

**THESIS**  
**THE USE OF PICTURE MEDIA IN TEACHING WRITING OF**  
**DESCRIPTIVE TEXT**  
**AT THE TENTH GRADE STUDENTS OF MA AL AMIRIYYAH**  
**BLOKAGUNG BANYUWANGI IN ACADEMIC**  
**YEAR 2019/2020**



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**ISLAMIC INSTITUTE OF DARUSSALAM**  
**BLOKAGUNG BANYUWANGI**  
**2020**

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**THESIS**

Presented to the Faculty of Education and Teacher Training  
in a Partial Fulfillment of the Requirement for the Degree of Strata 1  
in English Education Departement

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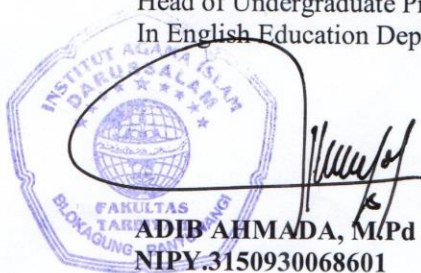
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## APROVAL SHEET

This is certifying that Sarjana's thesis of **LAYINATUL MARHAMAH** has been approved by thesis advisor for further approval by the board of examiner.

Banyuwangi, 30<sup>th</sup> July 2020

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Advisor

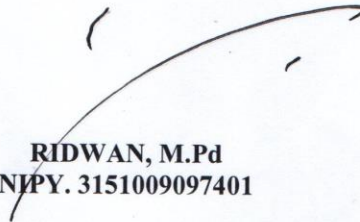
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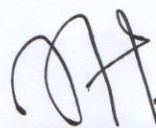
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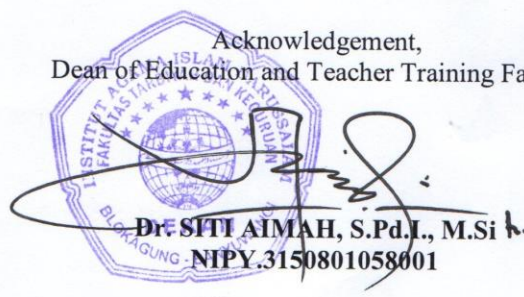
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**Motto :**

انفروا خفافا وثقالا

**Berangkatlah, baik merasa berat atau ringan**

**Leave, Feeling heavy or ligh**

**(At Taubah ayat 41)**

## DECLARATION OF AUTHORSHIP

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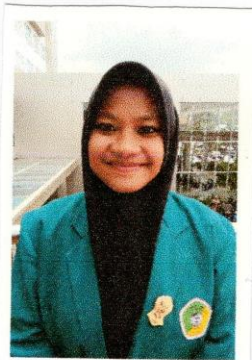
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## ABSTRACT

Marhamah, Layinatul. 2020. "*The Use Of Picture Media In Teaching Writing Of Descriptive Text At The Tenth Grade Students Of MA Al Amiriyyah Blokagung Banyuwangi In Academic Year 2019/2020*", A Thesis Of Department Of English Education, Faculty Of Tarbiyah And Teachers' Training, Darussalam Islamic Institute, 2020.  
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In learning English, writing is one of the important skills that must be learned for students in high school. One good strategy that can be used by teachers in English classrooms is the image media strategy. Image media strategy is one good strategy to express their ideas and be applied in written form. The objectives of this study are: (1) to describe the implementation of the image media strategy in writing. (2) to find out the benefits for students when the teacher applies the image media strategy in teaching writing descriptive texts. This study uses a qualitative method that uses descriptive qualitative to analyze data. This research was conducted At tenth grade student and tenth grade English teacher MA Al Amiriyyah Blokagung. The findings in this study using image media in teaching descriptive text have many advantages for students and teachers in teaching descriptive text. First, this strategy can improve writing skills. Secondly, students can easily write descriptive texts in their own words. Third, increase students' feelings and motivation.

## ABSTRAK

Marhamah, Layinatul. 2020. *“The Implementation Of Using Strategy Picture Media In teaching Writing Descriptive Text At Tenth Grade MA Al Amiriyah Blokagung In Academic Year 2019/2020”*, A Skripsi Of Department Of English Education, Faculty Of Tarbiyah And Teachers’ Training, Darussalam Islamic Institut, 2020.  
Pembimbing : Zulfi Zumala Dwi Andriani, S.S., M.A.

Kata Kunci: *Keuntungan, Strategi media gambar dan Teaching writing*

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Dalam belajar bahasa Inggris, menulis adalah salah satu Keterampilan penting yang harus dipelajari untuk siswa di sekolah menengah atas. Salah satu strategi yang baik yang bisa digunakan guru di kelas bahasa Inggris adalah strategi media gambar. Strategi media gambar adalah salah satu strategi yang baik untuk mengekspresikan ide mereka dan diterapkan dalam bentuk tulisan. Tujuan dari penelitian ini adalah: (1) untuk mendeskripsikan implementasi strategi media gambar dalam menulis. (2) untuk mengetahui Manfaat untuk siswa ketika guru menerapkan strategi media gambar dalam mengajar menulis teks deskriptif. Penelitian ini menggunakan metode kualitatif yang menggunakan deskriptif Kualitatif untuk menganalisis data. Penelitian ini dilakukan pada siswa kelas sepuluh dan guru Bahasa Inggris kelas sepuluh Ma Al Amiriyah Blokagung. Temuan dalam penelitian ini menggunakan media gambar dalam mengajar teks deskriptif memiliki banyak keuntungan bagi siswa dan guru dalam pengajaran teks deskriptif. Pertama, strategi ini dapat meningkatkan keterampilan menulis. Kedua, siswa dapat dengan mudah menulis teks deskriptif dengan kata-kata mereka sendiri. Ketiga, meningkatkan perasaan dan motivasi siswa.



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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her “skripsi” after long effort of writing. Peace, blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in islam.

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# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

Language is one of the most important things in communication and is used as a communication toll between countries around the world. As an international language, English is very important and has many relationships with various aspects of life that are owned by humans. In Indonesia, English is considered the first foreign language and is taught formally from primary school to university level.

In teaching English, there are four language skills that should be taught to students. These skills are listening, speaking, reading, and writing. The four skills can be categorized into two main skills, receptive skills and productive skills. Listening and reading belong to receptive skills, while speaking and writing belong to productive skills. There are several differences between the two skills. The main difference is that in receptive skills, students do not need to produce language but they just accept and understand it. Sometimes, receptive skills are also referred to as passive skills. Meanwhile, on productive skills, students must produce both spoken and written language. As a result, productive skills are sometimes called active skills. However, both receptive and productive skills are important because they support one another. Students also have to study them sequentially, the first being receptive productive. These four skills are important in teaching and learning English, so students must have good

mastery to become good English learners. As stated above, every skill is important to master, for example writing skills.

Writing is one of the important skills that students in high school should master. Through writing, they can express their ideas, information, thoughts, experiences and feelings in written language regularly and thoroughly. However, in reality, when expressing thoughts and feelings in the form of essays or paragraphs, students still make many mistakes. In addition, writing effectively is an absolute necessity for everyone involved in social, economic, educational, technological and other activities. This is because all communication activities cannot be separated from the use of writing facilities. So, this form of written communication is the form of communication most needed (M. Atar Semi. 1990; 3)

Based on the author's experience in teaching practice at MAA, students have many problems in writing. First, students lacked ideas and it was difficult to organize their ideas logically. Because they think writing needs more work in terms of composition and language to make it true. Second, students are deficient in vocabulary. They cannot express their ideas into paragraphs, develop topic sentences and add supporting ideas. Then, low motivation. They are too lazy to do their writing exercises given from the teacher. They will do it hastily if the assignment will be collected by the teacher even they will cheat their friend's answer. Furthermore, the teacher cannot make students' interest in the teaching writing process, because the teacher does not use effective strategies in teaching writing. This is the same as the opinion of Henry Guntur Tarigan

(1990; 187), as most teachers cannot present written material in an attractive, inspirational and creative way even though the teaching techniques chosen and practiced by teachers in the implementation of writing learning greatly affect student achievement. Strategy is one of the methods that must be used by teachers in teaching writing. Useful to help students be interested in the lesson the teacher will explain. There are several strategies for teaching writing. One of them is the image media strategy.

According to the experts' picture model learning media, it can be concluded that the learning media is a tool used by educators to convey messages conveyed through communication symbols, both verbally, non-verbally and visually. Arief S. Sadiman, et al (2011: 29-31) states that image media is very suitable because this media can concretize abstract things in the form of images or photos, image media has the following functions: (1) it is concrete; more realistic than verbal media alone, (2) images can overcome space and time boundaries, (3) image media can overcome the limitations of our observations, (4) clarify a problem, (5) are cheap and easy to obtain and use without special equipment .

Thus the image media is a tool used by educators to convey messages in learning through communication symbols in the form of images or photos. This media image model has an important meaning, namely to concretize abstract things in the form of images or photographs.

Writing descriptions through image media is considered to be the right choice to solve the problem of learning to write descriptions, based on the fact that students have the potential to progress and develop. With the



potential that is owned and accompanied by experience, students will be able to build their own knowledge. It is hoped that by using image media in learning, students will find it easier to develop ideas, thoughts, and ideas that will be poured into writing descriptions. In addition, the teaching and learning process will be livelier and more enjoyable.

Teaching writing is not an easy practice. It needs good cooperation between students and teachers in the learning process. Based on the curriculum, there are several texts that must be mastered by students in high schools. Among them are descriptive, narrative, procedural, and recalculation. So, descriptive writing is one of the texts that must be studied and taught at MAA. Each text has a distinct social function, schematic structure, and language features. When the teacher applied the image media strategy in teaching writing descriptive text, most of the students at MA Al Amiriyyah Blokagung liked this strategy because this strategy really helped them to start writing and eventually produce more writing. They can develop their ideas in their own words without hesitation and fear of making mistakes. It makes them more interested in learning. In addition, students are more active in the teaching and learning process because this is an effective strategy that encourages fluency. This strategy makes it easy for students to memorize all the steps in writing activities.

There are several studies conducted in Indonesia related to image media strategies in teaching writing. The first research by Riana Oktavianingrum with the title "The Implementation of Rapid Writing

Strategy in Teaching Writing Descriptive Text at Junior High School Kyai Hasyim Surabaya" This research focuses on improving students' writing skills using the Rapid Writing Strategy. The second research by Maylia Suryani entitled "The Implementation of Using Picture Media to Improve Students' Writing Performance in Descriptive Text". The focus of this research is to use the class action method. The third research by Erika Yulia Puspitasari with the title "The Use of Picture Series to Improve the Writing Skills of Tenth Grade Students of SMAN 1 Sragkan in Writing Narrative Texts". The focus of this research is to use a series of pictures in writing narrative text.

The both with my research, which also speaks of descriptive text and image media, students will be easy to understand with what they will write. The difference between that research and mine is the object and the method. My research uses MA Al Amiriyyah as an object and qualitative as a method but their research uses SMP as an object and uses CAR and quantitative methods.

The researcher chose MA Al Amiriyyah Blokagung as the object for this to solve the research problem because the teacher implemented strategies that increased students' interest in the learning process and it was easy to develop ideas especially in writing descriptive texts. Researchers found information from the English teacher that the teacher had implemented an image media strategy in teaching and the learning process. Researchers conducted this research because it is very important for teachers to teach students to use good strategies to make students enjoy class, interesting for lessons and easy to develop their ideas in written form. Researchers

investigated the process and to determine the advantages of teaching and learning activities in the classroom using image media as a strategy in teaching descriptive text. So, this research was conducted with the title "The Use Of Picture Media In Teaching Writing Of Descriptive Text At The Tenth Grade Students Of Ma Al Amiriyyah Blokagung Banyuwangi In Academic Year 2019/2020"

#### **B. Research Question**

1. How is the use of the image media strategy described in teaching writing descriptive text at MA Al Amiriyyah Blokagung in the academic year 2019-2020?
2. What are the advantages of teaching writing descriptive text using an image media strategy at MA Al Amiriyyah Blokagung in the academic year 2019-2020?

#### **C. Research Objective**

1. To know the use of the image media strategy described in teaching writing descriptive text at MA Al Amiriyyah Blokagung in academic year 2019-2020
2. To know the benefits for students when teachers apply image media strategies in teaching writing descriptive text at MA Al Amiriyyah Blokagung in academic year 2019-2020

#### **D. Scope and Limitation Of The Research**

To make the discussion more specific, the researcher wanted to limit the topic and discussion of teacher strategies in teaching writing, especially in

applying image media in English text. The teacher uses image media as a strategy in teaching writing descriptive text.

