

**PICTURE SERIES IN TEACHING WRITING OF DESCRIPTIVE
TEXT AT 8th GRADE IN MTs MINHAJUT THOLABAH
PURBALINGGA**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of
State Islamic University Prof.K.H. Saifuddin Zuhri Purwokerto
As the Parcial Fullfillment Requirements for Sarjana Pendidikan (S.Pd)**

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If later on my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate of bachelor degree).

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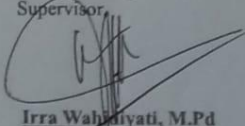
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MOTTO

حَيْرُ النَّاسِ أَنْفَعُهُمُ لِلنَّاسِ



DEDICATION

This thesis is dedicated to my dear parents, my father (Suwarso, S.Pd) along with my mother (Siti Mubaedah,S.Pd) for all their support, prayers, empathy, and pleasure in my life

It's for my loved brother (Ridho Difa Wibowo), for him suggestion and my decisions.

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This script is the aim of this thesis that has been submitted to Prof. K.H. Saifuddin Zuhri Purwokerto of the State Islamic University's Faculty of Education and Teacher Training in partial fulfillment of the requirements for acquiring the scholar degree in education (S.Pd).

Throughout the writing of this thesis and while attending State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, the author has received different rules, encouragement, support, and direction from a variety of sources. Therefore, in this particular case, the author will express appreciation and give the highest possible reward to honorable:

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Even though the writer has acknowledged that this thesis has problems and is still far from ideal, it is ultimately anticipated that this thesis will be able to give readers important knowledge and information. Consequently, we will gladly acknowledge any constructive suggestions or feedback.

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Purwokerto, 28th Desember 2023



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**PICTURE SERIES IN TEACHING WRITING OF DESCRIPTIVE TEXT AT
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ABSTRACT

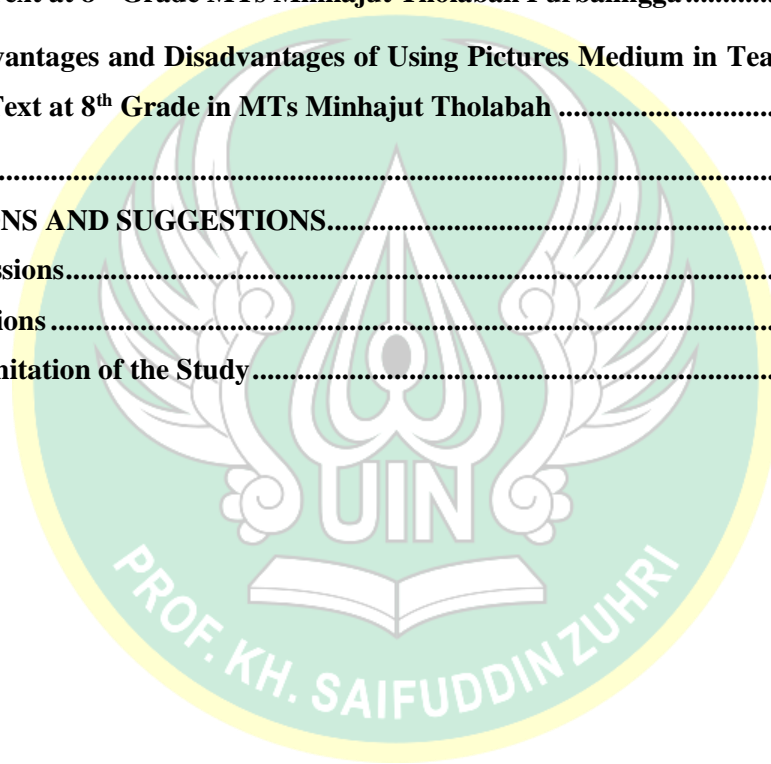
In the eighth grade at MTs Minhajut Tholabah Purbalingga, an English teacher uses picture series as a teaching tool and the purpose of the study was to elucidate this practice descriptive text writing. Field research and the descriptive qualitative approach were employed in this study. Three techniques were used to collect data: documentation, interviews, and in-class observations. Reduction, display, and verification data were the techniques used in data analysis. An English teacher and the eighth-grade of MTs Minhajut Tholabah Purbalingga were the subjects of this study. The result is the teacher then prepares and presents the picture as a result of this research after asked the class what they saw in the picture, the teacher gives the class the opportunity to speak and describe it. The teacher used the picture from the daily activity as an example. Finally, the teacher gives the students instructions on how to write a simple text of description and give a speech in front of the class. The advantages of using the picture series medium for teaching writing include the students becoming more active, interesting, and confident in their ability to write in English due to the comfortable with which pictures can be found on websites like Google, books, magazines, and so on. The disadvantages of using the picture series medium for teaching writing included the fact that the picture method is very small and not enough for large classes of students.

Keyword: Descriptive Text, Picture Series, Teaching Writing

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CHAPTER I

INTRODUCTION

This chapter describes the background research that is conducted in several subchapters. The background research is covered in the first subchapter, operational definition is covered in the second subchapter, research question is covered in the third subchapter, purpose and benefits of the research are covered in the fourth subchapter, and study structure is covered in the fifth subchapter.

A. Background Research

The main obstacle that many Indonesian students continue to confront when learning English as a foreign language is their perception of the languages difficulty, which prevents them from trying to advance in their knowledge of English. The four language skills that are taught in junior high school or senior high school in Indonesia are speaking, writing, listening, and reading. However, a lot of students in Indonesia still struggle to learn foreign languages, especially English, for the reasons listed below: first, they find it hard to communicate and comprehend, the second, they find it challenging to master the four components of the English language. (Rauldatul Husni, Erva Nuri Saputri : 2023).

Writing is a component of English that gets students to resent the language as not all students in Indonesia can write in English because English is a foreign language and we can only write in Indonesian. According to Nuryanto (2016), writing is one of four macro-skills that very important and influential for people. Writing is step of series of collecting ideas or constructing them, so it can be present clearly, comprehensively, and contextually to the reader. Words users who want to employ listening and reading as receptive skills must be able to receive words either orally or in writing, while speaking and writing are productive skills where language users must require language production in the form of spoken and or written language according to Harmer (1983: 44).

Writing is one of important aspect as others skills, especially for the students, writing closed related with their activities. In other words, productive skills include speaking and writing, whereas receptive skills belong to listening and reading. Students who want to write well need to be proficient writers. Furthermore, a student who want to compose an essay or narrative needs to be aware of the writing process and the many writing techniques. The students must be able to put ideas into sentences, correctly use grammar and spelling, and organize their ideas. Besides, they must be able to arrange their writings into cohesive and coherent paragraphs and text in according to Akhmad Mukhotim Nasir (2012).

Writing should be the goal of every student to master all skills in English. In fact, good writing does not have to be good. To create a paragraph that is cohesive and well-organized, students must be able to organize ideas and compose sentences correctly. Aside from that, students can correctly employ spelling and punctuation. However, keep in mind that students' writing abilities could vary from one another. In order for students to become good writers, the teacher gives a daily assessment to students so they can test themselves about how far they have mastered writing skills. The more students practice writing, the more students will become good writers.

When the students more understand for writing, teacher sould teach with the different methods and techniques every time to teach writing. Students are provided with a variety of themes by the teacher to work on, and they are instructed to apply the same process for all text types while writing down ideas for articles. does not employ any unique strategies or tactics when instructing students in writing. This method makes sense given that a large number of educators originate from teaching and learning paradigms in which the instructor teaches students the basic concepts of writing. There are several challenges associated with writing for students. First of all, this is a psychological challenge where the writer must determine what information the reader needs to know and how best

present it. Second, there is a language barrier here since spoken and written language have different linguistic structures. Thirdly, there is a cognitive challenge where students must arrange their ideas on paper in Luqman (2010).

These conditions are additionally present at MTs Minhajut Tholabah, one of the Purbalingga schools. It turns out that many students there are still having trouble with the rules of learning English, especially when it pertains to writing activities such as creating a description text in the English learning. That is why writing is regarded as the most difficult language skills to learn for a language learning. In MTs Minhajut Tholabah Purbalingga when teacher just utilize handbooks in their everyday lessons particularly when teaching English in the class students struggle to understand the subject they are being taught since they are forced to listen to the teacher explain it.

On preliminary research, researcher have interviewed teacher who uses the learning media of picture series in her study and found that students are excited about the lesson because the method media that is used to be only teacher manuals and students at the time could not fit a sentence into a paragraph properly. Their reason is that the media used by teacher before using the picture series was not able to get them to improve their writing, teacher expertise used to teach only in one direction, now using this media picture series students are better at writing the Descriptive Text and the students very excited when the teacher used this media for teach them.

MTs Minhajut Tholabah is a school based on a Boarding school, so all the students of the school were study of some books everyday, from which the english teacher had the idea to use picture series media for study, especially in descriptive text media, so that all student in this school would not quickly get bored with the monotonous media. The subjects of research have been selected by researchers for a variety of reasons. Firstly, because writing is essential to human communication, it is a crucial part of the English

language. Secondly, the teacher at MTs uses graphic series to help students learn, especially during the eighth grade.

According to Rachmawati (2013), Picture series are sequences of pictures that are consistently complemented with significant details. Picture series is a visual device or aid that can help with writing improvement skills of the Descriptive Text, because it captures past forms and it can help student in remembering details about people, places, animals, building, and event in pictures and not bore students quickly with the monotonous use of a media, with using this visual media may improve students' comprehension on the subject matter and motivate students to explore their thoughts further based on what they see. Therefore, the teacher use the picture series medium based learning for how the students respond to the scene based this learning media.

According to the explanation above, the goal of this study is to determine how teachers use this medium to teach English in the classroom and what advantages and disadvantages there are for the students when they receive instruction through this picture series media, particularly when teaching writing descriptive texts. The researcher is particularly interested in conducting research using the title **“PICTURE SERIES IN TEACHING WRITING OF DESCRIPTIVE TEXT AT EIGHTH GRADE IN MTS MINHAJUT THOLABAH PURBALINGGA”**.

B. Conceptual Discussion

To help readers and researchers interested have a common understanding, the following definition is supplied. It also aims to prevent confusion or misinterpretation. One phrase exists, and that is:

1. Teaching Writing

According to Desi and Muflihah (2021), the teaching writing is a productive skill in which students utilize the three basic writing processes to create written

texts. Because written mistakes are permanent and highly apparent on the page, they may be detrimental to trust. Make an effort to assist the student in making sense of the written work. According to Russel and Rutherford (1983), with writing, can helps the students learn because it make them apply the vocabulary, terms, and grammatical structures we have been teaching them.

2. Picture Series

Visual media, such as picture series, are used in teaching methods since they consist of still pictures. The pictures offer far more than simply a method, but they also present an impression of the location, objects, and persons, said by Wright (1990).

3. Descriptive of Text

A descriptive text describes or presents the qualities of a person, an animal, or an object. It is the purpose to explain and accentuate an individual's personality, animal, thing, and places in Halim (2017).

As a result, picture series serve as a medium for teaching productive skills to eighth-grade students at MTs Minhajut Tholabah Purbalingga. Students create written texts that describe people, animals, or objects in the picture series.

C. Research Questions

The Research Questions are :

1. How does the teacher implement of picture series in eighth-grade for teaching writing descriptive text in MTs Minhajut Tholabah Purbalingga?
2. What are the advantages and the disadvantages of using picture series for teaching writing descriptive text at eighth grade in MTs Minhajut Tholabah Purbalingga ?

D. Research Objectives

The Research Objectives are :

1. To describe the teacher implementation of picture series in eighth-grade students for teaching writing descriptive text in MTs Minhajut Tholabah Purbalingga.
2. To find out the advantages and the disadvantages of using picture series for teaching writing descriptive text at eighth grade in MTs Minhajut Tholabah Purbalingga.

E. Significances of The Research

There are significances of this research. They are theoretically and practically. Theoretically, in this research support the theory about the used of picture series which is said that media can improve the students writing skills. The practically, this research is expected to be usefull for the teacher, students, and the futher researchers.

1. For the teacher
 - a. It can be useful for giving the information for the English teacher in varying their teaching in the classroom.
 - b. By used of picture series, it can help the teacher to transfers the knowledge for the students.
2. For the students
 - a. It can be applied for more motivate the students in learning process in writing descriptive text.
 - b. The students would be able to write more better in writing of descriptive text by using the picture series.
3. For further researchers, it can be a references for further researchers, so that the research can be refined.

