

CHAPTER IV RESEARCH FINDING AND DISCUSSIONS

A. General Description of Research Object

The focus of research in this thesis is MTs Al Hidayah Langon Tahunan Jepara. This is served to get a brief overview of the situation school, then the chapter intentionally presents data about the general description of the school. As for General description of the situation at MTs Al Hidayah Langon Tahunan Jepara as follows:

1. History of MTs Al Hidayah Langon Tahunan Jepara

MTs Al Hidayah Langon Tahunan Jepara is located in Langon village RT 10 RW 05 Tahunan Jepara. It was founded in 1997 under the auspices of the Langon Al Hidayah Foundation. It Started from the proposal of community leaders in the village where religious education is very important for the provision of students who are in the age transition from children to teenagers. And local people who want to continue and entrust their children to MTs Al Hidayah Langon. then an Islamic junior high school was opened in the village with the name MTs Al Hidayah Langon.

In 1997 MTs Al Hidayah submitted an operational permit to the district ministry of religion Jepara, this is due to an increase in the quality of education at MTs Al Hidayah. With the existence of building construction assistance from the government as well as support from the community around MTs Al Hidayah Langon has now occupied the building own and it is still in the same location with MI Al Hidayah Langon and SMK Al Hidayah Langon special for Tourism. That's the history brief establishment of MTs Al Hidayah Langon Tahunan Jepara.³³

2. Geographical Location of MTs Al Hidayah Langon Tahunan Jepara

MTs Al Hidayah Langon is located in the village of Langon Tahunan Jepara. Which most of the population are workers. In Langon village is one of the plain villages which is used for the wood industry, while in Jepara district, there are several large companies. The condition of MTs Al Hidayah Langon is currently good. This can be seen from the adequate

³³ The Historical Documentation and Operational Permits Belonging to MTs AL Hidayah Langon Tahunan Jepara 11 October 1997 on 10 January 2022

facilities and infrastructure with proper study rooms for teaching and learning activities, and there are clean toilets. The strategic location of MTs Al Hidayah Langon because it is in the middle between MI Al Hidayah Langon and SMK Al Hidayah Langon. MTs Al Hidayah Langon is not so close to the highway. MTs Al Hidayah Langon is also close to the mosque, namely the Al 'Ala Mosque.³⁴

3. Profile of MTs Al Hidayah Langon Tahunan Jepara

The identity of MTs Al Hidayah Langon is as follows.

The name of School	: MTs Al Hidayah Langon
NSM	: 121233200071
NPSN	: 20364292
Accreditation	: A
Address/ Village	: Langon
District	: Tahunan
District	: Jepara
Province	: Central Java
NPWP MTs	: 65,212,473.6-516,000
The name of headmaster	: Mizan Sya'roni, S.Ag., M.Pd.I
No. Tel./HP	: 085292549915
The name of foundation	: Al Hidayah Langon
Foundation Address	: Langon RT 10 RW 05
MTs Operational Permit	: MK.500/PP.00.6/3711/1997

Land Ownership

Land Status	: Waqf Land
Land Area	: 3531 M2
Building Status	: Private
Building	: 3264 M2

4. Vision, Mission of MTs AL Hidayah Langon Tahunan Jepara

Vision, Mission of MTs AL Hidayah Langon Tahunan Jepara as follows:

a. Vision

“Superior in quality, advanced in achievement, skilled in mastering technology / life skills and have good morals in accordance with Islamic *“Ahli Sunnah Wal Jamaah”*”.

³⁴ Results of Observations Regarding the Geographical Location of the MTs Al Hidayah Langon Tahunan Jepara on 10 January 2022

b. Mission

Mission is an effort made to realize vision. The efforts are made to meet stakeholder needs (all interest groups associated with school). With the mission set out below is expected to be able to realize the goals of education in MTs Al Hidayah Langon:

- 1) Implement learning and guidance effectively and efficiently, so that each student develops optimally, according to their potential.
- 2) Encourage and help students to recognize their potential, so that they can be developed optimally.
- 3) Carry out education in the general and Islamic fields in an integrated and balanced way.
- 4) Carrying out skills education to equip students with life skills as well as in mastering modern technology, especially information and communication technology.
- 5) Encouraging all School citizens to actively participate in achieving quality and achievement for school.
- 6) Educate students to behave politely and courteously, have good morals in life in Madrasas, in families and communities.
- 7) Implement open and participatory management by involving all Madrasah residents and all parties related to Madrasah (Stakeholders)³⁵

5. Data of Teachers MTs AL Hidayah Langon Tahunan Jebara

In an educational institution the presence of teachers in the teaching and learning process has a very important role, because the teacher is an element that must be in the process learning. Teachers must meet the criteria as an educator and have experience enough. Qualified teachers will support student success in learning. Teacher criteria qualitative research is determined by the principal and assisted by this another teacher. The total number of teachers at MTs Al Hidayah Langon is 14 teachers. The activities of the teachers are as teachers. In about that, the teacher before carrying out his duties, then teachers carry out teaching and learning unit programs they use various customized methods with the subject area to be taught as well

³⁵ Vision and mission documentations of MTs Al Hidayah Langon at 2007 quoted on 10 January 2022

as tailored to student needs. For more clarity teacher data at MTs Al Hidayah Langon as follows:³⁶

