

**TEACHING DESCRIPTIVE WRITING SKILL BY USING
FLASHCARDS MEDIA AT THE SEVENTH GRADE
STUDENTS OF MTS DARUL ULUM SUMENEP**

THESIS



By:

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FACULTY OF EDUCATION AND TEACHER TRAINING
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,
MALANG
2021**

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OF MTS DARUL ULUM SUMENEP

THESIS

Submitted to the Board of Examiners in Partial Fulfillment of the Requirement for the
Degree of English Language Teaching (S.Pd)
in English Education Department



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Assalamu 'alaikum Wr. Wb

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DEDICATION

This thesis is dedicated to:

Everything will be felt if accompanied by effort, failure, and trying and accompanied by struggle and prayer. That's what we should enjoy. To make this paper, the author must be proud of what the study has produced even though this work is far from perfect.

As an expression of deep and invaluable gratitude to those who have coloured this life to be more meaningful with love, I dedicate this small work to you.

Allah Robbi Izzah O Allah..... hopefully, you will give pleasure and forgiveness to my slave

My father, mother, sister, grandmother, and my family, far and near, always motivate and pray for my success, which will always be beautifully engraved in the deepest recesses of my heart, and become a foothold in the future.

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MOTTO

“Everything will be possible, as long as we have the intention and believe”

DECLARATION OF AUTHORSHIP

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Declares that the thesis I entitled “The Teaching Descriptive Writing Skill by Using Flashcards Media at the Seventh Grade Students of MTs Darul Ulum Sumenep” is truly entirely my original work. All the direct or indirect sources are acknowledged as the references. This thesis has not been previously presented or published to another examination. Due to this fact, I am responsible for the thesis if there is any plagiarism or claim from others.



ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, The Beneficent, The Merciful.

In the name of Allah, the Most Merciful and Generous. All praise and deep gratitude to Allah SWT for His abundance of grace and guidance given to the writer enabled this research paper to be completed properly. Greetings and Sholawat may be dedicated to the Prophet Muhammad SAW.

The research paper entitled ***“Teaching Descriptive Writing skill by Using Flashcards Media at the Seventh Grade Students of MTs Darul Ulum Sumenep”*** is submitted as a fulfilment of the requirement to achieve bachelor of education Degree (S1) in the English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang.

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5. All my friends and I also dedicate this thesis to all my friends at TBI 2017 (especially the TBI class) who cannot be mentioned one by one and the big family of the English Academy.

Malang, October, 04th, 2021



Fardis Shomad Al- Kholisi

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LATIN ARABIC TRANSLITERATION GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

A. Huruf

ا = A	ز = Z	ق = Q
ب = B	س = S	ك = K
ت = T	ش = sy	ل = L
ث = Ts	ص = sh	م = M
ج = J	ض = dl	ن = N
ح = H	ط = th	و = W
خ = Kh	ظ = zh	ه = H
د = D	ع = ‘	ء = ‘
ذ = Z	غ = G	ي = Y
ر = R	ف = F	

B. Vokal Panjang

Vokal (a) panjang = â

Vokal (i) panjang = î

Vokal (u) panjang = û

C. Vokal Diftong

وا = aw

يا = ay

وا = û

نا = î

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ABSTRACT

Kholisi, F 2021. The Teaching Descriptive Writing Skill by Using Flashcards Media at the Seventh Grade Students of MTs Darul Ulum Sumenep. Thesis. English Education Department, Faculty of Education and Teacher Training, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor: Dr. Hj. Like Raskova Octaberlina, M.Ed

Keyword: teaching, descriptive text, writing, flashcards media

Writing is one of the important skills in English. The purpose of the study was to identify and describe the process of descriptive writing using flashcards media for class VII students of MTs Darul Ulum Sumenep. Furthermore, the researcher also discussed the challenges found in learning to write descriptive texts using flashcards.

In this study, the research methodology used is a qualitative descriptive method with a case study focus on data collection and analysis. Then the researcher chose an English teacher and class VII students of MTs Darul Ulum Sumenep as participants of this study. In collecting data, the researcher used some techniques which consist of observation, interviews, and documentation. The researcher used three steps to analyze the data, namely data reduction, data presentation, conclusion drawing or data verification.

The results showed that the descriptive writing learning process using flashcards media for the seventh-grade students of MTs Darul Ulum Sumenep consisted of preliminary, core, and closing activities. In this study, there are two points of results. First of all, the teacher has carried out a guided writing technique using flashcards as media. Second, there are several challenges during the teaching and learning process. In learning to write descriptive using flashcards media, students have difficulty in developing their ideas. They have a lack of vocabulary, and students often struggle with grammar.

ABSTRAK

Kholisi, F 2021. Pengajaran Keterampilan Menulis Deskriptif dengan Menggunakan Media Flashcards Pada Siswa Kelas VII MTs Darul Ulum Sumenep. Skripsi. Tadris Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr. Hj. Like Raskova Octaberlina, M.Ed

Kata Kunci: pengajaran, text deskriptif, penulisan, media kartu flash

Menulis adalah salah satu keterampilan penting dalam bahasa Inggris. Tujuan penelitian adalah untuk mengetahui dan mendeskripsikan proses menulis deskriptif dengan menggunakan media flashcards pada siswa kelas VII MTs Darul Ulum Sumenep. Selanjutnya, peneliti juga membahas tantangan yang ditemukan dalam pembelajaran menulis deskriptif dengan menggunakan media flashcards.

Dalam penelitian ini, metodologi penelitian yang digunakan adalah metode deskriptif kualitatif dengan fokus studi kasus dari pengumpulan dan analisis data. Kemudian peneliti memilih guru Bahasa Inggris dan siswa kelas VII MTs Darul Ulum Sumenep sebagai partisipan dalam penelitian ini. Dalam mengumpulkan data, peneliti menggunakan teknik. Terdiri dari observasi, wawancara, dan dokumentasi. Untuk menganalisis data, peneliti menggunakan tiga langkah yaitu reduksi data, penyajian data, penarikan kesimpulan atau verifikasi data.

Hasil penelitian menunjukkan bahwa proses pembelajaran menulis deskriptif dengan menggunakan media flashcards pada siswa kelas VII MTs Darul Ulum Sumenep terdiri dari kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup. Dalam penelitian ini, ada dua poin hasil. Pertama-tama guru telah melakukan teknik menulis terbimbing dengan menggunakan media flashcards. Kedua, ada beberapa tantangan selama proses belajar mengajar. Dalam pembelajaran menulis deskriptif dengan menggunakan media flashcards, siswa mengalami kesulitan dalam mengembangkan ide-idenya. Mereka memiliki kekurangan kosa kata, dan siswa sering kesulitan dalam tata bahasa.

مستخلص البحث

الخالصي، فرض الصمد. 2021. تدريس مهارة الكتابة الوصفية باستخدام وسائط البطاقات التعليمية لطلاب الصف السابع في مدرسة المتوسطة دار العلوم سمنف. بحث الجامعي. كلية العلوم التربية والتعليم. قسم التدريس اللغة الإنجليزية. جامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانج. المشرفة: لدكتور ليكي راسكوف أوكتابيرلينا الحاجّة الماجستير

كلمات أساسية: تدريس، نص وصفي، الكتابة، وسائط البطاقات التعليمية

الكتابة هي إحدى المهارات المهمة في اللغة الإنجليزية. كان الغرض من هذا البحث هو تعريف ووصف عملية الكتابة الوصفية باستخدام وسائط البطاقات التعليمية لطلاب الصف السابع في مدرسة المتوسطة دار العلوم سمنف. كما ناقش الباحث التحديات الموجودة في تدريس الكتابة الوصفية باستخدام البطاقات التعليمية.

في هذا البحث ، منهج البحث المستخدم هو طريقة وصفية نوعية مع دراسة حالة تركز على جمع البيانات وتحليلها. ثم اختارت الباحثة مدرس اللغة الإنجليزية وطلاب الصف السابع في مدرسة المتوسطة دار العلوم سمنف كمشاركين في هذا البحث. في جمع البيانات ، استخدمت الباحثة التقنيات. تتكون من الملاحظة والمقابلات والتوثيق. لتحليل البيانات ، استخدمت الباحثة ثلاث خطوات وهي تقليل البيانات ، وعرض البيانات ، واستخلاص النتائج ، والتحقق من البيانات.

أظهرت النتائج أن عملية تدريس الكتابة الوصفية باستخدام وسائط البطاقات التعليمية لطلاب الصف السابع في مدرسة المتوسطة دار العلوم سمنف تتكون من أنشطة أولية وأنشطة أساسية وأنشطة ختامية. في هذا البحث ، هناك ثلاث نقاط من النتائج. أولاً ، نفذ المعلم أسلوباً في الكتابة الموجهة باستخدام البطاقات التعليمية كوسائط. ثانياً ، هناك العديد من التحديات أثناء عملية التعليم والتعلم. في تدريس الكتابة الوصفية باستخدام وسائط البطاقات التعليمية ، يواجه الطلاب صعوبة في تطوير أفكارهم. لديهم نقص في المفردات ، وغالبًا ما يعاني الطلاب من القواعد.

CHAPTER 1

INTRODUCTION

This chapter describes four main sections of research. There are background of the study, research questions, objective of the study, significance of the study, limitation of the study, and the last definition of key terms.

1.1 Background of the Study

English is now the first foreign language taught in Indonesia, from elementary school to university. English is also extensively used in international communication, written and spoken. Brumfit (2001) stated that English is a global language and the most popularly used medium of international communication. Moreover, many books on science and technology, art, and other topics are written in English.

There are four skills to master in the English language. There are reading, listening, speaking, and writing. Writing is one of the four essential language skills to master and learn. As it was known, writing is difficult and not easy to learn. According to Maryana (2016), writing as particulars of academics is not easy to learn because writing which has been made is not only to be read but also to contain the meaning and information that the writer will convey to the reader. Hence, the writing process requires students to adjust themselves to write and understand the content of the descriptive writing. In relating to the Q.S. Al-A'raf Verse 154, Allah said that writing could be a communication media for delivering any kind of knowledge or information, as below:

وَلَمَّا سَكَتَ عَن مُوسَى الْغَضَبُ أَخَذَ الْأَلْوَابَ ۖ وَفِي نُسُخَتِهَا هُدًى وَرَحْمَةٌ ۗ

Meaning: *"After Moses' anger subsided, he took (the Torah) back; and in his writings, there were instructions and mercy for those who feared his Lord."*

In this verse, Allah SWT gives His guidance and mercy by writing. This means writing can provide us with knowledge and understanding. Thus, we can use writing to convey valuable information based on our intention. But, in practice, many people have difficulty in English.

In the education field, there are some types of writing such as expository, narrative, persuasive, and descriptive writing. Expository writing is a type of writing in English that provides information or coherently explains a topic (in chronological order). Narrative writing is a type of writing that serves to tell a story. Persuasive writing is a type of writing that aims to convince the reader. Moreover, finally, descriptive writing is a form of writing that aims to explain animals, places, and people. In this study, the researcher only focused on descriptive writing as the main topic.

Descriptive writing is a form of writing that aims to depict people, places, animals and other things. This type of writing focuses on the description of a character, an event, or a place in clear detail. (Lo, 2011) Descriptive writing is a kind of text that is used to explain something. It is usually used to describe a person, thing, place or event to give an explanation for someone.

The purpose of learning English in SMP/ MTs of descriptive writing is to help students in writing paragraphs and essays in a detailed and structured manner and to give an explanation about information. According to Reid R, (2008), descriptive writing is conveying information as well as documenting ideas, thoughts, opinions, or feelings.

The importance of learning descriptive writing is to increase students' creativity and make them think critically. Although descriptive writing is very important, not everyone can create or write descriptive writing well and correctly. When the learners cannot create good descriptive writing, they cannot do clear communication. For example when people mention "tiger", here the tiger is said to be a wild animal because the explanation is not clear then that other person can think that it is not a tiger but a lion. This is experienced by all language learners from the top level (college) to the lower level (elementary school). At the beginner level, it is very important to teach and practice how to create descriptive text lessons. Thus, they should master writing descriptive text well and correctly.

Currently the media is very developed and modern. Perhaps, traditional media is no longer found because it has been replaced by digital or online media. However, digital media will reduce students' attention to teachers because they will learn independently without teacher guidance. Teachers can use media to teach descriptive writing, for example, videos, music, flashcards, and others. According to Wazir (2018), a flashcard is a simple image in the form of a piece of paper or card, which is probably the

most used teaching aid in teaching English. This means that flashcards are one of the traditional media facilitating teachers in English learning. Using flashcards to teach descriptive writing to students will be more interesting because the teacher can show pictures that help students understand the meaning of each picture.

Based on the background of the study above, this research focuses on the teaching descriptive writing by using flashcards media in the classroom under the title “Teaching Descriptive Writing Skill by Using Flashcards Media at the Seventh Grade Students of MTs Darul Ulum Sumenep”. The teacher in the examined school uses flashcards media to teach descriptive writing. Therefore, the researcher was interested in investigating the media and challenges found in teaching descriptive writing using flashcards media.

The use of flashcards can help the learners to stimulate and strengthen their creativity. In addition, the learners can also train to concentrate on learning. Therefore, flashcards are considered as media that help them in the learning process for improving their abilities in descriptive writing. Based on the teacher's perspective, the researcher wants to raise research about the use of flashcards media in descriptive writing skills. Previous studies discussed learning using Flashcards media, and the results varied and significant. Besides, the previous studies have been carried out in several places. As for some previous studies, there are:

The first research is from Habibi (2017) entitled "The Use of Flashcards Media in Improving Vocabulary Mastery of Students with

Disability". The use of flashcards shows that they have great potential to improve vocabulary learning performance and obtain perfect cognition.

The second research is from Grillo (2011), that in their research, entitled "An Investigation of the Effect of Using Digital Flashcards to Increase Biology Vocabulary Knowledge in High School Students with Learning Disabilities". It explains the result of their research that flashcards help the students to have better biology vocabulary.

In other case, there was a research from Wasir and Othman (2018) entitled "Vocabulary Flashcards in Learning English as Second Language for non- native Learners." The research revealed Flashcards help facilitate vocabulary learning and easier vocabulary memorization through, interaction, motivation for learners and more meaningful learning.