F. Structure of the Study

To make the systematic research, it was necessary to classify the structure of this research. The structure of this research explain as follow:

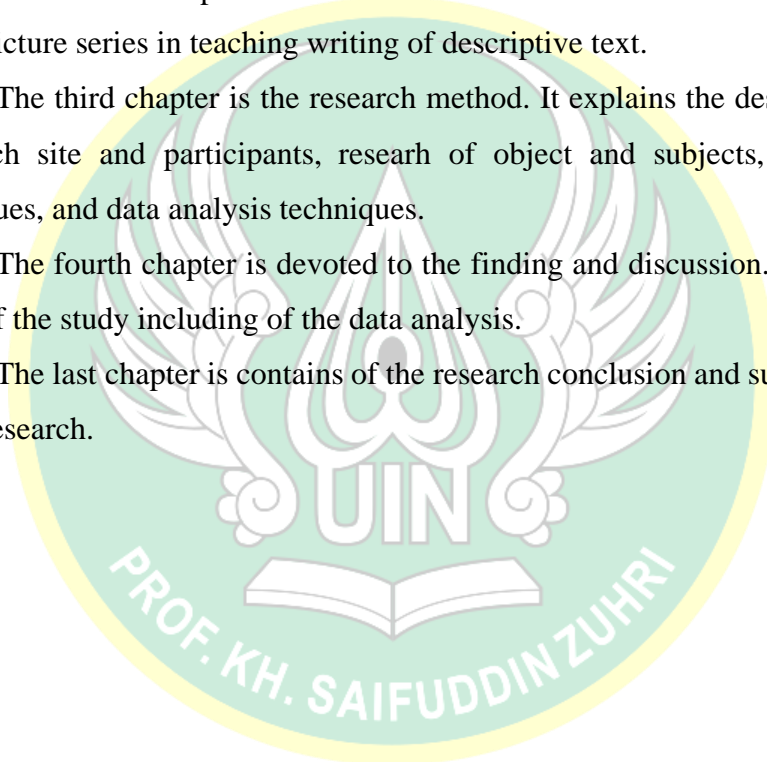
The First chapter serves as an introduction. This chapter discusses the background research, operational definition, research questions, research objectives, significances of the research, and structure of the study.

The second chapter is a literature review. An overview of relevant theorist about picture series in teaching writing of descriptive text.

The third chapter is the research method. It explains the design of research, researh site and participants, researh of object and subjects, data collection techniques, and data analysis techniques.

The fourth chapter is devoted to the finding and discussion. It presented the result of the study including of the data analysis.

The last chapter is contains of the research conclusion and suggestion related to the research.



CHAPTER II

LITERATURE REVIEW

In order for readers to comprehend and provide a theoretical response to the research topic on the use of picture series in teaching descriptive text writing, this chapter's study examines pertinent theories and literature.

A. Definition of Teaching Writing

The four skills that the students should master in language learning are speaking, listening, reading, and writing. According to Desi Wijayanti Ma'rufah and Muflihah (2021), teaching writing is a kind of productive skill which the students produce the written text by applying three main processes of writing. Also, according to Titisari (2015), teachers can provide writing activities using the three stages, they are prewriting activity, writing activity, and re-writing activity.

People can communicate their ideas, thoughts, and wishes to others by writing them down. Writing takes active and productive linguistic abilities. Because written corrections are permanent and highly apparent on the page, they may be detrimental to confidence. It constantly responds positively and tackles the substance as well as the language. Make an effort to assist the student in making sense of the written work. Based on Halimi (2015), writing can be used to improve students understanding and use of vocabulary and structure.

A teacher's role is required in this situation. It is the responsibility of teachers to assist the students in developing the skills necessary to write correctly and effectively. As long as the teacher gives them feedback, students who write consistently typically shows improvements in the use of vocabulary words and structure. When teaching writing, we are able to emphasize on the writing process

or the final output. Teachers are only concerned with the goal of a task and the final product when they are focusing on the product.

B. Principles of Teaching in Writing

There are some guidelines that a teacher should take into account while planning a course, whether it is a writing course or one in which writing will be a component. According to Nunan (2003) these principles can be adapted to the many different learning situation. They are of the principles of teaching writing :

1. Understand in your students reasons to writing

The main cause of disappointment with writing instruction develops when the objectives of the teacher and the school or organisation where the student is employed don't match. It's critical to comprehend both and communicate objectives to students in a way that makes sense to them.

2. Provide many opportunities for students to write

Evaluate teachers lesson plan :

- 1) The teacher give the students a limit time
- 2) The teacher write as much as their possibly can on a topic
- 3) The teacher write whatever comes into their mind. It doesn't matter if it doesn't all make sense
- 4) The teacher keep writing until the time is up
- 5) The teacher don't worry about neatness and corretness.

Regular practice writing sessions provided in the syllabus will also help students become more comfortable with writing. Practices in the classroom should include shorter responses to reading, journals, summaries, letters, poetry, and any other type of writing that students find helpful.

3. Make the feedback helpful and meaningful

Although it doesn't always have the expected impact, students appreciate comments on their work. If a teacher leaves unintentional comments on a student's paper, it will be difficult for the students to understand the teacher's meaning and will not correct their work. Therefore, the instructor must comment on the paper's strength and offer suggestions for development. However, the final product has been updated and changed without formal instructor feedback.

C. Media to Teach Writing

In order to enhance the quality of education, students require sufficient resources. These facilities help students to access information more readily. One resource that can be utilized to support students in their learning activities is the media. According to Susanto (2010), said that media is an instruments teachers who may use to make curriculum more understandable, simple, and interesting for the students so that they can be motivated to learn and the learning process continues more efficiently.

There are three various kinds of media: audio, visual, and audiovisual. This applies about a media:

- a. Visual media includes pictures or images, for example, image, sketch, poster, picture, and many more.
- b. Media that uses sound is known as audio medi, for example, songs and recording devices on tape.
- c. The use of images and sounds media are combined in audio-visual media, for example, a video recorder and a movie.

D. Picture Series as the Media in Writing Teaching

1. The Definition of Pictures Series

There was a writing in English. Teaching writing includes methodically providing instruction on how to generate written expressions, such as letters, of information. Our language or expression communicated through words, paragraphs, and sentences is known as written language.

Visual media includes picture series, which are collections of still images (inanimate objects). Picture series in one of the media which used in the class. According to Marry Finnochioaro (1973), picture series are defined as a series of pictures, which sre plsced on one chart. According to Rachmawati (2013), Picture series are sequences of pictures that are consistently complemented with significant details. Many teachers apply picture series as a teaching tool in their lesson plans because they make it easier for students to understand what they are writing, especially when they are writing descriptive texts.

A picture series is a collection of related objects or people created through painting, drawing, or photography and placed one after the other in a sequence. Pictures can be a useful teaching tool while teaching writing since they can inspire students to create compositions and provide a fresh perspective on the subject matter.

2. Procedury of Applying Picture Series in Classroom

According to Wright (2000), the procedures of using picture series in classroom are presented bellow :

- a. In pre-writing stage, teacher invited students to respond to a series of questions using pictures that were given.

Example : *Who's the cartoon character name ?*

- b. Students have to be able to identify the pictures while giving an extensive response.

Example : *He is Spongebob* (Right)

Spongebob (Wrong)

- c. Teacher asked to every student in group to re-check each other's answer.
- d. Every group present their assignment in front of class.

3. The Advantages of Picture Series

Picture series serves some purposes that strongly relate to the instructions of writing, just as different kinds of media do. According to Uematsu (2012), The pictures and visualizations act as several kinds of goals and are quite useful. They are especially handy for offering innovative terms and phrases. In this case, the students can introduce a language essential for describing a picture by using the following illustration.

According to Andrew Wright (1990), there are many advantage to applying pictures as teaching and learning tools, particularly when it applies to writing. :

- 1) Students can be attracted by pictures to participate, give attention, and pay attention.
- 2) Pictures improve the setting in which words are used. They throw up the classroom to the world outside..
- 3) There are several two possible ways to understand or relate to the pictures: subjectively or objectively.
- 4) Through controlled practice, Picture can cue answers to questions or cue alternatives.
- 5) Pictures can start debate and present information that can be referred to during storytelling and conversations.

According to Harmer (1998, p. 182), indicated that there is still significant value to be obtained from pictures of all sizes and shapes, even in our highly

advanced technological age. Alternative to holding up subjects while controlled teaching of languages, language teachers are able to use pictures as a medium. It is obvious by this that using pictures of various sizes and shapes can serve as a substitute for actual things when teaching students how to describe them in the classroom.

4. The Disadvantages of using Picture Series

In addition to offering advantages for use in the classroom, photography and pictures have disadvantages. For example, they cannot capture motion in the same respect that films can. According to Rensiyana in Umami (2017), picture can seem uninteresting to pupils if the picture is not unique. Additional disadvantages of implementing picture is that they show a spesific goal that may be tough to identify.

Sadiman (2007) presented, an alternative perspective of the following picture's disadvantage such as :

- a. A picture mainly stays focused on the ability of sight.
- b. Overly complicated images are useless for learning and teaching purposes. The students have the ability to understand the pictures.
- c. Small pictures is not suitable for the big group in classroom.

Thus, in order to prevent this issue and ensure that the usage of pictures is effective, the teacher should provide the students with large, easy illustrations in order to make the writing process of teaching and learning more interesting.

E. Descriptive Text

1. The Definition of Descriptive Text

Based on Halimi (2015), In order to communicate ourselves efficiently and correctly in writing, students need to utilize correct grammar and vocabulary. Writing can take many different forms, including narrative, argumentative, and descriptive paragraphs. Students sometimes write paragraphs that are descriptive in form. As a result, this paragraph functions as an explanation or a form for an item. A paragraph that gives readers an individual understanding of an object, concept, location, or event is known as a descriptive text.

Students typically write descriptive texts when they have a concept that they need to express in writing later on. Descriptions of people, places, and things frequently serve as the basis for descriptive writing, which also include imaginative conjecture and interpretation. Students are frequently taught how to write a descriptive paragraph so they can formulate ideas or thoughts based on what they have observed and then put those concepts or thoughts into a sentence.

According to the curriculum, students must be skilled in three subjects in order to study descriptive texts: describing specific people, places, and things. Writers should be directly familiar with the subjects they are describing, or at the very least, they should know one another. Because the writer can express the physical or inner qualities of the subject, attracting the reader in and helping them get to know the subject.

2. Generic Structures of Descriptive Text

When writing a descriptive text, the author must include words or items that help readers understand the illustration. Additionally, the writer must be well-versed in the subject in order to capture the reader's attention in specific details (sight, hearing, taste, smell and touch).

Based on Gerot and Wignell cited in Maulana (2013), identification and description are the generic structures found in descriptive texts.

a. Identification

To identify anything is to identify the phenomena that has been reported. This section serves to introduce the writer's topic, which may include specific persons, places, or objects. The identification is typically provided in the opening paragraph to provide the reader an overview of the picture and set the stage for the description that follows. In a text which offers definitions, it can also take this form.

b. Description

The purpose of description is to explain the components, attributes, and characteristics of this text. The writers go into great detail regarding the topic (specific people, places, and things) in this section. It is used to assist in identifying descriptive text.

3. The Language Features of Descriptive Text

According to Gerot and Wignell (1995) in Umu Kulsum (2016), the language features of descriptive text are as follow :

- a) Used of simple present tense.
- b) Frequent used the epithets and classifiers in nominal groups.
- c) Used of linking verbs or relating verbs for the identification and showing qualities.
- d) Used of attributive verbs for give detailed description of the objects features.
- e) Used of action verbs related to the topic, especially when describing behaviors or personalities (for person).

F. Previous Studies

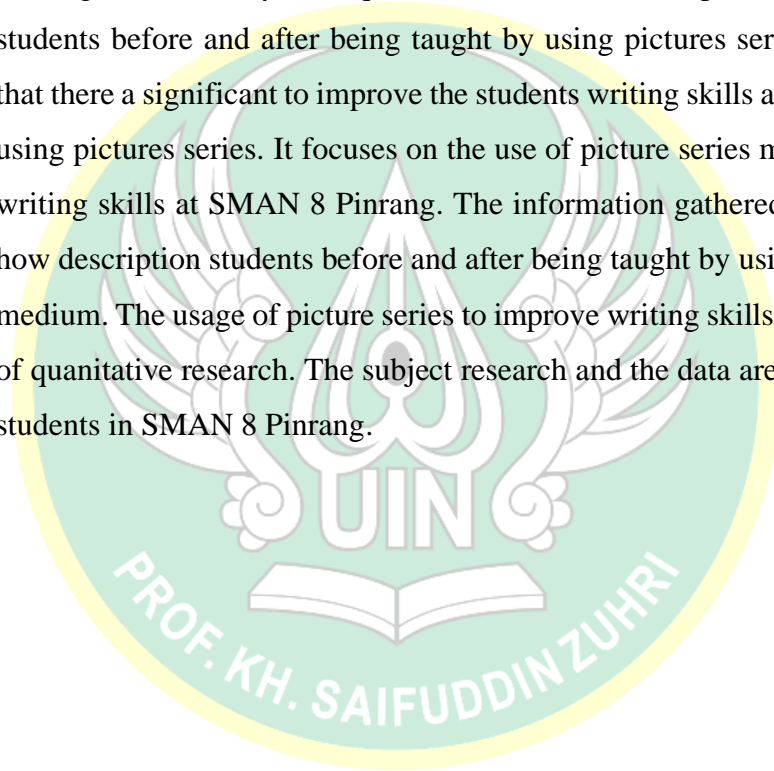
1. The study by Sufianti (2019) entitle “The Use of Pictures to Teach Writing Descriptive Text of the Tenth Grade Students at PMDS Putri Palopo” is the main subject of this study. This study was conducted in tenth grade of senior

high school classes. It used quasi-experimental classroom research methods and collected data through student writing, pre test and post test and also by using analysis quantitative by using Statistical Product and Service Solution (SPSS). As a result, writing tests were employed as research instruments. The information gathered indicates that the primary focus of the learning process is how series pictures help students write better. It indicates that a useful and appropriate technique is now accessible. The learning process using series pictures demonstrated how using series pictures aided students in their education and made it easier for teachers to present the content. The similarities between the researcher study and these sources is the teaching medium for writing descriptive text, it is the use of picture series, the difference is in the research focus, the researcher study focuses on how teachers use this medium and students' responses when teaching writing descriptive text with picture series, though this research emphasizes improving students' writing abilities as the main element of the learning process.