Table 4. 1 list of MTs Al Hidayah Langon's Teachers

Name	TTL	Graduate	Subject
MIZAN SYA'RONI, M. Pd.I	Jepara,25-07-1973	S-2	Headmaster/ Teacher
ALI MIFTAH, S. Ag.	Pati,08-08-1971	S-1	Agency of Students
SHOLIKUL ABIDIN, S.Kom.I	Jepara,28-12-1984	S-1	Agency of Humas
AKHMAD MASIKIN, S. Ag.	Jepara,06-10-1972	S-1	Agency of facilities and infrastructure
ERLI TRI WIDIYASTUTIK, S. Pd.	Jepara,05-05-1984	S-1	Teacher
MUWAKIDAH, SH.	Jepara,25-12-1972	S-1	Teacher
NGATEMAN, SE.	Jepara,10-06-1979	S-1	Teacher
KH. NOR KHAFID	Demak,08-08-1966	SMP	Teacher
Hj. SITI KHOIRIYAH, S. Ag.	Jepara,07-12-1975	S-1	Agency of curriculum
ZULFA SUKONO, SE.	Jepara,04-10-1971	S-1	Teacher
ZURISTIYANI, S. Ag.	Jepara,16-12-1971	S-1	Teacher
ULIN NUHA ROSYADI, S. Pd. Si.	Jepara,28-10-1989	S-1	Teacher
SITI UMMI KULSUM, S.Ag	Jepara,20-08-1970	S-1	Teacher
M. HANIF WAHYUDI, S.Pd.	Jepara, 18/12/1994	S-1	Teacher

³⁶ The documentations of MTs Al Hidayah Langon's teachers quoted on 11 January 2022

6. Student Condition Data of MTs Al Hidayah Langon

The state of the students of MTs Al Hidayah Langon in the 2021/2022 school year are 132 students. Class VII has 57 students and the students of VIII grades are 26 students. Class IX totals 48 Focus. This study was in class VII, which amounted to 57 students, they are:³⁷

Table 4. 2 Student Condition Data of MTs Al Hidayah Langon

NO	NAME	CLAS S
1	AGUS SABIL UDIN	7A
2	AHMAD ABDUL AZIZ	7A
3	AHMAD YUSUF FAISAL MIFTAH	7A
4	ANASTASYA EKA LESTARI	7A
5	ARGA RAMA	7A
6	BIMA SAKTI NUR FEBRIAN	7A
7	CILLA MARSYA PRIANDITA	7A
8	DAVID AL AZHAR	7A
9	DEVI LINGGA SARI	7A
10	HESTI AMELIA	7A
11	JAMAICA JELITA PRATIWI	7A
12	KEYSA RAHMA MAULANI	7A
13	M. NOVAL ZULFIKAR ANNADHIR	7A
14	MAHRUL NADHIRIN ISHAQ	7A
15	MOHAMMAD SURYA	7A
16	MUHAMMAD AKBAR BUDIANTO	7A
17	MUHAMMAD WISNU ERLANGGA	7A
18	NADIA JIHAN AULIA	7A
19	NAWAL ALMUTAWAKIL	7A
20	NUR AFIFAH RAMADHANI	7A
21	NUR ALIF ALINDA NURUL BASIROH	7A
22	NUR AZIZAH QONA'AH	7A
23	NURUL KHOMISATUL ULLA	7A
24	REZA ULFIYATUN NISA	7A
25	RISKI PANDU SAPUTRA	7A
26	SANJOYO	7A
27	SHAFIRA ANGGI AULIA RAHMATIKA	7A
28	TSALITSA MUTIARA MELINDA	7A

³⁷ Documentation of The Student's Condition of Class VII MTs Al Hidayah Langon Tahunan Jepara quoted on 15 January 2022

29	VITA LUSI APRILIYANA	7A
30	ANDIANI ZAKIYATUN NISFA	7B
31	ANDIKA BINTANG DWI PRANATA	7B
32	AZAHRA SABILA	7B
33	CHIKO GIOVANY LATIF	7B
34	DIANA RAHMAWATI	7B
35	FELISHA PUTRI FEBIA	7B
36	IQLIMA NOOR ALFIA	7B
37	KEYSA MELANI PUTRI	7B
38	LISTY MUTHIA BARKAH	7B
39	M. BIMA YUSA AL AMIN	7B
40	M. DANANG HADI WIJAYA	7B
41	M. HANIFUL ARFAD	7B
42	M. TAJUDDIN SYAROF	7B
43	MAFTUH NIZAR ALI	7B
44	MAHRUS RAMADLAN	7B
45	MUHAMMAD KHOILILIRROHMAN	7B
46	MUHAMMAD SENDHI FEBRIAN	7B
47	NAYLA PUTRI HANGGITA	7B
48	NURSEIHA DARMAWANSYAH	7B
49	RAFA RADITYA ALAM SAPUTRA	7B
50	RAFIKA CAHYA KADRINA	7B
51	RIZKY ADITYA PRATAMA	7B
52	SELFI PUTRI RAMADHANI	7B
53	SIFA AVRILIA ANINDIYA	7B
54	SITI AN NOVA ZULIATI	7B
55	SYIFA ALIYATUN NAJA	7B
56	VINA LANAHDIANNA	7B
57	YESI PUTRI ANGGREINI	7B
58	ABDUL WAHID	8
59	AHMAD CATUR BAYU NOVIYAN	8
60	AHMAD DIMAS ANGGA	8
61	ALFIAN AGARISMA	8
62	DAANIYS FIRDAUSI AHLA	8
63	DHANI EKO WIRAWAN	8
64	FAIDZ AKBAR ABDULLAH	8
65	FIA LESTARIKA	8
66	M. RAFA ADITYA	8
67	MAFATIHURROHMAH AZ ZAHRO	8
68	MAULANA ROIS FAHRIANSYAH	8

