learning process and encourages students' to improve students' skills in writing descriptive texts properly and correctly.