With this evidence and the author's personal experience, using the media used by the teacher, namely "Flashcards media", there was some progress made by students. Based on the teacher's perspective, media flashcards help students in learning to write. That makes the author raise this topic to be a topic for further research to explore further using flashcards media. So, it will make students at the elementary school level have good descriptive writing skills. At the same time, the researcher aims to observe the use of flashcards improving the students' mastery in descriptive writing.

This research is expected to give a solution for teachers to teach writing skills, especially in descriptive writing learning, one of which can be mastered by using the help of media tools, namely flashcards media.

1.2 Research Question

Based on the context of the study, the researcher focused on the teaching descriptive writing skills. This research can be formulated in the following questions:

1. How does the teacher teach descriptive writing skills by using flashcards media?
2. What are the challenges found by the teacher and the students in descriptive writing class using flashcards media?

1.3 Objective of the Study

From the identification of the problems above, this research aims as follows:

1. To investigate the teacher's strategy in the teaching descriptive writing skills by using flashcards media, and
2. To investigate the challenges found by the teacher and the students in teaching learning process descriptive writing skills by using flashcards media.

1.4 Significance of the Study

Broadly speaking, the benefits of the research can be divided into two there are:

1. The theoretical benefit

It is hoped that the research can find out writing skill learning using flashcards and can be one of the benefits for efforts to develop

educational knowledge and can be used as teaching and learning activities in the future and achieve optimal results.

2. Practical benefit

- a. For the school, the researcher hopes this research will add reference to the application of learning descriptive writing skill,
- b. For the teacher, the researcher hopes that with this study teachers use flashcards more often to teach skills and willingness to write descriptive.
- c. For the students, the writer hopes that teaching descriptive writing by using media flashcards can help the students' problem and can increase their motivation, skill and interest to learn descriptive writing.
- d. For the researchers, The benefits of this research as additional knowledge about the use of flashcards in learning English writing skill and the writer knows the student's difficulty towards learning descriptive writing skill by using flashcards media in class V11 MTs Darul Ulum Sumenep

1.5 Scope and Limitation of this Study

The scope and limitation of this study are on Teaching Descriptive Writing by Using Flashcards Media. In addition, this research attempts to

describe the descriptive writing of students. The scope and limitations of the research are limited to the subject and the object of the research.

1. Scope of the study

The scope of this study focuses on the problems in English teaching and learning descriptive writing by using flashcards. Then, challenges were found in teaching descriptive writing using flashcards media in class.

2. Limitation of study

In collecting the data for this study, the researcher would limit this study only to focus on teaching descriptive writing by using flashcards media along with a challenge in teaching descriptive writing using flashcards media at Mts Darul Ulum Sumenep.

1.6 Definition of Key Terms

To avoid a lack of clarity or misunderstanding in understanding the keywords and main concepts contained in the title of this thesis, the researchers define the terms contained in the title as follows:

1. Descriptive writing

Descriptive writing is one of the types of writing in which the teacher gives students to write descriptive text.

2. Flashcards

Flashcard is a piece of cardboard with a single picture, word, or sentence on it. Flashcards are useful in the classroom for introducing new words.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses literature review. It talks about concepts of writing, descriptive text, teaching media, flashcards and review of previous studies.

2.1 Writing

Writing is very important for anyone to learn. Therefore, the author will discuss several sub-chapters of writing which are listed below.

2.1.1 Definition of Writing

There are different definitions of writing from different sources. Nevertheless, to Harmer (2004), writing is frequently valuable for preparing for another activity, which occurs when students write discussion sentences. The term of writing skill can be defined as specific abilities that aid writers in putting their thoughts into meaningful words. Meanwhile, Salem (2017) stated that writing is one of the students' final products after they have studied listening, speaking, and reading. It means ideas from writing sentences or paragraphs are coming from students by their learning.

In addition, Caroline (2005) stated that writing is also a product and a process. The process collects ideas and works with them until they are perfected and easily understood by the reader. It means that writing is an activity in which something from the mind is transformed into a meaningful sentence text.

Based on the above definition, researchers can conclude that writing generates language from our thoughts. The process of writing comes from thinking and organizing. Writing is the process of producing written products that readers can use.

2.1.2 Type of Writing

According to Rojas (2010), several types of writing are taught in Junior High Schools (SMP/MTs). The various types of writing that must be conducted in junior high schools are based on competency standards recommended by the government are:

1. Procedure text is a type of English text which contains the ways or steps to do something. We usually find this text on food packaging, drugs, electronic items, food recipes, and others,
2. Descriptive text is a type of text in English that clearly describes the properties inherent in something, be it humans, animals, plants or inanimate objects,
3. Recount text is a type of English text that tells about a story, action, or activity. Usually, a recount text describes someone's experience.and
4. Narrative text is an English text used to tell a story in a series of related chronological events. The purpose of this article is to let readers understand a story or a story.

Based on this theory, there are several types of writing. They are procedure text, descriptive text, recount text, and narrative text.

2.2 Descriptive Text

Descriptive text in language teaching and learning is related to several aspects of descriptive as presented below.

2.2.1 Definition of Descriptive Text

Text is classified into several types, and every level of students received a different type of text. According to the genre approach and curriculum 2013, students in junior high school, particularly in seventh grade, can know and understand various texts, including descriptive, recount, and narrative. Students must master four skills when dealing with these texts: listening, speaking, reading, and writing. According to the 2013 curriculum, the first text received by seventh-grade students is descriptive. As a result, the researcher likes descriptive text in writing as the focus of the study.

The descriptive text described an object like a person, position, or item that described the specific data. Endang Retno (2014) explained that descriptive text is a type of text that describes an object, such as a person, position, or item, and it describes specific data. And Endang Retno (2014) explained that a descriptive text is used to provide information. This type of text's context describes a specific thing, animal, person, or others.

According to Nadell, McMeniman, & Langan (2003), descriptive writing can be explained as a living expression of what the five senses experience. The meaning of the term above, descriptive writing, emphasizes the expression from activities people sense experience.

Based on the explanation of Abisamra, (2001), adds that "descriptive is a text that describes people, places, and objects in vivid detail to help the reader visualize an object described." Thus, by writing a descriptive text, the writer creates an impression and obtains a clear picture of the object described. The description activity is used in turn to describe an object, and the reader becomes easy to understand so that they can imagine an object vividly described as it is.

2.2.2 The Purpose of Descriptive Text

People need to share their experiences as people in society, so they write to others describing vacations, childhood homes, and people they meet. As shown in the examples in the table below, descriptions enable people to entertain, express feelings, inform, relate experiences, and persuade others. (Fine, 2002).

Based on the purpose of descriptive writing, the researcher clarified the purpose used in descriptive writing in the form of a table as below.

Table 2. 1 The Purpose of Descriptive text

No	Purpose	Description
1.	To comfort	A humorous description of a teen's bedroom
2.	To express feelings	An attitude used to express the feelings that are in his heart.
3.	To relate experience	An event that is personal and occurs as a form of response to some stimulus.
4.	To inform (for a reader which unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one.
5.	To inform (to create a fresh appreciation for the familiar)	Provide information to the public, inform the public about events that occur, ideas or thoughts and behavior of others, and everything conveyed by others.
6.	To persuade	An invitation to someone by giving specific reasons and possible so that they are interested in following what he is asked.

2.2.3 The Structure of Descriptive Text

In descriptive text, some rules will be used in making it, like generic structure (identification and description). Pardiyono in Jhoni Iskandar (2010) stated that the descriptive text follows some particular stage such as:

1. Identification

Identification (introduction) is a short statement or paragraph used to identify the object to describe. Usually exciting and can make the reader read the text with excitement.

2. Description

As mentioned in the identification section, this section provided a sufficient description of the object. The description of an object can be done from various perspectives, there are size, length, strength, color, height, condition, location, weather, qualities, shapes, and others.

One on hand, components of Descriptive Writing by Megawati (2017) contains a significant generic structure. The general structure is divided into recognition (description or recognition of phenomena) and description (description of parts, characteristics, and qualities). The first step in writing a general structure is for the author to determine the phenomenon to be described, and then

describe the quality and characteristics of each part and theme (as cited in Sinaga, 2017). Furthermore, in the generic structure of the descriptive text, Gerot and Wignell (2004), Alwasilah (2014), and Emalia (2011) mention two elements consisting of an identification which provides the topic being described and a description that explains the case can be appearance, quality, or phenomena. (Nurlaila, 2013)

The term generic structure of descriptive writing can be defined as writing with two generics: identification and descriptions.

2.2.4 The Grammatical Features of English Descriptive Text

The grammatical features of descriptive text focus on language features (general present tense, action verbs, and adjectives), vocabulary, and mechanics.

1. Language Features (general present tense, verb, and adjective)

In the linguistic features of descriptive text, you can use the most popular simple present tense in the descriptive. According to Peronity (2011: 1), “the linguistic feature of descriptive text is to use the simple present tense because it tells the object to describe and use adjectives to clarify nouns.” The simple present tense is the most commonly

used tense. This is due to the factual nature of the descriptive text.

In this case, this is one of the tenses that students must master when writing descriptive texts in English. If students master it, they will be more likely to express their ideas in good writing. Azar (2005) pointed out that there is a pattern in the simple present tense. Namely: verb sentence and noun sentence. In the verb sentence, the formula is as follows:

<p>(+) S + VI (s/es) + O/C (-) S + do/ does + not + VI + O/C Example : My mother cooks in the kitchen</p>

In nominal sentence, the formula as follows :

<p>(+) S + Tobe (is, am, are) + Adjective/ Adverb (-) S + Tobe (is, am, are) + not + Adjective/ Adverb Example : Tom cruise is handsome man.</p>

In addition, using adjectives when writing descriptive text in English allows writers to create joy, interest and beauty with their texts. According to Parrot (2004: 18), adjectives are a group of words that are often called descriptive words because they give meaning

information about the nature of things described in nouns, noun phrases, or clauses. It means that adjectives are words that modify nouns or pronouns. It is to provide more information so that readers can understand the author's meaning.

2. Vocabulary

Important vocabulary in writing a descriptive text of English. It is, to say, a must to be noticed by a student in junior high school. One writer may cause the reader to dig deeper into what is being told. It has always been a big deal to learn English. Students were still struggling with the writing of the text because they lacked vocabulary. So, they could not communicate their topical ideas as clearly as they should.

Vocabulary is a significant component of language learning. Supported by Zhihong (2000), which stated that "the word is a basic language unit. Without sufficient vocabulary, you cannot communicate or express ideas effectively. Limited vocabulary is an obstacle for students to learn foreign languages. If learners do not know how to expand their vocabulary, they will gradually lose interest in learning.

Based on the above theory, we can conclude that vocabulary played a key role in communication. Furthermore, the use of the word in the text implies definitions and implies how the word conforms to the context. That is, the writer must be clever in selecting the right words to fit the context. If the word does not fit the context, then the reader has difficulty understanding the text. Associated with writing a descriptive text, students have difficulty choosing the right words to express their ideas. As a result, students are unable to complete their descriptive writing. Thus, the case would require that students use precise vocabulary and accurate words according to the context in their English descriptive text. Students will improve their ability to write a descriptive English text using the right words.

3. Mechanics

Mechanics is the writer's ability to use conventions typical of written languages such as punctuation and spelling. According to Nordquist (2011), mechanics consists of punctuation and spelling. Punctuation marks are signs used to structure the text and clarify meaning, especially by separating or connecting words, phrases, and clauses. Next, Oshima and Hogue (1991) that “using

correct punctuation is important because it conveys meaning just like words do.” Whenever a spelling meaning of a word appears as if the author misspelt it, it creates meaningless words.

It can be concluded that punctuation and spelling are important in writing to help readers understand their ideas. In the study of English, both are presented and studied accurately. The use of punctuation makes writing clear and easy to understand. Although spelling means that the word looks like, if it is misspelled, the meaning of the word may be different.

2.3 Teaching Media

Any tool used to transmit information or messages from one location to another is a medium. In the teaching-learning process, media is also used to make the process more effective and exciting. This section discusses the meaning of teaching media, its functions, and various kinds of teaching media.

2.3.1 Definition of Teaching Media

In general, teaching media refers to any tool that a teacher can use to deliver teaching materials to students during the teaching and learning process to achieve specific learning objectives. Teaching media are media that carry instructional goals or learning information

(Arsyad, 2009). Teaching media are media that carry instructional goals of knowledge or learning information.

Meanwhile, Briggs in Aniqotunnisa (2013:10) stated that teaching media are all physical forms that can stimulate students to learn. This teaching media is uses all physical forms of the process of learning.

In addition, Heinich et al. in Nurrochim (2013) stated that the media functions as a mediator between the sender and the receiver when the media convey instructional information with learning objectives. The term "media" refers to all aids/tools used by both the teacher and the learner to achieve specific educational goals.

In teaching media, there are also challenges experienced by teachers and students in the learning process, such as the low interest experienced by students. According to Holguin & Morales (2016), low interest in learning is seen from student behavior during the learning process in the classroom. Meanwhile, students' challenges are that students do not want to do the assignments given by the teacher. Moreover, Megawati (2016) stated that a student must have experienced an obstacle in learning English. These obstacles can lead to less than optimal student learning outcomes.

2.3.2 Kind of Teaching Media

As we all know, teaching media is any tool or aid that a teacher or learner can use to achieve specific educational goals. The teaching media can then be classified in some way.

According to Maharajan (2012), Media is divided into seven categories, including:

1. Graphical media: any printed media like books, pictures, photos, maps, charts, posters, charts, and diagrams.
2. Display media: board used to display information in group setting, such as blackboard, bulletin board, flannel board or nail board,
3. Three dimensional media: three-dimensional media For example, models, objects, specimens, and puppets.
4. Projected media: a type of media that requires a projector to display, for example. Slides, filmstrips, transparencies, films, videotapes, gramophones, and records,
5. Audio media: media can only be heard on Radio, tapes, gramophones, and turntables.
6. Video media: This media combines audio and visual elements, such as television, videotapes, CD, and computers.

7. Activity media: Media that can carry out some activities. Field trips, dramatization, demonstration, and role-playing are some examples.