The subjects of this study were teachers in the tenth grade of MA Al Amiriyyah Blokagung. There are main reasons why the researchers chose this school teacher as the subject. The teacher is a facilitator in teaching the learning process. Students are required to be more active in exploring their own abilities, either by asking questions about what is not understood. So, the student may show an advantage at the end of the study.

#### **E. Significance Of The Research**

The findings of this study are expected to have both theoretical and practical importance for the teaching and learning process in English.

##### 1. Theoretical

The research findings are expected to support the existing theories on image media strategies, teaching writing and descriptive text.

##### 2. Practical

###### a. For Researchers

The research findings will improve teaching skills in teaching English using image media strategies and develop this

###### b. Teacher

A basic reference for implementing the strategy of media images in teaching writing so that they can help students achieve maximum results expected learning outcomes.

###### c. For Students

Have a different learning experience in learning the strategies of media images.

d. Other researchers

The results of this study are also useful for researchers who wish to conduct research in this field. This means that this research can be a previous study for researchers who want to carry out their research related to this strategy.

## **F. Definition Of Key Term**

To have the same ideas and concepts in this research, the researcher explains the terms used in this study, as details below this:

### **1. Use**

The use of image media is directed to activities, actions, or mechanisms of a system. The use of image media is not just an activity, but an activity that is planned and to achieve the objectives of the activity "(Usman, 2002: 70). Understanding the use of image media described above, it can be said that its implementation is not just an activity but an activity that is planned and implemented in a serious by referring to certain norms to achieve the objectives of the activity. Therefore, the use of image media does not apply alone but is influenced by subsequent objects.

### **2. Image Media**

Images are visual media that are generated from photographs. This is everything that is formed visually into two

dimensions as an outflow of various thoughts (Asnawir, 2002: 47). Image is one of the media used to make games. Students can collect pictures on various subjects and provide reports to the class. Helps students know how and what to look for in a picture.

### **3. Teaching writing**

Teaching writing is a process in English language activities, Curry Coffin and Goodman (2003: 78). In this study, teaching writing is the teacher's way of delivering descriptive material to students in the learning process that can express their ideas in writing.

### **4. Descriptive text**

Descriptive text is a type of English genre that describes an event, place, person, or thing, Alice Oshima & Hogue, Ann (1997: 223). This is explained through English sentences in the simplest and easiest form of writing, Yudantoro (2010: 7). In this study, descriptive text is a text that describes a person to make students understand physical appearance.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review Of Related**

##### **1. Image media**

###### **a. Definition of Image Media**

Image is one of the lessons that can be used to explain the subject of the problem. Image is a flat visual representation of objects, people or views and its main purpose is to attract attention or emphasize a particular thought (Sharon, 1977: 78).

According to Asnawir (2002: 47), images are visual media that are produced from photos. It is anything that is formed visually in two dimensions as a school of thought. Image is one of the media used to make games. Images are used for almost any level of learning or intelligence. The use of images as a medium or means of delivering lessons is not only interesting but also able to attract attention and clarify the ideas or information presented to students as a teacher (Asnawir, 2002: 54).

###### **b. The Role of Image Media**

According to Andrew Wright (1989, 10) there are several roles of image media:

1. Images can motivate students and make them want to pay attention and want to take part.

2. Images contribute to the context in which language is being used. They bring the world to the classroom.
3. Images can be described objectively or interpreted or subjectively responded.
4. Images can respond to questions, or provide cues through practice controls.
5. Images can stimulate and provide information to refer to conversations, discussions, and stories.

**c. Advantages and Disadvantages of Using Image Media**

According to Sharon K. Zanger (1977: 79), there are several advantages and disadvantages of using image media:

1. The advantages

- Can stimulate and motivate students to be more observant and express themselves.
- It's inexpensive, maybe even free, and fairly easy to find.
- Can be used by individuals or in groups.
- Can be displayed as long as needed so students can work at their own level.
- Up-to-date and can bring reality to the classroom.
- Can be used to introduce, add to, or summarize a unit.



- Enriches reading and can help clarify misunderstandings.

## 2. Advantages

- Cannot describe the movement as well as the content.
- If not unique, it can appear unappealing to students.
- Describing certain goals may be difficult to find.
- Uneven use of photos for children and less effective in vision.

### **d. Image Media Type**

People can get pictures anywhere, maybe big and small sizes and it can be found all around us. According to Andrew Wright (1984: 193-199), image media has many types:

1. Check image chart
2. Draw a single object
3. Image of one person
4. Pictures of famous people
5. Photographing several people
6. Pictures of people in action
7. Image news
8. Fantasy pictures

### **e. Image Media Sources**

According to Andrew Wright (1984: 182-187), the source of the image is as follows:

1. Magazine

It is the main source of possible quality image useful material. The full page image is large enough for classroom use. Others are more individual.

2. Calendar

Calendars in Indonesia are generally illustrated with written text and images to make it more attractive but sometimes for advertising media.

3. Advertising and Publicity

These include direct mail flyers, posters and advertisements in magazines and newspapers.

4. Newspapers

These pictures in the newspaper are usually small and different to use with the whole class, but they are usually logical and linked with text, which can lead to certain activities.

5. Catalog

In some countries the catalog is rich in drawing material.

6. Business Brochures

Business brochures are used in many offices such as: banks, post offices and universities. They show written text and image readers of buildings and facilities.

#### 7. Postcards

Every possible subject is illustrated on a postcard. Postcards are associated with writing. For example, when the picture is on a collage in Cambridge, then the text can be given by students as if it was written there.

#### 8. Art reproduction

Painting, drawing, and photography represent an extraordinary range of abstract concept subject scenes. The special qualities of art are expensive and stimulating. Art reproduction can be used for creative work.

#### 9. Posters

The poster is designed large enough to look at. A large poster can show the subject or may depict a lot of information.

#### 10. Instructions

Instructions for performing processes such as “drop a little here” or “get out.” Often illustrated can be a sequence of activities.

#### 11. Textbooks

There are illustrations in the course. It is illustrated that it can be used in ways that the authors would not suggest.

#### 12. Playing cards

Many playing cards have illustrations, they can be used for initial purposes and students ask to play a target language game.

#### 13. Comics and cartoons

This is a heavy illustration. They are sequences of images with closely related narrative text. The stories in several publications are illustrated by hundreds of photographs.

#### 14. Photos and family skills

Sometimes a family photo can be brought to class, show it to students and talk about it. The pictures used in the classroom must match the students' intellectual level. When teaching teachers should always have the creativity to make their students enjoy and pay more attention to learning about English using pictures.

### **f. Use of Image Media**

#### **1. Data**

Teachers have used images to engage students and be linguistically useful. Images of all types can be used in a

variety of ways, Harmer states (2001: 134-136) as the following examples:

a. Exercise

With low level students it is traditionally used for pictures or graphics whether taken, taken from books, newspapers and magazines, or photographs to facilitate learning.

b. Communication (games)

Pictures are very useful for a variety of communication activities, especially where they have a play like feel like depicting and drawing activities.

c. Understand

One of the most appropriate uses for images is to present and examine their meaning.

d. Ornaments

Images of various types are often used to make work more interesting.

e. Predictions

Pictures are useful for getting students to predict what is next in the lesson.

f. Discussion

Pictures can stimulate questioning.

## 2. Write

Writing is an activity that produces something from the mind to become a meaningful sentence text. Make good writing with a structured sentence order. Writing skills are special abilities that help writers put their thoughts into meaningful words and interact mentally with messages. According to Brown, H. Douglas. 1994 writing is a skill as a process of transferring the word that comes from our mind effectively. Moreover, by doing writing, students can convey their ideas and thoughts in written form.

Myles Myles, Johanne. 2002 stated that the ability to write well is not a skill that is acquired naturally. It is usually learned or culturally transmitted as a set of practices in a formal teaching setting or other environment. Writing skills must be learned and practiced through experience. Writing also involves essay, which implies the ability to say or retell information in the form of a description or narrative, or turn information into new text, as in expository or argumentative writing. Harris, 1996 believes that writing is a process that occurs over a period of time, especially if the writer takes to explain the sometimes extended thought period that precedes the initial draft. In writing, writers need time to carry out various processes in it. The length of time differs greatly between authors. Some people take longer just to think about what to write before drafting an initial.

Moreover, according to Harris, the function of writing can develop ideas, feelings, knowledge and knowledge of students' abilities. According to Ibid, Basically, conveying it in writing, a writer has to master the structure and vocabulary of discipline in the class while "rearranging the seating position of students".

a. The Importance of Writing

Ghazi, Ghaith. 2002 states that writing is a complex process that allows writers to explore thoughts and ideas on paper. This means that in writing text, students consider many things to build good writing. Harmer stated that there are many learning to write. First, writing is not often tied to conversation time. In writing activities, students have a long time to think rather than do speaking activities. They can express what they know in their minds and students even use dictionaries or grammar books to help them. Second, writing encourages students to focus on using appropriate language. This is a good way for students to develop their language when they write what they think or express their ideas in appropriate language. Then, writing is often used to mean to strengthen the language that has been thought.

In the process of teaching writing, teachers often ask students to write sentences or paragraphs. Students

must make notes of what they have learned as the learning process occurs. It makes students able to understand about the language that has been thought. Finally, writing is used in question and answer activities. In the process of teaching writing, the teacher often asks students questions. For example, about their previous material or knowledge. Students prepare first to find the answer and they write down the answer then report it in front of the class. In the exam students are asked their answers in written form.

b. Type of writing

There are three types of written text. This includes informative text, argumentative text, and descriptive text.

1. Informative Text

Informative text is the narrative of a story; success in writing narratives can be seen in chronological order. The main purpose of a narrative is to entertain, to gain and captivate the reader's interest. There are many types of narrative. They can be fantasy, reality or a combination of both such as fairy tales, mysteries, science fiction, romances, horror stories, adventure stories, fairy tales, myths and



legends, historical narratives, ballads, slices of life, personal experiences and of course, fantasy stories.

## 2. Argumentative Text Type

This type of text is based on evaluation and subsequent subjective judgments as an answer to a problem. It refers to the reasons put forward for or against something, such as essays, articles, etc. Other types are based on generic structures and language features that are predominantly used, the text is divided into several types including narrative, narrating, descriptive, reports, explanations, analytical expositions, hortatory expositions, procedures, discussions, reviews, anecdotes, spoofs, and news items. . These variations are known as genres.

## 3. Descriptive Text Type

Descriptive writing provides illustrations of people, places, events, situations, thoughts, and feelings. Descriptions of presenting sensory information make writing come alive. It expresses an experience that the reader can actively participate in using imagination.

c. Good Writing Components

Some of the elements in good writing are content, form, grammar, style and mechanics (Haris, 2001: 306). Good writing must disclose the following good characteristics:

1. Content: writing must convey the main idea or an attentive reader must be able to understand the author's goals. The substance of writing; ideas expressed (Haris, 1969: 68).
2. Form: writing must contain logical or associative connections and transitions that clearly express the relationship the ideas described. Organizing content (Haris, 1969: 38).
3. Grammar: writing must comply with grammatical rules related to tenses with time sequences, work grammar forms and syntactic patterns (Haris, 1969: 69).
4. Style: writing should engage the reader through original and precise insights. Haris (1969: 69) says that style: the choice of lexical structures and items to give a certain tone or aroma to the writing.

5. Mechanics: writing must use good spelling, punctuation, and neat and clean writing (Haris, 1969: 69).

d. Teaching Writing

Teaching writing is an approach to enable students to write in the target language. According to Brown, in teaching writing, teachers must learn more about how to build fluency not just accuracy, how to use original text, and context in the classroom, how to focus on linguistic communication goals, and how to harness learners' intrinsic motivation to learn. . He said that teachers do not only focus on the final product but also focus on the writing process (Brown, H. Douglas. 1994.)

The goals of teaching writing skills can be achieved through several approaches. According to Harmer, there are two approaches to teaching writing. They focus on the writing process and focus on the product of the writing process itself. He stated that the focus on the writing process guides those who advocate a written approach process (Harmer, Jeremy, 2005). However, the teachers must pay attention to the various stages of each writing process.