2. The Study by Dendiaz Wira Yudha (2022) with title “The Teaching of Writing Descriptive Text Through Picture Series in The Second Grade at SMPN 26 Bandar Lampung”, this study focuses in the using picture series in teaching writing Descriptive Text for Junior High School 26 Bandar Lampung. It was implemented for Eight Class of SMP Negeri 26 Bandar Lampung, this research using quantitative research. The data obtain show that of descriptive texts very important because the media help students to early understand about descriptive text and a facilitated for teacher in teach this material in learning process. The similarities this sources and the researcher study is the used of picture series in teaching writing Descriptive Text, and differences in this research and the researcher study is the data collection, and the research result

is the important use picture series and a teacher have facilitated in learning process, and in the researcher study is the teacher used this media and how the advantages and disadvantages for students in this The implementation of media in descriptive text writing instruction.

3. The Study by Risdayanti (2020) entitle “ The Using of Pictures Series to Improve Students Writing Skills at the Tenth Grade Students of SMAN 8 Pinrang ”, This study uses quantitative research to explain how description students before and after being taught by using pictures series and to know that there a significant to improve the students writing skills after being taught using pictures series. It focuses on the use of picture series media in students writing skills at SMAN 8 Pinrang. The information gathered illustrates both how description students before and after being taught by using picture series medium. The usage of picture series to improve writing skills and the findings of quantitative research. The subject research and the data are where the tenth students in SMAN 8 Pinrang.



CHAPTER III

RESEARCH METHOD

This chapter explain about the descriptions of the steps that are taken to conduct this study. They are: (A) Design of Research, (B) Research Site and Participants. (C) Research of Object and Subjects. (D) Data Collection Techniques, (E) Data Analysis Techniques.

A. Design of Research

The purpose of this study is to find out how teachers use picture series medium to teach writing skills and what advantages and disadvantages there are come with using it in the classroom. According to John Creswell and David Creswell (2018), in a qualitative study, inquirers state research question, not objective or hypothesis. These research question assume two forms, central question and associated subquestions. The research methodology are field research using the descriptive qualitative method, and the researcher would describe how picture series medium are used in teaching writing descriptive text as well as its advantages and disadvantages. This research would be carried out at MTs Minhajut Tholabah Purbalingga, to be precise, in 8th grade at MTs Minhajut Tholabah Purbalingga.

B. Research Site and Participants

1. Research Site

This research took place at 8th grade of MTs Minhajut Tholabah Purbalingga placed at Bukateja, Purbalingga at Jln Al-Ikhlâs RT 02/ RW 10 Kembangan. The following factors impact choice to investigate the premises that MTs Minhajut

Tholabah Purbalingga is a school whose the teacher apply media picture series as learning english language when writing, especially when producing descriptive texts materials for 8th grade English class and English teacher applying this media could facilitated for students comprehension of the subject material and their ability to produce well-written descriptive texts.

2. Research Participants

Participants in this study on the use of picture series in teaching writing descriptive text include an English teacher and 51 students of eighth grade, they were 8D and 8E classes at MTs Minhajut Tholabah during four meetings, especially two in class 8D and two in class 8E because this teacher already applied this media for her teaching, especially in teaching about descriptive text.

C. Research of Object and Subjects

1. Research Object

The process of teaching writing in the eighth grade at MTs Minhajut Tholabah Purbalingga using the Picture Series and the teacher implementation technique is the subject of this study.

2. Research Subject

The research topic, "Use of Picture Series in Teaching Writing of Descriptive Text at 8th Grade in MTs Minhajut Tholabah Purbalingga," is served by the residents of the study location and those with ties to the academic community at this school.

- a. English teacher of MTs Minhajut Thoalabah Purbalingga
- b. 51 students of 8th grade, especially 8D and 8E classes in MTs Minhajut Tholabah Purbalingga.

D. Data Collection Techniques

This study used the triangulation data approach for data collection. Through the use of interviews, documentation, and interactive observation, the researcher collects a variety of data using this technique. Here's the explanation:

1. Observation

According to Arikunto (2002), Observation is an activity that gives the concentration on the object using all the sense. This assignment provides accurate information about how the English teacher teaches writing descriptive text to eighth grade students at MTs Minhajut Tholabah Purbalingga, as well as the advantages and disadvantages of using picture series as a teaching tool with observe the learning process the English material about descriptive text .

The observation started from 1 November – 13 November 2023, the observation took place in 8thD around two meeting and 8E around two meeting. This observation basically documents the class activity, not taking part in it.

The observation conducted as listed below :

- a. Deside of the study about use picture series method in teaching of descriptive text at 8th grade in MTs Minhajut Tholabah Purbalingga.
- b. Data was gathered all over, with the goal of observing the data and verifying the reliability and consistency.

Table 1. Observation Schedule

	Dates	Days	Times	Places
1	1 st November 2023	Wednesday	09.50–10.50	8D
2	6 th November 2023	Monday	09.40–10.40	8D

3	6 th November 2023	Monday	10.40 –11.20	8E
4 ^t	8 th November 2023	Wednesday	09.50–10.50	8E

2. Interview

According to Arikunto (2002), an interview is a dialogue carried out to obtain information. This data mining method focuses on conditions and features in MTs Minhajut Tholabah Purbalingga, making it very accurate in collecting data for a study. An English teacher was interviewed in this school, asking ten questions related to picture series medium. The interview was recorded on the smartphone.

The purpose of the interview in this research is to find out how the English teacher used of picture medium and how about the advantages and disadvantages of this medium for 8th grade students of MTs Minhajut Tholabah Purbalingga. The kind of interviews for English teacher that author do were semi structured interviews. The author compiled a set of questions necessary to gather information relevant to the research process. The interview was done with English teacher in this school, it occurred in the 13th November 2023 at MTs Minhajut Tholabah Purbalingga, it is carried out to learn more general information about teaching English learning at 8th grade in MTs Minhajut Tholabah Purbalingga.

3. Documentation

Additionally, certain data be utilized as documentation, such as the utilization an 8th grade of lesson plan (RPP) on Descriptive Text material by an English teacher, the relevan picture that the teacher use to help students practice making descriptive text, and the students result about

the descriptive text writing. Lesson plan is for instruct on descriptive text materials using picture series as a medium. The teacher utilized Power Point, incorporating the material on descriptive text into the presentation in the class.

In documentation, also took photos while learning English in classes 8thD and 8thE, intending to use them as an archive or as attachments to the results of this research. The documentation also includes examples of pictures used in learning and in students practice of creating descriptive texts, along with the results of students creating descriptive texts.

In this example, a picture this is used for inspire descriptive text. Picture series depict an daily activities for the easily example and are accompanied by paper for students to write their ideas and imagination on their related to the picture. The learning activity involves writing simple descriptive text under distributed pictures, with the teacher's guidance and support. The students are encouraged to work together and use their creativity to create their own versions of the text, with the teacher available to help if they encounter difficulties.

E. Data Analysis Techniques

After the incoming data has been analyzed it is organized into a specific theoretical framework through data analysis. As a result, data analysis collects and arranges information from field notes, teacher interviews, and classroom documenting in an organized manner. It collects the data into a pattern, synthesizes it, organizes it into units, and arranges it into categories. It then selects the relevant material for further research. Lastly, it creates conclusions that are simple to comprehend for oneself or for others.

According to Sugiyono (2014), some of the ones that follow are some of the techniques of data analysis that researchers apply:

a. Reduction Data

Researchers obtained significant and different data while out in the field collecting data. Therefore, it is necessary to reduce the summarized data, choose things, focus on the essential things, look for themes in patterns and eliminate unnecessary ones, quoted in Sugiyono. The data reduction process for this study was carried out and analyzed through classroom observations, interviews with the English teacher regarding the pictures series medium the teacher used in the classroom, and 10 questions concerning the advantages and disadvantages of the picture series medium used picture series medium, and the documentation stages during observation at MTs Minhajut Tholabah Purbalingga. Researcher triangulation data, which is the process of combining each of the three methods..

The writers implement this data reduction method for all of their actions. Throughout the documentation, interviews, and observation, generic information is still included and must continue to be selected. This study focused on the use of picture series in 8th grade writing descriptive text learning. The observational research included transcriptions of information related to materials and learning, as well as findings from interviews between the researcher with English teachers, and other supporting documents. All of these details are thoroughly outlined in this study.

b. Display Data

Data Display represents the second component or stage in Miles and Hubermans (1994) models of qualitative data analysis. Word or diagrammatic data displays give the analyst the ability to derive conclusions from the data significantly to start identifying systematic patterns and relationships. The

data might show additional categories or themes at the display stage that go beyond what was initially identified during the data reduction processes.

Utilized an pictures medium as a sample on 8th grade students at MTs Minhajut Tholabah Purbalingga to create of descriptive text material. The students were provided with the pictures and a research paper to help them write their own descriptive texts after analyzing the picture. Additionally, the researcher made a question for the English teacher should be aware of the implementation from English teacher. When teaching English language material, particularly text description material, it's very important consider the The advantages and disadvantages of utilizing pictures media for English language learning in the classroom.

c. Verification Data

In order to make certain that the data results obtained were consistent with the data sources utilized, data verification was done. The English teacher carried out the data validation in this study and research from MTs Minhajut Tholabah Purbalingga, involving activities from the start to the end of the research. This included observations of classroom learning, interactions with an English teacher, and documentation in the classroom. Therefore, the researcher able to display and verify of accuracy the data they have acquired. The researcher employed data triangulation techniques as the method of data verification in this study.

After the data is finished, verification data applies next. Verification details provides structured information and conclusion of the data, the findings of the observation, interview, and recording in MTs Minhajut Tholabah Purbalingga.

CHAPTER IV

FINDING AND DISCUSSION

The research findings and discussion regarding Picture Series in Teaching Writing of Descriptive Text at 8th Grade in MTs Minhajut Tholabah Purbalingga are presented by the writers in this chapter. The conclusions and were drawn from the documentation, interviews, and observational data. Observation in this research was carried out for 4 meeting on 1-8 November 2023. Research entered the classroom according with the teacher's timetable at the time of observation to find out the learning process in english teaching in writing skills with picture series medium.

The study utilized the additional from information gathered through interviews with English teacher regarding about the application of picture series as an English language medium learning in the classroom at MTs Minhajut Tholabah Purbalingga. The interviews also explored the advantages and disadvantages of applying pictures series. Additionally, student interviews were conducted at MTs Minhajut Tholabah Purbalingga. The findings and discussions regarding these instruments are presented below.

A. The Teacher Implementation of Pictures Series Method in Teaching Writing of Descriptive Text at 8th Grade MTs Minhajut Tholabah Purbalingga

The research results were collected through observation while in the class. Observations were conducted two classes, this is 8thD and 8thE , 8thD for two meetings, and for 8thE is two meetings, during four class activity meetings that

took place from 1st November to 8th November 2023. As a result of this research observation, it was found that the teacher used a picture series medium. Several supporting tools are utilized by English teachers to teach writing, such as dictionaries for students, projectors, laptops, the relevant picture, and other supporting materials.

Before using this medium, the teacher always tried to use books or video for students. Students however, found this less acceptable as almost all of them shortages vocabulary, thus the teacher improves the medium with the picture series. With used picture series, students can follow the study better, especially in writing practice, and according to Rakhman Halim (2017), the purpose of a descriptive writing is to emphasize and describe a specific individual, animal, items, or areas. For this reason, the teacher here used the picture media in the form of people, animals, and places such as parks, and mountains. It is true that the learning results of children will be impacted by the usage of attractive methods.

According to Susanto (2010), stated that media is ability to simplify, make clear, and create appealing curriculum will be delivered by the teacher to students, so they can motivated their learning and streamline their learning process. When applying the pictures series into practice medium on the classroom, teachers utilize pictures or photos that will getting used to evaluate The students' writing abilities. Through use of a pictures series medium, teacher also provide the students with basic vocabulary to use pictures as a basis for descriptive writing, which are then assessed by the teacher.

1. The Picture Preparation

At the first meeting, conducted observations at MTs Minhajut Tholabah on Wednesday, 1 November 2023, especially in 8thD grade, that is when the teacher is carrying out to improve they writing skills, asked students' condition than the teacher lead a pray and reading asmaul husna

together. The opening learning activities in the class, the teacher check attendance the class one by one for know who does not go to school

The teacher then proceeds with teaching and learning activities. Although the teacher explains the material clearly, some students are still confused about descriptive text. There are students who do not understand the material, while others already grasp.



(picture1. The teacher was preparing the learning activities.)

During classroom activities for teaching and learning, by the teacher starts by using a pictures to engage a students. For example, the teacher may use a PowerPoint presentation, and in here, the teacher use a visual tool of pictures showing daily activities for the picture example and the teacher prepares four example of pictures for the students is easily picture, this is a cat, a dog, an actress, and a landscape for students exercise. The student answers that the picture is a picture of a daily activity whenever the teacher points to it along with descriptions based on each picture. This approach creates a pleasant the classroom environment and sparks the students interest in English learning activities in the classroom. Additionally, it helps students gradually understanding about how to write simple descriptive

texts. According to Halimi (2015), with writing, students can improved their understanding and use of their vocabularies and the structure, using picture media, students are better able to can makes the learning process can more interactive, not bored, and memorable.