69	MUHAMMAD DAFFIN SURYA PAUNDR	8
70	MUHAMMAD DWI ARYA	8
71	MUHAMMAD RIFQI SYAIFULLAH	8
72	NATASYA SEPTYA RAMADHANY	8
73	NOVAL FAHMI AZIZ	8
74	NUR AZIZAH	8
75	QONITA NUR RIZQIANA	8
76	SAVINATUN NAJA	8
77	SISKA DWI MEILANI	8
78	SITI FATIMATUZ ZAHRO'	8
79	ULIN NUR HADAD	8
80	USWATUN KHASANAH	8
81	WAHYU MARCELLINO NURFEBRIYAN	8
82	WICAKSONO	8
83	WIDYA PUTRI ROHMAWATI	8
84	AHMAD ALAN BAIHAKI KUSUMA	9A
85	CHAULIS ZAIMATUN NAJA	9A
86	EKA RAHMA ROMADHONI	9A
87	FATIN KHAIRULLAH	9A
88	HAURA ZAHIROTUL AQILA	9A
89	ISTNA MAULIDA TURROHMAH	9A
90	MUHAMAD KHOIRONI	9A
91	MUHAMMAD ARYA OKTAVIAN	9A
92	MUHAMMAD ATHOILLAH	9A
93	MUHAMMAD FIQRI	9A
94	MUHAMMAD WAHYU SAPUTRA	9A
95	NAILA FARA DINATA	9A
96	NAILY NUR MAKARIMA	9A
97	ROHIMATUL AMBIYAK	9A
98	SELVI AULIYA SAFITRI	9A
99	AHMAT SYAFIIN	9B
100	ALISA PRATIWI	9B
101	ARINDA DUWI AGUSTIN	9B
102	AWALUDDIN AL KHAFID	9B
103	BINAR RIZKY NOPE	9B
104	DENIS YUSTIKA	9B
105	ETIK ULUMIS TIFAIYAH	9B
106	INTAN KHOIRUNNISA	9B
107	KESYA RAKHELIA JASMINE	9B
108	MARSA SAHILA ADILIA	9B

109	MUHAMMAD YUSUF	9B
110	NAILIL MUNA AZZAHRA	9B
111	NOORUDIN SUGENG RIYADI	9B
112	PUTRI BAINATUL UMROH	9B
113	RISQI FATCHURROHMAN	9B
114	SALSABILA HARIYATINING KUSUMAWATI	9B
115	SITI ARIANI KHIKMAH	9B
116	AMELIA FIETA	9C
117	ANANDA DWI ANDIKA	9C
118	BELLA NOR VADILA	9C
119	DEWI AMALIA	9C
120	DIAN INDAH FARAWATI	9C
121	EGI YANDA WIBOWO	9C
122	FITRIANI KHOIRUNNISA	9C
123	INTAN MAULIDDIYAH	9C
124	MUHAMAD REZA TRI ATMOJO	9C
125	NABILATUL AMALIA	9C
126	NADINE ALICIA AZZAHRA	9C
127	NATALIA TRI ANGGRAINI	9C
128	NUR ALIM	9C
129	NUR ANISA	9C
130	WISNU PRABOWO	9C

7. Facilities and infrastructure of MTs Al Hidayah Langon Tahunan Jepara

Facilities and infrastructure are important factors in supporting the smooth learning process towards success to achieve the desired goal expected. Without proper learning facilities sufficient, the learning process will not succeed maximum. While the facilities and infrastructure owned MTs Al Hidayah Langon as follows:³⁸

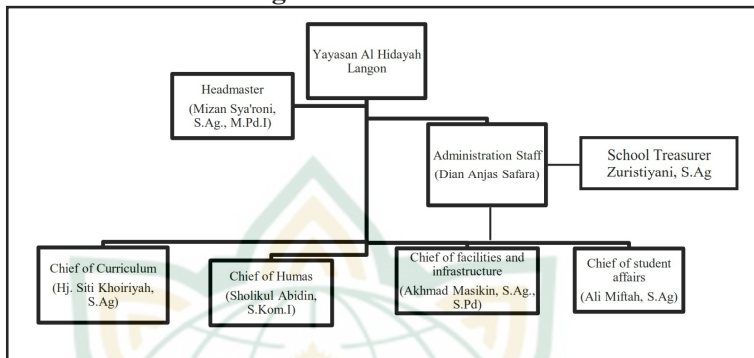
³⁸ Documentation condition facility of MTs Al Hidayah Langon quoted of EMIS Data on 02 April 2022

**Table 4. 3 Facilities and infrastructure of MTs Al Hidayah
Langon Tahunan Jepara**

NO	ROOMS	AVAILABL E/ NOT	CONDITIO N
			GOOD
BUILDING 1			
1	9A	available	1
2	9B	available	1
3	9C	available	1
4	principal's office	available	1
5	teacher's room	available	1
6	administration room	available	1
7	library	available	1
8	computer lab	available	1
9	Praying room	available	1
10	school health unit	available	1
11	counseling guidance room	available	1
12	student council room	available	1
13	Toilet of teachers	available	1
14	Toilet of students	available	1
BUILDING 2			
1	7A	available	1
2	7B	available	1
3	8	available	1
4	Toilet of students	available	1
5	field	available	1
6	garden	available	1
7	schoolyard	available	1

8. Organizational Structure of MTs Al Hidayah Langon Tahunan Jepara

Figure 4. 1 Pictures of MTs Al Hidayah Langon’s organization structure



Description of duties and authorities:

- a. The Chairperson of the MTs Al Hidayah Langon Foundation is responsible for:
 - 1) Educational Development at MTs Al Hidayah Langon
 - 2) Collaborating with various stakeholders policies in the context of optimizing learning resources and funding sources
 - 3) Complete all infrastructure needs needed by MTs Al Hidayah Langon lembaga.
- b. The head of MTs Al Hidayah Langon is responsible for:
 - 1) Developing MTs Al Hidayah Langon’s program.
 - 2) Controlling the activities of MTs Al Hidayah Langon teachers.
 - 3) Setting the school budget plan.
 - 4) Formulate, define the vision, mission and goals of the school.
 - 5) Carry out evaluation and coaching of teacher and program performance learning.
 - 6) Coordinate the implementation of the task of fostering
 - 7) controlling and supervising the implementation of management
- c. The teacher has the following duties:
 - 1) Developing the lesson plans.
 - 2) Manage learning according to the group.
 - 3) Recording the student’s development.
 - 4) Compile child development reports.
 - 5) Collaborating with parents in parenting program.

- 6) Attend improvement meetings teacher quality.

B. Description of Research Data

The Research have done in the field. The researcher finds there are many things that need to be discussed more. Therefor all data that has been collected in the field will be analyzed so that the data obtained can accounted. This chapter present result of observation and interview from English teacher, students, headmaster and parties that can give information about the thesis. Further, there are discussion about the result to be analysis for getting validity data in The Implementation of Teaching Writing Descriptive Text Using Pictures Media at Seven Grade of Islamic Junior High School Al-Hidayah Langon Tahunan Jepara..

1. Data about Implementation of teaching writing descriptive text using pictures media at seven grades of MTs Al Hidayah Langon Tahunan Jepara

Implementation of research teaching writing description using picture media in VII grade at MTs Al Hidayah Langon Jepara. In this research there are two steps, they are observation and interview. The research collaborated with an English teacher, namely Mrs. Erli Tri Widiyastutik, S.Pd. The Learning activities are carried out by teachers, while the researcher observe the teaching and learning process.

The process of learning basic skills in the process of reciprocity between students and teachers on activities that contain a series of implementations in educational state for achieve certain goals. The teachers have a very important role to create conditions effective learning to determine the quality and quantity learning carried out.³⁹

The first step taken by the English teacher in learning to develop the ability to write descriptive text using pictures media with prepare Lesson Implementation Plan (*RPP*). This is finish according results of interview with Mrs. Erli Tri Widiyastutik, S.Pd. she said that:

“For the preparation that we do as teachers make a Learning Preparation Plan based on the curriculum at MTs Al Hidayah Langon. This is done in order to make it easier when in the teaching and learning process. not only that as

³⁹ Observation Results of the Implementation of Teaching Writing Descriptive Text Using Pictures Media in Seven Grades at MTs AL Hidayah Langon quoted on February 26, 2022

a teacher also prepares tools or media used to teach later. the learning media used is adjusted to the methods and materials being taught. as in teaching descriptive text by applying image media. the teacher must provide pictures or look for references from aid books or other books so that children are interested in learning.”⁴⁰

The next step after making the Implementation Plan (*RPP*) in process learning is knowing the goal in learning writing descriptive text using pictures media. The learning is carried out so that students are able to develop their ability to write descriptive text, develop their idea, can arrange grammar well.⁴¹

The related learning method used by Mrs. Erli Tri Widiyastutik is a picture media because the most appropriate media for students interested in the material. The materials such as writing descriptive texts must begin by providing a stimulus to students in order to make it easier understanding the material. The students are very happy to recognize new words. The students are looking for to compose descriptive texts using dictionary. The students are more confident because their word is new and will be easier for students to remember.⁴²

The step after using learning media is how to develop descriptive text learning media using pictures. It is like providing media in picture story learning, picture description book. writing exercise book with pictures. The development is Efforts are being made to improve facilities and infrastructure related to increasing the inventory of English picture books in the field of writing. or schools provide pictures of people, animals or places whose images can be reused.⁴³

Before learning begins the teacher must provide motivation to students and attract attention to follow the process learning well. After the teacher explain the description text material based on the pictures. The teacher has been selected pictures and introduces to students from according the pictures

⁴⁰ Results of Interview with Mrs Erli Tri Widiyastutik, S.Pd on 27 February 2022

⁴¹ Results of Interview with Mrs. Erli Tri Widiyastutik, S.Pd on 27 February 2022

⁴² Results of Interview with Mrs. Erli Tri Widiyastutik, S.Pd on 27 February 2022

⁴³ Results of Interview with Mrs. Erli Tri Widiyastutik, S.Pd on 27 February 2022

choosing. The teacher can explain the content of the descriptive dialogue. The teacher tells while giving an overview of the contents of the story. Then the teacher gives questions to students about the things contained in the descriptive text. Then the teacher gives time for students to understand what the teacher explains then prepares questions. The next sections, the teacher explain to students about theory of descriptive text such as definition, purpose, structure, characteristics, language features.⁴⁴ Mrs Erli Tri Widiyastutik, S.Pd,⁴⁵

“The purpose of motivation in the student learning process is to make students enthusiastic about learning. Motivation is closely related to the stimulus that makes students motivated, motivated to do something. The motivation can be given so that students are enthusiastic in participating in learning. For example, are given prizes if they succeed in answering all the questions correctly. In addition, the motivation that sometimes some consider it as a trivial thing can also increase students' enthusiasm for learning; for example, by giving compliments like you are smart, you are talented, you are great and so on”

The learning implementation plan (*RPP*) is an effort before learning activities as a preparation that must be done by the teacher during the implementation of teaching writing descriptive text using pictures media.