Writing is considered a language skill that you have to master. Writing is important when speaking, reading, and listening because writing is a tool for recording and organizing knowledge into useful, reusable notes. To get some writing goals, students must know how to write all types of writing, such as letters, reports, advertisements, etc. Students also need to learn some writing conventions (punctuation, paragraph construction, etc.) just as they learn pronunciation in order to speak correctly. Therefore, that is why writing is taught in language teaching.

e. Reasons for teaching writing

According to Harmer, the reasons for teaching writing include strengthening, language development, learning styles, writing as a skill. For more details, see the explanation below:

First, written language strengthening helps students to learn languages. This helps students to understand how to put words together. It is the main source of language learning because it is presented visually. Second, language development is that language development can be influenced by experience in the writing process itself. Third, the writing learning style is very suitable for students who produce language in a

slower manner. Finally, writing as a skill is a basic language skill such as speaking, listening, and reading. Skills are clearly important for language learners (Jeremy Harmer, 2005: 79) it will help students learn. Writing process, there must be good coordination between hand, brain and eye brain at the same time.

f. The teacher's role in teaching writing

The teacher plays an important role in the teaching and learning process of writing. Harmer stated that although teachers need to use some or all of the usual roles when students are asked to write (Jeremy Harmer, 2001: 261-262). The most important are the following:

First is the motivator, one of the principal teacher roles in the writing assignment will motivate students, create the right conditions for idea generation, convince them of the usefulness of the activity, and encourage them to make as much effort as possible for maximum benefit. This may require special and prolonged effort on the part of the teacher for the writing process of a longer sequence. Second is a resource, especially as long as more writing assignments are extended, the teacher must be prepared to supply information and language where it is needed. The teacher needs to let students know they are available and be prepared to see

their work as it progresses, offering advice and suggestions in constructive and thoughtful ways. Because writing takes longer than conversation, for example, there is usually time to discuss with students individually, or students work in pairs or groups. Third is the feedback provider, providing feedback on writing assignments demanding special attention. Teachers should respond positively and encourage what content students have written. When offering corrections, the teacher must choose what and how focused it is based on what the student needs at this particular stage of study, and / or the work that has been done.

### **3. Descriptive Text**

Descriptive text is a type of text that describes something, people, animals, or others. This is a text that students in High Schools teach. Therefore, students are expected to be able to understand and produce good descriptive texts by themselves. According to Oshima and Hogue, descriptive writing appeals to the senses, so it tells how something looks, feels, smells, tastes, and sounds (Oshima, A. & Hogue, A. 1997: 98). In addition, a good description is like a "word picture", the reader can imagine objects, places, or people in his mind. The specific function of descriptive text is to convey the reader what something is like. Generic structure is characteristic of the

language in the text. The descriptive generic structure is as follows:

- a. Identification, it is the part of the paragraph that introduces or identifies the characters to be explained. Can be called a general description of the subject. Usually that includes the object name, object type and so on
- b. Description, it is a part of a paragraph that describes the parts and characteristics of a person or something that will be described in detail. So, readers can clearly describe the subject.

## **B. Previous Study**

Researcher will explain some of the previous studies that are related to this research. The purpose of this previous research is to explain the difference and is very useful for comparison. The previous studies referred to are:

The first study was conducted by Sister Riana Oktavianingrum, Department of English Education, Tarbiyah and Teacher Training Faculty Uin Sunan Ampel with the title "THE IMPLEMENTATION OF RAPID WRITING STRATEGY IN TEACHING WRITING DESCRIPTIVE TEXT AT SMP KYAI HASYIM SURABAYA". The lack of success in learning to write descriptions is because there are several obstacles faced by teachers and students in the learning process. Students think that writing lessons are difficult and boring lessons. The problems faced by

students when writing descriptions are as follows: (1) students feel confused about developing ideas or ideas that are in their mind into a written description, (2) students are less able to use word choices, are interesting, and varied, (3) students are less able to write descriptions according to predefined themes.

Arief S. Sadiman, et al (2011: 29-31) states that image media is very suitable because this media can concretize abstract things in the form of images or photos, image media has the following functions: (1) it is concrete; more realistic than verbal media alone, (2) images can overcome space and time boundaries, (3) image media can overcome the limitations of our observations, (4) clarify a problem, (5) are cheap and easy to obtain and use without special equipment .

The objectives of this study are: (1) to describe the implementation of the strategy of writing shorthand in teaching writing in Indonesia. (2) to find out the benefits for students when the teacher applies the strategy of fast writing in teaching writing descriptive texts. This study used a qualitative method that used qualitative descriptive to analyze the data. This research was conducted on eighth grade students and English teachers of SMP Kyai Hasyim Surabaya. The findings in this study indicate that using shorthand in teaching descriptive texts has many advantages for students and teachers in teaching descriptive texts. First, this strategy can improve writing skills. Second, students find it easy to write descriptive text in their own words. Third, increase students' feelings and motivation.



The difference with researchers is the media or strategy used. The equation is in the application of writing descriptive texts.

The second study was carried out by sister Maylia Suryani, English Education Department Teacher Training And Education Faculty State Institute for Islamic Studies (Iain) Salatiga 2016 with the title "THE IMPLEMENTATION OF USING PICTURE MEDIA TO IMPROVE STUDENTS 'WRITING PERFORMANCE IN DESCRIPTIVE TEXT". This study focuses on students having difficulties in writing descriptive texts such as developing their ideas, organizing their ideas, grammar, mechanics and using inaccurate vocabulary. There were several difficulties students faced during writing descriptive texts. First, the problem in developing ideas. Some students write many main ideas in one paragraph, the paragraph ideas are still ambiguous. Sometimes, it is also found that several paragraphs are written in only one sentence. The idea of that sentence is still unclear. Second, the problem in organizing ideas for writing descriptive text. A paragraph needs more than one dots. Students have to organize their ideas in good paragraphs. To write descriptive paragraphs, students can organize their ideas by identifying topics and providing descriptions about the topics. Third, students found difficulties in grammar. Grammatical difficulties will affect how words are placed to form correct sentences.

Based on the above phenomena, the writer tries to find a method to improve students' writing skills, especially in writing descriptive texts. MTs Aswaja Tengaran is a school for writing anresearching study by

Picture media. Image is a visual medium that is produced from photographs. It is all that is formed visually into two dimensions as an outflow of thoughts. Image is one of the media used to make games. Image media is one of the media that is well known for its simplicity and does not need to be projected to observe it (Sudjana & Rivai, 2010: 71).

The objectives of this study were (I) to describe student learning strategies using Picture media for the performance of students' descriptive writing of Class eight at MTs ASWAJA Tenganan, (II) to find out the improvement in Indonesia using image media for students' ability to write descriptive text. Tenganan and (III) to determine the extent to which using Picture media to improve students' writing performance in writing descriptive text from Eighth Grade Students of MTs ASWAJA Tenganan. The research method used in this research is classroom action research. The research subjects were 15 students in second grade at MTs Aswaja Tenganan. Researchers used two cycles; each cycle consists of planning, action, observation and reflection. The results showed that there was an increase in the students' writing performance in descriptive text using media images. The difference with researchers is the method used. The equation is using natural image media to write descriptive text.

The Third study was carried out by sister Erika Yulia Puspitasari, English Education Department Faculty Of Languages And Arts Yogyakarta State University 2014 with the title "THE USE OF PICTURE SERIES TO IMPROVE THE WRITING SKILLS OF TENTH GRADE STUDENTS OF SMAN 1 SRANDAKAN IN WRITING NARRATIVE

TEXTS IN THE ACADEMIC YEAR OF 2013/2014 ”. Based on observations on student writing, there are several

Error in it. Their writings show that the students also have some difficulties in some aspects of writing. The difficulties were related to content, organization, mechanics, grammar, and vocabulary. The students found it difficult to express their ideas when they were asked to write a text especially thinking about what they should write as the first sentence in their paragraph. As a result, the students' writing was very short. Unfortunately, some of them also prefer to copy their friends' work and hand it over to their teacher. In other words, students have difficulty generating ideas in writing. Students still make the mistake of sorting their ideas into coherent paragraphs. So, some students' writings were not well sorted. Some of their writings also confuse readers.

Based on the above problems, the researcher proposes a series of pictures to improve students' writing skills, especially in writing narrative text. Series pictures were chosen because the English teacher had never used a series of pictures in class writing before. Apart from that, the series has many uses such as to stimulate ideas and to engage students in learning. Subana (1998: 322) argues that serial images are a type of means or tools in the form of images arranged in a series with the aim of making learners quickly master learning material, especially language learning by emphasizing the type of media used, namely a series of pictures.

This study aims to improve the writing skills of class XI students of SMAN 1 Sragkan in writing narrative text through a series of pictures

in the 2013/2014 academic year. Data were analyzed qualitatively and quantitatively. Field notes and interview transcripts were analyzed qualitatively through five steps, namely collecting data, coding data, comparing data, constructing meaning and interpretation, and reporting results. The results showed that the use of a series of pictures effectively improved the students' ability to write narrative text. The strategy made was quite a lot of improvement in student writing in terms of content, organization, use of language, vocabulary, and mechanics. Referring to the students' writing score, the gain score from the content aspect was 4.78, the organizational aspect was 4.32, the language use aspect was 6.63, the vocabulary aspect was 2.52, and the mechanical aspect was 0.77. The use of picture series also enhances teaching and learning writing processes such as student motivation and classroom interaction.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In this research, the researcher took a specific procedure covering six components. They're (1) the research design, (2) research setting, (3) data and source of the information, (4) techniques of collecting data, and (5) techniques of analyzing data.

#### **A. The General Description of MA Al Amiriyyah**

##### **1. The History of MA Al Amiriyyah**

Madrasah Aliyah Al Amiriyyah Blokagung Banyuwangi started to stand on 07 April 1976 under the auspices of Yayasan Pondok Pesantren Darussalam with the parent agency Ma'arif Education, Madrasah Aliyah Al Amiriyyah originally named Madrasah Tsanawiyah Al Amiriyyah 6 year which is based on the DECREE of the Education agency Ma'arif Blambangan Branch.

According to the Board of Trustees of the Darussalam Foundation on 20 June 1978, which pays attention to the letter of the head of the Banyuwangi District religious Office, the original Madrasah 6 years changed to 3 years, the Madrasah Aliyah Al Amiriyyah and also opened a religious department. Status of Madrasah Aliyah Al Amiriyyah was registered on 24 March 1994 until 2006 remained in status "RECOGNIZED ", on 24 August 2006 Madrasah Aliyah Al Amiriyyah accredited with value B (good). And since 19 November 2012 changed to accredited A.

The establishment of Madrasah Aliyah Al Amiriyyah is also behind the thought of opening an Islamic-based education to the upper middle level education in the village of Karangdoro Gambiran Sub-district which now participates in the district of Tegalsari Banyuwangi in consideration that Madrasah Aliyah Al Amiriyyah is in the shade of Yayasan Pondok Pesantren which is very identical with Islamic education.

## **2. Situation of MA Al Amiriyyah**

Education and teaching of Yayasan Pondok Pesantren Darussalam Blokagung is one of the field institutions under the auspices of Yayasan Pondok Pesantren Darussalam Blokagung located in the village Blokagung Karangdoro District of Tegalsari Banyuwangi District that overcomes all education units and handles all kinds of activities in the foundation Pondok Pesantren Darussalam.

MA Al Amiriyyah is one of the school units in the cabin Blokagung Banyuwangi, which is very superior in every respect, including always to win the champions when they participate, and become an increasingly advanced school and even a favorite among the community. MA Al Amiriyyah excels in the competence of religion, academic, by promoting Akhlaqul Karimah, and based on the Aqidah Ahlus-Sunah Wal jama'ah ' Ala Madzhabi Imam shafi'i ". MA Al Amiriyyah has several majors, namely; MIPA, social, and Tahfidzul Qur'an. The way teachers

teach in MA Al Amiriyyah is not merely a formality but also using a special approach so that students feel comfortable.