Based on Sahid (2010), The following types of teaching media can be classified:

1. Visual media: the media that can only be seen and read, For example, a picture, a photo, a graphic, a diagram, a poster, a cartoon, a comic book, and others.
2. Audio media: any medium that can display information that can only be heard, For example, a radio, tape recorder, language laboratory, MP3 player, and others.
3. Projected Still media: media that requires the use of a projector to display information in the form of a still image/writing, For instance, a PowerPoint slide, microfilm, and others.
4. Projected Motion Media: this media type uses a projector to display information from a motion picture or writing. Examples are Film, television, video (VCD, DV, VTR), computer, and others.

2.4 Flashcards

In this section, the researcher will review some points about flashcards, namely the definition of flashcards, flashcards as student aid, the steps of using flashcards learning media, and advantages and disadvantages

of flashcards media. All of these theories are important to present to help researchers answer research questions.

2.4.1 Definition of Flashcards

Those flashcards are small cards containing pictures, text, or symbols that remind or guide students to practice spelling and enrich vocabulary. The size of the text and images on the flashcards must be large enough so that all class members can see the content on the flashcards. Flashcards are usually 8 X 12 cm in size or can be adjusted to the size of the class at hand. According to Endriyatin (2021), flashcards are learning media in the form of picture cards measuring 25 X 30 cm. The pictured on the flashcard are a series of messages that are presented with a description of each image.

In addition to Sutriyono (2018), flashcards are teaching aids as picture paper which is 25x30. The pictures can be made by hand, pictures, or (Flashcards are learning media in the form of picture cards measuring 25 x 30. The pictures by hand, photos, or using existing pictures/photos pasted on flashcard sheets). Hence, Dini Indriani (2011) also revealed that “Flashcards are learning media in the form of picture cards whose size is the size of a postcard or about 25 X 30 cm.

According to Ashoori (2011), flashcards are cards with a word, sentence, or picture. Flashcards have two sides. The front of the flashcards contains the picture and the word, while the back of the

flashcard is the word's meaning. Flashcards are an efficient medium because they can be created jointly by teachers and students.

According to Hotimah (2010), Flashcards are media pictures made from photos with a description of the images on the flashcard on the back. The images in these flashcards will help improve children's memory because this media has a more significant influence on remembering and understanding things.

Some of the suggestions above show that flashcards are effective learning cards that have two sides with one side of an image, text, or symbol sign. On the other hand, a definition, description, answer, or description helps remind or direct students to something related to learning—image on the card. Flashcards are usually 8x12 cm, 25x30 cm, or according to the size of the class at hand.

2.4.2 Flashcards as Teaching Aids

A foreign language is known as English, which is not used in everyday society. English is also considered to be a difficult subject for students. Thus, these subjects need consideration and strategic approaches. In learning English to be easy and interesting, the teacher must use some teaching aids to explain. A teacher should use effective, creative strategies to facilitate the teaching and learning process. If the teacher only uses one method, it will make students feel bored in the learning process.

Props are also called media. That is, something that can be used to send a message to the recipient. The medium also functions as a tool that can be seen, read, heard, and even spoken as a good instrument in the teaching and learning process.

Based on Rudy Bretz (1971) categorizes media based on three main points: visual aids, audio, and audiovisual. The first is a visual aid. It is a visible medium, for example, pictures, flashcards, photos, and reality. The second media is audio aids. This media that can be heard is, for example, a cassette recorder. And the last media is audiovisual aids. This is media that can be heard and can also be seen. For example, the teacher used TV shows or movies as a teaching medium.

According to Sutresno (1976), media are classified into 10 categories: audiotapes, print textbooks, audio-print, OHT, audiovisual projection, visual motion, audiovisual motion, physical object, human, and computer.

From the argument above, the study concluded that the media is a teaching aid that teachers for students. In this study, researchers used flashcards as a tool to help the extraordinary teaching process. Therefore, researchers use teaching aids as teaching aids that have important levels in the learning process.

The research examines flashcards media for teaching descriptive writing because flashcards help teach aids that can provide

stimulation and motivation in the teaching and learning process. Flashcards are also teaching aids that make students not bored. Therefore, students can improve their understanding of correct descriptive writing.

2.4.3 The Steps for Using Flashcard Learning Media

The steps for using flashcard learning media proposed by Buttner (2013:2) are "The media is given to students who work individually. Then students observe flashcards containing various words and pictures. The teacher asks them to use all the flashcards creatively to compose sentences, questions, make true or false statements, or write stories using the vocabulary listed on the cards.

In addition, according to Riskha Aprilia Listianingrum (2018), as for the use of flashcards media in learning, namely: cards containing pictures are arranged in advance and held by the teacher, the teacher takes one card and explains it to the students. Moreover, finally, the teacher distributes the cards to the students. The teacher asks the student to observe the card, then gives the card until all the students can observe.

The steps in using flashcards media that several theories have explained include the media given to students, each student observing the picture. The steps of using flashcards media depend on the teacher who will explain in class.

2.4.4 Advantages and Disadvantages of Flashcards

Each learning media has its advantages and disadvantages, as well as Flashcard learning media. The advantages and disadvantages of the Flashcard learning media proposed by Fajrani (2018) are:

1. Easy to carry, flashcard media can be stored in a bag, or even a pocket, can be used anywhere, in class or outside of class,
2. Practically, in using this media, the teacher does not need special skills. This media did not also need electricity. If we are going to use it, we need to arrange the order of the images according to our wishes. If it has been used, keep it back by binding it or using a special box so that it doesn't get scattered,
3. Easy to remember, the characteristic of Flashcard media is to present short messages on each card explained. The presentation of these short messages will make it easier for students to remember the message, and
4. Fun, Flashcard media in its use can be through games. For example, students compete to find according to orders. In addition to honing cognitive abilities, it also trains agility (physical).

Another opinion was expressed by Ridho (2018) that the advantages of Flashcard learning media are that it is concrete, the

images overcome the limitations of space and time, are cheap and easy to obtain, and easy to use without requiring special equipment. Meanwhile, Butnerr (2013: 1) argues that "Flashcard learning media can encourage nervous students to dare to get up from their seats and try it."

In addition to advantages, Flashcard media also has weaknesses, as stated by Sadiman (2006: 31), including "images only emphasize eye sense perception, images of objects that are too complex are less effective for learning activities, and very limited in size for large groups." And according to Susilana & Riyana (2007, p.93), flashcards are only suitable for small groups or students of less than 30 people. That implies that flashcard media is not ideal for learning with a large number of students

From some of the existing opinions, it can be concluded that the advantages of flashcard media are practical to manufacture, practical to use and easy to carry around, and easy to remember by students because it looks attractive to students and can make students happy in learning. Also, students get meaningful learning. The weakness of flashcard media is that it is only suitable for small groups. Children can only know and understand words and images limited to words and images on flashcard media.

2.5 Review of Previous Studies

Several studies correlated vocabulary. First, Agnes Krista Putri Dina Anggraini (2009) researched *Designing a set of supplementary English Vocabulary Materials Using Flashcards for the first grade of Joannes Bosco elementary school Class I SD Joannes Bosco*. This study shows that students give positive opinions on the designed material. They stated that the material using flashcards as media was interesting, innovative, attractive, and applicable. The results showed that the material was quite good and suitable for class I SD Joannes Bosco.

It is different from Kelly J. Grillo's research (2011) with his thesis research *An Investigation of the Effect of Using Digital Flashcards to Increase Biology Vocabulary Knowledge in High School Students with Learning Disabilities*. The results of this study showed that media flashcards statistically improved both vocabulary as well as course grades in biology over time. However, testing between effects considering the type of flashcards did not result in differential changes in vocabulary assessment and course grades in biology. Based on the qualitative data, the interviewed students liked the media and found it helpful in learning biological terminology.

Then, M. Lathif Musyaffa' (2020) that in their research, entitled *Flashcards as a Media to Improve Students' Writing Skill in Descriptive Writing*. The results revealed that the use of flashcard media in writing had been able to improve students' writing skills. Based on qualitative data,

students are happy and enthusiastic about the application of flashcard media in learning to write. They also find it easier to make descriptive paragraphs through this medium.

In addition, from Yudi Juniardi and Ria Utami (2013) in their research, entitled *"Improving students' speaking achievement with flashcards thought drilling technique"*, explained the results of their research that teaching with drilling technique can help students to improve their speaking achievement. This technique also makes students feel happy, comfortable, and more creative to create ideas without worrying about making mistakes through flashcard media.

The last study previous study is research from Aulia Hanifah Qomar (2014) that in her research, entitled *"Vocabulary Flashcard in Learning English as Second Language for non-native Learners"*. The findings revealed that This study provides a new technique for using flashcards in learning vocabulary and this new technique can influence vocabulary teaching methods. It creates a new environment for learning where learners can enjoy the learning process and their learning rate can be increased by using it. Flashcards help facilitate vocabulary learning and easier vocabulary memorization through, interaction, motivation for learners and more meaningful learning.

Based on the previous research above, there are differences, namely in English learning skills. This study focuses on investigating the use of flashcards by teachers in the examined schools to teach descriptive writing.

In addition, this study also aims to find out the challenges of teachers and students in using flashcards in writing descriptive writing in the classroom.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology used in conducting research. This chapter discusses the research design, subject of study, research instrument, data collection, and data analysis.

3.1 Research Design

In this study, the researcher used descriptive qualitative research focusing on the case study technique to explain Teaching Descriptive Writing by Using Flashcards Media. So, the researcher chose qualitative descriptive research. The purpose of qualitative descriptive studies is to provide a comprehensive summary, in everyday terms, of certain events experienced by individuals or groups of individuals.

According to mukhtar (2020), a descriptive qualitative method is a method used by researchers to find research knowledge or theory at a specific time. According to Sukmadinata (2020) descriptive qualitative research is to describe existing phenomena, both natural phenomena or human engineering.

As an explanation above, the researcher tried to find out Teaching Descriptive Writing skill by Using Flashcards Media at the Seventh Grade Students of MTs Darul Ulum Sumenep to help them to find some ideas and motivate them with the object prepared by the researcher.

3.2 Researcher Presence

The presence of researcher in the field is very important in qualitative research, because it is a key to success in such research. His presence in the field is a reporter for planners in carrying out data collection where researcher are required to obtain data information, from observation, interview, and analysis results from every incident at the location study. In addition, the presence of researcher at MTS Darul Ulum Sumenep has benefited for researcher, including:

1. Can meet directly with informants and conduct interviews at the research location to get data about learning descriptive writing by using flashcards media and the challenges found by the teacher and the students in descriptive writing class using flashcards media.
2. Can find out the programs that exist at MTS Darul Ulum Sumenep such as building facilities, facilities and infrastructure.
3. Obtain direct documentation of the existing learning media at the research location which is used as research analysis.
4. View documents or archives directly related to the problem to be studied.

3.3 Subject of The Study

According to the research design, the subjects of this study were one english teacher and eight students from MTs Darul Ulum Sumenep. The researcher chose the teacher because he applied flashcards media in learning

descriptive writing. He had approximately five years of learning experience using flashcards media. He also had become a favorite teacher at the school. Then, the researcher also wanted to know in depth about the challenges experienced by students in learning descriptive writing by using flashcards media

In addition, this research focused on teaching media at a certain level in class VII SMP at Mts Darul Ulum Sumenep. The researcher chose eight students as write descriptive writing and to investigate challenges the learning of descriptive writing using media flashcards by the seventh grade students of MTs Darul Ulum Sumenep.

3.4 Instrument of the Research

In this study, the researcher used some instruments that could be used to collect the data such as observation, interview, and documentation. According to esswell (2012), said tool for an interview, observing, or documenting qualitative data. Thus, the researcher gathered information from the interview with eight students and one English teacher, then from Classroom observation in Mts Darul Ulum Sumenep.

3.5 Data Collection Technique

To collect data in this study, the researcher took three ways to do data collection such as observation, interview, and documentation.

3.4.1 Observation

Observations can be classified into participants and not participating. Observations are divided into two, namely open

observations and closed observations. Observation can also use structured and unstructured techniques. Observations are made to obtain information about information behaviour and others, as in the appropriate circumstances.

The purpose of observation is to describe something that will be studied in this research, on going activities, and its people. With this method, the researcher in the observation is in a natural state without any artificial engineering.

The researcher decided to observe directly in the classroom. It can be said the researcher joined the discussion forum and monitored the learning activity in the class seventh grade. Researcher used observation sheets to find out how teachers teach descriptive writing using media flashcards from pre-activities to post-activities during two meetings. In addition, the observation sheet also makes it easier for researchers to adjust the results of interviews with teachers. It is aimed that the researcher knows activity and learning in class. Thus, the researcher could observe well.

3.4.2 Interview

Interviews were used as a data collection technique when conducting a preliminary study to identify problems that need to be researched and when the researcher was going to learn more in-depth information from the respondents. The number of respondents was small or non-existent. According to (Sugiyono 2015), this collection

technique is based on self-reports or, at the very least, personal knowledge or beliefs.

The researcher conducted interviews with one English teacher to obtain in-depth data related to for learning descriptive writing by using flashcards media and the challenges faced by the students in learning descriptive writing by using flashcards media. Then, the researcher also conducted interviews with eight students to get additional information from the teacher to complete and strengthen the data about the challenges found by the students in descriptive writing class using flashcards media.

3.4.3 Documentation

Documentation is a record of events that have occurred. Documents can be in the form of human words, pictures or commemorative works. Documents in written form include diaries, life history, and stories. Documents in the form of images, such as photos, sketches, etc. At the same time, documents in the form of works, such as works of art, in the form of pictures, sculptures, movies, etc.

According to Sugiyono (2015), The document study complements the use of observation and interviewing methods in qualitative research. The document used in this research uses photo evidence of learning outcomes using flashcards.

In this study, the researcher used some images that can be used as data to answer research problems as evidence that the researcher was conducting research and to support interviews and observations. The documents that were observed in this research are interview with teacher and students, observation sheet, documentation related to learning descriptive writing by using flashcards media, lesson plan, and syllabus.

3.6 Data Analysis

Data analysis in qualitative research is performed before entering the field and after completion. Data analysis is more focused during the process in the field along with data collection. After all data had been collected, the researcher analyzed the data. To analyze data, the researcher applied the framework that has been expressed by Miles and Huberman. According to Miles, Huberman, & Saldana (2014) The activities in qualitative data analysis were conducted interactively and continue to be completed, so the data becomes saturated. Data analysis activities, i.e. data reduction, data display and conclusion graph/verification.