“In my class, I used the example picture series the daily activities and the simple descriptive text based the picture in the ppt, and show it in front of class with that hope the students easy understanding and can follow it”

During the interview, the English teacher explained that they chose to use a picture of daily activities as an example because it would be understand more engaging. The teacher believed that this particular picture, which depicted common human activities, would be relatable for the students. They observe picture, read accompanying descriptive text in the hopes that it would make it easier for them to understand and follow along.

Result the interview: “ before with used the picture, me used some book or video, the students have a difficulties because the video to be present long subtitle, and faster, so it make the students cannot repeat it for writing the description many time. I choose the other medium for teaching learning in classroom, such as picture in teaching so, make students can be more actived in the writing english”

Following the interview with the English teacher above, the teacher used to incorporate both some books and the videos when teaching writing, but it found that the students had difficulty for understanding the material when it was presented in this way, and based on Susanto (2010) media is ability to simplify, make clear, and create appealing curriculum will be delivered by the teacher to the students, in order to motivate their learning and develop more understanding of the process of learning, a teacher selects

appropriate mediums to present the material. This may include using picture series that are suitable and easy for students to comprehend.

After class 8thD finished their lesson, went in class 8thE first meeting in 6th November 2023 to discuss about description text material with picture medium. In 8thE class, all the students were boys, as MTs Minhajut Tholabah Purbalingga has separate classes for male and female students. When the teacher entered the classroom, it was still very dirty. The teacher instructed all the students to sweep the classroom before beginning the English class learning. After about 10 minutes of cleaning, the teacher finally started the English lesson in class 8E.

For class 8thE, the English material remains the same as in class 8thD, focusing on descriptive text material, the only difference is in the writing practice in class 8thD, it is done individually, while in class 8thE, it is done in groups for discussion. Before beginning the lesson, The teacher gets ready supporting during the lesson, markers, laptops, and relevant picture that the teacher has prepared as practice material for students in order to improve their writing abilities for write a descriptive text. This is because some students are still more comfortable writing and analyzing in Indonesian, rather than English. Therefore, the teacher uses picture for understanding on the material more easily, quickly, and effectively.

Before the start of the lesson, the teacher warmly greets the class with Asmaul Husna and the prayer. Following this, the teacher checks in with all students asking "how is life, students?" to which respond with "Thank you, I'm very well, ma'am. How about you today, Ma'am?". The teacher happily replies, "Thank you, I'm very well too, kids." With the students' enthusiasm, the teacher is motivated to deliver today's lesson with even more passion.

Today in class 8E, the teacher began by taking attendance and then delved into the day's lesson on descriptive text. The teacher started by defining what descriptive text is, and the one of student promptly raised their hand to answer, him explaining for describe people, animals, buildings, places, and more. The teacher and the class applauded the student for answering so clearly.



(Picture2. The material is created by the teacher on a whiteboard.)

Next to this photo, is continuing to explain the material using a whiteboard and black marker, as the LCD projector is currently being used by other teachers for their own lessons. The teacher explained that a descriptive text is one that describes about something, such as people, animals, buildings, tourist attractions, or someone's daily activities. Then, the teacher went on to explains the linguistic structure of descriptive texts in great detail.

The students pay attention to their teacher and take notes quietly. In addition to teaching the meaning and linguistic the teacher's descriptive text structure also instructs on to writing descriptive texts effectively and

accurately. Additionally, the teacher gives a sample of a descriptive paragraph by explaining daily activities in detail.

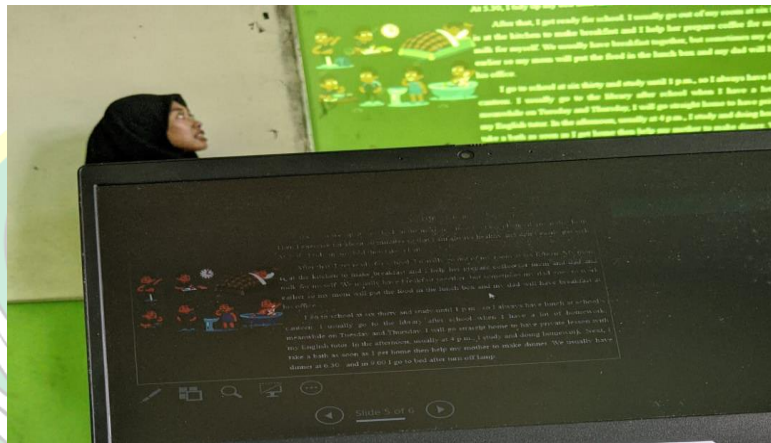
2. The Pictures Display

After a while out, the teacher was present what pictures that will be used to study, then the students were asked to take a look at the picture that has been provided by the teacher. The picture large enough, so that a teacher used animal because the animal picture it can be fulfill the criteris of a good picture, but for examples of pictures used the English teacher as English learning media in classes 8D and 8E use the same picture series media, namely pictures of daily activities, so that students can easily understand the images.

Solahudin (2009) say, with the picture might motivate students to be more creative and express the story in English. According to Wright (2004), use this medium, make students more interesting for study and the student can follow the study better. During the lesson on descriptive text material, some students inquired about the types of pictures that could be used. They asked if the pictures had to be of daily activities.

The teacher responded by explaining that a variety of pictures could be used, including landscapes, animals, people, objects, and work-related picture, not just pictures of daily activities. The teacher use examples of picture and picture medium because they are easily accessible on platforms like Google, books, magazine, etc. For practice on students writing, the teachers use simple pictures such as an artist, an orange cat, a landscape, and a dog by looking at picture and can do it more easily.

After the teacher shares the pictures, the students carefully and joyfully observe them. When the teacher incorporates pictures into the learning process, it further ignites the students' enthusiasm for learning. Additionally, students demonstrate the ability to think quickly and creatively when write the descriptive text.



(picture3. The teacher displays a sample of the picture)

Interview teacher: "I use example of daily activities to help the students better and understand content of descriptive text a daily activities, and when writing practice, I choose easy pictures such as cat, dog, view, to be described by the students, so that the students can more readily create and can found unfamiliar vocabulary."

Following the interview teacher above, the teacher was use example daily activities picture, and based on Rachmawati (2013), picture series are some of picture with continuously with important information. In a sequence for a picture to be effective, it should convey important information such as the sequence of an event or activity, physical characteristics, or other relevant details. That will enable the information to be translated into

descriptive text. By doing this, the students will improve their understanding of descriptive text material and develop their ability to create it more easily.

In preparation for writing the descriptive text, the teacher selects simple images like person, cats, dogs, and scenic views. The students then describe these some images, making it easier for them to understand, create, and identify some unfamiliar vocabulary when writing an descriptive text. Additionally, students can use their imagination for writing descriptive provided by the teacher. The students also be motivated by can better at writing descriptive text.

3. Picture-based Writing

The next step, this is writing practice. According to Wright (2000), in class 8thD, the procedures of using the picture series in the classroom, one of the students asked to identify the picture and answer with complete sentence. The teacher prepares four example of pictures for the students is easily picture, this is a cat, a dog, an actress, and a landscape. Each pictures is assigned to four to five students in the groups, who will practice writing a descriptive text based on the picture and come forward and present the results of your writing to the class.

The teacher also provides paper for students are assigned were writing the descriptive text. Using examples in a PowerPoint presentation, the teacher clarifies the key elements of text that describes and encourages students to incorporate these language features into their writing.



(Picture4. The students are writing a descriptive text)

The picture serves as a stimulus for the students to create a descriptive about a woman. According Nasir (2012) they must be able to arrange their writings into cohesive and coherent paragraphs and text. They carefully observe the details of the picture and analyze it in order to create a short description throughout the paper. Within the practice writing descriptions, some students are still feeling confused and struggling to understand the material. They are unable to construct sentences directly in English for writing descriptive text. To address this issue, Two students have been suggested by the teacher to bring a dictionary in library. For those who are unable to construct sentences directly in English, they are encouraged to write the sentences in Indonesian and then translate them into English.

In here, the English teacher, Ms Anne along helping students do task on writing descriptive text for helping students' arrangement the word by

word to form a well descriptive text. The teacher suggests that the student review and describe a picture that they got from the example. According to Wright (2000), that the teacher are asked to every students in group to re-check each other's answer. There should be no students who still make mistakes in their writing. If a mistake is made, the teacher will help by providing the correct word to replace the error.

Using this picture medium to writing, The teacher can evaluate student work progress their statemen using picture series medium to write descriptive texts and improve their writing skills when make descriptive text. The teacher wants to improve the student's confidence writing English and will gradually guide them during the process of learning. Ultimately, a teacher hopes that a students will become proficient writers in the English language.

During the second meeting on November 6, 2023, in class 8thE focused on practicing descriptive text in groups. The students honed their skills in writing and analyzing images to create accurate and effective descriptive text. The teacher provided some pictures and some paper for the students to work with the group, the picture including picture of dogs, people, cats, and recreation areas, similar to those used in class 8D.

Uematsu (2012) say, the pictures and illustrations are very useful in more ways than one. The simplest way is to look at it and serve multiple purposes. One of the most straightforward uses is to simply observe the image and then write a description of it. Prior to the exercise, the students had been divided up into four groups by the teacher, corresponding for the number of pictures each group would describe.



(Picture5. The teacher facilitates student discussions)

Following the teacher announcement of the class group names, the teacher distributed one picture and one piece of paper to each group. Unlike class 8thD, where students work independently even in groups, our system requires collaboration. Some students struggled with writing in English, so the teacher advised them to use the school library's dictionaries. After retrieving the dictionaries, we distributed them to the other groups and began discussing how to create descriptive texts. We managed to make progress before the end of the class.

While everyone else is focused on creating descriptive text in Indonesian, there is a group of individuals who are fluent in English. They do not need a dictionary to look up words and have even participated in district-level English language olympiad competitions, although they have not yet won a medal for their school. The bell for the next lesson has rung, but the students have not finished their practice when writing texts that's memorable. The teacher advised the students should bring their pictures and results for the discussion on writing descriptive texts to the next day so

that the discussion could continue. After the lesson, the teacher doesn't forget to review today's material so that students don't quickly forget this week's lesson.

At the next meeting on November 8, 2023, the teacher returned to class 8thE for the next meeting. They continued the students' assignment to create descriptive texts in groups. Before proceeding with the task, the teacher made sure to take attendance by calling out each student's name. The teacher then presented students with their preliminary written results descriptive texts. The teacher also went around to check the progress of the students' work on creating descriptive text.



(picture6. Students discussion)

It appears that in addition, there are still several groups that do not have many writing discussions within their groups. The teacher suggested that if they are still struggling, they can use Indonesian first and then translate it using a dictionary. After one hour of the first lesson had finished, it was time for the representatives of each group to show themselves and read the results of their group's discussion in creating descriptive text. Following this

asked representatives of five class 8thE students to be interviewed regarding the teacher application of pictures series medium written down a descriptive text after the learning is finish.

The five students in class 8thD, they are Yuri, Sarif, Muhammad Jindan, Ilyas, and Hafiz Amrullah, found that using picture media made it easier for them to understand the lesson more quickly. Additionally, through the use of this medium, individuals can expand their understanding by exploring a broader range of related sentences or words that they may not yet comprehend. They paid attention to the teacher and found that in practice, creating descriptive text was also easier. Simply Observing the pictures, they were possibility for describe everything easily.

4. Students Presentation

According to Wright (2000), the using picture series procedure in classroom one of them is every group. The students of 8thD present their assignment on descriptive text in the classroom. At the next session of the 8th Grade in English learning class, the researcher and the English teacher conducted research at MTs Minhajut Tholabah Purbalingga on 6th November 2023 in class 8thD. The students continued their writing practice by creating descriptive text.

After the first hour of learning was over and the students had finished creating their descriptive text, the teacher appointed a student who was ready should stand up and share their research results with the class. A teacher also invited students to take steps forward one by one for read results of their respective descriptive texts. Ten minutes before the lesson finished, the teacher remembered going over it material descriptive texts, so that the students would not quickly forget the material they had learned that day.

After everyone has presented, the teacher provides feedback to helping the students further improving their descriptive writing abilities. On addition to guiding, correcting, and providing input, teachers also give awards to students who dare to read and share their writing in front inside the class.

After providing feedback on students in the lesson on class 8thD about descriptive text writing material with picture, the teacher reviews today's material to assess the students retention and understanding about this material. The teacher explains the meaning, linguistic structure about descriptive text, and proper techniques for creating descriptive text. Additionally, the teacher provides examples of descriptive text sentences, using pictures of daily activities. The students are then given a task to create their own descriptive text, which will be reviewed and corrected by the teacher for vocabulary, meaning, and other aspects.

In the 8th November 2023 in class 8thE, once the text description activity is finished, the teacher selects a groups to come on in the classroom and read the findings of the discussion in the group present their discussion results at the in front classroom. Next to it, the teacher to review the knowledge regarding descriptive texts, so that the students would not quickly forget about the material they had learned that day.