### 3. The Organization Structure

Organizational structure of Madrasah Aliyah Al-Amiriyyah Darussalam Blokagung basically refers to the DECREE of Ministry of Religious Affairs and DECREE of the head of Madrasah Aliyah Al-Amiriyyah Darussalam Blokagung. To learn more about the structure of its organization:

Management Elements		Name
1	Head of Madrasah	Abdul Wahid Amiruddin, S.H
2	Deputy Chairman of Curriculum field	Adi Suraya, S.Pd.
3	Vice Chairman of Student Affairs	1. Ahmad Faruq, M.Pd
		2. Akvian Erie Prawira,S.Pd
4	Vice Chairman of Public relations	Muh.Khozin Kharis, M.H.I
5	Vice Chairman of field of facilities and infrastructure	Ahmad Taufiq, S.Pd.
6	Deputy Chairman of Quality control field	Anas Saeroji, M.Pd.I
<b>a. Technical Implementing Elements</b>		
7	Contractor Osis	1. Anas Habibi
		2. Dhika Nurul Aini
8	Religious contractor	Taufik Karuniawan
9	Sports Builders	Hendra Marta Stiawan
10	Artistic & Skills	Iin Mesati
11	Contractor UKS.	Relina Novita Sari
12	Scout Builder	Drs. Jemikin
13	MGMP coordinator	Istiqomah

14	Coordinator of Wiyata Mandala insights	Rohmad
15	Picket Teacher Coordinator	Muhammad Sholih
16	Alumni coordinator	Farid Wajdi
17	Guidance and counseling coordinator.	1. Silvia Dian Apriliana, S.Pd
		2. Ulya Ilmaya,S.Pd
		3. Fiya Izzatul Ulumi,S.Pd
		4. Drs. Jemikin, S.Pd
		5. Ulil Abror,S.Pd
		6. M.Dimyati,S.Kom.I
18	Achievement Coordinator	Muhammad Rofiqi
19	Extracurricular Coordinator	Ihwan Jauhari
20	Technicians	Muhtar Syafaat
21	Laboratory	Abdul Rohim
22	Laboran	Raudlatul Izza
23	Language Laboratory coordinator	Muhammad Hasan Saiful Rizal
24	Computer Laboratory Coordinator	Ahmad Fauzan
25	Coordinator of Physics Laboratory	Rita Sugiarti
26	Chemical Laboratory Coordinator.	Lina Kusumawati
27	Coordinator of Biological Laboratory.	Dalilatur Rofiqoh
28	Library Coordinator	Murtatik
29	Library personnel	1. Muhammad Toha
		2. Audi Irsadul Munib
		3. Ahmad Zaidin
30	Special Service Officers	
31	Security	Rikhul
32	Gardeners	Faiq Muzaki



33	Hygiene personnel	Muh. Khosim
34	Janitor	Zuhdi
35	Driver	H. Aziz Rofingi
36	Class Guardian	
	X AGM 1	Ihwan Jauhari
	X AGM 2	Ulya Ilmaya
	X A1	M. Hasan Saifur Rizal
	X A2	Relina Novitasari
	X A3	Hndra Marta Stiawan
	X A4	Dhika Nurul Aini
	X S1	Ahmad Rofiqi
	X S2	Silvi Dian Apriliani
	XI AG 1	M. Dimyati
	XI AG 2	M. Assyafiqi
	XI AG 3	Fiya Izzaatul Ulumi
	XI A1	Lina Kusumawati
	XI A2	Adi Suraya
	XI A3	Ulil Abror
	XI A4	Rita Sugiarti
	XI S1	Akvian Erie Prawira
	XI S2	Liya Uswatun Hasanah
	XII AG 1	Taufik Karuniawan
	XII AG 2	Murtatik
	XII A1	Istiqomah
	XII A2	Naning Ani Endrawati
	XII A3	Farid Wajdi
	XII A4	Anas Habibi
	XII S1	M. Fauzan

	XII S2	Drs. JEMIKIN
<b>b. Implementing Elements of Administration</b>		
37		Amin Susanto
38		Sayidi Khoeronul Awaludin
39		Bahrul Ulum
40		Wardanu Saputra
<b>c. Finance Bureau</b>		
41	Head of Bureau	Muhammad Yasin
42	Salary Payment	Andik Kriswanto
43	Funds from the Committee	Khoirul Izza
44	Treasurer spending Routine	Dra. Sri Tumiati
45	Treasurer Activities Incidental	Naning Eni Endrawati
<b>d. Non Structural Body Element</b>		
46	<b>Development Team Madrasah</b>	
	Advisory	Drs. Sugiarto
	Responsible handling	Abdul Wahid Amiruddin, S.H
	Chairman	H. Mursid, S.Sos.I, M.Pd.I
	Secretary	Muhammad Hasan Saiful Rizal
	Treasurer	Naning Eni Endrawati
	Hot developer	
	1. Content Standards	Adi Suraya
	2. Standard process	Silvia Dian Apriliana
	3. Competency of Graduates	Ahmad Faruk
	4. Educators and Educational Resources	Amin Susanto

	5. Facilities and infrastructure	Ahmad Taufiq
	6. The Management	Ahmad Imron
	7. Financing	Dra. Sri Tumiati
	8. The assessment	Drs. Jemikin
<b>e.</b>	<b>Madrasah Committee</b>	
47	Community Leaders & Ulama	KH. Masykuri Nashirun
	Officials	Dr. Nihayatul Wafiroh
	Parents ' student	Masrofi, M.Pd.I
	Alumni	H. Jabir Muda, M.Pd.I

#### 4. The profile of teacher

The sum of all MA Al Amiriyyah personnel as much as 45 people consists of 42 teachers, 4 employees, 1 guard and 2 cleaning officers.

As for data of the personnel of Madrasah Aliyah Al Amiriyyah school year 2019/2020 more are as follows:

#### **Data personnel of Madrasah Aliyah Al Amiriyyah school year 2019/2020**

No	Teacher's name	Last Education			
		Level	Deed	Department	Position
1	Abdul Wahid Amiruddin, S.H.	S.1	IV	Law	Head
2	Anas Saeroji,	S.2	IV	Islamic education	Teacher

	M.Pd.I				
3	Silvia Dian Apriliansa, S.Pd.	S.1	IV	Counseling Guidance	Counseling Guidance
4	Mursid, S.Sos.I, M.Pd.I	S.2	IV	Education Islam	Quality control
5	Dra.Sri Tumiati	S.1	IV	History	Treasurer
6	Drs.Jemikin,S.Pd	S.1	IV	History	Teacher
7	Moh. Khozin, S.Ag, M.H	S.2	IV	Law	Facility
8	Ahmad Taufiq, S.Pd.	S.1	IV	Economic education	Curriculum
9	KH. Ahmad Masykur Ns.	SLTA/MA		Social	Chairman of the Committee
10	Harun Rosyid, BA.	D.3		Islamic Religious Education	Teacher
11	Rofingi, S.Ag., M.Pd.I	S.2	IV	Islamic education	Teacher
12	Rohmad, S.Sos.I M.Hi	S.2	IV	Islamic law	Teacher
13	Naning Eni E., S.Pd	S.1	IV	Physics	Teacher
14	Farid Wajdi, S. Pd. I	S.1	IV	Islamic Religious Education	Osis coach
15	Adi Suraya, S.Pd.	S.1	IV	Biology	The SCIENCE Lab
16	Istiqomah S. Pd.	S.1	IV	Math	Teacher

17	Eni Ulfatus Sangadah, S.Pd.	S.1	IV	Chemical	Teacher
18	Lina Kusumawati, S. Pd.	S.1	IV	Chemical	Teacher
19	Liya Uswatun Khasanah, S. Pd.	S.1	IV	English	Teacher
20	Ahmad Faruq, S.Pd.	S.1	IV	English	Studentship
21	Ahmad Fauzan, S.Pd.	S.1	IV	Indonesian language	IT
22	Murtatik, S.Pd.	S.1	IV	Indonesian language	Teacher
23	Rita Sugiarti, S.Pd	S.1	IV	Physics	Teacher
24	Dra. Iin Mesati	S.1	IV	Biology	Teacher
25	Ulil Abror, S.Pd.	S.1	IV	English	Teacher
26	Hendra Marta Setiawan, S.Pd.	S.1	IV	Sports	Teacher
27	M. Hasan Syaiful Rizal, S.Pd.	S.1	IV	English	Teacher
28	Dalilatur Rofiqoh, SP	S.1		Agriculture	Teacher
29	Ihwan Jauhari, S.Pd.	S.1	IV	Indonesian language	Teacher
30	Ulya Ilmaya, S.Pd.	S.1	IV	Math	Teacher
31	Fiya Izzatul Ulumi, S.Pd.	S.1	IV	Math	Teacher
32	M. Assyafiqi,	S.1	IV	English	Teacher

	S.Pd.				
33	Muh. Dimiyati, S.Kom.I	S.1		Communication	Teacher
34	Akvian Erie Prawira, S.Pd.	S.1	IV	Geography	Teacher
35	Dika Nurul Aini, S.Pd.	S.1	IV	Biology	Teacher
36	Moh. Rofiqi, S.Pd.I	S.1	IV	Islamic education	Public relations
37	Anas Habibi, S.Pd.	S.1	IV	Islamic education	Teacher
38	Relina Novitasari, S.Pd.	S.1	IV	Chemistry Education	Teacher
39	Ahmad Imron, S.Pd.	S.1	IV	Mathematics Education	Teacher
40	Amin Susanto,M.Pd.I	S.2	IV	Islamic education	Staff TU
41	Mohammad Solih, S.Pd.I	S.1	IV	Islamic education	Staff TU
42	Sayidi Khoironul	S.1		Mathematics Education	Staff TU
43	Tinofathur Al Habibi	S.1			Staff TU
44	Wardanu Saputra	S.1			Staff TU
45	Musrikhul Jauhari	SLTA			Security
46	Sahlan Abdillah Alfaiqi	SLTA			Cleaning officers
47	Bagus Puji Nurani	SLTA			Cleaning

					officers
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## 5. The profile of students

### Grade X Students IPS 2 MA Al Amiriyyah school year 2019/2020.

NO	NAMA
1	AISYINA SAILAN ILAL 'IZZA MURSYID
2	ALFINA ISTIFADA
3	ALIMATUL AMALIA
4	AMANDA FEBY NUR KHOLIQOH
5	ANA RESTIANA DEWI
6	ARINA MANA SIKANA
7	ASA ANNAZILIA BERLIANI
8	AYU RINDI ANTIKA
9	AZIJATUL FITRIA
10	DEVI YUNITA SAFITRI
11	DUROTUS SALAMAH
12	DYAH NUR SALSABILA SUJARWO
13	DYAN ANJELA HISNU ADYANI
14	FAIQOTUL HIMMAH
15	FATTA ARTA UTAMI
16	HIRLINA NAILUL MUNA
17	IVA ZULFIATUL JANNAH
18	JACELYNA LINTANG PUTRI P.
19	JEANNYTA EKA MAULINDAH

## **B. Research Methodology**

### **1. Research approach**

Researchers in this study used a qualitative approach, because human-related problems fundamentally depend on observation. According to Moleong (2011; 6) that: Qualitative Research is research that intends to understand the phenomena experienced by research subjects such as behavior, perception, motivation, action and others holistically and by means of descriptions in the form of words and language. , in a specific context which is natural and makes use of various scientific methods.

While the definition of a qualitative approach according to Sugiyono (2011; 9) states that the qualitative research method is a method based on the philosophy of postpositivism, while for researching on scientific objects, where the researcher is the key instrument, the data collection technique is done by triangulation (combined). Data analysis is inductive or qualitative, and the results of the study emphasize meaning rather than generalization.

Based on the two understanding above, it can be concluded that the qualitative approach is an approach that is carried out as a whole to the research subject where there is an event where the researcher becomes a key instrument in the research, then the



results of the approach are described in written words, the empirical data that has been obtained and in the approach it also emphasizes food rather than generalization.

Danial and Nanan (2009; 60) suggest a qualitative approach that a qualitative approach based on phenomenology demands a holistic approach, meaning that it is comprehensive, placing a study in a double construction. Seeing an object in a natural context is not partial.

According to Nasution (2003; 5) that qualitative research is essentially observing people in their environment, interacting with them, trying to understand their language and their interpretation of the world around them.

The two definitions above explain that a qualitative approach is an approach that is carried out in a natural or natural object, seeing the object of research as natural as possible, as it is and as a whole. Sugiyono (2010; 15) says that natural objects are objects that develop as they are, not manipulated by researchers and the presence of researchers does not really affect the dynamics of these objects.

Qualitative research is used for a different purpose when compared to quantitative research. Sugiyono (2010; 35-37) suggests that qualitative research is carried out when:

- a. If the research problem is not clear
- b. To understand the meaning behind the visible data

- c. To understand social interactions
- d. To understand other people's feelings
- e. To develop a theory
- f. To ensure the correctness of the data
- g. Examining the history of development

Descriptive qualitative, namely finding facts with the right interpretation, learning problems in society, and certain situations that include relationships, activities, attitudes, and ongoing processes and the influence of these phenomena.

Qualitative research aims to encourage a deep understanding of a particular organization or event rather than over-describing an overly large sample of a population. Furthermore, qualitative research aims to achieve essential understanding through researcher's experience that is directly processed and integrated with topics and sites that are in the correct type of report without additions or subtractions, and factual field notes.

In addition, this study is intended to describe the use of image media in learning writing skills in class X MA Al Amiriyah students in the 2019/2020 academic year. This will help readers to understand what happened in the environment during the observation, such as what the participants viewed and what activities took place at the research location (Emzie, 2008: 174).