The first meeting, the teacher entered class pada 1 March 2022. The teacher greeted students then checked student attendance. There were some students who did not come. Then the English teacher ordered the students to open the book and read the dialogue reading. There is some student not interest with the lesson. They assume English is very difficult to understanding the word. The teacher tries to give motivation. The teacher ask student to read and find the difficult word in the dialogue. The dialogue describes the location of a house. The teacher asks the students find out what is the point on the dialogue. All students answered the dialogue describing the house. Then the teacher instructs the students to tell the location

⁴⁴ Results of Interview with Mrs. Erli Tri Widiyastutik, S.Pd on 27 February 2022

⁴⁵ Results of Interview with Mrs. Erli Tri Widiyastutik, S.Pd on 15 March 2022

of the house into a paragraph. But there are some students did not understand the instructions from the teacher, the students actively asked the teacher. Next, the teacher explains what is descriptive text, structure, the goal language feature using examples from the text before.

Students quite understand the explanation from the teacher. Then the teacher asks students to observe one of the pictures in the book and asks students to describe, mention shapes, colours, functions, etc. the student presentation of their image. The student actively to find out it. After the teacher explained about the theory of descriptive text, the teachers evaluate the material and then ask the student to bring an image in the next meeting.⁴⁶

The second meeting, the teacher replays the previous material. But there is some student's seen joke, talk to other topic, doze off etc. because student feel bored with delivery material by teacher. The teacher gives some questions to students. The teacher plays the game. The image has been brought by students are exchanged by rotating them, so the students get one of classmate's image. The student very excited and carious about image they got. The teacher gives a few minutes to student observe their image. And then they can compile they idea in the word. But there are some students.

Then the teacher gives instructions to compose sentences with identification and then description. but students still seem confused in distinguishing. so that the teacher gives an example if the identification is still general or the characteristics possessed are still likely to be owned by other objects. Then the description is a special feature or characteristic that is owned in more detail so that other people can imagine the object being discussed. The student then looks at the picture once and tries to compose sentences as instructed by the teacher. Because some children are still confused in composing vocabulary so students are asked to write vocabularies that they do not understand the meaning under the text they made.⁴⁷

Third Meeting, the teacher reminded the description of the material in the previous meeting and asked students to evaluate the extent of students' understanding. After that, the teacher

⁴⁶ Result of Observation Implementation of Teaching Writing Description Text Using Pictures Media on 1 March 2022

⁴⁷ Result of Observation Implementation of Teaching Writing Description Text Using Pictures Media on 1 March 2022

asked “what is the description text?” students answered "description text is a text that describe an object so that the reader or listener can imagine the object". after that the teacher asked the students to collect the task of making a descriptive text in the second meeting. Then the teacher asks students to edit the work of their friends. This means that the teacher asks students to complete the text from their friends so that students can explore ideas from the results of their friends' texts.

The teacher not forget to check student's result to knowing their work. The teacher explains that almost student can develop their classmate's idea. The teacher appreciates student work by giving some students the opportunity to present their edits. The teacher asked three students to present it. From the results of editing students can explore their ideas so that the text made by the theme becomes more complete.⁴⁸

Based on the results of observations made by researchers, it can be seen that the basic skills in writing descriptive texts at first are still lacking because student's motivation is less as well as a monotonous learning model. evidenced by several students chatting, sleeping, and joking with other friends. Then his interest increased when students were asked to bring pictures and make text based on the pictures. All develop in the basic ability to write descriptive text with pictures media because of the guidance, direction and motivation of the teacher. The purpose of guiding at school through the guidance of a good teacher with the use of learning methods and media can give students ability to receive and convey thoughts, feelings to others through writing.

It's can conclude that, the purpose of writing descriptive text using pictures media is to students find it easier to find ideas or develop their ideas to be arranged into a paragraph. However, students are also more enthusiastic in enjoying the process of writing descriptive text. The teacher also helps students remember words. The teacher repeats how the sentence structure uses the simple present tense, possessive pronouns, etc.⁴⁹

⁴⁸ Result of Observation Implementation of Teaching Writing Description Text Using Pictures Media on 1 March 2022

⁴⁹ Results of Interview with Mrs. Erli Tri Widiyastutik, S.Pd on 27 February 2022

2. Data about supporting and obstacle factors of teaching writing descriptive text using pictures media.

The Supporting factor in the use of pictures media is the material being taught, namely descriptive text because this descriptive text is a visual depiction that is poured into writing so that the most appropriate media is image media. Picture media is also interesting for students who are still in the middle class. students not only imagine or fully imagine but the imagination is stimulated by the presence of images so that students are easy to develop their imagination and student's ideas. Picture media can also clarify details that students are confused or don't know and explain things that are abstract.⁵⁰

According Mrs Hj. Siti Khoiriyah, S.Ag. as chief of curriculum that the supporting and obstacle in learning process there are two kind: it is from students and it from environment learning.