B. The Advantages and Disadvantages of Using Pictures Medium in Teaching Writing of Descriptive Text at 8th Grade in MTs Minhajut Tholabah

Using pictures series as a framework for English learning has both advantages and disadvantages. In this research, the researchers examined the advantage and disadvantage utilizing pictures medium to instruct writing of descriptive text for teacher and for all students. Researcher collected data from classroom observations of the teacher's instruction, the English teacher interviews, including interviews

with student representatives in the class. This section will outline the findings and discussion.

1. The Advantages of Pictures Medium on Teaching Writing

The researcher identified several advantages in this study about using the pictures medium for teaching students in making descriptive texts in English learning process within the class. A Teacher aims to help students become proficient in English and emphasizes the importance of writing, discussion, and other skills. Pictures can be used as a medium for teaching. They are not only a method, but also represent objects, places, activities, or people that are important parts of the students' experiences, which the teacher must be aware of.

The teacher can easily find pictures for used it in writing descriptive text material, teachers can easily find relevant picture for learning media while instructing write for made students increase the work of writing skills, making them more efficient and practical in their use of visual aids, for example it found in the books, magazines, newspapers, and on internet or the Google. This makes it is simple for students to learn grasp material quickly, and teacher could show some pictures are familiar to students. Additionally, students are more likely to be engaged and impressed when they can observe the pictures prepared by the teacher. Analyzing these pictures can also help develop students logical reasoning skills.

Interview teacher: “ I chose this medium because it is simple to used in explaining english learning, especially during teaching descriptive texts material, and with used this medium, it is make the students more simple for understanding this material just by looking at pictures, also students can already to capture what meaning is contained in the picture and the students are also motivated to maximize their performance when creat descriptive texts.

With regard to the interview, the teacher uses visual aids such as picture series because the teacher help students to easier to understanding the subject material. Students can capture of meaning contained in pictures, making the learning process in the class more effective, active, another the advantages also disadvantages of using pictures medium in learning English is that it can increase student engagement within the classroom. Students are able to express their concepts and general description on paper related to descriptive text material, further enhancing their understanding of the language.

During observation in the class, researcher also interviewed five students in the 8thD and the 8thE class with the descriptive text materials using a picture series medium. The five students in 8thD, they are Rifki, Rasyid, Ravel, Alif, Kharis, and the five students in 8thE, they are Yuri, Sarif, M. Jindan, Ilyas, and Hafiz Amrullah after the completion of learning.

Based on their learning experience with picture series medium, especially in descriptive text materials, they found that they were able to understanding the material more quickly, made their more understanding by exploring a broader range of related sentences or words that they may not yet comprehend. more it is easier to capture the material, write an descriptive text more easily, acquiring new vocabulary that one of the students has not known before is easier, and had difficulty creating descriptive text without observing the pictures as objects. Considering the observation beside made students more active and class more effectives.

Based on Andrew Wright (1990), with using the picture can inspire students and create their ability to contribute and pay attention, and with used this medium, For students to write became simple descriptive text. They had been also motivated and active in order to improve student

performance in writing skills to create descriptive texts by utilizing picture series medium a tool of obtaining understanding.

2. Disadvantages of Picture Series Medium on Teaching Writing

Writer not only discovered the advantages but also the disadvantages for utilizing picture series medium when teaching students on creating descriptive texts. Through an English teacher interviews ,it found of the disadvantage by applying pictures medium when teaching students in creating descriptive texts.

Result interview: “when I use this medium, the disadvantages use the picture medium it is just in the physical. The students will found difficult when describe something they have never seen before, for example when describe a picture about a dragon, they have never seen a dragon directly in 3D or in the video, and they are told to describe a dragon simply by looking at the picture only. That are where they found difficult it.”

Considering the English teacher's interview, one disadvantage using picture series as a medium is that it is limited to the physical realm. The students may find it difficult to describe something they have never seen before, such as a picture of the dragon. Without a direct 3D or video representation, the students may struggle to accurately describe a picture of dragon based solely on a picture. This can also make it challenging for students to write about a dragon on paper with more details.

Result of interview: In addition, for picture that are not clear, image that are tpp small also affect the difficulty of learning.

During the interview, the researcher inquired about the drawbacks or disadvantage of using pictures as a medium. Teacher responded that using small pictures also made it difficult for students to learn, as they would struggle to analyze the picture, this statement is same with Sadiman (2007) that big group of people is not acceptable for the small picture.

Considering the statement from what has already been said, it is obvious that using pictures for media, can the teacher more easily to teaching material can be of help train the students to focus also use they writing skills of imagination for write descriptive text. When using pictures as a media, it is important for ensure that pictures medium are clear and of sufficient size so as not to disrupt the learning process. 3D pictures medium can also be used to allow the students to more explore their imagination and think more deeply about write of descriptive text material in the class.

According to Luqman (2010), There is a cognitive exercise where students must arrange the thoughts on paper. Some students still struggle to articulate their thoughts into descriptive writing, finding it difficult to put words together on paper. Their do not know meaning the word, their still need an English dictionary to translate words they are unable to understand what in English.

They are confused about how to form coherent sentences. The teacher also utilize a range of visual medium, this is picture series to engage students in the classroom. It is important to use colorful and captivating images to keep students enthusiastic, effective in the class and attentive when learning about descriptive text. However, using the same images repeatedly can cause students to become bored or even sleepy. This applies not only to learning about descriptive text, but also to other text materials.

When the teachers use unclear picture, such as those lacking color, it creates a common obstacle for the students in identifying and describing the image on paper. This is a disadvantage of using pictures as an media in the classroom for text description material in the process of teaching and gaining knowledge, especially in writing activity during an classroom.

Finally, here are the advantages and disadvantages that researchers encountered during their study regarding the application of a picture series medium on English teaching and acquiring knowledge activities on descriptive text material for 8 grade at MTS Minhajut Tholabah Purbalingga.



CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

Included in this chapter are conclusion and suggestions. Conclusion is related to the results and discussion. A variety of significant notes are included in the suggestion concerning the application of picture series in writing teaching of descriptive texts.

A. Conclusions

The following is the conclusion that can be drawn :

1. The teacher implement of picture medium on her class, the first step is for the teacher to prepare a picture to be used for a writing skills activity in class. The teacher can search for a suitable picture on Google, magazine and some book ensuring that it is at a low levels, such that every student is able to understand. Next, teacher shows the picture and also provides examples of descriptive text using a PowerPoint presentation. For exercise, the English teacher asks students to bring out their own simple descriptive text adapted by the pictures and write it. The teacher then instructed students to come forward each one by itself and speak about their text, that is descriptive, in front of the classes. Utilizing a picture series to teach students how to write descriptive texts is very appropriate for 8th grade students in Junior High degree. Students utilize additional languages, but they are also more involved in writing classes. This has made the students more consistent in their writing skills and less afraid to make some mistakes. Using this medium When teaching writing, students could become better at writing abilities.
2. The advantages and disadvantages of used the pictures medium for teaching writing of Descriptive Text. For the advantages, use the picture series

medium is inexpensive and available because the picture can be found everywhere, for example in magazines, books, internet, and so on. The teacher uses the picture series media because with picture series, the students are more quickly understanding of the material just looking at pictures, and students can already capture what meaning is contained in the picture and students can express their ideas on paper related to descriptive text material, further enhancing their understanding of the language. Furthermore, with the use of picture series media could help students understand faster and use through this medium, the students are more active in writing down in class.

For disadvantages of using picture series media is physical. Students will find it difficult to describe something they have never seen before, such as a dragon. They have never seen a dragon directly in 3D or in a video, so it will be challenging for them to describe it. Even when looking at a picture, it will be difficult for students to accurately describe a dragon. In addition, when using picture series media, it is not advisable to use small pictures as they may not be suitable for large groups or classes.

The small size of the picture can make it difficult for students to observe and comprehend the picture. Some students still struggle to articulate their thoughts into descriptive writing. They are confused about how to form coherent sentences. Some students still struggle to articulate their thoughts into descriptive writing, finding it difficult to put words together on paper. They do not know the meaning of the word, they still need an English dictionary to translate words they're unfamiliar with in English. When teachers use unclear pictures, such as those lacking color, it creates a common obstacle for the students in identifying and describing the image on paper.

B. Suggestions

Considering the results and discussion , the writer suggested for :

1. The teachers

The results of the study should assist English teacher to used picture series medium on teaching writing skills more effectively and active learning compared to earlier. Teacher expected to pay more attention to details about the advantage and disadvantage used picture series medium so more effetically.

2. The researcher

Additional research can be completed to advance researchers who would like to be carrying out research on use picture series medium in english language skill, especially in teaching writing, and hopefully, this research will be usefull.

C. The Limitation of the Study

Although there are certain limitations, the study achieved its goals. There is a time constraints throughout the observation. Researcher carried out the research employing one English teacher's at 8th Grade MTs Minhajut Tholabah Purbalingga in six activities using the same material on writing. In order to add more information to the research on the researcher chooses to interview the teacher.

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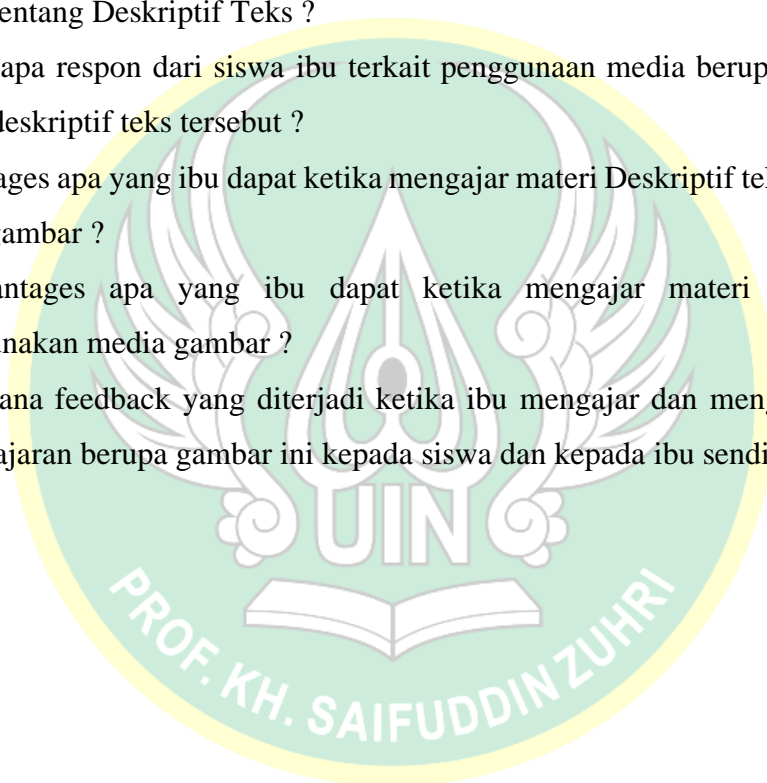
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Interview Guideline

1. Media apa saja yang sering dipakai ibu ketika mengajar pembelajaran bahasa inggris ?
2. mengapa ibu menggunakan media pembelajaran berupa gambar ketika pembelajaran tentang Deskriptif Teks ?
3. Apakah dengan menggunakan media gambar, siswa akan lebih memahami terkait materi tentang Deskriptif Teks ?
4. Seperti apa respon dari siswa ibu terkait penggunaan media berupa gambar ketika materi deskriptif teks tersebut ?
5. Advantages apa yang ibu dapat ketika mengajar materi Deskriptif teks menggunakan media gambar ?
6. Disadvantages apa yang ibu dapat ketika mengajar materi Deskriptif teks menggunakan media gambar ?
7. Bagaimana feedback yang diterjadi ketika ibu mengajar dan menggunakan media pembelajaran berupa gambar ini kepada siswa dan kepada ibu sendiri ?



INTERVIEW WITH ENGLISH TEACHER

Interviewer : Permisi ibu, dengan siapa saya bicara?

Teacher : Perkenalkan nama saya Anne Nabila Permata Asih, atau biasa dipanggil Ms Anne.

Interviewer : Apakah boleh saya mewawancarai Ibu terkait metode atau media ajar yang ibu pakai ?

Teacher : Boleh mas, dengan senang hati.

Interviewer : Baik terimakasih bu. Didalam pembelajaran dikelasnya ibu, metode pembelajaran seperti apa yang sering ibu gunakan saat didalam kelas bahasa inggris ?

Teacher : Metode yang sering saya pakai yaitu yang lebih fokusnya itu ke anak, seperti diskusi kelompok, praktik peran dan lain lain

Interviewer :Berarti lebih banyak mengacu ke praktek ya bu daripada teori

Teacher : Iya mas betul, lebih dominasi ke praktek

Interviewer : Baik Bu. Untuk media nih bu, media apa yang sering ibu pakai dalam mendukung pembelajaran bahasa inggris di kelas ?

Teacher : Untuk media, saya lebih sering dominan menggunakan media seperti gambar mas, hampir semua materinya.

Interviewer : Baik Bu. Untuk materi seperti Deskriptif Teks itu sendiri nggih bu, ibu menggunakan media apa pada saat materi Deskriptif Teks tersebut ?

Teacher : Kalau sebelum sebelumnya saat mengajar, biasanya saya pakai media gambar, walaupun tidak memakai gambar, biasanya memakai media video, untuk siswa nantinya mengamati dan membuat Deskriptif Teks .