## 2. Type of Research

Sugiyono (2010; 3) argues that the research method is defined as a scientific way to obtain data with specific purposes and uses. The research method is a method used to obtain data according to needs.

The research method that researchers use is a case study, Surachman (1982; 143) reveals that a case study is an approach that focuses on an intensive and detailed case. Meanwhile, according to Fathoni (2006; 99) that a case study means research on an incident or event. Based on this definition, it can be concluded that a case study is a method of studying a problem that arises from the existence of an unnatural life symptom.

Mulyana (2010; 201) states that a case study is a comprehensive description and explanation of various aspects of an individual, a group, an organization (community), a program, or a social situation. By studying as much as possible an individual, a group or an event, researchers aim to provide a complete and in-depth view of the subject under study.

As a qualitative method, case studies have several advantages. Lincoln and Guba (Mulyana. 2010; 201-202) suggest the features of case studies, namely:

- a. Case studies are the main means for EMIK researchers, namely presenting the views of the research subject

- b. Case studies provide comprehensive descriptions similar to what readers experience in everyday life
- c. Case studies are an effective means of demonstrating the relationship between researcher and respondent
- d. Case studies allow readers to find internal consistency that is not only stylistic consistency and factual consistency but also trust-worthines.
- e. Case studies provide the "bold" necessary for assessment or transferability
- f. The case study opens up for an assessment of the context that contributes to the meaning of the phenomenon in that context

Through the explanation above, the case study research method chosen was very appropriate in examining the use of image media in teaching writing descriptive texts at MA Al Amiriyah Blokagung. By using this method, the researcher will get the complete data and can be described clearly so that the results of this research really match the existing field conditions.

### **3. Subject and Object Research**

Anton M. Moeliono (1993: 862) describes the research subject as the person being observed as the research target. While Moleong (2010: 132) describes research subjects as informants, which means that people in the research background are used to

provide information about the situation and conditions of the research background.

This research was conducted at MA Al Amiriyyah Blokagung. The research subjects were all class members involved in the research on teaching and learning English in the tenth grade. They are English teachers from grade ten and students from grade ten at MA Al Amiriyyah Blokagung. There are 20 students were there in class X IPS 2 as a subject of study for teachers in this class using a strategy of image media in the learning process. based on observations and several interviews with English teachers and students, there are more problems in the teaching and learning process in this class, for example many students make noise in all activities and do not want to focus on the lesson. They get bored easily during lessons then disturb other students. Therefore, the researcher decided to use attractive and educational images to improve students' writing skills .

#### **4. Design Research**

The research design used in this research is a qualitative descriptive research method. According to Nazir in Andi Prastowo (2011: 186), the descriptive method is a method used to examine the status of a group of people, an object, a set of conditions, a system of thought, or a event class in the present.

Meanwhile, the qualitative method according to Bogdan and Taylor in Lexy L. Moleong (2011: 4) defines a qualitative

method as a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. The resulting data are in the form of words, pictures and human behavior.

## **5. Method of collecting data**

The methods used to collect data are observation, interviews and documentation.

### **a. Observation**

This observation activity is carried out to record / record all events that are competitively related to one another, as emphasized by Nasution (1996; 58) that in observation we do not only record events or events, but also everything / as many things as possible that are suspected to exist. the relation. Therefore, by making direct observations, the objective of the case study method in this research is expected to be able to reveal the facts more deeply and freely.

According to Nasution (in Sugiono, 2016, p. 310) states the following observations : Observation is the basis of all knowledge. Scientists can only work on data, namely facts about the real world that are obtained through observation. it is collected and often with the help of very sophisticated instruments, so that objects that are both small (protons and electrons) and very distant can be clearly observed. Further reinforced by Marshall in the book (Sugiono, 2016, p. 310)

that through observation, researchers learn about behavior and the meaning of these behaviors. In the observation process, the researcher will directly observe the behavior / attitude of the research object and get a clearer picture to achieve a research goal.

The purpose of observation is to describe the setting, the activities that occur, the people involved in the activity, the time of the activity and the meaning given by the actors being observed about the event in question.

b. Interview

According to Moleong (2016: 186), interviews are about conversing with a specific purpose in the presence of things that are written. The conversation was carried out by two parties, the interviewer (interviewer) who asked the questions and the interviewee (interviewee) who gave answers to the questions. The interviewer who will prepare for an interview, needs to make some questions to be asked, the order of the questions, how important the question is, the timing of the interview, and how to formulate the questions (Moleong, 2016: 192). This is often a verbal communication between researchers and teachers and students in the tenth grade of MA AI Amiriyyah Blokagung in 2019/2020 to get more information.

c. Documentation

Documents are records of past events (Sugiyono, 2017: 329). Documents can be in the form of writings, pictures, or monumental works of a person. Documents in the form of writing, for example, diaries, life stories, stories, biographies, regulations, policies. Old documents can be used in research as a source of data because they can be used to test, interpret, and even predict (Moleong, 2016: 217). In this study, researchers took documents such as pictures, field notes, teacher material (reading assignments), lesson plans and syllabus.

## **6. Instruments Research**

Using Research Instruments is the ideal companion volume for The Researcher's Toolkit. Together they offer an introductory practical beyond the usual to conduct research projects of social . In this study, researchers used interview and observation instruments.

According to Koentjaraningrat, interviewing is a method used for certain tasks, trying to obtain information and form respondents orally, to communicate directly. According to Lexy, an interview is a conversation with a specific purpose. The conversation is conducted by two or more parties, the interviewer (who asks the question) and the interviewee (who provides the answer to the question). According to Sugiyono, the interview is a data collection technique that is structured or unstructured and can be done face-to-face or in person or via telephone network. Lexy J.



Moleong (1991: 135) Defines the interview with a specific conversation purpose. In this method the researcher and the respondent directly (face to face) obtain information orally by obtaining objective data that can explain the research problem.

Observation is an activity of a process or object with the intention of feeling and then understanding knowledge about a phenomenon based on previously known knowledge and ideas, to obtain the information needed to continue a research. Observation is a data collection method by observing or analyzing carefully and directly at the research location to find out the conditions or prove the correctness of the research design being carried out. According to Prof. Heru, the meaning of observation is an observation that shows a study or learning that is carried out deliberately, deliberately, sequentially, and in accordance with the objectives to be achieved in an observation that records all events and their phenomena called observation. described in detail, thorough, precise, accurate, useful and objective in accordance with the observations made. According to Suharsimi Arikunto, the notion of observation is direct observation of an object in the environment, both currently running and still running, which includes various activities of attention to an object of study using sensing. Actions performed intentionally or consciously and regularly.

## **7. Evaluation Criteria**

Researchers have tried to find acceptable criteria for evaluating qualitative research. Developing criteria for evaluating qualitative research is important because qualitative research is not evaluated in favor of reliability, validity, and generalizability as in problematic quantitative research. The above points have been emphasized in the previous section. Qualitative researchers differ in their views on the evaluation criteria for qualitative research (Seale, 1999). Researchers generally agree that research must be credible and be able to demonstrate thoroughness and relevance. Trust represents research validity as quantitative research is tired. Rigor represents a method for arriving at results and relevance indicates whether the end result is relevant or not.

Lincoln and Guba (1985) have proposed four criteria for the evaluation of qualitative research. These include internal validity, external validity, reliability, and objectivity. The four criteria mentioned above were described by them as credibility, transferability, dependability and suitability. Credibility refers to the capability or reality in research findings. Lincoln and Guba (1985) focus on the findings to the extent that they make sense. Participants may be provided with an interview transcript and therefore a research report and may also be asked to agree or disagree. This check tries to confirm the credibility of the findings. Credibility can also be achieved by persistent observation and triangulation of knowledge. Credibility helps ensure the interior

validity of the research findings. Credibility can also be built through prolonged involvement in the field, persistent observation, and triangulation of information.

Transferability refers to whether the results obtained from an analysis can be applied to other settings and contexts. This acts as a check for the external validity of the findings. In qualitative research, the researcher provides a close description of the setting and context in which the research is conducted. This can be done to provide the reader with sufficient information to evaluate the applicability of the findings to other settings.

The evaluation criteria in qualitative research must be explicit in order to understand the strengths and limitations of the research. Also, critical attention and thoroughness become embedded in the research approach. It also helps to make research transparent. Finlay (2003) emphasizes that it is important for researchers to state their research criteria explicitly and reflexively.

## **8. Data and Data Sources**

Suharsimi Arikunto (Naharoh, 2008; 52) argues that data in a study is the subject from which data can be obtained.

Lofland (in Moloeng, Lexy J, 2009; 157) suggests that the main data sources in qualitative research are words and actions, the rest is additional data such as documents and others. So the data needed to find out how the use of image media in teaching writing descriptive text is through observation, interviews and

documentation study of data sources is the subject from which it is obtained. Research data during this study were collected in the form of information about class interactions between teachers and tenth grade students of MA AI Amiriyyah Blokagung Banyuwangi in the 2019/2020 school year. Sources of information in this study include events and informants.

a. Event

The events in this study are the pedagogical process and learning activities in the English classroom including teacher-learner interactions. Information that represents the teaching and learning process is collected in the first semester of a series of two semesters in one year.

b. Informant

Informants are people who provide information about something, do research. Researchers have teachers and as key information to be interviewed. Guru Moh. Hasan Syaiful Rizal, S. Pd. Yang teacher English in class X IPS 2 and teaches in all ten classes as an informant.

## **9. Technique of Analyzing Data**

In analyzing the data, the researcher used qualitative descriptive to analyze the implementation and advantages of the image media strategy in teaching descriptive texts at MA AI

Amiriyyah. To analyze the data, researchers used Miles and Huberman's theory. There are 3 stages to analyze data ; including data collection, data reduction and data display (Matthew B. Milles and A. Michael Huberman, 1994: 10-12):

a. Data collection

In this step, the researcher must understand the data well. In this study, researchers made observations for the first research question. The researcher used a checklist from classroom observations to determine the implementation of the picture meia strategy in the teaching and learning process by the teacher. Researchers write notes to store information from the data. This helps teachers become familiar with the data. Then, for the second research question the researchers took the data by interview. Researchers used Indonesian in the interview, aiming to avoid misinterpretation. In addition, researchers collected all the data obtained. Researchers collect the results of preliminary research and interactions with the subject. After that, the researchers read all the data results.

b. Data reduction

It is a process for generating categories and themes of data obtained in writing (scripts). The researcher begins to analyze the data or information using a

checklist. It also identifies which information needs to be used in this research or needs to be reduced. After obtaining observations of the results and interview data, the researcher converted the results of the interview into a script. Then, the researcher analyzed the manuscripts of the observations and interviews. Furthermore, the researcher uses underscores as symbols to code important statements. That is, any statement that shows information regarding implementation and benefits. Data with the same code were classified into one and a theme was drawn from this classification. It's easy to classify data.

- c. Data display (the final step in analyzing the data concludes the whole study)

In this step, the researcher confirms what is understood and supported by the data. Then, representation involves how the data is presented. In this study, researchers used tables to present data and descriptive ones to interpret data.

## **CHAPTER IV**

### **RESEARCH FINDINGS**

#### **A. Research Data Description**

##### **1. Purpose of Teaching Writing Using Image Media**

According to Ahmad Rohani, Media is anything that can be sensed which functions as an intermediary / means / tool for the communication process of the teaching and learning process. According to Santoso S. Hamijaya, media are all forms of intermediary used by people who spread ideas, so that the idea reaches the recipient. Meanwhile, according to Oemar Hamalik's (1986: 43) understanding of images, images are anything that is manifested visually in two-dimensional form as an outpouring of feelings or thoughts. According to KBBI, pictures are imitations of goods, animals, plants and so on.

So the notion of image media is a visual form that can only be seen, but does not have sound or audio elements. Another definition of image media, Image media is anything that can be manifested visually in 2 dimensions as various thoughts or outposts.

Image media plays an important role in the learning process. Images can foster student interest and provide a relationship between the content of subject matter and the real world (Arsyad, 2005: 91). The use of image media must be

adjusted to the topics to be discussed in learning, so that its use will be more effective and can help students digest the lesson easily. Through the use of instructional media, it is expected to enhance the quality of the teaching-learning process which in turn can affect the quality of student learning outcomes.

## **2. The Material of Teaching Writing By Using Image Media**

Among several learning media, image media is learning media, image media is the most commonly used media. This is because students prefer pictures to writing, especially if the pictures are made and presented in accordance with the requirements of a good picture, of course it will increase the enthusiasm of students in following the learning process. Below are some definitions of image media, including:

1. Image media is anything that is manifested visually into a two-dimensional form as outpouring or thoughts in various forms such as paintings, portraits, slides, films, strips, and opaque projectors (Hamalik, 1994: 95).
2. Image media is the most commonly used media, which is a general discussion that can be understood and enjoyed everywhere (Sadiman, 1996: 29) .
3. Image media is an imitation of objects and scenery in terms of shape, appearance, and size relative to the environment (Soelarko, 1980: 3).