“There are two kinds of support and obstacle factors the learning process from inside and outside if it is from the inside such as from students and from outside the learning environment. For example, students are enthusiastic in learning, the motivation is great. the environment is not noisy, the classmates have the same spirit, the material is easy, the selection of the right media”

The obstacle of teaching writing description text using pictures media are the students do not understand the application of the simple present tense. some students pay less attention to the instructions of the teacher. there are some students who do not bring pictures.⁵¹

3. The results of teaching writing descriptive text using pictures media

Based on information from the English teacher, the results of student work from the meeting have many things that must be improved, such as lack of student motivation, student interest in English, still not understanding the use of simple present tense sentences and also lacking student vocabulary. but from this the teacher tries to find ways how students can be interested and understand the material. the results of the first meeting the

⁵⁰ Result of Results Mrs Erli Tri Widiyastutik, S.Pd on 15 March 2022

⁵¹ Result of Results Mrs Erli Tri Widiyastutik, S.Pd on 15 March 2022

students already understand what descriptive text is. then the second meeting of students began to practice with a game model with image media. almost all students enjoy and begin to understand in how to compose descriptive text. although there are some students who still do not understand, but the intent is close. just need more practice. and students have also been able to develop their ideas as evidenced by the evaluation session at the last meeting. When students are able to correct or add to the work of other students, it means they have succeeded in learning. According to the interviews, the students understood and enjoyed taking English classes.⁵² Accordig Mrs. Erli Tri Widiyastutik, S.Pd. Said:

“Actually, the supporting factor in the use of image media in teaching writing descriptive text is that the material matches the image media. being a stimulus for students in finding ideas is also suitable for small-medium classes. students are also interested in pictures for students who are still in the middle class. The students not only get ilutretes, the students also develop their ideas because they can clarify abstract details”

According the students, they are really enjoyed learning at the second meeting and when they could study in a relaxed manner, and could discuss with their friends. students also said that picture media could help them in finding keywords to compose descriptive paragraphs. Students also find it easy to remember the vocabulary they are looking for in the dictionary when writing descriptive text.⁵³

C. Data analysis

1. Data analysis about Implementation of teaching writing descriptive text using pictures media at seven grades of MTs Al Hidayah Langon Tahunan Jepara

MTs Al Hidayah Langon is one of the secondary education institutions based on Islam. As a secondary education institution, MTs Al Hidayah Langon uses a method of learning that makes it easier for students to understand such as the use of pictures media because students in VII grades are students who change from the age of children to their teens. So that, the

⁵² Result of Results Mrs Erli Tri Widiyastutik, S.Pd on 15 March 2022

⁵³ Result of interview of Diana as students sevens grades on 15 March 2022

students can absorb the material delivered by educators without students realize.

Based on journal teaching writing descriptive text through pictures word by Arie Sartika Berutu, dkk. They explained Harmer said writing is language skill basic for deliver information to reader or listener.⁵⁴ So, the writing is a way to express idea or feeling with symbols that make the reader or listener can understanding what the main of the written. Writing is the developed understanding ability from concept in the learning.

According to *Sardiman* the teacher's role in the learning process is as an informant, organizer, Motivator, Director/Director, Initiator, Transmitter, Facilitator, Mediator, and Evaluator. So, that teachers are very active in the process of learning activities.

As stated in Article 3 of Law Number 20 of 2003 concerning the National Education System, it aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. The national education goals mentioned above cover the domains of attitudes, knowledge, and skills. Through this educational goal seeks to be realized gradually and in stages.⁵⁵

Description text is with the facts. Seeing that phenomenon, it can be successful that writing lessons in schools are needed. One of these writing skills is writing description text. This descriptive text skill aims for students to be able to express ideas, opinions, and experiences in creative literary writing. Due to increasing writing activities, it is necessary to improve writing skills.⁵⁶

Based on interviews with English teachers at MTs Al Hidayah Langon, picture learning media is an affordable

⁵⁴ Arie Sartika Berutu, Novalina Sembiring, Jonta J.M, "Teaching Writing Descriptive Text Through Pictures Word Inductive Media to the Eighth Grade of SMP Mulia Pratama." *Kairose ELT Journal Vol 3, No.3 (2019): 22*, diakses pada 02 Juny 2022, [842-Article Text-2619-1-10-20200728.pdf](https://doi.org/10.20200728.pdf)

⁵⁵ Law Number 20 of 2003 concerning the National Education System

⁵⁶ Devi Pratami Relawati, "Penggunaan Media Gambar Dalam Pembelajaran Bahasa Inggris Di Mi Al Falah Tinggarjaya Jatilawang Kabupaten Banyumas". 2019. Diakses pada 02 Juny 2022. <http://repository.iainpurwokerto.ac.id/>

medium and has an extraordinary effect. where students are more confident because they know more about the facts in the picture.

In teaching depends on how the teacher organizes. In the theory of teaching descriptive text using pictures, there are several steps:

a. Opening

The first step is the teacher starts to greet student with greetings and the teacher should bring something different. The teacher can say, do, bring something different.⁵⁷

The implementation by an English teacher at MTs al Hidayah Langon which begins with greetings for students, checking students' attendance as the teacher's controlling. The teacher also does something different such as taking attendance by mentioning vocabulary related to the material to be taught. This is considered by the teacher as the first step for students to learn to prepare the next material. The teacher also does something different such as taking attendance by mentioning vocabulary related to the material to be taught. This is considered by the teacher as the first step for students to learn to prepare the next material.⁵⁸

In the second meeting, the teacher opened the lesson by praying and then checking the attendance of the students. there are some students are absent because they are sick. The teacher greets the students and checks the vocabulary related to the material. It is text description. Students mention a vocabulary such as nouns or adjective. The teacher checks the assignment to bring pictures by students. And the last meeting the opening by teachers is preparation to play game. The teacher shares the work from the student to others.⁵⁹