Interviewer : Apakah dengan Ibu menggunakan media gambar, siswa lebih mudah memahami materi yang ibu sampaikan ?

Teacher : Kalau itu, jelas mereka lebih mudah dan cepat memahami materinya.

Interviewer : Baik bu. Terus bagaimana respon dari para siswa ketika ibu menggunakan media gambar ? Apakah responnya antusias atau bagaimana?

Teacher : kalau kita mengajar menggunakan media gambar, akan merasa dimudahkan, sebaliknya, apabila saya menjelaskan materi tentang deskriptif teks tidak menggunakan media gambar, mereka tentu akan jelas banyak protesnya.

Interviewer : berarti siswa lebih antusias ya bu ketika ibu menggunakan media gambar.

Teacher : Iya mas, mereka lebih antusias saat pebelajaran.

Interviewer : selanjutnya, bagaimana terkait keuntungan atau kelebihan dari ibu menggunakan media gambar saat pembelajaran materi deskriptif teks ?

Teacher : tanpa dengan kita menjelaskan materi secara detail, siswa akan cepat mengetahui dengan anak tahu apa yang harus mereka lakukan. Dengan gambar juga, mereka lebih termotivasi karena gambar itu menarik, jadi semangat belajarnya juga ikut meningkat.

Interviewer : Selanjutnya terkait kekurangan saat menggunakan media gambar Bu.

Teacher : Untuk kekurangannya itu, kadang gambar cuma menampilkan gambar doang karena bentuknya juga 2D, misalkan mereka disuruh mendeskripsikan sesuatu yang belum mereka lihat sebelumnya, seperti mereka disuruh mendeskripsikan hewan naga, dan cuma ada gambarnya, tidak ada videonya, mereka akan merasa kesulitan, seperti naga berlajannya bagaimana, dia suaranya seperti apa, begitu.

Interviewer : Terakhir Bu, apakah umpan balik yang ibu peroleh dari ibu mengajar dengan media gambar ?

Teacher : Untuk gambar mungkin lebih yang bervariasi mas, seharusnya dengan menggunakan gambar yang nyata mas, biar mereka tahu seperti apa kehidupan yang nyata itu.

Interviewer : Mungkin sudah cukup nggih Bu, terimakasih ibu sudah berkenan meluangkan waktu untuk diwawancarai oleh saya.

Teacher : Iya mas, sama sama.



Interview with students

Name : Rifki

Class : 8D

Interviewer : apakah kamu lebih memahami materi ketika guru menggunakan media gambar dalam materi Descriptive text tersebut ?

Student : iya pak, saya lebih bisa memahami dengan baik ketika bu guru memberikan materi dengan gambar.

Interviewer ; apakah kamu disaat menulis dan membuat teks deskriptif masih mengalami kesulitan atau masalah dalam mengamati sesuatu tanpa melihat gambar ?

Student : masih pak, karena emang butuh kualitas dan kuantitasnya karena emang gambar harus dilihat agar kita bisa dilihat dan lebih paham.

Interviewer : Apakah kamu merasa terbantu dengan adanya gambar dalam menulis dan membuat teks deskripsi ?

Student : sangat terbantu sekali karena untuk memudahkan saya didalam membuat teks deskripsi hanya dengan menggunakan media gambar.

Name : Rasyid

Class : 8D

Interviewer : apakah kamu lebih memahami materi ketika guru menggunakan media gambar dalam materi Descriptive text tersebut ?

Student : iya pak, saya merasa lebih bisa memahami dan percaya diri dalam pelajaran ketika bu guru memberikan materi dengan gambar.

Interviewer ; apakah kamu disaat menulis dan membuat teks deskriptif masih mengalami kesulitan atau masalah dalam mengamati sesuatu tanpa melihat gambar ?

Student : masih pak, saya pribadi masih merasa kesulitan, karena emang dengan saya melihat gambar agar saya lebih paham.

Interviewer : Apakah kamu merasa terbantu dengan adanya gambar dalam menulis dan membuat teks deskripsi ?

Student : sangat terbantu sekali pak, karena dengan media gambar untuk memudahkan saya didalam membuat teks deskripsi hanya dengan menggunakan media gambar.

Name : Ravel

Class : 8D

Interviewer : apakah kamu lebih memahami materi ketika guru menggunakan media gambar dalam materi Descriptive text tersebut ?

Student : iya pak, saya merasa memahami dan punya kepercayaan diri dalam menangkap pembelajaran ketika bu guru memberikan materi dengan gambar.

Interviewer ; apakah kamu disaat menulis dan membuat teks deskriptif masih mengalami kesulitan atau masalah dalam mengamati sesuatu tanpa melihat gambar ?

Student : masih pak, saya pribadi masih merasa kesulitan, karena emang dengan saya melihat gambar agar saya lebih paham.

Interviewer : Apakah kamu merasa terbantu dengan adanya gambar dalam menulis dan membuat teks deskripsi ?

Student : sangat terbantu sekali pak, karena dengan media gambar untuk memudahkan saya didalam membuat teks deskripsi hanya dengan menggunakan media gambar.

Name : Alif

Class : 8D

Interviewer : apakah kamu lebih memahami materi ketika guru menggunakan media gambar dalam materi Descriptive text tersebut ?

Student : iya pak, betul sekali, saya merasa lebih memahami dan punya kepercayaan diri sendiri dalam menangkap pembelajaran ketika bu guru memberikan materi dengan gambar.

Interviewer ; apakah kamu pada saat menulis dan membuat teks deskriptif masih mengalami kesulitan atau masalah dalam mengamati sesuatu tanpa melihat gambar ?

Student : masih pak, saya pribadi masih merasa kesulitan, karena emang dengan saya melihat gambar agar saya lebih paham.

Interviewer : Apakah kamu merasa terbantu dengan adanya gambar dalam menulis dan membuat teks deskripsi ?

Student : sangat terbantu sekali pak, karena dengan media gambar untuk memudahkan saya didalam membuat teks deskripsi hanya dengan menggunakan media gambar.

Name : Kharis

Class : 8D

Interviewer : apakah kamu lebih memahami materi ketika guru menggunakan media gambar dalam materi Descriptive text tersebut ?

Student : iya pak, betul sekali, saya merasa lebih memahami dan punya kepercayaan diri sendiri dalam menangkap pembelajaran ketika bu guru memberikan materi dengan gambar.

Interviewer ; apakah kamu pada saat menulis dan membuat teks deskriptif masih mengalami kesulitan atau masalah dalam mengamati sesuatu tanpa melihat gambar ?

Student : masih pak, saya pribadi masih merasa kesulitan, karena emang dengan saya melihat gambar agar saya lebih paham.

Interviewer : Apakah kamu merasa terbantu dengan adanya gambar dalam menulis dan membuat teks deskripsi ?

Student : sangat terbantu sekali pak, karena dengan media gambar untuk memudahkan saya didalam membuat teks deskripsi hanya dengan menggunakan media gambar.

Name : Yuri

Class : 8E

Interviewer : apakah kamu lebih memahami materi ketika guru menggunakan media gambar dalam materi Descriptive text tersebut ?

Student : iya pak, betul sekali, saya merasa lebih memahami dan punya kepercayaan diri sendiri dalam menangkap pembelajaran ketika bu guru memberikan materi dengan gambar.

Interviewer ; apakah kamu pada saat menulis dan membuat teks deskriptif masih mengalami kesulitan atau masalah dalam mengamati sesuatu tanpa melihat gambar ?

Student : masih pak, saya pribadi masih merasa kesulitan, karena emang dengan saya melihat gambar agar saya lebih paham.

Interviewer : Apakah kamu merasa terbantu dengan adanya gambar dalam menulis dan membuat teks deskripsi ?

Student : sangat terbantu sekali pak, karena dengan media gambar untuk memudahkan saya didalam membuat teks deskripsi hanya dengan menggunakan media gambar.

Name : Sarif

Class : 8E

Interviewer : apakah kamu lebih memahami materi ketika guru menggunakan media gambar dalam materi Descriptive text tersebut ?

Student : iya pak, betul sekali, saya merasa lebih memahami dan punya kepercayaan diri sendiri dalam menangkap pembelajaran ketika bu guru memberikan materi dengan gambar.

Interviewer ; apakah kamu pada saat menulis dan membuat teks deskriptif masih mengalami kesulitan atau masalah dalam mengamati sesuatu tanpa melihat gambar ?

Student : masih pak, saya pribadi masih merasa kesulitan, karena emang dengan saya melihat gambar agar saya lebih paham.

Interviewer : Apakah kamu merasa terbantu dengan adanya gambar dalam menulis dan membuat teks deskripsi ?

Student : sangat terbantu sekali pak, karena dengan media gambar untuk memudahkan saya didalam membuat teks deskripsi hanya dengan menggunakan media gambar.

Name : M. Jindan

Class : 8E

Interviewer : apakah kamu lebih memahami materi ketika guru menggunakan media gambar dalam materi Descriptive text tersebut ?

Student : iya pak, betul sekali, saya merasa lebih memahami dan punya kepercayaan diri sendiri dalam menangkap pembelajaran ketika bu guru memberikan materi dengan gambar.

Interviewer ; apakah kamu pada saat menulis dan membuat teks deskriptif masih mengalami kesulitan atau masalah dalam mengamati sesuatu tanpa melihat gambar ?

Student : masih pak, saya pribadi masih merasa kesulitan, karena emang dengan saya melihat gambar agar saya lebih paham.

Interviewer : Apakah kamu merasa terbantu dengan adanya gambar dalam menulis dan membuat teks deskripsi ?

Student : sangat terbantu sekali pak, karena dengan media gambar untuk memudahkan saya didalam membuat teks deskripsi hanya dengan menggunakan media gambar.

Name Ilyas

Class : 8E

Interviewer : apakah kamu lebih memahami materi ketika guru menggunakan media gambar dalam materi Descriptive text tersebut ?

Student : iya pak, betul sekali, saya merasa lebih memahami dan punya kepercayaan diri sendiri dalam menangkap pembelajaran ketika bu guru memberikan materi dengan gambar.

Interviewer ; apakah kamu pada saat menulis dan membuat teks deskriptif masih mengalami kesulitan atau masalah dalam mengamati sesuatu tanpa melihat gambar ?

Student : masih pak, saya pribadi masih merasa kesulitan, karena emang dengan saya melihat gambar agar saya lebih paham.

Interviewer : Apakah kamu merasa terbantu dengan adanya gambar dalam menulis dan membuat teks deskripsi ?

Student : sangat terbantu sekali pak, karena dengan media gambar untuk memudahkan saya didalam membuat teks deskripsi hanya dengan menggunakan media gambar.

Name : Hafiz Amrullah

Class : 8E

Interviewer : apakah kamu lebih memahami materi ketika guru menggunakan media gambar dalam materi Descriptive text tersebut ?

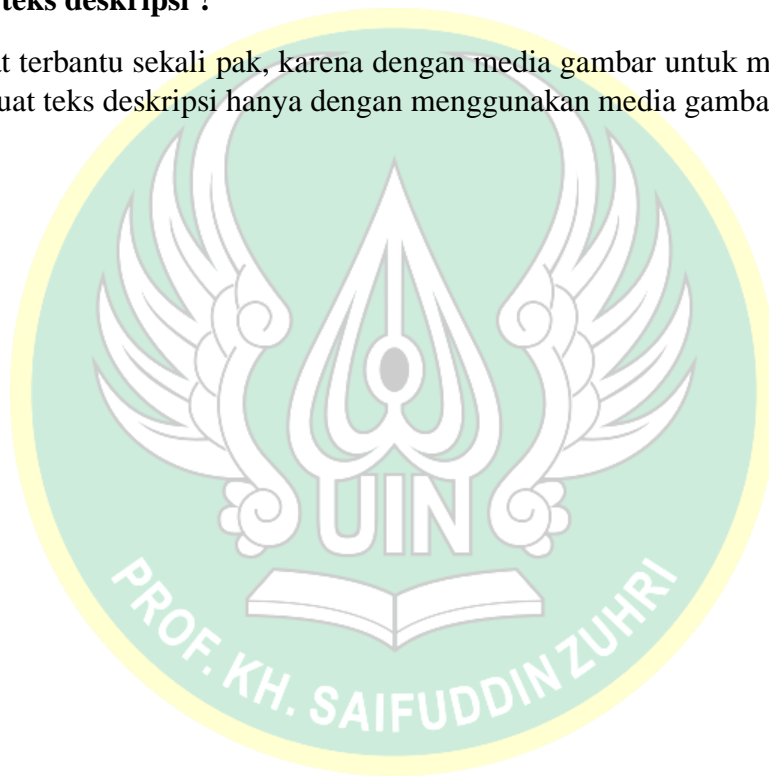
Student : iya pak, betul sekali, saya merasa lebih memahami dan punya kepercayaan diri sendiri dalam menangkap pembelajaran ketika bu guru memberikan materi dengan gambar.

Interviewer ; apakah kamu pada saat menulis dan membuat teks deskriptif masih mengalami kesulitan atau masalah dalam mengamati sesuatu tanpa melihat gambar ?

Student : masih pak, saya pribadi masih merasa kesulitan, karena emang dengan saya melihat gambar agar saya lebih paham.