From the above understanding it can be concluded that the image media is embodiment of the result of imitations of objects, sights, outpouring of thought or ideas that are visualized into two-dimensional form. The use of instructional media is in the teaching method component as an effort to enhance the teacher-student interaction process and student interaction with the learning environment. Hence the main function of the media learning is a teaching aid, namely supporting the use of teaching methods used by the teacher. Through the use of media learning is expected to enhance the quality of the teaching and learning process which in turn can affect the quality of student learning outcomes.

### **3. The Techniques of Teaching Writing Using Image Media**

#### **a. The technique of teaching writing uses Image media**

Images can be used both in the environment of children and in the environment of adults. Color images generally attract attention. All pictures have their own meaning, description and interpretation. Therefore, images can be used as educational media and have educational values for students that enable students to learn efficiently related to the use of image media in PBM data. In using image media there are various kinds of things that we need to pay attention to in order to achieve optimal learning objectives and mastery of material by students. Some experts state there are several signs that need to be considered in using images:

##### **1. The Principles of Using Image Media**

Some things that need to be considered include:

- Use pictures for specific teaching purposes, namely by choosing certain pictures that will support the explanation of the subject matter or lesson points. Specific goals that direct students' interest to the subject matter. If the instructional goal to be achieved is the student's ability to compare groups of vertebrates with no, the pictures should take into account the striking differences between vertebrates and invertebrates.
- Integrate pictures into lessons, because the effectiveness of using pictures in the teaching and learning process requires integration. Whenever the pictures will be used, it is necessary to think about the possibilities in terms of subject matters. Image displays on bulletin boards generally have the same impression value as in a classroom. Real pictures are very useful for a subject, because their meaning will help students understand and how they will be imitated for the same things in the future so that the picture will inspire them.
- Use the pictures sparingly, instead of using lots of pictures but they are not effective. Save on using pictures that support meaning. The number of

pictures is small but selective, better than twice showing random pictures without being picky. The number of illustrations of pictures that are excessive, will result in students feeling undermined by a group of pictures that bind them, but do not produce a clear visual impression or expression, so the most important thing is to focus attention on the main idea. Once ideas are well formed, additional illustrations can be useful to enlarge the original concepts. Presentation of pictures should be done in stages, starting with demonstrating the main concepts, meaning what is most important from the lesson. Then pay attention to the accompanying picture, the environment, and others.

- Minimize the addition of words to pictures because pictures are very important in developing words or stories, or in presenting new ideas. For example in biology subjects. The students observe the pictures of the temples in the style of Central Java and East Java, explaining that why the shapes are not the same, what the characteristics that differentiate one another are. Teachers may not be easily understood by students who live in unfamiliar tropical forest environments. Likewise, the term supermarket

sounds foreign to students living in rural areas or in village areas.

- Encouraging creative statements, through pictures students will be encouraged to develop skills in spoken and written language, graphic arts and other forms of activity. Visual readability type skills in this case are very necessary for students in reading the pictures.
- Evaluating the progress of the class, you can also use pictures either in general or specifically. So the teacher can use flat, slides or transparent images to conduct learning evaluations for students. The use of various test instruments will be very well done by the teacher, in an effort to obtain comprehensive and comprehensive test results.

Pak Ipung used several techniques in teaching writing in his tenth grade ;

a. Discussion

Pak Ipun g divided the children in class into 5 groups and each group had 4 people. Then, he gave or explained material about descriptive text which was then applied in the form of images. Then, students look carefully at the picture and discuss what they have seen. They discuss the pictures they have seen. Each group will then

present the results of their discussion. And write / describe the pictures they have seen in their respective languages. So students will practice to write / describe something so that they can write little by little. Students move forward in groups, to practice having a collective attitude.

b. explain the writing results

Here the teacher will give them the pictures one by one. Pak Ipung brought various pictures to give to them so that they could express their ideas with their own creativity. The way to share it is that Pak Ipung first forms the picture like a card, then the card is shuffled and one by one the students come forward to take the card. After all students have held their respective cards, they are all welcome to describe whatever they see in the picture. They are free to write related material, namely descriptive.

Of them, maybe there are those whose vocabulary is still lacking, so to solve this problem, they are allowed to open a dictionary so that they can maximally write / describe the image. After they all wrote / described the picture, one by one they came to the front of the class to explain what they had described. This activity aims to make students have self-confidence.

**b. Learning media to write using image media**

Among the many educational media, images are a medium that is very easy to find. Words - words and pictures is an excellent blend in the process of sending messages, information or material subject. The results of learning with only words should be different from learning outcomes through a combination of words and pictures.

Image media is a visual media that can only be seen, but does not have an audio or sound element. According to Sadiman Arief S. (2003: 21) image media is an image related to subject matter that is useful for conveying messages from teachers to students. This image media can help students to reveal the information contained in the problem so that the relationship between the components in the problem can be seen more clearly.

Image media can also be interpreted as anything that can be implemented visually in 2 dimensions as a variety of thoughts or outposts, for example, such as: films, paintings, slides, portraits, opaque projectors, strips, and so on.

#### **4. The teacher's role in teaching**

According to a psychological understanding, learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting their daily needs. These changes will be evident in all aspects of behavior. In essence, as a source of learning the teacher is tasked with fostering the growth of knowledge, attitudes or behavior and skills. Teachers

must be good teachers, and provide students with understanding of the lessons that have been given. In addition, a teacher must also be able to choose the material to be delivered, the method according to the conditions, situation and objectives as well as the procurement of evaluation. In addition, learning resources also facilitate learning and improve performance. Help individuals learn and demonstrate their abilities and competencies.

The role of the teacher as a learning resource is a very important role. The role as a learning resource is closely related to mastery of subject matter. We can judge whether a teacher is good or not only from mastery of the subject matter. It is said that a good teacher can master the subject matter well, so that he really acts as a learning resource for his students.

### **1. Teacher as Facilitator**

The aspirations of students should be accommodated by the teacher. If the aspirations collected are positive and constructive, the teacher should be the facilitator of the realization of these aspirations. This role as a facilitator will strengthen the emotional relationship between teacher and students, so that the teacher can act as a psychologist who is observant in reading aspirations and directing them to something positive and prospective.

The role as a facilitator requires teachers to set aside time for the development of student achievement. In this

case, it takes physical and mental struggle and sacrifice to accompany students in their activities. Thus, students will feel respected and championed for their rights by a teacher. The positive effect is that the teacher's lessons will receive great attention from students and this emotional closeness will continue to be carried out until later.

The teacher in this case will provide facilities or convenience in the learning process, for example: by creating an atmosphere of learning activities in such a way, in harmony with the child's development so that learning interactions will take place effectively.

The teacher as a facilitator means that the teacher facilitates the learning process. The facilitator is in charge of directing, giving direction, facilitating learning activities of students, and giving encouragement. The teacher as a facilitator means that the teacher plays a role in facilitating learning activities in order to achieve educational goals. His job here is not just teaching but guiding, motivating and providing positive reinforcement to students.

## **2. Teacher as Manager**

The true function of the teacher is not only teaching, but in this case the teacher is more focused on managerial ability or position in leading the learning class. Therefore,



the teacher acts as a manager or learning leader in the classroom who can manage the learning process to influence students to want to carry out learning activities in accordance with the set goals.

The role of the teacher as a leader has a very big influence in increasing student learning outcomes. The development of student enthusiasm for learning, or interest in learning materials, and a pleasant learning atmosphere is largely determined by the quality of teacher leadership.

The role of the teacher as a learning manager, the teacher also plays a role in a learning climate that allows students to learn comfortably. Through good classroom management, the teacher can keep the class conducive for the learning process of all students.

Class management skills are divided into two. First, the skills relating to the creation and maintenance of optimal learning conditions. Second, skills related to the development of optimal learning conditions.

### **3. Teacher as Demonstrator**

Through their role as a demonstrator, lecturer, or instructor, teachers should always master the material or subject matter they are going to teach and always develop it in the sense of increasing their abilities in terms of their

knowledge because this will greatly determine the learning outcomes achieved by students.

The teacher's role as a demonstrator is a role to show students everything that can make students better understand and understand each message conveyed. There are two contexts of teachers as demonstrators. First, as a demonstrator, a teacher must display commendable qualities. Second, as a demonstrator must be able to show how each subject matter can be better understood and appreciated by each student.

As teachers, teachers are tasked with fostering the development of knowledge, attitudes and skills. Even though his duties as a teacher have been completed, the teacher's role as educator and mentor is still ongoing. As a teacher, the teacher should always master the material or material to be taught and always develop it in the sense of increasing his / her abilities in such knowledge because this determines the learning outcomes achieved by children.

#### **4. Teachers as Guides**

Students are unique individuals, this uniqueness can be seen from the existence of every difference. That is, no two individuals are the same. Even though individuals may have similarities physically, in reality they are not the same, both in talents, interests, abilities, and so on. This

difference requires the teacher to act as a guide. Guiding students so that they can discover the various potentials they have as a provision for their life, guiding students to achieve and carry out their developmental tasks, so that these achievements can grow and develop as ideal humans who are the hope of every parent and society.

The teacher can be likened to a travel guide, who, based on his knowledge and experience, is responsible for the smooth running of the trip. In this case, the term journey does not only concern physical but also mental, emotional, creative, moral and spiritual journey which is deeper and more complex. As a guide, the teacher must clearly formulate goals, set travel times, determine the path to be taken, use travel directions, and assess the smoothness according to the needs and abilities of students. As a guide, teachers have various rights and responsibilities in every trip they plan and carry out.

## **5. Teachers as Motivators**

The term Motivation comes from the word motive which can be interpreted as a driving force that affects the readiness to start carrying out a series of activities in a behavior. Motivation cannot be observed directly but can be interpreted from the behavior.

Motivation is a psychological condition that encourages someone to do something. So motivation to learn is a psychological condition that encourages a person to learn. The results showed that learning outcomes generally increased if the motivation to learn increased. In general, the problem regarding the relationship between motivation and learning is how to arrange for motivation to be increased so that learning outcomes can be optimal. Traditionally, people can distinguish two kinds of motivation, namely: intrinsic and extrinsic motivation.

a. Intrinsic motivation

Intrinsic motivation is the motivation involved in learning situations that come from the needs and goals of the students themselves. Meanwhile, according to Sandman, intrinsic motivation is motives that become active and function, and do not need to be stimulated from the outside because within each individual there is already an urge to do something.

Students who are intrinsically motivated can be seen from their diligent activities in doing learning tasks because they need and want to achieve real learning goals. In other words, intrinsic motivation in terms of the objectives of the activities carried

out is to achieve the goals contained in the action itself. Students who have intrinsic motivation show high involvement and activity in learning.

b. Extrinsic Motivation

In this motivation the desire of students to learn is strongly influenced by the encouragement or stimulation from outside. This external encouragement can be in the form of praise, reproach, reward, punishment and reprimand from the teacher. According to Sandman extrinsic motivation is "motives that are active and function due to stimulation or encouragement from outside".

The most important part of this motivation is not the goal of learning to know something but wanting to get good grades and so get a reward. Extrinsic motivation is also needed in learning activities because not all students have a strong inner motivation to learn.

c. Teacher as Evaluator

As an evaluator, the teacher has a role to collect data or information about the success of the learning that has been carried out. There are two functions of the teacher in playing his role as evaluator. First, to determine student success in

achieving predetermined goals or determine student success in absorbing curriculum material. Second, to determine the success in carrying out all the activities that have been programmed.

Here the teacher has the authority to assess the achievement of students in the academic field and social behavior, so that they can determine how their students succeed or not. However, if we observe in depth, the evaluations carried out by the teacher are often only extrinsic evaluations and have not touched intrinsic evaluation at all. The evaluation that is meant is an evaluation which also includes intrinsic evaluation. In this case, it is not enough just to see whether or not it is normal to work on the subject being tested, but there still need to be considerations that are very unit and complex, especially those covering the behavior and values that exist in each subject.

As a process, assessment is carried out on the basis of principles and by appropriate technique, perhaps test or non-test. Whatever technique is chosen, the assessment must be carried out with a clear procedure, which includes 3 stages, namely preparation, implementation and follow-up.