⁵⁷ Tira Nur Fitria, Desy Nur Pratiwi, *Pengajaran Menulis Teks Deskripsi Berbahasa Inggris Dengan Media Visual*, (Februari 2020), Edunomika – Vol. 04, No. 01

⁵⁸ Result of Observation with Headmaster Mr. Mizan Sya'roni, S.Ag., M.Pd.I on 16 March 2022

⁵⁹ Result of observation implementation of Teaching Writing Descriptive Text Using Pictures Media of Seven Grades at MTs Al Hidayah Langon Tahunan Jepra on 1,7,8 March 2022

b. Reviewing

In the reviewing, the teacher explains and remind the students about the definition, the goal, the language feature, how is writing descriptive text etc. The teacher also explains the descriptive text using nouns that is adapted the topic. The descriptive text contains adjective also. The teacher asks the students to give their pictures without adding adjective. Pictures media is a tool that is reproduction of the original form to two dimensions. The purpose of pictures media is to visualize the concept be delivered to student.⁶⁰

The teacher of MTs Al Hidayah Langon do reviewing in the second and third meeting. The teacher does review to remind the student about the preview material. The teacher provides a stimulus for students in order to know the extent to which students know the material being taught using the stimulus. teachers need to know the extent of students' knowledge before and after getting the teaching process. it is very important for teachers to know the success of teaching and know what needs to be evaluated during the learning process. It is proven by the teacher asks student' to convert the dialog to description text.

c. Teaching

This step is the point in learning. It is very important because in this step the teacher deliver the material to students. The teacher should have funny strategy to deliver material. The teacher can explain a sample pictures systematically because it will build students' character to develop their idea. The teacher can give the student pictures without adjective. It can be used as indicator that students already understand or not about the topic.

The students can answer easily because there is a form so, students just complete it and Previous the teacher had interpreted difficult vocabulary that the students did not know but, there are some students who have difficulty. Overall, students begin to know what a descriptive text. After the teacher do opening, give a stimulus. The teacher

⁶⁰Tira Nur Fitria, Desy Nur Pratiwi, *Pengajaran Menulis Teks Deskripsi Berbahasa Inggris Dengan Media Visual*, (Februari 2020), Edunomika – Vol. 04, No. 01

explains the theory of descriptive text, The students are still noisy so the teacher asks students to pay attention to the pictures in their book. The students begin to pay attention and begin to be able to identify the physical shape and special characteristics on alarm clock picture. After that the teacher asks the student to write down the theory in their book.

In the second meeting Then the teacher gives an example of how to make a descriptive text. "I will give an example for you to make a descriptive text, you can start by paying attention to the pictures you bring", the teacher gave instructions to the students to pay attention to their pictures. The teacher asks the students to start from the universal word. "*Kalian bisa perhatikan Kalimat berikut, Catty is my small cat.*" And then the teacher asks the student focus on the parts of appearance that stand out the most. For examples characteristics, skin, how the physical detail or personality. "My dad gave me the gift I've always wanted. The gift is a dog. Puppies for more details. I call him Ross. Ross is a small dog. It's no bigger than the size of my palm. Ross looks very fragile. Sometimes, I'm afraid I'll hurt her when I carry her. Dad said he found Ross near our house, crying for his mother. Dad tried to find his mother but I couldn't find him. So, Dad decided to take Ross home. Ross loves to eat. He always finished all the food we gave him. Now, it's been a year since Ross came to our family. His little body had already grown to the size of a soccer ball. Ross is such a good dog, and we love him very much".⁶¹

The teacher has given directions and examples to reinforce the theory that has been explained in the previous stage. so that students will easily remember and understand much better how to make descriptive paragraphs by paying attention to pictures.

d. Evaluations

In this step, the teacher refresh the student' memory on topics that have been studied. In this section the teacher asks the students' difficulties. The teacher and students evaluate together such us an error in grammar, punctuation,

⁶¹ Result of Observation Implementation of Teaching Writing Description Text Using Pictures Media on 7 March 2022

spelling. And the last, the teacher asks students to keep practicing. And most importantly the students showing smile during lesson in class. It's mean that the teacher has succeeded making fun class.⁶² The third meeting the teacher gave an evaluation to the students the results of the description text learning material using pictures. Because previously the teacher had given a practical task of making a descriptive text and collected it. The teacher gives the students the results of their work randomly. Then the teacher asks to correct/recreate the descriptive text but based on the work of other students. Students are very enthusiastic because they have to fix their friends' work. the class is a bit noisy so the teacher conditions the students. The teacher gives 20 minutes to do the task. The students are helped when they are going to recreate with the presence of difficult vocabulary in each student's work. There are some students presented it again. The students present that there are several incorrect sentence structures. There are also some details that have not been mentioned can also be added.⁶³

According to the teacher, when students are able to add, subtract and even correct the results of student work, it means that students have understood the material being taught and the media used was successful.

In general, the steps applied teacher of MTs Al Hidayah Langan Tahunan Jepara in teaching writing descriptive text using pictures media:

- 1) Set goals for each meeting
- 2) Specifies the shape of the selected material or image, for example people, animal or things
- 3) Analysis the physical characteristics then arrange into paragraphs.
- 4) Determine tools and materials, for example by using a paper and pen
- 5) Determine the design of the steps for learning activities:
 - a) Delivering learning objectives and models

⁶² Tira Nur Fitria, Desy Nur Pratiwi, *Pengajaran Menulis Teks Deskripsi Berbahasa Inggris Dengan Media Visual*, (Februari 2020), *Eduonomika* – Vol. 04, No. 01

⁶³ Result of Observation Implementation of Teaching Writing Description Text Using Pictures Media on 8 March 2022

- b) Counting random, for example even making a descriptive text about people and odd making a descriptive text about animals.
 - c) Carry out opening activities
 - d) Carry out the core of learning.
 - e) Convey the correct technique of writing descriptive text.
 - f) Asking questions related to
 - g) Descriptive text material based on pictures.
- 6) Determine the assessment plan.