Interviewer : Apakah kamu merasa terbantu dengan adanya gambar dalam menulis dan membuat teks deskripsi ?

Student : sangat terbantu sekali pak, karena dengan media gambar untuk memudahkan saya didalam membuat teks deskripsi hanya dengan menggunakan media gambar.



Students writing result

Name Anggota kelompok 1

- M. Dwi Rohmadoni
- Labito zainul M
- Guntara kaitan S
- Alvin Catur L.M
- Rasyid S
- M. Zaenun Farzi
- Firmo'n awal 2

"MY CAT"

I have a cat at home, I is name buff. It likes ^{to} play game ball fire, It also ^{likes} ~~lovely~~. It is 3 years old.

My Cat has a soft fur and its colour is orange.

My cat has a big ears, It eyes is round and the colour is black white and blue. It has a sharp ~~spawr~~.

It really likes ^{to} play but it does not like if it is dirty.

MY Dog

I have 1a Dog. His Name sparky. Sparky very like Play ball. Sparky usually follow me when his play with his friend. Sparky usually eat dog food who buy is my mother. I very Love Sparky, age Sparky one old.

Characteristic SPARKY is have fur who thick feathure, his foot is short, his eyes is black, is nose is black, is ear who big, and have collar is ~~white~~ black. colour ~~is~~ black.

My Member is:

- Rakha Helga Saputra
- M. Yuri Ma'ruf
- Syarif Nur Hidayat
- M. Jindan
- M. Firza Tuoh

Result of Observation

Hasil dari observasi yang penulis dapatkan saat di MTs Minhajut Tholabah Purbalingga adalah perizinan untuk observasi kepada Ibu Kepala Madrasah, dan juga Wakil Kepala sekolah bidang kurikulum terkait sistem kurikulum yang digunakan di MTs Minhajut Tholabah ini, antara lain media yang digunakan guru dalam pembelajaran, jumlah guru yang mengajar, dan lain lain.

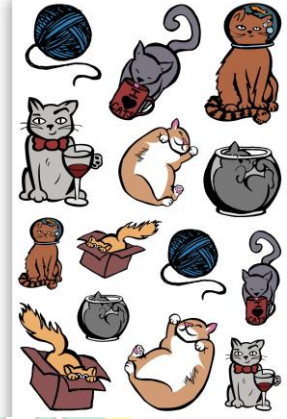
Pada saat observasi juga, penulis mewawancarai salah satu guru mata pelajaran bahasa inggris guna mendapatkan informasi terkait media dan juga sistem pembelajaran yang digunakan dalam mata pelajaran bahasa inggris, terutama di kelas 8. Guru pengampuh mata pelajaran bahasa inggris yang penulis wawancarai bernama Bu Anne Nabila P A, S.Pd. Bu Anne sendiri sudah sekitar 3 tahun mengajar di MTs Minhajut Tholabah Purbalingga. Dalam pembelajaran bahasa inggris, Bu Anne pertama kali mengajar masih menggunakan buku pegangan guru untuk media pembelajaran dikelas dan belum pernah menggunakan media yang lain.

Disitulah timbul ide, Bu Anne masih mencoba inovasi lain dalam mengajar yaitu dengan menggunakan media berupa gambar agar siswa lebih bisa fokus dan berkonsentrasi pada saat pembelajaran bahasa inggris itu. Dari situ lah, si penulis tertarik untuk meneliti bagaimana guru bahasa inggris menerapkan media pembelajaran berupa gambar, dan bagaimana manfaat serta kekurangan bagi guru tentang media pembelajaran berupa gambar. Dalam penerapannya dalam kelas, guru tersebut menggunakan metode diskusi kelompok untuk menuliskan teks deskripsi terkait gambar yang sudah dibagi oleh guru.

Research Activities



Relevan Pictures





I always wake up at 5 o'clock in the morning since I set my phone alarm at that hour. Then I exercise for about 30 minutes so that I am always healthy and don't easily get sick. At 5.30, I tidy up my bed then take a bath.

After that, I get ready for school. I usually go out of my room at six fifteen. My mom is at the kitchen to make breakfast and I help her prepare coffee for mom and dad and milk for myself. We usually have breakfast together, but sometimes my dad goes to work earlier so my mom will put the food in the lunch box and my dad will have breakfast at his office.

I go to school at six thirty and study until 1 p.m., so I always have lunch at school's canteen. I usually go to the library after school when I have a lot of homework, meanwhile on Tuesday and Thursday, I will go straight home to have private lesson with my English tutor. In the afternoon, usually at 4 p.m., I study and doing homework. Next, I take a bath as soon as I get home then help my mother to make dinner. We usually have dinner at 6.30. and in 9.00 I go to bed after turn off lamp.

Interview With English Teacher



OFFICIAL NOTE OF SUPERVISOR

To:
The Head of Education Department
Faculty of Tarbiya and Teacher Training,
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
In
Purwokerto

Assalamu'alaikum Wr.Wb.

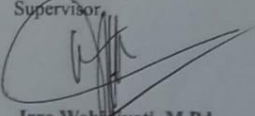
After conducting guidance, review, direction, and correction, then through this letter I convey that:

Name : Slamet Widodo
Student Number : 1917404043
Department : Education
Study Program : English Education
Faculty : Tarbiyah and Teacher Training
Title : Picture Series in Teaching Writing of Descriptive Text at 8th Grade in MTs Minhajut Tholabah Purbalingga

I recommended the thesis to be submitted to the Head of Education Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto and examined in order to attain Sarjana Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

Wassalamu'alaikum Wr.Wb.

Purwokerto, 28 December 2023
Supervisor,


Irra Wahdaniyati, M.Pd
NIP. 198811302019082001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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Jalan Jenderal A. Yani, No.40A Purwokerto 53126
Telepon (0281) 635624 Faksimil (0281) 636553
www.uinsatzu.ac.id

REKOMENDASI MUNAQOSYAH

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini, Dosen Pembimbing Skripsi dari mahasiswa:

Nama : Slamet Widodo

NIM : 1917404043

Semester : 9 (Sembilan)

Jurusan/Prodi : FTIK/TBI

Angkatan Tahun: 2019

Judul Skripsi : Picture Series in Teaching Writing of Descriptive Text at 8th Grade in
MTs Minhajut Tholabah Purbalingga

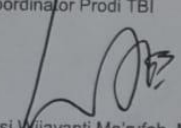
Menerangkan bahwa skripsi mahasiswa tersebut telah siap untuk dimunaqosyahkan setelah mahasiswa yang bersangkutan memenuhi persyaratan akademik yang ditetapkan.

Demikian rekomendasi ini dibuat untuk menjadi maklum dan mendapatkan penyelesaian sebagaimana mestinya.

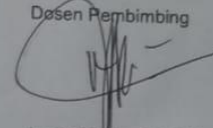
Wassalamu'alaikum Wr. Wb.

Dibuat di: Purwokerto
Tanggal : 28 Desember 2023

Mengetahui,
Koordinator Prodi TBI


Desi Wijayanti Ma'rufah, M.Pd
NIP. 199212152018012003

Dosen Pembimbing


Irra Wahidiyati, M.Pd
NIP. 198811302019082001

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : MTs Minhajut Tholabah
Kelas/Semester : VIII/1
Mata Pelajaran : Bahasa Inggris
Skill/Aspek : Writing (Menulis)
Topik : Descriptive Text
Alokasi Waktu : 2x30 Menit (1x Pertemuan)

A. Standar Kompetensi

12. Mengungkapkan makna dalam teks esai fungsional dan esai pendek sangat sederhana berbentuk *Descriptive* dan *Procedur* untuk berinteraksi dengan lingkungan terdekat.

B. Kompetensi Dasar

12.2 Mengungkapkan makna dalam langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive*.

C. Indikator

1. Menganalisis contoh gambar guna menyusun teks deskriptif.
2. Menulis teks berbentuk deskriptif.

D. Tujuan Pembelajaran

1. Siswa menganalisis contoh gambar guna menyusun teks deskriptif dengan cermat.
2. Siswa mampu menulis teks berbentuk deskriptif dengan benar.

E. Metode Pembelajaran

Cooperative Learning

F. Langkah – Langkah Kegiatan

- 1) Kegiatan Pendahuluan
 - Salam
 - Guru meminta salah satu siswa untuk memimpin doa

- Guru mengecek kehadiran siswa
 - Guru memberikan stimulus berupa mengulas sedikit pertemuan sebelumnya
- 2) Kegiatan Inti
- a. Eksplorasi
 - Guru memberikan materi tentang Descriptive Text
 - Guru memberikan contoh sederhana tentang Descriptive Text dengan menggunakan foto dan kalimat tentang my daily activity (Aktivitas sehari hari ku)
 - b. Elaborasi
 - Guru membagi siswa menjadi 4 kelompok
 - Guru memberikan gambar dan kertas kosong kepada setiap kelompoknya
 - Siswa ditugaskan untuk mengamati gambar tersebut dan menyusun serta menuliskannya dalam bentuk Teks Deskriptif dengan memperhatikan retorika, ciri kebahasaan dan fungsi komunikatif terkait Descriptive Text
 - Siswa perwakilan kelompok maju dan membacakan hasil tulisannya didepan kelas
 - c. Konfirmasi
 - Guru bertanya kembali tentang materi atau hal yang belum diketahui kepada siswa
 - Guru mengulang kembali materi tentang *Descriptive Text*
- 3) Kegiatan Penutup
- Guru menanyakan permasalahan yang dihadapi siswa dalam memahami materi yang sudah diberikan
 - Menyampaikan materi berikutnya untuk pertemuan selanjutnya

G. Media dan Alat Ajar

1. Media : Papan Tulis, LCD Proyektor. Laptop.
2. Alat Ajar : Gambar yang relevan, spidol, penghapus.

H. Materi Pembelajaran

1. Langkah Retorika
 - Introduction

The part of that gives general information about person (name, job, age) or thing.

- Description

The part that describes the person or thing in details (for example how he/she, looks like, how tall, how slim/fat, his/her face shape, nose, eyes, forehead, arms etc).

Some times a descriptive text has a general comment at the end, for example : He is a good person, we love him very much etc.

2. Ciri Kebahasaan Teks Deskriptif

- Simple Present Tense

Menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan objek. *Descriptive text* menggunakan *simple present tense* karena *descriptive text* menceritakan sebuah fakta dari objek yang dideskripsikan. Misalnya *My office has 22 floors, Azka is pretty*, dan lain-lain.

- Particular nouns (example : teacher, house, my rabbit, etc)

- Adjectives (example : strong, tall, short, etc)

- Adverbials (example : at the tree house, in the forest, etc)

3. Fungsi Komunikatif

Descriptive Text : To describes a particular person, place, or thing.

I. Rubrik Penilaian

No	Aspek Penilaian	1	2	3	4	5
1.	Grammar/mechanics					
2.	Overall effectiveness of the Writing					



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www.ftik.uinsaizu.ac.id

Nomor : B.m.4308/Un.19/D.FTIK/PP.05.3/12/2022
Lamp. :-
Hal : **Permohonan Ijin Observasi Pendahuluan**

26 Desember 2022

Kepada
Yth. Kepala MTs Minhajut Tholabah Kembangan Purbalingga
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

1. Nama : Slamet Widodo
2. NIM : 1917404043
3. Semester : 7 (Tujuh)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Tahun Akademik : 2022/2023

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

1. Obyek : Guru Bahasa Inggris dan Siswa Kelas 8
2. Tempat / Lokasi : MTs Minhajut Tholabah Kembangan Purbalingga
3. Tanggal Observasi : 27-12-2022 s.d 10-01-2023

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpan



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Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaizu.ac.id

Nomor : B.m.4387/Un.19/D.FTIK/PP.05.3/09/2023
Lamp. : -
Hal : **Permohonan Ijin Riset Individu**

14 September 2023

Kcpada
Yth. Kepala MTs Minhajut Tholabah Kembangan Purbalingga
Kec. Bukateja
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka pengumpulan data guna penyusunan skripsi, memohon dengan hormat saudara berkenan memberikan ijin riset kepada mahasiswa kami dengan identitas sebagai berikut :

1. Nama : Slamet Widodo
2. NIM : 1917404043
3. Semester : 9 (Sembilan)
4. Jurusan / Prodi : Tadris Bahasa Inggris
5. Alamat : Kedungjati RT 01 RW 09, Kecamatan Bukateja, Kabupaten Purbalingga
6. Judul : The Use Of Picture Series in Teaching Writing Descriptive Text at 8th Grade in MTs Minhajut Tholabah Purbalingga

Adapun riset tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Objek : Guru Bahasa Inggris dan Siswa Kelas 8
2. Tempat / Lokasi : MTs Minhajut Tholabah Purbalingga
3. Tanggal Riset : 15-09-2023 s/d 15-11-2023
4. Metode Penelitian : Descriptive Qualitative Method

Demikian atas perhatian dan ijin saudara, kami sampaikan terima kasih.
Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah



YAYASAN PENDIDIKAN AGAMA ISLAM MINHAJUT THOLABAH

MTs MINHAJUT THOLABAH

Akte Notaris : Tajuddin Nasution, S.H Nomor 22 Tgl 15-09-2021 NPWP. 02.006.549.6-521.000

Alamat : Jl. Al-Ikhlash RT.002 RW.010 Kembangan, Kec. Bukateja Kab. Purbalingga 53382

Email: mts.minhajutholabah@gmail.com ☎ : 081391604035 Web : minthol.sch.id

SURAT KETERANGAN

No. 694/2.E.MTs.MT/XI/2023

Yang bertanda tangan di bawah ini Kepala MTs Minhajut Tholabah Kembangan, Bukateja, Purbalingga menerangkan bahwa :

Nama : Slamet Widodo
Jenis Kelamin : Laki-laki
NIM : 1917404043
Jurusan : Tadris Bahasa Inggris
Universitas : Universitas Prof. K. H. Saifuddin Zuhri
Purwokerto

Menyatakan bahwa mahasiswa tersebut telah melaksanakan penelitian dari tanggal 15 September 2023 s/d 15 November 2023 di MTs Minhajut Tholabah dengan judul Skripsi :

"PICTURE SERIES IN TEACHING WRITING OF DESCRIPTIVE TEXT AT 8TH GRADE IN MTS MINHAJUT THOLABAH PURBALINGGA"

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Kembangan, 16 November 2023
Kepala Madrasah,





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www.uinsaizu.ac.id

**REKOMENDASI
SEMINAR PROPOSAL SKRIPSI**

Dengan ini kami Dosen Pembimbing Skripsi dari mahasiswa:

Nama : SLAMET WIDODO
NIM : 1917404043
Semester : 7
Jurusan/Prodi : FTIK/TBI
Tahun Akademik : 2022/2023
Judul Proposal Skripsi : THE USE OF PICTURE SERIES IN TEACHING
WRITING DESCRIPTIVE TEXT AT 8TH GRADE IN
MTS MINHAJUT THOLABAH PURBALINGGA

Menerangkan bahwa proposal skripsi mahasiswa tersebut telah siap untuk diseminarkan apabila yang bersangkutan telah melengkapi berbagai persyaratan akademik yang telah ditentukan.