## **5. Role of Students**

### **a. Students as subjects**

Students and teachers are partners in the teaching and learning process. The teacher can determine the role of female students by selecting techniques in the teaching and learning process. Students as subjects mean the scholars thanks to the implementers of the teaching and learning process. They plan their learning program and ultimately take responsibility for what they do in the classroom, especially in the classroom.

### **b. Students as negotiators**

Students as negotiators mean that they discuss what they are learning with their fellow students as well as the teacher. In the discussion they become negotiators. They build their knowledge together with their friends in discussion time. About a quarter of an hour they discuss and share what they think and present. After they have difficulty translating Indonesian into English, the scholars will share and ask questions to the teacher.

### **1. Students as observers and assessors**

Directly or indirectly, the scholars know their progress by looking at their understanding in the evaluation presented. In speaking, students can find out their competence by measuring their activeness in excessive discussion. They will know the progress of their learning by

seeing them or their friend's active in the discussion. They will measure well or not in direct verbal results when responding to their friends' opinions in a presentation. In interviews with scholars, some students said they felt scared and lacked confidence when they needed to speak. They say that building sentences in English is difficult because they require very little vocabulary.

## **2. Students as tutors for other learners**

Students because tutors from other learners share knowledge with others to encourage a transparent understanding of fabrics. During this class students always hold discussions to get opinions that match the theme. Researchers observed that some students were afraid to get a coach. They feel lighter by asking their friends.

## **3. Students as participants**

In this class, female students are fast participants. They become part of the teaching and learning process. The scholars participate in discussions, presentations, and reflections. They give their opinion freely and feedback to each other. During these observations, the scholars are the center or subject that they play in the frame created by the teacher. The teacher discusses to facilitate student participation in expressing opinions through discussion.



## 6. The Implementation of Teaching Writing Using Image Media

### 1. The first observation

Researchers conducted research on July 22, 2020 at MA Al Amiriyyah Blokagung. Researchers come to the school but immediately met with Mr. Hasan Saiful Rizal as a tenth-grade teacher at MA Al Amiriyyah which will be the object of this research.

*Researcher: Assalamualaikum sir*

*Teacher: Waalaikumsalam, how about you?*

*Researcher: I will conduct an interview with you for my thesis research.*

*Teacher: yes sis please*

*Researcher: How is the teaching and learning process in your classroom?*

*Teacher: Before teaching, I greeted them with greetings and prayed to start the lesson. Then, check the student's attendance for discipline.*

*Peneliti: Are the children happy by teaching them English?*

*Teacher: Many dislike children like English lessons more because it causes them to think English is very difficult.*

*Researcher: Then, how do you make children feel bored with English lessons?*

*Teacher: I teach using media.*

*Researcher: Thank you sir for your time*

*Teacher: yes, you're welcome*

Based on the results of interviews with informants above, it can be seen that the teaching and learning process of students in the classroom is very apprehensive so that students feel difficult and less enthusiastic about English lessons. Therefore, the teacher decides to use media in learning. Teaching and learning process.

## **2. Second observation**

On July 23, 2020 the researcher met the tenth grade English teacher at MA Al Amiriyyah. The goal is to interview English teachers about the implementation of the image media strategy along with the advantages of using this strategy.

At 10:05 am the researcher met with the tenth grade English teacher at the MA Al Amiriyyah Blokagung office. The researcher immediately conveyed his intention for the interview. After starting with good greetings and greetings, the researcher gave several questions that had been prepared to the tenth grade English teacher.

*Researcher: Have you ever used an image media strategy in teaching?*

*Teacher: Yes*

*Researcher: What material did you provide when using this strategy?*

*Teacher: Material descriptive text*

Sometimes every teacher does have different strategies in carrying out learning. Maybe there are not a few strategies they use for learning media because all of these strategies have the same goal and purpose, namely to facilitate the teaching and learning process and understand the material easily. Etn Solihatin (2013; 3) states that the learning strategy is a comprehensive approach in a learning system, which is in the form of general guidelines and activity frameworks to achieve general learning objectives, which describes systematic procedures in helping student learning efforts, organizing learning experiences, organizing and planning. Teaching materials to achieve certain learning objectives.

In addition, according to Darmayah (2010: 17) the learning strategy is the organization of lesson content, delivery of lessons and management of learning activities using various learning resources used by teachers to support the creation of an effective and efficient learning process. This means that the learning strategy uses various learning resources used by the teacher, such as using teaching aids, textbooks, and index cards in carrying out the teaching and

learning process in the classroom so that learning can take place effectively and efficiently.

*Researcher: Why did you use an image media strategy?*

*Teacher: because with the media I can reverse the minds of students.*

The reason the teacher uses this image media strategy is to reverse students' minds. The point of reversing here is to see the way students think, which usually the teacher says something, reflex students will immediately imagine what was said, but in this case the teacher wants to reverse the thoughts of students like that. For example, when the teacher says "chicken", students will automatically imagine the shape of the chicken in their minds. Then the way to reverse students' minds is to reverse the strategy. For example, the teacher will give a picture upstream, automatically in the minds of students will think about what they see.

In addition to reversing students' minds, the reason is to provoke students so that they can express their ideas and express what they want to say and then express them through writing. Because not all students can directly express what they think by mouth, sometimes they also prefer to write first about what they want to say rather than express it directly in words. The reason is, maybe they are

really quiet, shy children, etc. This is one way to deal with students who have such characteristics. As a teacher must learn to understand and understand the character of each student, so that students will feel cared for and will be enthusiastic in learning because they feel cared for.

*Researcher: What is your goal of using an image media strategy?*

*Teacher: So that learning is more effective.*

According to the English teacher, using an image media strategy can make learning more effective, because students look more active in responding to teacher learning. In the Big Indonesian Dictionary it is stated that effective means that there is an effect (consequently, the effect, the impression), effective or efficacious, can bring results. Dryden and Voss (1999; 32) say that learning will be effective if the learning atmosphere is fun. A pleasant atmosphere and not accompanied by a tense atmosphere is very good and supportive to generate motivation to learn.

The essence of effective learning is a teaching and learning process that is not only focused on the results achieved by students, but an effective learning process is able to provide good understanding, intelligence, persistence, and opportunities. If teaching and learning activities are effective, it means that these activities will have a positive impact.

*Researcher; How do you implement your image media strategy?*

*Teacher: first looking for different pictures then printed, after printing the pictures are randomized and then distributed to all students, so that students can describe what pictures they saw.*

From this explanation, the teacher really tries to make the strategy work and makes students feel happy with the strategy. Because here the teacher's role is very important to provide motivation to students. With the image media strategy, the teacher hopes that students will be motivated to learn.

Motivation comes from the word motive, which means encouragement that is directed towards psychological and spiritual fulfillment. According to Mc. Donald (Oemar Hamalik, 2011: 106) states that motivation is a change in energy in a person's (personal) self which is characterized by feelings and reactions to achieve goals. Meanwhile, according to Sardiman A. M (2010: 75) in learning activities, motivation can be said to be the overall driving force within students that causes learning activities, so that the goals desired by the learning subject can be achieved. According to M. Dalyono (2009: 57) learning motivation is a driving force or impetus that is owned by humans to do a job, namely learning. According to Hamzah B. Uno (2011: 23), the essence of learning motivation is internal and external encouragement

for students who are learning to make changes in behavior, generally with several indicators or supporting elements.

This motivation to learn has a big role in one's success in learning. Based on these descriptions can be concluded that the overall sense of motivation to learn or boost the driving force within the students for learning activities that marked the change of energy to achieve the goal an desired.

*Researcher: What problems did you find using an image media strategy?*

*Teacher: The problem I found was the students' lack of vocab, so they still have difficulty writing.*

*Researcher: Then what is the solution?*

*Teacher: Just open the dictionary for the solution, so that their vocab will increase*

The problem that the English teacher found from the image media strategy in writing descriptive text was vocab. Students who don't have much vocab yet, are given the opportunity to open a dictionary so that it is easier for them to write and can also add to their vocabulary. Judging from this problem, vocab is the most important element in learning English.

The view of experts shows how important it is to master vocabulary before someone is able to become a successful writer. Johnson and Pearson (1987; 97) say that a

*basic function of language is efficient, effective unless the words meanings used to transmit information hold similar values in the minds of both the author and the reader. The reader's understanding of the reading that is read is indicated by the reader identifying the vocabulary chosen by the author, the reader recognizes the relationship between the vocabulary contained in the text, and the reader connects the vocabulary contained in the text in a unique combination of vocabulary used by the author.*

**7. The disadvantages and advantages of using image media for learning to write in class X IPS 2**

*Researcher: What are the advantages and disadvantages of using an image media strategy?*

*Teacher: There is a lack of vocab, because they don't know all the vocab, so they still have to open the dictionary. Its strengths can increase students' enthusiasm in text descriptive learning.*

Maybe that's the only drawback and advantage of using the image media strategy by a tenth grade English teacher. Below will be explained about the advantages and disadvantages of using an image media strategy.

1) Excess



- It is concrete. More realistic pictures / photos show the subject matter than verbal media alone
- Images can solve the problem of space and time constraints. Not all objects, objects or events can be brought into the class, and not always can, children be brought to those objects. For that picture or photo can handle it. Niagara Falls or Lake Toba can be presented to the class through pictures or photos. Events that occurred in the past, yesterday or even minutes ago cannot sometimes be seen for what they are. Pictures or photos are very useful in this regard.
- Image media can overcome the limitations of our observations. Cells or leaf cross sections that are impossible to see with the naked eye can be clearly represented in the form of images
- Can clarify a problem, in any field and for any age level, so as to prevent or correct misunderstandings.

- Cheap in price, easy to obtain, easy to use, without the need for special equipment ( Sadiman; 1996: 31)

## 2) Disadvantages

- Only displays the sensory perception of the eye, its size is limited only to a group of students
- Images are interpreted personally and subjectively
- Images are presented in a very small size, so they are less effective in learning

## **B. The Summary Of The Implementation Using Image Media In Learning To Write In Class X Ips 2 Ma Al Amiriyyah**

Based on the above data it can be concluded that the application of media images has improved students' writing creativity seen from the number of values as follows: The total value in 2588 , average - average 78.5, the lowest score of 75 and the highest 85 values .

According to Pak Ipung, after using image media, the students' scores increased compared to before using image media. So, this image media is suitable for learning media.

## **C. General findings**

According to Yusuf Hadi Miarso, as quoted by Dwi Rianarwati (2006: 8), media is anything that can be used to

stimulate students' thoughts, feelings, and wills so that they can encourage the learning process in students.

Meanwhile, according to Gagne (Arief S. Sadiman, 2007: 6), media are various types of components in the student environment that can stimulate them to learn. In addition, media are all physical tools that can present messages and stimulate students to learn. There are many types and kinds of learning media, one of which is visual media, namely image media. Among learning media, image media is the most commonly used media. It is a common language, which can be understood and enjoyed everywhere (Arief S. Sadiman, 1986: 29).

So it can be concluded that the media is any tool that can be used as a channel for messages to stimulate thoughts, feelings, and students' willingness to learn.

## **CHAPTER V**

### **DISCUSSION OF FINDINGS**

Chapter is presenting a discussion about the activities important to teach skills writing with using media images

#### **A. Discussion About Events Important In Teaching Writing by Using the Media Image**

Based on observation, the methods which are used in the teaching of writing is the teaching language communicative. Class is adopted the method is that the class could write it effectively. Such images are like games in Education and learning, and personal planning. Teachers provide real world simulations with shows a picture and asks students to state their respective arguments, as well as giving assignments to build cases about the theme and draw conclusions with their opinions. Rules how classes are divided into the Preamble, Explanations Short, discussions, presentations, and Closure (Evaluation).

Based on the analysis, a technique which is used to class writing is discussion. Class procedures are divided into opening, brief explanation, discussion, presentation, and closing (evaluation). Supports observation, the goal is to establish the student is able to write about anything that they see. Support interviews; the goals are described in the writing competencies that students must master. This includes the competence to write, finesse writing,

the rules of grammar language, selection of words that are relevant to the level of ability to write.

The discussion is one of the techniques that are used in teaching writing. Based on the supported interview results, this discussion is widely used in the writing class. Discussions make students think creatively about what is given. They are eager to debate the matter is to partner them. They will add new vocabulary at each meeting because the theme immediately makes students always look for replacement vocabulary to make sentences.

## **B. Improving Student Learning Outcomes**

After conducting interviews with the tenth grade English teacher, the researcher conducted interviews with the tenth grade students of MA Al Amiriyyah Blokagung, to find out how they responded to the image media strategy adopted by the English teacher. Researchers conducted interviews with 10 tenth graders. Interviews with students were conducted on Monday, 27 July 2020, by gathering 10 children and then giving them questions.