3.5.1 Data reduction

After the researcher obtained data from the research site, the researcher summarized the main things obtained in detail, and focused on the important things from the theme and pattern. This would made it easier for the researcher to determine the data needed, if it was still lacking, the researcher returned to collect data.

The data that was reduced by the researcher was the data which to the purpose of research on learning descriptive writing by using flashcards media and the challenges found by the teacher and the students in descriptive writing class using flashcards media

3.5.2 Data Display

The second step of data analysis was displaying data. In this step, the researcher arranged the data and categorized it according to theory and the literature review described. After being reduced, the researcher presented the data in the form of a brief description and grouped them according to their respective categories, and narrated the grouped text.

3.5.3 Conclusion drawing/ verification

The last step conducted by the researcher after displaying the data in accordance with the research was drawing and verification with the eight students to ensure the correctness of the data obtained from the teacher. The researcher concluded the research findings. Then, the researcher had to discover the meaning of the research findings and elaborated it in the form of descriptions.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents findings, analysis of data, and discussion of research data, data collected from observation, documentation, and interviews. It is intended to answer the research problem. In this chapter, the researcher explains the process of the English teacher in teaching descriptive writing using media and students' challenges about learning descriptive writing using flashcards media. The findings and discussion are described as follows:

4.1 Research Finding

This section will be described about the result of data collection. The researcher was explained about the process of teaching descriptive writing by using flashcards media based on the classroom observation, observation sheet, and the interview. Then, the researcher give addition data result from teacher and students interview iabout the challenges in teaching descriptive writing using flashcards media order to strengthen the data validity.

4.1.2 The Process of Teaching Descriptive Writing by Using Flashcards Media

This section presents the data obtained during two meetings on March 17th and 19th 2021, employed observation, interviews, and documentation in the classroom. The observation was conducted to know the process of teaching descriptive writing by using flashcards media. Every meeting had the same activities and the same material to explain but different themes taught by the teacher. On March 17th,

2021, the teacher conducted pre-activity, main activity, and close activity in the first meeting. The second meeting on March 19th, 2021, was a continuation of the first meeting.

The data obtained from the researcher was presented below. In the first meeting, the process of teaching descriptive writing by using flashcards media was as follows:

1. Pre- Activity

In the first meeting pre- activities on March 17, 2021, at 08:00 WIB. The teacher entered the classroom and prayed together, checked the students' attendance, motivated the students, delivered the learning objectives, and teacher reviewed again about students' background knowledge. According to an interview conducted with an English teacher on March 09, 2021, the teacher said,

"To start the lesson, I entered class and asked all students to pray with prayer before studying.

*رَضِئْتُ بِاللَّهِ رَبًّا وَبِالْإِسْلَامِ دِينًا وَبِمُحَمَّدٍ نَبِيًّا وَرَسُولًا
رَبِّ زِدْنِي عِلْمًا وَرُفْقِي فَهَمًّا"*

After that, I checked the students and motivated them to be more enthusiastic again because students feel bored with English subjects. Lastly, I will explain the lesson plans and learning objectives for today."

2. Main Activity

The teacher explains writing and descriptive writing and the parts of a descriptive that students must write. Before writing a descriptive text, the teacher explained the generic structure of

the descriptive text (identification, description) and the descriptive text's language features.

According to the observations written by the researcher in the Classroom Observation checklist, the checklist was under what was explained by a teacher in the class that the teacher explained writing, descriptive writing, and others.

Then the teacher also said, in learning descriptive writing by using flashcards media, "I was a teacher who would explain the definitions of writing, kind writing, and descriptive text."

The teacher applied a process of descriptive writing in teaching by using flashcards media. The teacher prepared the subject (subject means descriptives like descriptive event, person, place, thing, and other). After preparing the subject, the teacher chose the topic with themes today. The topic about profession. The teacher gave the students some questions related to the topic. The questions were: "*what is this? Do you like pictures?*" (teacher holding flashcards media). Then, the teacher asked the students to make a small group that consisted of two or three-person groups. Then, the teacher wrote an example of descriptive text by using flashcards media. Then, the teacher gave flashcards to some groups and began to write a descriptive text.



Figure 4. 1 Flashcards media about "Chef"

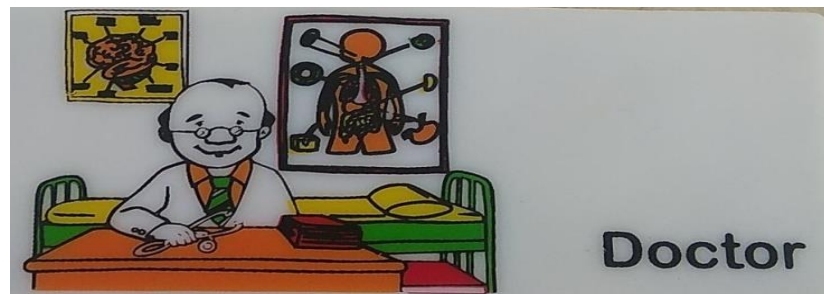


Figure 4. 2 Flashcards media about "Doctor"



Figure 4. 3 Flashcards media about "Nurse"

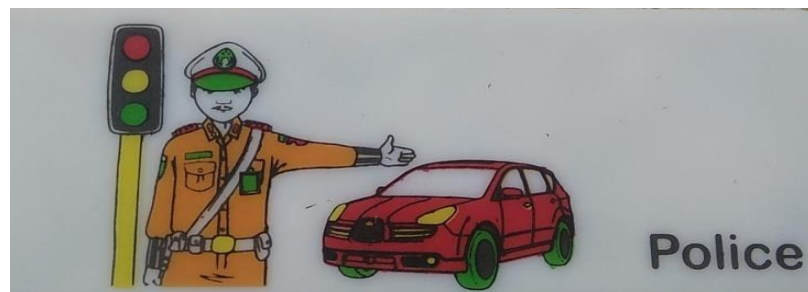


Figure 4. 4 Flashcards media about "Police"



Figure 4. 5 Flashcards media about Teacher"

And the students discussed with their group about the theme based on the flashcard given by the teacher. According to an interview with an English teacher in class,

He said, " Before I go to class, I have to prepare the material according to today's lesson. Incidentally, today, the material is about a descriptive text. So to make students feel happy and not bored, I chose the theme "profession" by using media in the form of "flashcards." I also show some media flashcards according to the material to students. Besides that, I gave an example of making a descriptive using the flashcards media, starting from the pictures, colors, and others in the picture. After that, I asked students to make groups of at least 2-3 people, and I also distributed flashcards to each group. Moreover, finally, I gave practice to students to make them descriptive. I have used flashcards media from 2017 until now. I think this flashcards media can help students learn all subjects, such as making descriptive writing and memorizing vocabulary. This medium is also not boring in learning. Even though students like laziness still experience some obstacles to do and think."

As a tool of the media, the teacher also used media flashcards to make it easier for students to think creatively.

As he said, "media flashcards are media in the form of images or writing that can help students be interested in understanding the material presented"

While students were writing, the teacher walked around them, assisting and guiding them as needed. The teacher then kept track of what the students were doing. When monitoring students, the teacher also identified some errors made by students. Following that, the students revised their writing if they made any errors, the teacher allowed time for the students to finish it.

3. Post Activity

In this final activity, the English teacher also ordered the students to end today's lesson and continue at the next meeting. Representatives from the group presented the results of descriptive text that had been done and discussed with the group. The other group had to listen to their friend's presentation and gave comments to the friend who had presented. Then the teacher asked the students to pray and say greetings.

Thus, the teacher said, at the end of the lesson, the teacher said that tomorrow they would continue with today's assignments and gather with their respective groups. After completing the task, I asked the group representatives to present their descriptive results.

In the second meeting, the process of teaching descriptive writing by using flashcards media was as follows:

1. Pre- Activity

The second meeting started on March 19, 2021, from 8:00 a.m. to 09:50 a.m. The activities were similar to the first session.

In this study, the teacher attempted to alter the teaching-learning process to increase the students' interest in the lesson. The teacher began by greeting the students and checking the attendance list. The teacher-reviewed the previous lesson.

2. Main Activity

In the main activity, the teacher reviewed and reminded the students of the material from the previous day. The students were still creating descriptive text with flashcards media. However, in this meeting, the teacher provided opportunities for students to correct their writing errors with the teacher's guidance. Based on the second meeting.

The teacher said, "I asked the students to correct the wrong writing together. I also help guide them so that the writing is correct".

Then, The teacher asked every group to present their descriptive text in front of the class. The teacher also said that *"I asked each group representative to come forward to present their descriptive results so that they are more courageous to come forward and dare to read the results. The goal is to make the atmosphere in the class fun. Other friends also listen".*

3. Post Activity

The teacher provided feedback to the students and pointed out some errors during the post-activity. The teacher then concluded the lesson with a group prayer.

4.2.2 The Challenges in Teaching Descriptive Writing Using Flashcards Media for the Teacher and Students' Perspective

This section describes the research findings of the challenges in teaching descriptive writing using flashcards media. The teacher said that learning English, especially descriptive writing, was very difficult and even low interest during the lesson, even though the media was good enough to make students active. The challenge in the second finding is that students still complain about doing the task.

Based on the teacher's statement, the researcher clarified the the students' challenges in learning descriptive writing using media flashcards in the form of table as below.

Table 4. 1 The Result of Interview With Teacher

No	Name interview with Teacher	Response to challenges
1.	Teacher English	<p><i>. That low interest in learning is seen from students' behavior during the learning process in the classroom, such as students not showing enthusiasm during the English learning process. If given the task, they mostly complain, complain that they can't do it.</i></p> <p>bahwa minat rendah dalam belajar dilihat dari tingkah laku siswa selama proses pembelajaran di kelas berlangsung, seperti siswa</p>

		<p>tidak menunjukkan antusias selama proses pembelajaran bahasa Inggris.</p> <p>Kalau dikasih tugas itu mereka kebanyakan ngeluh, ngeluh tidak bisa mengerjakan.</p>
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Meanwhile, according to interviews with eight students, generally, they said that the challenges in doing descriptive tasks were low vocabulary (lack of vocabulary) and less proficient grammar. as already said by five students that the challenge in doing descriptive writing by using flashcards media is the lack of vocabulary, one student is the challenge is the media is less effective and the last two students the challenge is grammar. As it can be seen in the interview with the students in the table below:

Table 4. 2 The Result of Interview With Student

No	Name interview with students	Response to challenges
1.	Student1	<p>Saya harus berpikir panjang untuk mengerjakan tugas yang diberi pak khusairi. Sedangkan vocab saya masih kurang.</p> <p><i>I have to think long to do the task that was given by Mr. Khusairi. While my vocab is still lacking.</i></p>
2.	Student 2	Saya harus memikir dan mencari

		<p>vocab yang pas dalam mengerjakan tugas.</p> <p><i>I have to think and find the right vocab in doing the task.</i></p>
3.	Student 3	<p>Menurut saya, media ini kurang efektif gak seperti media yang sudah online gitu kak, kalau media ini masih berfikir cara membuat cerita, vocabnya lagi.</p> <p><i>In my opinion, this media is not as effective as media that is already online. If this media is still thinking about how to make a story, the vocabulary is again.</i></p>
4.	Student 4	<p>Hanya 1 sih kak, kurang nya vocab, dan saya gak pernah kursus</p> <p><i>There's only 1, sis, lack of vocab, and I've never taken courses</i></p>
5.	Student 5	<p>Ngeluh mbak kalau dikasih tugas untuk membuat kalimat, karena vocab saya rendah.</p> <p><i>Complain if you are given the task to make sentences because my vocabulary is low</i></p>
6.	Student 6	<p>Capek kak, karena bahasa inggris membosankan, apalagi grammar, nyari kata- katanya itu.</p> <p><i>Tired sis, because English is boring, especially grammar,</i></p>

		<i>looking for the words.</i>
7.	Student 7	Kekurangan vocab, dan grammarnya masih campur aduk kak. <i>Lack of vocab and grammar is still mixed, sis.</i>
8.	Student 8	Saya merasa bahwa vocab yang saya punya masih sedikit banget. <i>I feel that the vocab I have is still very little.</i>

4.2 Discussion

This section discusses the research findings in teaching descriptive writing using flashcards media at the Junior High School (MTs) Darul Ulum Sumenep. In this section, the researcher makes 2 points based on the research question, i.e.

4.2.1 The Process of Teaching Descriptive Writing by Using Flashcards

Media

English lessons are considered very difficult subjects. Thus, learning English is easier and more effective. The teacher must use media tools such as flashcards. Media also functions as a tool that can be read, heard, and even spoken during the teaching and learning process. The findings of this research are in line with the theory from Rudy Bretz (1971) that categorizes media based on three main points: visual aids, audio, and audiovisual. The first is a visual aid. It is a visual medium, for example,

pictures, flashcards, photos, and reality. The second media is audio aids. This media that can be heard is, for example, a cassette recorder.

Moreover, the last media is audiovisual aids. This is media that can be heard and can also be seen. For example, the teacher uses TV shows or movies as a teaching medium.

In descriptive writing learning by using the flashcards media, the teacher felt that this media is more helpful. Further, learning by using flashcards media allowed students to see some vocabulary. Thus, the students could not only learn by using books which were limited to be used as references. English teachers used the flashcards media to convey and train students in descriptive writing. Moreover, the students also felt happy learning writing using Flashcards media. This research supports the finding of previous research from Yudi Juniardi and Ria Utami (2013) stated that using media flashcards was proven to be effective in improving students' reading skills. Media flashcards make the learning process fun.

4.2.2 The Challenges in Teaching Descriptive Writing Using Flashcards

Media for the Teacher and Students' Persepective

This study found that the biggest challenge faced by the seventh-grade students of MTs Darul Ulum Sumenep in learning descriptive writing was that the interest factor in learning English was very low, and students did not want to do the assignments given by the teacher.

According to Holguin & Morales (2016), low interest in learning is seen from student behavior during the learning process in the classroom.

Another challenge in schools related to students is that students do not want to do the assignments given by the teacher. Various reasons such as not memorizing many vocabularies, grammar difficulties. This goes with Megawati (2016), who stated that a student must have experienced an obstacle in learning English. These obstacles can lead to less than optimal student learning outcomes. In addition, there are three elements of language that play a significant role in supporting these four skills, namely pronunciation, vocabulary, and grammar.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and suggestions of the study. The conclusion includes the analysis of the results of the test and the interview result of the study. In comparison, the suggestions include some ideas for the English teachers of MTs Darul Ulum and future studies interested in improving the students' descriptive writing by using flashcards media.