Demikian rekomendasi seminar proposal skripsi ini dibuat dan dipergunakan sebagaimana mestinya.

Mengetahui,
Koordinator Prodi TBI

Desi Wijayanti M., M.Pd.

NIP. 199212152018012001

Purwokerto, 21 Desember 2022

Dosen Pembimbing

Ira Wahidyati, M.Pd.

NIP. 198811302019082001



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UNIVERSITAS ISLAM NEGERI
PROFESOR KAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
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Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

**SURAT KETERANGAN
SEMUNAR PROPOSAL SKRIPSI**
No. No. B293.Un.17/FTIK.JTBI/PP.00.9/02/2023

Yang bertanda tangan di bawah ini, Kordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto mencongrangkan bahwa proposal skripsi berjudul :

"The Use of Picture Series in Teaching Writing Descriptive Text at 8th Grade in MTs Minhajut Tholabah Purbalingga"

Sebagaimana disusun oleh :

Nama : Slamet Widodo
NIM : 1917404043
Semester : VII
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 27 Januari 2023


Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Mengetahui,
Kordinator Prodi Tadris Bahasa Inggris


Desi Wijsanti Maruliah, M.Pd.
NIP. 196207152018012003

Purwokerto, Januari 2023

Penguji


Desi Wijsanti Maruliah, M.Pd.



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UNIVERSITAS ISLAM NEGERI
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**SURAT PERNYATAAN
LULUS SELURUH MATA KULIAH
PRASYARAT UJIAN KOMPREHENSIF**

Yang bertandatangan di bawah ini,
Nama : Slamet Widodo
NIM : 1917404043
Jurusan / Prodi : Tadris Bahasa Inggris

- Dengan ini menyatakan dengan sebenar-benarnya bahwa
1. Semua nilai mata kuliah teori dan praktik sebagaimana dipersyaratkan dalam ujian Komprehensif telah lulus (minimal mendapatkan nilai C).
 2. Semua ujian BTA-PPI, Pengembangan Bahasa serta matakuliah dengan bobot nol (0) SKS telah lulus serta dapat dibuktikan dengan sertifikat.

- Apabila pernyataan ini tidak benar, maka saya bersedia menerima sanksi akademik berupa:
1. Dibatalkan hasil kelulusan ujian komprehensif;
 2. Mengulang mata kuliah yang belum lulus secara reguler melalui pengisian KRS;
 3. Mengikuti ujian komprehensif ulang setelah ybs lulus semua mata kuliah.

Demikian surat pernyataan ini saya buat dengan sebenar-benarnya tanpa ada paksaan dari pihak manapun.

Purwokerto, 5 Mei 2023
Yang Menyatakan



Slamet Widodo
NIM: 1917404043



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
UPT PERPUSTAKAAN**

Jalan Jenderal A. Yani No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
Website: <http://lib.uinsaizu.ac.id>, Email: lib@uinsaizu.ac.id

SURAT KETERANGAN SUMBANGAN BUKU

Nomor : B-5059/Un.19/K.Pus/PP.08.1/12/2023

Yang bertandatangan dibawah ini menerangkan bahwa :

Nama : SLAMET WIDODO

NIM : 1917404043

Program : SARJANA / S1

Fakultas/Prodi : FTIK / TBI

Telah menyumbangkan (menghibahkan) buku ke Perpustakaan UIN Prof. K.H. Saifuddin Zuhri Purwokerto dengan Judul, Pengarang, Tahun dan Penerbit ditentukan dan atau disetujui oleh Kepala Perpustakaan.

Demikian surat keterangan ini dibuat untuk dapat digunakan seperlunya.

Purwokerto, 27 Desember 2023



Kepala,

Indah Wijaya Antasari



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) PURWOKERTO
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Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

SURAT KETERANGAN

No. B-1131Un.19/WD1.FTIK/PP.05.3/05/2023

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

Nama : Slamet Widodo
NIM : 1917404043
Prodi : TBI


Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan **LULUS** pada :

Hari/Tanggal : Kamis, 11 Mei 2023
Nilai : B

Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 15 Mei 2023
Wakil Dekan Bidang Akademik,


Suparjo, M.A.
NIP. 19730717 199903 1 001



Sertifikat

Nomor Sertifikat : 1154/K.I.PPM/KKN 50/09/2022

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto menyatakan bahwa:

Nama Mahasiswa : **SLAMET WIDODO**
NIM : **1917404043**
Fakultas : **Tarbiyah & Ilmu Keguruan**
Program Studi : **Tadris Bahasa Inggris (TBI)**

Telah mengikuti Kuliah Kerja Nyata (KKN) Angkatan ke 50 Tahun 2022,
dan dinyatakan **LULUS** dengan nilai **A (90)**.



Certificate Validation



KEMENTERIAN AGAMA
UIN PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO
LABORATORIUM FAKULTAS TARBİYAH DAN ILMU KEGURUAN
Alamat : Jl. Jend. A. Yani No. 40A Telp. (0281). 635624 Psw. 121 Purwokerto 53126

Sertifikat

Nomor : B. 017 / Un.19/K. Lab. FTIK/ PP.009/ III/ 2023

Diberikan Kepada :

SLAMET WIDODO
1917404043


Sebagai bukti yang bersangkutan telah melaksanakan kegiatan Praktik Pengalaman Lapangan (PPL) II Tahun Akademik 2022/2023 pada tanggal 23 Januari sampai dengan 4 Maret 2023 dengan Nilai

A

Mengetahui,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan


Prof. Dr. H. Suwito, M.Ag.
NIP. 1970424 199903 1 002

Purwokerto, 28 Maret 2023
Laboratorium FTIK
Kepala,


Dr. Nurfuadi, M.Pd.I.
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SERTIFIKAT

Nomor: In.17/UPT.MAJ/14601/13/2020

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NAMA : **SLAMET WIDODO**
NIM : **1917404043**

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI) dengan nilai sebagai berikut:

# Tes Tulis	:	72
# Tartil	:	80
# Imla'	:	90
# Praktek	:	70
# Nilai Tahfidz	:	70



Purwokerto, 13 Agt 2020



ValidationCode



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BLANGKO BIMBINGAN PROPOSAL

Nama : Slamet Widodo
No. Induk : 1917404043
Fakultas/Jurusan : FTIK / TBI
Pembimbing : Irra Wahidiyati, M.Pd.
Nama Judul : The Use of Picture Series in Teaching Writing Descriptive Text at 8th Grade in MTs Minhajut Tholabah Purbalingga

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Selasa, 8 November 2022	Revisi Background of the Research		
2.	Rabu, 30 November 2022	Bimbingan Proposal (Background – Referensi)		
3.	Selasa, 13 Desember 2022	Revisi Conceptual Definition, Literature Review		
4.	Rabu, 21 Desember 2022	Tata Kalimat dalam proposal		



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Dibuat di : Purwokerto
Pada tanggal : 22 Desember 2022
Dosen Pembimbing

Irra Wahidiyati, M.Pd.
NIP. 198811302019082001



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BLANGKO BIMBINGAN SKRIPSI

Nama : Slamet Widodo
No. Induk : 1917404043
Fakultas/Jurusan : FTIK/TBI
Pembimbing : Iira Wahdiyati, M.Pd.
Nama Judul : Picture Series In Teaching Writing of Descriptive Text At 8th Grade In MTs Minhajul Tholabah Purbalingga

No	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1.	Jumat, 6 Oktober 2023	Bimbingan Bab / chapter 1	[Signature]	[Signature]
2.	Sabtu, 10 Oktober 2023	Bimbingan & Revisi chapter 1	[Signature]	[Signature]
3.	Jumat, 13 Oktober 2023	Bimbingan chapter 2	[Signature]	[Signature]
4.	Rabu, 18 Oktober 2023	Bimbingan dan Revisi chapter 2 & 3	[Signature]	[Signature]
5.	Selasa, 24 Oktober 2023	Bimbingan & Revisi chapter 3 dan 4	[Signature]	[Signature]
6.	Senin, 4 Desember 2023	Bimbingan Chapter 4	[Signature]	[Signature]
7.	Jumat, 8 Desember 2023	Bimbingan & Revisi chapter 4	[Signature]	[Signature]
8.	Selasa, 12 Desember 2023	Bimbingan & Revisi chapter 4	[Signature]	[Signature]



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9.	Selasa, 12 Desember 2023	Bimbingan dan Revisi chapter 4	[Signature]	[Signature]
10.	Selasa, 19 Desember 2023	Revisi chapter 4	[Signature]	[Signature]
11.	Jumat, 22 Desember 2023	Revisi Abstrak	[Signature]	[Signature]
12.	Kamis, 28 Desember 2023	Acc Skripsi	[Signature]	[Signature]

Dibuat di : Purwokerto
Pada tanggal : 6 Oktober 2023
Dosen Pembimbing

Iira Wahdiyati, M.Pd.
NIP. 198811302019082001



CERTIFICATE

الشهادة

No. B-635 /Un.19/UPT.Bhs/PP.009/921/4/2023

This is to certify that
Name : Slamet Widodo : منحت إلى
Place and Date of Birth : Purhalingga, 11 Agustus 2001 : الإسم
Has taken : IQLA : محل وتاريخ الميلاد
with Computer Based Test, organized by : : وقد شارك/ت الاختبار
Technical Implementation Unit of Language on: 12 April 2023 : على أساس الكمبيوتر
with obtained result as follows : : التي قامت بها وحدة اللغة في التاريخ
Listening Comprehension: 50 Structure and Written Expression: 46 Reading Comprehension: 56
مع النتيجة التي تم الحصول عليها على النحو التالي :
فهم السموع : فهم العبارات والتراكيب : فهم المقروء :
Obtained Score : 507 : المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto. تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سبن الدين زهري الإسلامية الحكومية بپوروكرتو.

Purwokerto, 12 April 2023



EPTUS
English Proficiency Test of UIN Prof. K.H. Saifuddin Zuhri
IQLA
Ikhtibārāt al-Qudrah 'alī al-Lughah al-'Arabīyyah



The Head,
رئيسة وحدة اللغة
Dr. Ade Ruswatie, M. Pd.
NIP. 19860704 201503 2 004



CERTIFICATE

الشهادة

No. B-634 /Un.19/UPT.Bhs/PP.009/921/4/2023

This is to certify that
Name : Slamet Widodo : منحت إلى
Place and Date of Birth : Purhalingga, 11 Agustus 2001 : الإسم
Has taken : EPTUS : محل وتاريخ الميلاد
with Computer Based Test, organized by : : وقد شارك/ت الاختبار
Technical Implementation Unit of Language on: 12 April 2023 : على أساس الكمبيوتر
with obtained result as follows : : التي قامت بها وحدة اللغة في التاريخ
Listening Comprehension: 55 Structure and Written Expression: 51 Reading Comprehension: 55
مع النتيجة التي تم الحصول عليها على النحو التالي :
فهم السموع : فهم العبارات والتراكيب : فهم المقروء :
Obtained Score : 537 : المجموع الكلي :

The test was held in UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto. تم إجراء الاختبار بجامعة الأستاذ كياهي الحاج سبن الدين زهري الإسلامية الحكومية بپوروكرتو.

Purwokerto, 12 April 2023



EPTUS
English Proficiency Test of UIN Prof. K.H. Saifuddin Zuhri
IQLA
Ikhtibārāt al-Qudrah 'alī al-Lughah al-'Arabīyyah



The Head,
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Dr. Ade Ruswatie, M. Pd.
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