*Researcher: Did your teacher make a drawing strategy in text descriptive learning?*

*AK: Yes*

*AZF: I have*

*NA: Yes*

*MB: Yes*

*PT: Yes*

*SM: Yes*

*IR: Yes*

*UW: Yes*

*AZ: I have*

*SR: Yes*

*What do you think about using the image media strategy?*

*AK: Personally, it is more interesting because with that method, it makes it easier for me to understand the lesson.*

*AZF: It's easier, more fun and less boring.*

*NA: fun and not boring*

*MB: That's enough*

*PT: Easy to understand and not boring*

*SM: With the drawing strategy we can better understand the content of the lesson*

*IR: better, right? I think it is more understanding. Because in addition to explaining we can also immediately see the examples described. Interesting strategy*

*UW: I am very happy, because with the image strategy, I can understand it clearly*

*AZ: With an image strategy we can understand better*

*SR: I think learning to use this drawing strategy is really fun. Apart from learning, we can also play and draw strategies to make it easier for us to remember the material.*

*Do you feel more comfortable with this strategy? Explain why!*

*AK: yes. Like my answer number 2, besides being more interesting, the image media strategy will attract more student interest in learning*

*AZF: yes. Because the image makes the brain refresh a little so it doesn't get bored with the material*

*NA: yes. Because with the image media strategy, it makes it easier to understand and less boring.*

*MB: yes. Because it is quite understandable and easy to understand*

*PT: yes. Because it's easier to understand and fun*

*SM: yes, happy. Because with this strategy we can better understand the learning and not be boring*

*IR: yes. Because it is more interesting and easy to understand makes learning effective*

*UW: yes. Because I can understand learning easier*

*AZ: yes. Because pictures can make the day interested*

*SR: happy. Because learning to use drawing strategies is very fun.*

*What are the pros and cons of using an image media strategy?*

*AK: The strengths: apart from being more attractive it doesn't make you bored and bored*

*The drawback: I don't know. Because I personally like the use of this method, but if the images presented are not clear, for example, they are not colored or blurry, it will confuse students. So using the image media strategy, the images presented must be clear.*

*AZF: Pros: Easier to understand, more fun if it's colorful, and not boring*

*Disadvantages: unclear image makes it a little incomprehensible.*

*NA: Pros: Easy to understand, not boring and makes a lot of deeper curiosity*

*Disadvantages: unclear image makes it a little incomprehensible.*

*MB: Pros: the advantages are quite understanding*

*Deficiency:-*

*PT: Strengths: With this strategy we can understand better and it is very easy in learning*

*SM: Strengths: With this strategy, we can understand and memorize more easily*

*Disadvantages: unclear image makes it a little incomprehensible.*

*IR: Pros: Easier, attractive, effective*

*Disadvantages: Unclear images*

*UW: Pros: can make it easier for us to understand complex lessons*

*Deficiency:-*

*AZ: Strengths: Can immediately understand and be clear*

*Cons: unclear image*

*SR: Strengths: With a drawing strategy, it can increase our interest in learning*

*Weaknesses: Unclear pictures make it difficult to learn*

From the results of interviews with tenth grade students of MA Al Amiriyah Blokagung, all of them have experienced how to be taught using a media image strategy. They all feel that it is fun to learn, because they become easy to understand the lesson, their enthusiasm also increases. So here is a



strategy that motivates students to want to keep trying and trying. The advantages of this strategy according to them are fun, not bored and bored, learning becomes more effective and interesting and it is easy to understand lessons that at first they think are difficult.

### **C. Student response**

In a model of learning English by using media images , the students getting excited and interested when the Mr. ipung began distributing pictures to them . Besides that, majority of large students are very interested. This proved of value for students who better increased. Students carry out the activities to learn writing with using the media is too easily and happily. Based on the description above, the researcher concluded that the use of image media was successful in improving students' writing skills. By because it's, researchers previously linked like below this:

1. Based Riana Oktavianingrum (2019: 9) mentioned findings in the study have demonstrated that the use of writing quickly in teaching text descriptive has many advantages for students and teachers in the teaching text descriptive.
2. Based Maylia Suryani (2015: 14) Mention the results of research show that there is an increase in the performance of writing students in the text descriptive use image media.
3. Based Erika Yulia Puspitasari ( 2016: 2) mentioning the results of the research use of serial images also improve the teaching and learning process of writing such as the motivation of students and interaction class .

Based on some research beforehand on the above, the researchers concluded that in general the picture can improve or affect the ability to write students, let alone research is more focused on the use of media images nature of teaching speaks to boost the skills to write students.

## **CHAPTER VI**

### **CONCLUSION AND SUGGESTION**

This chapter provides conclusions and suggestions that support the findings and discussion of this study. First, there are conclusions from complete findings that answer the research question. Lastly, will there is some suggestion that recommended regarding difficulties speaking the language English.

#### **A. Conclusion**

##### **1. Implementation of image media strategy in teaching descriptive text**

In implementing the image media strategy, the teacher also uses descriptive teaching stages. First, the teacher shows a picture to them and they describe what that exist in the image such. Second, teachers have a lot of pictures are different to be distributed to the students, distributed by way randomize images such that they have an image one by one. After that, they describe the images that through writing. If among them there are confused can ask or when not know vocab's they could open dictionary.

With an image media strategy, students are increasingly motivated to always and continue to learn. Due to the strategy of the students do not feel bored and saturated. The success of the students, apart from themselves their own depending on the teacher teaching, if the teacher

can make the self-motivated the students will always be the spirit and continue the spirit.

It can be concluded that implementing an image media strategy in teaching descriptive text makes students interested in making descriptive text. In addition to that, can motivate students to be active process of learning to teach because it is a strategy effective that encourages the spirit of them to continue to learn and to convince them that learning English was not as difficult as what they imagine.

## **2. The advantages of using the image media strategy in teaching descriptive text**

Using media images in teaching text descriptive has many advantages for students and teachers in the process of learning to teach, it is known from the results of interviewing teachers languages English and student grade ten. First, the media image is one of the strategies are good for improving writing them. Second, after studying languages English using a strategy of media images of students find it easier to write in the language of English. Third, the strategy of media images increases feelings of students to write because they spirit to describe about anything that they see. Then, the strategy is to make teachers more motivated to teach because the strategy of media images make students more focused in terms of their writing text descriptive and it could create the motivation of students is getting increased.

### **B. Suggestion**

#### **1. Suggestions for teachers languages English**

In the activity of learning to teach the teachers are expected to use the media strategy image as an alternative to writing the language English. Based on the result, a media strategy images can help teachers in the process of learning the language English. There were some students said that the image media strategy helped them get more focus to develop ideas in writing descriptive text. That means that teachers try to give experience to write language English students, especially text descriptive that is fun and not difficult.

## **2. Advice for students**

The researcher is hoping that the students learn the language English is more active. Students should have an interest in the written language of English. In addition, students must pay attention when the teacher explains the lesson. Besides it, media strategy image can encourage students to write more easily because they write what who want their hair to see the images using the words of their own.

## **3. Suggestions for researchers further**

To research further, the results of research it can be used as an additional reference to the discussion were different. For readers, researchers hope that the study is going to provide some information and research it will give a little contribution on excess use strategies to write fast in teaching writing text descriptive.

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# APPENDIXS





**INSTITUT AGAMA ISLAM DARUSSALAM**

**IAIDA**

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Lamp. : -

Hal : **PENGANTAR PENELITIAN**

Kepada Yang Terhormat:  
**Kepala MA Al Amiriyyah**  
**Blokagung, Tegalsari, Banyuwangi**

Di - Tempat

*Assalamu'alaikum Wr. Wb.*

Yang bertanda tangan di bawah ini Dekan Fakultas Tarbiyah dan Keguruan (FTK) Institut Agama Islam Darussalam (IAIDA) Blokagung Banyuwangi, memohonkan izin penelitian atas mahasiswa kami:

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Untuk dapat diterima/melaksanakan penelitian di lembaga yang Bapak/Ibu pimpin, dalam rangka penyelesaian program skripsi. Adapun judul penelitiannya adalah:

***"Improving Students' Ability In Through Writing Descriptive Text Using Of Picture Media At Tenth Grade Ma Al Amiriyyah Blokagung In Academic Year 2019/2020"***

Atas perkenan dan kerjasamanya yang baik diucapkan banyak terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Blokagung, 11 Juli 2020

Dekan  
  
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المدرسة العالية الاميرية البلاغي

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## SURAT KETERANGAN

Nomor : 31.1/MAA/P.6/ 018/VII/2020

Yang bertanda tangan di bawah ini kepala Madrasah Aliyah Al Amiriyyah Blokagung Tegalsari Banyuwangi menerangkan dengan sebenarnya bahwa :

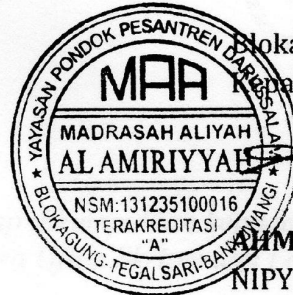
Nama : **LAYINATUL MARHAMAH**  
Tempat Tanggal Lahir : Rawapitu, 24 MEI 1997  
Status : MAHASISWA  
NIM / NIMKO : 2016.4.071.0147.1.000028 / 16112210036  
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Lembaga : INSTITUT AGAMA ISLAM DARUSSALAM

Yang bersangkutan benar-benar telah melaksanakan Kegiatan Penelitian, di Madrasah Aliyah Al Amiriyyah Blokagung Tegalsari Banyuwangi.

Tanggal Penelitian : 25 April s.d 28 Juli 2020  
Judul Penelitian : **Improving Student's Ability in Trough Writing Descriptive Text Using of Picture Media at Tenth Grade MA Al Amiriyyah Vlokagung in Academic Year 2019/2020**

Penelitian Tersebut Berlangsung baik dan tidak mengganggu pelaksanaan proses belajar mengajar di sekolah kami.

Demikian surat keterangan Penelitian ini dibuat untuk digunakan sebagaimana mestinya.



Blokagung, 28 Juli 2020

Kepala Madrasah

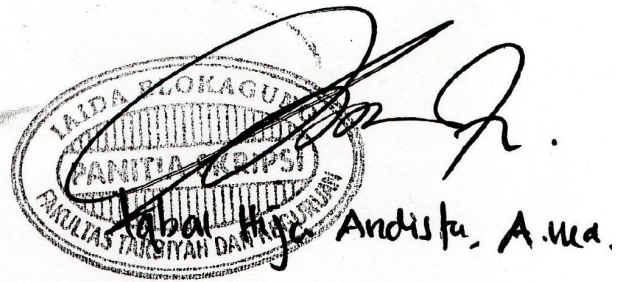
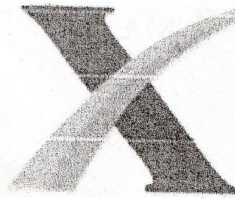
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PERIODE	20192
JUDUL	The Implementation of using picture media Strategy in Teaching Writing Descriptive Text at the Tenth Grade MA-AI Amiriyyah Blokagung in Academic Year 20192020



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20192	20 Juli 2020	28 Juli 2020	bab 4 - 5	bab 4-5
2	20192	15 Juni 2020	20 Juni 2020	bab 3	bab 3
3	20192	01 Mei 2020	10 Mei 2020	bab 3	bab 3
4	20192	11 April 2020	20 Juli 2020	bab 2	bab 2
5	20192	01 April 2020	10 April 2020	bab 1	bab 1



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BAB I INTRODUCTION Background Language is one of the most important things in communication and is used as a toll of communication between countries throughout the world. As an international language, English is very important and has many links with various aspects of life possessed by humans. In Indonesia, English is considered the first foreign language and is formally taught from elementary school to university level.

In teaching English, there are four language skills that should be taught to students. These skills are listening, speaking, reading and writing. These four skills can be categorized into two main skills, receptive skills and productive skills. Listening and reading property of receptive skills, while speaking and writing belong to productive skills. There are some differences between the two skills.

The main difference is that in receptive skills, students do not need to produce language but they only accept and understand it. Sometimes, receptive skills are also referred to as passive skills. Meanwhile, at productive skills, students must produce both oral and written language. As a result, productive skills are sometimes called active skills. However, both receptive and productive skills are important because they support one another.

Students must also learn them sequentially, which are first productive receptive. These four skills are important in teaching and learning English, so students must have good mastery to become good English learners. As stated above, every skill is important to master, for example writing skills.

Writing is a form of thinking, but it is actually thinking for a certain reading and for a certain time. One of the writer's most important tasks is to master the principles of

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