5.1 The Conclusion

In this study, the research aimed to answer the research questions stated in the previous chapter. The research questions were "How does the teacher teach descriptive writing skills using flashcards media?" and "What are the challenges found in teaching process descriptive writing by using flashcards media?". The research involved one English teacher and eight students from MTs Darul Ulum Sumenep. Teaching descriptive writing by using flashcards learning emphasizes several aspects, as presented below.

Based on the findings, It can be concluded that teaching writing descriptive text through Flashcards media was going well. It is an effective medium for teaching and learning English, particularly in descriptive writing. Guided writing was simple for teachers and students to implement, but it can increase students' motivation, interest, and participation in the teaching-learning process. Furthermore, the students demonstrated an improvement in their English writing abilities. However, the students appear

perplexed and are not actively participating in the teaching and learning process.

In terms of challenges in teaching writing, the teacher admitted that students' interest was low during the teaching learning process. Besides, students have some challenges experienced during the learning process, including a lack of interest in English, vocabulary, and grammar.

5.2 The Suggestion

Flashcards media is beneficial and motivates students to write a descriptive text because it makes learning more exciting and enjoyable. The researcher suggests that the teacher adapt the Flashcards media pattern that the students will be given. The benefit is that it covers the details that must be included in the descriptive text itself. Furthermore, the teacher must select familiar images for the students in order to pique their interest.

Based on the research findings and conclusion of the implementation of flashcards media in teaching and learning descriptive writing, the researcher suggests the following parties for MTs Darul Ulum teacher, the students, and other researchers who are willing to improve and conduct a similar study.

1. For english teacher in MTs Darul Ulum.

In teaching-learning to write, especially descriptive writing English, the teacher must be selective and creative in applying appropriate techniques and media to improve students' abilities and willingness to learn to write. So, in this case, the researcher suggests

the English teachers apply media such as Flashcards Media in teaching writing because it can motivate students in learning. Using Flashcards Media is also very useful for students to learn the material that the teacher has explained, and the teacher can always share learning wherever and whenever. Students can also find out their mistakes with the help of other students, and they know how to fix them.

2. For Students

By learning descriptive writing by using Flashcards Media, students are expected to no longer depend on their teacher's material that they convey in the classroom, Because by using Flashcards Media, students can see the material and try to practice their descriptive understanding in the classroom using a Flashcards media. Furthermore, they can ask their friends to comment on their writing. At last, descriptive writing learning by using Flashcards Media is expected to help students improve their abilities and willingness in descriptive writing learning.

3. For other researchers

For other researchers, it is expected that the results of this research can provide informative input to other researchers who wish to conduct similar research. Moreover, it is recommended for other researchers to conduct further research about the use of flashcards in

writing or another language skill so it makes students more fun, enjoy, and enthusiastic in learning writing.

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APPENDIX

Appendix I Letter of Research Permit



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN
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http://fitk.uin-malang.ac.id, email : fitk@uin-malang.ac.id

Nomor : 270/Un.03.1/TL.00.1/01/2021 25 Maret 2021
Sifat : Penting
Lampiran : -
Hal : **Izin Penelitian**

Kepada
Yth. Kepala MTs Darul Ulum Bluto
di
Jalan Sumber Wangi, Kec Bluto, Kabupaten Sumenep, Jawa Timur, 69466

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi (Penelitian instansi, Penelitian dinas) mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Fardis Shomad Al- Kholisi
NIM : 17180026
Jurusan : S1- Tadris Bahasa Inggris
Semester - Tahun : Genap - 2020/2021
Akademik :
Judul Skripsi (Penelitian : **Teaching Descriptive Writing skill by instansi, Penelitian dinas) Using Flashcards Media at the seventh Grade Students of MTs Darul Ulum Sumenep**
Lama Penelitian : **Maret 2021** sampai dengan **Selesai**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.



Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :

1. Yth. Ketua Jurusan S1 – Tadris Bahasa Inggris
2. Arsip

Appendix II Letter of Research Statement



YAYASAN AL MUNTAHA
MADRASAH TSANAWIYAH DARUL ULUM
 DESA BUNGBUNGAN KECAMATAN BLUTO KABUPATEN SUMENEP
 NISM : 121235290042/TERAKREDITASI B
 e-mail : darululummtku@gmail.com HP. +62 877-9066-2615

Kantor : Jln. Sumber Wangi Desa Bungbungan Kecamatan Bluto Kabupaten Sumenep Kode Pos 69466

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN

Nomor : 421/YANHA/MTs.DU/VI/2021

Yang bertanda tangan di bawah ini Kepala MTs. Darul Ulum, dengan ini menerangkan bahwa :

Nama : Fardis Shomad Al-Kholisi
 NIM : 17180026
 Jurusan : S1- Tadris Bahasa Inggris
 Judul Skripsi : **"Teaching Descriptive Writing Skill by Using Flashcards Media at the Seventh Grade Students at MTs. Darul Ulum Sumenep"**

Benar nama yang tersebut diatas telah melaksanakan penelitian dari tanggal 17 Maret 2021 sampai dengan 22 Maret 2021 di MTs. Darul Ulum Bungbungan Kecamatan Bluto Kabupaten Sumenep dengan Judul **"Teaching Descriptive Writing Skill by Using Flashcards Media at the Seventh Grade Students at MTs. Darul Ulum Sumenep"**

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Sumenep, 22 Maret 2021



Appendix III Transcript of Interview with teacher

Teacher Name: Achmad Khusairi, M. Pd

Date of Interview: 10/04/2021

No	Answer	Question
1.	<p><i>What the teachers do when starting the learning section?</i></p> <p>Guru memulai pelajaran dengan apa ya?</p>	<p><i>I gave greetings and asked students to read a prayer willing to learn after I took attendance and explained the learning objectives this morning.</i></p> <p>Saya memberi salam, dan menyuruh siswa untuk membaca doa mau belajar. Setelah saya mengabsen dan menjelaskan tujuan pembelajaran pada pagi hari ini.</p>
2.	<p><i>What media are used in teaching descriptive writing? Explain!</i></p> <p>Media apa yang digunakan dalam pengajaran writing? alasannya!</p>	<p><i>I use flashcards media. Because the media is very effective in learning, especially in vocabulary lessons, catch it right away.</i></p> <p>Saya menggunakan media flashcards. Karena media itu sangat efektif dalam pembelajaran apalagi dalam pelajaran vocabulary, langsung menangkap.</p>
3	<p><i>How do teachers teach descriptive text using flashcards?</i></p> <p>Bagaimana cara guru mengajar descriptive menggunakan</p>	<p><i>First, let me explain what writing is? Kind writing? Descriptive text? Then I also explain what flashcards media etc.?</i></p> <p><i>After that, I gave an example of how to make a description using the media flashcards.</i></p> <p>Pertama saya menjelaskan dulu apa itu writing? Kind writing? descriptive text?</p>

	flashcards media?	<p>Terus saya juga menjelaskan apa itu flashcards media dll?</p> <p>Setelah itu saya memberi contoh cara membuat descriptive menggunakan flashcards media tsb.</p>
4.	<p><i>How can the teacher make the class more effective and the students active in descriptive learning?</i></p> <p>Bagaimana cara guru membuat kelas bisa lebih efektif dan siswanya aktif dalam pembelajaran descriptive?</p>	<p><i>I told them to make a group and do the task.</i></p> <p><i>The goal is to make the group so that the atmosphere becomes active. The students are also activated in learning. With a group you can share.</i></p> <p>Saya menyuruh membuat kelompok dan mengerjakan tugas tsb.</p> <p>Tujuan membuat kelompok agar suasana nya menjadi aktif, siswa nya pun juga aktif dalam mempelajari. Dengan berkelompok bisa sharing satu sama yang lain.</p>
5.	<p><i>How is the teacher teaching descriptive using flashcards media?</i></p>	<p><i>Before I go to class, I have to prepare the material according to today's lesson. Incidentally, today, the material is about a descriptive text. So to make students feel happy and not bored, I chose the theme "profession" by using media in the form of "flashcards." I also show some media flashcards according to the material to students. Besides that, I gave an example of making a descriptive using the flashcards media, starting from the pictures, colors, and others in the picture. After that, I asked students to make groups of at least 2-3 people, and I also distributed flashcards to each</i></p>

	<p>Bagaimana proses guru mengajar descriptive menggunakan flashcards media?</p>	<p><i>group. Moreover, finally, I gave practice to students to make descriptive texts. I have been using flashcards media from 2017 until now. I think this flashcards media can help students learn all subjects, such as making descriptive writing and memorizing vocabulary. This media also not boring in learning. even though students like laziness still experience some obstacles to do and think.”</i></p> <p>Sebelum saya masuk ke kelas, saya harus menyiapkan materi yang sesuai dengan pembelajaran pada hari ini. kebetulan hari ini, materinya tentang descriptive text. Jadi agar siswa merasa senang dan tidak bosan saya memilih tema “profesi” dengan menggunakan media yang berupa “flashcards.” Saya juga memperlihatkan beberapa media flashcards sesuai pada materi kepada siswa. selain itu saya memberi contoh cara membuat descriptive menggunakan media flashcards tersebut, mulai dari gambar, warna, dan lain- lain yang ada di gambar tersebut. Setelah itu saya menyuruh siswa membuat kelompok minimal 2-3 orang dan saya juga membagikan kartu flashcards tersebut ke setiap</p>
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		kelompok. Dan terakhir saya memberikan latihan ke siswa untuk membuat descriptive.
6.	<p><i>Do teachers always use flashcards in learning English?</i></p> <p>Apakah guru selalu menggunakan media flashcards dalam pembelajaran bahasa inggris?</p>	<p><i>As long as I teach here, flashcards have become a very effective medium, so students are quite happy with the media. If you use a package book, I think it's boring.</i></p> <p>Selama saya mengajar disini, flashcards menjadi media yang sangat efektif, Sehingga siswa lumayan senang dengan adanya media tsb. Kalau menggunakan buku paket menurut saya membosankan.</p>
7.	<p><i>What are the students' challenges in learning descriptive writing using media flashcards?</i></p> <p>Apa tantangan siswa dalam mempelajari descriptive writing menggunakan flashcards media?</p>	<p><i>That low interest in learning is seen from students' behavior during the learning process in the classroom, such as students not showing enthusiasm during the English learning process.</i></p> <p><i>If given the task, they mostly complain, complain that they can't do it.</i></p> <p>bahwa minat rendah dalam belajar dilihat dari tingkah laku siswa selama proses pembelajaran di kelas berlangsung, seperti siswa tidak menunjukkan antusias selama proses pembelajaran bahasa Inggris. Kalau dikasih tugas itu mereka kebanyakan mengeluh, mengeluh tidak bisa mengerjakan.</p>

8.	<p><i>How did the teacher end the lesson in class?</i></p> <p>Bagaimana guru mengakhiri pelajaran tersebut?</p>	<p><i>At the end of the lesson, I told the students that they would resume today's assignments tomorrow and gather with their respective groups. After finishing the task, I asked the group representatives to present their descriptive results.</i></p> <p>pada akhir pembelajaran, saya mengingat kembali ke siswa bahwa besok melanjutkan kembali tugas hari ini berkumpul dengan kelompok masing- masing. Setelah selesai tugas tersebut, saya menyuruh perwakilan kelompok untuk mempresentasikan hasil descriptive nya.</p>
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Appendix IV Transcript of Interview with student

Student Name: Nurmala

Date of Interview: 09/03/2021

No	Question	Answer
1	<p><i>In your opinion, the teacher starts the lesson with what picture?</i></p> <p>Menurut kalian guru memulai pembelajaran menggunakan gambar apa ya?</p>	<p><i>There are various kak, sometimes fruits, animals, and others.</i></p> <p>Bermacam- macam kak, kadang buah- buahan, hewan, dan lain- lain.</p>
2	<p><i>In your opinion, do you like this lesson or not?</i></p> <p>Menurut kalian, kalian suka gak dalam pembelajaran tersebut ?</p> <p>1) <i>What do you like?</i></p> <p>Suka di bagian apa ?</p> <p>2) <i>Do you not like what part?</i></p> <p>Tidak suka dibagian apa?</p>	<p><i>like in the media section</i></p> <p>suka di bagian media nya</p> <p>-</p>
3	<p><i>Reasons for likes and dislikes!</i></p> <p>Alasan suka dan tidak suka!</p> <p>1) <i>(Like) Why do you like the part?</i></p> <p>(suka) Kenapa kamu suka di bagian itu ?</p> <p>2) <i>(Dislike) Why don't you like the part?</i></p> <p>(Tidak suka), kenapa</p>	<p><i>(Like) Because I do not always use the package book</i></p> <p>karena gak selalu menggunakan buku paket</p> <p>-</p>

	<p>kalian tidak suka dibagian itu?</p>	
4	<p><i>What challenges did you experience during descriptive learning using flashcards?</i></p> <p>Apa tantangan yang kamu alami selama pembelajaran descriptive menggunakan media flashcards?</p>	<p><i>I have to think long to do the task that Mr. Khusairi gave. While my vocab is still lacking</i></p> <p>Saya harus berpikir panjang untuk mengerjakan tugas yang diberi pak khusairi. Sedangkan vocab saya masih kurang</p>
5	<p><i>In your opinion, do flashcard media enter/stimulate learning?</i></p> <p>Menurut kamu apakah media flashcards itu bisa masuk/merangsang dalam pembelajaran?</p> <p>1) <i>(Yes) What is the reason?</i> (Iya) apa alasannya?</p> <p>2) <i>(No) What is the reason?</i> (Tidak) Apa alasannya?</p>	<p><i>Yes, because with that picture, I can think hard.</i></p> <p>iya, karena dengan gambar itu, saya bisa berpikir keras.</p>