2. **Data analysis about supporting and obstacle factors of teaching writing descriptive text using pictures media**

In a learning process there are supporting and obstacle factors as the teaching writing descriptive text using pictures media. There are the supporting and obstacle in learning process there are two kind: it is from students and it from environment learning. it is from the inside such as from students and from outside the learning environment. For example, students are enthusiastic in learning, the motivation is great. the environment is not noisy, the classmates have the same spirit, the material is easy, the selection of the right media.

Supporting factor in the use of pictures media is the material being taught, namely descriptive text because this descriptive text is a visual depiction that is poured into writing so that the most appropriate media is image media. Picture media is also interesting for students who are still in the middle class. students not only imagine or fully imagine but the imagination is stimulated by the presence of images so that students are easy to develop their imagination and student's ideas. Picture media can also clarify details that students are confused or don't know and explain things that are abstract. The students do not understand the application of the simple present tense. some students pay less attention to the instructions of the teacher. there are some students who do not bring pictures.⁶⁴

According obstacle factors, the teacher's explanation can lead to different interpretations according to each student' knowledge of the things described. The student's understanding of the material is less, because the pictures media only show the

⁶⁴ Result of Observation Implementation of Teaching Writing Description Text Using Pictures Media on 1,7,8 March 2022

perception of the eye senses. Uneven use of these picture media for students. The first students who is the most perfect observes the picture. The pictures are too complex are less effective for learning process.⁶⁵

Based on the description above, it can be explained that the lack of pictures media is that picture media in teaching process. It's only eye sense perception, objects that are too complex are less effective for learning activities, and their size is very limited for large groups

The students do not understand the application of the simple present tense. some students pay less attention to the instructions of the teacher. there are some students who do not bring pictures.⁶⁶

3. Data analysis about the results of teaching writing descriptive text using pictures media.

According to Purwanto, result of learning are the final process in completing the lessons taught measure students' knowledge and abilities.⁶⁷

Based on Sudijono, result of learning is a description of student learning outcomes that can be measured caused by the progress or development of students due to following an education until the end of students taking.⁶⁸ Therefore, the result of the learning is the students' ability to understand and implement what is being taught by teacher because the knowledge and skills must be balanced.

The result of learning can be known and measured when students have carried out learning activities and there are changes in knowledge, attitudes and skills. This research, the teacher has carried out learning from opening to evaluation in learning to finds out the learning outcomes of descriptive text using pictures media. In the evaluates stage, the student' is

⁶⁵ Fatah Syukur, *Teknologi Pendidikan*, (Semarang, Rasail, 2005), hlm. 9-10

⁶⁶ Result of Observation Implementation of Teaching Writing Description Text Using Pictures Media on 1,7,8 March 2022

⁶⁷ Ramli." *Hasil Belajar Bahasa Inggris Dan Keterampilan Guru Dalam Mengajar*". 2011. Jurnal Ilmiah Didaktika. Vol. XII No. 1. Accessed on 08 Juny 2022. <https://jurnal.ar-raniry.ac.id/index.php/didaktika/article/view/439/350>

⁶⁸ Ramli." *Hasil Belajar Bahasa Inggris Dan Keterampilan Guru Dalam Mengajar*". 2011. Jurnal Ilmiah Didaktika. Vol. XII No. 1. Accessed on 08 Juny 2022. <https://jurnal.ar-raniry.ac.id/index.php/didaktika/article/view/439/350>

getting progress. The students are able to find ideas for writing, develop their writing ideas, can implementing of the simple present tense. It saw in results of student work at the last meeting where students could correct and develop ideas from the work of their friends. It proves that they are helped by the use of pictures media with good results.

This can prove that the results of learning to write using pictures media are very good and successful in providing progress to students. According to Gagne the results of learning are 5 group.

- a. The ability in convey things based on reality either orally or in writing.
- b. The ability in distinguish, combine, tabulate, analysis, classify, quantify something either a symbol or pictures, object, event etc.
- c. The ability of skills in composing similar movements so that they are able to move regularly.
- d. The students' ability to solve existing problems by thinking critically.
- e. The ability to accept or reject which is based on the assessment made by students.⁶⁹

Based on these criteria the results of learning text description text using pictures media are successful because it complies these criteria. The students are able to analysis pictures or object and are can thinking critically. That is the point on learning by using pictures media is successful.

In the success of learning process, the teacher has important role in knowing student problems as well as student learning outcomes so that teachers have innovations in the learning process.

The Sevaluation of other student' work in the last meeting can train students' abilities to think more critically and it can be prof the innovation of teacher. The implementation of teaching writing descriptive text using the pictures media, it can be seen that students can implement the simple present tense correctly, can develop interesting ideas, develop the other student' ideas, and can correct the writings of other students. This indicates

⁶⁹ Ramli." *Hasil Belajar Bahasa Inggris Dan Keterampilan Guru Dalam Mengajar*". 2011. Jurnal Ilmiah Didaktika. Vol. XII No.1. Accessed on 08 Juny 2022. <https://jurnal.ar-raniry.ac.id/index.php/didaktika/article/view/439/350>

that the teaching writing descriptive text using pictures media successful and students can receive learning well.