Student Name: Putri Lestari

Date of Interview: 09/03/2021

No	Question	Answer
1	<p><i>In your opinion, the teacher starts the lesson with what picture?</i></p> <p>Menurut kalian guru memulai pembelajaran menggunakan gambar apa ya?</p>	<p><i>It depends on the material.</i></p> <p>Tergantung materinya kak.</p>
2	<p><i>In your opinion, do you like this lesson or not?</i></p> <p>Menurut kalian, kalian suka gak dalam pembelajaran tersebut ?</p> <p>1) <i>What do you like?</i></p> <p>Suka di bagian apa ? suka di bagian media nya</p> <p>2) <i>Do you not like what part?</i></p> <p>Tidak suka dibagian apa?</p>	<p><i>I like the pictures because they are cute.</i></p> <p>Suka dibagian gambarnya, karena gambar yang sangat lucu</p> <p>-</p>
3	<p><i>Reasons for likes and dislikes!</i></p> <p>Alasan suka dan tidak suka!</p> <p>1) (Like) Why do you like that part?</p> <p>(Suka) Kenapa kamu suka di bagian itu ?</p> <p>2) (Dislike) Why don't you like that part?</p>	<p><i>like it, because the picture already gave the code</i></p> <p>suka, karena gambar itu sudah memberi kode</p> <p>-</p>

	(tidak suka) Kenapa kalian tidak suka di bagian itu ?	
4	<p><i>What challenges did you experience during descriptive learning using flashcards?</i></p> <p>Apa tantangan yang kamu alami selama pembelajaran descriptive menggunakan media flashcards?</p>	<p><i>I have to think and find the correct vocab in doing the task.</i></p> <p>Saya harus memikir dan mencari vocab yang pas dalam mengerjakan tugas.</p>
5	<p><i>In your opinion, do flashcard media enter/stimulate learning?</i></p> <p>Menurut kamu apakah media flashcards itu bisa masuk/merangsang dalam pembelajaran?</p> <p>1) (Yes) What is the reason? (iya) apa alasannya ?</p> <p>2) (No) What is the reason? (Tidak) apa alasannya?</p>	<p><i>Yes, Sis, because the media is straightforward to understand.</i></p> <p>iya kak, karena media tersebut sangat mudah di pahami.</p>

Student Name: Monica Kusuma

Date of Interview: 09/03/2021

No	Question	Answer
1	<p><i>In your opinion, the teacher starts the lesson with what picture?</i></p> <p>Menurut kalian guru memulai pembelajaran menggunakan gambar apa ya?</p>	<p><i>If you just used a professional image</i></p> <p>kalau tadi menggunakan gambar profesi</p>
2	<p><i>In your opinion, do you like this lesson or not?</i></p> <p>Menurut kalian, kalian suka gak dalam pembelajaran tersebut ?</p> <p>1) <i>What do you like?</i></p> <p>Suka di bagian apa ?</p> <p>2) <i>Dou you not like what part?</i></p> <p>Tidak suka dibagian apa?</p>	<p><i>like the media section</i></p> <p>suka dibagian medianya</p> <p>-</p>
3	<p><i>Reasons for likes and dislikes!</i></p> <p>Alasan suka dan tidak suka!</p> <p>1) <i>(Like), Why do you like that part?</i></p> <p>(Suka) Kenapa kamu suka di bagian itu ?</p> <p>2) <i>(Dislike) Why don't you like that part?</i></p> <p>(Tidak suka) Kenapa kalian tidak suka di bagian itu ?</p>	<p><i>(Like), Because of using this media, my vocabulary is increasing even though there are still many mistakes.</i></p> <p>karena menggunakan media tersebut, vocab saya semakin meningkat meskipun masih banyak yang salah.</p> <p>-</p>
4	<p><i>What challenges did you experience during descriptive learning using flashcards?</i></p>	<p><i>In my opinion, this media is not as effective as media that is already online; Sis, if this media is still</i></p>

	<p>Apa tantangan yang kamu alami selama pembelajaran descriptive menggunakan media flashcards?</p>	<p><i>thinking about how to make a story, the vocabulary is again.</i></p> <p>Menurut saya, media ini kurang efektif gak seperti media yang sudah online gitu kak, kalau media ini masih berfikir cara membuat cerita, vocabnya lagi.</p>
5	<p><i>In your opinion, do flashcard media enter/stimulate learning?</i> Menurut kamu apakah media flashcards itu bisa masuk/merangsang dalam pembelajaran?</p> <p>1) <i>(Yes), What is the reason?</i> (Iya) apa alasannya ?</p> <p>2) <i>(No), What is the reason?</i> (Tidak) apa alasannya ?</p>	<p><i>Yes, Sis, because the media is fun</i> iya kak, karena media tsb menyenangkan</p> <p>-</p>

Student Name: Aulia Faza Syahrani

Date of Interview: 09/03/2021

No	Question	Answer
1	<p><i>In your opinion, the teacher starts the lesson with what picture?</i></p> <p>Menurut kalian guru memulai pembelajaran menggunakan gambar apa ya?</p>	<p><i>Sometimes teachers use pictures according to lessons</i></p> <p>kadang guru menggunakan gambar sesuai pelajaran</p>
2	<p><i>In your opinion, do you like this lesson or not?</i></p> <p>Menurut kalian, kalian suka gak dalam pembelajaran tersebut ?</p> <p>1) <i>What do you like?</i></p> <p>Suka di bagian apa ?</p> <p>2) <i>Do you not like what part?</i></p> <p>Tidak suka dibagian apa?</p>	<p><i>Like in the part picture</i></p> <p>Suka dibagian gambar yang mudah dilihat.</p> <p>-</p>
3	<p><i>Reasons for likes and dislikes!</i></p> <p>Alasan suka dan tidak suka!</p> <p>1) <i>(Like), Why do you like that part?</i></p> <p>(Suka) Kenapa kamu suka dibagian itu ?</p> <p>2) <i>(Dislike), Why don't you like that part?</i></p> <p>(Tidak suka) Kenapa kalian tidak suka di bagian itu ? –</p>	<p><i>(Like), Because it makes me more interested, it looks good too</i></p> <p>(Suka), karena membuat saya makin tertarik, tampilannya juga bagus</p> <p>-</p>

4	<p><i>What challenges did you experience during descriptive learning using flashcards?</i></p> <p>Apa tantangan yang kamu alami selama pembelajaran descriptive menggunakan media flashcards?</p>	<p><i>There is only 1, sis, lack of vocab, and I have never taken courses.</i></p> <p>Hanya 1 sih kak, kurang nya vocab, dan saya gak pernah kursus</p>
5	<p><i>In your opinion, do flashcard media enter/stimulate learning?</i></p> <p>Menurut kamu apakah media flashcards itu bisa masuk/merangsang dalam pembelajaran?</p> <p>1) <i>(Yes), What is the reason?</i> (Iya), apa alasannya ?</p> <p>2) <i>(No), What is the reason?</i> (Tidak) apa alasannya ?</p>	<p><i>Yes, because the media is clear</i></p> <p>iya, karena media nya sudah jelas</p> <p>-</p>

Student Name: Siti Maymunah

Date of Interview: 09/03/2021

No	Question	Answer
1	<p><i>In your opinion, the teacher starts the lesson with what picture?</i></p> <p>Menurut kalian guru memulai pembelajaran menggunakan gambar apa ya?</p>	<p><i>If you're using a professional image now</i></p> <p>kalau yang sekarang pakai gambar profesi</p>
2	<p><i>In your opinion, do you like this lesson or not?</i></p> <p>Menurut kalian, kalian suka gak dalam pembelajaran tersebut ?</p> <p>1) <i>What do you like?</i> Suka di bagian apa ?</p> <p>2) <i>Do you not like what part?</i> Tidak suka dibagian apa?</p>	<p><i>Love in the picture.</i></p> <p>suka dibagian gambarnya.</p> <p>-</p>
3	<p><i>Reasons for likes and dislikes!</i></p> <p>Alasan suka dan tidak suka!</p> <p>1) <i>(Like), Why do you like that part?</i> (Suka) Kenapa kamu suka di bagian itu ?</p> <p>2) <i>(Dislike) Why don't you like that part?</i> (Tidak suka) Kenapa kalian tidak suka di bagian itu ? –</p>	<p><i>Because with the media, I know better how to understand it and it is easy to remember.</i></p> <p>karena, dengan media itu saya lebih tau cara memahaminya dan mudah diingat.</p> <p>-</p>
4	<p><i>What challenges did you experience during descriptive</i></p>	<p><i>I complain if you are given the task to make sentences because my</i></p>

	<p><i>learning using flashcards?</i></p> <p>Apa tantangan yang kamu alami selama pembelajaran descriptive menggunakan media flashcards?</p>	<p><i>vocabulary is low.</i></p> <p>Ngeluh mbak kalau dikasih tugas untuk membuat kalimat, karena vocab saya rendah</p>
5	<p><i>In your opinion, do flashcard media enter/stimulate learning?</i></p> <p>Menurut kamu apakah media flashcards itu bisa masuk/merangsang dalam pembelajaran?</p> <p>3) <i>(Yes), What is the reason?</i> (iya) apa alasannya ?</p> <p>4) <i>(No), What is the reason?</i> (tidak) apa alasannya ?</p>	<p><i>There are difficulties in doing the assignments given by the teacher.</i></p> <p>Ada kesulitan dalam mengerjakan tugas yang dikasih oleh guru</p> <p>-</p>

Student Name: Rahmawati

Date of Interview: 09/03/2021

No	Question	Answer
1	<p><i>In your opinion, the teacher starts the lesson with what picture?</i> Menurut kalian guru memulai pembelajaran menggunakan gambar apa ya?</p>	<p><i>Profession</i> Profesi</p>
2	<p><i>In your opinion, do you like this lesson or not?</i> Menurut kalian, kalian suka gak dalam pembelajaran tersebut ?</p> <p>1) <i>What do you like?</i> Suka di bagian apa ?</p> <p>2) <i>Do you not like what part?</i> Tidak suka dibagian apa?</p>	<p><i>The picture the teacher shows in front of the class</i> Gambar yang ditunjukkan pak guru di depan kelas</p> <p>-</p>
3	<p><i>Reasons for likes and dislikes!</i> Alasan suka dan tidak suka!</p> <p>1) <i>(Like) Why do you like that part?</i> (Suka) Kenapa kamu suka di bagian itu ?</p> <p>2) <i>(Dislike), Why don't you like that part?</i> (tidak suka) Kenapa kalian tidak suka di bagian itu ?</p>	<p><i>Because it is more and understands, especially when we are in a group, so it makes us excited</i> karena lebih dan paham, apalagi ketika kita berkelompok, jadi bikin semangat</p> <p>-</p>
4	<p><i>What challenges did you experience during descriptive learning using flashcards?</i></p>	<p><i>You are tired, because English is boring, especially grammar, looking for the words.</i></p>

	Apa tantangan yang kamu alami selama pembelajaran descriptive menggunakan media flashcards?	Capek kak, karena bahasa inggris membosankan, apalagi grammar, nyari kata- katanya itu.
5	<p><i>In your opinion, do flashcard media enter/stimulate learning?</i> Menurut kamu apakah media flashcards itu bisa masuk/merangsang dalam pembelajaran?</p> <p>1) <i>(Yes), What is the reason?</i> (Iya) apa alasannya ?</p> <p>2) <i>(No), What is the reason?</i> (Tidak) apa alasannya ?</p>	<p><i>Yes, is, more fun</i> iya kak, lebih seru</p> <p>-</p>

Student Name: Bastuta Ilmi

Date of Interview: 09/03/2021

No	Question	Answer
1	<p><i>In your opinion, the teacher starts the lesson with what picture?</i></p> <p>Menurut kalian guru memulai pembelajaran menggunakan gambar apa ya?</p>	<p><i>Pilot profession</i></p> <p>Profesi pilot</p>
2	<p><i>In your opinion, do you like this lesson or not?</i></p> <p>Menurut kalian, kalian suka gak dalam pembelajaran tersebut ?</p> <p>1) <i>What do you like?</i></p> <p>Suka di bagian apa ?</p> <p>2) <i>Do you not like what part?</i></p> <p>Tidak suka dibagian apa?</p>	<p><i>Just like it</i></p> <p>Suka- suka aja</p> <p>-</p>
3	<p><i>Reasons for likes and dislikes!</i></p> <p>Alasan suka dan tidak suka!</p> <p>1) <i>(Like), Why do you like that part?</i></p> <p>(Suka) Kenapa kamu suka di bagian itu ?</p> <p>2) <i>(Dislike), Why don't you like that part?</i></p> <p>(Tidak suka) Kenapa kalian tidak suka di bagian itu ?</p>	<p><i>I wouldn't say I like it when the teacher gives assignments</i></p> <p>tidak suka ketika guru memberi tugas</p> <p>-</p>
4	<p><i>What challenges did you experience during descriptive learning using flashcards?</i></p> <p>Apa tantangan yang kamu alami</p>	<p><i>Lack of vocab and grammar is still mixed, sis.</i></p> <p>Kekurangan vocab, dan grammarnya masih campur aduk kak.</p>

	selama pembelajaran descriptive menggunakan media flashcards?	
5	<p><i>In your opinion, do flashcard media enter/stimulate learning?</i></p> <p>Menurut kamu apakah media flashcards itu bisa masuk/merangsang dalam pembelajaran?</p> <p>1) <i>(Yes), What is the reason?</i> (iya) apa alasannya ?</p> <p>2) <i>(No), What is teh reason?</i> (tidak) apa alasannya ?</p>	<p><i>Yes, because the mind can think</i></p> <p>iya, karena pikiran bisa berpikir</p> <p>-</p>

Student Name: Rofiqin

Date of Interview: 09/03/2021

No	Question	Answer
1	<p><i>In your opinion, the teacher starts the lesson with what picture?</i> Menurut kalian guru memulai pembelajaran menggunakan gambar apa ya?</p>	<p>Profession Profesi</p>
2	<p><i>In your opinion, do you like this lesson or not?</i> Menurut kalian, kalian suka gak dalam pembelajaran tersebut ?</p> <p>1) <i>What do you like?</i> Suka di bagian apa ?</p> <p>2) <i>Do you not like what part?</i> Tidak suka dibagian apa?</p>	<p><i>Like in the flashcards media section</i> suka dibagian media flashcards -</p>
3	<p><i>Reasons for likes and dislikes!</i> Alasan suka dan tidak suka!</p> <p>3) (Like), Why do you like that part? (Suka) Kenapa kamu suka di bagian itu ?</p> <p>4) (Dislike), Why don't you like that part? (Tidak suka) Kenapa kalian tidak suka di bagian</p>	<p>because the picture is obvious, so I'm just describing it</p> <p>karena gambar tersebut sudah jelas banget, jadi saya hanya menguraikan saja</p> <p>-</p>

	itu ? –	
4	<p><i>What challenges did you experience during descriptive learning using flashcards?</i></p> <p>Apa tantangan yang kamu alami selama pembelajaran descriptive menggunakan media flashcards?</p>	<p><i>I feel that the vocab I have is still very little.</i></p> <p>Saya merasa bahwa vocab yang saya punya masih sedikit banget.</p>
5	<p><i>In your opinion, do flashcard media enter/stimulate learning?</i></p> <p>Menurut kamu apakah media flashcards itu bisa masuk/merangsang dalam pembelajaran?</p> <p>1) <i>(Yes), What is the reason?</i></p> <p>(Iya) apa alasannya ?</p> <p>2) <i>(No), What is the reason?</i></p> <p>(Tidak) apa alasannya ?</p>	<p><i>Yes, it can increase knowledge, interviews, etc</i></p> <p>iya, bisa menambah pengetahuan, wawancara,dll</p> <p>-</p>

Appendix V Obsevation Sheet

Classroom Observation checklist

Observer : Fardis Shomad al- kholisi

Name of Teacher : Moh. Khusairi S.Pd

Class/ Semester : VII/ II

Day/ Date :

Day 1

ACTIVITIES	YES	NO
Pre- Activities		
1. Teacher enter the classroom and pray together	✓	
2. The teacher check the students attendance	✓	
3. The teacher motivates the students	✓	
4. The teacher delivers the learning objectives	✓	
5. The teacher review students background knowledge	✓	
Main Activities		
1. The teacher explain about writing	✓	
2. The teacher explain about writing process	✓	
3. The teacher explain about kind of text	✓	
4. The teacher introduce the descriptive text	✓	
5. The teacher gives the example of descriptive text	✓	
6. The teacher ask students to making group	✓	
7. The teacher ask every group to see the picture every group in media	✓	
8. The teacher asks every group to making descriptive text with the flashcards media	✓	
9. Students analyze the flashcards	✓	
Post Activities		
1. The teacher gives the conclusion of the material	✓	
2. The teacher asks students to discussion with their friend to analyze more deep the flashcards in media	✓	
3. The teacher tells students what will be done the next meeting	✓	

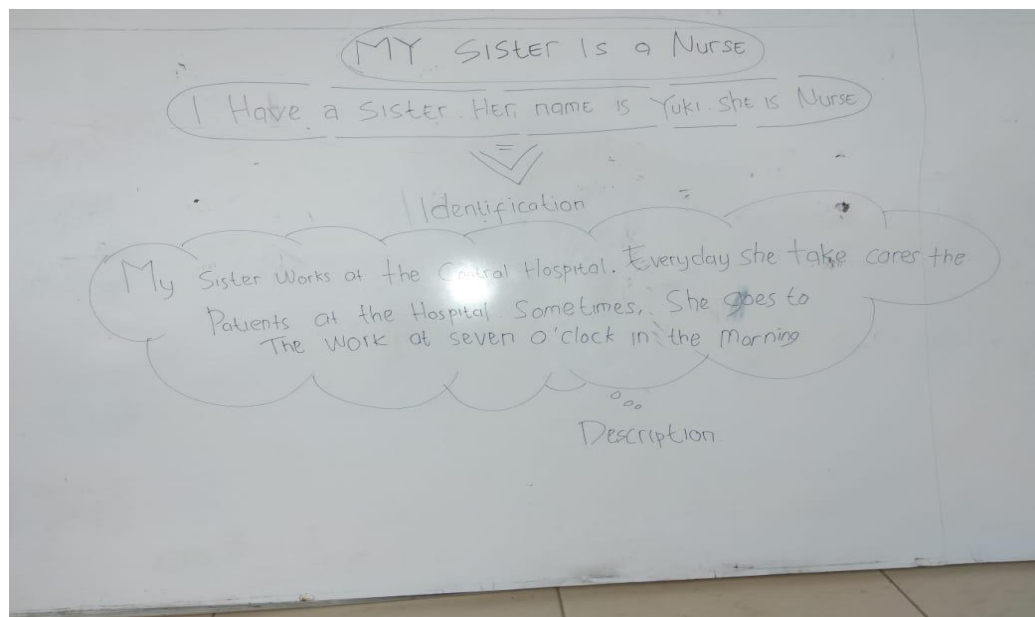
Day II

ACTIVITIES	YES	NO
Pre- Activities		
1. Teacher enter the classroom and pray together	✓	
2. The teacher check the students attendance	✓	
3. The teacher motivates the students	✓	
4. The teacher review students background knowledge	✓	
Main Activities		
1. The teacher asks students to continue their work of making descriptive text.	✓	
2. Teacher supervises the process of making descriptive text for every group.	✓	
3. The teacher ask every group to present their descriptive text in front of the class	✓	
4. The teacher gave a comment to the group presentation.	✓	
Post Activities		
1. The teacher gives the conclusion of the material	✓	

Appendix VI Documentation A



Learning Process by using Flashcards Media



An Example Of A Teacher Making Descriptive Writing Using Flashcards Media



Teacher checked the students' works



Discussion with group



Other group



Students present



Presentation other group



Teacher Interview



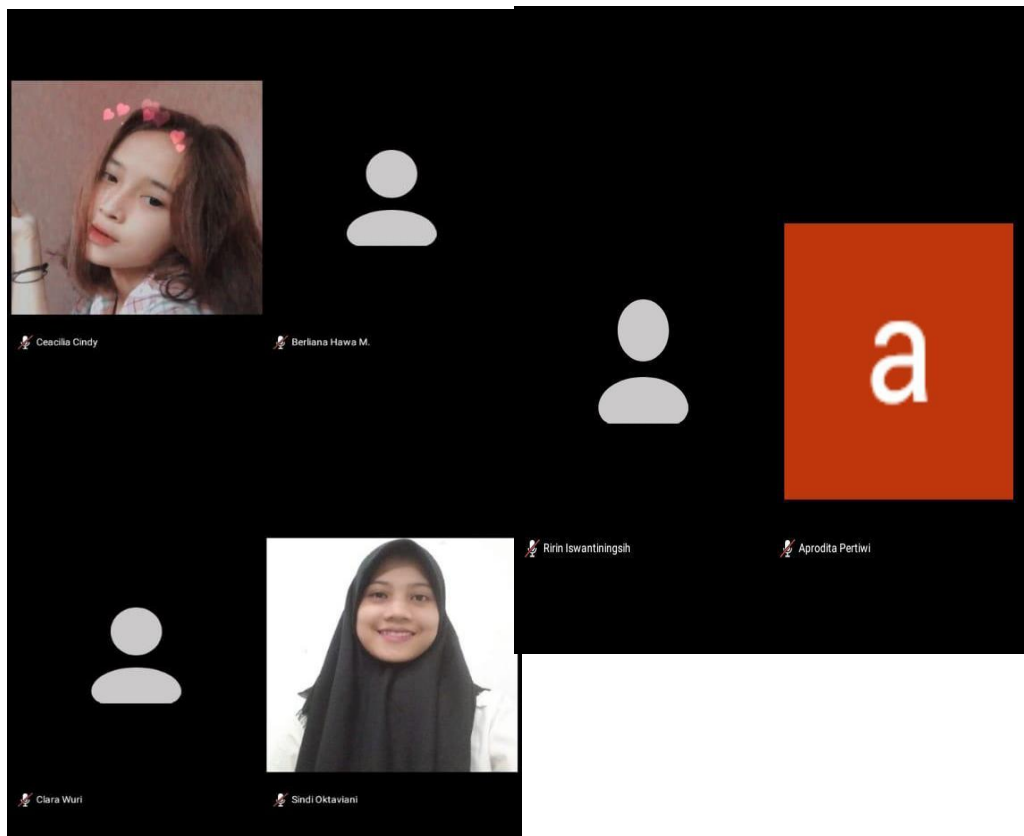
Other students interview



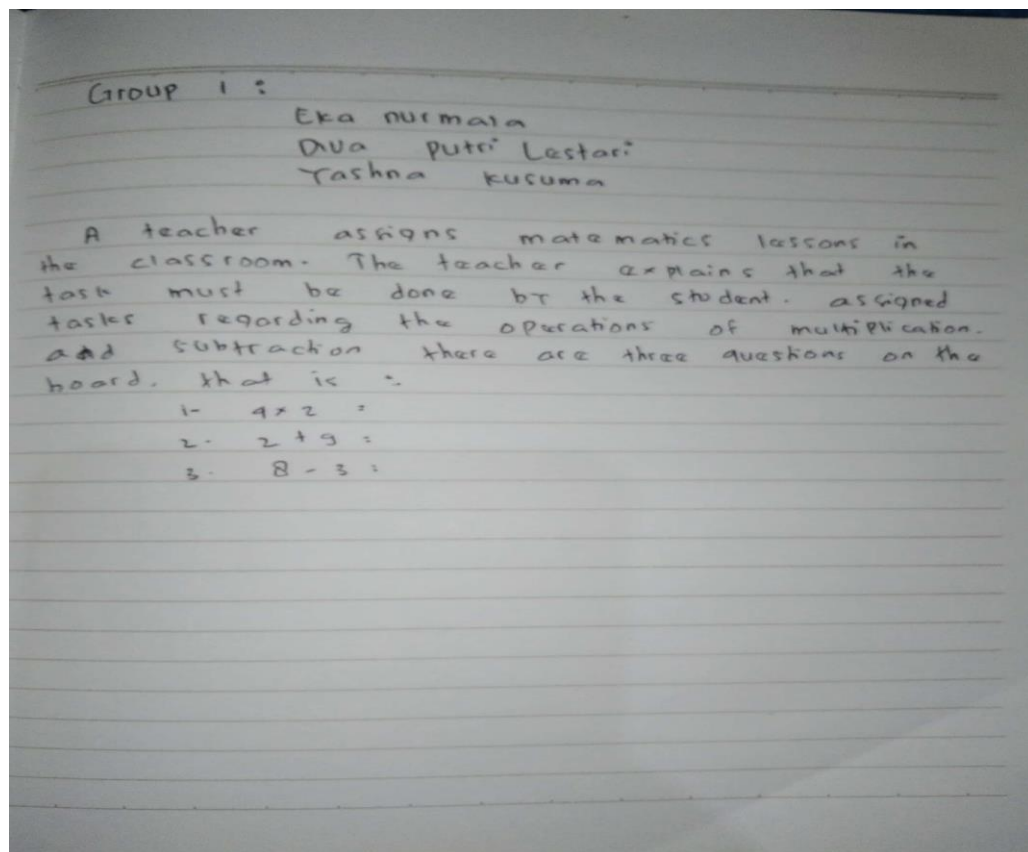
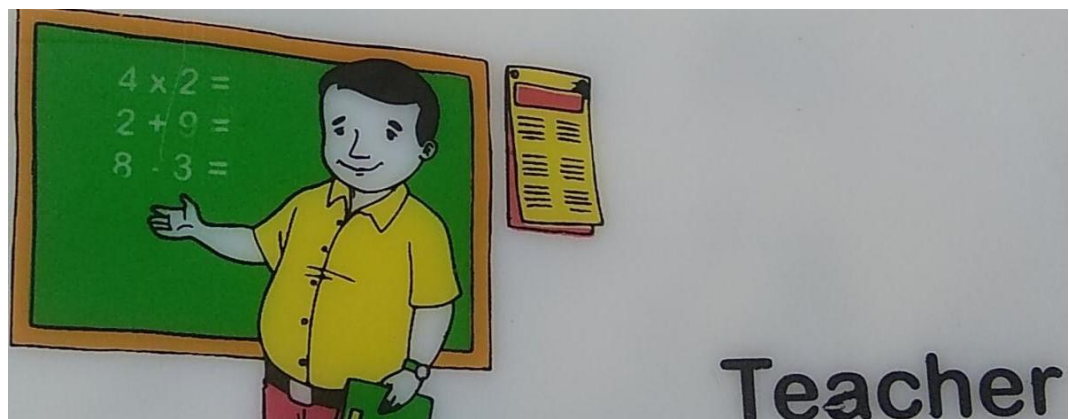
Other students interview



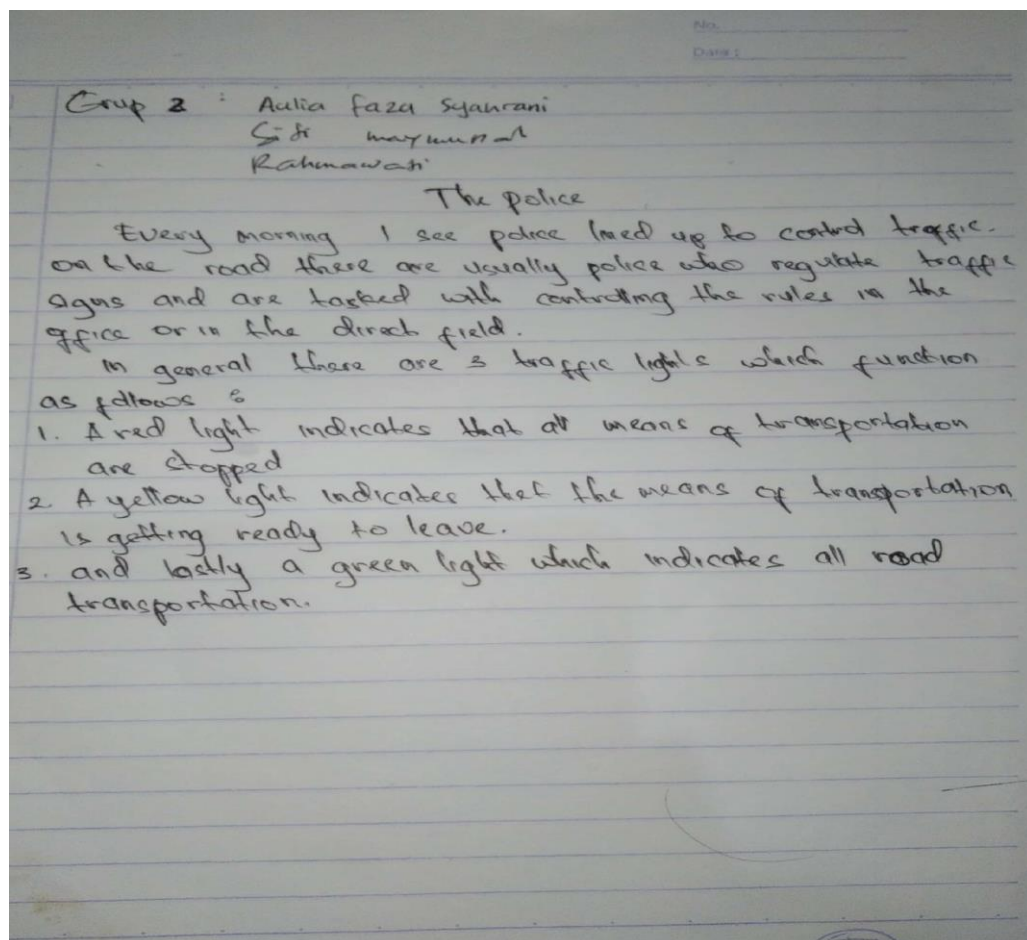
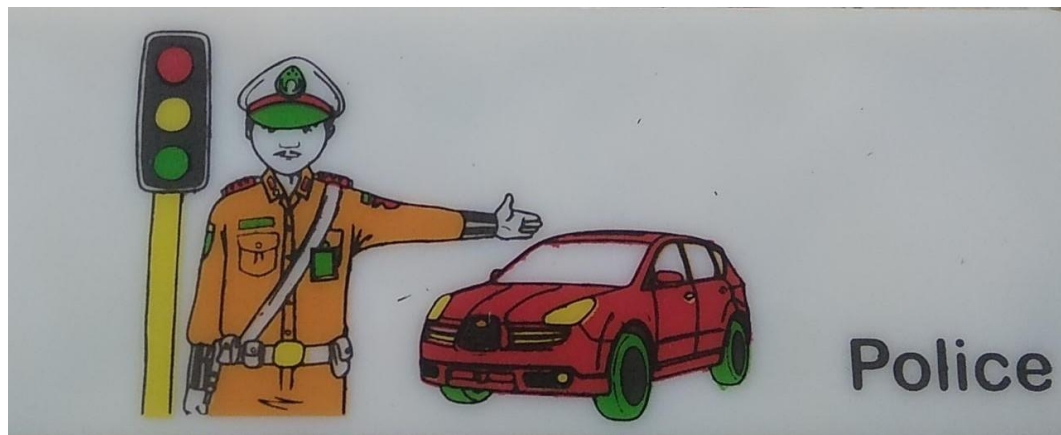
Other students interview



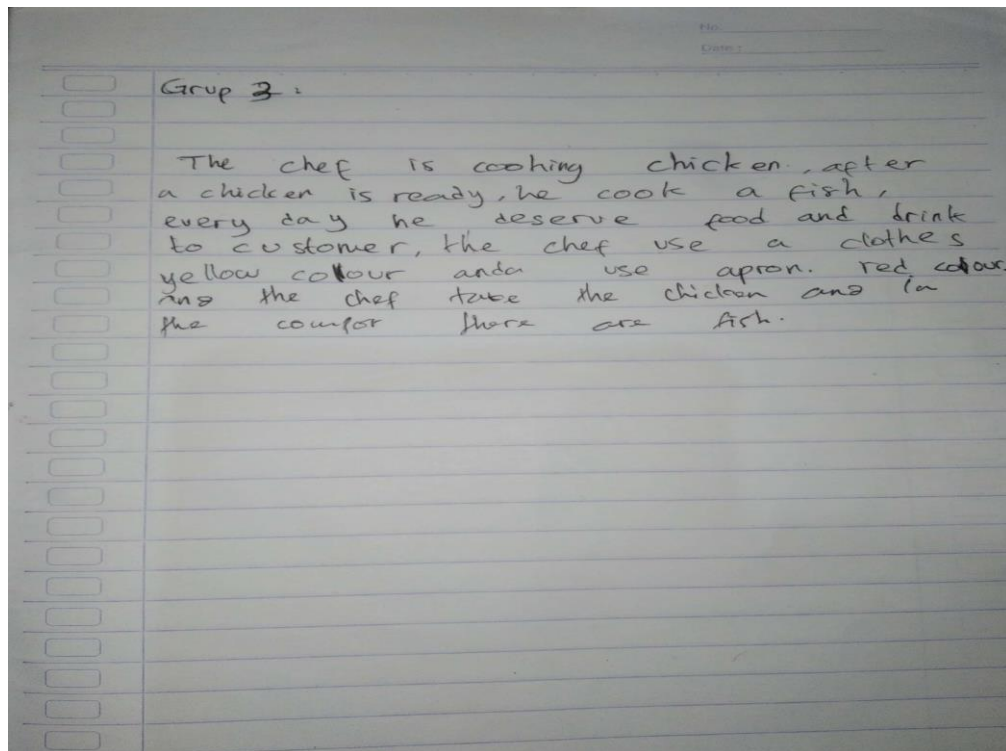
Interview by video call (whatsApp)



Result group 1 make descriptive writing using flashcard



Result group 2 make descriptive writing using flashcards



Result group 3 make descriptive writing using flashcards

Appendix VII Syllabus

SILABUS MATA PELAJARAN BAHASA INGGRIS	
Nama Sekolah	: MTs Darul Ulum Sumenep
Bidang Keahlian	: Semua Bidang Keahlian
Kompetensi keahlian	: Semua Kompetensi Keahlian
Mata Pelajaran	: BAHASA INGGRIS
Kelas/ Semester	: VII/ I
Kompetensi Inti	
KI 1	: Menghargai dan menghayati ajaran agamayang dianutnya
KI 2	: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
KI 3	: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.



Kompetensi Dasar	Materi Pokok	Pembelajaran	Alokasi Waktu (JP)	Penilaian	Sumber Belajar
1.1 Menyukumi kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang	Teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda <i>Fungsi sosial</i> Membanggakan, mengenalkan, mengidentifikasi, memuji,	Mengamati <ul style="list-style-type: none"> Mengamati teks lisan dan tulis tentang teks deskriptif terkait orang, benda, dan tempat; Siswa membaca, menulis, dan mendengarkan teks-teks tersebut untuk memahami isi teks. Dengan bimbingan guru, 	4	a. Pengetahuan <ul style="list-style-type: none"> Tes tertulis Tes lisan Penugasan Kinerja Proyek Portofolio b. Keterampilan <ul style="list-style-type: none"> Penilaian kerja 	

<p>diwujudkan dalam semangat belajar.</p> <p>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional.</p> <p>3.10 menunjukkan fungsi sosial, struktur teks, dan unsur kebahasaan dari</p>	<p>mengkritik, dsb</p> <p><i>Struktur text</i></p> <ul style="list-style-type: none"> • Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan, • Penyebutansifat orang, binatang, benda, dan bagiannya, dan • Penyebutan tindakan dari atau terkait dengan orang, 	<p>siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</p> <p>Menanya</p> <ul style="list-style-type: none"> • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia. kemungkinan menggunakan ungkapan lain, dsb. 		<ul style="list-style-type: none"> - Proyek - portofolio 	
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<p>teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang dan benda sesuai dengan konteks penggunaannya.</p> <p>4.12 menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 menyusun teks deskriptif lisan dan tulis, sangat pendek dan</p>	<p>binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> • Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>) • Kata ganti <i>it, they, sh, we, dst, our, my, your, their, dst.</i> • Kata sifat yang sangat lazim, 	<ul style="list-style-type: none"> • Siswa mempertanyakan <u>cara</u> menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptive. <p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membacakan/ mendengarkan beberapa teks deskriptive dari berbagai sumber, • Siswa membacakan teks deskriptif kepada teman teman dengan menggunakan unsur kebahasaan yang tepat. • Siswa berlatih menemukan gagasan 			
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<p>sederhana tentang orang, benda, dan binatang dengan memperhatikan fungsi soisal, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks</p>	<p><i>young, old, clever, big, small, easy, difficult, diligent, tired, tall, short, beautiful, dan semacamnya</i></p> <ul style="list-style-type: none"> • Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, paly, get, take, dan sebagainya.</i> • Ejaan, tulisan tangan dan cetak 	<p>utama, informasi tertentu dan makna kata dalam teks deskriptif.</p> <ul style="list-style-type: none"> • Siswa secara berkelompok menuliskan teks deskriptif tentang orang, binatang, dan benda terkait dengan mata pembelajaran lain di kelas VII dengan memperhatikan fungsi sosial, sturtur, dan kebahasaan. <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dan fokus pada fungsi sosial, struktur, dan unsur kebahasaan, 			
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	<p>yang jelas dan rapi.</p> <ul style="list-style-type: none"> • Ucapan, tekanan kata, intonasi ketika mempresentasikan secara lisan. 	<ul style="list-style-type: none"> • Siswa memperoleh feedback dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok, <p>Mengkomunikasikan.</p> <ul style="list-style-type: none"> • Siswa menuliskan deskripsi teman sebangkunya dan mempresentasiakn di <u>depan</u> kelas. • Siswa membuat jurnal belajar (learning journal) 			
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Appendix VIII Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)	
Satuan Pendidikan	: MTSN Darul Ulum Sumenep
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VII (Ganjil)
Kompetensi Dasar	: 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai dalam melaksanakan komunikasi fungsional. 3.10 Menunjukkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda sesuai dengan konteks penggunaannya. 4.12 Menangkap makna dalam teks deskriptif lisan dan tulis secara pendek dan sederhana. 4.13 menyusun teks deskriptif dan tulis sangat pendek dan sederhana tentang orang, benda, dan binatang dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan secara benar dan sesuai konteks.
Alokasi waktu	: 2 x 45 menit
Tujuan Pembelajaran :	1 Siswa dapat menulis descriptive text secara struktur dan unsur kebahasaan

2 Siswa dapat mendeskripsikan orang, benda dan tempat agar bisa mengembangkan komunikasi interpersonal dengan yang lain.

a. Metode, media, dan sumber belajar

1. Metode/ Model : Ceramah dan Diskusi
2. Alat/ Media : Naskah Materi, video
3. Sumber Belajar : Buku (Bright An English), Internet

b. Kegiatan pembelajaran

Kegiatan Pertemuan pertama

Kegiatan Pembelajaran	Waktu
<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberi salam (<i>greeting</i>); • Peserta didik dan guru berdoa bersama, • Guru mengecek kehadiran siswa; • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; • Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari • Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; • Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Guru menyampaikan cakupan materi dan uraian 	<p>5 Menit</p>

kegiatan sesuai silabus.	
<p>Kegiatan Inti</p> <p>Mengamati</p> <ul style="list-style-type: none"> • Peserta didik mengamati teks lisan dan tulis tentang teks deskriptif terkait orang, benda, dan tempat. • Siswa mendengarkan teks- teks tsb <p>Menanya</p> <ul style="list-style-type: none"> • Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif. <p>mengeksplorasi</p> <ul style="list-style-type: none"> • Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat dalam teks deskriptif terkait orang, benda, dan tempat • Mendiskusikan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskripsi terkait orang, benda, dan tempat • Mendiskusikan dan melatih kefahaman siswa dalam teks deskriptif terkait orang, benda dan tempat, • Menyusun teks deskriptif terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur bahasa yang sesuai konteks penggunaannya, 	<p>90 Menit</p>

<ul style="list-style-type: none">• Langkah- langkah menulis : planning, drafting, editing, and final version• Guru membuat kelompok kepada murid	
<p>Kegiatan Penutup</p> <ul style="list-style-type: none">• Guru dan siswa membuat rangkuman/simpulan pelajaran.• Memberikan umpan balik terhadap proses dan hasil pembelajaran.• Memberikan tugas individual sesuai dengan hasil belajar peserta didik.• Menyampaikan rencana pembelajaran pada pertemuan berikutnya.• Peserta didik dan guru mengucapkan salam perpisahan.	<p>25 Menit</p>

Kegiatan pertemuan kedua	
Kegiatan Pembelajaran	Waktu
<p>Kegiatan Pendahuluan</p> <ul style="list-style-type: none"> • Guru memberi salam (<i>greeting</i>); • Peserta didik dan guru berdoa bersama, • Guru mengecek kehadiran siswa; • Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran; • Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari • Guru mengajukan pertanyaan tentang kaitan antara pengetahuan sebelumnya dengan materi yang akan dipelajari; • Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai; • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus. 	<p>5 Menit</p>
<p>Kegiatan Inti</p> <p>mengeksplorasi</p> <ul style="list-style-type: none"> • Guru memerintahkan siswa untuk berkelompok sesuai dengan kelompoknya masing-masing, 	<p>90 Menit</p>

<ul style="list-style-type: none"> • Guru memerintahkan siswa untuk melanjutkan membuat text descriptive, • Guru mengamati teks lisan dan tulis tentang teks deskriptive terkait orang, benda dan tempat, • Guru memerintahkan siswa untuk mengkomunikasikan dan mempresentasikan hasil dari teks deskriptive setiap kelompok, 	
<p>Kegiatan Penutup</p> <ul style="list-style-type: none"> • Guru dan siswa membuat rangkuman/simpulan pelajaran. • Memberikan umpan balik terhadap proses dan hasil pembelajaran. • Memberikan tugas individual sesuai dengan hasil belajar peserta didik. • Menyampaikan rencana pembelajaran pada pertemuan berikutnya. • Peserta didik dan guru mengucapkan salam perpisahan. 	<p>25 Menit</p>
<p>Penilaian</p> <p>a) Pengetahuan</p> <ul style="list-style-type: none"> ✓ Test tertulis ✓ Penugasan ✓ Kinerja 	

✓ Project

✓ Portofolio

Tabel : Rubrik Penilaian Content

Tingkat	Kriteria
4	Excellent to very good
3	Good to average
2	Fair to poor
1	Very poor

Tabel : Rubrik Penilaian Organization

Tingkat	Kriteria
4	Excellent to very good
3	Good to average
2	Fair to poor
1	Very poor

Tabel : Rubrik Penilaian Vocabulary

Tingkat	Kriteria
4	Excellent to very good
3	Good to average
2	Fair to poor
1	Very poor

Tabel : Rubrik Penilaian Language Use

Tingkat	Kriteria
4	Excellent to very good
3	Good to average
2	Fair to poor
1	Very poor

Tabel : Rubrik Penilaian Mechanics

Tingkat	Kriteria
4	Excellent to very good
3	Good to average
2	Fair to poor
1	Very poor

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